

कृषि महाविद्यालय

Practical Manual
on
Dimensions of Agricultural Extension

Prepared by :

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College of Agriculture
INDIRA GANDHI KRISHI VISHWAVIDYALAYA
Raipur (Chhattisgarh) 492 012

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INTRODUCTION ABOUT THE COURSE

Concept of Agricultural Extension and Rural Development

Agricultural extension is the application of scientific research and new knowledge to agricultural practices through farmer's education. The field of 'extension' now encompasses a wider range of communication and learning activities organized for rural people by educators from different disciplines, including agriculture, agricultural marketing, health, and business studies. Extension practitioners can be found throughout the world, usually working for government agencies. They are represented by several professional organizations, networks and extension journals.

Rural Development in a democratic society is not a matter only of plans and statistics, targets and budgets technology and methods, material and professional staff organization and machinery to administer them, but one of using these mechanisms skillfully as means for changing the mind, knowledge and actions of the people in ways that in improvements educationally, socially, economically and morally. Hence, the process is of working with people, not for them, of helping to become self-reliant, not dependent on others, of making people the central actors not the spectators.

So the key to rural development in a society is the human element, not material aid. The central means is education of the people in ways of improving their farms, home and community. This change must emerge from the people's own decisions to act, result from their own efforts, and utilize their own resources to the maximum. To progress along these lines requires careful mobilization of the resources for promoting advancement and sharp focusing of them on changing the minds of people educationally.

In this connection several development programmes were implemented for the development of the rural people in particular and rural poor in particular. Students have to study some of the programmes as given below:

Growth of extension (Global context)

There are scores of widely accepted definition of agricultural extension. The examples given below are taken from a number of books on extension published over a period of more than 50 years:

- **1949:** The central task of extension is to help rural families help themselves by applying science, whether physical or social, to the daily routines of farming, homemaking, and family and community living.
- **1965:** Agricultural extension has been described as a system of out-of-school education for rural people.
- **1966:** Extension personnel have the task of bringing scientific knowledge to farm families in the farms and homes. The object of the task is to improve the efficiency of agriculture.
- **1973:** Extension is a service or system which assists farm people, through educational procedures, in improving farming methods and techniques, increasing production efficiency and income, bettering their standard of living and lifting social and educational standards.
- **1974:** Extension involves the conscious use of communication of information to help people form sound opinions and make good decisions.
- **1982:** Agricultural Extension: Assistance to farmers to help them identify and analyze their production problems and become aware of the opportunities for improvement.
- **1988:** Extension is a professional communication intervention deployed by an institution to induce change in voluntary behaviors with a presumed public or collective utility.
- **1997:** Extension is the organized exchange of information and the deliberate transfer of skills.
- **1999:** The essence of agricultural extension is to facilitate interplay and nurture synergies within a total information system involving agricultural research, agricultural education and a vast complex of information-providing businesses.
- **2004:** Extension is a series of embedded communicative interventions that are meant, among other goals, to develop and/or induce innovations which help to resolve (usually multi-actor) problematic situations.
- **2006:** Extension is the process of enabling change in individuals, communities and industries involved in the primary industry sector and in natural resource management.

Four paradigms of agricultural extension

Any particular extension system can be described in terms of both how communication takes place and why it takes place. It is not the case that paternalistic systems are always persuasive, nor is it the case that participatory projects are necessarily educational. Instead there are four possible combinations, each of which is unique and represents a different extension paradigm, as follows:

- *Technology Transfer* (persuasive + paternalistic). This paradigm was prevalent in colonial times and reappeared in the 1970s and 1980s when the "Training and Visit" system was established across Asia. Technology transfer involves a top-down approach that delivers specific recommendations to farmers about the practices they should adopt.
- *Advisory work* (persuasive + participatory). This paradigm can be seen today where government organizations or private consulting companies respond to farmers' inquiries with technical prescriptions. It also takes the form of projects managed by donor agencies and NGOs that use participatory approaches to promote predetermined packages of technology.
- *Human resource development* (educational + paternalistic). This paradigm dominated the earliest days of extension in Europe and North America, when universities gave training to rural people who were too poor to attend full-time courses. It continues today in the outreach activities of colleges around the world. Top-down teaching methods are employed, but students are expected to make their own decisions about how to use the knowledge they acquire.
- *Facilitation for empowerment* (educational + participatory). This paradigm involves methods such as experiential learning and farmer-to-farmer exchanges. Knowledge is gained through interactive processes and the participants are encouraged to make their own decisions. The best known examples in Asia are projects that use Farmer Field Schools (FFS) or participatory technology development (PTD).

PRACTICAL - 1

Title : To study the important ongoing agriculture and rural developmental programmes

Objective : To aware the students about the structure and functions of different rural development programmes

The mandate of the Rural Development is rural poverty alleviation through programmes directly targeted at the rural poor households. The major programmes implemented by the government are directly targeted poor families for creation of assets, skill development and self employment started with Integrated Rural Development Programme (IRDP) in the year 1980 and included several other programmes like the Training of Rural Youth for Self Employment (TRYSEM), Development of Women and Children in Rural Areas (DWCRA), Supply of Improved Toolkits to Rural Artisans (SITRA), Mid Day Meal (MDM), PDS and the Million Wells Scheme (MWS). On account of multiplicity of programmes, which were viewed as separate programmes in themselves, the desired linkages among these programmes were not established effectively. These were more concerned with achieving individual programme targets rather than focusing on the substantive issue of sustainable income generation.

Exercise – 1

Title : To Study about the MANREGA programme in an assigned village

Brief profile of the programme

Mahatma Gandhi NREGA seeks to enhance the livelihood security of the households in rural areas of the country by providing at least 100 days of guaranteed wage employment in every financial year to every household whose adult members volunteer to do unskilled manual work. It is also to augment wage employment opportunities by providing employment on demand and thereby extend a security net to the people and simultaneously create durable assets to alleviate some aspects of poverty and address the issue of development in the rural areas. Mahatma Gandhi NREGA was launched in 200 select districts on 2.2.2006. All the remaining rural areas in the country have been covered under the Act w.e.f. 1.4.2008. Presently, Mahatma Gandhi NREGA is being implemented in all the notified rural areas of the country.

Duties/Main activities /functions and services being provided

The Ministry of Rural Development is the nodal Ministry for the implementation of Mahatma Gandhi NREGA. It will also ensure that the implementation of Mahatma Gandhi NREGA at all levels is sought to be made transparent and accountable to the public. A Central Employment Guarantee Council or Central Council has been set up for advising the Central Government on MNREGA-related matters, and for monitoring and evaluating the implementation of the Act.

Organizational Structure and monitoring at various levels

The Panchayats at district, intermediate and village levels are the principal authorities for planning and implementation of the Schemes made under this Act. Key stake holders are: Wage seekers, Gram Sabha, PRIs specially the Gram Panchayats, Programme Officer at the block level, District programme Coordinator, State Governments and Ministry of Rural Development. Periodic reviews in the Performance Review Committee (PRC) meetings are held on quarterly basis. State specific reviews are also undertaken. State and district level Vigilance and Monitoring Committees have been set up.

The students have to collect the following information from the group of villagers/ beneficiaries regarding MNREGA programme.

Name of village blockDistrict

Gram Panchayat

1. Year of start of MNREGA in the village
2. No. of total families in the village
3. No. of families enrolled under MANREGA in the village
4. Months of employment available in MANREGA
5. Duration of employment available in MANREGA
6. Time (hrs) required to work in a day.....
7. Minimum work (volume) required to be done per day
8. Name of implementing agency

9. Distance of activity from the village

10. Man-days job available in a seasonyear.....

11. Main activities undertaken through MNREGA in the village

a)

b)

c)

d)

e)

12. Mode of Payment

13. Rate of payment (Male).....

(Female).....

14. Salient opinion of villagers about the MNREGA

.....

.....

15. Salient opinion of student about the MNREGA

.....

.....

.....

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

.....

Exercise – 2

Title: To study about the Mid Day Meal programme of a village school

Brief profile of the programme

The Mid Day Meal is the world's largest school feeding programme reaching out to about 12 crore children in over 12.65 lakh schools/EGS centres across the country. Mid Day Meal in schools had a long history in India. In 1925, a Mid Day Meal Programme was introduced for disadvantaged children in Madras Municipal Corporation. By the mid 1980s three States viz. Gujarat, Kerala and Tamil Nadu and the UT of Pondicherry had universalized a cooked Mid Day Meal Programme with their own resources for children studying at the primary stage. By 1990-91 the number of States implementing the mid day meal programme with their own resources on a universal or a large scale had increased to twelve states. With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995, initially in 2408 blocks in the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I -V of Government, Government aided and local body schools, but also children studying in EGS and AIE centres. In addition to free supply of food grains, the revised scheme provided assistance for (a) Cooking cost, (b) Transport subsidy (c) Management, monitoring and evaluation costs @ 2% of the cost of foodgrains, transport subsidy and cooking assistance, (d) Provision of mid day meal during summer vacation in drought affected areas. In October 2007, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs). The Food norms have been revised to ensure balanced and nutritious diet to children from time to time. More than 26 lakhs cook-cum-helper at present are engaged by the State/UTs during 2010-11 for preparation and serving of Mid Day Meal to Children in Elementary Classes. Decentralization of payment of cost of food grains to the FCI at the district level will allow officers at State and National levels to focus on detailed monitoring of the Scheme. During 2010-11 about 11.36 Cr children i.e 7.97 Cr. children in primary and 3.39 Cr. children in upper primary are expected to be covered in 12.63 lakhs institutions. Today, Mid-day Meal scheme is serving primary and upper primary school children in entire country.

