



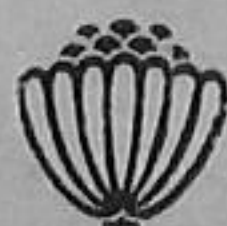
Some thoughts on

Handwritten notes and scribbles, including the number 3.

E.3

**AGRICULTURAL EXTENSION METHODS
AND
COMMUNITY DEVELOPMENT PROGRAMMES
IN INDIA**

8



DEPARTMENT OF AGRICULTURE IN MYSORE

APRIL 1959

INFORMATION BOOKLET No. 6.

Some thoughts on

2...3
116

AGRICULTURAL EXTENSION METHODS AND COMMUNITY DEVELOPMENT PROGRAMMES IN INDIA



I KEEP SIX HONEST SERVING MEN
THEY TAUGHT ME ALL I KNOW
THEIR NAMES ARE WHAT, WHY AND WHEN
AND HOW AND WHERE AND WHO

—Rudyard Kipling.



DEPARTMENT OF AGRICULTURE IN MYSORE

APRIL 1959

Information Booklet No. 6.

AN OPINION ON THE HANDBOOK

DOUGLAS ENSMINGER

REPRESENTATIVE IN INDIA.

THE FORD FOUNDATION

32, Ferozshah Road,
New Delhi-1, (India).

October 29, 1958.

"Your material is interesting, descriptive and apparently factually correct. It should prove useful as a guide to instructors as a reference to Grama Sevaks.

We need much material of this nature and I would encourage you to proceed with publication."



LRP

FOREWORD

The Department of Agriculture in Mysore and other development departments are engaged in promoting the welfare of the people since their inception in the early part of this century. The successive benevolent rulers from the Mysore Royal Family and the enlightened Dewans of our state were responsible in initiating many welfare projects through the agency of the development departments of Agriculture, Animal husbandry and Veterinary, Health, Rural Industries Etc., In these efforts several thousands of officials of the Government were involved in contacting the Villagers to impart new skill and to pass on scientific information for adoption in their daily life. Such work not only needed special qualities in the field workers but also special technique in reaching the varied age group which were also illiterate. Experience accumulated in these efforts are reflected in the successive rural development schemes formulated and worked out by the Government. However, the problem being so vast, the resources of the Government in the shape of sufficient number of properly trained personnel was a limiting factor in reaching the desired objective.

Attainment of political Independence during the last decade brought in its wake a reorientation in the country's administration. The activities of the Government was geared to the objective of a welfare state. The Community Development programme initiated in the first five year plan has coordinated the activities of the development departments at all levels to serve the people, more effectively than was possible earlier. It has provided an extension agency which serves the farmer, the artisan, the woman, the youth in the village.

Thousands of extension workers as Gramasevaks, Gramasevikas, Extension Officers, Block Development officers, and technical personnel and village leaders are engaged in this movement. Several training institutions are non functioning to train than in extension methods and to give them orientation to the desired objective. Assistance from other countries like U. S. A where extension has taken firmer roots, is available in organising training courses. Experience of personnel who have pioneered in extension work especially in underdeveloped countries, is being made use of by organising Seminars, Conference and mutual visits. Thus, our own experience of the past rural welfare work together with the experience accumulated in other countries especially of the underdeveloped countries are kept in view while programmes are being implemented. Literature on rural welfare work is accumulating as such attempts of welfare work increase. Field workers of today are slightly in a better position than the earlier workers in that the Journals, Circulars, Reports, Booklets etc., on rural welfare programme are available and the field workers have increased opportunities of coming together in Seminars, Conferences of different levels and through conducted tours.

This Booklet, that the Department of Agriculture in Mysore is publishing, is one such attempt seeking to explain certain fundamental concepts of rural welfare work. The authors, Sri R. Dwarkinath, Sri J. Srinivasamurthy and Sri P. Hanumappa have worked in the Pilot Training—cum Extension Project, Mandya,—Malavalli inaugurated in 1952 along with the other four in India, as forerunners of C. D. P. They have attempted to explain the extension work and Community Development programme of India. The booklet deals with sufficient details objectives, methods and the Programmes. It is hoped that it could be useful reference book to field workers as well as trainees in the several training institutions particularly to those in Agricultural colleges and Extension training Centres.

M. MALLARAJ URS,
Director of Agriculture.

PREFACE

Extension work, to us, has always been strongly attractive.

Early in 1952, we came together in the Pilot Extension Project, Malavalli, organised by the State Department of Agriculture with the assistance of the Ford Foundation, Central and State Governments. By then we had put in varying periods of service in the parent Department of Agriculture from which we had been selected to work in the Extension Service. After a couple of years we separated, but mostly we continued to work in association with Extension. During this period, we had participated in Extension work; we had closely observed Extension in action: and thro' contacts, seminars and tours, we had the opportunity of watching the growth of 'Extension.' We had developed within ourselves a sense that we know a great deal about the subject. But, later when we rejoined in the Extension Training Centre, Mandya, in 1958, we realised some of our inadequacies. This time, instead of practising Extension we had the responsibility of teaching Extension. We had to interpret the meaning and philosophy of Extension and Community Development to the Gramsevak trainees and stimulate them to be inspired and informed field workers.

Dean McLeod, Tennessee, says, "to teach some thing, you have to learn something more." We felt, at this stage, we had a good lot to learn. We began seeking answers from our colleagues, from several authors and from our own experience, to the questions that kept coming to our mind frequently. Some of the questions were—Are we running the Program on the right lines? What were the circumstances that necessitated India to evolve these programs? What has been the experience of other countries in the field of Extension? What is Extension and how does it function? What is the importance of program planning in Extension work? What are the requirements of a Gramsevak? We knew the answers somewhat, already, but we wanted more of fundamentals. The result is this small booklet.

The Extension Service which started with a score of men, about six years ago has been growing rapidly and has thousands of men on its roll, today. we feel that questions similar to the above might often arise in the minds of these men, too. We hope the information assembled here by us would be useful to them, as well, to some considerable extent.

We are thankful to Sri M. Mallaraj Urs, B.Sc., (Agri.) (Edin.), the Director of Agriculture in Mysore, Bangalore, for his kind and constant encouragement in this work. Our thanks are also due to Shri H. P. Narsimhamurthy, Project Evaluation Officer, Sri B. J. Nanjundappa, Head Quarters Asst. to the Director of Agriculture, Sri Y. Chandrasekhar, Planning Officer; and all our friends and colleagues for their sympathetic assistance. We thank Shri H. N. Anantharamiah, for his services in preparing the draft in his spare time.

We gratefully acknowledge our indebtedness to the several authors from whom we have drawn heavily to enrich ourselves. The eminent writers on Extension like Douglas Ensminger, M. L. Wilson, Carl. C. Tylor, Edmund Brunner, Phillip Roupp, Spencer Hatch, have been a source of inspiration to us.

We owe an inestimable debt to Late Hans E. Kardel, who guided us in the early days of Extension work, and who kindled in us a lust for this kind of work, with the "lowliest and the lost."

R. DWARAKINATH,
Assist. Professor, Agri College, Hebbal.
J. SRINIVASAMURTHY,
Lecturer, Agri. College, Hebbal.
P. HANUMAPPA,
Instructor,
Extension Training Centre, Mandya.

CONTENTS

CHAPTER I

THE NEED FOR RURAL DEVELOPMENT PROGRAMME

<i>Section I</i>	The Community Development Programme grows out of the situation	PAGE 1
<i>Section II</i>	India an under—developed country—It is still a land of plenty	2

CHAPTER II

PAST EFFORTS IN RURAL DEVELOPMENT IN INDIA AND ABROAD

<i>Section I</i>	Extension in India—The Economic Conference of Mysore—Gurgaon attempt— Marthandom Demonstration centre—Shrinikethan Rural Reconstruction institute—Sevagram—India village service—Ettawah Project—Summary of short comings of the past attempts	4
<i>Section II</i>	Extension abroad : Co-operative Extension Service in America—Agricultural Advisory Service of Denmark—Rehabilitation Program in Isreal—Mag Say Say C. D. Programme of phillippines—Macedonian Program in Greece	7

CHAPTER III

SOME MAIN FEATURES OF COMMUNITY DEVELOPMENT

<i>Section I</i>	Community — Constituents of Community — Individual—Group—Leader— Leadership	10
	Culture and Community Organisation :—Culture—Community Organisation— How culture changes	12
<i>Section II</i>	Community Development	13

CHAPTER IV

INDIAN FIVE YEAR PLANS AND C. D. P.

<i>Section I</i>	The Indian Five Year Plans	17
<i>Section II</i>	The Community Development Program of India—What is Community Development Program—Objectives of the C. D. P.—Principles of C. D. P.— Phases of Community Development—Administrative units of C. D. P.— Stages of C. D. P.—Organisational set up—People's participation	19

CHAPTER V

“ EXTENSION IS EDUCATION FOR LIFE ”

Philosophy of Extension—Guide posts and Principles of Extension—How Extension functions	22
---	----

CHAPTER VI

EXTENSION METHODS

Section I

Need for understanding Extension methods—Goal of extension teaching—How Adults learn—Steps in teaching 25

Section II

Extension methods :

(1) Farm and home visits	...	...	...	...	...	...	26
(2) General meetings	...	...	...	...	...	...	27
(3) Group contacts	...	...	...	...	...	...	28
(4) Method demonstrations	...	...	...	...	...	...	29
(5) Result demonstrations	...	...	...	...	...	...	30
(6) Campaigns	...	...	...	...	...	...	31
(7) Voluntary and local leadership	...	...	...	...	...	...	32
(8) Exhibits and models	...	...	...	...	...	...	33
(9) Tours and excursions	...	...	...	...	...	...	34
(10) Audio—Visual aids—Photographs, posters, films, filmstrips and slides	...	...	...	...	...	...	36
(11) Literature—Leaflets, folders, circular, letters and news papers	...	...	...	...	...	...	37
(12) Farmer's calls	...	...	...	...	...	...	39
(13) Radio programs	...	...	...	...	...	...	39
(14) Illustrated talks	...	...	...	...	...	...	40

Section III

Effectiveness of Extension methods :

Three types of communication of ideas—Study of effectiveness of several methods employed by the U. S. Extension service—Review of Indian experience—Guide to choose extension methods for different jobs 41

CHAPTER VII

WHAT IS PROGRAM PLANNING

Section I

Program—Plan—Project—Calendar of work—Program planning—Evaluation—Aim—objective—Goal 44

Section II

Elements of Program plans—Why Program Planning—Principles of Program Building—Steps in Building up a program 45

Section III

Objectives and Evaluation of programs. Determining objectives of a Program—evaluating a program—Why local participation in program planning 47

Section IV

Program Planning of Extension work as applied to Indian condition and How to start work in an Extension Block 48

CHAPTER VIII

VILLAGE EXTENSION WORKER IN INDIA

Evolution of the institution of a multipurpose village level worker—Gram Sevak—Role of Gram Sevak—Attributes of the Gramsevak—Qualifications—Qualities of an ideal extension worker—Pitfalls in Extension and the creed of extension worker 52

CHAPTER I

THE NEED FOR RURAL DEVELOPMENT PROGRAM IN INDIA

*I would say, that if village
perishes, India will perish too,
India will be no more India.*

—M. K. Gandhi.

Section I

THE COMMUNITY DEVELOPMENT PROGRAM GROWS OUT OF THE SITUATION

India is a land of villages — with 5,58,089 of them. Nearly 83 (82.89) per cent of the people live in these earning their living thro' farming, cattle rearing, and cottage industries. Often, to-day, disease, hunger and want live side by side with these villagers. But, in the past this country had been proverbially rich and prosperous. The decline in Indian life, which began a few generations ago, continued up to the middle of the twentieth century. It became urgently necessary, therefore, to halt this downward drift and to institute a process of regeneration in the national life. This was the genesis of the Community Development Program. The situation out of which this program evolved in 1952, may be analysed as follows :—

- (1) India was an under-developed country by certain standards. But it had the resources which could be harnessed.
- (2) After the second world war, like many other nations, India was attempting to rehabilitate herself.
- (3) Having attained the political independence, India was striving to raise herself in economic and social standards.
- (4) The cumulative experience of the immediate past, in rural development work in the country, indicated, certain significant things.
 - (a) The standard of technical skills employed in rural occupations was very low.

Hence, the guidance in improved skills had to be provided at the ground-level so as to be directly availed of by the villagers. The means of communication of the scientific knowledge, could not be the written word since the literacy percentage was exceedingly small.

- (b) The Grow More Food Enquiry Committee made, amongst other things, two observations, namely, that there should be an integrated approach to village development work, and that the services of the development departments of the government should reach down to the village instead of ending up at the taluk level.
- (c) The Ettawah project of U. P. also indicated that the trained village level worker, the involvement of local people in development efforts and the demonstration of the new skills under village conditions were some of the essential requirements for effective and lasting rural development work.

Largely, these circumstances, experiences and thoughts shaped the concepts of the various components of the Community Development Program of India : the multipurpose Gramsevak for a unit of villages ; the subject-matter specialists to guide and assist him ; the financial assistance for aided self-help in providing more living facilities in the villages ; and the programs of Social Education for developing the local people and leadership enabling them to shoulder increasing responsibilities.

Section II

INDIA, AN UNDER-DEVELOPED COUNTRY

What is an under-developed country? To what extent is India considered to be under-developed?

The countries like England, America, Russia and Japan are said to be advanced as compared with Pakistan, India, Burma or Indonesia. Generally, the living standards would be low in the under-developed countries; it would be associated with three maladies—Poverty, Disease and Ignorance.

The national and per capita incomes are the indicators of the economic advancement of a nation. The figures of some countries for the year 1950-51 are compared with those of India hereunder :—

	National Income (approx)	Per capita Income (approx)
	Rs.	Rs.
India ...	9,110 crores	254
Russia ...	30,000 „ (3 times)	1,120 (4 times)
America	110,000 „ (11 times)	5,212 (20 times)

Roughly, half the national income is derived from agriculture and the rest is made up by the industries, commerce and other sources. This indicates that the Indian industries and commerce have not developed well. It also indicates that about 50 per cent of the wealth is produced and shared by 70 per cent of the population and the other half by the rest 30 per cent of the people who are mainly urban. India is, still, predominantly an agricultural country.

The agricultural and industrial productions are also very low as indicated by the following data for the year 1935 :—

	India	America	England	Japan	Egypt	Java
Grain/Ac. (lbs.)	690	2,000	...	...	...	...
Sugarcane/Ac. (Tons)	10	...	...	...	...	40
Cotton/Ac. (lbs.)	98	200	...	...	450	...
Coal (per cent of world Production)	3%	40%	...	4%	...	...
Iron („)	2%	53%	4%	...	...	...
Electricity („)	1%	37%	6.2%	...	...	...

Thus, in the economic sphere, India is far behind many other countries in national and per-capita incomes, as well as in farm and factory productions.

The health standard of a country can be measured in several ways. Taking the food, the daily per-capita intake in calories (1954-55) in India was 1840, Japan 2165, America 3090 and England 3230. As far as the availability of medical services is concerned, there was a qualified doctor for every 1000 people in England and 6,300 people in India. If the life—span is considered, the average Indian lives for 32 years, a Russian 45 years and an American 63 years. The long life indicates, amongst other things, the availability of nutritious food, better living conditions and more medical facilities.

Literature in the modern world, is a very important vehicle for the exchange of thoughts and ideas. Percentage of literacy in a population, therefore, is a yard-stick in gauging the ability to absorb new knowledge. For every hundred there are 17 literates in India, 98 in America and all in Russia. This low percentage in India, again, consists mostly of men as compared to few women; mostly urban as compared to few rural people.

Thus, in the scale of progress, India does not stand very high amongst some of the nations in the world. Yet, only a few centuries ago, the country was so fabulously abundant as to attract travellers, tradesmen, and invaders from far off lands. This unhappy degradation has been caused by many factors.

There are social causes which include the caste system, communal conflict, lack of suitable education, lack of dignity of labour, impact of foreign culture and the like. There are economic factors which include the law of inheritance, low production, decline of village industries, unemployment, over-population, lack of technical education are amongst the others. The historical events include the numerous foreign invasions, development of zamindari system, advent of British rule, break-down of the Barabath system, and the rivalries of native kings etc.

These are some of the elements, which individually and in combination, have contributed to the present state of things.

THIS IS STILL A LAND OF PLENTY

India has got enormous resources which could be purposefully harnessed.

The greatest wealth of a nation is its people. India has 1/7 of the world population—a vast manpower ; it is intelligent, efficient, and has a “ glorious civilization and an ancient culture ”. Its mental and physical abilities are varied and are suited to almost any kind of job in the world.

The land is extensive, fertile and is with different soil types suited to a variety of crops. Three-fourths of the surface is cultivable ; one-fifth is under rich forests. It is also supporting a vast variety of livestock.

The country has the natural assets of long sunny days ; well-defined monsoons ; big rivers suited for irrigation, power or navigation ; prodigious mountain ranges offering protection from invaders and dry-winds, and generating big rivers.

Besides, there are enormous land deposits. The coal, iron and manganese deposits of India are

amongst the biggest in the world ; so is the potential for producing electricity.

Thus, it is seen that the country is materially under developed ; it has attained the political freedom a means to achieve economic and social improvement ; it has adequate men and material resources ; it has the human urge to secure better standards of living ; and, it has a spirit of independence which compels it to be strong and self-reliant. The Community Development Program embodies these hopes and aspirations of the nation.

References :

1. Our India—Minco Masani.
2. Yojana.
3. Eastern Economist (Annual-1956.)
4. Indian Agriculture in Brief—
(Ministry of Food and Agriculture.)

CHAPTER II

PAST EFFORTS IN RURAL DEVELOPMENT IN INDIA AND ABROAD

"Whatever differences there may be between the industrially developed countries of the West and the underdeveloped countries of the East, the Community Scheme attempts to raise the welfare of the common people without imperilling the dignity and the liberty of the individual. If it succeeds, as it is very likely, then it will be a great victory for democracy."

—Dr. S. Radhakrishnan.

Section I

EXTENSION IN INDIA

Village development was not a big need in earlier days, since the villages in the past functioned as self-contained and self-sufficient units. A balanced system of society was capable of looking after its needs and wants. But by the beginning of the 20th century, it was felt by far sighted individuals in authority and in public life, that the rural life, which was fast deteriorating due to several factors, needed rebuilding.

This thinking was also prompted by the several famines that occurred in the 19th century and by the conclusions drawn by the several commissions appointed in this connection.

Sometimes, it appears that compassion and fellow-feeling were the considerations for a few village upliftment attempts. A study of the more prominent of these endeavours by government officials, private individuals and institutions, during the past half a century would give an insight which should be helpful in understanding the background of the Community Development Program.

1. **The Economic Conference of Mysore :—** Launched by Dr. M. Visvesvaraya, between 1914-18, as the Dewan of the State,

This was a purposeful and methodical plan for achieving progress over a wide front. Everything related to economic development, and every method

with a chance of success was attempted. Agriculture was one of the main fronts. Statewide schemes for village improvement comprising all aspects of life were taken up. The conference attempted with all the zeal and available financial and other resources, just the very things, which in recent years are being attempted for economic development of the country. The conference activities included both the 'deliberative' and 'executive' aspects. District and Taluk Committees, with the respective Revenue Officers as chairman, with the Officers of the development departments and the selected non-officials as members, were constituted. The organisation was in the hands of the Revenue department.

These committees surveyed the needs and possibilities, listed and examined them in detail, arranged priorities, fixed targets, and devised ways and means of attaining them. Note was made of things possible immediately, and in the long range.

One main reason for its being wound-up was the immense load of program.

2. **Gurgaon Attempt :—** Organised by F. L. Bryne, Collector of Gurgaon District in Punjab around 1920, prompted by the poverty and misery of the people.

Increased farm yields, stopping over-spending in social functions, improving health standards, and home improvement and women welfare—were the main objectives.

He appointed village guides, conducted propaganda thro' films, folk songs and dramas, and, organised Rural Economics and Domestic Science schools.

The activities comprised of irrigation, afforestation, composting, cattle improvement; house improvement; women's education; and, discouragement of heavy spending on social functions etc.

Short comings:—(a) an individual attempt; (b) people reacted to the position and power of the Collector; (c) authority, not persuasion or education was in play; (d) village guides were inexperienced and un-trained; (e) no comprehensive planning; (f) no continuity in the work; and, (g) attempts were limited to a few villages.

3. **Marthandom Attempt**:—Started by the noted American missionary Spencer Hatch in Travancore State under the auspices of the Y.M.C.A. in 1921.

