

218

५. २२२८.

1694

GOVERNMENT OF INDIA  
Ministry of Food and Agriculture  
Directorate of Extension and Training

~~CD: 605~~

CD 564



629

SUMMARY RECORD

OF THE

Third Conference of Principals of Extension  
Training Centres and Basic Agricultural Schools and  
Chief Instructresses, Home Science Wings

HELD AT

SIMLA  
(Himachal Pradesh)

June 5 to 7, 1956

GOI



218

L. 2228.

CO. 6 65



## PREFACE

In spite of the Railway strike and the consequent serious dislocation in railway traffic the Third Conference held at Simla from 5th to 7th June 1956, on Extension Training, was attended by a large number of delegates from all parts of the country. The weather at Simla was remarkably fine during the period and the host Government of Himachal Pradesh had made every arrangement possible for the Conference and for comfortable stay of the delegates.

Of the 27 Principals who attended the First Conference held at Bhopal (April, 1953) and 30 who attended the Second Conference at Bangalore, (April 1954) only 10 and 12 respectively were present at the Third Conference. In other words, out of the 44 Principals who attended this Conference, 34 had not attended the Bhopal Conference and 32 had not been present at the Bangalore Conference. It was the first time that nearly 70% of the Principals and other representatives of Extension Training Centres, the entire group of 26 Principals of Basic Agricultural Schools and the 19 Chief Instructresses of Home Science Wings, attended a Conference on Extension Training.

The inaugural function on the 5th of June, 1956 was attended by a large number of leading citizens. Shri M.S. Randhawa, Additional Secretary to the Government of India in the Ministry of Food and Agriculture presented an outline of problems connected with Extension Training and requested the Lt. Governor of Himachal Pradesh to inaugurate the Conference. Addressing the delegates, the Lt. Governor pointed out the revolutionary nature of the Extension Experiment in our Welfare State and the heavy responsibility which lies on Extension Trainers in producing the desired type of Gram Sewaks and Gram Sevikas who are the pivots of the entire machinery for community development.

Addressing the Conference on behalf of the Government of India, Shri M.V. Krishnappa, Deputy Minister for Food and Agriculture, welcomed the delegates and visitors and reviewed the progress achieved in training of extension personnel in the country. He also indicated programmes of work for the Second Five Year Plan period. He emphasised the noticeable improvement in recent years in the status of the farmers and rural people and explained that the Agricultural Extension workers and their trainers had a great role to play in this context.

Before the Conference was divided into sub-Committees to consider the agenda, Shri S.K. Dey, Director of Administration, Directorate of Extension and Training gave a brief talk high-lighting the deliberations of the earlier two Conferences and outlining the broad objectives of the present one. At the time the first Conference met at Bhopal, he said, the Principals and others who had gathered were faced with the sudden demand for trained men. They simultaneously felt the need for evolving commonly understood extension concepts, principles, methods and goals. The main preoccupation of Officers in charge of training programme, therefore, at the time was the

COPI

361

501

1339

24,16,65



(ii)

starting of Training Centres and training the required personnel. With nearly two years of experience of training as well as village development programmes, the deliberations at the Second Conference held at Bangalore, turned mainly towards the improvement of facilities and equipments for proper training. In this the Third Conference, Mr. Dey stressed, that the qualitative aspects of the training programme needed emphasis and that objective self-analysis on the part of the delegates was called for.

Dr. Douglas Ensminger, Chief Representative of the Ford Foundation in India also addressed the gathering on the closing day. He pointed out that the urge for a higher standard of living was lacking in the villages. To create the new outlook in the village people meant, among other things, the developing of psychological and cultural conditions from within them which would produce that urge. People also needed to be educated to understand and realise that they possessed within themselves most of the resources needed for the attainment of their new goals. This subtle yet fundamental step by step process of education had to be carried to the point where people learnt to establish associations between needs and physical environments. Thus, if they wanted better health for the community, they must be educated to associate in their minds the things which produce poor health and what can be done to remove the conditions of poor health. According to Dr. Ensminger, what was lacking in the trainers was not the teaching of new skills but the imparting of that deep understanding in the trainee by which he is to approach the inner minds of the people and create in them a desire for new ways of life and the establishment of new scales of values.

Shri S.K. Dey, Administrator, Community Projects, who addressed the Conference on the 7th June, 1956 exhorted the delegates to go in for critical self-analysis in order to do even better than their previous performance and to live up to the greater responsibilities that devolved upon the workers engaged in Community Development programme in view of the considerable success and recognition that the programme had already achieved. He expressed gratification to the Ministry of Food & Agriculture, in particular, to Shri S.C. Roy, for the achievements made so far in producing trained men for the blocks. He, however, emphasised on the quality of the training programme and the immense human element involved in this task. He recommended :

- (a) More seminars and study circles.
- (b) Careful study of all literature brought out by Community Projects Administration, Indian Council of Agricultural Research, the Directorate of Extension and Training and other sources and encouragement of the study habit in trainees.
- (c) Constant contact with the field.
- (d) Practice by all extension workers and trainees of whatever they have to preach.
- (e) Frequent inter-change of trainers and field staff ; and
- (f) More concentrated attention to the Agricultural programme in Community Development.



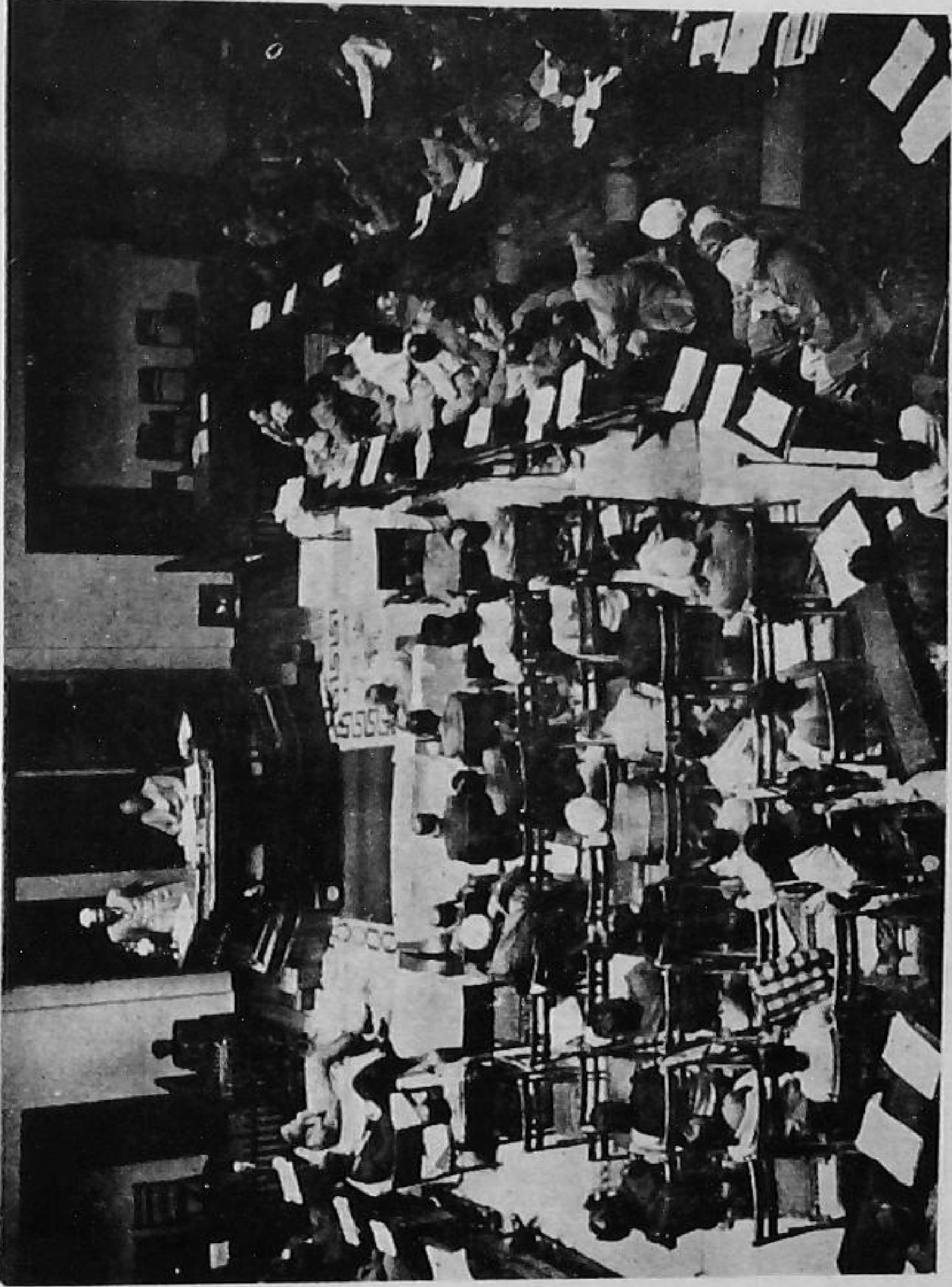
After the inaugural session, the delegates grouped themselves into four sub-committees and deliberated on specific items allotted to each sub-committee. A special session on Home Science was held separately under the chairmanship of Shri M.S. Randhawa and was attended by all the Chief Instructresses of the Home Science Wings, the Regional Home Economists of the T.C.M., Shri S.C. Roy, Agricultural Extension Commissioner, the Home Economist of the Directorate and Dr. Douglas Ensminger. In this meeting, matters concerning work and progress of Home Science Wings were discussed in detail. The recommendations of the various sub-committees were considered at the plenary session.

On the closing day, an informal workshop in mass-education media was arranged under the chairmanship of Shri S.K. Dey, Director of Administration, Directorate of Extension and Training in which Shri P.U. Oza and Mr. Dave Morris of the T.C.M. gave illuminating displays and talks on audio visual aids. Two trainees of the Extension Training Centre, Mashobra also displayed various audio-visual aids prepared and used by the trainees in the region.

During the conference, the various Home Science Wings in the country arranged an interesting exhibition of craft work and audio-visual material prepared by their trainees which was inaugurated by the Lt. Governor of Himachal Pradesh. On the recommendation of the panel of judges, six prizes were awarded to the best exhibits on Home Decoration (H.P.), Utility Articles—Food and Nutrition—(West Bengal), Childrens' Garments (Orissa), Childrens' Toys (Travancore-Cochin), Audio-Visual Materials (Bhopal) and Charts (Madras).

The delegates spent an afternoon on the 6th June on field trip to the Extension Training Centre, the Home Science Wing and the Horticultural Research Station at Mashobra and the Basic Agricultural School nearby. An interesting cultural programme was arranged by the trainees and staff of the Extension Training Centre, Home Science Wing and Basic Agricultural School on the occasion of this visit. The delegates were impressed by the arrangements and team-work in evidence at these institutions.





Shri S. K. Dey, Administrator, Community Projects Administration  
addressing the Plenary Session.





## MAIN RECOMMENDATIONS

### I. ORGANISATION PATTERN :

1. It was agreed that there should be integrated courses for imparting training in Basic Agriculture and Extension. The institutions should be integrated *vice versa* with the addition of Basic Agricultural School Wings to Extension Training Centres and Extension Wings to Basic Schools.

This integration, it was felt, would have a positive effect in producing better trained extension workers for the following reasons :—

- (a) Village contacts, for both staff and trainees, and trainee apprenticeship, could be continuously extended over a longer period. By spreading the learning processes in this manner, over a longer period of time, it should be possible to make the training more realistic, practical and related to the field conditions.
- (b) Certain activities in the fields of horticulture, plant-protection, and health, etc. which are of a seasonal character, could be handled more adequately.
- (c) In addition to eliminating duplication now present in teaching agriculture in both of the separate institutions (Basic Agricultural Schools and Extension Training Centres), better planning and systematic teaching would be possible.
- (d) Other subject matters such as public health, cooperation, panchayats, etc. could be more satisfactorily covered in the longer integrated course.

2. The same principles which govern the acceptance of the N.E.S. as the permanent administrative pattern of the country are involved in the consideration of the future of these training institutions. Extension is a continuous process and solutions to village problems are being sought by the training centres continuously. In order to equip future workers with solutions of village problems, it is of paramount importance that the training institutions be placed on a permanent basis.

This arrangement will help to keep off stagnation in the programme and meet the country's training requirements for all times to come. In addition to the training of extension workers, these institutions should also undertake in-service training of personnel, organise refresher courses and training of Farm Youth and Village Leaders. By giving effect to these recommendations, the training institutions will continue to radiate new extension techniques and knowledge on rural science and village community problems.

### II. PERIOD OF TRAINING :

The composite curriculum should be spread over at least 18 months under the present circumstances, but preferably over two years under normal conditions.



The trainees should not ordinarily be sent for extension work in villages during the first three or four months of their training. During this period, they should be given adequate knowledge in agriculture and other allied fields like animal husbandry and horticulture, etc. so that they may pick up the fundamentals of these subjects. They should then be taken to villages under the supervision of their Instructors. After they have established proper contacts with the people and are able to lay down field demonstrations, they should be allotted specific targets in various items of work for different seasons.

### III. CURRICULUM AND TEACHING TECHNIQUES :

1. In the light of the experience gained, the present syllabii for both Agricultural Schools and the Extension Training Centres should be simplified and integrated to attempt practical and useful training related to actual tasks and problems of the villages.

For this purpose, it is recommended that a Central Committee should be formed consisting of a Principal from each State and a few subject matter experts to draft and finalise a uniform curriculum. It is further recommended that before this Committee meets, the Principals of each State should meet the field workers and discuss the curriculum in vogue in their respective areas and give their recommendations to the Principal nominated to act as a member of the Committee, who will, in turn, place these recommendations before the Committee for finalisation.

