

# **PRACTICAL MANUAL**

## **Fundamentals of Extension Education** **HSS 367 2(1+1)**

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**2020**

**College of Agriculture**  
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**Syllabus: Fundamentals of Extension Education HSS 367 2(1+1)**

Visits to study structure, functions, linkages and extension programmes of ICFRE institutes/voluntary organizations/Mahila Mandal, Village Panchayat, State Dept. of Horticulture /All India Radio (AIR). Exercises on distortion of message, script writing for farm broadcasts and telecasts, planning, preparation & use of NPVA like poster, chart, flash cards, folders etc. and AVA like OHP & 35 mm slide projector transparencies. Identification of local leaders to study their role in extension work. Evaluation of some selected case studies of forestry extension programmes. Preparation of Village Agricultural productions plan.

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

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

**Batch** .....

**Session** .....

**Semester** .....

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

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

**Credit** .....

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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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## Exercise No. 1

### Objective: To visit ICFRE institutes

The journey of ICFRE was initiated way back towards the end of the nineteenth century with the advent of scientific forestry in India and the establishment of the Forest School in Dehradun in 1878. It was on 5th June 1906 subsequently that the Imperial Forest Research Institute was founded by Government of India for taking forward forestry research in the country. In 1986 the Indian Council of Forestry Research and Education or ICFRE was formed as an umbrella organisation for taking care of forestry research, education and extension needs of the country. Finally on 1st June 1991, the ICFRE was declared an autonomous Council under the then Ministry of Environment and Forests and registered as a Society under the Societies Registration Act, 1860.

**Vision:** .....

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**Mission:** .....

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**Objectives:** .....

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**Functions:** .....

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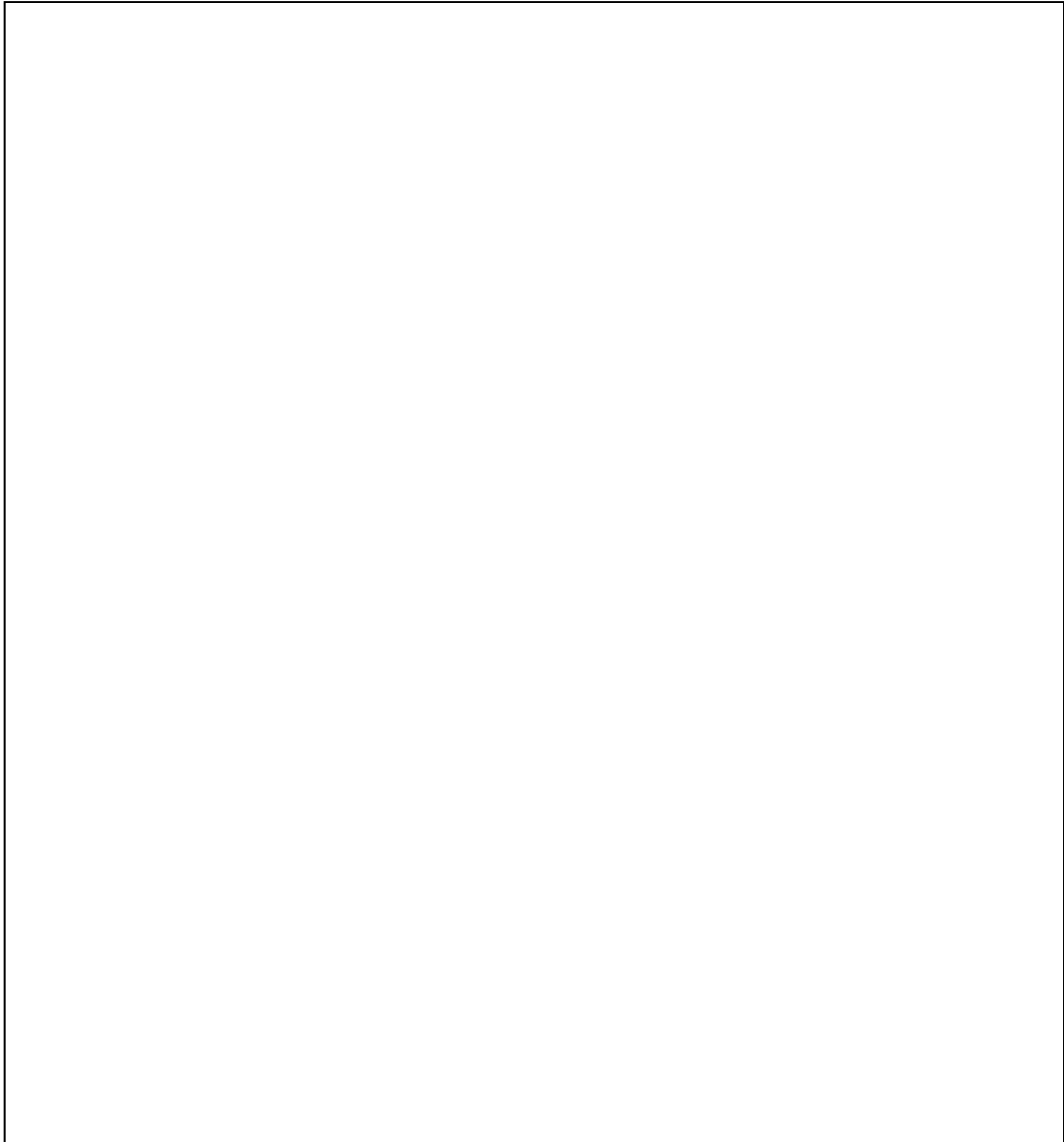
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**Draw the Organizational Structure of ICFRE:**



**Linkages institutes and Centres under the Council:** ICFRE has eight Regional Research Institutes and four Research Centres located in different Bio-geographical regions of the country to cater to the forestry research needs of the nation. The regional research Institutes are located at Dehradun, Coimbatore, Bangalore, Jabalpur, Jorhat, Jodhpur, Shimla and Ranchi and the Centres are at Allahabad, Chhindwara, Hyderabad and Aizawl.



## Exercise No. 2

### Objective: To aware the student about voluntary organization (SHG/FIG)

SHGS: In many villages several self help groups and other organizations are formed mainly by the men, women and youth of the village. These groups are formed for common interest. The activities are generally performed by the members themselves. NABARD has also supported several SHGS being constituted by the rural people.

