THE NEOTIA UNIVERSITY
ज्ञानम् आत्म प्रदीपाय

FUNDAMENATALS OF AGRICULTURAL EXTENSION EDUCATION
Practical manual
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B.Sc Agriculture 2ⁿᵈ Semester

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CONTENTS

UNIVERSITY EXTENSION SYSTEM

The establishment of the State Agricultural Universities, based on a pattern similar to that of the land-grant universities in the United States, was a landmark in reorganizing and strengthening the agricultural education system in India. These universities became the branches of research under the ICAR and became the partners of the National Agricultural Research System (NARS). The green revolution, with its impressive social and economic impact, witnessed significant contributions from the SAUs, both in terms of trained, scientific work force and the generation of new technologies.
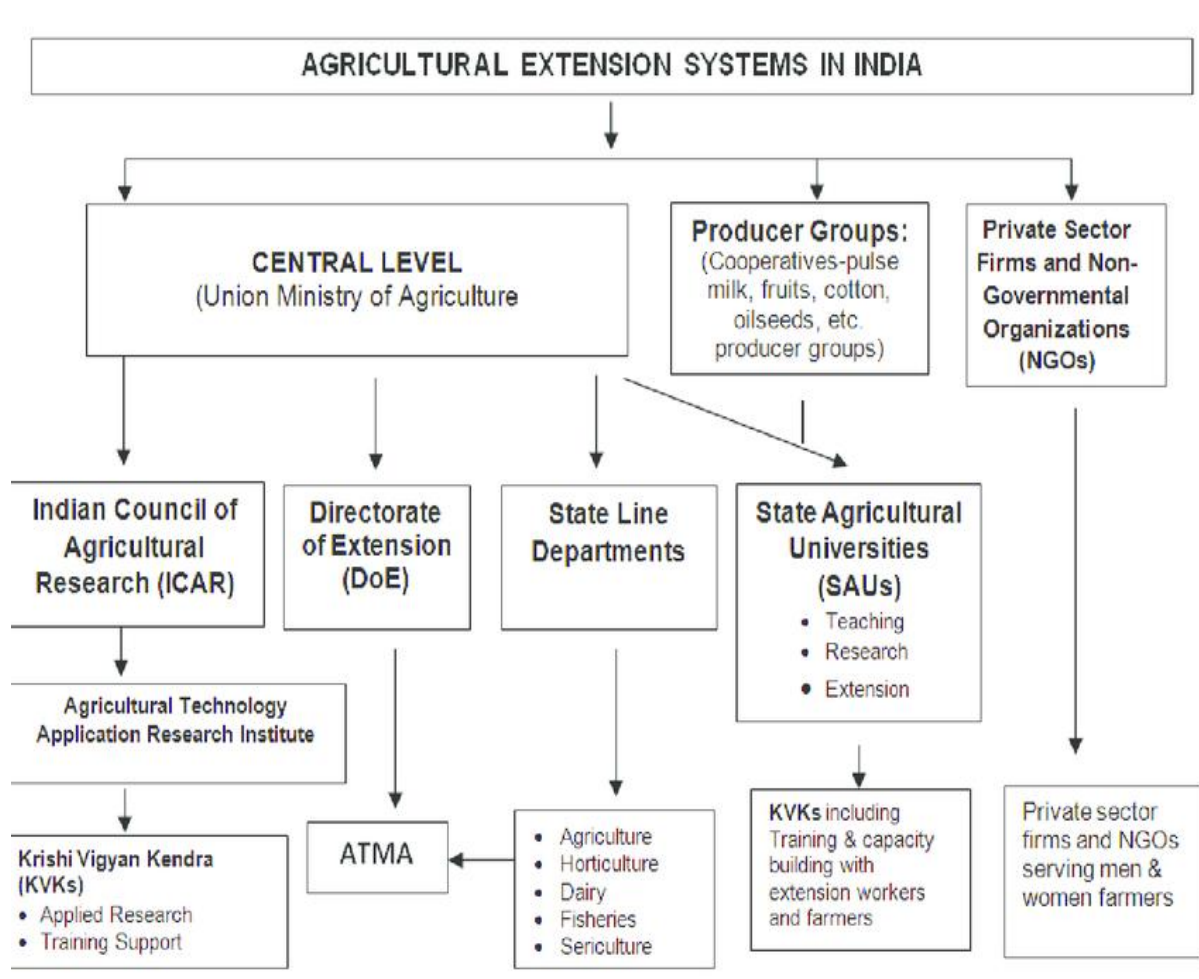
The SAUs mostly operate their extension activities through the KrishiVigyanKendras (KVKs).The first KVK, on a pilot basis, was established in 1974 at Puducherry (Pondicherry) under the administrative control of the Tamil Nadu Agricultural University (TNAU), Coimbatore.

At present there are 713 KVKs, out of which

❖ 498 are under State Agricultural Universities (SAU) and Central Agricultural University (CAU),

❖ 63 under ICAR Institutes,

❖ 101 under NGOs,

❖ 38 under State Governments,

and the remaining are under other educational institutions.

The **mandate** of KVK is Technology Assessment and Demonstration for its Application and Capacity Development.

To implement the mandate effectively, the following activities are envisaged for each KVK.

❖ On-farm testing to assess the location specificity of agricultural technologies under various farming systems.

❖ Frontline demonstrations to establish production potential of technologies on the farmers' fields

❖ Capacity development of farmers and extension personnel to update their knowledge and skills on modern agricultural technologies

❖ To work as Knowledge and Resource Centre of agricultural technologies for supporting initiatives of public, private and voluntary sectors in improving the agricultural economy of the district.

❖ Provide farm advisories using ICT and other media means on varied subjects of interest to farmers.

GROUP DISCUSSION EXERCISE

What is it?

It is that form of discourse which occurs when two or more persons, recognizing a common problem exchange and evaluate information and ideas, in an effort to solve that problem.

Purposes

1. To solve a problem (decision making)
2. To exchange information (improve understanding)
3. To motivate
4. To plan a programme of action
5. To elect or select a person for a position etc
6. To entertain
7. To hear and discuss a report
8. To form attitudes
9. To release tensions
10. To train individuals

Procedure

- Understand and adopt proper technique
- Recognition of the problem as such by the group
- Listing of as many solutions as possible
- Critical thinking and testing of these hypotheses to find the most appropriate and feasible solution
- Acceptance or rejection of the solution or solutions by the group
- Putting the accepted solution into practice
- One of the group members should take up the role of the Chairman
- Size of the group not exceed 30 persons

Role of chairman

- Make physical arrangement for the meeting. Seating arrangement should be such that everyone can see the faces of all other members.
- Introduce the members
- Announce the topic and purpose of discussion
- Follow a plan
- Build a permissive climate
- Give or get classification of value statements
- Promote evaluation of all generalizations
- Protect minority opinion
- Try to get balanced participation
- Promote group cohesion
- Remain personally neutral
- Give a final summary of discussion

Role of members

- Talk one at a time. No private conversation
- Supply relevant information
- Contribute one point at a time
- Answer questions directly, specifically and briefly
- Listen attentively
- Don't deviate from the subject
- Open minded-willingness to change the previous opinion, if required
- Support the needed leadership
- Promote group harmony

EXERCISE

Conduct a group discussion with the farmers and identify the problems.

