

# PRACTICAL MANUAL

## Fundamentals of Agricultural Extension Education

AAC 149 3(2+1)

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2020

College of Agriculture  
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**Syllabus: Fundamentals of Agricultural Extension Education AAC 149 3(2+1)**

To get acquainted with university extension system. Group discussion- exercise; handling and use of audio visual equipment and digital camera and LCD projector; preparation and use of AV aids, preparation of extension literature – leaflet, booklet, folder, pamphlet news stories and success stories; Presentation skills exercise; micro teaching exercise; A visit to village to understand the problems being encountered by the villagers/ farmers; to study organization and functioning of DRDA and other development departments at district level; visit to NGO and learning from their experience in rural development; understanding PRA techniques and their application in village development planning; exposure to mass media: visit to community radio and television studio for understanding the process of programme production; script writing, writing for print and electronic media, developing script for radio and television.

**Name of Students** .....

**Roll No.** .....

**Batch** .....

**Session** .....

**Semester** .....

**Course Name :** .....

**Course No. :** .....

**Credit** .....

**Published: 2018**

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**Price: Rs.**

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**CERTIFICATE**

This is to certify that Shri./Km. ....ID No .....  
has completed the practical of course.....course  
No. .... as per the syllabus of B.Sc. (Hons.) Agriculture/ Horticulture/ Forestry ..... semester  
in the year.....in the respective lab/field of College.

Date:

Course Teacher

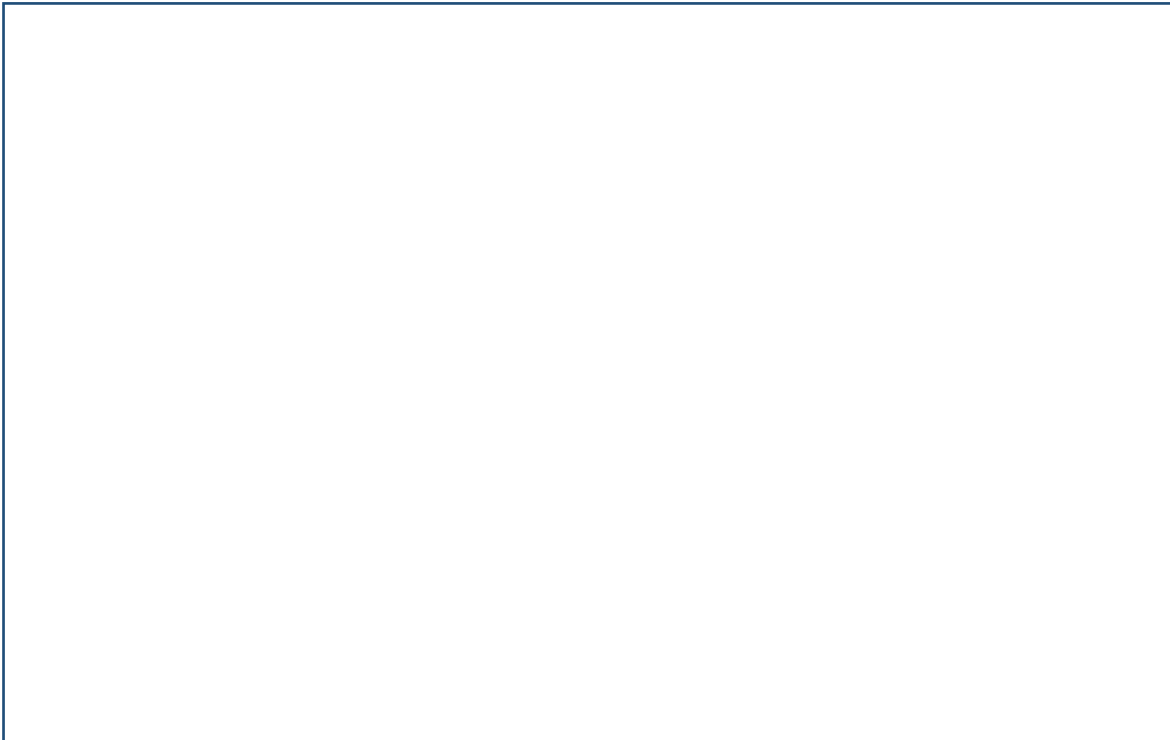
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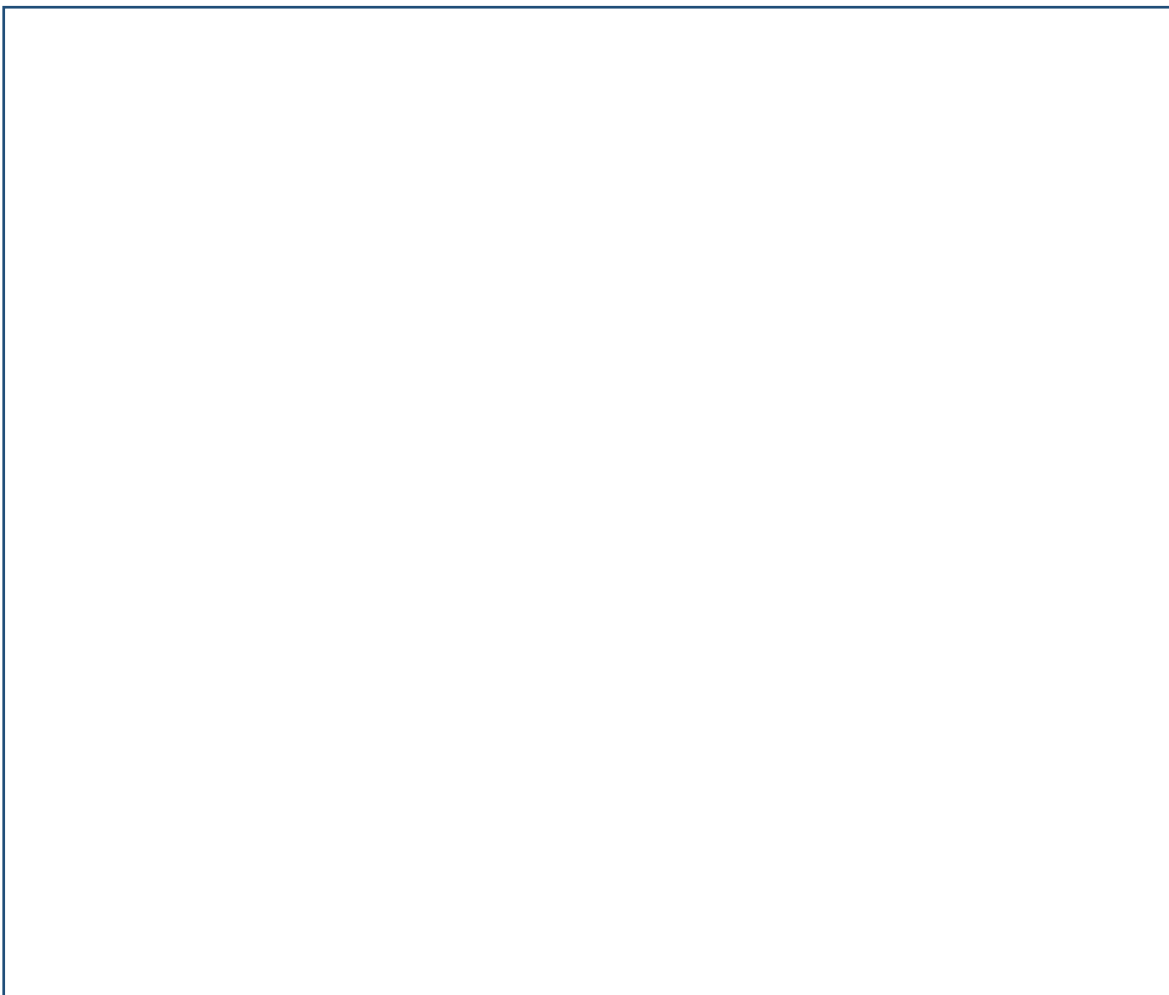




**Draw the Flow diagram of SAUs Extension System**



**Draw the governance structure of the RLB Central Agricultural University**



**Write the extension role of agricultural universities:**

The universities education commission (1949), headed by Dr. S. Radhakrishnan, recommended the establishment of 'Rural Universities' in India. The first agricultural university came into existence, at Pantnagar, Uttaranchal state (erstwhile Uttar Pradesh) in 1960. As per the report of the review committee of agricultural university extension role as:

**Teaching in extension education:** .....

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**Research in extension education:** .....

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**Extension in extension education:** .....

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**Write functions of Directorate of Extension Education:** .....

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**Application of Extension Education:** .....

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**Questions:**

1. Union Minister of Agriculture..... is also the president of ICAR
2. Secretary, DARE & Director General of ICAR.....
3. First Agriculture University established in India is .....
4. How many State Agricultural Universities in India .....
5. How many Central Agricultural Universities in India .....



**Exercise No. 2**

**Objective: To study about the group discussion.**

Group discussion is to get to know you as a person and gauge how well you will fit in to perform the specified job. The Group discussion tests how you function as a part of a team. As a leader, you will always be working in teams, as a member or as a leader. Therefore, how to becomes an important criterion for your selection to perform a specific task, leaders have to work in a team and get best results out of teamwork.

**Write down the personality traits for Group Discussion (GD):**

- 1. **Team Player:** .....  
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- 2. **Reasoning Ability:** .....  
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- 3. **Leadership:** .....  
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- 4. **Flexibility:** .....  
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- 5. **Assertiveness:** .....

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6. Initiative: .....

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7. Creativity: .....

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8. Inspiring ability: .....