The students have to collect the information from villagers and local leaders for identification of SHG and then the following information has to be collected from members/office bearers of SHG so that their structure and functions can be assessed:

Name of village:.....Block:.....District:.....

Total No. of SHGs in the village:.....

a) No. of male SHGS:.....

b) No. of women SHGS:.....

c) No. of youth SHGS:.....

d) Name of SHG under study:.....

Month & Year of start (Registration):.....

Total No. of Members:.....

Name of sponsoring agency of SHG:.....

Main activities of this SHG:.....

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Name of respondents (member of SHG):.....

Conclusion and feedback on the visit .....

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### Exercise No. 3

#### Objective: To visit a village to study social organizations (Mahila mandals/Youth club)

**Mahila Mandals and Youth club:** Many social activities of villages are performed by some Mahila Mandals and Youvak Mandals. These organizations many times formed according to certain functions or activities in the village. In every village certain Mahila Mandals and Youvak Mandals are found. These are mostly informal organizations and generally formed by same gender/ age group of people. Students have to identify the no. of such groups

The Students have to identify the total no. of such groups in the assigned village with the discussion of villagers and study in detail about any one organization

Name of village.....

Block.....District:  
.....

Total No. of Mahila/yuvak mandals in the village .....

a) No. of Mahila mandals.....

b) No. of Yuvak mandals.....

c) Name of mandal under study.....

Month & Year of start (Registration) .....

Total No. of Members .....

Name of sponsoring agency (if any) .....

Main activities of this mandal.....  
.....  
.....

Name of respondents .....

**Role and responsibilities:**  
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**Major activities of Mahila mandal and youth club:**  
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**Conclusion and feedback on the visit:** .....



**Exercise No. 4**

**Objective: To study the Panchayati Raj system and function of Gram Panchayat in an assigned village**

(Students will have to collect the following information about the Gram Panchayat of an assigned village)

Name of village.....Block.....District.....

Gram Panchayat: .....

Name of farmer/respondent: Shri/Smt.....

Name of village covered in the Gram Panchayat.....

Village population.....

Total no. of voters in the assigned village.....

Duration of present Gram Panchayat.....

Name of Sarpanch.....

Procedure of election of Sarpanch.....

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.....

**Function/activities of Sarpanch.....**

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Total No. of wards in the panchayat.....

No. and name of Panch(s) in the village.....

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**Procedure of election of panch: .....**

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Name of panchayat secretary (sachiv) .....

Source of funds of Gram Panchayat.....

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Function/activities of Gram Panchayat.....

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Govt. schemes run by Gram Panchayat.....

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No. of member of Gram Sabha.....

Meetings conducted of Gram Sabha.....

Role of Gram Sabha.....

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Opinion of the students about the Gram Panchayat.....

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**Draw the organizational structure of state Department of Horticulture**



## Exercise No. 6

### Objective: To visit to All India Radio (AIR) for understanding the process of programme production

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

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

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#### 10. Staff position of Radio under study

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





**Exercise No. 7**

**Objective: To study on the distortion of message in communication process**

**Concept of distortion:** Distortion refers to addition, deletion or alteration in the original message by the help of the exercise, the students will be able to understand the distortion in communication process

**Procedure:**

1. Divide the students into 3- 4 batches
2. From each group ask any one of the student to read the passage (given at the end) carefully
3. After reading the passage, ask them to pass on the message they read to their next member of the group, say, first to second-third, likewise upto last member
4. Ask everyone in the group to recall and transfer the message they heard from fellow friend to piece of paper
5. Collect all the piece of paper and count the number of word correctly reproduced or deleted
6. Finally , workout the % of accuracy of the passage
7. Find out the percentage of distortion (to a given passage ) and enter in the appropriate column

**Results of the exercise**

| S. No. of student | No. of words correctly reproduced | % | No. of extra word added | % | No. of words deleted | % |
|-------------------|-----------------------------------|---|-------------------------|---|----------------------|---|
| 1                 |                                   |   |                         |   |                      |   |
| 2                 |                                   |   |                         |   |                      |   |
| 3                 |                                   |   |                         |   |                      |   |
| 4                 |                                   |   |                         |   |                      |   |
| 5                 |                                   |   |                         |   |                      |   |
| 6                 |                                   |   |                         |   |                      |   |
| 7                 |                                   |   |                         |   |                      |   |
| 8                 |                                   |   |                         |   |                      |   |
| 9                 |                                   |   |                         |   |                      |   |
| 10                |                                   |   |                         |   |                      |   |
| 11                |                                   |   |                         |   |                      |   |
| 12                |                                   |   |                         |   |                      |   |
| 13                |                                   |   |                         |   |                      |   |

**Conclusion of the exercise:**

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**Exercise No. 8**

**Objective: To study planning and preparation of script writing for farm broadcast (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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**Note:** Students have to identify suitable topic and prepare radio script as per the aforesaid process and present in suitable forum.

### Exercise No. 9

**Objective: To study planning and preparation of script writing for farm telecast (television)**

**Television Script:** Television is an electronic motion picture with conjoined sound, both picture and sound. Nowadays TV is most effective and widely used and approachable mass media for communication. Extension workers and agricultural scientists are frequently required to telecast agricultural programmes 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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**Objective:**.....

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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. It may be adjusted in the following 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.

## Exercise No. 10

**Objective: To study planning and preparation of poster and chart.**

**Poster:** Poster is two dimension non projected visual aids and it will serve first to inspire the farmers. A good poster arouses and urges farmers to immediate action. A poster helps extension personal to get across one idea to the farmers. A poster makes the audience to become aware of the practice or idea. A poster is designed to make a public announcement of a special idea. It usually includes few words with illustration.

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Preparation of poster: .....

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Some important points are also to be kept in mind while preparing a good poster.

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Quality of good poster.....

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Attention should be taken for making good Poster:

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Limitation:.....  
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Some Examples of Poster



**Chart:**

1. Make facts and figures clear and interesting
2. Show and compare the changes
3. Show size and placement of parts.

Charts are pictures of relationships and changes. They are graphic and pictorial representations used to tabulate a large mass of information or to show a progress. They are visual services in explaining the subject matter. Charts are often referred to as symbolized visual. Charts can help to communicate difficult, often dull subject matter in an interesting and effective way in an extension work. There are innumerable varieties of charts, some of which are as follows:

1. Bar Charts:.....  
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2. Pie Charts:.....  
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3. Tabular Charts:.....  
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4. Pictorial Charts:.....