Conduct a Group discussion exercise with other students on selection of a class representative.

AUDIO VISUAL AIDS: PREPARATION AND USE

The term "audio-visual aids" is commonly misapplied. The aids themselves must be something either audible or visual, or both. The common types of audible aids are the spoken word, recognizable sound effects, and music. The most frequently used visual aids are people, pictures, cartoons, graphics, maps, the printed word, and three-dimensional models. When we talk about a motion picture projector or a blackboard, we are talking about the means of presenting the aids, and not the aids themselves.

Audio-visual materials can be divided into those which present the aids in their original form, and those which reproduce the original form.

Visual Aid Display Equipment

Animation. Movement may be given to different types of visual aids. The materials necessary to do so fall in this section, but since they are usually improvised they cannot be specifically defined. Examples are given later in this report.

Blackboard. Black, green or other colored slate or composition board, or a specially painted surface which will "take" erasable white or colored chalk.

Bulletin Board. Flat board of cork, composition or other wood or material to which visual aids may be attached with pins, tacks or staples.

Feltboard. Any stiff, flat board covered with wool, felt or flannel. A variety of visual aids, usually cutouts of objects or strips of cardboard lettered with key words, with sandpaper or other abrasive backing, will adhere to the board. The same effect can be achieved by backing the visual aids with two-sided cellophane or masking tape, and covering the board with a piece of acetate; or by using strips of Velcro.

FlashCards. A series of stiff cards, usually small enough to be held in the hands, each of which is imprinted with one or more key words.

FlipCharts. A series of visual aids on flexible paper, fastened together at the top and mounted on a frame in such a manner that they can be flipped or folded back. The frame usually resembles a football goal post, with the charts fastened to the crosspiece.

Model or Mock-up. A three-dimensional dummy, usually made to a small scale, which may or may not have working parts. The finished model is a visual aid. We are concerned here with construction materials.

Pointer. Any long, thin strip of material, such as a stick, ruler, etc., which may be used to indicate parts of the visual aid being emphasized. One new model contains a battery-powered flash light, with a beam shaped like a small arrow. The pointer can be used to indicate a portion of a slide, projected in a darkened room, without having the pointer's shadow fall on the screen.

Visual Projection Equipment

All visual projection equipment, with the exception of mirrors, the earliest "magic lanterns" and viewing screens, requires electricity to power its lighting elements. There are five basic types of modern equipment.

Filmstrip Projector. Equipment which will advance and project a 35 mm. filmstrip, one frame at a time.

Motion Picture Projector. Equipment which will project a series of pictures on a strip of film in such rapid succession as to give the appearance of movement to objects.

Opaque Projector. Equipment which will project the image of any opaque material, either flat or three-dimensional, placed beneath its lens.

Overhead Projector. Equipment which will project the image contained on transparent slides up to 10" X 10". Each transparency must be positioned on the projector by hand. The word "overhead" is taken from the design of the equipment, which actually projects the image to a mirror held above the transparency, which in turn reflects it over the head of the speaker to the viewing surface.

Slide Projector. Equipment which will project the image contained on a small transparent slide, usually 35 mm. (2" x 2" when framed). Many of these projectors are equipped with magazines to hold a large number of slides, and operation can be either manual or automatic.

All visual reproduction equipment requires a viewing surface of some type. Screens are discussed in a later chapter, in reference to the capabilities and limitations of the different pieces of equipment.

Audio visual Equipment

Sound Motion Picture Projector. A film projector which also has equipment for reproducing sounds recorded along the edge of the film itself.

Tape Recorder. Equipment which will reproduce sounds recorded on a rolled tape. Most tape recorders can be used to place the sound on the tape, as well as reproduce it.

Film. (Used in the text as processed movie film.) A long, narrow strip of cellulose nitrate, acetate or similar material containing a succession of small transparent photographs. Common sizes are 8 and 16 millimeter, referring to the width of the strip.

Filmstrip. Same as Film, but usually in 35 mm. A filmstrip is usually compiled from a number of individual pictures taken with a 35 mm. still camera.

Graphics. Diagrammatic representation of numbers, taking several common forms such as the bar chart, line graph, or pie diagram; or a charting, such as an organization chart, flow chart, etc. Pictures are sometimes used, particularly in bar and flow charts.

Montage. A composite picture made by combining different elements. These may include photographs, lettering, magazine covers, etc.

Tape. (Used in the text in reference to tape recordings.) A narrow strip of acetate or other material, somewhat similar to film, on which sound may be electronically recorded or transcribed.

Principles for Use of A-V Aids:

The illustration, both audio and visual, of a talk is similar to the illustration of a printed report. The process generally follows these steps:

1. There must be a goal or purpose for preparing the report (speech).

2. An outline of the finished product is prepared, to be used at this point as a guide to the research.

3. Research is completed, as necessary. If the research includes the compilation of data or map studies, these may be bases for illustrations.

4. The final report (speech) is written.

5. Illustrations are added to

   a. Support statements.

   b. Graphically depict key points.

   c. Enhance the appearance of the report (speech).

   d. Add a touch of humor.

   e. Add emotional impact.

   f. Condense and simplify statistical material.

Exercise: Conduct a group presentation with a combination of proper audio-visual aids on an agriculture related topic.

PREPARATION OF EXTENSION LITERATURES: LEAFLETS, SUCCESS STORIESAND CASELET

Leaflet

It is a single printed sheet of paper of small size, containing preliminary information relating to a topic. It is made as and when needed. Generally distributed free-of-cost.

Success Story writing

Success story is a simple description of a program's Progress, Achievements and Lessons learned. Success stories can be as short as a few paragraphs or as long as 10 pages.

The 4 "Knows" of Success Stories

1.   Know what information you want to tell

2.   Know your audience

3.   Know to tailor your message to your audience

4.   Know your story Tips for writing success story

   •   Find out achiever (s)
   •   Know about success broadly
   •   Set your purpose of writing the story :
      -      **Why to write**
      -      **For whom to write**
      -      **What for to write**
   •   Decide where to publish or use
   •   Gather information with researcher's spirit
   •   Decide on headings and sub-headings
   •   Now-Before - After is a popular sequence to follow in writing
   •   Follow journalistic writing principles and practices

Writing success story on Extension/Development Programme

►   Describes positive changes brought by the programme and shows how that change benefits the people

►   The story may be about an entire program or part of a program What goes into a such a success story?