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9. Listening: .....

10. Awareness: .....

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**Phases of Group Discussion**

**Initiation Techniques:**

1. Quotes: .....

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2. Definitions: .....

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3. Questions: .....

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**4. Shock statement:** .....  
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**5. Facts, Figures and Statistics:** .....  
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**6. Short story:** .....  
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**7. General statement:** .....  
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**Summarization Technique:** .....  
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**Write points in mind while summarizing a discussion:** .....  
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**Exercise No. 3**

**Objective: Handling and use of audio-visual equipment (PAS, Slide projectors and Opaque projectors/epidiascope).**

**Public Address Equipments (PAS):**

Audio aids work on the principle of sound. In the absence of sound there would be no speech, music or warning of danger. Sound is the vibration that comes from the vibrating object. Another requirement of sound is the medium through which it is transmitted. This medium may be air, water or metal. Solid materials are better conductors of sound than lighter materials.

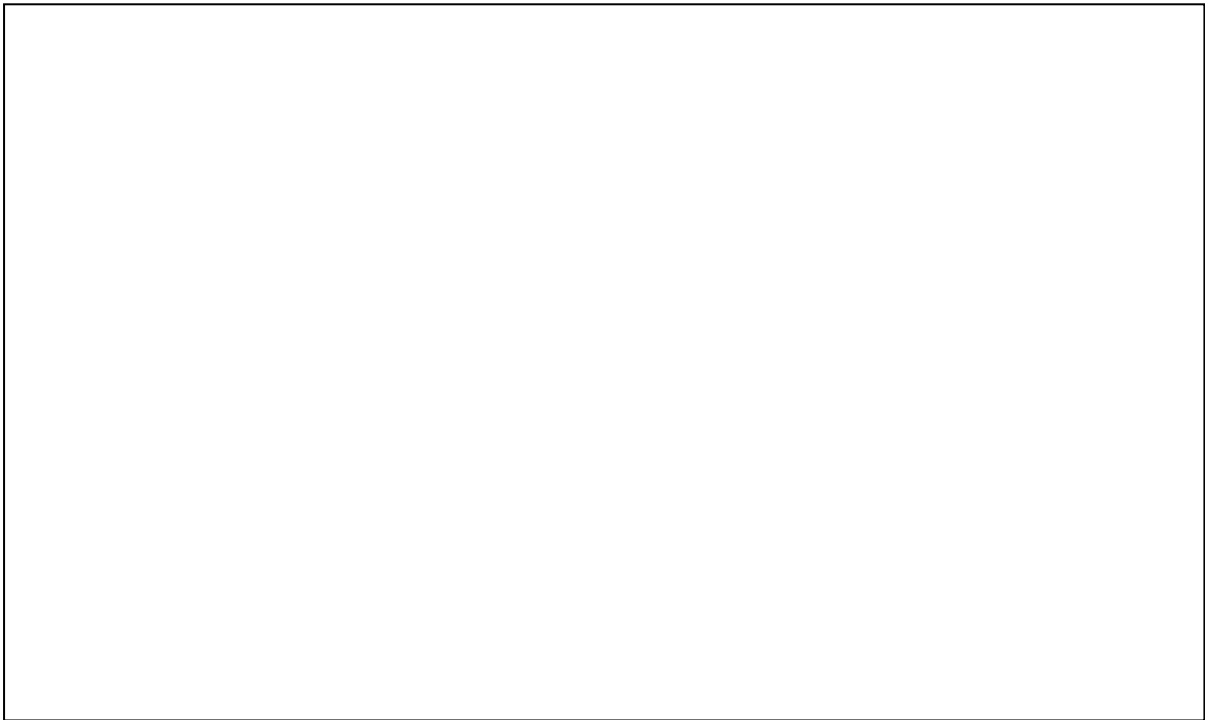
**What it is:** .....  
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**How it works:** .....  
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**Public Addressing System**

<b>Equipments</b>	<b>Functions</b>
1. Microphone	To absorb sound waves and convert it into electric waves
2. Amplifier	To the amplify electric wave of sound.
3. Horn & Unit	Convert electric waves into sound waves

**Draw the diagram of public addressing system**



**Slide projector:**

A slide projector is an opto-mechanical device to view photographic slides. Slide projectors became common since the 1950s as a form of entertainment: family members and friends would gather to view slide shows. In-home photographic slides and slide projectors have largely been replaced by low cost paper prints, digital cameras, DVD media, video display monitors, and video Projector.

**Main elements of the slide projectors:** .....

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**Write the working principle of slide projector:** .....

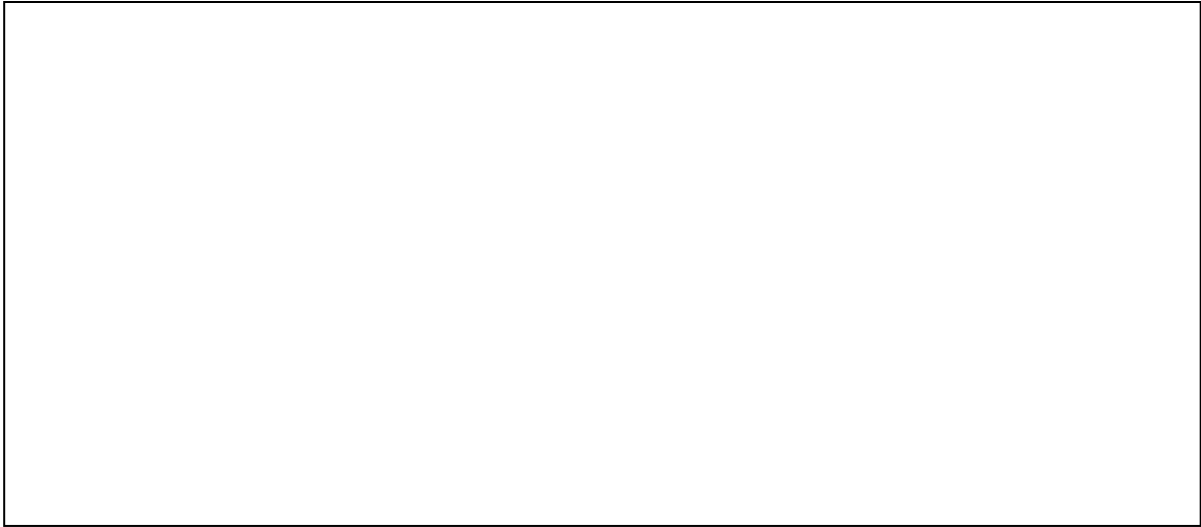
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**Types of projectors:** .....

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Draw the diagram of slide projector



**Opaque Projector /Epidiascope:** This projector is worked on reflected principles of ray. In this projection lamp illuminates the surface of non-transparent material such as maps, photographs from text, pictures, post cards etc. and enlarges an image being received on the screen.

**Write advantages of opaque projectors:** .....

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**Limitations of opaque projectors:** .....

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Draw the well labeled diagram of Opaque Projector /Epidiascope



**Exercise No. 4**

**Objective: Handling of liquid-crystal display (LCD) projector.**

A liquid-crystal display (LCD) is a flat panel display, electronic visual display, or vides display that uses the light modulating properties of liquid crystals.

**Working principle of LCD projector:** .....

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Draw the flow diagram of LCD projector



**Illuminations:**

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**LCD Characteristics:** .....

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**Write the advantages of LCD projectors:**

**Brightness** .....

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**Emission** .....

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**Geometric distortion** .....

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**Power consumptions** .....

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**Physical Aspects** .....

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**Screen Shape** .....

**Sharpness** .....

**Other advantages** .....

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**Write the disadvantages of LCD projectors:**

**Aspect Ratio** .....

**Black level** .....

**Contrast** .....

**Color and gray** .....

**Scale Accuracy** .....

**Cost** .....

**Resolution** .....

**Viewing Angle** .....

**White Saturation** .....

**Other Limitations** .....

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**Exercise No. 5**

**Objective: Preparation and use of audio-visual aids.**

Audio visual aids are those instructional devises, which may be used by a teacher or communicator in order to facilitate better understanding on the part of learners by involving their many senses, particularly those relating to seen and hearing.

**Classification of audio-visual aids**

Audio Aids	Visual Aids	Audio Visual aids
	Non-Projected Visual Aids	Non-Projected Audio-Visual aids
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	Projected Visual aids	Projected
	1.	
	2.	
	3.	
	4.	

**What are audio aids:** .....

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**What are Visual aids:** .....

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**What are audio-Visual aids:** .....

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**Write the advantages of audio-visual aids:** .....

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**Write the limitations about the audio-visual aids:** .....

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**What are points helps for planning of the visual aids**

1..... 2.....

3..... 4.....

5..... 6.....

7..... 8.....

9..... 10.....

11.....

**Which point kept in mind during the selection of Visual aids:** .....

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**Preparation of Visual aids:**

After selection of appropriate visual aids the following principles are to be considered in preparation

**Layout or design of the visual material:** .....

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**1. Caption:** .....

**2. Lettering-**.....

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.....

**Arrangement :**

**Height-** .....

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**Thickness** .....

**Shape:** .....

**Capitals:**.....

**Style:** .....

**Spacing:** .....

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**Illustration:** .....

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**Color:** .....

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## Exercise No. 6

### Objective: Preparation of extension literature: leaflet and pamphlet

**Leaflets:** A leaflet is usually a single sheet of printed matter, sometimes folded. It gives accurate or specified information on a particular topic.

