Unit 1st

Extension

❖ **Evolution & History of Extension :-**

1) The need for extension was felt in Europe and North America during the 18th century in the wake of industrial development.

2) In 1840, university extension was 'first used' in Britain.

3) James stuart is called the father of university extension.

4) Dr. J.P. Leagans of USA is known as father of Extension.

5) Dr. K.N. Singh is known as the father of Extension in Indian context.

6) At U.G. level teaching of extension education was started in the year 1950 at the college of agriculture, Calcutta university.

❖ **Extension :-**

The word extension is derived from Latin roots : ex-out and tension means – stretching.

(i) Extension is that type of education which is stretched out to people in the rural areas.

(ii) Extension is used to educate, motivate, change the behavior of people.

(iii) Education is integral part of extension.

❖ **Education :-**

It is the process of developing capabilities of the individuals so that they can adequately respond to their situations.

(i) **Informal Education :-**

Is the lifelong process by which every person acquired and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to environment at home, at work and at play etc.

(ii)   **Formal Education :-**

Is highly institutionalized, chronologically graded and hierarchically structured 'Education system' start from lower primary school and upper reaches of the university.

(iii) **Non – formal Education :-**

Is an organized, systematic, educational activity carried an outside the framework of the formal system to provide selected type of learning to particular subgroups (adults and children) acc. to their needs. Eg. Agriculture extension.

❖ **Difference between Formal and Extension Education :-**

Sr. No.	Formal Educaiton	Extension Education
1	Teaching is largely confined the institution	Teaching is largely outside the four walls of the institution.
2	The learners are homogenous with common goals	The learners are heterogenous and have diverse goals.
3	Strict adherence to institutional norms and no free choice to learners.	Freedom and choice of the subject matter left to learners.
4	Class attendance is compulsory	Participation is envoluntary.
5	There is fixed curriculum, after completion of which the students are examined and degrees are awarded	There is no fixed curriuillum. It is flexible depending upon the needs of the learners. No examination are taken and no degrees are awarded.
6	The teacher only instruct the students.	The extension workers teaches a great deal through local teaders.
7	Knowledge flows from teacher to learners	The extension workers also from these whom be teaches

8	Formal education starts with the theoretical and works upto the practical	Extension education starts with practical situation of the learners in which they live and work and develops into theoretical or basic understanding of them.

❖ **Defination of extension Education :-**

Extension Education is applied science consisting of contents derived form the researches, accumulated field experiences and relevant principles drawn from the behavioural sciences, synthesized with useful teachnology in a body of philosophy, principles, content and matter focused on the problems of out of school education for adults and youths.

❖ **Importance of Extension Education :-**

➢ Extension uses democratic methods in eduating the farmers.

➢ Extension Education helps in adoption of innovations.

➢ Extension helps in studying and solving the rural problems.

➢ Extension increases form yields and improve the standerds of living of farmers.

➢ Extension makes good communities better and progressive.

➢ Extension contributes to national development.

❖ **Scope of Extension Education :-**

➢ Increasing efficiency in agriculture and livestock production.

➢ Increasing efficiency in marketing, distribution and utilization of agriculture in puts and outputs.

➢ Conservation, development and use of natural resources.

➢ Proper farm and home management.

➢ Better family living.

➢ Youth development.

➢ Leadership development.

➢ Community and rural development.

➢ Improving public affairs for all round development.

❖ **Concepts of extension education :-**

Extension education is helping the rural people to improve their social & economical status through self help & expert guidance.

It has serve basic elements to follow :

(i)   Extension is education for people.

(ii)   Extension is changing knowledge, skills, attitude and actions of all the people.

   a. Knowledge – what people know.

   b. Skill – change in technique of doing things .

   c. Attitude – change in the feeling towards certain things.

   d. Action – what he actually does.

   This aspect is known by a acronym 'KASA'.

(iii)   Extension is helping to help themselves by education – become self reliant.

(iv)   Extension is ' learning by doing' and 'seeing is believing'.

(v)   Extension is a teaching people what to want, how to work out ways of satisfying the wants and inspiring them to achieve their desires.

(vi)   Extension is development of individuals, their leaders, their society and their world as a whole.

(vii)   Extension is working together in harmony with the culture (social heritage) of the people.

(viii) Extension is two way channel.
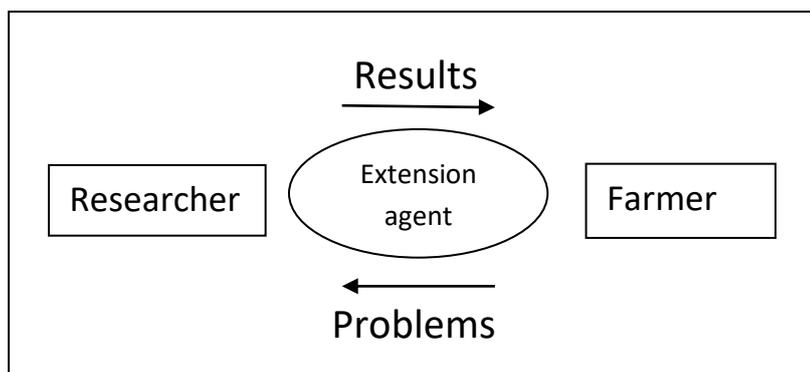
(ix) Extension is a continous educational process.

❖ **Approach :-**

Extension require democratic approach in which the ultimate authority lies with the people.

➢ Participation of people in extension programme is not compulsory/voluntary.

➢ Complete freedom of people.

❖ **Need of veterinary Animal Husbandry Extension Educaiton (VAHEE) :-**

➢ To improve condition of formers.

➢ To bring appropriate change in their behavior.

➢ To fill the gap.

❖ **Levels/Components of Extension :-**

Extension is generally thought of at two levels,

(i) Extension Education &

(ii) Extension Services.

Extension of these two levels are interrelated, but at the same time maintain their seprate indentity.

(i) **Extension Education :-**

This role is generally performed by the higher learning institutions like SAU's, colleges, ICAR institutes & other apex level training institutes & extension organizations.

Note :- 18 Agriculture centre of Extension are present in Haryana.

(ii) **Extension Services :-**

The main responsibility of Extension service is with the state Govt.

➢ The department of agriculture, animal husbandry, fishery etc. of the state govt. carry out extension work with the farmer over the entire state.

➢ The department maintain close contact with the relevant institution for obtaining appropriate technology & methodology of Extension work.

➢ And for providing them with feedback information from the field, The extension services provided by department of state govt. is location specific input intensive, target & result oriented.

❖ **Objectives of Extension :-**

Objectives are expression of the ends towards which our efforts are directed. The fundamental objectives of extension is to develop the rural people economically, socially and culturally.

1. To help assist people to discover & and analyze their problems & identify their needs.

2. To develop leadership among people & help them in organizing groups to solve their problems.

3. To solved research information of economic & practical importance in a way people would people to understand & use.

4. To assist people in mobilizing & utilizing the resources which they have & which they need from outside.

5. To collect & transmit feedback information for solving management.

❖ **Philosophy of extension education :-**

The word philosophy has been derived from latin root "Philos means knowledge of anything or persuit to wisdom" & "Sophia means how to acquire the wisdom."

➢ So, philosophy is the way to motivate one's action. The first step in this direction is to communicate the innovations.

➢ An atmosphere of natural trust & friendship b/t the extension worker & the people should be to developed for solving the problems & difficulties of the people.

➤ The basic philosophy of extension is directed towards changing the out look of the people by educating them.

1. Acc. To D. Ensminger (1962)

    (i)   Extension is an education process.

    (ii)   Extension is working with men, women & children.

    (iii)   Extension is 'helping people to help themselves'.

    (iv)   Extension is 'learning by doing' & 'seeing is believing.'

    (v)   Extension is development of individual, their leaders & their society.

    (vi)   Extension is two way channel.

    (vii)   Extension is working in harmony with the culture of the people.

    (viii) Extension is living relationship, respect & trust for each other.

    (ix)   Extension is a continous process.

