

# Chapter -1

## Extension Programme Planning

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If we could but know where we are and where we ought to go,  
We could better judge what to do and how to do it.

- —**Abraham Lincoln**

Nowadays the extension work is characteristically a co-operative venture and it is very essential in such a public movement that the statement of its purpose are clearly understood both by the extension agents or worker and clients. The primary objective of extension teaching is to promote physical, mental, spiritual and social growth of the individual and his family. Therefore, the educational concern of extension organisation and institution should be to teach peoples how to think and not what to think. It could be achieved by helping them in analysing their own problems and in bringing about active participation in formulating and carrying out the plans necessary to put these solutions into effect. In order to obtain their participation, it is necessary that they should be involved in the preparation of plan. The element of people's needs, therefore, becomes a central concern of planners for rural development. The entire process of planning for rural development implies a need for change. The extension programmes to be developed to solve some of the problems which may be of family, village, block or country. Basically, all programmes for rural development exist to help people meet their needs. If programme do not do this, people in free-choice societies will no longer participate that programme. The element of people's needs, therefore, becomes a central

concern of planners for rural development. If a society is to find ways to adjust itself so that people meet their needs for an improved economic status, for being more useful citizens and for enjoying a higher degree of social satisfaction, it must identify these conditions and plan realistically to achieve them. What needs do people have? How can needs be identified? What plan of priority should be set up for meeting people's needs? What resources are necessary to meet people's needs? How should resources be organized and directed to help people meet their needs? These questions give the key orientation and justification for programme planning. The extension organization must have a clear statement of the purpose of the programme for example; economic, social and ethical foundations of the rural society. The extension workers have great responsibility of helping to shape the programme. They need to know where they are going and why? A sound well planned programme is needed to guide the people and the extension workers in the right direction to solve the problems and sustainable development.

### **1. Extension programme concept**

The word **Programme** has various distinct meanings in the dictionary. It means a manifesto, a prospectus, a list of event, a plan of procedures; a course of action prepared or announced beforehand, a logical sequence of operations to be performed in solving a problem. When preceded by the word **Extension**, it takes on several added implications. An extension programmes should present not only what is to be done, but why it is to be done? It should be an elaboration of the organisation's public policy, in such a way that anyone can ascertain just how the programme affects them. In this sense, it is not merely a list of activities or a calendar of work.

### **Definition:**

1. According to Kelsey and Hearne (1949) “an extension programme is a statement of situation, objectives, problems, and solutions. It is relatively permanent but requires constant revision. It forms the basis for extension plans.
2. Leagans (1961) says, “An extension programme is a set of clearly defined, consciously conceived educational objectives derived from an adequate analysis of the situation, which are to be achieved through extension teaching”.
3. According to Sanders (1962), “the programme development process has been defined as a continuous and cooperative activity, involving lay people and the extension staffs, in which problems are identified, objectives are set forth, and action is taken to reach the objectives”.

Therefore, extensions programme:

- Is a written statement;
- Is the end product of extension programme planning;
- Includes a statement of situation, objectives, problems and solutions;
- Is relatively permanent but requires constant revision;
- Forms the basis of extension teaching plan;
- Has been drawn up in advance
- Has been built on the basis of content.

So, we can define an extension programme as a written statement of situation, objectives, problems and solutions which has been prepared on the basis of the adequate and systematic planning effort and which forms the basis of extension teaching activities in a specific area, for a given period. The function of extension programme is to provide a clear guide, a blue' print, or a plan useful to extension worker in conducting ongoing extension programmes.

### Why have a programme?

According to Kelsey and Hearne (1949), ten reasons are given in support of having a programme.

- To ensure careful consideration of what is to be done, why and how.
- To have available in written form a statement for general public use.
- To establish objectives towards which progress can be measured or evaluated.
- To give continuity during change of personal.
- To aid in the development of leadership.
- To furnish a guide against which to judge all new proposals.
- To help justify appropriations by public bodies.
- To avoid wastage of time, money and promote general efficiency
- To have a means of choosing
- The permanent from the temporary changes
- The important from the incidental problems.