2. The distribution of the contents and time in the integrated programme of training should be broadly as follows :

- (a) Class room work—35 per cent (including group discussions)
- (b) Practical at the institutions—20 per cent.
- (c) Practicals outside the institution including village work—40 per cent
- (d) Study tours etc.—5 per cent.

3. Emphasis must be laid on "Floriculture" at all training institutions.

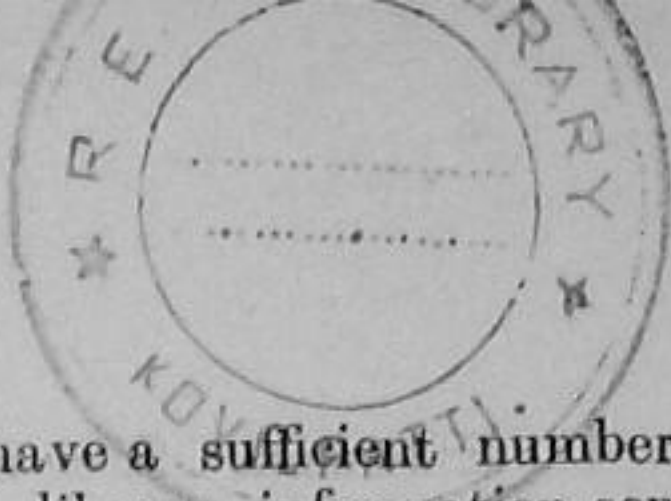
### IV. EQUIPMENT AND TRAINING FACILITIES :

1. Each training institution should have an agricultural farm of 30 acres with irrigation facilities as far as possible. Individual plots should be allotted to the trainees wherein, in addition to regular farm work, they should work with their own hands. The minimum necessary strength of permanent labourers to manage the farm, dairy, poultry, etc. alone should be provided

2. In addition, every institution should have a minimum of 10 dairy animals and 50 poultry birds. According to the regional requirements, the institutions may open instructional units of goats, sheep, etc.

3. Wherever possible, a fisheries pond, bee-keeping units and a veterinary dispensary should also be provided.





4. Every institution must necessarily have a sufficient number of buildings suitable for lecture rooms, workshop, library, information centre-cum-museum, laboratories, a general auditorium, housing of livestock, implements and machinery, hostels for trainees, residences for staff and store rooms, etc.

5. The need for a conveyance at every institution for transporting educational equipment, such as projector, generating set and other demonstrational equipment and for the check-up of the work done by the trainees is keenly felt.

6. Every trainee should be provided with facilities by the government to purchase a cycle.

7. Every Gram Sevak trainee should be given a set of improved implements which he can use during the course of training and finally carry these with him to the Block where he is posted.

8. Every Institution must necessarily have a camera, projector and generator, tape recorder, radio and PAE set.

9. The pamphlets and brochures on various subjects, useful to the trainees issued by the I.C.A.R., C.P.A., Directorate of Extension and Training and other Central agencies and the State Governments should be made available to every Institution in sufficient numbers for every trainee of each batch free of cost. The quantities and the subjects on which these pamphlets are required should be suggested by the Heads of Institutions from time to time.

10. There is a dearth of suitable text books on all subjects being taught during the 18 months' course. It is, therefore, strongly recommended that early steps should be taken by the Central Government to produce these books.

11. A Sub-Committee consisting of a few Principals along with the representatives from the Directorate of Extension and Training should prepare a useful and comprehensive list of books, magazines, technical journals, etc. required to be kept at the Training Institutions. This Sub-Committee should also recommend an adequate budget for the purchase of books, magazines, technical journals, etc.

## V. STAFF

The following staff are considered necessary for the integrated course :

1. Extension Officers in Agriculture—Two. They should have agricultural and horticultural qualifications respectively and should be graduates in their subjects with five years' field experience.
2. Instructors in Agriculture—Two. They should be graduates in agriculture with at least five years' field experience.
3. Farm Supervisor—One. He should have a Diploma in Agriculture and at least three years' field experience.



4. Extension Officer in Agricultural Engineering—one. He should be a graduate in Engineering or Agricultural Engineering with at least two years' field experience.
5. Extension Officer in Animal Husbandry and Veterinary Science—one. He should have a Diploma or degree in Veterinary Science and Animal Husbandry with field experience of at least 3 years.
6. Extension Officer in Cooperation—one. Emphasis should be attached to the selection of a suitable officer for the purpose. He should be from the Cooperative Department and be drawn from the cadre of Assistant Registrars. He should be a graduate with at least 5 years' experience.
7. Extension Officer in Panchayat—one. He should have considerable experience of Panchayat organisations and their working.
8. Extension Officer in Public Health—one. He should be a graduate in Medical Science with Public Health training and at least 5 years' field experience in the Public Health cadre of his State Government.
9. Extension Officer in Social Education and Village Participation—One. He should be a graduate in Social Education and must have three to five years' field experience.
10. Industries Instructor—one. Wherever the States have been able to formulate a programme for development of cottage industries, an Industries Instructor must be provided at the Extension Training Institutions.
11. Besides the above, the following staff are also recommended:—
 

(i) Carpenter	...	...	...	1
(ii) Blacksmith	...	...	...	1
(iii) Mechanic	...	...	...	1
(iv) Artist-cum-Photographer		...	...	1
(v) Physical Instructor		...	...	1
(vi) Instructor in Youth Organisation			...	1
(vii) Operator	1 (experienced in use of audio visual aids)			
(viii) Librarian	...	...	...	1
12. In addition, ministerial and inferior staff should also be provided.

2. It was pointed out that in some of the States, the grades of pay offered to the teaching staff of the training institutions were not attractive enough to secure good personnel. Also, since the Training Institutions were not on a permanent footing, well qualified persons hesitated to come for fear of lack of security. It was, therefore, suggested that the grades



should be such that they might attract and hold suitably qualified and competent staff at the training institutions.

3. The head of the Training Institution should be a highly capable and experienced person, qualified to teach as well as to supervise and guide the work of other Instructors. He should invariably be an experienced man from the Department of Agriculture with aptitude for teaching and village service. Where there is no wholetime Principal, a wholetime Principal must be provided. He should be a Class I Officer and should, in addition, be allowed a special pay if drawn from the same cadre.

4. It was recommended that the Chief Instructor of the workshop for training of rural artisans should be given Class II scale of pay with special pay. The other Instructors should all have a uniform scale of pay in Class II cadre.

5. It was recommended that unless the Training Institutions were made permanent and the scales recommended above given to the Principal and the Instructors of the Training Institutions, it would be difficult to attract and retain suitably qualified staff imbued with the spirit of devoting themselves to the arduous and responsible task assigned to them.

6. It was considered absolutely necessary in the interest of the work that free accommodation be provided at the Training Institutions to contact all the members of teaching staff as that alone could ensure closer between the Instructors and the trainees.

7. It was also necessary to provide adequate schooling and medical facilities to the members of the staff. With regard to schooling wherever possible, transport facilities, should be provided for the children of the staff on payment of some nominal charges, if necessary. Where this was not practicable, the members of staff should be allowed a reasonable allowance. Medical facilities should be provided free to the staff and their families resident on the premises.

8. The training institutions must have project areas attached to them and adequate facilities for in-service training and study tours to other project areas should be made available to the Instructors. By giving such facilities and by rotating teaching staff and field personnel after either category have gained experience of at least three years of their work, the training programme could be very considerably improved.

9. If an Instructor is due for promotion in his parent department, he should not be debarred from getting that, and while retaining his services as an Instructor, he should be given the benefit of the 'next below' rule as far as possible. Also, unsuitable Instructors must be weeded out.

10. The mode of selection of the staff for the training institutions was of utmost importance. The best plan would be to have a Board consisting of the heads of technical departments and the Development Commissioner of the State charged with appointments and postings. Besides ensuring expediency, this would also bring about close participation of the different technical departments with the training centres. The Principal of the training centre should also be on this Board.



11. Frequent transfers of staff members cause dislocation in the work and consequently upset the training programme. Ordinarily, no Instructor should be transferred before a period of three years.

12. Wide financial and administrative powers corresponding to those delegated to Sectional Heads should be given to the Principals of the training institutions, where this is not already the case. In addition, the Principals should be given wider powers to purchase books and equipment than is the case at present.

13. With the Principal remaining in over-all charge, the Chief Instructors of the workshops for Training of run at artisans should be given adequate financial and administrative powers for smooth running of the programme.

14. Greater personal contacts outside teaching hours between the trainees and the training staff, than is the case at present, was recommended. All possible avenues should be explored in this respect. The provision of free residential quarters on the premises for all members of training staff, as recommended earlier, will go a long way in ensuring such contacts. In addition, the Instructors should participate, in a greater measure, in all the activities of the trainees in the field and in the camp including recreational and cultural activities.

15. Suitable orientation of the teaching staff at the time of their recruitment as Instructors for the training institutions is also recommended.

16. The teaching staff should have a sufficient number of holidays and also a period of vacation between two courses in order to recoup and bring themselves up-to-date.

17. To provide for exchange of ideas, field experience and knowledge frequent informed gatherings of the staff in each institution are also recommended.

18. The staff members should not be entrusted with activities other than those related to the training programme.

19. The sub-committee to be formed for finalising the integrated curriculum should also lay down minimum standards of performance for each subject matter Instructor in the light of the final curriculum to be adopted.

20. Greater attention should be given in associating leading non-officials and genuine constructive workers with the training programme. This will ensure active participation of the non-official workers in the training programme, especially in the field, and, at the same time, give a practical bias to the training, making it more job-related and problem-oriented. The following suggestions are offered for bringing about this association :—

- (i) Non-officials should be invited to deliver talks to the trainees and take part in the training programme, especially in the villages.



- (ii) Village leaders' camps should be held at the Training Institutions. Funds for this purpose could be provided both by the Blocks and by the Farmers' Forum.

21. An objective evaluation of the training programme and of its effectiveness is extremely desirable. It is recommended that the Programme Evaluation Organisation of the Planning Commission be requested to help in drawing up model questionnaire for the use of the Principals in evaluating the training staff and the effectiveness of the training imparted by them through the work of the ex-trainees in the field. It is suggested that this evaluation should be done periodically.

22. A uniform designation for all the heads of the Training Institutions, viz., "Principal", may be used.

23. When the integrated Training Institutions come into operation, they should be renamed as 'Rural Extension Training Centres'.

## VI. TRAINEES :

### 1. SELECTION :

(a) *Qualifications* : The minimum educational qualification should be "Matriculation" or any other equivalent qualification.

*Age* : The age limit should be from 18 to 30 years. In the case of ex-servicemen the upper limit should be relaxed to 35 years.

(b) *System of Selection* : While advertising, the conditions relating to various tests proposed to be conducted should be specified. Applications should be invited only from persons with rural background. These should be invited at the District level and scrutinised by the District Magistrate or the District Collector. Applicants considered suitable should be interviewed by a properly constituted Committee with which the Principals of Extension Training Institutions must invariably be associated. The selected candidates should then be sent up to the neighbouring Extension Training Institution for aptitude and endurance tests to be conducted by the Principal and the staff of the Centre.

### 2. TESTS :

#### (a) *Outdoor Tests* :

1. Ploughing, Handling of implements.
2. Handling of animals.
3. Endurance test for brisk walking.
4. Strenuous bicycling for a prescribed distance.
5. Manual work, and
6. Medical examination including chest X-ray. The manual and endurance tests might be modified, if considered necessary, by the Principal.



(b) *Indoor Tests* : (to be given to those candidates only who are successful in the outdoor tests).

1. Dictation.
2. Story writing.
3. Group discussions on rural topics.
4. General education tests.

The above tests should last for about a week during which observations should be made regarding the inclination of the applicants to lead a community life. The costs on account of lodging and boarding of the applicants during aptitude tests should be borne by the Government.

### 3. ELIMINATION :

Further weeding of trainees, if any, should preferably be done within two months from the date of joining. The Principal with his staff committee should be the final authority for the weeding.

4. The trainees must not, except in cases of emergency, be entrusted with the job of organising long term exhibitions, shramdams or other drives, etc., during the period of training. They might be allowed to participate in such programmes at appropriate times, only as a part of their training programme.

### 5. MINIMUM STANDARDS OF PERFORMANCE :

The Sub-committee which is to be constituted for finalising an integrated curriculum should also lay down obligatory minimum standards on the part of the trainees in respect of skills to be learnt, agricultural demonstrations to be conducted and other village works to be undertaken. Proper evaluation of all such village work will have to be made.

### 6. ASSESSMENT :

The trainees work should be evaluated on the basis of quarterly, half-yearly and final tests within the first 12 months and middle and final tests only during the last six months of the training period.

7. Award of suitable certificates to successful trainees which is already in vogue, is also recommended.

## VII. COORDINATION WITH NATIONAL EXTENSION SERVICE AND COMMUNITY DEVELOPMENT BLOCKS :

1. A Block should be attached to the Training Institution where it is not attached already. The Principal should exercise over-all control and he should be assisted by a full-time Block Development Officer for the Block work. The Principal should have the same powers as a District Development Officer or any other Officer of equivalent rank in the States, in respect of the Block attached to his Centre. The head quarters of the Block should be at the Training Institution itself.



2. For associating the field staff with the training programme, subject matter specialists from the C.D. and N.E.S. Blocks should be requested to serve as visiting lecturers. They should deliver a few lectures with reference to their field experience and the jobs that VLWS have to do in the field. They might be associated as external examiners for the final tests.

3. Participation of the Instructors by rotation in monthly staff meetings of the Blocks, District Meetings, Block and Regional Seminars, will help in making the training more closely related to the Block work.

### VIII FOLLOW-UP OF TRAINEES :

1. In order to study the jobs that the VLWs are required to do in the field and to ascertain how far the training programme is or is not helpful in preparing them for their work, regular follow-up visits of the Instructors are very essential. Each Instructor should stay with the Gram Sevaks at least for one week in a year to study their problems on the spot. This should be arranged according to convenience and should be left to head of the Institution concerned.