Situation

► Tell what started the program

►What problem, issue or concern needed addressing?

Response: we have taken into consideration of the followings

Inputs: staff, funding, volunteers, research, expertise

Outputs: activities like teaching, facilitation and products and material outputs

People reached: number of people and demographics Partnerships and funding sources Extension's contribution

Results

► Use quantitative and qualitative data

► Describe outcomes in terms of both value or meaning

► Who benefited and how?

► What resulted?

Evidence

► What's the evidence?

► Briefly describe how you evaluated the program to attain the reported evidence.

► Include the data collection methods

► Create an emotional hook whether success story or feature article

► Good stories/article cuts through cutters and connects to people's heart opening their mind to writer's point of view

COMPONENTS OF SUCCESS STORY

Lead

► The lead is the beginning, the most important structural element of a story

► It is ideally 20-25 words in length

Characteristics of lead

► must be accurate, short and crisp

► should reflect the mood of the story

Example of lead

"Small step for man, but a giant leap for mankind."

Body

► Mere description of the fact with figures and photographs

► Generally consist not less than 2/3rd of the success story

Characteristics of body

► must be descriptive, elaborate and informative

► should reflect the reality with data, figures and photographs

Conclusion

► Last part of the story

►   Describe outcomes in terms of both value and meaning

Characteristics of conclusion

►   Must reflect the relevancy of the story in other's situation

►   Should motivate for implications with necessary suggestions

Success story formatting features:

►   Times New Roman, 12 point

►   Single space within paragraphs, double space between paragraphs

►   Left justify headers and text

►   Bold headers

►   1.5-inch margins

►   Short paragraphs and active tense

►   Names, not like "this agent"

►   Avoid bullets, special fonts or features since they may not transfer to the

Caselets

A Case is the description of an analysis of an actual situation which has issues, which may or may not have solutions.

The situation is described in a written 'case' whose length in may vary from 3 to 10 pages or even more, depending upon the relative complexity. If it is short (1-2 pages), it may be called 'caselet'.

Learning objective:

Involving participants in careful analysis of given real life cases and facilitating in drawing lessons.

When to use:

- To improve managerial or analytical skills, such as problem solving and decision-making.
- To improve communication skills, e.g., defence of an agreement, persuasion, understanding and rephrasing art of compromise.
- To enhance ability to think independently, quickly and with good judgment
- To test ability of participants with sufficient experience or maturity to understand and to solve a problem.

How to use:

- Distribute the 'case' in advance to allow participants to read through and think about the problem and its possible solutions.
- Begin the discussion through an opening remark, such as "please describe the situation" or "what do you think is the problem".

- Write ideas on board, classifying them where possible.
- Challenge the group with probing questions, if participants remain passive; encourage them to think analytically and defend their arguments quickly.
- Move the discussion towards alternative solutions leading the group to analyze the pros and cons of each.
- Provide feedback, if necessary, but do not give definite "correct" solution.
- Summarize discussion, highlighting major points with supportive evidence.

Advantages

- Learning is done by sensitizing regarding a real life situation
- Force people to think
- Theory is applied to a life-like situation.
- Realization that real-life problems have no single 'correct' answer.
- Develops confidence in solving problems and communicating solutions to others.

Limitation

- No 'right' answer can be frustrating to some participants.

Some points to be considered in preparing a case / caselet:

- What is/was going on (in the situation you are taking as a case / caselet)?
- Is there a problem at all or an issue?
- What precisely is it (the problem/issue)?
- What caused it?
- Are we looking at causes or symptoms?
- What are the main issues?
- Why are the issues important?
- Whose problem is it?
- What precisely are the intentions or objectives of the players in the case?
- What should he/she/they try to do now?
- What possible courses of action are open?
- How realistic are the actions/solutions proposed?
- What are their possible effects?
- What lessons can be drawn from the case / caselet?

Exercise:

Write a success story containing the necessary components with proper formatting.

Prepare a leaflet promoting any rural development programme of your choice.

PRESENTATION SKILLS EXERCISE

POSTER MAKING AND PRESENTATION

- Poster is a visual combination of bold design, colour and message to catch and hold the attention of the passerby long enough to implant or to reinforce the significant idea in his mind.

- Example: Detail from the poster showing a village that practices good animal husbandry practices.

Aim

- To create awareness about the extension programme.

- To communicate to a passerby.

- To implant very quickly in a viewers mind or to make him recall a single important idea.

- To motivate people to act by repeated reminders.

Principle

- Posters are simple graphic representations with the greatest possible impact. As an advertising medium, they arrest the eye and the mind, remind the public of a message. Posters generally contain *three main features* namely

    - They announce a purpose,

    - They set conditions and

    - They recommend action.

- Posters should be attractive, brief and clear and this is the ABC principle of poster. A hand drawn poster may be used in training programmes, group meetings, farmers day, etc. printed posters may be used in large numbers in campaigns, exhibitions, etc.

Materials / facilities required

- For handmade posters, paperboards, poster colours, pencil, eraser, scale and good brushes are needed.

- For printed posters computer, litho offset press are required.

Planning

- Decide on the theme of the poster and identify the key points.

- Decide on the size of the poster (10"x 15", 15"x 20", 18"x 22", 20"x 30", 22"x 28"), caption, illustrations and the colours to be used.

- Based on the availability of funds decide on the number of copies to be produced.

- Keep in mind the date by which the posters are to be made ready.

Preparation

- Prepare a number of dummies, small but proportional to the actual size

- Ensure a balance between words and picture. The pictures should be bold without much detail.

- Put the caption in one line.

- Follow optical spacing of the letters.

- Select the best layout and make some sets of colour combinations. The picture and letters must make a contrast with the background.

- Select the best colour combination. Engage an artist if required.

- Consult a press manager and decide on the economic production of the posters.

- If only a few hand drawn posters are needed make pencil sketches and then colour the poster on a thick chart paper.

Presentation

- Put hand drawn posters in well-lighted places where the visitors are likely to assemble or pass through.

- For printed posters, ensure timely dispatch.

- Display printed posters at prominent places in time. In important places put up a number of posters closely to produce mass effect.

Follow-up

- Watch reaction of the audience.

- Ensure availability of inputs and services and commensurate with the message in the posters.

Advantages

- Helps in making announcements.

- Facilitates display of ideas to the audience.

- Quick communication of messages to a large number of people dispersed widely and in remote areas.

- Facilitates motivation of people.

Limitations

- Posters give only initial idea and cannot furnish detailed information.

- Production of good posters is a technical job and requires skill, time and money.

- Cannot be repeated. For each occasion a poster is to be made.

Exercise: Prepare and present a poster following the guidelines discussed.

MICRO TEACHING EXERCISE

What is Microteaching?

The art of teaching is a complex process, which is not limited to transferring of knowledge from one to another. It requires good verbal and non-verbal skills. It includes various techniques in order to transfer knowledge effectively. Not everyone can master it.

