

# TEACHING MANUAL

## Programme development for Rural Families

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**Objective**

- To acquaint the students with regard to rural situation and accordingly programme development as per the need.

**Theory**

Planning: nature of planning. Extension programme planning: concept, definition, objectives, principles relevant terms used in programme planning: situation, aims, objectives, problem, solution, project, plan, plan of work, calendar of work etc. Steps in extension programme planning: elaborate discussion. Critical analysis of few major development programmes under five-year plans. Leader and leadership: meaning, definition, identification of leader execution of programme: Environment and rapport building, role of local leader, involvement of local leaders, involvement of local bodies, participation-PRA. Organizations and extension agencies. Implementation of programme and constraints associated with it. Monitoring and evaluation: concept, meaning, definition.

**Practical**

Establishing rapport with rural families and identification of leader. Conducting baseline survey of village and household and analysis of information. Different PRA tools, its applications in programme development and exercises. Triangulation of information from conventional and PRA method. Preparation of detailed plan of work for small need based programme. Implementation of programme Evaluation of programme Documentation Presentation of findings of programme.

SI. No.	Course Outline	No. of classes
1	Extension programme: Concept, definition, objectives, Principle.	2
2	Principles relevant terms used in programme planning: situation, aims, objectives, problem, solution, project, plan, plan of work, calendar of work etc.	2
3	Steps in extension programme planning.	1

4	Critical analysis of few major development programmes under five-year plan.	3
5	Leader and leadership: meaning, definition, identification of leader execution of programme	3
6	Environment and rapport building, role of local leader, involvement of local leaders, involvement of local bodies, organizations and extension agencies	2
7	Implementation of programme and constraints associated with it	4
8	Monitoring and evaluation: concept, meaning, definition.	2
	<b>Mid-term Examination</b>	<b>2</b>
	<b>Total</b>	<b>21</b>

<b>Sl. No.</b>	<b>Practical; Course Outline</b>	<b>No. of classes</b>
1	Establishing rapport with rural families and identification of leader.	3
2	Conducting baseline survey of village and household and analysis of information	4
3	Different PRA tools, its applications in programme development and exercises	4
4	Triangulation of information from conventional and PRA method.	4
5	Preparation of detailed plan of work for small need based programme	4
6	Implementation of programme	6
7	Evaluation of programme	4
8	Documentation	4
9	Presentation of findings of programme	4
	<b>Practical Examination</b>	<b>1</b>
	<b>Total</b>	<b>38</b>
	<b>Grand Total</b>	<b>59 (21+38)</b>

### **Distribution of marks**

Mid-term Examination	15
Quiz	10
Class Practical and Practical Examination	25
Final Examination	50

***Suggested Reading:***

1. Sandhu, A.S (2003), *Extension Programme Planning*, New Delhi : Oxford IBH
2. Ray, G.L. (2004), *Extension Communication and Management*. New Delhi : Kalyani Publishers.
3. Reddy, A.A (2001), *Extension Education*, Bapatla: Sri Lakshmi Press.
4. Sharma K.R.(2004), *Project Management*, National Publishing House, Jaipur.
5. Goel B.B. (2004), *Project Management Principles and Techniques*, Deep & Deep Publication Pvt. Ltd., New Delhi
6. Prasad L.M. (2008), *Principles and practice of Management*, Sultan Chand and Sons Educational Publishers, New Delhi.
7. Tripathi, P.C., Reddy , P.N. (2012), *Principles of Management*, Tata McGraw Hill Education Pvt. Ltd., New Delhi

## LECTURE 1

### EXTENSION PROGRAMME: CONCEPT, DEFINITION, OBJECTIVES, PRINCIPLE.

To understand the extension programme planning process, certain basic concepts of an extension programme, planning and extension planning need to be understood.

#### **Extension programme**

The word 'programme' has several distinct meanings in the dictionary. It means a proclamation, a prospectus, a list of events, a plan of procedure, a course of action prepared or announced before hand, a logical sequence of operations to be performed in solving a problem. When used by an organization, it means a prospectus or a statement issued to promote understanding and interest in an enterprise.

**According to Kelsey and Hearne (1949)**, an "extension programme" is a statement of situation, objectives, problems and solutions'.

**According to the USDA (1956)**, an "extension programme" is arrived at co-operatively by the local people and the extension staff and includes a statement of:

1. The situation in which the people are located;
2. The problems that are a part of the local situation;
3. The objectives and goals of the local people in relation to these problems; and
4. The recommendations or solutions to reach these objectives on a long-time basis (may be several years) or on a short-time basis (may be one year or less).

**Leagans (1961)** says that an "extension programme" is a set of clearly defined, consciously conceived objectives or ends, derived from an adequate analysis of the situation, which are to be achieved through extension teaching activity'.

**Lawrence (1962)** says that an "extension programme" is the sum total of all the activities and undertakings of a county extension services. It includes: (i) programme planning process; (ii) Written programme statement; (iii) plan of work; (iv) programme execution; (v) results; and (vi) evaluation.

- ❖ From the above definitions, it is clear that an extension programme:
- ❖ Is a written statement?
- ❖ Is the end product of extension programme planning;
- ❖ Includes a statement of situation, objectives, problems and solutions;
- ❖ Is relatively permanent but requires constant revision;
- ❖ May include long-term as well as short-term programme objectives;

- ❖ Forms the basis of extension teaching plans;
- ❖ Has been drawn up in advance; and
- ❖ Has been built on the basis of content.

So, we can define an **extension programme** as a written statement of situation, objectives, problems and solutions which has been prepared on the basis of an adequate and systematic planning effort and which forms the basis of extension teaching activities in a specific area, for a given period.

Definitions for a set of important terminologies in this regard would provide the needed clarity:

**Programme** is a written statement containing a more pertinent factual data used in decision-making, the problems agreed upon with priority assignment and the possible solutions to the problems'.

**Plan or Plan of work** is an outline of activities so arranged as to enable efficient execution of the entire programme. It answers the questions of what, why, how, when, where and by whom the work is to be done.

**Project** is a single item of the annual plan containing the method of solution of a single selected problem

**Calendar of work** is a plan of work arranged chronologically, according to the time when step of work is to be done. It is a time schedule of work.

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

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

**Goal** is a distance in any given direction, proposed to be covered in a given time.

## **PLANNING: NATURE OF PLANNING**

Planning is the process of deciding in advance what is to be done, where, how and by whom it is to be done. Planning is a process which involves studying of past and present in order to forecast the future. It provides guidelines and minimizes cost. Planning is a process involves anticipation of future course of events deciding best course of action. Thus, it is basically a process of “thinking before doing”. Planning is important and necessary for everyone. All these elements speak about futurity of an action. Planning plays an important role as an individual, family or business or organization.

**Koontz and O'Donnell** have defined planning in terms of future course of action.

According to **Myerson and Benfield (1935)**, “Planning is designing a course of action to achieve ends.”

According to **Boyle(1965)**, “the most effective planning effort would be which achieves the greatest degree of performance of the actions, motions or operations implied by a set of planning concepts which depict the ideal process.”

### **What is extension programme planning?**

Programme planning is a procedure of working with the people in an effort to recognize unsatisfactory situations, needs or problems, and to determine possible solutions. This is a conscious effort to meet the needs, interests and wants of the people for whom the programme is intended. People’s needs are a central concern of planners for rural development.

The extension programme planning is based on different concepts.

#### **1. Extension Programme Planning is a process**

“Process” is any phenomenon which shows a continuous change in time. According to Boyle (1965) “A process is involved in which a series of actions culminate in the accomplishment of a goal”. When we label something as a process, we mean that it does have a beginning, an end, a fixed sequence of events. It is not static, at rest.

The extension programme planning process will affect actions and methods of carrying out the process. Programme planning processes can occur at any particular time and at any level of the extension system organization, may be at block, state (state plans) or national level (Five Year Plans). Planning at the block level takes place when:

- The long-term plan is to be developed
- The schematic budget is to be planned
- The annual plan of work is to be developed and
- Detailed plans for individual learning experiences are to be developed within a major project.

#### **2. Extension programme planning is a decision-making process:**

After the collection of facts of a particular situation, these are analyzed and judged to prioritize the needs, so that a planning model is formulated in order to decide a programme which will be implemented through the extension teaching activities.

#### **3. Extension programme planning requires advance thinking:**

For efficient planning, if we know “**where we are**” and “**where we have to go**”,

we could better decide “**what to do**” and “**how to do**”. Good extension programme planning is an intellectual activity as it requires -

- knowledge
- imagination and
- reasoning ability

Thinking in advance also involves a number of aspects such as people, their needs and interests, useful technology, educational process, analysis of situation, decision making (about what should be done), determining useful actions and projecting the desired shape of things in future.

4. **Extension programme planning requires skill and ability of planners:**

Planning effective extension education programmes require a number of high-level professional skills and ability of planners.

5. **Extension programme planning is built around content**

Extension programme planning requires some purpose and is built around available improved technology, the people, their resources, problems, needs and interests.

6. **Extension programme planning is a social action process**

Extension programme planning involves interaction and decisions taken in the form of programme affects others. Interactions assume a type of communication between two or more people in the planning process. The extension staff and local leaders decide on the programme content for extension teaching for the coming year. In this social planning process, the scientific data is put to judgments so as to decide the change and also the appropriate methods to be used to reach these goals.

7. **Extension programme planning is a collaborative effort**

Programme planning cannot be done by any one single individual; rather it is a team work as many different types of efforts are required. This involves identification, assessment and evaluation of needs, problems, resources, priorities and solutions.

8. **Extension programme planning is a system:**

Extension programme planning is a system as the different processes and methods involved in programme planning are inter related and linked together. It includes several sub processes, such as planning, designing, implementing, evaluation etc.

9. **The end product of extension programme planning is an extension programme:**

According to **Vandeberg (1965)**, “the first and foremost purpose of any planning, is that of developing a sound, defensible and progressive course of action or plan”. In



the process followed, many other benefits might accrue, such as the education of participants, but we want a plan which can and will be used.”

**10. Programme planning is an educational process:**

It involves teaching and learning of both the planners and rural people. It builds skill among the people in finding, analyzing, deliberating and focusing problems. Helps to develop new skills and attitudes for improving the quality of life of people.

**11. Programme planning is a unifying and integrating process:**

Through the process of identification of problems, fixing priorities, establishing goals and objectives, providing continuity and evaluation, people get a total picture of where they are, what they do and where they are likely to reach. All these processes are linked and united together, to achieve the objectives.

**12. Programme planning is an evaluating process:**

It helps to evaluate shortcomings, weaknesses, achievements and successes of a programme, so that it can be modified and implement it again.