To prevent mistaking the means for the end and to develop both felt and unfelt needs.

**Situation** is a statement of affairs that includes the cultural, social, economic and physical conditions in which a particular group of people find themselves at a given period of time.

**The term extension programme is a i) multidimensional concept ii) dynamic concept iii) complex and social iv) educational process.**

The term extension programme is a **multidimensional** because extension problems and their solutions have consequences in human economic, social, techniques and sometimes political dimensions. An extension programme is a **dynamic concept** because it is not independent of time, change or value system. The environment within the extension process is always in a state of flux. An extension programme involves the sum total of all activities undertaken to achieve the goals and

objectives. It is an integration of many efforts such as designing the organisational structure, acquiring and using resources, motivating people, providing leadership, planning strategies, controlling, innovating and creating an environment in which an individual or group can achieve goals. It **is complex and social** because it involves people, the totality of their interpersonal relationship, aspects of leadership, motivation, productivity and moral and a combination of innumerable technical, economic, political, psychological and social factors. The extension programme is an **educational process** where people get together and discuss their own problems, they also sometimes become aware of the problems they did not know. The programme should be need-based. Priorities and objectives must be decided jointly by the people and the planners. A good programme is that which not only meets the needs of the local people, but also of the state and the nation. Thus, a well-planned programme is broad-based, planned with the people and meets the urgent needs of the people. It is also important to coordinate the programme with the programmes of other groups, organizations and agencies those work in the same or related problem areas. Only then it will be possible to achieve the primary objectives of extension programming i.e. to help each individual, each family, and each community achieve the highest level of living, that it is capable of achieving it economically, socially, aesthetically and morally by means of aided self help through education.

### **Some assumptions in extensions programme**

- Development is endless process.
- Ways to solve most problems and improve the quality of life of human beings.
- It is possible to select, organise and administer certain resources of knowledge, technology, personal, physical environment and teaching - learning methods to help people achieve a more desirable quality of life.

- The knowledge and skills of professionals can be meshed with the knowledge and skills of the people to find optimum solutions to problems and issues.
- The bases of decisions for change should not be taken lightly, but rather should be considered carefully.
- People will usually accept new ways of thinking and doing in favour of present ones if the new ones are perceived as offering certain advantages and having sufficient aesthetics appeal.
- Learning sometimes occurs best as a result of choice and deliberate effort to pursue that choice.
- It is often possible to create opportunities and supportive socio-emotional climates to enhance the learning of new attitudes and behaviour.
- Education can be the means of empowering people to take greater control over other courses of their lives.

**Extension programme projection** can be defined as an administratively realistic form of long-range development involving the scientific approach in assembling facts as the basis for intelligent decision making by a broadly representative group of local people - National Task Force, USA

## **2. Planning**

The success of any extension programme depends very much on how well it is planned and executed. Better the planning and execution of a programme, greater are the chances of its success. The basic purpose of planning an extension programme in any field is to make the most efficient and effective use of the physical, human, financial, natural and social resources so as to secure the livelihood of people. Needless to say that, even though planning is primarily a thought process and execution an action process and may involve different persons and groups, both go together. As per Peter Drucker (), planning and doing are separate parts of the same job; they are not separate job. Planning is essentially

decision making process. Rational decisions need to be made on a variety of issues throughout the planning process. What is to be done, for whom, why, how, when, where and by whom? Planning answers all these questions.

**According to Myerson and Banfield**, ‘planning is designing a course of action to achieve ends.’

Planning is a process which involves studying the past and present in order to forecast the future and in the light of that forecast determining the goals to be achieved and what must be done to reach them.

Efficient planning is that which under given conditions leads to maximization of the attainment of relevant ends.

