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EXTENSION TRAINING

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Ex-37.



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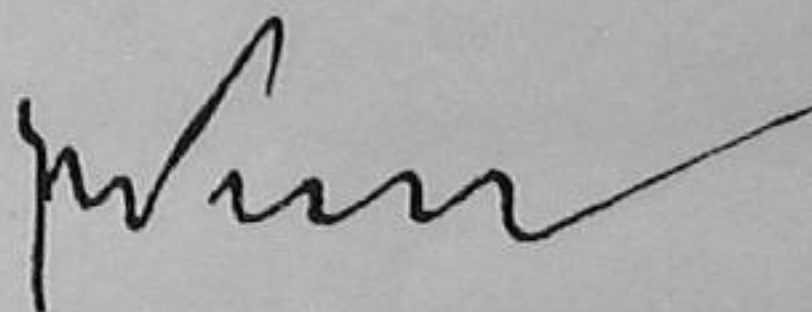
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FOREWORD

The first edition of this brochure was brought out by the Directorate of Extension (Training Unit) in January 1962. It was highly commended by the Extension Workers and Administrators both in India and abroad. There has been a persistent demand for this publication. Since I wrote the foreword to the earlier edition, there have been some important developments in the field of Agriculture Extension which had to be reflected in the training activities.

There is an urgent need for stepping up agricultural production with the onset of National Emergency. Conserted efforts are underway to intensify agricultural production programme. This has naturally brought a fresh demand for trained extension personnel. In some States, an acute shortage of trained V.L.Ws. has been experienced. To cope up with these demands, the training programme for extension workers had to be geared up and special training programmes undertaken.

The existing extension training centres have been called upon to play a vital role in the context of present emergency. They have been entrusted with an additional responsibility of undertaking certain intensive agricultural production programmes which will yield quick results and make a direct contribution to the defence efforts. By undertaking the revision of this Brochure, Dr. J. C. Ramchandani and his associates have made a significant contribution in bringing up-to-date the training programme of Extension Workers and incorporating tangible changes in certain activities. I am personally grateful to them all.



(Y. N. Varma)
Extension Commissioner

PREFACE

Training of personnel for the administration and conduct of Government business is not new to this country. Even in the old days of the Raja's Kingdom, training was imparted to those who held power, as a part of the upbringing suitable for persons in such position. Training in those days dealt with a person's official conduct, general behaviour, etiquette, conversation, and even dress. On the quality of the training imparted to administrators rested the strength or weakness of the Kingdom itself. During the British regime administrative training was also given, though it was in the bureaucratic methods and attitudes thought suitable for officials acting in the role of masters of the people, not their servants.

With Independence came democratic government, with a much different role for government and officialdom. New attitudes, new purposes, and new obligations were required of the State and its agencies, in keeping with the concept of a welfare State. In this new framework, rural reconstruction would be a foremost goal and concern of the State in view of the importance of rural welfare in our predominantly rural Nation.

This represented a vast change in public policy. Under the colonial regime, little if any effective action had been taken to rehabilitate the rural economy. The complete absence of an extension organisation to assist agricultural development and rural reconstruction typified the colonial lack of concern with these needs. This lack was remedied by the new and free Nation through establishment of the Community Development Programme in 1952 and of the National Extension Service in 1953. These programmes provided for the first time a permanent nationwide organisation for carrying the results of modern agricultural research to cultivators and securing the participation of rural people in programmes for agricultural development and national reconstruction.

Extension is a continuous process designed to make rural people aware of their problems and indicate to them ways and means by which they can solve these problems. Extension education also includes the task of inspiring rural people towards positive and self-reliant participation in the whole task of rural reconstruction.

The effectiveness of the extension education programme in agriculture largely depends on the quality of training of the VLWs, both men and women. These workers have a key place in the Community Development Programme and organisation, since to them is assigned the task of explaining and demonstrating to farmers the new and improved practices recommended by the research and experimental stations. It is highly essential that such workers be chosen with

view to their zeal, enthusiasm, and dedication and that they receive adequate training for effective performance of the work. Ability to learn through training and experience is a pre-requisite for successful work, as is personal suitability. The problems involved in this work are first of all human problems. Understanding of individual and group psychology, attitudes, and customs is required, along with skill in motivating people toward voluntary change and cooperation. For this task specially trained workers are required - workers who can bring about effective developmental action in their rural settings. Training of suitable people for this work is a major and urgent requirement for our full development as a free nation.

The Training Unit of the Directorate of Extension is charged with the responsibility of supplying and arranging for this essential training of key extension personnel - Gram Sevaks, Gram Sevikas and other extension workers. The present publication provides up-to-date information on these activities of the Training Unit throughout the country. The publication is intended to supply needed administrative and reference information for extension workers at all levels, as well as provide useful information for the general public.

This presentation has been made possible by the uniting efforts of Shri Bhoj Raj Singh, Joint Director Extension Training, Shri G. S. Vidyarthi, Joint Extension Director, and Mr. Bert Johnson, Communication Specialist, Ford Foundation. I am grateful also to the Agricultural Information Unit for its kind help and assistance in the preparation of various charts, diagrams, graphs, etc. Above all, the completion of this work has been due to the inspiration received from Shri Y. N. Varma, Extension Commissioner, who suggested and authorized this publication, and who has given much helpful guidance in its preparation. I am indebted also to the officers and officials of the Training Unit of the Directorate of Extension, all of whom have assisted in this task.

J. C. Ramchandani
Director of Extension Training

EXTENSION TRAINING IN INDIA

Introduction

The inauguration and rapid expansion of the Community Development Programme created an urgent need for trained Gram Sevaks and Gram Sevikas. The Programme envisaged the initiation of a planned and integrated development of village communities through and with the help of multi-purpose workers - Gram Sevaks and Gram Sevikas - at the village level. All earlier efforts at rural reconstruction had been substantially impeded by the lack of suitable trained personnel. From the beginning, the Community Development programme envisaged the use of well-trained village level workers. It was recognised that the Programme must depend upon such workers not only for dissemination of useful facts and assistance to villagers, but also for inspiration of cultivators to take up new ideas for economic and social change. Agriculture was viewed as the base for village reconstruction programmes and was emphasised from the beginning. Later on, it was decided that 80 per cent of the time of the multi-purpose Gram Sevaks should go into promoting agricultural improvements. It was seen from the start that the multi-purpose worker would require basic training in agriculture and in agricultural extension techniques and methods.

To meet this need, in early 1952 pre-service training programme for village level workers was initiated. Five Training-cum-Development Projects were established and later 43 Extension Training Centres. These provided six months of training for VLWs in Agriculture, Animal Husbandry, Cooperation, Public Health, Social Education, Extension methods, etc. It was realised even then that this training needed reinforcement in the agricultural sciences. Therefore, Basic Agriculture Schools were established in 1953-54. Also the training period was extended to 1-1/2 years, consisting of a one-year basic agricultural course plus six months of training in extension methods and techniques and in related subjects such as Cooperation, Public Health and Minor Engineering.

This pattern of training was followed till the end of the First Five Year Plan. In that period about 13,000 Village Level Workers were given training in 43 Extension Training Centres and 53 Basic Agriculture Schools. Although the number of VLWs trained exceeded the targets of the First Five Year Plan, many of them received only six months of training.

The original programme envisaged covering the entire country by the end of the Second Plan. Obviously this required considerable expansion of training activities. To meet this need, it was proposed to establish 15 Extension Training Centres and 41 Basic Agriculture Schools in addition to those which were already functioning at the end of the First Plan period. During the first

two years of the Second Five Year Plan, 13 new Extension Training Centres and 35 Basic Agriculture Schools were established, thereby bringing the total to 56 Extension Training Centres and 88 Basic Agriculture Schools. The programme for pre-service training of Village Level Workers continued until 1958 on the basis that the entire country would be covered by Community Development blocks by the end of the Second Plan period. However, in 1958 the National Development Council decided to extend the allotment of the Community Development blocks into the Third Plan period and to complete the coverage of the entire country by October, 1963.

Consequently, the programme for training of Village Level Workers had also to be modified to suit the changed conditions. Several Conferences on Extension Training, as well as the COPP Study Team on Community Projects, had pointed to inadequacies in the agricultural training of Village Level Workers and had recommended that the period of the training be extended to at least two years. Owing to the decision to spread the establishment of development blocks over a longer period, it became possible in 1958 to introduce a two-year integrated training course for Village Level Workers, with added emphasis on agriculture. So far 100 Integrated Training Centres have been established to supply this need, each capable of training groups of 100 trainees per session. These Centres will be able to train over 50,000 persons as Village Level Workers by October 1963, thus supplying the full requirements for such workers.

