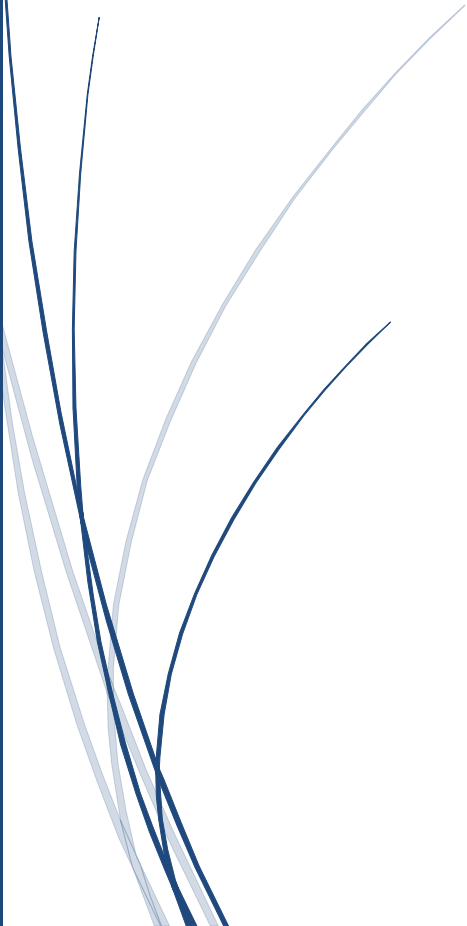




EXTENSION AND COMMUNITY DEVELOPMENT

GRADE IX



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Theory: 40 Full Marks (68 Period)
Scope and Sequence

Practical: 60 Full Marks (102 Period)
THEORY

UNIT	SCOPE	CONTENT	PERIOD
1	Introduction	1.1 Introduction to education, formal and non-formal education and importance in our context 1.2 Concept and definition of extension education 1.3 Development of extension education in Nepal and its objective and importance since then	4
2	Communication	2.1 Concept of teaching Learning and factors affecting teaching-learning process focusing adult group 2.2 Steps of extension teaching-learning process 2.3 Method of communication (Extension education): Individual, Group and Mass Communication 2.4 General concept of Model of Communication	7
3	Transfer of Technology	3.1 Meaning of diffusion 3.2 Classification of adopters ad factors affecting adoption process 3.3 Functional linkage between research and education 3.4 Role of extension worker in transfer of technology	6
4	Extension program planning, monitoring and evaluation	4.1 Concept and importance of program planning 4.2 Program monitoring, evaluation and follow up 4.3 Extension program planning process and decentralization of program 4.4 Need od evaluation of program planning	5
5	Sociological concept	5.1 Concept of sociology and rural sociology and their importance development process 5.2 Different Terminologies from the sociological point of view <ul style="list-style-type: none"> • Family • Group • Community • Social structure • Social custom • Social values and norms • Social process • Culture and social belief • Institution 	7
6	Social Mobilization and Community development	6.1 Concept and history of social mobilization in Nepal 6.2 Objective of social mobilization in extension 6.3 Concept and importance of development <ul style="list-style-type: none"> - Sustainable development - Rural and community development 6.4 Major issues and problems of rural and community development in Nepal	8

7	Group formation and group dynamics	<p>7.1 Groups</p> <ul style="list-style-type: none"> - Concept, principle and types of group - Procedure of group formation and its role in extension - Dynamics of group leader in group management - Group meeting for problem solving and decision making - Types of farmers' groups and its role in agriculture extension - Group as a conflict management <p>7.2 Cooperatives and water use association</p> <ul style="list-style-type: none"> - Concept and development of cooperative and water use association - Characteristics and principle guidelines of cooperative - Cooperative education and role of cooperative in rural development 	9
8	Leadership Development	<p>8.1 Meaning and type of leaders and leadership</p> <p>8.2 Characteristics of good leader</p> <p>8.3 Selection and development of local leader</p> <p>8.4 Role of local leaders in extension education, their effectiveness</p>	7
9	Gender and Development	<p>9.1 Concept of gender and gender balance</p> <p>9.2 Role of gender in development</p> <p>9.3 Concept of WID,WAD and gender analysis</p>	5
10	Need Based Training and Program	<p>10.1 Meaning and importance of need based training</p> <p>10.2 Method of identification of training needs</p> <p>10.3 Concept of participatory training and experimental learning</p> <p>10.4 Importance of training in agricultural development</p>	5
11	Motivation	<p>11.1 Meaning of motivation and needs in agricultural extension</p> <p>11.2 Factors affecting motivation</p> <p>11.3 Techniques of motivation of community worker, social worker and development worker</p>	5
Total			68

UNIT 1: INTRODUCTION

Education: Education is the production of desirable changes in human behavior. In general, there are three kinds of desirable changes in human behavior.

- **Change in knowledge:** i.e. change in what people know. Example; An application of fertilizer gives more yield
- **Change in attitude:** i.e., change in what people think. Example; An application of fertilizer gives more yields. What does he think or says about fertilizer.
- **Change in skill:** i.e., change in what people can do. Example; How to prepare good compost.

Differences between Formal and Non-formal Education

S.N.	Formal Education	S.N.	Non-formal Education
1	This education is for those who those who comes to school.	1	This education is for those who those who do not come to school.
2	There is standard course of study.	2	There is no standard course of study.
3	Formal examination is conducted.	3	No any examination is conducted.
4	Students study subjects.	4	Farmers study problems.
5	Authority rests with teachers.	5	Authority rests with learners.
6	It is more theoretical.	6	It is more practical.
7	Admission and registration is followed.	7	There is no admission and registration.
8	Fees and fine charges are taken.	8	No fees and fine charges are taken.
9	Teaching is mainly curriculum oriented.	9	Teaching is mostly need based and problem oriented.
10	It is rigid.	10	It is flexible.

