

TEACHING MANUAL

HEM 101

EXTENSION AND RURAL DEVELOPMENT



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COLLEGE OF COMMUNITY SCIENCES

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Declaration

The E-compendium is designed according to the syllabus offered in under graduate degree programme for the students of Extension Education and Communication Management, College of Community Science, RPCAU, Pusa. The content of this document is prepared with the help of various text books, resource materials and various sources from material available online. The author does not claim for originality of work. The e-manual is meant to be used for practicals as a reference material for the students of College of Community Sciences, RPCAU, Pusa for the academic purpose of understanding the course.

Objective

- To develop a comprehensive understanding of Extension Education and role of ICAR, SAUs, KVKs and other developmental programmes in rural development.

Theory

Extension Education- concept and importance, philosophy, principles and objectives. Evolution of extension education- glimpses of pre- and post-independence era. Community: Meaning and definition, types of communities, community and science, community mobilisation- leadership, Community development programmes- concept, objectives, organization, activities, achievement and failures. Rural development- concept, need, meaning, aim and functions of extension education for rural development. Panchayati Raj Institutions- concept, structure and function. Five year plans. Current rural development programmes/Organisations- SGSY, MGNREGA, IAY, ICDS, Total sanitation schemes/ campaigns etc., DWMA, ATMA, ITDA, DRDA, KGMV. Role of ICAR, SAUs, KVKs, DAATTCs and NGOs in rural development.

Sl. No.	Course Outline	No. of classes
1	Extension Education- concept and importance, philosophy	2
2	Principles and objectives of Extension Education	2
3	Evolution of extension education- glimpses of pre- and post-independence era.	2
4	Community: Meaning and definition, types of communities, community and science, community mobilisation- leadership	3
5	Community development programmes- concept, objectives, organization, activities, achievement and failures.	3
6	Rural development- concept, need, meaning, aim and	2
7	functions of extension education for rural development	2
8	Panchayati Raj Institutions- concept, structure and function.	3
9	Five year plans	2
10	Current rural development programmes/ Organisations- SGSY,	4

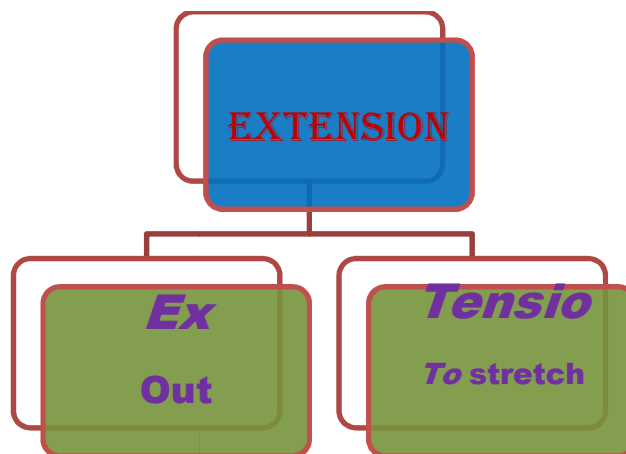
	MGNREGA, IAY, ICDS, Total sanitation schemes/ campaigns etc.	
11	DWMA, ATMA, ITDA, DRDA, KGMV	2
12	Role of ICAR, SAUs, KVKs, DAATTCs	4
13	Role of DAATTCs and NGOs in rural development	2
	Mid-term Examination	2
	Total	35

Lecture: 1

Extension Education- concept and importance

Extension

The word Extension is derived from the Latin roots: “*ex*” meaning “out”; and, “*tensio*” meaning “stretching”.



In other words, the word extension signifies an out of school system of education. Education is an integral part of extension. The basic concept of extension is that it is education. Extension means that type of education which is stretched out to the people in rural areas, beyond the limits of the educational institutions to which the formal type of education is normally confined.

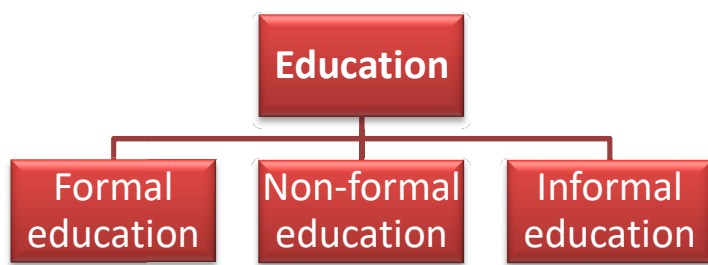
Education

- ❖ Education is the process of giving training and instruction to people to develop their knowledge, abilities, skills, character and mental powers.
- ❖ The modern definition of education is the production of desirable changes in human behaviour, i.e.: change in knowledge (things known), attitudes (things felt) and skills (things done) in all of them or in one or more of them.
- ❖ **Knowledge:** It includes facts, concepts, principles and relationships. Example Extension worker educates the housewife on the preservation of mango fruits. (Change in knowledge)
- ❖ **Attitude:** - Attitude can be loosely defined as a feeling towards some object, person, and situation or idea. Example- extension worker changes the negative attitude of a housewife and makes them adopt preservation of backyard fruits (things felt).

- ❖ **Skill:** Ability to do things. Example: Extension workers improve the skills of a housewife in learning the techniques of mango squash and using chemicals to preserve **for long days (things were done)**.

Types of Education

Education is the Humanities and social sciences



1. **Formal education-** Formal education is basically an institutional activity, uniform and subject oriented, full time, Sequential, hierarchically structured, leading to certificates degrees and diplomas.

e.g.: Education in schools & colleges

Characteristics of Formal Education:

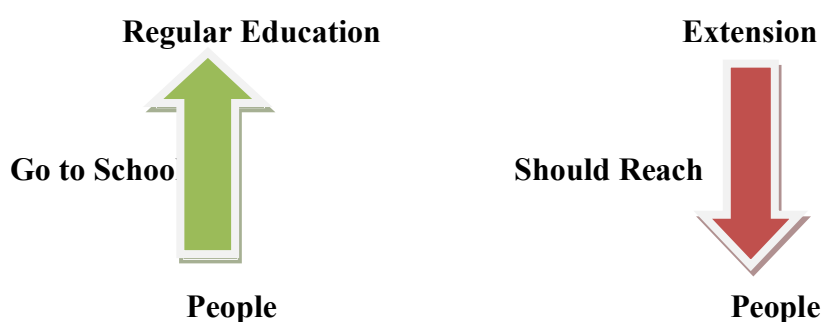
- ❖ Hierarchically structured;
- ❖ Full time education;
- ❖ Technical and professional training;
- ❖ A variety of specialized programmes;
- ❖ Running from primary school through the university;
- ❖ Chronologically graded education system.

2. **Informal Education** – The truly lifelong process whereby every individual acquires attitude, values, skills and knowledge from daily experience and the educative inferences and resources in his or her environment from family and the educative inferences and resources in his or her environment from family and neighbours, from work and play, from the market place, the library and the mass media.

e.g.: Little baby, as she grows up, learns how to recognize her parents and how to eat

- ❖ Informal education is the least controlled, that's why this type of education cannot be excluded of somebody's life;
- ❖ It consists of accidental, unclear, quantitative information;
- ❖ It usually has a quantitative aspect that a qualitative one;
- ❖ Informal education refers even to emotions, feelings, beliefs, superstitions etc;

- ❖ It offers responsiveness ready response when interact with environment;
 - ❖ It offers possibility to freely act in unknown situation;
 - ❖ It offers freedom of self-formation.
3. **Non-formal Education:** Non-formal Education is an organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular groups within the population. Example: Adult education, School dropout education, Bridge schools.



- It is flexible;
- It is life, environment and learner oriented;
- It is diversified in content and method;
- It is non-authoritarian;
- It is built on learner-participation;
- It organizer human and environmental potential;
- It enhances human and environmental potential.

DIFFERENCES BETWEEN FORMAL, NON FORMAL AND INFORMAL EDUCATION

SL.NO	Criteria	Formal Education	Non Formal Education	Informal Education
	Concerned with	Educational growth of children, youth preparing them for the future	Adults and youth actual Incidental life situations	Incidental learning
	Attendance	Is compulsory	Participation in	

			voluntary	
	Learners	Are relatively more homogeneous in terms of their age, academic qualification, experiences, knowledge, interests, and needs.	Are relatively more homogeneous in terms of their age, academic qualification, experiences, knowledge, interests, and needs also vary with value systems, cultural backgrounds.	Individual learning process
	Preconceived idea's	Learners do not generally have any preconceived ideas	Learners generally have preconceived ideas and notions because of their past experiences	May or mat not have preconceived ideas
	Curriculums	Fixed and pre decided subjects. Students should adopt themselves to the curriculum offered.	No fixed curriculum and it is flexible to meet the diverse needs and demands of farmers	On the spot learning
	Teaching	Is more formal with classrooms, prescribed text books	Is more informal without any fixed venue and	No teacher (Self-learning)

			textbook timings	
	Mode of Instruction	Vertical- from teacher to student more instructive in nature	Horizontal in nature	Self-learning
	Method of learning	Starts with theory followed by practical	Starts with practical and go on to theorize	
	Teacher	Is older and experienced than the learners	Maybe younger and inexperienced than the learners	No teachers
	Duration	It is time bound programme	Free of regimentation, program participatory in nature	

Extension Education

The word 'extension' is derived from the Latin roots, 'ex' – meaning 'out' and 'tensio' meaning 'stretching'. Stretching out is the meaning of extension. The term Extension originated in England in 1866 with a system of university extension which was first taken by Cambridge & Oxford Universities. The term 'Extension Education' was first used in 1983 by Cambridge University. Education is an integral part of extension. The basic concept of extension is that it is education. Extension means that type of education, which is stretched out, to the people in rural areas, beyond the limits of the educational institutions to which the formal type of education is normally confined.

Definitions:-

- I. Extension is a two – way channel; it brings scientific information to the village people and also takes the problems of the village people to the scientific institutions for solution, it is a continuous educational process, in which both learner and teacher contribute and receive.
(B. Rambhai (1958))
- ii. “Extension Education” is the process of teaching rural people how to live better by learning ways to improve their farm, home and community institutions.’ **(Leagans, 1961).**
- iii. Extension education is an applied Science consisting of content derived from research, accumulated field experiences, and relevant principles drawn from the behavioural science synthesized with useful technology into a body of philosophy, Principles, content, and methods focused upon the problems of out of school education for adults and youth. - **J.P Leagans (1961).**
- iv. Extension is an out of school system of education in which adults & young people learn by doing.(**Kelsey & Hearne**)
- v. Extension work is an out-of-school system of education in which adult and young people learn by doing with a partnership between the Government and the people, which provides services and education designed to meet the people with a fundamental objective of development of the people. - Kelsey and Hurtle (1963)
- vi. “Extension Education” is a science, which deals with the creation, transmission & application of knowledge designed to bring about planned changes in the behaviour-complex of people, with a view to help them live better by learning the ways of improving their vocations, enterprises & institutions. (Reddy, 1993).
- vii. Extension education is defined as an educational process to provide knowledge to the rural people about the improved practices in a convincing manner and help them to take a decision on their specific local conditions. - O. P. Dahama (1973).
- viii. “Extension Education” is a science that brings about desirable changes in the behavior of the concerned persons through “educational methods”, so as to improve their general standard of living with their own efforts. In fact, it deals with the designs & strategies of ‘transfer of technology’ to the concerned persons. In other words, what is taught to the farmers is not “Extension Education”, though its knowledge is applied for the effective & efficient communication of various programmes of change. (Singh, 1994).
- ix. “Extension” as an out of school education and services for the members of the farm family and others directly or indirectly engaged in farm production to enable them to adopt improved practices in production, management, conservation and marketing. Several authors defined

extension in various ways emphasizing the importance of one or the other aspect of extension. (National Commission on Agriculture, 1976).

From the above definitions, it can be affirmed that "Education is a process which brings desirable changes in behaviour (Knowledge, skill, and attitudes) which brings of rural people to improve their social, economic and psychological status."

Importance of Extension Education

1. Extension uses democratic methods in educating the farmers;
2. Extension Helps in adoption of innovations;
3. Extension helps in studying and solving the rural problems;
4. Extension increases farm yields and improve the standard of living of farmers;
5. Extension makes good communities better and progressive;
6. Extension contributes to national development programmes.

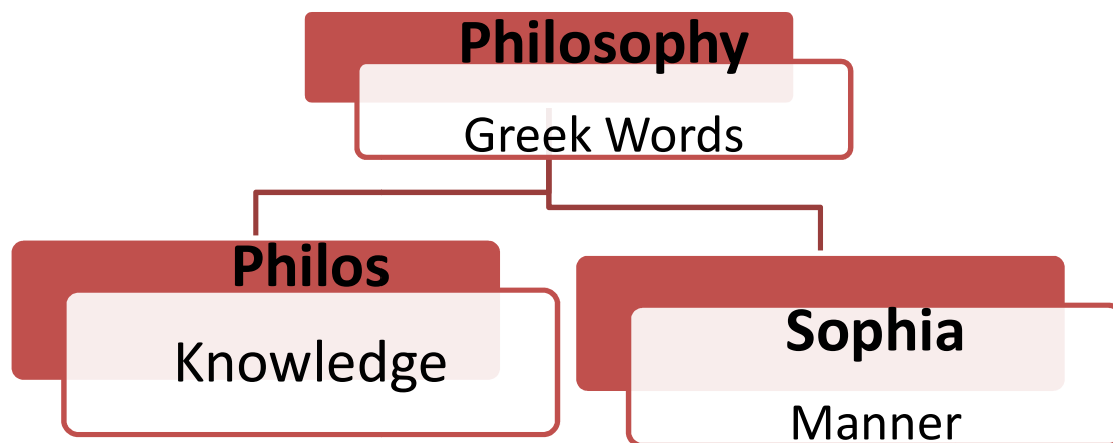
Career opportunities through Extension Education

1. There are government, private and some consultancy services one can opt for job as per his qualification and experience.
2. Among government services there are posts of Assistant Professor in the Govt. Degree Colleges, SAUs, Scientist in the ICAR/CSIR Institutes, DRDO etc.
3. Subject Matter Specialist in Krishi Vigyan Kendras (KVKs) run by selected ICAR institutes, SAUs, State Departments etc.
4. Besides, temporary job as a JRF/SRF, Research Associate/ Project Associates etc. in various ICAR, CSIR and DRDO sponsored research projects under ICAR, CSIR institutes, SAUs etc. are also available.
5. A large number of national and international NGOs engaged in rural development and related R&D activities recruit Extension personnel in different positions depending on the educational qualifications and experiences.
6. Presently, opportunity to work as a counsellor or consultant is limited.
7. Nevertheless, enough scope will be there for Extensionists to explore and exploit the opportunities in the area of self-employment in the future.

Lecture: 2

Philosophy of Extension Education

The word “Philosophy” has a wide range of meanings. It is the pursuit of wisdom, a body of general principles or laws of a field of knowledge. Essentially philosophy is a view of life, wisdom or knowledge and its various components. It is a body of general principles or laws of a field of knowledge, activities, etc., such as a philosophy of life or philosophy of extension work.



The practical implication is that the philosophy of a particular field would furnish the principles or guidelines with which to shape or mould the programmes or activities relating to that discipline.

The philosophy of extension education is based on the hypothesis that the rural people are capable, intelligent and willing to change their situation.

According to Kelsey and Hearne (1955) the basic philosophy of extension education is “TO TEACH PEOPLE HOW TO THINK, NOT WHAT TO THINK”

The philosophy of extension education has been interpreted in many ways by various authors and some of them are as follows:

According to Ensminger (1962)

- a. Extension is educational for all village people.
- b. Extension is changing the knowledge, skill and attitude of the people.

- c. Extension is teaching people what to want, as well as how to work out ways of satisfying these wants and inspiring them to achieve their desires.
- d. Extension is “helping people to help themselves”.
- e. Extension is “learning by doing and seeing is believing”.
- f. Extension is development of individual and their society.
- g. Extension is living relationship, respect and trust for each other.
- h. Extension is working in harmony with culture of the people.
- i. Extension is working together to expand the welfare and happiness of people.
- j. Extension is a two-way channel.
- k. Extension is a continuous process educational process in which both learner and teacher contribute and receive.

According to Kelsey and Hearne (1967)

The basic philosophy of extension education is to teach people how to think, not what to think. Extension’s specific job is furnishing the inspiration, supplying specific advice and technical help, and counselling to see that the people as individuals, families, groups and communities work together as a unit to solve their problems. Extension workers work with people to help them develop themselves and achieve personal superior personal wellbeing.

According to Dahama (1965)

- i. Self-help;
- ii. People are the greatest resources;
- iii. It is a cooperative effort;
- iv. It has its foundation in democracy;
- v. It involves a two-way channel of knowledge and experience;
- vi. It is based on creating interest by seeing and doing;
- vii. Voluntary, co-operative participation in programmes;
- viii. Persuasion and education of the people;
- ix. The programme is based on the attitude and values of the people;
- x. It is a never ending process.

Lecture: 3

Principles and Objectives of Extension Education

Principles of extension education:

A common definition of a Principle is a fundamental truth and a settled rule of action. Principle is a statement of policy to guide decisions and actions in a proper manner. Principle of Extension Education has been given below;

1. Principle of interest and need.

Extension work must be based on the needs & interests of the people. Always programme must be develop according needs & interests these need differ from individual to individual, from village to village, from block to block, from state to state; therefore, there cannot be one programme for all people.

2. Principle of cultural difference.

Extension work is based on the cultural background of the people with whom the work is done. Differences in the culture are always being there between extension worker and rural people, success is when extension professionals has to know the level of the knowledge, & the skills of the people, methods & tools used by them, their customs, traditions, beliefs, values, etc. before starting the extension programme.

3. Principle of participation.

Extension helps people to help themselves. Good extension work is directed towards assisting rural families to work out their own problems rather than giving them ready-made solutions. Actual participation and experience of people in these programmes creates self-confidence in them and also they learn more by doing.

4. Principle of adaptability.

People differ from each other, one group differs from another group and conditions also differ from place to place. An extension programme should be flexible, so that necessary changes can be made whenever needed, to meet the varying conditions.

5. The grass roots principle of organization.

A group of rural people in local community should show ownership of extension work. The programme should fit in with the local conditions. The aim of organizing the local group is to demonstrate the value of the new practices or programmes so that more and more people would participate.

6. The leadership principle.

Extension work is based on the full utilization of local leadership. The selection and training of local leaders to enable them to help carry out extension work is essential to the success of the programme. People have more faith in local leaders and they should be used to put across a new idea so as to gain acceptance with the least resistance.

7. The whole-family principle.

Extension work will have a better chance of success if the extension workers have a whole-family approach instead of piecemeal approach or separate and unintegrated approach. Extension work is, therefore, for the whole family, i.e. for male, female and the youth.

8. Principle of co-operation.

Extension is a co-operative venture. It is a joint democratic enterprise in which rural people co-operate with their village, block and district officials to pursue a common cause.

9. Principle of satisfaction.

The end-product of the effort of extension teaching is the satisfaction that comes to the farmer and his family members as the result of solving a problem, meeting a need, acquiring a new skill or some other changes in behaviour. Satisfaction is the key to success in extension work. A satisfied stakeholder is the best advertisement.

10. The evaluation principle.

Extension is based upon the methods of science, and it needs constant evaluation. The effectiveness of the work is measured in terms of the changes brought about in the knowledge, skill, attitude, and adoption behaviour of the people, not merely in terms of achievement of physical targets.

