

UNIT-2 (EXTENSION EDUCATION AND DEVELOPMENT)

Early extension efforts in India. Types of education: Formal, non-formal and informal education. Extension education: Concept, levels, objectives and dimensions. Principles, philosophy and functions of extension education. Teaching learning process and steps in extension teaching. Concept of need and its types. Rural development - Concept, significance and importance of rural development programmes for poverty alleviation. Problems and Issues in development. Panchayati Raj System.

EARLY ATTEMPTS OF EXTENSION MOVEMENTS IN INDIA

The early efforts of extension work were mostly the contribution of few thinkers who laid the foundation for rural development work in the country. The contribution of some such pioneers is indicated in this section.

1 Gandhian Constructive Programme

Mahatma Gandhi considered the village to be the essence of Indian life. Gandhiji emphasized the role of the people themselves in constructive programmes. He argued that *self-help* was the first step towards moral advancement. He also emphasized the need for i). decentralized production and equal distribution of wealth and ii). self-sufficiency of Indian villages. He started a number of movements which have spread throughout

2 Bhoodan Movement

Acharya Vinoba Bhave, the leader of the Bhoodan Movement in India has concentrated on the metaphysical aspects of life. He believed that society is sure to change itself, once people realize and understand love, religion, duty, and truth. Life is not governed by law ; people do not live their lives on account of law. Hence only those can have influence on the villagers who are loving of heart, who are devotees of God, and who show renunciation or sacrifice in their lives.

3 Rural Reconstruction works by Christian Missionaries

Christian missions have for years included education for rural living in their work, and so great has been their dedication that one often hears the admonition to work with 'missionary zeal'. Their major contributions were in education, medical services and rural reconstruction.

4 Contribution of V.T. Krishnamachari:

It is not proposed to describe all the experiments and projects undertaken over the past few years in the interest of rural uplift. Suffice it to mention further only the fine work done in rural reconstruction by V. T. Krishnamachari, as Dewan of Baroda, in the Sarvodaya Scheme in Bombay, and the Firka Development Scheme in Madras.

5 Adarsh Sewa Sangh, Pohri (Gwalior)

This plan of rural reconstruction was put into operation in 232 villages, falling in the Jagirdari of Col. Shitole. It aimed at increasing the per capita income of villagers. In each village, a village Reconstruction Society was formed and the important items of work were compost making, deep ploughing, improved breeding and management of cattle, etc. The Sangh published a monthly journal "*Rural India*" which was devoted to Planning and Community Projects.

6 Indian Village Service (I.V.S.)

In 1945, A.T. Mosher of New York, and Shri B.N. Gupta established IVS to assist village people to realize the best in their own villages by developing individuals,

volunteer leaders and local agencies, and enabling them to be effective in helping themselves and others.

Some Important Definition:

1. **Education:** Education is the production of desired changes in human behaviour in terms of knowledge, skill and attitude.

The origins of the word "education" is derived from different two words viz., Latin word EDUCARE, which means to bring up physically or mentally and French word EDUCERE, which means leading out or leading forth.

2. **Knowledge:** It is the information one has to acquire and use in various situations. It is understood information possessed by a person.
3. **Skill:** It is the competency in using knowledge effectively.
4. **Attitude:** It means feeling of an individual towards or against something.
5. **Extension:** means to extend, to spread or to disseminate useful information and ideas to rural people outside the regularly organized schools and classrooms.
6. **Extension Education:** Extension Education is an out of school process directed at bringing desirable changes in knowledge, skill and attitude of adults and youths in order to help them to solve their problems.
7. **Teaching:** Teaching is a process of giving information and imparting knowledge. Teaching is a process of creating situation that facilitates learning progress. Teaching is a process of guided interaction between teacher, student and materials of instruction.
8. **Learning:** Any change in behaviour resulting from previous behaviour is called learning. (Guilford). Learning is a process of progressive behaviour of adoption (J.P.Skinner). Learning is a process by which an individual through his own activity becomes changed in his behaviour.

Types of education

Education is categorized into informal, formal and non formal on the basis of the extent of use of formal rules and regulations.

Informal education

The day to day process of learning, whereby knowledge is transferred in the context of the family, the neighborhood, the daily working relationships between the people and through the media. The best example is the way one learns at home especially when his mother teaches him. There is neither a fixed curriculum nor rules for learning. It is the most important source of knowledge for successive farming generations, but not for rapid agricultural development. It tends to be static and traditional. It serves as a basis for the other categories of education. Extension education is an example of informal education

Formal Education

The education which takes place in the schools and colleges. It starts from theory to practice. It can either be general or vocational. There is a fixed curriculum and set pattern of examination mostly leading to the award of degrees or diplomas. The audience is homogeneous with similar characteristics of age, education, common goals etc. Teaching is vertical in the sense it flows from the teacher to the students. The

primary education contributes a lot to agricultural/livestock production indirectly, as it enlarges the absorption capacity for vocational education following it.

Non-formal Education

All organized education outside the formal education system. It is mostly practical and problem oriented. The audience is heterogeneous (differ in age, sex, literacy level, resources etc.) and they may have varied goals. Teaching is mostly horizontal in the sense the teacher also learns from the farmers. Extension education is a type of non formal education.

Concept of Extension Education:

A concept can be described as a notion idea or way in which you can see a thing in your mind, but itself it is not observable. A guide in understanding something you can observe. Concept is an idea, which is generalized from particular instances. Concept constitutes the basic structure of a subject.

The thought of Extension Education derived in British Universities to receive the benefits of university education to the places where ordinary people live and work. This programme was described by adding the word 'extension' as a qualifying adjective to the noun 'education'. Cambridge University introduced the term Extension Education for the first time in 1873. The meaning of the word 'extension' as per the Webster's Collegiate Dictionary is "the act of extending or the state of being extended". Extension education is the extension of the results of research to the persons who are in need of it. In the context of diffusion of agricultural information to the farmers, Vorhees (1894) was the first to use the word "extension". In fact in the United States of America, extension work started when Dr. Seaman A. Knapp organized educational campaigns to control cotton boll weevil during the period from late 1880's to the first decade of 1900. Formally, the term 'Agricultural Extension' was adopted in the USA when the Smith Lever Act of 1914 was passed. With this Act a nation-wide Cooperative Federal-State-County programme was formed and its operational responsibility was given to the Land-grant colleges and universities.