1.1 IMPORTANCE OF EXTENSION EDUCATION IN NEPAL



Technology Production-Research

Extension Education

Farmers

- 1) To transfer practical and important information from research to farmers
- 2) To adopt new technologies related to farming
- 3) To make understand the research findings to rural people
- 4) To solve farmers' problems
- 5) To fulfill gap between research system (scientists) and rural people

1.2 CONCEPT AND DEFINITION OF EXTENSION EDUCATION

The word "*extension*" is derived from Latin language, "*Ex*" meaning out and "*tensio*" meaning stretching. So extension means to extend, to spread or to disseminate. *Extension Education is a science that brings about desirable changes in the behavior of the persons through educational methods to improve their general standard of living with their own efforts.*

Extension is used to disseminate useful information and ideas to the ordinary people in their working situation.

1.3 DEVELOPMENT OF EXTENSION EDUCATION IN NEPAL

- **Junga Bahadur Rana (1846-1877):** introduced one Jersey Bull and two cows, clover grass from U.K. ,initiated cattle breeding program in 1851, introduced tea plant from China to eastern Hilly regions of Nepal.
- **Chandra Shamsheer (1901-1928):** Established an agriculture office named "KrishiAdda" at Singha Durbar, Kathmandu which later named as Department of Agriculture in 1925.
- **Juddha Shamsheer (1932-45):** Established Agricultural Council, veterinary hospital at Kathmandu, sent Nepali students to India for agricultural trainings.
- **1948:** Two experimental farms were established at Parwanipur and Kakani.
- **1952:** An organized extension service was initiated with introduction of a rural development program called Tribhuvan Gram Vikash.
- **1956-61:** The government of Nepal launched first five year plan.
- **1959:** Establishment of Agricultural Extension Section under Department of Agriculture (DoA). Formerly known as Village Development Workers were converted to Junior Technical Assistants (JTAs). Extension offices at 25 districts and rose to 49 in 1961.
- **1961:** Zonal agriculture development offices were established in five zones.
- **1962-65:** The Second development plan started, concept of Horticulture, Livestock and Food Crops introduced.
- **1963:** Zonal Agriculture Development Offices were opened in 55 districts.
- **1966:** Set target to establish Extension Offices in 75 districts. District agriculture extension offices were renamed District Agriculture Development Offices (DADO)
- **1972:** Institute of Agriculture and Animal Science (IAAS) under Tribhuvan University (TU) was established in Kathmandu and later shifted to Rampur, Chitwan in 1974.
- **1977:** "Tuki System" was launched in Dolakha and Sindhupalchowk involving progressive farmers as key extension agents.
- **1981-82:** Department of agriculture splitted into Department of Livestock Development and animal Health (DLDAH).
- **1985-90:** The seventh five year plan
- **1992-97:** Eighth five years plan emphasizing on sustainable economic growth, poverty alleviation and regional imbalance
- **1997-2002:** Government launched 20 years Agricultural Prospective Plan (APP).

- **2000:** Private agricultural college namely Himalayan College of agriculture science and technology (HICAST) was established in Bhaktapur district.

OBJECTIVE OF EXTENSION EDUCATION

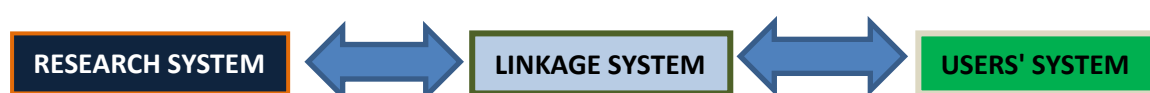
The main aim of Extension Education is to bring about all round development of rural people.

The objectives of Extension Education are as follows:

- 1) To increase the income of farmers by more production and proper marketing system
- 2) To raise the standard of living of rural people
- 3) To facilitate social and cultural program for rural people
- 4) To develop rural leadership
- 5) To develop the feeling of self-dependence among rural people
- 6) To provide educational and health facilities in rural areas
- 7) To encourage rural people to participate in community programs
- 8) To train rural youth
- 9) To disseminate information
- 10) To be informed on farmers' problems and to find out their solutions

1.4 EXTENSION IS A COMMUNICATION PROCESS

Extension is a practice that uses communication as means. Extension workers use communication to convince people and bring new changes. The success of communication depends on sharing of meanings between sender and receiver of the messages. Therefore, extension depends on communication. Extension education works as a linkage system in the communication process between the research system and the farmers.



Technology Production-Research

Extension Education

Farmers

The new ideas or technology developed in the research stations are disseminated to the farmers and the problems of the farmers are brought to the research stations for solution.

COMPREHENSIVE QUESTIONS

- 1) What is education?
- 2) What do you mean by extension education?
- 3) Write the importance of extension education in Nepal.
- 4) Write the objective of extension education.
- 5) Write the differences between formal and non-formal education.
- 6) "Extension is a communication process". Define very shortly.

UNIT 2: COMMUNICATION

2.1 Meaning: Communication is the exchange or transfer of ideas, thoughts or emotions from one person to another accurately and satisfactorily.

FACTORS AFFECTING TEACHING-LEARNING PROCESS

1. **AGE:** Adults have the capacity to learn new things.
2. **PHYSICAL CONDITION:** Learning is affected by physical facilities such as light, temperature, ventilation, sitting arrangement, noise etc.
3. **SOCIAL ENVIRONMENT:** Social environment free from mental worries is essential.
4. **MEANINGFULNESS:** Learning must be meaningful and purposeful.
5. **AVAILABILITY OF LEISURE TIME:** Economic backward and lack of leisure affects teaching-learning process.
6. **BOREDOM:** Illiterate adults get bored than a person who is used to education.

2.2 STEPS OF EXTENSION TEACHING LEARNING PROCESS

Teaching-Learning is a continuous process. Teaching-Learning process consists of various steps.