Objectives of Extension Education

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

Objectives

The dictionary meaning of objective is something that one's efforts or actions are intended to attain or accomplish; purpose; goal; target.

Fundamental objective: The fundamental objective of extension is the development of the people or the "Destination man". In other words, it is to develop the rural people economically, socially and culturally by means of education.

E.g.: To increase socio-economic status and standard of living of Indian farming Community.

General objectives of extension:

General objectives (Function): The general objectives of the extension are

1. To assist people to discover and analyze their problems, their felt and unfelt needs.
2. To develop leadership among people and help them in organizing groups to solve their problems.
3. To disseminate information based on research and /or practical experience, in such a manner that the people would accept it and put it into actual practice.
4. To keep the research workers informed of the peoples' problems from time to time, so that they may offer solutions based on necessary research.
5. To assist people in mobilizing and utilizing the resources which they have and which they need from outside.

E.g.: To increase the production and productivity of Paddy in India.

Working objectives: Is one which focuses on specific activity of a specific group in a selected geographic area.

E.g.: To increase the yield of PKM-1 of the tomato among the tomato growers of Pusa block in Samstipur District.

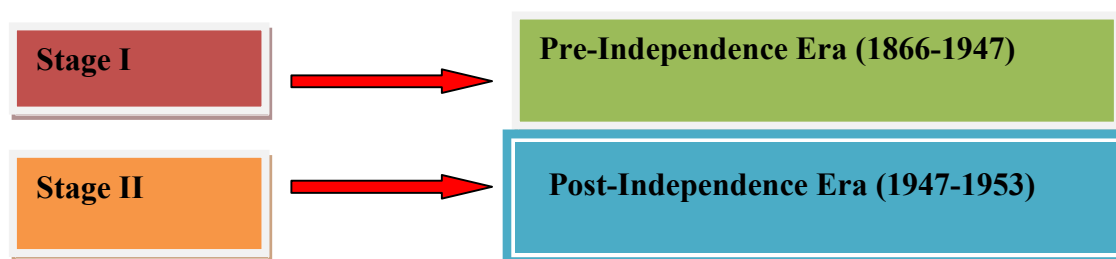
The major objectives of Extension may also be categorized as follows:

- i) Material - increase production, income.
- ii) Educational - change the outlook of people or develop the individuals.
- iii) Social and cultural - development of the community.

Lecture: 4

Evolution of extension education- glimpses of pre- and post-independence era.

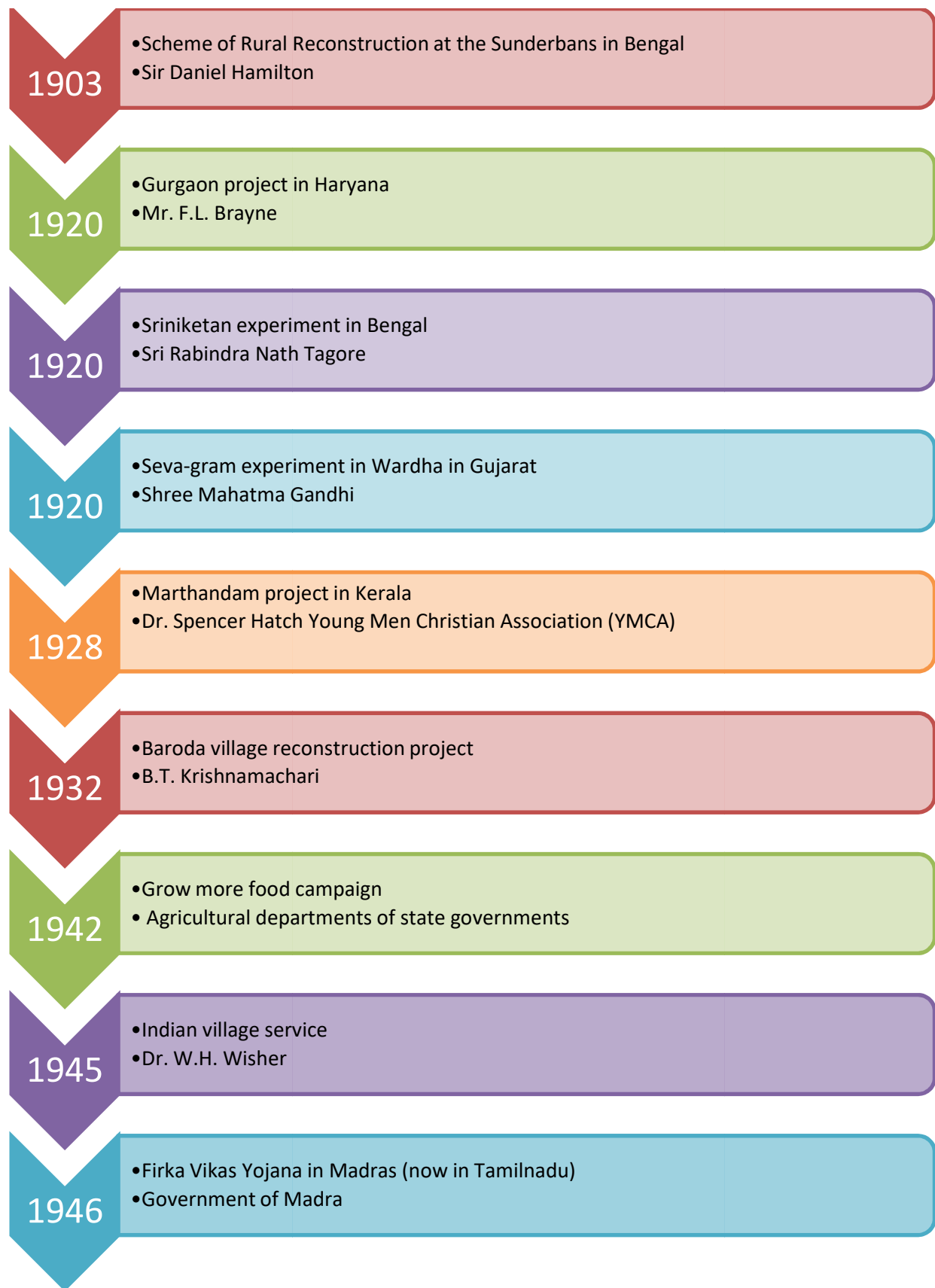
About 65 percent population of the country is living in the economically undeveloped area. Therefore, many evils such as illiteracy, superstitions, unhealthy practices etc. took roots in our country. After Second World War or after independence, it was thought to settle all these problems properly and so, many development programmes were reinvigorated. It is wrong to declare that there was nothing done during slavery period. However, those works, which were executed at that time, were very few in number according to the needs. Looking at a vast country like India, during British rule some selected social workers had started some programmes of rural development. The evolution of extension programme is described in two stages:



Stage of extension programme

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

During the pre-independence era, various attempts were made by the individual persons and private agencies viz. Gurgaon project in Haryana by Mr. F.L. Brayne; Sriniketan Experiment in Bengal by Sri Rabindra Nath Tagore; Servants' of India Society, Pune, in Tamilnadu, Central India (presently Uttar Pradesh and Madhya Pradesh); Sir Daniel Hamilton's Scheme of Rural Reconstruction at the Sunderbans in Bengal; Rural Reconstruction Work by Christian Missions through Allahabad Agricultural Institute; The Christian College, Nagpur; Marthandam project by Dr. Spencer Hatch under the auspices of YMCA; Sevagram experiment in Wardha by Mahatma Gandhi; Adarsh Seva Sangh, Pohri, Gwalior; Indian Village Service in Lucknow and Etawah in Uttar Pradesh by Mr. A.T. Mosher and Sarvoday Programme in Bombay province by Sri B. N. Gupta. It was during this period that the Department of Agriculture came into being in June 1871 under the then Government of India, and by 1882, agricultural departments in most of the provinces started functioning in skeleton form. Recognising the need for new and improved methods of cultivation based on agricultural research, the then Government of India also set up an Institute of Agricultural Research at Pusa in Bihar in 1905.



Scheme of rural reconstruction at the Sunderbans in Bengal

Rural Development Programmes

In 1903, Sir Daniel Hamilton formed a scheme to create model villages, in an area in Sunderban (Bengal), based on cooperative principles. He organised one village of this type and set on Cooperative Credit Society which functioned up to 1916. In the 1924, he organised a Central Cooperative Bank and Cooperative Marketing Society and established a Rural Reconstruction Institute in 1934. The institute provided training facilities in cottage and subsidiary industries.

Gurgaon project (1920)

In Gurgaon district, this programme of village development was the first one to be run by the State. It was started by the Mr. F. L. Brayne. In 1920, Mr. Brayne had been appointed on the post of Deputy Commissioner in Gurgaon district and he began this project of rural upliftment in his district, which became famous as “Gurgaon Project”. The main objectives of this project were: (1) To increase crop production, (2) to control extra expenditure, (3) to improve the health, (4) to develop the feeling of women-education, and (5) home development work. Although this project got some success yet this scheme also could not survive more because this project was also based upon the sentiments of F.L. Brayne and when he was transferred, gradually this programme also stopped.

Shriniketan project (1920)

Early effort at rural development was initiated by Shri. Rabandranath Tagore in 1908 by establishing youth organization in the Kaligram Prokana of his Zamindari, He tried to create a class of functionary workers who could learn to identify themselves with the people. In 1921 he established a Rural Reconstruction Institute at Shantiniketan in West Bengal. A group of eight villages was the centre of the programme. This project, co-incidentally, had many elements of extension education in both spirit and action. Activities like demonstration on scientific methods of agriculture, training of youths, adult education and health co-operatives were important aspects of the work aimed to make a group of villages self-reliant. This was a very comprehensive programme combining culture, health, education and economic aspects of village life together. Concept of village level workers and regeneration of village organization were put to work. This project was closely guided by Mr. Leonard Elmhirst, an Englishman trained in economics from USA.

Objectives of the Programme:

- ❖ To create a real interest in people for rural welfare work.
- ❖ To study rural problems and to translate conclusions into action.
- ❖ To help villagers develop their resources and to improve village sanitation.

Activities:

- ❖ Survey of selected Villages;

- ❖ Demonstration of improved practices;
- ❖ Arranging campaigns for the eradication of Malaria, T.B., and other infectious diseases;
- ❖ Development of cottage industries;
- ❖ Weaver's cooperatives were organized;
- ❖ Night schools for male and female;
- ❖ Establishment of social welfare centre in each village;
- ❖ Establishment of cooperative societies;
- ❖ Establishment of community centers;
- ❖ Mobile library for rural people;
- ❖ Organization of village Scout called Brati Balika;
- ❖ Management of pure drinking water;
- ❖ Village sanitation works.

Shortcomings:

- ❖ The institute could not get much help from the government;
- ❖ It could not conduct research as planned by R. N. Tagore;
- ❖ The work remained limited to eight villages only;
- ❖ The project was idealistic but the practical aspect of the project was neglected.

Seva-gram (1920)

Mr. M.K. Gandhi (Mahatma Gandhi) started this welfare project "SEVA GRAM", establishing his Ashram in Wardha, in 1920. Later it was extended to Wardha in 1938 after 2nd non-cooperation movement. This programme was totally based on the concept of "Helping the people to help themselves". The programme mainly focuses on prevention of the economic and social suppression of the people and creating feeling of patriotism among them. M. Gandhi also insisted that all extension workers should have 3 principles in practice viz., self purification, self reliance and self exemplary conduct. For fulfilling this objective, Gandhiji made this programme which became famous as "Gandhian Constructive Programme".

The main objectives of this project were as follows:

- I. To use khadi clothes,
- II. To introduce Health Programme,
- III. The programme of sanitation in the village,
- IV. The programme of women welfare,
- V. The programme of economic help,
- VI. To uplift the backward classes,
- VII. Primary and adult educational programmes,

- VIII. To improve the conditions of poor people,
- IX. Programme of social harmony, and
- X. To popularize the mother tongue and other national dialects.

For making his programme successful and effective, Gandhiji had established All India Village Industry Association, All India Spinners Association, Hindustani Education Association and Kasturba Gandhi Association etc. Gandhiji's constructive programme was not followed completely by majority because those things, which were made by machines, were more beautiful and low-priced, and the common people could not be impressed. The single cause of failure of Gandhiji's programme was industrialization in the country.

Marthandam project (1928)

This project of rural development was initiated in the village Marthandam near Trivendrum of Kerala State by Young Men Christian Association (YMCA) and Christian Church Association under the direction of Dr. Spencer Hatch in 1928. This village was undeveloped economically and the economic condition of the native majority was poor. Here, people used to cultivate only paddy and coconut on some places. For exploiting this weakness, it was thought that some developmental work should be done, so that the Christian faith could spread. Consequently Dr. Hatch made agreement with YMCA and the Church for his work and initiated this project in neighboring village Marthandam.

The objectives of this project were also made on the basis as to how the public of this area could become Christian.

The main objectives of this project were:

- a) Spiritual development;
- b) Mental development;
- c) Physical development;
- d) Social development;
- e) Economic development.

This programme of Dr. Hatch remained for a long period because he had trained workers and the local people were inspired to work themselves. As such this project was very successful in this area. But the whole programme was centred on a person and after the death of Dr. Hatch, there was a conflict on the question of leadership between YMCA and Church Association and due to no economic advantage to the non-paid workers, this programme could not survive.

Baroda village reconstruction project (1932)

Shree B.T. Krishnamachari in Baroda in the Gujarat State initiated this Project in 1932. This Project Continued for a long period.

a) Objectives -

- To improve the life style of rural people rapidly;
- To spread education and industrialization;
- To develop the necessary factors for the progress of agriculture.

b) Scope -

- This Project was started in the district of Navsari in the Gujarat State;
- Many programmes such as gardening, poultry-farming, bee-keeping, spinning and weaving were organized;
- Re-stabilization of 'Panchayats' and other programmes of village progress were organized;
- The adult education had been extended.

c) Working System -

- By personal education and contact by the village guides;
- To use the school teacher of village in the extension of programme;
- To use the traditional means of extension.

Grow more food campaign (1942)

This campaign, started in 1942, was continued after getting the independence. The main object of this campaign was to fulfil the need of food, which had been created due to the Second World War. This campaign was the first one to be organized on a national level. In this campaign, the new seeds and chemical fertilizers were distributed among the farmers. Agricultural departments of state governments organized this campaign.

Achievements -

- After spending a lot of money, some problems were tackled in the end.
- The crop production increased due to new seeds and chemical fertilizers provided to the farmers.
- From this campaign, the production of cotton and jute increased appropriately.

Limitations -

- Its work field was limited.
- The campaign was deemed to be temporary hence the work was done.
- The economic help, the distribution of good seeds and fertilizers could be available only on some places.

Indian village service (IVS-1945)

In 1945, under the guidance of Dr. W.H. Wisher, this service began in the village Agasoli, District Aligarh in U.P. But, after the partition of the country, the village volunteer M.V. Siddiqi Khan went to Pakistan and this centre was closed.

Firka vikas yojana (1946)

The government of Madras (now Tamil Nadu) decided to make efforts for the development of villages at Firka level. The first programme began in 1946. Among Pre-Independence project, this was the biggest project.

POST-INDEPENDENCE EXTENSION AND RURAL DEVELOPMENT PROGRAMMES

The urgent need for stepping up food production was realised even in the pre-Independence era and a Grow-More-Food Campaign was started. Under the campaign, targets for increased agricultural production were laid down for the first time on an all-India basis. But the campaign failed to achieve its targets. Soon after Independence (1947), the Central Government re-defined the objectives of the Grow-More-Food Campaign as the attainment of self-sufficiency in food grains by 1952, and simultaneously increased the targets of production of other crops to meet the shortfall as a result of the partition of the country. At the same time, arrangements were made for integration and co-ordination of the entire campaign for increasing agricultural production. Some state governments associated the public with working of the campaign by setting up of non-official committees at the village, taluka, district and state levels. The plans were revised from time to time in order to make the campaign more effective. Accordingly, some initiatives in this direction were taken, which are given as under:

Etawah pilot project (1948)

The idea of intensive all-round development work in a compact area was put into practice as a Pilot Project in Rural Planning and Development in the Etawah District in Uttar Pradesh in 1948, which can be regarded as a forerunner of the Community Development Project in India. Albert Mayer, an American Engineer, played the key role in the initiation and implementation of the project. The programme was based on the principle of self-help, democracy, integrated approach, felt needs of the people, rigorous planning and realistic targets, institutional approach, co-operation between governmental and non-governmental organizations, close co-ordination between the extension service and the supply agencies and the collaboration by technical and social scientists. After an initial period of trial and error, a new administrative pattern was evolved. It percolated to the village level; the activities of different nation-building departments were channelled through one common agency and a 'multipurpose concept' of village level worker was introduced. Each village level worker looked after 4-5 villages. The project was supervised by a district planning officer assisted by four specialist officers and other supporting staff.

Community development

Year	Programme/scheme	Person/agency/ approach
1948	Nilokheri experiment (Mazdoor Manzil)	Shree S. K. Dey
1948	Etawah pilot project	Albert Mayer
1952	CDP	Community Development Programme
1953	NES	National Extension Service
1954	CDB	Community Development Block
1957	Panchayati Raj	Panchayati Raj Democratic Decentralization

Technological development

Year	Programme/scheme	Person/agency/ approach
1952	Key village Scheme	Government of India
1960	IADP	Intensive Agricultural District Programme
1964	IAAP	Intensive Agricultural Area Programme
1963-64	ICDP	Intensive Cattle Development Project
1966	HYVP	High Yielding Variety Programme
1974 T&V Training & Visit System	T&V	Training & Visit System
1979	LLP	Lab to Land Programme
1983	NAEP	National Agricultural Extension Project
1986	TMO	Technology Mission on Oilseeds
1998	NATP	National Agricultural

		Technology Project
1999	TAR-IVLP	Technology Assessment and Refinement – Institute Village Linkage Programme
2000	ATIC	Agricultural Technology Information Centre 2006 NAIP National Agricultural Innovation Project

Other developmental programmes

Year	Programme/scheme	Person/agency/ approach
1970-1971	SFDA	Small Farmers' Development Agency
1970-1971	MFAL	Marginal Farmers' and Agricultural Labourers
1970-1971	DPAP	Drought Prone Areas Programme
1972-1973	PPTD	Pilot Project for Tribal Development
1974	T&V	Training and Visit Programme
1978-1979	IRD	Integrated Rural Development Programme
1979	TRYSEM	Training of Rural Youth for Self-Employment
1980	NREP	National Rural Employment Programme
1982	DWCRA	Development of Women and Children in Rural Areas
1989	JRY	Jawahar Rojgar Yojana

Nilokheri experiment (1948)

Shree S. K. Dey, was the founder of the Nilokheri Experiment, when nearly 7000 displaced persons from Pakistan and later integrated with the 100 surrounding villages in to what came to be rural-cum-urban township. It was built round the vocational training centre Nilokheri, in July 1948. Shree Dey began this project using 1100 acre of swampy land spreading in the midst of Karnal and Kurukshetra. Shree Dey went on to become the Union Minister of Community Development in 1965. The scheme was also known as "Mazdoor Manzil" because of its principle 'he who will not work, neither shall he eat'.

Under this programme, the main activities were a Vocational Training Centre run on cooperative lines and the Colony had its own dairy, poultry, piggery, printing press, engineering workshops, tannery and bone-meal factory. People were given vocational training of their choice to run these Co-operative Enterprises. Rights for education and medical care for the sick were also guaranteed.