Although the concept of extension education was introduced in the 19th century, yet its importance was realized in the countries of the third world after the Second World War.

Meaning of extension

The word extension is derived from the Latin roots '**ex**' meaning '**out**' and '**tensio**' meaning '**stretching**'. Extension education is stretching out to the people who are beyond the limits of educational institutions.

Education

Education is a process of bringing desirable changes into the behaviour of human beings. These changes must be desirable to the society at large. The education is effective when it results in changes in all the following behavioural components as specified by Paul Leagans:

- **K**nowledge - What an individual knows
- **A**ttitudes -What he thinks
- **S**kills (both Physical& Mental) -What he can do

- **Action** - What he actually does

These are in short regarded as KASA changes.

Purpose and significance of animal husbandry extension

Animal Husbandry Extension involves systematic and organized communication with livestock owners with a view to helping them in such a way that the livestock owners

1. obtain a better insight into their present and future position as livestock owners
2. acquire sufficient knowledge and skills necessary to increase production or reduce cost of production
3. develop positive attitudes of livestock development
4. able to choose feasible and optimum objectives
5. able to identify problems, look for solutions, solve the problems identified; and
6. evaluate the results within the farming system situation in which they are operating
7. The ultimate aim of extension is depicted in the following flow diagram

Objectives of extension education

The basic aim is to influence the attitudes, ways of thinking and doing things. The objectives of extension education are the expressions of the ends towards which our efforts are directed. In other words, an objective means a direction of movement. Before starting any programme, its objectives must be clearly stated, so that one knows where to go & what is to be achieved.

It can be said that the objective of extension education is to bring desirable changes in the quality of life of target group which it serves by helping them to change their attitude, knowledge, skill and resources (both natural and man made) like land, pasture, water, livestock, equipment etc in a right way. The ultimate objective of livestock extension education is development of livestock farmers by improving their living standards. This could be done by

- Bringing about a desirable changes in the knowledge, attitude and skill
- Assisting livestock farmers to realize their needs and problems.
- Developing rural leadership, mobilizing people and their resources.
- Providing knowledge about recent technologies and their application.

Components of Extension:

Activity of extension can be made possible by its three important broad components. These components are Extension Education, Extension Service and Extension Work.

1. **Extension Education:** The higher institutions like the Agricultural Universities and Colleges, ICAR institutions and apex level training organizations, generally perform the role of extension education
2. **Extension Service:** The work done by government extension agencies like Department of Agriculture, Animal Husbandry, Forestry, Fishery etc. are the examples of extension service.
3. **Extension Work:** Many extension activities are done with the feelings of altruism, selflessness or humanity in helping people to help themselves in making them self reliance and acting through various activities and education. These kinds of efforts are known as extension work. The work done by Non-Government Organization (NGOs) or individuals with an inspiration of unselfishness is an example of extension work.

Objectives of Extension Education:

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The objective of the extension education is to elevate the standard of living of the rural people by helping them in using their resources like land, labors, capital, water and livestock in the right way. This could be done by

- Bringing about a desirable changes in the knowledge, attitude and skill
- Assisting livestock farmers to realize their needs and problems.
- Developing rural leadership, mobilizing people and their resources.
- Providing knowledge about recent technologies and their application.

The fundamental or main or broad objective of extension education is to bring about all-round development in the life of people.

The specific objectives of extension education are as under:

1. To provide farmers the knowledge to help them to be enable and efficient to increase their income.
2. To encourage the farmer to be self sufficient in food and other requirements.
3. To promote better social, natural, recreational, intellectual and spiritual life among the people.
4. To help the members of farm family to a larger appreciation of the opportunities, the beauty and privileges of rural life and to know more about the world in which they live.
5. To open-up new opportunities for rural people so that they may develop all their talents and leadership.
6. To build confidence among rural people in their occupation, to be independent in their thinking, constructive work, outlook so that they can be capable, efficient and self reliant in character and have a love of home and country in their heart.

Functions of Extension Education:

1. To increase food and agricultural production and agricultural income rapidly.
2. To improve health and health services.
3. To improve educational and recreational facilities for adults and children.
4. To introduce new skill, occupation and small-scale industries.
5. To bring social and economic improvement of the family i.e. improving in housing, family living condition and upgrade of social status of village people.
6. To develop leadership among all village people.
7. To develop responsible and responsive village organization and institutions.
8. To change the outlook of the village people, i.e. higher living condition.
9. To develop better understanding.
10. To assist people to discover and analyze their problems.
11. To disseminate information based on research.

Elements of Extension Education:

Extension workers need to deal with some basic elements of extension education

While doing activities of extension education, extension educationists have to deal with various kinds of people and physical, social and economical environment of people of those areas where they have to work as well as different organizations. These

are known as elements of the extension education. These elements are affecting whole process of extension education.

The key elements of extension education are Man himself or People, Man's surroundings or environment and Man created devices.

Man himself: Man or people with whom or for whom extension works are carried out are important parts of extension education. Thus, man is considered as one of the key elements of extension educational process.

Man's environment: Each human being lives within a certain environment. The behaviour of man is affected by his surroundings. The other people with whom he lives, infrastructure or physical facility, social, cultural and economic conditions are the key fundamentals form the man's behaviour. The major environmental conditions bearing on villagers are:

Man created devices: Man has created many things to make his life pleasant and happy. Whenever he faces problem during his day-to-day life, he tries to find out suitable ways by the means of devices. Earlier than independence, growth in terms of social and economic aspects of Indian villagers was very slow. Government of India started Community Development Programme (CDP) and National Extension Service (NES) programme during 1952 and 1953 respectively. Later on many developmental programmes were implemented. As a result of these man created devices, Indian farmers have achieved remarkable progress

Whenever man has realized progress, he has created educational, technological, physical, administrative and religious institutions like village panchayats, school and cooperative societies etc. To solve the problem of money he has created bank, for communication, he has created mass media, for transportation he has created vehicles. Thus man created devices are helping him to make progress and control his environmental problems.