2. Prior to their visits, the Instructors should prepare a questionnaire which might help them in covering the subject matter taught at the Training Institution. Answers recorded in the field to these questionnaires should help in determining the job in which the Gram Sevaks have difficulties and indicating items which are not adequately covered at the Training Institution.

3. At the end of these visits, each Instructor should submit a brief report indicating changes which he thinks are necessary in the curriculum and training methods appertaining to his field. All such report should be discussed in the staff meeting and general decision for modification in the training programme taken and implemented.

4. The conference also approves the idea of holding annual gathering of alumni VLW to be arranged at their respective training centres as very helpful for Instructors in learning their problems in the field and in building up the morale of the Gram Sevaks.

### IX. IN-SERVICE TRAINING :

#### (a) VLWs AND GLWs :

(i) Extension principles and methods are not given the required recognition by the district and divisional field staff of the various development (technical) departments who have the responsibility of helping the Block staff as supervisors and subject-matter specialists.

(ii) In spite of an elaborate programme of extension orientation for VLWs, GLWs and BDOs absence of team work is noticed in the working of many development Blocks.

1. Recognising these problem, it is suggested that the State Governments should organise in-service training programmes on the lines of semi-



nars, for regional, district and Block staff together. As a result of working together in such seminars, the participants would recognise the need for team work. The duration of this training should be three to four weeks and its contents should include understanding the basic philosophy of the whole programme, statement of problems and difficulties, ways and means for overcoming them, group discussion, visits to villagers and evaluation of methods and achievements. This in-service training should cover the staff of all the Blocks and regional and district officers of the various departments. Evaluation might be made from time to time to improve the in-service training and also to assess whether the objective is being achieved.

2. The various technical department concerned should hold refresher course with a view to keep the VLWs GLWs, and regional and district staff up-to-date with the latest findings of research. The possibility of combining in-service and refresher training programme might also be considered.

#### (b) INSTRUCTIONS :

1. In-service training for the training staff should be given a very serious consideration at the Central Government level. The best way to organise such a training would be to get the Instructors of one subject together and phase out the training into (a) subject matter, (b) teaching methods, and (c) extension techniques. It is felt that subject matter Instructors in this way would have a good opportunity to discuss the problems in their States. For such an in-service training programme, teaching methods and principles and methods of extension would have to be effectively covered by specialists in these fields. For subjects of regional importance, such as crops like paddy, wheat, cotton and sugarcane, etc., regional Training Institutions should be more helpful. The duration of training at these Institutions should be six to eight weeks.

2. The Central Government might consider locating these Institutions in the Extension Wings attached to the Agricultural Colleges and other similar Institutions, where a strong subject matter programme has already been established.

The Directorate of Extension and Training should organise the following training programmes :

- (i) Teachers' Training Workshops on regional basis where all the members of the teaching staff of the Extension Training Institutions of the region might receive training in teaching techniques, use of audio visual aids and key point lessons. The workshops should last for ten days.
- (ii) Special training classes of six to eight weeks' duration wherein training in case studies and problem methods should be imparted to the Instructors responsible for village work guidance and supervision at Extension Training Centres.

At the time of this training programme, the Instructors should also give their requirements for teaching materials in order to enable the Directorate to finalise the list and supply such materials to the respective Training Institutions.



## X. HOME SCIENCE TRAINING :

### 1. ADMINISTRATION AND ORGANISATION :

The designation "Home Science Wings" should be adopted in all the States. The present designations of the staff should continue as Chief Instructor and Assistant Instructor.

### 2. LOCATION :

The Wings should be located at and as part of the Extension Training Centres. In places where they have been located separately, the feasibility of shifting them to the Extension Training Centres should be actively explored.

### 3. CURRICULUM AND TEACHING FACILITIES :

The present syllabus of the Home Science Wings serves as a valuable guide and should be used in a flexible way. Each Chief Instructor should plan in advance details of practical work to be done under each item of the curriculum.

About one acre of land should be allowed, specially for kitchen garden and floriculture by the Gram Sevika Trainees.

The following points should be kept in mind while getting buildings constructed for the Home Science Wings —

The houses should serve as models for villages in the vicinity. Cross ventilation should be provided for. Residential and other rooms should be inter-communicating for convenience in locking up etc. The rooms should have ample space. Built-in almirahs and wall shelves should be provided. Windows should be fitted with bars and doors should be provided with bolts. The kitchen must be fly-proof. Adequate storage space for fuel and miscellaneous house-hold articles should be provided. Proper drainage and sanitary arrangements should also be ensured.

Every Wing must have a library and a museum.

The building for the Wings must be completed without delay.

The list of equipments circulated by the Directorate should be taken as suggestive and modifications made, where necessary, to suit local requirements and conditions.

In respect of teaching, the following recommendations are made ;—

Scientific approach to problems, programme planning, less of lecturing and more of practical work and wider use of visual aids.

Library books should not be kept in locked almirahs ; they should be kept in open shelves for frequent use by trainees.



The general activities and entertainment programmes at the Extension Training Centre should not be allowed to take away too much time of the Gram Sevika Trainees.

#### 4. STAFF :

The appointment of Assistant Instructors should be expedited. Necessary clerical facilities etc., should be provided for proper running of the Wings.

The teaching staff should all be gazetted. The Chief Instructor should be given Class II scale of pay with special pay and the Assistant Instructors should be given Class II scale of pay.

It was suggested by the Regional TCM Economists that Indian counterparts should be appointed.

#### 5. TRAINEES :

(i) In order to attract larger numbers of qualified trainees, the following recommendations are made :

Wider publicity in recruitment.

Assured provision of facilities for the Gram Sevikas' accommodation in the villages.

Displaying documentary films concerning role of Gram Sevikas.

Reduction of the period of bonded service to the Government from five years to three years.

Payment of monthly stipend of Rs. 50 per trainee in all States.

Making the scheme for employment of Gram Sevikas permanent.  
Grant of cycle allowance to Gram Sevikas.

Granting Gram Sevikas a higher starting salary, on completing their training, than the amount of stipend given to them.

#### (2) SELECTION

##### *Qualifications :*

- (i) Matriculation or equivalent which may be relaxed depending on conditions within the State ;
- (ii) Village background and aptitude for village work ;
- (iii) Good health (production of medical certificate including chest X-ray necessary) ;
- (iv) Age limit 18 to 30 years ;
- (v) Thorough knowledge of local languages.

##### *Method of Selection :*

Applications should be received and scrutinised at the District level first and then at the State level. The Chief Instructor should always be



included at the time of final selection. The Selection Committee should always keep a list of reserve candidates which it might draw upon, if fresh names have to be included during the session.

The following tests should be given before making selections :

- |  |  |
|--|--|
| 1. General Knowledge                             | } Through oral<br>written and<br>practical<br>tests. |
| 2. Capacity for expression                       |  |
| 3. Aptitude and temperament for village service. |  |

The trainees selected finally should be kept on probation for a week and tested thoroughly at the Home Science Wings. If any trainee is found undesirable during this period, she must not be admitted.

### (3) QUALITATIVE ASPECTS OF TRAINING :

The quality of workmanship in handicrafts needed improvement. Stress should be laid on such aspects of the training programme as would help to inculcate in the Gram Sevikas an appreciation of aesthetic tastes and values. The gram sevikas specially must learn to prepare and use visual material in their cultural as well as technical works. While encouraging Gram Sevika Trainees to prepare suitable materials of needle-work and other handicrafts, the marketability of the output should be emphasized.

#### 4. ELIMINATION OF TRAINEES :

Trainees found unsuitable should be weeded out within two months of admission.

#### 5. ASSESSMENT AND EVALUATION :

The scheme of final examination as outlined in the syllabus may be continued.

Trainees and the staff should camp in their adopted villages for a period of 15 days towards the end of the term and the work of the trainees assessed. The staff of the Extension Training Centre should assist the staff of the Wings in the final examinations.

Trainees failing at the final examinations may be allowed to appear for a supplementary examination to be given about two months after the final examination. No stipend should be given to such trainees.

#### 6. COORDINATION WITH N.E.S. AND COMMUNITY DEVELOPMENT BLOCKS AND REGIONAL STAFF :

The Chief Instructors should keep the Regional Home Economists informed of their tours, excursions, important meetings and other significant events concerning the Home Science Wings. There should be a similar closer association in formulating plans of work.

#### 7. FOLLOW-UP WORK :

The staff of the Home Science Wings should periodically visit the Blocks where Gram Sevikas will be posted and try to help the Gram Sevika



in the starting phase of her work. Such follow-up should help in making necessary adjustments in the training programme.

#### 8. IN-SERVICE TRAINING OF INSTRUCTORS :

The Government of India should write to the State Governments informing them of arrangements planned by the Adult Literacy House, Lucknow, to conduct Workshops on writing of readable and simple publications. The States concerned should be urged to send their Chief Instructors and Assitant Instructors to this Workshop

#### 9. SUGGESTION FOR PUBLICATIONS :

The dearth of suitable literature in Home Science is generally felt. The teaching staff of Wings, the Chief Home Economist and TCM Home Economists should prepare suitable bulletins and leaflets in simple language. These bulletins should be translated into regional languages.

Voluntary offers to contribute towards an embroidery book on topics mentioned, were received as follow :

Miss Yasmin Morenas (Baroda)	Needle Craft of Gujerat and Saurashtra
Miss Shanti Sudarsanam (Gandhigram)	Crafts of the Todas of Nilgiris
Miss Shanti Chakrabarty (Fulia, West Bengal)	Kaltha of Bengal
Miss Bimbla Bhatnagar (Bhopal)	Tilla of Bhopal
Mrs. Urmila Chandra (Uttar Pradesh)	Chikan work of Lucknow
Mrs. Radha Deshpande (Nowgong, V.P.)	Shuttle work of V.P.

The Home Science Wings should be supplied with sufficient numbers of free copies of suitable publications of the Central and State Governments, Community Projects Administration and the I.C.A.R.

A quarterly magazine "Home Scince Journal" should be published by the Government of India.

Topics for bulletins, posters, charts etc, were agreed upon.

It was decided that each Home Science Wing should make a monthly contribution of a poster, chart, flash card or dramatisation for publication by the Directorate.

### XI. ADDITIONAL RECOMMENDATIONS OF THE PLENARY SESSION :

#### 1. EXTENSION JOURNAL (CENTRAL) :

(a) The journal 'Extension' is useful and should be continued. A portion of it should invariably be devoted to authoritative articles on subjects relating to Principles and Methods of Extension.



(b) The journal can be made more useful by giving regional reports and news and practical suggestions which the Heads of the Institutions may furnish from time to time to the Editor.

(c) In order to enlist cooperation of the workers in the field, the Editor, should as far as possible without lowering the standard, publish the material supplied by the Heads of the Institutions, who on the other hand, should take more active interest in persuading their staff and trainees to contribute articles, photographs, etc. These contributions should be allowed by the State Governments to be sent directly to the Editor.

## 2. EXTENSION JOURNAL FOR STATES :

A journal on Extension published by each State should be a very useful medium for exchanging views between field and training centre staff. Such journals, if published, should be widely circulated to all the States and the Central Government.

## 3. SEMINARS :

Regionwise seminars of Principals, selected V.L.Ws. Block Development Officers and Instructors, should be organised annually at convenient places. The possibility of combining these seminars with regional seminars of the Community Projects Administration should be explored by the Directorate of Extension and Training.

There should also be a conference each year on a national basis.



**SYNOPSIS OF RECOMMEN  
AT  
SUCCESSIVE CONFERENCES ON**

Main items (arranged in terms of Simla Conference)	I Bhopal Conference (27-29 April, 1953)
<b>I Organisational, Curriculum and Teaching Techniques :</b>	
1. Organisation :	Necessity of Farm Training heavily stressed.
2. Duration of Training	One year's course in Basic Agriculture stressed as a pre-requisite for trainees' selection. In such cases a minimum of 6 months' training in Extension emphasised. For others and as a normal feature, addition of 12 months' training in Basic Agriculture to be followed by 6 months' Extension Training.
3. Syllabus : (a) Uniformity.	Basic content of course to remain uniform while providing for flexibility to adjust to local needs and conditions. Village problems to serve as the basis for the syllabus.
(b) Teaching Methodology :	One-third of trainees' time to be devoted to class room instructions. The rest two third to be spent in : Practicals Group Discussions Village work.



## DATIONS MADE

### EXTENSION TRAINING.

II Bangalore Conference (22-24 April, 1954)	III Simla Conference (5-7 June 1956)
<p>Recommendation re-emphasised Basic Agricultural Training (Programme appreciated but not discussed in view of its recent institution).</p>	<p>Integrated institutions recommended. Training for the first 3-4 months to be confined to the Institution with emphasis on agriculture and allied sciences.</p>
<p>No recommendation.</p>	<p>18 Months' integrated training inclusive of village apprenticeship tolerated under emergency circumstances-24 months' training preferred under normal conditions.</p>
<p>No recommendation.</p>	<p>A Central Committee to be constituted to prepare a uniform and integrated syllabus consisting of one Principal from each State etc. Principles of both of earlier Conferences in this regard accepted and several suggestions made in this regard, viz., Practical training emphasised; superfluous academic parts to be trimmed out; training on Villagers' farms; Follow-up of trainees in service and Contacts with Block staff.</p>
<p>Jobs which VLW has to perform and problems and difficulties encountered by him in field must be taken fully into account.</p>	<p>Class room work -35% (including Group discussions.) Practicals at Instn. -20% Village work ... -40% (including practicals outside camp)</p>
<p>Stress also given on general knowledge development of trainees. Establishment of Information Room urged.</p>	<p>Study tours. -5%</p>



Synopsis *Contd—*

Main items (arranged in terms of Simla Conference)	I Bhopal Conference (27-29 April, 1953)
(c) Skills to be taught	Certain minimum number of skills to be taught.
4. <i>NES Blocks</i> (a.) Provision around Training Institution.	If possible, a Block of villages to be attached to each Centre and its development assigned to a group of students and staff.
(b). Cooperation, collaboration and exchange of experiences etc.	Staff of Training Centres should periodically visit Project area and Project Officers should visit Training Centres to discuss problems of mutual interest. Training Programme should be modified in the light of defects noticed in trainees by Project Officers.
5. <i>Cultural and Social Development.</i>	Prayers, folksongs, plays etc. considered as having valuable purpose. Staff and trainees urged to participate in village fairs.