**Short Answer Type**

1. What are the main points in the definition of planning?
2. How does planning provide direction?

## LECTURE II

### PRINCIPLES OF PROGRAMME PLANNING

Principles are the fundamental truths and settled rules of action. There are some basic principles which are generally applicable before starting any extension programme. These are as follows:

- I. Programme-planning should be based upon a careful analysis of a factual situation-** It is important to take into account the conditions that exist at a particular time. This implies that factors such as land, crops, economic trends, social structure, economic status of the people, their habits, traditions and culture, in fact, everything about the area in which the job is to be done and its people, may be considered while planning an extension programme for an area. These factors may be viewed in terms of established long-term objectives and rural policy. The outcome of previous plans should also be reviewed and results utilized.  
Brunner and Yang (1949) argue that there is no greater mistake than to assume that technical know-how alone will solve the problems of the farmers. They say that no programme or even technique can achieve the desired results when not in harmony with the culture of the people. 'Extension knows, if need be, the surer way is to effect cultural change by the slow but certain process of education'.
- II. Problems for action are selected on the basis of recognized needs of people-** Sound programme building selects problems based on people's needs. It is necessary to select these problems which are most urgent and of widest concern. Choice of the problems must be among those brought out by the analysis of facts regarding what are felt and unfelt needs. So, the extension work must begin with the interests of the people to be effective. Burner (1945) said that an extension program must meet the felt needs of the people. Leagans (1961) has recommended that the extension workers adopt the subject matter and teaching procedure to the educational level of the people, to their needs and interests, and to their resources.
- III. Objectives and solutions are to be feasible and offer satisfaction-** In order to hold interest, we must set working objectives and offer solutions which are within reach and which will give satisfaction on achievement. This is related to motivation for action. People must see how they or their communities are going to benefit from the proposed solutions. Very often the simplicity or dramatic effect of the practice recommended is the most potent factor in its wide adoption. Further, if there is to be

progress and not more evolution in the development of man, the objectives must be periodically revised in view of the progress made. In other words, as changes occur, objectives need to be re determined to allow for even further progress to be realized

- IV. Programme should be permanent and flexible to meet a long-term situation, short-term changes, and emergencies-**Any good programme must be forward looking and permanent. Permanence means anticipating years of related and well organized effort. Along with this lower process, which both follow and makes a long-term trend, experience has shown that particular items will need to be changed to meet unforeseen contingencies or emergencies. Without flexibility, the programme may not, in fact, meet the needs of the people. A programme should be prepared well in advance of its execution but not too far ahead of time. Ordinary events may subject it to change in part though not in total. It is obvious that an extension programme must be kept flexible to meet the changing needs and interests of the people.
- V. Programme should have both balance and emphasis-**A good programme should cover the majority of people's important interests. It must be comprehensive enough to embrace all groups, creeds and races at all levels and community, block, state, national and international problems. It is futile to deal with only one phase of life in a community as an end in itself. At the same time, a few of the most important or timely problems should be chosen for emphasis. To avoid scattered effort, something must stand out. Decisions must be made as to which of the needs are most urgent. The next consideration in choosing items for emphasis is to promote efficiency by permitting a good distribution of time and effort throughout the year. Too many things carried out simultaneously will divide either the worker's or the people's attention.
- VI. Programme should have a definite plan of work-**No matter how well a programme is thought through, it is of no use unless carried out. This implies good organization and careful planning for action. A plan of work is an outline of procedure so arranged as to enable efficient execution of the entire programme. It is the answer to what, where, when and how the job will be done. In carrying out programme plans, different leaders and groups may work on various phases, i.e., the women in the community may work on one segment, the men on a second segment and youth-club members on a third. Organization should be used as a tool to accomplish these purposes, never as an end in itself.

**VII. Programme planning is a continuous and coordinating process-** Since programme planning is viewed as an educational process and since education is seen as a continuous process, therefore it logically holds that extension programme planning is a continuous process. There is no question of exhausting new knowledge, either in the subject matter with which we deal or in the methods of teaching. With the constant flux of agricultural technology, extension education is faced with an increasingly more difficult job as it tries to serve the needs and interests of the people. Sutton (1961) said that extension in a changing society must adjust and plan for the future to serve the needs of people. He set forth five steps within might be useful in making necessary adjustments:

- i. Keep choice to the people
  - ii. Be flexible and ready to grasp with firmness new problems as they arise.
  - iii. Work with people in seeking practical solutions to their problems.
  - iv. Keep abreast of technological and social change.
- Close the gap between research discovery and practical application.

It is obvious that tomorrow's problem will not be the same as today's. So extension must make periodic adjustments in its plans to meet the changing problems. Extension must also be alert to the change that is going on in Science and Technology. With new technology, solutions to problems change. It is therefore necessary to view extension programme planning as a continuous process though its recurrence is cyclic.

Extension programme planning finds the most important problems and seeks agreement on definite objectives. It coordinates the efforts of all interested leaders, groups and agencies and considers the use of resources. It obtains the interest and co-operation of many people by showing them why things need to be done. This is important in working with people. Within the extension organization, the block staff may work together on an integrated programme, each member devoting part of his energy to appropriate phases.

**VIII. Programme planning should be educational and directed towards bringing about desirable change. -** Program planning in extension is an educational process, which helps increasing knowledge, skill and attitudes. The people involve in program planning should pay more emphasis for skill training and attitudinal changes. The process of program planning itself an excellent teaching device. It teaches people to think, to reason, and make decisions and act through participation. It is time consuming but good investment. Extension program have helped people to solve

many problems, but an equally important outcome has been the development of the people themselves to the end that they can more effectively identify and solve the many other problems, which confront them. In this aspect, extension planning is unique and from planning for highways etc.

- IX. **Programme planning should have a provision for the evaluation of results.** Since extension program planning involves decision-making procedures, so evaluation is important in order to make intelligent decisions aimed at achieving the stated objectives. Extension program should provide scope for evaluation of result and reconsideration of the extension program. Matthews (1962) pointed out that extension program planning and evaluation go together. Kelsey and Hearne (1949) have said that all other principles of program building are related to evaluation.

### **Check Your Progress**

1) What do you mean by development programme planning?

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2) Do you agree that proper planning enhances the success of urban development programmes? Support your answer.

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3) Write any four principles of programme planning.

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## LECTURE III

### Steps in extension programme planning

Three phases involved in programme planning process are

1. **Programme formulation**
2. **Programme execution**
3. **Programme evaluation**

These three phases have the following 8 sub-processes as shown

- I. Collection of facts
- II. Analysis of the situation
- III. Identification of problems
- IV. Determination of objectives
- V. Developing the plan of activities
- VI. Carrying out the activities
- VII. Continuous checking
- VIII. Evaluation of results
- IX. Reconsideration



- I. **Collection of facts** - Sound plans are based on availability of relevant & reliable facts. This includes facts about the village people, physical conditions, existing farm & home practices, trends & outlook. Besides, other facts about customs, traditions, rural institutions, peoples' organizations operating in the area, etc. should be collected. The tools & techniques for collecting data include systematic observations, a questionnaire, interviews & surveys,

existing governmental records, census reports, reports of the Planning Commission, Central Bureau of Statistics, and the past experiences of people.

## **II. Analysis of the situation**

After collecting facts, they are analysed and interpreted to find out the problems & needs of the people.

## **III. Identification of problems**

As a result of the analysis of facts, the important gaps between 'what is' & 'what ought to be' are identified and the problems leading to such a situation are located. These gaps represent the people's needs.

## **IV. Determination of objectives**

Once the needs & problems of the people have been identified, they are stated in terms of objectives & goals. The objectives represent a forecast of the changes in the behaviour of the people and the situation to be brought about. The objectives may be long-term as well as short-term, and must be stated clearly.

## **V. Developing the plan of work**

In order to achieve the stated objectives & goals, the means & methods attaining each objective are selected; and the action plan, i.e. the calendar of activities is developed. It includes the technical content, who should do what, and the time-limit within the work will be completed. The plan of work may be seasonal, short-term, annual or long-term.

## **VI. Execution of the plan of work**

Once the action plan has been developed, arrangement for supplying the necessary inputs, credits, teaching aids, extension literature etc. has to be made and the specific action has to be initiated. The execution of the plan of work is to be done through extension methods for stimulating individuals and groups to think, act and participate effectively. People should be involved at every step to ensure the success of the programme.

## **VII. Evaluation**

It is done to measure the degree of success of the programme in terms of the objectives & goals set forth. This is basically done to determine the changes in the behaviour of the people as a result of the extension programme. The evaluation is done not only of the physical achievements but also of the methods & techniques used and of the other steps in the programme planning process, so that the strong & weak points may be identified and necessary changes may be incorporated accordingly.

## **VIII. Reconsideration**

The systematic and periodic evaluation of the programme will reveal the weak and strong points of the programme. Based on these points, the programme is reconsidered and the necessary adjustments & changes are made in order to make it more meaningful & sound.

Programme planning is not the end-product of extension activities, but it is an educational tool for helping people to identify their own problems and make timely & judicious decisions. From the above mentioned cycle, it is clear that the planning of an extension programme comprises a logical series of consecutive steps. The first 4 steps form the programme-phase. The steps 5-7 form the action-phase. The step 8, i.e. reconsideration, joins the 2 phases together, where it leads to the fact-collecting step, thus beginning once more the never ending or continuous process of planning the extension programme.

### **Check Your Progress**

#### **I. Write the three phases in programme planning.**

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## **LECTURE IV**

### **Critical analysis of few major development programmes under five-year plans.**

#### **Five Year Plans of India**

Planning plays an important role in the smooth functioning of an economy. In 1950, the Government set up the Planning Commission to create, develop, and execute India's five-year plans. In the article, we will look at each five year plan of India and how it helps achieve the basic objectives of growth, employment, self-reliance, and also social justice. Further, it also takes into account the new constraints and possibilities to make the necessary directional changes and emphasis.

#### **HOW IT WAS STARTED?**

Our first Prime Minister Shri J. L. Nehru visited Soviet Russia in 1927. He was impressed by the Five Year Plans of Russia. In 1938, he proposed to adopt the Five Year Plans in India.

On the recommendations of the Advisory Planning Board constituted in 1946, under the Chairmanship of K. C. Neogi, the Planning Commission was established in March 1950 by an executive resolution of the Government of India for implementation of the five year plans.

**HOW IT PROGRESSED?** From 1947 to 2017, the Indian economy was premised on the concept of planning. This was carried through the Five-Year Plans, developed, executed, and monitored by the Planning Commission (1951-2014) and the NITI Aayog (2015-2017). With the prime minister as the ex-officio chairman, the commission has a nominated deputy chairman, who holds the rank of a cabinet Minister. Montek Singh Ahluwalia is the last deputy chairman of the commission (resigned on 26 May 2014)

#### **PRESENT STATUS**

The Twelfth Plan completed its term in March 2017. Prior to the Fourth Plan, the allocation of state resources was based on schematic patterns rather than a transparent and objective mechanism, which led to the adoption of the Gadgil formula in 1969. Revised versions of the formula have been used since then to determine the allocation of central assistance for state plans.

The new government led by Narendra Modi, elected in 2014, has announced the dissolution of the Planning Commission, and its replacement by a think tank called the NITI Aayog (an acronym for National Institution for Transforming India).

## WHO WAS GADGIL?

The Gadgil formula is named after Dhananjay Ramchandra Gadgil, a social scientist and the first critic of Indian planning. It was evolved in 1969 for determining the allocation of central assistance for state plans in India. @Gadgil formula was adopted for distribution of plan assistance during Fourth and Fifth Five Year Plans.

## WHAT WAS GADGIL FORMULA?

1. Special Category states like Assam, Jammu and Kashmir and Nagaland were given preference. Their needs should first be met out of the total pool of Central assistance.
2. The remaining balance of the Central assistance should be distributed among the remaining states on the basis of the following criteria:
  - 60 per cent on the basis of population;
  - 7.5 per cent on the basis of tax effort, determined on the basis of individual State's per capita tax receipts as percentage of the State's per capita income;
  - 25 per cent on the basis of per capita state income, assistance going only to States whose per capita incomes are below the national average;
  - 7.5 per cent for special problems of individual states.

