Practical Manual
on

Programme Development for Rural Families

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CERTIFICATE

It is to certify that this is record of the practical work carried out by

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Reg. No...................... *in the course of* **CECM 233 (Programme Development**

for Rural families) *during* IIIrd *Semester of* IInd *Year B.Sc.(Hons.) of*

Community Science.

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I N D E X

Establishing rapport with rural families

The establishment of strong extension service for the social system is need of hour. It is required for the effective transfer of technology to the members of the social system in a manner that the technology is adopted without loss of time. A series of action steps are to be taken by extension administrator/ change agent/ personnel for rapid, systematic and successful transfer of technology in the social system. One of the vital steps in the process is rapport building.

Rapport building is a process of establishing relationship, affinity or alliance with members of social system and the extension administrator. It is characterized by exchange of information enrich by creating credibility of competence, trustworthiness and empathy with members of social system. It is through rapport building process that much of the adoption or rejection of technology depends on. Because it is through rapport building which accept or reject the extension administrator before the technology by members of the social system. It is one of the major outcome of rapport building process that extension administrator is treated as part of the social system or not.

Objectives:

This practical is aimed at to help you to

i) Identify yourself with members of social system with trust and competence

ii) Identify your project, objective of the programme and sharing same with members of the social system to develop mutual understanding and concerned for the programme

iii) Know the role, responsibility and partnership function with we fell for the programme.

iv) Develop trustworthiness and feel of empathy on both sides.

Steps to be followed for rapport building:

Plan the visit

i) Make list of Issues to be discussed

ii) List persons to be meet.

ill) Institutions, which are working.

Make visit successful by

i) Introducing yourself and say about you.

ii) Your purpose and objectives.

iii) Sharing your objectives.

iv) Sharing your plans.

v) Knowing persons who need to associate with programme.

vi) Answering specific queries with people and removing doubts If any to accomplish the objective,

vii) Know about their contribution,

viii) Identify persons who can provide leadership role.

ix) Identify the key leaders should be the extension administrator and also identify their levels in the social systems.

x) Tell about your contribution.

xi) Have in depth discussion with these leaders and solicit their counsel and advice.

xii) Sharing simply and specifically the jobs to be done by you and them,

xiii) Find out their experiences and share your experiences with them,

xiv) Identify their needs and resources available in the social system,

xv) Support the programme by providing appropriate legislative administrative and technical support so as to develop we feel between you and community members,

xvi) Demonstrate leadership role and acceptable style to the members of social system by developing trustworthiness and clarity of your objectives,

xvii) Obtain and give factual information to analyze the situation under which you have to work in the social system.

xviii) Reach all those people who need to be serve with your technical input,

xix) Select and make use of all possible make and means to improve efficiency of worker or personnel,

xx) You need to be flexible and subject to change as per requirement of village conditions.

xxi) Make use of maximum reliable technical information, xxii) Obtain as much as local participation as possible,

xxiii) Continued contact with sincerity and trustworthiness make it more meaningful by sharing information,

xxiv) Rapport building increases local support and participation, sharing experiences and interacting for better understanding of the programme and the problems. It causes attention of extension administrator to pay attention.

xxv) Purposing alternatives to their practical problems. Always record their expectation to you.

Follow up:

Take concrete actions on your plans. Helping members of community to action. Share their difficulty while they are working with their plans.

i) Suggesting and sharing methods of accomplishing the job.

ii)   Encouraging the family members to maximum. Points to remember:

i)   Always share the information simply systematically and accurately with members of communicate.

ii)   Be a part of the community with feel of empathy.

iii)   Never give a chance to defy your words and match with your words and actions.