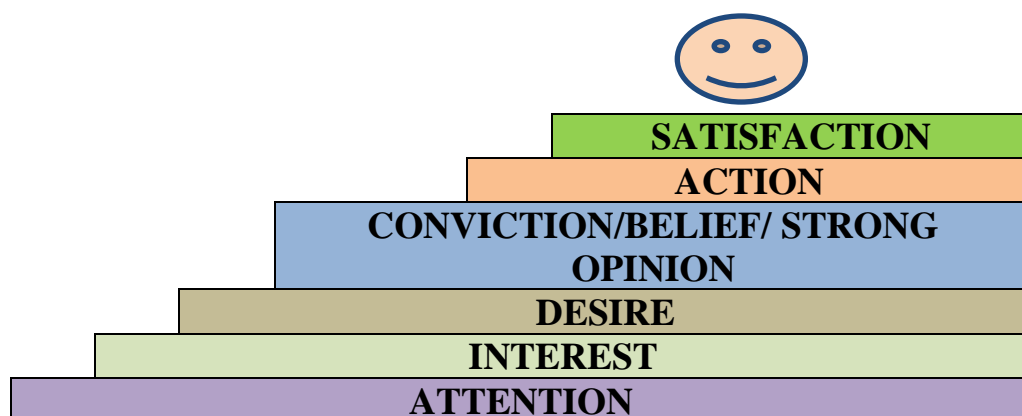


Figure: Steps in Teaching-Learning Process

1. **Attention:** Attention of the learners to the new ideas
2. **Interest:** Arouse learners' desire for further new ideas
3. **Desire:** Arousing learners' desire for new information
4. **Conviction:** Managing or convincing the learner for action
5. **Action:** Getting action by the learner. Conviction is converted to action.
6. **Satisfaction:** Satisfaction to the learner from the action.
Satisfaction is a motivating factor for the learner.

2.3 METHOD OF COMMUNICATION (EXTENSION EDUCATION)

Individual Contact: Individual contact is a direct contact by the extension worker with an individual farmer, farm women, youth etc. It includes methods like home visits, office calls, personal calls etc. Feedback is immediate.

Group contact: It is a direct contact of extension worker with a group of individuals for a definite purpose. It can reach to more people at a time in lesser time. It includes methods like method demonstration, result demonstration, field tours, all kinds of meetings, seminars, training, lecture, workshops etc.

Mass contact: Mass contact is sharing of information, new ideas and practices to a large number of people quickly by a single source. It includes all printed materials, broadcasting media, exhibition etc.

2.4 GENERAL CONCEPT OF MODEL OF COMMUNICATION (Psychological and Sociological model)

- A. **Hypodermic Needle Model:** It is stated that mass media had direct immediate and powerful effects on a mass. This model was too simple.
- B. **Two-step Flow Model:** It was based on "ideas flow from radio and printed materials to opinion leaders and from them to the less active population".
- C. **Multi-Step Flow Model:** This model includes both Hypodermic Needle Model and Two-Step Flow Model. This model suggests that there are numbers of communication flow from source to a large audience.

COMPREHENSIVE QUESTIONS

Short questions

- 1) What is communication? Or What do you understand by communication?
- 2) Write the steps of teaching-learning process.
- 3) What are the factors affecting teaching-learning process?
- 4) What are the methods of communication? Or What are the methods of extension education?
- 5) Write the general concept of models of communication.

UNIT 3: TRANSFER OF TECHNOLOGY

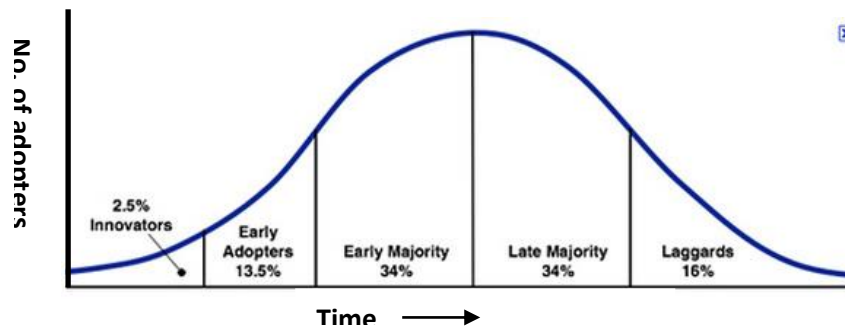
Adoption: Adoption is the process of making full use of new ideas or technologies.

Innovation: Innovation means an idea, practice or object perceived as new by an individual. It is a new way of doing something.

3.1 Meaning of diffusion

- ❖ Diffusion is a process of adoption of new idea by the farmers in villages, districts etc.
- ❖ Diffusion is dissemination or spread of a new idea.

3.2 Classification/Types of adopters



- A. **Innovators:** Innovators are also called as experimenters. They are generally young, better educated, financially well off and willing to bear risks.
- B. **Early Adopters:** They are the quickest to use the already tried ideas in their own situation. They are younger than average in the community, educated and socially active.
- C. **Early Majority/Local Adoption leader:** They have contact with extension agents and early adopters. They are average in age, education, social status.
- D. **Late Majority/Late adopters:** They are after the average members of society have adopted. They are little older, financially not well off and not willing to take risk.
- E. **Laggards:** They are the last to adopt the new ideas. They are older in age, little educated or illiterate. They are highly conservative.

FACTORS AFFECTING ADOPTION PROCESS

- 1) Characteristics of innovation (*Advantage, compatibility, visibility and trainability*)
- 2) Availability (*Seeds, planting materials, fertilizers, pesticides etc.*)
- 3) Communication channel used (*Face to face communication have faster rate of adoption.*)

- 4) Efforts by extension workers
- 5) Personal factors (*Age, Education etc.*)
- 6) Economic factors (*Farm income, size of farm, tenure status etc.*)
- 7) Nature of social system (*Education, orthodox, customs, beliefs etc.*)
- 8) Source of farming information used (*Better information from extension workers, Agriculture college or university than friends and relatives*)

3.3 Functional linkages between research, extension and education

- Research aims to discover new facts about agriculture.
- Extension aims to transfer this knowledge to producers.
- Education aims to produce desirable changes in human behavior.