"The purpose of rural reconstruction under an association is to bring about a complete upward development towards a more abundant life for rural people spiritually, mentally, physically Socially and economically". The working principles were self-help with expert counsel, reconstruction reaching down to the poorest, simplicity, making villagers to want and ask for assistance, suitably trained personnel,

Farmers were given counsel in economy and self-help; Marthandom was a demonstration centre for the surrounding villages. Local leaders were involved and trained. Village associations were developed. Rural surveys were conducted. Dramas, exhibitions, melas, demonstrations, were organised.

The activities consisted of Agriculture, Cottage industries, Community programs, Bee-keeping, Poultry farming etc.

The strong points:—(a) special training of the staff, their enthusiasm and sincerity; (b) a comprehensive plan; (c) starting with the existing conditions and, (d) low financial load.

The defects:—(a) Lack of adequate funds; (b) lack of government backing; (c) lack of continuous contact with the villagers (workers were required to return to the Centre in the evenings); and, (d) the religious standing of the institution.

4. **Srinikethan Attempt**:—(Rural Reconstruction Institute): Developed by the poet Sir Rabindranath Tagore in collaboration with L. K.

Elmhirst in 1921 at Srinikethan in Bengal. He was prompted by the cultural and social degradation of Bengal villages, resulting in poverty and self-respect.

The objectives were: taking real interest in village development; studying and analysing rural problems and using them in action; and, helping villagers to develop their resources.

Accordingly, a Rural Reconstruction centre was organised; demonstrations were conducted; training centre for handicrafts was built up; and village scouts were appointed.

Activities consisted of popularising Health Co-operatives, better seed and manure, cottage industries and organising village melas.

Strong points:—(a) the stress on surveys; (b) training of youth and village leadership; and (c) adult education.

Defects:—(a) Experience was limited to 15 villages; and, (b) over-emphasis on cultural aspects of life.

5. **Sevagram Attempt**:—Started under the guidance of Gandhiji in 1933 which really began in 1920 as All India Spinners' Association.

The Objectives were the service to the under-privileged with a sense of dedication. He believed that village regeneration was the pre-requisite for political freedom.

There were no well defined methods. He himself was an example of self-purification. Service was the basic motive.

Activities consisted of the organisation of the training centre for cottage industries; preaching and practicing communal unity, prohibition; removal of untouchability; and, stress on Basic and Women's education.

Gandhiji set a very high personal standard, difficult to reach by common people.

6. **India Village Service**:—Directed by Dr. W. H. Wiser as a mission project in U. P. in 1948.

"Believing that given the intelligent teaching and guidance, Indian villagers can and will do much for themselves, the India Village Service emphasises that given incentive to do their own thinking, to make their own plans, and to take their

own action in the realisation of more abundant life in a small community."

The program aimed at meeting the needs of the villagers as expressed by themselves, included health and sanitation, recreation, industries, home-making and general education.

I. V. S. "Colleagues" were appointed and were provided with good facilities; cooperation of government and other agencies was sought; stress was laid on informal discussions, use of volunteers, demonstrations, use of books, songs, exhibitions and other visual aids. The colleagues lived 3-5 years at allocation.

The work was slow but with definite results.

✓ 7. **Ettawah Project** :—The pilot project was organised by the American Architect Albert Mayor in 1948 in Ettawah Dist. of U. P.

The objectives were :—

- (1) to see the extent of improvement possible in production, social improvement, development of initiative, self-compliance and cooperation in an "average district";
- (2) to see how quickly results could be achieved; and
- (3) to see whether results achieved could be permanent and are reproducible in other areas.

The Village Level Workers were trained and appointed; co-operation of other departments and agencies was enlisted; and demonstrations were conducted.

Activities included increasing farm yields, soil conservation, Animal husbandry, village sanitation and social education.

The project was successful and the pattern was accepted for the Community Projects. Villagers participation was a strong point. There was thorough planning and an integrated approach to village life.

8. **Other noteworthy attempts** : Model village scheme, Rural Welfare Centres, Rural Development Scheme of Mysore; and Firka Development Scheme of Madras are the other important efforts.

It could be seen that in each one of these attempts, there are very good points which have been duly

noted in evolving the Community Development Program of India. The defects have also been noted and eliminated to the extent possible. Some of the important shortcomings of the past attempts in this line may be summed up as follows :—

- (1) The attempts were mostly based on individual initiative, inspired by humanitarian considerations.
- (2) Government backing and financial support was not forthcoming in sufficient measure.
- (3) The attempts were mostly isolated, uneven and discontinuous.
- (4) Staff employed was inadequate, inexperienced and untrained.
- (5) The objectives were ill-defined or lop-sided in their development.
- (6) The plans, programs or organisation were lacking, weak or unbalanced.
- (7) Parallel programs of supplies, services, guidance and supervision were not developed.
- (8) The need for proper methods and skills of approach to the task was not fully realised.
- (9) Evaluation and research was lacking.
- (10) Association and co-ordination of other development departments were very limited.
- (11) Involvement of people in thinking, planning and executing village development were not properly achieved.

However, we should realise, that in those early days, the plans and programs could not be so thorough as they are to-day. The cumulative experience of all these attempts in India, as also of the attempts in other countries in the world has been helpful in developing the concept, design and organisation of the Community Development Program.

Section II

EXTENSION ABROAD

Attempts to improve the lot of the farming communities, similar to those made in India, could be found in many parts of the world. In fact, some of the efforts, organisation and achievements of certain of the foreign countries deserve to be studied closely. One of the out-standing nations in this respect is U. S. A., where the Co-operative Agricultural Extension Service has been developed over the past four and odd decades.

1. AMERICA

Extension system, here, grew out of a problem situation—a need for a service and education system to meet the needs of the people. It did not come out all at once. Declining farm yields, deteriorating soil conditions, crop pests—particularly on cotton—etc., were some of the problems bothering the cultivators and those interested in them. Gradually Agricultural Societies and Farmers' Institutes were formed, the problems of the farmers came to be recognised more and more; and, the research results began to gather and the extension work developed.

In 1862, the Morrill Act, signed by President Lincoln, established the Land Grant Colleges. Each State, under this act, provided an extent of land, the income from which was used for the Colleges teaching "Agriculture and Mechanic Arts." In the same year, the Organic Act authorised the organisation of the present day Department of Agriculture.

Since good research work was needed to balance the class-room work in these Colleges, the experiment stations were started as part of the Land Grant Colleges in 1887 as per the Hatch Act.

Thus, eventually, the recognition of the need for the liaison between the Department of Agriculture, the Land Grant Colleges, the Experiment Stations, and the farming folk was recognised, and, this resulted in the Smith-Lever Act of 1914 which established the Co-operative Extension service.

In later years, around 1903, Seaman. A. Knapp, the father of American Extension work, started the Demonstration work in the South. The success that attended this new effort led to the birth of the Agricultural Extension Service.

Youth training is a significant part of the co-operative Extension work in America. In the early

part of the century (1900), various clubs for farm boys and girls were formed, centering round corn growing, nature study, gardening and canning. Today 4-H clubs constitute the largest youth organisation in the world with more than 2 million boys and girls as members.

There are 3,000 counties in America, each with a County Agent, assisted by a Home Demonstration Assistant and an organiser of Youth activities. The U. S. D. A. began in 1862 with a thousand dollar budget and is now provided with millions of dollars for its functioning.

Dr. C. B. Smith in an address as "What Agricultural Extension is," stated as follows— "In the United States, Agricultural Extension is what it does. Its primary function is that of a teacher, counsellor and educator in all matters affecting rural people and rural life. But Agricultural Extension is also a Government agency that reaches into every rural community and is readily available to the State and Nation for meeting emergency demands like flood, drought, disease, disaster or war.

It is a partnership agency in which the officials—Federal, State and County—sit together in council with rural people to plan and work for the prosperity."

2. DENMARK

The background of the agricultural advisory service in this country consists of the (1) the Rural Reforms Law-1794, (2) the compulsory Education Act-1814, and, (3) the Free Constitution and legal right to State Aid - 1849.

The Objective of the organisation developed as a result of these legislations is, broadly, social welfare.

The methods of operation comprise of—(1) Education thro' multi-lateral system and the folk high schools teaching agriculture and trade, (2) the Ministry of Social Welfare, thro' local bodies provides health insurance, medical attendance, woman and Child welfare, old age pensions etc.; and (3) the co-operatives and Farmers' Organisations promote all industries, for which special advisory personnel are offered by the Government.

The organisations include (1) Farmers and small holders associations, (2) Consumer—producer societies, (3) Agricultural Societies, and (4) Dairy Associations.

3. ISRAEL

Here it is mainly a rehabilitation program for the immigrants from the several parts of Asia and Europe.

The objective of the efforts is the (1) creation of the economic common wealth, based on co-operation, (2) bringing about a homogeneity amongst the immigrants, and (3) development of leadership.

The methods involve, (1) organisation of agricultural colonies and industrial centres and townships in an integrated economy, (2) development of co-operative endeavour, and (3) Extension and advisory service provided in the new settlements to help them in getting rehabilitated socially, culturally and, economically.

The organisations include, (1) Jewish agency to promote settlement of immigrants until they become economically self-supporting—technical experts to look after soil survey, water, planning, economic planning etc., (2) Histadrut, another voluntary organisation to provide employment to people in productive fields, and to run social services in Health and Education, and (3) administrative organisations consisting of local and regional councils under the Ministry of Interior, which provide the frame work for regional co-operation and for pooling of resources, for improving economic and social conditions and for furthering the social and cultural integration of the immigrants.

4. PHILLIPPINES

The endeavour is quite recent. In 1950, the Community Schools program sponsored by educational leaders, had the school teacher fostering agriculture, literacy, home and barrio beautification. In 1953, the Education Department intensified this Program, thro' rural community self-help projects.

The School teacher relieved of his educational work was assigned to the project as Community Projects organiser. Also in 1953, the Bureau of Agricultural Extension was established. In 1954, the Community Development Planning Council evolved the C. D. Plan. By 1957, the C. D. Plan was in operation in 22 provinces. This is called the Mag Say Say C. D. Program.

The objectives are (1) improvement and enrichment of life thro' aided self-effort of the people, (2) increased production and income, (3) maximum

self-help for public improvement works, and (4) aided better health and sanitation activities.

The methods consist of (1) stimulation and organisation of self-help barrio activities, (2) obtaining the necessary technical services from the specialists of the Government Departments, (3) assisting the barrio council in planning and administering the barrio C. D. program.

The organisations comprise of (1) the C. D. Councils at the provincial, municipal and barrio levels—with the "Provincial C. D. Officer," "Municipal Executive Secretary" and "Barrio C. D. Worker".

The activities are: (1) Agriculture including animal husbandry and home extension, (2) public improvements, roads, housing and water supply, (3) Health and sanitation programs, (4) education—elementary schools and literacy classes, and, (5) social welfare work including training of social welfare workers.

5. GREECE

Macedonian Program :—This is a large demonstration in Rural Greece extending over 48 villages. North East Foundation of U. S. A. undertook this demonstration program to induce the Greek Govt. to adopt methods developed by the foundations program.

OBJECTIVES :—To assist the rural people to help themselves by strengthening their agriculture economy, raising the standards of home life, and improving their health and at the same time to make available various recreational and profitable leisure time activities.

Frame work for the construction of the balanced demonstration was based on "All education should be built around four essentials of individual and community life :

1. Economy
2. Home
3. Health
- and 4. Recreation.

The Program had to develop an intensive extension service as :

- (1) Rural population was concentrated in villages rather than on farm steads
- (2) Settlements were very close to one another and were linked in to closely knit community.
- (3) Facilities of communication was very poor.

The Program was a combination of American Extension system with vocational instruction and modified to meet the needs of the rural Greece. Young were trained in the villages before they were taken into the program. Local committees of peasants associated in planning as well as in the execution of the program. Extension workers visited the six villages allotted to them each week by turns travelling on horse back or foot.

EVALUATION OF PROGRAM :—Agriculture—Efforts of efficient Workers gave good results though the average holding was one to two acres and the resources were very limited. Policy of intensive on the job training of the staff was an effective means including the efficiency of the staff.

Recreation — This proved very successful and became a coordinating factor for the entire program. Athletics and games developed inter village contacts and fellow feelings. Reading rooms, travelling libraries on donkeys back, future farmers of Greece for boys between ages of 12 and 20, were the highlights.

Home Improvement — Home economist and Public Health nurse worked in a centre located in an improved village home. Health education, first aid and medical health, food preparation, sewing, home management, child care were included in the program. This was very effective.

Sanitation — “Doing things for people is often easy but expensive and of temporary benefit; showing people how to do things for themselves may take a little time but relatively unexpensive and the results lasting” was the principle adopted and very good results were achieved.

Feature of this experiment is the coordination brought about by several agencies on voluntary basis. Greek Govt. gradually incorporated many of the methods developed in the demonstration project into

the services. Programs under Agriculture, Recreation and Rural Sanitation were integrated in the Govt. agency. Home improvemet could not be integrated for want of personnel.

LESSONS :

1. A comprehensive programme can be effective and can produce lasting results.
2. People in under developed area want to learn and are ambitious to better their living and to follow the lead if any.

Other noteworthy attempts are those made in the countries of, China, Japan, United Kingdom etc.,

It is evident from these studies that the development of Agricultural Extension agencies in their varying forms is always a gradual, and therefore a slow process; it is very much like natural growth. It is almost always built up to meet the specific needs of the local people. It is a quest—it is constantly seeking answers to the problems of the farmer. It has developed every where to the same extent and with the same rapidity as the local people.

References :

1. C. D. Review—I. C. A.
2. The report of the 1st study tour team abroad —M. C. D.
3. The report of the extension work in U. S. and Japan—I. C. A. R.
4. Rural Reconstruction in Action—By Allen.
5. Village Improvement and Agricultural Extension by A. K. Y. Iyer.
6. Reconstruction and Education in Rural India—By Premchand Lal.
7. Towards Freedom from Want—Hatch.

CHAPTER III

SOME MAIN FEATURES OF COMMUNITY DEVELOPMENT

*There is no life that is not in Community
And no Community not lived in praise of God.*

—T. S. Eliot.

Section I

COMMUNITY

What is it?—

It is an Association of human beings composed of groups of people—relatives and friends—living together in a compact and contiguous area, sharing the same fundamental values of life and participating in regular activities both for their livelihood and social and religious functions. It is a social group in which the individual members share the same values, attitudes and interests which give the group a cohesiveness and social solidarity. The common residence, common values and common activities are the main features of the Community. The Community is a manifestation of the very life forces integrating a regional group of human beings at biological, Sociological, and Psychological, levels. Community is a way whereby the parts and functions of life as expressed by groups are integrated and are made organically whole.

The Criteria for a Community are, therefore.

- (1) A Geographical area, the people of which have daily habitual association in their chief interests and participate in its institutions.
- (2) A volume of business with sufficient scope for specialisation of the functions, which smaller communities cannot support.
- (3) A sufficiency of resources to support its institutions.
- (4) An ability to offer institutions serving common interests more cheaply than when they are supported by smaller groups.

Why is it?—

Individuals and groups come together forming community to attain such ends which are not commonly attainable by individual groups as for defence, Sociability and for economic interests. The farming occupation necessitates the attachment of the farmer to the land and the mutual acquaintance and the development of common interests amongst the people living together. However the evolution of human association as a community should be viewed more as qualitative aspect of human development than mere integration of groups for some functions and interests. The purpose of participation in the common activities or sharing in the management of common affairs should be far deeper. They should serve as a means to some purpose that transcends the time and limitation of human condition than an end in itself.

CONSTITUENTS OF COMMUNITY

(a) INDIVIDUAL, (b) GROUP
and (c) LEADER

(a) Individual :—

The Community consists of individual human beings. The individual, equipped with brain, is capable of thought processes. He is also governed by instincts, reflex actions and habits. He acts mechanically when prompted by feelings resulting from physical and human environments. The sum total of all such behavior patterns of an individual is called 'Personality'. It further includes the physical forms, behavior, belief and feelings of the concerned individual. Hereditary characteristics, the social and natural environments and special experiences influence the development of personality.

In primitive group the man found himself in the group and never found himself; the group is all for him. Later, as a result of greater personal freedom from group controls, man began developing individual personality. This gradually led to the shifting of the Centre of initiative and responsibility to the individual.

The individual personality, however, becomes richer and broader to the extent he participates in group life, yet maintaining independence. Personality should freely unfold under conditions of healthy fellowship. There are some who subscribe to the view of Aristotle that a Community is a natural organism more important and real than its individual; it is justifiable to compel the individual to conform absolutely to his station and its duties. Opposed to this is the open or libertarian relationship. Thus there is always a basic inconsistency in social activity at some point between the individual and group interests.

(b) GROUP

What is it?—

It consists of people amongst whom there is an established pattern of psychological interaction and particular type of collective behavior. It is recognised as an entity by its own members and by others. In small groups one could find deepest discipline in responding to the needs of others. Groups may be involuntary like family, clans and castes and voluntary co-operative associations.

What is it?—

The former type (i.e., involuntary groups) exist to maintain the approved values, traditions and culture and the latter (i.e., Voluntary groups) to carry out some common interests of the members. Thus groups are formed for specific purposes.

How is it?—

They succeed or survive depending upon the measure of success for which it was formed and their adaptability to changing environment.

(c) LEADER AND LEADERSHIP

Leader :—

Each group invariably will have a leader accepted as such or not. He generally is an individual with more developed personality reflecting the aspi-

rations of the members of the group to a great extent. He is the spokesman, harmoniser, planner, executive, educator, and the symbol of ideals and purposes of the group.

LEADERSHIP

What is it?—

It is the activity of influencing the people to cooperate towards some goal which they find desirable and wish to realise. It involves cooperation and understanding. In the village community true leadership is based upon experience, wisdom and ability to guide human conduct according to traditions. In the past the leadership was authoritarian. Now the leadership is evolving itself stressing on the human values. Good leadership in the present context is one.

- (1) that enriches the personality of individual members and does not dominate or captivates.
- (2) helps others to discover themselves in achieving their aims.
- (3) provides qualitative growth of the individuals and also of the group.

Hence a leader should be a good teacher capable of passing on many ideas and truths with a perfect understanding of the members with whom he is working.

Why is it?—

Most men are born followers; but some have traits of leadership and evolve as successful leaders. It is needed for successful realisation of the aspirations of the members of the group. It is as essential as a rudder to the ship.

How is it?—

The number of leaders in a group or a community is the index of the development of the personality of its members as also of the extent of socialisation of the group concerned. Where leaders are few in number, the numbers are less socialised and are jealous over the group control. There are many types of leaders each emerging out of his own sphere. Modern leadership is a liberal leadership stressing the human values as against the authoritarian leadership which issues instructions and orders. It aims at satisfying by improving what already exists instead of destroying it.

CULTURE AND COMMUNITY ORGANISATION

What is it ?—

Every community however primitive has its own culture. Culture is said to be the accepted way of life. The man's social behavior in the group life is systematised. Habits, attitudes, values and faiths as well as sanctioned ways of living in the social organisation are evolved as a result of associated life for generations. The culture so evolved satisfies the natural desires and objectives of members. It integrates the groups ecologically, Sociologically, ideologically and psychologically. A good culture satisfies the physical needs of its population and provides opportunity of self expression of the individual through social participation.

How is it ?—

Coordination of group activities is the heart of social organisation in so far as it is related to community welfare. But if there were complete cooperation and no competition or conflict it is possible that it would be static and unprogressive, for improvement comes through adjustment. The best social organisation will therefore recognise and tolerate differences of opinion this attitude is termed sociologically "**accommodation**."

Antoganism between individual and groups which remain latent is resolved only through "**assimilation**" of the opposition. This produces greater harmony; however, a satisfactory state of accommodation may give more dynamism, more favourable to progress than complete assimilation, into uniformity. Increased concentration of power, resulting from social change, whether in the form of technological development or social organisation, will always produce exploitation, injustice and inequality, unless the community possess a social conscience strong enough to civilise them. The village is found to be complex. The forces of unity are opposed by the forces generated by vested interest. The basis of conflict in the community is competition regarding economic advantages and social prestige.

COMMUNITY ORGANISATION

What is it ?—

It is a system of group life through which the parts of the community have integrated to function as a single unit. Like the Typewriter or a human body, the social group is also organised where in the parts

interact in perfect coordination to enable the whole mechanism act as a unit. Social organisation aims to determine the nature of inter relationships between the individual and his relatives, the individual and the community, and individual and the larger society. It also achieves cooperation in effort, security and general well being of individuals who have common interests and objectives in life.