Work with rural women was begun in the Community Development programme in 1955, in recognition of the importance of women in assuring the success of Community Development activities. To meet the need for women workers, the training of Gram Sevikas was started in July, 1955. It was planned initially to train 3,638 Gram Sevikas, so that two Gram Sevikas could be supplied for each of the 1,819 intensive development blocks then existing. For this work Home Science Wings were added to 27 selected Extension Training Centres, where one year of pre-service training was given for Gram Sevikas. Subsequently, it was decided to assign two Gram Sevikas to each development block in the country, thus greatly increasing the demand for trained Gram Sevikas. In view of this change, it was calculated that 10,328 trained Gram Sevikas would be needed by October, 1963. Therefore, the intake of trainees in the 27 Home Science Wings then in operation was increased from 20 to 25 per class. In the 24 of these Centres, classes in 1959 and onwards have been increased from 25 to 40 trainees. Further, it was decided to establish 20 new training centres for Gram Sevikas during the Second Plan and 22 in the Third Plan period. At present, there are 46 Gram Sevika Training Centres.

Although the training of Gram Sevaks and Gram Sevikas is a primary activity of the Training Unit, other types of training programmes also are

conducted by this unit of the Directorate of Extension. Among these are the training of artisans at the Workshop Wings, training of Instructors and Principals in extension methods and techniques of teaching, subject matter refresher training for the Instructors and Extension Officers, refresher training for Gram Sevaks and Gram Sevikas, and the training of officials and non-officials in youth programmes and activities.

Organisation for Implementing Extension Training Programme

At Centre - Whereas administration of the Community Development Programme rests with the Ministry of Community Development and Co-operation, the training of Village Level Workers (men and women) and some other categories of extension personnel is the responsibility of the Directorate of Extension, under control of the Extension Commissioner in the Ministry of Food & Agriculture. The Extension Commissioner is assisted in this work by the Director of Extension Training. The Director of Extension Training is further assisted by Joint Directors, Senior Extension Officers, Junior Extension Officers, and a Senior Home Economist and Assistant Home Economist. In addition, there are 4 Regional Home Economists who provide guidance to the Gram Sevika training in the various States. A chart depicting the organisational set up at the centre is shown at Appendix (I).

At State Level - The Extension Training Programme in many of the States is administered by the State Planning and Development Department, under the Development Commissioner. In other States it is under the charge of the Agriculture Department, with the Director of Agriculture being responsible for its implementation. The Development Commissioner or the Director of Agriculture, as the case may be, is assisted in this programme by special officers called Deputy/Assistant Development Commissioners or Joint/Deputy Directors of Agriculture.

At Training Centres At each Training Centre, the Principal is in complete charge of the institution. He exercises administrative and technical control of the instructional staff of the various wings of the centre. Wherever there is Gram Sevika Training Wing, Workshop Wing or both, the Chief Instructress (Gram Sevika Training Wing) or Chief Instructor (Workshop Wing) looks after the programme of their respective wings under the overall supervision of the Principal. In some States the Collector or District Magistrate is given certain administrative powers in connection with the Training Centres in order that difficulties in coordination, etc., may be obviated.

Pre-Service Training of Gram Sevaks

In order to obtain the desired results in Agricultural and Community Development Programmes, special pre-service training is given for multi-purpose extension workers. This training is designed to make the VLWs competent to communicate the results of research to villagers and thereby induce village people to adopt improved practices which will raise rural standards of living.

The programme for training of Gram Sevaks was initiated in 1952 with the establishment of 5 Training-cum-Development Projects. Subsequently, 38 additional Training Centres were started. These Centres provided Gram Sevaks six months of pre-service training in extension methods, although the course also included preliminary studies in Agriculture, Animal Husbandry, Public Health, Cooperation, Social Education, etc.

It was soon realised that this limited training was inadequate and that much more was needed if the Village Level Workers were to be really effective in their role as friend, philosopher, and guide to villagers in all their farm and home problems. Also these functionaries required considerable knowledge in the agricultural sciences. These considerations led to establishment of the Basic Agriculture Schools in 1953-54 and the increase in the training period of the Gram Sevaks to 1-1/2 years.

Officials associated with the Community Development Programme realise that the success of Community Development work must depend heavily on the training imparted to front line workers at the extension training institutions. Therefore, special effort has been made to keep the training programme in tune with prevailing field conditions through introduction of necessary changes in the content and methodology of instruction. The training programme has been studied by several expert committees and their recommendations have served as guides for such changes. By the end of the First Plan period, nearly 12,000 Gram Sevaks had been trained at the 43 Extension Training Centres and 53 Basic Agriculture Schools. Then, with the decision to cover the entire country with the development blocks by the end of the Second Five Year Plan, the training programme was expanded and strengthened to meet the requirement for additional trained Gram Sevaks. In the Second Plan, it was proposed to establish 15 Extension Training Centres and 41 Basic Agricultural Schools in addition to those already functioning at the end of the First Plan period. Against the target, 13 Extension Training Centres and 35 Basic Agriculture Schools could be established during the first two years of the Second Five Year Plan. This brought the total to 56 Extension Training Centres and 88 Basic Agriculture Schools in all.

In 1958 it was decided to stagger the opening of blocks and to cover the entire country with the development blocks by October, 1963, instead of by the end of the Second Plan. Also, at this time the COPP Study Team on Community Projects recommended that the training period for Gram Sevaks should be extended to two years. In the light of experience and the recommendations of COPP and other committees, the entire training programme was modified. A two-year programme of integrated training was introduced instead of the previous one year of training in basic agriculture and a further six months course in extension work. In the strengthened programme for Gram Sevaks, greater stress was given to agriculture and allied subjects, including Agricultural Engineering, Horticulture, Plant Protection, Animal Husbandry, Public Health, Cooperation, Panchayats, Social Education, General Extension, Extension Training Methods, Minor Engineering Works, and Rural Industries. All possible efforts were made by the Central and State Governments to strengthen the instruction in these subjects and to provide practical training well-fitted to the needs of Village Level Workers. Thus the entire training programme was reorganised. At present 100 Extension Training Centres have been set up to provide two-year courses of integrated training to Gram Sevaks. (The integrated Training Centres established in various States and their locations are given in Appendix 2).

Up to the present time, 53969 Gram Sevaks have been trained at the various training institutions and another 9,155 are under training (Progress on a State basis is shown in Appendix 3).

The Gram Sevak Training Centres are normally running two years integrated courses, but due to shortages in the cadres of trained V.L. Ws., some States (Punjab, Madhya Pradesh, Assam, Orissa and Maharashtra) have started One Year Condensed Courses in Agriculture, Animal Husbandry, Extension Education, Cooperation and Panchayats, so that trained V. L. Ws. could be available for increased tempo in agriculture production. These partially trained V. L. Ws. will be recalled within a period of five years to complete the remaining part of their training in the other subjects.

The Extension Training Centres have been functioning since 1952 and have by now gathered rich experience, not only in the field of training various categories of extension personnel, but also in extension methods, techniques etc. so necessary for pushing up agricultural production programmes. They are well-equipped with facilities like Agricultural farm, nurseries, poultry unit, agricultural workshops etc. and have thus served as demonstration units for the expansion of these activities in the neighbouring areas.

In the context of present National Emergency, the role of Gram Sevak

Training Centres has been re-defined so that they could play an important role in stepping up agricultural production by taking up intensive agricultural production programme in the blocks attached to them. While increased emphasis is being laid on first-aid, nursing, civil defence, additional training is also being imparted in the subjects of village volunteer force and defence labour banks.

Pre-Service Training of Gram Sevikas

Recognizing that women have an important role in family life and work, the Community Development Programme realised early the need for securing their participation in work for improvements in the farm and home. As no official agency was then looking after the interests of rural women, the Community Development Programme took necessary steps to cover the field of women welfare activities. In order to provide guidance to village women in this Programme, it was decided to supply two Gram Sevikas for work in each block. Accordingly, the Directorate of Extension undertook the training of Gram Sevikas. The training course for the Gram Sevikas covers all aspects of home life, nutrition, housing, clothing, prenatal and infant care, child care, health and sanitation, agricultural extension, and community development. This programme was started in 1955-56 by establishing 27 Home Science Wings at the Extension Training Centres with the financial assistance of the Ford Foundation and technical help of the T. C. M. The distinction between Community Development Blocks and National Extension Service Blocks was abolished at that time and it was decided to supply two Gram Sevikas in each block. The Gram Sevika training programme was also strengthened to meet the need for additional trained workers.