3.4 Role of extension workers in transfer of technology

1. To work with farmers and report to JT/JTAs or Agriculture Development Officers (ADO)
2. To work as model farmers
3. To collect agricultural data
4. To motivate farmers to adopt new technologies
5. To collect demand for agricultural inputs and rural credits
6. To assist in local level fairs and exhibitions

Comprehensive Questions

Long Question

- 1) What do you mean by diffusion? Explain the factors affecting adoption process.
- 2) What do you mean by adoption? Write about the types of adopters?
Or Classify the types of adopters and explain them.
- 3) What are the roles of extension workers in transfer of technology?

Short Question

- 1) What is diffusion?
- 2) What is the functional linkage between research, extension and education?
- 3) Mention the points that affect the adoption process.
- 4) What do you mean by laggards?

UNIT 4: EXTENSION PROGRAM PLANNING, MONITORING AND EVALUATION

4.1 Concept

Extension Program Planning: It is the process by which people (committee/s, extension workers and other resource persons) determine a program. It is a decision making process. *Extension program planning is a process of developing a program and plan of work.*

Extension Program Planning answers questions of 5Ws (what, when, where, whom and how)

IMPORTANCE OF PROGRAM PLANNING

Program planning is very important to

1. Avoid wastage of resources.
2. Provide guidance.
3. Provide continuity even when there is change in personnel.
4. Minimize or avoid conflicts.
5. Provide opportunity to all men, women and children to take part in the program.
6. Help in leadership development.
7. Provide reliable information about program, situation and resources.
8. Provide balanced development as it determines the priorities of the problems.

4.2 Program monitoring, evaluation and follow up

Program monitoring: It means continuous watching the activities of the program. Monitoring helps/ensures smooth functioning of activities and provides feedback. **Feedback** is the information or statements of opinion about something.

Evaluation: It is the process of determining how well the desired behavioral change have been taken place or are taking place as a result of extension educational efforts. **"Evaluation means to estimate, to measure, to judge and to determine the value of something."**

Follow up: Follow up is to guide farmers to adopt new ideas, technology or skills from time to time.

4.3 Extension program planning process and decentralization of program

Extension program planning process has eight steps. First four steps are program planning and other 4 steps are program actions.

- 1) Collection of facts (facts on local situation of community/village/districts)
- 2) Situation analysis (Detail examination of the elements or components of a situation)
- 3) Needs and problems identification (Identification of limitation of time, money or opportunity)
- 4) Decision on objectives (accepted by the people, should be behavioral, functional, definite and attainable)
- 5) Development of plan of work (procedure for solving the different problems and desired objectives are achieved)
- 6) Execution of plan (the way the program is carried out)
- 7) Evaluation of progress (determining the changes in people, economic and social situation). Knowing which objectives have been attained.
- 8) Re-consideration (consideration for planning future program)

Decentralization of program

Decentralization of program is defined as the transfer of decision-making authority closer to the consumer or beneficiary of the program. Extension program is democratic, decentralized both in philosophy and procedures. It operates through discussion and suggestions not through orders. Facts are shared among extension workers and participants. Solutions are highlighted through mutual discussions and authority lies on people to choose whether or not to adopt the innovation. In the end, the solutions developed by research are returned to the farmers.

4.4 Importance/Need of evaluation of program planning

1. Evaluation helps to plan programs clearly.
2. It provides a basis for adjusting the programs.
3. It helps to know strengths and weaknesses of the program.
4. It helps for satisfaction of extension workers by knowing the extent of achievement.
5. It helps to get reliable information.
6. It helps in future planning.
7. It makes the execution of the plan more successful.
8. It helps to know the effectiveness of the program.
9. It can also help in motivating learning of workers.
10. It serves as the basis for future implementations of the programs.

Comprehensive Questions

Long Questions

- 1) What is extension program planning? What is its importance?
Or
Why is extension program planning necessary/important?
- 2) What are the processes of extension program planning?
- 3) What do you understand by evaluation? Write the importance of evaluation in program planning.
Or
Why is evaluation important in program planning?

Short Questions

- 1) What is extension program planning?
- 2) What is program monitoring?
- 3) What is evaluation?
- 4) What do you mean by feed-back?
- 5) What do you mean by decentralization of a program?

UNIT 5: SOCIOLOGICAL CONCEPT

5.1. Concept of sociology and rural sociology and their importance in development process

What is sociology?

- Sociology is the scientific study of human relationship in a society.
- Sociology is the study of social relationship.

What is rural sociology?

- Rural sociology is the study of life in the rural environment.
- Rural sociology is the study of rural population, rural social organizations and the social processes in rural society.

IMPORTANCE OF SOCIOLOGY/RURAL SOCIOLOGY IN DEVELOPMENT PROCESS

- 1) It helps to understand behavior of rural people and rural society.
- 2) Rural sociology identifies the hindrances/disturbances in rural development. Thus, enhances the rate of development.
- 3) It helps to find out how one can have a pleasant society and how a society can have pleasant members.
- 4) Rural societies are the basic unit of development and villages are the basic source of culture. So their study is important.
- 5) It helps in the reform of the village such as in organization, economic betterment, education and planning for development.

5.2 Different terminologies from sociological point of view

- A. Family:** A family is social grouping of people united by kinship/relations. A family shares a common residence (house). A family follows the social roles.
- B. Group:** A group is composed of two or more people, interact or communicate each other and usually together with common interests or goals.
- C. Community:** Community is a group of people living in a geographical area and has a common interest for the purpose of making a living.
- D. Institution:** An institution is an organized system of social relationship. It has common values, procedures and needs of society.
- E. Culture:** Culture may be defined as the pattern and products of learned behavior shared by the members of society and transmitted among them. It is the way of making things and doing things among people.
- F. Social belief:** Social belief means what people believe or accept to be true, what people can trust.