Practical Exercise

Students will narrate their own positive and negative experiences of rapport building with rural families

Identification of Leader

1. Sociometry: This method is very useful to the Extension Worker in finding out the "natural" or "local" or "informal" leaders in the villages who are the influential persons that help in the introduction and popularization of new improved practices in their communities neighborhoods. An extension worker goes into a given area and asks the farmers to indicate whom they ordinarily consult for advise on farming (or any particular aspect of farming in which the extension worker wants to introduce some improvement). Usually after few interviews, it becomes apparent which farmer is the influential person or 'natural leader sociogram
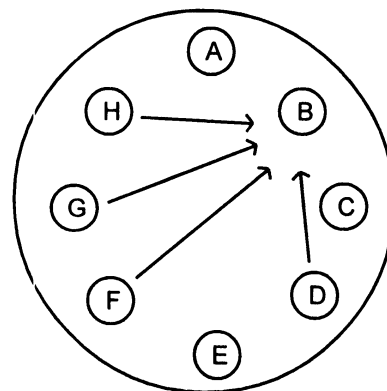
1. Election :Another method widely used in selecting consists simply of the members of the group electing a leader

   The extension worker can guide or assist the local people in electing the right people for the right job by explaining to the group the functions of leaders in relation to particular problems, and outlining the qualifications of a good leader for the given purpose. It has been found that this election method can also be used for selecting persons to receive leadership training. For example, a group be asked to indicate what members of the group they think would be good leaders and what persons they would be willing to follow after the individuals has received specialized training. It is better for the extension worker to accept the chosen leaders of a group than to try to impose others by any pressure.

3. The Discussion Method Through discussions (on any subject) the person with sound knowledge and ability is soon recognised and a mere talker easily spotted. Discussion gives encouragement

and assurance to thepotential leader toexpress himself, and over a period of time may make him more confident in accepting some position of leadership, amd emerge as a valuable leader.

4. The Workshop Method Through this method, where the large group breaks up into smaller groups and the responsibility of the programme and decision-making rests upon the smaller unit, leader ship emerges, in each group. Over a period of time, the extension worker can spot certain leaders who come to forward in taking responsibilities. The extension worker or professional leader in the workshop has the position of consultant observer, discussion group leader etc.

5. The "Group Observer The extension worker should watch a community or group in action and then he will be able to spot potential leaders. He may observe the community in any type of situation. For obtaining the best results, the group should not be aware of this. Rogers who designates these local leaders as "opinion leaders"

6. Key Informants In a community may be asked to indicate opinion leaders in that area. This is cost-saving and time saving when compared to the sociometric method.

7. The Self-designating Techniques Consists of asking a respondent a series of questions to determine the degree to which he perceives himself to be an opinion leader.

Practical Exercise

Students will make exercise on socio metry method of identifying leader

Conducting baseline survey of Village

Demographic profile of village.

a) Village area

    Residential area

    Forest area

    Waste land area

    Cropping area

    Water land area

    Pasture land area

b) Type of land

    Irrigated area

    Unirrigated area

c) Type of soil

    Black cotton soil

    Regure soil

d) Total population

e) Female population

f) Total number of households

g) Caste structure of village

h) Land holding pattern of village - mention number in each category

1) Occupational pattern

2) Local leaders (female/male)

3) List of ongoing development programme in the village

4) Amenities

1. School

    Primary

    Middle

2. **Cooperative society**

Dairy

Credit

Seed/fertilizer

Any other

3. **Water facility**

4. **Newspaper in village.**

5. **Panchayat office**

6. **Post office**

7. **Police station**

8. **Bank**

9. **Bus services**

10 **Dispensary/veterinary hospital**

11. **PHC/ health center**

12. **Public latrines**

13. **Electricity office**

Grocery stores

General shop

Floor mill

Tailor shop

PCO/STD

Cyber cafe/ internet

Farm machinery shop

Any other

5. Communication

Number of radio sets.

Number of TV sets

Number of TV with cable connection

Number of telephones

Number of cell phone

Number of newspaper

If yes give names of newspapers

6   Sources of drinking water

Hand pumps.