In all, it was required to train nearly 10,446 Gram Sevikas by the end of October, 1963. Steps, therefore, were taken to (1) expand the admission capacity of Gram Sevikas from 20 to 40 in the existing classes in Home Science Wings and (2) to start 42 additional Home Science Wings and in a phased manner by the end of 1961-62. (Location of Gram Sevika Training Centres is shown in Appendix 4.) Thus, so far, 5,342 Gram Sevikas have been trained and 1,094 are under training at the Gram Sevika Wings. (Progress by States is shown in Appendix 5).

The subject of Gram Sevika training has been examined by various committees and suitable adjustments have been made in its concept and content to suit field requirements. Initially the programme envisaged only 6 months training for Gram Sevikas, but this was later changed to 12 months, with emphasis being put on the 'Cottage Unit system'. This system has been found very useful for providing practical training in home management to Gram Sevikas.

In-Service Training of Gram Sevaks and Gram Sevikas

The rural economy of India is undergoing rapid changes based on the introduction of science and technology in farming and home improvement programmes. The problems associated with such change require competence and ability in the technical staff working with them. Gram Sevaks are the agents of extension work who are in the closest touch with the village people. They have an important role in extension work, but cannot effectively discharge their responsibilities unless they keep up-to-date in their knowledge of technical developments in their various fields. It is essential that the Village Level Worker, who is in the field for considerable periods be provided with periodic opportunities to refresh his knowledge. With this objective in view, arrangements have been made for in-service training of Village Level Workers at 20 special training institutions (see Appendix 6). The period of refresher training is of two months duration. All Village Level Workers who have been in the field for a period of 4-5 years are expected to undergo such training. Efforts are made to provide them the latest information on applicable subject-matter and techniques of Extension education.

It is gratifying to note that so far 24 In-Service Training Centres have been established and 6,300 V. L. Ws have received training.

After October, 1963, the centres not then needed for pre-service training will be utilised for in-service training of the VLWs, and this activity will be intensified as the pressure of pre-service training will be considerably reduced and the existing facilities at the Gram Sevak Training Centres would be utilized for in-service Training which is so vital for the agricultural production programme. By the end of the Third Plan it is expected that 30,000 Gram Sevaks will have received refresher training.

On similar lines, in-service training of Gram Sevikas has been undertaken and there is a provision in the Plan to organize 120 refresher courses and most of the States have already conducted some Courses.

Training of Principals and Instructors

Since extension is a continuous process of rural education and communication with village people, it is of the highest importance that the Instructors at the Extension Training Centres should have a sound knowledge of the process of communication and the methods of communication in order to make their teaching most successful and practical. The quality of training given at the

Extension Training Centres largely depends upon the calibre and competence of the teachers. These teachers are responsible for providing instruction in various subject matter fields. Though most of the instructors at the Extension Training Centres possess a basic degree and adequate experience in their respective fields, yet many of them lack experience in teaching and knowledge of the latest methods and techniques for conveying information to the trainees. There has thus been a growing need for training of instructors in extension teaching methods, as well as for keeping them up-to-date in their respective subject matter fields. This need has been recognised by various groups concerned with training including the COPP Study Team on Community Projects.

To meet the demand for more trained workers, the Directorate of Extension as a first step organised 10 short-term work seminars in 1959. These were held at the Agricultural College, Osmania-University, Hyderabad, for all Principals and Instructors - nearly 1,000 in all - with the aid of a team of Indian and foreign experts in extension education. The subjects covered in these seminars included preparation of course outlines and lesson plans, development of village and block plans, conducting of method and result demonstrations, use and preparation of audio-visual aids, the use of the library and other facilities, organisation of rural youth clubs, and evaluation of the training programme. The attention of administrators and training officials focusses upon the maintenance of high quality and effectiveness in this training, despite the shortness of the training period.

To strengthen the training of Principals and Instructors on a longer-term basis, the Extension Education Institute was established at Nilokheri in 1959. At this Institute intensive training in extension education and methods was inaugurated for selected groups of trainees by means of three months' training courses. Instructors and Principals of the training institutions who attend this Institute receive training in Extension Education and its role in rural development, Extension Programme Building, Extension Teaching and Communication Methods, Sociological Aspects of Rural Development, Rural Economics, Farm Planning, Home Science, and Rural Youth Extension.

Because of the important role of extension training in improving extension work in India, two additional Extension Education Institutes at the Osmania University, Hyderabad, and at the Institute of Agriculture, Anand (Gujarat), have been established during 1962, with the financial assistance of the Ford Foundation. These two Institutes, besides providing the regular three months of training to the staff of the training institutions, will take up higher courses leading to M.Sc. and Ph.D. degrees from July 1963. Up to the present time 368 Principals and Instructors have received training at these three Institutes (see Appendix 7).

It has been strongly felt that the subject matter specialists at the block level although technically competent in their respective fields, need to be trained in Extension methods and techniques. For this purpose, special 1-1/2 months courses have been organized at these Institutes for Agriculture and Animal Husbandry Extension Officers.

In order to maintain the quality of training as well as to keep the instructors of Gram Sevika Training Centres acquainted with the latest developments in Home Science subjects, it was found necessary to impart Refresher training to the Instructors at the recognised Home Science Colleges.

Six refresher courses were conducted during the 2nd Five Year Plan period. In these courses 126 Instructors and selected lady Social Education Organizers underwent training.

It has been decided to conduct five Refresher Courses during the Third Plan period. One course in Home Management training was conducted during the year 1961-62. The second course in Mother Craft and Balwadi Training was conducted during the year 1962-63. Other Refresher Courses, based on the needs of the Gram Sevika Training Centres, will be conducted during the remaining three years of the Third Five Year Plan.

The Directorate has also organised three Workshops on Writing Home Science Literature and communication technique with the purpose to provide training to Instructors of Gram Sevika Training Centres. This will provide Instructors proper training so that they can write more and better material either for publications of the Directorate or for their respective State Governments. This will also enable them to give better training on writing and the use of various communication materials to Gram Sevika trainees who in turn will work with village women. A total number of 44 Instructors were given training in these three Workshops which were conducted in the Home Science Colleges at Coimbatore, Udaipur and Baroda.

Foreign Training in Extension Education

India's gigantic Community Development Programme aims at improving the socio-economic welfare of rural people. The success of this programme depends to a very large extent on the ability and competence of extension education workers who guide this programme at the various levels, and particularly at the higher levels where major programme decisions are taken.

Extension education is always a difficult task in an under-developed country, if only because there are so many things that need to be done all at once - and without adequate facilities. When Independence came, facilities in this country were not available to provide a type of education which would equip and induce dedicated workers to take up the task of extension education as a life mission. The universities and colleges in this country did not provide a solution. Therefore, other avenues were explored. In this situation foreign organisations like T.C.M. and the Ford Foundation undertook generous assistance. As India's system of extension is quite similar to that of the United States, that country could furnish the most suitable specialised training for Indian officials in the field of Agricultural Extension and Extension Education relating to Community Development. From the year 1952, suitable programmes were taken to depute selected extension personnel at various levels for higher training in extension in the United States and Japan. So far 74 persons have received such training through this programme and there is a proposal to sponsor 200 additional people for training abroad in the Third Plan.

Such training is intended to help provide trained Indian personnel who can contribute to building an effective system of training in extension education in India. This approach is intended to eliminate the need for continued sending of large numbers of people to other countries for extension training.

Subject Matter Refresher Courses

In this age of science and technology, vast changes are under way on every front. If Instructors and Extension Officers in the Community Development Programme are to keep pace with changing conditions, they need regular refresher training in Agriculture, Animal Husbandry, and allied fields. A programme to provide this training was begun in 1954-55 by the Directorate of Extension with training of classes of group level workers for two months periods at selected Extension Training Centres. These refresher courses, for group level workers continued up to March, 1958 and provided training for 3,509 workers representing various subject matter fields.

In view of the large demand of subject matter specialists for such training, the refresher training programme was re-organised. By this means the orientation side, touching the philosophy and methods of Community Development, became the responsibility of the Ministry of Community Development. Similarly, the subject matter refresher training of Extension Officers and Instructors in Agriculture and Animal Husbandry was assigned to the Directorate of Extension.

Courses in these agricultural subjects are organised at Agriculture and

Veterinary Colleges where suitable facilities are available. These courses are attended by Extension Officers in Agriculture and Animal Husbandry who work at block level and by Instructors from the Training Centres. Refresher courses in Home Science are arranged at the Home Science Colleges. In addition, special courses for subject matter training of other Instructors - viz., Instructors in Cooperatives, Panchayats, Social Education, Agricultural Engineering and Public Health are also organised by the Directorate of Extension with the help of the concerned Ministries.