II Bangalore Conference (22-24 April, 1954)	III Simla Conference (5-7 June, 1956)
No recommendations.	Committee recommended above to lay down minimum standards of training performance in respect of skills and village apprenticeship in respect of both (a) Trainees and (b) Instructors.
Each institution should take up one village for intensive over-all development and beautification.	A Block should be attached to each Training Institution under over-all control of the Principal assisted by the B.D.O. for the Block work. Headquarters of the Block should be at the Training Centre.
Necessity stressed of Project staff to visit Training Centres and associate themselves with the work of training and of Principal and his training staff to visit projects, meet trained VLW's to be able to evaluate training given and be aware of problems faced by VLWs.	Subject-matter specialists from Blocks should serve as visiting lecturers and be associated as examiners in final tests.
Principal to be associated as a member of the Block Advisory Committee.	Rotation of experienced and suitably qualified field staff with training staff at suitable intervals after they have gained experience of at least 3 years.
	Frequent study tours and objective follow-up visits to Blocks etc.
	Holding Village Leader Camps with Block funds and Block help at Training Institution.
	Holding annual regional seminars with B.D.O's included
Morning prayers and inspirational talks stressed for trainees. Trainees urged to participate in social activities of villagers.	Greater attention should be paid than hithertofore to associate constructive non-official workers with the training programme.
	Stress given to Village Leaders and Village Youth Training Camps.



## Synopsis (Contd)—

Main Items (arranged in terms of Simla Conference)	I Bhopal Conference (27-29 April 1953)
<b>II. Trainees.</b>	
(a) <i>Selection.</i>	
(i) Qualifications.	<p>Matriculation or Ag. School Diploma.  Agricultural Graduates preferred.  Rural Background Physically fit  Aptitude for Village Extension work for which standard tests should be evolved by Central Government.  Principal to be included in selection Board.</p>
(ii) Age.	20-30 years.
(b) Preliminary weeding out after selection.	No recommendation.
(c) Assessment and tests.	<p>Monthly tests both in theory and practice to be conducted and careful records kept. Due credit to be given at the time of final examination to the trainees' performance throughout the duration of the course. In the final examination 50 per cent of the marks to be allotted to periodical tests</p>



II Bangalore Conference 22-24  
April, 1954)

(i) & (ii) No recommendation.

No recommendation.

Examination to be conducted in two parts—intermediate and final. Intermediate examination to be taken by Principal and his staff. Final exams. along with external examiners.

Panel of final examiners to consist of :

Principal of the Centre  
Principal of another Centre in same region,  
Development Commissioner or his nominee. Where possible, a representative from the Centre.

Advisability of uniform standard of examinations and of system of assigning marks stressed.

Separate record cards not considered necessary. Supplementary examinations between 4-6 weeks after final tests for marginal cases recommended. During this period, trainee would be expected to continue his training at his own cost.

III Simla Conference (5-7  
June 1956)

(i) Matriculates or higher qualification Rural Background, Selection by clear advertisement setting for the requirements. Then preliminary screening by Distt. Magistrate and other members of Board including Principals.

Subsequent outdoor tests (including Med. examination and chest X-ray) and indoor tests to be conducted for a week by Principals.

(ii) 18-30 years (upper limit relaxable upto 35 years, for ex-servicemen).

Further weeding out, if any, should preferably be made within two months from date of joining. Principal and staff Committee to be the final authority for this task.

Quartely, half-yearly and final tests for first twelve months and middle and final tests only for last six months of the training period recommended.

Project supervisory staff to be associated as external examiners.



Synopses (*Contd*)—

Main Items (arranged in terms of Simla Conference)	I Bhopal Conference (27-29 April, 1953)
(d) Minimum standard of performance.	Teaching of a minimum number of skills which farmers of the locality have to practise recommended.
(e) Award of Certificates.	An All India Certificate recommended. GOI to examine the question of having a uniform badge for VLWs.
<b>III Staff</b> 1. Qualifications	No recommendation



II Bangalore Conference  
(22-24 April, 1954)

III Simla Conference  
(5-7 June, 1956)

Recommendations made in terms of jobs a VLW has to do.

Central Committee consisting of a Principal from each State and others (to be assigned for drawing up integrated curriculum) to lay down specific standards.

Need for a uniform certificate agreed upon. GOI to introduce such uniform certificates.

Award of suitable certificates recommended.

Badge considered unnecessary, the real badge was 'Service to the people.'

The best man should be appointed.

The Principal should be highly capable and experienced possessing capacity to teach as well as to supervise the work of other Instructors. He should invariably be an agriculture man.

Extension Officers in Agriculture—2. should have agricultural and horticultural qualifications and should be graduates in their subjects with five years' field experience

Instructors in agriculture—2, should be graduates in agriculture with at least five years' field experience.

Farm Supervisor—1. Should have diploma in agriculture with three years' field experience.

Extension Officer in Agricultural Engineering—1. Should be graduate in Engineering or Ag. Engineering with at least two years' field experience.

Extension Officer—Animal Husbandry & Veterinary Science—1. Should have Diploma or Degree in Veterinary Science and Animal Husbandry with at least three years' field experience.



Synopsis (*Contd*)—

Main Items (arranged in terms of Simla Conference)	I Bhopal Conference (27-29 April, 1953)
1. Qualifications ( <i>Contd</i> )—	



II Bangalore Conference  
(22-24 April, 1954)

III Simla Conference  
(5-7 June, 1956)

Extension Officer in Cooperation—1.  
Should be from the Cooperative Department and the drawn from the cadre of Assistant Registrars.

He should be a graduate with at least five years' experience.

Extension Officer in Panchayats—1.  
Should have experience in panchayat work.

Extension Officer in Public Health—1. Should be a graduate in Medical Science with training in public health and at least five years field experience in the Public Health cadre of a State Government.

Extension Officer in Social Education and Village Participation—1. Should be a graduate in Social Education and must have 3—5 years' field experience.

Industries Inspector—1 (Wherever the State Government has formulated its programme for development of cottage industries).

The following other staff are also recommended :—

Carpenter	—1
Blacksmith	—1
Mechanic	—1
Artist-cum photographer	—1
Physical Instructor	—1
Instructor in Farm Youth Organisation	—1
Librarian	—1
Operator (experienced in use of audiovisual aids)	—1



## Synopsis (Contd)—

Main Items (arranged in terms of Simla Conference)	I Bhopal Conference (27-29 April 1953)
2. Numerical Requirements	<p>Based on an average of 80 persons per centre, the following staff should be uniformly provided for all centres :</p> <p>Principal ...1</p> <p>Instructors in Agriculture ...2</p> <p>Public Health Sanitarian ...1</p> <p>Medical Officer ...1</p> <p>Inspector in Veterinary Science &amp; Animal Husbandry ...1</p> <p>Inspector in Cooperation and Panchayat ...1</p> <p>Instructors in Education with emphasis on Literacy education ...2</p> <p>Instructor in Civil Engineering (Construction, housing, roads) ...1</p> <p>Agricultural Engineer ...1</p> <p>Blacksmith Carpenter ...1</p> <p>Artist-cum-photographer ...1</p>
3. Methods of Selection etc.	No recommendation



II Bangalore Conference  
(22-24 April, 1954)

III Simla Conference  
(5-7) June, 1956

No recommendation

As above

The Principal should be consulted and coopted in selection of staff either by the department or the Public Service Commission.

Full time staff should be employed and the system of part time teaching discouraged.

Transfers of staff should be avoided.

The mode of selection of staff for training institutions is of utmost importance. The best line would be to have a committee consisting of the heads of technical departments and the Development Commissioners of the State charged with appointments and postings.

Full time staff recommended.

Frequent transfers of staff members cause dislocation in the work and upset the training programme. Ordinarily, no Instructor should be transferred before a period of three years.



## Synopsis (Contd)—

Main items (arrnged in terms of Simla Conference)	I Bhopal Conference 27—29 April, 1953)
4. Minimum standard of performance, etc.	No recommendation
5. Other matters concerning staff. (i) Scale of pay, tenure of employment, promotions	No recommendation
(ii) Promotions	No recommendation
(iii) Facilities to be provided (a) Accommodation	The staff should reside at the Training Centre and suitable accommodation should be made available.



II Bangalore Conference (22—24  
April, 1954)

No recommendation

Principals should belong to Class I cadre and Instructors generally in Class II. Additional pay or special pay should be granted to the staff for extra work and all facilities consequent on their appointment to the Training Centres. As far as possible, irrespective of the scales of pay existing in the State or of a pay drawn by him prior to appointment to the Training Centre, the staff may be given the scale of pay recommended by the GOI.

The staff of the Training Centre should be considered for all promotions and confirmations in the parent department.

Free quarters for the Principal and the staff should be provided at the Training Centre.

III Simla Conference (5—7  
June 1956)

A Special Committee to be formed for finalising an integrated curriculum and also lay down obligatory minimum standards of performance for each subject-matter instructed at the training institutions.

The grades of pay offered should be attractive enough to secure good personnel. Also, unless the training institutions are made permanent and the scales of pay recommended are given, it will be difficult to attract and hold suitably qualified staff imbued with the spirit of devoting themselves to their arduous and responsible task.

The Principal should be a Class I officer and in addition he should be allowed a special pay, if drawn from the same cadre. The Chief Instructors of the Workshops should be given Class II scale of pay with special pay. Other Instructors should all have a uniform scale of pay in Class II cadre and should also, in addition, be given a special pay of Rs. 50/-, if recruited from Class II cadre.

If an Instructor is due for promotion in his parent department, he should not be debarred from getting that and while retaining his services as an Instructor, he should be given the benefit of the "next below rule".

It is considered absolutely necessary in the interest of the work that free accommodation be provided to all members of the teaching staff as this alone can ensure close contact between Instructors and trainees.



Synopses (Contd)—

Main Items (arranged in terms of  
Simla Conference)

(iv) Medical & Schooling facilities

(v) Holidays & vacation

(vi) Study tours

(vii) Staff training

**IV Equipments and Training facilities**

1. Farm

2. Library, books and literature.

I Bhopal Conference  
(27-29 April, 1953)

Medical care for staff and trainees is necessary. If the Centre is not near a hospital, a dispensary should be set up.

Children of the staff should be provided free transport to schools.

The staff should have an interval of 15 days between courses.

Importance of periodical visits to project areas stressed, Periodical short-time visits by the staff to research stations recommended.  
No. recommendation.

Each Centre should have a farm of adequate size for imparting practical training in agriculture.

Considered indispensable. List of books to be drawn by GOI. Besides books, library should get regularly half a dozen magazines and 2-3 newspapers.



II Bangalore Conference (22-24 April, 1954)	III Simla Conference (5-7 June, 1956)
No recommendation.	Adequate schooling and medical facilities to the members of the staff are necessary. Where possible transport facilities should be provided for the children of the staff to go to schools on payment of nominal charges. As an alternative, its staff should be allowed reasonable allowance. Free medical facilities should be provided to the staff and their family resident on the premises.
No recommendation.	The teaching staff should have a sufficient number of holidays and also a period of vacation between two courses in order to recoup and bring themselves up-to-date.
As at Bhopal,	Frequent study tours of the staff to other training institutions and also project areas in as well as outside state recommended.
No recommendation.	Suitable orientation of the teaching staff at the time of their recruitment as Instructors is recommended.
A 20 acre area considered essential for a farm to be attached to each training centre. Funds should be provided. Also suggested that a small unit of poultry, bee-keeping and an apiery should be added to each Training Centre.	Each Training Institution should have an agricultural farm of 30 acres with irrigating facilities as far as possible. Individual plots must be allotted to trainees in addition to regular farm work. Every Institution should have at least ten dairy animals and 50 poultry birds. According to regional requirement goat and sheep instructional units may also be provided. Where possible, fishery's pond and a bee-keeping unit should also be provided, A veterinary dispensary must also be provided.
No recommendation.	Library—one of the "MUST" buildings. Pamphlets and bulletins on various subjects useful to the trainees, issued by ICAR, CPA and Central Directorate be made available to each Institution in sufficient numbers for every trainee free of cost.



## Synopsis (Contd)—

Main Items (arranged in terms of Simla Conference)	I Bhopal Conference (27-29 April, 1953)
3. Audio-visual Aids	Specific items listed.
4. Motor Transport	No recommendation.
5. Cycles	Each Centre to be provided with adequate number of bicycles to equip each trainee to visit nearby villages as a routine.
6. Telephone	Each Centre should have a telephone.
V. Refresher courses and in-service training.	Short refresher courses should be arranged to rectify defects in the work of VLWs in project areas.



II Bangalore Conference  
(22-24 April, 1954)

III Simla Conference  
(5-7 June, 1956)

Audiovisual equipments be supplied to all centres (including a camera)

A jeep with trailer and a truck essential for double-shift Centres. Provision of cycles should be made in all Training Centres for trainees.

Telephones strongly recommended.

No recommendation.

Suitable text books are wanting. It is, therefore, recommended that early steps may be taken by the GOI to produce these books. A special committee consisting of a few members along with the representatives from the Directorate may prepare a useful and comprehensive list of magazines, journals, etc. They may be obtained by all centres. The same special committee to also recommend an adequate budget for purchase of books etc.