G. Social values and norms:

Social Values are abstract guides for decision making in a society. Social values vary from culture to culture.

Norms are the rules how to behave in particular situation. Person who violates the norms will be punished by the society.

Norms and values have salient relation. Norms are specific, values are not.

H. Social Process: Those activities, actions, and operations that involve the interaction between people.

Comprehensive Questions

Long Questions

- 1) What is sociology? Write its importance in development process.
- 2) What is rural sociology? Write its importance in development process.
Or why is rural sociology important in Nepal?

Short Questions

1. Define the terms

- | | | |
|------------------|-----------------|-------------------|
| a) Family | d) Social norms | g) Institution |
| b) Community | e) Culture | h) Social process |
| c) Social values | f) Social norms | i) Group |

UNIT 6: SOCIAL MOBILIZATION AND COMMUNITY DEVELOPMENT

6.1 CONCEPT

Social mobilization is a process to raise awareness and motivate people for change and development.

Social mobilization is used by organizations to facilitate change. Organizations apply social mobilization to bring together members of institutions, civic organizations, religious groups, community networks and others in a coordinated way to attain specific goals.

6.2 OBJECTIVE OF SOCIAL MOBILIZATION IN EXTENSION

- To create awareness among the community people (Poor women, Dalit and Janajati)
- To help them to organize and empower for decision-making
- To build up capacity for management of community
- To improve their livelihoods

6.3 CONCEPT AND IMPORTANCE OF DEVELOPMENT

Development: Development means any improvement in quality of life and consists of social, economic, political and cultural development. *Development is a social change in which new ideas are introduced into a social system.*

- **Community Development:** Community development is a process of change from traditional living of rural communities to progressive life. *Community development is method of helping local people.*
- **Rural development** is a strategy to help the poorest in the rural areas. The target groups include small scale farmers, tenants, and the landless. Rural development involves an interaction of economic, social, political and cultural factors. *Rural development is a process of development and change to improve rural social life.*

The goal of rural development is

1. *To achieve infrastructural development*
2. *To commercialize of agriculture*
3. *To utilize and mobilize resources*
4. *Inclusive social development.*

6.4 CONCEPT AND IMPORTANCE OF DEVELOPMENT

What is sustainable development?

Sustainable development is the development which meets the needs of the present without compromising the ability of future generations to meet their own needs. *It covers environmental issues such as the use and management of*

natural resources, combatting climate change and the protection of biodiversity. It also covers social and economic aspects such as poverty reduction, promoting health and sustainable human settlement.

What is sustainable agriculture?

Sustainable agriculture consists of environmentally friendly methods of farming. It allows the production of crops or livestock without damaging human or natural systems. Elements of sustainable agriculture include permaculture, agroforestry, mixed farming, multiple cropping, and crop rotation.

Sustainable agriculture is an integrated system of plant and animal production practices.

(Why is sustainable agriculture important?)

- To satisfy human food and fiber needs
- To enhance environmental quality and the natural resources
- To make the most efficient use of non-renewable resources and on-farm resources
- To enhance the quality of life for farmers and society

6.5 MAJOR ISSUES AND PROBLEMS OF RURAL AND COMMUNITY DEVELOPMENT PROGRAM IN NEPAL

1. Identity and recognition: In Nepal, the small ethnic communities (Adibasi-Janajati) find their identity question unsettled. The constitution of Nepal Guarantees equal rights to all people irrespective of race, castes and religions.

2. Lack of base line data and under-counting: Lack of data (Quantitative and qualitative) on numbers, population size, and socioeconomic conditions of rural communities, specifically different smaller ethnics communities (Adibasi-Janajati).

4. Participation in democratic practice and Institutions: Generally, the rural communities are politically unrepresented.

5. Alienation from land, forests and commons: One common concern is the lack of access to, and ownership of land. Some communities have no access to land.

6. Land and resources grabbing: Land and resource grabbing is the problem of the rural people in Nepal. The land grabbing has been taking place firstly by the influential of the majority community and secondly by Forest Department.

OTHERS PROBLEMS ARE:

7. Employment and Economic Condition
8. Education
9. Financial Inability

10. Language Problem
11. Discrimination and Negligence
12. Rights and Status of women
13. Organizational association and Access to services
14. Health facility

Comprehensive Questions

Long Questions

- 1) What is social mobilization? Write the objective of social mobilization in Nepal.
- 2) What are the issues and problems of rural and community development program in Nepal?

Short Questions

- 1) What is social mobilization?
- 2) What is development?
- 3) What is community development?
- 4) What do you mean by rural development?
- 5) What is sustainable development? Or What do you understand by sustainable development?

UNIT 7: GROUP FORMATION AND GROUP DYNAMICS

7.1.1 CONCEPT, PRINCIPLE AND TYPES OF GROUP

GROUP: A group is a collection of individuals who have relations to one another. This relationship makes them interdependent to some degree.

PRINCIPLE OF GROUP (For more details, look at the principles of Cooperative)

- 1: Voluntary and Open Membership
- 2: Democratic Member Control
- 3: Member's Economic Participation
- 4: Autonomy and Independence
- 5: Education, Training, and Information
- 6: Cooperation among Groups
- 7: Concern for Community

TYPES OF GROUPS

1. **Primary Groups:** Primary groups are clusters of people like families, close friends. There is close, face-to-face and intimate interaction. There is also a high level of interdependence between members.
2. **Secondary Groups:** Secondary groups are those in which members are rarely in direct contact. They are large and usually formally organized. Examples; trade union, labor union etc.

7.1.2 PROCEDURE OF GROUP FORMATION AND ITS ROLE IN EXTENSION

Following are the procedures of group formation:

1) Promotional meeting

Introduce the general orientation and the work methodology of the project, and the implementing institution to the interested communities.