With the vast growth in all sectors, effective teaching skills are in great demand. Therefore, due to this demand, the concept of microteaching came into action. It is a new innovative program for teachers, which enhances their classroom attitude and behaviour. Many pre-primary education institutes have taken up micro teaching practices in order to equip teachers with an effective method of teaching.

Underlying Principles of Micro teaching:

Microteaching revolves around certain principles to improve its reach in the all-round development of the teachers.

1. One skill at one time:

Skills in microteaching are targeted one at a time. Training on particular skills are given until it is mastered. Once mastered another skill is targeted next. Thus, micro teaching aims for one skill at a time.

2. Small scale content:

Limiting the content gives more freedom and ease to the trainees. Thus, micro teaching is based upon the principle of limited content. Teachers are to prepare their lessons within the given content, therefore, it becomes easier for them to conduct their lessons.

3. Practice makes a man perfect:

Mastering skills require practice. While focusing on one skill at a time, micro teaching program also gives an opportunity to practice those skills. Lots of practice can boost the self-confidence and promote in development of teaching skills.

4. Experiments:

Experiments are the key factors in any concept. In micro teaching, many experiments are conducted in order to test the skills of the teachers.

For example, the supervisors conduct experiments where the length of the lessons, time duration, the strength of students in the class etc is changed. These skills are tested under controlled condition.

5. Instantaneous feedbacks:

Micro teaching consists of teacher-pupil and supervisor as students. Once a session ends, teacher-pupil and supervisors come up with their feedback. This feedback is given instantly after the lesson plan ends. Thus, it helps in rectifying the drawbacks.

6. Self-evaluation opportunities:

Evaluation plays an important role in any task. In micro-teaching, supervisors conduct various tests and thus there are several chances to analyse mistakes.

Evaluation gives an opportunity to understand the mistake and overcome it. This program includes a session where drawbacks are pointed out along with their solution. Thus, overall improvement becomes an easier target.

7. Continuous efforts:

Acquiring and mastering skills is a slow and ongoing process. Even after mastering a previous skill, one should continually strive for betterment. Continuous efforts make it easier to attain overall development.
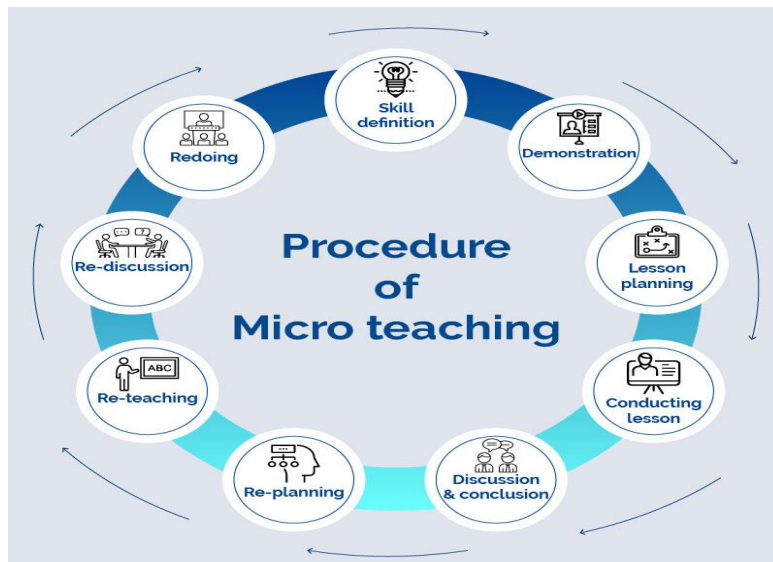
Concept of Micro teaching:

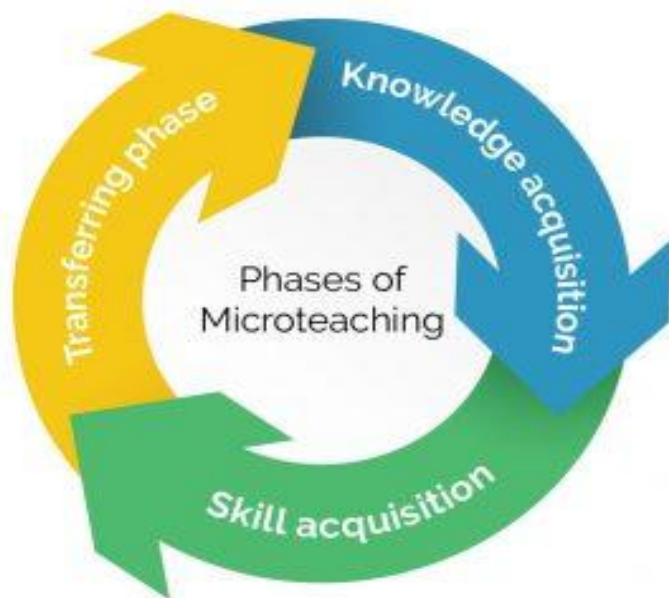Micro-Teaching is a special teaching practice model or teaching training method.

The concept of microteaching is mainly based on the following points

- *Teaching in its real form but with a minimum concept*

- *The exercise which is designed focuses mostly on the basic teaching skills with the help of feedback based on the knowledge and information of the student learning level.*

- *The teaching is conducted for students who are from different backgrounds and their intellectual abilities.*

- *Monitoring the micro-teaching exercises conducted in classrooms*

- *Enabling the prospective teachers to learn effective teaching skills.*

- *Helping the students to actively participate in teaching by providing a low-risk situation.*

- *It also offers opportunities for retraining at regular time intervals*

Procedure of Micro teaching:

Procedure of Micro teaching

3 Phases of Microteaching:

Phases of Microteaching

Benefits or Advantages of Micro Teaching:

Micro-teaching is a platform for beginner teachers to improve teaching competencies. Here are few micro teaching benefits

1. The elasticity of practice:

Micro-teaching helps in developing various skills in trainees as well as the current teaching staff. It helps in improving the handling skills of the teachers. It gives better opportunities due to small-scale teaching.

Moreover, it broadens the knowledge of various techniques of teaching.

2. Confidence booster:

Micro teaching is a personality enhancer too. Due to several micro-teaching activities and practices, micro teaching effectively increases the confidence level of the teachers. Moreover, the experience of teaching enables them to better classroom management.

3. Budget oriented:

Unlike other various programs and seminars that are very costly, micro teaching program is budget-oriented. Teachers can practice within the real class or at any other place.

4. More learning and less damage:

Micro teaching program is conducted with no more than 3-4 students at a time. This makes it possible to acquire a better teaching experience. In addition, it lessens the chances of mistakes.

5. Improves attitude:

A positive attitude contributes to better results. Thus, one of the objectives of this program is to guide the trainees to attain a positive attitude towards any criticism. As a result, negative feedbacks given in a positive way helps to motivate the trainees to strive for betterment.

