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Q. ① Define term extension education. Enlist the principles of extension education and discuss any two of them.

extension education :

It is education for rural people outside regularly organized schools and class room for bringing out social and cultural development.

Principle of extension education :-

- 1 principle of cultural difference.
- 2 cultural change
- 3 Grass-root organization
- 4 co-operation
- 5 participation
- 6 leadership
- 7 Trained specialist
- 8 satisfaction
- 9 Interest and need
- 10 Adaptability in use of teaching method
- 11 whole family approach
- 12 evaluation
- 13 Applied science and democracy

1. principle of cultural difference :

there is will difference in the different states, as people in these state differ in their thinking, living and culture. Instead of using of same extension methods in all states.

it study history, culture, values, organisation and leadership of these area & make appropriate change in educational methods.

2. principle of cultural change :

The culture of people undergoes change by doing or without doing extension work as change is necessary for growth and the development of society. To change it worker has to gain confidence of the rural people.

level of education starts with simple events. taking changes in the needs of rural people into account extension work has to change his area of work.

3. principle of co-operation :

The idea behind extension work is coming together of rural people and E.W for up-liftment. Extension programme should be people programme with government aid. All should co-operate and help each other for this task of social up-liftment.

Q. 2 What do you mean by rural development? Explain problems in rural development.

Rural development:

rural development is strategy designed to improve economic and social life of rural poor.
It is dynamic process, which is mainly concerned with rural areas. These include agril. growth, putting up of economics, and social infrastructure, fair wages as well as housing for landless, village planning, public health, education, communication and other aspects.

Problems in Rural development:

1. Most of educational programme for family and community improvement are fragmented and in limited in scale.
2. There is no-co-ordination between different programme.
3. These programme are often of poor quantity.
4. These programme are operating hazardly with neither priorities nor plans.
5. Most of the time field staffs is burdened with non-productive responsibilities.

6. The efforts of field staff are not adequately reinforced with mass media and other communication support.
7. Field staff is not provided with adequate transport and other facilities.
8. There is weak link with research and extension agencies.

It is necessary to remove or rectify situation & create favourable env. for rural development.

(Q) ③ Define community development and differentiate between community development and extension education.

community development :

It was defined as process by which efforts of people are united with those of governmental authorities to improve economic, social and cultural conditions of communities.

IT IS process designed to create conditions of economic and social progress for whole community with its active participations.

community development.

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extension education.

1. Emphasis on indiv co-operation

Emphasis on individual

2. Education aim at group of individual to work collectively to obtain economic & social improvement.

Education aimed at individual development to obtain economic and social improvement.

3. Its main themes is needs of communities.

Its main theme is need of individuals.

4. Emphasize decision making by groups & representative of groups.

Emphasize decision making for change by individual & families.

5. It is directly responsible for attacking all elements of human welfare.

It concentrates more on agricultural production and home economics.

Q. 4 Define education and discuss the different types of education.

Education :

Education may be defined as production of desirable changes in human behaviour.

Aim of education is to influence people to make those desirable changes in their behaviour that contribute to better living.

Types of education :

(a) Formal education :

- education which we get in schools and colleges is formal education.
- This education is highly institutionalized chronologically graded & hierarchically structure education starting from primary school and reaching to university education

(b) Informal structured education :

- It is characterized by informality, relatively less structured and pre determined situations.
- It is long life process by which every person acquire knowledge, attitude, skills and insight from daily experience and exposure to environment.
- It is an out of school system of education in which young and adult learn by doing.

(c) Non-formal education :

- It is organized, systematic activity carried on outside framework of formal educational system. To provide selected types of learning
- It include farmers training programme, adult literacy programme, occupational skill training given outside formal system.

• Youth clubs, farmer clubs radio / television clubs and other clubs with substantial educational purpose follow this system of education.

② Enlist different agricultural development programme and explain two of them.