How Extension Education differs from the Formal Education? There are many characteristics by which extension education differs from school education. Extension education is also known as informal education, out of school education or beyond four-wall education, while school education is also known as formal education, four-wall education and college education. Major differences between extension education and formal education are as under.

No	Extension Education	Formal Education
1	Education that we get out of schools and colleges. It is informal way to educate people.	Education that we get in schools and colleges. It is formal way to educate learners.
2	In extension education there is no fixed curriculum. Its flexibility or changeable depending on the needs of the learners.	In this type of education there is a fixed or pre-decided curriculum so there is rare chances to change it.
3	The audience is heterogeneous with different goals. They are varying in age, education, needs, problems, interest and other characteristics.	The audience is homogeneous in age, education, experience etc. and has common goals.
4	Teaching is horizontal and mostly need based and problem oriented. Extension workers and farmers exchange problems and solutions with each other horizontally. It is not	Teaching is vertical and curriculum centered. The teacher teaches and learners receive vertically. It is possible most of the times that teacher is superior to learners.

	possible all the times that teacher is superior to learners.	
5	Extension education starts from practical field problems and goes up to solutions to create theoretical understanding.	Formal education starts from a theoretical or conceptual framework and leads to practical or actual fieldwork.
6	Final power of teaching and learning remains with learners. Freedom of choice of subject matter is left to the learners. Learners are not bound to learn.	Final power of teaching and learning remains with teachers. Strick institutional norms and formalities are followed viz., fixed period, fixed books, examination.
7	This education is not class oriented, subject-centered and degree-oriented.	This education is of a specialized nature. It is class, subject and degree oriented.
8	Teaching is through extension personals and also through local leaders.	Teaching is only through instructors
9	It is continuous process through - out life of individual.	At certain level, there is end of education. It may end with school, college or University education.
10	The physical facilities like classroom, laboratory and benches are not required. Education is given at farm, home or wherever learner wants to learn.	Required physical facilities like classroom, laboratory, benches, and fans etc. for lectures. Fixed classroom is required.
11	Participation is wholly voluntary, free education in matter of learner's choice.	Attendance is largely compulsory i.e. no free education according to his choice.
12	It is more practical and problem solving.	It is more theoretical and subject oriented.

Philosophy of extension

Philosophy is the pursuit of wisdom, body of general principles or laws of field of knowledge. Essentially philosophy is a view of life and its various components.

According to Ensminger (1965) the philosophy of extension is as follows:

1. Extension is fundamentally a system of out of school education for adults and young. It is a system where the people are motivated through a proper approach to help themselves by applying science in their daily lives in farming, home-making and community living.
2. Extension is education for all the farmers, farm women, youth and villagers as a whole.
3. Extension is bringing desirable changes in the knowledge, attitude and skill.
4. Extension is helping people to help themselves by education and not merely by service.
5. Extension is working with men and women, boys and girls to answer their felt needs and wants
6. Extension is teaching people what to want (i.e. Converting unmet needs into met needs) as well as how to work out ways of satisfying these wants, and inspiring them to achieve their desires.

7. Extension is teaching through “Learning by doing and seeing is believing”.
8. Extension is to work in harmony with culture of the people.
9. Extension is a two way channel; it brings scientific information to village people and it also takes the problems of village people to the scientific institutes for solution.
10. Extension is working together to expand the welfare and happiness of the people with their own families, their own villages, their own country and the world.
11. Extension is a living relationship between the extension workers and the village people. Respect and trust for each other and sharing of joys and sorrows results in friendship through which village extension works continues.
12. Extension is development of individuals in their day to day living, development of their leaders, their society and their world as a whole.
13. Extension is a continuous educational process in which both learner and teacher contribute and receive.

Principles of Extension Education:

The meaning of principle is fundamental truth or law one has to follow as the basis of some actions. A principle is a statement of guidelines to take decision in a reliable manner. It is necessary for extension worker to acquire a comprehensive knowledge of the principles of extension.

- 1. Principle of interest and need:** Extension work must be based on the needs and interests of the people. These needs and interests differ from individual to individual, from village to village, from block to block, and from state to state and therefore, there cannot be one common programme for all people.
- 2. Principle of cultural difference:** Extension work is based on the cultural background of the people with whom the work is done. Improvement can only begin from the level of the people where they are. This means that the extension worker should know the level of the knowledge and skills of the people, methods and tools used by them, their customs, traditions, beliefs, values and norms before starting the extension programme.
- 3. Principle of cultural change:** The culture of the people undergoes change while doing extension work. The change is necessary for growth and development of society. There may be a difference between the situation at the time of starting the programme and today’s situation.
- 4. Principle of participation:** Extension helps people to help themselves. Good extension work is directed towards assisting rural families to work out their own problems rather than giving them ready-made solutions. Actual participation and experience of people in these programmes creates self-confidence in them and also they learn more by doing. The high level of interest among the farmers towards any new efforts can be developed if they are involved from planning to evaluation stages of any extension programme.
- 5. Principle of adaptability and flexibility:** People differ from each other, one group differs from another group and conditions also differ from place to place. An extension programme should be flexible, so that necessary changes can be made whenever needed to meet the varying conditions. Thus, when working with people we should not go with our pre-decided content but after knowing their need and problems only content of programmes should be decided. Extension workers must permit flexibility.
- 6. The grass roots principle of organization:** A group of rural people in local community should sponsor extension work. The programme should fit in with the

local conditions. The aim of organizing the local group is to demonstrate the value of the new practices or programmes so that more and more people can participate.