As in earlier conferences, the organisation of regional workshop for teachers training in teaching techniques, use of audiovisual aids recommended. At the time of the training programme, Instructors should also give their requirement for teaching materials to the Directorate.

Great need for conveyance at each centre for carrying equipment etc., Every trained should be provided with facilities by the government to purchase a bicycle.

No recommendation.

The State governments should arrange in-service training for Regional, District and Block staff with a view to assess difficulties and problems experienced in the field and suggesting ways and means of overcoming these problems. Seminar type of workshops recommended. Duration 3-4 weeks. In-service training should be a continuous process.

Various technical departments should organise refresher courses with a view to keep VLWs, GLWs and Regional and District staff up-to-date with latest findings of research.



Synopses (*Contd*)—

Main Items (arranged in terms of Simla Conference)	I Bhopal Conference (27-29 April, 1953)
VI. Delegation of powers	No recommendation.
VII. Seminars	<p>State Seminars of staff of Training Centres and Projects on an annual basis recommended.</p> <p>Also seminars for Principals on All India basis once in six months recommended. After first two years, Principals' Seminars should be held annually.</p>
VIII. Women VLWs and Home Science Wings :	<p>Question discussed, A number of difficulties were pointed out. Recommended that the question should be further examined.</p>



II Bangalore Conference  
(22-24 April, 1954)

The Principal should be given adequate financial powers to incur expenditure.

Community Development seminars should be held at training centres as far as possible.

Addition of women workers for balanced development considered essential. Establishment of Home Science Wings recommended—to be attached to as many Training Centres as possible.

Subjects for training listed.

Sources for recruitment listed.

Staff list recommended.

**Qualifications required of Gram Sevika trainees.**

Women with village background, aptitude for and experience in village work ;

Matriculation or equivalent ;

20-35 years, good health, emotional stability,

III Simla Conference  
(5-7 June, 1956)

Wide financial and administrative powers corresponding to those delegated to Sectional Heads should be given to the Principals. Also wider powers than those given at present, should be given for purchase of books and equipments.

Chief Instructor of Workshops and Home Science Wings also should have adequate powers for efficient discharge of their duties. Powers to incur expenditure upto Rs. 100 recommended in their cases.

Regional seminars of Principals, Selected VLWs, BDOs and Instructors should be organised annually. Possibility of combining these seminars with Regional Seminars of the CPA to be explored. Also National Conference of Principals recommended on an annual basis.

Location of Home Science Wings with and attached to Extension Training Centres strongly recommended. Methods for attracting trainees suggested, Selection procedure and qualification of trainees outlined. Suggestions made concerning buildings, library, implementation of syllabus and organisation. Plans made for publishing required literature.



## ANNEXURE I

### AGENDA

#### I. ORGANISATIONAL :

Keeping in view the jobs that trainees have to perform in the field on successful completion of their training and from the point of view of desirability or otherwise of standardising the organisational pattern:—

1. Should we have separate or integrated Institutions for different stages *viz.* B.A. School and E.T. Centre ?
2. What are the different subject-matter specialist staff necessary for the type of training recommended, what should be their numbers, basic qualifications and basic emoluments ?

#### II. CURRICULUM AND TEACHING TECHNIQUES :

In the light of recommendations made in respect of organisation,

1. What should be model curriculum for each type of training ?
2. How should the training programme for each type of training be balanced between.....
  - (a) Class room
  - (b) Practicals at the Camp
  - (c) Practicals outside the Camp (including village work experience)
  - (d) Study tours
3. What should be done to train teaching staff in—
  - (a) Teaching techniques including use of audio visual aids and of key-point lessons.
  - (b) Use of case-study and problem methods in their respective subjects.
4. What should be the duration of the training programme ?
5. What minimum performances in respect of skills to be learnt, village work experience to be gained, demonstrations etc. to be conducted, meetings to be arranged etc., should be obligatory in respect of each trainee ?
6. What minimum obligations similarly must rest upon the teaching staff in various subjects ?

#### III. A. EQUIPMENT AND TRAINING FACILITIES :

1. What should be the minimum facilities including land, capital equipment, buildings, workshops and other items available for efficient training in different subject matters at each institution?



2. Which books, reference materials, bulletins, brochures and pamphlets should be possessed by all Institutions and in what numbers ?
3. Which newspapers, magazines and technical journals should be subscribed to by each Institution ?
4. What should be done to instil aesthetic tastes and values in the minds of trainees ?

### III. B. 'EXTENSION' JOURNAL—

1. What is the overall evaluation of the journal at present with regard to the content, make up, layout and production etc ? How far is this journal meeting the aims and objectives with which it was started ?
2. How can the journal be made more useful ?
3. What can be done to enlist the cooperation and trainers in the field regarding supply of contributions, photographs, case histories etc.

How can this co-operation be enlisted ?

### IV. SELECTION, ELIMINATION AND ASSESSMENT OF TRAINEES :

1. What should be the minimum basic qualifications of trainees in each category ?
2. What should be a model system of selecting trainees and what methods, if any, should be used to make a preliminary elimination after the initial selection ?
3. What should be a model system of evaluating the work and worth of trainees in each category ? How frequently should tests be conducted ?
4. What steps should be taken to associate field staff in Community Projects and N. E. S. Blocks with training and assessment programmes ? What other steps may be taken to ensure uniformity precision and efficiency in assessment ?
5. Is the award of certificates to successful trainees recommended ?

### V. TEACHING STAFF :

I. What should be done to :

- (a) Attract and hold qualified and competent staff at the Institutions ?
- (b) Minimise delays in appointments and postings ?
- (c) Avoid too frequent transfers ?



- (d) Delegate adequate financial and other powers to heads of the Institutions in the interests of efficiency ?
  - (e) Provide uniformity in treatment, emoluments and work load to staff-members with similar basic qualifications ?
  - (f) Provide more intimate and personal contacts between teachers and trainees ?
2. What should be done to associate honorary and non-official constructive workers closely with the working of Extension Training Institutions and the Training programme ?

#### **VI. COORDINATION WITH N. E. S. AND C.D. BLOCKS :**

Is the present level of collaboration and coordination between the Training Institutions and neighbouring N.E.S and C.D. Blocks adequate ? What steps, if any, should be taken to improve this position ?

#### **VII. FOLLOW-UP OF EX-TRAINEES AND IN-SERVICE TRAINING :**

1. What should be done to keep close contacts with trainees after completion of training and in the course of their work in N.E.S. and C.D. Blocks ?
2. How can advantage be taken of such contacts to :
  - (a) Improve the training programme at Training Institution ?
  - (b) Formulate requirements of in-service training of Village Level Workers and others ?
3. (A) What types of in-service training should be arranged for
  - (a) Village Level Workers ?
  - (b) Group Level Workers ?
  - (c) Training Staff ?
 (B) What should be the content, plan and duration of such training ?

#### **VIII. HOME ECONOMICS :**

1. Report from the Chief Instructresses of the Home Science Wings on the work carried out so far with respect to the objectives set forth for the training.
2. Report from the Regional Home Economists on the progress up-to-date.
3. Report from the Home Economist for 1955—56.
4. Suggestions for the recruitment of trainees for second year.
5. Formulation of some general rules and regulations to be observed in the Home Science Wings.



6. Suggestions for coordinating the Home Science Training Programme with the field work expected of the Gram Sevika.

7. Review of the equipment list and suggestions for additions to the teaching aids.

8. Suggestions from the Chief Instructresses, Regional Home Economist and others regarding publications required for the Home Science Wings.

(i) Publication of Monthly Newsletter.

(ii) Bulletines, posters, charts, etc.

(iii) Film strips.

(iv) Revision of the syllabus.

9. Plans for cooperating with the Farmers' Forum and the Young Farmers' Association.

10. Suggestions for strengthening the Home Science Extension Training Programme in order to make it as functional as possible.

#### **IX. ADDITIONAL ITEMS :**

(a) Should seminars of staff or Extension Training Institutions be held annually or more frequently, on a regional or national basis ?

(b) Future organisation of Extension Training Institutions.

(c) Tenure of Training Institutions.

(d) Designation of Heads of Institutions.

(e) Association of Extension Workers.



## ANNEXURE II

### Text of Addresses by :

1. Shri M. S. Randhawa
2. Raja Bajrang Bahadur Singh, Lt. Governor, Himachal Pradesh.
3. Shri M. V. Krishnappa
4. Shri S. K. Dey
5. Dr. Douglas Ensminger
6. Dean H W. Hannah
7. Prof. T. S. Sutton



## ADDRESS

*By*

SHRI M. S. RANDHAWA I. C. S.

*Additional Secretary, Ministry of Food & Agriculture, Government of  
India and Vice President, I.C.A.R.*

RAJA SAHEB, SHRI KRISHNAPPA, LADIES & GENTLEMEN :

It gives me great pleasure to welcome you to this Conference. Only about four years ago, the first series of Extension Training Centres was started by the Ministry of Food and Agriculture with assistance from the Ford Foundation. The first Conference of the Principals of the Training Centres held at Bhopal in April 1953 was attended, amongst others, by 27 Principals. Thirty Principals attended the second Conference held at Bangalore in April 1954. At this the third Conference, I believe over 100 Principals and Superintendents and Chief Instructresses of Extension Training Centres, Basic Agricultural Schools and Home Science Wings are here. This shows how rapidly our work is expanding.

The country is going through a dynamic change. The atmosphere all over the sub-continent is surcharged with plans and activity as we launch into the second phase of the developmental work. The National Extension Service is now the accepted institutional machinery for achieving a reorientation of rural economy. Judged in this context, the training of the large band of Gram Sevaks, Gram Sevikas and others, on whom rests the responsibility of making the community development programme a success, is a great task and a great adventure.

What shall we teach our extension workers, and how shall we go about this business of teaching? This Conference should help us to pool our experiences to improve upon and strengthen our training programmes. It may be worthwhile to focus attention once again on the duty of a Village Level Worker—man or woman—and the nature of training to be given to him.

Extension Training implies educating people in results of scientific research and their practical application. There should, therefore, be a significant difference between the traditional educational institutions and the Extension Training Centres. These differences should be reflected in the curriculum and the teaching techniques employed as well as in the balancing of the teaching requirements against the availability of resources.

In the conditions peculiar to our country, efficiency of rural economy determines ultimately the rate of expansion of job-opportunities in various fields. It devolves on us, the extension trainers, therefore, to do everything to step up this efficiency. In the Second Five Year Plan, very rightly, concentrated efforts are envisaged for increasing agricultural production and small scale rural industries. Extension Training is the tap-root of the National Extension Scheme and its success depends mainly on the quality of training we impart to the Gram Sevaks. How can extension training institutions help in giving the right training of the Village



Level Workers to bring about this balanced development? Have we got adequate staff and teaching facilities, including farms and workshops' for such training? What should be taught to our Village Level Workers to enable them to stimulate the desire for better knowledge and better living, and to promote cooperative enterprises in the rural areas? How should they be taught to use simple but effective teaching techniques in their difficult work of educating the villagers? These are some of the questions demanding urgent attention.

Objective analysis of our curriculum and teaching methods is also called for. This necessarily involves follow-up observations on ex-trainees, now working in Development areas. Doubts have been expressed in some quarters about the community development schemes having penetrated to the landless unemployed labour class, the class whose uplift is a major concern of our national policy. Whatever the merits of these doubts, they should serve as prompters for self introspection; and we should ask ourselves whether our Training Institutions are doing all that they can to ensure that even the lowliest and the obscurest stratum of the population will be reached under the rural education programme. This and many other questions have to be deliberated at this Conference.

It is a great pleasure to us, Raja Saheb, that, although heavily occupied with your exacting duties as Lt. Governor of this hill-state, you have found it possible to inaugurate this Conference on Extension Training. May I, therefore, request you, Sir, to inaugurate the Conference.



## ADDRESS

*By*

RAJA BAJRANG BAHADUR SINGH,

*Lieutenant-Governor, Himachal Pradesh*

MR. KRISHNAPPA, LADIES AND GENTLEMEN :

I have great pleasure inaugurating the conference of the Principals of Extension Training Centres and Basic Agricultural Schools. I am particularly happy that the conference has this year been organised in my State which, in view of the poor economic condition of its people, needs greater attention and special consideration in the development programme now launched in the country. I need hardly emphasise the importance of Rural Extension work in India, which is a land of villages and where more than 80 percent of the population lives in rural areas. For centuries the development of our villages had almost completely been neglected with the result that there was stagnation.

2. Although during the past 25 years or so, attempts at Rural Reconstruction were made by different departments in the States, but these efforts were to a great extent uncoordinated and there was no comprehensive nor concerted approach to village life as a whole. To cite examples of individual efforts in this direction, I will draw your attention to those of the constructive workers trained by Gandhiji or by poet Tagore at Sriniketan, or Mr. Spencer Hatch of Y.M.C.A. at Martandam, under comprehensive rural reconstruction scheme in the former Baroda State, and experiments conducted by Mr. F.L. Brayne in the Punjab. All these individual efforts led to certain broad conclusions which are : Firstly when a number of different departments of Government approach the villager each from the aspect of its own work, the effect on his mind is confusing because his life is not divided into compartments as the activities of the Government departments tend to be. The approach to the villager is, therefore, to be made not through a number of departmental officials but through an agent common at least to the principal departments engaged in Rural Development work. Secondly, the principal responsibility for improving their condition must rest with the villagers themselves. The aim, therefore, has to be to create in the Rural population the desire for higher standards of living and the will to live better.

3. With the attainment of independence, the 'placid, pathetic contentment of the masses', which was the main cause of stagnation in our villages, became incompatible with the concept of a Welfare State. 70 million families living in villages had to be aroused to their 'Right to live' and the obligation to the Welfare State. Concerted efforts, therefore, had to be made for infusing a new spirit in the villagers and transforming their economy and mental outlook.