Open draw well

Covered draw well

Step well

River

Pond

Public taps

Private taps

7 Enlist rural industries/ artisnary / local enterprise run by

Govt. org

Non Govt. org

Private (family)

Private (group)

8   Major crops of village(cereals, pulses, vegetable, fruits)

9   Package of practices in agriculture prevalent in the village (any two crops of the village)

a)   Improved seeds

b)   Fertilizers

c)   Improved agricultural technologies

10.   Live stocks possetion (cow, buffalo, bullock, goats, ships)

11.   Voluntary / cooperative organization working in the village

Mahila mandal

Self help group

Youth club

Farmer organization

Any other

11.   Machinery and tools for agriculture, animal husbandry, and household available in the village

Tractors

Cultivators

Harvesters

Threshers

Sprinklers

Chaff cutters

Mechanized milking

Smokeless chullah

Solar cooker

Cooking gas

Biogas

Pressure cooker

Refrigerator

Sewing machine

Any other

Practical Exercise

Students will study different village survey schedules and discuss in practical class Students will survey a village and prepare report on village survey

Conducting Household Survey

1. Name of the student : _____

2. Name of the village : _____

3. Name of head of the family : _____

4. Name of the housewife : _____

5. Address : _____

6. Family type   Nuclear

         Joint

         Single

7. Family size   Small   Medium   Big
                   0-4   5-8   More than 8

8. Land holdings

    a) Total land owned by the family

    b) cultivated land

    i) Self cultivated

    ii) Given on lease

    iii) Taken on lease

9. Cultivation of crops

    Rabi

    Kharif

    Any other

10. Family income from all resources

    Cash—— In kind

11. Family composition

Name	Marital Status	Relation with head of the family	Age	Sex	Education	Occupation status

12. Type of house

a. Kacha

b. Pucca

c. Kacha+Pucca

13 Material possessions   Owned

Yes   No

A.   Household appliances

Smokeless Chula

Oil stove

 Sewing machine

Cycle

    Radio

    Chairs

B. Prestige items

Pressure cooker

Electric iron

Electric heater

Improved storage bin

Bio gas plant

Gas stove

Tape recorder

Scooter/motor cycle

Television

Refrigerator

Blender

Toaster

Mixer cum grinder

Electric churner

C. Agricultural tools

Bullock cart

Seed cum plough fertilizer drill

Sprayer

Thresher

Winnowed

Maize Sheller

Tube well

Pump set/motor

Tractor

D. Cattle wealth

Live stock

Poultry birds

Goat keeping Piggery Milch cattle

1. Type of house

* Kacha

Pucca

Semi Kacha

Semi pucca

2. Source of water used in kitchen

Hand pump

Well

Corporation water taps

Own water taps

Any other

3. Type of lighting / wiring

Open Closed Incandescent   Fluroscent   both

Verandah

Drawing room

Dining room

Bed room

Kitchen Store

Toilet

Bath room

Corridor

Stairs

Any other

4. Placement of dust bins in the house

Rooms

Kitchen

Bath room

Court yard

4. Type of drainage system

	Kacha	Pucca
Closed		
Open		
Semi open		

5. Animal area

Within the house

Near the house

Far away from the residential area

6. Type of kitchen

Sitting

Standing

Both

7. type of fuel used in the kitchen

	Awareness		Awareness as well as using frequency of use or no of timings
	Yes	No	
Wood			
Agro based			
Cow dung cakes			
Kerosene oil			
Biogas			
LPG			
Electricity			
Solar energy			

8. Type of heating units used in the kitchen

Ordinary chulah

Smokeless chulah

Kerosene stove

Gas burner

Heater

Any other

10 Type of storage provision inside the kitchen

Open shelves

Cup boards

9. Method used for protection of

	Grains			Pulses
	Rice	Wheat	Any other	

Cell phone

Mercury tablet

DDT

Dry neem leaves

Crystal salt

Haldi with mustard oil

Sand

Ash

Lime stone (chunna)