2) Analyze the community's current situation and their problems

Learn about the community's current access to economic and natural resources, its agricultural production, and the level of involvement of institutions or organizations supporting the community and their problems.

3) Workshop for planning initial activities and its validation

Analyze and identify, together with the farmers, those activities that would mitigate the related problems and make a final decision on the group farmland site so the group activities can begin.

Role of group in extension

1. Accepting innovative ideas in agriculture.
2. Imparting information
3. Skill acquisition
4. Setting objectives for common benefit
5. Solving the problems of the members

7.1.3 DYNAMICS OF GROUP LEADER IN GROUP MANAGEMENT

Good internal dynamics do not happen by accident. They come from an awareness of how the group functions. Ability to perform the functions of group leader is not hereditary, but is learned.

A dynamic group leader should

- Accept the feelings of another
- Manage controversy fairly
- Summarize group discussion
- Collect thinking for group acceptance and action
- Coordinate for a decision
- Encourage others to gain and learn skills of leadership.

A dynamic group leader should have the following characteristics: **Knowledge, Pleasant personality, Courtesy, Initiative, Cheerfulness, Tactful, Courtesy, Sympathy, Sincerity, Loyalty, Industrious, Flexibility, Vision and Ethics**

(Look at UNIT 8: 8.2 Characteristics of a good leader)

7.1.4 GROUP MEETING FOR PROBLEM SOLVING AND DECISION MAKING

For solving any problem, a group meeting should follow the following steps

1. **DEFINE THE PROBLEM:** Provide history relevant to the problem. Make a comparison: how are things now versus the way you would like them to be? How long has the problem existed? How frequently does it occur? Who is affected by the problem?
2. **DETERMINE CAUSES:** Look for the cause of the gap between the present (what's now) and the desired (future) state or resolution.

3. **DEVELOP ALTERNATIVE APPROACHES:** (Brainstorm) Make a list of as many possible solutions as you can. Do not judge correctness or feasibility here. Just list everything.
4. **ASSESS THE CONSEQUENCES:** Ask what possible results may come from each alternative. Who is affected? Who pays? Are there uncontrollable challenges?
5. **DEVELOP ACTION PLANS:** Identify what you want success to look like. Use the Action Planning Worksheet to choose feasible alternatives that are acceptable to the group. *This is where most of the work is done!*

7.1.5 TYPES OF FARMERS GROUPS AND ITS ROLE IN AGRICULTURE EXTENSION

Types of farmers groups

TYPE OF GROUP	HELPS MEMBERS...	LASTS AT LEAST...
Farmer field school	Learn new farming techniques	One season
Innovation group	Develop and learn new techniques	One season
Savings-and-credit group	Save money and get loans	One loan cycle
Production group	Grow crops and raise livestock	One season
Processing group	Process produce	Several seasons
Marketing group	Sell their produce	Several seasons
Community group	Solve problems in the community	Several years
Resource management group	Manage water, the soil or forests	Many years
Cooperative	Buy inputs, sell produce	Many years
Farmers' association	Improve conditions for production and marketing	Many years

Importance/Role of Farmers' groups: In the world, there are millions of farmers. Farmers' voice cannot be obtained without farmers' organizations.

- To engage in any meaningful dialogue with the rest of society,
- To meet the need of their representative organizations,
- To organize farmers' groups from grassroots to the international level,
- To make their legitimate voice heard

7.1.6 GROUP AS A CONFLICT MANAGEMENT

Conflict in a group does not mean that the group cannot function. In fact, if the conflict is handled well, it actually helps the group to function. If the conflict management involves all members of the group (the conflict as a group problem, the group cohesiveness may even be increased. Group conflicts should be managed because they can become destructive and divide the group.

7.2 COOPERATIVES AND WATER USER ASSOCIATION

7.2.1. Concept and development of cooperative

The co-operative is comprised of two words, "Co" means together and "Operative" means working. It means, the meaning of co-operative is working together. The term co-operative is living together, thinking together and working together for common benefit of the members.

A cooperative is **"an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise"**.

Modern co-operatives began in Nepal in 1954 when a Department of Co-operatives (DOC) was established within the Ministry of Agriculture. Department of Cooperatives was established to promote and assist development of co-operatives. During First Five Year Plan (1956/57-1960/61), Nepal Government planned to organize 4,500 agricultural co-operatives. In fact only 378 co-operatives were organized.

The first co-operatives formed in Nepal were in the Chitwan District in 1956 for flood relief and resettlement program.

7.2.2 CHARACTERISTICS AND PRINCIPLE GUIDELINES OF COOPERATIVE

Cooperatives around the world operate according to the same core principles and values, adopted by the International Cooperative Alliance in 1995.

- 1: Voluntary and Open Membership:** Cooperatives are voluntary organizations open to all people able to use its services without discrimination.
- 2: Democratic:** Cooperatives are democratic organizations controlled by their members.
- 3: Economic Participation:** Members democratically control the capital of the cooperative.
- 4: Autonomy and Independence:** Cooperatives are autonomous, self-help organizations controlled by their members.
- 5: Education, Training, and Information:** Cooperatives provide education and training for members, elected representatives, managers and employees so as to develop their cooperative. Members also inform the general public about the nature and benefits of cooperatives.
- 6: Cooperation Among Cooperatives:** Cooperatives work together through local, national, regional and international structures.

7: Concern for Community: Cooperatives work for the sustainable development of communities through programs accepted by the members.

7.2.3 THE ROLE OF CO-OPERATIVES IN RURAL DEVELOPMENT

The roles of cooperatives are as follows:

1. It develops the feeling of living and working together in the society
2. It encourage saving and uplift the weaker section of the society.
3. It provides financial and other assistance to its member in easier way.
4. It provides goods like seeds, fertilizer, insecticide, etc and services like irrigation, agriculture loan at low rate of interest.
5. It protects from exploitation of money lender and middle man.
6. It eliminates middle man and provides goods and services at cheaper price to its member and customer.
7. It also provides best quality goods which improves the standard of living.
8. It helps in increasing the competitiveness of the small-holder farmers.