- 7. The leadership principle:** Extension work is based on the full utilization of local leadership. The selection and training of local leaders to enable them to help to carry out extension work is essential to the success of the programme. People have more faith in local leaders and they should be used to put across a new idea so that it is accepted with the least resistance.
- 8. The whole-family principle:** Extension work will have a better chance of success if the extension workers have a whole-family approach, instead of piecemeal approach or separate and non-integrated approach. Extension work should be therefore for the whole family, i.e. for male, female and the youth. Each family member of the farmer has their impact in different manners.
- 9. Principle of co-operation:** Extension is a co-operative venture. It is a joint democratic enterprise in which rural people co-operate with their village, block and state officials to pursue a common cause. It has been experience of many countries that people become dynamic if they are permitted to take decision concerning their own affairs, exercise responsibility for, and are helped to carry out projects in their own village. Most members of the village community will willingly cooperate in carrying out a project that they helped to decide to undertake. People should involve in planning programmes, determining objectives, setting up plan of work, carrying out actions and evaluating results.
- 10. Principle of satisfaction:** The end product of the effort of extension teaching is the satisfaction that comes to the farmer, his wife or youngsters as the result of solving a problem, meeting a need, acquiring a new skill or some other changes in behaviour. Satisfaction is the key to success in extension work. A satisfied customer is the best advertisement. Thus, satisfaction of the people is very essential in extension work. When a person receives satisfaction as a result of his participation in an extension programme, he seeks further help from an extension agency. This promotes the growth of extension work. If participating in the programme does not satisfy the people will not participate in the future.
- 11. The evaluation principle:** Extension is based upon the methods of science and it needs constant evaluation. The effectiveness of the work should be measured in terms of the changes brought about in the knowledge, skill, attitude and adoption behaviour of the people but not merely in terms of achievement of physical targets. The evaluation is the mirror of any extension programme. It gives understanding about degree of success and at the same time base to reformulate next efforts.
- 12. Principle of applied science:** Applied agricultural science is not a one-way process. It does not only give technology but at the same time it also collects problem of the farmers to bring to the notice of the scientists. Two-way approach helps scientist to do the necessary changes in technology to make it adoptable.
- 13. Principle of democratic approach:** Extension work should try to create democratic impression among the farmers while working with them. It can be done through giving opportunity to the farmers to discuss and suggest their feelings. Facts about a situation should be shared with people. All possible alternative solutions should be placed before the participants and their merits are highlighted through mutual discussion. Ultimately, the people should left free to take their own decision.
- 14. Principle of Learning by Doing:** In extension work, the farmers should be encouraged to learn new things by doing and by direct participation. They must be a

part of practice the new ideas. It helps in developing the confidence to use the new method in future.

- 15. Principle of trained specialists:** It is very complicated for extension worker to keep himself with all the new latest findings of research and all branches of science he has deal with in his day-to-day activities. To guide farmers in an effective manner he should always take help of well-trained specialists. This kind of involvement of various specialists will clear all the doubts of the farmers in a methodical manner.
- 16. Principle of bringing variation by the use of extension teaching methods:** Extension workers should use proper extension teaching methods while educating the farmers. A combination of a number of suitable extension methods leads to the higher success in the adoption and diffusion of innovations and technology among the people as compared to only lecture method. Different methods must be used under different situations. No single extension method is effective under all conditions e.g. reading material for those who can read, radio programme for those who have radios, puppets for those who believe in traditional way of learning.
- 17. Principle of gradual efforts:** Any extension programmes should be started from where people are. After knowing their existing level of knowledge, interest, availability of inputs and adoptability, any programme should be matched up and initiated.
- 18. Extension education in line with the national policies:** For the sustainable results, any programmes should be organized looking to the state and national policy. Thus, any extension work should be based on some working principles. The knowledge of these principles is necessary for an extension worker to get desired results.

Need for extension

1. The need is obvious especially for the rural economy, with its major components of agriculture and animal husbandry, to keep pace with the brisk changes in characteristics of modern times.
2. In other words, the rural people should know and adopt useful research findings from time to time, and also transmit their problems to the research workers for solution.
3. The researchers neither have the time nor are they employed for the job of persuading the villagers to adopt scientific methods and to ascertain from them the rural problems.
4. On the other hand, it is impracticable for millions of farmers to visit research stations and learn things by themselves. Thus an agency is required to bridge the gulf between the research workers and the people to play the dual role of interpreting the results of research to the farmers as well as of conveying the farmers' problems to the to the research stations for solution. This agency is termed as ' Extension ', and the personnel manning this agency or organization are called 'Extension Workers'.
5. To equip the prospective extension workers for their job, it is necessary for them to train adequately in the formal 'teaching institutions'.
6. To be a successful extension worker he should not only know what to teach, but also how to teach people.
7. In other words, it is not enough that he is equipped with technical knowledge in subject matter fields; but also he should have the ability to successfully

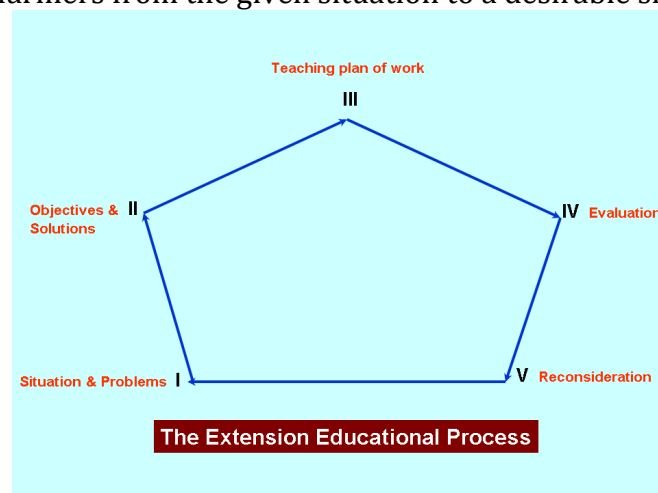
communicate his ideas to the people, taking the personal social and situational factors into consideration.

8. The extension worker needs to understand not only his own programme and objectives but also the nature of the people with whom he lives and works.
9. He needs to understand the motives of people; why certain people take the new ideas more rapidly than others, why certain people want to take the leadership and why certain others hesitate.

Extension teaching

Extension educational process

- Extension education is a process and it is participatory in its approach. According to Leagans the sequence of steps involved in the process are
 1. situation Analysis
 2. formulation of objectives
 3. deciding the content and teaching methods
 4. outcome evaluation and impact analysis and
 5. feedback and formulation of corrective action.
- In this way the continuous process of extension education goes on resulting in progress of the farmers from the given situation to a desirable situation.