Refresher training of Instructors and Subject Matter Specialists is an important activity of this Directorate, aiming at improving the efficiency of extension work at the block and village level. Every care has been taken to make this programme as practical as possible. The Subject Matter Specialists from the Directorate and from State, district, and block levels are associated in it. The programme is being evaluated from time to time in order to make it meet the needs of participants. Every year 40 to 45 courses are organised under this programme, each of one month duration. 4,532 Instructors and Extension Officers have received this training so far. During the remaining 3 years of the Third Plan, 120 courses of subject matter training are to be organised and about 3,600 Extension Officers and Instructors will receive training. In view of the present emergency, a new crop and problem oriented approach was tried during one of the Refresher Courses in Agriculture conducted at B. R. College, Bichpuri, (Agra). A team of experts from U.S.A.I.D. and Officers of the Directorate were actively associated with this field training programme. The trainees were provided with opportunities to identify the problems of agricultural production right in the field and thereby find ways and means to step up the production. This approach proved very effective and was highly commended both by the teaching staff and the participants. In future, the Refresher Training Programme will be reoriented on these lines so that maximum benefit of this inservice training is extended to the Extension workers. (Particulars of the courses given and persons trained so far are given in Appendix 8 to 10).

Extension Education at Under- Graduate Level in Colleges

Agricultural and veterinary graduates from the Agricultural and Veterinary colleges are employed as Subject Matter Specialists at the block level and also serve as Instructors in the training institutions. In field operations, these specialists are responsible for facilitating the flow of technical information from higher levels to the Village Level Workers and villagers and for the "feed back" of information on village agricultural

problems to higher levels. Because of the basic role of Agricultural and Veterinary Colleges in training these Subject Matter Specialists, further attention is now needed to linkage of the Agricultural and Veterinary Colleges with extension work. Since these colleges in the past did not maintain close touch with the field, their courses have lacked sufficient emphasis on the skills required for a good Extension worker. In order to make agricultural graduates more useful in the extension programme, Extension Wings have been established in selected Agricultural and Veterinary Colleges, where excellent work is now under way.

The Indo-American Team has recommended that Extension Wings be extended to other Agricultural and Veterinary Colleges. During the Third Plan it is intended that 23 additional Agriculture and 12 Veterinary colleges will start such Wings. At present, there are 18 Extension Wings in Agriculture and 8 in Veterinary colleges. Similarly, two Extension Wings have been established in Home Science Colleges at Avinashilingam Home Science College, Coimbatore, and Rajasthan Mahila Vidyalyaya, Udaipur, during the first year of the Third Plan, to train under-graduates in Home Science Extension work.

Training of Village Artisans in the Repair, Maintenance and Manufacture of Agricultural Implements

Popularisation of the use of improved agricultural implements is one of the most important Extension tasks for increasing agricultural production. Experience has shown that the greatest impediment to the widespread adoption of improved agricultural implements has been the lack of availability of village facilities for quick and cheap repairs and maintenance of implements. To help overcome this deficiency, establishment of Workshop Wings at the Extension Training Centres was taken up in the First Five Year Plan, 25 such Wings were established till the Second Five Year Plan. Another 25 workshops were first scheduled to be set up in the Third Five Year Plan period. However, the pressing need for establishment of Workshop Wings at the remaining centres during the current Plan period was taken up with the Planning Commission and with Finance, and approval has been obtained. The State Governments have now asked to establish a Workshop Wing at each of the Training Centres and to give a push to this important programme.

The training of village artisans at the existing workshop has made fairly satisfactory progress. So far 1,795 village artisans have completed their training and 470 are undergoing various courses at the 31 Workshops. Recently, a modified scheme of job orientation training for village artisans has

been started. Under this scheme, experienced village artisans are brought to the Workshop Wings for training to increase their basic skills and competence. Courses of two to four weeks are provided for groups of about 5 experienced artisans at a time. In order that experienced artisans may be attracted, the stipend has been raised to Rs. 3/- per day.

Role of Workshop Wings : The role of the Workshop Wings has recently been redefined for better service to cultivators and for help in the popularisation of improved agricultural implements. This role is now defined as :

- (1) To train rural artisans for performing repairs, service and maintenance of improved agricultural implements, tools, pumps, etc., and manufacture of simple implements and their spare parts. The training of village artisans as farm mechanics is envisaged.
- (2) To provide technical skill and techniques to established artisans in the above work through short orientation courses.
- (3) To popularise the use of improved and tested implements in the villages around the Training Centres by arranging useful demonstrations on the farmers' fields and by follow-up of this programme.
- (4) To conduct field tests of the existing agricultural implements and make modifications and changes which are necessary to meet local requirements.
- (5) To provide a training ground for VLWs where they can practise in neighbouring villages the actual handling and use of improved agricultural implements.
- (6) To help the trained village artisans in setting up their workshops and procurement of loans and raw materials as well as provide them technical guidance to improve their competence.

Training for Youth Programmes

It has been recognised that in the establishment of Panchayati Raj, voluntary organisations have to be allowed to grow, based on their members special interests, occupations, vocations, trades, etc. Youth clubs for boys and girls occupy an important place among these organisations in the rural economy. Although rural youth groups are not yet deeply involved in the Community Development Programme, the Youth movement has a vital role to play in the overall success of the Community Development Programme, and in the

establishment of Panchayati Raj. Effective steps must be taken to organise the resources and potentialities of rural youth in order to help them play their full part in national life. If democracy is to succeed and the country is to achieve economic prosperity and freedom, we shall do all we can to build in our young people a sense of responsibility, ambition for community service, devotion to duty, self confidence, self reliance, and other qualities of leadership. Work with young people requires a special approach by skilled organisers, in tune with the psychology and the mental and emotional make-up of the youth. The youth organisations have to meet the physical, economic, social, cultural intellectual, emotional, and ethical needs of rural youth. Thus the programme of rural youth organisations cannot function on an ad-hoc basis, but must be soundly developed.

It is necessary for the Gram Sevaks and Gram Sevikas to get practical experience at the Training Centres in the organisation and working of the youth clubs. To meet this need each Training Centre has undertaken to organise 10 pilot youth clubs, including two Mahila Mandals, around the Training Centre. The Training Centres are undoubtedly the best institutions available in the rural areas to provide technical guidance to be youth clubs in agriculture, horticulture, recreational and cultural activities, games and sports, community welfare activities, etc. So far it has been possible to organise 840 youth clubs, including Mahila Mandals with an approximate membership of 20,000 (See details in Appendix 11)

Necessary training is provided for the organisers at the Training Centres and the blocks and also for rural youth leaders, so that all may have a thorough understanding of the concepts and the content of the youth programme. The Directorate of Extension organised 8 Regional Seminars in 1960 which provided such training to 234 Instructors, Block Extension Officers, and voluntary leaders. This training has given useful impetus to the youth programme generally, as well as in the Training Centre blocks.

The responsibility for conducting the rural youth programme was at first considered to be that of the Social Education Organisers in the blocks and at the Training Centres. Later, however, it became clear that the programme requires attention of all members of the block team and of the full staff of the Training Centres. The pilot youth clubs programme is now being conducted on this basis, which makes it possible for the clubs to obtain technical guidance on a wide variety of activities. The necessary training for this guidance work is provided for all members of the Training Centre staff, block staff, and selected youth leaders from the Training Centre blocks.

With the need for such training in view, a programme has been drawn up for

conducting about 100 Regional Seminars on Youth Training during the Third Five Year Plan period, in which 3,000 persons are expected to receive intensive training. The first series of 19 regional seminars have been conducted during 1961-62 to provide training for about 700 officials and non-officials connected with rural youth programme. In these seminars the representatives from the different States are mixed together in order that they may benefit by exchange of experiences.

Similarly, during the year 1962-63, 21 short special training courses were organised for youth club leaders, staff members of the Gram Sevak, Gram Sevika Training Centres and attached development blocks and other voluntary leaders and about 1,000 persons have been trained. The special feature of the programme undertaken in the current year was that the entire emphasis in the pilot rural youth clubs organised around the Gram Sevak and Gram Sevika Training Centres has been shifted to agriculture and allied projects. Accordingly, all the training courses organised this year have focussed the attention of youth club members and others on selected agricultural activities considered important according to the regional conditions.

A programme of tree plantation, particularly fruit plants, has also been taken up through the members of pilot youth clubs. It will not be out of place to mention that certain selected rural youth clubs around the Training Institutions have started special programmes for growing fruits and vegetables under the programme of 'Freedom from Hunger Campaign.'

During the emergency, every possible effort is being made to impart training to the members of youth clubs, both boys and girls, in agricultural programmes through the courses organised at each institution locally. This programme will involve large number of the youth clubs in initiating agricultural production programmes.