Agricultural development programme

1. Intensive Agricultural District Programme (IADP) 1960.

2. High yielding varieties programme (HYVP) 1966.

3. Institution village linkage programme (IVLP) 1999

4. Watershed development programme (WDP) 1983

5. National Agriculture technology project (NATP) 1990.

6. Agricultural technology management Agency (ATMA) 2000

7. Agricultural technology information centre (ATIC) 2000

8. National Horticulture mission (NHM) 2000

g. National Agricultural Innovation Project (NAIP) 2000

1. Intensive Agricultural District programme (IADP) 1960.

Object :

1. To achieve rapid increase in the level of agricultural production through a concentration of financial, technical extension and administrative resources.
2. To achieve self generating break through in productivity.
3. To raise production potential by stimulating human and physical process of change.
4. To demonstrate most effective way of increasing production.

Salient features :

- The programme started in 1960 as per recommendation of agril. production team of Ford foundation.
- report urged selection of certain crops for certain responsive area for more intensive effort and top priority to given to food production
- So also IADP financial & technical personal resource were concentrate on limited but most responsive area.
- It also called as ' Package programme '

2. High yielding varieties programme (HYVP) 1966

Object :

To boost up agricultural production by using high yielding varieties with appropriate inputs.

Salient feature :

- HYVP was launched in country in 1966.
- This was another milestone to support new agri strategy which aimed at attaining self-sufficiency in cereals food at ends of 1970-71 mainly through HYV of cereals crop.
- The programme was initiated in area having necessary organization & other facility which considered pre-requisites to rapid agri-growth
- This was run through existing staff.

3. Agricultural technology information centre (ATIC) 2000

Object :

- To provide single window delivery system for products and services from an institution to farmers & other interested groups as process of innovativeness in technology dissemination at institute level.
- To facilitate farmer access to institutional resources available in terms of technology, advice, etc for reducing technology dissemination losses.

Salient feature :

- Soil & water testing.
- To diagnose pest & disease on crop & suggest remedial measure.
- Sale of integrated pest control and bio-insecticide.
- Sale of seed, seedlings grafts and implements prepared at university.
- Information service on animal production and fish development.

Q. Enlist the objectives of community development programme.

- Objectives of community development are to help people to find method to organise self-help programme and to furnish techniques for co-operative action which local people develop to improve their own culture.

a) Area development : with minimum all round progress.

b) Self help programme : people participation being essential feature.

c) Development of whole community : with special emphasis on weaker and underprivileged sections.

• A rapid expansion in food and other agricultural production was prescribed as primary objectives.

• Development of cottage & small scale industry for purpose of providing employment to non-agricultural classes.

• Improvement of health & sanitation, provision of housing facility & promotion of educational & other social activities.

• Provision of proper communication was laid down as one objectives.

• Realisation that what was required was a change in mental outlook of people.

• The programme instill in them an ambition for higher standards and will to live a better life.

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Ques. Enlist developmental programme of pre-independence era and explain any one of them.

developmental programme of pre-independence era :-

Tagore's exp. at shniketan was aimed at both economic as well as moral rehabilitation of rural community.

The Martandam and Gurgaon exp. gave basic concept of rehabilitation of villagers. The inspiring ideals and programme of development were provided by Mahatma Gandhi in his experiment at sevagram.

- 1) shniketan (1908)
- 2) Martandum (1921)
- 3) Gurgaon (1928)
- 4) sevagram or Gandhi constructive pg. (1920)

Post - independence era :

After independence there rehabilitation of need for social transformation of rural life. concrete steps in his direction was in form of experiment like firka development, Etawah pilot project provided basic concept for formulation of future development programme.

The details of post independence effort in rural development are presented in following lines -

- 1) Firka Development (1950)
- 2) Etawah pilot project (1947)
- 3) Nilokheri Experiment (1948)

1. Shriniketan (c1908)
- Rabindranath Tagore in collaboration with Elmhurst, started with project in Bengal.
 - Aim of project was to win friendship of villagers and to make-up an honest effort to assist them in solving their most pressing problems.
 - Idea is also to develop people resource & their credits & to teach them better method of growing crops, vegetables and keeping livestock.
 - Not make much headway work was lack of fund to finance expanded activity
 - There was tendency towards gradual urbanisation and centralisation.