Why is it ?—

To provide adjustment for the individual with the environment and regulate work, life and reproduction.

To help in developing relationships between groups and individuals that will enable them to act together in creating and maintaining facilities and agencies through which they may realise their highest values in the common welfare of all members of the community.

(i) Objectives of Community Organisation :—

- (1) To maintain consciousness of Community Identity.
- (2) To satisfy unmet needs.
- (3) To obtain participation as a means of Socialisation.
- (4) To obtain social control.
- (5) To co-ordinate groups and activities.
- (6) To preserve community from the introduction of undesirable influences or conditions.
- (7) To co-operate with other communities and agencies to obtain common needs.
- (8) To establish a means of obtaining consensus, and.
- (9) To develop leadership.

(ii) Benefits of Community Organisation :—

- (1) Group thinking and common good.
- (2) Division of labour and responsibility.
- (3) Recognition of individual merit.
- (4) Continuity of work and
- (5) Group efforts are more effective than individual efforts.

(iii) Types of Community Organisation :—

- (1) Traditional organisations like caste panchayats, religious institutions and regional associations.

- (2) Statutory organisations like Co-operatives, village panchayats, etc.
- (3) Special interest organisations like farmers forums, Vikas Mandals, Young Farmers Clubs, Dramatic associations.

HOW CULTURE CHANGES

Cultural changes are brought about by:

- (1) Inventions—Ideological and material.
- (2) Contacts with other forms of culture.
- (3) Accumulation of experience.
- (4) Crisis or stress.

Simpler the Society the more tenaciously will it cling to its culture.

WHAT ARE THE CHARACTERISTICS OF SIMPLER SOCIETIES

A majority of the people in the world today live in folk societies and peasant societies which are characterised by the following :—

- (1) They have stood the test of time.
- (2) They are rooted in the Soil, taking shelter under the sense of security offered by agriculture.
- (3) They do not consider labour as factor of production.
- (4) They have subsistence basis of production.
- (5) They are usually familistic.
- (6) They are conservative.
- (7) They have spatial and mental isolation.
- (8) They are fatalistic in creed.
- (9) They have an integrated system of life.

It may be said that the above are cultural barriers for any reformation.

IMPACT OF EXOTIC INFLUENCE ON COMMUNITY

“Innovations must inevitably overcome the resistance of traditional form which are tenacious”. People reject the innovation in Technological knowledge for two reasons.

- (1) Innovations cause disruption of the existing Social order, create difficulties and hardship and make life difficult for the members of the society.

- (2) Cultural innovations may run counter to the established practices of the people and meet with established attitudes and prejudices which lead to rejection.

No society is static; it changes ceaselessly. Social evolution is associated with the doctrine of inevitable unilinear progress from lower to higher.

There are four general areas in the spectrum of culture, the impact on which broadly would be:

1. **ECOLOGICAL**—Relationship of man to his resources—Disruption in this field will lead to livelihood becoming difficult. Textile industry in India has made weavers unemployed and underemployed. Flour Mills affected the subsidiary occupations and nutritional values of food grains consumed.

2. **SOCIOLOGICAL**—Structural relationship in the communities—Money economy following the technological advance has broken the ties of solidarity, undermined the native system of authority and substituted the integrated group system with an individuated pattern.

3. **IDEOLOGICAL**—Established systems of values and Sanctions—Destruction of sanctions in the old social order like the Monarchy leading to periods of political indecisions till an equilibrium is found.

4. **PSYCHOLOGICAL**—Cultural pattern life orientation—The members of a community will share certain deep seated attitudes towards the world and his fellowmen. The impact of the Technological change would be the breakdown of this attitude and the individual has to adjust to new environment as is evidenced in the problem of castes in India and Race problem elsewhere.

Section II

COMMUNITY DEVELOPMENT

What is it?—

It is a process of planned and guided cultural change in a community. The change is preplanned, orderly, gradual and guided. The process implies an attachment of new values and adoption of new concepts. Community Development is thus a purposive adaptation to the altered conditions, and also the purposive alterations of the conditions. This means a disturbance in the equilibrium and in the consequent attempt to bring back the balance the latent abilities of the community will find expression

and scope in the process. The whole process of development, therefore, consists of two phases. The first is educational in so far as the community adopts new values and the next is operative in so far as it endeavours to achieve what is desired. Hence such sociological changes may be described as below :—

- (1) It is a process of change similar to growth.
- (2) It is an educational process.
- (3) It is a democratic process, co-operative and voluntary.
- (4) It is a process of social engineering.

Characteristics of Social Change :—

- (1) It is innate and is limited to its own resources.
- (2) It is always comprehensive and integrated.
- (3) It is voluntary on the basis of cooperation. If it is not so it would not be permanent and not acceptable for all.
- (4) It is slow and evolutionary and cannot skip any stage without serious consequences.
- (5) It involves a series of social acts in sequence over a period of time.
- (6) It is continuous since life itself is continuous.
- (7) It is always associated with the needs of the community.
- (8) It is dynamic since the needs of a community are always changing.
- (9) It is a chain reaction.

Why is it ?—

A Community like an individual being is a living organism. So change and growth are its characteristics. Left to itself this change takes place in its own pattern, mostly guided by tradition and experience. Often this change will circle round a centre as it were. This amounts to a static position over a period of centuries and very little linear or vertical growth will result. However under the influence of external culture and technological development, these changes tend to be inevitable and many times rapid and off the normal course. Hence there is need for planning and guidance. The reasons for guided

community development could be enumerated as follows :—

- (1) A community lives in equilibrium with its environment. When the environment changes, the community will have to change. When the needs of the community change, the environment will have to be manipulated. In either case a purposive development becomes inevitable.
- (2) To provide scope for the self expression of a community.
- (3) To enable the community take advantage of the technological development and accumulated experience in the different communities of the world.
- (4) Consequent to the shrinking of distances in the world rapid development of the individual community is imperative for reasons of security and survival.
- (5) To avoid the disappointment of the efforts based on trial and error which many times make the goals unattainable.

How is it ?—

1. Community Development is Through Individuals

Acceptance of new values always begins with individuals. It is individual who spontaneously respond to the challenges they face. It is then this individual acceptance of new values, realignment of old values, gradually spread to other individuals. Therefore if the individuals remain uninfluenced, there will be no community development.

However communication of new values through individual acceptance to a large enough group and their assimilation by that group is many times not smooth. Conflict between the exponents of the new and the defenders of the old are quite common. And if such conflict deepens there will be a discontinuity of development or a disturbance in the cohesion of the group due to lack of acceptance by enough people.

2. It is Based on the Felt-Needs of the Community

The programme, though a directed and guided one, should never overlook the immediate and strong need of the community. Then alone it would be significant and meaningful.

Experience has shown that programmes that do not meet the local needs.

- (1) Do not strike roots in the local soil.
- (2) People will not participate or co-operate willingly and actively.
- (3) There will be resistance and antagonism generated.

Programmes based on felt needs alone can release the latent creative energy of the community and can ensure sustained progress. It would then be easier to make unfelt needs felt by the community.

What is Need :—

A need is a gap between the existing conditions (what is) and the directed conditions (what should be). Without a need a community will be static. A need is the driving force for progress. The needs are of two kinds, the felt (expressed) needs and the unfelt (dormant) needs. The community is aware of its felt needs and unfelt needs should be worked upon to be transformed into felt needs by education. Therefore programme should deal with the felt needs and extension should deal with unfelt needs. Between the felt and the unfelt needs there could also be certain needs which are vaguely felt.

The felt needs may be 'real needs' meaning thereby that they are in the interest of the individual or community or both and not injurious to either even on the long run. The felt needs may also be 'unsocial need' which are in the interest of either the individual or the community but injurious to any one of them.

Needs are expressed in terms of behaviour in particular direction, and some times periodically. They are mostly inter related and many times competitive and conflicting necessitating fixing priorities.

How to recognise Need :—

Recognition of felt need in a local Community is a prerequisite in the operation of Community Development Programme. It is done by

- (1) Contacting the people about the things they want to talk about, and raising questions during conversation.

- (2) Talking to several individuals and sections of the people and watching for the common need expressed by the Community.
- (3) Putting direct questions and obtaining answers in general meeting.
- (4) Conducting surveys and making observations.

3. Community Development is Through Consent

Dr. S. Chandrasekhar, Director of Indian Institute of Population studies has observed thus— 'Cultural integration must go hand in hand with economic change; economic change without cultural response can only be alien and short lived. Culture change must imply a consent to change. Education alone in the widest sense can create this consent leading to an effective demand for a lasting change. And the creation of this demand is the beginning of being in our villages'.

The village community is governed by the force of traditions in almost all spheres of activities. The traditions are always accompanied by faith and belief. The new ideas are usually accepted by receptive groups and resisted by the orthodox and vested interest groups. Emotions of love and fear, anger and hatred, desire for power and mastery play a vital part in the behaviour of the individuals and groups. Elimination of fear, release of hatred might open creative impulses of the individuals and groups. Any community at least in the earlier stages will not readily accept new ideas nor would it welcome changes.

Some of the reasons for this are :—

- (1) Having been exposed for centuries to the indomitable influences of nature, the rural mind is fatalistic. It does not believe that the things man could not change all these years can be changed now.
- (2) Having lived in spacial and mental isolation for generations, the rural communities have limited or narrowed experience, in a sense. They look upon the innovations with doubts and misgivings.
- (3) The outsider—the townsman, the middle man and the Government Officer have been almost always exploiting the rural people. So their approaches frequently invoke suspicions in the minds of the villagers.

- (4) Even if some farmers are convinced of the benefits of the new method, they find a greater sense of security in the old methods which have stood the test of time. They do not want to take a risk in their hand-to-mouth existence.
- (5) New methods invariably mean, a little more investment, effort and enterprise. The inertia and the "play safe" policy hold many a farmer back from going ahead.
- (6) The farmers have their social prestige in their community and they may be ridiculed by their fellow men if they attempt individually, the "unheard of things". Hence, they hesitate even if willing to try.

So in the earlier stages the Community Development programme one will have to concentrate on winning the confidence of the people in the programme. As Sol Tox points out "The problem of democratically planned culture change is to respect the general cultural bias and the institutions and beliefs held dear by a community of people, at the same time that their level of living is raised and they are given both new wants and means to attain them. The economically backward population is to get the benefit of our technology and Science without important damage to their values and traditional way of life".

This could be achieved if the relationship between the extension men and the community among whom they work is built on the following basic factors:—

- (1) Extension man should have a genuine sympathy and fellow feeling towards the people. The farmers should be convinced of his earnestness to help them without the hope for a reward.
- (2) He should have respect for the people, their ways and their opinion. He should have interest in the land, the crop, the cattle and children of the farmer. The farmers should accept him and not feel shy of him.
- (3) He should have confidence in them and their ability. The farmers should learn that he knows what he speaks.
- (4) He should go out to meet people where they are and join them in whatever they are doing, gaining their Goodwill and friendship. They should find him dependable and willing

to assist them at all times. He should be willing to do things as opportunity comes however small it is.

- (5) He should always be sincere and honest in his dealings. They should find him impartial and should realise that his judgement is more keen and reliable than their own and could seek his advice when needed.

It is necessary for the extension man to work through groups and their leaders. With the best of intentions, he cannot work with each individual in the country. Even if one could it is better to make the community accept an idea or a change and act on its own. New ideas or change will have little value to the people until they are accepted by almost the entire community. Therefore, the efficient extension worker will always locate and utilise the individuals and groups that are responsible in making a decision on behalf of the rest, so that the ideas or changes are accepted by the community; he will identify the channel of communication in the community and use them for a rapid spread and adoption of new changes.

Hence it could be summed up that the concept of community welfare comes into being to make the survival of the Community possible by developing the life fuller and richer in terms of material satisfaction, harmonious inter relationship and creative culture. Community welfare therefore involves programmes purposefully conceived, intelligently planned, comprehensively developed, efficiently executed and Scientifically evaluated pattern of services, which continuously seek to establish a dynamic equilibrium with the environment.

References :

1. Rural Sociology and Social organisation by—Sanderson.
2. Farmers of the World—By Edmund Brunner.
3. Essentials of Rural Welfare—F.A.O. Publication.
4. Community Development and Co-operation by Prof. D. G. Karve.
5. Reports of the Estimates Committee.
6. Articles on Sociology by Sri B. A. Mehta. (In Orientation and training for Project Executive Officers at Nilokheri.)
7. Making good Community better by—Sanderson.
8. Approaches to Community Development by—Phillip Roup.

CHAPTER IV

INDIAN FIVE YEAR PLAN AND C. D. P.

All over India we have centres of human activity which are like lamps spreading their light, more and more in the surrounding darkness. The light has to grow till it covers the entire land.

—Pandit Nehru. ✓

Section I

THE INDIAN 5 YEAR PLANS

The Country attained its political freedom on 15th August 1947. The Constitution of India describes the kind of society we would have, the methods we would adopt to achieve it; and the administrative and political machinery we would evolve for the purpose. It was adopted on 26th November 1949. India became Sovereign Democratic Republic on 26th January 1950.

In the next few months,—March 1950—the Planning Commission was instituted to formulate programmes of organised and directed development in the several aspects of national life.

“Planning in a democratic state is a process in which in some part, every citizen should have an opportunity to participate.” Behind any plan there must be a spirit of enthusiasm to execute it with vengeance; otherwise planning would lose its significance—its very purpose. Any plan of such magnitude and significance (as the Indian Five Year plan) should embody the needs of the community and the impact of the public opinion. Therefore, not only is the planning commission is widely representative, but also constantly consulting the Central and State ministries, prominent men and women in several walks of life so as to accommodate different interests as well as points of view.

Thus the draft outline of the 5 year plan is always the fruit of the cooperative effort and is based on the

best advice available in the country. This draft is later discussed and approved in the Parliament.

✓ The first 5 year plan was in operation from 1—4—1951 to 31—3—1956. The purpose of this plan was, to promote, through a planned effort, the welfare of the people as a whole, aiming at a better, richer and happier life for all. The objectives were mainly, to achieve (1) a better standard of life for the people, (2) and the social justice. The component schemes of the plan, the financial outlay, the physical targets etc have been dealt with elsewhere.

The second 5 year plan of India was launched on 1—4—1956 and will end on 31—3—1961. The expressed purpose of this plan is the achievement of the socialistic pattern of society, aiming at the situation where the benefits of economic development accrue to the relatively less privileged classes of society, and where a progressive reduction in the concentration of incomes, wealth and economic power takes place. The objectives of the plan are set out as—(1) a sizeable increase in the national income so as to raise the level of living in the country; (2) rapid industrialisation with particular emphasis on the Development of basic and heavy industries; (3) a large expansion of employment opportunities; and (4) a reduction of inequalities in the income and wealth, and a more even distribution of economic power. However Prof. Anjaria in a paper on the Procedures and Techniques of Agricultural Planning in India, read at the X International Conference of Agricultural Economists (During Sept 1958) clarifies “Plan Targets are only broad indicators of the tasks

to be undertaken and not precise target of achievement as their fulfilment depends to a considerable degree upon factors not quite amenable to directives. Agricultural Planning in this Country does not involve the imposition of a rigid Crop pattern. Here public works, the provision of essential supplies, agricultural extension work and the price and credit policy play a much more important role than the directives given by the Government. Our first task is to provide production potentials."

PLAN OUTLAY BY MAJOR HEADS OF DEVELOPMENT

FINANCIAL—in Crores of Rupees

Major Head	I. 5 year plan		II. 5 year plan	
	Total provision	per-cent	Total provision	per-cent
1. Agriculture and Community Development	372	16	565	12
(a) Agriculture ...	282	12	365	8
(b) Community Project and N.E.S. ...	90	4	200	4
2. Irrigation and Power	661	28	898	19
(a) Irrigation & flood control ...	395	17	458	10
(b) Power ...	266	11	440	9
3. Industries and minerals	179	7	891	18
(a) Large scale industries; scientific research and minerals	149	6	691	14
(b) Village and small scale industries ...	30	1	200	4
4. Transport and communications	556	24	1384	29
(a) Railways ...	268	12	900	19
(b) Roads and Road transport ...	146	6	265	6
(c) Shipping, ports, inland-water transport ...	58	2	100	2
(d) Post & Telegraphs, Civil Aviation, Broadcasting ...	84	4	119	2
5. Social sciences, Housing and Rehabilitation	547	23	946	20
(a) Education ...	169	7	320	7
(b) Health and sanitation ...	140	6	267	6
(c) Labour, Labour welfare, social welfare, etc. ...	39	1	149	3
(d) Housing ...	63	3	120	2
(e) Rehabilitation ...	136	6	90	2
6. Miscellaneous	41	2	116	2
Total	2,356	100	4,800	100

PLAN OUTLAY AND ACHIEVEMENT BY MAJOR HEADS OF DEVELOPMENT

PHYSICAL

Item	Unit	I 5 year plan (1951-56)		II 5 year plan (1956-61) Targets	% of increase in 1961 over 1955-56
		1950-51	1955-56		
1. Food grains (annual production)	mln. tons	54.0	65.0	75.0	15
2. Irrigation	mln. acres	51.0	67.0	88.0	31
3. Power (Installed capacity)	mln. Kwts.	2.3	3.4	6.9	103
4. Cotton textiles	mln. yards	6400	6850	8500	24
5. Schools (elementary and basic)	lakhs	2.23	2.93	3.50	19
6. Medical Institutions	Thousands	8.6	10	12.6	26
7. National Extension service blocks	Nos.	nil	500	3800	660
8. C. D. Blocks	Nos.	nil	622	1120	80
9. Roads (National high ways)	Thousand miles	12.3	12.9	13.8	8
10. Road (surfaced)	Thousand miles	970	1070	1250	17
11. Railways (annual passenger train miles)	mln.	96	108	124	15
12. Railways (annual freight carried)	mln. tons	91	120	162	51

PHYSICAL—(contd.)

Item	Unit	I 5 year plan (1951-56)		II 5 year plan 1956-61 Targets	% of increase in 1961 over 1955-56
		1950-51	1955-56		
13. Automob- iles (annual production)	Nos.	16,500	25,000	57,000	128
14. Cement (annual production)	mln. tons	2.7	4.6	13.0	202
15. Finished steel (annual production)	mln. tons	1.1	1.3	4.3	231

The I 5 year plan of India was a great national effort resulting in a greater economic strength and stability in the country.

	1950-51	1955-56	1960-61
	Rs.	Rs.	Rs.
National Income	9,110 crores	10,800 crores (18% increase)	13,480 crores (25% increase)
Percapita Income	254/-	281/- (11% increase)	340/- (18% increase)

The plan is the embodiment of great national hopes and aspirations as well as the determination of the people to strive and attain a better standard of life. The I 5 year plan represented the first stage in this dynamic process of economic and social development. It has inspired a greater confidence and enthusiasm in the people for the second plan.

World Bank, which studied the economic position recently (in June 1958) in its report, recommends "Agricultural Development should be accorded higher priority in future, and a determined effort should be made to secure the break through in Agricultural Production without which, all plans for raising India's living standards must ultimately fail. This is the Sector of the economy, where there are the greatest opportunities to raise out-put with a minimum investment of Foreign Exchange" "Not the least amongst the dangers to be guarded against in the present stage of India's development is the pursuit of Welfare at the expense of efficiency. A tendency in this direction has been reflected in the emphasis initially placed on welfare in the Community Development Project. These are all desirable aims in

themselves, but they are liable, if pursued to excess to slow down the pace of economic growth "

Section II**THE COMMUNITY DEVELOPMENT PROGRAM OF INDIA**

The Community Development program is an integral part of the National Plans of development. In fact "Community Development is the method and Rural Extension (NES) is the agency through which the 5 year plan seeks to initiate a process of transformation of the social and economic life of the villages." The planning Commission observes that the aim of Community Development Program should be to create in the rural population, the burning desire for a higher standard of living. It states, further, that while the official machinery has to guide and assist, the principle responsibility for improving their own conditions must rest with the people themselves.

What is Community Development Program?

Community Development is a method of assisting the village people in desiring and achieving certain improvements in their life and ways of living. Life is continuous and ever-changing and therefore this method too, should be a permanent and dynamic process of change. The contemplated change is both in the environment and the behaviour. The change in the environment should lead to a change in the behaviour, and the change in the behaviour should reflect as a change in the environment. Thus Community Development involves a change or modification or development in the motives, attitudes, habits and practices of thousands of persons in their individual, family and community life. As culture is said to be an accepted way of life, this change amounts to "a cultural change through cultural development" of the people. Besides, this change is not imposed one, but is a result of the voluntary efforts of the concerned; it is sought to be achieved by democratic means. Hence, "the changes conceived and promised for their improvement must be not only acceptable to them but accepted and put into practice by them."