First Step: The first step consists of collection of facts and analysis of the situation. Facts about the people and their enterprises; the economic, social, cultural, physical and technological environment in which they live and work. These may be obtained by appropriate survey and establishing rapport with the people.

- The responses obtained are to be analyzed with the local people to identify the problems and resources available in the community. For example, after a survey in a community and analysis of the data, the problem was identified as low income of the farm family from their goat enterprise.

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

Third Step: The third step is teaching, which involves choosing what should be taught (the content) and how the people should be taught (the methods and aids to be

used). It requires selecting research findings of economic and practical importance relevant to the community, and selection and combination of appropriate teaching methods and aids.

- Based on the problems identified in the particular example, practices like use of concentrate feed, deworming and vaccination were selected as teaching content. Result demonstration, method demonstration, farmers' training and farm publications were chosen as teaching methods, and audio CDs and slides were selected as teaching aids.

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

- In the example, the re-survey after the fixed period of time, indicated that the body weight of goat had increased by 10 percent. It, therefore, indicated that there was a gap of 10 percent in crop yield in comparison to the target (objective) of 20 percent fixed earlier. The re-survey also indicated that there had been two important deficiencies in carrying out the extension educational programme, such as, there was lack of proper disease protection measures as per recommendation due to lack of funds.

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

- After re-consideration of the results of evaluation with the people, the following teaching objectives were again set up. For example, these were training the farmers on proper goat management practices. The people were also advised to contact the banks for obtaining production credit in time to purchase the critical inputs.
- Thus, the continuous process of extension education shall go on, resulting in progress of the people from a less desirable situation.

Steps in extension teaching

- In order to bring about desired changes in the behaviour of the people, the extension teacher should plan and arrange situations and activities whereby the things to be learned. Leagans defined teaching as the process of arranging situation in which the important things to be learned are called to the attention of the learners, their interest developed, desire aroused and action promoted. According to Wilson and Gallup (1955) the following are the steps in teaching learning process (AIDCAS).

1 Attention

Farmers are not always aware of the improvements they can make as a result of research and experiences of other farmers. In such instances, the first task of the extension worker is to attract attention of the learner to the new and better ideas. Until the individual's attention has been focused on the changes that are considered desirable, there is no recognition of a problem to be solved or want to be satisfied. Attention is the starting point to the arousing of interest.

2 Interest

Once attention has been captured it becomes possible for the teacher to appeal to the basic needs or urges of the individual and arouses his interest in future consideration of the idea. Extension worker reveals how new practice will

contribute to the farmer's welfare. The message should be presented attractively but one idea at a time, which is definite and specific, is also important in building interest.

3 Desire

The desire is concerned with the continued stimulation of learner's interest in the idea or better practice, until that interest becomes a desire or motivating force. The extension worker explains to the farmer that the information applies directly to the farmer's situation and by using this information helps in satisfying farmer's needs.



4 Conviction

Action follows when desire, conviction and prospect of satisfaction makes a person to act than not to act. The extension worker sees it that the learner knows what action is necessary, and just how to take that action. He also make sure that the learner visualizes the action in terms of his own peculiar situation and has acquired confidence in his own ability to do the things.

5 Action

Unless conviction is converted into action, the efforts are fruitless. It is the job of extension worker to make it easy for the farmers to act. If a new idea or practice is recommended, the inputs required for this practice such as semen, medicines etc. should be available within the farmers' reach (cost and distance). Necessary equipment should also be available. If action does not quickly follow, the new desire soon fades away and people continue as before.

6 Satisfaction

The end product of the extension teaching effort is the satisfaction that comes to farmers through solving problem, meeting a need, acquiring a new skill etc. Follow up by the extension worker helps the farmers to learn to evaluate their progress and strengthens satisfaction. Satisfaction helps to continue their action with increased satisfaction. It is the motivating force to further learning. The extension teacher should consider the possibility of breaking down difficult job into smaller ones that are easier to complete. "A satisfied customer is the best advertisement" will also apply to the extension worker.

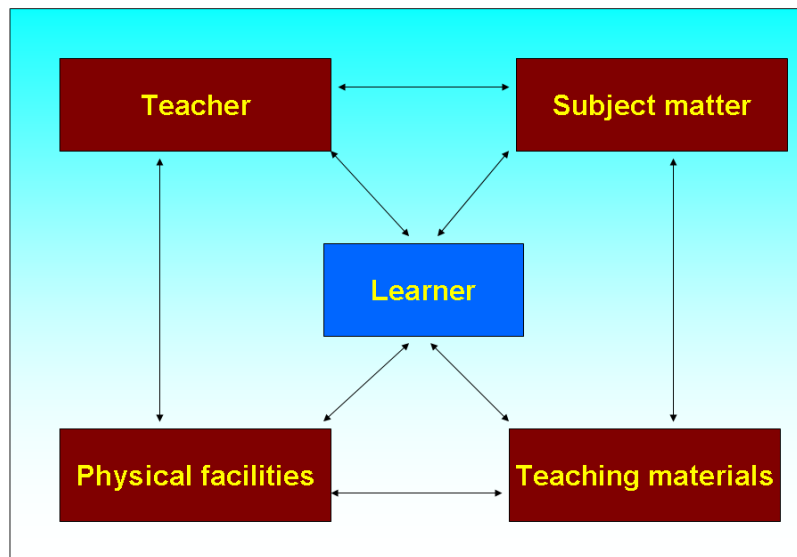
- The teacher has to arrange the learning situations in all the six teaching steps with the help of the extension teaching methods. Each method under certain circumstances makes a contribution to each step. It depends on the teacher how he handles the situation. The above six steps are often be blend with each other and lose their clear-cut identity. Of course, these steps are based on motivation.

Learning

- Learning is a process through which the learner gains knowledge or by which he changes his behaviour through his own effort and experiences. Learning occurs out of the application of the knowledge gained by the learner and through his own experience.
- Research revealed that people learn 1 % through taste, 1.5 % through touch, 3.5 % through smell, 11 % through hearing and 83 % through sight. Edgar Dales' Cone of experience as modified by Sheal (1989) provides a linkage between learning activity and participants' involvement in the process of learning.
- It illustrates that people tend to remember 10 % of what they read, 20 % of what they hear and through 30 percent what they see, 50 percent of what they hear and see, 70 percent of what they say and 90 percent of what they say and do.