2. Gandhian constructive programme (c1920)

- Started under guidance of Mahatma Gandhi objectives of the project were to provide service to underprivileged, achieving self dependency and provide basic education.
- Main activities of project were organisation of training centre for cottage industry, prohibition, stressing women's education & basic education & preaching & practicing communal unity.
- having very high personal standard so difficult for common man to reach thus could not provide expected result.

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S. Discuss detail about broad based extension.
(BBE)

- In training & V system more emphasis laid on the family approach.
- In integrated area village FW have full time job for 9-10 month a year while in dryland area crops occupy 4-6 month during year so farmer & FW do not have full time opportunities a year.
- Message delivered to farmer in T&V system are more crop oriented and less impt. to allied activity.

In order to improve this situation diverse requirement of farmer BBE can be made in following area.

1. Land management including soil health & soil & moisture conservation.
2. Water Management including conjunctive use of ground & surface water & introduction to new technology.
3. Crop Management including introduction of new crop pattern & crop production plans.
4. Horticulture including vegetables & fruit production and introduction of tissue culture & plastic in agril.
5. Animal Husbandry, Fisheries & Poultry Including animal nutrition & dairying but excluding Veterinary Services.
6. Fodder crop and Fodder Management & Agroforestry including raising of fodder crop, raising of nursery and water conservation Technology.

7. promotion of women specific technologies including post harvest & drudgery - reducing technology.
8. Human resource development including training of farmer and extension personnel.

considering the requirement for plan make extension broad based to meet need. The village extension worker will have full time job by offering message to farmers to meet their diverse need. thus BBE governed by certain conditions.

1. The broad basing in extension has to consistent with requirement farm based activities.
2. The extension service is not involved implementation of any one extension project but is involved with view to secure co-ordinate & timely delivery of services to farmers.
3. Emphasis should be given on more efficient use of resources. concentrate on activities supporting increased production & productivity.
4. Arrangement of institutional training support to farmer and extension worker has to provided in BBE.

production

this BBE will encourage the activities of farmers.

Q. What do you mean by panchayatraj? Enlist the function of gram panchayat.

Panchayatraj system (1961)

- It shall take steps to organise village panchayat & to endow them with such power & authority as may be necessary to enable them to function as units of self-government.
- The first organised effort was through community development programme in 1952.
- It was to ensure their involvement in planning and implementation of development programme & to secure fullest possible public participation.
- This study team headed by Balwantrai Mehta recommended setting up of elected bodies at village, block & district levels.
- Initially called institution of democratic decentralisation and later called panchayatraj.

Basic principle :-

1. Should be a structure of local self governing bodies from village to district. These bodies should be organically linked up.
2. There should be genuine transfer of power & responsibility of these bodies.
3. Adequate resource should transferred to new bodies to enable them to discharge their responsibilities.
4. System evolved should facilitate further devolution dispersal of power and responsibilities in future.

Three - tier system of Panchayat Raj :

- a) Village panchayat
- b) Panchayat Samiti
- c) Zilla Parishad.

FUNCTIONS OF gram PANCHAYAT :

- IS headed by Sarpanch. , elected by the members of village panchayat.
- FUNCTIONS OF VILLAGE PANCHAYAT INCLUDE PUBLIC HEALTH AND SANITATION , WATER SUPPLY , STREET LIGHTING , MATERNITY AND CHILD WELFARE , REGISTRATION OF BIRTH AND DEATHS , FIRE SERVICE , CO-CATCH AND WARD IN VILLAGE PROVISION OF EDUCATION & RECREATION CONSTRUCTION & MAINTAIN OF VILLAGE ROADS , TANKS , WELLS , BUNDLS ETC.

What do you mean by training and visit system ? explain salient feature of T4V System.