    (x)   Extension is working together to expand the welfare & happiness of people.

2. Acc. To Dahama (1965)

    (i)   Self help

    (ii)   People are the greatest resources.

    (iii)   It is a co-operative effort.

    (iv)   It has its foundation in democracy.

    (v)   It involves a two way channel of knowledge & experience.

    (vi)   It is based on creating interest by seeing & doing.

    (vii)   Voluntary & co – operative particination in programe.

    (viii) Persuation & education of the people.

    (ix)   The programme is based on attitude & values of the people .

    (x)   It is never ending process.

3. Acc. To mathiyalagan (1992)

    Extension is a philosophy of education, individual development, democratic approach, leadership development & cultural change.

❖ **Principles of extension education :-**

➢ A principle is a statement of policy to guide decision and action in a consistent manner (Methews).

➢ A principle is universal truth that has been observed and found to be truth and a settled rule of action.

1. Principle of cultural difference :-
   - **(i)** Culture means social heritage. There is a cultural difference b/t extension agents as farmers and also b/t groups of farmers.
   - **(ii)** The differences may be in their habits, customs, values, attitudes & way of life.
   - **(iii)** Extension work, to be successful, must be carried out in harmony with the cultural pattern of the people.
   - **(iv)** The blue print of extension programme for one area may not suit to other areas.

2. Principle of cultural change :-
   - **(i)** Culture undergoes change due to extension.
   - **(ii)** Change occur other wise also.
   - **(iii)** Extension worker should gain the confidence of people.
   - **(iv)** Extension worker should organize result demonstration.
   - **(v)** After inc. population, the extension worker should concentrate of marketing.
   - **(vi)** Extension worker have to change to meet the cultural changes among the people.

3. Principle of grass – root organization :-
   - **(i)** Extension work should start with local groups local situations and local problems.
   - **(ii)** Extension work should where people are and what they have.
   - **(iii)** It must fit to local conditions.

4. Principle of Co – Operation :-
   - **(i)** People and extension worker should work together.

(ii) Co – operation and help of each other needed for social unliftment.

5. Principle of interests and needs :-

    (i) People's interest & needs are starting point of extension.

    (ii) Fulfillment of needs create interests.

    (iii) First concentrate on felt needs and then develop felt needs.

    (iv) Extension work shall be successful when it is based an interests & needs of people.

6. Principle of Participation :-

    (i) Participation of people is of fundamental importance for the success of extension programme.

    (ii) People must participate in developing & implementing the programme and feel it as their own programme.

    (iii) Participation develops leaderships and increase confidence.

    (iv) Involving leaders inc. people's participation.

7. Principle of adaptability in the use of teaching methods :-

    (i) Extension work & extension teaching method must be flexible & adopted to suit the local conditions.

    (ii) People differ in knowledge & understanding & their situation, resources & constraints vary from place to place and time to time.

    (iii) Use of more than one method is beneficial.

    (iv) If needed new method must be divised to use the new situation.

8. Principle of leadership :-

    (i) Ext. workers should utilize local leadership for increasing speed of work.

    (ii) Indentification, training and encouragement of leaders is necessary so that they can acts as carriers of change in the villages.

    (iii) Local leaders are the custodians of local thought and action.

    (iv) Involvement of local people and legitimization by them are essential for the success of programme.

9. Principle of trained specialists :-

    (i) Agricultural and other sciences are developing speedly.

    (ii) Maintaining competency in any of these sciences is a continous process.

    (iii) Without specialist's support the extension cannot strive.

    (iv) SMS is responsible to solve the extension workers problems.

    (v) Subject matter specialist is a link b/t research and application of research.

    (vi) SMS should have broad outlook and be well versed.

10. Principle of satisfaction :-

    (i) The ext. programme should give satisfaction to the people.

    (ii) People will not participate if they do not get satisfaction.

11. Principle of whole family approach :-

    (i) Family is primary unit of approach/society.

    (ii) Not only the farmers, the farm women and farm youth are also to be involved in ext. programme.

    (iii) Ext. worker should reach all the family members.

    (iv) Neglecting any member may result in rejection of innovations. Eg. Hybrid maize in U.P.

12. Principle of Evaluation :-

    (i) Evaluation presents stagnation.

    (ii) Methods should be used to find out the extent to which the results obtained are in agreement with the objectives fixed earlier.

    (iii) Corrective measures are needed if the direction is found worng.

    (iv) Behavioural change should be measured.

    (v) Evalution helps in improving the quality of work.

13. Principle of applied science and Democracy :-

    (i) People have freedom to accept or reject the technology.

    (ii) Applied agricultural sciences is a two way process.

14. Principle of learning by doing :-

    (i) Most effective in changing people's behavior.

    (ii) Develop confidence as it involves maximum no. of sensory organs.

15. Principle of Indigenous Knowledge :-

    (i) People everywhere have indigenous knowledge which they developed through generations of work experience and by problem solving in their own specific situations.

    (ii) Ext. agents should try to understand them and their ramification in the life of people before proceeding to recommend something new to them.

Unit – 2

❖ What is communication :-

The word communication orginates from the word "Communis" (latin word) which means common

It is a process of exchanging.

(i)	Information	(i) Speech
(ii)	Ideas	(ii) Signals
(iii)	Thoughts	(iii) Writing
(iv)	Feelings	(iv) Behaviour
(v)	Emotions	

Defination :-

It is a process by which two or more people exchange ideas, opinions, facts, feeling or expressions in a way that each gain a common understanding of the messages being communicated.

➢ In fact, we can't imagine life without communication, since it is an in-built function helping us in our day to day activities.

➢ Communication process is a continuous and life – long process.

➢ It is a dynamic, constantly moving, ever changing and on – going process.

❖ Most common ways to communication :-

(i) Speaking

(ii) Writing

(iii) Body language

❖ Nature of communication :-

(i) Process

(ii) Inevitable

(iii) Meaning based

(iv) Communication could be intentional and unintentional.

(v)   Communication is systematic.

(vi)   Communication is a social process.

(vii)   A dynamic process.

(viii) Continuous process.

(ix)   Communication involves interaction and transaction.

(x)   It is a spiraling process.

(xi)   It is contextual.

(xii)   Needs proper understanding.

(xiii) Leads achievements of the organizational objectives.

(xiv)   It shares thoughts and ideas, which produce response.

(xv)   It is the life blood of business.

❖ Function of communication :-

(i) Information function :-

Getting or giving of information underlies all communication functions directly or indirectly.

(ii) Command or instructive function :-

In an organization hierarchically.

(iii) Influence or persuasive function :-

To induce people and to motivate them.

(iv) Integrative function:-

To maintain individual, societal or organizational stability and identity.

Process to communication

- Communication is a process of sending and receiving information among people.

- Barriers to communication can lead to misunderstanding and confusion.

❖ Communication Goals :-

(i)   To change behavior.

(ii)   To get action.

(iii)   To ensure understanding.

(iv)   To persuade.

(v)   To gets give information.

❖ **Purposes of communication :-**

General	Specific
Social contact	Exchange information
Self – esteem	Exerting control.
Gain & share knowledge	Following social rules.
	Sharing feelings.

❖ **Types of communication :-**

- **On the basis of organization relationship :-**
    - Formal
    - Informal
- **On the basis of flow :-**
    - Vertical
    - Diagonal/crosswise
    - Horizontal
- **On the basis of expression :-**
    - Oral
    - Written
    - Gesture

❖ **Types of communication based on the communication channel used are :-**

- Verbal communication
- Non verbal communication.

  ➢ **Verbal communication :-**
    (i)   It refers to the form of communication in which message is transmitted verbally.
    (ii)   Communication is done by word of mouth and a piece of writing.

(iii) In verbal communication remember the acronym "Kiss" keep it short and simple.

Verbal communication is divided into :-

- Oral communication.
- Written communication.

➤ **Oral communication :-**
- o In oral communication, spoken words are used.
- o In includes face to face conversation, speech, telephonic conversation, video, radio, television, voice over internet.
- o Communication is influence by pitch, volume, speed and cturity of speaking.