The students have to collect the following information from the group of villagers/ school teacher regarding the programme.

a) Brief profile about the programme

.....

1. Year of start in the village
2. No. of schools/institutions involved in the programme
3. No. of families benefitted in the village
4. No. of students/children benefitted in the village
5. Name of implementing agency
6. Name of person responsible for MDM in the village
7. Name of person responsible in the school
8. Name of person cooking the food
9. Name of person distributing the food
10. Menu chart of mid day meal

S No	Day	Menu
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	
6	Saturday	

11. Salient opinion of students about the programme.....

Exercise – 3

Title: To study the Public Distribution System Scheme in an assigned village

Brief profile about the programme:

PDS was first started in urban India in the late 1960s in response to the critical food shortages. During the 1970s and 1980s, PDS was expanded to rural areas. Until 1992, PDS remained a general entitlement scheme for all citizens. However, with the growing poor population, it was progressively converted into a targeted programme restricted to the BPL population by 1997. But PDS has, over time, come to be severely criticised for widespread corruption and leakages.

Reforms in public delivery system in Chhattisgarh

The reforming began in the public delivery of food grains in 2004 when government took away the ownership of all the PDS shops from private businessmen and gave it to local community-owned bodies like forest co-operatives employing tribal, gram panchayats (village councils) and women self-help groups, it made sense because these ensured collective responsibility. The govt. also raised the commission to PDS shop owners. The state government also decided to provide interest-free loans up to Rs. 75,000 to each PDS shop as seed capital to develop the shop and tide over immediate cash flow problems. The real trigger for an all out effort to reform PDS came in early 2007 when the team led by the then Food Secretary quickly went through with informal discussions with all stakeholders and came to the conclusion that merely focusing on PDS shops or the last mile of delivery is not enough to ensure corruption-free services. So they drew up an ambitious reform plan which involved manifold increase in the level of subsidy to over Rs. 700 crore in the state. The other big cause of concern was the prevalence of bogus BPL cards. This meant the diversion of subsidized food grains to ineligible users — often the food grains would find its way to the open market. It also meant a huge exclusion of deserving candidates, since the state could not provide BPL cards to more than the number of poor mandated by the central government. To take care of the bogus cards, government gave a go for fresh centralized printing of BPL cards based on a new database. It also increased the number of families covered under PDS. Apart from including all the households which were part of the BPL in the past, the new regime provided automatic inclusion

to the weakest sections of the society. These included the old and the destitute, the disabled and the Primary Tribal Groups like the Pahadi Korba. The price was reduced to Rs. 1 per kg for the poorest of the poor.

To plug the leakages, the first step was to take away the transportation of grains out of the private players. This was now done through the civil supplies corporation so as to ensure better accountability of the food grains. The government ensured that the grains reached every PDS shop by the 6th of each month. A Web-based application tracked the trucks dispatched as well as the amount of food grains that were being procured, transported, and received at different points of the journey. All this was placed on the Web and circulated through an SMS to whoever wished to be kept in the loop. The 7th of each month people could come and pick up their monthly stock in the presence of all government and vigilance officers and elected local representatives. The move brought about awareness among the people and infused transparency in the whole system.

Chhattisgarh is considered one of the best performing states in terms of PDS. “Chhattisgarh has set out a model for the entire country on creating a vibrant PDS by linking it to the procurement of paddy and efficient management of the supply chain. Today govt. spend over Rs. 1,000 crore on PDS. Chhattisgarh Food Security Act, 2012 is law enacted by the Chhattisgarh government in 2012. It was passed by the State Assembly to ensure “access to adequate quantity of food and other requirements of good nutrition to the people of the State, at affordable prices, at all times to live a life of dignity. The Act divides households into four groups — Antodaya, Priority, General and Excluded households. The priority households will have monthly public distribution system (PDS) entitlement of 35 kg rice, wheat flour, pulses, gram and iodized salt at subsidized price. The new act will make the acclaimed PDS more comprehensive. Nearly 90% of the provisions incorporated in the Act were already covered under the PDS. The new initiative will put a burden of Rs. 2311 crore on the state exchequer. The act will not cover those who are income tax payers, own over 4 hectares of irrigated or 8 hectares of non-irrigated land in non-scheduled areas and who are liable to pay property tax in urban areas. The Act would benefit 42 lakh families living here. It will also cover families headed by a destitute, a widow or a differently able person. It will also take care of poor, children living in hostels/ashrams, pregnant women as well as those hit by disaster.

The students have to collect the following information from the group of villagers/ beneficiaries regarding the programme.

a) Brief profile about the programme running in the village

.....

.....

.....

1. Year of start in the village

2. No. of families benefitted in the village through PDS

S.No	Card type/colour of card	No. of Beneficiaries in the village
1.		
2.		
3.		
4.		
5.		

3. Name of PDS Shop.....

4. Distance of PDS Shop from the village.....

5. Materials provided from the PDS Shop in the village

S.No	Card type/colour of card	Name of material provided	Quantity in a month/card
1.			
2.			
3.			
4.			
5.			

6. Satisfied by the quality of material: Yes / No

7. Satisfied by the quantity of material: Yes / No

8. Satisfied by the time of supply of materials: Yes / No

9. Satisfied by the behaviour of distributor: Yes / No

10. Satisfied by the local monitoring system: Yes / No

11. Satisfied by the price of materials: Yes / No

12. Satisfied by the measuring of materials: Yes / No

13. Satisfied by the location of shop: Yes / No

14. Opinion/suggestions of beneficiaries regarding the PDS in the village

15. Opinion of students about the PDS programme

Exercise – 4

Title: To study about the Kisan Credit Card Scheme in the village

As a pioneering credit delivery innovation, Kisan Credit Card Scheme aims at provision of adequate and timely support from the banking system to the farmers for their cultivation needs including purchase of inputs in a flexible and cost effective manner.

Contents of Credit Card

- Beneficiaries covered under the Scheme are issued with a credit card and a pass book or a credit card cum pass book incorporating the name, address, particulars of land holding, borrowing limit, validity period, a passport size photograph of holder etc., which may serve both as an identity card and facilitate recording of transactions on an ongoing basis.
- Borrower is required to produce the card cum pass book whenever he/she operates the account.

Salient features of the Kisan Credit Card (KCC) Scheme

- Eligible farmers to be provided with KCC and pass book or card-cum-pass book.
- Revolving cash credit facility involving any number of drawals and repayments within limit.
- Limit to be fixed on the basis of operational land holding, cropping pattern and scale of finance. Entire production credit needs for full year plus ancillary activities related to crop production to be considered while fixing limit.
- Sub-limits may be fixed at the discretion of banks
- Card valid for 3 years subject to annual review. As incentive for good performance, credit limits could be enhanced to take care of increase in costs, change in cropping pattern, etc.
- Each drawal to be repaid within a maximum period of 12 months.
- Conversion/reschedulement of loans also permissible in case of damage to crops due to natural calamities.
- Security, margin, rate of interest, etc. as per RBI norms.
- Operations may be through issuing branch (and also PACS in the case of Cooperative Banks) through other designated branches at the discretion of bank.
- Withdrawals through slips/cheques accompanied by card and passbook.

Advantages of the Kisan Credit Card Scheme

- Advantages to farmers
- Access to adequate and timely credit to farmers
- Full year's credit requirement of the borrower taken care of.
- Minimum paper work and simplification of documentation for drawal of funds from the bank.
- Flexibility to draw cash and buy inputs.
- Assured availability of credit at any time enabling reduced interest burden for the farmer.
- Sanction of the facility for 3 years subject to annual review and satisfactory operations and provision for enhancement.
- Flexibility of drawals from a branch other than the issuing branch at the discretion of the bank.

The students have to collect the following information from the group of farmers/ beneficiaries regarding the programme.

a) Brief profile about the programme

.....
.....
.....

b) Main objectives of the scheme

.....
.....
.....

1. Year of start in the village
2. No. of families benefitted in the village
3. Name of implementing agency

4. Main activities undertaken through the KCC

.....

.....

.....

5. Opinion of the farmers about the KCC scheme

Name of respondents

.....

6. Opinion of the students about the KCC scheme

Exercise – 5

Name of programme

The students have to collect the following information from the group of villagers/ beneficiaries regarding the programme.

a) Brief profile about the programme

.....
.....
.....

b) Main objectives of the programme

.....
.....
.....
.....

1. Year of start in the village

2. No. of Workers/families benefitted in the village

3. Name of implementing agency

4. Main activities undertaken through

.....
.....
.....
.....

5. Salient opinion of the students about the programme.....

.....
.....

Exercise – 6

Name of programme

The students have to collect the following information from the group of villagers/ beneficiaries regarding the programme.

c) Brief profile about the programme

.....
.....
.....

d) Main objectives of the programme

.....
.....
.....
.....

6. Year of start in the village

7. No. of Workers/families benefitted in the village

8. Name of implementing agency

9. Main activities undertaken through

.....
.....
.....
.....

10. Salient opinion of the students about the programme.....

.....
.....

PRACTICAL - 2

Title : To study the Panchayati Raj System and critical analyze the functions of Gram Panchayat of an assigned village.