Community development project (1952)

As a result of the Grow-More-Food Enquiry Committee Report and the successful experience of the Etawah Project, 15 Pilot Projects were started in 1952 in selected states with the financial assistance received from the Ford Foundation. Besides helping to increase agriculture production and bettering the overall economic condition of the farmers, these projects were meant to serve as a training ground for the extension personnel. It was soon realised that for the creation of an urge among the rural population to live a better life and to achieve permanent plenitude and economic freedom in the villages, a much bolder and dynamic effort was called for. It was recognized that the success of this new effort depended upon and whole hearted co operation of the beneficiaries, government officials and non-officials at every stage, the education of rural masses in the technique of rural development and the timely provision of adequate supplies of the needed inputs and other requirements.

For undertaking this new programme, the Government of India entered into an operational agreement with the Government of the USA under the Technical Co-operation Programme Agreement. Under this Agreement, 55 Community Development Projects were started in different parts of the country on 2 nd October, 1952 for three years.

The Projects covered nearly 25,260 villages and a population of 6.4 millions. Each project, in turn, consisted of about 300 villages covering 400-500 square miles and having a population of about two lakhs. The project area was divided into three development blocks, each comprising 100 villages and a population of 60,000 to 70,000. The development blocks, in turn, were divided into groups of 5-10 villages, each group being in the charge of a multipurpose village level

worker. The main aims of these projects were: to increase agricultural production by all possible means, to tackle the problems of unemployment, to improve village communications, to foster primary education, public health and recreation, to improve housing, to promote indigenous handicrafts and small-scale industries and to improve the villager's lot through their own primary effort. In short, the programme aimed at achieving all-round socio-economic transformation of the rural people.

Grow-more-food enquiry committee report (1952)

Though efforts were made to revitalize the Grow-More-Food Campaign, it was observed that the system was not functioning properly and the cultivator's response to the programme was very poor. As a result, the Government of India in 1952 appointed a committee known as the GMF Enquiry Committee to examine the working of the Grow-More-Food Campaign.

The findings of this Committee revealed that the problem of food production was much wider than the mere elimination of food imports and that agricultural improvement was a very important part of a much wider problem of raising the level of rural life in the country. The Committee came to the conclusion that it was only by bringing about an appreciable improvement in the standards of rural life to make it fuller and richer that the rural masses could be awakened to take interest in not only increasing agricultural production but also improving their own conditions and creating a will to live better. The committee also pointed out that:

- All aspects of village life were interrelated,
- Improvement could be brought about by a number of detached programmes operating independently,
- There was lack of unity of efforts,
- The available finances was not adequate.

The rural community as a whole did not participate effectively in the campaign. In short, the movement did not arouse nation-wide enthusiasm and did not become a mass movement for raising the level of village life.

In its recommendations, the Committee proposed the formation of development block, each consisting of 100 to 120 villages, and the appointment of revenue officers as development officers or extension officers, assisted by technical officers for agriculture, animal husbandry, co-ordination and engineering. For actual work in villages, the Committee suggested the appointment of one village level worker for every five or ten villages. The Committee also described broadly the functions of the extension service, the manner in which the extension organisation would operate, the arrangements required in training of the required staff, the way in which the non-official leadership should be associated with the work of village development at the village,

taluka, district and state levels. The need for setting up an independent organisation on the suggestions made, the manner in which the assistance should be rendered to the state governments as well as to villagers for development work, the role of the central and state governments in this effort was also emphasized by the committee.

Based on these recommendations, the Planning Commission, which was set up earlier by the Government of India to prepare a plan for development consistent with the available resources, gave the highest priority to the development of agriculture and irrigation in the First Five-Year Plan. The Commission fixed substantially high targets of internal production and decided, as recommended by the Enquiry Committee, that the drive for food production should form part of plans for overall agricultural development, and that agricultural improvement in its turn should form an integral part of the much wider efforts for raising the level of rural life. The Commission prescribed "Community Development" as the method for initiating the process of transformation of the social and economic life of villages and "Rural Extension" as its agency.

National extension service (1953)

The National Extension Service was inaugurated on 2 nd October 1953. The scheme of National extension service was designed to provide the essential basic staff and a small fund for the people to start the development work essentially on the basis of self-help. The operational unit of this service was an N.E.S. block comprising about 100 villages and 60,000 to 70,000 people. The N.E.S. blocks were later converted into community development blocks which had higher budget provisions in order to take up more intensive development programmes.

The pattern of community development programme was further revised (modified with effect from 1 st April 1958).

According to this pattern, there were four stages:

- **Pre-Extension Stage**
- **Stage I Blocks** ·
- **Stage II Blocks** ·
- **Post-Stage II Blocks**

In this new set-up of community development blocks, all the nation-building government departments were brought together; and in order to ensure co-ordination at the block level, a new post of a Block Development Officer (BDO) was created. This officer is the co-ordinator of the programme and team leader and is supported by 8 extension officers drawn from the development departments, one each from the fields of agriculture, animal husbandry, cooperative, panchayat, rural industry, rural development, social education and welfare of women & children. Each normal block was provided with 10 village level workers and two gram sevikas (lady VLWs).

Under this new set-up, the block is treated as an administrative unit for all the development departments, and the village-level worker is the contact person between these departments and the people.

Key village scheme (1952)

Key Village Scheme launched in August 1952 was the first systematic attempt to improve the quality and productivity of cattle and buffaloes in the country. It was proposed with a view to promote intensive cattle development in compact areas by utilising the limited quantity of high quality breeding stock. Basic objective of the scheme is the rapid multiplication of crossbred cattle for meeting the acute shortage of high quality animals by grading up of the indigenous cattle population. Gradually it embraced all the major aspects of cattle development such as superior breeding, castration of scrub bulls, fodder development, control of diseases, maintenance of records, milk recording and marketing of livestock and livestock products.

Intensive agricultural district programme (1960)

With a focusing on increasing productivity and production IADP was launched in July 1960 in 7 selected districts of various states in its first phase and later extended to another 9 districts more in second phase during 1963-64. This programme was aimed at integrated and intensive approach to solve the problems of agricultural production through adoption of package of improved practices. The achievements accomplished through this programme were tremendous and it really made a dent into the rural poverty for its eradication through agriculture. This programme was popularly known as Package Programm

Intensive cattle development project (1963-64)

The initiation of Key Village Scheme in August 1952 was the first systematic attempt to improve the quality and productivity of cattle and buffaloes in the country. The Intensive Cattle Development Project (ICDP) was initiated in 1963-64. The objectives of the project were the same as the Key Village Scheme, but had much wider in scope. It envisaged provision of a package of improved practices to the cattle owners to affect a breakthrough in milk production (National Commission of Agriculture, 1976).

The package included:

- Cattle breeding;
- Castration of scrub bulls;
- Veterinary aid and disease control;
- Registration of milk recording;
- Introduction of high yielding milch cattle;
- Subsidies and incentives for milk production.

Feed and fodder development including demonstration, distribution of fodder seeds, silage making and popularization of chaff cutters and · Dairy extension The programme was launched in the milk shed area of major dairy plants to ensure the increased and steady flow of milk to these plants. There is no doubt that ICDP did help in increasing milk production in milch animals in the country to a great extent.

Operation flood (1970)

Operation flood (also known as the White revolution of India) was a rural development programme started by India's National Dairy Development Board (NDDB) in 1970. One of the largest of its kind, the programme objective was to create a nationwide milk grid. It resulted in making India the largest producer of mil & milk products, and hence is also called the white revolution of India. It also helped reduce malpractices by milk traders and merchants. This revolution followed the Indian green revolution and helped in alleviating poverty and famine levels from dangerous proportions in India during the era. Dr. Varghese Kurien is known as Father of White Revolution.

The Operation Flood was implemented in three phases.

Phase I (1970–1980)

Phase II (1981–1985)

Phase III (1985–1996)

Training and visit (T&V) system (1974)

The Training and Visit (T&V) system, the brain child of Dr. Daniel Benor (World Bank Consultant) was introduced in India in 1974 for all round development of agricultural extension system in the country to introduce observation, training and technology transfer to the farmers and extension workers so as to enable them achieving greater productivity and production in the agricultural sector. This system has been introduced at first in 1974 in two states viz., Rajasthan and West Bengal and then spread to another 16 states of the country aimed at building a professional extension service that is capable of assisting farmers in raising production, increasing incomes and of providing appropriate support for agricultural development.

The important features of this system include professionalism, as single line of command, concentration of effort, time bound work, field and farmer orientation, regular and continuous training and close linkages with research. The creation of a dynamic link between farmers, professional extension workers, and researchers was done through the training and visit systems of extension. By adopting and implementing T&V system in its extension network India gained a lot in increasing its food production with scientific means coupled with effective technology transfer system.

Integrated rural development programme (1978)

The Integrated Rural Development Programme (IRDP) is a rural development program of the Government of India launched in Financial Year 1978 and extended throughout India by 1980. It is a self-employment program intended to raise the income-generation capacity of target groups among the poor. The target group consists largely of small and marginal farmers, agricultural labourers and rural artisans living below the poverty line. The pattern of subsidy is 25 per cent for small farmers, 33 per cent for marginal farmers, agricultural labourers and rural artisans and 50 per cent for Scheduled Castes/Scheduled Tribes families and physically handicapped persons. The objective of IRDP is to enable identified rural poor families to cross the poverty line by providing productive assets and inputs to the target groups. The assets which could be in primary, secondary or tertiary sector are provided through financial assistance in the form of subsidy by the government and term credit advanced by financial institutions. The program is implemented in all the blocks in the country as a centrally sponsored scheme funded on 50:50 basis by the Centre and State. The Scheme is merged with another Scheme named swarnjayanti gram swarozgar yojana (SGSY) since 01.04.1999.

Lecture-5

VARIOUS EXTENSION/ AGRICULTURE DEVELOPMENT PROGRAMMES LAUNCHED BY ICAR/ GOVERNMENT OF INDIA: INTRODUCTION, OBJECTIVES AND SALIENT ACHIEVEMENTS

Agricultural Development Programmes			
IADP	Intensive Agricultural District Programme	1960- 61	Package programme, to increased agricultural productivity that lead to economic growth
IAAP	Intensive Agricultural Area Programme	1964	Extend the benefit of improved tech. in agri. in large areas at less cost and reduced staff strength
HYVP	High Yielding Varieties Programme	1964- 65	Highly input intensive, attained self sufficiency sopped import grain resulting green revolution
I V L P	Institution Village Linkage Programme	1995- 96	Based on scientist farmer participatory mode tech. intervention in small prod. System
ORP	Operational Research Project	1974	To test performance of new research on farmers field on operational level under their existing recourses
N A T P	National Agriculture	1998	Location specific, demand driven TOT to

	Technology Project		farmers with research.– extn. – farmers - linkages
NAIP	National Agricultural innovation Project	2006	Promote research in the prod. To consumption mode, provide livelihood security in selected disadvantages regions
RKVY	Rastriy Krishi Vikas Yojana	2007	Provide incentive to the state to achieve 4% growth rate in agric. & allied sector in 11 plan

1. **Intensive Agricultural District Programme (IADP):-**

- It was felt that the increase in agriculture production under the community development programme was far less than necessary to feed the rapidly increasing population of this country.
- To tackle this urgent problem the government in collaboration with Ford Foundation launched the intensive agricultural district programme (1960-61) which is popularly known as the package programme.
- The significant feature of this programme is that the cooperative institutions have become the agency for distribution of credit and supply of agricultural inputs which were essential for implementing the programme.
- The districts selected throughout the country under this programme are Pali, Thanjavur, West-Godavari, Shahabad, Raipur, Aligarh, Ludhiana, Alleppey, Palghat, Mandga, Surat, Sambalpur, Bardwan, Bhandevara and Cochar.

Objectives:

- I. To increase the income of the cultivator and his family.
- II. To increase the economic resources and potential of the village.
- III. To create employment facilities.
- IV. To demonstrate the most effective ways of expansion of the national food production technology by co-operative efforts between officials and non-officials, villagers and individual cultivators.

Criteria for selection of the district for IADP:

- a. Districts have adequate supply of water.
- b. Should have minimum natural hazards.
- c. They have well developed village industry.
- d. They have maximum potential to increase agricultural and animal production

The Distinctive features of IADP:-

1. To provide factors of production simultaneously, timely and adequately;
2. Essential inputs like fertilizers, etc. to be made available 100 per cent of the requirement;
3. Credit to be provided to any farmer who joins the programme and has the potentials of the requirement;
4. More agricultural and cooperative staff to be posted;
5. Provision of composite demonstrations instead of single factor demonstrations;
6. Periodical training of staff;
7. Analysis and evaluation.

The various activities under taken by IADP were:

1. Adequate and timely supply of credit and inputs (seed and fertilizers etc);
2. Provision of services such as market, storage and transport;.
3. Emphasis on food and cash crops, livestock etc ;
4. Strengthening of cooperatives and panchayats.

Above efforts were made sincerely, but IADP suffered from the following limitations

Limitations:-

1. Educational approach to reach the cultivators was lacking;
2. Poor trainings to staff;
3. Staff was not clear about the methods of reaching the cultivators;
4. Posting of staff was not adequate;
5. Workshop, seed testing and soil testing laboratories were not functioning to the required level;and
6. Transport and land development programmes were not progressing satisfactory.

2. Intensive Agricultural Area Programme (IAAP):

Intensive Agriculture Area programme (IAAP) was launched in 1964-65. The core philosophy of the IAAP was that “**much greater emphasis should be given to the development of scientific and progressive agriculture in an intensive manner in the areas which have High production potentials**”. The idea was to cover at least 20% of the cultivated area of the country. The emphasis was on import crops such as Wheat, Rice, Millets, Cotton, Sugarcane, Potato, Pulses etc. The Intensive Agriculture Area programme (IAAP) paved the way for Green Revolution in the country.

3. High Yielding Varieties Programme (HYVP)

- ❖ HYVP is launched in 1966, which helped the country in attaining self-sufficiency in food;
- ❖ The technological development did not remain confined to the introduction of high yielding crop varieties alone;

- ❖ These were combined with the application of high analysis and balanced fertilizer, irrigation, plant protection, improved implements etc, which made a 'green revolution' possible in the country;
- ❖ The pervasive influence of high yielding technology spread to other areas of farm production such as animal production, such as animal production, fishery, sericulture, social forestry etc. Punjab, Haryana and Western parts of UP were initially selected for the phased launching of this strategy;
- ❖ The cultivation of HYV since 1966-67 had resulted in a substantial increase in food grains production. Wheat production was doubled. Rice production also had a substantial increase, though not as much as in the case of wheat;
- ❖ The target of coverage of 2.5 crore hectares of area under HYVs of cereals and millets under fourth five year plan was exceeded. The coverage was more than four crore hectares.

Objectives:

1. To boost up agricultural production by using high yielding varieties with appropriate inputs;
2. To cover maximum areas with high yielding varieties of five crops i.e. Rice, Wheat, Jowar, Bajara & Maize;
3. To make necessary arrangements for inputs like fertilizer, pesticides, plant protection equipments & credits on the basis of proper need assessment;
4. Attaining self sufficiency in cereal foods by the end of 1970-71.

Salient features

1. Supply of inputs like seed, fertilizer & pesticides;
2. Supply of credit to the cultivators;
3. The programme was initiated in the areas having necessary organizations & other facilities as essential pre- requisite;
4. Demonstration was started with existing staff;
5. Necessary training to the staff was provided;
6. High Yielding varieties are not high yielding but also early maturing, photo- intensive, non-lodging & suitable under multiple cropping fertilizers responsive.

4. Institution-Village Linkage Programme (IVLP):-

- ❖ It is an innovative programme initiated by the Indian council of Agricultural Research (ICRA) on a pilot basis from 1995-96.
- ❖ To help scientists to have direct interaction with the farming community so that appropriate technologies are developed for farmers.

- ❖ Here research, extension and farmers establish firm links by carrying together the assessment and refinement functions in the technology development and dissemination process.
- ❖ This helps the research system to generate a cafeteria of technologies, which are more productive in small production system, more profitable in commercial production system and gender sensitive for removal of drudgery of farm women.

Objectives:

1. To introduce technological interventions with emphasis on stability and sustainability along with productivity of small farm production system;
2. To introduce and integrate the appropriate technologies to sustain technological interventions and their integration to maintain productivity and profitability taking environmental issues into consideration in a comparatively well defined farm production systems;
3. To introduce and integrate the appropriate technologies to increase the agricultural productivity with marketable surplus in commercial on and off farm production system;
4. To facilitate adoption of appropriate post-harvest technologies for conservation and onfarm value addition of agricultural products, by products and wastes for greater economic dividend and national priorities;
5. To facilitate adoption of appropriate technologies for removal of drudgery increased efficiency and higher income of farm women;
6. To monitor socio-economic impact of the technology intervention for different farm production system.

Salient features:

1. Conducting on farm research on the field of farmers;
2. Developing linkage between scientist & farmer for actual adoption of technology;
3. Incorporating modifications in the technology on the basis of experience & need of the farmer;
4. Assessing feasibility & appropriateness of technologies to the farming system according to micro farming situation.

5. Operational Research Project (ORP):-

ORP was initiated in 1975 to identify technological as well as socio-economic constraints and to formulate and implement a combination of technology modules on area/watershed/target group basis. The performance of the new technology is to be tested on farmers' fields at operational level under the existing resources and socio-economic and cultural conditions to address the common agricultural problems affecting the existing farm production system on community basis.

Objectives:-

1. To test, adopt and demonstrate the new agricultural technology on farmer's fields in whole village or in a cluster of few technologies and their pace of spread among the farmers;
2. To determine the profitability of the new technological;
3. To identify the constraints both technological, as well as socio-economic which are barriers to rapid change;
4. To demonstrate group action as a method of popularizing the modern technologies at a faster rate.

6. National Agricultural Technology Project (NATP):-

- This project was launched by the ICAR 30th June, 1998 with a support of World Bank to strengthen & complement the existing resources.
- N A T P was the world biggest World Bank assisted agriculture project.

Objectives:

1. To accelerate the flow of technology from research & research & extension to farmer;
2. Improve the dissemination of location specific & sustainability enhancing technologies;
3. To address key constraints which limit the use of public sources;
4. To improve the relevance of technology generation, refinement, assessment and transfer & process of programme;
5. To improve technology to contribute towards key national objectives i.e. food security, economic growth, equity;
6. Step up the privatization of certain technology transfer activities;
7. Decentralize technical and decision making authority to the district level.

Salient Features:

- Pilot testing new institutional arrangements for technology dissemination at the district level and below through establishment of district Agricultural Technology Management Agency (ATMA).
- Moving towards integrated extension delivery.
- Bottom up planning procedures for setting the Research Extension agendas.
- Addressing Increasing use of information technology for effective dissemination. Gender concern in agriculture.

NATP has three major components

1. Development of ICAR organization & Management system.
2. Support of Agro-Ecosystem Research
3. Innovations of Technology Dissemination

7. **Agricultural Technology Management Agency (ATMA)**

- ATMA is a society of key stake holders engage in agricultural activities for sustainable agricultural developmental in the district.
- The registered office of ATMA is located in the premises of district collector.
- A Centrally sponsored scheme 'Support to State Extension Programmes for Extension Reforms' was launched by the ICAR in 1999.
- This scheme is a major initiative towards revitalizing agricultural extension in the States to make the extension system decentralized and demand driven
- ATMA is managed by Project Director at district level.