## Objectives of Five Year Plan of India

The objectives of these five-year plans were as follows:

1. Economic Growth
2. Economic Equity and Social Justice
3. Full Employment
4. Economic Self-Reliance
5. Modernisation

## The Approach to each Five Year Plan of India

Here is a quick overview of India's Five Year Plans:

### First Five Year Plan of India (1951-56)

- I. On December 8, 1951, the Prime Minister Jawaharlal Nehru presented the first five-year plan to the Parliament of India.
- II. It was made for the **duration of 1951 to 1956.**
- III. Agriculture was given the topmost priority in this plan. Model: HARROD-DOMAR

It was mainly directed towards increasing agricultural production and strengthening economic infrastructures like irrigation, power and transport after independence. There was an acute food shortage in the country and to solve the food problem priority was given to increase production of food grains.

- IV. The abolition of zamindari system, launching of the community development programme, growing more food campaign along with improvement in other related spheres like marketing, fisheries, animal husbandry, soil conservation and forestry were the notable features
- V. Its main focus was on the agricultural development of the country.
- VI. The 'Community Development Programme' (CDP) was launched on 2 October 1952, through which emphasis was given to the development of agriculture, irrigation, energy and power, industry and minerals, village small scale industry, transport, employment etc.
- VII. The National Extension Service Programme, Mettur Dam, Hirakud Dam, and BhakraNangal Dam were established as irrigation programme during the plan (GOI, 1952)..
- VIII. Rehabilitation of landless workers. These workers were granted economic fund, training in agriculture, soil conservation and other related agricultural issues were also given consideration.
- IX. During this plan, five Indian Institute of Technology were set up in five locations in India.
- X. To improve the higher education i.e. college and university education The University Grants Commission was set up in India.
- XI. Nationalization of SBI
- XII. The target growth of national income of the first five year plan was 2.1% and achieved 3.61%.

### **Second Five Year Plan of India (1956-61)**

- I. It was made for the duration of 1956 to 1961.
- II. It was **based on the P.C. Mahalanobis Model**. Which is an economic development model developed by the Indian statistician P. C. Mahalanobis in 1953

- II. In this plan, emphasis was shifted from agriculture to industry and only about 21% of the actual plan expenditure was spent for agricultural development. There was a shortfall in the production of all crops except sugarcane.
- III. The Khadi and Village Industries Programme, Intensive Agricultural District Programme, Tribal Area Development Programme, Village Housing Projects Scheme were the major programmes of rural reconstruction.
- IV. The Intensive Agricultural District Program (IADP) was introduced in 1962 for increasing of production with the help of essential elements such as supply of fertilizers, pesticides; improve of seeds etc.
- V. Heavy industries were established like Hydro electric power projects and five steel plants at Bhilai, Durgapur and Rourkela were established in India.
- VI. In 1958, the Atomic Energy Commission was formed under Homi J. Bhabha as the first Chairman. The Tata Institute of Fundamental Research was established as a research institute.
- VII. The target growth of national income in this plan was 4.5% and achieved 4.27%.

### **Third Five Year Plan of India (1961-66)**

- I. The objective of this plan was to achieve self-sufficiency in food grains and to increase the agricultural production to meet the needs of industry and export.
- II. Depiction Plan Model of Prof. Sandy and SukhmayChakravarti.
- III. The plan targeted to increase overall agricultural production by 30%, but the achievements were disappointing. PDS (Public distribution system) was started.
- IV. The actual output of food grains was 88.4 million tones in 1964-65 and 72.3 million tons in 1965-66, caused due to the drought condition of 1965-66. Indo-China war-1962 and Indo-Pakistan war-1965

- V. Food production was increased by 10% only as against the target of 30%.  
Consequently, the country has to import Rs. 1,100 crores worth of food grains to meet the domestic demand. Many cement and fertilizer plants were built.
- VI. At the grass root level many schools have been started to improve primary education.
- VII. During this period the State Electricity Boards and State Secondary Education Boards were formed.
- VIII. States were made responsible for secondary and higher education.
- IX. State road transportation corporations were formed and local road building became a state responsibility.
- X. The target growth of national income was 5.6% and achieved 2.84 %. 16 of 4
- XI. Applied Nutrition Program, Tribal Development, Block Programme, Rural Works Programme, Intensive Agricultural Area Programme, The Rural Industries Projects, High Yielding Variety Programme etc were started.
- XII. The Applied Nutrition Programme was introduced in the rural areas in 1962 in collaboration with UNICEF. The objectives of the programme were production and distribution of nutritious food for pre-school children, pregnant and nursing mothers.
- XIII. In 1957, Balwant Rai Mahta Committee recommended to form the three tiers Panchayatiraj i.e. Gram Panchayatiraj at village level, Panchayats Samiti at Block level and Zilaparishad at District level. The three tier system of Panchayatiraj Raj was first adopted by Rajasthan on 2 October, 1959.
- XIV. *Due to china war, this plan could not achieve its growth target of 5.6%*

#### **4. Plan Holiday:**

I. The duration of the **plan holiday was from 1966 to 1969.**

The main reason behind the plan holiday was the Indo-Pakistan war & failure of the third plan.

III. During this plan, annual plans were made and equal priority was given to agriculture its allied sectors and the industry sector.

#### **Fourth Five Year Plan of India (1969-74)**

- I. Its duration was from 1969 to 1974.
- II. There were two main objectives of this plan i.e. growth with stability and progressive achievement of self-reliance.
- III. During this plan, the slogan of “**Garibi Hatao**” is given during the 1971 elections by **Indira Gandhi**.
- IV. . This plan failed and could achieve a growth rate of 3.3% only against the target of 5.7%.

#### **SALIENT FEATURES OF 4<sup>TH</sup> FYP**

- I. 1971 war with Pakistan
- II. Financial crunch
- III. Politicization of FYP from this plan
- IV. Greater centralization
- V. SAIL
- VI. Nationalization of banks
- VII. Smiling Budha, 1974 (Pokharan-1)
- VIII. Food Corporation of India was established
- IX. Target growth of the national income was 5.7% and achieved 3.3%.
- X. The Crash Scheme for Rural Employment, Drought Prone Area Programme, Small Farmers Development Agency, Tribal Area Development Agency, and Pilot Intensive Rural Employment Programme were the major rural development programmes during this period.
- XI. The Pilot Intensive Rural Employment Programme (PIREP), it was started and implemented in areas having different socio-economic conditions on a pilot basis. In 1970-1971 the Tribal Area Development programme (TADP) was started in tribal areas in four states Andhra Pradesh, Bihar, Madhya Pradesh and Orissa.

- XII. The objectives of the programme was bringing the tribal areas in the mainstream of economic development of the country in the fields of agriculture, animal husbandry, irrigation development, construction road, land reforms etc.,
- XIII. To provide minimum elementary education for the children, public health facilities, family planning, preventive medicine, nutrition, improvement of urban slums areas, reconstruction of village roads etc.

#### **Fifth Five Year Plan of India (1974-79)**

- I. Its duration was 1974 to 1979.
- II. In this plan top priority was given to **agriculture**, next came to industry and mines.
- III. Overall this plan was successful which achieved a growth of 4.8% against the target of 4.4%.
- IV. The draft of this plan was **prepared and launched by the D.P. Dhar**. This plan was terminated in 1978.

**Rolling Plan:** This plan was started with an annual plan for 1978-79 and as a continuation of the terminated fifth-five year plan.

#### **Sixth Five Year Plan of India (1980- 85)**

- I. Its duration was from 1980 to 1985.
- II. The basic objective of this plan was poverty eradication and technological self-reliance.
- III. It was based on investment Yojna, infrastructural changing and trend to the growth model.
- IV. Its growth target was 5.2% but it achieved 5.7%.

#### **Seventh Five Year Plan of India (1985 – 90)**

- I. . Its duration was from 1985 to 1990.
- II. The objectives of this plan include the establishment of a self-sufficient economy, opportunities for productive employment.
- III. For the first time, the private sector got the priority over **public sector**.
- IV. Its growth target was 5.0% but it achieved 6.0%.

**Annual Plans:** Eighth five Plan could not take place due to the volatile political situation at the centre. So two annual programmes are formed in 1990-91& 1991-92.

### **Eighth Five Year Plan of India (1992 – 97)**

- I. Its duration was from 1992 to 1997.
- II. In this plan, the top priority was given to the development of human resources i.e. employment, education, and public health.
- III. During this plan, Narasimha Rao Govt. launched the **New Economic Policy of India**.
- IV. This plan was successful and got an annual growth rate of 6.8% against the target of 5.6%.

### **Ninth Five Year Plan of India (1997 – 2002)**

- I. Its duration was from 1997 to 2002.
- II. The main focus of this plan was “**growth with justice and equity**”.
- III. It was launched in the 50th year of independence of India.
- IV. This plan failed to achieve the growth target of 7% and grew only at the rate of 5.6%.

### **Tenth Five Year Plan of India (2002 – 07)**

- I. Its duration was from 2002 to 2007.
- II. This plan aims to double the Per Capita Income of India in the next 10 years.
- III. It aims to reduce the poverty ratio of 15% by 2012.
- IV. Its growth target was 8.0% but it achieved only 7.2%.

### **Eleventh Five Year Plan of India (2007-12)**

- I. Its duration was from 2007 to 2012.
- II. It was prepared by the C. Rangarajan.
- III. Its main theme was “**faster and more inclusive growth**”
- IV. Its growth rate target was 8.1% but it achieved only 7.9%

The vision of the 11th Plan includes:

- XIII. Rapid growth with reducing poverty and increasing employment opportunities
- XIV. Easy access to essential services in health and education for the poor
- XV. Empowerment through education and development of skills
- XVI. Using the National Rural Employment Guarantee Program to extend employment opportunities to all
- XVII. Environmental sustainability
- XVIII. Reducing gender inequality



XIX. Improving the overall governance

**Twelfth Five Year Plan of India (2012 – 17)**

III. Its duration is from 2012 to 2017.

IV. Its main theme is “**Faster, More Inclusive and Sustainable Growth**”.

V. A growth rate of 9 percent

VI. Focus on the agricultural sector and have an average growth of 4 percent during the Plan period

VII. Restrain inflationary pressure

VIII. For the growth of GDP, ensure that the commercial energy supplies grow at a rate of 6.5-7 percent per year.

IX. Develop a holistic water management policy

X. Suggest new legislation for the acquisition of land

XI. Continue focus on health, education, and skill development

XII. Large investments in the development of the infrastructure sector

XIII. Emphasis on the process of fiscal correction

XIV. Efficient use of available resources.

**Check Your Progress**

I. What are the objectives of the 12th Five Year Plan of India?

## LECTURE V

### Leader and leadership: meaning, definition, identification of leader execution of programme

#### Leader

##### **Definition**

- Leader is a person who has been spontaneously considered, or chosen, as being influential in specific situation or situations.
- According to **Sundarson**, the leader is the servant of the group. The position of the leaders is an essential mechanism of effective group organisation.
- As mentioned by **S.N. Singh**, a leader is one who helps the members of the group, as an individual he accepts the responsibility for thinking through problems and working out solutions that need to be discovered.
- A leader is one, who in a social situation can stimulate positive reaction from other members of the group, as said by **B.M. Stogdill**.