4. I may also draw your attention to the recommendations of the Grow More Food Enquiry Committee which presented its report to the Government in May, 1952. The Committee also worked out the pattern of official and non-official organisation that all levels—the State, District



Sub-Division and Village. It was in pursuance of these recommendations that the concepts of the Welfare State were for the first time translated into action on October 2, 1952 when development work started in 77 blocks was so great that the need for a further and a quicker expansion of this programme was keenly felt. To meet this increasing demand the Government of India launched on April 2, 1953—a year after the Community Projects were started—National Extension Service Programme which envisages a less intensive development but can be extended more rapidly.

5. The main objective of this programme, as you all know, is to bring about a change in the mental outlook of the people, instil in them an ambition for higher standards of living and induce them to work for such standards. The philosophy of this programme is such as will bring the people, their representatives and the administrative machinery together with the common aim of helping the villagers help themselves to a higher standard of life, in conformity with the basic principles of the socialistic pattern of Society, which the Welfare State seeks to establish.

6. As I have just mentioned that the success of this programme depends very largely on the measure of public cooperation and participation it can enlist, it is all the more essential that the rural population an overwhelming majority of which consists of agriculturists, is made conscious of its right in this great task facing the country. To achieve this objective for making rural population conscious of its rights and obligations, it is but essential to establish personal contact with them through such an agent as can live and work among them and act as the friend, philosopher and guide of the villagers. It was Gandhiji, who for the first time, felt that it was hardly possible to achieve solid results in village improvement work, unless an army of all purpose, ideal and selfless village workers—Smagra Gramsevaks—as he called them—was made available. This view of Gandhiji expressed as far back as 1920 was endorsed later by the Grow More Food Enquiry Committee which recommended to the Government, as I have already pointed out, for the creation of a countrywide National Extension Service. It was for the purpose of training the Village Level Workers, that your Ministry established a number of Extension Training Centres and Basic Agricultural Schools. It is really gratifying that in this short span of three years, your Ministry has been able to establish together with the State Governments, 46 Extension Training Centres and 54 Basic Agricultural Schools where these key functionaries for the Community Development Programme are being given comprehensive training for a period of 18 months, with a view to enabling them to perform their duties as the most vital link of the Community Development programme in as efficient a manner as possible.

7. Besides training the men village level workers, your Ministry has also undertaken the training of Gram Sevikas—the women counterpart of the men village level workers who will bring about change in the mental outlook of the village house-wife, so very essential for brightening our countryside. I may like to mention here that this step of your Ministry will go a long way in ameliorating the present condition of the village woman, widening her outlook and thus enabling her to play her



vital role in improving the condition of her family, her village and her country.

8. Last but not the least, I would like to say a few words to the Heads of Institution who have assembled here to discuss the problems confronting them in their task of training the village Level Workers. Their job is by no means an easy one. They are assigned the heavy responsibility of training the Gram Sevaks and the Gram Sevikas and instilling in them a missionary spirit which will enable them to work in the villages with the sole aim of uplifting the villagers, without caring for their personal conveniences. To infuse this spirit of service in the trainees under your charge you have to devise ways and means, and I am sure this Seminar will give you ample opportunity to discuss your problems and find solutions for them. I wish the Seminar a great success.



## ADDRESS

*By*

SHRI M. V. KRISHNAPPA,  
*Deputy Minister, Ministry of Food & Agriculture,  
Government of India*

RAJA SAHEB, LADIES AND GENTLEMEN ;

On behalf of the Government of India, I welcome you to this Third Conference on Extension Training ; I consider it a privilege to be present here and to participate in your deliberations.

As you are aware, we are now launching the Second Five Year Plan. In the entire scheme of planning, the extension movement has a vital role to play. The Gram Sevaks and the Gram Savikas, who are trained at the Extension Training Centres, form the pivot of the entire programme. Through them, we are striving to bring the benefits of science to the fields and homes of the villagers.

As you know, the National Extension Service organisation envisages the setting up of some 5,000 Blocks in the country, each consisting of about 100 villages. We expect all these Blocks to be in operation by the end of the Second Five Year Plan. In the first Plan period the Government of India was able to establish with the cooperation of the State Governments, 54 Basic Agricultural schools in which trainees are given a 12 months' course in basic agriculture including animal husbandry. Under the First Five Year Plan, 4,966 persons have received training in these schools and about 4,000 persons are under training at present. Side by side with these schools, 43 Extension Training Centres were similarly established where trainees were given courses in extension methods and other subjects connected with rural development, such as cooperatives, social education, health, sanitation, etc. 12,775 persons have already been trained at these Centres, and 2,890 Gram Sevaks are nearing the completion of their training. The training programme and the Community Development programme started almost simultaneously ; and it is a tribute to these institutions that they have succeeded through unremitting effort, in meeting the full requirement of trained personnel under the First Five Year Plan.

During the second plan period, we are to establish 3,800 National Extension Service Blocks, for which 38,000 Gram Sevaks will be required. To meet the expanded need for trained personnel, it is proposed to set up 41 more Basic Agricultural Schools, in addition to the 54 already running. Similarly, 18 more Extension Training Centres are proposed to be established in addition to the 43 which are in existence at present. The training of supervisory personnel has also now been taken up more actively and during the second plan period it is proposed to train 11,400 supervisory persons. For this, 21 group level workers' training centres are to be established, in addition to the 17 opened during the first plan period.



Facilities for training of rural artisans are also being expanded. It is hoped that by the end of the second plan period, we will have 25 workshops attached to the training centres where 2,500 rural artisans will receive training.

It is a matter of considerable satisfaction that village women are also being mobilised for taking their full share of responsibilities in the programmes for national development. To improve our rural homes and to help in popularising improved practices in house-keeping and maternity and child care, 27 Home Science Wings were sanctioned during the First plan period. These Wings train the women village level workers or the Gram Sevikas. During the Second plan period, it is proposed to establish 2 more Home Science Wings and to expand the training facilities at nine of the existing Wings. In all, these Wings are expected to train 4,000 Gram Sevikas for work in the villages.

Another scheme that gives me much satisfactions is the proposal for developing farm youth organisations in the villages. It is proposed to give special training to our Gram Sevak trainees in the organisation of youth clubs and farmers' associations so that they may take up these additional activities in the development areas where they will be posted after training. I must appeal to you to take up this part of the training programme very earnestly, because I believe that it will not be possible to develop the country sufficiently rapidly unless the village youth is properly organised. To many of us who were present at the First Convention of Young Farmers held last April in Delhi on the occasion of the All India Farmers' Forum, it was a matter of great satisfaction to see the keen interest displayed by our young farmers who had gathered there in large numbers from all over the country. By integrating the village youth with the extension programme, we can build on their boundless courage and faith in future, and achieve great things.

The training programme is of vital importance to our plan. The task of training over 50,000 Gram Sevaks alone is of colossal magnitude. But although exacting and strenuous, it will give you a feeling of joy and pride to reflect that you are engaged in the exciting adventure of building a happier future for the country.

I hope you will always keep in view the needs of the country, the problems of the rural country-side, and multifarious requirements of the villagers, and evolve composite and well-knit training programmes which will produce workers who will have faith, conviction and determination to forge ahead. I am sure you all realise that in order to produce a band of selfless workers, well trained and attuned to the task of national improvement, the trainers, on their part, must have the necessary zeal and missionary spirit. You have already given proof of this spirit. The country looks forward to your continuing to show a similar spirit in the future. I wish you all success in your deliberations.



## ADDRESS

*By*

SHRI S. K. DEY,

*Director of Administration, Directorate of Extension and Training*

FRIENDS,

In the First Conference that was held in 1953, our objective was mainly to discuss ways and means to train the 12,000 multi-purpose workers for the villages that were necessary for the First Five Year Plan. We had then only 27 Principals who attended the Conference. In the Community Projects' Programme started in October, 1952, the projects were being launched before trained men were on the ground. There was pressing demand for trained men and our main problem was how to fulfil that demand simultaneously with the opening of projects in spite of the time lag. Secondly, Extension training was a new feature in the country and needed clearer conception both amongst the administrators as well as the actual trainers themselves. We were, in this venture, embarking upon a new idea of approach, which was different in the sense that while the extension activities practised in the country till then were more of the nature of operation as action agency and service agency with main emphasis on fulfilling certain targets on the distribution of seeds, fertilizers, implements, etc., in the new approach, extension was to be treated as a system of out-of-school education for the mass, so that people may be enthused and motivated to acquire knowledge of improved techniques and practices for better living through a system of mass education without class room lectures. Thirdly, we were faced with the problem of multi-purpose training, so that a villager could be approached and helped in all the fundamental aspects of his life beyond the scope of his mere day-to-day agricultural profession. To achieve our target, we had produced a formula of double-shift training in the shortest possible period of six months and had evolved a multi-purpose course of Training for the Gram Sevaks. Our objective in that conference was mainly to discuss and to plan how quickly we could produce the large number of persons required for the First Plan on this new conception.

At the Second Conference, held at Bangalore, in 1954, we had about 30 Principals with us with the experience of our work for over a year in the 34 Centres established for the First Five Year Plan. By then we had realised that six months' training in agriculture, with was the basic factor in our rural economy, in addition to the various welfare subjects for multi-purpose activities, was really inadequate and a course on basic agricultural practices for at least over a year was essential before the six months' training in Extension Methods and other welfare subjects could be given. We were also faced with various administrative problems, such as, inadequate facilities and equipments at the Training Centres, insufficient emoluments to staff, lack of facilities for field practices, preparation of a more or less uniform syllabus, and maintenance of more or less uniform standard.



Today, at the end of this Five Year Plan, at this Third Conference of Extension teachers, we gather together in greater strength with the satisfaction of having fulfilled our targets in toto, in spite of the time lag. We have, today, the experience of over three years in the field of training. While all of you may reasonably feel happy on the achievement of having fulfilled the target in spite of all the difficulties we cannot help feeling that we are now faced with the greatest problem on any training scheme, i.e., the quality of the training. In order to fulfil the target, we had, in many cases, stressed more on the quantity than on the quality. In many States, even our minimum limit of six months was reduced to shorter periods. The consciousness and enthusiasm of the villagers have, during the last three years, increased rapidly while the quality of training has not always kept pace. Food situation has improved but individual income, which is the criterion and basis of all economic prosperity has not advanced to any appreciable extent. Many of us, who were dogmatic on the aspect of out-of-school educational system of Extension training, often feel disheartened that this main aspect, with which we distinguish the new concept of Extension approach from the earlier methods and activities, have been relegated more and more to the background in the enthusiasm for fulfilling targets on more spectacular rural activities. We are also faced with the problem that the enthusiasm with which we started three years ago on a new venture has slackened down and extension training, which is essentially a training for the job, which is fundamentally an education for the practice of the improved techniques, is degenerating rapidly into routine class room lectures. We are also wondering whether the time has not come to give a fresh thought on the contents of our syllabii to make them more job-related and problem-oriented. It is for us also to analyse in our own minds whether the teaching techniques, now adopted in the various centres, should not be re-oriented for greater emphasis on the training on specific jobs. Last, but not the least, we also cannot help the feeling that we are not always fortunate in having at our disposal men with foresight, vision, patience, skill and the inherent qualities of teachers. There are other problems that need careful thought and decisions, such as, whether the Extension courses and the pre-extension basic courses should be a continuous integrated course over 18 months or separate; whether training on rural crafts would be useful and could be added to the present load and, if so, to what extent could we encourage and accommodate this.

These are, therefore, the problems which have been at the back of our minds in formulating the agenda for discussion. As you have already noticed, we have divided the agenda into 9 broad groups covering the above problems, such as, organisational, curricula, teaching techniques, equipments and facilities, etc. Any further items that some of you may desire to discuss may be included, by the consent of all, under Item No. 9. With a view to allow adequate time and thought on each item, the delegates have been distributed into 4 Sub-Committees. It is, however, not obligatory on all to stick to the groups we have made on a broad consideration. Those of you who desire to move into some other Committee, according to your own interest, may do so with the consent of the Chairman. The Chairman of each Sub-Committee, whose name will be announced ahead, is requested to submit the recommendations of the Committee promptly, so that they may be kept ready for the Plenary Session and distributed to the delegates in time.



In conclusion, I would once again place before you the various problems that I have stated above and request you to bear in mind those vital factors in all your deliberations. You may carefully give your views on the status and the future of the institutions built in the country, the administrative set-up that you may consider essential for effective functioning of the institutions including that of direct control of Blocks for field training under the item 'Organisation' in the agenda ; you may carefully advice on the re-orientation of the curricula and syllabii, for the various training schemes, so that, the objectives of training may be understood more clearly by the trainees ; so that, the subject-matter may be more specific, practical, simple and problem-related ; so that, practice in the skills may be sufficient and adequate to teach men, who are no less able in their own skills ; and so that, the skills and techniques may keep pace with the latest findings of researches and improvements. In this connection, you may also consider whether a considerable proportion of the practical training should not be given also in the fields of able cultivators along with the routine training given on the farms attached to the Institutions ; whether sufficient farm training facilities are available and, if not, ways and means for improvement of this aspect of training may also be considered and advised by you.

Similarly, the teaching techniques, the personality and the qualities required in the teachers, the refresher courses that may be considered necessary for the Instructors may also be given careful thought under item "Teaching Staff" in the agenda. As we have already stated in details in the notes circulated with the agenda, just as Extension work calls for special teaching technique, without the aid of school or class room, by practical demonstration and use of various audiovisual aids, by psychological approach with due consideration to social background, beliefs, environments and superstitions, the teaching at the Institutions must also take into consideration these fundamental facts. Lectures should, therefore, yield place more and more to group discussions and skill on each task for each subject-matter.