### **Nature of Extension planning**

- Extension philosophy strongly stress the importance of extending scientific and technological know- how that will help various clients solve problems that are important to the members of the audience. Organising for and determined the programme priorities basically constitute what is called the programme planning process.
- It should be obvious that values are involved at many stages of programme planning. The fact that a certain method of programme planning is preferred to an alternative method is based on a ranking of values. The fact that certain background information is presented and other background information is not presented is based on values placed on the criterion selected.
- Planning is essentially a process of making decisions as to what should be the nature and scope of the objective of the organisations.
- Planning aims at the optimum use of resources and the rational integration of community life.
- Planning is a progressive step-by-step process and it is never completed.
- Defining of goals is basic part of planning.

- All planning is a social process in the sense that all men are social beings. It involves some kind of interaction between two or more people.

**Extension Programme Planning:**

The controlling objective of India's National Extension Services is to develop in village people the ability to make a better living and to live a more satisfying life as individuals, as family members and as citizens of their community, state and nation. How to attain this objective is the key problem confronting the architects and current leaders of the scheme. The first step in any systematic attempt to promote rural development is to prepare a useful programme. The term programme indicates focus, priority and design. It assumes the ability among the planners to distinguish important needs from unimportant ones. Such a programme must be based on people's needs to make it significant and on their interests to make it effective. "If we could but know where we are now and where we ought to go, we could better judge what to do and how to do it". This statement by Abraham Lincoln lies at the heart of the nature and scope of planning for rural development. Effective programmes for rural improvement do not just happen; they have to be built.

Programme planning is basically a process of making decisions that will carry into the future. Decisions have to be made about what the present situation is, how it could and ought to be changed and what means can be used to accomplish the new and more desirable situation.

Programme planning is a process of working with people in an effort to recognize the unsatisfactory situation and determine possible solutions or objectives or goals. Programme planning is the process of bringing about planned change. It is a deliberate and collaborative process involving change agent and client-systems, which are brought together to solve a problem, or more generally, to plan and attain an improved state of functioning in the client system by utilizing

and applying valid knowledge. It is the process of analyzing existing situation, problems critically finding out solutions to these problems, prioritizing and selecting the relevant solutions based on local needs and resources and finally preparing a written statement indicating the situation, objectives, problems and solutions with cooperation from all the stakeholders.

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

It is obvious from all the definitions that programme planning is the knowledge of present situations, its analysis to identify the problems, to put in the sequence according to needs, to determine the objectives, to find out the scientific solution, and to determine the activities for the selected work and where, when and by whom it should be done.

### **Nature and scope of Programme planning:**

The major objective of extension programmers is to develop people’s ability to make better living and to live a more satisfying life as individuals, as community, state or a country. How to attain this objective is the key question confronting the architects of the programme. The first step in any systematic attempt to promote rural development is to prepare a useful programme. The term programme indicates focus, priority and design. It assumes the ability among the planners to distinguish important needs from unimportant ones. Such a programme must be based on people’s needs to make it significant and on their interests to make it effective. “if we could but know where we are now, and where we ought to go, we could better judge what to do, and how to do it.” Effective programmes for rural

improvement do not just happen; they have to be built. Planning does not go on in a vacuum, or automatically; it has to be made to happen. Good programmes are not developed merely by wishing for them, but by working for them.

The need for planning arises from the complexity and from the importance of the job to be done. Planning is a necessary aspect of any activity that is too involved to be disposed of off-hand. The use of planning is to discover and prepare the way for action that should be taken. Planning gives meaning and system to action. It prepares the basis for a course of future action. Possibly, the most basic fact giving rise to planning is that effective rural development results from choice, not from chance: it results from design, not from drift; it results from a plan, not by trial and error. Hence, effective work is an intentional effort carefully designed to attain certain specific and predetermined goals assumed to be important.