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5. Over Lay Charts:.....

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6. Pull Charts:.....

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7. Strip Charts:.....

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8. Flip Charts:.....

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Suggestions for making effective charts:.....

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Preparation of titles:.....

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**Note:** Select an ideal topic for different type of chart / poster and draw a sketch that reflects your understanding regarding the discussed text and present against the group for feedback.



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**Exercise No. 12**

**Objective: To study handling and use of audio-visual aids (OHP and 35 mm slide projector transparencies)**

**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**



**Overhead Projector:** Overhead Projector projects an image from a slide or transparency, back over the operator's shoulder to a screen. Light is furnished by a 500 to 1000 watt lamp and is reflected upward to a projection stage and into an objective lens, which is centrally supported above the stage. The light strikes a mirror and is reflected to a screen back of the operator. A piece of glass, round core square and varying from a 6" diameter to a square of 10x 10, becomes the projection stage, which forms an ideal working space. drawing may be made directly on the glass with a ceramic pencil.

**Draw the well label diagram of overhead projector**



**Write the setting and operation of OHP:**

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

**Transparent sheet:** .....

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**Pens:** .....  
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**Screen placement:** .....  
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**Wall screen:** .....  
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**Write the guidelines to produce good transparency design:** .....  
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**Exercise No. 13**

**Objective: To identify local leaders to study their role in extension work**

**Leaders:** .....

**Leadership:** .....

**Types and functions of rural Leaders exist in the village:-**

| S.NO. | Type of Rural Leader | Function of Rural Leader |
|-------|----------------------|--------------------------|
| 1     |                      |                          |
| 2     |                      |                          |
| 3     |                      |                          |
| 4     |                      |                          |
| 5     |                      |                          |
| 6     |                      |                          |
| 7     |                      |                          |
| 8     |                      |                          |
| 9     |                      |                          |
| 10    |                      |                          |

**Write the conclusion and feed-back on the visit:**

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## Exercise No. 14

**Objective: To study evaluation of some selected case studies of forestry extension programmes**

### Case study-I

**Title:** Forestry Extension: Implications for Forest Protection

**Authors:** O. M. Agbogidi<sup>1</sup> and A. U. Ofuoku<sup>2</sup>,

<sup>1</sup>Department of Forestry and Wildlife, Faculty of Agriculture, Delta State University, Asaba Campus, Delta State, Nigeria.

<sup>2</sup>Department of Agricultural Economics and Extension, Faculty of Agriculture, Delta State University, Asaba Campus, Delta State, Nigeria.

**Abstract:** The 21<sup>st</sup> century is faced with the challenges of environmental conservation, population explosion, desertification, soil erosion, pollution, other environmental threats and increased use of science and technology. It would therefore, be vital to strengthen research and education in forest and environmental protection to equip the public and the rural inhabitants adequately for survival. This review up established that forestry extension has great implications for forest protection and conservation as the importance of the environment and forest ecosystem to human survival can never be underestimated. It is emphasized that existing and emerging scientific information about biodiversity need to be communicated and new concepts and technologies in conservation need to be conveyed if sustainable forest management and development is achievable and if the present heightened loss of genetic diversity must be curtailed. The challenges of forest extension workers as identified by this paper include lack of professional and managerial capacity, serious financial crisis due to overdependence on federal government, lack of public understanding and support and non inclusion of the women folk as most extension services are directed to men who are the heads of households. The paper concluded that the ways forward among other things are reinforcement of forestry extension services, restructuring of existing forestry professional levels and strengthening of missing linkages across institutions needed for forestry extension among others.

### Case study-II

**Title:** Collaborative link between research and extension organizations: Lessons from the conseforh project experience in farm forestry with intermediary agencies.

**Authors:** Torsten Mark Kowal and Edgardo Padilla

**Summary:** The potential for developing participatory and pluralist models makes the theme of collaborative links among service/research organizations, local level development agencies and rural people one of growing interest, though it is increasingly recognised that wellfounded strategies and practical tools are required to achieve satisfactory results. In this paper, comparative advantages of research organizations are described in relation to those of local-level extension agencies. Work carried out by CONSEFORH (Honduran Dry Forest Species Conservation and Silviculture Project) is described, in which a range of rural forestry promotion services have been directed at strengthening the technical and socio-economic capacities of three intermediary development agencies. Details of the selection process and the 'toolkit' used for coordination of activities are included, followed by results of the collaborative programme to date. Differing patterns of collaboration can be attributed to the characteristics of the intermediary agencies, the limits on farm forestry implementation imposed by the type of beneficiary selected, and risks associated with soil degradation and drought. Key attributes of the

intermediary agency were their extension methodology and agility in accessing sources of financial incentives for farm forestry. Lessons are described concerning the application of coordination tools in relation to a typology of the stages through which collaborative links tend to pass over time. A key conclusion is that employing a significant degree of formality limits dependence on specific individuals, and helps to ensure that mutual trust and commitment are maintained. Other conclusions were: (i) an annual activity cycle should be established to consolidate the collaboration; (ii) multiple communication lines should be kept open between the staff responsible; (iii) mechanisms must be developed to ensure the effective participation of farmer representatives; (iv) strategy development processes will contribute to convergence of the interests of the organisations even in the mature phase of collaboration. The paper concludes that before investing resources in collaborative programmes, careful consideration should be given to the strategies and tools to be used, thus ensuring that collaboration yields reasonable returns in relation to resource and time investments and leads to sustainable field results.

**Give summary of the above forest extension case study**

**Case study-I**

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**Case study-II**

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**Exercise: Prepare a case study about the forest extension programme?**

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**Exercise No. 15**

**Objective: To prepare a village Agricultural productions plan.**

**Planning:** A realistic conceptual framework for bringing necessary and desirable changes by making best use of available resources for the betterment of the people and the society in a specific time frame.

**Level of planning:** .....

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**Levels of institutional planning:**

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**What are the common issues to local bodies for planning:**

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**Human resources for planning:** .....

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## Exercise No. 16

### Objective: To visit a village for understand 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.....
1. 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.....