Training of Progressive Farmers

Effective involvement of village leaders is essential in order for the Community Development Programme to bring about desired changes at the village level, particularly in the agricultural field. The Programme's task is of vast proportions, seeking to lead many millions of individual farmers toward taking up improved methods of agriculture. In this task, the communication of necessary technical knowledge to cultivators is a basic essential, as is the enlistment of village support and enthusiasm. Provision of these essentials, however, is always heavily dependent upon the support of village leaders. When these leaders take up improved practices themselves and involve their neighbours as well, the battle is largely won.

To foster leader participation in development work, a programme of training village leaders was taken up on a systematic basis by the Ministry of Community Development and Cooperation in the year 1957-58. In this programme about 25 lakhs of village leaders or Gram Sahayaks attended training camps organised throughout the country in the development blocks. Since agricultural production forms the core of the Community Development Programme, the first training given to village leaders was in Agriculture, Animal Husbandry, and Minor Irrigation.

The training imparted to these progressive farmers proved very useful and a demand grew up from the farmers themselves for higher training in agricultural techniques. The matter was considered at the Annual Conference on Community Development in July 1959, where it was recommended that one to two per cent of the Gram Sahayaks who are trained in short duration training camps should be provided higher training in agricultural subjects so that they could further improve their own agriculture and that of their neighbours.

Greater emphasis on agricultural production in the Third Five Year Plan calls for the fuller utilisation of progressive farmers for encouraging improvements by others in their neighbourhoods. To this end, a scheme for training 2,50,000 selected progressive farmers has been drawn, under which they will be given intensive training in agriculture for a fortnight or so at selected Extension Training Centres, Basic Agriculture Schools, and Agricultural Colleges. It is estimated that about 60,000 to 65,000 cultivators will benefit from this scheme every year. The object is to improve the farm skills of cultivators increase their efficiency in farm management and increase agricultural production. Different types of courses will be devised to meet the requirements of cultivators of different areas.

This is a category (B) Scheme and has to be implemented by the State Governments concerned, with the financial assistance of the Central Government. The scheme has recently been approved by the Planning Commission and the Finance and will be in operation in the field from 1962-63 onwards.

Training of Sons of Farmers on Progressive Farms

A programme of training the sons of farmers on the farms of the progressive cultivators has been initiated by the Union Minister for Agriculture, as a step toward the improvement of Indian agriculture. Although some attempts have been made in the past to train the sons of farmers at Agricultural Schools, the present scheme is new in its setting and basic concepts. The Union Minister for

Agriculture has suggested that private organisations - and particularly the Young Farmers' Association, a strong organisation - should take up a programme of providing training facilities to the sons of farmers at the farms of the selected cultivators. The courses as proposed under this programme would vary from three to six months duration, depending on the requirements of each group of participants. It is proposed that the Central Government would provide grants-in-aid to the farmers' organisations, particularly the Young Farmers' Association, to implement this programme. The scheme is still under consideration of the Planning Commission and the Finance for possible implementation in the year 1962-63. In the initial stages, it is felt that the programme should be taken up on pilot basis and later expanded when success is achieved.

Regional and National Conferences on Extension Training

The Extension Training Programme, initiated in 1952, has undergone considerable modifications over the years to suit changing conditions. The Directorate of Extension during these years has regularly consulted persons in the field by organising conferences and seminars at suitable intervals so that experiences could be pooled together for further improvement in the programme. Various regional and national conferences have been held to review the progress of the programme and to formulate policies for the future. Following are some of the important conferences organised by the Directorate.

- (1) The First Agricultural Extension Conference was held at Bhopal in 1953. It was attended by 66 participants, including Principals of the Training Centres, Officers, of the State Governments dealing with the training programme, representatives of the Ministry of Food & Agriculture, the then Community Project Administration, the Ford Foundation, T.C.M., etc.
- (2) The Second Conference of the Principals of Extension Training Centres was held at Bangalore in 1954.
- (3) The Third Conference was held at Simla in June 1956.
- (4) The Fourth Conference was held at Mt. Abu in 1957.

At Mt. Abu it was decided that, since the training programme had developed considerably and the number of institutions had expanded, it was desirable to hold a series of regional conferences. Accordingly, the First Regional Conference was held at Trivandrum in 1958. No regional conference was held in 1959 and

1960 but the Directorate undertook a special activity of organising 10 short-term work seminars at Osmania University, Hyderabad, for training of Principals and Instructors of the Training Institutions in extension education and extension techniques.

During 1961, three regional seminars were organised in different parts of the country, followed by a National Conference at New Delhi.

The First Regional Seminar was held at Gurukul Kangri, Hardwar (U.P.) on July 24-27. It was attended by representatives from the States of Himachal Pradesh, Jammu & Kashmir, Punjab and Uttar Pradesh. The Second Regional Seminar was organised for the Southern Region at the Orientation Study Centre, Mysore, on September 6-9. Representatives from the States of Andhra Pradesh, Gujarat, Kerala, Madras, Maharashtra, and Mysore participated. The Third Regional Seminar, for the Eastern Region was held at Kalyani, Distt. Nadia, West Bengal, on October 10-13. Representatives from the States of Assam, Bihar, Madhya Pradesh, Orissa, Rajasthan and West Bengal participated.

Subsequently, the National Conference on Extension Training was held in New Delhi on December 20-22, 1961. This Conference reviewed and discussed the recommendations of the Regional Seminars, as a guide to future decisions and action. It was attended by the Directors of Training and other officers dealing with the Gram Sevaks and Gram Sevikas Training Programme at the State level, representatives of the Ministry of Food & Agriculture, Ministry of Community Development and Cooperation, Planning Commission, Ford Foundation, T.C.M. etc.

In addition to the above conferences and seminars, this Directorate also organised various Regional Conferences in the field of Rural Youth, Extension Education, Agricultural Implements Programme, and Home Science Programme. An important International Conference on Extension was organised in 1960 in which 8 countries from the Near East and South East Asia participated.

Publication of Literature on Extension Training

When the Extension Training Programme was initiated, there was no applicable Indian literature on the subject. The Directorate of Extension has made strenuous efforts to bring out information on relevant subjects to make the training programme effective and realistic. For this purpose, a number of publications, brochures, pamphlets, leaflets, and books on different subjects have been published by the Directorate. The recently published book, "Extension Education in Community Development" has made a mark not only in this country but abroad as well. This book has been widely praised and is standard book on

extension education.

The Directorate has also encouraged the State Governments to publish literature, manuals, etc. in the local languages, particularly on the subjects included in the training courses for Gram Sevaks and Gram Sevikas. Appreciable progress has been made in this connection. A number of States have published these manuals for the first time and some have undertaken to revise them to meet special local requirements.

It is also considered that the Training Centres now have sufficient experience and competence to assist Gram Sevaks and Gram Sevikas by producing simple leaflets, bulletins, posters, etc., which can help meet the needs of the field. This work is being encouraged. The State Governments also have been asked to help the Training Centres bring out such simple literature for this purpose.

Establishment of Cooperative farming in Training Wings

It is now planned that Cooperative Farming Wings should be established at 15 selected Extension Training Centres. These are intended to impart training to Cooperative Supervisors and Secretaries in cooperative farming. The scheme has been communicated to the State Governments for consideration and adoption.

Organisation of other Training Programmes

In addition to their regular training of Gram Sevaks and Gram Sevikas, the extension Training Centres have provided initial and in-service training to Extension Officers (Agriculture, Cooperation, and Panchayat), orientation training to District Planning Officers, P. C. S. and I. A. S. probationers, Project Officers, Block Development Officers, block staff members, school teachers, local leaders, representatives of panchayats and block development committees, etc., according to the differing requirements of the States. Such training courses have been organised in the past and will perhaps continue in the future.

The Extension Training Centres have also acquired large importance in the field of training by catering to many types of needs which are involved in implementing the Community Development Programme at various levels in the country. Most of the States which have utilised the Training Centres for purposes other than the training of Gram Sevaks and Gram Sevikas, have equipped their centres with suitable additional staff and other needed facilities. This Directorate has always emphasised that the programme of training of Gram Sevaks and Gram Sevikas should in no manner suffer due to such added activities. Though all these types of training places a heavy work-load on the

Extension Training Institutions, yet the wide variety of this training work has given valuable experience to the staff of the Training Institutions.

Participation in Nutrition Programme

A training programme in nutrition for rural areas has been proposed by the Government of India, to be developed with the assistance of the F. A. O., W. H. O., and UNICEF. This proposal envisages development of a coordinated National training and field service programme in nutrition and related subjects. It would provide facilities for the required reorientation of the tutorial staff in Colleges and Centres participating in the programme, as well as of the managerial, supervisory and other personnel engaged in the community development programme. This training would provide help in demonstrations and education of village communities in sound practices regarding the production and consumption of protective foods and also it would seek to stimulate self-help in these matters.