The use of programme planning stems from a belief in the need for change that results in progress, and from the view that change in certain directions is good for those affected by it. Planning must, therefore, result in programmes that help people find more satisfactory modes of living and of making a living. Planning assumes that the programme, or the lack of one, followed in the past will not do the job in the present and the future. Designing programme for rural development is one of the most difficult tasks confronting rural development workers. This is so because planners must avoid programming that has superimposed characteristics and instead assure programmes that have roots among the people. The problem is complex because the components of rural programming are complex. People, their needs, their interests, useful technology, educational process, analyzing situations, making decisions about what should be done, determining useful action, projecting the desired shape of things into the future and such other components of rural programming are rarely simple. Programme planning for rural development has

but little research support, a wide range of patterns of approach, and consequently requires great imagination and judgment on the part of the planners.

A good programme planning is an intellectual activity, for it usually involves a study and use of facts and principles. It requires knowledge, imagination and reasoning ability. Often it requires a mastery over special skills and techniques of research. It is basically a process of making decisions that will carry into the future. If these decisions are not made wisely, they may not lead to useful attainment. Decisions have to be made about what the present situation is, how it could and ought to be changed and what means can be used to accomplish the new and more desirable situation. Finally, good planning for rural development requires the ability to synthesize facts and value judgment in a process of sound decision making about the objectives the programmes should seek to attain, and what courses of action are most likely to achieve them. The ability plan requires:

- An understanding of the nature and function of planning.
- Skill in formulating planning procedures.
- Skill in identifying problems and needs.
- Ability to decide on significant objectives and goals.
- Skill in formulating means and wise courses of education to attain objectives, and
- Skill in involving key leaders in the planning process.

The first condition of success for any programme to promote rural development is a widespread belief in the usefulness to a large number of people. Good plans are to the professional rural worker what the compass is to the seaman.

### **Benefits of programme planning:**

1. Avoid wastage of resources
2. Provide guidance

3. Continuity- A plan is available in black & white, the change of personnel will not be affect the tempo or direction of the work.
4. Provide reliable information- When and whatever information is required about the programme, situation and resources etc., it is easily available fro the records.
5. Institutional support
6. Leadership development
7. Minimizing conflicts- Many conflicts like conflicts of resources, conflict of personalities etc. may arise while executing a programme. These can easily be removed at the planning stage.
8. Local support- For any programme in extension services which is not supported by the local people, it is difficult to achieve its goal.
9. Avoiding future problems- A good planning always identifies and monitors future developments that will have a major impact on performance or results.

### **Principles of Extension Programme Planning**

A principle is a statement of policy to guide action. After critical analysis of the programme planning principles available in extension literature, Sandhu (1965) identified a series of principles that may be applicable in developing countries. The wording and sequence of these principles have been purposely kept the same as given by Kelsey and Herane(1949).

1. **Extension programmes planning is based on analysis of the facts in the situation.** Extension programmes should be based on an analysis of the past experiences. Present situation and future needs. The present situation is to be analysed and interpreted on the basis of past experiences, by taking local people into confidence. This shall help in arriving at the future needs.
2. **Extension programme planning selects problems based on needs and interest of local people.** Sound programme building selects problems based on

people's needs. It is necessary to select these problems which are most urgent and of widest concern. Choices of problems must be from among those highlighted by an analysis of the facts regarding what are felt and unmet needs. To be effective, extension work must begin with the interests of the families.

3. **Extension programme planning determines definite objectives and solutions which offer satisfaction.** In order to hold interest, we must set working objectives and offer solutions which are within reach and which will give satisfaction on achievement. People must see how they or their communities are going to benefit from the proposed solution.
4. **Extension programme planning has permanence (durableness) with flexibility.** Any good programme must be forward looking and permanent. The programme must be flexible enough to allow any part of the plan to be changed when something important happens that makes change necessary in order to get the best results. Flexibility is required to meet unforeseen contingencies or emergencies. However, too many changes are also not desirable. Ordinary events may subject it to change in part, though not in total.
5. **Extension programme planning has balance with emphasis.** A good programme should cover the majority of people's important interests. It must be comprehensive enough to embrace all age groups, creeds and races at all levels and community, block, state, national and international problems. A few of the most important or timely problems should be chosen for emphasis. Decisions must be made as to which of the needs are most urgent.
6. **Extension programme planning has a definite plan of work.** No matter how well a programme is thought through, it is of no use unless carried out. This implies good organization and careful planning for action. A plan of work is an outline of procedure so arranged as to enable efficient execution of the entire programme. It is the answer of what, where, when, and how the job will be done.