Objectives of ATMA

1. To decentralized decision making at district level;
2. To identify location specific problems /needs of the farming community;
3. To increase farmers inputs into resources allocation & programme planning;
4. To set up priorities for sustainable development;
5. To prepare production based activities plans to be carried out by farmer;
6. To execute plan through the line departments, training institutions, farmers organization, NGOs and allied institutions;
7. To promote coordination & collaboration between various state funded technical department;
8. To facilitate empowerment of farmer through association;
9. To facilitate market interventions fro value addition to farm produce.

ATMA networking:

- It would have linkage with all the line departments, research organizations, NGOs, and agencies associated with agricultural development in the district.
- Research and Extension Units within the project districts such as ZRS or substations, KVKs and the key line departments of Agriculture, Animal Husbandry, Horticulture and Fisheries etc. would become constituent members of ATMA.

ATMA Governing Board: The ATMA Governing Board is a policy making body and provides guidance as well as review the progress and functioning of the ATMA.

The composition of the ATMA Governing Board is as follows.

- Chairman: District Magistrate/Collector
- Vice-Chairman: Chief Executive Officer (CEO)/Chief Development Officer (CDO)

Members:

- 1 Joint Director/Deputy Director Agriculture

- 2 A representative from ZRS/KVK,
- 3 One farmer representative
- 4 One livestock producer,
- 5 One horticulture farmer
- 6 Representative of Women Farmers Interest
- 7 One SC/ST farmer representative, ,
- 8 A representative of NGO,
- 9 Lead Bank Officer of the district,
- 10 A representative of District Industrial Centre

Note: Sub-divisional Agricultural Officers are nominated as members.

On the basis of local requirement other members may be nominated Key functions of ATMA Governing Board

1. Review and approve Strategic Research and Extension Plan (SREP) and annual work plans that are prepared and submitted by the participating units.
2. Receive and review annual reports presented by the participating units, providing feedback and direction to them as needed, for various research and extension activities being carried out within the district.
3. Receive and allocate project funds to carry out priority research, extension and related activities within the district

Advantages

1. ATMA is more effective in technology generation as it encourages locationspecific solutions, keeping the resources of the farmers in mind.
2. As ATMA ensures a greater coordination among sister departments, it helps in better management of farms by the farm families.
3. Participation is the basic principle of ATMA. Involvement of women in both ATMA Governing Board and Management Committee would bring about women empowerment.
4. ATMA seeks a greater linkage with research and extension.
5. ATMA provides a single window extension system by creating FIAC at the block level. Farmer can get any advice and suggestions from there only.
6. ATMA has an effective feedback mechanism.
6. Agricultural Technology Information Centre (ATIC) The Agricultural Technology Information Centre (ATIC) is a “single window” support system linking the various units of a research institution with intermediary users and end users (farmers) in decision making and problem solving exercise.

1. Agricultural Technology Information Centre (ATIC):

The Agricultural Technology Information Centre (ATIC) is a “single window” support system linking the various units of a research institution with intermediary users and end users (farmers) in decision making and problem solving exercise.

Agricultural Technology Information Centre are started in 1998-99 under NATP, sponsored by World Bank & implemented through more than forty ICAR & SAUs.

Objectives:

- To build up required confidence among farmers and to strengthen linkage between the institute and the farmers;
- To provide diagnostic and advisory services such as soil testing, plant health clinic, and disease identification and veterinary services etc;
- To sale and distribute improved products emerging as a result of research being done at the institute like seed, plants, livestock, breeds, fish seeds, poultry trains and processed products etc;
- To provide an overview of improved technology through published literatures and other communication materials;
- To overcome technology dissemination loss and to provide direct access to farmers to improved expertise as well as products of technology;
- To provide an opportunity to different divisions as well as the centers to have resource generation through sale of their technologies.

The important criteria of Agricultural Technology Information are

- Availability (or accessibility) of new technologies;
- Relevance of new technologies;
- Responsiveness of new technologies to the needs of different categories of farmers; and
- Sustainability of such unit within the overall institutional system.

2. National Agricultural Innovation Project (NAIP):-

The Government of India has launched the National Agricultural Innovation project with a credit support of the World Bank. The project will run up to June 2012. The ICAR is operating the Project.

The overall objective of the project is to facilitate accelerated and sustainable transformation of Indian agriculture for rural poverty alleviation and income generation by the application of agricultural innovations through collaboration among public research organizations, farmers' groups, NGOs, the private sector and the civil societies and other stakeholders.

The India National Agricultural Innovation Project contributes to the sustainable transformation of Indian agricultural sector to more of a market orientation to relieve poverty and improve income. The specific aim is to accelerate collaboration among public research organizations, farmers, the private sector and stakeholders in using agricultural innovations.

The project has four objectives.

1. Strengthens the Indian Council of Agricultural Research (ICAR) as the catalyzing agent for managing change in the Indian National Agricultural Research System (NARS) by focusing on:

- Information, communication and dissemination system;
- Business planning and development;
- Learning and capacity building;
- Policy and gender analysis and visioning;
- Remodeling financial management and procurement systems; and Project implementation;
- . Funds research on production-to-consumption systems;
- Funds research on sustainable rural livelihood security;
- Supports basic and strategic research in the frontier areas of agricultural science features.

Salient Features:

- The project will have a strong and transparent governance strategy for efficient working;
- Institutional and implementation arrangement will be fully streamlined to follow modern financial management, procurement system, knowledge management, and a results framework and monitoring which will ensure continuous progress and achieving the expected output;
- Systematic economic and financial analysis will be pursued along with close monitoring of environmental and social safe guards;
- Another major component of the project is a strong institutional learning and capacity• building plan for self-renewal of National Agricultural Innovation System;
- The plan includes comprehensive training need assessment, harnessing modern ICT in knowledge and education dissemination management for agriculture, capacity building to deal with globalize agricultural market and economy, capacity building for visioning and foresight etc.

3. Rashtriya Krishi Vikas Yojana (RKVY):- Rashtriya Krishi Vikas Yojana

The main objectives of the scheme are:

1. To incentivize the states so as to increase public investment in Agriculture and allied sectors.
2. To provide flexibility and autonomy to states in the process of planning and executing Agriculture and allied sector schemes.

3. To ensure the preparation of agriculture plans for the districts and the states based on agro-climatic conditions, availability of technology and natural resources.
4. To ensure that the local needs/crops/priorities are better reflected in the agricultural plans of the states.
5. To achieve the goal of reducing the yield gaps in important crops, through focused interventions.
6. To maximize returns to the farmers in Agriculture and allied sectors.
7. To bring about quantifiable changes in the production and productivity of various components of Agriculture and allied sectors by addressing them in a holistic manner. Areas of Focus under the RKVY Integrated Development of Food crops, including coarse cereals, minor millets and pulses, Agriculture Mechanization, Soil Health and Productivity, Development of Rain fed Farming Systems, IPM, Market Infrastructure, Horticulture, AH, Dairying & Fisheries, Concept to Completion Projects that have definite time-lines, Support to Institutions that promote Agriculture and Horticulture, etc, Organic and Bio-fertilizers, Innovative Schemes Sectors Covered The RKVY covers all sectors such as Crop Cultivation, Horticulture, Animal Husbandry and Fisheries, Dairy Development, Agricultural Research and Education, Forestry and Wildlife, Plantation and Agricultural Marketing, Food Storage and Warehousing, Soil and Water Conservation, Agricultural Financial Institutions, other Agricultural Programmes and Cooperation.

Community: Meaning and definition, types of communities, community and science, community mobilisation- leadership

Community: Meaning and definition

Traditionally a "community" has been defined as a group of interacting people living in a common location. The word is often used to refer to a group that is organized around common values and is attributed with social cohesion within a shared geographical location, generally in social units larger than a household.

The word "community" is derived from the Old French *communauté* which is derived from the Latin *communitas* (cum, "with/together" + munus, "gift"), a broad term for fellowship or organized society.

Definitions:

“Whenever the members of any group, small or large live together in such a way that they share, not this or that particular interest, but the basic conditions of a common life, we call that group a community.” **MacIver and Page**

“A community may be thought of as the total organisation of social life within a limited area.”

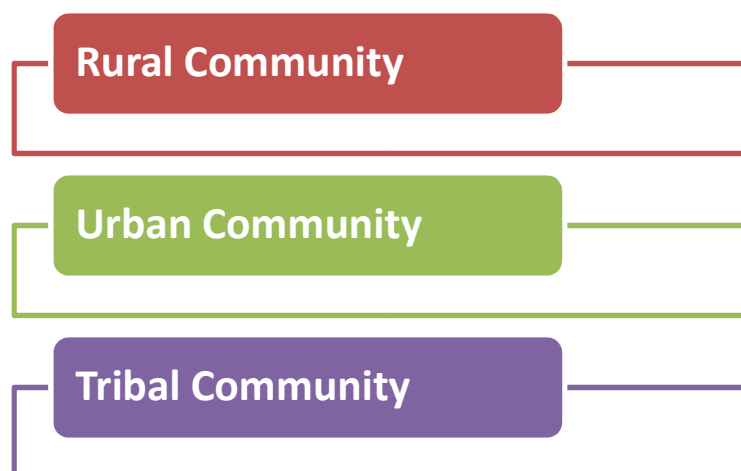
Ogburn and Nimkoff

“A society that inhabits a definite geographic area is known as a community” **Maxzer**

Types of Communities

On the basis of geographical surroundings and socio-cultural characteristics, community is divided into three basic *communities*;

Types of Communities



1. Rural Community:

- A group of people depending on agriculture & allied occupations, permanently residing in a geographic area & participating in common socio-economic & cultural activities. -Systemic study of rural social org., its structure, function & evolution.
- Social interaction of people & their institutions in the local area the relationships are primary in nature.

FEATURES OF VILLAGE COMMUNITY:

- People have:-Limited physical area. -Common interests & goals. -Physical locality, psychological bonds, proximity. -Sociability, solidarity & mutuality. -Also called as country neighborhood.

Characteristics of Rural community

- ❖ **Size of the Community:** The village communities are smaller in area than the urban communities. Low population.
- ❖ **Density of Population:** As the density of population is low, the people have intimate relationships and face-to-face with each others. In a village, everyone knows everyone.
- ❖ **Agriculture is the Main occupation:** Source of income and way of life.
- ❖ **Close contact with nature:** Villagers considers land as their real mother, as they depend on land for food, clothing and shelter.
- ❖ **Homogeneity of Population:** The village communities are homogeneous in nature. Most of their inhabitants are connected with agriculture and its allied occupations, though there are people belonging to different castes, religions and classes.
- ❖ **Social Stratification:** In rural society, social stratification is a traditional characteristic, based on caste. The rural society is divided into various strata on the basis of caste.
- ❖ **Social Interaction:** The interaction level possesses more stability and continuity. The relationships and interactions in primary groups are intimate. The family fulfills the needs of members and exercises control over them. Primary relations are more strong.
- ❖ **Joint family:** Family controls the behavior of individuals, father is head of family, manage the affairs of the family.

2. Urban Community: People living in towns and cities mainly depended on community non-agriculture occupation.

Urban community includes the towns, cities and metros with a specific way of life. Higher density, non agricultural occupation, service sectors. City Community, Urbanism is a way of life; city may be defined as large dense and permanent settlement of socially heterogeneous individuals.

Characteristics of urban community

- ❖ Higher density of Population
- ❖ Cultural heterogeneity (migrants from different places)
- ❖ Man made environment
- ❖ Occupation based on trade, commerce, manufacturing, governance.
- ❖ Social mobility is more, class structure.
- ❖ Formal social control, (police, administration, courts)
- ❖ Large scale division of labour and specialization
- ❖ Individualization, unstable family

3. Tribal Community

- ❖ A tribe can be defined as a community living in hilly forest or well demarcated areas having its own culture, religion, language, and strong ethnic identity.
- ❖ Ruled by tribal chiefs • United in language or dialect
- ❖ Recognizing social distance with other tribes or castes
- ❖ Follows tribal traditions, beliefs and customs.

Definitions:

- According to Oxford Dictionary, “A tribe is a group of people in a primitive or barbarous stage of development acknowledging the authority of chief and usually regarding them as having a common ancestor”.
- Majumdar defines tribe as a social group with territorial affiliation, ruled by tribal officers hereditary, united in language or dialect recognising social distance with other tribes.

Characteristics of Tribal Community

- ❖ Well demarcated geographical territory
- ❖ Live in forests and hilly areas
- ❖ Territory is usually isolated or semi- isolated compared to other social groups
- ❖ Unique culture, folklore, cosmology, belief system
- ❖ Economically self sufficient (barter exchange)
- ❖ They are interested in earning today's need and do not bother about future.
- ❖ Own language, own political system,
- ❖ Own religion, (worshiping of soul or ancestor, non- livings things like stone, nature, river, sun, forest)
- ❖ They have sense of belongingness to their own community, (son of soil)

Community and Science

SCIENCE

Meaning of Science:

Science refers to a system of acquiring knowledge. This system uses observation and experimentation to describe and explain natural phenomena.

The term science also refers to the organized body of knowledge people have gained using that system. Less formally, the word science often describes any systematic field of study or the knowledge gained from it.

Science is the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence.

Role of Science in Community:

Science is the greatest collective endeavor. It contributes to ensuring a longer and healthier life, monitors our health, provides medicine to cure our diseases, alleviates aches and pains, helps us to provide water for our basic needs – including our food, provides energy and makes life more fun, including sports, music, entertainment and the latest communication technology. Last but not least, it nourishes our spirit.

Science generates solutions for everyday life and helps us to answer the great mysteries of the community. In other words, science is one of the most important channels of knowledge. It has a specific role, as well as a variety of functions for the benefit of our society: creating new knowledge, improving education, and increasing the quality of our lives.

Lecture-7

Community Mobilization – Concept & Importance

Community

The community has been defined as group of mutually dependent people; living in a more or less compact continuous geographical area having a sense of belonging and sharing common values, norms and some common interest and acting collectively in an organized manner to satisfy their

chief needs through a common set of organizations and institutions. A community has territorial dimensions and a social dimension, the former being its geographical area and the latter being the groups themselves. "Landis, P.H.(1958).

Community

- A community is a group of people who
- Live in the same village, town, and city
- Have same characteristics, cultural background and language
- Have same interest and goals, beliefs and values
- Stay in the same geographical area
- Trust and respect each other
- Share the same facilities, e.g. schools, churches, health facilities and social amenities.

What is Community Mobilization

Community mobilization is a process of involving and motivating people, health workers and policy makers to organize and take action for a common purpose in order to achieve sustainable development.

Community mobilization is a capacity building process through which community individuals, groups or organizations plan, carry out and evaluate activities on a participatory and sustained basis for their development, either on their own initiative or stimulated by others.

Community mobilization is not a campaign, nor is it a series of campaigns. It is a continual and cumulative communicational, educational and organizational process that produces a growing autonomy and conscience.

Community Mobilization is a process of bringing together all feasible and practical inter sectoral allies to:

- a) raise people's awareness of and demand for a particular development program
- b) Assist in the delivery of resources and services
- c) Strengthen community participation for sustainability and self-reliance.

Community mobilization allows people in the community to:

- Identify needs and promote community interests.
- Promote good leadership and democratic decision making.
- Identify specific groups for undertaking specific problems.
- Identify all the available resources in the community.
- Plan the best use of the available resources.

- Enable the community to better govern itself.

Importance of Community mobilization:

- ❖ Prevention and control of diseases requires the co-operation and participation of the community.
- ❖ In order to make the community aware of the benefits of disease prevention and control and the role they can play.
- ❖ Community mobilization helps to decrease or reduce morbidity from diseases in the community.
- ❖ Decentralization and democratization require increased community level decision making.
- ❖ Increase members awareness to their right to decent treatment
- ❖ Help in changing of social structures and norms

Key steps in community mobilization

- Create awareness of the health issues
- Motivate the community through community preparation, organizational development, capacity developments and bringing allies together.
 - Share information and communication
 - Support them, provide incentives and generate resources.

. Tools and techniques for collecting information

- ❖ Direct observation
- ❖ Group interviews
- ❖ Sketching maps
- ❖ Roles-plays
- ❖ Stories
- ❖ Proverbs
- ❖ Workshops

Advantages of community mobilization

- Helps local ownership and the sustainability of the health programmes.
- Helps to motivate people in a community and encourages participation and involvement of everyone.
- Helps build, community capacity to identify and address community needs.
- Promotes, sustainability and long-term commitment to a community change movement.
- It motivate a community to advocate for policy changes and respond better to health needs

. Effects of community mobilization

- As a means to influence individual/couples behavior; - decrease morbidity/mortality, - increase in health seeking behavior or health status

- As a process to influence community/social change; - increase in individual self-reliance, - increase in community self-reliance.
- Both purposes can influence - Social norms - Availability and access to services - Human resource development - Sustainability of local, regional and national commitment.

Lecture-8

Leader and Leadership- Concept, types, identification of leaders

Leader is an individual within a group or an organisation who wields the most influence over others. Barry Posner remarked that in the past, business believed that a leader was like the captain of the ship-cool, calm and collected. Now, we see that leaders need to be human. They need to be in touch, they need to be empathetic, and they need to be with people. Leaders need to be part of what's going on, and not apart from what's going on.

Meaning of Leader

- 1) Leader is a person who has been spontaneously considered or chosen as being influential. -

Dahama & Bhatnagar

- 2) Leader is the servant of the group. The position of leader is an essential mechanism of effective group organization. - **Sanderson**

3) Leaders are persons who are selected by the people because of their special interest or fitness to work on several phases of the local programmes. - **J. S. Gang**

4) A leader is one who, in a social situation, can elicit (stimulate) positive reaction from other members of the group. - **B.M.Stogdill**

CONCEPT OF LEADERSHIP

Some of the widely accepted definitions of leadership are as follows:

- **According to George R Terry**, “Leadership is the activity of influencing people to strive willingly for group objectives.”
- **Robert Tannenbaum, Irving R. Weshler and Fred Massarik** define leadership as “interpersonal influence exercised in a situation and directed through the communication process, toward the attainment of a specialized goal or goals.”
- **Harold Koontz and Heinz Weihrich** have defined leadership as the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.

According to Davis (1977) "Leadership is the ability to persuade others to seek defined objectives enthusiastically".

Dahama and Bhatnagar (1985), leadership is the process who in any social situation with his ideas and actions influence the thoughts and behaviour of other Leadership are the process of influencing the thoughts and behaviour of others towards goal setting and goal achievement.

The main features of leadership are as follows:

- Leadership is the use of non-coercive influence to shape the group or organisation's goals, and motivate behaviour towards the achievement of those goals.
- It is a process in which one individual exerts influence over others.
- Leadership involves other people –employees or followers– who by the degree of their willingness to accept direction, help to define the leader's status.
- It involves authority and responsibility, in terms of deciding the way ahead and being held responsible for the success or failure in achieving the agreed objectives.
- Leadership involves an unequal distribution of power between leaders and group members. Group members are not powerless; they can and shape group activities in a number of ways. Still, the leader will usually have more power.

In short we can say that leadership is the process in which one person, a leader influences a follower in a non-coercive manner to attain a goal.