6. Promotes systematic lesson planning:

Lesson planning is one of the skills that a teacher needs to master. Micro teaching program, within a given content, helps the trainee to prepare systematic lesson plans.

7. Instant feedback:

Feedbacks are the best way to improve. Micro teaching enables the teachers to gain instant feedback from the supervisors. Instant feedback gives more potential for rectifying mistakes.

8. Mastering skills:

This program helps in mastering types of micro teaching skills and strategies like lecturing, questioning, probing and initiating discussions. Further, it helps in improving a separate teaching style.

Limitations or Disadvantages of Micro Teaching:

The following mentioned are a few micro teaching limitations.

1. Hampers creativity:

Creativity is the core of any job. It flows along with the task. However, in the process of micro teaching, due to the limited period, it becomes difficult to bring out that creativity.

Thus, micro teaching does not contribute to increasing the bars of creativity.

2. Training Staff:

Better teaching promotes a better learning experience. Similarly, for better teaching, one needs to undergo better training as well.

Micro teaching course benefits teachers in gaining that experience, but it requires well-trained educators to train the teachers. Without a proper educating staff, it is impossible to implement micro teaching course.

3. Lesser students lesser interest:

Teaching is an art. However, not everyone is capable of teaching. Any job needs passion and interest. They play a key role in driving the person to strive for improvement.

In the micro teaching program, there are maximum 3-4 students, therefore, lesser students fail to motivate the teacher to improve. Instead, there are chances of teachers losing their interest altogether.

4. Wastes a lot of time:

Micro teaching is teacher-oriented activity. Here, the focus is on improving efficiency in teaching techniques. Each session lasts around 5 – 10 minutes minimum. During this period, the aim is to develop teaching skills and thus student learning is ignored. It certainly wastes the time of student, as it does not benefit him.

Further, for practising several times, various students are called at different period. This may also hamper their overall academic performance. Thus, it is advisable to conduct the training program keeping in mind all the factors.

5. Training period timing:

Micro teaching program is undoubtedly a benefiting course for the teaching staff. It is a promising method for the holistic development of the teachers in the teaching field.

However, there is one minor drawback of this program. The training period is not enough to develop all the required skills properly. In addition, one trainee needs approximately 35 minutes to practice once. Not more than ten trainees can practice once within five hours. It is certainly a time-consuming program.

6. Not realistic and practical:

Micro teaching is a very advanced form of learning however; it does have its own limitation. When it comes to teaching a diverse level of students at once, it becomes a hassle. During the training, the strength of the students is limited however when the strength of students is increased it seems like a problem.

This program manages to keep the teachers away from real classroom problems. As a result, trainees struggle in maintaining classroom behaviour. Moreover, the artificial situation does not help in preparing teachers for the real-time situation.

7. One alone is not sufficient:

Micro teaching is a concept innovated at Stanford University by Professor Robert Bush and Dwight Allen. One of the principles of micro teaching is skill enhancement.

However, these skills are targeted one at a time and so not all skills are developed within the given period. Thus, integration of different micro teaching techniques is needed.

8. One at a time:

Apart from the skills, micro teaching involves only one trainee at a time. For a single session of training, it requires approximately 35 minutes.

Exercise: Conduct a micro teaching exercise on any chosen aspect of public speaking.

VISIT TO A VILLAGE TO UNDERSTAND PROBLEMS

Name of the Village:

Block:

District:

CHARACTERISTICS OF RURAL SOCIETY: OBSERVATIONS

1. **Economicactivities:**

SL.NO.	ORDER OF IMPORTANCE	ACTIVITIES	% OF POPULATION
1	Main economic activity		
2	Secondary economic activity		
3	Tertiary economic activities		
4	Others		

Traditional caste occupations of village

i.

ii.

iii.

iv.

Village **layout** **(Diagram)**

Types of houses

Population density

Social mobility

Education

SL.NO.	LEVEL OF EDUCATION	% OF POPULATION
1	Illererate	
2	Primary school	
3	High school	
4	Inter and degree	
5	Post graduation	

Fatalism: Strong belief in fate. Attributing everything to fate.

Examples noticed in the village:

i.

ii.

iii.

 Superstitions:

i.

ii.

iii.

Did you observe homogeneity among villagers in terms of income or status:

Yes or No? Explain.

Does the villagers have sense of attachment towards their own settlement site?

Yes or No?

Other characteristics of the village:

General environment and orientation to nature:

Family :   Joint/Nuclear

Size of the village:

Material possession (Ag Implements, House hold implements etc)

Crops grown: Kharif

Rabi

Summer

Soil types

Problem soils and their percentage

Information about farmers: Small (%)

Medium (%)   **Big farmers(%)**

Irrigation facilities

Self –Sufficiency
(Cereals, Pulses, Milk, Meat, Eggs etc)

Indigenous Technical Knowledge (ITK's).

Social organizations/institutions

Standard of living

Communication facilities:

Types of groups

OTHERS

Provide a report on the problems faced by the farming community of the village, based on your observations:

VISIT TO NGO AND LEARNING FROM THEM

Organizations which are independent of government involvement are known as non-governmental organizations or NGOs or non-government organizations. NGOs are a subgroup of organizations founded by citizens, which include clubs and associations which provide services to its members and others. They are usually nonprofit organizations.

Many NGOs are active in humanitarianism or the social sciences. Surveys indicate that NGOs have a high degree of public trust, which can make them a useful proxy for the concerns of society and stakeholders.

Orientation:

- *Charities***:** Often a top-down effort, with little participation or input from beneficiaries, they include NGOs directed at meeting the needs of disadvantaged people and groups.

- *Service***:** Includes NGOs which provide healthcare (including family planning) and education.

- *Participation***:** Self-help projects with local involvement in the form of money, tools, land, materials, or labor

- *Empowerment***:** Aim to help poor people understand the social, political and economic factors affecting their lives, and to increase awareness of their power to control their lives. With maximum involvement by the beneficiaries, the NGOs are facilitators

1.   Name of the NGO:

2.   Objectives:

3.   Organizational structure:

4.   Diagram of Organizational structure:

5.   Members:

6.   Registration details:

7.   Funding:

7.   Roles and responsibilities:

8.   Records to be maintained:

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9.   Finances and Budget allocation:

10.   Activities undertaken:

11.   Problems faced and how they are solved:

14.   Other relevant information:

PRA TECHNIQUES

Participatory rural appraisal

Participatory rural appraisal (PRA) is a methodology to enhance

1. the development agent's understanding of the rural reality for the planning and development of projects; and

2. the feeling of a greater degree of ownership and responsibility in the rural poor for better results and social acceptance of the programme.