7. **Extension programme planning is an educational process.** Extension programmes have helped people to solve many problems, but an equally important outcome has been the development of the people themselves to the end that they can more effectively identify and solve the many other problems which confront(deal with) them. In this aspect, extension planning is unique and differs from planning for highways etc.
8. **Extension programme planning is a continuous process.** Since programme planning is viewed as an educational process and since education is seen as a continuous process, there folds it logically holds that extension programme planning is a continuous process. With the constant flux of agricultural technology, extension education is faced with an increasingly more difficult job as it tries to serve the needs and interests of the people.
9. **Extension programme planning is a co-coordinating process.** Working alone, an extension worker may not be able to accomplish much. He must obtain the support of local groups and other organizations and coordinates the effort of all interested leaders, groups, and agencies and considers the use of resources, coordination with other supporting institutions and the organizations will make the execution easy and complete.
10. **Extension programme planning involves local people and their institutions.** Involvement of local people and their institutions is very essential for the success of any programme for their development. People become interested and give better support to the programme when they are involved in the planning process. So, extension programme should be planned with the people and not for them.
11. **Extension programme planning provides for evaluation of results.** Each and every programme must have provision for evaluation. It is, therefore, important to state objectives, clearly and in terms that can be measured or

evaluated while planning a programme. Continual evaluation is the map or chart by which we direct ourselves. Evaluation helps to measure the progress of the programme, its weakness and achievement.

### **Steps for Making a Programme**

The following five phases of the extension educational process constitute the main steps in preparing, executing and evaluating extension programmes in a continuous cycle.

1. Analysis of the situation and determining problems.
2. Deciding on objectives.
3. Teaching
4. Evaluation
5. Reconsideration.

These can be broken up into the following specific steps in programme planning process.

1. Collection, analysis and evaluation of all available and pertinent facts bearing on the welfare of the rural community.
2. Determination of objectives based on the needs of the community.
3. Definition of problems or obstacles faced in achieving the objectives or in meeting the needs of the community.
4. Finding solutions to problems.
5. Selecting problems to be attacked with due consideration to priorities.
6. Preparing a plan of activities directed towards solution of selected problems and assigning group and individual responsibility for each activity in the plan.
7. Carrying out the plan step by step in a coordinated manner.
8. Continuous checking and evaluation of results.
9. Reviewing progress towards achievement of objectives and projecting of plans for an additional period.

The first 4 steps constitute the Extension Programme and the next 5 steps, the annual plan of work.

The nine steps in the process are briefly explained below:

1. **Collection, analysis and evaluation of data:** Good planning depends on the collection of *adequate* and *reliable* data and a scientific elaboration and *interpretation* of the same. Extension workers must have adequate knowledge of what farmers produce, how and under what conditions they produce it, and how the production can be stepped up to the maximum for the purpose of formulating plans at the village and Block level.

An intimate knowledge of the cropping patterns, procedures of farm management and the factors of production is essential for purposeful programme planning in agriculture in any area. Therefore, it is of great importance that all extension workers - the *Grama Sevaks*, Extension Specialists and Block Development Officers - possess the factual and *basic farm and family* information required for preparing a sound family, village and Block plan.

It is not possible to draw up a comprehensive list of items suitable for all situations or all parts of the country, on which extension workers could collect information. But, in general, information on the following items should be collected.

**A. *Basic information about the village.***

1. Population.
2. Total number of families.
3. Number of farm families.
4. Other main occupation of the villagers.
5. Transport facilities.
6. Schooling facilities.
7. Facilities of medical aid.