The local problems are the chief concern of the affected people. Inspired and determined local groups of people can contribute more to the solution of these problems, than any other outside agency. Therefore, Community Development Program seeks to organise the villagers not only to choose the priorities in tackling their problems but also in having a major share of responsibility of solving them.

Community Development can be defined as "the process by which people living in local groups are involved to achieve their own welfare, in harmony with the national aspirations, by becoming aware of their own needs and problems, by thinking and planning their solutions, and, by functioning effectively to realise the desired goals, thereby giving expression to their yearnings and energies through the democratic means and methods."

Adoption of this method for bringing about rapid changes in the economic and social aspects of village life, is based on the understanding that the apparently lethargic and indifferent villagers will become dynamic if they are given the responsibility of thinking, deciding and acting for their own betterment.

Objectives of the Community Development Program :—

The purpose of the Community Development Program is to assist the people in the creation of richer and fuller life. It aims at providing ample food, clothing, shelter, health and recreational facilities in the villages.

The objectives of Indian Community Development Program may be defined as follows :—

- (1) Achievement of increased production by the application of scientific knowledge to the rural occupations (of agriculture, animal husbandry, cottage industries etc).
- (2) Provision of opportunities of full employment to the under and unemployed population.
- (3) Creation of more living amenities mainly through the efforts of the concerned communities, by making them devote their un-utilized energies and spare time.
- (4) Development of self reliant and harmonious village communities.

The first two objectives are short-term ones relating to the economic development of the people primarily through their own individual efforts. The third one is a medium term objective relating to the creation of common benefits, mainly through group action. The fourth one is a long term objective, dealing with the desired way of life of the people as a Community.

Principles of the Community Development Program :—

The above objectives are sought to be achieved on the basis of the following fundamental principles :

- (1) The urge for development should come from the people concerned, for, self-help is at the root of all reform.

(2) The program of improvement should be comprehensive, since the several aspects of life are inter-related.

(3) The principles of co-operation should be applied in their varying forms in spheres and stages of development.

Phases of Community Development :—

The Community Development Program in India is both a program and method. It is a method in that it attempts to stimulate, encourage and aid villagers in improving their own conditions. It is a program in that it develops the channels of communication between the centre of knowledge and villagers, it provides trained personnel for different responsibilities and spreads the benefits of the program to the hundreds of villages in the country according to a schedule.

As a method the Community Development Program in India is said to involve the following four different phases in sequence :—

- (1) systematic discussion and analysis of the needs and problems by the members of the community.
- (2) systematic planning for the aided self help undertakings for satisfying their needs or solving the problems.
- (3) Complete mobilisation and harnessing of the physical economic and social potentialities of the community group for the desired ends.
- (4) Creation of desirable groups of community aspirations and of a determination for further achievements, which involves the formulation of groups to accept responsibility and the development of local leadership.

Administrative Units of Community Development Program :—

The community development program in India was launched through different units or agencies which could be classified as follows :—

(1) Rural Community Projects :—on 2-10-52, 55 of these projects were brought into existence all over the country. Each of these covered about an area of 500 sq. miles with 300 villages, with 3 lakhs of population. It had a provision of Rs. 65 lakhs, later reduced to Rs. 45 lakhs for a period of 3 years. Each project was divided into three blocks for operational purposes. They are no more in existence. All these projects have now attained the post-intensive programme stage.

✓ (2) **N. E. S. Blocks** :—The experience of Rural Community Project, the enthusiasm of the people and the need for the rapid expansion of the program, led to the launching of the N. E. S. Blocks on 2—10—53. Each Block covers an area of about 150 sq miles with 100 villages and 66,000 population. It had a budget provision of Rs. 4.50 lakhs in the I plan period and Rs. 4.00 lakhs in the II Plan period, of 3 years.

✓ (3) **Community Development Blocks** :—This is a subsequent stage of the N. E. S. Block and covers the same area of population as the N. E. S. Block. These Blocks came into operation on 2—10—1954. It had a budget provision of Rs. 15 lakhs in the I Plan period and Rs. 12 lakhs in the II Plan period for 3 years.

Stage of Community Development Program :—

Formerly the Community Development Program was being operated in four stages, namely :—

- (1) Pre-extension.
- (2) N. E. S.
- (3) Community Development or Intensive Development.
- (4) Post Intensive or permanent N. E. S.

As per the COPP Report of 1957, however, it was found that these four phases are inconvenient and unrealistic since Community Development is a continuous process which cannot be cut down into compartments. Hence, these stages have been divided into the following :—

- ✓ (1) **Pre-Extension stage** :—It is of nine months duration with a financial provision of Rs. 10,000 and exists for the purpose of preparation of the local people, institution and authorities, and selection and training of the Block personnel.
- ✓ (2) **The first stage of 5 years**, with a budget of Rs. 12 lakhs facilitating a gradual intensification of activities, based on local needs and resources.
- ✓ (3) **The second stage of 5 years**, with a budget of Rs. 5 lakhs facilitating the continuance of the activities initiated earlier.

Organizational set up :—

The Community Development Program is operated by the Ministry of Community Development at the Centre and by the Secretariat of Planning and Development at the State level. The details are illustrated in the Chart (Appended).

People's Participation :—

The Indian Community Development Program has the motto—Destination man. It is vitally

important that not only the material achievements are brought about, but also the communities and individuals are developed as builders of their own villages, and; in a sense, the nation. The considerations involved in associating the peoples participation in the Community Development Program are as follows :—

- (1) The physical needs of the villages are enormous. To provide them, the men, material and monetary resources are to be employed on a vast scale.
- (2) The rural population which consists of 82 per cent of the total, is partly unemployed all round the year. If this boundless manpower is harnessed to create the facilities that are now lacking in the village life, it would mean a great deal.
- (3) Any community which will have to share a greater responsibility in its own welfare should also be prepared to put forth efforts in this direction. A considerable portion of the monetary and material requirements for providing the living amenities, should therefore be contributed by the concerned people. The Governmental aid would largely be in the nature of assisting these people mainly through technical guidance and partially through financial grants.
- (4) A sense of responsibility in the people could be developed only by involving them in all stages of development, namely, in fixing priorities, planning, execution and evaluation.

The Community Development, therefore, will succeed to the extent to which it becomes a peoples' program and it will fail to the extent, that it leaves the man behind, pushing the material improvements ahead.

References :

1. I 5 year Plan—Original Volume
2. Popular editions of the I & II 5 year Plans
3. "We and our Country" — Publications Division
4. Critical analysis of the Indian Community Development Project—Carl G. Tylor.
5. Indian Community Development Project—M. L. Wilson
6. Guide to Community Development Project—Dr. Ensminger
7. Report of the Estimates Committee
8. Speeches by Sri V. T. Krishnamachari
9. "ವಿಕಾಸ ಚಿಂತನೆ" —by Sri K. Thipperudriah.

CHAPTER V

EXTENSION IS EDUCATION FOR LIFE

"There is no extension unless people are changed, and there is little constructive change unless the people co-operate. Extension moves forward only as it is changed with the dynamic energy of earnest men and women seeking answers to problems of everyday life".

— From **"Farmers of the World."**

Carl C. Taylor—observes on the Community Development Programme in India, that "The unique genius of India's Community development—Extension programme is based on the knowledge that extension work can best be done by use of group methods, that adoption of improvement practices by individual will be more rapid, if organised groups assume responsibility for the spread of these practices. Extension consists of any and all methods by which scientific and technical knowledge is carried to and learned by individuals and families and is inculcated into their practices. Whether a practice is some improvement in production, habit, or any other field, it is either individuals or families who must learn the improvement methods. Unless Group methods help to increase the number and the speed of individuals adopting improvement practices, they make no contribution to their extension programmes. Only a clear recognition of this fact will properly emphasise the everlasting need to each one of the millions of individuals and families in India to adopt specific improvement practices and inculcate them into their daily lives and work. Such understanding will also help to make clear what types of group methods will facilitate the individual adoptions, and what types of organisations are quite worthwhile for purposes have little or nothing to do with adoption of practices by individuals and families."

"There are a number of countries which have efficient extension programmes but make very little use of group methods. There are countries, which have community Development Project which only

incidentally make use of government extension agencies and its services. There are countries which have both Community Development and Extension Programmes, working side by side, but neither fully aware of what the other is doing and each inclined to discount the effectiveness of the other. My interpretation, and my observation, of India's programme is that it is an integration of Extension and Community Development methods and programmes."

The word Extension is American in origin. Extension Service provides contact between the faculty of the college and the farmers. It is a means of spreading and enlarging useful knowledge to the farm people depending upon their needs.

Extension is education. Formal Education is handing down, by one generation to another, the traditions, customs, habits, etc., with little or no modification. It is a slow gathering of experience.

Extension is Education of Rural adults and of Youth outside the school in matters of their own choice and interest.

Extension is education for freedom which seeks to train the people in free thinking and acting with judgement which constitute a democratic society.

Extension work is Educational. Any effective education effort must have objectives, plan of action and plan of execution, (teaching methods), evaluation and periodic reconsideration of each of the above phases.

John Dewey defines education in this context as reconstruction or re-organisation of experience which adds to the meaning to experience and which increases the ability to direct the course of subsequent experience.

Pioneer extension workers of U. S. A. have expressed the Extension objectives in these terms. Senator Vardaman while discussing the Smith Lever Act 1914.

- (1) "To help the tillers of the land to discover the hidden riches of the soils,
- (2) to devise methods of cultivation, which will lessen burden of farm life by shortening the hours of drudgery and render the land more productive,
- (3) to improve the man to enlarge his mental horizon and give intelligent direction to his effort."

Dean Baily Cernel—N. Y. State Agricultural College, puts it as,

- "(1) to teach those who have a desire for information,
- (2) to create desire for information in those who don't yet have the desire."

M. C. Bauritt, Extension Director, N. Y. says that "Any Educational enterprise is to teach persons, how to think and not what to think. So the function of extension service is,

- (1) to teach people to determine accurately their own needs and the solutions of their own problems.
- (2) to help them to acquire knowledge and to inspire them to action, but it must be their own action out of their own knowledge and convictions.

Definition :—

Under Indian conditions Extension could be defined as,

"A method of Education which relates useful, Practical knowledge to the needs of the farmer, his family and the community."

(adopted from Goan Sathi.)

Philosophy of Extension :—

Extension service contributes through its teaching of application of Scientific knowledge to the problem.

If scientific knowledge is directed and controlled by certain philosophy and religious values with regard to ultimate purpose and values of life it would be a great blessing to mankind. Without proper ethical goal and values controlling it science could be instrumental in human destruction and misery. The present process of great cultural change of man to-day has been partly due to the rapid scientific advancement. Extension should achieve this purpose of giving a direction to this cultural change.

The world is still predominantly agricultural. Farming is as strenuous life. It is a struggle with stubborn soils, changing weather, plant and animal diseases and pests, and fierce competition. Most farm incomes are low. The farmers have to work longer hours, practice thrifts and deny themselves many of the comforts of life. Agricultural Extension is constituted to assist rural people, to grow efficient, prosperous self reliant, proud of their occupation, progressive, and cultural citizens with a love for their country in their hearts.

Extension does not coerce or offer inducement to the people even for their own welfare. This would relieve them of the need for making free choices. Extension on the other hand offers alternatives and leads them to choose thereby what is good for them and that they have the capacity to think critically and choose intelligently. Often it is possible to bring new practices into vogue by force, but if the new method could be demonstrated to the farmer under his own conditions, there is no need for coercion. If it cannot be demonstrated there is no meaning in advocating it. Also, a new practice need not be put forth through persistent and inspired lectures for, if it is convincingly demonstrated the lectures would be totally unnecessary.

Extension does not pretend to know all answers but it develops in the extension worker and the people a boldness to admit ignorance and a conviction that answers could be found for questions. Honesty has the first place in extension.

Extension is simply a word to indicate, the whole complex of activities which enter into a programme that is educational in its philosophy, its focus, its objectives and its methods. It is pre-eminently a method and process, not a system. It is a programme that has developed over half a century and always it has been built upon the needs of rural people. It is never far from the grass roots—the farm people.

Guide Posts and principles of Extension :—

- (1) Extension program should be in harmony with the culture; the accepted ways of communication which is part of the culture should be understood. The communication should be a two way process.
- (2) The demonstration method has proved successful and so should be encouraged.
- (3) Informal methods of instruction should be employed. The local unpaid volunteer leaders, the field, the home, the community hall are its wealth. Experience rather than books its content.
- (4) Sound community organisation principles are fundamental to Extension.
- (5) Extension is for all sections in the Community.
- (6) Extension covers all aspects of the life of the farmer.
- (7) Extension must meet the felt needs of the people and should make them aware of their needs.
- (8) Extension facilitates change and helps people to adjust to those changes.
- (9) Extension education aims at action, individual, family and community-wide; it does not, of itself, take action.
- (10) All round programmes must be developed gradually, people can be lead not pushed. Too much promising from leaders, too rapid development will prevent understanding, destroy confidence and participation. Social enquiry thro' Extension Education is a process and not a laboratory exercise.
- (11) Problems must be correlated, the programmes integrated.
- (12) Programme must be flexible changing as needs and conditions change.

The purpose of extension is to help people learn to live as free citizens to be capable of taking right kind of decisions and to assume increasing responsibilities. Its objective is to produce better farms, better homes and better communities.

The objectives expressed in terms of economic improvement :

- (1) Increased income.
- (2) Increased crop yield.
- (3) Improved soil fertility.
- (4) Reduced loss from insect pests etc.

The objectives in terms of Social improvements :

- (1) Improved health.
- (2) More adequate housing.
- (3) Leadership development.
- (4) Home improvement, etc.

How Extension Functions :—

Changes brought about in the process of Extension may be classified as hereunder :

- (1) Changes in knowledge or things known.
- (2) Changes in skills or things done.
- (3) Changes in attitude.

As extension work gets started it devotes much attention to help individual farmers in improving their farms and homes and gradually recognises them as members of families and conveniently which govern the reaction of the individually to new influences to a large extent. When extension begins to operate in farms, homes and communities practices too begin to change which influence and interact with other aspects of society and its economy affecting the entire social process thereby its educative results are always cumulative and lead to significant social changes. Extension encourages people to list, refine and adopt the new practices and takes back the problems of the farm and the farmer for research.

In India Extension has the duty to destroy the fatalistic outlook of the farmer that he is a passive victim of circumstances and has to instill in its place the conviction that the benevolent efforts of other people cannot improve his condition unless he himself makes a wilful effort.

Through participation in Extension activities people gain a new vision—an interdependence amongst the individuals for the mutual, community and national welfare. It develops people on individual leaders and co-operative members of the local community and world society—out of extension education emerges the shape of things to come. An important test of the effectiveness of extension is the extent to which people can get along without the assistance and guidance from outside.

References :

1. Farmers of the World—Brunner and others.
2. Co-operative Agricultural Extension Service—Horace Holmes.
3. Village Extension work—Dr. Ensminger.
4. Guide to Community Development—Dr. Ensminger.
5. Goan Sathi—Allahabad Agricultural Institute.
6. Orientation Course for Project Executive Officers at Nilokheri.

CHAPTER VI

EXTENSION METHODS

"Extension methods are to the Block staff, what machines, wrenches, screwdrivers, vices and hammers are to the mechanic. His effectiveness as a mechanic in being able to do many complicated jobs is dependent upon having access to the required tools and in knowing to use them properly."

—Dr. Douglas Ensminger.

Section I

Extension is education and education is the production of change in human behaviour. production involves three essentials, in general terms—Raw materials, tools and the products. In this context the people are the raw material, Extension methods are the tools and a desired change in behaviour is the product.

There are certain basic and proven methods of extension teaching to encourage farm people to accept and adopt improved practices. A proper understanding of these methods is essential in successfully carrying out extension program. A lack of this understanding resulting in casual employment of methods lead to the following consequences :

- (1) The benefits of extension programme do not reach as many people as quickly as it should.
- (2) Many new practices might not be accepted by the people since they are not properly presented.
- (3) The extension workers might develop frustration by indifferent responses and people might loose confidence in the Extension programmes.
- (4) An ineffective extension programme would always means not only enormous wastage of resources but also serious repercussions which would render further welfare work difficult.

The methods of extension education are different in some respects from the formal educational methods :

- (1) Extension work with adults & youths in actual life situation while formal education is concerned with children and youth preparing for life.
- (2) Participation in extension activities is wholly voluntary.
- (3) Extension centres round the recognised need of the people, though it encompasses, the entire range of human activity.
- (4) Extension teaching is so informal that it becomes difficult at times to distinguish its educational activity from service activity.

The methods employed have a direct influence on the effectiveness of the extension job undertaken. The goal of extension teaching may be :

- (1) Developing an awareness of a problem.
- (2) Stimulating a group to organise for co-operative action.
- (3) Training individuals in new skills.
- (4) Making the results of research acceptable.

The extension worker should choose appropriate tools by exercising sound judgment depending upon the teaching job on hand. Since the life situation are dynamic as a result of socio-economic influences, the task of extension worker is rather difficult in selecting appropriate methods. Therefore, it is necessary that he should get an insight in the changing situations in the community. The factors that have

a bearing on teaching efforts are the number of extension workers employed, their qualification and experience, the selection and combination of extension methods and the educational and age level of the people concerned.

The extension worker must have a clear understanding of the following as a teacher :

- (1) Specific changes in knowledge, understanding, skills or attitudes which are desirable.
- (2) How people could be influenced to change.
- (3) Knowledge of extension teaching methods and skill in using them.

The people are motivated to learn if it can satisfy a basic need—such as a desire for security, new experience, affection, recognition, etc. The extension worker therefore must understand these powerful motive forces of learning both in individuals and in groups. Adults learn best :

- (1) When they have a strong desire to learn.
- (2) When they have clear goals before them.
- (3) When they put forth effort to learn.
- (4) When they receive satisfaction of what they have learnt.

People learn through “seeking”, “hearing” and “doing”. Before this can take place the learner must :

- (1) have the thing to be learnt call to the attention ;
- (2) have a conscious desire or want ;
- (3) have an opportunity to act.

Learning will result if the satisfaction to the learner is gained from the above. The learner personal contact with the extension worker are very important.

The steps in teaching—the extension worker will have to organise the activities so that there will be repetition of the desired behaviour. Each repetition building on the one before it in a sequence increases the efficiency in achieving a desired change in behaviour. The following steps are involved in the process of teaching :

- (1) Attention ... Getting the attention of the people upon the change that is desired.
- (2) Desire ... Building the peoples interest.
- (3) Conviction... Convincing the people.

- (4) Action ... Getting the action done by the people.
- (5) Satisfaction... Making certain the people who have adopted the changes get satisfaction by their action.

Section II

EXTENSION METHODS

The extension worker can employ a variety of teaching methods suited to the situation. They are enumerated below :

- (1) Farm and home visits.
- (2) General meetings.
- (3) Group contacts.
- (4) Method demonstrations.
- (5) Result demonstrations.
- (6) Campaigns.
- (7) Voluntary and local leadership.
- (8) Exhibits and models.
- (9) Tours and excursions.
- (10) Audio-Visual aids—photographs, posters, films, filmstrips and slides.
- (11) Literature—Leaflets, folders, circular letters and news papers.
- (12) Farmer's calls.
- (13) Radio programs.
- (14) Illustrated talks.

(1) Farm and Home Visits

What is it ?—

It is a direct contact by the extension worker with the farmer or the members of his family at his home or on his farm for a specific purpose.

Why is it ?—

This is used :

- (1) to get acquaintance and get confidence of the farmer and to give a courtesy call.
- (2) to discuss individual or village problems.
- (3) to find out problems to which he is not aware.
- (4) to teach skills.
- (5) to obtain or give information.

What to do ?—

The following points are to be considered while employing this method :

- (1) It should be made with a definite purpose.
- (2) Punctuality and consideration of the time of the farmer should always be borne.

- (3) Schedule of visits should be worked out to save time.
- (4) Remote and un-frequented farms and homes should always be kept in view.
- (5) Use this method to reinforce other methods or when other methods are not possible.