➤ **Advantages :-**
- o It brings quick feedback.
- o In a face to face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.

➤ **Disadvantages :-**
- o In a face to face discussion, user is unable to deeply think about what he is deleivering, so this can be counted as a fault.

Written Communication :-
- o In a written communication, written signs or symbols are used to communicate.
- o In written communication message can be transmitted via email, letter, report, memo etc.
- o Written communication is the most common form of communication being used in business.

➤ **Advantages :-**
- o Message can be edited and revised, written communication provide record and backup.

o A written message enables receiver to fully understand it and send appropriate feedback.

➢ **Disadvantages :-**

o Written communication doesn't bring instant feedback. It take more time in composing a written message as compared to work of mouth and no. of people struggles for writing ability.

Non verbal communication : -

Non – verbal communication is the sending or receiving of wordless messages. Such as gesture, body language, posture, tone of voice or facial expression, is called non-verbal communication.

Non verbal communication is all about the body language of speaker.

➢ **Non verbal communication have the following three element:-**

(i) **Appearance :-**

Speaker :-

Clothing, hairstyle, neatness, use of cosmetics.

Surrounding :-

Roomsize, lighting, decorations, furnishings.

(ii) **Body language :-**

Facial expression, gestures, postures.

(iii) **Sounds :-**

Voice tone, volume, speech etc.

❖ **Levels of communication :-**

• **Intrapersonal communication :-**

It is communication that occurs in your own mind. It is the basis of your feelings, biases, prejudics and beliefs.

Examples are when you make any kind of decision what to ear or what wear. When you think about something – what you want to do on the weekend or when you think about another person.

• **Interpersonal communication :-**

It is the communication b/t two people but can involve more in informal conversations.

Examples are when your are talking to your friends. A teacher and student discussing an assignment. A patient and a doctor discussion a treatment. A manager and a potential employee during an interview.

- **Small group of communication :-**

  - Communication with in formal or informal groups or teams.
  - It is a group intraction that result in decision making, problem solving and discussion within an organization.
  - Eg. Group planning a surprise birthday party.

❖ A time working on a project.

- **One to group communication :-**

  It involves a speaker who seeks to inform, persuade or motivate the audience.

  Eg. Teacher teaches students.

- **Mass communication :-**

  It is the prioted or electronic transmission of message to general public.

  Eg. T.V. Radpublicaiton, Magazines.

❖ **Barriers of communication :-**
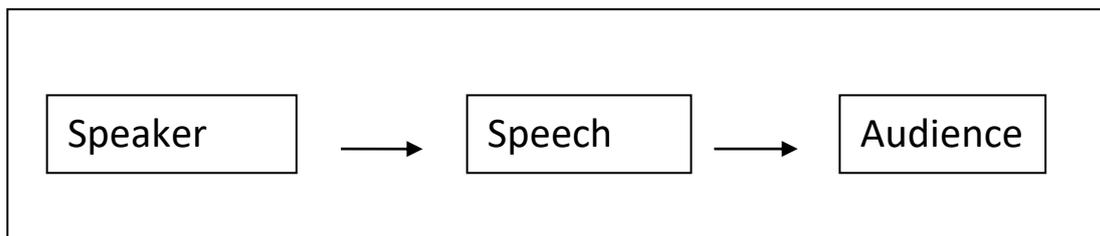
❖ **Models of communication :-**

- Models are symbolic representations of structure, objects or operations.
- They are useful theroretical constructs that are frequently used in social science for explanatory purposes.
- They may be used to show the size, shape or relationship of various parts or components of an object or process and useful in explanning the working of a system.

❖ **Purposes of models :-**

(i) They describe the process of communication.

(ii) They visually show relationship among the variables involved in communication.

(iii) They help in finding and in correcting communication problems.

(i) Aristotle's model of communication :-

It is the basis do

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│                                                               │
│   ┌──────────┐         ┌──────────┐        ┌──────────┐      │
│   │ Speaker  │ ──────► │ Speech   │ ─────► │ Audience │      │
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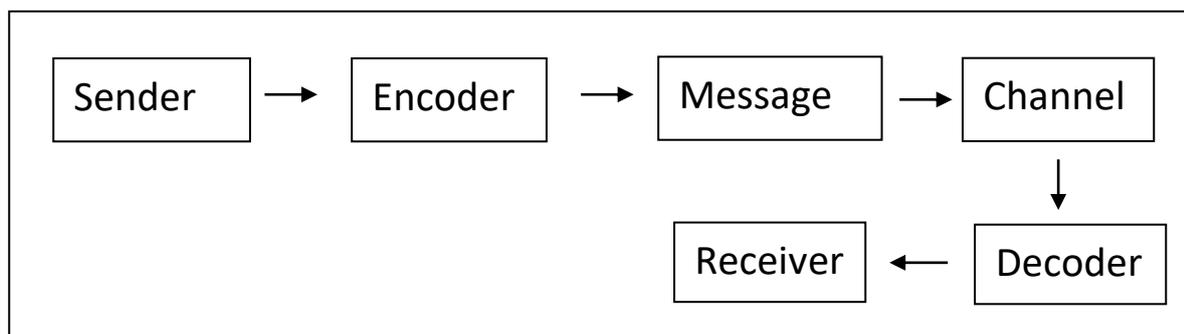
Acc. To Aristotle , communication has three ingredients :-

1. Speaker :- the person who speaks.

2. Speech :- the speech that the individual produces.

3. Audience :- the person that listens.

(ii) Berlo's model :-

It is also called SMCR model.

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│  ┌────────┐    ┌─────────┐    ┌─────────┐    ┌─────────┐         │
│  │ Sender │ ─► │ Encoder │ ─► │ Message │ ─► │ Channel │         │
│  └────────┘    └─────────┘    └─────────┘    └─────────┘         │
│                                                    │              │
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│                               │ Receiver │ ◄─ │ Decoder │         │
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It consists of :-

David K Berlo's model of communication focuses on four elements, namely: the sources, the message, the channel, the Receiver. Under each of these are different factors that affect the communication process. This model is an example of a linear model of communication.

- Code is a system of signals for communication.

- Encode means to put the message into code.

- Channel means the medium through which the signals move.

- Decoder means which converts the message in the code into orginary language which may be easily understood.

(iii)   Shannon – Weaver (1949) model of commu. :-

Source → Transmitter → Signal → Receiver → Destination
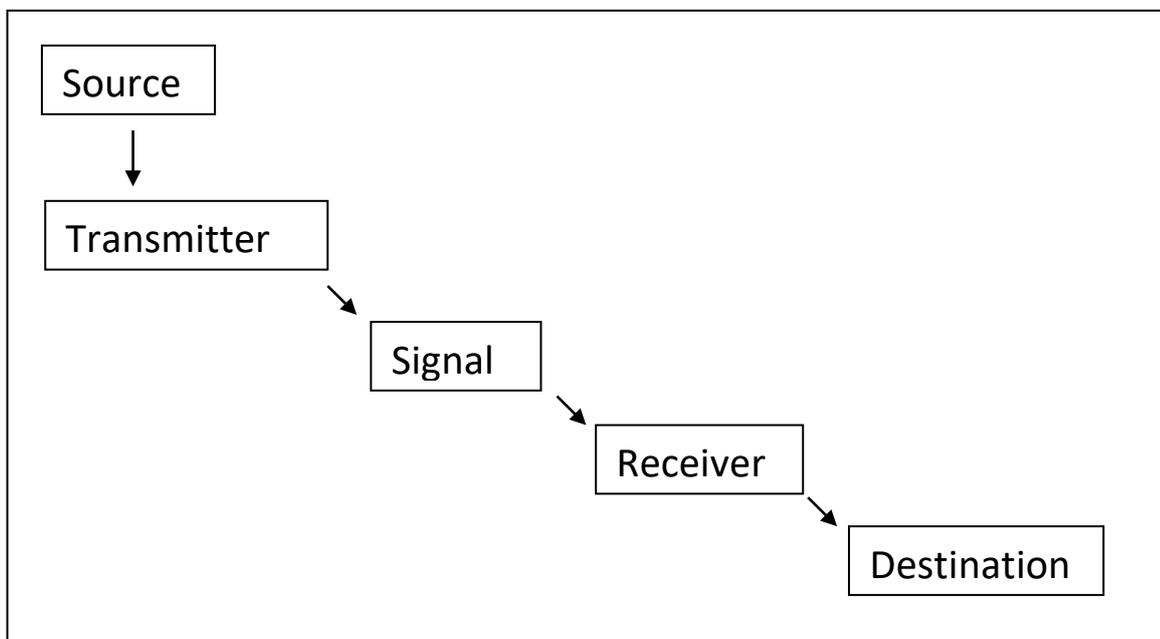
- Source – speaker

- Signal – speech

- Destination – audience

- Transmitter – sends out the source's message.