##### **Qualities of a Leader**

- **Initiative:** It simply means the capability of the leader to take responsibility, initiate the work and carry out the job till its completion. Leader as an initiator must be able to think and plan, able to grasp opportunities, have courage, self confidence and a certain degree of creativity.
- **Fairness:** A leader has to be very fair and impartial, even in very small and unimportant activities, to achieve a lasting success in influencing people.
- **Tact:** A leader needs to be quite tactful in his actions and dealings with the group members.
- **Enthusiasm:** A leader must be enthusiastic full of interest and intensely devoted to each and every course of action he/she performs. He/she must always have a desire for achievement which in turn generates further enthusiasm.
- **Control:** A capable leader must control his emotions and not carried away with them. This minimizes the likelihood of saying untactful issues and reducing the conduct of unfair acts.
- **Intelligence:** It is the inherent activity of the individual to think clearly and rapidly. Good leadership exists when the leader is able to utilize the blend of qualities he is

possessing, in an intelligent way. Moreover, he/she is to be intelligent in all his actions and decisions to be taken.

- **Integrity:** This refers to the moral facet of leadership, depicting the true character of the leader. It is the quality which makes a leader to avoid aspects of cheating, backbiting and misrepresentation.
- **Loyalty:** A leader must be loyal to his/her job and task undertaken, respect for the programme and have faith in the capabilities of the followers.
- **Knowledge of the work:** The leader must have a thorough and clear knowledge of the work he has to perform for the welfare of his followers. For greater effectiveness, he needs to be familiar with the teaching methods used in the extension programme being undertaken and able to present it. He/she must have a sound teaching ability to impart knowledge to his followers.
- **Vision:** A leader must have a broad vision, which means, an ability to look into the future and to anticipate events before they occur. This helps in predicting future situations with reasonable accuracy and to think of plans to meet these situations when they arise.
- **Decisiveness:** This refers to the leader's ability to make good and prompt decisions or judgment that are generally sound and based on the facts and opinions of people. Good judgment is often a result of intelligence, emotional control, flexibility and vision.
- **Physical fitness:** Physical fitness of a leader is must, as he/she is the one representing the whole group, to meet out their needs and problems. If the leader himself/herself is dull and sick, he/she hardly can satisfy the needs of the followers and would prove an inefficient leader.
- **Resourceful:** A leader must always be prepared for an emergency and hence utilize his/her quality of resourcefulness. A resourceful leader is able to arrange different alternative ways of solving a problem.
- **Co-operative:** A leader must always cooperate with his group members. He/she must help in carrying out the plans successfully and always give a joint decision making, involving his/her followers also. He/she should never work with "go it alone" attitude.
- **Language command:** Command over the language is one of the important skills needed by a leader. The leader must be using the language that is familiar to his

group, so that he can express himself closely, forcefully, effectively and without hesitation.

- **Good communication skills:** An efficient leader must have a good skill in communicating his ideas, thoughts and opinions very clearly. He/she should have both good listening ability and speaking comfortably in public.
- **Positive attitude:** Leaders should have a positive attitude towards his group members. He/she must recognize their ability to learn and accept them as capable learners.
- **Personal effectiveness:** An effective leader should be able to use his/her time effectively in learning and adjust with the level of the participants.
- **Democratic outlook:** A leader should give the group members opportunities to express their opinion and share experiences, which provides an enthusiastic environment for learning.
- **Warm personality:** Leaders should be cheerful and interested in development of others.
- **Poise:** An efficient leader must be comfortable with others, cope up with new situations as they arise and be confident enough to try out new things.
- **Helpful:** The leaders should always be helpful to their followers in learning new activities.

### **Identification of Leaders**

#### **Methods of Locating Leaders**

##### **1. Socio metric stars**

All the members of a community or group are asked to name in order of preference as their leaders from the same group. The na the maximum choices is accepted as the possible leader.

##### **Advantages**

It is easy and valid method.

Suitable to most of the situation.

Due to support of majority in the group may be able to organize activities in a better way.

More than one leader can be located for different jobs at the same time.

##### **Disadvantages**

It is difficult to contact all the members of group-specially in big communities.

Selected person may not be interested to take up the responsibilities.

He may not be a neutral person.

Statistical analysis of this method is complex and time consuming.

## **2. Active Participation**

Person taking more active part can be spotted out. Active participants can also be located in group meetings. Active participation is an indication of it leadership ability

### **Advantages**

Simple method and does not need special effort.

Possible to find out willing and hand working person.

One can get other information also.

Replacement of a leader, if found not suitable is easy.

### **Disadvantages**

Chance of making wrong choices

Selected person may not be popular among the other members

Real leader may not be present at the occasion

Suitable person for a particular activity may not be taking part in that activity

## **Social Participation**

Higher the social participation of a person, the more is the promise in him of becoming a leader. Selection is made of those who are already holding position in other organizations:

### **Advantages**

Less chances of risk, who has already exhibited his leadership qualities and is popular among the people.

Past experience of the leader can be made use of in the new situation.

Get support from other organization.

Can get official support for the programme due to his social contacts,

### **Limitation**

Already busy, find less time to participate in new activity.

Social distance may be more between these leaders and the people.

Can't be applied in those situations, where few or no social organizations exist.

May not be active members of a particular group.

## **Informal meetings:**

Opinion of the group members selected at random is obtained through informal meetings.

They are asked to name those persons to whom people go to see for ideas or help in emergencies

**Advantages**

Risk is less as one is contacting members of all the subgroups

Applicable in almost all the situations.

**Limitation**

It takes comparatively a long time.

In certain cases, it may not be representative selection.

**Formal leaders**

Who hold offices in formal organizations. They are very easy to locate, but it is essential to win their confidence, otherwise they can create many obstacles in implementation of a successful new programme

**Advantages**

Easiest method.

Have more influence among the people.

More formal contacts with formal agencies.

Generally resourceful persons.

**Disadvantages**

May not be practical persons e.g. active farmers.

More distance between them and the common man. May not have enough time for the new programme.

They are not action leaders

**Persons with Reputation**

Persons having reputation of being honest, intelligent and helping hand can be selected to act as leaders because people have faith in their integrity

**Advantages**

Few chance of wrong selection

Easy, simple and needs less time

Past reputation will help to win the confidence of others.

**Disadvantages**

May not be suitable for a particular type of leadership role.

Might lack technical knowledge

## **Leadership**

### **Meaning and Definition**

In simple statement, leadership is a process of influencing the behaviour of people in a given situation in order to bring desirable changes to achieve a common goal. In other words, leadership is a process of inspiring the people with a positive approach to accomplish a common goal.

Leadership also means the direct face-to-face contact, between leaders and followers. It is a personal social contact.

### **Definitions**

**According to** George R. Terry, “Leadership is the activity of influencing people to strive willingly for group objectives”.

**Koontz and O’ Donnell** has defined leadership as “Influencing people to follow the achievement of a common goal. It is the ability to exert interpersonal influence by means of communication towards the achievement of a goal”.

**Encyclopaedia of Social Sciences** defines leadership as “Leadership is the relation between an individual and a group around some common interest and behaving in a manner directed or determined by him”.

**Hepple** defines leadership as the role and status of one or more individuals in the structure and functioning of group organizations which enable these groups to meet a need or purpose that can be achieved only through the co-operation of the members of the group.

**Rogers and Olmsted** define leadership as “an activity in which effort is made to influence people to co-operate in achieving a goal viewed by the group as desirable”

## **LECTURE V**

### **Environment and Rapport Building, Role of Local Leader, Involvement of Local Leaders, Involvement of Local Bodies, Organizations and Extension Agencies**

#### **Environment Building for Programme Execution**

In order to have a successful execution of the programme in a community, it is necessary to create a suitable environment beforehand. Building an enthusiastic environment in the village where the programme is to be executed will create a good mutual understanding between the minds of individuals, and this will be helpful in executing the programme. Environment building for programme implementation is an efficient strategy that helps to increase the participation of people in the programme, and promotes teamwork spirit

#### **Methods for Environment Building**

- Publicity of the programme through mass media, publications, individual and mass contacts to create awareness and interest among the villagers
- Good communication with the clients through use of simple and local language. Also non verbal communication techniques are used which result in positive and effective communication and promote participation of people.
- One or two demonstrations are conducted for the techniques to be disseminated, so that villagers realize its profitability, usefulness and production potential and develop a mental status to participate in programme.
- Positive and key features of the programme be told in advance to the villagers to arouse interest and increase participation. Example subsidy on inputs etc.
- Printed literature, pictorial instructional booklets and self explanatory material be supplied among the community.
- Conduct puppet, video and drama shows for increasing participation of the clients in the programme. (video film on women education) (requires VLC player)
- Use multiple ways to get message across.
- Verify understanding of the target group.
- Conduct certain exercises or games before actually starting programme implementation..

#### **Impact of Environment Building**

Environment building for programme execution helps to:

- Create a positive group atmosphere.



- Help people to relax.
- Breakdown social barriers.
- Motivate and energize.
- Help people to give exposure to think on a broad perspective.
- People know each other.
- Help in team building.
- All the exercises conducted have certain logic behind it and all these exposures help the participants a lot in programme execution.

### **Role of Extension Agency:**

The extension agency plays an important and necessary role in the extension field.

Extension work is not limited to the rural areas alone, but extends to urban side as well, although more emphasis is laid on the development of the rural sector. Even in some sectors, the nature of work is multipurpose. The extension work is bound to touch upon all aspects of rural life. These should have a comprehensive understanding of the village people and their problems. These should participate in sorrows and joys of the villagers and must develop close contacts with the village people. These have to win the willing and enthusiastic cooperation of the people and the work is to start with the local felt needs. The work at the lower most level carried out in the village by village level worker who is the foundation of rural uplift, for it is they who are in direct contact with village people.

Keeping in view nature of the extension work, the extension agency's roles in the various aspects of village life may be described as follows:

1. The extension agency's personnel have to acquaint with all the families in the village and learn their problems, needs and capabilities and help them by recognizing that planning with the people is a continuous and important part of extension work.
2. The extension agency should use as many methods of extension as necessary, because experience has shown that the use of more than one extension methods make the extension programs more successful. The use of all practical methods of teaching requires careful planning.
3. The extension agency should give the villagers every chance to work in cooperative group action. The villagers should be encouraged to have discussions because as a village discussion group grows and gains confidence; it will naturally seek to become a village extension group. The extension agency in the beginning must give leadership to the group.
4. The extension agency has to improve the village life and surroundings and create the conditions for farmers to become active members of the public, socially, economically and

politically. These are also responsible for making the villagers feel that these are the real partners in village affairs and should help and cooperation needed and valued in every village activity. These have to raise the levels of living of the villagers and provide a more stable base for economic and mental security, other than the directives of increasing the yields, and improvement of the personal and village wealth.

5. The extension agency has to carry the extension programs to rural masses; i.e. basic knowledge of improved methods of agriculture, animal husbandry, home management etc. which will enable them to increase their agricultural production per acre, per animal and also improve their standard of living. The extension agency helps the villagers in crop and livestock raising so that their income increased. These also help the rural masses to appreciate the opportunities, duties and privilege of living in an organized way in the villages.

7. The extension agency has to raise the whole standard of rural life by promoting social, cultural and intellectual activities in the village. These have to bring also the knowledge of conditions prevailing in the progressive countries to the rural people.

8. The extension agency has to make the villagers intelligent, self –reliant and independent citizens who will love their homes and their country. These have to take the problems of the villagers to scientific institutions for their solutions.

9. The extension agency has to change the attitude, knowledge and skills of the villagers. These have to bring about a psychological change in the mind of the village people to prepare them to adopt new way of life.

In a nutshell, the following roles are to be performed by the extension agency at all the levels in connection with the program planning.