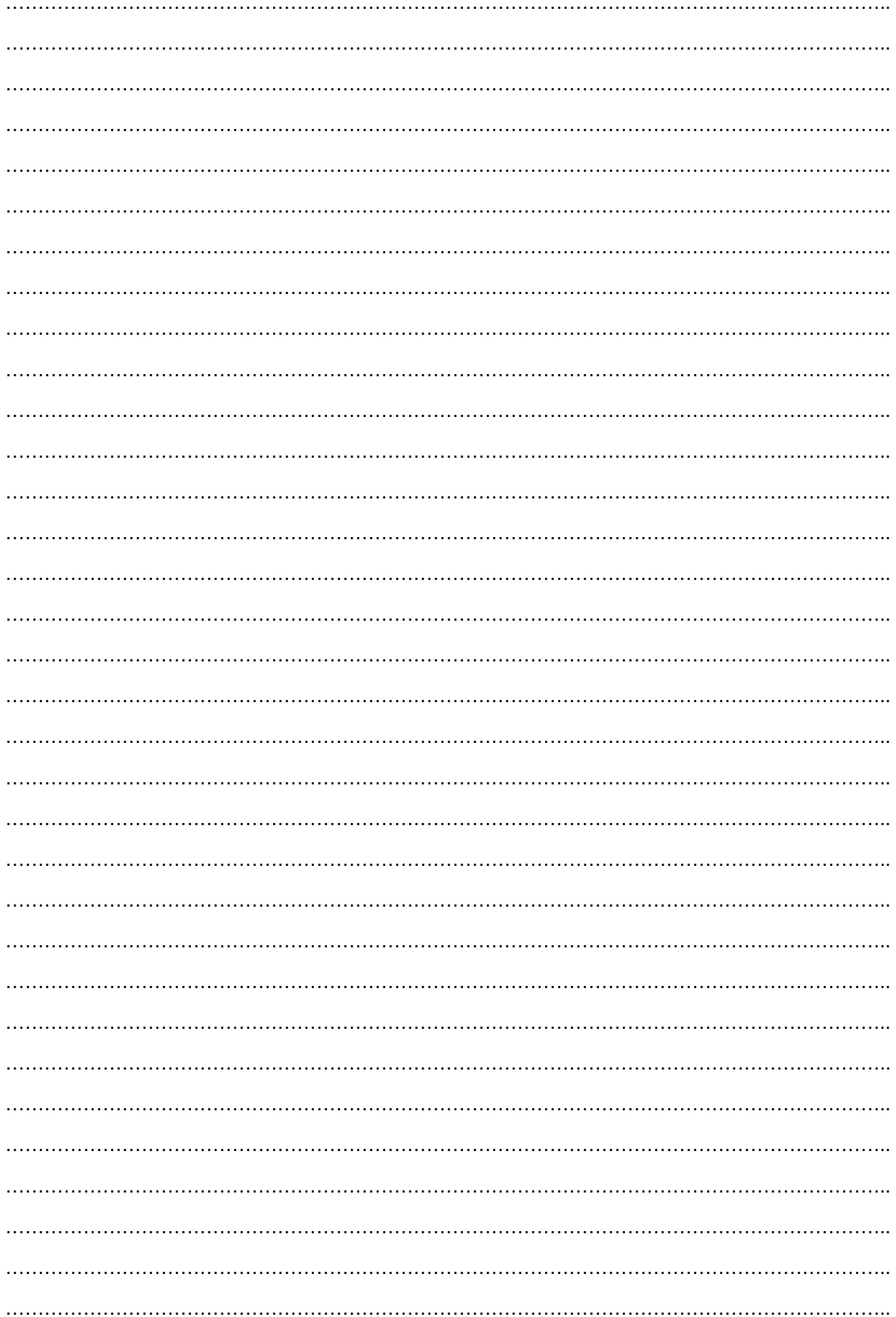
#### 12. Cropping Pattern Adopted by Villager:-

| 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 |    |
|--|----------|----|
|  | Yes      | No |
| <b>A. Bio-physical constraints</b>                               |          |    |
| Weed problem   |          |    |
| Inadequate irrigation facilities                                 |          |    |
| High cost of inputs (Seed, Plant, Fertilizer, Pesticide, Labour) |          |    |
| Incidence of insect pest and diseases                            |          |    |
| <b>B. Socio-Economic constraints</b>                             | Yes      | No |
| Lack of timely availability of fund for arranging inputs         |          |    |









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**Write the PRA techniques which used in village development planning**

**1. Handing over the stick:** .....  
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**2. Do-it-yourself:** .....  
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**3. Secondary data review:** .....  
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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. 18

### Objective: To visit 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: .....
- .....
- .....
- .....
- .....

#### 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         |            |                    |



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### VISITS OF ICFRE INSTITUTES

**Vision:** To achieve long-term ecological stability, sustainable development and economic security through conservation and scientific management of forest ecosystems.

**Mission:** To generate, advance and disseminate scientific knowledge and technologies for ecological security, improved productivity, livelihoods enhancement and sustainable use of forest resources through forestry research and education.

#### Objectives:

- To undertake, aid, promote and coordinate forestry research, education and extension leading to scientific and sustainable management of forest resources in the country.
- To align forestry research programs in the council with national priorities including achievement of Sustainable Development Goals and combating climate change.
- To provide scientific advice and policy support to the central and state governments aiding informed decision making in forestry matters of national importance and international commitments.
- To act as a repository of scientific knowledge related to forestry, environment and climate change, and disseminate such knowledge to various stakeholders.
- To provide technical assistance and support to states, forest-based industries, tree growers, farmers and others for forest protection, afforestation, agro-forestry and allied activities.
- To develop appropriate forest-based technologies, processes and products for sustainable resource use, livelihoods and economic growth.
- To provide livelihood support to forest dependent communities through transfer of scientific knowledge and appropriate forest-based technologies
- To develop technically qualified human resource for forestry sector
- To promote forestry education in the country and facilitate universities in improving quality through technical and financial support including development of uniform curricula
- To provide consultancy and capacity building services in environment and forest sector.
- To develop and maintain National Forest Library and Information Centre for forestry and allied sciences.
- To develop environment and forest extension programmes and promote the same through mass media and audio-visual aids.
- To support and advice Government on technical aspects of international conventions and treaties.
- To conduct other activities incidental and conducive to attainment of abovementioned objectives, which the council may consider necessary.