Objective : To aware the students about Panchayati Raj Systems and functions of Gram Panchayat in an assigned village

About the programme

The Govt. of India accepted the recommendation made by the Committee on Plan Projects headed by Mr. Balwant Raj Mehta in 1958 for economic de-centralization through Panchayati Raj System. Accordingly the first such system was introduced at Nagour district of Rajasthan in 2 October 1959. The history of local self-government initiatives in the State of Chhattisgarh is inextricably tied with the efforts made to establish Panchayat Raj institutions in the erstwhile, undivided State of Madhya Pradesh. In consonance with the mandate of Part IX ('Panchayats') of the Constitution, the then undivided State of Madhya Pradesh had enacted the *Madhya Pradesh Panchayat Raj Adhiniyam*, 1993. This Act was consolidatory, establishing Panchayats for effective involvement of such institutions "in the local administration and development activities" in non-tribal (or "non-Scheduled") areas. In 1997, the Act was amended to incorporate the requirements of the *Panchayat*. After the creation of Chhattisgarh State, it was found expedient by the legislature to enact its own Panchayat Raj Adhiniyam. Consequently, the Legislature of Chhattisgarh enacted the *Chhattisgarh Panchayat Raj Adhiniyam*.

Three tier system

Zilla Panchayat (ZP):

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

Constitutional Structure of Zilla Panchayat:

1. For early set up, it was stated that every 40,000 population will elect one Members for Zilla Panchayat.
2. All presidents of Janpad Panchayat are the members of Zilla Panchayat.
3. The Dist. Collector is also participant Member.

4. MLAs and MPs of the District are Members to vote but not to officiate.
5. Two Women representatives, one from Schedule Caste and One from Schedule Tribe.
6. Two Persons are co-opted from following institutes:
 - i) District Credit Societies.
 - ii) Land Development Bank of the District.
 - iii) Processing Cooperative in the District.
 - iv) District Industrial Cooperatives.
 - v) Cooperative / Educational Institute.
7. Chief Executive Officer is the Secretary of the Zilla Panchayat.
8. The members of Zilla Panchayat elect a Chairman (Zilla Panchayat Adhyaksh) and Vice-Chairman (Zilla Panchayat Upadhyaksh).
9. The District Heads of Departments take part in planning and implementing the programme.
10. Chief Executive Officer (CEO) is the Administrator for Zilla Panchayat in all 55 to 85 Members are to be included in whole body of Zilla Panchayat.

Officers of Zilla Panchayat:

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

Generally Every Zilla Panchayat has one Standing Committee and other Seven Subject Committees. At present the Committees are grouped as given below:

Sr. No.	Name of the Committee	Main Functions
1.	Standing Committee-I	Planning, Community Development and communication
2.	Standing Committee-II	Food and Agriculture, Cooperation, Animal Husbandry and Irrigation
3.	Standing Committee-III	Industries and Public works
4.	Standing Committee-IV	Education, Public Health and Social Welfare
5.	Standing Committee-V	Taxation and Finance

Subject Committees:

The Subject Committees are known as per subject viz. Economics and Finance, Construction Agriculture Education Economics and Industry, Public Health and Social Education, Welfare. Each Subject Committee consists of 7 elected members and two co-opted members. The Chief of the Subject Matter Committee is the Secretary of the Subject Committee.

Functions and Powers of Zilla Panchayat

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

Janpad Panchayat (JP):

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

Administrative Body:

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

1. Sarpanchs of all Village Panchayats coming under the jurisdiction of the Development Block.
2. Local MLAs with right to vote but not to hold the office.
3. One person nominated by District Collector for every Panchayat for which no Sarpanch has been elected.
4. Reservation seats: 1/3rd seats are reserved for women, which is elected.
5. Two persons with experience in administration and public life.
6. The President and Vice-President of Janpad Panchayat are elected from the members of Janpad Panchayat.
7. Chief Executive Officer is appointed by Government as Official man and he is the Chief Executive of Janpad Panchayat.

Standing Committees:

A Janpad Panchayat normally has following Standing Committees:

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

Structure of a Committee:

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

Functions and Powers of Janpad Panchayat

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

Gram Panchayat (GP):

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

Structural aspects of Gram Panchayat:

Gram Panchayat is formed by election procedure according to population of 1000 in one or more villages. The adult citizen voters elect their leaders as panch of Gram Panchayat from their wards and Sarpanch of the Panchayat by observing formal voting procedure. The number of panch of a Gram Panchayat is based on the total population and wards of the village(s). Every

panch has been assigned a portfolio of Gram Panchayat work. The Gram Panchayat Secretary is official man. He assists the work of Sarpanch and keeps records and documentation village. He reports periodically to the higher authorities whenever asked for. All the activities are executed by the Sarpanch and GP but the monitoring and controlling of GP is given to Gram Sabha. The funding of different activities of GPs is mostly done by the govt. aids under various schemes. Some taxation is also made by the GP for earnings.

Gram Sabha:

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

Functions of Gram Panchayat

a. Representative Functions:

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

b. Regulatory and Administrative Functions:

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

c. Service or Development Functions:

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

The students have to collect the following information about the Gram Panchayat of an assigned village

Name of village blockDistrict

Gram Panchayat

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

a) Name of village (s) covered in the Gram Panchayat

.....

b) Village population

c) Total No. of voters in the assigned village

d) Duration of present Gram Panchayat

e) Name of Sarpanch

f) Procedure of election of Sarpanch

.....

.....

.....

g) Functions/activities of Sarpanch

.....

.....

.....

.....

h) Total No. of wards in the Panchayat

i) No. and name of panch(s) in the village

.....

.....

.....

.....

j) Procedure of election of panch

.....

.....

k) Name of panchayat secretary (sachiv)

l) Sources of funds of Gram Panchayat

.....

.....

m) Functions/activities of Gram Panchayat

.....

.....

n) Govt. schemes run by Gram Panchayat

.....

.....

o) No. of members of Gram Sabha

p) Meetings conducted of Gram Sabha

q) Role of Gram Sabha

.....

.....

11. Opinion of the students about the Gram Panchayat

Name of respondents

.....

PRACTICAL - 3

Title : To study the Training and Visit System of agricultural extension.

Objective : Students should know the organizational structure, functions and activity of Agriculture Department.

The Training and Visit system was developed by World Bank Expert Daniel Benor. Initially (13) Major states in India adopted Training and Visit system but later on most of the states are practicing this system 1984 onwards. The Training and Visit system has a simple organization and infra structure with defined objectives. It is based on regular visit to the farmers and periodical trainings to the extension workers. It has wide popularity because it provides problems oriented guidance, flexible management and continuous feedback from the farmers.

Meaning and Concept of Training and Visit System

The Training and Visit system in Agricultural Extension Education is designed for building a lined professional extension service that is capable of guiding the farmers in agricultural production and raising their income by providing appropriate plans for country development. The extension workers working at various levels are updated with latest technology feasible and viable to the needy farmers by arranging frequent training programmes. Similarly, they have scheduled programme of the visits to the contact farmers for advising and directing to follow appropriate technology and solving the vary problems faced by the farmer on his field. These are the basic requirement of the Training and Visit system. At the beginning Training and Visit system was introduced in Chambal Command Area of Rajasthan in 1974.

Objectives of Training and Visit System

1. As unified extension service with single professional service for Agriculture development for continuous improvement in agricultural and allied of the farmers.
2. Emphasis on extension activities exclusively in coordination of the research, training and development.
3. It will ensure immediate results and success by working with farmers and scientists.
4. It will schedule imitable contacts and feedback mechanism from the farmer's field.

5. The majority of the farmers are trained to use their resources in efficient ways and improve their management practices of agricultural production.
6. The Agril Technology is transmitted to farmers in consideration with the constraints risk socio-economic factors and supply of input and credit.

Salient Features or Distinguishing Characters of Training and Visit System

1. The Village Level Workers and Agril Extension Officers are utilized intensively in this time bound management system.
2. The Training and Visit system is under a fixed and schedule programme of training and visit to the farmers operations during a given fortnight.
3. Training has direct focus on specific agricultural practices and recommendations related directly to farm operations during a given fortnight.
4. This system is labour intensive and in the initial stages, the thrust is on a simple and low cost technology such as selection of proper seed, seed bed, line sowing, transplanting and weeding etc.
5. The Training and Visit system involves no additional investment and no risk to the farmers.
6. The Training and Visit system aims to increase the confidence of farmer for raising his income by adopting more sophisticated and capital oriented technology that can be recommended slowly.
7. The Training and Visit system is sought to be implemented through and revitalized. Agril Extension service which stipulates more effective utilization of existing man power and other available resources.
8. The Training and Visit system is exclusively for agricultural extension.
9. The Training and Visit system has full administrative control as single line of command for his staff.
10. The Training and Visit system has defined area jurisdiction of VEW and AEO with manageable limit in terms of time and area.
11. The Training and Visit system has included all the agricultural Activities which are combined into united extension services.

12. The Training and Visit system has functional approach for research linkage with Scientists.
13. The training aspect has main focus on improving skill, confidence and knowledge of the extension workers and farmers.
14. Administrative hierarchy is made for effective supervision at all levels.

Organizational Structure of Training and Visit System

The entire organizational structure of Training and Visit System is based on the proportion of the total number of farm families to be contacted by the respective Village Extension Officers within stipulated time.