Effective teaching learning situation

An effective learning situation comprises of all the essential elements such as teacher, learner, subject matter, teaching materials and physical facilities (Fig 3). Therefore, an effective learning situation is a situation or systems with its structurally and functionally interacting sub systems or elements. For an effective learning situation the following are the essential requirements.



The elements of a learning situation

- 1 Teacher:** The teacher plays an important role in arousing the interest of the learner and sustain it through out. He should able to create a congenial learning situation where in the learner participates actively in the teaching process. The teachers could be placed on an ineffective –effective continuum depending upon the extent they are able to communicate and sustain the interest of the learners by using appropriate teaching materials.
- 2 Learner:** the participation of the learner in the teaching process depends upon the extent to which the subject matter is useful to him and it was communicated in a manner that he can understand very well. The learner's ability in learning a subject depends upon the extent to which his sense organs are involved in the process of learning.
- 3 Subject Matter:** The topics chosen for teaching must address the needs of the learners which is necessary to sustain the interest of the learners. It is advisable for

the extension professionals to conduct need analysis to assess and prioritize the areas of interest to the learners.

4 Teaching Materials: There are various ways of teaching a subject matter to the learners. Here too the teacher plays an important role in selecting appropriate teaching materials or aids which suit to the subject matter, learners and the local situation. But in no case these materials will substitute a teacher. These are only aids which need to be used judiciously taking into consideration various factors which include the characteristics of the learners, availability and cost of aids, familiarity with the use of aids and subject matter to be delivered.

5 Physical Facilities: The place where the subject matter has to be taught is very important. Depending upon the subject matter and the characteristics of the learners an appropriate place could be chosen which preferably should represent a real life situation. The place must be adequate, easily accessible, provides a learning atmosphere comparatively free from noise.

Although the learner is in the centre of learning situation, for effective learning the teacher has to play a vital role in imparting the subject matter by employing teaching methods appropriate for the subject matter as well as suitable for the learner, local conditions and for himself. The ability of the teacher lies in involving the learners in active learning process which will be long lasting. He should try to involve as many senses of the learners as possible in effective learning process.

Concept of need and its types:

Rural development - Concept, significance and importance of rural development programmes for poverty alleviation

Meaning, objectives and activities of the rural development programmes:

The main objectives of the rural development programs are to raise the economic, social and educational level of rural people. Over and above the main objective there must be certain specific objectives of rural development. They are:

1. Development of farm, home, public services and village communication.
2. To bring improvement in production of crops and animals, living conditions.
3. To improve villagers with their own efforts.

Rural Development Programmes:

Due to long presence of foreign rulers in India, the country remained uncared for as regards development of its people and it has always been exploited only for the use and benefit of foreign rulers. Rural development is the keynote to progress in the developing countries of the third world. With more than 80% of the population inhabiting India's villages, micro-level planning is an essential part of the development process.

Extension as a nation-wide organization, aiming at the integrated development of rural India is of relatively recent origin (1952-53). However, agricultural development work in India has its beginning in the 1860's. Following is a brief history of the agricultural administration in the country.

The administration set-up for agricultural development in India is out-coming of several reforms and efforts made over years. For the purpose of our discussion, the overall development of agricultural administration may be described in four stages:

Stage - I - Pre Independence (1866-1947).

Stage- II - Post Independence (1947-1953).

Stage-III - Rural Development and Extension Service (1953-1960).

Stage-IV - Intensive Agricultural Development (1960- till date).

The history of agricultural administration in India for Rural Development dates back to the year 1866, as a result of the report of Famine Commission. The Government of India Act of 1919 empowered the transfer of the entire department closely concerned with rural development and agricultural development became a State subject. The Royal Commission of 1924 gives report in the year 1928 to established firm foundation for the coordinated research activity. In the year 1947 'Grow More Food Campaign' programme for rural development was launched.

Rural Development

Rural development designates the utilization under one single programme of approaches and techniques, which rally upon local communities as units of action.

Rural development provides a large umbrella under which all the people engaged in such work of community organization, community relation etc. can gather in a better way.

The United Nations defines Rural Development as

A process of change by which the efforts of the people themselves are united, those of government authorities to improve their economic, social and cultural conditions of communities in to the life of the nation and to enable them to contribute fully to national programme.

Rural Development is a process of change from the traditional way of living to progressive way of living. It is also expressed as a movement for progress. The main objective of the rural development programme is to raise the economic and social level of the rural people. The specific objectives are: Development of farm, home, public service and village community.

1. To bring improvement in producing of crops and animals living condition.
2. To improve health and education condition etc. improvement of the rural people.
3. To improve villagers with their own efforts.
4. To improve village communication.

Community: A community is a group of people, who live in a geographical area and have an interest in each other for the purpose of making a living. It is a form of social organization existing between the family and state.

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

Community Development: Community development is encompassing any and every efforts towards the advance of community interests.

Rural development efforts before independence:

1. Gurgaon attempt:

Organized by Mr. F. L. Brayne, the collector of Gurgaon district in Punjab around 1920. Activities comprised of irrigation, a forestation, composing cattle improvement, house improvement, women's education and discouragement of heavy spending on social function. Village guides were appointed. Propaganda was conducted through films, folk songs and dramas and schools.

Defect: People reacted to the position and power of the collector and village guides were untrained.

2. Marthandam attempt:

Started by the American missionary Dr. Spencer Hatch, an American agriculture expert, in Travancore State under the auspices (help) of the Young Men's Christian Association (YMCA) in 1921. The purpose was spiritual, mental, physical, social, and economic development of rural people. Marthandam was the demonstration center for the surrounding villages. The idea was of the self-help. Local leaders

were involved and trained. Dr. Hatch started a multipurpose cooperative, with poultry, bee-keeping, seeds, animal husbandry and other projects. The programme was all-round, with extensive social activities included. Marthandam was in a strategic position to serve the villages.