- Receiver – who catches the message for destination.

Mathematical model of communication :-

(iv) **Leagen's Model (1963) :-**

It has following elements :-
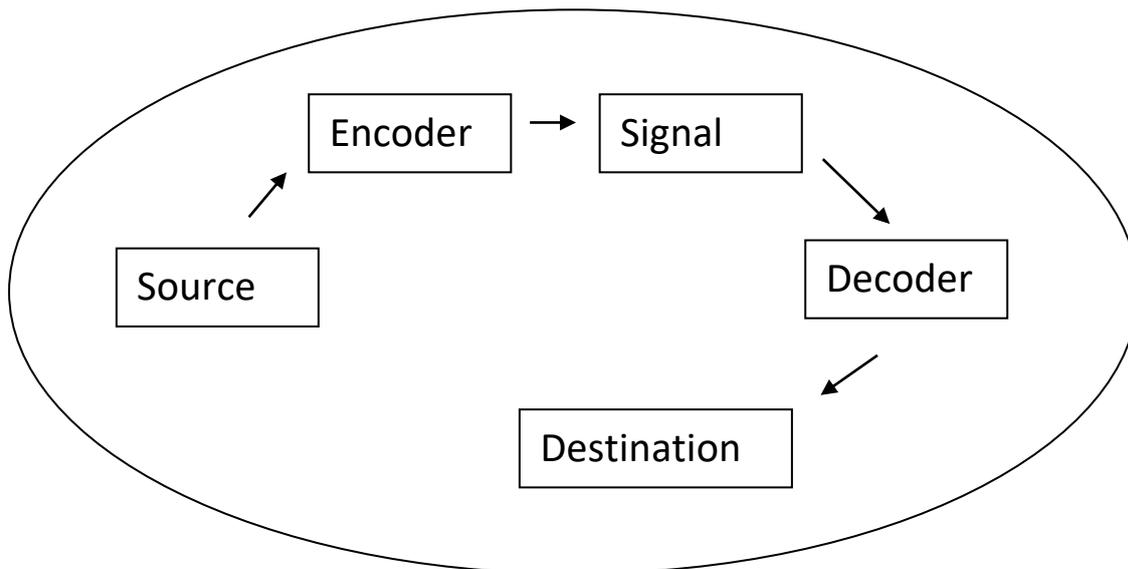
(i) Communicator.

(ii) Message.

(iii) Channel.

(iv) Treatment.

(v) Audience.

(vi) Response.

- The task of communication is to provide powerful incentives for change.
- Success at this task requires through understanding of the six elements of communication a skillful communicator sending useful message through proper channel, effectively treated, to an appropriate audience that responds as desired.
- The task of communication according to him is to provide powerful incentives for change.

(v) **Schramn (1961) Model :-**

Acc. To this, it involves :-

(i) Source

(ii) Encoder

(iii) Signal

(iv) Decoder

(v) Destination

This model of communication is particularly relevant for the mass media.

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                    Encoder  →  Signal
              Source                    Decoder
                              Destination
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Factors affecting communication :-

➢ The common task thus consists of the skillful handling of six key element.

➢ The successful communication requires a skillful communicator sending a useful message through proper channels effectively treated to an appropriate audience that responds as desired.

➢ Extension worker is the communicator who starts the process of communication.

➢ Knowledge generates through research and as such the research institutes, Research projects, universities are the originators of sources of message.

➢ The extension worker obtains the required information from research and carries it to the audience, the farmers.

➢ The extension worker is the communicator, a carrier of information.

➢ To enhance the process, extension workers may take the help of some aids, known as audio-visual aids.

➢ They also carry back the reactions of the farmers, their problems etc as feedback information to research, for finding out solutions.

Communicator

❖ **A good communicator knows :**

- The objectives specially defined ;

- The audience – needs, interests, abilities;

- The message – concept, validity, usefulness, imp.

- Channels that will reach the audience,

- Organization and treatment of message,

- The professional abilities and limitations.

❖ **The communicator is interested in :**

- The audience welfare;

- The message and how it can help people;

- The result of communication and their evaluation;

- The communication channels – use and limitations;

- Improvement of the communication skill.

❖ **The communicator prepares :**

- A plan for communication a teaching plan;

- Communication materials and equipments;

- A plan for evaluation of results.

❖ **The communicator has skill in :**

- Selecting messages;

- Treating messages;

- Expressing messages;

- The selection and use of channels;

- Understanding the audience;

- Collecting evidence of results.

❖ **Message :-**

- Messages which are relevant, interesting useful, profitable, credible (Latest and best, based on research findings) and complete (neither too much, nor too little) and likely to motivate the people.

- A good message clearly state what to do, how to do, when to do, and what would be result.

❖ **A good message should be :-**

- In line with the objectivies to be attained.
- Clear, understandable by the audience.
- In line, with the mental, social economic and physical capabilities of the audience.
- Significant – economically, socially or aes the tically to the needs, interests and values of the audience.
- Covering only one point at a time.
- Scientically sound, factual and current.
- Timely – (current) issues and important.
- Appropriate to the channel selected.
- Appcaling and attractive to the audience.
- Applicable to one's own particular situation.
- Manageable – can be handled by the communication and with in the limits of time.

❖ **Channel :-**

Channel of communication constitutes the medium through which information flows form a sender to one or more receivers.

- Face to face, word – of – mouth is the simplest and yet one of the most widely used and effective means of communication, particularly for the developing countries.
- Of various organizations and are important in changing the farmers from traditional to modern.

❖ **The channels of communication may be classified into a no. of ways acc. To different criteria.**

- **Acc to form**

- o **Spoken :-**

    Farm and home visit, farmer's call, meetings, radio, talk etc.

- o **Written :-**

    Personal letter, farm publications, newspaper etc.

- **Acc. to nature of personal involved.**

  - o **Personal localite :-**

    They are the local leaders and local people who belong to the receivers own social system. Personal localite channels are imp. in traditional social system.

  - o **Personal Cosmopolite :-**

    These are the channels of communication from outside the social system of the receiver. They are the Ext. worker agent.

- ❖ **Acc. to the nature of contact with the people .**

  - **Individual Contact :-**

    The extension agent communicates with the people individually, maintaining are farm and home visit, farmer's call, personal letter etc.

  - **Group Contact :-**

    The extension agent communicates with the people in groups and not as individuals persons. Examples are group meeting, small group training, field day or farmer's day, study tour etc.

  - **Mass contact :-**

    The ext. agent communicates with a mass of people, without taking into consideration their individual or group indentity. Examples are mass meeting, compaign, exhibition, radio, television.

- ❖ **Treatment of message :-**

  - Treatment means the way a message is handling dealt with, so that the information gets across to the audience.

- The purposes of treatment is to make the message clear, understandable and realistic to the audience.
- Treatment usually requires original thinking, deep in sight into the principles of human behavior and skill in creating and using refined techniques of message presentation.

❖ **Audience :-**

- An audience may consist of a single person or a number of persons.
- It may comprise men, women and youth.
- An audience may be formed acc. to occupation groups such as crop farmers, fruit farmers, dairymen, poultry keepers, fish farmers etc.