1. *At Village Level:* One Rural Agricultural Extension Officer (RAEO) has to contact 8 to 10 contact farmers which in turn will cover about 1000 to 1200 farm families through the visits of contact farmers and other farmers.
2. *Circle Level:* In all 8 to 10 RAEOs working in their respective villages are grouped under a circle level as Agril Development Officer (ADO).
3. *Block Level:* The Senior Agril Development Officer (SADO) renders guidance and training as well as supervises the work of ADOs and RAEOs of respective block with the help of a small team of Subject Matter Specialists.
4. *District level:* There is an office of Deputy Director of Agriculture to supervise and administrative control the work of SADOs. He is the overall official responsible for planning and implementing the extension activities in the district. He is also having the team of Subject Matter Specialists having good touch with the research system. The DDA is an official have to perform administrative as well as agricultural extension activities in an district, he has also to coordinate with other line departments as per need and requirement.
5. *Divisional Level:* He is known as Joint Director of Agriculture or Zonal Manager of Agriculture. A small team of subject matter officials at the regional level is provided with Joint Director of Agriculture.
6. *State Level:* Additional director for Training and Visit System is supposed to be State Representative and Administrator for Training and Visit System activities. The office is generally governed under the State Directorate of Agriculture. The Director of Agriculture is overall monitoring and executing authority to run the programmes in the state.

Exercise – 1

Title: To Study about the Organizational structure of T & V system

The students have to draw the organization structure of T & V system of state with name of existing officials. The information has to be collected from the official of state department of agriculture

State level

Division level

District level

Subdivision level

Block level

Circle level

Village level

Exercise – 2

Title: To Participate in the Monthly Workshop of T & V system

Introduction about monthly workshop under T & V System

Monthly workshop is an important activity under Training and Visit System. This is also an effective linkage and interface between research and extension system. This workshop is organized every month generally under the effective involvement of research systems like SAU, KVK, ICAR institute, NGO etc. The research officials have to produce a lesson plan for the coming month and field staff have to produce feed back of the farmers about lesson plan of last month as perceived by the farmers. The key points of the forthcoming technology to be undertaken is discussed and finalized in the monthly workshop. The resource persons of this workshop is generally scientists of the concerned lesson plan and participants will be the Deputy Director, Asstt. Directors, Subject Matter Specialists, Senior Agriculture Development Officers and Agriculture Development Officers of the agriculture department working in the district who are directly responsible for the technology transfer.

The students have to participate in the monthly workshop of an assigned district in consultation with the KVK and officials of the department of agriculture of the district and collect the following information about the workshop:

1. Date of the workshop attended
2. Venue of the workshop attended
3. Resources Persons participated:

S No.	Name of Resources Persons	Designation	Discipline	Institution
1				
2				
3				
4				
5				
6				
7				

4. Participants' detail:

S No.	Name of Participant	Designation	Posting address	Main duties
1				
2				
3				
4				
5				
6				
7				
8				

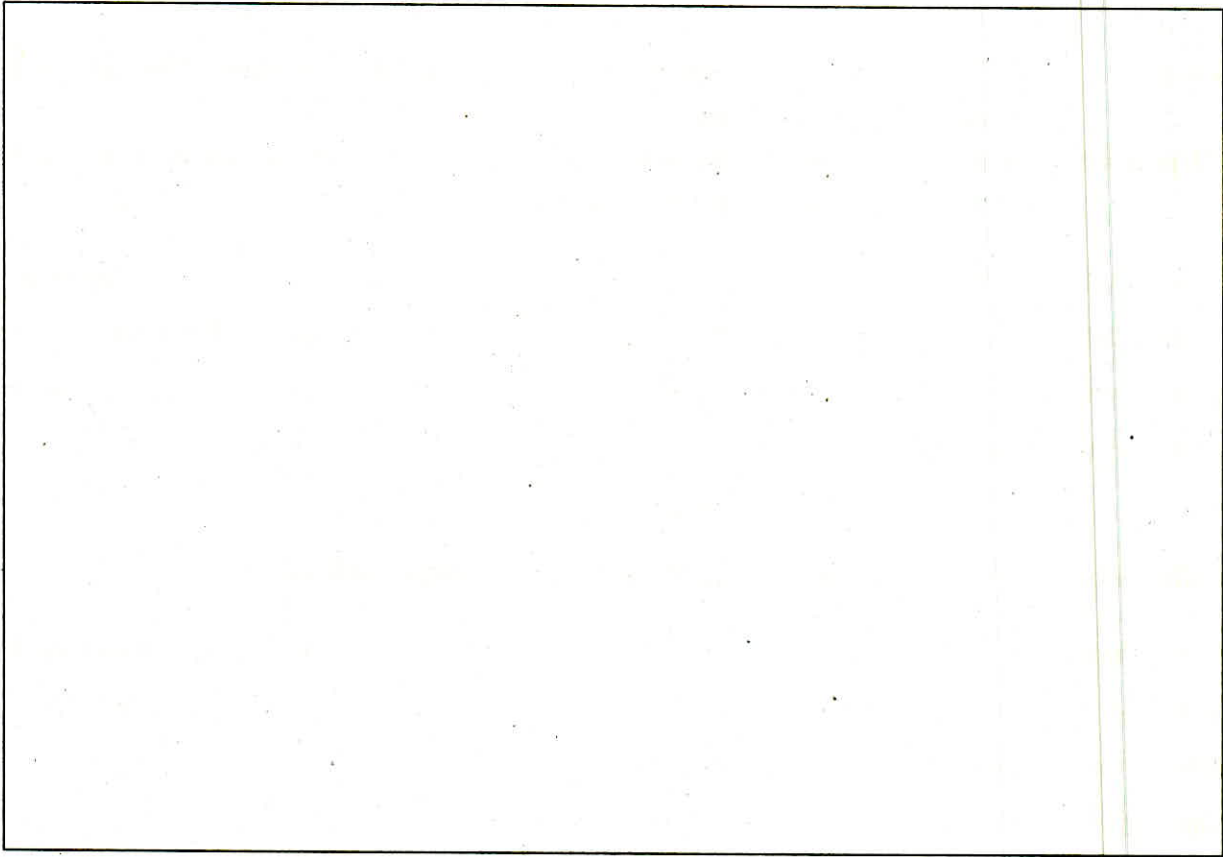
5. Feed back about the lesion plan of last month

S No.	Query	Reply
1		
2		
3		
4		
5		
6		

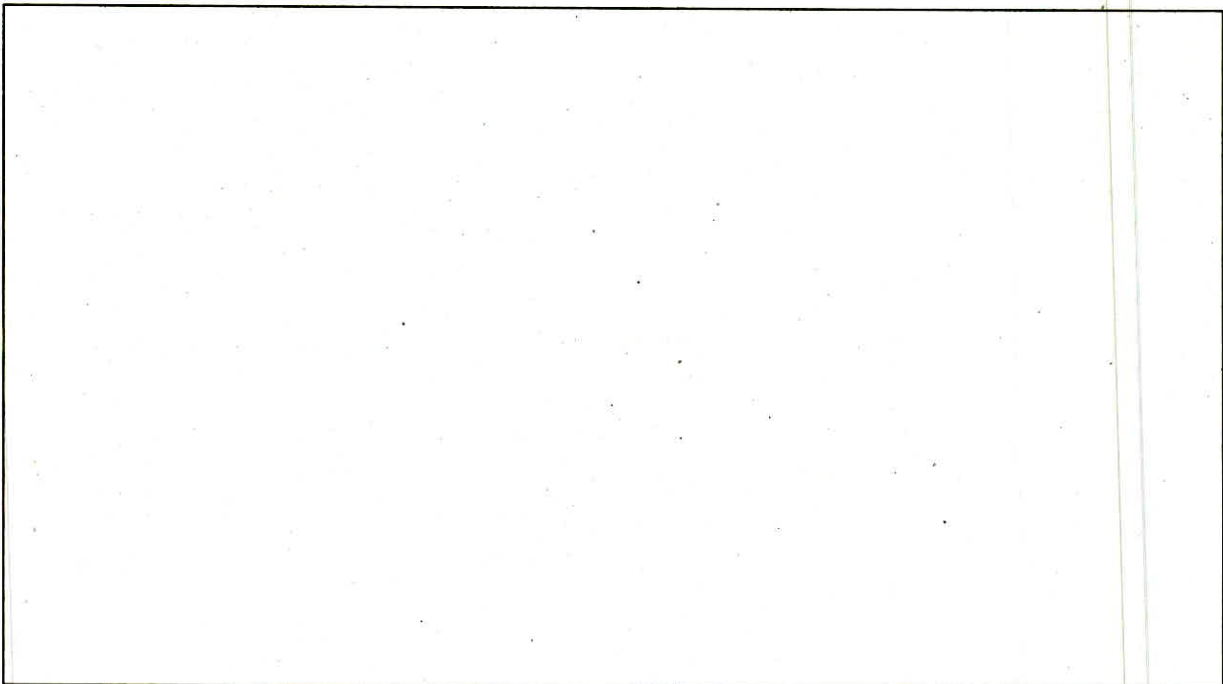
6. Main questions asked by the field staff during the workshop:

S No.	Main questions	Reply
1		
2		
3		
4		
5		
6		
7		

7. Main features/points of the lesion plan presented:



8. Opinion of the students about the monthly workshop:



PRACTICAL – 4

Title : Visit to village to study about Self Help Groups (SHGs) and voluntary organizations

Objective : To aware the students about various voluntary organizations and their functions in rural development

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

Exercise – 1

Title: Visit to village to study about Self Help Groups (SHGs)

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

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

Total No. of SHGs in the village

a) No. of male SHGs

b) No. of women SHGs

c) No. of youth SHGs

d) Name of SHG under study

Month & Year of start (Registration)

Total No. of Members

Name of sponsoring agency of SHG

Main activities of this SHG

Name of respondents (member of SHG)

Exercise – 2

Title: Study about Farmers Interest Groups (FIGs)

In many villages FIGs are also constituted. These groups are mainly constituted based on commodity or enterprise to which the member farmers are associated. This type of groups may be formed formally or informally based on the members and their interest.