Lastly, I would request the delegates to reflect their thoughts and to resolve afresh on the advice given by Shri S.C. Roy, Agricultural Extension Commissioner at the Conferene held in Bangalore, in 1954, that there should be closer relationship between the organisation at the centre and the various Institutions in the States, so that the Centre and the different Institutions may benefit by each other's experience and contribute to each other in the common progress of our activities to build traditions around these Institutions in producing ably trained men to serve the villagers in all aspects in the most efficient and effective manner and to raise rural India in its pristine glory again.



## ADDRESS

*By*

DR. DOUGLAS ENSMINGER

*Chief Representative, Ford Foundation*

After four years of the Community programme Indian leaders are agreed that the central objective of the programme must be to create a new outlook on the part of all village people.

So that we may know what responsibility the creation of this new outlook places on training we must first know what is meant by the new outlook.

We must start with understanding village life as we find it

- the way people live
- the way they earn a living
- their attitudes
- their beliefs
- their ways of worship
- their family and village relationships
- their values, hopes and aspirations.

As the village Extension Worker approaches the village for the first time he sees a way of life as stagnant as the water in the village pond awaiting the monsoon to replenish and freshen it. The village worker sees a village of disorder, narrow crooked streets, houses jammed together being shared with the cattle and chickens and without ventilation. He sees dirt, filth and general disorder. He sees nothing which suggest the people are planning for a better tomorrow. They are just existing.

As the village worker looks about the village he sees the cultivator using poor varieties of seed and getting poor yields. He sees villagers cultivating and doing many things as their fathers and forefathers before them did. He finds boy and girls in the fields and accompanying the cattle, sheep and goats. Only a few of the boys and girls are in school.

As the village worker continues his look at the village he finds many who are idle—some seasonal workers and others who must be classified as unemployed. He finds the traditional village artisans carrying on with their traditional methods and finding it difficult to market their production. He finds that people still live within and by their caste.

In probing the minds of village people the Village Extension Workers finds that village people

- have learned to live in a disorderly environment
- have learned to live with poverty
- have learned to eat to survive
- accept death from whatever cause as the will of their gods.



Have a sense of security in following traditional ways of doing things they do and in the way they do them.

Finally the village worker will find that the level of living of village people is on a plateau and that the standard of living of the people is in most instances about the same as the level of living.

In looking for the psychological forces which motivate the people he will find that since the people's level of living and standard of living are with few exceptions one and the same thing and each is on a plateau that people are only motivated to sustain themselves tomorrow as they live today. The urge for a higher standard of family and village life is lacking.

If we really understand the deep significance of the psychological and cultural forces of motivation we can then see that to create the new outlook on the part of village people means among other things creating the psychological and cultural conditions which will in the first instance produce in the minds of the people new goals, new wants and new desires. Second people must be educated to understand and have early and successful experience in realizing that they possess within themselves most of the resources to provide the economic and social conditions which will make possible realizing their new goals—new wants and new needs. The important thing is that these new goals—new wants must be the goals and wants of the people. Goals cannot be imposed on the people. They must be developed from within. This means a subtle yet fundamental process of education.

As we create these new family and village goals we can then get the people to see that through changing, modifying or accepting new practices they can realize these new goals.

The people must through education be capable of associations. If, for example, their new goals are for higher standards of physical and mental health, the village people must be able to associate in their minds the things which produce poor health. They then must know the things which they can do to remove the condition of poor health and what they should do to produce the conditions of good health.

Through the process of creating new goals and getting people to see the associated steps for their achievement we can then be assured we know what is meant by creating the new outlook and the steps we must take to bring about this new outlook. It is on this process that training must be intensified.

I think it conservative to say that as the steps I have suggested are followed in training and implemented in the Blocks that increased agricultural production will become so purposeful in the minds of village people as to result in a three-fold increase of the present level of production.

Since one of the most important points of emphasis in the Community and National Extension programme is to substantially increase agricultural production, it is of the greatest importance that those of you having the responsibility for training the key worker in the programme—the Gram



Sevak—re-examine all phases of the training to be doubly assured that the village worker will upon graduation and assignment to a Block be capable of creating the new outlook in all village people. This I submit cannot be done uniformly and adequately until and unless all instructors in the Training Centres accept a teaching responsibility broader than they now have. With few exceptions each instructor is attempting to create a technical image of himself, *i.e.*, to produce a person who can carry out a number of skills in the field and instruction. As important as it is to have the instructors impart technical knowledge and give training in skills, what is lacking and what must be added to the training is for each instructor to help the trainees gain experience in creating a new outlook on the part of the people so that village people will want to improve their practices and thereby call upon the extension worker for assistance in guiding them in applying the new technical knowledge. Let me be specific. In a recent visit to one Extension Training Centre the Public Health Instructor told me with pride that he had just returned from the village with a group of trainees where he taught the boys how to dig a soakage pit. My questioning of the village preparation for the digging of the soakage pit revealed that the instructor had only gained permission of the villager to have the soakage pit dug alongside his house. What was lacking was the guided experience under the instructor of educating the village people to a critical understanding of their health situation and the creation of a desire on the part of the people for better health. Also lacking was the essential educational process of association of helping the village people understand the village conditions and practices which produced poor health. The soakage pit should have been recognised as one means of providing improved conditions for better health. It should have been used as a means and not an objective.

This illustration can be multiplied a thousand times. The agricultural instructor teaches the boys the essential steps in laying out a plot to demonstrate a new seed variety. The Animal Husbandry Instructor teaches them in the technique of cattle vaccination. I can assure you the new Home Science teachers are now busily engaged in teaching the girls now in training all sorts of skills. Skills we must have. But what is lacking in the training from all the instructors is the deep understanding by which the Village Worker is to approach the inner minds of the village people creating in them the desire for a new way of life and the establishment of new goals for health, agriculture, animal husbandry, child care, home management, etc.

That the trainees are being given a lecture course in extension and trained in the finer points of using visual aids is good as far as it goes. But I submit this instruction is inadequate and will not produce the kind of worker required to create the new outlook and to move the programme from its present emphasis of being a Government programme over to where it will become and remain a people's programme.

My plea, therefore, is for all the instructors to immediately undergo vigorous training so they will be better prepared to know what they should be teaching and how they should teach. This requires intensive in service training for the instructors should assure them returning to the post with a broadened and enriched understanding of the objective of the Community programme and greatly increased understanding of extension



methods and their application in both the over-all approach as well as for their particular subject matter.

Many lessons have come from four years of the Community development programme. Perhaps the most important is that a desire for a new way of life can be stimulated from without but that growth must come from within the minds of the village people. The village people must be helped through education and experience to have new wants and to develop new values.

Let me conclude by saying that as the present Home Science Training Centres succeed in turning out a competent Home Science Village Extension Worker and the man and woman extension workers unite in a coordinated family and village approach bringing into the programme youth work that then and only then can the programme begin to realize its full potential in creating the new outlook of the people. Values become crystalized and have expression in the family. This being true, greater emphasis on an integrated approach to the family is essential.

The key to the success of the programme is the creation of new family and village values which when they become strong enough, provide the internal springboards for motivation and move the families and villages into action resulting in increased crop yields, diversification of agriculture clean sanitary villages, improved village layouts and improved village homes, new roads, new wells, new schools, healthy village industries, thus producing an upward spiral of family and village level of living and a standard of living to attain which the people continue to strive for.

If I were to day to single out one programme which I feel can contribute more than any other to create the new outlook and effectively improving the village level and standard of living, I would say the building of new villages and new village houses would be connected with it. By creating new villages we also provide the environments for beauty and orderliness; by building new houses, we create a powerful force for better living, which will be followed by a chain of new wants. The satisfaction of these new wants will give you intensification of agricultural activities and a growing market for existing and new village industries.



## ADDRESS

*By*

DEAN H. W. HANNAH,

*Group Leader, Illinois University Group*

The Colleges of Agriculture in India should become centers of service and education to which extension personnel can look for help. Extension workers can help them fulfill this role by doing a number of things. Here are some of the things they can do :

1. Realize that the objectives of teaching, research and extension are common—to help people live better lives. Thus the whole range of science, economics and the humanities become involved in both their theoretical and applied aspects.

2. Make the salvaging of alert and able young village minds at least as important as the introduction of fertilizers or improved seed, and try to find ways in which they can receive further education.

3. Goad research workers to try and produce some of the answers needed by cultivators. Extension should operate so that it becomes an avenue or channel through which problems encountered by cultivators and which require scientific investigation for their solution, travel back to research workers in the colleges and research institutes.

4. Go to college principals and department heads with ideas and suggestions regarding the subject matter being covered by the teaching programme. No one is in better position to judge how sterile or how alive the teaching programme is than the extension worker because he or she constantly view the products of the colleges as they commence their work.

5. Keep yourself well grounded—both practically and theoretically. To confidence of villagers cannot be won unless they are convinced you know your subject and can also apply it. This in turn will enable you to appraise the work the colleges are doing in a manner helpful to them.

6. Try your best to acquire the attitude and feeling that extension work is a service—not a professional government job. Good teachers and good extension workers must feel—like the good surgeon—that the degree of skill and interest employed by them is not contingent on the size of the fee. If the extension service reflects this attitude it will in turn help improve the ideals and values within colleges of agriculture and home economics.



## ADDRESS

*By*

PROF. T. S. SUTTON,

*Group Leader, Ohio University Group.*

My remarks to this conference of Extension Training Centre Principals and Basic Agricultural School Principals might be prefaced by the question, —Are the Colleges of Agriculture assuming a role of leadership in the development of your programmes ?

This question is one which you must answer for yourselves and if not satisfied with your answer, perhaps you can do something about it. Government supported Colleges of Agriculture are public institutions and should be dedicated in their activity to the public interest. Their greatness is measured in the good that they do, the people they serve, the science they promote and the ideals they preserve.

Coming from a country where the publically supported institutions like the Land Grant Colleges and Universities of America have a willingness and eagerness to serve the people in all walks of life, it is difficult to understand what appears to be a failure to recognize the responsibility to assist with the problems of everyday life. You will find representatives of these Colleges and Universities present at all sorts of meetings where problems of groups and public interest are under review and study. These faculty people will not be mere observers but active participants in the programme.

No subject is beneath the dignity of their assistance, for example The Ohio State University assists with short courses to help all sorts of groups in improving their work and their everyday living. The full gamut of groups assisted includes janitors, police, firemen, scientists, farmers, business executives, welders, extension workers, office employees, labour unions, educators, etc. Hardly a group of any kind can be named that does not receive help and guidance from the Land Grant College and University.

Participating in such programmes is a two way street. Not only is the public interest served by more effective performance of duties but the college teacher benefits from the experience. He learns what the problems are which then become a subject for his study and research which results in a contribution to the solution of the problems

The integration of college teaching, research and extension has reached its greatest development in the field of agriculture. These divisions of activity are intergrated and coordinate to the mutual benefit of each division in the Land Grant College. The extension worker discovers the problem which is the subject of the researchers investigation which provide the solution which is the subject for class—room or laboratory exercise and the new development for field trial and practical application. Thus the teacher, researcher and extension worker are united in assisting with all problems of farming as a business and as a way of life.



The Agricultural colleges of India have played a part in the programme of the National Extension Service and the Community Development Projects. Most of the people attending this meeting are graduates of Agricultural Colleges and the technical information gained from this training has served you well in your work.

I am sure that they stand ready to help in many ways if those in the field will bring their problems to them. In soliciting their help you will be fostering the ideals of a public supported democratic institution to serve all of the people.



## ANNEXURE III

## LIST OF PERSONS PRESENT AT THE CONFERENCE.

Delegates :

## From Extension Training Centres :

- |                              |     |   |
|------------------------------|-----|---|
| 1. Shri M.B. Singh,          | ... | Principal E.T.C.,<br>Nilokheri.   |
| 2. Shri C. Venkatachalam,    | ... | Principal, E.T.C.,<br>Kalahasti.  |
| 3. Shri R.C. Ghosh,          | ... | Principal, E.T.C.,<br>Betul (M.P.)  |
| 4. Shri Mata Din Trivedi,    | ... | Principal, E.T.C.,<br>Antri (M.B.)  |
| 5. Shri G.G. Phadka,         | ... | Principal, E.T.C.,<br>Nowgong (V.P.)  |
| 6. Dr. Ram Das,              | ... | Office In-charge, E.T.C.,<br>Bakshi-ka-Talab,<br>Lucknow.                                 |
| 7. Shri M. Mukundan,         | ... | Principal, E.T.C.,<br>Bhavanisagar.   |
| 8. Shri M. Kashivisvanathan, | ... | Agronomist, E.T.C.,<br>Bhavanisagar.  |
| 9. Shri B.K. Singh,          | ... | Principal, Govt. Agril.<br>School, Gorakhpur.   |
| 10. Dr. R. Anantan Pillay,   | ... | Principal, E.T.C.,<br>Kottarakara, T. Cochin.   |
| 11. Shri J.N. Misra,         | ... | Principal, Govt. Regional<br>Training Institute, for<br>field workers,<br>Ghazipur (U.P.) |
| 12. Shri J.S. Kaushiva       | ... | Principal, Govt. Agril.<br>School, & E.T.C.,<br>Bulandshahr.                              |
| 13. Shri P.M. Pangotra,      | ... | Chief Instructor, Work-<br>shop, E.T.C., Nilokheri.                                       |
| 14. Shri B.K. Bose,          | ... | Leader, E.T.C.,<br>Burdwan (W.B.)   |
| 15. Shri T.P. Singh,         | ... | Principal, E.T.C.,<br>Monghyr, (Bihar).   |
| 16. Dr. A.C. Sinha,          | ... | Principal, E.T.C.<br>Ranchi.  |
| 17. Shri H. Misra,           | ... | Principal, E.T.C.,<br>Bolangir, (Orissa.)   |