The proposal has been considered by all the concerned Ministries and other International agencies and the agreement has been signed between the Government of India and UNICEF/WHO/FAO.

This programme will be coordinated by the Ministry of Community Development and Cooperation and the Directorate of Extension will be closely associated with the training of various categories of field personnel.

As a first step, the programme is proposed to be taken up in 55 Agricultural, Animal Husbandry and Home Economics Colleges 14 S.E.O.T. Cs 103 Gram Sevaks and Gram Sevika Training Centres. The expanded nutrition programme would be put into operation in areas around these selected Colleges and Centres.

Continuing Role of Extension Institutions

These institutions were established for the pre-service training of 52,230 Gram Sevaks and 10,446 Gram Sevikas, according to a phased programme which would be completed by October, 1963, when the entire country is covered by Community Development blocks. Although much of the pressure for initial training of Gram Sevaks and Gram Sevikas will be over by that time, these institutions will have an important continuing task in extension training. The need for training of new recruits will continue since promotions, resignations, retirements, etc., create a normal annual attrition of staff amounting to about

5 per cent. On this basis, about 2,500 VLWs will be required annually to fill up these vacancies. For the training of this number, at least 50 training institutions will be required. Besides, some more Gram Sevak Training Centres will be required to meet the additional requirements of V. L. Ws for L. A. D. P. and Rice and Millet Production programme. Also as recommended by various high level committees and conferences, a continuous active programme of refresher training will be required so that workers in the field may be kept up to date regarding new technological developments. Ordinarily, refresher courses should be given to each field worker every three to four years. The refresher training programme already begun in the Second Plan period will need to be intensified under the Third Plan, particularly when the pressure of pre-service training slackens after 1963. It is estimated that some 40,000 VLWs will receive the first-round of refresher training during the Third Plan period. Thus, the overall training programme will continue to require full utilization of the available training institutions.

The Training Centres after 1963 will continue to be mainly engaged in the initial and pre-service training of Gram Sevaks and Gram Sevikas. Whatever facilities are available, of course, will be utilised for the training of non-officials, particularly the sons of farmers, Gram Sevaks, ' Progressive Village Farmers, ' youth leaders etc. These Centres are the best institutions available in rural areas for carrying out such programmes. As such, they should be developed on a permanent pattern and basis. This was clearly pointed out by the National Conference on Extension Training in 1961. That Conference concluded after detailed discussions that the known requirements for future extension training of officials and non-officials in various fields are so large that the need for these institutions is permanent in nature. Therefore, the Conference recommended that the State Governments give their best consideration to the development of these institutions on a permanent basis and that necessary equipment and buildings be provided on this basis.

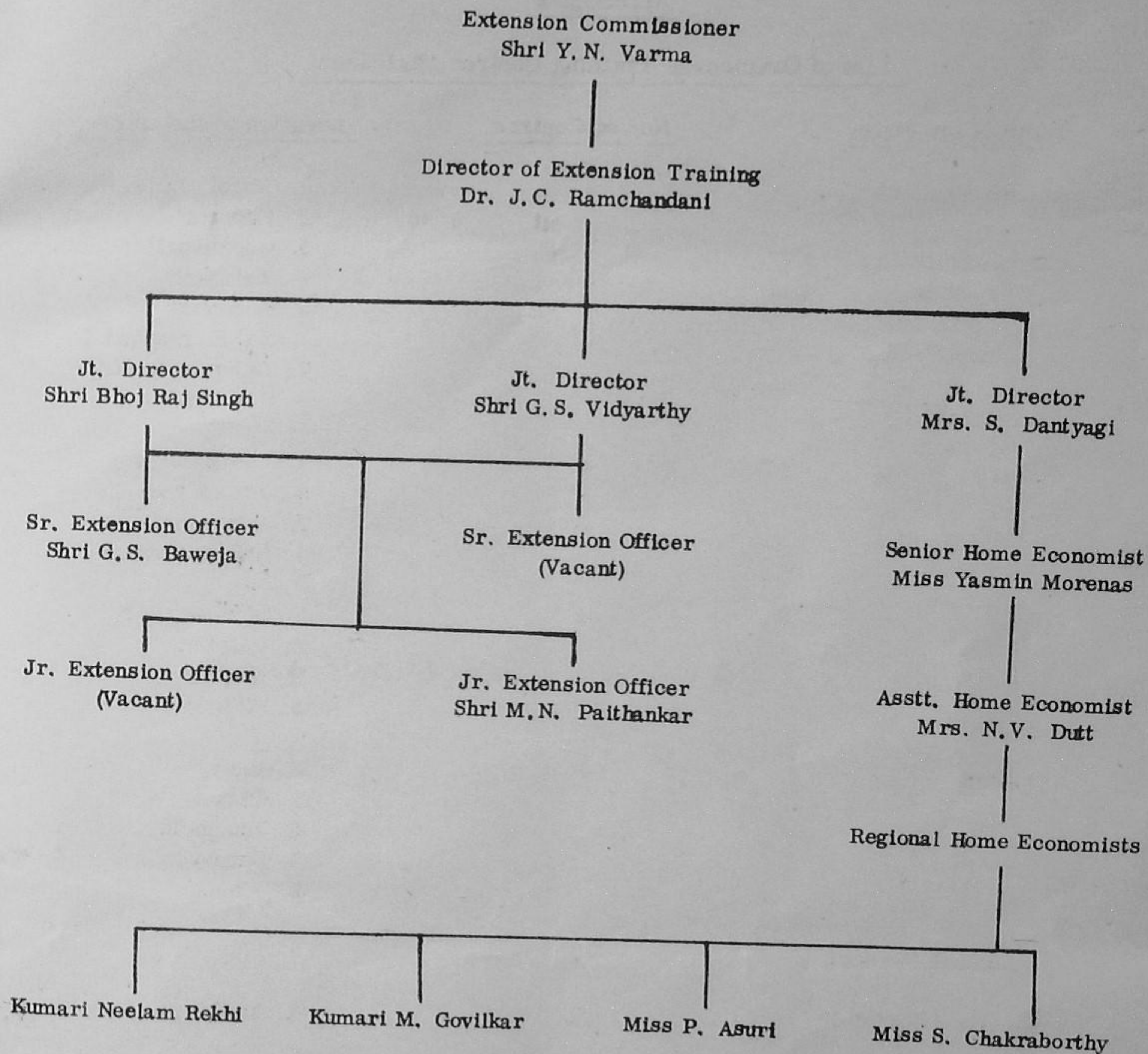
These Training Centres are situated in rural areas and are equipped with competent technical staff and other facilities. They are in a position to develop suitable Extension field work in their nearby villages. Thus, they can play a very important role in providing guidance not only of farmers, but also of other extension workers in the field. The National Conference in 1961 recommended also that these institutions should play an important part in the development of specialised projects or intensification of activities in certain extension programmes. They can provide an excellent training ground for field workers in many types of programmes.

Help and Guidance Received in Work

As mentioned earlier, the Extension Training Programme has grown with the active support of the Ford Foundation. In 1954 this country started 5 Training-cum-Development Project with the financial and technical assistance of the Ford Foundation. This experiment proved a great success. Ultimately, with the assistance of the International Cooperation Mission of U. S. A., a revolutionary programme of Community Development was launched to cover the entire country on the basis of 15 pilot projects started earlier with the support of the Ford Foundation under the supervision of the Ministry of Food and Agriculture. The Ford Foundation has assisted financially in all the programmes taken up by this Directorate and developed in this country during the course of 10 years. It would be correct to say that the Ford Foundation has acted as a partner in the programme at all stages.

The U. S. A. I. D. have helped this Directorate in providing equipment, transport, teaching aids, and technical advisers to develop the programme of extension and home science in our country. The Government of India feels deeply grateful to these organisations for their valuable assistance and guidance in this work.

Appendix 1



Appendix 2

List of Gramsevak Training Centres (Statewise).