**Pamphlets:** Pamphlet contains comprehensive information in greater about a particular topic with 8-12 pages and not more than 20 pages. Message is presented in complete form greater length. When compared to folder, the pamphlet serves the needs of farmers at different stages. Pamphlets can also be used to give experimental results, recommendations of crops cultural and plant protection methods etc.

**Object:** .....

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**Planning and Preparation of leaflets/ Pamphlets:** .....

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**How to write leaflet/ Pamphlets:**

**Plan for the script:** .....

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**Write the script:** .....

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**Review of the script:** .....

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**Write the advantages of leaflets/ Pamphlets:** .....

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**Note:** Prepare some subject related Leaflet and Pamphlets.

## Exercise No. 7

### Objective: Preparation of folder and booklet/bulletin

**Folders:** A folder is a single piece of paper folded once or twice. When opened, material is presented in sequence. Make sure this sequence appears in the finished folder. If not, the reader may become confused. They may be made more attractive by using photographs, line drawings and various colors of inks and paper. A 4"×8" folder is quite attractive. A width and length ratio 1:1½ may be more suitable when paper size permits, without waste. Folders are not distributed as freely as are leaflets because it is quite costly.

**Materials required:** .....

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**Procedure for folder preparation:**

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**Bulletin:** A bulletin conveys large amount of information. Its primary objective is to give information, which the reader can apply to his own local situation. It is a booklet running into more than 20 pages.

**Types of bulletin**

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**What are the point should kept in mind during the preparation of popular bulletin**

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**Note:** Students have to identify suitable topic and prepare folder and bulletin



**Objective: Preparation of news stories and success stories**

**News story:** News is anything timely that is interesting and significant to readers in respect to their personal affairs or their relation to society, and the best news is that which possess the greatest degree of this interest and significance of the greatest number.

**NEWS:** N - North, E- East, W- West, S-South. News is the information from all Sides.

**What are the news media:** .....

**Write the elements of news:** .....

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**Which factors determine news value:** .....

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Category	Factors determining news value
Most important	
Important	
Others	

## How to write news story

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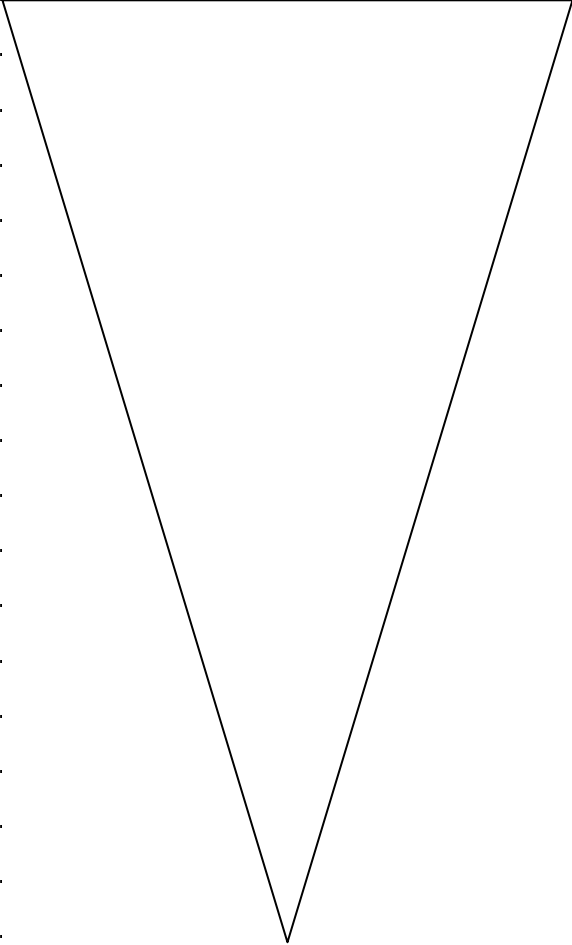
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## Examples of news story for various purposes

### 1. For publicity of forthcoming event (Example):

**News and different summer crops seminar:** New and different summer crops will be reviewed at a seminar to be held at Dalby next Friday (August 29). The seminar has been arranged by the DPI and Consolidated Fertilizers, with the cooperation of grain merchants and consultants Peter Wylie and Associates. DPI extension agronomist at Dalby, Geoff McIntyre, said a reason for holding the seminar was that Downs farmers are looking for new and different crops. Extension agronomists received many enquiries seeking this type of information.

### 2. For farmer (Example)

#### **SOILS NEED FERTILISER**

**JOBNER, July 7, 2002** "About 18.4 million tonnes of nutrients are removed from the soil every year by different crops in the country, according to agricultural experts. Writing in The Handbook- of Agriculture, brought out by the ICAR, the experts pointed out that in terms of fertilisers the removal rate is 4.2 million tonnes of Nitrogen, 2.4 million tonnes of Phosphate and 7.3 million tonnes of Potash and 4.8 millions tonnes of Lime. Production of larger yields through improved crops and intensive cultivation increases nutrient removal further and they warn that unless the soil is given sufficient doses of chemical fertilizers and other nutrients, the drain of manurial supplies will continue to make the soil poorer."







## Exercise No. 9

**Objective: Visit to village for understands the problems being encountered by the villagers/ farmers.**

Most of the farmer families belong from the rural area and they have faced many problems and have constraints which responsible to suppress the adoption process of agricultural innovations among the farmers. There are many biotic and a-biotic factors which influence the daily life of farmers.

### Detail of farmers/Villagers

Date of Interview.....Name of Interviewer.....

1. Village..... 2. Block.....
3. District.....4. Category.....
5. Education..... 6. Family type.....
7. Farm family comes under.....8. Occupation.....
9. Land holding.....(In acre)    Irrigated..... Unirrigated.....
10. Irrigation source.....
11. Annual Income.....

### 12. Cropping Pattern Adopted by Villager:-

Season	Crops	Area Under Crop
Kharif		
Rabi		
Zaid		

13. **Constraints faced by the farmers:** Please indicate your agreement or disagreement for each problems and constraints as you perceived important to those constraints by indicating (Yes/ No).

Name of constraints	Response	
A. Bio-physical constraints	Yes	No
Weed problem		
Inadequate irrigation facilities		
High cost of inputs (Seed, Plant, Fertilizer, Pesticide, Labour)		
Incidence of insect pest and diseases		
B. Socio-Economic constraints	Yes	No

Lack of timely availability of fund for arranging inputs		
Lack of adequate remunerative price for output		
Lack of proper marketing facilities		
Non-availability of insurance when crop fails		
Low profit from sale of vegetable crop		
Lack or less of subsidies on inputs		
Lack of availability of labours		
<b>C. Technological constraints</b>	Yes	No
Lack of scientific knowledge on farming		
Lack of improved practices		
Lack of cold storage system		
Lack of accountancy management		
Lack of knowledge of IPM/INM		
Lack of technical know-how		
Lack of research station, KVKs etc.		
Lack of will power in self		
Lack of suitable technology		
<b>D. Extension communication constraints</b>	Yes	No
<b>E. Environmental/Natural constraints</b>	Yes	No

**Note:** For practical purpose, the students have to perform this exercise with at 10 farmers as respondent. The students have to identify the constraints and stimulants of farmer about





**Exercise No. 10**

**Objective: Planning and preparation of micro-teaching skill.**

Power Point is a software program to enhance the oral presentation and to keep the cussed on the subject. This program is widely used in classrooms and is an effective tool when used for training purpose.

**Power-point/micro-teaching:**

Power Point presentations consist of a number of individual pages or "slides". Slides may contain text, pics, movies, and other objects, which may be arranged freely on the slide.

**Write the important step for the micro-teaching skill**

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**What are advantages of micro-teaching skill:**

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**What are dis-advantages of micro-teaching skill:**

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**Note:** Prepare power point presentation on a given topic.

**Objective: To study organization and function of DRDA**

The district rural development agency (DRDA) was established in each district in the year 1998 to provide financial assistance to rural development. This agency is headed by the collector (Chief executive officer) CEO, Zila Panchayat.