Functions of Leaders

According to Dahama and Bhatnagar (1985) following are the functions:

- a. Executive
- b. Planner
- c. Policy maker
- d. Expert in human relations as well as technical field.
- e. External group representative
- f. Controller of internal relationship
- g. Purveyor of reward and punishment
- h. Arbitrator
- i. Exemplar
- j. Group symbol
- k. Surrogate of individual responsibility
- l. Idealist

Qualities of Leader

1. Leader understands and adheres to democratic principles.
2. He respects the rights and dignity of the others.
3. He is committed to work and readily accepts responsibility and work for the group.
4. He has the knowledge of basic needs and interest of the group.
5. He is unbiased.
6. He will recognize and praise where it is ought to be.
7. He is optimistic, enthusiastic, and realistic.
8. He possesses integrity and also enjoys the trust and confidence for his group.
9. He makes decisions only after knowing the problems thoroughly
10. He has the power to influence the group

Types of leader

Types of Leader or Leadership Style

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. Kurt Lewin (1939) led a group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles. The three major styles of leadership are (U.S. Army Handbook, 1973):

- o Authoritarian or autocratic
- o Participative or democratic

- o Delegation or Free Reign

Although good leaders use all three styles, with one of them normally dominant, bad leaders tend to stick with one style.

14.3.1 Authoritarian (Autocratic)

Autocratic – The authoritarian leader makes decisions alone as power is centralized in one person. Decisions are enforced using rewards and the fear of punishment. It is an abusive, unprofessional style called “bossing people around.”

The authoritarian style should normally only be used on rare occasions. If you have the time and want to gain more commitment and motivation from your employees, then you should use the participative style.

Participative (Democratic)

The participative leader includes one or more employees in the decision making process. Communication flows freely; suggestions are made in both directions. The participation encourages member commitment to the final decision.

This style involves the leader including one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness, rather it is a sign of strength that your employees will respect.

This is normally used when you have part of the information, and your employees have other parts. Note that a leader is not expected to know everything

- ❖ This is why you employ *knowledgeable* and *skillful* employees. Using this style is of mutual benefit
- ❖ It allows them to become part of the team and allows you to make better decisions.

Delegation or laissez faire (free reign)

In this style, the leader allows the employees to make the decisions. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you fully trust and confidence in the people below you. Do not be afraid to use it, however, use it **wisely!**

Identification of Leaders

Methods of Locating Leaders

1. **Sociometry:** All the members of a community, group or organization are asked to name three persons in order of preference as their leaders from the same group. The name obtaining the maximum choice is accepted as the possible leader. In this method, every member of the group has to mention his choice. Assumption is that, a person liked by majority of the people is the most popular in the group and is capable of leading the group.

Advantages

- I. It is easy and valid method.
- II. Suitable to most of the situation.
- III. Due to support of majority in the group may be able to organize activities in a better way.
- IV. More than one leader can be located for different jobs at the same time.

Disadvantages

- I. It is difficult to contact all the members of group-specially in big communities.
- II. Selected person may not be interested to take up the responsibilities.
- III. He may not be a neutral person.
- IV. Statistical analysis of this method is complex and time consuming.

2. Active Participation

In any group activity, the persons taking more active part can be spotted out. These are the persons who are taking initiative to make or lead in making the decisions relative to the events or actions selected. Active participants can also be located in the community meetings. Active participation is an indication of their leadership ability.

Advantages

- I. Simple method and does not need special effort.
- II. Possible to find out willing and hand working person.
- III. One can get other information also.
- IV. Replacement of a leader, if found not suitable is easy.

Disadvantages

- I. Chance of making wrong choices

- II. Selected person may not be popular among the other members
- III. Real leader may not be present at the occasion
- IV. Suitable person for a particular activity may not be taking part in that activity

3. Social Participation

Higher the social participation of a person the more is the promise in him of becoming a leader. It is assumed that a person already having active participation in the existing organizations will be useful to provide leadership in the new situation. In this method, the selection is made of those people who are already in positions in other organisations.

Advantages

- I. Less chances of risk, who has already exhibited his leadership qualities and is popular among the people.
- II. Past experience of the leader can be made use of in the new situation.
- III. Get support from other organization.
- IV. Can get official support for the programme due to his social contacts,

Limitation

- I. Already busy, find less time to participate in new activity.
- II. Social distance may be more between these leaders and the people.
- III. Can't be applied in those situations, where few or no social organizations exist.
- IV. May not be active members of a particular group.

4. Informal meetings:

In this method, the 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 seek for ideas or help in emergencies. Persons having respect of the neighbourhood or groups can be nominated as leaders.

Advantages

- I. Risk is less as one is contacting members of all the subgroups
- II. Applicable in almost all the situations.

Limitation

- I. It takes comparatively a long time.
- II. In certain cases, it may not be representative selection.

5. Formal leaders

Formal leaders are those persons who hold offices in formal organizations. They are very easy to locate. One has to pick persons who are in formal organizations and public official positions. Anyhow, it is essential to win the confidence of these leaders; otherwise they can create many obstacles for the successful implementation of the new programme.

Advantages

- I. Easiest method.
- II. Have more influence among the people.
- III. More formal contacts with formal agencies.
- IV. Generally resourceful persons.

Disadvantages

- I. May not be practical persons e.g. active farmers.
- II. More distance between them and the common man. May not have enough time for the new programme.
- III. They are not action leaders

6. Persons with Reputation

These are certain persons who have the reputation for actual or potential leaders for a particular job. Even the persons having reputation being honest, intelligent and helping-hand can be selected to act as leaders because people have faith in the integrity of these people. This method is similar to the history method.

Advantages

- I. Few chance of wrong selection
- II. Easy, simple and needs less time
- III. Past reputation will help to win the confidence of others.

Disadvantages

- I. May not be suitable for a particular type of leadership role.
- II. Might lack technical knowledge.

7. **Self - rating Technique:** In self rating technique each respondent is asked to evaluate his own abilities to act as a leader. How far others think him as influential? The success of this method depends upon frankness and boldness of a person to express his feelings.

Advantages

1. Only those persons who are willing to act as leaders will be selected.
2. It also measures that perception of individuals.
3. It is easy to work with these leaders.
4. It proved unsuccessful; there will be less difficulty in replacing these leaders.

Disadvantages

1. Success depends upon the accuracy of the information. There are chances of over estimation or wrong evaluation of the self.

2. It is a difficult method and needs more time to contact persons individually.
3. Persons selected through this method may not be very popular among other members of the group.
4. There are chances of getting too many people or none.

8. **Information Ratings:** In this method, three or four judges are appointed to nominate the persons suitable to act as leaders for a particular activity. The names obtained in this way are sorted out by frequency mentioned, and those of high frequency are accepted as possible selectees. Only those persons with good reputation, (e.g) school teachers, officials religious persons, in a village be asked to act as judges.

Advantages

1. It is simple method and needs less effort.
2. It is also a time-saving method.
3. There are more chances of getting an accurate and detailed picture.
4. It is based on their ratings of the judges.

Disadvantages

1. Judges may have biased opinion
2. Informants may not be having through knowledge.
3. In certain situations, suitable informants may not be available.
4. It may become difficult to have unanimous choice. Some of the other methods used for the selection of leaders are:

9. **Election:** The members of the group elect the leaders through vote.
10. **Discussion Method:** A discussion is arranged to find own one's proficiency on a subject matter. Individual's ability is assessed and recognised. On any subjects the person has sound knowledge a discussion is arranged and an individual's ability is soon recognised. Discussion gives encouragement and assurance to the potential leader to express himself, and over a period of time may make him more confident in ac some position of leadership and emerge as a value leader.
11. **The Workshop Method:** Through this method, where the large group breaks smaller groups and the responsibility of the programme and decision-making rests upon the smaller unit, leadership emerges in each group. Over a period of time, the extension worker can spot certain leaders who come to the front in taking responsibilities. The Extension worker or professional leader in the workshop has the position of an observer, discussion group leader, etc.
12. **The Group Observer:** The extension worker should watch a community or group in action and then he will be able to spot potential leaders. He may observe the community in any type of situation. For obtaining the best results, the group should not be aware of this.

13. **Seniority and Past Experiences:** In some communities the oldest person is supposed to have the most knowledge and experiences and normally can be able to stabilize the group. But this may not be a proper way of locating leader.

Lecture-8

Community development programmes- concept, objectives, organization, activities, achievement and failures.

The concept of the community development programme in India was introduced post-independence as a multi-purpose project to ensure the social and economic transformation of rural areas. The programme was based on the idea that progress could be achieved through the development of human resources and the use of local resources.

The Community Development Programme started in the year 1952 in India and is considered one of the largest rural reconstruction programmes globally. The programme aimed to transform the socio-economic landscape of rural India and was a significant attempt towards decentralized planning and democratic local self-governance.

Concept of Community and Development:

Community development has two terms community and development both of which need some understanding.

Community: is a group of people who live in a geographical area and have an interest in each other for the purpose of making a living.




Development: connotes growth or maturation. It implies gradual and sequential phases of change. It refers to the upward or increasing differentiation.

Concept of Community Development:

Community Development:

- It is a movement designed to promote better living for the community with the active participation and/or the initiative at the community.
- It is a method by which people of villages are involved in helping to improve their own economic and social conditions and thereby they become more effective groups in programmes of their national development.
- It is a process of change by which people's efforts are united with those of group authorities to improve their economic, social and cultural conditions of communities, into the life of the nation and to enable them to contribute fully to national programmes.




Definition:

-  Community development refers to the continuous process of social action which describes change from the traditional way of living of rural communities to progressive ways of living; as a method by which people can be assisted to develop themselves on their own capacity and resources; as a programme for accomplishing certain activities in fields concerning the welfare of rural people and as a movement for progress of people with certain ideological content.
-  While the United Nations defined it as the process by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of rural communities and to enable them to contribute to the national progress.
-  The planning commission has defined the community development programme in these words: “community development is an attempt to bring about a social and economic transformation of village life through the efforts of the people themselves.”

Objectives of Community Development Programme:

The fundamental or basic objective of Community Development in India is the development of people of "Destination Man".

Its broad objectives are

-  economic development,
-  social justice and
-  Democratic growth.

The attempt is to secure as good a balance as possible among these three objectives and to inter-relate them in a manner that they support one another.

More specifically, objectives of the Community Development Programme are:

To assist each village in having effective panchayats, cooperatives and schools;

Through these village institutions, plan and carry out integrated multi-phased family, village, Block and District.

- a) Increasing agricultural production.
- b) Improving existing village crafts and industries and organising new ones.
- c) Providing minimum essential health services and improving health practices.
- d) Providing required educational facilities for children and an adult education programme.
- e) Providing recreational facilities and programmes.
- f) Improving housing and family living conditions, and
- g) Providing programmes for village women and youth.

Organizational Set-up for Community Development

National level: For implementation of CDP at the national level there was a central committee with Prime Minister as Chairman. This committee was to lay down broad policies and to provide general supervision. It was also responsible for economic development. It was also responsible for economic development. It was assisted by an Advisory Board consisting of the secretaries of developmental departments of central ministries. Under central committee there was Community Projects Administration (CPA). At the beginning CPA was very small and it grew up as a big organisation. Therefore, from September 20, 1956 a separate central ministry was created known as ministry of community development.

This Ministry was overall in-charge of the programme. This department prepared national basis programmes, budgeting, directing and coordinating throughout the country. State level: There was a

State Development: Committee or a similar body. This body was entrusted with the execution of CDP and NES. This committee was presided over by the chief minister and consists of all ministers of development departments. The Development Commissioner acted as Secretary to this committee. This Development Commissioner had three-fold functions.

- He had two functions with the centre. He had to receive programme guidance from the centre and report progress and suggestions to the centre .
- He coordinated the programme at block levels. He also assure proper and adequate supervision.

- He maintained an administration relationship with the District Collector who in turn is responsible for planning, coordination, executing and evaluating the work of each block in his district.

District level: At district level the district collector is the chairman of the district planning of Development Committee. He is assisted in carrying out this development responsibilities by BDOs. The district Development Committee consists of all Heads of Department in the district. It has both officials and non officials as members. Block level: At Block level BDO is assisted by a team of experts in agriculture, cooperation, animal husbandry, cottage industries, etc. These technical personnel are assigned with the development works at block level.

Block Development: Committee consists of representatives of panchayats, cooperatives, progressive farmers, social workers, MPs and MLAs of the area.

Village level: VLW or Gram Sevak acts as a multipurpose man at village level. Each Gram Sevak is in charge of about 7 or 10 villages. He is in charge of both village and family development. He is guided and assisted by various technical specialists at the block level. He is the last official administrative person in the administrative chain for carrying out this nationwide programme for village development.

As seen, at every level along with the official setup, non-officials participation has also been emphasised. This programme is often called as a "peoples' programme". There is great stress on the peoples' participation not merely in the execution of the programme but also in its planning.

Activity of Community Development Programme:-

There are various fields which were included in the preferred list of fields for community development projects, so that it helps in overall development of the whole rural community. So the main fields of activity which are considered in projects for community development are as follows-

Agriculture: With agriculture there were various provision decided for development in agriculture & allied fields which includes- reclamation of available virgin & waste land; availability of commercial fertilizers & improved quality seeds; promotion of fruit & vegetable cultivation; improved quality of agricultural techniques and proper land utilization; supply of technical information; improved agricultural implements; improved marketing & credit facilities; provision of soil surveys on district level and prevention of soil erosion; encouragement of the use of natural & compost manures and lastly the improvement of livestock, here the principal emphasis being on the establishment of key villages for breeding stock and the provision of veterinary aid, as well as artificial insemination centers. So that it leads to the increase in the milk production.

Organization: It includes various form of institutions such as- organization of ‘co-operative service societies’, multipurpose cooperative societies, ‘marketing co-operatives’ societies and various institutions at centre, district, state and national level, so that it can measure the community development at different levels and perspectives.

Irrigation: Within the irrigation field; the programme includes provision of water for agriculture through minor irrigation works, e.g., tanks, canals, surface wells, tube-wells, etc., the intention being that the agricultural lands should be served with proper irrigation facilities, so that it helps in increasing the agricultural production.

Education: As we know full community development cannot be assured without the improvement in proper education facilities, alike for men & women. So the community projects have been planned to provide the facilities of social education, expansion and improvement of primary and secondary education and its gradual conversion to basic type, provision of educational facilities for working children and promotion of youth welfare. Vocational and technical training will also be emphasized in all the stages of the educational programme. Training centres which already exist in any area, will be improved or strengthened and developed, and new ones established to meet the requirements of the project area.

Communication: Within this field for community development, there were the provision of development of roads, so that proper link can be assured with all the villages within a project unit area upto a maximum distance of half a mile from the village, the latter distance being connected by feeder roads through voluntary labour of the villagers themselves.

Employment: The unemployed and the under-employed persons in the village community be provided with gainful employment to such extent as it is possible, by the development of cottage and small-scale industries, construction of brick kilns and saw mills and encouragement of employment through participation in the tertiary sector of the economy. To assure the employment facilities within a project areas for the ruralises associated with the community development project and ensure their proper participation within the project.

Health: Health organization were established to ensure the availability of proper health services to the ruralites with the establishment of primary health centre in the development blocks and a secondary health unit equipped with a hospital and a mobile dispensary at the headquarters of the project area and serving the area as a whole.

Training: Training centres were established for the proper training of farmers, village level workers, project supervisors and other personnel to be carried out for skill up-gradation and enhanced efficiencies of the project works.

Social Welfare: There were the provisions for audio-visual aid for instruction and recreation, for organizations of community entertainment, sports activities and melas for community interaction and its welfare which includes activities like rehabilitation of old, disabled and destitute, provision for better housing, organization of sports, promotion of cultural activities etc.

Achievements of the community development process

Community development professionals today associate achievements of community development processes with the concept of change. The purely quantitative results (e.g. turnout at a community discussion) are regarded as only partial results, a stage in the development process, while actual achievements always mean some sort of change. In line with the European framework of community development, achievements of the process may appear on four levels:

- (1) Individual,
- (2) Communal,
- (3) Social,
- (4) Political/Structural.

Individual achievements: Individual achievements such as better qualifications, a widened intellectual horizon, an extended personal network, a more targeted and responsible attitude.

Community achievements: the community becomes tighter and more inclusive, the social capital grows, and the community's skills in representation and advocacy improve. The community may also improve its skills in launching and managing local initiatives, projects and services.

Social achievements: On a social level, development achievements result from the community's own activities or from their discussions with organizations providing services. These results may concern a number of areas, e.g. access to financial resources, employment perspectives, social care and support, environmental sustainability, cultural and sports opportunities as well as issues of safety. These may also be termed as quality of life achievements.

Political achievements: On the political and structural levels, community development processes may generate activities going beyond the boundaries of communities, taken in a strict sense. These may mobilise forces for shared issues and concerns which would otherwise go unnoticed. One such achievement may be a more efficient operation of the public services in response to community needs, extended participation of communities in policy-related developments, or a stronger consciousness and attention to problems related to restrictions and inequalities and their impact on the whole of society.

Failure of CDP:

1. Failure from the side of people:

- (a) Non-involvement of people.
- (b) Stratified village.
- (c) Conflict is more than co-operation.
- (d) Corrupt officials.
- (e) Uneducated, illiterate and bias people.

2. Failure from the side of administration:

- (a) Gap between the expansion of programme and efficiency of the people.
- (b) Lack of co-ordination among different departments.
- (c) Lack of co-ordination between government officials and rural mass.
- (d) Limited Fund.
- (e) No proper vigilance from the side of the government.
- (f) People's participation is slow and uneven.

Lecture-9

Rural development- concept, need, meaning, aim and functions of extension education for rural development

Meaning, Definitions and Concept

Rural

According to **International Encyclopedia of Social Sciences**, there is a broad general consensus that the term rural refers emphatically to population living in the area of low density and to small settlements.

Development

The term development, **according to Lale (1975)** – is a process of improving standards of the masses of the low income population residing in rural areas making the process of rural development self-sustaining”.

Rural Development

It is a strategy to improve the economic and social life of a specific group of people- the rural poor, including small and marginal farmers, tenants and landless. Rural Development is an improvement in the living standards of the masses of low income population residing in rural areas and making the process self-sustaining.

The term Rural and Development is used in different ways:-

- As a Concept – Development of Rural areas
- As a phenomenon- Interaction between institutional factors
- As a Strategy- Approach to bring positive change in rural life

Ultimate objective of rural development is- Improving the quality of life of rural poor and the rural weak.

Concepts of Rural Development

Rural development is the dynamic process of development of the rural people through various programmes and projects so that they can become self-reliant citizens of the country. The work is done by involving various agencies and organizations, and above all, the local people themselves.

It involves extending the benefits of development to the poorest among those who seek a livelihood in the rural areas. The group includes small scale farmers, tenants and the landless.

Rural development is a term that concentrates on the actions taken for the development of rural areas to improve the economy. However, few areas that demand more focused attention and new initiatives are:

- Education
- Public health and Sanitation
- Women empowerment
- Infrastructure development (electricity, irrigation, etc.)
- Facilities for agriculture extension and research
- Availability of credit
- Employment opportunities

Importance of Rural Development

Rural development is a dynamic process which is mainly concerned with the rural areas. These include agricultural growth, putting up of economic and social infrastructure, fair wages as also housing and house sites for the landless, village planning, public health, education and functional literacy, communication etc. Rural development is a national necessity and has considerable importance in India because of the following reasons.

- Rural development is important not only for the majority of the population residing in rural areas, but also for the overall economic expansion of the nation.
- Rural development is considered to be of noticeable importance in the country today than in the olden days in the process of the evolution of the nation. It is a strategy that tries to obtain an improved and productivity, higher socio-economic equality and ambition, and stability in social and economic development.
- The primary task is to decrease the famine that exists in roughly about 70 percent of the rural population, and to make sufficient and healthy food available.
- The secondary task is to ensure the availability of clothing and footwear, a clean environment and house, medical attention, recreational provision, education, transport, and communication.