1. To collect, relate and analysis of facts
2. To help in determine the objectives
3. To study wants and needs of the people
4. To decide upon practical solutions to problems or answers to wants and needs
5. To decide which problems need immediate attention?
6. To develop complete procedures to train staff.
7. To strive for larger participation of the people.
8. To coordinate all the efforts and resources of other agencies and groups.
9. To evaluate results as an aid to future program planning.
10. To publish and distribute programs to the groups and the people.

**Role of local leaders:**

Extension's fundamental objective is the development of the people. Its aim is to achieve this objective through extension work. The clients are very large and reaching the large numbers of the clients or the people, therefore, require a systematic approach. The extension organization needs to establish some communication channel to carry out the extension work. The local leaders by virtue of their central position in the group must play an important role in the communication process and for the effective extension work. The extension work is not limited to the rural areas alone but extends to the urban areas as well. A good local leader plays various roles in extension program planning. These are as follows:

1. To assist the village groups and extension agencies in identifying the needs and problems of the rural people.
2. To aid the group by setting some example before them.
3. To assist in moving the group towards the achievement of the objectives and goals.
4. To encourage and improving interaction among the group members.
5. To keep the group together.
6. To make the resources available to the group.

#### **Role of Local Institutions:**

The local rural institutions i.e. village panchayat, schools, cooperatives, banks, youth clubs, mahilamandals, Aanganbadi centers, self help group, and N.G.O.s play also very important roles in extension program planning which are as follows:

1. These institutions assist in determining the methods of securing the largest possible cooperation of the village people.
2. They help in considering the ways and means of solving the problems in the way of successful planning and implementation of the programs.
3. These institutions assist in mobilizing the adults, youths, women and children for publishing the programs.
4. They also assist in people's participation in the process of program planning.
5. They also help in organizing the resources and availability in time while carrying out the work plan.
6. These institutions assist in coordinating and supervising the program execution at various stages of program planning.
7. They also help in evaluation the programs.
8. These institutions also provide the infrastructures for the training of the villagers, local leaders and extension workers for effective execution of the programs.

## **LECTURE VI**

### **Implementation of programme and constraints associated with it.**

Some of the important constraints in programme implementation

#### **Village Factions**

“Factions” in simple terms refers to a state of disagreement and disharmony-say conflict. In some villages the people may have disagreement among various aspects due to a number of reasons such as social, domestic, religious, caste and others. Complete removal of the existing factions in the village is very difficult.

#### **Emergencies**

Sometimes, even if the best efforts are put in implementation of the programme, still programme is not a success. This may be due to the sudden emergencies like natural calamities that arise and the unexpected happens now and then during the implementation of the programme.

#### **Administrative sanctions**

It is very important to get administrative sanctions and approval for different steps in programme implementation. Without this, it becomes very difficult to implement the different activities in the projects. Sometimes disappointments happen due to delays in administrative sanctions or in not getting the necessary approvals for going ahead with the various steps in programme implementation.

#### **Technical factors**

Rural projects planned and implemented under the programme may be of different forms. From technical point of view, these activities or projects can be classified as:

#### **Irrigation and increased crop production**

#### **Livestock**

#### **Waste land development**

#### **Agricultural machinery**

#### **Home science projects as preservation, energy saving, income generation etc.**

Every project of the programme emphasizes at producing some output and every output involves a production function, which converts the inputs applied into outputs..

#### **Economic and Financial Factors**

For successful programme implementation it is important to know how the programme benefits can be distributed among its various participants. Economic factors are relevant from the point of view of the society as a whole whereas the financial analysis takes the viewpoint

of individual participants. Financial factors take into account the need for investment, credit, subsidies and other incentives for successful programme implementation whereas economic factors, allow us to decide the cost, changes of labour and other inputs to be used.

#### **Commercial factors**

#### **Socio-cultural factors**

#### **Organizational and Managerial Factors**

#### **Personal factors**

Some of the personal reasons of the participants which are responsible for failure in programme implementation include traditional and cultural norms of the existing Indian villages, domestic and multiple role responsibilities of farm workers, unwillingness to take risk and illiteracy etc.

#### **Extension Constraints**

These include less quantity of inputs supplied as against the requirements, inadequate supporting facilities and services during the conduct of the programme, lack of follow up activities of the ongoing programme and lack of required field staff. These constraints may be due to improper and inadequate government policies, limited coordinated services, and insufficient evaluation and recruitment policies.

#### **Commercial factors**

The commercial factors posing an obstacle in programme implementation include the arrangements made for

Provision of inputs and credit needed to operate the project: If the supply of inputs and credit needed for the functioning of the programme are available on time, then it indicates a smooth functioning of the programme. Otherwise the same could serve as an obstacle in programme execution. It is important to see that the programme participants revive the supplies of inputs such as fertilizers, seeds, pesticides equipment's, agriculture machinery, cattle feed etc. to adopt new technologies and also the credit facilities be made available to farmers for purchase of items.

#### **Socio-cultural factors**

- The socio-cultural factors affecting the implementation of a project include
- Lack of finances and manipulation of money by people
- Inability to get convinced
- The stratification of the programme participants is based on
- Caste and religion
- Social customs and traditions

- Mores and taboos
- Local employment generated by the project
- Distribution of project benefits among the clientele of the project
- Impact on the quality of life

### **Organizational and Managerial Factors**

Managerial issues are critical to good project design and implementation. Some of the managerial issues include paying less recognition to agricultural programmes, lack of required manpower, lack of cooperation and lack of funds for meeting operational costs. Capabilities of the available staff in programme implementation are examined, to judge whether they can conduct large scale activities in the programme. If such managerial skills are limited among people, then provision may be made for training of staff so that the programme can be implemented, otherwise it is a failure. The extension agents must also help the farmers in learning the new skills.

## LECTURE VII

### Monitoring and evaluation: concept, meaning, definition.

#### Monitoring

Monitoring helps to ensure that programs are implemented in accordance with their design and objectives, and helps answer questions such as “Are we doing the right thing? Are we doing it right?” Extension managers use monitoring to track progress by gathering periodic information on project inputs and activities and, based on data, adjust an ongoing program’s personnel, resource allocation, and/or staff recognition, and often are linked with formal impact assessments. Most extension systems have set up a data collection system on what extension program is offered to whom, where and how many benefitted, etc.

Monitoring simply means to keep a watch on what is happening. The word “monitor” is derived from the latin word meaning to “warn”. **Cernea and Tepping** defined monitoring as “It is the gathering of information on utilization of project inputs, on unfolding of project activities, on timely generation of project outputs and on circumstances that are critical to the effective implementation of the project”.

#### Extension Evaluation Misra’s Ten Principles for Monitoring (1998)

1. Monitoring must be simple. A complex or complicated monitoring system is self-defeating.
2. Monitoring must be timely. Timeliness is critical so that appropriate modifications in a project or program can be made soon enough to increase chances for project success.
3. Monitoring must be relevant. Monitoring must match objectives, generate useful information.
4. Monitoring information should be dependable. Management will rely on monitoring findings only if the information is believed to be reasonably accurate.
5. Monitoring efforts should be participatory. It should include all stakeholders concerned with extension (e.g., field-level personnel, subject-matter specialists, extension clients [farmers]).
6. Monitoring must be flexible. It is iterative in nature, and becomes routine over time.
7. Monitoring should be action-oriented. It should follow pragmatic approaches, keeping requirements of extension’s clients uppermost in consideration.
8. Monitoring must be cost-effective.

9. Monitoring efforts should be top-management-oriented. Monitoring units should keep in mind requirements of top management when designing and operating a monitoring system.

10. Monitoring units represent specialized undertakings. Monitoring is not merely concerned with the collection and analysis of data, but with diagnosing problems and suggesting alternative practical solutions

### **Evaluation**

- Evaluation means assessing the worth of certain things associated with programme which may be objects, persons, processes, achievement and needs to be carried out.
- The word evaluation has its origin in the Latin word “valere”, which means to be strong or valiant.
- Evaluation is a daily activity where we are engaged in making decisions relating to the value of things we do or experience. Evaluation is concerned with examining the “value added” of the programme as well as the costs and benefits of doing it.
- Evaluation is a process which helps us to know whether the programme that was planned and implemented worked or not and was it worth the efforts done.
- Evaluation is the process of determining the extent to which objectives have been attained. It is an indication of what has been done and what ought to be done in a specific situation i.e. how far an activity has progressed and how much further it needs to be carried out. The programme accomplishments are judged from the changes observed in social and economic situations of the people.

### **Definitions of evaluation**

More specific definitions of evaluation are given by persons involved in rural development programmes. While most of these definitions refer specifically to the assessment of the results of programmes of extension education, they can also be applied to the training aspect of such programmes. Some definitions of evaluation are:

- It is a process, which enables the administrator to describe the effects of his programme and thereby make progressive adjustments in order to reach his goal more effectively (Jahoda and Barnit, 1955).
- Programme evaluation is the determination of the extent to which the desired objectives have been attained or the amount of movement that has been made in the desired direction (Boyle and Johns, 1970).
- Programme evaluation is the process of judging the worth or value of a programme. The judgement is formed by comparing the programme should be (Steele, 1970).



- Evaluation is the process of delineating, obtaining and providing useful information for judging decision alternative (Stufflebeam, 1971).
- Evaluation is a co-ordinate process carried on by the total system and its individual subsystem. It consists of making judgments about a planned programme based on established criteria and known, observable evidence (Boone, 1985).

### **Nature of evaluation**

**1. Evaluation is not measurement:** Evaluation is an integral part of extension education. All aspects of extension work need evaluation. Evaluation does not mean mere measuring of achievements, which is usually done after the programme is executed. Extension being an educational process, it is necessary to evaluate management of the programme and methods used, achievements accomplished in line with the objectives and also to determine the reasons for success or failure.

**2. Evaluation is not exactly scientific research:** When we think of evaluation as a process of collecting information as a basis for making decisions, forming judgements and drawing conclusions, we realise it has much in common with scientific research. But there is a great difference between our casual every day evaluation and scientific research. However, the difference is a matter of degree rather than kind. Casual every day evaluation can be placed at one end of the scale and scientific research at the other end. There are five locations on the scale with no sharp lines of distinction, i.e., casual every day evaluation, self-checking evaluation, do-it yourself evaluation, extension evaluation studies and scientific research.

### **Types of evaluation**

**Self-evaluation:** This is to be carried out by every worker as a matter of routine. This requires the self-critical attitude which is so essential for extension work. By this self-critical attitude, the chances of an extension worker growing and continuously improving his professional competency become greater.

**Internal evaluation:** Evaluation carried to by the agency responsible for the planning and implementation of the programme. Some of the other methods for internal evaluation are: systematic use of diaries and reports of workers, planned visits of staff members to work spot, use of special questionnaires and proforma for observation and inquiry etc.

**External evaluation:** Evaluation conducted by a person or a committee outside the area of operation. One of the strong features of the Indian Community Development Programme is that simultaneous with its start an independent agency, namely the Programme Evaluation Organization, was established.

Evaluation can also be classified into (i) concurrent and (ii) ex-post facto evaluation.

### **Evaluate programme planning**

As a result of experience, theory, research and experimentation, much information has been accumulated about how an extension programme should be planned. Progress in science and technology and the broadening of extension's clientele with the accompanying great variation in needs and interests have made the scientific planning of extension education programmes more important than ever before. There is considerable agreement on certain criteria which, if followed, make for successful extension programme planning at different levels. These criteria represent the ideal with which to compare our practices and procedures or programme planning. Some of the steps needed to evaluate or programming function in view of these criteria include:

- i. Identify the evidence needed to form a judgement about each criterion.
- ii. Specify the methods that will be used to obtain the evidence, such as personal observation, personal interview or through a systematic survey.
- iii. On the basis of the evidence gathered, judge whether or not each criterion is being adequately satisfied in the programme planning activities.