#### Functions:

- Indian Council of Forestry Research and Education (ICFRE) has been created to formulate, organize, direct, and manage forestry research; transfer the technologies developed to States and other user agencies; and impart forestry education.
- The Council deals with the solution-based forestry research in tune with the emerging issues in the sector, including global concerns such as climate change, conservation of biological diversity, combating desertification and sustainable management and development of resources. Topical research by the Council enhances public confidence in the ability of forest managers and researchers to successfully handle challenges related to natural resource management.

#### Linkages institutes and Centres under the Council:

- Research Institutes under the Council are: Forest Research Institute (FRI), Dehradun
- Institute of Forest Genetics and Tree Breeding (IFGTB), Coimbatore
- Institute of Wood Science and Technology (IWST), Bangalore
- Tropical Forest Research Institute (TFRI), Jabalpur
- Rain Forest Research Institute (RFRI), Jorhat
- Arid Forest Research Institute (AFRI), Jodhpur
- Himalayan Forest Research Institute (HFRI), Shimla
- Institute of Forest Productivity (IFP), Ranchi

**Extension program under ICFRE:** Indian council of forestry Research and Education (ICFRE), alongwith nine research institutes and five centres are spread across India, are set to work on forestry research issues of national importance for sustaining ecology and enhancing the productivity of Indian forests and plantation. National Compensatory Afforestation Fund Management and Planning Authority (National-CAMPA) having one Chairman (Union minister and 15 member) along with Director General, ICFRE.

- The National Compensatory Afforestation Fund Management and Planning Authority (National-CAMPA) Governing body approved Rs.313.67 crore scheme of ICFRE that will be spread over five year.
- Through this scheme, ICFRE and its institutes will be working on 31 major All India coordinated research project that will improve health, productivity and restore degradation of forest and plantation. Clones and varieties of important tree species will be developed and provided to farmer and state forest department for plantation. Important tropics of tree species tree fodder, fuelwood, NTFO, wild fruits, Soil moisture, biodiversity conservation and disease will be addressed.
- Forest Genetic Resource (FGR) conservation is another importance area that will be taken up at national level to conserve the gene pool for posterity and future.
- Capacity building of state forest Department for preparing" State REDD+ Action Plan is the third component of the scheme.
- By adopting the Forestry extension Plan of ICFRE reaching out to stakeholders is the main theme of this component of ICFRE.

### **PANCHAYATI RAJ SYSTEM**

Three tier system Zilla Panchayat (ZP): It is apex tier of Panchayat Raj System working at District level. It has wide jurisdiction of the development work. As Maharashtra Zilla Parishad (Panchayat) Act 1<sup>st</sup> May, 1962 Zilla Parishad came into structure of Panchayat Raj System in true sense.

#### **Constitutional Structure of Zilla Panchayat:**

- For early set up, it was stated that every 40,000 population will elect one member for Zilla Panchayat.
- All presidents of Janpad Panchayat are the members of Zilla Panchayat.
- The Dist. Collector is also participant Member. SI
- MLAS and MPs of the District are Members to vote but not to officiate
- Two Women representatives, one from Schedule Caste and One from Schedule Tribe.
- Two Persons are co-opted from District Credit Societies/ Land Development Bank of the District/ Processing cooperative in the District/ District Industrial Cooperatives or Cooperative / Educational Institute.
- Chief Executive Officer is the Secretary of the Zilla Panchayat
- The members of Zilla Panchayat elect a Chairman (Zilla Panchayat Adhyaksh) and Vice- Chairman (Zilla Panchayat Upadhyaksh).
- The District Heads of Departments take part in planning and implementing the programme.
- Chief Executive Officer (CEO) is the Administrator for Zilla Panchayat in all 55 to 85 Members are to be included in whole body of Zilla Panchayat.

**Officers of Zilla Panchayat:** 1. Chairman and Vice-Chairman. 2. Chairman each Standing Committee. 3. Chief Executive Officer. 4. Deputy Chief Executive Officers. 5. Subject Matter Specialists. 6. Ministerial Staff as Employees.

#### **Functions and Powers of Zilla Panchayat**

- The Zilla Panchayat maintain District Development fund and utilize for any type of constructive work in the District.
- Implement the programmes as per directives of the State Government.
- Zilla Panchayat looks after safety, health, education, industry and financial aspect of the people living in the district.
- They render advisory service to their Janpad Panchayat.
- They approve the budgets, plans of the plans of the Janpad Panchayat.
- Zilla Panchayat plan and prepare proposals for all items of developmental activities.
- They supervise the work of different subjects undertaken by Janpad Panchayats in coordination.
- They organize for various meetings of the members and officials.
- They keep up to date records for various programme and documentation with the help of other Departments.
- It works for the areas where Janpad Panchayats are defunct. The Zilla Panchayat advice Government in respect of related matter of Rural Development.

**Janpad Panchayat (JP):** This is second tier above the Gram Panchayat and under the Zilla Panchayat. So, it is middle or linked tier of Panchayat Raj System. This institutes plans for Block area. The long programmes are organized by officials and non-officials of Janpad Panchayat may be with the help of voluntary Institution at Block level.

**Administrative Body:** The administrative formal body of the Janpad Panchayat constitutes by including following members:

1. Sarpanchs of all Village Panchayats coming under the jurisdiction of the Development Block.
2. Local MLAS with right to vote but not to hold the office.
3. One person nominated by District Collector for every Panchayat for which no Sarpanch has been elected.
4. Reservation seats: 1/3rd seats are reserved for women, which is elected.
5. Two persons with experience in administration and public life.



6. The President and Vice-President of Janpad Panchayat are elected from the members of Janpad Panchayat.
7. Chief Executive Officer is appointed by Government as Official man and he is the Chief Executive of Janpad Panchayat.

**Standing Committees:** A Janpad Panchayat normally has following Standing Committees:

- i) Standing Committee I: It looks after planning of Agriculture and Animal Husbandry activities.
- ii) Standing Committee II: It is made for cooperation and cottage industry.
- iii) Standing Committee III: It works for education, women's welfare and social welfare aspects.
- iv) Standing Committee IV: It plans for communication and public works facilities.
- v) Standing Committee V: The work of all types of taxation and financial aspects taken care of.