8. Drinking water facilities etc.
9. Attitudes and beliefs of the rural population (social classes, formal and informal groups, local leaders etc.).
10. Nutrition situation (food habits, level of nutrition, etc.).

### ***B. Information about farm management and production programmes***

1. Total area under cultivation in the village.
2. Size of an average agricultural holding.
3. Types and quality of crops grown (including cropping programme, crop rotation), and types and quality of livestock.
4. Soil types (suitability for different crops) and problems connected with soil fertility, soil erosion, drainage, soil improvement, etc.
5. Cattle feeds (feed rations and crops grown as cattle feeds etc.)
6. Utilisation of grass land (arrangement for cattle grazing and grass land improvement).
7. Disease and pest control (important diseases and pests, and their control measures).
8. Agricultural machinery (type of traditional and improved agricultural implements used etc.).
9. Irrigation resources (type of irrigation sources and problems) and drainage.
10. Financial position of the farmers (long and short-term debts, borrowed capital, etc.).
11. Credit facilities (sources and facilities of securing credit.).
12. Position of labour (problems of farm labour, landless labour in the village).
13. Marketing facilities.

The data can be collected by the *Gram Sevak*, *Gram Sevika* and other workers from the villagers themselves, from the local institutions and from the Revenue records. Reliance and adequacy of the data about factual situations are very

important considerations in building sound programmes at the family, village and block levels.

It is very important that persons engaged in developing the extension programme, like the Village Level Workers, Extension Officers and Block Development Officers *strengthen the local institutions* like the *panchayat*, the cooperative society, the school and the rural youth club by collecting the factual data through them and using them for building the programme at the family, village and Block levels. The workers should develop *local leadership* in such a way that the villagers and the local institution are able to recognise and select problems for action on a priority basis. Thus, it is desirable that the essential factual data collected by the workers is passed on to the village *panchayat* or Block *Panchayat Samithi* for review and action in deciding which problems of the village or Block should be tackled first.

Facts and outlook (trends) at the national and state levels should also be considered in this context, in addition to those pertaining to the local level.

**2. Determination of objectives:** It is essential in the programme planning process that before deciding on the projects to be undertaken, the basic objectives of the programme are determined by the villagers in consultation with the extension staff. This means that the villagers must have a very clear understanding of the projects so that they are able to set up appropriate objectives for village programmes. Objectives of the programme can be decided upon by the head or active member of the participating family for family plans, and by the village *panchayat* in the case of activities to be undertaken on a community or village basis. Service co-operatives operating in villages should also take upon themselves the responsibility for deciding the objectives of the programme which promotes welfare of rural children, youth and woman. In arriving at the objectives for village programmes, the villagers and leaders of local institutions

should take the advice of the extension workers. In many cases, the objectives of the programme may not be clear to the villagers. In such situations the extension staff may give a lead to the villagers in determining the specific objectives. The objectives should specify the behavioural changes in people, besides the social and economic changes aimed at and also satisfy the other criteria.

**3. Definition of Problems:** In the process of programme planning at the family, village or Block level, it is desirable that village activities are properly *classified*. This will give an opportunity to the planner and the participants to assess their potentialities and capabilities for executing the programme. Generally in villages, such problems can be classified into the following categories:

- i) Problems which can be solved by the villagers with their own resources, like improving yields by adopting improved methods of agricultural production, improving the manurial potential by preparing compost manure, organising service co-operatives, rural youth clubs, *mahilamandals*, etc.
- ii) Problems that need community co-operation without involving much outside assistance, like the construction of a village approach road by a voluntary effort, improving village drainage, deepening of tanks, afforestation of common land, etc.
- iii) Problems that require assistance from outside sources on account of high costs involved and the technical knowledge needed, such as the construction of a school building, purchase and use of plant protection equipment, supply of fertilisers, construction of metalled road, installation of pumping sets, construction of tube wells etc.