### **Extension evaluation process**

There are several models of evaluation available in the literature. However, a very simplified version of most of these models may be quite workable for evaluating extension programmes since, as Bhatnagar (1987) has pointed out, any extension evaluation process has to be based on certain assumptions. For example, if some inputs are provided in the form of a programme, specific outputs can be expected and if these outputs happen, then the purpose of the programme can be achieved; if the purpose is achieved, then the development goal is realised. This means that evaluation has to be so designed that the quality types and adequacy of the input measures, outputs and their impact in achieving the programme objectives have to be evaluated systematically.

Steps involved in an extension programme evaluative process may be as follows:

#### **i) Formulate evaluation objectives**

Specific objectives to be achieved through the evaluative process must be clearly and adequately identified and started. All further efforts should be knit around these objectives.

#### **ii) Classify programme objectives**

It is assumed that each extension programme, when formulated and implemented, will have specific well-defined objectives. Since evaluation is basically a process of determining the extent to which various extension teaching activities were organized and managed and the

extent to which they contributed to achieving the goals, programme objectives must be clearly understood and if necessary, further broke down into measurable terms. This is a crucial step as all further efforts will be directed towards collecting evidence related to these objectives.

### **iii) Identify indicators**

To identify indicators or the kind of evidence necessary to evaluate achievement in relation to specified programme objectives, it is necessary that specific beneficiaries of the programme be identified, the kind of behavioural changes expected in them be clearly stated, and the kind of learning experiences expected to be provided to them spelled out, together with the level of management to be achieved for provided those learning experiences are specified. Once this is done, identification of specific indicators to measures the achievements will not be difficult.

### **iv) Decide the kind of information needed**

Once the indicators for evaluating the management and performance of a programme have been indicated, specific information to be collected may be worked out. Since there is usually more information than an extension worker can collect, he has to be very discriminating about the kind and amount of information that should be collected. Timing for collection of information may also need to be specified.

### **v) Sampling**

The purpose of sampling is to take a relatively small number of units from a population in such a way that the evidence collected from them becomes representative evidence of the entire population. Although there are several sampling methods, perhaps stratified sampling procedures may be most suitable for extension evaluation studies as they allow inclusion of all interested groups and ensure enough heterogeneity in the sample.

### **vi) Decide the design of evaluation**

An ideal design of evaluation may be an experimental one. This would allow separating the effect of the programme from other factors, by setting control and treatment groups. Several experimental designs, such as one-group pre-test-post-test design, static groups comparison, pre-test, post-test control group design, Solomon four-group design, longitudinal study design, etc. are available in literature and can be used. However, in actual practice, extension programmes are seldom run in a way that allows an experimental design of evaluation. In Pilot Projects, it might be possible to use an experimental design of evaluation. By and large, a survey method is used. This method can be used for evaluating ongoing progress or as an ex-post facto evaluation of the programme after it has completed its tenure.

### **vii) Collection and analysis of evaluation evidence**

There are many methods for collecting information for evaluative purposes, such as the mail questionnaire, personal interview, distributed questionnaires, group interviews, case studies, systematic field observations, systematic study of secondary data etc. Selection of the right kind of data collection method will depend on the objectives of the evaluation, kind of information needed, time and resources available and the type of respondents from whom information is to be collected.

However, whatever the method used a specific questionnaire or interview schedule or data recording sheet must be developed with care. Once the data is collected, it must be tabulated, summarized and analyzed with adequate care. This step should not be rushed. To avoid delay, however, analysis may be done with the help of a computer.

### **viii) Interpretation of the results in a proper way**

It is a very crucial as evaluation results can be missed also. Once tentative generalizations are arrived at, it may be appropriate and they are informally discussed among the interpreters as well as with programme planning and implementation officials, so that the results of evaluation are put in a proper perspective. The evaluation results must clearly state the achievements, failures and future adjustments needed. A written report of the evaluation findings should be prepared and made available to all concerned.

# Practical

## Index

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## **Practical 1**

### **Establishing rapport with rural families and identification of leader.**

**Introduction:** Rapport building is the first step in extension programme. Rapport building is an important task for the team for collecting reliable information. It is usually done to develop communications and to establish working relationships with the local people. Generally, rapport building is initiated immediately as the team enters a village. This may help the team to bring closer to the village people. The team should follow the following steps

#### **Objectives**

1. Understanding the rural life by the students.
2. To get familiarize with socio-economic condition of farmers & their problems with reference to development..
3. To make students understand the role of men and women in agriculture and allied fields.
4. To develop confidence and competence in students for solving problems related to agriculture.

#### **Method**

- Start talking to the rural people saying "local Hello" whenever you meet them, for example, on the trail, agricultural fields, tea shops, homes etc.
- Treat and respect rural people as per their local custom.
- Ask the knowledgeable people about a subject or area in a village.
- Clearly explain reasons for coming to the area.
- Show genuine interest in the local issues
- Choose time and venue that are convenient for the local people.

## PREPARATION OF INTERVIEW SCHEDULE AND ANALYSIS OF DATA

**Schedule:** A schedule is a structure of a set of questions on a given topic which are asked by the interviewer or investigator personally. The order of questions, the language of the questions and the arrangement of parts of the schedule are not changed. However, the investigator can explain the questions if the respondent faces any difficulty. It contains direct questions as well as questions in tabular form. Following are the different types of schedules used by social scientists and anthropologists.

**Village or community schedule:** It is used by census researchers who collect general information on populations, occupations, etc.

**Family or household schedule:** It gives full demographic details of households, the status of individuals, data on education, age, family relations, etc.

**Opinion or attitude schedule:** To schedule the views of the population regarding an issue.

**Questionnaire:** A questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in by himself. It consists of some questions printed or typed in a definite order. These forms are actually mailed to the respondent who was expected to read and understand the questions and reply to them by writing the relevant answers in the spaces provided. Ideally, speaking respondent must answer to a verbal stimulus and give a written or verbal response. Its purpose is to collect information from the respondents who are scattered over a vast area. Following are the different types of Questionnaire used by social scientists and anthropologists.

- **Structured questionnaire:** It includes definite, concrete and pre-obtained questions which were prepared in advance.
- **Closed-form questionnaire:** It is used when categorized data is required.
- **Pictorial questionnaire:** It is used to promote interest in answering after seeing the pictures on a particular theme.
- **Unstructured questionnaire:** Designed to obtained viewpoints, opinions and attitudes and to show relationships and interconnections between data which might escape notice under more mechanical types of interrogations.



Schedule and Questionnaires include open-ended questions and close-ended questions. Open-ended questions allow the respondent considerable freedom in answering. However, questions are answered in details.

Close-ended questions have to be answered by the respondent by choosing an answer from the set of answers given under a question just by ticking.

#### **Difference between Schedule and Questionnaire**

<b>Particulars</b>	<b>Questionnaire</b>	<b>Schedule</b>
Meaning	Questionnaire refers to a technique of data collection which consists of a series of written questions along with alternative answers	Schedule is a formalized set of questions, statements and spaces for answers, provided to the enumerators who ask questions to the respondents and note down the answers
Delivery system	Questionnaire are delivered to the informants by post or mail and answered as specified in the cover letter	schedules are filled by the research workers, who interpret the questions to the respondents if necessary
Filled by	Respondents	Enumerators / Interviewer
Response Rate	Low	High
Coverage Respondent's	Large	Comparatively small
Cost	Economical	Expensive
Identity	Not known	Known
Success relies on	Quality of the questionnaire	Honesty and competence of the enumerator
Usage	Only when the people are literate and cooperative	Used on both literate and illiterate people

Mode of response taken	A questionnaire takes for itself and is self-explanatory	Schedule has to be explained by the investigator
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### **Similarities between Schedule and Questionnaire**

- Both are set of related items having questions relating to central problems.
- Both use mainly structured questions and these questions are so phased and interlocked that they have a built in mechanism for testing the reliability and validity of the response.
  - In both the same set of questions is administered to all the respondents and comparable results are obtained.
  - Both these instruments have to be used with the same general principles of designs and have to take into account the same problems and basic difficulties they have to be limited in length.
  - In both, the central problem has to be concentrated upon the following considerations involved in the problem of evolving the questionnaire and a schedule as a unit.
    1. Drawing the respondent into a situation through awake and interest.
    2. Proceeding from simple to complex questions.
    3. No early and sudden request for information of a personal and embracing intimate nature.
    4. Not asking embarrassing questions without giving the respondent an opportunity to explain himself.
    5. Moving smoothly from one item to another
  - 5. In both pilot studies and pre-tests are necessary for formulating the instrument and for bringing them to the final form. They have to go through the same stages of development.

### **How to Develop a Schedule and Questionnaire?**

Schedule and questionnaire are techniques for collecting data in which a respondent provides answers to a series of questions. To develop schedule and questionnaire that will

collect the data you want takes effort and time. However, by taking a step-by-step approach to schedule and questionnaire development, you can come up with an effective means to collect data that will answer your unique research question.

- ❖ **Identify the goal of your questionnaire:** What kind of information do you want to gather with your questionnaire? What is your main objective? Is a questionnaire the best way to go about collecting this information? Come up with a research question. It can be one question or several, but this should be the focal point of your questionnaire. Develop one or several hypotheses that you want to test. The questions that you include on your questionnaire should be aimed at systematically testing these hypotheses.
- ❖ **Write a short questionnaire:** Above all, your questionnaire should be as short as possible. When drafting your questionnaire, make a mental distinction between what is essential to know, what would be useful to know and what would be unnecessary. Retain the former, keep the useful to a minimum and discard the rest. If the question is not important enough to include in your report, it probably should be eliminated.
- ❖ **Use simple words** Survey recipients may have a variety of backgrounds so use simple language. For example, what is the frequency of your automotive travel to your parents' residents in the last 30 days?" is better understood as, "About how many times in the last 30 days have you driven to your parent's home?"
- ❖ **Relax your grammar:** Relax your grammatical standards if the questions sound too formal. For example, the word "who" is appropriate in many instances when "whom" is technical correct.
- ❖ **Assure a common understanding:** Write questions that everyone will understand in the same way. Don't assume that everyone has the same understanding of the facts or a common basis of knowledge. Identify even commonly used abbreviations to be certain that everyone understands.
- ❖ **Start with interesting questions:** Start the survey with questions that are likely to sound interesting and attract the respondents' attention. Save the questions that might be difficult or threatening for later. Voicing questions in the third person can be less threatening than questions voiced in the second question. For example, ask: "How do your colleagues feel about management?" rather than "How do you feel about management?"