The effectiveness of participatory approaches has led donors, government organizations and NGOs to use PRA in their programmes. Participatory training is based on the belief that

- learners with their life experiences are themselves a rich source of learning;
- learning cannot be imposed; the learner can only be encouraged to learn;
- learners learn best by doing or practising an activity; and
- learning is facilitated by a positive/successful activity/experience resulting in further achievement, thereby building up a 'virtuous circle'.

Aims of participatory methods

Different participatory methods are used for different ends. Sometimes participatory approaches are the means and ends as well.

In the case of decentralized development, the ends are:

- peoples' active participation in prioritizing needs/micro-planning;
- activating the key *Panchayati Raj* institution - the *Gram Sabha; and*
- attitudinal and behavioural change in the bureaucracy.

Since village *panchayats* have to play an active role in initiating the micro-planning exercise, they need a locally relevant database that is validated by the local people. This will form the basis for setting local priorities. This should help, in turn, in the formulation of local action plans in the form of development activities/projects/programmes.

Scope of PRA

PRA is used

- To ascertain needs
- To establish priorities for development activities
- Within the scope of feasibility studies
- During the implementation phase of projects
- Within the scope of monitoring and evaluation of projects
- For studies of specific topics
- For focusing formal surveys on essential aspects, and identifying conflicting group interests.

Areas of application

- Natural resource management

- Agriculture
- Poverty alleviation/women in development programmes
- Health and nutrition
- Preliminary and primary education
- Village and district-level planning
- Institutional and policy analysis.

Importance of participatory techniques

- Participatory techniques aim to 'break the silence' of the poor and disadvantaged sections, recognize the value of popular collective knowledge and wisdom and legitimize the production of knowledge by the people themselves.
- Participatory approaches seek to be catalysts enabling and empowering the people.
- These have internalized some key techniques in adult training for learning such as

  a) linking learning to problems,
  b) linking learning to people's goals and visions, and
  c) giving trainees control over decisions on training.

- The participatory approach emphasizes flexible learning, is adaptable to the pace set by the learners/trainers and tailored to needs expressed by participants themselves.

Tools of PRA

Diagram		Priority matrix	Seasonal calendar	Time trends	Venn diagram
Map Provides alternative database Depicts differing local perception of local problems/needs	Transect Builds rapport with locals Supports maps of local resources/needs	Entire community involved in prioritizing needs and development initiatives	Helps to identify lean periods for resources and timing of supply of key farm inputs	Provides local perspective on time changes in natural resources/ecology/etc.	Helps to identify marginalized individuals and groups within the village

TECHNIQUES OF PRA

Transect walks and direct observations

These are systematic walks with key informants through the area of interest observing, asking, listening, looking and seeking problems and solutions.

Most transect walks result in the outsiders discovering surprising local practices. It has been instructive for many professionals to realize how much they do not see or do not think to ask about.

Wealth ranking and social maps

Wealth rankings are used to classify households according to relative wealth or wellbeing.

Wealth rankings are useful for leading into other discussions on livelihoods and vulnerability and producing a baseline against which future intervention impact can be measured providing a sample frame to cross check the relative wealth of informants.

Semi-structured interviews

This is guided interviewing and listening in which only some of the questions and topics are pre-determined. Other questions arise during the interview.

The interviews appear informal and conversional but are actually controlled and structured. Using a guide or check list, the multidisciplinary team poses open-ended questions and topics as they arise.

Participatory mapping and modeling

This involves constructing on the ground or on paper maps or models using materials such as sticks, stones, grasses, wood, tree leaves, coloured sands and soils, rangoli powders, coloured chalks, pens and papers.

Matrix scoring and par wise ranking

These methods are about learning about local peoples' categories, criteria, choices and priorities.

Group discussion

Group discussions help members identify and find solutions to their problems. They provide opportunities to influence participants' behaviour. The extension agents are usually the expert source of information, and hence perceived to be above their audience in status. Group discussions have the following roles in extension:

- ❖ **Increasing knowledge**
- ❖ **Attitude change**
- • Creating awareness of problems and feelings.
- • Concrete formulation of problems.
- • Change in norms.
- • Formation of opinions.
- ❖ **Behaviour change**
- • Individual decision-making.
- • Collective decision-making.
- • Confirmation of the choice.

Informal discussion

It is a group technique in which the neighbours get together in a certain house or a common place (venue) at a certain time period (once a month or once a week) to consider and communicate the common public problems, to get acquainted with the neighbours, to exchange farming information and ideas and to share common problems, in order to help each other and the community.

Exercise: Conduct PRA in a village to assess the scope of forming an egg commodity group.

EXPOSURE TO MASS MEDIA: VISIT TO COMMUNITY RADIO AND TELEVISION STUDIO

COMMUNITY RADIO:

Community radio is a radio service offering a third model of radio broadcasting in addition to commercial and public broadcasting.

Purpose:

- Community stations serve geographic communities and communities of interest.
- They broadcast content that is popular and relevant to a local, specific audience but is often overlooked by commercial or mass-media broadcasters.
- Community radio stations are operated, owned, and influenced by the communities they serve.
- They are generally nonprofit and provide a mechanism for enabling individuals, groups, and communities to tell their own stories, to share experiences and, in a media-rich world, to become creators and contributors of media.

In many parts of the world, community radio acts as a vehicle for the community and voluntary sector, civil society, agencies, NGOs and citizens to work in partnership to further community development aims, in addition to broadcasting.

Write a report on your visit to Community Radio/TV Studio providing the following information:

1. Name:
2. Place:
3. Date of initiation:
4. Staff:
5. Organizational setup:
6. Production process:
7. Content:
8. Broadcasting process:
9. Your understanding and feedback:

UNDERSTANDING THE PROCESS OF PROGRAMME PRODUCTION

A Theoretical orientation on videography for documentation

- It is a simultaneous monitoring and instant play back device which gives high quality audio and video.

- It is comprised of a video camera, a video cassette recorder, a video cassette and a microphone. When connected correctly, this unit can be used to record events. An editing machine is required to edit the shots into a finished programme.

- There are two basic formats - and $\%^2$, $\%^2$ (VHS) recordings are appropriate for educational/instructional uses and not for broad cast. %2 (U-matic) recordings are appropriate for broadcast.

- The birth of small format video is a landmark in video revolution. Small format video is relatively cheap and is quite easy to operate.