**Write the background of DRDA:**

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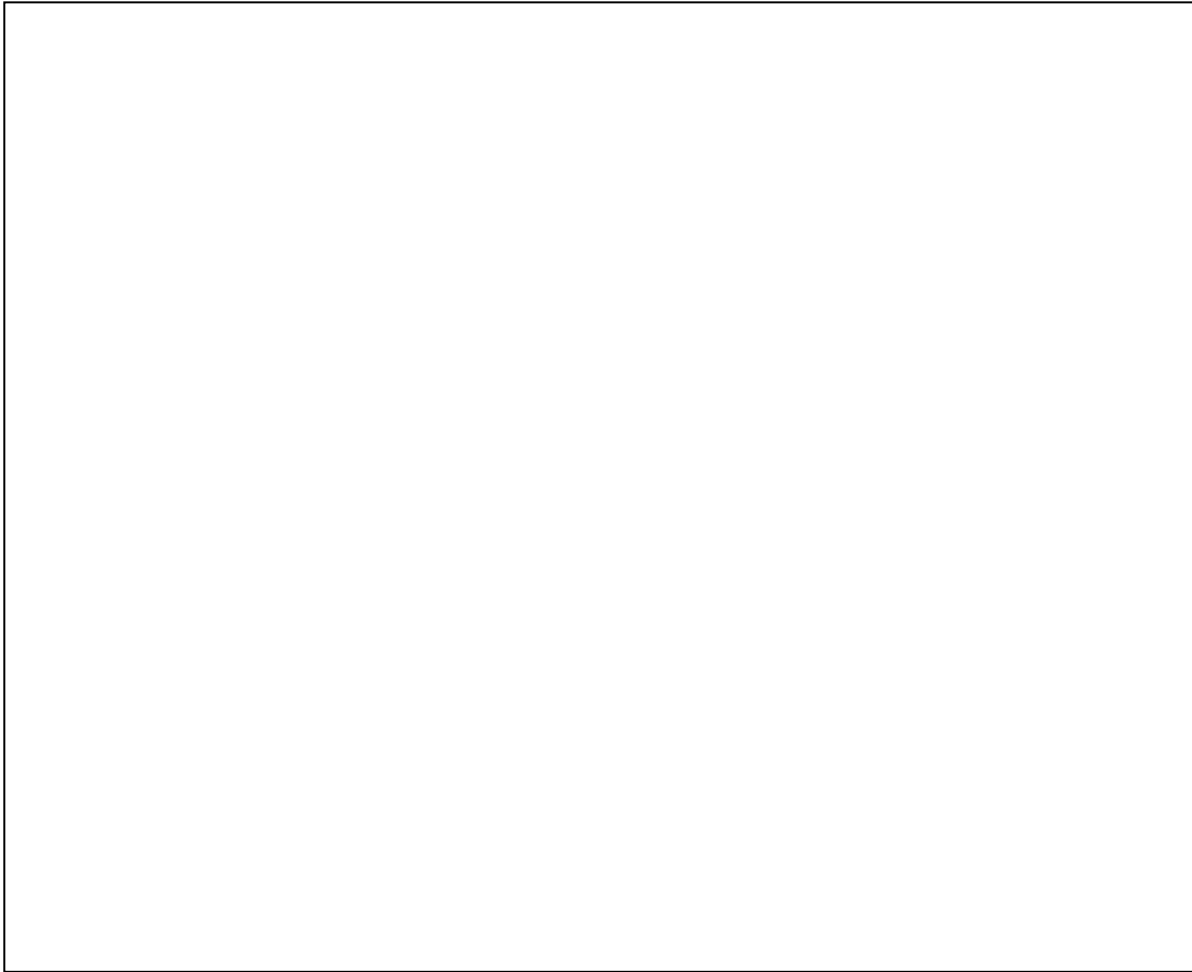
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**Organizational structure of DRDA (CHS):**



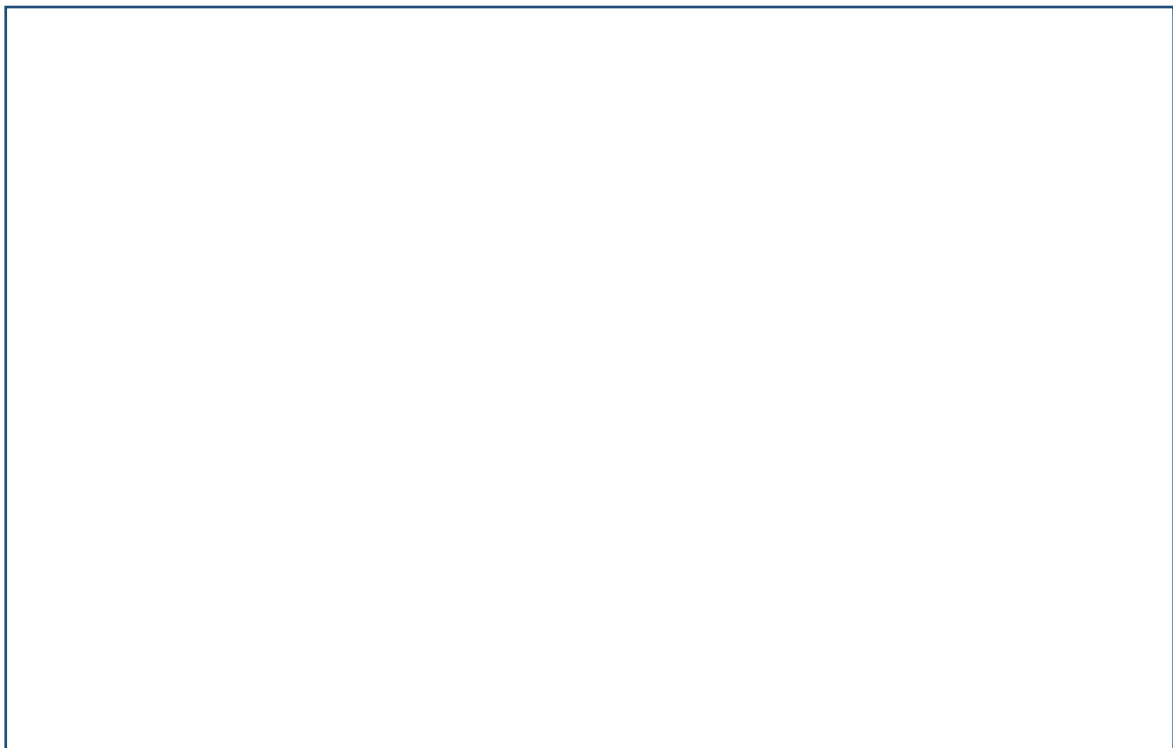


**Objective: To aware the students about ATMA programme**

ATMA is an autonomous organization registered under the society's registration Act-1860 able to receive and dispense Govt. funds, enter into contracts, maintain revolving funds, collect for and change for services etc. The heads of individual ATMA (Project Director) report to Governing Board.

Students have to visit an assigned block and collect the following information from the official of ATMA programme:

- 1. Name of block.....
- 2. Date of visit.....
- 3. Draw the organizational structure of ATMA of assigned block:



- 4. Main on-campus activities conducted under ATMA

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**Type of NGOs and their Role in Rural Development:**

**(a) Operational or Grassroots NGOs**

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**(b) Support NGOs**

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**(c) Network NGOs**

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**(d) Funding NGOs**

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**4. Direct observation:** .....

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**5. Participatory Mapping / Modeling:** .....

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**6. Transact walk:** .....

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**7. Time line:** .....

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**8. Time trend:** .....

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**9. Matrix Ranking:** .....

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**10. Seasonality/ Seasonal Analysis/ Seasonal calendars:**

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**12. Venn diagram:** .....

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**13. Wealth ranking:** .....

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**Write the limitations of PRA:** .....

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**Note:** The students will go to the village and collect information from the farmer and prepare a village development plan through using PRA techniques.

**Exercise No. 15**

**Objective: Visit to community radio and television studio for understanding the process of programme production.**

The Students have to visit the Community radio station / Television studio of an assigned district and collect the following information.

- 1. Name of Radio/ Television/ district.....
- 2. Date of visit.....
- 3. Year of start of this Radio/Television station.....
- 4. Actual address of Radio/Television station.....
- 5. Distance of Radio/ television station from the district HQ.....
- 6. Total area under Radio/television station.....
- 7. Weather the Radio/television has its own building.....
- 8. No. population covered by the stations.....
- 9. Name of the programme runs by radio/television (day wise schedule)

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**10. Staff position of Radio/Television under study**

S.No	Name of staff	Designation	Discipline	Service experience
1				
2				
3				
4				
5				
6				
7				



## Exercise No. 16

### Objective: To study about the script writing for electronic media/ television

**Television Script:** Television is an electronic motion picture with conjoined sound, both picture and sound. Nowadays TV is the most effective and widely used and approachable mass media of communication. Extension workers and agricultural scientists are frequently required to telecom agricultural programme on various topics of farmer's interest and their needs. It is therefore, necessary to give sincere thought to selection of subject, planning and writing the script.

**Write the purpose of television script:** .....

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**Selection of subject / topic for television script:** .....

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**TV scripts should be following nature:** .....

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**Planning of TV script:** .....

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**Process of writing TV script:** .....

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Synchronize the write-up and visuals chronologically and prepare fine script. Adjusted in the format:

Topic..... Date.....

Participants Name .....

Information to be given orally /Audio	Visuals to be shown (Visuals)

**Note:** Students have to identify suitable topic and prepare television script as per the aforesaid process and present in suitable forum.

**Objective: To study about the script writing for print/radio**

**Radio script:** Radio is a medium for mass communication, a tool for giving information and entertainment. It is a traditional information source for the rural people of the country in general and farmers in particular with the passing of time and other reasons the popularity of radio is slightly reducing among the urban as well as rural people.

**Write the uses of radio script:** .....

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**Write the purpose of radio script:** .....

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**How to write radio script:** .....

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**Parts of the radio script:** .....

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**Delivery the talk:** .....

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**Note:** Students have to identify suitable topic and prepare radio script as per the aforesaid process and present in suitable forum.

## Exercise No. 18

### Objective: To visit the KVK and study about its functions and activities.

KVK It is a front-line agricultural extension center financed by the Indian Council of Agricultural Research (ICAR). KVK primarily works to exert a powerful influence on the other extension system of the district, caters to the training needs of the farmers and extension functionaries and facilitates the spread of technologies tailored to the diverse environment of farmers.