If the villagers and the village institutions are able to classify their problems under such broad heads, it will be easy to plan a clear-cut programme for each

individual, family and the village. Under these conditions, the internal and external resources can be utilised economically and quicker results obtained. In the programme planning process, it is also desirable to *break up the complex problems* step by step into simple problems. For example, in the case of improving village sanitation, the first step can be to organise cleanliness drives periodically in the villages, then have a programme of soakage pits followed by a village drainage programme, etc.

**4. Finding solutions to problems:** The *Gram Sevak* working at the village level and the Extension Officer working as a specialist at the Block level are two very important functionaries who advise the village families and village institutions on their problems. It is of real importance that these functionaries have a clear understanding of the village problems and keep themselves equipped for offering solutions to the problems the villagers present to them. They must consult their superior specialists on problems they are not able to handle themselves. The solutions offered should be practicable and economical and should result in satisfaction and learning. The best method of convincing the villagers is for the specialists to function in the programme as partners. Specialists at district and state levels who assist the Block level specialists must also be fully oriented and trained with an understanding of village problems and programmes.

**5. Selecting problems to be tackled:** All the problems cannot be tackled simultaneously, even though the solutions for them are known. Therefore, it is necessary for the extension workers and the village institutions to select problems and concentrate their efforts on those projects in a phased way. This will result in appreciable achievements and convince the village people about the utility of the programme. Sporadic efforts sometimes do not end in lasting the convincing impressions on the minds of rural people. Care, therefore, must

be exercised by programme committees set up at village and Block levels to review the situation periodically for determining how much progress has been made on projects under way, which projects are complete and which new projects may be initiated. This would provide opportunities for selecting problems for programme planning in a more methodical and democratic manner.

**6. Annual plan of work:** Preparing a plan of activities directed towards solving selected problems is an important step. *A plan of work is the listing of activities by which the objectives already decided upon are to be achieved.* It includes the methods of executing the programme such as demonstrations, discussion meetings, family contacts by the extension workers, etc. It indicates the places, timings and persons responsible for carrying out the programme along with the methods of evaluating the progress.

Village *panchayats*, co-operatives, schools, rural youth clubs and individual families can prepare their own annual plans of work in a simple way. The extension agency may provide suitable proformas and guidance for preparing these. In the early stages, the initiative has to come from the extension agency itself in planning programmes because, in India, villagers and village institutions are not habituated to follow a systematic method of preparing annual plans of work. Based on family and village annual plans, it is easy for the Block *Panchayat Samithi* to prepare an annual plan of work for the entire Block on a realistic basis representing the needs of the villagers.

An adequate training is required for the extension staff to acquire the necessary skill in developing programmes at family, village and Block levels in co-operation with people's institutions like the *Panchayat Samithi*, the village *panchayat*, the co-operative society etc., and the village families. The training of the members of village *panchayat*, service co-operative societies, rural youth clubs, and *Panchayat Samithi* will also form an essential element in the process of programme planning.

Each family can keep a simple register for maintaining the annual plan of work, while the *panchayats* and co-operatives at the village level can maintain the annual plan of work for village development activities. At the Block level the *Panchayat Samithi* can maintain the annual plan of work for the Block. For successful implementation of any programme it is desirable that advance planning be done. As the first step towards its implementation, a calendar indicating the activities to be carried out during each month should be prepared.

**7. Carrying out the plan:** The success of a programme depends on how well it is carried out. Immediate steps should be taken by the Village Development Officer and local institutions at the village level, the Extension Specialist, the Block Development Officer and the *Panchayat Samithi* at the Block level to phase every activity in a proper perspective, and arrange all things in time. Proper arrangements for the supply of fertilisers, equipment, credit, audio-visual aids and literature should be made much in advance. A training programme for specialised projects should be organised much ahead. Efforts should be made to select the best type of local leaders who can shoulder the responsibility and multiply the efforts of the extension agency. All steps in carrying out a programme should be discussed with the villagers and their consent obtained at appropriate periods so that a partnership in the programme is built up and maintained. Steps for assistance and direction should be clearly stated so that there may be no confusion anywhere in launching the extension programmes.