Objectives:

The major objectives of rural development are:

- 1) To achieve enhanced production and productivity in rural areas,
- 2) To bring about a greater socio-economic equity,
- 3) To bring about a spatial balance in social and economic development,

4) To bring about improvement in the ecological environment so that it may be conducive to growth and happiness, and

5) To develop broad based community participation in the process of development.

Functions of Extension education in Rural Development

Extension Education is the process of developing capabilities of the individuals through education to meet their needs. Rural Development, on the other hand, is a programme which aims at enhancement in the standard of living of the poor. Thus, Rural Development is the programme and Extension Education is the process of taking the programme to the right people in a right way to meet their developmental needs, thus enhancing their standard of living.

The nine functions of Extension Education process in rural development programme are Planning, Convergence, Coordination, Cooperation, Collaboration, Facilitation, Monitoring, Evaluation and Network.

- I. **Planning** –It identifies the needs of the people and sketch out a programme to meet them.
- II. **Convergence** – It identifies the suitable rural development programme in operation.
- III. **Coordination** – It brings the people with needs, the institutions with programmes and personnel with functions on one plat form to meet the common goal.
- IV. **Cooperation** – It motivates planners, executers and users to work as a team with a combined force to meet the goals.
- V. **Collaboration** – It pools all the essential resources from all directions to make them accessible to achieve the goal.
- VI. **Facilitation** – It plays a role of catalyst in the implementation of development programme and smoothens the progress
- VII. **Monitoring** - It keeps an eye on the progress of the programme for the purpose of overcoming the obstacles
- VIII. **Evaluation** – It quantitatively assess the quality and quantity of progress at periodic intervals to reconsider any of the issues that are not met.
- IX. **Network**- The process of extension education finally set the functional relationships between institutions, which works as input and output device in the field of human development.

Lecture-10

Panchayati Raj Institutions- concept, structure and function

It is very essential to have local self-government for the real development of the country because local levels are the real areas where the policies and programs are to be executed and where the government will come to know the problems and issues in the existing policies etc. Therefore, India also brought local government through the 73rd and 74th Amendment Acts of the Constitution.

Panchayat raj – Meaning: The concept 'democratic decentralization' was not easily understood by the people. Therefore, as decided by the then Prime Minister the three -tier administration was introduced in the name of "Panchayat Raj". Panchayat Raj means the system of Government. Horizontally it is a network of village panchayats. Vertically, it is an organic growth of panchayat rising up to national level.

India follows the three-tier system in the country at the district, block and village levels, as indicated below:

District level - Zilla Parishad

Block Level - Panchayat Samiti

Village Level - Village Panchayat

At District Level

At this level, there is Zila Parishad. All the Block development officers of the state are answerable to the Zila Parishad. All the development plans are made by the Zila Parishad at the District levels with the help of Panchayat Samiti.

Other Details

- ❖ As per Article 243 (C) (2) of the Constitution of India, all the seats are filled with direct elections at all levels.
- ❖ Seats of SCs and STs are reserved as per their proportion of the population.
- ❖ $\frac{1}{3}$ seats are reserved for women and $\frac{1}{3}$ of all the seats reserved for SCs and STs are also reserved for women.(in Bihar 50 percent)

Zila Parishad – composition

The proposals from the individual Panchayats reach the Zila Parishad at the district level after getting shortlisted by the BDOs according to their importance. The Zila Parishad makes the

budget and plans the course of action to meet the standards. The final approval is given by the State Legislature.

Functions:

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

At Block Level

At the block level, there is Panchayat Samiti, which is also called Block Panchayat. Here, it is looked after by the Block Development Officer (BDO), who has a number of villages under him. There is no need for a block level in the States having a population of fewer than 20 lakhs as per Article 243B of the Constitution of India.

Panchayat Samiti – Composition

For states having a population of more than 2 million this panchayat Samiti or the Janpad acts as a bridge between the Panchayat and the Zila Parishad. A panchayat Samiti includes approximately ten villages (a block) and is led by a Block Development Officer who is assigned to the administrative role.

Functions of the Block

1. It has to instill among people within its jurisdiction a spirit of self-help and initiative and work for raising the standard of living;
2. It has to support for the implementation of development programmes;
3. It has the welfare and development activities in the fields of agriculture, animal husbandry, health, sanitation, elementary education, cottage industries and social.
4. It has to use the village housing project funds and loans.

At the Village Level

At the village level, we have seen that the Gram Sabha is a permanent and primary body, which is headed by the Gram Panchayat. The Gram Panchayat is a temporary body that takes all the village responsibilities.

Composition

Each village is divided into several wards. Each ward has its head, namely the 'Panch'. The ward heads report to the village President also known as the 'Sarpanch'. Sarpanch is elected by the members of the Gram Sabha or the village council. Apart from this, a Secretary is appointed by the state government. This Secretary of the Panchayat calls for meetings where the progress of development programs are discussed and tracked in presence of the Gram Sabha and the Sarpanch.

Functions of the Gram Panchayat

1. The main function of the Gram Panchayat is to implement and execute the various government schemes and programs.
2. Identifying the beneficiaries of various schemes and programs in case Gram Sabha fails to do so.
3. Levying and collection of local taxes.
4. Construction as well as maintenance of the public property in the village-like roads, bridges, schools, hospitals, etc.

Organizational structure of Panchayath Raj- the 3 Tier system of Democratic Decentralization

Level	Institution	Elected Representative	Govt. Representative
State	Commissioner at of Panchayati Raj	Minister for Panchayati Raj	Commissioner, Panchatyati Raj
District	Zilla parishad(ZP)	Chairman Zilla Pradesik Territorial Members (ZP)	Dt. Collector Chief Executive Officer(CEO) District Panchayath

				Officer(DPO)	
	Mandal	Mandal Praja Parishad (MPP)	Manadal Praja Parishad President Mandal Pradesik Territorial Members (MPTC)	Mandal Parishad Development Officer(MPDO)	
	Village	Grama Panchayth	Surpanch Upa surpanch Ward Members	Village Secretary	

Lecture-10
Five year plans

Planning Commission Background

Planning Commission of India was an organization in the Government of India, which formulated India's Five-Year Plans, among other functions. The planning commission was charged with the service of the opportunities to all for employment in the service of the community.

The Planning Commission was reporting directly to the Prime Minister of India. It was established on 15 March 1950, with Prime Minister Jawaharlal Nehru as the chairman. The Planning Commission did not derive its creation from either the Constitution or statute but was an arm of the Central/Union Government.

The Planning Commission was set up by a Resolution of the Government of India in March 1950. The prime objectives of the Government were to propel a rapid increase in the living standard of Indians by the productive exploitation of the country's resources, raising production and securing opportunities for everyone for employment in the service of society.

The Planning Commission was replaced by a think tank called NITI AAYOG in 2015.

The Niti Aayog has come out with three documents — 3-year action agenda, 7-year medium-term strategy paper and 15-year vision document.

Five Year Plan	Highlights
First Five-Year Plan (1951-56)	<p>The First Five Year Plan laid the thrust of economic development in India.</p> <p>It was presented by the first Indian Prime Minister, Jawaharlal Nehru to the Parliament of India.</p> <p>K.N Raj, a young economist, argued that India should "hasten slowly" for the first two decades.</p> <p>It mainly addressed the agrarian sector, including investment in dams and irrigation. Ex- Huge allocations were made for Bhakhra Nangal Dam.</p> <p>It was based on the Harrod Domar Model and emphasised increasing savings.</p> <p>By the end of 1956, five Indian Institutes of Technology were established.</p> <p>The target growth rate was 2.1% and the achieved growth rate was 3.6%.</p>
Second Five Year Plan (1956-61)	<p>The Second Five year Plan stressed rapid industrialisation and the public sector.</p> <p>It was drafted and planned under the leadership of P.C Mahalanobis.</p> <p>It emphasised quick structural transformation.</p> <p>The government imposed tariffs on imports to protect domestic industries under this plan.</p>

	<p>The target growth rate was 4.5% and the actual growth rate was slightly less than expected, 4.27%.</p>
<p>Third Five Year Plan (1961-66)</p>	<p>The focus was on agriculture and improvement in the production of wheat.</p> <p>States were entrusted with additional development responsibilities. Ex- States were made responsible for secondary and higher education.</p> <p>Panchayat elections were introduced to bring democracy to the grassroots level.</p> <p>The target growth rate was 5.6% and the actual growth rate only achieved 2.4%</p> <p>This indicated a miserable failure of the Third Plan, and the government had to declare "Plan Holidays" (1966-67, 1967-68, and 1968-69). The Sino-Indian War and the Indo-Pak War, which caused the Third Five Year Plan to fail, were the primary causes of the plan holidays.</p>
<p>Fourth Five-Year Plan: (1969-74)</p>	<p>It was introduced under the Prime Ministership of Indira Gandhi and attempted to correct the previous failures.</p> <p>Based on Gadgil Formula, a great deal of emphasis was laid on growth with stability and progress towards self-reliance.</p> <p>The government nationalised 14 major Indian Banks and the Green Revolution boosted agriculture.</p> <p>The Drought Prone Area Programme was also launched.</p> <p>The target growth rate was 5.6%, but the actual growth rate was 3.3%.</p>
<p>Fifth Five-Year Plan (1974-78)</p>	<p>It laid stress on increasing employment and poverty alleviation (garibi hatao).</p> <p>In 1975, the Electricity Supply Act was amended, enabling the central government to enter into power generation and transmission.</p> <p>The Indian National Highway System was introduced.</p> <p>The Minimum Needs Programme introduced in the first year of this plan, aimed to provide basic minimum needs. MNP was prepared by D.P. Dhar.</p> <p>The target growth rate was 4.4% and the actual growth rate turned out to be 4.8%</p> <p>In 1978, the newly elected Morarji Desai government rejected this plan.</p>
<p>Rolling Plan (1978-80)</p> <p>This was a period of instability. The Janata Party government rejected the fifth five-year Plan and introduced a new Sixth Five-Year Plan. This, in turn, was rejected by the Indian National Congress in 1980 upon Indira Gandhi's re-election.</p> <p>A rolling plan is one in which the effectiveness of the plan is evaluated annually and a new plan is created the following year based on this evaluation. As a result, throughout this plan, both the</p>	

allocation and the targets are updated.

**Sixth Five
Year Plan
(1980-85)**

It underlined the beginning of economic liberation by eliminating price controls.
It was seen as the end of Nehruvian Socialism.
To prevent overpopulation, family planning was introduced.
On the recommendation of the Shivaraman Committee, the National Bank for Agriculture and Rural Development was established.
The target growth rate was 5.2% and the actual growth rate was 5.7%, implying that it was a success.

**Seventh
Five Year
Plan (1985-
90)**

This plan was led by the Prime Ministership of Rajiv Gandhi.
It laid stress on improving Industrial productivity levels through the use of technology.
Other objectives included increasing economic productivity, increasing the production of food grains and generating employment by providing Social Justice.
The outcome of the Sixth Five-Year Plan provided a robust base for the success of the seventh five-year plan.
It emphasised anti-poverty programmes, the use of modern technology, and the need to make India an independent economy.
It focused on attaining prerequisites for self-sustained growth by 2000.
The target growth rate was 5.0%. However, the actual growth rate grew to reach 6.01%

Annual Plans (1990-92)

The Eight Five Year Plan was not introduced in 1990 and the following years 1990-91 and 1991-92 were treated as Annual Plans. This was largely because of the economic instability. India faced a crisis of foreign exchange reserves during this time. Liberalisation, Privatisation, Globalisation (LPG) was introduced in India to grapple with the problem of the economy under prime minister P.V Narasimha Rao.

**Eighth Five
Year Plan
(1992-97)**

The Eighth Plan promoted the modernisation of Industries.
India became a member of the World Trade Organisation on 1 January 1995.
The goals were to control population growth, reduce poverty, generate employment, strengthen the development of infrastructure, manage tourism, focus on human resource development etc.
It also laid emphasis on involving the Panchayats and Nagar Palikas through

	<p>decentralisation.</p> <p>The target growth rate was 5.6% but the actual growth rate was an incredible 6.8%.</p>
<p>Ninth Five Year Plan (1997-2002)</p>	<p>It marked India's fifty years since Independence and Atal Bihari Vajpayee led the prime ministership.</p> <p>It offered support for social spheres to achieve complete elimination of poverty and witnessed the joint efforts of public and private sectors in guaranteeing economic development.</p> <p>The focus was also to balance the relationship between rapid growth and the quality of life for the people.</p> <p>The objectives, further included, empowering socially disadvantaged classes, developing self-reliance and primary education for all children in the country.</p> <p>Strategies included enhancing the high rate of export to gain self-reliance, efficient use of scarce resources for rapid growth etc.</p> <p>The target growth rate was estimated at 7.1% but its actual growth rate fell shorter to 6.8%</p>
<p>Tenth Five Year Plan (2002-07)</p>	<p>The features of this plan were to promote inclusive growth and equitable development.</p> <p>It intended for an 8% GDP growth per year.</p> <p>It aimed at reducing the poverty by half and creating employment for 80million people. Further, it aimed to reduce regional inequalities.</p> <p>It also emphasised reducing the gender gaps in the field of education and wage rates by 2007.</p> <p>The target growth rate was 8.1% while the actual growth was 7.6%.</p>
<p>Eleventh Five Year Plan (2007-2012)</p>	<p>The Eleventh Plan was significant in its aim to increase enrolment in higher education and focused on distant education as well as IT institutes. Ex: The Right to Education Act was introduced in 2009, and came into effect in 2010, making education free and compulsory for children aged between 6-14 years.</p> <p>Its main theme was rapid and more inclusive growth.</p> <p>It is aimed at environmental sustainability and reduction in gender inequality.</p> <p>C.Rangarajan prepared the Eleventh Five Year Plan.</p> <p>The focus was also laid on providing clean drinking water for all by 2009.</p> <p>The target rate was 9% and the actual growth rate was 8%.</p>

Twelfth Five Year Plan (2012- 17)	<p>The last Five Year Plan had "Faster, More Inclusive and Sustainable Growth" as its theme.</p> <p>The plan aimed at strengthening infrastructure projects, and providing electricity supply in all villages.</p> <p>It also aimed at removing the gender and social gap in admissions at school and improved access to higher education.</p> <p>Further, it aspired to enhance the green cover by 1 million hectares each year and to create new opportunities in the non-farming sector.</p> <p>The target growth rate was 9% but in 2012, National Development Council approved a growth rate of 8% for this twelfth plan.</p>
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Lecture-11

Current rural development programmes/Organisations

- **SGSY,**
- **MGNREGA,**
- **IAY,**
- **ICDS,**
- **Total sanitation schemes/ campaigns etc.,**
- **DWMA,**
- **ATMA,**

- ITDA,
 - DRDA,
 - KGMV.
 - **Role of ICAR, SAUs, KVKs, DAATTCs and NGOs in rural development.**
-

SWARANJAYANTI GRAM SWAROJGAR YOJNA (SGSY)

Swaranjayanti gram swarojgar yojna is a development initiative launched by the government of India to provide sustainable income to poorest of the people living in rural areas of the country.

The scheme was launched on 1 st April 1999.

The Swarnajayanti Gram Swarozgar Yojana is a scheme run by both the central as well as the state governments in a 75:25 ratio while also being one that is deployed by commercial banks, cooperative banks as well as regional banks. Along with these institutions, several other institutions are involved as well, such as Non-Governmental Organisations (NGO's), District Rural Development Agencies (DRCA) as well as the local surrounding Panchayati Raj organisations.

Objective:

The programme aims at bringing the assisted poor families above the poverty line by organising them into self-help groups through a mix of bank credit and government subsidy.

Scope:

- ♣ This programme covers families below poverty line in rural areas of the country. Within this target group, special safeguards have been provided by reserving 50% of benefits for SCs/STs, 40% for women and 3% for physically handicapped persons. Subject to the availability of the funds, it is proposed to cover 30% of the rural poor in each block in next 5 years.

Funding:

- ♣ SGSY is a Centrally Sponsored Scheme and funding is shared by the Central and State Governments in the ratio of 75:25 respectively.

Strategy:

- ♣ SGSY is a Credit-cum-Subsidy programme.
- ♣ It covers all aspects of self-employment, such as organization of the poor into self-help
- ♣ Groups, training, credit technology, infrastructure and marketing. Efforts would be made to involve women members in each self-help group. SGSY lays emphasis on activity clusters. Four-five activities will be identified for each
- ♣ Block with the approval of panchayat Samities.

How to Seek Assistance:

For assistance under the programme, District Rural Development Agencies and Block Development Officers may be contacted.

Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)

Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) was launched on the 2nd of February 2006. Formerly, this act was called NREGA. MGNREGA covers a total of 708 districts. It provides employment to the non-skilled rural population who have the MGNREGA job card, which is a legal document that allows a worker (18+ years of age) to become entitled to work for the MGNREGA scheme.

Objectives of MGNREGA

To enhance the livelihood security of the household in rural areas-

- ❖ By providing at least 100 days of guaranteed wage employment.
- ❖ Whose adult members volunteer to do unskilled manual work.

Other Objectives:-

- ☞ Strengthening grass root processes of democracy infusing transparency and accountability in governance.
- ☞ Guaranteed demand based funding from Central Budget.
- ☞ Act as a growth engine for sustainable development of an agricultural economy.
- ☞ Providing employment on works that address causes of chronic poverty such as:-
---drought, deforestation, soil erosion.
- ☞ Empower rural poor through the processes of a rights-based law to foster social equality.
- ☞ To reduce rural-urban migration.

Features of MGNREGA

Mahatma Gandhi National Rural Employment Guarantee Act is a powerful act that covers 708 districts.

The Key features of MGNREGA are

- It focuses on rural connectivity, providing irrigation facilities in rural areas.
- MGNREGA Scheme focuses on creating durable assets and strengthening the livelihood resource base of the rural poor.
- The schemes contain adequate provisions for ensuring transparency and accountability at all levels of implementation.
- The programme Officer and Gram Panchayat can direct any person under MGNREGA Scheme to do work of any type permissible under the scheme.
- The labourers are not paid less than the wage rate.
- The works taken up under the scheme shall only be in rural areas.

- There is provision for regular inspection and supervision of works taken up under the Scheme

Process

- ❖ Adult members of a rural household, willing to do unskilled manual work, may apply for registration in writing or orally to the local Gram Panchayat.
- ❖ After verification by gram panchayat, they issue a job card which bears the photograph of all the adult member of household. Job Card should be issued within 15 days of application.
- ❖ Job Card holder may submit a written application for employment to the Gram Panchayat
- ❖ Gram Panchayat will issue a receipt of the written application, which give guaranteed job within 15 days.
- ❖ If job is not given within 15 days then daily unemployment allowance as per the Act, has to be paid. Work should be within 5 km radius of the village.
- ❖ If not then extra wages of 10% should be given. Wages should not be less than RS.60/day and it is different for different states.
- ❖ Equal wages will be provided to both men and women.