**Structure of a Committee:** Every Standing Committee of Janpad Panchayat includes seven members along with President and Vice-President. The President is the Chairman of all Standing Committee. Each Committee has independent set of powers for sanction within specified limits and arrangements while executing their work plans and schemes in prescribed forms.

### Functions and Powers of Janpad Panchayat

1. Janpad Panchayat has to channels all development programmes which would evoke people involvement and participation within their jurisdiction.
2. They have to exercise the powers for planning, executing and evaluating their programmes.
3. Janpad Panchayat has to secure firm support of the people for which the programme is implemented and continued.
4. The powers are used to make efficient use of local resources for whole block:
5. The powers are utilized to sanction the budget, plans and modification or the village level work at various locations.
6. The loans available with Development Department through Banks may be spent and recovered timely.
7. The President and Members of the Janpad Panchayat need to include economical, social and cultural aspects of Development Block.
8. Janpad Panchayat acts as inter-me diary for handing over the activities or official programme sanctioned by the Government at the village level.
9. CEO of Janpad Panchayat has to supervise over all programmes of the Janpad Panchayat and keeps on reporting to the higher authorities. He is supported with Subject Matter Specialists and Ministerial staff at his head quarter.
10. Janpad Panchayat has to reach the grass root level with felt need based programmes to the people. It has to certain the very specific local problems of different nature and the same have to be presented in the form of proposals to higher authority.

**Gram Panchayat (GP):** Gram Panchayat is basic village institute. It is formal and democratic structure at gross root level in the country. It acts as cabinet of the village. It is political institute. A village or groups of villages are the jurisdiction of work of Gram Panchayat.

**Structural aspects of Gram Panchayat:** Gram Panchayat is formed by election procedure according to population of 1000 in one or more villages. The adult citizen voters elect their leaders as panch of Gram Panchayat from their wards and Sarpanch of the Panchayat by observing formal voting procedure. The number of panch of a Gram Panchayat is based on the total population and wards of the village(s). Every panch has been assigned a portfolio of Gram Panchayat work. The Gram Panchayat Secretary is official man. He assists the work of Sarpanch and keeps records and documentation village. He reports periodically to the higher authorities whenever asked for. All the activities are executed by the Sarpanch and GP but the monitoring and controlling of GP is given to Gram Sabha. The funding of different activities of GPs is mostly done by the govt. aids under various schemes. Some taxation is also made by the GP for earnings.

**Gram Sabha:** Gram sabha includes all the adult citizen voters of the village. It is empowered to support or topple down the Gram Panchayat body. This Gram Sabba can contributes number of decisions taken by the Gram Panchayat and facilitate to modify the week decisions, whenever they feel. The Gram Panchayat can be established for village having population more than 1000. The villages having less population are grouped under group Gram Panchayat.

### Functions of Gram Panchayat

**a. Representative Functions:** The Sarpanch, Members and Gram Sevak represent the voice and opinion of the village people on behalf of the Gram Panchayat to the Taluka and Zilla level by attending the meetings or sending the official records.

**b. Regulatory and Administrative Functions:**

1. This institute solving the disputes of village people as individual or groups.
2. They control the behavior of people of people. Collect their opinion about various programmes
3. Gram Panchayat implements the official programme given by the authorities.
4. Conduct regular meetings and keeps records for various departments.
5. The measures are enforced for the desired safety and sanitation of the village people.

**c) Service or Development Functions:**

- Collection of taxes like house etc.
- Promotion of educational, health, agriculture and communication facilities.
- Providing health and drinking water facilities whenever the village people need.
- Produce authentic documents regarding birth, death or property details of village people.
- Looks after general welfare and immediate development of village e.g., road, fight, bazaar, community facilities etc.

## **ORGANIZATION AND FUNCTION OF STATE DEPT. OF HORTICULTURE**

### **Functions and strategy**

- Improvement in production of fruit, green leafy vegetable and potato farming in per unit area.
- Special attention over production of Fruits of much cost (mango, guava, banana, gooseberry, lychee, citrus, etc.) and green leafy vegetable (tomato, pea, bell pepper, okra, cabbage and other main vegetables) by organising timely programs.
- To make coordination among various processing programs of horticulture development.
- Development of Fruits, flowers, spices and green leafy vegetables which are reasonable for export in compact areas. For this purpose, selection of areas of specific crops should be done and proper facilities should be provided to it. Productive, pure and disease-free fruit plants, productive and certified green leafy vegetable seeds, improvement in production of basic and certified potato seed and to make farmers and horticulturists a part of this.
- To increase income of farmers of SC, ST majority areas by promoting fruit, green leafy vegetable and flower development in fields of these farmers.
- To make drip and sprinkler irrigation systems more acceptable, with a view of water harvesting and quality production. For improvement in production of horticultural crops, farmers and horticulturists should be made much aware of modern technical information.
- To promote cottage industry establishment by providing training in fruit and vegetable conservation, mushroom and betel production, bee keeping, cookery and bakery.
- To improve income and employment among farmers by promoting horticultural crops who give more income. Renovation of older, less productive and unproductive plantations.
- To lessen loss after crop picking, transfer of technical work should be done.
- To organise programs for conservative farming, integrated nutrient management and integrated pest management, so that environment could be protected and soil and production quality could be improved. On cooperative basis, for marketing of horticultural crops, formation of primary horticulture marketing cooperative committees and make them effective.

## **SCRIPT WRITING FOR FARM BROADCAST (RADIO)**

### **Radio script:**

#### **Uses of radio script:**

- |  |                                   |                                 |
|--|-----------------------------------|---------------------------------|
| • Announcements  | • New stories & new reviews       | • Short talks                   |
| • Warnings relating to weather, outbreak of disease pest | • Interview and questions answers | • Plays, sketches, ballads etc. |
| • Seasonal hints   | • Features                        |                                 |
|  | • Documentaries                   |                                 |

#### **Purpose of radio script:**

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

#### **Writing radio script:**

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

#### **Parts of the radio script:**

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

### Factors to be considered while writing

1. Write for the ear the way a script sounds are far most important than the way it looks
2. Avoid academic style. Use simple and familiar language
3. Keep listeners view point in mind at all times
4. Time your script Talk it aloud and tame it accordingly. For 10-minute programme the talk time may minutes.
5. Avoid unfamiliar terms

### 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.

### Advantages of the Radio

1. Can reach more people quickly than any other means of communication
2. Disseminate important information in time
3. It informs public about agricultural matters
4. Listeners can attend to other things or works while listening
5. Relatively cheap

### Limitations

1. No control of the extension agent over radio broadcast.
2. Generalized recommendations limit their applicability
3. Difficult to check on results (one-way communication)
4. If at the time of broadcast the farmer could not listen due to various reasons he could not hear again.