- ❖ **Don't write leading questions:** Leading questions demand a specific response. For example: the question "Which day of the month is best for the newly established company-wide monthly meeting?" leads respondents to pick a date without first determining if they even want another meeting.
- ❖ **Avoid double negatives:** Respondents can easily be confused deciphering the meaning of a question that uses two negative words.
- ❖ **Don't make the list of choices too long:** If the list of answer categories is long and unfamiliar, it is difficult for respondents to evaluate all of them. Keep the list of choices short.
- ❖ **Use Close-end questions rather than Open-ended ones:** Most questionnaires rely on questions with a fixed number of response categories from which respondents select their answers. These are useful because the respondents know clearly the purpose of the question and are limited to a set of choices where one answer is right for them. An open-ended question is a written response. For example: "If you do not want a company picnic, please explain why". If there are an excessive number of written response questions, it reduces the quality and attention the respondents give to the answers. However, Info Poll allows you to use a wide variety of other types of questions.
- ❖ **Put your questions in a logic order:** The issues raised in one question can influence how people think about subsequent questions. It is good to ask a general question and then ask more specific questions. For example, you should avoid asking a series of questions about a free banking service and then question about the most important factors in selecting a bank.
- ❖ **Pre-test your survey:** It is better to identify a problem during the pretest than after you have published the survey. Before sending a survey to a target audience, send it out as a test to a small number of people. After they have completed the survey, brainstorm with them to see if they had problems answering any questions. It would help if they explained what the question meant to them and whether it was valid to the questionnaire or not. The research process is incomplete without collection of data, which starts after identification of research problem and chalking out research design.
- ❖ The researcher should keep in mind that there are two types of data, i.e. primary and secondary data. There are several methods involved in the collection of primary data, like observation, interview, questionnaires, schedules, etc. People quite commonly use questionnaire and schedule interchangeably, due to much resemblance in their nature;

however, there are many differences between these two. While a questionnaire is filled by the informants, enumerators fill schedule on behalf of the respondent. The questionnaire is usually employed only when the respondents are literate and cooperative. Unlike schedule which can be used for data collection from all classes of people

**Types of questions:** Depending on the information you wish to gather, there are several possible types of questions to include on your questionnaire, each with unique pros and cons. Here are the types of commonly used questions on a questionnaire.

1. **Dichotomous question:** This is a question that will generally be a “yes/no” question, but may also be an “agree/disagree” question. It is the quickest and simplest question to analyze, but is not a highly sensitive measure.

2. **Open-ended questions:** These questions allow the respondent to respond in their own words. They can be useful for gaining insight into the feelings of the respondent, but can be a challenge when it comes to analysis of data. It is recommended to use open-ended questions to address the issue of “why.”

3. **Multiple choice questions:** These questions consist of three or more mutually-exclusive categories and ask for a single answer or several answers. Multiple choice questions allow for easy analysis of results, but may not give the respondent the answer they want.

4. **Rank-order (or ordinal) scale questions:** This type of question asks your respondent to rank items or choose items in a particular order from a set. For example, it might ask your respondents to order five things from least to most important. These types of questions force discrimination among alternatives, but do not address the issue of why the respondent made these discriminations.

5. **Rating scale questions:** These questions allow the respondent to assess a particular issue based on a given dimension. You can provide a scale that gives an equal number of positive and negative choices, for example, ranging from “strongly agree” to “strongly disagree.” These questions are very flexible, but also do not answer the question “why.”

## Practical No-2

### Conducting baseline survey of village and household and analysis of information

#### Objectives:

- To evaluate, analyze current livelihood of village.
- This is basis to be used for follow up evaluation activities.

#### Questionnaire for village survey

##### General Information

1. Name of village-
2. Block
3. District
4. Nearest town
5. State
6. Distance in kilometers from nearest
  - a. Primary /Middle school
  - b. High school\_\_\_\_\_
  - c. College/Higher secondary technical institutions
  - d. Post office
  - e. Railway Station
  - f. Bus stand
  - g. Krishi Mandi
7. Transport facilities available in the village
8. Nearest village market
  - a. Place
  - b. Distance

##### Population of Village

S.No	Item	Population
1.	Present estimates of population of village area	
2.	Number of household	
3.	Male	
	Female	

4.	Child	
5.	Male Literacy rate	
6.	Female Literacy rate	
7.	Name of the three major occupation group in village	1 _____ 2 _____ 3 _____
8.	Main source of drinking water in village	Piped water _____ Dug well _____ Water from spring _____ Surface water (river/dam/lake/pond/stream/canal) _____
9.	Is the drainage facility available in the village	Yes/No
10.	The type of drainage facility in the village	A. Underground Drainage Y/N  B. Open with outlet Y/N C. Open without outlet Y/N
11.	Village electrification	A. Not Electrified _____ B. Less than six hour _____ C. More than six hour _____
13.	Medical facilities and health issues	A. Sub- centre B. Primary health centre C. Community health centre D. Govt. dispensary E. Govt. hospital F. Private hospital G. Hospital by NGOs H. Allopathic/others I. Village health guide

		<p>J. Traditional dai</p> <p>K. Trained birth attendant</p> <p>L. Nurses</p>
14.	Agriculture status of the village	
15.	Main crop production of the village	
16.	Other rural activities	<p>A. Handicraft (Pottery, basketry, weaving,etc.) Income ,age and sex of workers, monthly income</p> <p>B. Small scale industries (handlooms,biddies,matches,bricks,etc.) income ,age and sex of workers,monthly income</p> <p>C. Other local activities</p> <p>D. Illegal and clandestine activities (prostitution,distillation,smuggling,poaching,etc )</p> <p>E. Daily commuters and short term mobility to nearby areas where and who?</p> <p>F. Child labour Main activities, age and sex and income</p> <p>G. Women's work Main task in agriculture and other activities, income</p> <p>F .wage differentials' for agricultural labour : Male v/s Female</p> <p>H. What are the major recent changes in local activities(irrigation, industries, commuting etc?)</p>
18.	Adult employment situation	<p>A. Temporary employment</p> <p>B. Permanent employment</p> <p>C. Seasonal employment</p> <p>D. Unemployment</p>



19.	Youth participation status in the village activities	A. Maximum participation B. Moderate participation C. Minimum participation
20.	Migration status	A. Short term B. Long term
21.	Physically challenged resident status	A. Handicapped B. Visually impaired C. Mentally impaired D. Hearing impairment
	<b><u>Facilities available in the village:</u></b> I. . Post / Telegraph office II. STD Booth III. Pharmacy/medical shop IV. Bank V. .Adult Education Center VI. . Youth Club VII. . Mahila Mandal VIII. Self Help Groups IX. PaanShop X. .Haat/Market XI. Kirana/ general provision shop XII. Credit Cooperative Society XIII. Agricultural Cooperative Society XIV. Milk Cooperative Society	YES /NO

	<p>XV. Fishermen's Cooperative Society</p> <p>XVI. Computer Kiosk/ e-chaupal / Q. Mills / Small Scale Industries U. Community Television Set</p> <p>XVII. Other</p>	
	<p><b><u>Have these programme implemented the village?</u></b></p> <p><b><u>Are there any beneficiaries in the village from the following programme?</u></b></p> <p>I. Janani Suraksha Yojana</p> <p>II. Kishori Shakti Yojana</p> <p>III. Balika Samriddhi Yojana</p> <p>IV. Mid-day Meal Programme</p> <p>V. Intergrated Child Development Scheme</p> <p>VI. (ICDS)</p> <p>VII. Mahila Mandal Protsahan Yojana (MMPY)</p> <p>VIII. National Food for work Programme</p>	

	(NFFWP)	
IX.	National Social Assistance Programme	
X.	Sanitation Programme (SP)	
XI.	Rajiv Gandhi National Drinking Water Mission	
XII.	Swarnjayanti Gram Swarozgar Yojana	

## Practical -3

## INTERVIEW SCHEDULE FOR HOUSEHOLD SURVEY

Respondent No.: .....

Date : .....

District: .....

Village: .....

## Section A. General information of the Respondent

1. Name of the respondent :
2. Age:
3. Caste:
4. Whether your family is APL /BPL?
5. Education

- ## 6. Family details

- a. Family size

Sex	Adult	Children below 15 years

- b. Family type: Nuclear/ Joint family

7. Occupation 7.1) Main : \_\_\_\_\_  
7.2) Subsidiary \_\_\_\_\_

- ## 8. Ownership of house

- a) Own

- b) Rented

- ## 9. Type of house

- a) Pucca

- b) Semi pucca

- c) Kucha

10. Monthly income of the household

- a)  $< \text{Rs.}10000$

b) Rs. 10000-15000

c) Rs.15000-20000

d) > Rs.20000

11. Extension contact:

No	Media	Frequency of Exposure					
		Daily	Weekly	Once in 15 Days	Once in 3 Month	Once in 6 Month	Never
	Progressive farmer/ Opinion Leader						
	Village level worker						
	Scientist of SAU						
	Scientist of KVK						
	Agri. Extension officer						
	Agri. Officer						
	Veterinary Officer						
	Agro service centre						
	Input dealers						
	Veterinary Officer						
	NGO						
	Any other						

12. Amenities of the family

a) News paper

- b) Electricity
  - c) Telephone
  - d) LPG
  - e) Motor cycle
  - f) car g) TV
  - g) fridge
  - h) washing machine
  - i) Mobile phone
13. Sources of drinking water
- a) Own well
  - b) Public tap
  - c) Neighbor's well
  - d) Other sources
14. Whether sanitary facilities are available in the house?
- a) Yes
  - b) No
15. Sources of energy used for lighting
- a) Electricity
  - b) Kerosene oil
  - c) Others
16. Sources of energy used for cooking purpose
- a) Firewood
  - b) Kerosene oil
  - c) Electricity
  - d) LPG
17. Monthly expenditure of the household
- a) < Rs.6000
  - b) Rs.6000-8000
  - c) Rs.8000-10000
  - d) > Rs.10000
18. Consumption pattern of the family Items Monthly expenses (in rupees)
- a. Food
  - b. Stationery items

- c. Clothing
- d. Education
- e. Health Personal expenses
- f. Others
- g. Total

**Schedule B- Personal data of the worker**

1. Category of work
  - a) Agriculture
  - b) Manufacturing and construction
  - c) Service sector
2. Labour status a) Casual b) Seasonal c) Contract d) Temporary e) Permanent
3. Place of work
  - a) Own house
  - b) Fixed location
  - c) Mobile work
4. Duration of the work
  - a) Specific time
  - b) Not specific time
5. How much time do you work daily?
  - a) More than 8 hours
  - b) 8 hours
  - c) Less than 8 hours
6. At what time do you start work?
7. What is your present wage rate?
8. How is wage given?
  - a) Daily
  - b) Monthly
  - c) Weekly
9. Whether the earnings from your work are enough for the family?
  - a) Yes b) No
10. Does your income form a major portion of the family income? a) Yes b) No
11. For what item do you spend most of your income? a) Food b) Medicine c) Clothing
  - d) Recreation e) Household expenditure
13. Have you any savings? a) Yes b) No

14. If so, how much do you save per week/ month?
15. Mode of savings a) Post office b) Chit funds c) Bank d) Gold
16. Do you have to borrow from others? a) Yes b) No
17. If so, how much?
18. Sources of borrowing a) Money lenders b) Bank c) Friends and neighbors d) lease of gold or other assets
19. Purpose of borrowing a) To meet consumption expenditure b) to meet educational expenditure c) to meet health expenditure d) To construct house or purchase home appliances.