❖ **Barrier to communication :-**

- Communication is complete and perfect when the receiver understand the message in the same sense and spirit as the communicator intends to conve.
- But practically it has been noticed that such perfect and complete comm. Doesn't take place because of certain obstracles or other factors known as communication barriers."
- There are a lot of cause of misunderstanding of message communicated.
- As the process of communication involves sender, channels and receiver, the problem of communication usually lies with either one or more of them.

❖ **Classification of Barrier :-**

(i)   Physical Barrier

(ii)   Semantic and Language Barrier

(iii)   Socio – Psychological Barrier

(iv)   Organizational Barrier

(v)   Cross – Cultural Barrier

- **Physical Barrier :-**
  - a. **Faculty organizational Structure :-**
  - Large working area.
  - Closed office doors.

- Separate areas for people of different status.
- It forbids team member from effective intraction with each other.

➢ **Noise :-**

- Physical noise (Outside Disturbance)
- Psychological Noise (Inattentiveness)
- Written Noise (Bad handwriting/typing)
- Visual Noise (Late arrival of employees)

➢ **Time and Distance :-**

- Improper time
- Network facilities
- Defects in medium of comm.
- Mechanical Breakdown

➢ **Information overload :-**

- Pilling up of tasks due to improper time management.
- Excess no. of people assigned for some task.
- Work overload/information duplication.

➢ **Semantic Barriers :-**

- There is always a possibilities of misunderstanding the feelings of the sender of the message or getting a wrong meaning of it.
- This happens because the information is not sent in simple language.
- The chief language – related barrier are as under :
  - o **Badly expressed message :-**
    This barrier is created because of the wrong choice of words, in and frequent repetitions. This may be called linguistic chaos.

  - o **Symbol or words with different meanings :**
    A symbol or a word can have different meanings. If the receiver misunderstands the communications, it becomes

meaningless. For eg., the word 'value' can have different meaning in following sentences,

a. What is the value of computer education these days ?

b. What is the value of the mobile set ?

c. Value our friendship.

➢ **Language Barrier : -**

- Different language.

- No clearity in speech

- Faulty translation :-

  o A manager receives much information from his superiors and subordinates and he translates it for all the employees acc. to their level of understanding.

  o If there is a little carelessness in this process, the faulty translation can be a barrier in the communication.

- **Unclarified assumptions :-**

  It has been observed that sometimes a sender takes it for granted that the receiver knows some basic things and, therefore, it is enough to tell him about the major subject matter.

- **Technical Jargon :-**

  o Special technical group have their separate technical language.

  o Their communication is not so simple as to be understood by everybody. Hence, technical language can be a barrier in communication. This technical group includes industrial engineers, production development manager, quality controller etc.

- **Body language and Gesture decoding :-**

  When the communication is passed on with the help of body language and gestures its misunderstanding hinders the proper understanding of the message. For eg. Moving one's neck to reply to a question does not indicate properly whether the meaning is 'Yes' or 'No'.

➢ Socio – Psychological Barrier :-

Psychological barrier can be described as the cause of distorted communication because of human psychology problems.

The importance of comm. depends on the mental condition of both the parties. A mentally disturbed party can be o hindrance in comm. following are the emotional barriers in the way of comm. :-

(i) Premature Evaluation :-

Sometime the receiver of information tries to dig out meaning without much thinking at the time of receiving or even before receiving information, which can be wrong. This type of evaluation is hindrance in the exchange of information and the enthusiasm of the sender gets dampened.

(ii) Lack of attention :-

- When the receiver is preoccupied with some important work. He/she does not listen to the message attentively.
- For ex., an employee is talking to his boss when the latter is busy in some important conversation.

(iii) Loss of transmission and poor retention :-

When a message is received by a person after it has passed through many people, generally, it loses some of its truth. This is called toss by transmission.

This happens normally in case of oral comm.

According to one estimate, with each transfer of oral communication the loss of information amounts to nearly 30%.

(iv) Distrust :-

- For successful communication the transmitter and the receiver must trust each other.

If there is a lack of trust b/t them, the receiver will always derive an opposite meaning from the message.

- Because of this, comm. will become meaningless.

➢ **Organisational Barrier :-**

Organisational structure greatly affects the capability of the employees as for as the communication is concerned.

(i) Organiational Policies :-

It determines the relationship among all the persons working in the enterprise. For. Ex, it can be the policy of the organization that communication will be in the written form.

(ii) Rules and regulation :-

Organisational rules become barrier in comm. by determining the subject. Matter medium etc. of communication.

Troubled by the definite rules, the sender do not send some of the messages.

(iii)   Status :-

o   Under organizing all the employees are divided into many categories on the basis of their level. This formal division acts as a barrier in communication especially.
   When the comm. move from the bottom to top.

o   Because of fear, lower-level employee can't convey himself clearly and in time 50 causes delay in decision making.

(iv)   Complexity in organisational structure:-

The greater no. of managerial levels in an organisation makes it more complex. It result in delay in communication and information gets changed before it reaches the receiver.

(v) Organisational Facilities :-

Organisational facilities mean making available sufficient stationary, telephone, translator etc. In the absence of these facilities communication becomes meaningless.

➤ **Personal Barriers :-**

There are some barriers which are directly connected with the sender and the receiver they are called personal barriers. From the point of view of convenience, they have been divided into two parts.

(a) **Barrier related to superiors :-**

These are as follows :

i. **Fear of challenge of authority :-**

Everybody desires to occupy a high office in the organization. In this hope the officers try to conceal their weakness by not communicating their ideas.

ii. **Lack of confidence in subordinates :-**

Top – Level superiors think that the lower level employees are less capable and, therefore they ignore the information or suggestion sent by them.

Consequently, the self – confidence of the employee is lowered.

(b) **Barrier related to subordinates :-**

These are the following :

i. **Unwillingness to communicate :-**

Sometime the subordinates do not want to send any information to their superiors. When te subordinates feel that the information is of –ve nature and will adversely affect them, an effort is made to conceal that information.

If it becomes imperative to send this information, it is sent in a modified or amended form. Thus, the subordinates, by not clarifying the facts, become a hindrance in communication.

ii. **Lack of proper incentive :**

Lack of incentive to the subordinates creates a hindrance in communication. The lack of incentive to the subordinates is

because of the fact that their suggestions or ideas are not given any importance.

Unit – III

Adoption

❖ **Diffusion :-**

It is a process by which an innovation is communicated through certain channels overtime among the members of a social system.

- **Elements of diffusion process :-**
    - **(i)** Innovation
    - **(ii)** Communication channel
    - **(iii)** Time
    - **(iv)** Social system

- An innovation is an idea, practice, or object that is perceived as new or an improvement over the existing one by the individual or members of a social system. If the idea seems new, it is an innovation.

- **Adoption :-**

It is the mental process through which an individual passes from first knowledge of an innovation to a decision to adopt or reject and to later confirmation of this decision".

- **Elements of adoption process :**
    - **(i)** Innovation
    - **(ii)** Motivation
    - **(iii)** Diffusion
    - **(iv)** Adoption

➢ Ryan and Gross (1943) : recognize that the adoption of a new idea consisted of stages.

➢ Wilkening (1953) described the adoption of an innovation as a process composed of learning deciding and acting over a period of time.

➢ He identified four adoption stages – awareness, obtaining information, conviction, trial and adoption.

➢ Adoption is essentially a decision making process.

➢ The north central Rural sociology subcommittee for the study of diffusion of farm practices (1955), identified five stages of adoption process which received world – wide attention.

These are :-

(i) **Awareness stage :**

- Individuals know of the new idea but lacks information, which need to be provided.

(ii) **Interest Stage :-**

- Individual becomes interested in the new idea and seeks more information.
- The person wants to know what it is, how it work and what are its potentialities.

(iii) **Evaluation stage :-**

- Individual makes mental application of the new idea to the present and anticipated future situations and decide whether or not to try.
- Individual judges the worth of the innovation. Test the idea with information, and plans future course of action.