Role of video

- A good source of catching attention and developing interest
- The video has got tremendous manipulating capability
- Faithful documentation of the processes as they happen
- The video helps in selective perception
- Identification of problem and sharing it with those who were not present at site
- It is easier, less time consuming and economical to share recorded video than real objects
- It is a quick source of producing visuals
- It is capable to provide almost real experience in off season

Basic production team

1. Producer : Leader, takes major decisions
2. Subject matter specialist.
3. Script writer.
4. Production : Function a) Audience profile study, b) Need assessment, c) Script testing (pretesting)
5. Camera men
6. Engineer : For maintenance of the equipments
7. Sound Recordist
8. Light man
9. Set designer

10. Artists

N.B. Size of production team depends on the scale of the programme

Production stages

- **Pre production :** The preparation of programme
- **Production :** Shooting of a programme
- **Post production :** All the operations involved in the completion of a programme
- **Editing:** The rearranging of all the pictures and sounds for a more effective

programme. Common terms used in TV/Video programme production

1. **Producer or Director:** Person usually responsible for :

- Interpretation of programme aim
- Day to day production matters
- Production planning and liaison with the appropriate departments
- Camera script
- Rehearsal schedules
- Studio performance
- Filming, studio schedule, briefing of all production team

2. **Cut:** It means

- To delete a work or passage from a script or T.V. programme channel.
- To terminate suddenly the output of a channel.
- To change over instantaneously from one TV picture channel to another
- To terminate a film shot by instructing the cameraman and send recordist to stop the cameras at the end of a take.
- The transition between two filmshots linked by a simple join, giving the impression to an audience that the first shot is instantaneously displayed by the second. Hence, cutting is often used synonymously with editing.

3. **Take:**

- The cue to switch a source on the air 'take one', 'take three', 'take televise' etc.
- To televise a sequence for transmission i.e. a picture or, scene by a TV camera.

4. **CUE** An agreed signal (Audio or Visual) used to indicate the commencement or conclusion of a programme or programme segment, including time cues etc.

5. **PAN:** Movement of camera to left or right side on a tripod or dolly.

6. **TILT:** Tilt up, down movement of camera towards up or down.

7. **Zoom:** Z/in, Z/out.

8. **Effects:**
   - Of sound: Extraneous sound eg. Train noises, telephone bells, etc. These have often to be added during a TV programme or, during a dubbing session to enhance realism.
   - Of pictures: Trick visual effects, often during lab process (for Film) or special effects. Equip (For TV).

9. **Graphics**: (i) The application of graphic art to TV, (ii) Dimensional illustrative material cards usually $12^2 x 10^2$ or $24^z x 20^z$ containing drawing or photographic information.

10. **Aperture**: The working diameter of a camera lens, Adjustable to vary the amount of light passed through the camera lens.

11. **Aspect ratio (AR):** Proportional relationship of the width of the TV picture to the height. In TV the AR is 4 units wide by three units high.

12. **Angle:** The horizontal line along with the camera looks at the subject.

13. **Angle of view:** Horizontal area of a scene covered by the camera dependent on the type of lens and distance of the camera from the scene.

14. **Dissolve (mix):**
   - The overlapping that of an image produced by the video source with that of another and the image speed can be varied to obtain the desired effect. It is a fade out simultaneously with a fade in. If the dissolve is stopped at mid-point, a super imposition occurs.
   - In a Film, the dissolve is obtained optically in the lab. Printing by (Lab. Dissolve) overlapping two length of Film

15. **Talent**: (i) Performance on TV, Radio or Film, (ii) Degree of Neutral ability in a performer.

16. **T/C (Telecine)**: A general term used in operations involving the sending of motion picture film in TV

17. **V/T:** Video Tape

18. **TD:** Technical Director

19. **Stand by:** Be Ready

20. **Editing:**
   - The Assemble of shots and sound track in correct order according to the script and appropriate length and rhythm.
   - In Films, it is sometimes incorrectly refearred to as 'Cutting'
   - Video tape Editing

21. **Fade:** (i) A controlled change of the picture signal Amplitude

22. Flip: Command to turn to next card on caption stand

23. Animations:

- Mechanical or movable devices which in various ways in giving the effects of motion to inanimate or still subjects on TV Scene.

- To Film static drawings one frame exposed at a time, when projected of continuous movement.

Script Writing for Video Programme

1. Study audience profiles - who is it for?

2. Assess the audience needs.

3. What is the purpose of the programme. Define objective

4. Develop utilization strategy, how will the programme be used? Who will see it and when and in what conditions.

5. Pre-test programme pilot.

6. Get feed back.

Principles for script writing for rural Telecast:

1. Use short. Simple sentences and familiar words

2. Use local information

3. Be direct, personal and straight forward

4. Avoid technical terms and difficult words

5. Avoid contradictory ideas

6. Use a normal speed of 125-150 words/minute of speech

7. Avoid academic style

8. For sustaining interest use variety of episodes

9. Report wherever necessary

10. Straight talk should be of 5-6 minutes and dialogue of 10-12 minutes duration

11. Style of delivering the talk in interesting way appropriate number and variety to pitches- will impress the viewers

Legibility Standard

Letter size (Non projected material)		Letter size (projected material)			
Maximum viewing	Maximum letter size	Medium	Maximum viewing distance	For 6%2 X**92**	For **92**x**122**
8C		Slide, FS. Transparency M. pictures	6 W	0.132	0.182
16C	y_2^2	TV	12 W	0.272	0.362
32C	**1²**	-	-	-	-
64C	**22**	-	-	-	-

Guidelines for Script Writing

1. It must be writer with a full knowledge and involvement of programme visuals
2. It must stress and recapitulate its salient points
3. It should have variety of pace and rhythm and give occasional breathing spacies especially in the middle of the programme
4. It should not attempt to say too much in the time available
5. It should suggest the suitable visual, sound effects on along with the commentary
6. It must not the demands of the electronic studio with its facilities as well as limitations. **Commentary**

1. 2 words per second
2. Picture have immediate impact
3. Words spring out of pictures
4. When there is no visual link the writer have to make the link
5. When words and pictures clash - the presenter should know when to shut up

Types of video scripts

1. Basic production script: This is the most simple form of script is written in the following manure

    Title ....

    Format.............................Duration................................

    Target audience (TA) ....Name of script writer/producer

Sl. No.	Time segment	Video	Audio	S.E
1.	00.30	Caption	-	Music
2.	01.00	CU of Talent	-	Introduction Topic

2. Story based type of script: Same as above except that in place of video the no of pictures to be shown

Time	Video	Audio	S.E
		Discussion on given topic	

1. Camera script: When two or more camera are used. The no. of camera shots are written

Time segment	Video	Audio	S.E
00.30	II	-	Music
01.00	I	-	
00.40	Caption	-	

00.40	I	-	
00.40	CU of interviewer III 2 - shot of both (CU)		Topic information

WRITING FOR PRINT AND ELECTRONIC MEDIA

Inverted pyramid style of news writing

What is News?

• News is the record of the most interesting, important and accurate information obtainable about the things man thinks and says, sees, describes, plans and does
• News is the first report of significant events which have interest for the public
• An account of an event, or a fact or an opinion that interests people.
• A presentation of current events
• Anything that enough people want to read is news, provided it meets the standards of "good taste" and isn't libelous.