The Students have to visit the KVK of an assigned district and collect the following information:

1. Name of KVK/District.....
2. Date of visit.....
3. Year of start of this KVK .....
4. Actual address of KVK.....
5. Distance of KVK from the district HQ.....
6. Total area under KVK.....
7. Weather the KVK has its own building.....
8. Name of villages adopted by the KVK.....
9. No of demonstration units available in the KVK.....
10. Name of demonstration units

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#### 11. Staff position of Radio/Television under study

S.No	Name of staff	Designation	Discipline	Service experience
1		PC		
2		SMS		
3		SMS		
4		SMS		
5		SMS		
6		SMS		
7		SMS		
8		PA		
9		PA		
10		PA		





# APPENDICES

## TO GET ACQUAINTED WITH UNIVERSITY EXTENSION SYSTEM

### Introduction:

- Agricultural research and education got major support in the first decade of the 20<sup>th</sup> century when Lord Curzon has victory of India.
- The most significant milestone was the establishment of the Imperial (now Indian) Agricultural Research Institute (IARI) at Pusa in Bihar in 1905.
- The Pusa institute suffered from a devastating earthquake in 1934 and therefore shifted to New Delhi, a central place in 1936.
- Also in 1905, 6 agricultural colleges were established in important provinces at Pune (Maharashtra), Kanpur (Uttar Pradesh), Sabour (Bihar), Nagpur (Maharashtra), Faisalabad (now in Pakistan) and Coimbatore (Tamil Nadu)
- Another significant development was the establishment of the Imperial (now Indian) Council of Agricultural Research (ICAR) in 1929, an autonomous body, on the recommendation of Royal Commission of Agriculture (1926)
- Concomitantly, a number of central commodities were constituted, mainly for commercial crops.

### Extension System of ICAR:

- The Indian Council of Agricultural Research (ICAR), New Delhi, India, is an autonomous organization under the department of Agricultural Research & Education, Ministry of Agriculture, government of India. Formerly known as Imperial council of agricultural research.
- It was established in 1929 as a registered society under the society's registration act, 1860 in pursuance of the report of the Royal Commission on Agriculture. ICAR has headquarter at new Delhi.
- The council is the apex body for coordinating, guiding & managing research and education in agriculture including horticulture, fisheries and animal science in the country. It has Deemed Universities (4), Institutions (65), National Research Centers (14), National Bureau (6), Directorates/Project Directorates (13) and (64) agricultural Universities spread across the country.
- The ICAR has played a role in enabling the country to increase the production of food grains by four, horticultural crops by six, fish by nine (Marine 5 and inland 17), milk six times & eggs 27 times since 1950.

**Extension System of SAUs/CAUs:** For improving the standard & quality of agricultural education, research & field extension, agricultural universities were started in each state since 1960. In the field of extension the role of universities are:-

1. Responsible for conducting training programmes & field trials on the farmers field to test the research findings and their applicability at field level.
2. Extension agency is a feedback of agricultural universities.
3. Act as a primary source of agricultural information & also undertaken training of extension functionaries of the developments & education training institutions.

### EXTENSION ROLE OF AGRICULTURAL UNIVERSITIES:

**Teaching in extension education:** To train and produce professionals for teaching research & field extension work and provide dynamic leadership to extension programmes through a should systematic & integrated undergraduate and post graduate teaching in extension education.

**Research in extension education:** To undertake research on various facts of extension with a view of enriching programme formulation and operation and to develop new methodology and approach for speedy transfer of new technology to farm and farm homes.

### Extension in extension education:

- 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 & extension agents.
- Provide information communication support for extension work.
- Evaluate the extent to which the project work has been successful & identify deficiencies & problems for further research.

### Application of Extension Education:

- Plan, organize, conduct production & problem-oriented training of various types and durations for extension personnel.
- Collect process and disseminate latest research findings to extension personnel or extension clients through appropriate methods and media.
- Produce information materials and teaching aids for extension personnel, trainers and farmers.
- Carry out limited frontline demonstration based on latest research findings to identify field problems or feedback to research departments.
- Provide effective farm advisory service to farmers, farm youth, extension personnel, bankers, input dealers and manufacturers, voluntary organization and other concerned with agricultural development.

## GROUP DISCUSSION

### Personality traits:

**Team Player:** It is essential for leaders to be team players. The reason: leaders always work in teams. At the beginning of his career, a leader works as a team member. And, later, as a team leader. The person who lack team skills cannot be good leaders.

**Reasoning Ability:** Reasoning ability plays an important role while expressing your opinions or ideas at a Group Discussion. For example, an opinion like 'Reduction in IIMs' fees will affect quality can be better stated by demonstrating your reasoning ability and completing the missing links between fees and quality as: 'Reduction in IIMs' fees will result in less funds beingu interact in a team invested on study material, student exchange programmes, research, student development activities, etc. Moreover, it costs money to attract good faculty, create good infrastructure and upgrade technology. 'With reduction in fees, less money will be available to perform these activities which will lead to deterioration in the quality of IIMs.

**Leadership:** A Group Discussion where participants are unable to establish a proper rapport and do not speak much. ~ A Group Discussion where participants get emotionally charged and the Group Discussion gets chaotic. ~ A Group Discussion where participants discuss the topic assertively by touching on all its nuances and try to reach the objective.

**Flexibility:** You must be open to other ideas as well as to the evaluation of your ideas: That is what flexibility is all about. But first, remember: Never ever start your Group Discussion with a stand or a conclusion. Say the topic of a Group Discussion is, 'Should India go to war with Pakistan?' Some participants tend to get emotionally attached to the topic and take a stand either in favour or against the topic, ie 'Yes, India should, or, No, India should not'. By taking a stand, you have already given your decision without discussing the topic at hand or listening to the views of your team members. Also, if you encounter an opposition with a very strong point at the 11th hour, you end up in a typical catch 22 situation:

- If you change your stand, you are seen as a fickle-minded or a whimsical person.
- If you do not change your stand, you are seen as an inflexible, stubborn and obstinate person

**Assertiveness:** You must put forth your point to the group in a very emphatic, positive and confident manner. Participants often confuse assertiveness with aggressiveness. Aggressiveness is all about forcing your point on the other person, and can be a threat to the group. An aggressive person can also demonstrate negative body language, whereas an assertive person displays positive body language

**Initiative:** A general trend amongst participants is to start a Group Discussion and get the initial attention of the group. But that is a high risk-high return strategy. Initiate a Group Discussion only if you are well versed with the topic. If you start and fail to contribute at regular intervals, it gives the impression that you started the Group Discussion just for the sake of the initial attention. Also, if you fumble, stammer or misquote facts, it may work against you. Remember: You never ever get a second chance to create a first impression.

**Creativity:** An idea or a perspective which opens new horizons for discussion on the Group Discussion topic is always highly appreciated. When you put across a new idea convincingly, such that it is discussed at length by the group, it can only be positive.

**Inspiring ability:** A good group discussion should incorporate views of all the team members. If some team members want to express their ideas but are not getting the opportunity to do so, giving them an opportunity to express their ideas or opinions will be seen as a positive trait. Caution: If a participant is not willing to speak, you need not necessarily go out of the way to ask him to express his views. This may insult him and hamper the flow of the Group Discussion.

**Listening:** Always try and strike a proper balance between expressing your ideas and imbibing ideas.

**Awareness:** You must be well versed with both the micro and macro environment. Your awareness about your environment helps a lot in your Group Discussion content, which carries maximum weightage.

### Phases of Group Discussion: Initiation Techniques:

**Quotes:** If the topic of a Group Discussion is: Should the Censor Board be abolished? You could start with a quote like, 'Hidden apples are always sweet'. For a Group Discussion topic like, Customer is King, you could quote Sam (Wal-mart) Walton's famous saying, 'There is only one boss: the customer. And he can fire everybody in the company - from the chairman on down, simply by spending his money somewhere else.

**Definitions:** Start a Group Discussion by defining the topic or an important term in the topic. For example, if the topic of the Group Discussion is Advertising is a Diplomatic Way of Telling a Lie, why not start the Group Discussion by defining advertising as, 'Any paid form of non-personal presentation and promotion of ideas, goods or services through mass media like newspapers, magazines, television or radio by an identified sponsor'?

**Questions:** It does not signify asking a question to any of the candidates in a Group Discussion so as to hamper the flow. It implies asking a question, and answering it yourself. Any question that might hamper the flow of a Group Discussion or insult a participant or play devil's advocate must be discouraged. Questions that promote a flow of ideas are always appreciated. For a topic like, Should India go to war with Pakistan, you could start by asking, 'What does war bring to the people of a nation? We had Shottonione TIs pertinent question is: what have we achieved?

**Shock statement:** Initiating a Group Discussion with a shocking statement is the best way to grab immediate attention and put forth your point. If a Group Discussion topic is, The Impact of Population on the Indian Economy, you could start with, 'At the centre of the Indian capital stands a population clock that ticks away relentlessly. It tracks 33 births a minute, 2,000 an hour, 48,000 a day. Which calculates to about 12 million every year. That is roughly the size of Australia. As a current

political slogan puts it, 'Nothing's impossible when 1 billion Indians work together.'

**Facts, Figures and Statistics:** If you decide to initiate your Group Discussion with facts, figure and statistics, make sure to quote them accurately. Approximation is allowed in macro level figures, but micro level figures need to be correct and accurate. For example, you can say, approximately 70 per cent of the Indian population stays in rural areas (macro figures, approximation allowed). But you cannot say 30 states of India instead of 28 (micro figures, no approximations). Stating wrong facts works to your disadvantage. For a Group Discussion topic like, China, a Rising Tiger, you could start with, 'In 1983, when China was still in its initial stages of reform and opening up, China's real use of Foreign Direct Investment only stood at \$636 million. China actually utilised \$60 billion of FDI in 2004, which is almost 100 times that of its 1983 statistics.'

**Short story:** Use a short story in a Group Discussion topic like, Attitude is Everything. This can be initiated with, 'A child once asked a balloon vendor, who was selling helium gas-filled balloons, whether a blue-coloured balloon will go as high in the sky as a green-coloured balloon. The balloon vendor told the child, it is not the colour of the balloon but what is inside it that makes it go high.'

**General statement:** For example, if the topic is, Should Sonia Gandhi be the prime minister of India?, you could start by saying, 'Before jumping to conclusions like, 'Yes, Sonia Gandhi should be', or 'No, Sonia Gandhi should not be', let's first find out the qualities one needs to be a good prime minister of India. Then we can compare these qualities with those that Mrs Gandhi possesses. This will help us reach the conclusion in a more objective and effective manner.'