Problems

- ❖ Payments of workers are being delayed as there is a late measurement of work.
- ❖ Only 19% of the 8.5 lakh differently able people registered for the scheme have got work under MNREGA.
- ❖ Another issue is that of fake muster rolls & bills being generated.
- ❖ Elite groups within the workers capture most of the job cards.
- ❖ Socio-economic indicators of most of their districts are generally below the national average.
- ❖ Due to negligence of panchayats and development block MGNREGA is being called A WASTE OF MONEY.
- ❖ Officials in- charge are neglecting their duties and work with casual attitude.
- ❖ Lack of IT infrastructure.
- ❖ Frequent strikes by staff for increase in salary.
- ❖ In April 2010 MGNREGA became a part of corruption scandal.

Works/activities

- ❖ The MGNREGA aims to achieve twin objectives of rural development and employment.
- ❖ The act stipulates that work must be targeted toward a set of specific rural development
- ❖ Activities, such as water conservation and harvesting, a forestation, rural connectivity, flood control and protection such as construction and repair of embankments, etc.
- ❖ Digging of new tanks/ponds, percolation tanks and construction of small check dams are also given importance.

- ❖ Work includes land leveling, tree plantation, etc.

Criticisms

- ♣ Effectiveness
- ♣ Corruption
- ♣ Human Rights
- ♣ Sustainability
- ♣ Stunting of Skill
- ♣ Labour
- ♣ RuralUrban Migration
- ♣ Unavailability for Real Jobs

INDIRA AWAAS YOJANA SCHEME(IAY)

- ❖ Indira Awaas Yojana (IAY) is a sub-scheme of Rural Landless Employment Guarantee Programme (RLEGP) which was launched by the Ministry of Rural Development.
- ❖ With a view to meeting the housing needs of the rural poor, Indira Awaas Yojana (IAY) was launched in May 1985 as a sub-scheme of Jawahar Rozgar Yojana.
- ❖ It is being implemented as an independent scheme since 1 January 1996.
- ❖ The Indira Awaas Yojana aims at helping rural people below the poverty-line (BPL) belonging to SCs/STs, freed bonded labourers and non-SC/ST categories in construction of dwelling units and up gradation of existing unserviceable kutchha houses by providing assistance in the form of full grant. It is funded by the Centre and State in the ratio of 75:25.

Objectives

The objectives of the Indira Awaas Yojana are listed below:

- ❖ To provide support during the construction of houses in rural areas;
- ❖ To support the construction of houses with adequate provisions, including workplaces within the house;
- ❖ To design the houses based on the requirements of the dweller;
- ❖ To promote the use of technology and material that is affordable, conducive for generating employment, environment-friendly and sustainable;
- ❖ To empower and encourage Panchayats to take a lead role at the village level for the implementation of this housing scheme.

Salient Features

The salient features of the Indira Awaas Yojana (IAY) are as follows:

Joint Ownership

The houses provided under the Indira Awaas Yojana (IAY) will be under the joint ownership of the husband and wife, except in the case of an unmarried, widow or divorced individual.

Construction

The construction of the houses should be carried out by the beneficiary. The contractors should not be involved in the construction of houses under IAY. If the beneficiary has assigned a contractor, then the State Government will withdraw the funds used on the same.

Technical Support

The support in the form of technical and managerial guidance is provided for the construction of the IAY house. Also, the services of reputed NGOs, charitable organisations, youth clubs can be utilised to provide necessary service support to the beneficiaries.

Design and Construction Standards

The eco-friendly housing techniques are promoted by the State Government to improvise houses with the facilities such as water supply, internal and approach roads, sewerage, drainage, street lighting and social infrastructure amenities in slums.

Target Group

The target group covers households that are Below Poverty Line (BPL) as identified by the Gram Sabha of a village. The Central Government will extend its assistance to the households headed by women, SC/ST individuals, non-SC/ST rural households below the poverty line, ex-servicemen, widows, disabled individual, freed bonded labourers and marginalised sections of society.

Special Projects by IAY

Under Indira Awaas Yojana (IAY), the Central Government will provide funds for special projects initiated for the following purposes are:

- ❖ Rehabilitation of rural families below the poverty line.
- ❖ To provide settlement for liberated manual scavengers and freed bonded labourers.
- ❖ To provide a settlement for vulnerable tribal societies.
- ❖ Rehabilitation of individuals who are affected by occupational diseases.
- ❖ Settlement of families who are covered under the Scheduled Tribes and other Traditional Forest Dwellers Act.
- ❖ Settlement of families who are required to relocate from districts.
- ❖ Demonstration of new technology with a focus on affordable and eco-friendly technologies.

Funding and Allocation of Funds

The funds released to the beneficiaries would be shared by the State and Central Government, the ratio of price sharing would be in the ratio of 75:25, with the exclusion of projects in the North-East regions and Union Territories. So, the Central Government is responsible for providing 90% fund for the projects in the North-East regions and Union Territories.

INTEGRATED CHILD DEVELOPMENT SERVICES (ICDS)

- ❖ The ICDS is a centrally sponsored scheme implemented by the Ministry of Women and Child Development.
- ❖ The scheme was launched on 2 October 1975 in 33 (4 rural, 18 urban, 11 tribal) blocks.
- ❖ Over the last 25 years, it was expanded progressively and at present it has 5614 (central 5103, state 511) projects covering over 5300 community development blocks and 300 urban slums; over 60 million children below the age of 6 years and over 10 million women between 16 and 44 years of age and 2 million lactating mothers.
- ❖ The total population under ICDS coverage is 70 million, which is approximately 7 percent of the total population of one billion.
- ❖ As part of this ICDS Programme, the central government works with local Anganwadi centers to provide food, preschool education for children between 3-6 years, primary healthcare facilities, immunization, health check-up, and referral services to children under the age of 6 and their mothers.

ICDS Objectives

The main objectives of the scheme are as follows:

- To improve the nutritional and health status of children in the age-group 0-6 years;
- To lay the foundation for proper psychological, physical and social development of the child;
- To reduce the incidence of mortality, morbidity, malnutrition and school dropout;
- To achieve effective co-ordination of policy and implementation amongst the various departments to promote child development; and
- To enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

Beneficiaries

- I. The beneficiaries are:
- II. Children 0–6 years of age
- III. Pregnant and lactating mothers

- IV. Women 15–44 year of age
- V. Since 1991 adolescent girls upto the age of 18 years for non formal education and training on health and nutrition.

Services

The programme provides a package of services facilities like:

- I. Complementary nutrition
- II. Vitamin A
- III. Iron and folic acid tablets
- IV. Immunization
- V. Health check up
- VI. Treatment of minor ailments
- VII. Referral services
- VIII. Non-formal education on health and nutrition to women
- IX. Preschool education to children 3–6 year old and
- X. Convergence of other supportive services like water, sanitation etc.

These services are provided from **Anganwadi centres** established mainly in rural areas and staffed with frontline workers.

Target Groups & Service Provider

Services	Target Group	Services Provided By
Supplementary Nutrition	Children below 6 years; pregnant and lactating mothers	Anganwadi Workers (AWW) & Anganwadi Helper (AWH)
Immunization	Children below 6 years; pregnant and lactating mothers	ANM/MO
Health Check-ups	Children below 6 years; pregnant and lactating mothers	ANM/MO/AWW
Referral	Children below 6 years; pregnant and lactating mothers	AWW/ANM/MO
Pre-School Education	Children 3-6 years	AWW

Nutrition & Health Education	Women (15-45 years)	AWW/ANM/MO
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Supplementary Nutrition Programme (SNP)

Under this segment of the ICDS, children below 6 years and pregnant and lactating mothers are identified within the community and are provided with supplementary feeding and growth monitoring services.

The beneficiaries are given 300 days of supplementary feeding. By giving supplementary feeding, the scheme tries to bridge the caloric gap between the national recommended and average intake of children and women in low-income categories.

- ☞ Each child up to 6 years of age to get 300 calories and 8-10 grams of protein
- ☞ Each adolescent girl to get 500 calories and 20-25grams of protein
- ☞ Each pregnant women and lactating mother to get 500 calories and 20-25 gms of protein
- ☞ Each malnourished child to get 600 calories and 16-20 grams of protein

Immunization

Children are given vaccinations against the following preventable diseases: diphtheria, polio, pertussis, measles, TB and tetanus. Pregnant women are given vaccinations against tetanus that reduced neonatal and maternal mortality.

Non-Formal Education for Children in Pre-School (PSE)

This segment can be deemed to be the backbone of the ICDS scheme. All the services of the scheme converge at the Anganwadi centres in villages and rural areas, and urban slums. This preschool educational programme mainly for underprivileged children is directed towards providing and ensuring a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development. The early learning component of the ICDS is a significant input for providing a sound foundation for cumulative lifelong learning and development. It offers the child the necessary preparation for primary schools and also frees older siblings (particularly girls) from taking care of younger children in the family and thus enabling them to attend schools.

Health and Nutrition Education

Under this component, ladies in the age group of 15 to 45 years are covered for providing Nutrition and Health Education. This forms part of BCC (Behaviour Change Communication)

strategy. The long-term goal is to build the capacities of women to enable them to look after their own health, nutrition and development needs as well as that of their children and families.

Referral Services

During the regular health check-ups, any case of conditions or diseases requiring immediate medical attention is referred to the hospital or any primary health centre, etc. The Anganwadi worker is also trained to detect disabilities in children so that early intervention can be done.

TOTAL SANITATION SCHEMES/ CAMPAIGNS ETC (TSC)

The Government of India launched the Central Rural Sanitation Programme in 1986 with the objective of accelerating sanitation coverage in rural areas. It was restructured in 1999, exhibiting a paradigm shift in the approach, and the Total Sanitation Campaign (TSC) was introduced. Implemented by the Ministry of Rural Development, Government of India, the TSC aims to:

- a. Improve the general quality of life in rural areas;
- b. Accelerate sanitation coverage in rural areas through access to toilets to all by 2012;
- c. Motivate communities and Panchayati Raj
3 Institutions through awareness creation and health education;
- d. Cover schools and Anganwadis in rural areas with sanitation facilities by March 2012, and promote hygiene education and sanitary habits among students;
- e. Encourage cost effective and appropriate technologies for ecologically safe and sustainable sanitation; and
- f. Develop community managed environmental sanitation systems focusing on solid and liquid waste management.

In sum, the broader goal of the TSC is to eradicate the practice of open defecation

DISTRICT WATER MANAGEMENT AGENCY (DWMA)

The District Water Management Agency (DWMA) is a government organization dedicated to efficient water utilization, conservation, and sustainable management. Through watershed projects, construction of water harvesting structures, and capacity-building programs, DWMA addresses water-related challenges such as irrigation, water pollution, and drought mitigation, ensuring equitable water distribution and safeguarding ecological balance at the district level.

Objective

The District Water Management Agency (DWMA) was established with the primary objective of ensuring efficient and sustainable management of water resources in rural areas. Its key objectives

include promoting water conservation, improving irrigation systems, and mitigating water-related challenges.

History

The DWMA was created as a separate establishment by bifurcating from the District Rural Development Agency (DRDA) in 2001. This separation was done to emphasize the importance of dedicated water management efforts and to address the specific challenges related to water resources in rural districts.

Role

The DWMA plays a crucial role in coordinating efforts and implementing effective strategies to enhance water availability, promote equitable distribution, and safeguard the ecological balance of the district's water resources. It collaborates with farmers, local communities, and government departments to address water-related challenges such as irrigation, water pollution, and drought mitigation.

Key Initiatives:

1. **Watershed Development Projects:** The DWMA has undertaken watershed management programs to restore degraded landscapes, promote soil and water conservation, and improve the overall ecological health of rural areas. These initiatives include afforestation, contour bunding, contour trenches, and check dams to enhance water retention and prevent soil erosion.
2. **Water Harvesting Structures:** Recognizing the importance of water storage and groundwater recharge, the DWMA has constructed check dams, percolation tanks, and other water harvesting structures. These structures help capture and store rainwater, increase groundwater levels, and provide a sustainable water source during periods of water scarcity.
3. **Capacity Building:** The DWMA conducts training programs, workshops, and awareness campaigns to educate farmers, community members, and other stakeholders on efficient water management practices. These initiatives focus on sustainable agricultural techniques, optimal use of irrigation systems, and water-saving measures to promote responsible water use.

AGRICULTURAL TECHNOLOGY MANAGEMENT AGENCY (ATMA)

The Agricultural Technology Management Agency (ATMA) plays a vital role in promoting advanced agricultural practices, technology dissemination, and market linkages to empower farmers. ATMA facilitates farmer field schools, where practical training is provided on crop selection, soil management, pest control, and post-harvest handling. By fostering innovation and

knowledge exchange, ATMA enhances productivity, profitability, and sustainable agricultural development, benefiting rural communities.

Objective

The Agricultural Technology Management Agency (ATMA) aims to make the extension system farmer-driven and accountable through new institutional arrangements. It focuses on effective technology dissemination, capacity building, and knowledge exchange among farmers, researchers, and agricultural experts.

History

ATMA was established to bridge the gap between agricultural research and field-level implementation. It operates at the district level and involves the active participation of farmers, farmer groups, NGOs, Krishi Vigyan Kendras (KVKs), Panchayati Raj Institutions, and other stakeholders. The scheme is implemented in 614 districts across 28 states and 3 union territories.

Role

The ATMA plays a pivotal role in facilitating the adoption of advanced agricultural technologies, promoting sustainable farming practices, and providing technical assistance and training to farmers. By acting as a platform for knowledge exchange, it enables farmers to access the latest agricultural innovations, techniques, and best practices.

Achievements

The ATMA has made significant contributions to agricultural development and farmers' livelihoods. Through its initiatives, it has successfully empowered farmers with the necessary knowledge and skills to enhance productivity, profitability, and overall agricultural development. The establishment of Farmer Field Schools has provided practical training to farmers on various agricultural practices, including crop selection, soil management, pest control, and post-harvest handling.

Market linkages facilitated by the ATMA have enabled farmers to access fair prices, market information, and value-added opportunities. Additionally, the active dissemination of agricultural technologies, best practices, and innovative techniques through demonstrations, exhibitions, and workshops has had a positive impact on farm productivity and sustainability.

Key Initiatives:

1. **Farmer Field Schools:** The ATMA promotes the establishment of Farmer Field Schools where farmers can learn and exchange knowledge on various agricultural practices. These schools provide practical training, demonstrations, and field visits to help farmers implement innovative techniques and improve crop yields.

2. **Market Linkages:** Recognizing the importance of market access for farmers, the ATMA works towards establishing linkages between farmers and markets. This facilitates fair prices for agricultural produce, provides market information, and opens up value-added opportunities for farmers.
3. **Technology Transfer:** The ATMA actively disseminates agricultural technologies, best practices, and innovative techniques through demonstrations, exhibitions, and workshops. This ensures that farmers have access to the latest advancements and can implement them effectively on their farms.

INTEGRATED TRIBAL DEVELOPMENT AGENCY (ITDA)

The Integrated Tribal Development Agency (ITDA) focuses on the comprehensive development and welfare of tribal communities. With a commitment to uplift the socio-economic conditions of tribal populations, ITDA implements various programs in education, healthcare, infrastructure development, and livelihood enhancement.

By preserving cultural identity, promoting access to quality education, providing healthcare facilities, and facilitating market linkages, ITDA empowers tribal communities to lead dignified lives and participate actively in mainstream society.

Objective

The Integrated Tribal Development Agency (ITDA) focuses on the overall development and welfare of tribal communities residing in specific regions or districts. Its objective is to uplift the socio-economic conditions of tribal populations by implementing various developmental programs and schemes.

History

The ITDA was established in 1977-78 as part of the schemes launched by the Ministry of Tribal Affairs for the welfare of Scheduled Tribes. It recognizes the unique challenges faced by tribal communities and aims to address their socioeconomic disparities while ensuring inclusive growth.

Role

The ITDA plays a crucial role in implementing programs and initiatives aimed at improving education, healthcare, infrastructure development, and livelihood opportunities for tribal populations. It works towards preserving the cultural identity and traditional knowledge of tribal communities while facilitating their active participation in mainstream society.

Achievements

The ITDA has achieved significant milestones in promoting the overall development and welfare of tribal communities. Through its education and skill development programs, it has established

residential schools, skill development centers, and vocational training initiatives, enabling tribal youth to access quality education and acquire the necessary skills for employment and self-employment.

The ITDA has also made notable progress in healthcare services by setting up healthcare facilities, mobile medical units, and conducting awareness campaigns to improve healthcare accessibility and address tribal health concerns.

Moreover, through its livelihood promotion initiatives, the ITDA has encouraged entrepreneurship among tribal populations by providing support for agriculture, horticulture, and allied activities, and facilitating market linkages for tribal producers.

Key Initiatives:

1. **Education and Skill Development:** The ITDA focuses on improving access to quality education for tribal communities. It establishes residential schools, skill development centers, and vocational training programs to equip tribal youth with the necessary skills for employment and self-employment.
2. **Healthcare Services:** Recognizing the unique healthcare challenges faced by tribal communities, the ITDA sets up healthcare facilities, mobile medical units, and conducts awareness campaigns to improve healthcare accessibility and address tribal health concerns.
3. **Livelihood Promotion:** The ITDA encourages entrepreneurship among tribal populations by providing support for agriculture, horticulture, and allied activities. It facilitates market linkages and value-addition opportunities for tribal producers, thereby promoting sustainable livelihoods.

DISTRICT RURAL DEVELOPMENT AGENCY (DRDA)

The District Rural Development Agency (DRDA) serves as a nodal agency for rural development and poverty alleviation. It implements government programs and schemes aimed at enhancing livelihood opportunities, improving basic infrastructure, and empowering rural communities through capacity building and skill development.

Through initiatives such as the National Rural Employment Guarantee Scheme (NREGS) and support for self-help groups (SHGs), DRDA contributes to sustainable rural development, fostering inclusive growth and socio-economic progress.

Objective

The objective of the District Rural Development Agency (DRDA) is to strengthen and professionalize rural development at the district level by enhancing the quality of implementation.

History

The “DRDA Administration” Scheme was introduced on April 1, 1999, with funding provided by the Centre and State Governments. The scheme aims to strengthen and professionalize the DRDAs to effectively enhance the quality of implementation.

Role

The DRDA acts as the nodal agency for implementing various rural development programs and schemes initiated by the government. It focuses on enhancing livelihood opportunities, providing basic infrastructure, improving access to education and healthcare, and empowering rural communities through capacity building and skill development.

Achievements

The DRDA has made significant achievements in promoting rural development and poverty alleviation. Through the implementation of the National Rural Employment Guarantee Scheme (NREGS), it has provided rural households with guaranteed wage employment for 100 days, contributing to poverty reduction and asset creation.

The construction of rural roads, bridges, schools, healthcare centers, and drinking water facilities has improved infrastructure and enhanced access to essential services in rural areas. The promotion and support of self-help groups (SHGs) have empowered rural women by providing access to credit, financial literacy, and entrepreneurship development opportunities.

Key Initiatives:

1. **National Rural Employment Guarantee Scheme (NREGS):** The DRDA has been actively implementing the NREGS since its inception. The scheme provides rural households with 100 days of guaranteed wage employment, contributing to poverty reduction and asset creation.
2. **Rural Infrastructure Development:** The DRDA plays a crucial role in the construction of rural roads, bridges, schools, healthcare centers, and drinking water facilities. These initiatives improve infrastructure and enhance access to essential services in rural areas.
3. **Self-Help Groups (SHGs):** The DRDA promotes the formation and strengthening of self-help groups, particularly among rural women. These groups provide access to credit, financial literacy, and entrepreneurship development, empowering women to improve their livelihoods.