The Students have to identify the total no. of FIGs available in the assigned village with the discussion of respondent farmers groups. For assessing their structure and activities, the following information has to be collected from the members of a particular FIG.

Name of village :.....

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

Total No. of FIGs in the village

a) No. of male FIGs

b) No. of women FIGs

c) Name of FIG under study

Month & Year of start (Registration)

Total No. of Members

Name of sponsoring agency (if any) of FIG

Main activities of this FIG

.....

.....

Name of respondents (member of SHG)

.....

Exercise – 3

Title: Study about voluntary organizations like Mahila Mandals, Youvak Mandals, etc.

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

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

Name of village :

Block : District :

Total No. of Mahila/yuvak mandals in the village

a) No. of Mahila mandals

b) No. of Yuvak mandals

c) Name of mandal under study

Month & Year of start (Registration)

Total No. of Members

Name of sponsoring agency (if any)

Main activities of the mandal

.....

.....

Name of respondents

.....

PRACTICAL - 5

Title : To visit the KVK and study about its functions and activities

Objective: To know the activities and functions of KVK in a district.

Introduction about KVK

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

Each KVK is provided with 16 technical and non technical staff headed by the Programme Coordinator (Associate Professor/Sr, Scientist Cadre) and Six Subject Matter Specialists (Assistant Professor/Scientist Cadre) in the discipline of Crop production, Extension, Horticulture, Plant Protection, Agricultural Engineering, Animal Sciences, Home Sciences etc., are provided to assist and implement the mandated activities of KVK. Further, three Training Assistants as Farm Manager, Programme Assistant (Computer) and One Programme Assistant in the most relevant discipline are also provided to assist the Programme Coordinator and his staff to carry out the functions of the KVK. Two drivers, Two account staff and Two office staff is also provided to the centre. About 20 ha cultivable land is also made available to the KVKs for organising/demonstrating their activities. The Apex body of the KVK is Scientific Advisory Committee (SAC) which is the advisory body to plan and review the activities of the KVKs. The SAC is headed by the Vice-chancellor of concerned SAU as the chairman, Director of Extension, Zonal Project Director of ICAR of concerned zone and Officers of the Developmental Departments of the district, two farmers, two farmwomen as the members and the programme Coordinator of the KVK as a member – secretary.

Mandates of KVK

- Conducting on-farm testing to identify the location specificity of agricultural technologies under various farming systems.
- Organizing frontline demonstrations to establish production potential of various crops and enterprises on the farmers' fields.
- Organizing need based training for farmers to update their knowledge and skills in modern agricultural technologies related to technology assessment, refinement and demonstration,

and training of extension personnel to orient them in the frontier areas of technology development

- Creating awareness about improved agricultural technologies among various clientele through an appropriate extension programmes
- Production of quality seeds, planting materials, livestock breeds, animal products, bio-products etc., as per the demand and supply the same to different clientele
- Work as resource and knowledge centre of Agricultural Technology to support the initiatives of public, private and voluntary sectors for improving the agricultural economy of the district

To achieve these mandates 20 KVKs are functioning under the administrative control of Indira Gandhi Agricultural University, Raipur in Chhattisgarh state.

Activities of Krishi Vigyan Kendras (KVKs)

- Planning and conducting survey of the operational area in order to prepare the resource inventory with special reference to identifying the training needs of the farming community.
- Planning and conducting production- oriented, need-based short and long duration training courses both on campus as well as in the villages for various target groups with priority on the weaker and the poor section.
- To promptly demonstrate the latest agricultural technologies to the farmers as well as extension workers of State Departments of Agriculture/Horticulture/ Fishery/ Animal Science/ NGOs with a view to reduce the time lag between the technology generation and its adoption.
- To test and verify the technologies in the socio-economic conditions of the farmers with a view to study the production constraints and to modify the technologies to make them appropriate.
- Developing and organizing non-formal educational programmes by way of field days, farm visits, farmers fair, radio talk, Farm Science clubs etc. as the follow up information support to training courses.
- Developing and maintaining the campus farms and demonstration units on scientific lines as the facilities for providing work experience to the trainees as also disseminating the latest technical knowhow.
- Providing practical facilities of the Kendra to the field staff of agriculture and line departments.

- Imparting some general education to rural illiterates and school drop-outs in order to make them not only good farmers but also better citizens.
- To impart trainings to the practising farmers/ farm women, rural youth and field level extension functionaries by following the methods of Teaching by doing and Learning by doing.
- Providing added training facilities in the areas of nutritional education for rural community.
- Gradually enlarging the training facilities to encompass other important areas such as home crafts, cottage industries etc. consistent to the requirements of the Integrated rural Development in collaboration with other concerned organizations.
- Implementing all such schemes of the SAUs, State Government, ICAR and other related organizations which intend to strengthen the impact of the Kendra.

To back-up with training and communication supports to the district level development departments viz; Agriculture/ Horticulture/ Fisheries/ Animal science and NGOs in their extension programmes.

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

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

.....

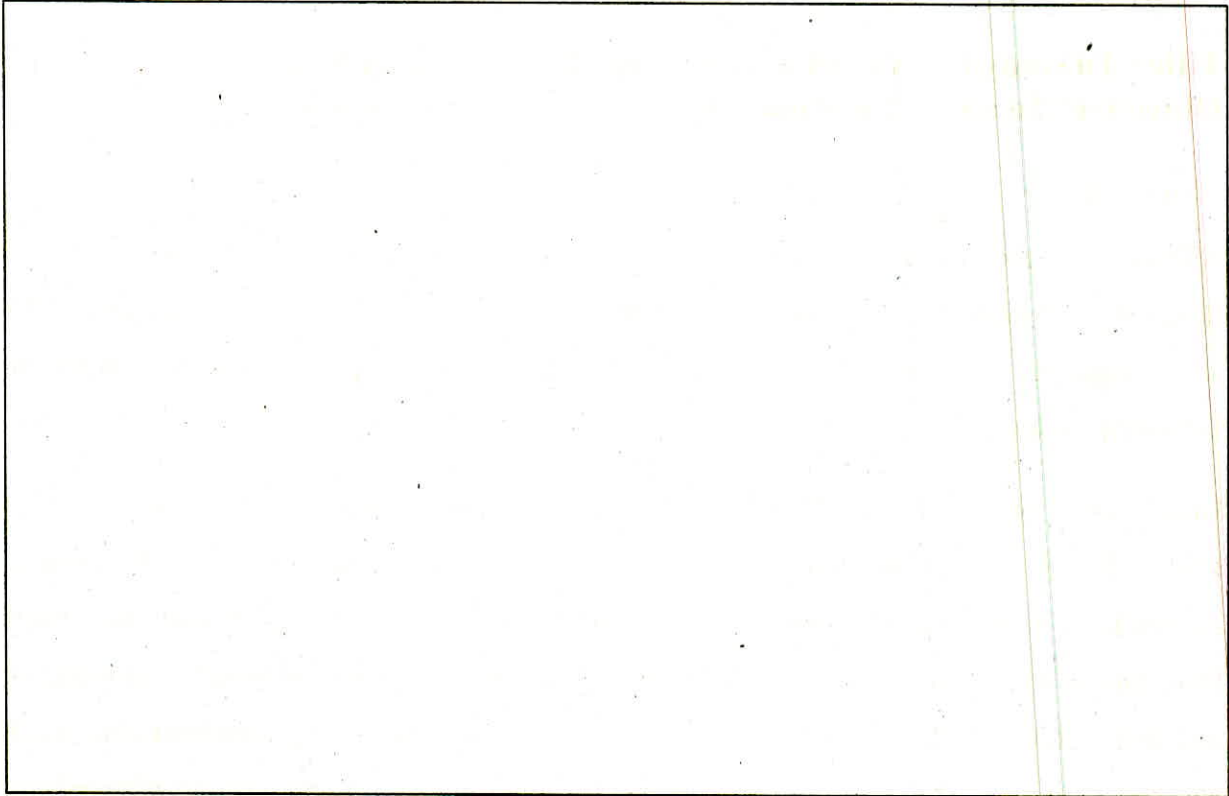
11. Staff position of KVK under study:

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

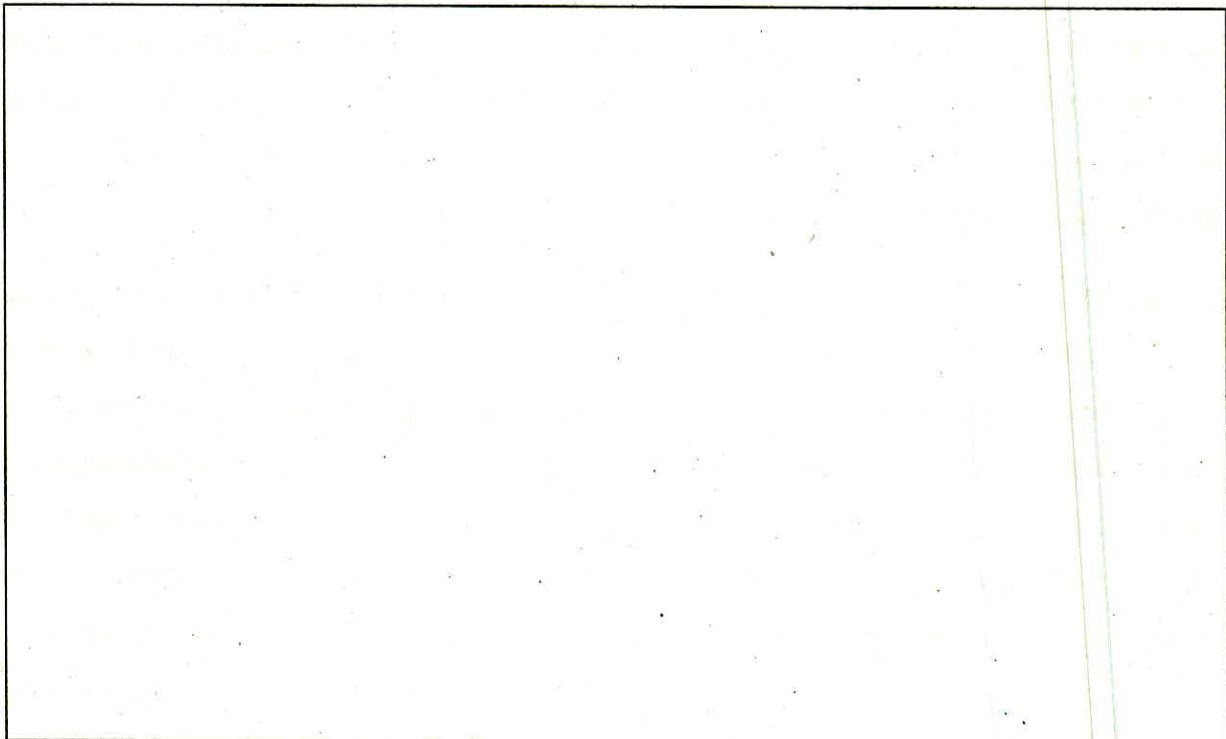
12. Main On-campus activities conducted by the KVK:

--

13. Main Off-campus activities conducted by the KVK:



14. Opinion of the students about the KVK:



PRACTICAL - 6

Title : To study the ATMA programme of an assigned block.

Objective: To aware the students about ATMA programme.

About ATMA Programme

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

Under NATP project the ATMA was implemented as a pilot project in 28 districts in seven states. Perhaps not surprisingly, however, implementation bottlenecks began to emerge. According to Kapoor (2010), these include qualified manpower constraints at block and village level, lack of formal mechanisms to support delivery below the block level, insufficient technical and financial support (the support provided during the pilot stage having weakened over time), and lack of a clear operational framework for implementation of public-private partnerships. Additionally, according to this source, the links between ATMA bodies, ICAR, the SAUs and the KVKs are weak. ATMA, therefore, is not the hoped for 'magic bullet' some may have believed it might become. As a framework, ATMA is arguably on the right track, but it has to cope with problems of alignment of stakeholders and partners. A question one may ask is whether the incentives and capabilities built into the thrust are compatible with the need for flexibility and responsiveness on the ground.

In view of the system's implementation constraints, the government issued new guidelines on ATMA in June 2010. The Guidelines for Modified Centrally Sponsored Scheme 'Support to State Extension Programmes for Extension Reforms' note that the system does 'not provide the dedicated manpower support at State, District and Block levels' that is required (Government of India, 2010). The new guidelines, therefore, provide for modifications to strengthen specialist and 'functionary' support at different levels; making sure that the 'farmer friend' model (linking farmers and extension agents) works in practices, in particular by filling block-village gaps; revising the 'ATMA Cafeteria' (or list of extension activities to choose from); better enabling Farmers' Advisory Committees to advise administrative bodies at the different jurisdictional

levels about extension needs; and delegating powers to State Level Sanctioning Committees for them to approve the state extension work plans (SEWPs). (This is required for the release of ATMA funds.) The guidelines include a new organizational chart that articulates sets of activity and fund flow at State, District and Block levels (Figure 1).

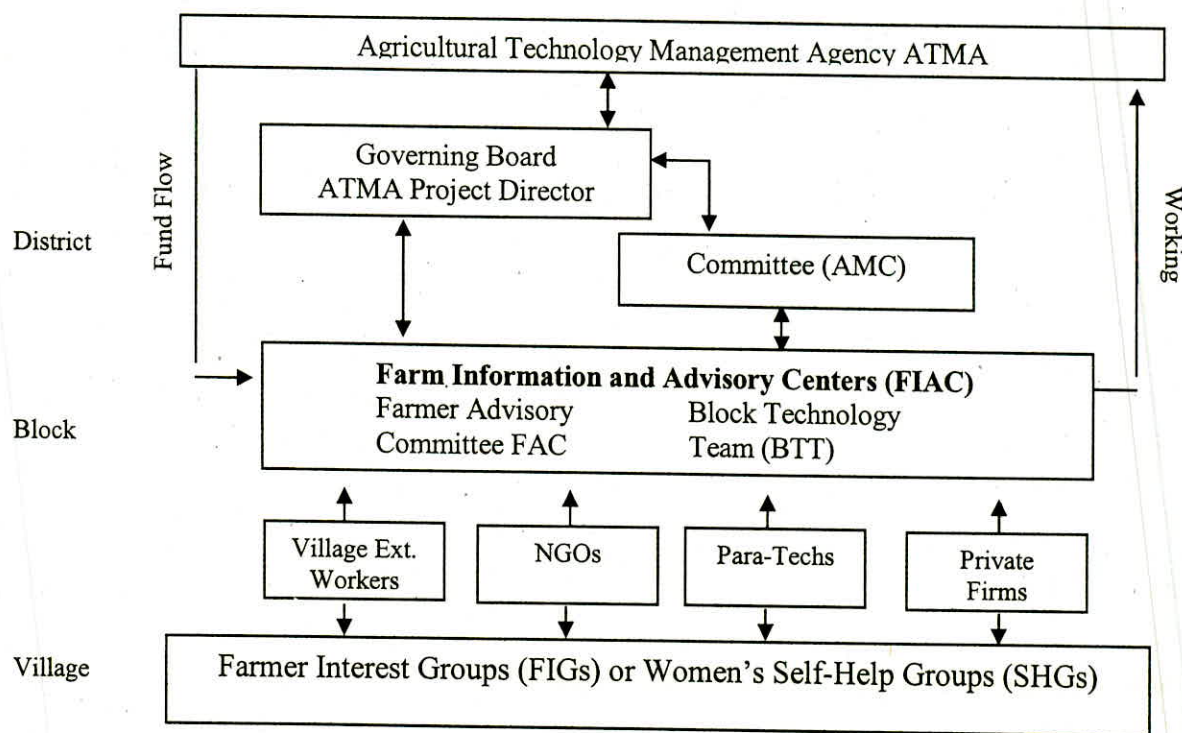


Fig.1 Organizational structure of ATMA (Singh, Swanson and Singh, 2006)

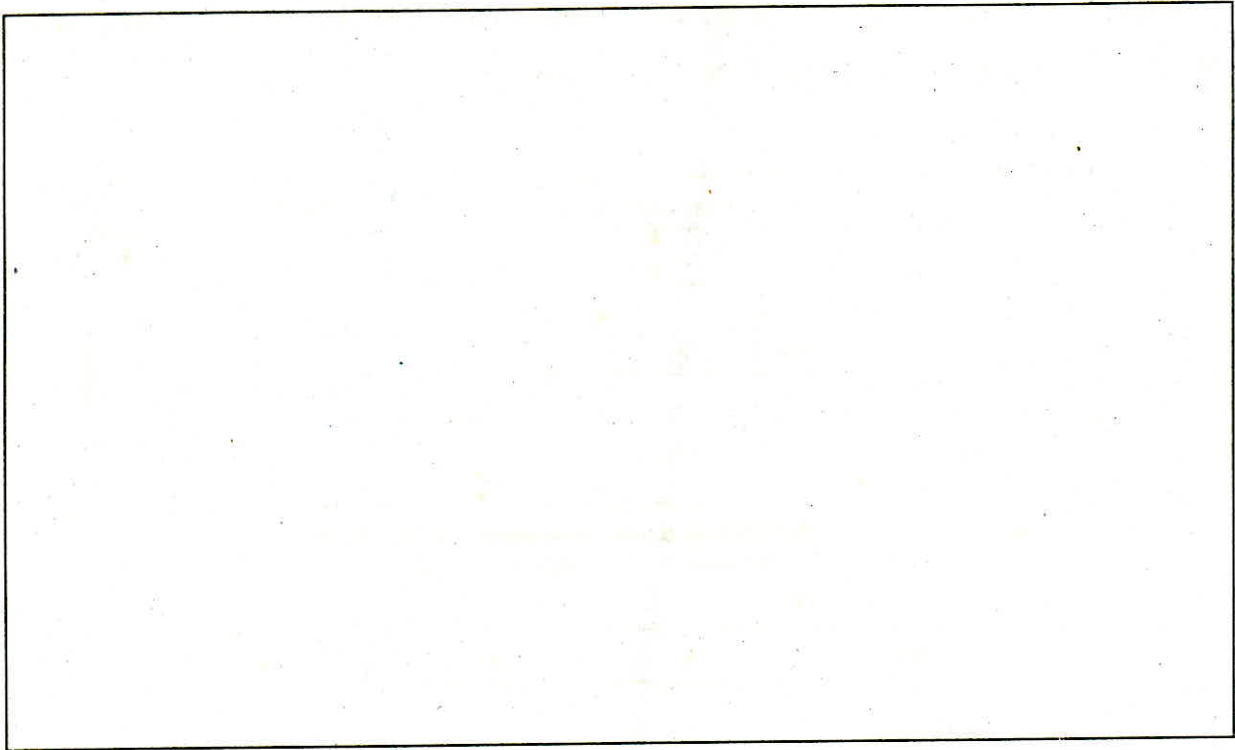
The guidelines provide for convergence in four areas: manpower and extension-related work under different programs and schemes; public agricultural research and extension at different levels of implementation; convergence with development departments to ensure that the extension activity forms a coherent whole; and convergence with the involvement of the non-governmental sector. The intention is to 'ensure promotion of multi-agency extension strategies, and to implement scheme activities in Public-Private-Partnership (PPP) mode'. A minimum of 10 percent of 'scheme allocation on recurring activities at District level' is allowed.