<u>Name of the State.</u>	<u>No. of Centres.</u>	<u>Location of the centre.</u>
Andhra Pradesh	8	1. Annakapalle 2. Bapatla. 3. Gopanapallem 4. Kalahasti 5. Nandyal 6. Rajendranagar I 7. Rajendranagar II 8. Samalkot
Assam	4	1. Uppershillong 2. Jorhat 3. Arunachal 4. Khannapara
Bihar	4	1. Muzaffarpur 2. Patna. 3. Ranchi 4. Monghyr
Gujarat	5	1. Anand 2. Baroda 3. Junagadh 4. Surat 5. Morvi
Himachal Pradesh	1	1. Mashobra
Jammu & Kashmir	1	1. Malangpora
Kerala	3	1. Kottarakara 2. Peroorkada 3. Talliparamba

<u>Name of the State.</u>	<u>No. of Centres.</u>	<u>Location of the centre.</u>
Madras	7	<ol style="list-style-type: none"> 1. Aduthurai 2. Bhavanisagar 3. Kovilpatti 4. Krishnagiri 5. S. V. Nagaram 6. Pattukottai 7. T. Kallupatti
Madhya Pradesh	9	<ol style="list-style-type: none"> 1. Antri 2. Betul 3. Chandkhuri 4. Obaidullaganj 5. Nowgong 6. Powerkheda 7. Satarati 8. Gwalior 9. Waraseoni
Maharashtra	9	<ol style="list-style-type: none"> 1. Amravati 2. Jalna 3. Buldana 4. Jalgaon 5. Kolhapur 6. Manjri 7. Tharsa 8. Parbhani 9. Sindewani
Mysore	5	<ol style="list-style-type: none"> 1. Bagalkot 2. Mandya 3. Kudige 4. Dharwar 5. Gangavati
Orissa	5	<ol style="list-style-type: none"> 1. Balasore 2. Bhubaneswar 3. Bolangir 4. Rangeilunda 5. Dhenkanal
Punjab	2	<ol style="list-style-type: none"> 1. Batala 2. Nabha

<u>Name of the State.</u>	<u>No. of Centres.</u>	<u>Location of the centre.</u>
Rajasthan	5	1. Mandore 2. Tilonia 3. Kotah 4. Swaimadhopur 5. Garhi
Uttar Pradesh	23	1. Bakashi-ka-Talab 2. Asafpur 3. Baraut 4. Bulandshar 5. Bichpuri 6. Chirgaon 7. Dohrighat 8. Faizabad 9. Ghazipur 10. Fategarh 11. Gorakhpur 12. Gurukul Kangari 13. Hawal bagh 14. Jhusi 15. Kalakankar 16. Bakewar 17. Mainpuri 18. Lakhooti 19. Pauri Garhwal 20. Pratapgarh 21. Rampur Maniharan 22. Rudrapur 23. Tamkhoi
West Bengal	7	1. Burdwan 2. Chinsurah I 3. Fulia I 4. Fulia II 5. Malda 6. Kooch Behar 7. Chinsurah II
North East Frontier Agency	1	1. Pasighat
Tripura	1	1. Lambuchara
TOTAL	100	

APPENDIX No 3.

STATEMENT SHOWING THE PROGRESS OF PRESERVICE TRAINING PROGRAMME OF GRAMSEVAKS

Sl. No.	Name of the State	No. of Gram-sevaks trained upto end of First Plan Period (1951-56)	No. of Gram-sevaks trained upto end of Second Plan period (1956-61)	No. of Gram-sevaks trained during. (1961-62)	No. of Gram-sevaks trained during. (1962-63)	Total (Col. 5+6)	Grand Total.
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	702	2,942	484	453	937	4,581
2.	Assam	267	1,346	179	63	242	1,855
3.	Bihar	1458	4,011	690	308	998	6,467
4.	Gujrat	403	1,380	233	177	410	2,193
5.	Himachal Pradesh	239	190	-	47	47	476
6.	Jammu & Kashmir	187	259	50	38	88	534
7.	Kerala	215	716	131	-	131	1,062
8.	Madhya Pradesh	1333	2,361	405	396	801	4,495
9.	Madras	667	2,691	521	490	1,011	4,369
10.	Maharashtra	318	1,686	1,609	416	2,025	4,029
11.	Mysore	988	1,081	143	322	465	2,534
12.	Orissa	573	1,802	146	253	399	2,774
13.	Punjab	920	1,075	169	137	306	2,301
14.	Rajasthan	286	1,438	180	223	403	2,127
15.	Uttar Pradesh	791	6,654	1,675	1,547	3,222	10,667
16.	West Bengal	907	1,579	493	118	611	3,097
TOTAL: 10,254			31,211	7,108	4,988	12,096	53,561

Appendix 4

LIST OF GRAMSEVIKA TRAINING CENTRES (STATEWISE)

<u>Sl. No.</u>	<u>Name of the State.</u>	<u>No. of Gramsevika Training Centres</u>	<u>Location</u>
1.	Andhra Pradesh	6	1. Rajendranagar I 2. Rajendranagar II 3. Sakalkot 4. Kalahasti 5. Bapatla 6. Gopanapalem
2.	Assam	1	1. Jorhat
3.	Bihar	3	1. Ranchi 2. Muzaffarpur 3. Patna
4.	Gujarat	3	1. Baroda 2. Junagadh 3. Koba
5.	Maharashtra	2	1. Manjri 2. Sindewahi
6.	Himachal Pradesh	1	1. Mashobra
7.	Jammu & Kashmir	-	-
8.	Kerala	1	1. Kottarrakara
9.	Madhya Pradesh	6	1. Antri 2. Obedullaganj 3. Nowgong. 4. Powerkheda 5. Kasturba gram 6. Chandkhuri
10.	Madras	3	1. Bhavanisagar 2. T. Kallupatti 3. S. V. Nagaram
11.	Mysore	3	1. Dharwar 2. Mandya 3. Gangavati

<u>Sl. No.</u>	<u>Name of the State.</u>	<u>No. of Gramsevika Training Centres.</u>	<u>Location.</u>
12.	Orissa	2	1. Bhubaneswar 2. Barpali
13.	Punjab	2	1. Batala 2. Nabha
14.	Rajasthan	2	1. Kotah 2. Mandore (Jodhpur)
15.	Uttar Pradesh	9	1. Bulandshahr 2. Bakshi-ka-Talab 3. Gazipur 4. Bichpuri 5. Hawalbagh 6. Faizabad (Mashoda) 7. Dohai 8. Rudrapur 9. Lakhna (Etawah)
16.	West Bengal	2	1. Burdwan 2. Fulia
TOTAL		46	

Appendix No. 5

Statement showing the progress of preservice Training Programme of Gram Sevikas.

Sl. No.	Name of the State	Total No. of Gram Sevikas trained in 2nd Five Year Plan (1956-61)	No. of Gram Sevikas trained during Third Five Year Plan		Total of Gram Sevikas upto 31.3.1963.
			1961-62	1962-63	
1.	Andhra Pradesh	323	103	157	583
2.	Assam	108	38	45	191
3.	Bihar	166	116	121	403
4.	Gujarat	176	57	66	299
5.	Maharashtra	300	24	98	422
6.	Himachal Pradesh	71	41	25	137
7.	Kerala	98	40	33	171
8.	Madras	288	119	120	527
9.	Madhya Pradesh	390	106	168	664
10.	Mysore	103	71	33	207
11.	Orissa	167	81	72	320
12.	Punjab	167	79	55	301
13.	Rajasthan	100	52	23	175
14.	Uttar Pradesh	316	280	256	852
15.	West Bengal	208	54	36	298
TOTAL:		2,981	1,261	1,308	5,550

APPENDIX No. 6

STATEMENT SHOWING THE
PROGRESS OF INSERVICE TRAINING PROGRAMME OF GRAM SEVAKS

Sl. No.	Name of the State	No. of Centres in operation	No. of * Gram Sevaks trained (31. 3. 63)
1.	Andhra Pradesh	3	282
2.	Assam	1	356
3.	Bihar	-	130
4.	Himachal Pradesh	1	170
5.	Jammu & Kashmir	1	86
6.	Gujarat	-	-
7.	Kerala	1	437
8.	Madhya Pradesh	2	489
9.	Madras	2	524
10.	Maharashtra	-	-
11.	Mysore	2	570
12.	Orissa	1	218
13.	Punjab	1	152
14.	Rajasthan	1	470
15.	Uttar Pradesh	7	2, 030
16.	West Bengal	-	-
17.	Directorate of Extension	1	369
TOTAL :		24	6, 283

* Estimated figures

APPENDIX 7

STATEMENT SHOWING THE PROGRESS OF TRAINING OF EXTENSION PERSONNEL AT THE EXTENSION EDUCATION INSTITUTES

AS ON 31.3.63

Sl. No.	Name of the State	E. E. I. Nilokheri		E. E. I. Anand		E. E. I. Rajendranagar		Total	Remarks
		No. of courses organised-10	Personnel trained	No. of courses organised-2	Personnel trained	No. of courses organised-2	Personnel trained		
1.	Andhra Pradesh	29		2		12		43	
2.	Assam	8		-		-		8	
3.	Bihar	17		-		-		17	In addition, two special courses each of 6 weeks duration have been organized at E. E. I. Nilokheri.
4.	Gujarat	9		4		2		15	Personnel trained are:
5.	Himachal Pradesh	8		-		1		9	
6.	Jammu & Kashmir	7		-		-		7	Extension Officer (Agri.)
7.	Kerala	14		-		3		17	Extension Officer (A. H.)
8.	Madras	19		2		5		26	
9.	Maharashtra	18		5		1		24	
10.	Madhya Pradesh	33		7		2		42	
11.	Mysore	15		-		5		20	
12.	Orissa	12		1		4		17	
13.	Punjab	11		2		2		15	
14.	Rajasthan	20		6		1		27	
15.	Uttar Pradesh	58		5		2		65	
16.	West Bengal	6		6		3		15	
TOTAL:		285		40		43		368	

Total

27
20
47

APPENDIX 8

SUMMARY PROGRESS OF SUBJECT MATTER REFRESHER COURSES FOR EXTENSION OFFICERS & INSTRUCTORS OF E. T. Cs. DURING THE YEAR 1958-59 to 1962-63.