7.2 Water user association (WUA)

A Water User Association (WUA) is an organization for water management. It is made up of a group of small and large-scale water users, such as irrigators. They collect or pool their financial, technical, material, and human resources for operation and maintenance of a local water sources.

The objectives of a WUA

- 1) Conservation of water catchments
- 2) Sustainable water resource management
- 3) Increase availability of water resources
- 4) Increase the usage of the water for economic and social improvements
- 5) Development of sustainable and responsive institutions.

Comprehensive Questions

Long Questions

- 1) What is a group? What are its characteristics and principles?
- 2) What is a group? Write its types. OR what are the types of group?
- 3) What are the dynamics of a group leader? Or Write the characteristics of a group leader.

- 4) What are the steps of problem solving in group meeting?
- 5) What are the functions or role of cooperatives in rural development?
- 6) What is water user association? What are its objectives?
- 7) Describe the procedures of group formation.

Short Questions

- 1) What do you mean by cooperatives?
- 2) What is a primary group?
- 3) What is water user association?
- 4) Why should a group conflict be managed?
- 5) What is the role of group leader in group management?

UNIT 8: LEADERSHIP DEVELOPMENT

LEADER: A leader is an active person who guides, control, directs, teaches and disseminates. A local leader is a person from the community selected to guide, teach and advice the local people.

LEADERSHIP: Leadership is a process of influencing, guiding and directing actions and thoughts in the intended/desired direction.

TYPES OF LEADER AND LEADERSHIP

- 1) **Traditional Leaders:** They are traditional minded. They believe in traditional values beliefs, norms etc. They do not believe in new technology.
- 2) **Political Leaders:** They operate from community level to national level. They have ability to organize their followers during election. They struggle for political power.
- 3) **Autocratic/Authoritarian Leaders:** These leaders hold the maximum power over group and they alone determine or formulate policy for the group.
- 4) **Democratic Leaders:** They work for general welfare of the community. Their leadership is based on democratic ideals, education etc.
- 5) **Laissez-faire Leaders:** They believe that if you have workers alone, the work will be done. They have no confidence in themselves.
- 6) **Institutional Leaders:** Their power is formalized. They are based on the norms, customs and tradition of the institutions.
- 7) **Beurocratic Leaders:** They are paid individuals to operate the government. They are practical, punctual and disciplined in their jobs.
- 8) **Diplomatic Leaders:** They work in general principles and rules of the government or agencies which they represent. They manipulate the situation according to their own interest.
- 9) **Situational Leaders:** They emerge when there is problem, conflict or confusion in the society and no one is able to control the situation.
- 10) **Action Leaders:** They transform the information and idea from researcher to the rural people and bring back the knowledge and suggestion for the research work.
- 11) **Professional Leaders:** They have specialized training in the field where they work and they are paid for it.
- 12) **Lay leaders:** They may or may not be trained; they are not paid for the work and generally work as a part time.

8.2 CHARACTERISTICS OF GOOD LEADER

1. **Knowledge:** He must be well informed.
2. **Pleasant personality:** He must draw attention of the people.

3. **Courtesy:** Must be respectful to other people.
4. **Initiative:** He must take right action at right time.
5. **Cheerfulness:** He must be happy and optimistic.
6. **Tactful:** He must handle people and situation successfully.
7. **Courtesy:** He must be respectful to others.
8. **Sympathy:** He must be respectful.
9. **Sincerity:** He must be true, pure and sincere.
10. **Loyalty:** He must be loyal.
11. **Industrious:** He must be willing to work hard.
12. **Flexibility:** He must be subject to change.
13. **Vision:** He must have imagination.
14. **Ethics:** He must have moral standard.

8.3 SELECTION AND DEVELOPMENT OF A LOCAL LEADER

Selection of a local leader should be done properly from the information of the extension agencies and the common rural people. It should be proper because these local leaders are the first to get the information from the government agencies. They should have strong desire to work in the local situation, should be accepted and respected by the others and should have confidence of the community. Consultation with the community is necessary.

8.4 ROLE OF LOCAL LEADERS IN EXTENSION EDUCATION AND THEIR EFFECTIVENESS

ROLE OF LOCAL LEADERS IN EXTENSION EDUCATION

1. Act as an example for other people
2. Spread the messages of extension agencies
3. Help extension workers
4. Help in feed-back and follow up of extension programs
5. Take part in organizing and functioning of rural institutions
6. Help in establishing favorable situation for developmental activities
7. Increase the ability of the rural people
8. Help in social mobilization activities

Comprehensive Questions

Long Questions

- 1) What do you mean by a leader? What are the roles of leader in extension education?
- 2) What is a local leader? Write the characteristics of good leader.
- 3) What are the types of leadership?

Short Questions

- 1) What do you understand by a leader?
- 2) What is leadership? Or What do you mean by leadership?
- 3) How is a leader selected?
- 4) Write about
 - a) Traditional leader
 - b) Democratic leader
 - c) Political leader
 - d) Diplomatic leader
 - e) Professional leader

UNIT 9: GENDER AND DEVELOPMENT

9.1 Concept of gender and gender balance

What is gender?

Gender deals with the roles and relationships between men and women. It is determined by social, political and economic context/situation and not by biology. Gender is socially constructed and changeable while biological sex is natural and permanent under normal condition.

Gender balance: Gender balance occurs when women and men participate as equals, have equal access to resources and equal opportunities.

9.3 Concept of WID, GAD and gender analysis

Women in development (WID): Women are the major contributors in agriculture to community productivity but the contribution is not recorded. After 1976, WID came as a strategy to integrate women in economic, political and social growth and change. WID approach is based on assumption/thinking that gender relations will change naturally if women gain/get economic power. But his concept of WID was far from true.