(iv) **Trial stage :-**

- Individual uses the new idea on a small scale into to determine its utility in his own situation.
- If applied shall in same way or other be of advantage, the person takes a decision to try it.

(v) **Adoption stage :-**

- Individual uses new ideas continuously an a full scale.
- Trial may be considered as practical evaluation of an innovation.

o Being satisfied with the trial and considering the pron (gain) cons (loss) of the situation, the individual takes a final decision and applies the innovation in a scale appropriate to own situation on a continued basis.

○ <u>**Categories of Adopters :-**</u>

(i) <u>**Innovators :-**</u>

- Such knowledge are called innovators who adoptimmediately after getting knowledge.

- In Indian, innovators constitutes only 2.5% of the total population.

(ii) <u>**Early Adopters :-**</u>

- Such people adopt through local leaders.

- Constitude only 13.5% of the total population.

(iii) <u>**Early majority :-**</u>

- Such people adopt just before adopting the communication people and not through the local leaders.

- Constitute 34% of the total population.

(iv) <u>**Late majority :-**</u>

- Such people adopt after seeing their relatives and neighbours.

- Constitute 34% of the total population.

(v) <u>**Lagards :-**</u>

- Such people adopt in the last.

- Constitute only 16% of the total population.

1) <u>**Innovators :-**</u>   (Venture some)

- These are the first people to adopt a new idea, much a head of other people. They are very few in numbers, probably not more than one or two in a community.

- <u>**Characerstics :**</u>

   a.   Have large farms.

   b. High net worth and risk capital.

   c. Willing to take risk.

   d. Usually not past middle age.

   e. Generally well educated.

   f. Have respect and prestige in progressive communities but not in conservative type of communities.

g. Mentally alert and actively seeking new ideas.

h. Their sphere of influence and activity of ten goes beyond the community boundries.

i. They have many formal and informal contact outside the immediate locality.

j. They often by – pass the local extension worker in getting information from the originating sources and may learn about new things ever before he does.

They sometime manage to get samples of seeds or chemicals even before they are released for public use.

k. They subscribe to many farm magazines and specialized publications.

l. Other farmers may watch the innovators and know what they are doing but the innovators are not generally named by other farmers as "Neighbours and friends" to whom they go for information.

2) **Early adopters :-** (Respectable)

- Early adopters are a more integrated part of the local social system than the innovators.

- Where as the innovators are cosmopolites, early adopters are localities.

- This adopter's category, more than any other, has the greatest degree of opinion leadership in +ve. Social system.

- The early adopter is respected by his peers.

- And the early adopter knows that he must continue to earn his esteem of his colleagues if his position in the social structure is to be maintained.

- **Characteristics :-**

  a. Younger than those who have a slower adoption rate, but not necessarily younger than the innovators.

b. They are not the persons who test the untired ideas but they are quickest to usetried ideas in their own situations.

c. Have large farms.

d. Higher education than those who adopt more slowly.

e. High income.

f. They participate more in the format activities of the community.

g. They also participate more in government programs.

h. This group usually furnishes a disproportionate amount of the formal leadership (Elected positions) in the community.

i. They read papers and farm journals and receive more bulletins than people who adopt later.

j. They may be regarded as community adoption leaders.

3) <u>**Early Majority :**</u> (Deliberate)

- The early majority adopt new ideas just before the average member of a social system.

- The early majority interact frequently with their peers, but leadership position; are rarely held by them.

- The early majority's unique position; between the very early and relatively late to adopt make; them an important link in the diffusion process.

- The early moajority may deliberate for some time before completely adopting a new idea.

- Their innovation – decision is relatively longer than that of the innovator and the early adopter.

- <u>**Characteristics :-**</u>

  a. Slightly above average in age, education and farming experiences.

  b. They take a few more farm journals and bulletins than the average.

  c. They have medium high social and economic status.

    d. Less active in formal groups than early adopter but more active than those adopting later.

    e. In many cases, they are not formal leaders in the association.

    f. They also attend extension meeting and farm demonstrations.

    g. They are most likely to be informal resources than early adopters and innovators, and so can't afford to make hasty or poor decisions .

    h. They associate mainly with people of their own community.

    i. They value highly the opinions their neighbor and friends hold about them, for this is their main source of status and prestige.

    j. They are mostly mentioned as "neighbours and friends" from whom the majority of farmer seek information.

4) Late Majority :- (Skeptical)

- The late majority adopt new ideas just after the average member of a social system

- Adoption may be both an economic necessity and the answer to increasing social pressures.

- **Characteristics:-**

    a. Those in the group have less education and are older than the early majority.

    b. They form the major part (formal) organisations membership, although they participate less in such formal groups.

    c. They take fewer leadership roles than the early adopters.

    d. They take and read fewer papers, magazines and bulletins, than the early majority.

    e. They do not participate in as many activities outside the community as do people that adopt earlier.

5) Laggards :- (Traditional)

- Laggards are last to adopt on innovation.

- They possess almost no opinion leadership.

- They are most localite in their outlook of all adopter categories, many are near isolates.

- Decision are usually made in terms of what has been done in previous generations.

- This individual interacts primarily with other who have traditional values.

- When laggards finally adopt an innovation, it may already have been superseded by another more recent ideas which the innovators are already using.

- While most individual in a social system are looking to the road of change a head, the laggards has his attention fixed on the rear – view mirror.

- **Characterstics :-**
    a. Least education
    b. Oldest people
    c. Participate least in formal organizations, co-perative and government programs.
    d. No opinion leadership.
    e. They hardly read farm magazines and bulletins.

Extension Method

- An extension worker is a teacher. He must plan is teaching activities. His teaching tools must be most appropriate to the teaching situations.

- **Defination :-**

  "Extension teaching methods are the educational technique/device/tools for connecting people used to create learning situation in which effective communication can take place between the teacher and the learners".

- **Synonym :-**

  Extension methods/communication method

- Each method has its own merits & demerits.

- Extension agent has to choose method or combination of methods acc. to needs of the situation.

- Extension method can be categorized into three broad groups.

  a) Individual methods
  b) Group methods
  c) Mass methods

- **Individual method :-**

- Extension agent communicates with the people individually use :-

  a) When no. of people to be contacted are few.
  b) Located close to communicator.
  c) Sufficient time is available.

  Advantages:-

  a) Help the ext. agent in building rapport.
  b) Help in selecting demonstrators and local leaders.
  c) Help in changing attitude of people.
  d) Help in teaching complex practices.
  e) Facilitates gaining first hand information of farm and home.
  f) Facilitates transfer of teachnology.

g) Facilities getting feedback information.

Disadvantages :-

a) Time consuming

b) Relatively expensive

c) Low coverage

d) May develop bias towards some persons/farmer

➢ Group method :-

Ext. agent communicates with the people in groups

Use :-

a) No. of people

b) Simultaneously located not for off from communicator.

c) Reasonable time is available for communication.

Size of group :-

a. Small group (15-25)

b. Medium group (25-50)

c. Large group (50-100)

Eg. Group meeting

Demonstruation (method & result)

Training

Advantages :-

a) Can reach a select part of group.

b) Reach fewer people but offer more opportunities for interaction & feedback.

c) Motivate people to accept change due to group influence.

d) More effective than mass method in stimulating action.

e) Less expensive than individual method due to more coverage.

Limitation :-

(i) Holding the meeting may be regarded as an objectives in itself.

(ii) Vest interest, cast group, village factions may hinder free interaction & decision making by the group member.

➢ **Mass Method :-**

Extension agent communicates with a vast and heterogenous mass of people without taking into consideration their individual or group identity.

Use :-

a) Large and widely dispersed audience.

b) Short time.

Size of audience :-

a) Few hundreds (Mass meeting)

b) Few thousand (Compaign)

c) Million (Newspaper, Radio, T.V)

Advantages :-

a) Suitable for creating general awareness amonge the people.

b) Help in transferring knowledge and forming and changing opinions.

c) Large no. of people may be communicated in time emergency.

d) Less expensive due to more coverage.