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

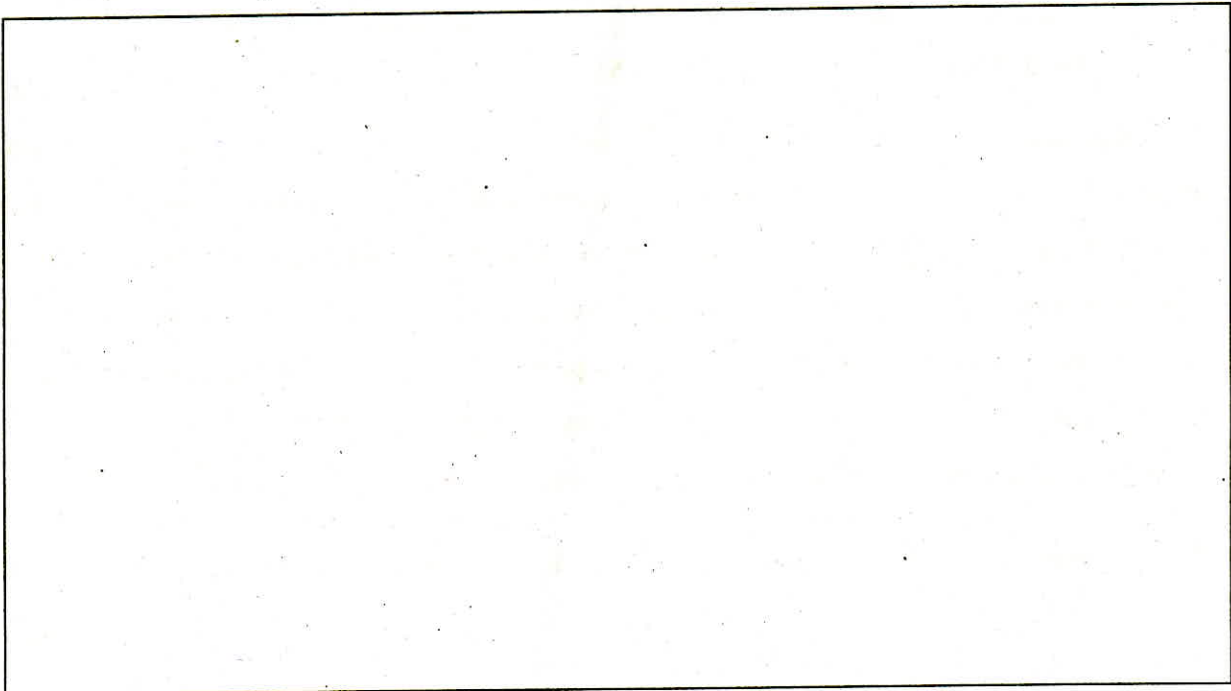
1. Name of block

2. Date of visit

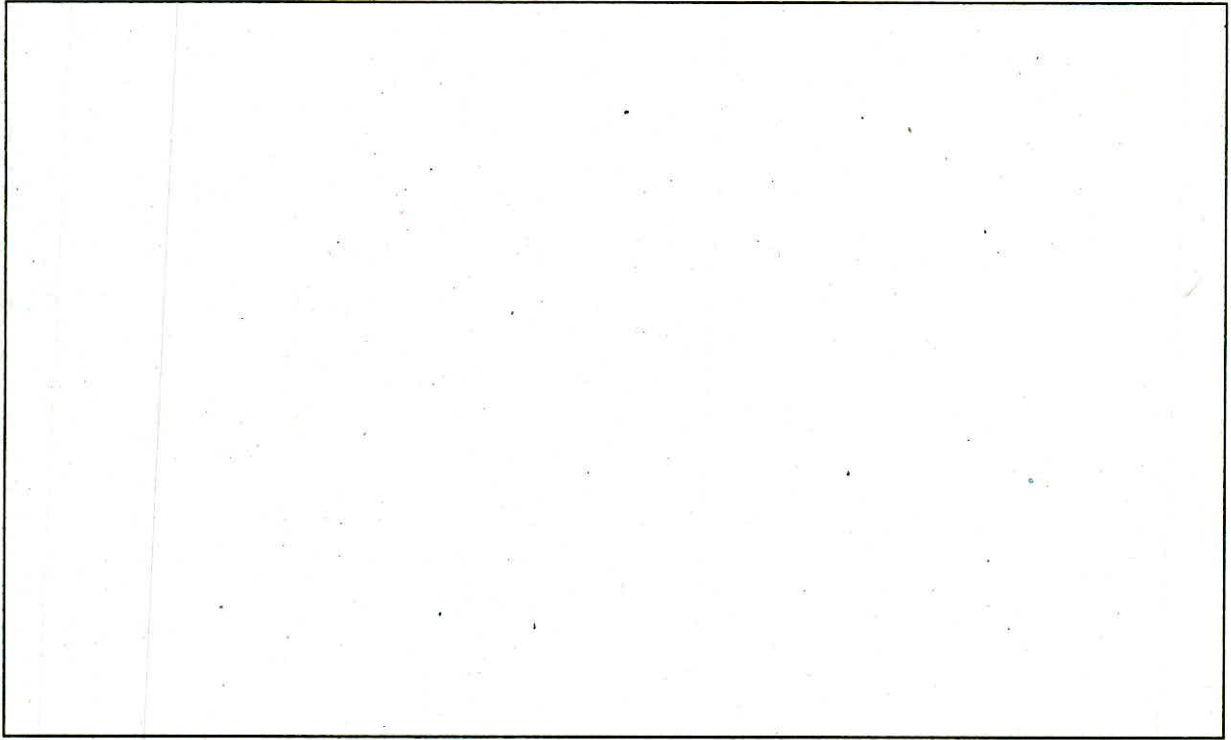
3. Organizational structure of ATMA of assigned block:



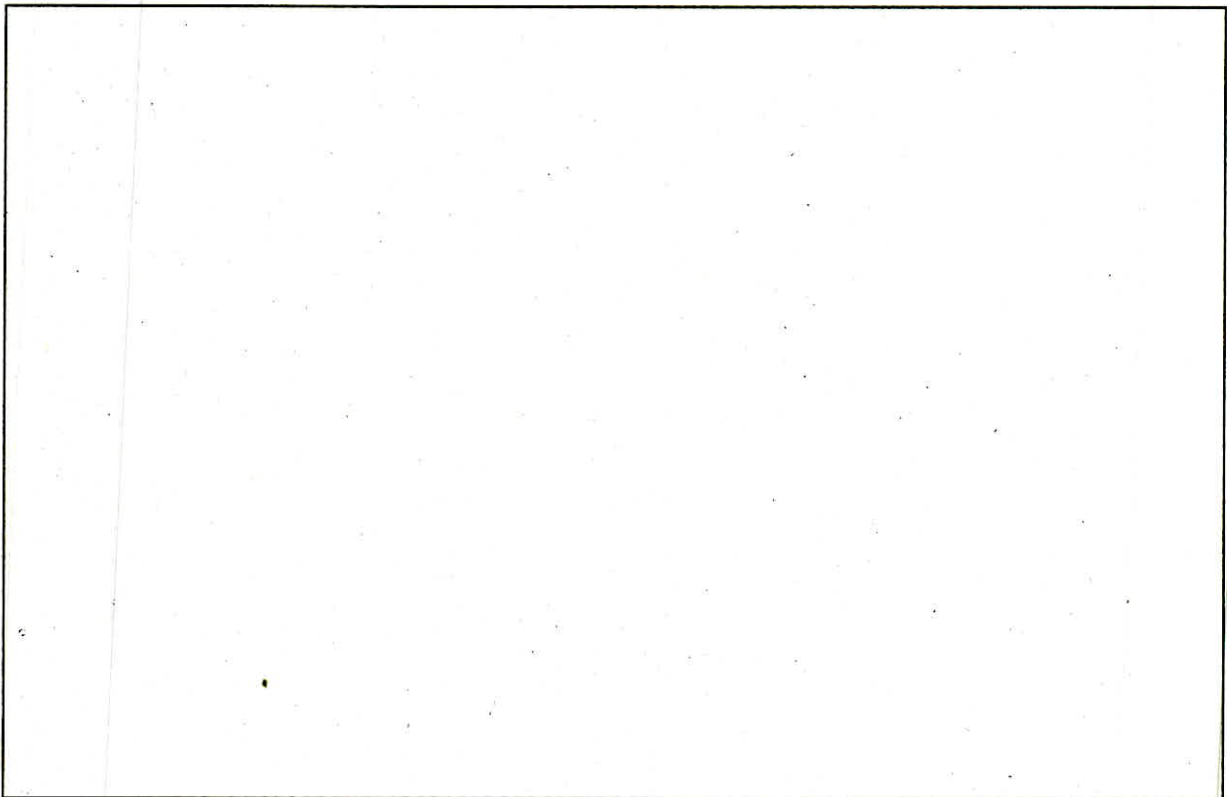
4. Main On-campus activities conducted under ATMA:



5. Main Off-campus activities conducted under ATMA:



6. Opinion of the students about the ATMA under study:



APPENDIX - 1

National Agriculture Policy (Key issues)

The first ever National Agriculture Policy was announced on 28th July, 2000. The National Policy on Agriculture seeks to actualise the vast untapped growth potential of Indian agriculture, strengthen rural infrastructure to support faster agricultural development, promote value addition, accelerate the growth of agro business, create employment in rural areas, secure a fair standard of living for the farmers and agricultural workers and their families, discourage migration to urban areas and face the challenges arising out of economic liberalization and globalization. Over the next two decades, it aims to attain:

- A growth rate in excess of 4 per cent per annum in the agriculture sector;
- Growth that is based on efficient use of resources and conserves our soil, water and bio-diversity
- Growth with equity, i.e., growth which is widespread across regions and farmers;
- Growth that is demand driven and caters to domestic markets and maximizes benefits from exports of agricultural products in the face of the challenges arising from economic liberalization and globalization;
- Growth that is sustainable technologically, environmentally and economically.