During such a visit, the following points are to be followed :

- (1) Develop conversation on interested topics.
- (2) Let the farmer do most of the talking and do not interrupt him.
- (3) Speak only when he is willing to hear.
- (4) Talk in terms of his interest.
- (5) Use natural and easy language, speak slowly and cheerfully.
- (6) Be accurate in your statement.
- (7) Don't prolong arguments.
- (8) Let the farmer take the credit for good ideas.
- (9) Be sincere in learning as well as teaching.
- (10) Leave the farm or home as a friend.
- (11) Record the visit—date, purpose, accomplishments and commitments.
- (12) Take if possible a news letter, a folder or a packet of seeds etc., to be handed over to a farmer or the members of his family—This will help in developing friendship.

Contact the man preferably on the job for example, discuss improved plough when the man is ploughing.

For what jobs :—

This method could be used :

- (1) To teach skills—individualised teaching.
- (2) To create the desire to adopt improved practices.
- (3) To help rural people to analyse their problems and prepare for intelligent action.

Some of the jobs that could be worked out by employing this method are :

- (a) Home :—Cattle stall improvement, hand flush latrine, soak pits, backyard gardening, composting, grains storage, house improvement, smokeless ovens, child care, spare time occupations, vegetable preservation, food preparations etc.

- (b) Farm :—Soil conservation, potentialities of irrigation, improving the drainage, soil testing, introduction of new crops and implements, green manuring, adoption of improved practices etc.

Advantages :—

- (1) First hand knowledge of rural problems gained.
- (2) Good will is developed.
- (3) Develops confidence in the worker when his recommendations are adopted more and more.
- (4) Better leaders are located.
- (5) Interest of the people in the Government services is stimulated.
- (6) The barrier between the tiller and the administrator gets lessened.
- (7) Members not reached by other methods are contacted.
- (8) Percentage of adoption (takes) to advocations (exposures) rendered high.
- (9) Material for news stories provided.

Limitations :—

- (1) No. of contacts possible are limited.
- (2) Contacts suited to the farmer and the Extension worker are limited.
- (3) Concentrated visits to the responsive or progressive farmers might prejudice the other farmers against the extension worker.
- (4) Comparatively a costly method.

(2) GENERAL MEETINGS

What is it ?—

It is broadly a meeting of heterogenous participants wherein certain information is passed on for consideration for future action and no definite immediate action is expected.

Why is it ?—

— This is employed :

- (1) to effectively reach and serve the largest number.
- (2) to prepare the people for other methods of extension work.
- (3) to find the reaction of the people for certain activities.

What to do?—

A meeting needs planning as well as preparation. This could be done by adopting the following steps, :

- (1) Discuss the purpose with the supervisory personnel before employing this.
- (2) Consult local leaders and draw a tentative programme.
- (3) Secure speakers for the meeting.
- (4) Arrange social & recreational features.
- (5) Advertise meeting in advance.
- (6) Ensure participation of all sections.

While conducting the meeting, the following points are to be borne in mind :

- (1) Meeting should be conducted preferably in a central place with good seating, lighting and ventilation.
- (2) Choose the meeting date seasons of light farm work.
- (3) Hold meetings in a day time as far as possible where scattered homesteads are there.
- (4) Starting & closing should be prompt.
- (5) Attention should be focussed on the purpose of day's meeting, though giving allowance for liberal discussions and avoid sharp conflicts.
- (6) Use of illustrative material, if available is commended.
- (7) Take advantage of group psychology and employ appeals to arouse interest and stimulate action.
- (8) Give recognition to all sections and groups participating.
- (9) Associate local leaders at least to welcome the gathering or to thank the participants if not for presiding.
- (10) Acknowledge services briefly.
- (11) Indicate the follow-up work proposed if any.
- (12) Prepare the news stories of the meeting and publicise.
- (13) If possible arrange for exhibitions and film shows.
- (14) Hand out relevant folders or pamphlets at the time of break off.

For what Jobs:—

This could be employed :

- (1) To introduce the Community Development Programme or any welfare programme.

- (2) To present the annual programmes of extension activities.
- (3) To enlist people's participation in community work, campaign, like vana mahotsava etc. and national festivities.

Advantages:—

- (1) Large number of people could be reached.
- (2) Serves as a preparatory stage for other methods.
- (3) Group psychology could be taken advantage in promoting the programme.
- (4) Reactions of the people to a programme could be assessed.
- (5) Personal acquaintance could be promoted.
- (6) Prestige of some of the local people could be boosted.
- (7) All kinds of subjects could be introduced.
- (8) Adoption of a practice could be accomplished at low cost.

Limitations:—

- (1) Meeting place and facilities not always adequate.
- (2) Scope for discussions is limited except possibly for a few questions and answers.
- (3) Handling the topic becomes difficult because of mixed composition of audience.
- (4) Circumstances beyond the control like factions, weather might reduce the attendance.

✓ (3) GROUP CONTACTS**What is it?—**

A group is a body of individuals drawn together around a common interest. Such a group (within twenty in number) reaching collective decisions through co-operative discussions is utilised to promote an objective. It is essential to understand that the group here does not mean caste group, but a group of persons who are actually involved in a particular decision, eg., a group of people who live in a street taking up the widening or formation of the road which they use.

Why is it?—

Democracy in action involves group functioning. Systematic discussions among representative persons promote the analysis of commonly felt needs. Many of the important problems could be solved or needs met only through group action, since the local problems are the primary concern of the affected

people. Inspired and determined local groups can contribute more to the solutions of the problems than any other outside agency. Meeting of such groups provide opportunity to the members of the group to exchange experiences and points of view and to develop the habit of talking, thinking, planning and working together.

What to do?—

The following steps are indicated to work out this method effectively :

- (1) Extension worker after locating several individuals interested in a particular problem through his individual contacts (method 1) should invite them to meet the informal group discussions. He should also request them to bring other interested members also to such a meeting.
- (2) Extension worker should examine whether any one of the members of the group is capable of leading the discussions and entrust him that responsibility. Otherwise he himself should lead the discussions. This may be necessary only where extension has just started and where organised villages are not existant.
- (3) Choose a comfortable place for the meeting and a circular seating arrangement should be made.
- (4) Meeting should be friendly and informal. At the beginning of the discussion the leader should try to bring out the idea of the members of the group and define the problems and he should not dominate during the discussions.
- (5) The discussions should promote the recognition of the problem by the group and also create the desire for a solution. All available information of the problem should be presented before the group preferably with suitable illustrative material—sight seeing trips could be included.
- (6) Extension worker should not give the impression that his solution is the best and not condemn the existing practices and suggested practices. He should not have pre-conceived idea for acceptance.
- (7) Shy people should be encouraged to talk for often they have valuable suggestions to make. Discourage speech makers.

- (8) At the end of the discussions, groups should arrive at the steps for taking action i. e. what is to be done, how it is to be done, who is it do—what, and when it is to be done. Technical advice and alternative solutions, if necessary should be available to the group.
- (9) Give credit of the solutions to the group.
- (10) Conduct the group meeting as effectively as possible.
- (11) Undertake systematic follow—up.

For what jobs?—

The following jobs may be approached through this method :

- (1) J. P. C. or any intensive cultivation methods for any crop, Plant Protection measures, soil conservation work, village sanitation problems, village recreation activities, formation and working of co-operatives, L. D. Works, programme planning, organisation of Mahila Mandals and recreational programmes, small savings programmes.

Advantages :—

- (1) Helps objectivity towards ideas and sympathetic attitude towards those who disagree.
- (2) Every participant shares the pride of having solved the problems.
- (3) Helps in deciding the debatable issues.
- (4) Leaders, group interests and problems are discovered.
- (5) Group planning and group action results.
- (6) Fairly large number could be reached.

Limitations :—

- (1) Factions in the village might hinder effective working of the method.
- (2) Traditional leaders who are not functional come in the way of group activities.
- (3) Possiblity of creating rivalries.
- (4) Attendance of persons not directly connected cannot be avoided easily.

✓ (4) METHOD DEMONSTRATION

What is it?—

A method demonstration is a short time demonstration given before a group to show how to do in a better way any old practice or entirely a new practice. This method however is not concerned with

proving the worth of a practice but with how to do something. It is definitely not an experiment or a trial.

Why is it ?—

To effectively impress the farmer that a particular recommended practice is a practicable proposition in his own situation. It teaches a new skill.

What to do ?—

Planning and preparation for meeting is on similar lines of that mentioned in method II i. e. General Meetings :

- (1) Be at the spot early to check up equipment and material.
- (2) Make proper arrangements to facilitate all the participants to have a good look at demonstration and to take part in the discussions.
- (3) Conduct demonstration step by step, encouraging questions at each stage.
- (4) Give opportunity to individuals to practise the skill.
- (5) Distribute bulletins, leaflets etc., related to the demonstration.
- (6) Get names of the participants and list those who contemplate the adoption of the practices; this helps in follow-up and increases the number of persons desiring the change.

Follow-up :—

- (7) Publish the news-story on the demonstration.
- (8) Entrust the leaders with the task of watching the adoption of the new practice.

Suggestions :—

- (9) Select topics based on the needs of the people.
- (10) Demonstration should be timely.
- (11) Give good advance publicity to build up the interest and secure wide participation.
- (12) Use equipment that is easily available to the rural people.
- (13) Clear doubts, but avoid arguments.
- (14) Appreciate the methods already in use by the group.

For what Jobs :—

Some of the specific jobs that could be put thro' this method :

- (1) Sanitary latrines, soakpits, smokeless ovens, soap making, lice control, cooking demon-

stration, sewing and knitting, cattle stall construction, seed preservation, seed treatment, etc.

- (2) Nurserybed, line sowing, improved implements, application and placement of fertilisers, ear-head selection, eradication of ticks and mites in cattle, etc.

Advantages :—

- (1) Effective in teaching skills.
- (2) Stimulates action.
- (3) Builds confidence.
- (4) Serves publicity purpose.
- (5) Increases the acquaintance of the extension worker with the local people.
- (6) Introduces change of practice at low cost.

Limitations :—

- (1) Not suited to all subject matter.
- (2) Needs great deal of preparation, equipment and skill on the part of the extension worker.
- (3) Causes, a set-back to the whole program if improperly co-ordinated.

(5) RESULT DEMONSTRATION

What is it ?—

A result demonstration is a way of showing people the value of a new practice. Such demonstrations require a substantial period of time. Comparisons are usually necessary and records are essential. The result demonstration may be for a single recommended practice or a series of practices that come in sequence with respect to a problem.

Why is it ?—

- (1) To prove the worth of a new practice.
- (2) To show that the recommendations are locally applicable and are profitable.

What to do ?—

Planning :

- (1) Discuss with the people and find their interest.
- (2) Consult the specialist.
- (3) Outline definite plan in writing.
- (4) Select the responsive farmer in consultation with the local people.
- (5) Discuss and plan with the selected farmer.
- (6) Announce widely.

Conducting :—

- (7) (a) Get all the materials ready.
- (b) Have the villagers present when demonstration begins (Refer Method Demonstration).
- (c) Mark demonstration plots with large signs if it is a field demonstration.
- (d) Assist the farmer in keeping proper records.
- (8) (a) Make a calendar of operations.
- (b) Visit the demonstration site regularly, for supervision and guidance.
- (c) Give publicity to the demonstration and the farmer at suitable stages, preferably thro' farmers' visits.
- (9) (a) Conduct tours to the demonstration site at the final stage.
- (b) Let the selected farmer do the talking on the demonstration.
- (c) Summarise, record and establish proof of the practice.
- (d) Give wide publicity to the results.
- (e) Enlist other farmers to adopt the new practice.

Suggestions :—

- (10) Limit the scope of the demonstration to prove the advocated practice rather than finding out new truth.
- (11) Have a comparison or check plot.
- (12) Use local illustrations of good practices rather than result demonstration, whenever possible, in order to save time and extension effort.
- (13) It is better to conduct one good demonstration rather than a number of half-hearted attempts.
- (14) Let the benefit of demonstration reach as many of the local people thro' conducted tours, publicity etc.
- (15) Select co-operative farmers in different areas to undertake demonstrations, avoiding sticking to the same farmers for several demonstrations.
- (16) Select the places for demonstrations which are frequented by the surrounding villagers.
- (17) Use the results of successful demonstration in meetings, individual contacts, news letters etc.
- (18) In cases of failures analyse the causes.

For what Jobs?—

It is applicable to many Extension jobs :

- (1) Improved kitchen, child care, compost, better cattle feeds etc.
- (2) Improved seeds, fertiliser application, plant protection measures, castration of scrub bulls, artificial insemination, etc.

Advantages :—

- (1) Helps in introducing a beneficial new practices.
- (2) Convinces the doubtful farmers and workers thro' the principle "seeing is believing."
- (3) Provides factual data, particularly economics.
- (4) Gives the extension worker the experience to recommend the practice with greater conviction.
- (5) Develops local leadership.
- (6) Convinces the farmers that the Extension workers are practical.

Limitations :—

- (1) Finding a suitable farmer willing to keep records is often difficult.
- (2) Results may be vitiated by uncontrollable factors like weather.
- (3) An unsuccessful demonstration may create strong unfavourable conditions for other extension activities.
- (4) It is not suitable for all advocated practices.
- (5) Requires elaborate and thorough preparation; its cost is very high.
- (6) Creates rivalries sometimes.

(6) CAMPAIGN**What is it?—**

Campaign is an intensive teaching activity undertaken at an opportune moment for a brief period, focussing attention in a concerted manner towards a particular problem, so as to stimulate the widest possible interest in the community. Campaign method can be used only after an advocated practice is found acceptable to the local people thro' method or result demonstration or other extension methods.

Why is it?—

- (1) It is employed to induce emotional participation of the local community as a whole and to create a conducive psychological climate for the adoption of the new practice.

What to do ?**Planning :—**

- (1) Find out the local need.
- (2) Consult the local leaders and agencies.
- (3) Consult the specialists.
- (4) Ensure the technical services and supplies.
- (5) Select a period suitable to the community, announce the dates well in advance and build up the enthusiasm of the people.

Conducting :—

- (1) Work thro' the local leaders.
- (2) Work as per the plan.
- (3) Watch the campaign closely and thro' out.
- (4) Ensure that failures are eliminated.

Follow-up :—

- (1) Make individual contact and find out the reaction.
- (2) Find out the failures and analyse.
- (3) Give publicity to the successful campaign and the leaders responsible.

For what Jobs :—

- (1) Rat control, lice control, village sanitation, mosquito control, vaccination, castration of scrub bulls.
- (2) Plant protection work, tank desilting.

Advantages :—

- (1) Maximum number of farmers can be reached, in the quickest time possible in introducing a simple practice.
- (2) Gives quick result at lower costs.
- (3) Successful campaigns create conducive atmosphere for other methods.
- (4) Builds up the community confidence.
- (5) This is advantageous with respect to certain practice which are effective only when the entire community adopts it.

Limitations :—

- (1) It is advantageous only when all participants co-operate in the campaign.
- (2) Cannot be adopted when the advocated practice involves complicated technicalities.
- (3) Involves thorough preparation and close association of technical agencies and concerted efforts of the block staff and propaganda technique etc.
- (4) It is applicable to only few topics.

(7) VOLUNTARY AND LOCAL LEADERSHIP**What is it ?—**

This method is the use of leader-follower pattern existant in any community. Local leadership is utilised to reach a large number of farmers. Method involves locating, developing and utilising the local, functional and voluntary leadership.

Why is it ?—

This method is employed :

- (1) to put across a new idea in such a manner as to be accepted with least resistance.
- (2) to have local people with information or know-how who can carry on without the extension workers.
- (3) to develop local leadership which takes increasing responsibilities in conducting their own affairs.

What to do ?—

The following points are to be taken into consideration while employing this method :

- (1) Decide upon specific duties to be performed by local leaders.
- (2) Select or elect local leaders—This could be achieved by the following ways :
 - (a) Through individual contacts of local people.
 - (b) Assisting the local group to make intelligent selection by explaining the function of the leader in relation to the job.
 - (c) Associating leaders suggested by panchayats, societies, Farmers Forum, Clubs, and other institutions and groups.
 - (d) By recognising the traditional, functional and potential leaders.
- (3) Give trial assignments to the leaders located to entrust further responsibility.
- (4) Training the leaders :
 - (a) Run leader training camps.
 - (b) Acquaint them with details of leadership jobs, and organisational procedures.
 - (c) Teach subject matter.
 - (d) Acquaint them with the sources of demonstration material.
 - (e) Provide them with teaching aids.
 - (f) Associate them in planning and organising the village activities.
 - (g) Assist them in conducting demonstration including assembling materials and other preparatory work.

Follow-up :—

- (a) Recognise the leaders and honour them in public meetings.
- (b) Take the advice of the leaders on important issues.
- (c) Encourage them to develop their own ideas and ; put on their own programmes.
- (d) Give them more and more responsibilities.
- (e) Invite them to participate in tours and meetings.
- (f) Let them lead the visitor to a village.
- (g) Visit their village and appreciate their work.

Suggestions :—

The following qualities make a person a good leader :

- (1) He has faith in his people and their ability.
- (2) He likes and is liked and respected by his people.
- (3) He is willing to share the credit of his good work.
- (4) He has followers in all sections of his community.
- (5) He is willing to consult his followers.
- (6) He is eager to learn, willing to work and sets a good example.
- (7) He is truthful, dependable and impartial.
- (8) He knows the local needs and conditions.
- (9) He has service motive in improving conditions in the community.
- (10) He is successful in his field of activity.
- (11) He is progressive in outlook and faces failures calmly.

For what Jobs :—

The extension activities that could be employed by this method are :

- (1) teaching local people the information learnt from extension workers, subject matter training camps or other reliable sources.
- (2) Mobilisation of local initiative and resources and setting desirable and attainable objectives of the community.
- (3) Developing and maintaining local community organisation—programme planning.

Advantages :—

- (1) It multiplies or extends the efforts of an extension worker i. e. reaches more people.

- (2) Since local leaders are trusted and followed, this method is more effective in explaining and convincing rural folk.
- (3) The ideas could be conveyed in the local language more appropriately by this method.
- (4) Saves time of an extension worker.
- (5) Develops local leadership and self-help in the community.
- (6) Builds up cohesiveness in the community.
- (7) Builds up confidence and prestige of the community.
- (8) This is comparatively economical and creates a conducive atmosphere to other methods.
- (9) A good leadership acts as a shock—absorber between the people and the extension agency, when things go wrong.

Limitations :—

- (1) Functional leaders are limited.
- (2) False leadership and jealousy comes in the way of effectiveness of this method.
- (3) Leadership may be wanting in matters of literacy and competence.
- (4) It is slow a process untill an effective group with functional leader is developed.
- (5) Local leadership might use their prestige for personal gain.
- (6) The extension workers personal contact with the people might become limited.

(8) EXHIBITION**What is it ?—**

Exhibition is a systematic display of models, specimens, charts, information, posters etc., in a sequence so as to be significant in teaching or creating interest in the participating members. Exhibition covers three stages of extension education viz., arousing interest, creating desire to learn and providing a chance to take a decision.

Why is it ?—

- (1) To acquaint the farmers with better standards.
- (2) To influence people to adopt better practices.
- (3) To create interest in a wider range of people.
- (4) To promote understanding and create good will towards extension.

What to do ?—

- (1) Decide upon the character of the exhibition, taking into consideration the time, audience and immediate purpose.
- (2) Make it simple and understandable working upon one idea at a time or place.
- (3) Let there be sequence and continuity.
- (4) Use few rather than many objects.
- (5) Spacing and decoration should have an appeal to the eye.
- (6) Label the exhibits legibly and briefly.
- (7) Interpreters should be thoroughly informed and precise in their explanations.
- (8) High level display would be ideal.
- (9) Action exhibits attracts attention and kindles curiosity.
- (10) Distribute relevant literature.
- (11) Give advance publicity.
- (12) Let the exhibits be portable and of impressive size.
- (13) Estimate the effectiveness of the exhibition :
 - (a) by analysing the attendance and enquiries and requests.
 - (b) by making notes of suggestions given.

Suggestions :—

- (1) Use local material as far as possible, since specimens from the locality will have greater significance.
- (2) Take advantage of local festivals and fairs.

For what Jobs :—

Exhibition is broadly suitable in wide range of topics such as :—

- (1) Improved home living.
- (2) Model villages.
- (3) Irrigation Practices.
- (4) Soil Conservation.
- (5) Products of village industries.
- (6) Display of the best material in the community.

Advantages :—

- (1) One of the best media for reaching illiterates.
- (2) Propaganda value where extension work is beginning.
- (3) It has imaginative appeal.
- (4) It caters to the mixed group.
- (5) It can fit into festive occasions and can serve recreational requirements.
- (6) It promotes the creative abilities to some extent.

- (7) It can stimulate competitive spirit when used for that purpose.
- (8) It could be utilised for creating a market for certain products.