**Summarization Technique:** Most Group Discussions do not really have conclusions. A conclusion is where the whole group decides in favour or against the topic. But every Group Discussion is summarized. You can summarize what the group has discussed in the Group Discussion in a nutshell

**What are points should be in mind while summarizing a discussion**

- Avoid raising new points.
- Avoid stating only your viewpoint.
- Avoid dwelling only on one aspect of the Group Discussion.
- Keep it brief and concise.
- It must incorporate all the important points that came out during the Group Discussion.

**HANDLING AND USE OF AUDIO VISUAL EQUIPMENTS**

**Public Address Equipments (PAS):** Public address equipment is used to amplify and reinforce the sound. Sound is conveyed to a large number of audiences so that all of them can hear. It is used for making announcements, for playing records or for singing songs.

In public address equipment the microphone converts sound waves into alternating currents which are fed into the amplifier. Amplifier is an electric device which amplifies the electric current. The amplified electric currents fluctuate in accordance with the vibrations of the sound waves. When these amplified electric currents fall into the loudspeakers, they are converted into sound waves and loud voice of the speaker is heard. Thus, the main parts of public address equipment are microphone, amplifier and loudspeaker. For operation, connect the amplifier to the proper power supply. Connect it to proper terminal in case of battery-operated amplifier; connect the microphone and pickup into the input terminals of the amplifier. Connect the pickup into the input marked "Phone". Finally connect the loudspeaker to the proper output terminals of amplifier. Switch on the amplifier and see that its pilot lamp is on. Allow it to warm for some time. Then adjust the volume control. The volume control which is in the circuit of the microphone and pickup used should be operated. Other unused volume controls should be kept at their minimum. Test the microphone. Never blow air from the mouth for testing. The moist air from the mouth damages the sensitive parts of the microphone. For testing repeat words like testing, testing. Check all the connections or circuits of the system to locate faults, if any.

Place the microphone at a distance of about 25 centimeters from the mouth of the speaker. Loudspeaker and microphone should not face each other. If they are in front of each other there will be humming sound. When test shows that microphone is picking up sound, adjust the volume and tone control to get the volume of the desired sound. After the work is over the sound system should be disconnected. The cords and other equipment should be properly stored.

**Public Addressing System**

Equipments	Functions
1. Microphone	To absorb sound waves and convert it into electric waves
2. Amplifier	To amplify electric wave of sound.
3. Horn & Unit	Convert electric waves into sound waves

**Slide projector (Main elements):** Electric incandescent light bulb or other light source (usually fan-cooled), Reflector and "condensing" lens to direct the light to the slide, Slide holder and Focusing lens

**Write the working principle of slide projector:** A flat piece of heat-absorbing glass is often placed in the light path between the condensing lens and the slide, to avoid damaging the latter. This glass transmits visible wavelengths but absorbs infrared. Light passes through the transparent slide and lens, and the resulting image is enlarged and projected onto a perpendicular flat screen so the audience can view its reflection. Alternatively, the image may be projected onto a translucent "rear projection" screen, often used for continuous automatic display for close viewing. This form of projection also avoids the audience interrupting the light stream by casting their shadows on the projection or by bumping into the

projector. It is increasingly difficult in some countries to locate photo processors who will process slide film. Several manufacturers have stopped production of slide projectors.

**Types of projectors:** Carousel slide projectors, Straight-tray slide projectors, Dual slide projectors, Overhead projectors, Single slide projectors (manual form) Viewer slide projectors Slide Cube projectors, Stereo slide projectors aids simultaneously with different polarize and Large Format Slide Projector for use in stages, at large event, or for archive advertising installations where high light output is needed.

**Opaque Projector /Epidiascope (Advantages):** Easy to operate, Projects a wide range of opaque material and Colour objects are also transmitted to screen

**(Limitations):** Need dark room, Materials sensitive to heat cannot be used for long, Trainer cannot face the trainees, Machine is too bulky to carry

### HANDLING OF LIQUID-CRYSTAL DISPLAY (LCD) PROJECTOR

**Working principle of LCD projector:** Brief information: An LCD projector is a type of video projector for displaying video, images or computer data on screen or other flat surface. To display images, LCD (liquid-crystal display) projectors typically send light from a metal-halide lamp through a prism or series of dichroic filters that separates light to three poly silicon panels - one each for the red, green and blue components of the video signal. As polarized light passes through the panels (combination of polarizer, LCD panel and analyzer), individual pixels can be opened to allow light to pass or closed to block the light. The combination of open and closed pixels can produce a wide range of colors and shades in be projected image.

**Illuminations:** Since LCD panels produce no light of their own, they require external light to produce a visible image. In a "transmissive" type of LCD, this light is provided at the back of the glass "stack is called the backlight. While passive-matrix displays are usually not backlit (eg. Calculator, wrist watches), active-matrix displays almost always are (with a few exceptions, such as display in the original Game Boy Advance). Currently, there are several co implementations of LCD backlight technologies like CCFL, EL-WLED, WLED array, RGB-LED. Today, most LCD screens are being designed with an LED backlight instead of the traditional CCFL backlight.

#### Advantages of LCD projectors:

<b>Brightness</b>	Produces very bright images due to high peak intensity. Very suitable for Brightness for environments.
<b>Emission</b>	Produce considerably lower electric, magnetic and electromagnetic fields than CRTS
<b>Geometric distortion</b>	No geometric distortion at the native resolution. Minor distortion occur for other resolutions
<b>Power consumptions</b>	Energy efficient. Consume less than 1/3 the power of a comparable CRT. Consume less electricity than a CRT and produce little heat.
<b>Physical Aspects</b>	Take up about 40% less desk space. LCDS are thin and compact
<b>Screen Shape</b>	Completely flat screen
<b>Sharpness</b>	At the native resolution, the image is perfectly sharp
<b>Other advantages</b>	Very compact and light, Very little heat emitted during operation, due to low power Consumption , The possible ability to have little or no flicker depending on backlight technology, Usually no refresh-rate flicker, because the LCD pixels hold their state between refreshes (usually done at 200 Hz or faster, regardless of the input refresh rate Is very thin, allows the monitor to be placed farther back from the user, reducing close-focusing related eye-strain Can be made in almost any size or shape No theoretical resolution limit

#### Disadvantages of LCD projectors:

<b>Aspect Ratio</b>	the aspect ratio and resolution are fixed
<b>Black level</b>	Not proficient at producing black and very dark grays. Not appropriate for use in dimly lit and dark conditions
<b>Contrast</b>	Lower contrast than CRTs Due to a poor Black-Level
<b>Color and gray</b>	Color saturation is reduced at low intensity levels due to a poor black-level. Images are satisfactory, but not accurate due to problems with black-level, gray-scale and Gamma
<b>Scale Accuracy Cost</b>	Considerably more expensive
<b>Resolution</b>	Works best at the native resolution. All other resolutions require adjusting procedures which can cause considerable deterioration of the image
<b>Viewing Angle</b>	Restricted viewing angles. Viewing angles affect the brightness, contrast and colours shown. Wide angles can lead to contrast and colour reversal
<b>White Saturation</b>	Saturation and compression can occur due to the bright-end of the intensity scale becoming overloaded. Contrast control must be carefully adjusted

<b>Other Limitations</b>	Limited viewing angle, causing colour, saturation, contrast and brightness to vary, even within the intended viewing angle, by variations in posture Uneven backlighting in some (mostly older) monitors, causing brightness distortion, especially toward the edges Display motion blur on moving objects caused by slow response times (8 ms) and eye-tracking on a sample-and- hold display, unless a strobing backlight is used. However, this stroking can cause eye-strain, as is noted next
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**Audio aids:** The instructional device through which message can be only heard are known as audio aids.

**Visual aids:** The instructional device through which help to visualization the message is known as visual aids.

**Audio - Visual aids:** The instructional device through which message can heard and seen simultaneously are known as audio visual aids

**Advantages of audio-visual aids:**

1. Attract attention and arouse interest for the people.
2. Clarifies complex idea.
3. Attract the attention of the audience.
4. Change attitude of the people.
5. Impress the idea better.
6. Convey meaning clearly.
7. Present subject in condensed form.
8. Present subjects in understanding form.
9. Reaching more number of people.
10. Sustain the interest.
11. Help in summarizing the talk.
12. Save time in presentation of a talk.
13. Helping changing

**Limitations about the audio-visual aids:**

- Extension personal should have some skill in preparing suitable visual aids.
- Some projected visual aids are costly and require power supply and they need transportation
- Require good amount of planning and preparation.
- Some audio-visual aids require good preparation by the speaker.
- Some audio-visual aids require maintenance, storage, transportation, handling and skill

**Points helps for planning of the visual aids:** Nature of the audience and their level of understanding, teaching objectives, Facilities available. Budget provision, Nature of subject matter, Familiarity of audience about subject taught. Size of audience, Availability of raw materials, Extension personals skill in using various audio-visual aids, Teachers competency, Perception capacity of visual group.

**Point to be kept in mind during the selection of Visual aids**

1. Who are our learners-Number, type, experience, education, background of the learners.
2. What is the subject matter- depending upon the subject matter the appropriate aids are to be Selected.
3. Time availability for preparation of visual aids.
4. Relative cost of the material.
5. Variety in preparation of aids.
6. What is the objective of teaching?
7. Availability of the budget?