Key issues:

1. The policy seeks to promote technically sound, economically viable, environmentally non-degrading, and socially acceptable use of country's natural resources - land, water and genetic endowment to promote sustainable development of agriculture.
2. The use of bio-technologies will be promoted for evolving plants which consume less water, are drought resistant, pest resistant, contain more nutrition, give higher yields and are environmentally safe. Conservation of bio-resources through their ex situ preservation in Gene Banks, as also in situ conservation in their natural habitats through bio-diversity parks, etc., will receive a high priority to prevent depletion of bio-diversity.

3. Balanced and conjunctive use of bio-mass, organic and inorganic fertilizers and controlled use of agro chemicals through integrated nutrients and pest management (INM & IPM) will be promoted.
4. A regionally differentiated strategy will be pursued, taking into account the agronomic, climatic and environmental conditions to realize the full growth potential of every region. Special attention will be given to development of new crop varieties, particularly of food crops, with higher nutritional value.
5. A major thrust will be given to development of rainfed and irrigated horticulture, floriculture, roots and tubers, plantation crops, aromatic and medicinal plants, bee-keeping and sericulture for augmenting food supply, promoting exports and generating employment in the rural areas.
6. Development of animal husbandry, poultry, dairying and aqua-culture will receive a high priority in the efforts for diversifying agriculture, increasing animal protein availability in the food basket and for generating exportable surpluses.
7. An integrated approach to marine and inland fisheries, designed to promote sustainable aquaculture practices, will be adopted.
8. The regionalization of agricultural research based on identified agro-climatic zones will be accorded high priority. Application of frontier sciences like bio-technology, remote sensing technologies, pre and post-harvest technologies, energy saving technologies, technology for environmental protection through national research system as well as proprietary research will be encouraged.
9. The research and extension linkages will be strengthened to improve quality and effectiveness of research and extension system.
10. Adequate and timely supply of quality inputs such as seeds, fertilizers, plant protection chemicals, bio-pesticides, agricultural machinery and credit at reasonable rates to farmers will be the endeavour of the Government.
11. The Government will endeavour to create a favourable economic environment for increasing capital formation and farmer's own investments by removing distortions in the incentive regime for agriculture, improving the terms of trade with manufacturing sectors and bringing about external and domestic market reforms

12. Rural electrification will be given a high priority as a prime mover for agricultural development. The quality and availability of electricity supply will be improved and the demand of the agriculture sector will be met adequately in a reliable and cost effective manner.
13. Bridging the gap between irrigation potential created and utilized, completion of all on-going projects, restoration and modernization of irrigation infrastructure including drainage, evolving and implementing an integrated plan of augmentation and management of national water resources will receive special attention for augmenting the availability and use of irrigation water.
14. Emphasis will be laid on development of marketing infrastructure and techniques of preservation, storage and transportation with a view to reducing post-harvest losses and ensuring a better return to the grower.
15. Setting up of agro-processing units in the producing areas to reduce wastage, especially of horticultural produce, increased value addition and creation of off-farm employment in rural areas will be encouraged.
16. Institutional reforms will be pursued so as to channelise their energies for achieving greater productivity and production.
17. The Government will provide active support for the promotion of cooperative form of enterprise and ensure greater autonomy and operational freedom to them to improve their functioning.
18. Endeavour will be made to provide a package insurance policy for the farmers, right from sowing of the crops to post-harvest operations, including market fluctuations in the prices of agricultural produce.
19. The price structure and trade mechanism will be continuously reviewed to ensure a favourable economic environment for the agriculture sector and to bring about an equitable balance between the rural and the urban incomes.
20. Quality consciousness amongst farmers and agro processors will be created. Grading and standardization of agricultural products will be promoted for export enhancement. Application of science and technology in agriculture will be promoted through a regular system of interface between Science and Technology institutions and the users/potential users to make the sector globally competitive.
21. The database for the agriculture sector will be strengthened to ensure greater reliability of estimates and forecasting which will help in the process of planning and policy making.

APPENDIX - 2

Rural Welfare Activities & Programmes executed in India

S. No.	Starting Year	Name of activity or Programme	Name of initiator
1	1904	Co-operative Movement	F. Nicholson
2.	1908	Sri Niketan	Rabindra Nath Tagor
3.	1920	Gurgaon Project	F. L Brayne
4.	1927	Seva Gram	M. K Gandhi
5.	1928	Marthandom Project	Spencer Hatch
6.	1929	Social Legislation	Govt. of Indian(British)
7.	1929	Imperial (now Indian) Council of Agricultural Research	Govt. of India
8.	1935	Rural Development Programme	Rural Development Department of British India
9.	1942	Grow More Food Campaign	Rural Development Department of British India
10.	1943	Firka Development Scheme	Madras Govt.
11.	1943	Nilkoheri Project	S. K. Dey
12.	1948	Indian Village Service	W. H. Wisher
13.	1948	Etawa Pilot Project	Albert Mayer
14.	1948	Food & Agricultural Organization (FAO)	International Organization
15.	1948	UNICEF	-
16.	1950	Planning Commission	Govt. of India
17.	1950	Sarvodaya	Acharya Vinobha Bhave
18.	1951	Five year plane	Govt. of India
19.	1951	Training and development centre	Govt. of India
20.	1951	Bhoodan Movement	Vinobha Bhave
21.	1952	Gramdan Movement	Vinobha Bhave
22.	1952	Community Development Programme	Govt. of India
23.	1952	Grow More Food Enquiry Committee	Govt. of India
24.	1953	National Extension Service	Govt. of India
25.	1955	UNESCO	International Organisation
26.	1956	Family Planning Programme	Govt. of India

27.	1958	Kharif and Rabi Movement	Govt. of India
28.	1958	Nalagarh Committee Report (or Agricultural administrative Committee)	Govt. of India
29.	1960-61	Intensive Agriculture district Programme (IADP)	Govt. of India
30.	1960	Multiple Cropping Scheme	Govt. of India
31.	1958	Democratic Decentralization (Panchyati Raj)	Govt. of India
32.	1963	National Seed Corp.	Govt. of India
33.	1963	Agricultural Refinance Corp. (Later Agriculture Refinance & Development Corporation)	Govt. of India
34.	1964	Intensive Agriculture area programme (IAAP)	Govt. of India
35.	1965	National Demonstration Project	Ministry of Food & Agriculture
36.	1966-67	High Yielding Variety Programme (HYVP)	Govt. of India
37.	1966	Administrative Reform Commission	Govt. of India
38.	1964	Agricultural Administration Team Report	Govt. of India
39.	1969	State Farms Corporation of India	Govt. of India
40.	1970-71	Small Farmers Development agency (SFDA) and Marginal Farmers & Agriculture Labour (MFAL)	Govt. of India
41.	1973-74	Drought Prone Area Programme (DPAP)	Govt. of India
42.	1974-75	Command Area Development Programme (CADP)	Govt. of India
43.	1975	20- Point Programme	Indira Gandhi
44.	1975-76	National Seed Programme	Govt. of India
45.	1975-76	Special Live-stock Production Programme	Govt. of India
46.	1976	Regional Rural Banks (RRBs)	Rajasthan Govt.
47.	1970	Antyodaya Programme	Govt. Of India
48.	1977-78	Desert Development Programme	ICAR
49.	1979	Lab to Land Programme (LLP)	Govt. of India
50.	1979	Training of Rural Youth for Self Employment (TRYSM)	Govt. of India

51.	1980	National Rural employment	Govt. of India
52.	1980	Integrated rural Development programme (IRDP)	Govt. of India
53.	1980	Special Component Plan	Govt. of India
54.	1982	National Bank for Agriculture and Rural Development (NABARD)	Govt. of India
55.	1982-83	Drought Prone Area Programme (IDPAP)	Govt. of India
56.	1983-84	Rural Landless Employment Guarantee Programme (RLEGP)	Govt. of India
57.	1986-87	Indira Awas Yojna	Govt. of India
58.	1986	Council for Advancement of Peoples Action & Rural Technology (CAPART)	Govt. of India
59.	1989-90	Integrated Wastelands Development Programme (IWDP)	Govt. of India
60.	1999	Swarnajayanti Gram Swarojgar Yojana (SGSY)	Govt. of India
61.	1999	District Rural Development Agency (DRDA)	Govt. of India
62.	2000	Pradhan Mantri Gram Sadak Yojna (PMGSY)	Govt. of India
63.	2001	Sampoorna Grameen Rojgar Yojna	Govt. of India
64.	2002	Swajaldhara	Govt. of India
65.	2003	Hariyali	Govt. of India
66.	2004	National Food for Work Programme (NFWP)	Govt. of India
67.	2005	National Rural Employment Guarantee Act (NREGA)	Parliamentary Act. Govt. of India
68.	2007-08	National Food Security Mission (NFSM)	Govt. of India

कृषि महाविद्यालय

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