Limitations :—

- (1) Requires lot of preparation and investments.
- (2) Cannot be widely used.
- (3) Cannot be used repeatedly at the same place without making substantial changes.
- (4) It cannot lend itself for all topics.
- (5) It cannot represent all the phases of work.

(9) CONDUCTED TOURS**What it is ?—**

It is a method by which a group will get together for the purpose of seeing an improved performance or result of a practice in actual situations. This requires that the group moves out of the area for a considerable period with a definite program.

Why is it ?—

- (1) To convince the farmers by giving an opportunity to see the result of a new practice, demonstration of a skill, new implements and thus have an idea of the accomplishments in other areas.
- (2) To help people to recognize the problems, to create interest, to generate discussion and to provoke action.

What to do ?—**Planning :**

- (1) Decide upon the places to be visited and the things to be seen and learnt.
- (2) Decide upon the composition of the group and leaders.
- (3) Discuss with the participants the details related to the tour.
- (4) Help them decide the dates, period, transport, food and other related matters.
- (5) Get in touch with the concerned persons and agencies.

Conducting :—

- (6) Keep the interest of the group in view always.
- (7) Let everyone see, hear and discuss at the places of visit.
- (8) Allow time for questions and answers.
- (9) Help them make notes of interesting information.

- (10) Do not crowd the programmes or bore the members.
- (11) Provide for recreation; look to the comforts of the party; and keep up the cheer.

Follow-up:—

- (12) Contact the members individually and in groups.
- (13) Lead their interest to action.
- (14) Arrange for necessary supplies and services.
- (15) Recognise and appreciate the best and quick learner.
- (16) Use successful members to reach others.
- (17) Build up news stories.

Suggestions:—

- (18) Plan in advance.
- (19) Take up correspondence well in time.
- (20) Pick up a homogenous group for specialised works and represent several sections for general tours.
- (21) Let the group be not too big.
- (22) Make the representatives of the party take up the responsibility of food, finance, recreation, maintenance of accounts, etc.
- (23) Let the participants speak at the places visited about their own achievements too.

For what Jobs:—

Conducted tours may be arranged to provide opportunity for the rural folk to visit places and institutions which tackle problems having a relation to rural life.

- (1) Research stations, training institutions, model villages, areas of advanced development, leading private farms, places of historical and cultural significance.
- (2) Exhibitions, Agricultural and Cattle Fairs, farmers seminars and conferences etc.

Advantages:—

- (1) Can serve to stimulate to people for better action.
- (2) Percentages of takes to exposures are very high.
- (3) Participants become active co-operators.
- (4) Promotes better understanding between the participant and extension workers.
- (5) Widens the vision of the participants.
- (6) Develops leadership.
- (7) Could also serve sight seeing purposes.

Limitations:—

- (1) It is costly.
- (2) Difficulty in fixing up the season and time suitable to all.
- (3) Lack of facilities like transport, accommodation at the halting places etc.
- (4) If badly conducted would create frustration.
- (5) If other interests overlap the educational purpose of the tour, the effectiveness would be reduced.

10. AUDIO—VISUAL AIDS

(Posters, Photocharts, Filmstrips and Film)

What is it?—

These are tools used in teaching thro' the senses of sight and hearing so as to promote the learning of skills, understanding the facts and appreciating the information. By themselves these are incomplete; they could only be part of other extension methods. Since seeing, hearing and thinking are simultaneous and co-ordinated, the effectiveness of teaching is greatly increased. In the Indian system of education that has come down, ideas, information and values have always found efficient vehicle in such time honoured audiovisual media of communication as stage and puppet plays, professional story sellers, religious recitations, poetic symposia and mural paintings (It received a set back when the educational system came to stress only literacy and mechanical acquisition of knowledge.)

Why is it?—

Audio visual techniques are absolutely necessary for furthering the cause of education in a country where large masses of people are illiterate.

POSTER

What is it?—

It is a mass-produced pictorial slogan to attract the attention of the people. They could be interpreted by the Extension workers for local understanding.

Why is it?—

- (1) To focuss the attention of the people upon a new idea.
- (2) To catch the eye and create interest.
- (3) To have wide application and for publicity.
- (4) To support local demonstrations or exhibitions.

What to do?—

- (1) Select dramatic, significant action picture telling the story in a single glance.
- (2) Use few simple words to explain the single idea in **bold letters**.
- (3) Should depict familiar events, concepts or pictures in pleasing colours.
- (4) Should be of proper size, about 20" × 30".
- (5) Use it at appropriate time; and display in a prominent place to be seen by all.

For what jobs?—

Posters could be used in respect of many topics, particularly in connection with campaigns and for spreading a new idea rapidly.

Advantages:

- (1) Could be prepared by competent local workers.
- (2) Could be used for outdoor display.
- (3) Will have little literary barriers.
- (4) Could be used widely and intensively without much cost.
- (5) Inspires and builds up enthusiasm.
- (6) Could be prepared by competent local workers

Limitations:

- (1) Mass scale posters have limitations of language rendering them unrealistic.
- (2) Without pre testing they could lose significance.
- (3) Excessive and haphazard use will defeat the purpose.

PHOTOCHARTS**What is it?—**

It is a presentation of a story through a series of pictures in a sequence which would serve the purpose of education as well as creation of interest. It could be prepared locally by capable extension workers to portray local situations.

Why is it?—

Same as posters and it has a significance to the local people.

What to do?—

- (1) Arrange them to tell a story or steps in an improved practice giving accurate details.
- (2) Illustrate the situation before or after the result or how to do it and how not to do it.

- (3) Show action, emotion etc.
- (4) Show people as they are.
- (5) Make it simple, so as to be easily understood.

For what jobs?—

This can be used for wide range of topics such as different steps in the construction of smokeless chula, preservation of fruits, J. P. C., Soil Conservation, etc.

Advantages:—

- (1) Everybody likes to see a photograph of himself best of all.
- (2) Has a great convincing effect.
- (3) It will fit into demonstrations and group meetings very well.
- (4) Actual situations could be presented.

Limitations:—

- (1) It is costly.
- (2) Small and vague pictures have no meaning.
- (3) It needs considerable skill on the part of the person preparing it.

FILMSTRIPS; SLIDES**What is it?—**

It is a long series of pictures, building up a story, lending themselves to be projected on a screen which needs an operator and a special situation for the use. It lends itself to be interpreted by the Extension worker.

Why is it?—

To concentrate on a particular problem and to meet the specific needs of groups.

What to do?—

- (1) Build up the interest of the group.
- (2) Decide place, time and date for the display.
- (3) Ensure the attendance of the participants.
- (4) Consult specialists to select suitable strips of slides; secure their services if needed.
- (5) Check up before actual use.
- (6) Interpret to the group linking to the local situations and problems.
- (7) Watch for the reaction of the participants.
- (8) Follow-up individually and in groups.

For what Jobs:—

Could be used :

- (1) For teaching child care.
- (2) Improved cooking.
- (3) Poultry farming.
- (4) Garments making.
- (5) Better farming practices.
- (6) Operation of Agril. Implements etc.

Advantages :—

- (1) Can meet the specific needs of the group.
- (2) Can be highly useful in educating step by step and in leading participants to action.
- (3) It is highly effective when used along with group discussion on particular problem.
- (4) It can be preserved and used over a long period as a document.

Limitations :—

- (1) Needs special apparatus and the skill on the part of the operator.
- (2) Needs special situations like a dark room.
- (3) Paucity of suitable filmstrips for every specific problem.
- (4) It is costly.

FILMS**What is it?—**

Films are a series of action pictures efficiently planned and developed, lending themselves to be projected with a synchronised sound system. They have a great appeal and effectiveness. They are valuable as educational documents. They need elaborate equipment.

Why is it?—

Films serve same purpose as filmstrips, photo charts, etc., in addition to the following :

- (1) to present realistic situations.
- (2) to reach a large number of people.
- (3) to enlist the interest of border groups.
- (4) to prepare ground for other methods.
- (5) to stir up enthusiasm of the people.
- (6) to awaken the dormant desire.

What to do?—

- (1) Decide the place, date and time for the show.
- (2) Decide the purpose of the film show.
- (3) Secure equipment, technical services, materials etc.
- (4) Give wide advanced publicity.
- (5) Conduct the show at the appointed time.
- (6) Follow-up the activities with other extension methods.

For what jobs?—

Film shows have got a great psychological and emotional appeal as well as educational value; as such, they could be used in respect of any significant job, some of which are :

- (1) Prenatal and antinatal care of women.
- (2) Care and treatment of diseased persons.
- (3) Teaching the way the disease travels.
- (4) How a community could improve its living conditions.
- (5) How irrigation could bring prosperity.
- (6) Teaching about a pest and its control.
- (7) How feeding and breeding contributes to healthen livestock.

Advantages :—

- (1) It depicts life like action situation.
- (2) It covers a wide variety of activities at a time.
- (3) It influences and creates a quick change of attitude.
- (4) It leads to further learning.
- (5) Broadens the experience of the participants.
- (6) Builds up the confidence of the local people in their own ability.
- (7) Meets the recreational needs as well.
- (8) Could be used for the benefit of large number of people at a time.

Limitations :—

- (1) It is very costly.
- (2) Needs elaborate equipment and the services of the technicians.
- (3) Language and situations of the films that fit it into all places of use.
- (4) Non-availability of suitable films.
- (5) Create a tendency of looking upon the film shows as a mere recreation if proper follow-up work is not taken up.

(11) LITERATURE

(Leaflets, folders, circular letters and News Papers)

What is it?—

It is a written material, often supported by appropriate illustrations and employed as an extension tool.

LEAFLETS AND FOLDERS**What is it?—**

A leaflet is a single sheet of printed matter folded or as it is. It gives accurate or specific

information on a particular topic. A pamphlet or a bulletin may contain and deal with a number of related topics.

Why is it ?—

- (1) To provide precise and reliable scientific information told in simple language about a single practice or item of interest.
- (2) To serve the immediate needs of the farmer like control of pests, campaign against rats, treatment of seed potatoes, etc.

How to do it ?—

- (1) Write on one simple practice or idea at a time.
- (2) Select topics related to the urgent needs of the farmer.
- (3) Write in simple short sentences and paragraphs in the local language.
- (4) Use illustrations and pictures.
- (5) Give complete directions (after checking for their correctness.)

For what Jobs :—

- (1) Could be used for a wide variety of topics, commencing from the adjustment of a plough to the organisation of a village mela.
- (2) For building up & publicising news stories.
- (3) For dissemination of scientific information.

Advantages :—

- (1) Could reach the large section of literate people simultaneously.
- (2) Could be preserved and used for a reference purposes.
- (3) Comparatively cheap.
- (4) Accurate information and minute details can be given.
- (5) Could be made easy to read as well as enjoyable.
- (6) Could be used to maintain or increase the tempo of work.
- (7) Could be used to continue the contacts.
- (8) Could be used to enhance the prestige of the local leaders and groups.
- (9) Can promote literacy.

Limitations :—

- (1) It is of little use in areas of low literacy.
- (2) Cannot be used in exclusion of other methods.
- (3) will lose its significance if not carefully prepared and used.

CIRCULAR LETTERS

What is it ?—

This is a letter reproduced and sent with the same information, to many people periodically or on occasions.

Why is it ?—

- (1) To maintain continuous contact with the farmer.
- (2) To communicate some general information which could be put best in the form of a letter.

What to do ?—

- (1) Let the letters be brief, and courteous.
- (2) Have a single purpose and write in single language.
- (3) Give complete information.
- (4) Be clear in your statements which should lead to actions.
- (5) The letters should be part of your programme or campaign.
- (6) Also see leaflets and folders.

For what jobs ?—

Same as in the case of Leaflets and folders.

Advantages :—

Same as in the case of leaflets and folders.

Limitations :—

Same as in the case of leaflets and folders.

NEWS PAPER

What is it ?—

It is a periodical with the service type or news type information.

Why is it ?

- (1) To serve as a forum for extension activity in an area or a community.
- (2) To put information which would be of service to the leaders and people and to highlight the important activities of individuals and groups which are worthy of emulation.
- (3) To acquaint the public simultaneously about the programs, activities, progress etc.

What to do?—

- (1) Put the matter in story type. It should be easy to understand and simple in language.
- (2) Give a personal touch.
- (3) Give accurate details.
- (4) Plan publications so that the different issues are in a sequence.
- (5) Easier the writing, more will it be read.
- (6) Have enough copies, so as to pass them round in the community.
- (7) Encourage local farmers to write.
- (8) Also see leaflets and folders.

For what Jobs:—

Same as in the case of leaflets and folders.

(12) FARMER'S CALLS**What is it?—**

It is a call made by a farmer or a group on the extension worker at his office or home with the purpose of obtaining information or getting assistance from him. It may also be to develop the acquaintance with him.

Why is it?—

- (1) To promote closer contacts with the farmers.
- (2) to build up the interests of the individuals and groups.
- (3) to discuss problems in greater detail.
- (4) to arrange for or assure the supplies and services.
- (5) to bring about contact between the farmer's and other agencies.

What to do?—

- (1) Be cordial and keep the visitor at ease.
- (2) Keep the office room attractive with bulletins-boards, leaflets, etc.
- (3) Try to cultivate the practice of having specific days and hours for farmers calls.
- (4) Make arrangements to provide information to the callers in your absence.
- (5) Keep a record of the calls and follow them up.
- (6) Encourage the farmers to call on you, if they are shy in their own group.
- (7) Be business-like and try to discourage unnecessary calls.

For what Jobs?—

To discuss the plan of individual or groups of farmers on matters like:

- (1) Building a new house.

- (2) Constructing a Cattle stall.
- (3) Sinking an Irrigation well.
- (4) Installing a pump.
- (5) Crop planning.
- (6) Starting a poultry farm.

Advantages:—

- (1) The satisfaction desired by the visitor would result in repeated calls.
- (2) Will enhance the prestige and reputation of the Extension Worker in the community.
- (3) Will create a favourable atmosphere for village work.
- (4) Will indicate clearly the problems affecting the individuals and group.
- (5) Will indicate the confidence reposed in the extension worker by the people.
- (6) Will give an insight into the community structure.

Limitations:—

- (1) Extension worker cannot be in headquarters always.
- (2) Callers in his absence may not be satisfied with the information or guidance obtained.
- (3) Certain individuals might try to gain personal ends through the Extension worker.

(13) RADIO PROGRAMMES**What is it?—**

It is a method using the radio communication, seeking to build up the attitudes of the farmers towards a desired way of life. It could be used for debates on selected problem; dissemination of information through talks, dialogues, folk songs, dramas, etc. Since the radios in villages is still very limited this method has a restricted utility.

Why is it?—

- (1) To reach large number of people at a time.
- (2) To provoke thinking in the audience about the current problems; to disseminate information quickly in emergencies, etc.

How to do it?—

- (1) Encourage local communities to hear radios collectively, if necessary.
- (2) Encourage them to listen rural programmes.
- (3) Encourage them to correspond with the Broadcasting Stations to express their likes, needs and opinions.

- (4) Maintain contact with the broadcasting station yourself.
- (5) Specially announce interesting programmes in advance.
- (6) Feed news stories and cultural programmes related to the locality to the Broadcasting stations.
- (7) Have a list of talented persons in the area and arrange to provide them a broadcasting programme.

For what Jobs:—

- (1) Discussions on Japanese Method Paddy Cultivation.
- (2) Control of fowl Cholera.
- (3) Rotation of crops.
- (4) Control of crop pests and diseases.
- (5) Weather bulletins, etc.
- (6) Market news.

Advantages:—

- (1) Reaching more people at lesser cost.
- (2) Dissemination of urgent information on weather or market.
- (3) Wide range of experience pooled and made available.
- (4) Talks by specialists will serve educational purpose.
- (5) Recreational needs could also be met.
- (6) Local talents and abilities could be encouraged.

Limitations:—

- (1) Lack of radio receiving and broadcasting units.
- (2) Advocations may not be universally applicable.
- (3) Broadcasting stations are not always accessible to extension workers.

(14) ILLUSTRATED TALKS

What is it?—

It is a talk on specific subject using illustrations like charts, black-boards, flannelgraphs, flash cards, models, samples, specimens, and teaching effectively how to do a job and explaining the value of practice.

Flash cards:—

are a set of pictures used in sequence to tell a story or teach several steps in a story. It is akin to flip-book.

Flannelgraph:—

is a visual teaching aid wherein several pieces of a whole picture are systematically and step by step stuck on a flannel board so as to bring about a dramatic effect on completion of the communication of a message. It works on the principle that the pieces of flannel, felt, khaddar, bandage cloth and sand paper will stick together without any adhesive, facilitating easy removal on re-arrangement of pictures or parts. By adding in a series, shifting or removing the parts of a whole picture, an idea could be presented after building the suspense.

Why is it?—

- (1) To make the talk more interesting, effective and communicating.
- (2) To hold attention and stress points.
- (3) To avoid deviations on the part of the speaker.
- (4) To enable the audience to see the specimen which they may not be able to see elsewhere.

What to do?

(1) Planning:

Refer method 2.

(2) Conducting:

- (a) Talks should be short and to the point.
- (b) It should be distinct and slow and use simple words and short sentences.
- (c) Use notes but don't read.
- (d) Summarise the talk.
- (e) Allow time for questions and answer them.
- (f) Choose proper teaching to illustrate the talk.
- (g) Use the illustrative material so as to be seen by all.
- (h) Topic should relate to the immediate need of the community.

For what Jobs?—

- (1) Jobs that involve a series of steps spread over a long period could be presented through this method.
- (2) Jobs that involve complicated nature of explanation.

Examples:—J. P. C., Soil conservation, Reclamation, Loans, control of storage pests.

Advantages :—

- (1) Amenable for communicating scientific information.
- (2) Serve as an effective preparatory method.
- (3) Provides scope on the spot clarification of doubts.
- (4) It should be used in combination of audio, visual aids.

Limitations :—

- (1) Wherever other methods are easily adoptable, this will not be appreciated.
- (2) Lack of models, specimens, etc, suited to all subjects.
- (3) Talks if lengthy will bore the audience.
- (4) Scientific information if not properly presented will pass over the minds of the audience.

*Section III***EFFECTIVENESS OF EXTENSION METHODS**

The new ideas could be communicated broadly through three types of methods—Force, Persuasion and Stimulation.

The methods under force type involve working through moderately efficient government officials in enforcing government orders for the material benefit of the people. This is thought to be necessary in an underdeveloped country. However, this may seriously set back the development of local initiative.

The methods under persuasion type involve influencing large masses of people by highly evolved means of communication like radio, cinema, etc. through workers with little training who explain and exhort certain ideas. Usually the effectiveness of these methods depend upon the adoptability of the workers to the local conditions, the educational standards of the people concerned and the attitude of the people towards the agency employed.

The methods under stimulation type involve initiative of the local people in their own development. Here the extension worker, throws out ideas, acts as a catalyst and leads people to make their own

decisions and actions. This is work demanding and the highest qualities of tact, judgement, restraint and patience.

Extension methods, at their average include the persuasive type of method and at their best include the stimulation type of methods.

In India during these 20 to 30 years, Government have tried first two methods for welfare work, but it has proved that the people will not take initiative for their own development. Therefore, the governments which are now democratic are trying to follow the third type. America which has tried this type of methods for the last forty years is successful in building better homes, better farms and better communities. Their trials and experience will certainly be helpful guide to our efforts. We have described many of the teaching methods adopted by them in the previous pages. It would be interesting if we study the effectiveness of the several teaching methods employed by the U. S. Extension Service. Studies regarding the effectiveness of extension methods reveal the following points.

- (1) Various teaching methods were responsible in influencing 81 per cent of the changes in practices and only 19 per cent was due to indirect influence; out of the above 81 per cent, individual contact methods were responsible for the changes in practices in 25 per cent of cases. Similarly group contacts and mass media were responsible for 33 per cent and 23 per cent respectively.
- (2) Amount of indirect spread, the influence of office calls, news stories and the method demonstration meeting are all good indicators of total extension influence in an area.
- (3) Age of the adult farm population, size of the farm, tenure status and location of the farm have little bearing upon the adoption of recommended practices by the farm people.
- (4) The higher a person's socio-economic level the more likely he or she is to adopt the practices advocated by extension.

- (5) The percentage of families, changing their behaviour increases as the combination of methods increase as shown in the table below :

No. of methods		Percentage of families who change their behaviour	
1	35 per cent
3	64 "
5	86 "
9	98 "

Therefore it is evident that, combination of methods will have to be adopted to bring about each contemplated change of practice.