Limitations :-

a) Less intensive method.

b) Little scope for personal contact with the audience.

c) Less opportunity for interaction with the people.

d) Little control over the responses of audience.

e) Difficulty in getting feedback information & evaluation of results.

➢ **Individual method :-**

a) **Farm & Home visit :-**

It is a direct, face to face contact by the extension agent with the farmer or homemaker at their home or farm for extension work.

b) **Farmer's Call :-**

It is a call made by a farmer or home maker at working place of extension agent for obtaining information and assistance.

c) **Personal Letter :-**

It is written by the extension agent to a particular farmer or a homemaker in connection with extension work.

d) **Adoptive and Minikit Trail :-**

It is a method of determining the suitability or otherwise of a new practice in farmer's situation.

e) **Farm clinic :-**

It is a facility developed & extended to the farmers for diagnosis & treatment of farm problems & to provide some spcaialist advice to individual farmer.

➤ **Group Method :-**
   a) **Result Demonstration :-**

It is a method of motivating for adoption of a new practice by showing its distinctly superior results.

It is conducted in farm or home of selected farmers and is utilized to educate & motivate group of people in their neighborhood under the direct supervision of extension agent. The result of a new technology are shown before a group of farmers. This is very effective method for the transfer of technology in the community.

   b) **Method demonstration :-**

It is given before a group of farmers to show how to carry out an entirely new practice or an old practice in a better way.

It is a skill training where the emphasis is on effectively carrying out of a job, which shall improve upon the results.

It involves seeing, hearing, participating & practicing in a group which shall stimulate interest & action.

c) **Group meeting:- (Discussion)**

It is a method of democratically arriving at a certain decision by a group of farmers/people, by taking into consideration the member point of view.

- The convenient size of group for conducting a group meeting or discussion may be around 15-25 which may be extended upto about 50.
- Group discussion is very important.
- Extension method as it provides apportunity to influence the participants behavior.
- Group discussion may be able to play an important role in increasing knowledge & changing attitude, as well as changing behavior.
- It helps in collective decision making.

d) **Small group training :-**

- It is a technique of importing specific skills to a group of people who need them in creating an appropriate learning situation.
- This is an effective group method form transfer of technology.
- Training improves efficiency of a person handling his job.

e) **Field day/Farmer day :-**

- It is a method of motivating the people to adopt a new practice by showing what has actually been achieved by applied by applying.
- A field day/farmer day may be held on a research farm or in a farmers' farm or home to show the performance & profitabil under field conditions.
- The interested farmers may assemble there & clear their doubts.
- Farmers get convinced about the applicability of the practice in their own situation.

f) **Study Tour :/Field trips/Conducted tours :-**

In this method, a group of interested persons accompanied & guided by one or more extension agents moves out of their neighborhood to

a. Study & learn significant improvements in farm & home.

b. To see and gain first hand knowledge of improve practices in their natural meeting.

- The main purpose is to motivate the visitors by showing what others have been able to achieve.

- The programme may include visit to a model for as well as research station & may be held within state or outside the state.

- This also helps to understand the gap in technology adoption.

- Study tour exposes the visitors to a new & different situation which shall help in changing their outlook & induce a spirit of completion.

g) **Mass contact methods :-**

    Circular letter

a. It is a letter – reproduced and sent to many people by the extension worker.

b. To publish an extension activity (like meeting, exhibit etc.)

c. To give timely information on form and home problems.

h) **Farm publication :-**

It is a class of publication prepared by the extension agents in printed form, containing information related to the improvement of farm and home.

a. Fartm publications are extremely useful to the literate farmers.

b. These publications include:

A. **Leaflet :-**

Single printed sheet of paper of small size, containing preliminary information. Related to topic.

➢ It is made as when needed and generally distributed free of cost.

B. **Folder :-**

Single printed sheet of paper of big size, folded once or twice , and given essential information relating to a particular topic.

➢ It is made as when needed and generally distributed free of cost.

C. **Bulletin :-**

It is a printed, bound booklet with a no. of pages, containing comprehensive information about a topic.

➢ It is made as when needed.

➢ A small price may be fixed on some important bulletins.

D. **Newsletter :-**

It is a miniature newspaper, containing information related to the activities and achievement of the organization.

➢ It has fixed periodicity and generally distributed free of cost.

E. **Journal & magazine :-**

These are periodicals containing information related to various topics of interests not only for farmers but also for extension agents.

➢ It has a fixed periodically publication and generally distributed against pre-payment of subscription for a particular period.

➢ **Mass meeting :-**

a) It is held to communicate interesting and useful information to a large audience at a time.

b) Size of audience :- few hundreds but a time of fairsor festivals it may be a few thousands.

c) May be held in covered or in an open place.

d) Public address system is essential for conducting a mass meeting.

➢ **Compaign :-**

a) It is on intensive educational activity for motivating and mobilizing a community to action, to solve a problem or satisfying a need urgently felt by it.

b) The duration of it may be single day or week, month or a year.

➢ **Exhibition :-**

a) It is a systematic display of models, specimens, charts, photographs, pictures, posters etc. in a sequence around a theme to create the awareness and interest in the community.

b) This method is suitable for reaching all types of people.

c) It acquaints the people with better standards and motivates them to adopt better practices.

➢ **Newspaper :-**

   a) It is a bunch of losses printed papers properly folded, which contains news, views, advertisements.

   b) And is offered for communicate/sale at regular intervals, particularly daily or weekly.

   c) It can play on imp role in extension by devating a page or a part of it on agriculture and animal husbandry.

   d) They are usually printed on a special type of paper, known as newsprint.

➢ **Radio :-**

   a) It is an audio – medium for broadcasting programme the audience.

   b) This is suitable for communication to millions of people widely dispersed and situated in remote areas.

   c) It reaches a large no. of people at low cost.

   d) Need based specially programs may be broadcasted for rural people.

   e) The programme may be listended to while one is engaged in farming or household may be broadcasted for rural people.

   f) The programme may be listened to while one is engaged in farming or household work.

   g) Mass communication tool for giving information and entertainment.

➢ **Television :-**

   a) It is an electric audio – visual medium, which provide pictures with synchronized sound.

   b) It can play educational role by telecasting timely and need based farm telecasts.

   c) It can be used to create instant mass awareness. It can deal with topical problems and provides a solution.

   d) It contributes information used speed up the process of adoption.

e) The programme tilled 'Krishi Darshan' was primarily aimed at demonstrating the effectiveness of T.V. as a medium for propagating improved farming practices.

f) Telecasting of a success story of an innovative forming.

Audio – Visual Aid

➢ **Objective :-**

Introduction to Audio – visual aids. This is the combination of three independent words i.e. audio, visual & audio – visual aids.

We should understand the meaning of all the three words.

(i) **Audio – aids :-**

any instructional device which can't be seen but heared.

(ii) **Visual - aids :-**

any instructional device which can be seen but can't be heared.

(iii) **Audio – visual aids :-**

It is an instructional device which can be heared as well as seen.

Defination of Audio – visual aids according to Has & packer (1964)

Audio – visual aids are those instructional aids/devices that assist an instructor to transmit to a learner facts, skills, attitude, knowledge, understanding and appretiation.

Types of audio – aids :-

There are two catagories of audio aids :-

(a) Recording Type

(b) Non – Recording Type

(a) **Recording type :-**

These aids are further divided into three categories :-

(i) Mechanical Recording   eg. Record player

(ii) Magnetic Recording   eg. Tap recorder

(iii) Optic processing   eg. Sound – recording in movie films.

(b) **Non – Recording type : -**

Eg. Radio, Telephone, wireless and Public address system (PAS)

❖ **Type of visual aids :-**

There are 3 types of visual aids :-

(a) Projecting aids.

(b) Displaying aids.

(c) Non – projected aids.

(a) <u>Projected aids :-</u>

Which can be projected through various equipment, example slide projector, silent projector over head projector (OHP).

(b) Displaying visual aids :-

Eg. Poster, Chart, Graphs etc.

(c) Non – projected visual aids :-

Eg. Black board, White board, Chalk board

➢ **<u>Types of audio – visual aids :-</u>**

These can be categories in 2 groups :-

(a) Projected.