What makes News "News"?:

6 main reasons

1. **Proximity**: Location. Location. Location. If the event is happening close by, it will have a greater impact on your readers.
2. **Timeliness**: If something is happening NOW, it has more impact on the reader. The most recent development in a story can be used as a feature.
3. **Prominence**: If the people in the story are well known, the story will have more impact on the reader. Most people are not as impacted if the story involves people they do not know.
4. **Conflict**: Readers are interested in rivalries, arguments, fights, and disagreements.
5. **Novelty**: If something is unusual, original, or unique, readers want to know what it is and why it happened.
6. **Human Interest**: If the story evokes (inspires) emotion in the reader such as anger, sadness, or happiness, the reader will have a greater connection with the story and the story will have a greater impact.

Basic News Reporting

• Most news stories are written in a very concise way in order to pack as much information into every line on the page.

• In journalism, space is of a premium so your writing must lend itself to this medium or form.

• The simplest and most common structure of this kind of writing is called the Inverted Pyramid.
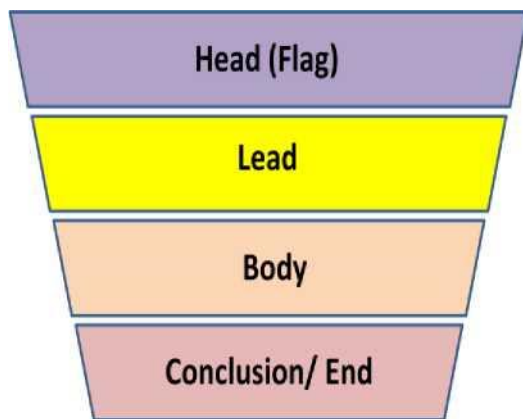
Lead: The most important fact. The first Para of the story

Body: Details about the lead fact

Inverted Pyramid
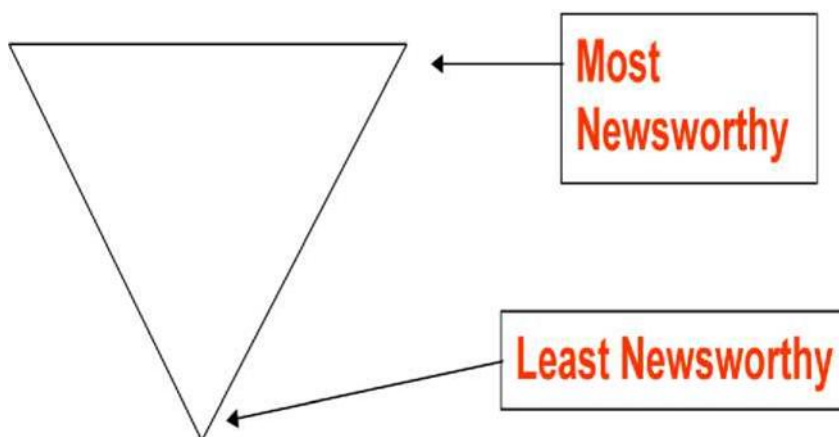
• To understand what the "inverted pyramid" name means, picture an upside-down triangle -¬one with the narrow tip pointing downward and the broad base pointing upward.

• The broad base represents the most newsworthy information in the news story, and the narrow tip represents the least newsworthy information in the news story.

• When you write a story in inverted pyramid format, you put the most newsworthy information at the beginning of the story and the least newsworthy information at the end.

Why does this format lend itself well to journalism, especially news reporting?

- • Why does the Inverted Pyramid lend itself well to journalism?
- • It gets the point of the story to the reader in the fastest way possible.
- • It provides the facts without all of the "fluff" of normal writing.
- • It lends itself to quick editing of story length.

Even if you cut off the last few sentences of a story in this format to fit in a column on a page, the story is still complete. It only lacks some of the specifics.

Inverted Pyramid Exercise

•   Create an inverted pyramid story from a given video clip. Try to write down as many pertinent facts as possible.

The Lead

- To write an inverted-pyramid story from the facts, you first would write a lead that summarizes the most important information.
- This summary should attempt to answer all 5w's & H (Who, What, When, Where, Why, and How)
- Does your Lead answer all 5W's & H? If not, revise.
- The next graf or paragraph of the story should pick up on some element of the lead and elaborate on it.
- One way is to elaborate about the victim, so your next sentence would give details about him.
- Try to create your next sentence. Keep referring to your fact sheet.
- Avoid repeating facts because space is at a premium or vary valuable.
- Each graf must have a logical connection to the preceding graf.
- These links are called Transitions, and they're essential to keeping the "flow" of the story smooth and logical.
- Also, each graf must be very short, usually only one or two sentences long.
- All English instructors, like myself, rightly hammer into your head that paragraphs in an essay should be 5-7 sentences. In news writing, though, grafs are kept short.

Why?

1.   Short grafs add punchiness.
2.   They also look better when typeset into a long, skinny column in a newspaper.

Inverted Pyramid Exercise:

1. **Take notes (Collect Facts) and then write up a new fact sheet for a story from your life.**
2. **Try to make sure each of the 5W's & H have about 3 details.**

DEVELOPING SCRIPT FOR RADIO AND TELEVISION

Practice of writing a Radio Talk

Radio talk is a medium for mass communication, a tool giving information and entertainments Purposes

- To reach large numbers of people quickly and inexpensively
- To reach people not reached by other media
- To stimulate participation in extension activities
- To build enthusiasm and maintain interest

Procedures

1. Determine its place in the teaching plan
2. Be clear about the purpose of the broad cast
3. Keep the interest and needs of the group in view
4. Select topics of current interest
5. Time of the broadcast should synchronies with the farmer's leisure hours
6. Decide what form of broad is appropriate (straight talk, interview, panel discussion, drama etc)
7. For writing the script, follow the principles given for writing news, articles
8. Encourage people to listen to rural programmes
9. Encourage talented local people to participate in broadcasting
10. Encourage them to write to the broadcasting station about their likes, needs and opinions

Advantages

1. Can reach more people more quickly than any other means of communication
2. Especially suited to give emergency and timely information (eg. Weather, pest outbreaketc.)
3. Relatively cheap
4. Reaches many who read little or none at all
5. Reaches people who are unable to attend extension meeting
6. A means of information for non-farm people about Agricultural Matters
7. Possible to do other things while listening

Limitation

1. Limited nos of broadcasting stations
2. Not within reach of all farmers
3. Recommendation may not apply to individual need
4. No turning back if not understood
5. Frequency loses out in competition with entertainment
6. Difficult to check on results

Script

- ❖ Decide on the topic
- ❖ 5 minutes talk is ideal-120 words/ minutes

- ❖ (600 words, 50-100 words as stand by)
- ❖ Write phase wise and central idea
- ❖ Make your script clear, convincing and your arguments should be logical
- ❖ Summaries clearly what you have said

Exercise: Based on the guidelines discussed above, prepare a script on a pressing issue in agriculture.