**Preparation of Visual aids:** After selection of appropriate visual aids the following principles are to be considered in preparation

**PREPARATION OF EXTENSION LITERATURE: LEAFLET AND PAMPHLET**

**Object:**

- Provide precise and reliable scientific information told in simple and easy language about a single practice or item of interest.
- Distributed immediate as per needs of the farmer.
- To provide support to other extension methods.

**Planning and Preparation of leaflets/ Pamphlets:**

- Select a topic of economic and practical importance, for which information is needed by the audience.
- Estimate the time required to prepare the manuscript, print and dispatch, and plan the publication in such a way that it reaches the audience in time.
- Checkup availability of funds and decide on the number of copies to be printed. It may be useful to have more copies at less cost, than a few copies at high cost

**Writing leaflet/ Pamphlets:**

**Plan for the script:**

- A. Decide on your message or select topics related to the urgent needs of the farmer-have one simple practice or idea at a time.
- B. Not down all appropriate points-decide the essential points-finally arrive at the desirable points.
- C. Choose the most urgent and important one from the essential points this forms the central theme.
- D. List the remaining essential points in logical order and group the desirable points under the appropriate essential points.

**Review of the script:** Go over the writing, after the completion of it and Remove the defect and rewrite, where required

**Advantages of leaflets/ Pamphlets:** Economical. Relatively easily and quickly prepared. Can be preserved and used by readers. Supplement other information and media.

### **PREPARATION OF FOLDER AND BOOKLET/BULLETIN**

**Materials required:** White paper (Thick), Glossy paper (if available), Writing color pens, Wax crayons and Drawing pins

#### **Procedure for folder preparation:**

- Choose one idea divide the idea sub points.
- Less description for each point should be written.
- Fold the sheet of paper into 2 or 3 pieces that is called as folder.
- Each fold is considered as a page boundary for each page.
- On the front page write Topic name. Address. Small figures

#### **Types of bulletin**

1. Technical bulletin - Designed primarily to present scientific material to those working in specific fields.
2. Popular bulletin - it is useful material to people in the field of extension.

#### **Points to be kept in mind during the preparation of popular bulletin**

1. Have good eye appeal. It should be attractive to see.
2. Use direct style in writing: it should be simple, direct, clear and convincing without fine writing.
3. Make sentences light be clear, precise and definite.
4. Make sure you say what you have in mind,
5. Check and recheck A Mention important information in the first part of your sentence.
6. Have short paragraphs.
7. Plan and prepare yourself about the facts, their coordination, adoption, interpretation and application
8. Have suitable and good pictures depicting action.
9. Have number of sub heads.
10. Use colour for attractiveness
11. For readability,
12. font type of letter may be used

### **PREPARATION OF NEWS STORIES AND SUCCESS STORIES**

**News media:** Newspaper, Radio, T.V., Wall news, Hand bill etc

**Elements of news:** Immediacy, Truth and objectivity – Accuracy, Nearness or proximity, Interesting, Identity - Individual names, Timings and place of occurrence, Suspense and mystery, Amazing, Number and size of Audience, Type of audience

#### **Factors determine news value**

1. Timeliness: The timelier the information, the greater is the news value.
2. Nearness: The closer the information seems to the receiver, geographically and psychologically, the greater is its news value.
3. Consequence: The more the audience are affected by the information, the greater is its news value.
4. Human interest: Information concerning human interest elements such as new programmes, personal involvement, profitability, progress etc. have more news value.
5. Prominence: Prominent people, places, things, events carry more news value.
6. Editorial policy: The editorial policy of an organization broadly determines the kind and amounts of information it shall present to the audience.

#### **Writing news story**

1. Always use pyramid structure of news writing
2. When you have collected all the facts, write them in order of their importance.
3. Pick up most important and interesting facts for the LEAD point. Spend some time in carefully wording it.
4. Write the story next, weighing each fact as you write it.
5. To make your story good economise on words; Use the most effective words you can think of, keeping in mind the reader.
6. Use simple sentences and short paragraphs
7. There should be no ambiguity.
8. It should not ambiguity.

## FARMER SUCCESS STORY

### Guidelines for writing a success story

- Decide the topic on which the success story is to be written. The topic should be new, innovative, timely and of immediate practical utility to other farmers.
- Select specific purpose of the success story. Decide clearly what the readers are required to do or understand better as a result of the success story.
- Select an appropriate innovative farmer who is practising that vocation/ occupation successfully.
- Interview the selected farmer on a fixed date and time. Collect background information and farmers sources of information/inspiration.
- Visit the farm and observe the farming operations/techniques in detail.
- Note down those particular points of farming/occupations, which are different from other farmers.
- Collect basic information about the farmer like bio data, farm and family.
- Have the farmer photographed along with the crops, livestock etc., doing some important field operations. Get a set of action photographs, select photographs relevant to the write-up.
- Write in simple and effective language, using familiar and concrete words. Keep sentences short, clear in meaning and simple in construction. Add motivational appeal.
- Report most important facts first, followed by less important ones. Develop details in succeeding paragraphs; arranged in order of importance.
- Avoid personal opinion in the write-up.
- Avoid giving too much numerical data.
- Give complete and factual information about the farmer and the achievements.

## PLANNING AND PREPARATION OF MICRO-TEACHING SKILL

### Important steps for the micro-teaching skill

- Identifying audience and purpose to start POWER Point presentation planning, think of your
- Choosing Presentation Method
- Choosing Delivery Method
- Choosing appropriate template and design POWER Point includes 2 kinds of templates: Design templates and auto content wizard.
- Developing the Content Type the text to the POWER Point slides. Content may include charts, graphics, linking, video, and other necessary elements.
- Adding Multimedia Effects The multimedia effects are important for developing the audience
- Creating Handouts and Notes.
- Rehearsing presentation the goals for rehearsing are different for each type of Presentation. Giving presentation enough preparation is the key to deliver the presentation with full confidence.
- Refining work immediately after the presentation.

**Advantages:** Advantages for both the presenter and the listeners. To progress through a slide show, the presenter needs to click a button; this allows the presenter to maintain eye contact with his audience and use his ends for emphasis.

**Dis-advantages:** The disadvantage associated with Power Point presentations is the system requirements involved. A puter, projector, screen and electricity will all be required. It will also be necessary to dim the lights in oom to allow for proper viewing. The other disadvantage is the risk of technical difficulties. The success e presentation depends entirely on the proper functioning of technology.

## TO STUDY ORGANIZATION AND FUNCTION OF DRDA

**DRDA:** In the year 1980 – the Integrated Rural Development programme (IRDP) was (launched) extended to all the development block of the country. There were number of programmes like IRDP, DPAP( Drought Prone Area Programme), TRYSEM (Training of Rural youth for self-employment), Special livestock production programme (SLDP) & programme for women and children etc. were launched, so for minimize the administrative expenditure and result in better utilization of inputs including the personnel. The district rural development agency (DRDA) was established in each district in the year 1998 to provide financial assistance to rural development. This agency is headed by the collector (Chief executive officer) CEO, Zila Panchayat.

### Rules/functions of DRDA

- Allocation of funds for different development activities and programme.
- Distribution of funds/ release of funds to various executing agencies as per the proposal and requirement.
- Executions of works are decided in consultation with gram panchayat of the village in each block.
- Selection of project work on the basis of priority of life and of the local community can be improved.
- All the works taken under 3 tier system i.e. Zila panchayat, Janpad panchayat and some work could be taken by department concerned if the nature of work in such that panchayat raj institution is not able to execute them properly like river bridge will be done by departments.

- Overall responsibility for monitoring the simple mentation of the programme & reporting the all work taken up for the execution in the district are furnished in time.
- DRDA make suitable linkage with the developmental organization and agencies for implementation of different rural development programme.

### VISIT TO NGO AND LEARNING FROM THEIR EXPERIENCE IN RURAL DEVELOPMENT

#### Characteristics of NGOs

- NGOs are voluntarily formed: NGOs are formed voluntarily to render service to the people voluntarily who are in need with aims and objectives and self achieving goals.
- NGOs work towards development: NGOs involve in the developmental activities and implement the rural development programmes launched by the government to develop the rural people to lead better life.
- NGOs are relatively independent: NGOs do not depend on any Government or other organizations and they are relatively independent.
- They cooperate with other NGOs and government to serve the poor for the development of the rural areas. Hence, NGOs are, by and large, local organizations. Their areas of operations as well as impact are, therefore limited to small rural areas.

#### Functions of NGOs:

- Securing people's participation which is vital to the success of programmes of rural development as it increases the acceptability and utilization of the services;
- Ensuring that the benefits of rural development reach the rural poor;
- Acting as link between the administration and people to bring about changes specially in the attitude of the people through motivation and building up of awareness;
- Supplementing government programmes in rural areas by offering a wider variety of choices and alternatives;
- Functioning as watchdog of the people at the local level thereby improving the services and the accountability;
- Activating the delivery system and streamlining its functioning;
- Disseminating information;
- Demonstrating how local initiative and local resources can be effectively used;
- Training and motivating grassroots workers;
- Mobilizing community resources thereby adding to the total resources available for development; and
- Facilitating the process of change in social and economic structures so that the benefit can reach a larger number of people.

#### Type of NGOs and their Role in Rural Development:

**(a) Operational or Grassroots NGOs:** These work directly with the marginalized rural people. Along with charity and relief, they engage in following activities:

**Welfare:** Providing facilities for education, health, drinking water, roads, etc.

**Services:** Building up infrastructure in backward areas, facilitating credit supply of seeds and fertilizers, providing technological know-how, etc.

**Development of socio-economic status:** Covering all people or concentrating on the poor in an area. Implementing projects related to income-generating activities, small saving schemes, micro-credit, adult education, mother and child health, etc.