In addition to the above systematic study made regarding the effectiveness of extension methods in the U. S. A. it is profitable, if we review the experience in India during the past 5 to 6 years. The observations could be summed up as follows :

- (1) The method of personal contacts with individuals and groups of farmers is being commonly used while other methods are not being generally employed, even in situations where they are necessary.
- (2) The demonstration method which should be the main plank of the extension worker is very rarely made use of as such.
- (3) The common defects in the adoption of extension methods are, lack of purposeful planning, lack of application of proper techniques, lack of followup, lack of combination of methods etc.
- (4) Apart from the paucity in Audio-visual Aids and equipments, there is great need for research or studies of the effectiveness of the different extension methods.

In this context, we would recommend the following guide to choose extension methods for certain classified jobs in extension activities. (Table enclosed separately Page 43).

Sometimes the extension worker is compared to salesman to sell ideas. Many of the technique employed by good salesman in selling goods and services have direct application in extension also. To be successful, the extension worker should have his goods i.e., ideas or skills, presented attractively. He should have the technique of selling his goods i.e., the skills of putting across new ideas in a convincing way and he should have the ability and keenness of finding out what the needs of the customer are. In other words, the extension worker who has the skills related to farm, home and village improvement and who has ascertained the problem and wants of the people, should carefully choose and tactfully employ several extension methods in appropriate combinations.

References :

1. Extension Teaching methods—M. C. Wilson and Gladys Gallup.
2. Guide to C. D.—Dr. Ensminger.
3. Village Extension work - Dr. Ensminger.
4. Guide to Village workers—I. C. A. R.
5. Goan Sathi—Allahabad Agricultural Institute.
6. Extension Evaluation—Allahabad Agricultural Institute.
7. Teaching aids—Bureau of Agricultural Extension, Philippines.
8. Home Extension Manual—Bureau of Agricultural Extension, Philippines.

TEACHING METHODS THAT COULD BE USED FOR DIFFERENT EXTENSION JOBS

Sl. No.	Everyday job for Extension workers	Farm and Home visits	General Meeting	Group discussion	Method Demonstration	Result Demonstration	Campaigns	Voluntary and Local leaders	Models and Exhibits	Tours and Excursions	Visual Aids	Literature	Farmers call	Radio Programme	Illustrated talk
1.	To teach skills (Raised nursery beds, placement of fertilisers, line sowings.) ...	+			+	+		+		+	+	+	+		+
2.	To reach large numbers of people. ...						+		+			+		+	
3.	To arouse interest or create the desire to want to learn a better practice. ...	+		+	+	+		+		+	+		+		+
4.	To promote individual and group thinking the problems of common interest— Irrigation, soil improvement, plant Protection, sanitation— Education facilities, amenities. ...			+	+	+		+	+	+	+	+	+	+	+
5.	To promote understanding of and good will towards extension work ...		+		+			+	+	+		(News stories)		+	+
6.	To help rural people to analyse the problems and prepare for intelligent actions ...	+		+	+	+		+		+		+			
7.	To help rural people to feel satisfaction of success ...			+		+		+		+		+			
8.	To influence people who do not and cannot go to meetings ...	+							+		+	+	+	+	+

CHAPTER VII

WHAT IS PROGRAM PLANNING

Planning in a democratic state is a social process in which, in some part, every citizen should have an opportunity to participate.

—Ayon.

Section I

Here are some of the relevant definitions.

Program :—

Usually, means a prospectus or a statement issued to promote understanding and interest in an enterprise. It is an over-all, long-range schedule or plan of work—a broad outline of things that need to be done and the methods of doing them.

One of the definitions of Program is that “it is a written statement containing a more pertinent factual data used in decision making, the problems agreed upon with priority assignment, and the possible solutions to the problems”. These solutions may be synonymous with objectives or goals.

Extension Program is a statement of situation, objectives, problems and solutions. It is relatively permanent but is constantly revised. It forms the basis of the Extension plans.

Plan :—

Is usually an annual schedule of work when used in this context. A plan of work is an outline of activities so arranged as to enable efficient execution of the entire programme. It answers the questions of what, why, how, when, where and by whom the work is to be done.

Project :—

Is a single item of the annual plan containing the method of solution of a single selected problem.

Thus a program extends over a period of years. A plan is most often an annual and a project is a plan of solving a single problem.

Calendar of work :—

Is a plan of work arranged chronologically, according to the time when each step of work is to be done. It is a time schedule of work. Important events for each month are worked out in advance, probably for a year.

In an young Extension organisation, like in India, the programme and plan may be combined.

Program Planning :—

Is a process of working with the people in an effort to recognise the unsatisfactory situation (problems), and determine possible solutions or objectives or goals. Program planning may be as the long-range or annual basis.

Evaluation :—

Is the measurement of progress being made on established objectives and goals; also an indication of the effectiveness of methods employed.

Aim :—

Is a broad objective. It is a generalised statement of direction and may have several objectives. It is also said to be an end in view to give direction to the creative process.

Objective :—

Is a direction of movement. A well stated objective is always measurable. It is also said to be a goal of growth.

Goal :—

Is a distance in any given direction, proposed to be covered in a given time.

The purpose of program planning is to seek solution to problems within a particular time in an

accepted manner. It should not only indicate what is to be achieved and when but also by what methods and by whom. Thus the program planning is continuous procedure. It involves certain steps—steps to get at what is wanted in the most direct way. It also involves the local leaders, the specialists and all those that are interested and can contribute to program planning.

Section II

PROGRAM PLANS

The elements of program plans:—

The program planning involves the following:

- (1) What is the present situation?—Analysis of the existing condition, sizing up the odds and advantages. This aspect could be further split into :
 - (a) Finding facts.
 - (b) Recognising problems.
 - (c) Assessing resources.
 - (d) Group discussions and decisions.
- (2) What is the objective?—Defining the intention in the program planning with reference to the partial situation and setting the objective.
- (3) What are the contents?—What shall we do? How shall we do? Deciding on the methods to be adopted. This further involves :
 - (a) The plan of action.
 - (b) Action itself.
- (4) What is the progress or achievement?—measurement and evaluation of the effort. Assessing or comparing the situation before and after.
- (5) Shall we go further ahead?—Reconsideration of the entire situation. Is it worthwhile to proceed? How can we improve the program?

Why program planning?—

There are ten reasons why a program is necessary :

- (1) To ensure careful consideration of what is to be done and why.
- (2) To have the statement in writing for general use, which eliminates confusion, vagueness and ambiguity.
- (3) To furnish a guide against which to judge all new proposals.

- (4) To establish objectives towards which progress can be measured and evaluated.
- (5) To have a means of choosing,
 - (a) the important problems from the incidental,
 - (b) the permanent changes from the temporary.
- (6) To give continuity during the changes in personnel.
- (7) To prevent mistaking the means for the end.
- (8) To avoid waste of time, money and energy and to promote efficiency.
- (9) To aid in the development of leadership and self-reliance of local people.
- (10) To bring about a greater awareness amongst the participants of the situation existing, of the resources available and by their own ability to solve the problems—the process of planning can also serve an education purpose.

Apart from being educative, program planning can also be a lesson in co-operation, in Democratic way of group thinking, planning and action.

THE PRINCIPLE OF PROGRAM BUILDING

1. Sound program should be based on the felt needs of the people; and on a careful analysis of the local situations including problems and resources.
2. The people who benefit from the program should assist in its development.
3. The objectives and solutions must offer satisfaction to the participant.
4. The program should have acceptable priorities and attainable goals.
5. The program should start where people are and what they have.
6. The program should have a plan of action.
7. The program should be comprehensive, embracing the interests and needs of all ages, groups; not all problems could be tackled at the same time.
8. There should be permanence with flexibility in program to accommodate revisions, long-range situations and short time changes.
9. The evaluation of results should guide revisions.
10. The program is a continuous process, it is a teaching process and a co-ordination process.

Building up a program :—

- (1) Study the local situation :
 - (a) The people, their habits, attitudes and values.
 - (b) The conditions and resources.
 - (c) The situations, problems and needs.
 - (d) The back-ground.
- (2) Locate leaders and enlist their interest :
 - (a) Formal and informal leaders of the area.
 - (b) Institutions, interest groups and their leaders.
- (3) Formulate a planning committee :
 - (a) Involve leaders interested in long-range programs.
 - (b) Associate the different groups and organisations thro' their representatives.
 - (c) Bring them together in a group meeting. Let the V. P. Chairman convene the meeting as far as possible. Explain the purpose of the meeting.
 - (d) Lead them to recognise their problems and to want solutions, thro' discussions.
 - (e) Acquaint them with the practical research information having a bearing on the problems on hand.
 - (f) Assist them to take stock of their resources, get priorities. Familiarise them with the technical and other assistance that is both coming from the Government agencies.
 - (g) Let them formulate clear objectives and attainable goals and to formulate the draft program.
 - (h) Help them to distribute and share responsibility amongst themselves by forming sub-committees, if necessary.
 - (i) Develop plan of action indicating :
 - (a) What is to be done.
 - (b) Who is to do it.
 - (c) How it is to be done.
 - (d) When it is to be done.
 - (e) Who is to be reached.
 - (f) How results might be measured.
 - (j) Draw-up annual plans and projects.

Note :—(1) Adopt the techniques of group meeting. ✓

- (2) Take the assistance of Block Extension officers and other specialists wherever necessary.

- (3) Since people are interested in doing things they have planned, see that the program content is determined after—
 - (i) full technical information is given to them.
 - (ii) full discussions have been entered into by the members.
 - (iii) the decisions have been agreed upon by the majority.
- (4) It may take more than one meeting for completing this phase. Program planning is a process that requires time.
- (5) Remember—
 - (i) Local participation should be voluntary.
 - (ii) Association of the local leadership is indispensable.
 - (iii) Program planning is an educative process and should be based on facts.
 - (iv) In teaching new ideas to farmers, hold out the big thing foremost in their attention all the time—better farming, better homes, and better communities.
- (4) Hold a general meeting of the entire village. Present the draft program and the plan of action for discussion, modification and approval.

Summary :—

- (1) Ascertain the felt needs.
- (2) Formulate a program.
- (3) Enlist participation—let the program be theirs; take part in its development, execution; be proud of it.
- (4) Associate all groups—Age group, economic groups, social groups and sex groups.
- (5) Keep the program flexible—in the light of experience and evaluation it may need modification. Of course you should start with the faith that what you are doing is right; you cannot have serious doubts about it. But there should be room to improve it all the time.
- (6) Objectives should be stated closely in simple terms. They should be well defined and broken down to specific items at all levels. Understanding objectives has got a great part to play in achieving goals.

- (7) It should be a sound program and not of the 'hit and miss' type.
- (8) Time, money and emphasis etc., are also the factors to be taken into consideration.
- (9) Involve leadership—official, voluntary.
- (10) Invite criticism—"go with the learner's mind" You persuade the members to participate, with "without your experience we cannot go ahead". Associate the service agencies also.
- (11) Extension workers should not come to the lime light. They should always work in the background.
- (12) Encourage growth of confidence in the people.

Remember, "The village problems are chiefly the concern of the local people" "Extension works with people and not for the people."

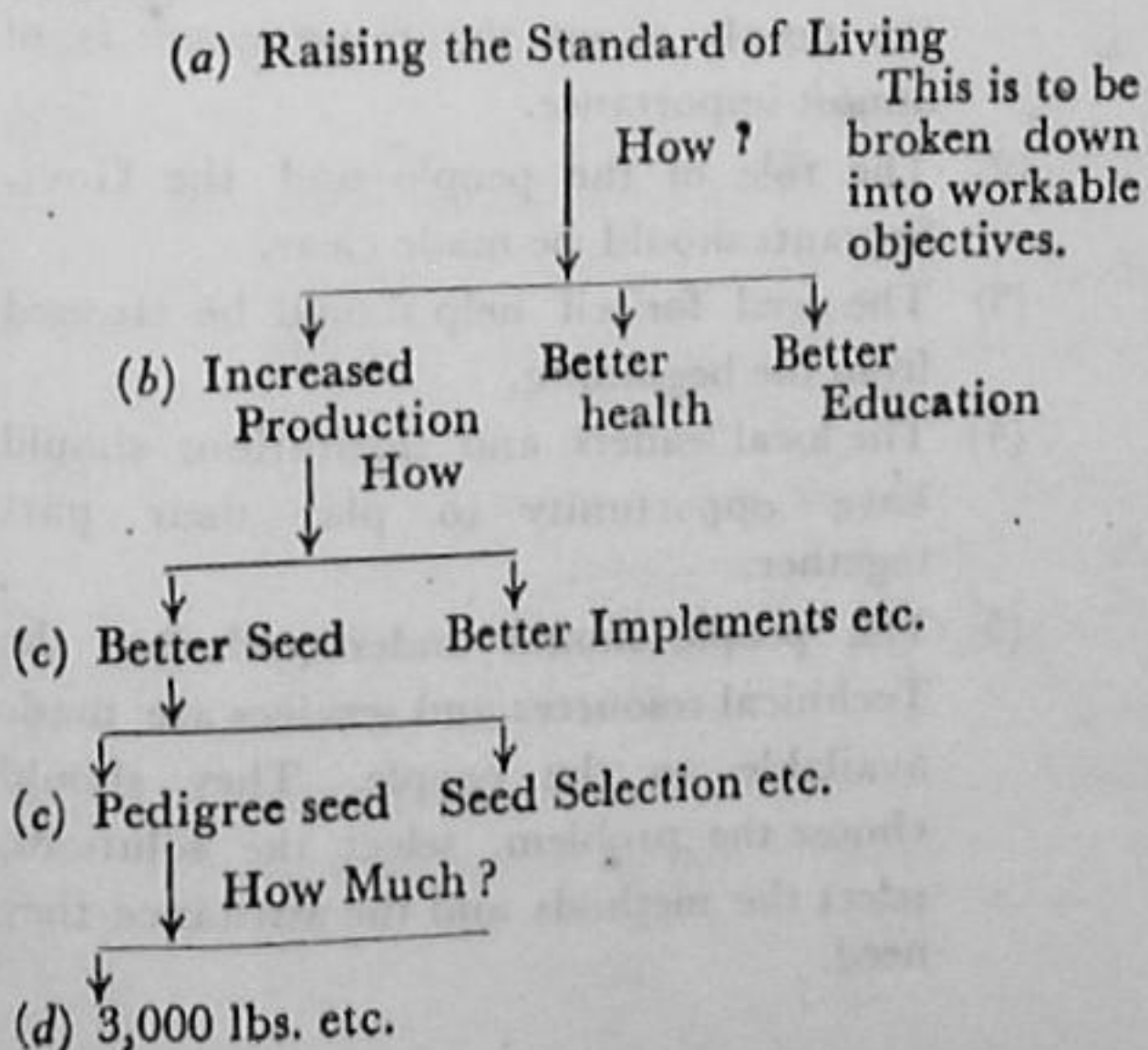
Section III

OBJECTIVES AND EVALUATION OF PROGRAMS

1. Determining objectives of a program:—

- (1) Fix up the objectives at different levels.
 - (a) Fundamental or over—all objectives—
Ex—Raising the standard of living.
 - (b) Specific objectives—Ex—Increased Production.
 - (c) Working objectives—Ex—Improved seed—Pedigree seed; seed selection etc.
 - (d) Goals or targets—Ex—3,000 ac/30,000 lb./1,000 farmers etc.

Illustration



- (2) What is the criteria for objectives?
 - (a) They should be based on the genuine needs and interests of the people.
 - (b) They should be within the reach of the people, economically, socially and educationally.
 - (c) They should contribute to the fundamental aim of the Extension i. e. better life.
- (3) Extension worker can assist in setting up the objectives:
 - (a) by ascertaining the felt needs of the people thro' his contact with the people, groups, leaders and institutions.
 - (b) by bringing together interested leaders and groups to discuss and understand the problems.
 - (c) by giving the back-ground information, and related scientific data.
 - (d) by throwing in suggestions for solution.
- (4) The role of the local leaders:
 - (a) They should keep themselves in intimate touch with the local people to be aware of the real problems and needs.
 - (b) They should help the process of educating the people.
 - (c) They should study the past, present and the future and guide the people in fixing priorities.
 - (d) They should co-operate with the Extension men in evolving sound programs.

2. Evaluating a Program;—

Evaluation is a part of the program. It is a process by which the values of an enterprise are ascertained. It is a method of determining how far an activity has progressed and what more is to be done to attain the objectives.

- (1) Evaluation is undertaken:
 - (a) To know where we are, where we want to go and how to get those.
 - (b) Since periodic review gives us the direction.
 - (c) Since it helps us to re-adjust the program, if necessary.
 - (d) Since it indicates the efficiency of the methods employed in achieving the objectives.

- (e) Since it appraises all concerned of the accomplishments and provides a sense of satisfaction in achievement.
- (f) Since it builds up confidence.
- (2) The fundamentals of Evaluation in Extension :
 - (a) Evaluation should be based on educational objectives.
 - (b) Educational objectives should be stated in terms of changes in the behaviour of the people.
 - (c) It should take into consideration the degree to which the changes in people are taking place.
 - (d) It should enlist the co-operation of the people and Extension workers concerned.
- (3) How to evaluate ?
 - (a) Define what you want to evaluate—acquisition of knowledge, change in attitudes or adoption of skills.
 - (b) Determine the level of study - whether in respect of individuals, groups or communities.
 - (c) Determine the informal tools that can be used for getting evidence of change.
 - (i) compare goals and achievements.
 - (ii) make observations.
 - (iii) evolve questionnaires.

3. Why local participation in program planning ?

(Adopted from "Values that Result from Local participation in program planning"—columbus workshop Report, pages 43-44.)

- (1) Group Planning makes the best practical program possible.
 - (a) Increases the responsibility of local people and renders the program more acceptable.
 - (b) Assures that the program is based upon the local situations and needs.
 - (c) Provides for group thinking which has values beyond that of individual thinking.
 - (d) Balances and correlates different parts of the program and promotes unity of purpose.

- (2) Group planning expedites action of the program.
 - (a) Starts in education process.
 - (b) creates and increases interest of local people in carrying out the program.
- (3) Group planning will stimulate growth.
 - (a) Broadens the opportunity of Extension men for service.
 - (b) Provides for the personal growth of the Extension men and other participants.
- (4) Group planning makes possible the assistance of local people in evaluating the program.
 - (a) Participants in program planning will be interested in the reaction of the community.
 - (b) It provides a vehicle for planned evaluation procedure.

Section IV

PROGRAMME PLANNING OF EXTENSION WORK AS APPLIED TO INDIAN CONDITION

In this Section an attempt is made to present the several aspects of programme planning of Extension Work as applied to Indian Conditions. An outline indicating how an extension work could start in an area and develop a programme with emphasis on the importance of recognising the role of village groups, institutions and leaders in the process of Community Development.

How to start work in an extension block :—

A. Introducing the Program to the people.

The following points are to be noted :

- (1) Early impressions and attitudes formed by the people about the programme is of utmost importance.
- (2) The role of the people and the Govt. Servants should be made clear.
- (3) The need for self help should be stressed from the beginning.
- (4) The local leaders and institutions should have opportunity to play their part together.
- (5) The people should understand that the Technical resources and services are made available to the people. They should choose the problem, select the solutions, select the methods and the assistance they need.

It will take a considerable time to introduce the Programme, its philosophy and method to the people. However, this time is most valuable in the final analysis. If the extension staff is in a hurry to implement the programme before the people understand the true objectives and before their own ideas generated, they are apt to consider this as a Government Programme. It is essential that the ideas, plans and programs for action should come from the hearts and minds of the people.

B. Understanding of the programme on the part of the extension staff :

The extension Staff should understand their role as Government Servants who are there only to help to formulate and carry out their own programme. They should also be competent in their respective fields and develop reflective and creative minds to penetrate the hearts and minds of the village people.

The staff has two fold responsibility :

- (1) The Development of Village people to a level at which they can efficiently plan and execute their development programme.
- (2) Assisting in the recognition of their problems and carrying the findings of science to be properly applied and adopted in their own situations.

To fulfil the above responsibility satisfactorily the staff should know their jobs well and also the people in the block. The mere fact that the staff members come from the village is not enough—it is one thing to know the village life in general and quite another to know the people in a particular block. The best way to achieve this is to begin working with the people and continue learning more and more.

A few points for guidance are :

- (1) What are the objects of concern to the villagers and who expresses them is it a leader and what is his following ?
- (2) What are the universal problems observed by the staff themselves, and what is the importance, and priority given by the people in each village ?
- (3) What is the past experience of the villagers in development work—working of village Panchayats and Co-operatives ?