Kasturirangan Gramin Vikas Mandal (KGMV)

The Kasturirangan Gramin Vikas Mandal (KGMV) is a grassroots-level organization committed to promoting socio-economic development in rural areas. KGMV focuses on poverty alleviation, livelihood enhancement, infrastructure development, and capacity building.

By supporting sustainable livelihood opportunities, improving access to quality education and healthcare, and developing essential rural infrastructure, KGMV aims to create self-reliant and sustainable rural communities.

Through its comprehensive approach to rural development, KGMV empowers marginalized populations and fosters inclusive growth based on social equity, environmental conservation, and participatory governance.

Objective

The Kasturirangan Gramin Vikas Mandal (KGMV) aims to promote socio-economic development in rural areas and improve the overall quality of life for rural communities.

History

KGMV was established in 1976 with the objective of poverty alleviation, livelihood enhancement, infrastructure development, and capacity building.

Role

KGMV operates at the grassroots level and focuses on promoting inclusive growth, generating livelihood opportunities, improving education and healthcare facilities, and empowering local self-help groups. It works towards creating self-reliant and sustainable rural communities.

Achievements

Through its initiatives and programs, the KGMV has achieved significant milestones in rural development and empowerment. By promoting sustainable livelihood opportunities such as agriculture, animal husbandry, and skill development, it has contributed to poverty reduction and improved the economic well-being of rural communities.

The KGMV's emphasis on education and capacity building has improved access to quality education and vocational training, empowering rural youth with the necessary skills for employment and self-employment.

Additionally, the development of essential rural infrastructure, including roads, irrigation facilities, schools, healthcare centers, and drinking water supply, has enhanced the overall quality of life in rural areas.

Key Initiatives:

1. **Rural Livelihood Enhancement Programs:** The KGMV focuses on promoting sustainable livelihood opportunities by supporting agriculture, animal husbandry, skill development, and entrepreneurship. These initiatives aim to improve income generation and economic well-being in rural communities.
2. **Education and Capacity Building:** The KGMV strives to improve access to quality education and vocational training in rural areas. It establishes educational institutions, skill development centers, and vocational training programs to equip rural youth with the necessary skills for employment and self-employment.
3. **Infrastructure Development:** The KGMV works towards the development of essential rural infrastructure, including roads, irrigation facilities, schools, healthcare centers, and drinking water supply. These initiatives aim to improve the overall quality of life and enhance access to basic amenities in rural communities.

Lecture-12

Role of ICAR, SAUs and KVKs in Rural Development

ICAR (Indian Council of Agricultural Research)

- ♣ The Indian Council of Agricultural Research (ICAR) is an autonomous organization under the Department of Agricultural Research and Education (DARE), Ministry of Agriculture and Farmers Welfare, Government of India.
- ♣ Formerly known as Imperial Council of Agricultural Research, it was established on 16 July 1929 as a registered society under the Societies Registration Act, 1860 in pursuance of the report of the Royal Commission on Agriculture.
- ♣ The ICAR has its headquarters at New Delhi.
- ♣ The Council is the apex body for coordinating, guiding and managing research and education in agriculture including horticulture, fisheries and animal sciences in the entire country.
- ♣ Union Minister of Agriculture is the ex-officio President of the ICAR Society.

- ♣ 'ICAR Vision 2050', provides the strategic framework for innovation-led inclusive and sustainable agricultural growth in the country.

Mandate of ICAR

The Indian Council of Agricultural Research (ICAR) has the following key mandates:

- Coordinating and promoting agricultural education and research.
- Providing leadership in agricultural research and technology transfer.
- Conducting fundamental and applied research in various aspects of agriculture.
- Developing and implementing agricultural policies and programs.
- Strengthening linkages between research, extension, and education in agriculture.

Role Played By ICAR for Agriculture

The Indian Council of Agricultural Research (ICAR) plays a crucial role in advancing agriculture in India. Through its research, education, and extension activities, ICAR contributes to the development and growth of the agricultural sector. Here are the key roles and contributions of ICAR:

- ICAR does research to make farming better and help farmers with their problems.
- Indian Council of Agricultural Research wants farming to be good for the environment and uses techniques like organic farming and pest control to protect nature.
- ICAR shares new farming technologies with farmers through science centers and universities.
- ICAR teaches farmers through training programs and workshops about the latest ways to farm.
- It helps people working in agriculture to learn more and get better at their jobs and it works together with other organizations and universities to share knowledge and do research together.
- ICAR helps the government make good decisions about agriculture by giving them advice based on science.
- ICAR cares about improving the quality of crops and making sure we have enough food.
- ICAR wants to make sure farming is sustainable and doesn't harm natural resources.

Initiative of Indian Council of Agricultural Research

The Indian Council of Agricultural Research (ICAR) has undertaken various initiatives to address the challenges faced by the agricultural sector. Some notable initiatives include:

1. Farmers Innovation Fund – ICAR is all set to start a system to scientifically validate, scale-up and propagate the innovations of progressive farmers. A centre for innovation will be established in New Delhi where the innovations will be scientifically validated and farmers will be allowed to pursue research work. The system intends to link farmers and farming with science and encourage farmers to continue their innovations.
2. Nano fertilisers and Nano pesticides – ICAR is developing nano fertilizers and nano pesticides to promote organic farming and to reduce the use of pesticides and fertilizers.
3. Technology in Agriculture – the council emphasises that agriculture is a science and application of principles of science helps in boosting agriculture. It has created a link between 105 startups and farmers to encourage the use of technology in the farm sector.
4. Farmers' Science Congress – It was inaugurated in 2020 for the first time in the 107 years of history of the Indian Science Congress highlighting the importance of farmer's innovations and their scientific validity. The Theme of Indian Science Congress in 2020 was "Science & Technology: Rural Development".
5. Organic Farming – ICAR has validated 51 integrated farming systems to help increase farm income and has developed 45 different organic farming models suitable for different agro-climatic regions.
6. Attracting and Retaining Youth in Agriculture (Arya) – A programme named Arya is also being implemented to improve rural bio-economy and attract youth to agriculture.

Milestones of ICAR

1. 1957 – Initiation of the first All-India Coordinated Research Project on Maize
2. 1958 – Status of Deemed University accorded to IARI – Indian Agriculture Research Institute.
3. 1960 – Establishment of the first State Agricultural University on land grant pattern at Pantnagar.
4. 1966 – Placement of different agricultural research institutes under the purview of ICAR.
5. 1973 – Creation of Department of Agricultural Research and Education (DARE) in the Ministry of Agriculture
6. 1974 – Opening of first Krishi Vigyan Kendra [KVK] at Puducherry (Pondicherry)
7. 1975 – Establishment of Agricultural Research Service and Agricultural Scientists' Recruitment Board.
8. 1979 -Launching of Lab-to-Land Programme and the National Agricultural Research Project (NARP)

9. 1995 – Initiation of Institution-Village Linkage Programme (IVLP)
10. 1996 – Establishment of National Gene Bank at New Delhi
11. 1989 – bestowed with the King Baudouin Award in 1989 for its valuable contribution in ushering in the Green Revolution.
12. 1998 – Launching of National Agricultural Technology Project (NATP)
13. 2004 – Again awarded King Baudouin Award for research and development efforts made under partnership in the Rice Wheat Consortium.
14. 2005 – launching of National Agricultural Innovation Project (NAIP).

Role of State Agricultural Universities in Rural Development

SAUs are major partners in the growth and development of agricultural education research under the NARES. State Agricultural Universities, (SAUs), in India, have adopted the U.S. land-grant model to meet its goals. They are autonomous organisations with state-wide responsibility for agricultural education, research and extension education. there are currently 64 SAUs, three central agricultural universities, (having seven N-E states as its jurisdiction), four deemed universities and four central universities imparting agricultural education across the 28 states of India, (ICAR, 2020)

In India, the first SAU was established in 1960 at Pantnagar in Uttar Pradesh. The SAUs were given autonomous status and direct funding from the state governments. They were autonomous organizations with state-wide responsibility for agricultural research, education and training or extension education. These universities became the branches of research under the ICAR and became the partners of the National Agricultural Research System (NARS). The green revolution, with its impressive social and economic impact, witnessed significant contributions from the SAUs, both in terms of trained, scientific work force and the generation of new technologies.

Mandate

The mandate of the State Agricultural Universities envisages a strong integration of teaching, research and extension. ICAR ranks SAUs based upon 33 parameters pertaining to teaching, research and extension excellence. The main role of SAUs is to not only aid in state-wide agricultural production, but to aid India in agricultural and rural development nationally.

The role of extension education set-up in the agricultural university should be broadly as follows.

The teaching programme

- ❖ SAUs have developed the capacity to train students through the PhD level.
- ❖ The Fifth Deans Committee has made efforts to include relevant practical skills and entrepreneurial aptitude as a way to impart confidence among graduates of SAUs .
- ❖ The faculty members of SAUs actively participate in summer and winter schools and short courses sponsored by ICAR in the disciplines of agriculture, veterinary sciences, animal husbandry, fisheries, food technology, *etc.*, for qualitative improvement of their pedagogical skills and also to increase their knowledge in both specialized and emerging fields, thereby contributing to the development of skilled human resources for making research and education more relevant.
- ❖ The faculty members of the SAUs also serve as ‘resource persons’ for the SAMETIs of the Department of Agriculture, thus, involve in training of extension personnel of their respective states.
- ❖ The Student READY programme has been introduced in all State Agricultural Universities as an essential prerequisite for the award of a degree in order to ensure students hands-on experience and practical training.
- ❖ Responsible for conducting training programmes and field trials on the farmers fields to test the research findings and their applicability at field level;
- ❖ Acts as a primary source of agricultural information and also undertakes training of extension functionaries of the development departments and education training institutions
- ❖ Train and produce professionals for teaching research and field extension work and provide dynamic leadership to extension programmes through systematic and integrated under-graduate and post-graduate teaching in extension education.

2 The research programme

- ❖ To undertake research on various facets of extension with a view to enriching programme formulation and operation and
- ❖ To develop new methodology and approach for speedy transfer of new technology to farm and farm homes.

The extension programme

Extension of the Agricultural University has to be research oriented and shall perform mainly the following functions-

- ♣ Conduct survey and pinpoint farmers’ problems for research.
- ♣ Conduct adaptive on-farm trial with advance research materials in farmers’ fields.
- ♣ Conduct frontline demonstrations in farmers’ fields on the technologies recommended by research.

- ♣ Provide advisory service to the farmers of the areas.
- ♣ Conduct training programmes for farmers and extension agents.
- ♣ Provide information communication support for extension work.
- ♣ Evaluate the extent to which the project work has been successful and identify deficiencies and problems for further research.

SAUs role in rural development:

- Rural development refers to the process of improving the quality of life and economic well-being of people living in rural areas.
- SAUs play both direct and indirect roles in rural development.
- Agriculture is a basis of livelihood and is the primary occupation for most rural families in India.
- SAUs important role is to improve crop production and productivity of states, for food and nutritional security of both rural and the urban populations.
- SAUs encourage crop diversity and growing commercial crops for the export market to allow farmers to earn foreign currency.

Apart from food and nutritional security, the main agenda of SAUs in rural communities consists of the following:

- To play a role in providing critical access to the knowledge and information necessary for rural populations to increase the productivity and sustainability of their agricultural production systems and thus, improve the quality of their lives and livelihoods.

Role of Krishi Vigyan Kendra in Rural Development

Krishi Vigyan Kendra is a noble concept developed and funded by Indian Council of Agricultural Research (ICAR), New Delhi. KVKs are working under the administrative control of ICAR, SAUs, Central Universities and NGOs. The basic concept of functioning of KVKs is transfer of technology from laboratory to farmer's field (under lab to land programme) with respect to important fields of agriculture, viz. Crop Production, Plant Protection, Horticulture, Livestock Production and Management, Farm Engineering, Soil Water Conservation, Home Science and allied fields. They are directly working for rural development through transfer of technology. New/improved technologies developed by ICAR and SAUs are transferred to the farmers field through On Farm Trials (OFTs), Frontline Demonstrations (FLDs), Trainings and Extension activities such as Kisan goshthies, Farmer fairs, etc. Nowadays agriculture is not only farmers' job; it is growing as agri-business for both rural as well as urban areas. In the present scenario farmers are educated, intelligent, attentive, skilled and eager to learn new things that may help in their working. They are using most modern technologies for better production and marketing of their

produce. Hence, agriculture is flourishing as agri-business and it has a better potential to uplift the socio-economic status of rural community. In this way, KVKs are playing an important role in agricultural and rural development through all the above mentioned activities.

Evolution of KVKs in India

Based on the recommendations of the Education Commission (1964-66), review by the Planning Commission, Inter-Ministerial Committee and other further recommendation by the committee headed by Dr. Mohan Singh Mehta appointed by ICAR in 1973, the idea of establishment of Farm Science Centre (Krishi Vigyan Kendra) was evolved.

The first KVK was established at Puducherry on 21st of march 1974.

Indian Council for Agricultural Research (ICAR) has established a large network of over 700 KrishiVigyanKendras (KVKs) across the country

Objectives of KVKs

The general objectives of all the activities undertaken by KVKs are:

- i. To demonstrate the new improved technology to the farmers as well as to the extension agencies directly in the farmers' field with their active participation.
- ii. To identify the important problems of that area as per the need of the farmers and prioritization of the identified problems as per their importance.
- iii. To collect feedback from the farmers and extension agencies and to communicate these messages to research scientists for modification of technology.
- iv. To impart training on different topics to different group of the villagers.
- v. To provide new and important information to the extension agencies and NGOs for wider circulation in the locality to improve their economic condition.
- vi. . To prepare different extension models and verify these models in the farmers field with their participation to create confidence among them.

To achieve all the above mentioned objectives KVK undertake following types of activities in the adopted villages:

- a. Farm Advisory Service
- b. Training programme for different categories of people.
- c. Training programme for the extension functionaries.
- d. Front Line Demonstration (FLDs)
- e. On Farm Testing (OFTs)

Lecture-13

Role of NGOs in rural development

What is Non-governmental Organisation?

- ♣ The term NGO came into use in the year 1945 with the provision in the United Nations (UN) Charter for organisations that were neither governmental, nor member states.
- ♣ The World Bank's operational directive on NGOs defined the term as 'groups and institutions that are entirely or largely independent of governments and characterised primarily by humanitarian or cooperative, rather than commercial objectives.'
- ♣ An independent, democratic, non-sectarian people's organisation working for the empowerment of economic and/or socially marginalised groups.

Classification of NGOs

1. According to the nature of the institution

According to the nature of institution, NGOs can be categorised into four categories (Korten, 1991):

- a. **Voluntary Organizations:** They pursue a social initiative driven by a commitment to shared values
- b. **People's Organizations:** They represent their members' interests, have member accountable leadership and are highly self-reliant,
- c. **Public Service Contractors:** They function as market-oriented, non-profit organisations for the purpose of serving the public;
- d. **Hybrid Government/Non-Government Organizations:** They are the creations of the government that serve as instruments of government policy.

2. According to the level of operations

- a. **Community Based Organisations:** They arise out of people's own initiatives. These include sports clubs, women's organisations, and neighbourhood organisations, religious or educational organisations. There are a large variety of these, some supported by NGOs, national or international NGOs, or bilateral or international agencies, and others independent of outside help. Some are devoted to raising the consciousness of the urban as well as rural poor, or helping them to understand their rights in gaining access to needed services while others are involved in providing such services.
- b. **Citywide Organizations:** These include organisations like commerce and industry, coalitions of business, ethnic or educational groups and associations of community organisations. They become

involved in helping the poor as one of their many activities, while others are created for the specific purpose of helping the poor.

- c. **National NGOs:** These include organisations that are based nationally.
- d. **International NGOs:** These include agencies which have international operations. Their activities vary from funding local NGOs, institutions and projects, to implementing the projects themselves.

3. As per their geographical location

- a. **International NGOs:** Those which function internationally, in several countries.
- b. **Single Country NGOs:** These are based and functional in a single country.

4. As per their orientation

- a. **Charitable orientation:** This often involves a top-down paternalistic effort with little participation by the 'beneficiaries'. It includes NGOs with activities directed toward meeting the needs of the poor, such as distribution of food, clothing or medicine; provision of housing, transport, schools, etc. Such NGOs may also undertake relief activities during a natural or man-made disaster.
- b. **Service orientation:** This includes NGOs with activities such as provision of health, family planning or education services in which the programme is designed by the NGO and people are expected to participate in its implementation and in receiving the service.
- c. **Participatory orientation:** It is characterised by self-help projects where local people are involved, particularly in the implementation of a project by contributing cash, tools, land, materials, labour, etc. In the classical community development project, participation begins with needs definition and continues into the planning and implementation stages. Cooperatives often have a participatory orientation.
- d. **Empowering orientation:** Here, the aim is to help poor people develop a clearer understanding of the social, political and economic factors affecting their lives, and to strengthen their awareness of their own potential power to control their lives. Sometimes, these groups develop spontaneously around a problem or an issue. However, at other times, workers from NGOs play a facilitating role in their development.

Aims and objectives of NGO

- NGO's aim at improving the standard of living and value systems of rural people.
- They provide financial assistance for people to develop themselves.
- NGO's play an important role in empowering the rural poor such as women, Children's etc.
- NGO's promote people centered development through education program.

- NGO's countervail the debilitating aspects of development and democracy in rural areas.
- NGO's put effort for the development of civic amenities in rural areas.
- It encourages and implements the use of new technologies in rural areas.
- NGO's play an effective role in poverty alleviation and employment generation.
- They fight against corruption and anti-social practices.
- NGO's promotes development of agriculture and small scale industry.
- It promotes ecology and tribal development and environmental protection and education.

Role of NGOs in Rural Development

In India, the scope of development is not narrow but very wide, as it includes not just the economic development but the growth on social front, quality of life, empowerment, women and child development, education and awareness of its citizens.

To achieve this, a holistic vision and collaborative efforts involving various departments, agencies and even NGOs is required. NGOs or Non-Governmental Organizations have more benefits of working in rural areas as compared to governmental organizations because NGOs are more flexible, NGOs are specific to a particular locality and moreover these are committed towards serving the public and community as a whole. Non-governmental organisation (NGO) serves as a liaison between the government and the general public. When a few concerns do not reach the government or are not resolved, NGO functions play an essential part in assigning these issues to the government. The NGO looks explicitly into a few problems. Their main goal is to make the world better for all suffering humans. NGOs are expected to do the following functions to change the village communities from the stage of dependency to self reliance:

The following are some of the NGO's functions:

- ♣ Human rights and child rights
- ♣ Poverty eradication
- ♣ Animal Rights
- ♣ Prevent Social Injustice
- ♣ Conservation of Environment
- ♣ Aged people care routine
- ♣ Empowerment of women
- ♣ Disease Control and others
- ♣ Health and Nutrition plans
- ♣ Conservation of Wildlife

- ♣ Hygiene and Sanitation conditions
- ♣ Humanitarian Relief
- ♣ Education plans and literacy
- ♣ Refugee Crisis

Problems faced by NGOs

- a. There is no worthwhile forum, local or regional for exchange of experience.
- b. There is no unified action for the delivery of services and for solving problems.
- c. Lack of adequate training facilities, planning and inadequate delivery of inputs.
- d. Lack of recognition of voluntary efforts and inadequate resources in terms of both men and material.
- e. Lack of funds and lack of government support.
- f. Shortage of devoted volunteers.
- g. Non-availability of guidance from officials.
- h. Lack of appropriate policy approach.
- i. Managerial inadequacy and inexperience.
- j. Psychology of target groups

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