Sl. No.	Year	Agriculture		Animal Husbandry & Vety. Science		Miscellaneous		REMARKS
		No. of courses conducted	No. of persons trained	No. of courses conducted	No. of persons trained	No. of courses conducted	No. of persons trained	
1.	1958-59	10	281	10	218	3	58	2 Home Science. 1 Social Education
2.	1959-60	16	450	11	241	7	169	3 Home Sc. 2 Coop. 1 Social Ed. 1 Public Health
3.	1960-61	17	582	14	441	7	139	2 Home Sc. 1 Coop. 2 Fishiries. 1 Agr. Eng. 1 Rural Inds.
4.	1961-62	21	496	18	471	4	76	1 Coop. 1 Soc. Ed., 1 Pub. Health. 1 Rural Industry.
5.	1962-63	21	457	17	429	1	24	1 Agricultural Engineering.
TOTAL :		85	2,266	70	1,800	22	466	
Grand total of all courses :-					177			
Grand total of persons trained :-					4532.			

APPENDIX 9

STATEMENT SHOWING THE PROGRESS OF SUBJECT MATTER REFRESHER COURSES
IN AGRICULTURE FROM 1958-59 to 1962-63.

Sl. No.	Name of the State	1958-59		1959-60		1960-61		1961-62		1962-63		Total	
		No. of courses	No. of persons trained	No. of courses	No. of persons trained	No. of courses	No. of persons trained	No. of courses	No. of persons trained	No. of courses	No. of persons trained	No. of courses	No. of persons trained
1.	Andhra Pradesh	-	38	1	44	1	33	2	57	1	28	5	200
2.	Assam	1	24	1	25	1	24	1	20	2	37	6	130
3.	Bihar	4	35	2	28	1	20	-	-	2	46	9	129
4.	Gujarat	1	10	-	10	-	-	1	20	1	24	3	64
5.	Maharashtra	1	25	1	25	-	-	1	25	1	11	4	86
6.	Kerala	-	14	1	23	1	34	1	27	1	22	4	120
7.	Madhya Pradesh	-	10	1	27	3	114	1	24	2	43	7	218
8.	Madras	1	30	5	81	2	64	1	19	1	30	10	224
9.	Mysore	-	40	-	45	1	40	2	50	2	35	5	210
10.	Orissa	-	-	-	12	1	27	2	42	1	15	4	96
11.	Punjab	-	10	2	46	2	47	2	32	1	22	7	157
12.	Rajasthan	-	-	-	-	1	29	1	20	1	24	3	73
13.	Uttar Pradesh	2	37	2	37	3	144	6	154	5	115	18	497
14.	West Bengal	-	7	-	22	-	-	-	-	-	-	-	29
15.	Jammu & Kashmir	-	-	-	-	-	4	-	5	-	-	-	9
16.	Himachal Pradesh	-	1	-	9	-	-	-	-	-	-	-	10
17.	Delhi	-	-	-	3	-	-	-	1	-	-	-	4
18.	N. E. F. A.	-	-	-	3	-	-	-	-	-	1	-	4
19.	Manipur	-	-	-	6	-	2	-	-	-	-	-	8
20.	Tripura	-	-	-	4	-	-	-	-	-	-	-	4
21.	Nagaland	-	-	-	-	-	-	-	-	-	4	-	4
TOTAL:		10	281	16	450	17	582	21	496	21	457	85	2,266

APPENDIX 10

STATEMENT SHOWING THE PROGRESS OF SUBJECT MATTER REFRESHER COURSES
IN ANIMAL HUSBANDRY & VETERINARY SCIENCE FROM 1958-59 to 1962-63

Sl No.	Name of the state	<u>1958-59</u>		<u>1959-60</u>		<u>1960-61</u>		<u>1961-62</u>		<u>1962-63</u>		<u>Total</u>	
		No. of courses	No. of persons trained	No. of courses	No. of persons trained	No. of courses	No. of persons trained	No. of courses	No. of persons trained	No. of courses	No. of persons trained	No. of courses	No. of persons trained
1.	Andhra Pradesh	-	31	-	33	-	-	3	89	2	55	5	208
2.	Assam	-	-	-	20	1	25	2	40	1	25	4	110
3.	Bihar	2	45	1	31	-	-	-	-	-	-	3	76
4.	Gujarat	1	10	1	10	1	31	1	29	-	-	4	80
5.	Maharashtra	1	11	1	12	1	31	1	29	2	41	6	124
6.	Kerala	-	-	-	5	1	50	1	25	1	26	3	106
7.	Madhya Pradesh	-	14	-	14	1	41	1	29	2	48	4	146
8.	Madras	1	-	2	4	-	-	-	-	-	-	3	4
9.	Mysore	-	12	-	11	1	28	1	26	1	23	3	105
10.	Orissa	-	18	-	18	1	42	1	16	2	43	4	137
11.	Punjab	2	45	1	22	1	41	1	25	1	22	6	155
12.	Rajasthan	-	11	1	12	1	17	1	30	1	33	4	103
13.	Uttar Pradesh	2	11	1	11	3	78	3	80	2	54	11	234
14.	West Bengal	1	10	3	30	2	47	2	49	2	54	10	190
15.	Jammu & Kashmir	-	-	-	-	-	4	-	1	-	-	-	6
16.	Himachal Pradesh	-	-	-	4	-	3	-	3	-	-	-	10
17.	Delhi	-	-	-	-	-	1	-	-	-	-	-	1
18.	N. E. F. A.	-	-	-	-	-	-	-	-	-	-	-	-
19.	Manipur	-	-	-	3	-	1	-	-	-	-	-	4
20.	Tripura	-	-	-	1	-	1	-	-	-	-	-	2
21.	Nagaland	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL:		10	218	11	241	14	441	13	471	17	429	70	1,800

EX. 37.

APPENDIX 11

STATEMENT SHOWING THE PROGRESS OF PILOT YOUTH PROGRAMME AROUND THE TRAINING CENTRES

Sl. No.	Name of the State	Pilot Youth Clubs		Number of members	Mahila Mandals		Number of members	Clubs	Total No. of membership
		No. of G.T. Cs.	No. of Youth clubs organised during 2nd Plan.		No. of Gram Sevika Training Centres	No. of Mahila Mandals organised during 2nd Plan			
1	2	3	4	5	6	7	8	9	10
1.	Andhra Pradesh	8	72	1,440	4	8	140	80	1,580
2.	Assam	4	24	480	1	1	20	25	500
3.	Bihar	4	36	720	3	4	60	40	780
4.	Gujarat	5	43	750	2	2	35	45	785
5.	Himachal Pradesh	1	8	172	1	2	20	10	192
6.	Jammu & Kashmir	1	The scheme is not yet implemented in Jammu & Kashmir.						
7.	Kerala	3	28	495	1	2	40	30	535
8.	Madhya Pradesh	7	62	990	6	8	135	70	1,125
9.	Madras	7	28	587	3	2	45	30	632
10.	Maharashtra	9	88	1,460	3	2	45	90	1,505
11.	Mysore	5	43	1,355	3	7	125	70	1,480
12.	Orissa	5	50	1,650	2	-	-	50	1,650
13.	Punjab	3	26	620	2	4	155	30	775
14.	Rajasthan	5	38	575	2	2	35	40	610
15.	Uttar Pradesh	24	230	6,000	8	10	165	240	6,165
16.	West Bengal	1	10	174	2	-	-	10	174
TOTAL:		92	786	20,968	43	54	1,030	840	21,998



Ex. 37.

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