(b) Non – projected.

(a) <u>Projected audio – visual aids :-</u>

Feature films, documentary films etc.

(b) Non – Projected Audio – Visual Aids :-

Eg. Drama, Puppete show, folk dance etc.

➢ **<u>Importance of Audio – visual aids</u>**

(i) They promote the better understanding.

(ii) They motivate the thinking and action.

(iii) They draw attention/arrows interest and create thoughts.

(iv) They supplement teaching contents by making learning fast & easier.

(v) Audio – visual aids overcome the language barrier.

(vi) They save the time of speaker.

(vii) They promote & provide longer sensation.

(viii) They create the part with great emotion.

(ix) They reach the more people at low cost.

(x) They develop continuity of thoughts.

(xi) They provide more opportunity for students participation and personal experience.

(xii) They promote better student – teacher relationship.

(xiii) They stimulate self activity.

➢ **Guidelines for selection and making audio – visual aids :-**

The following points should be kept in mind to select and providing audio – visual aids:-

a) Size of audience.

b) Level of understanding of audience.

c) Objectives of teaching.

d) Easy to understand.

e) Aids must be simple & direct.

f) Aids must be easy to handle and transfer.

g) It must be clean and attractive.

h) Time and place where to use.

Unit –VI
Extension Programme Planning

➢ Extension programme is a statement of situations, objectives, problems and solutions. It is relatively permanent but requires constant revision.

➢ Programme planning is a decision making process involving critical analysis of the existing situation and the problems, evaluation of the various alternatives to solve these problems and the selection of the relevant ones, giving necessary priorities based upon local needs and resources by the cooperatives efforts of the people both official and non – official with a view to facilitate the individual, community growth and development.

➢ Project is a specification of work to be done or procedure to be followed in order to accomplish a particular objective.

➢ Plan is a predetermined course of action. Plan may be tailored to specific projects, or they may be established as standing plans (ex. Five year plans) for future actions.

➢ Plan of work is an outline of activities so arranged as to enable efficient execution of the programme. It is a statement of activities to be undertaken by an individual, a group of people or an organization with a definitely stated time, to carry out the recommendations in the programme. The plan of work include/indicates.

   a) What is to be done ?
   b) Who is to do it ?
   c) How it is to be done ?
   d) When it is to be done ?
   e) Who are to be served or reached ? and
   f) How the result will be measured ?

Calender of work is a plan of activities to be undertaken in a particular time sequence.

Objectives of having a programme:-

➢ To ensure careful consideration of what is to be done and why.

➢ To furnish a guide (criteria) against which to judge all new proposals.

➢ To establish objectives towards which progress can be measured and evaluated.

➢ To have a means of choosing the important (deep rooted) from incidental (minor, less important) problems and the permanent from the temporary changes.

➢ To develop a common understanding about the means & ends between various functionsaries and organization.

➢ To ensure continuity during changes in personnel.

➢ To help develop leadership.

➢ To avoid waste of time, money and promote efficiency.

➢ To justify expenditure and to ensure flow of funds.

➢ To have a written form of statement for public use.

Principle of Extension Programme Planning :-

1. Extension programmes should be based on an analysis of the past experiences, present situation and future needs.

2. Extension programmes should have clear and significant objectives, which could satisfy important needs of the people. The ultimate objective of programme building is to satisfy the needs of people.

3. Extension programme should fix up priority the basis of available resources and time.

4. Extension programme should a general agreement at various levels. Programme prepared at various levels such as villages, district, state and national levels should confirm to each other and shall not work at cross purposes.

5. Extension programme should involve people at the local level. Extension programmes are implemented at the local level. Local people should , therefore, be involved all through, from programme formation to programme implementation.

6. Extension programmes should involve relevant institutions and organizations extension programme can't be implemented in isolation. It requires the support of many institutions and organizations.

7. Extensions programme should have definite plan of work. The plane of work may be separately drawn up or incorporated in programme.

8. Extension programme should provide for evaluations of results and reconsideration of programme.

The programme should make provision for periodical monitoring and evaluation of result to judge its progress.

9. Ext. programmes should provide equitable distribution of benefits amongst the members of the community. As this may generate social disparity and social tensions, the planning of extension programmes should give adequate emphasis an weaker section of community.

Steps in Extension programme planning :-

- the preparation, exeaution and evaluation of the extension programme involves the following steps.

  a. Collection of facts

  b. Analysis of situation

  c. Identification of problems

  d. Determination of objectives and goals

  e. Developing plan of work and calendar of operations

  f. Following through plan of work and calendar of operations.

  g. Evaluation of progress.

  h. Reconsideration and revision of the programme.

  (i) Collection of Facts :-

  a. It is the starting point of programme planning process.

  b. Pertinent data may be collected from the available records and by survey of the area.

  c. Information relating to the people, their enterprises, levels of technology, facicilites and constraints value etc. relevant to programme building may be collected.

  d. Information may also be collected from panchayats, co-operatives and other organizations in the area.

  (ii) Analysis of situation:-

  a. The data and information collected are then analyzed in an ubiased way, keepking in view the feelings expressed by the client system.

b. This shall help in understanding the situation in proper perspective.

c. The data must include purpose of rearing livestock herd size, milk production , feeding and management practices etc.

(iii) **Identification of Problems :-**

    a. A correct analysis and interpretation of the data shall help in identifying the problems.

    b. There may be many problems, but only the urgent and significant ones, which could be solved with in the available resources and with in the limits of time, should be selected.

(iv) **Determination of objectives and goals :-**

    a. The objectives are set forth on the basis of the significant needs identified.

    b. The objectives should be direct and stated in clear terms.

    c. It is necessary to discuss with the local people and local institutions, which shall also legitimize the programme planning process.

- **Developing plan of work and calendar of operations :-**

a) **Plan of work :-**

    a. The plan of work should be written form and shall indicate who shall do what job i.e. what the change agent system (extension) and the dient system (livestock farmers) shall do;

    b. Which institutions, organizations, service departments shall be involved ;

    c. What will be the financial requirement and how it shall be met;

    d. What arrangements shall be made for marketing of the produce, training of the farers and so on.

    e. The plan should have all the essential details and no important point should be left out.

b) **Calender of work :-**

    a. The calendar of operations shall be prepared on the basis of the plan of work and shall specify when a particular work shall be done, preferably mentioning date and time; how much quantity of different inputs, including credit shall be required and when these must be made available;

b. When, where and for how many days the farmers and farm: women shall be trained, who are the specitists to be involved in taining and preparing the handouts, when the publications shall be ready for distribution etc.

c. That is, the calendar of operations shall specifically state how and when all the significant activities shall be performed. This should be at least for one reason or for a period of one year. In that case, they may be termed as 'seasonal plan' or 'annual plan'.

- **Following through plan of work and calendar of operation :-**

  a. Training of participants, communication of information, conducting method demonstrations, making regular visits and monitoring are some of the important functions the extension agent shall perform at this stage.

  b. The work shall include solving unforeseen problems and taking correctives steps where needed.

  c. The performance of the extension agent and the organizational support received at this state may make the difference between success or failure of programme.

  d. Obtaining feedback information as to what is happening to the farmers after introduction of new technology is extremely important at this stage.

- **Evaluation of process :-**

  a. Evaluation is the process of determining the extent to which the objectives have been achieved.

  b. All programme must have an in – built system of evaluation to know how well the work is done.

  c. It should be a continuous process not only to measure the end result but also to ensure that all the steps are correctly followed.

  d. Evaluation may be formal or informal, depending on the importance of the programme and also on the availability of trained manpower, funds facilities and time.

- **Reconsideration and revision of the programme :-**

a. On the basis of the results of evaluation, the programme should be reconsidered, and revised if needed.

b. To make the extension programme more effective.

c. The reconsideration should be done not only with the participants; but also with the scientists, administrators in extension organizations and local bodies like panchayats etc.

d. Reconsideration help in making necessary correction and modifications in the programme.