18. Shri C.S. Panda, ... Instructor in Social Education, E.T.C., Bolangir, (Orissa.)
19. Shri G.S. Pande, ... Principal, E.T.C., Musherri Farm, (Bihar.)
20. Shri S.N. Arora, ... Principal, E.T.C., Sheoganj, P.O. Erinpura, (Rajasthan.)
21. Shri Chanda Singh, ... Principal, E.T.C., Nabha, (Pepsu.)
22. Dr. R.S. Shiwalkar, ... Principal, E.T.C., Sindewahi, (M. Pradesh)
23. Shri S.R. Pradhan, ... Principal, E.T.C., Powarkheda
24. Shri P.S. Venkata-Subrahmanyam, ... Principal, E.T.C., T. Kallupatti, Madras.
25. Shri M.S. Gupte, ... Principal, E.T.C., Tharsa, (M.P.)
26. Shri M.A. Srinivasan, ... Agril. Officer, E.T.C., Mandya, (Mysore State).
27. Shri Gobind Ram, ... Principal, E.T.C. Mashobra.
28. Shri B.T. Paul, ... Leader, E.T.C., Fulia No. 2, (West Bengal)
29. Shri S.N. Chakrabarty, ... Leader, E.T.C., Chinsurah (West Bengal).
30. Shri G.C. Baruah, ... Principal, E.T.C., Jorhat, (Assam)
31. Shri G.V. Ratnam, ... Principal, E.T.C., Gopannapalam.
32. Dr. B. Parija, ... Principal, E.T.C., Bhubaneswar, Orissa
33. Shri Digambar Pradhan, ... Instructor, E.T.C. Bhubaneswar, Orissa.
34. Shri Harinder Singh Dhinsa, ... Principal, E.T.C., Batala, Punjab.
35. Shri D.H. Joshi, ... Principal, E.T.C., Manjri Bombay.
36. Shri M.G. Sen, ... Leader, E. T. C., Fulia No. 1 Dtt. Nadia, (West Sengal).
37. Dr. R.M. Patel, ... Extn. Trg. Officer, E.T.C., Anand (B. State).



38. Shri A.K.B. Cazi ... Extn. Trg. Officer, E.T.C.,  
Kolhapur, Bombay State.
39. Shri B.B. Yeligar, ... Extn. Trg. Officer, E.T.C.,  
Dharwar,
40. Shri R. Alagiamana Valam, ... Principal, E.T.C.,  
Gandhigram.
41. Shri M. Satyanarayan Murty ... Principal. E.T.C.  
Samalkot, Andhra.
42. Shri S. Majid Ali ... Principal. E.T.C.,  
Bhopal.
43. Shri Pir Ghiasuddin ... Principal, E.T.C..  
Malangpura, Kashmir.
44. Dr. K.M. Shah ... Princlpal E.T.C., Baroda,  
(Bombay).

**From Basic Agricultural Schools :**

1. Shri J.S. Paradeshi ... Senior Instructor,  
A.H. Dairy and Veterinary  
Extension, B.A. School,  
Institute of Plant Indus-  
try, Indore.
2. Shri P.N. Mishra, ... Headmaster,  
B.A. School,  
Dhenkanel, Orissa.
3. Shri K. Santhanam ... Principal, B.A. School,  
Bhavanisagar,  
Madras.
4. Shri Bhupendra Singh ... B.A. School, Nowgong,  
(V.P.)
5. Shri E.G. Shivaswami ... Principal,  
B.A. Training School  
Adhuthurai.
6. Shri P.K. Nambiar, ... Principal, B.A.T.S.,  
Taliparamba.
7. Shri S.R. Upadhaya ... Principal B.A:T.S.,  
Simla (H.P.)
8. Shri S.B. Mathur ... Supdt., B.A. School,  
Sawaimadhapur.
9. Shri P.C. Verma ... Superintendent,  
Agril. School,  
Pusa. Bihar.
10. Shri Chet Singh ... Headmaster,  
Govt. Basic Agri. School,  
Sirsa (Hissar).



- |                                |     |  |
|--------------------------------|-----|--|
| 11. Shri D. Srinivasa Rao      | ... | Superintendent,<br>Basic Agri. School,<br>Nandyal, Andhra.         |
| 12. Shri M. Vaidyanathan       | ... | Principal, B.A. Trng.<br>Centre, Kovilpatti,<br>Madras.            |
| 13. Shri Loknath Agarwal       | ... | Principal, B.A.S.<br>Chandhuri. Raipur.                            |
| 14. Shri F.S. Datta            | ... | Supdt. B.A.S. Khanapara,<br>Assam.                                 |
| 15. Shri J.R. Pal              | ... | Headmaster, State School<br>of Agril, Chinsurah,<br>(West Bengal). |
| 16. Shri B.C. Gogoi            | ... | Supdt., B.A.S. Shillong.   |
| 17. Shri Rajendra Singh.       | ... | Headmaster. B. A. S,<br>Satrati, M.B.                              |
| 18. Shri P. Somayajalu         | ... | Supdt., B. A. S. Bapatta,<br>Andhra.                               |
| 19. Shri Bikram Mallick        | ... | Headmaster, B.A.School,<br>Balasone.                               |
| 20. Shri K.C. Misra.           | ... | Head Master, B. A.<br>School, Pathare, Ganjam<br>(Orissa :)        |
| 21. Shri K.R. Ramchandra Nair. | ... | Principal, B. A. School,<br>Ollukara.                              |
| 22. Shri K.Krishnamurthy       | ... | Supdt. B. A. S.<br>Annakapalli.                                    |
| 23. Shri M. Subramaniam        | ... | Principal, B. A. T.<br>School, Pattukottai.<br>(Madras.)           |
| 24. Shri S.P. Malewar          | ... | Principal, B. A. S.<br>Waraseoni, (M.P.)                           |
| 25. Shri A. C. Tandon          | ... | B. A. School Gwalior,  |
| 26. Shri H. P. Dwivedi         | ... | Principal, B. A. School<br>Adhatal, Jabbalpur.                     |

**Chief Instructors (and Asstt. Instructors) Home Science Wings ;**

- |                                |     |                        |
|--------------------------------|-----|------------------------|
| 1. Mrs. Taravati Bahel         | ... | Nabha.                 |
| 2. Miss. Shakuntala Bharathi   | ... | T. Kallupatti, Madras. |
| 3. Miss. S. Chakarborty.       | ... | Fulia (W, Bengal)      |
| 4. Mrs. U. Chandra.            | ... | Dohai, (Meerut) U.P.   |
| 5. Miss. Sulochana Deulgaonkar | ... | Ranchi, Bihar.         |



6. Miss Bimla Bhatnagar.	... Bhopal.
7. Miss Satwant Brar	... Mashobra (H.P)
8. Miss Yasmin Morenas	... Baroda, Bombay State.
9. Mrs. B. Pande	... Sarojini Nagar, (Uttar Pradesh),
10. Mrs. Radha Desh Pande	... Nowgong (V.P.)
11. Miss Usha Sood	... Asstt. Instructoress, Nowgog (V.P.)
12. Mrs. Susheela A. Salunkhe.	... Manjri (Bombay) ETC.
13. Mrs. I. Dehankar	... Powarkheda, (M.P.)
14. Miss Shanti Sudarsanam	... Gandhigram, (Madhurai Dtt.) Madras.
15. Miss Parimal Dutta	... Burdwan, W.Bengal.
16. Miss L.K. Migam	... Gwalior, M.B.
17. Miss Vijayaluxmi Sankaran	... Kottarakara, (Travancore Cochin)
18. Kumari V. Thulasamma	... Samalkot, Andhra
19. Miss Mukulika Sen	... Kotah, Rajasthan
20. Mrs Snehalata N. Mahatte	... Sindewahi, M.P.

## VISITORS AND PARTICIPANTS

### Indian Council of Agricultural Research

1. Shri M.S. Randhawa, I.C.S.	... Additional Secretary to the Government of India, Ministry of Food & Agriculture, and Vice-President, I.C.A.R.
2. Dr. B.N. Uppal	... Agricultural Commissioner.
3. Shri J.V.A. Nehemiah	... Secretary.
4. Dr. P.M.N. Naidu	... Dy. Animal Husbandry Commissioner.
5. Shri P.U. Oza.	... Officer on special duty.
6. Dr. Sham Singh	... Assistant Agricultural Commissioner (Hort.)
7. Shri P.L. Malhotra	... Under Secretary.
8. Shri Vas Dev	... Under Secretary.



### Community Projects Administration

- |                       |     |                                    |
|-----------------------|-----|------------------------------------|
| 1. Dr. J.S. Patel     | ... | Agricultural Adviser.              |
| 2. Col. Barkat Narain | ... | Health Adviser.                    |
| 3. Shri A. Mobin      | ... | Deputy Secretary.                  |
| 4. Shri Ibne Ali      | ... | Assistant Adviser<br>(Agriculture) |
| 5. Shri A.N. Sehgal   | ... | Art Consultant.                    |

### Other Officials of the Govt. of India.

- |                                |     |   |
|--------------------------------|-----|---|
| 1. Shri Radha Krishnan, I.C.S. | ... | Principal, I.A.S. Training<br>School.                   |
| 2. Dr. B.P. Pal                | ... | Director, Indian<br>Agricultural Research<br>Institute. |
| 3. Dr. Pushkar Nath            | ... | Director, Central Potato<br>Research Institute.         |

### Officials From State Governments.

- |                            |     |   |
|----------------------------|-----|---|
| 1. Shri S. Dikshit, I.A.S. | ... | Additional Development<br>Commissioner, U.P.  |
| 2. Shri N. Narayanswami    | ... | Director, In-service<br>Training Govt. of<br>Andhra.  |
| 3. Dr. K.G. Joshi          | ... | Dy. Director of Agricul-<br>ture (Extension) M.P.<br>Nagpur.  |
| 4. Shri V.K. Srinivasan    | ... | Assistant Wheat Breeder<br>Willington, Niligiri.  |
| 5. Shri S.K. Srivastava    | ... | Public Relations Officer &<br>Secretary Agricultural<br>Extension Diploma<br>Exam. Course, U.P.<br>Lucknow. |

### Food and Agriculture Organisation, U.N.

- |                    |     |                 |
|--------------------|-----|-----------------|
| 1. Miss M. Geldens | ... | F.A.O. Mission. |
| 2. Miss Ma Khin Mi | ... | F.A.O. Fellow.  |

### Ford Foundation.

- |                          |     |                       |
|--------------------------|-----|-----------------------|
| 1. Dr. Douglas Exsminger | ... | Chief Representative. |
|--------------------------|-----|-----------------------|



**Technical Co-operation Mission.**

- |                         |     |                                     |
|-------------------------|-----|-------------------------------------|
| 1. Shri John T. Bulls   | ... | Extension Training Adviser, Pepsu.  |
| 2. Shri F.W. Sheppard   | ... | Training Adviser, M.P. Nagpur.      |
| 3. Shri E.N. Sanders    | ... | Extension Adviser Himachal Pradesh. |
| 4. Miss Levice B. Eliss | ... | Chief Home Economist TCM            |
| 5. Miss Dorothy Barbee  | ... | Regional Home Economist (West)      |
| 6. Miss Patsy Graves    | ... | Regional Home Economist (East)      |
| 7. Miss Ida Hildebrand  | ... | Regional Home Economist (North)     |
| 8. Miss Alta Thomas     | ... | Regional Home Economist (South)     |

**Govt. of Himachal Pradesh.**

- |                            |     |   |
|----------------------------|-----|---|
| 1. Shri Jaiwant Ram        | ... | Speaker, Vidhan Sabha.  |
| 2. Shri K.N. Channa        | ... | Chief Secretary to Govt.  |
| 3. Shri C.D. Sharma        | ... | Finance Secretary.  |
| 4. Shri G.R. Nangea        | ... | Chief Engineer and Secretary to Govt. P.W.D., Simla.                  |
| 5. Shri Mahesh Chander     | ... | Judicial Secretary, Simla.  |
| 6. Shri A.B. Mallick       | ... | Development Commissioner-cum-Additional Secretary, Simla.             |
| 7. Shri A. Gupta           | ... | Inspector General of Police and Jt. Secretary to Govt., Simla.        |
| 8. Shri G.S. Singh         | ... | Chief Conservator of Forests.   |
| 9. Shri P.R. Mahajan       | ... | Director of Public Relations and Tourism.                             |
| 10. Shri Bansi Dhar Sharma | ... | Assistant Secretary, Judicial Cum-Secretary Vidhan Sabha Hall, Simla. |



## Farmers' Forum

1. Shri N. Basu ... Secretary, All India  
Young Farmers Association,  
16 A. Ajmeri Gate, New Delhi.

## Others

1. Krishi Pandit S.S. Rishabh Kumar ... Khurai, District Saugor  
(M.P.)

## Directorate of Extension and Training.

1. Shri S.C. Roy ... Agricultural Extension  
Commissioner.
2. Shri S.K. Dey ... Director of Administration.
3. Shri D.N. Singh ... Dy. Agricultural Extension  
Commissioner.
4. Dr. (Shrimati) Rajammal P. Devdas ... Home Economist.
5. Dr. M.P. Singh ... Extension Officer Sr.
6. Dr. T.P.S. Chawdhari ... Extension Officer Sr.
7. Shri M.M. Lall ... Information Officer.
8. Shri G.S. Baweja ... Extension Officer (Horticulture)
9. Dr. E.E. Julson ... T.C.M. Adviser.
10. Shri J.B. Singh ... Technical Assistant.
11. Shri M.N. Paithankar ... do
12. Shri T.K. Raghavan ... do
13. Shri C.L. Rathi ... do
14. Shri R.D. Kaushik ... do
15. Shri P. Biswas. ... Artist.