- (4) What are the current village practices with respect to agriculture, Health, recreation etc., and why they are being currently followed ?
- (5) Identify with precision the segments of population of each village and their problems and needs.
- (6) Be alert in locating the present and potential leaders.
- (7) Foster all village organisations.
- (8) Develop contact with the village teacher.
- (9) Invariably record all the relevant observations. This would be useful to the successors also.

C. Steps in initiation :

Because the Block work are to be started from a scratch and newly trained staff take positions, there is a great danger, that with the best of intentions the Staff will want, from the first to impress their superiors, to initiate development programme which would be staff directed and to put pressure on the people to contribute their labour for constructional work. This will lead to the impression in the people that the entire thing is a Government programme.

Guides :

- (1) Start with several days of staff seminar on objectives, approach, steps in developing programme, staff responsibilities and working relations.
- (2) Begin village contacts and introduce community development programme in groups of two village extension workers (Grama Sevaks) and one Block extension specialist (Extension Officer), observe felt needs, village conditions, their preparedness to take up programme.
- (3) Assign the groups of village to village extension workers.

Initial visits :—

- (4) Block extension specialists should assist the village extension workers in rotation in their early field visits (1)—
 - (a) to back up the V. L. Ws
 - (b) to gain first hand knowledge of the village conditions.

- (5) Make systematic observations in V. L. Ws Village log :
- Response of village leaders towards village self improvement.
 - Evaluate the effectiveness of the staff in communicating the objectives of community Development programme.
 - Locate leadership.
 - Restrain from early attempts to gain villagers acceptance to staff programmes—encourage the villagers to talk freely.

Revisits:—

- There should be two kinds of staff meetings.
 - Meeting of the entire staff for about a week to generalise the problems, causes and situations.
 - Meeting of the block extension staff with each village extension worker for 2 days in his H. Q. Village.
 - To list the village problems, observed causative factors for each, the role of villagers and the block association in each.
 - To develop a plan of work based on the (1) for each village and the immediate things the village extension worker will emphasise based on the villagers interest.
 - To list the secondary problems recognised by villager.
 - To list unfelt problems.
- At the end of each month, 2 days staff conference for review of experiences.
- In the first six month follow up these meetings with one day meetings with V. L. Ws in his own H. Q.—by the block extension staff to review the individual village plans.
- Develop a consolidated plan for the Block. This will tell each block extension specialist, what, when and why and How to do. Block budget is available to the people to initiate programme under their own leadership and by contributing their resources to complete their projects. There is a danger of the staff using the money as incentives to gain villagers' Co-operation and participation.

D. Identification of village problems :

The prerequisite is the effective relationship of the extension staff with the people in their clear understanding of the village problems. All the members of the block staff should know the main causes of the problem, the basic steps of solution. Each member of the block staff is first a generalised development and extension worker and then he is a specialist. Any technical extension officer before recommending a change of practice should know the nature and depth of their family and village attitude and practices with respect to the subject, he must know the member of the family involved, and the relative importance given to that aspect by the family and village, the religious significance if any, and the place in the economy. Find out the villagers priorities.

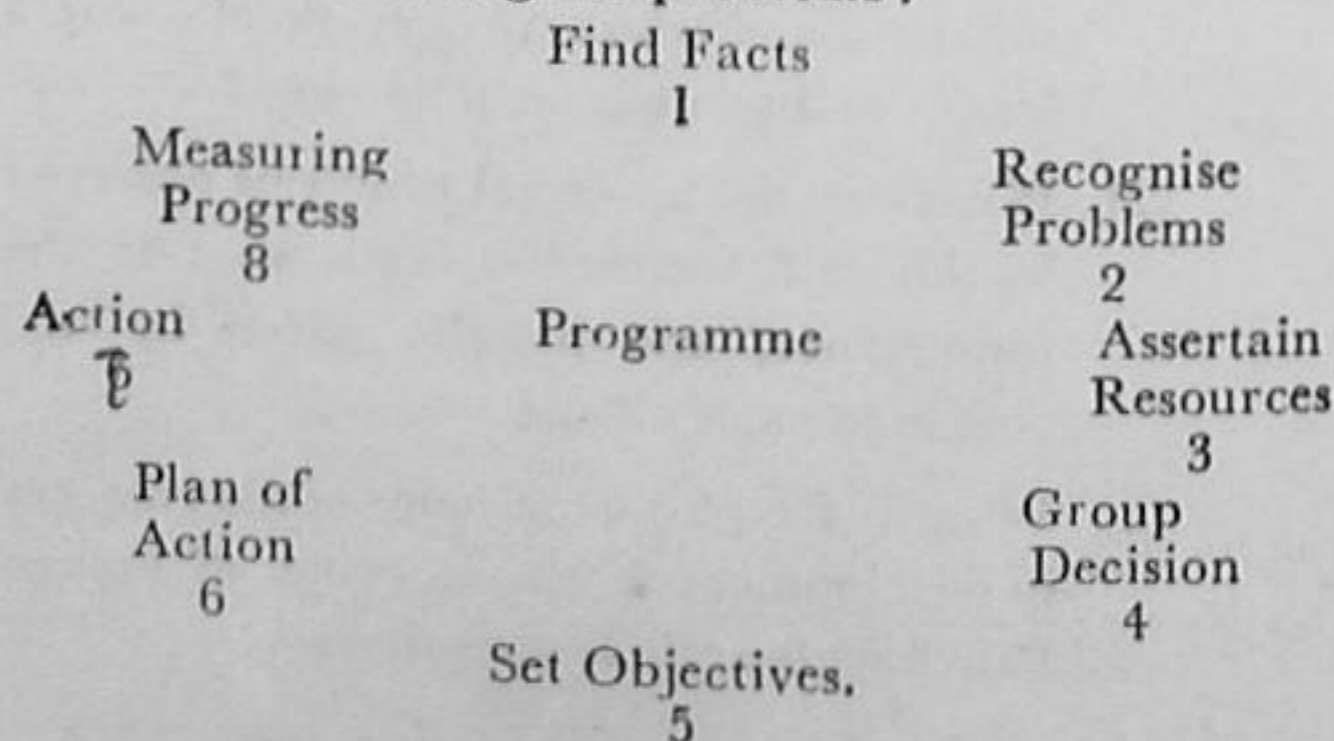
Find out the problems by your surveys and observations. Informal contacts with the local leader and people will reveal the problems as they feel them. Purposive discussions with the local institutions, leaders and people will bring to light recognised problems and priority in them.

Priorities placed by each village has to be ascertained and the limited resources has to be concentrated to help the village to solve the problems.

For each village significant problems, important causes for those problems and steps for solving them has to be listed. This should be done by the respective extension specialist, Grama Sevak and village leaders. This will also serve as a process of education which will make them look searching at themselves, and will be the only basis on which they can take intelligent decisions as to what, when, how and who to do the job. This should be a continuous process. Examples of village problems :

- Low crop yields.
- Limited employment.
- Lack of village schools.
- Poor health conditions.

E. Steps in solving the problems :



F. * Working with the Leaders, Groups and Institutions :

Even keen enthusiastic well trained and capable extension worker meets with limited success, if he fail to appreciate the group rivalries in the village and inadvertently identifies himself with one of the groups. He should identify factions, groups and study leadership and institutions.

Factions or Groups could be identified by the following :

- (1) Records of the Shanubhog reveals the kinship of the community.
- (2) Grandfather unit is generally the basic unit for faction formation.
- (3) Marital relationship reveals group adjustments.
- (4) Pattern of land holding and renting.
- (5) Pattern of borrowing and lending.
- (6) Ceremonial invitation and attendance.
- (7) General observations on mutual consultations between families.
- (8) Analysis of quarrels and disputes of recent past.

Factions need not be considered merely as hostile groups which divide the village. They provide security and help to the members of respective groups. Extension workers can make use of these groups as channels of communication to propagate new ideas and mobilise people for development work. Village leaders could be identified if we remember these :

- (1) Traditional leaders may not be effective or real leaders.
- (2) Real leadership may exist in the hands of old who are substantial people remaining in the background. They appear humble and non-aggressive.
- (3) Disputes and quarrel reveal leadership pattern.
- (4) Institutionalised ceremonial life provides a guide. Ceremonial honour at the time of marriage and festivals.
- (5) Economic status, good reputation and social position of the family furnish important guides.
- (6) Youth leadership does not normally exist in the village. Process of encouragement to youth leadership should be with the sympathy and support of established leaders.

One cannot forget that the real seat of effective social influence is not in the official Panchayat but in the traditional panchayats which exist at various

levels from the kinship unit to infer village group. The Gram Sevak should try to attend as an observer as many of the meetings of their Panchayats as possible. However he must never participate in the domestic issues of the village, but he should participate with a view to promote specific development programmes. He should not be in a hurry to get a decision for the group.

Further points of guidance for extension worker for working with the people :

- (1) In his first contact with villagers he has to be friendly yet objective, with thorough understanding in composition and relationship between groups. Gradually he should allow himself to be drawn into the social life of the villagers.
- (2) He should try to understand the significance and history of festivals and participate as an interested, sympathetic and appreciative friend. He should on no account start as a preacher of social reform.
- (3) In his approach, whether with individuals or in groups, he should do so with the knowledge of the leaders to avoid they becoming antagonistic.

G. Block Advisory Committee should formulate Programmes :

The Programmes evolved by the extension staff as indicated above could be the basis for discussion in the Block Advisory Committee. The Committee should take all the responsibility in implementing the programme and should be instrumental in mobilising the available resources. Evaluation of the Programme should also be the responsibility of this body.

References :

1. Extension Teaching Methods—M. L. Wilson and Gladys Gallup.
2. Extension Evaluation—Venugopal Kalidos.
3. Guide to Community Development—by Dr. Ensminger.
4. Teaching Aids—Bureau of Agricultural Extension, Philippines.
5. Home Extension Manual—Bureau of Agricultural Extension, Philippines.
6. Orientation Training Course for Project Executive Officers at Nilokheri.
- * 7. Group dynamics—Programme Evaluation Organisation.
8. Essentials of Rural Welfare—F. A. O. Publication.

CHAPTER VIII

VILLAGE EXTENSION WORKER IN INDIA

A new chapter has begun in the fascinating story of Rural India, in our broad fields and innumerable villages.....It is thro' great effort we grow, it is by allying ourselves to great causes that we also develop some touch of that greatness.

—Pandit Nehru.

The Extension Worker in India, at the village level is a multipurpose man.

The concept of the multipurpose man has been shaped by the needs and experiences in rural development.

Rural India represents innumerable groups of societies, which have not yet passed the stage of peasant system in which the several aspects of life are closely inter-related. In this situation the needs and problems of the farmer cannot be dealt with in isolation. The development of life and occupation from that level could best be achieved thro' an integrated approach.

One of the significant post-war enquiries into rural development, revealed apart from the above point that the several department agencies of the government should reach down to the village level instead of ending up at the taluk level; and that better results could be achieved by these agencies thro' a co-ordinated approach rather than disjointed efforts.

Thus it became necessary, in theory, for each development department to have several officials working at the village level; it also became necessary that these officials functioned with inter-departmental co-ordination. At this stage certain points had to be taken into consideration, namely :

- (1) There was a serious paucity of highly trained technicians in large numbers to be employed at the village level.

- (2) The technical skills employed in rural occupations being so low, suitable extension workers with basic training in the several aspects of development work would be sufficient in the earlier stages.

- (3) It would be advantageous if the village workers could work in groups of villages, instead of operating in the entire taluk, for, then they would be able to develop intimate and continuous contact with the farmers of the limited area.

- (4) A unity of outlook amongst the several development departments could be achieved more easily thro' a single agent representing them rather than the several agents working side by side.

The above factors contributed to the evolution of the institution of multipurpose village level worker called Gram Sevak, who functions on behalf of all the development agencies of the government in his area.

The obligations of the new functionary even though he is a government official, are not very much comparable to those of other government servants of the past. As a new element in the administrative machinery in a democratic system, he serves as a link between the development departments on the one hand and the people on the other. No other official, regardless of his status and sphere, can come in

contact with so vast a rural population, in so intimate a relation and with so great a responsibility to discharge as a grams sevak.

Since Extension is Education, the nature of the duties of the Gram Sevak are essentially that of a teacher of the farm people. But in areas where a start is to be made from a very underdeveloped situation, this educative functions will have to be supplemented with some functions related to supplies, services and construction. The role of the gram sevak as out-lined by the COPP could be classified as follows :

- (1) Educative and informative—(enlightening public opinion)—demonstrating use of improved seed, reclamation of agricultural waste land, organising fairs and exhibitions.

- (2) Ameliorative (for meeting specific problems) :

Assisting the man undertaking castration of scrub bulls ;

First aid treatment to animals, etc.

- (3) Supplies and services (which could be taken up by villagers) :

Distribution of improved seed.

Supply of breeding bulls.

Supply of charakas (spinning wheels) etc.

- (4) Construction :

Assessment of village needs

obtaining administrative approvals

collection of public contribution, etc.

- (5) Organising villages for development :

Crop competitions

Sanitation campaigns

Voluntary work programs, etc

- (6) Collection of statistics :

Crop yield data

Showing visits round

Preparation of reports and returns etc.

Some of the attributes of the Gram Sevak are :

- (1) Friend, philosopher and guide of the farmer.

- (2) Contact man ; liaison between the farmers and the government departments.

- (3) First-aid man.

- (4) Fountain head of inspiration.

- (5) Mass Educator : Adult teacher

- (6) Multipurpose man

- (7) Jack of all trades and master of one.

GRAMA SEVAK

Qualifications, Qualities

Extension is "a job with an ideal. The development of Extension Service depends upon finding right persons for the job. These are people who have a sense of vocation for Extension; men and women who are inspired with a great ideal, who have the capacity to develop good human relationships, and whose compassion for their fellowmen enables them to lose themselves in their work."

Generally, the qualifications of Gramasevak should be :

A. Background :

Individuals with a sound rural background with considerable experience in and knowledge of farm life.

B. Educational standard :

- (1) He should at least be a matriculate.

- (2) He should have an elementary training in a Basic Agricultural School as a minimum.

- (3) He should have undergone training in extension methods and techniques.

C. Experience :

- (1) Actual farming experience essential.

- (2) Association with a Gramasevak is desirable.

- (3) Participation in Social Service Camps, village apprenticeship course etc desirable.

D. Characteristics :

- (1) He should have sound subject matter knowledge.

- (a) He knows—(acquires knowledge)

- (1) Has basic knowledge of the skills and techniques in the Agricultural, Animal husbandry etc.

- (2) Familiar with the sources of information and the channels of communication.

- (3) Has a background knowledge of social science as related to rural life.
- (4) Knows the philosophy, objectives, organisation of extension.
- (2) He should be efficient in Extension methods and techniques.
 - (a) He understands the problems and needs of the people—
 - (1) Studies the rural background in each case.
 - (2) Identifies the village problems and needs.
 - (3) Has the ability to teach adult rural people in out of school situations.
 - (b) He relates (applies knowledge to the rural problems and needs).
 - (1) Educates people to become aware of their own needs and problems.
 - (2) Demonstrates the application of scientific knowledge to local needs.
 - (3) Encourages people to seek new knowledge and new ways of life.
- (3) He should be capable of developing good human relations.
 - (a) He has faith, (in the people and their abilities)—
 - (1) Believes in the capacity of the people.
 - (2) Has sympathy for them.
 - (3) Co-operates with them.
 - (4) Understands and is patient with them.
 - (5) Has ability to organise rural people.
 - (6) Functions as a good leader in his own sphere.

The Extension worker succeeds to the extent he works on and becomes the leader of the people by becoming or part of them—a leader helping individuals and groups, who realise their creative ability in achieving better standards of life. The qualities of an ideal Extension Worker may be enumerated as follows :

- 1. Integrity—
Honest in thought, word and deed.
- 2. Responsibility—
Carries it well even under difficulties.

- 3. Sympathy—
Interested in people's problems; not hard-boiled in attitude; understands how to help people with their difficulties.
- 4. Courage—
Encounters difficulties with firmness; keeps an eye on the goal until reached.
- 5. Leadership—
Stimulates effort in others; manages group activities successfully; makes things go.
- 6. Unselfishness—
Seeks to advance this work rather than self; shares credit with others.
- 7. Faith in Agriculture—
Convinced that Agriculture is a profession worthy of a life time service.
- 8. Resourcefulness—
Re-acts quickly and wisely in emergencies.
Has more than one way to solve problems.
- 9. Vision—
Looks into the future; capable of transforming ideas into realities; Anxious to try out new things; Has leaders prepared to meet changing situations.
- 10. Judgement—
Conclusions generally sound; with-holds opinion until problem is understood; can support conclusions with logical reasons.
- 11. Initiative—
Starts new things; Acts at the opportune time; Is ahead of the crowd.
- 12. Management of work—
Gets things done efficiently and on time.
Devises ways and means to accomplish desired ends. Economical of time. Shapes plans to meet developing situations.
- 13. Co-operation—
Seeks from and extends to others assistance in carrying out plans.
- 14. Tolerance—
Broadminded. Listens to and considers opinions of others.

15. Friendliness—

Sought by others. Shows sympathetic interest in them and their problems.

16. Tact—

Meets delicate situations well. Guards words and actions, above gossip. Knows when to keep still. Observes social conventions.

17. Enthusiasm—

Characteristically vivacious, animated and cheerful. Inspiring to others.

18. Power of Expression—

Extensive vocabulary; Excellent command of English. Conveys ideas clearly and effectively. Voice pleasing and well modulated. Loud enough to be heard clearly. Speaks forcefully.

19. Poise—

Apparently at ease and self-possessed even in trying situations gives impression of mastery of situation.

20. Practical Farm Knowledge—

Practical Farm Knowledge obtained through experience supplemented by technical knowledge obtained at the University.

21. Technical knowledge—

Knows developments in the field, and is able to apply in a practical manner.

22. Breadth of contacts—

Participates in several social activities; attends lectures, plays his hobbies. Reads and has knowledge in a wide range of subjects.

PIT-FALLS IN EXTENSION AND THE CREED OF EXTENSION WORKERS

Extension is a hard and difficult work. It requires the best in us to be successful. Some of the pit-falls in Extension work may be as mentioned below:

- (1) Failing to understand people is a sure way to failure.
- (3) It is a great temptation to tell people what their problems are, instead of helping them to understand their problems and work out solutions.

(3) Giving answers to questions without being sure of their correctness is dangerous.

(4) Planning the program without adequate supplies and equipment, will make the villagers lose their confidence and trust in Extension.

(5) Not wanting to do, or not knowing how to do a recommended practice is a sure way of losing villagers respect.

(6) Failing to follow-up the villagers' interest will make them stray back to the practices.

(7) Failing to get village people and leaders is an error.

(8) Making decisions for the people imposing decisions on them in democratic extension work.

(9) It is a temptation to become impatient and stimulate village minor things at a time.

(10) One of the biggest problems in stimulating village interest to participate and to take leadership responsibility in a village self-help program is that Extension worker will become impatient of the amount of time it may take to bring about a significant change.

The Extension work is to be approached with missionary zeal; it is a job of dedicating men and women with a high sense of duty. It is to be accepted not only as a profession but as a way of life.

The Creed of Extension worker is - (from Sathi).

I believe in the village life and it is rich and wholesome.

I believe in the village families founded on affection and respect.

I believe in village youth; in their desire for opportunity and in the fulfilment of their potential for trained minds, healthy bodies and clear hearts.

I believe in village people, in their ability to solve their own problems and in their capacity to develop their lives.

I believe in my own work; in the opportunity it affords to be of service to others; and thus because :

All men need self-respect.

All men need friendship.

All men need recognition.

All men need opportunity.

And therefore in all my work.

I shall seek at all times to be friends.

I shall seek at all times to be honest.

I shall seek at all times to be sincere.

I shall seek at all times to be humble.

all with sincerity of purpose, work with men women and children, for better family by helping them to make their fields and more productive, their homes more able and beautiful and their community more

And because I believe in these, I shall to the best of my ability endeavour to fulfill them.

I am a Goan Sathi.

References :

1. Goan Sathi—Allahabad Agricultural Institute.
2. Community Development Review—I. C. A. (U. S. A.) group
3. Cooperative Extension work—by Hearne.
4. Manual of Village Level Workers—C. P. A.
5. Manual of Village Level Worker's Records—Program Evaluation Organisation.
6. Manual of Administrative Intelligence—C. P. A.
7. Comprehensive G. O. by State Govt.
8. C. O. P. P. Report.



works on
becomi
duals ar
achie
of

of engings
right

ration

com