## PLANNING AND PREPARATION OF SCRIPT WRITING FOR FARM TELECAST (TELEVISION)

### Television Script

#### Purpose of television script:

- 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

#### Objectives:

1. To create general awareness amongst the people about agricultural and rural development programme.
2. To provide need based programme to the rural audience
3. To show the rural people in general, and the farmers in particular, what to do, how to do and with what a result

**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

## PLANNING AND PREPARATION OF POSTER AND CHART

**Preparation of Poster:** Following factors are to be kept in mind while preparing a good Poster.

1. Each poster should promote single idea or practice at a time.
2. Use few and familiar words that impress your message simple and clear.
3. Maintain proper spacing between words and illustration.
4. Each poster should contain dramatic pictures that will make people to stop and look at it.
5. Keep the letters, illustrations bold and clear.
6. Use pleasant colours to make it attractive, but restrict them to not more than three per poster.
7. Size: It should be sufficiently large enough so that the audience can able to clarify from a distance.
8. The ideal size is 22"x 28", 28 x 44

**Some important points are also to be kept in mind while preparing a good Poster.**

- 1 It must able to attract attention.
- 2 It must convey the message quickly.
- 3 Must lead to action.
- 4 Targeted audiences should be kept in mind.
- 5 Try to put your message into a viewer's words.

**Display of Poster:** If posters are not placed at appropriate place that are not produced effect because they are put in a poor place hence a poster should be placed where people gather or where people pass on.

**Quality of good poster:** Attractiveness, Brevity, Clarity, Simplicity, Idea, Layout and Colour.

**Attention should be taken for making good Poster:**

- It should be prepared in advance.
- Use only quality materials.
- Message is brief.
- It creates awareness in the people.
- Announces the important message.
- Used in emergency situations to create awareness in the people.
- It is mass media, which covers large audience.

**Limitation:**

- Poster give only initial idea and cannot furnish detailed information.
- Cannot be repeated for each occasion a new poster is to be made.
- Understanding of poster by all persons is difficult.
- Corrections or changes are difficult to make.

**Chart**

1. Make facts and figures clear and interesting
2. Show and compare the changes.
3. Show size and placement of parts.

Charts are pictures of relationships and changes. They are graphic and pictorial representations used to tabulate a large mass of information or to show a progress. They are visual services in explaining the subject matter. Charts are often referred to as symbolized visual. Charts can help to communicate difficult, often dull subject matter in an interesting and effective way in an extension work. There are innumerable varieties of charts, some of which are as follows:

**Bar Charts** are made of scribes of bars along a measured scale. They are used to compare quantities at different times or under different circumstances.

**Pie Charts** are in the shape of circles, and used to show how several parts make up the whole. They may show percentages, proportions etc. eg. Soil construction milk.

**Tabular Charts** are used to bring together in compact form a mass of related data eg. time table. Tree Charts are used for showing development or growth of a thing. The origin is a single line or other representations of the trunk. The various developments are shown as branches.

Flow Charts are shown by lines, arrow, etc. They show organizational structure of development, institutions, etc.

**Pictorial Charts** gives the viewer a vivid a vivid picture and creates a rapid association with the use of graphic message like cartoons. Illustrations etc. Each visual symbol indicates quantities. This type of chart of chart is more useful for illiterate audience.

**Over Lay Charts** consist of a member of sheets which can be placed one over the other conveniently. On each individual sheet a part of the whole is drawn. This enable the viewer to sce not only the different parts, but also how they appear when one is placed over the other. After the final over lay is placed it shows the ultimate product. This type of presentation is dramatic and effective.

**Pull Charts** consists of written messages on a large sheet. Message is hidden by strips thick paper held in position. The messages can be shown to the viewer, one after another, by pulling out the concealing strips. This provides suspense to the viewer.

**Strip Charts** are similar to the pull charts. Messages, words pictures etc, are concealed by 9. Using strips of thin paper instead of thick paper. The ends of thin paper strips are pinned or pasted at both ends of the messages. Whenever the message is to be exposed one end of paper strip is stripped. This has the advantages of surprise or anticipation.

**Flip Charts** carry a series of ideas arranged sequentially. Individual charts are tacked or bound to some support and as the lesson progresses; they are flipped one after another by 10. This kind of chart exposes the audience to segments of the subject in sequence and holds attention remarkably.

#### **Suggestion for making effective chart / graph:**

- Keep the simple.
- Develop only important details.
- Include only important details.
- Make as few comparisons as possible. Too much data is confusing.
- Allow plenty of space.
- Use large sheets or boards.
- Maintain logical order in presenting from large too small or vice versa.
- Prepare charts pleasing to view.
- Use symbols, words or colors to explain the chart.
- Use lines and bars in only dimension.

**Preparation of titles:** Charts are more easily understood when they are titled with key words. The title must be readable, attractive and meaningful. Words can be used to emphasize certain parts of diagrams but words of title should be held to the minimum. Title for 8"x10", half sheets chart should be 0.5" high and for 30"x40" chart, the height should be about 2.50". Labels, legends and codes should be smaller.

### **PLANNING AND PREPARATION OF INFORMATION MATERIAL (FOLDER AND FLASH CARD)**

#### **Preparation of folder**

**Material required:** White paper (Thick), Glossy paper (if available), Writing color pens, Wax crayons and Drawing pits.

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

1. Choose one idea divide the idea sub points.
2. Less description for each point should be written.
3. Fold the sheet of paper into 2 or 3 pieces that is called as folder.
4. Each fold is considered as a page boundary for each page.
5. On the front page write topic name, address and small figures.