If co-operation and coordination of the village institutions and the block institutions are maintained with extension workers and the villagers in the process of programme planning, the programme so developed will be more realistic and easier to implement. For imparting a proper type of training to local leaders, farm leaders and members of *Panchayats* and the *Panchayat Samithi*, seminars should be arranged at the village and Block level.

8. **Continuous checking and evaluation of results:** An effective plan of work requires the keeping of adequate records of each activity as a basis for future evaluation. Evaluation of the activities should be undertaken jointly by the extension staff, the village institutions and the *Panchayat Samithi*. Each future programme should be based on the evaluation results of the previous one. Successful evaluation gives a correct direction to a programme. It should be remembered that evaluation is not mere recording of activities or achievements but is a process of comparing these results with the original objectives.
9. **Review of process and projection of plans:** At the end of each cycle of the programme building process, the situation should be reconsidered in view of the changes in the social and economic levels of the people so that the whole process may begin again with new or modified objectives. Village institutions like the *panchayat*, the co-operative and the school, and also the *Panchayat Samithi* should periodically review the progress of plans in co-operation with the staff members of the Block. Programmes which have created an impact on the people and are being accepted by them should be extended to the neighbouring areas where similar agro-climatic and socio-economic conditions occur. Research should be conducted on the programmes which are not being accepted by the people and the reasons for their failure ascertained.

Programmes should never be considered as ends in themselves. They are merely tools for doing more effective work. A proper adjustment of time and energy spent in preparing a programme has always to be maintained with the actual implementation of the programme in the field. It should be noted that evaluation, decision, planning and action take place continuously, in varying degrees throughout all steps of the programme building process.

## A Plan for Involving People in Programme Planning

Rural programme planning, in essence, is a process of making decisions about important objectives to be attained in an area. One of the most significant problems confronting rural development workers is that of deciding on programme objectives which reflect the primary needs and interests of people. How to do this skilfully is a question of major concern to every professional worker. Decision about programme objectives are usually best when made neither by the officials alone, nor by the people alone, but when made jointly by the officials and the people.

The contribution of the local people to rural programming are obtained most effectively through some form of organized approach. Research indicates that no one type of organization is best for programming in all situations. There are certain criteria, however, which are usually met when the local people contribute to programme development most effectively. These are indicated below:

1. *Representative committees* of non-officials are organised by the development staff. These function systematically on a continuing basis in developing and maintaining a current programme for development.
2. The people who function as members of the planning committees at the local level represent *major interest groups*, various economic and social levels of people, major vocations of the locality and other important elements in the area.
3. Members of the planning groups functioning at the local level are selected by appropriate *democratic procedures*.
4. Each member of the planning groups clearly understands (a) the *purpose* of the group, (b) how the *group* can function in attaining its purpose, and (c) his *individual role* as a member of the group.

5. Policies or rules formed for maintaining *continuity* of the planning groups include an appropriate plan for terminating the services of the temporary groups, and membership in the permanent groups, and for selecting new members of the permanent groups and new temporary groups.

### **Other important related terminology:**

**Situation** is a brief statement of the more general factual information together with the needs and desires of the people.

**Plan of work** is an outline of activities so arranged as to enable efficient execution of the entire programme. It answers the questions how, when, where and by whom the work is to be done.

**Project** is an outline of procedure and pertains only to some phase of extension work.

**Calendar of work** is a plan of work arranged chronologically.

**Aims** are generalized and broad statements of directions with respect to given activities.

Eg: Extension Worker's aim is to improve farmers' economic condition.

**Objectives** are expressions of ends towards which our efforts are directed

Eg: To increase paddy yield by 40%

**Goal** is the distance in any given direction one expects to go during a given period of time.

Eg: To increase Paddy yield by 20 Q/ha. in the current year.

**Plan** is a predetermined course of action.

**Problem-** It is a condition that the people after study, with or without help have decided needs changing

**Solution-** It is a course of proposed action to change an unsatisfactory condition to one that is more satisfying.

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