#### **Schedule C–Health status of workers**

1. Do you have any health problems? a) Yes b) No
2. If so, state the nature
  - a. Fever, cold/ cough,
  - b. Head ache,
  - c. Tooth ache,
  - d. Diarrhoea,
  - e. Skin disease,
  - f. Body pain,
  - g. Fracture,
  - h. Chest pain,
  - i. Asthma,
  - j. Bronchitis,
  - k. Typhoid,
  - l. Cholera,
  - m. Heart diseases,
  - n. B P problems,
  - o. Diabetes,
  - p. Knee/ Joint pain,
  - q. Back / Neck pain,
  - r. Chronic diseases (TB, Cancer etc), any other diseases.
3. Do you consider it as due to the nature of the work? a) Yes b) No
4. How long do you suffer from these problems?
5. Frequency of health problems a) Regularly b) Weekly c) Monthly d) Rarely



6. Are you taking medicine? (Yes or No)
7. If yes, which type of medicine is used? a) Allopathy b) Homeopathy c) Ayurveda
8. Type of hospital in which treatment is taken a) Private b) Government
9. Why do you select government hospital? a) Less distance b) Lesser finance c) Proper diagnosis d) Free medicine e) Better treatment
10. Whether sufficient staff is provided at the government medical centre? a) Yes b) No
11. Whether adequate medicines are available at the nearest Health centre? a) Yes b) No
12. If no, from where do you get the medicine? a) From nearest town b) go to other hospitals
13. Why do you select private hospitals? a) Less distance b) Better care and treatment c) Proper diagnosis d) Better facilities of private hospitals

**Schedule –D Training needs of rural women in community Science**

S.NO	SUBJECT	MOST NEEDED	NEEDED	NOT NEEDED
1.	<b>CLOTHING &amp; TEXTILE</b> <ol style="list-style-type: none"> <li>Cutting &amp; tailoring</li> <li>Stain removing</li> <li>Embellishment of cloths.</li> <li>Tie &amp; dye</li> </ol>			
2.	<b>FAMILY RESOURCE MANAGEMENT</b> <ol style="list-style-type: none"> <li>Drudgery reduction technology</li> <li>Solar devices</li> <li>Time &amp; energy saving devices</li> <li>Janta filter</li> <li>Decorative items</li> </ol>			

3.	<b>FOODS &amp; NUTRITION</b> I. Fruit & Vegetable preservation II. Cheap nutritious recipes III. Balanced diet			
4.	<b>INCOME GENERATING ACTIVITY</b> I. Candle making II. Rakhi Making III. Vermi-composting IV. Flower making V. Masala making			

## Practical No 4

### Different PRA tools, its applications in programme development and exercises

**Introduction:** PRA is an assessment and learning process that empowers practitioners / people to create the information base they need for participatory planning and action.

Outsiders contribute facilitation skills and external information and opinions

PRA is characterized by an applied, holistic, flexible approach of progressive learning conducted by multidisciplinary teams **emphasizing community participants**.

PRA is a way of learning from and with community members to investigate, analyze and evaluate constraints and opportunities and make informed and timely decisions regarding development projects.

#### Objectives:

- ❖ For greater & better involvement of villagers by learning about their perception, experiences and capabilities.
- ❖ To generate information and collection of data for immediate & future use.
- ❖ For learning of earlier ongoing politics & programme and to frame new one.
- ❖ For estimating trends & asserting condition of issues at hand. For validation & cross checking of data collected from other sources.
- ❖ For training of different categories of persons involved in the developmental process, whether from govt., NGOs, bank donor agencies, researchers, extension agents, scientists etc.
- ❖ For research studies & suggest improvements on its methodology.

. Many different tools have been developed for use in PRA.

#### Different PRA tools

PRA tools cum techniques including

##### 1. **Semi structured interviews:**

**Description:** A semi-structured interview is a PRA method that engages villagers in a conversation through a series of guide questions (not structured questionnaire) relevant to the villagers. Important information is generated by talking with villagers about topics that interest them. This is different from questionnaires and surveys where there are very structured questions that are not deviated from. A semi-structured interview is therefore a relatively informal, relaxed discussion based around a predetermined topic.

#### **Procedures**

1. Prepare a checklist of topics and guide questions for discussion and record these in a notebook.
2. Select individuals, key informants, interest groups, or other small groups of villagers to interview. Get a good representation of the villagers- spatial, gender, wealth class, etc.
3. Observe proper interviewing techniques.
4. Use the checklist of topics and guide questions (see sample) but allow flexibility in the conversation so that issues can be explored as they arise.
5. Probe (use relevant follow up questions as needed).
6. Ask questions that are relevant to the villagers being interviewed (individual or group).
7. Use open-ended questions (not answerable by yes or no).
8. Record the important points in each interview in a notebook.
9. Modify the checklist of topics and guide questions as new issues arise during the conversation.

## **Practical No 5**

### **Village Resource Maps**

**Description:** The village Resource Map is tool that helps us to learn about a community and its resource-base. The Village Resource Map is a tool that helps us to learn about a community and its resource base. The primary concern is not to develop an accurate map but to get useful information about local perceptions of resources. The participants should develop the content of the map according to what is important to them.

**Objective:**

- To get an impression of the social, physical layout of the village by villagers themselves,
- Access, analyze general village situation to expose difficulties, solution to each field related poverty reduction in the village.
- Village map will be used for making village development programme.
- To get an impression of the natural resources environment of the village perceived by the villagers

**Process of making:**

- Form a group consist of 5 to 7 villagers including male and female.
- Select a high site where it is convenient to review village, selected place should be good for traffic, attracting villagers' participation.
- Villagers discuss and draw up their village map on ground. They could use coloured chalk on the ground or on cemented floor for understanding the village lay out and the features such as houses, temples, stores and other infrastructures and the natural resources like forest land, waste land etc.
- At the end, ask them whether anybody would like to make any modification or addition.

## Practical No 6

### Transects

**Description:** A transect walk is a useful method for knowing rural ecological conditions.

- ❖ A transect walk is a systematic walk along a defined path (transect) across the village area which is undertaken by the team along with the local people to explore the agro-ecosystem of the village and by observing, asking, listening, looking and producing a transect diagram.
- ❖ A Transect depicts a cross-sectional view of the different agro-ecological zones and provides a comparative assessment of the Zones on different parameters.

#### Objectives

- I. Appraisal of natural resources in terms of status, problems & potential.
- II. To get an idea about farming practices, cropping pattern, the physical layout (existing or planned), irrigated facilities etc.
- III. To know the agro ecosystem of the village.
  - To get the cross sectional view of the village. Type of issue that might be covered in transect:-

• Food storage	• Livestock	• Land use pattern
• Community resource	management	and seasonal variation
• Difference in households and their assets	• Health assets and hazards	• Livelihood strategies
• Credit sources	• Water resource and hazards	• Crops and other food production
• Agriculture production and constraints	• Village infrastructure	• Gathered foods and medicine

#### Procedure:

- Before commencement of the transect walk, explain briefly the purpose of the walk & selected the area under study village resources like irrigation sources, water catchment area, vegetation, land resources etc.
- During observation everything in detail and listen carefully.

- Also ask & record everything what participant see and listen, sketch and draw the maps.
- Also prepare final diagrams and sketch from the rough sketches.
- Cross check and compare the information by meeting other villagers & record how things differ from one situation to another.
  - **Purpose of drawing village map:** 1. To get an impression of the social, physical layout of the village by villagers themselves,



## Practical No 7

### Social Map

A social map depicts the location of different things like presence of road, rivers, institution, characterization and condition of household, the ownership of dwelling and building land pattern, poor, non-poor household and dwelling of difficult caste in village.

### Purpose

To get an impression about physical layout of the village,

To understand social structure of the village,

### Process:

- Collect material like rangoli powder, chalks, gravels, colour and stick etc. are used for mapping.
- Arrange papers for redrawing the map which was drawn on the ground.
- Then organize the villagers and the veranda.

### Crop Map

It is a kind of map where different types of crop grown in a locality are represented in a map. Different types of crops and villages like potato, cauliflower, cabbage, rice, pulses, brinjal, tomato, etc. are grown and are represented by respective signs.

### Purpose

- To know the potential crop area, main crop, varieties, cropping system, pattern etc.
- To get all information about crop for the preparation of action plan.

### Process:

Gather the villagers along with the requisites for map like colour chalks, rangoli, stand, stone, gravel etc. and sit on the village veranda to draw the map.

### Venn diagram

It is also called as “Chapatti diagramming”. It is a visual graphics made by villagers to present the role of the organizations, institution and degree of influence in their discussion making process. This was done by drawing circle by taking the village in the centre as a big circles depending upon its importance and accessibility of these institutions.

**Purpose:** To get the villagers’ prospective on the impact on the influence of local and outside institution in a particular.

### Process:

- Select an appropriate place and sit for discussion along with the farmers.



- Cut Chapattis of different sizes.
- Then ask the villagers list all the institutions that were having impact in their life.
- Then according to the size of importance, writ the names on the chapattis
- Then arrange those chapattis in order to their availability of those facilities.

Renu

## Practical No- 8

### **Triangulation of information from conventional and PRA method.**

*Triangulation* relates to the use of more than one, often three, sources of information for validation. In order to obtain information, there is no way that can be termed the "best." Therefore, in order to improve accuracy of information, triangulation becomes an important element of RRA.

This is a method used to crosscheck the reliability of information which is different and collected from different resources. It is presented by:

- ❖ Group component
- ❖ Information resources
- ❖ Use of tools for information collection

#### ***a. Group component***

- Professional skills from different places are needed, that make different point of views, and all of these will add each to other into perfect result
- Access to different topics by using new way of observation deeply.
- Women must be included in the group.
- The group must have community people to exchange skills and awareness each to others

#### ***b. Different Information resources***

- The group members have different backgrounds so that information collected by them is more diversified.
- Carry out combination of appropriate technology In order to help you to use a package of PRA techniques quickly and correctly, We would show a package of PRA tools. These tools have to be used harmoniously in the PRA process.

## Practical No- 9

### Preparation of detailed plan of work for small need based programme

#### Make plan for education and health

##### Objective

- Appraise situation on education and health service in the village.
- Assist villagers in the identifying the way to improve current situation as well as seeking contribution of villagers to implement proposed programme .

##### Methodology

- Discuss problems, constraints, obstacle of existing activities and propose solution. Giving score to each activity base on importance level is required. (10 score give to most important and 1 score to least important level.) Discussion result is consolidated into following table.

SITUATION	PROBLEM	SOLUTION	LEVEL OF IMPORTANCE (1-10)
Health care			
Education			

#### Proposed activity on health and education

Priority	Activity	objective	Target group	Place	Estimated cost	Responsibility
	Heath					
	Education					

## Practical No- 10

### Make plan on off-farm activities

#### Objective

- Assist villagers in apprising current situation, problems, obstacle and potential of off –farm activities.
- Discuss the solutions to raise feasible off-farm activities.

#### Methodology

- Form a group consist of 5 to 7 villagers including male and female who have long experience on off –farm activities.
  - Discuss and answer question related to :”what are potential, problems, obstacle of off-farm activities in village”. Discussion results are summarized in table

OFF-FARM ACTIVITIES	PROBLEM	SOLUTION	LEVEL OF IMPORTANCE (1-10)

#### Proposed activity

Priority	Activity	objective	Target group	Place	Estimated cost	Responsibility

## **Practical No- 11**

### **IMPLEMENTATION OF DEVELOPMENT PROGRAMMES**

Once the training programme has been designed, it needs to be implemented. Implementation is beset with certain problems.

Any training programme implementation involves action on the following lines:

1. Deciding the location and organizing training and other facilities.
2. Scheduling the training programme.
3. Conducting the programme
4. Monitoring the progress of trainees.

## **Practical No- 12**

### **Presentation of report on institution**

#### **Objective:**

- ❖ By the end of the practical the students will be able to narrate the observations made during the visit
- ❖ Will be able to display the materials collected with regard to the institution
- ❖ Will be able to write the report about the institution

#### **ii. Observations for sharing:**

#### **iii. List of materials/products collected (original material/ images may be affixed)**

- 1.
- 2.
- 3.
- 4.
- 5.

#### **iv. Report:**