#### **Preparation of flash card**

**Material required:** Chart or drawing papers, Color pens, Scale, Pencil & Eraser, Stapler and Scissors.

#### **Procedure for flash card preparation:**

- Outline the series of pictures relating to the topic on sheet of paper and number
- Simple and meaningful pictures are drawing on each flash card. The picture should be large covering the page.
- Simple and meaningful pictures are drawn which should be attractive by the pencils, then provide the pictures with coolers. Contrast cooler should be used.
- Prepare captions on each flashcards.
- Write the caption and the brief note on each picture in the backside of preceding card.
- The story should be told to the audience while each card is held before the groups.
- Do not make many cards.
- One idea on one picture should be reflected in each card.

### **HANDLING AND USE OF AUDIO VISUAL AIDS**

#### **Slide projector:**

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

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

**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 aides simultaneously with different polarize. Large Format Slide Projector for use in stages, at large event, or for archive advertising installations where high light output is needed.

### **Overhead Projector:**

#### **Setting and operation of OHP:**

- Set up the projector on the table in the classroom with the projector lens facing the wall, black board or
- Connect to the power source and turn on switch.
- Place the transparency on the glass top in proper position.
- Adjust projector lens until image is in sharp focus.
- When writing on the transparency be careful not to obstruct the view by your hand.

#### **Materials required:**

##### **Transparent sheet:**

- Acetate sheet in rolls and 10"x 10"cut (75, 100, 125 microns)
- Cellophane paper available in assorted colours
- Used-ray sheets after removing the emulsion with potassium ferricnide and sodium thiosulphate in equal quantity of 50% solution. Strong household soda also used.

**Pens:** Sketch pen, marker pen. Glass marking pencil, crayons, any pen can be used to write and draw on transparency. One important point to be remembered is, any pen used should be of transparent color, w is image appears shadow. Fortunately, all marker pens, and sketch pens are of transparent color. Fluorescents color ink paper is also available. There are of HP pens specially manufactured for writing on a CHP transparency. These are two types; one is oil based and another is water based. Water based can be used easily with wet cloth, but oil based, carbon tetrachloride should be used for erasing. Water based pens are most effective though they cost little more than others.

**Screen placement:** Tripod screen. The screen must be place in the corner of the room.

**Wall screen:** The screen must be hung high enough for the whole audience to see if the ceiling is low; the Keen must be hung at an angle in one corner for better audience viewing. Ensure that strong daylight is entering room behind the screen nor incident directly on it. Thus, reducing the contrast of a projected picture.

#### **Guidelines to produce good transparency design:**

- Prepare a rough design
- Use simple capital lettering
- Use lines to draw attention
- Avoid vertical composition
- Each transparency to one main idea
- 8-10lines per each transparency
- Limit 6-10 words per each line X
- Use two or three colors
- Transparencies: are mounted and serially numbered

#### **Techniques effective for OHP**

- Prepare transparencies in advance.
- Put the projector 5-12 feet from the screen, depending on the size of audience
- Stand facing towards learners
- Turnoff the projector when you have finished with a transparency
- Use one basic idea in each transparency
- Transparencies 10"x 10" should be used
- If transparency is thin, it should be mounted
- Use water based O.H.P. pens for easy erasing

#### **Advantages of OHP**

- Make the talk dynamic and sustains audience interest.
- Complex idea may be clearly presented.
- Save time in presenting the talk.
- Material for transparencies are cheap and easily available.
- Equipment is very simple to operate
- Material can be revealed or presented point by point
- Beneficial for large number of audience
- Audience can make note during the session
- Light in weight and easy to operate, portable projectors are also in use.

#### **Limitations of OHP**

- Instructor must be close to the projector to change the visual.
- Effectiveness heavily depends on the presenter. 3. Require good preparation by the speaker.

## **PREPARATION OF VILLAGE AGRICULTURAL PRODUCTIONS PLAN**

**Level of planning:** Individual, Household, Group (SHG) and Neighborhood Committee

**Levels of institutional planning:** Village Committee, Gram Panchayat, Block/Panchayat Samiti, District/Zilla Parishad, State Government and Central Government

**Common issues to local bodies for planning:**

- Primary data collected at village level, starting at each neighborhood, based on PLA exercises
- Secondary data from censuses and development reports from Panchayats, Urban Local Bodies & Line Departments
- Consolidation of data at each level with pictorial depiction of current situations and indication of priority areas in terms of key indicators of development

**Human resources for planning:**

- a) Natural Resources (Water, land, vegetations, birds and animals, environment).
- b) Human Resources (Skills, knowledge, awareness, education, Innovative and creative thinking)
- c) Infrastructure Resources (Road, bridge & culvert, houses, institutions, library market etc.)
- d) Financial Resources (Individual and collective savings, Cooperative / bank loans, Panchayats own fund and Government grants)
- e) Societal Resources (Unity, social groups, CBOs, Social customs, participatory approach & harmony)

**Necessity of decentralized participatory planning process:**

- If communities are given power & responsibility of planning, implementation and monitoring for their own development, at least for activities pertaining to their respective areas, the quantum of growth, inclusiveness and sustainability is sure to increase
- Without involvement of people from all levels, especially economically & socially backward communities including women, SC/ST/OBC/Minority and Specially Challenged People, in development initiatives, particularly planning, achievement of the desired goals is not possible.
- Local problems and demands can be addressed in planning process
- It can help striking a right balance between people's expectations and limited resources.
- Planning process can enhance the capacity of all partners.

**Steps of participatory decentralized planning at state level**

- A concrete guideline prepared in simple language.
- A dedicated cadre at state, district & block levels & developing their capacity to work on mission mode.
- Piloting in a very few areas Intensive Capacity Building of ERs & Functionaries of PRIs with exposure visit to the pilot areas.
- Launch of Participatory Decentralized Planning initiative in selected areas – increasing the number gradually – not as a big bang.
- Task assignment for a fortnight – followed by fortnightly review and assignment of new set of tasks for the next fortnight and so on.

**Stages of participatory decentralized gram panchayat planning:**

- A dedicated cadre at each GP – Gram Panchayat Facilitating Team (GPFT) – with members from each village
- Capacity Building of GPFT with focus on envisioning & motivation
- Task assignment for a fortnight – fortnightly review and assignment of new set of tasks for next fortnight and so on
- Campaign at local level by local people themselves thru folk media, wall writing, film show, exposure visit etc.
- Small activities through voluntary labour & materials – on partnership mode
- Participatory Social Mapping & Natural Resource Mapping Structured Questionnaire Survey with neighbourhood level interactions

## **PRA TECHNIQUES**

**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 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 e.g., 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