Gender and development (GAD): GAD approach came as alternative to WID in 1980s. GAD approach views women as active participants in development. This approach ensures equity and equality for women in development. It focuses on relationships between men and women and addresses their long term interests.

GENDER ANALYSIS: It is an organized approach and considers/includes gender issues in the process of program development. Its purpose is to ensure/make sure roles, needs and participation of women and men in projects and programs development. Gender analysis is done at all stages of development.

DEVELOPMENT: Development is defined as any improvement in the quality of life.

COMPREHENSIVE QUESTIONS

Short Questions

- 1) What is gender?
- 2) What is gender analysis?
- 3) What is gender balance?
- 4) Define the terms:

(i) Women in Development (WID)	(iii) Development
(ii) Gender and Development (GAD)	

UNIT 10: NEED BASED TRAINING PROGRAM

10.1 Meaning of training

- ✓ Training: Training means to educate a person to be fitted, qualified and skilled in doing a particular job.
- ✓ Training is a process through which positive change is brought in the capacity of a person.

People are made capable and suited for the modern world through training. Without training it is impossible for a person to tackle new modern situation and necessity.

Farmers' training is non-formal instructional activity to improve their abilities or capacities.

10.2 METHODS OF IDENTIFICATION OF TRAINING NEEDS

There are number of methods to identify training needs such as

- | | |
|-----------------------------------|-------------------------|
| I) Interviews | V) Informal talks |
| II) Questionnaire | VI) Behavioral analysis |
| III) Observation | VII) Task Analysis |
| IV) Focus group discussions (FGD) | |

10.3 Concept of participatory training and experimental learning

According to the Food and Agriculture Organization of the United Nations (FAO), participatory training is: *'An interactive learning process enabling individuals and communities to develop skills, knowledge and attitudes, and to share lessons learnt, so that they actively contribute to food security and poverty alleviation.'*

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing".

10.4 IMPORTANCE OF TRAINING *in agricultural development*

- Training helps to develop skills.
- Training develops self-awareness, inter-personal skills, motivation and behavioral changes.
- It guides/helps people for higher responsibilities.
- It creates learning culture.
- It can update people with change in technologies.

COMPREHENSIVE QUESTIONS

Short Questions

- 1) What do you mean by training?
- 2) What (do mean by) is farmers' training?
- 3) Write down the methods of identification of training needs.
- 4) Why is training/farmers' training important in agriculture development? Or what is the importance of training?
- 5) What do you mean by participatory training?
- 6) What do you mean by experiential learning?

UNIT 11: MOTIVATION

11.1 Meaning:

- Motivation is the condition of being eager to act or work. Motivation is driven by an interest or enjoyment, and exists within the individual.
- Motivation is a force or influence that causes someone to do something.

NEEDS OF MOTIVATION IN AGRICULTURE EXTENSION

- Motivation helps an individual to work willingly.
- Motivation helps to improve the skills.
- Motivation increases the capabilities of an individual.

Types of motivation:

A. Intrinsic motivation: Intrinsic motivation is the self-desire

- To seek/find out new things and new challenges,
- To analyze one's capacity and
- To observe and to gain knowledge.

It is driven by an interest or enjoyment, and exists within the individual. It does not depend on external pressures.

Example; on-line gaming, virtual worlds, online shopping, online dating, digital music source, social networking, etc.

Advantages: *Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are efforts at promoting student learning.*

B. Extrinsic motivation: Extrinsic motivation comes from influences outside of the individual. Extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation. Common extrinsic motivations are rewards; for example money or grades and the threat of punishment following misbehavior. Competition is an extrinsic motivator because it encourages the performer to win and to beat others. A cheering crowd and the desire to win a trophy are also extrinsic incentives.

11.3 TECHNIQUES OF MOTIVATION OF COMMUNITY WORKER, SOCIAL WORKER AND DEVELOPMENT WORKER

1. Develop a reasonable goal.
2. Develop a reasonable plan.
3. Create a list of reasons why it's important to reach the goal.(and read this list every morning)
4. Avoid behaviors that would steer you away from your goal.

5. Respond to sabotaging/damaging, harming thinking.
6. Identify obstacles/ difficulties/problems.
7. Prepare for feelings of discouragement, disappointment and deprivation.
8. Focus on the experiences you deem/think/believe **“worth it.”**
9. Get back to basics when you get off track.

It is important to learn these skills so you'll be more able to boost your motivation and willpower.

Short Questions

1. What is motivation?
2. Describe briefly the types of motivation.
3. Why is motivation needed in agriculture extension?
4. Write the techniques of motivation for community worker.

BEST OF LUCK

SPECIFICATION GRID

TABLE: 1

Class: IX

Time: 1 Hour and 15 Minutes

Full Marks: 40

Unit	Scope	Group A	Group B	Group C	Total Question
		Very short Question	Short Question	Long Question	
1	Introduction	1	-	-	1
2	Communication	1	1	-	2
3	Transfer of Technology	1	-	1	2
4	Extension Program Planning, Monitoring and Evaluation	2	1	1	4
5	Sociological Concept	1	-	1	2
6	Social Mobilization and Community Development	1	1	1	3
7	Group formation and Group Dynamics	2	1	1	4
8	Leadership Development	1	-	1	2
9	Gender and Development	1	1	-	2
10	Need Based Training Program	1	1	-	2
11	Motivation	1	1	-	2
Total Questions		13	7	6	26
Attempt Questions		10	5	5	20
Marks		1x10=10	2x5=10	5x4=20	40
Time		18	18	38	75

PRACTICAL

Table 2

TIME: 1 HOUR AND 45 MINUTES

FullMarks: 60

For practical examination 60 marks is divided as:

Allocation of Practical	Marks
Attendance	5
Lab Report/Practical Files	10
Internal Assessment	10
Practical Examination	15
Spotting/Field Report/Project Work/Survey Report/Drawing	10
Viva	10
Total	60