3. Shriniketan attempt:

The famous poet and Nobel Laureate Rabindranath Tagore established a Rural Reconstruction Institute more popularly known as Shriniketan in 1921. He aimed at inducing each villager to work to the limit of his capacity, and also to help his fellow-men. Tagore believed in both self-help and mutual help and was one of the first to recognize the need for a change in the outlook of villagers as a precondition for improvement.

4. Sevagram attempt:

Started under the guidance of Mahatma Gandhiji in 1923.

5. Ettawah project:

This was a pilot project for community development. The American Architect Albert Mayor organized it in 1948 in Ettawah district of U.P. The objectives of this project were:

1. To see the extent of improvement possible in production, social improvement, development of initiative self-compliance and co-operation in an "Average District".
2. To see how quickly results could be achieved.
3. To see whether results achieved could be permanent in other areas. Activities included increasing farm yields, soil conservation, animal husbandry, village sanitation and social education.

The most significant achievement was that the entire area was brought under improved wheat crops. The area under vegetables was extended and diseases in livestock like Rinderpest and Haemorrhagic Septicaemia were controlled. All these resulted in improving the economic conditions of the villagers.

6. Sir Daniel Hamilton's Scheme of Rural Reconstruction:

In 1903, Sir Daniel Hamilton made a scheme of creating model Villages, in the area of Sunderban (West Bengal) on co-operation principle. Sir Daniel Hamilton had experimented with model villages based on co-operative principles in Bengal. This work continued with the organization of a Central Cooperative Bank and a Cooperative Marketing Society in 1924 and a Rural Reconstruction Institute in 1934.

7. Firka Development Scheme of Madaras State:

It was Government-sponsored and aimed at the attainment of the Gandhian ideal of Gram Swaraj by bringing about not only educational, economic, sanitary and other improvements in villages, but also by making the people self-confident. The scheme was launched in 1946. The scheme aimed at provision of water supply, formation of Panchayats, organization of cooperatives and programmes for sanitation and also to enable the area self-sufficient through agricultural, irrigational and livestock improvements, and the development of Khadi (hand made cloth) and other Cottage Industries.

8. Nilokheri Experiment:

It was originally started to rehabilitate 7000 displaced persons from Pakistan and later integrated with the 100 surrounding villages. It was built round the vocational training centre that was transferred from Kurukshetra (now in Haryana), in July, 1948. The architect of this project was Shri. S.K. Dey, who served as Union Minister for Community Development and Cooperatives up to 1965. The scheme

called “MazdoorManzil” aimed at self-sufficiency for the rural –cum-urban township in all the essential requirements of life.

Shortening of the early attempts of Rural Development:

- The attempts were mostly based on individual initiative inspired by the idea of serving the people.
- Government support was lacking or inadequate.
- The staff employed was mostly inadequate and untrained.
- The attempts were not thoroughly planned.

RURAL DEVELOPMENT EFFORTS / PROGRAMMES AFTER INDEPENDENCE

Sr. No.	Year	Name of the Programme	
1	1948	GMFC	Grow More Food Campaign
2	1950	JMPC	Japanese Method of Paddy Cultivation
3	1952	CDP	Community Development Programme
4	1953	NES	National Extension Service
5	1961	IADP	Intensive Agriculture District Programme
6	1963	ANP	Applied Nutrition Programme
7	1964-65	IAAP	Integrated Agricultural Area Programme
8	1964	ICDP	Integrated Cattle Development Programme
9	1965	NDP	National Demonstration Project
10	1966	ODP	Oilseed Development Programme
11	1966-67	HYVP	High Yielding Varieties Programme
12	1966	FTEP	Farmers Training and Education Programme
13	1966	FTC	Farmers Training Centre
14	1966	MCP	Multiple Crop Programme
15	1970	DPAP	Draught Prone Area Programme
16	1970	DFAP	Dry Farming Area Programme
17	1971	ICDP	Integrated Cotton Development Programme
18	1971	WVDP	Whole Village Development Programme
19	1971	SFDA	Small Farmers Development Agency
20	1971	MFAL	Marginal Farmers and Agricultural Labour Agency
21	1971-72	TADP	Tribal Area Development Programme
22	1973	HADP	Hill Area Development Programme
23	1974	T&V	Training and Visit System
24	1974	KVK	KrushiVigyan Kendra
25	1974	TDB	Tribal Development Block
26	1975	CADP	Command Area Development Programme
27	1976	IRDP	Intergraded Rural Development Programme
28	1976	ORP	Operational Research Project
29	1976	SF	Social Forestry
30	1977	DDP	Desert Development Programme
31	1978	LLP	Lab-to-Land Programme
32	1978	NARP	National Agricultural Research Project
33	1979	TRYSEM	Training of Rural Youth for Self Employment
34	1980	NREP	National Rural Employment Programme
35	1980	DRDA	District Rural Development Agency
36	1980-81	TUP	Tribal Upliftment Project
37	1981	RLEGP	Rural Landless Employment Guarantee Programme
38	1984-85	NAEP	National Agricultural Extension Project
39	1986-87	NWDP	National Watershed Development Project

40	1989	JRY	JawaharRojgarYojana
41	1990-91	NWDPRA	National Water Development Project for Rain fed Areas
42	1998	NATP	National Agricultural Technology Project

PANCHAYAT RAJ SYATEM

The first organized effort to solve the problem of rural India was made through the Community Development Programme in the year 1952 and National Extension Service in 1953. On the completion of first five years of the CDP, the planning Commission appointed a high-ranking study committee headed by **Balwant Rai Mehta, Chief Minister of Gujarat**. This team pointed out both positive results and inadequacies in the implementation of the programme. This committee recommended Panchayati Raj. The study team made a significant recommendation with implementation of a programme. According to it there should be effective administrative decentralization for the implementation of the programme. The decentralized administration was to be placed under the control of selected and integrated local self-government system ordinarily of 3 levels bodies from village level to block level and then to district level. This democratic decentralized system was named as **"Panchayat Raj"**. The state of Madras tried this as a pilot project as early as 1957. In 1958, Andhra Pradesh state had twenty such pilot projects. Based on the success in these it was the state of Rajasthan which became the pioneer to bring the whole state under democratic decentralization on October 2, 1959. It was implemented in Gujarat on April 1, 1963.