**Development of human beings:** Making people aware of rights, providing legal safeguards, checking corruption and exploitation, protecting human rights, and enabling the poor for their development

**(b) Support NGOs:** They provide services to strengthen grassroots NGOs and other agencies like Panchayati Raj institutions and cooperatives for Rural Development preparing project proposals, providing training, disseminating information through publications, conducting research, and making evaluation studies. Occasionally, they provide financial support to grassroots NGOs. Some examples of such NGOs are Participatory Research in Asia, Voluntary Health Association of India, Xavier Institute of Social Service, etc.

**(c) Network NGOs:** They are formal associations or informal groups of grassroots and/or support NGOs who meet periodically on particular local issues to promote or defend them. They reshape the agendas of donors by raising the local issues in national and international policy debate, lobbying and advocating, and thus contribute towards changing strategies for rural development. Some samples of such NGOs are Voluntary Action Network India, District Action Group in Odisha, Federation of the Voluntary Organization in Karnataka etc.

**(d) Funding NGOs:** These provide financial support to grassroots, support, and network NGOs. Such NGOs are national (CAPART in India) and international (IGSSS, USAID, FORD Foundation, etc.) agencies. Though NGOs are classified into specific categories, they overlap in the first three categories and in their activities. A support or network NGO can also be a grassroots NGO or vice versa.



## PRA TECHNIQUES AND THEIR APPLICATION IN VILLAGE DEVELOPMENT PLANNING

### Need of PRA:

- Sustained change and the need for accurate and timely information.
- It advocates that the people themselves are 'solution agents' for their problem.
- It cuts down the normal professional bias towards people.
- Reduces down the normal time-consuming long methods of survey which consumes the much-needed resources and that time. The method is cost effective, accurate and timely. To get authentic, accurate and timely information from target group.
- To avoid masking of field information by intermediaries.
- To teach the farmers in understanding their village resources and problems and solutions in a holistic manner.
- Reduces down the normal time-consuming long methods of survey which consumes the effective, accurate and timely
- To obtain solutions for certain problems from the villagers themselves.
- To use farmers criteria and understand the local environment with clear local priorities.
- To learn farmers indigenous technologies.
- To achieve for triangulation, using different methods and involving various people to check and recheck the findings.
- To develop self-critical analysis and direct contact with local needs and communities

### Characteristics of PRA:

- Carried out in the field and has an informal character.
- A multi-disciplinary team approach.
- Continuous interaction of research team with villagers to develop methods and procedures together.
- Short, intensive periods of field work alternated with analytical workshops/discussions by the team.
- Carefully selected methods/ techniques used by the team.
- Flexible use of the methods.
- Learning from & listening too, people is utmost important.
- PRA can usefully supplement the long survey methods.
- PRA has purpose and is a means to an end.
- Optical ignorance and diversity of analysis.

### PRA techniques used in village development planning

**Handing over the stick:** In order to seek good rapport with people start with what people know. Encourage local people to elicit and use their own criteria and categories of analysis and planning. Learn from errors. Have confidence that villagers can do it. Do not try to impose your interests, opinions, values or common sense during the process

**Do-it-yourself:** Roles are reversed, in which the villagers are clearly the experts; outsiders soon learn how much skill is required, say, to plough a furrow. Do-it-yourself prompts changes in attitude. Other examples of activities include leveling a field, puddling, transplanting rice, weeding, building stone gully plugs, lopping tree fodder, cutting and carrying fodder grass, milking buffaloes, fetching water, fetching firewood, digging compost, sweeping and cleaning, washing clothes, drawing water from a well, thatching, plastering a house and many more

**Secondary data review:** This include project documents, scientific documents, the results of earlier studies, annual reports, statistics, topographic and geomorphologic maps, satellite images and other official, unofficial documents, newspaper articles and others. The documents which are available at Government, Non-Government Agencies, Universities, libraries, private sources, marketing societies etc should be reviewed and evaluated

**Direct observation:** This involves the intensive and systematic capturing of observable phenomena and processes within their natural surroundings. As a rule, the results of direct observation should be cross checked with key informant's interviews to verify their correctness

**Participatory Mapping / Modeling:** This is the construction of a map of village area by villagers themselves by interaction with one another using rangoli powders or chalk or various locally available materials like cotton bolls for cotton crop, small slabs for houses, grass for grazing lands etc on the ground or a cement floor for understanding the village layout, main features such as houses, temples and other infrastructure and other resources like forests, lands, rivers, pastures, watersheds etc. There are several types of maps:

- a. Resources maps of catchments, villages, forests, fields, farms, home gardens;
- b. Social maps of residential areas of village;
- c. Wealth rankings and household assets surveys on social maps;
- d. Health mapping.

**Transact walk:** A transact walk is a kind of exploratory walk which is under taken by team along with the villagers to observe and record every send in minute detail of a particular area.

**Time line:** Time lines and historical profiles are one of the important PRA techniques which are used as a simple means of visualizing key historical events and major perceived changes e.g.soil erosion, crop shift, change in food habits, shift in livelihoods, population growth, climatic changes etc.

**Time trend:** If we depict the data obtained in time line by choosing a particular item and analyze its growth over a period of time and presented in the form of a graph or a line diagram it is called time trend, eg. yields of groundnut for the past 10 years

**Matrix Ranking:** In matrix ranking a class of objects is evaluated-by applying different criteria and assigning value to criteria. One can understand villagers' preferences and attitudes towards a particular topic by this technique.

**Seasonality/ Seasonal Analysis/ Seasonal calendars:** This is a calendar which indicates month wise (even day wise or season wise), the abnormalities, specialties, threats, problems, abundance, and shortage, with regard to agriculture in a diagrammatic way. It is an important and useful exercise to determine seasonal patterns in rural areas as related to rainfall, farming practices, employment etc.

**Venn diagram:** The term "Venn diagram" refers to a diagram developed by a person called Venn' to indicate the contribution of outside and inside agencies and individuals in the decision making process of the inhabitants of a village as perceived by the villages themselves. The Venn diagram shows the diagram of a village and its institutions.

**Wealth ranking:** It is a process by which members of a community jointly determine the relative wealthiness of all its members by taking into account all assets sources of income and liabilities of an individual family.

**Limitations of PRA:**

- PRA did not provide final absolute answers.
- PRA had a relatively small sample size and it could not provide statistically accurate data.
- PRA should be seen as complementing these more conventional approaches.
- The best possibility for the people may not be necessarily the absolute best.

## SCRIPT WRITING FOR ELECTRONIC MEDIA/ TELEVISION

**Television Script – purpose:**

- Suitable for showing visual demonstrations for objects, processes and their relationships
- Capable of producing indefinite no of identical messages.
- Capable of showing action, events as they happen.
- Provide stimulus and expose viewer to a whole range of ideas & experiences

**Selection of subject / topic for television script:** selecting a topic for TV programme following points may be considered to make the telecast useful.

- **Timeliness:** It means the subject matter is of immediate utility to the farmers.
- **Simple.** A topic involving more technical and scientific complexities is often beyond the comprehension of the farmers; hence simple topic may be preferred.
- **Practicable:** The topic which is more practicable to the audience and more easily accepted and viewed carefully.
- **Need based:** The topic related to the existing problems of the farmers received more viewership as compared to those of general importance, hence relevancy to present needs and situation of farmers may be taken care of.

**TV scripts should be following nature:** Documentary presentation (more descriptive), Question and answer, Discussions

**Planning of TV script:** Relatively more time should be devoted for planning of script than its writing. Planning is more mental while writing is relatively physical. For planning two areas are important- Planning write-up and Planning visuals

**Process of writing TV script:**

- Short by short description along with sound, music and camera instruction.
- Shooting script including sequence, scenes, shots with description, dialogues of narration
- Tele-script has a video column on the left and an audio column on the right
- Format of the script can be one single subject or message or on two or more short items, each item is itself complete.
- Script may be interview – based, documentary type or of real events or performances.
- Emphasis on action than talking

## SCRIPT WRITING FOR PRINT/RADIO

**Uses of radio script:** Announcements, Warnings relating to weather, outbreak of disease pest, Seasonal hints, New stories & new reviews, Interview and questions answers, Features, Documentaries, Short talks, Plays, sketches, ballads etc.

**Purpose of radio script:** Inform past, present & future activity, Stimulate, motivate and persuade, Widen horizons and mental outlook, breakdown prejudices and bring enlightenment. Promote favorable attitude & influence emotion. Help in guiding the listener's interest and to graph the significance of new ideas & Yangon, Give timely reminders about some practices, Report farm news

**Writing radio script:** Select a relevant topic relating to purpose. Decide the method of presentation (straight talk, interview, panel discussion etc. Collect authentic materials and arrange in order. Keep listener's view point in mind at all times. Use simple and familiar language having an informal approach. Avoid academic styles & jaw breaking words. Preferable use local information and experience. Be direct and personal. Be humorous and Use statistics sparingly.

**Parts of radio script: First part:** Attract attention toward subject. **Second part:** Analyze present situation emphasizing problem. **Third part:** Fact about recommended practice & merits. **Fourth part:** Appeal to action. **Fifth part:** Summarization

**Delivery the talk:** Rehearse the talk first, the rate of delivery should be on average 120 words per minute and be kept uniform. Use action verbs and simple words to localize the talk. Feel free and easy in front of microphone. Speak naturally and don't read. Observe mike manners: avoid noisy breathing, tuning aside mike to clear throat and do not turn you head from side to side. Be enthusiastic in presentation. Presentation should be completed within time limit.