Some explanations:

1. **Panch:** An assembly of elders who settled the disputes within the limit of caste/customs.
2. **Panchayat:** An assembly of elected persons of the village. Village bodies were the lines of contact with higher authorities on matters affecting to the village.
3. **Democracy:** The word Democracy derived from Greek language **Democ** means the people and **Cracy** means rule of. It is leading of the people by the people, for the people.
4. **Decentralization:** Devolution of central authority among local units close to the area served.
5. **Democratic decentralization:** means where authority develops by the process on people's institution and act as local self-government.

Specific Objectives:

1. Assistance to the economically weaker sections of the community.
2. Cohesion and cooperative self help in the community.
3. Development of cooperative institutions.
4. Development of local resources including the utilization of manpower.
5. Production in agriculture as the highest priority in planning.
6. Progressive dispersal of authority and initiative both vertically and horizontally with special emphasis on the role of voluntary organizations.
7. Promotion of rural industries.
8. Understanding and harmony between the people's representatives and people servants through comprehensive training/education and a clear demarcation of duties and responsibilities.

Philosophy of Panchayat Raj The philosophy of Panchayat Raj is deeply steeped in tradition and culture of rural India and is by no means a new concept. Panchayati Raj Provided a system of self-governance at the village level. Panchayati Raj Institutions is the grass-roots units of self-government – have been declared as the vehicles of socio-

economic transformation in rural India. Effective and meaningful functioning of these bodies would depend on active involvement, contribution and participation of its citizens both male and female. The aim of every village being a republic and panchayats having powers has been translated into reality with the introduction of the three-tier Panchayati Raj system to enlist people's participation in rural reconstruction.

Three tiers (levels) of Panchayat Raj:

The Gram Panchayat: Gram Panchayat is the primary unit of Panchayati Raj Institutions or local self-government. In other words it can be said that the first formal democratic institution under the directive principle in the Indian constitution is the Gram Panchayat. It is a cabinet of the village elders, directly elected by the adult citizens of the village. Gram Panchayats are constituted considering their income, population and area. There is a provision for reservation of seats for women and Scheduled Castes and Scheduled Tribes. The panchayat has tenure of five years and is directly elected. It has income through taxes to perform its functions. **The main functions of Village Panchayat are:**

1. Preparation of Annual Plans for the development of the village Panchayat area.
2. Preparation Annual Budget of Village Panchayat.
3. Mobilization of relief in natural calamities.
4. Removal of encroachments on public properties.
5. Organizing voluntary labours and contribution for community works.
6. Maintenance of essential statistics of villages.
7. Such other development works as may be entrusted.
8. Service or developmental function, such as promotion of education, health, agriculture, etc.
9. Representative function, where the main role is to voice and represent the opinion;
10. Regulatory and administrative functions, which consists of regulating the conduct of individuals and institutions and also collection of taxes.

Sources of income of village panchayat

1. Share in land revenue.
2. Local tax.
3. Revenue earned from the settlement of shops, fisheries, etc
4. House taxes & other taxes as specified in Panchayati Raj Act.
5. Fees for providing amenities, cess, tolls.
6. Contribution and grants.
7. Fine and penalties.

Taluka/block Panchayat: It is also known as Panchayat Samiti or Panchayat Union: This is the second tier of the administration at Taluka or Block level. It is headed by Taluka President. Block Development Officer is appointed by the Government. He functions as the leader of the Block. The main functions of the Panchayat Samitis are planning, execution and supervision of all developmental programmes in the Block. It also supervises the works of Gram Panchayats within its Jurisdiction. It has to instill among people within its jurisdiction a spirit of self-help and initiative and work for raising the standard of living. It has to support for the implementation of development programmes. It has the welfare and development activities in the fields of agriculture, animal husbandry, health, sanitation, elementary education, cottage industries and social. It has to use the village housing project funds and loans.

Zilla Panchayat: It is also known as District Development Council or Zilla Parishad. This is the third tier of Panchayat Raj functioning at district level. It is headed by Panchayat

Union Chairman. District Collector leads the work with the help of District Development Officers.

Functions:

1. It works as advisory body for blocks.
2. It approves budget and plan of blocks.
3. It allots funds to the blocks.
4. It approves budget and plan of blocks. It allots funds to the blocks.
5. Secondary education is the responsibility of this council.
6. It should advise Government in all matters relating to rural development in the district.
7. It has to review the results achieved under various items in all the blocks.

Some special features of Democratic Decentralization:

1. The sanctioning powers of most of the works and schemes are with panchayat Samitis and standing committees.
2. Most of the functions are implemented and performed by administrative control of the Panchayat Samitis. Thus, there is a single agency at Block level for all development programmes.
3. The power and functions of the District Boards are allocated among the parishads and the samitis, which are within the reach of rural people.
4. Panchayat samitis have all the technical assistance required at the block level itself.
5. Elementary education is the sole responsibility of the panchayatsamitis.
6. Rural medical institutions in the Block are under the administrative control of the panchayatsamitis.
7. Members of the panchayatsamitis have the right to inspect institutions or works in the Block with a view to ensure efficient working and execution and draw the attention of the executive to any defects.
8. Personnel functioning within the Block are pooled together so that they function in a coordinated way under the samitis.
9. The responsibility for maintenance of minor irrigation works.
10. Panchayat samitis provide financial and technical assistance and supervision to panchayats.
11. Block plans are made based on village plans, district plans based on block plans and state are made based on district plans. This way plans are made truly based on needs of the people.
12. The panchayatsamitis are given power to levy surcharges on taxes levied by the panchayats. This will help the panchayatsamitis to build up their resources.
13. The main functions of the popular institutions are planning and execution of all schemes of rural development on the twin principles of self-help and mutual cooperation.

Panchayat Raj system gave significant progress in the fields of primary and secondary education, communication, agricultural extension, cooperation, health, etc. People could get drinking water. In some places people had protected water supply, Village streets, electric light provision, village sanitation, etc., had enough resources. Rural awakening was brought up among rural people; as a result villagers became conscious of their rights and improved their standard of living.