Any other

11. Measurements of working counters, if standing

Height	Width	Dents

12. Collection of garbage

Tasla/ Karachiaera

Tokra

Polythene bags

Buckets

Tins

Covered plastic bins

Uncovered plastic bins

Any other

13. Placement of garbage collection

Within the kitchen

Outside the kitchen

Both

14. Type of utensils for cooking

Patella

Karahi

Frying pan

Pressure cooker

Sauce pots

Sauce pans

Any other

15.Type of metal of utensils

Brass Aluminum/ Hindalium   Non stick   Copper base Iron steel

Tawa

Patella

Karahi

Frying pan

Pressure cooker

Sauce pots

Sauce pans

Any other

16. Type of furniture

Wooden

Iron

Plastic

Cane

Upholstered metal

Any other

17. Posture for performing different activities

Sitting   Standing   Squalting   Bending

Cooking

Washing cloth

Brooming and mopping

Mud mopping of floors

Any other

18. Approx. allocation of time for following

Cooking

Dish washing

Washing of cloths

Sweeping and mopping house

19. Making of family budget

Yes

No

1. What are the sources of getting the cloths

1.

2.

3.

4.

2. Do you purchase ready mades Yes/No

3. If yes what type of garments do you generally purchase

1

2

3

4

4. What type of stains do you usually come across

1

2

3

4

5. What method do you use for stain removal

1

2

3

4

6. Which method do you use to wash your cloths

	Hand wash	machine wash	beating
1. Cotton			
i) Light			
ii) Heavy			
2. Silk			
3. Woolen			
4. synthetic			

7. what type of detergents do you commonly use for washing of the following cloths

	Soap	Detergent	Liquid detergent

1.Cotton

iii) Light

Iv) Heavy

2. Silk

3. Woolen

4. synthetic

8. What other laundry reagents do you see

Type of reagent   Purpose of use

1.

2.

3.

4.

9. Do you know how to prepare soaps and detergents at home   Yes/No

10. Are you interested in learning soap making and stain removal   Yes/No

11. What method do you use for ironing the following

Type of fiber	Directly	Use specific method
1. Cotton		
2. Wool		
3. Silk		
4. Synthetic		

12 How do you store the following

Type of fiber	Material and method used
1. Cotton	
2. Wool	
3. Silk	
4. Synthetic	

13. Do you know stitching of different garments   Yes/No

14. If yes which garments do you generally stitch at home

1.

2.

3.

4.

15.What other garments would you like to learn about

1.

2.

3.

16. Rank the following on the basis of preferences while purchasing fabrics 1.Season

2. Occasion

3. Age

4. Any other

17. Do you know hand embroidery Yes/No

18. If yes which embroidery do you know

1.

2.

3.

4.

19. If no which would you like to learn

1. Stain stitch embroidery / long & short

2. Sindhi/ mirror

3. Kantha

4. Herring bone

5. Kasuti

6. Any other

20. Are you interested in learning dyeing/printing/painting   Yes/No

21. If yes would you like to learn the following

1. Dyeing

2. Printing

3. Painting

4. Cotton dyeing

5. Batik

6. Fabric

7. Block

8. Any other

Practical Exercise

Students will study different family survey schedules and discuss in practical

Class Students will make a survey of rural household and prepare a report on family Survey

Analysis of Information for Identification of Felt Needs

The needs of people need to be understood and analyzed for developing meaningful and practical program for the people to perform undertake a decision/ project/ program they need to have motivation. There is a close association between need and motivation. Hence these two terms need to be understood

Need is GAP between what is and what ought to be i.e. gap between the existing situation and the desirable situation. Needs can be classified into two broad categories namely- felt needs and unfelt needs. Both these needs are important.

Felt needs are the need which people are aware of and recognize as their need. The unfelt need is the unrecognized need by the people or person concerned but a recognized need by others. The unfelt needs can be brought to the level of felt needs through appropriate motivational techniques that result in changes in knowledge and attitudes. If people have felt need they may or may not act on it immediately. Thus there is a gap between recognition and implementation. This gap would be on account of various factors as lack of means to buy the desired equipment/technology is not readily available there are social barriers or family member's friends may not be appreciative. So the extension worker need to have understanding both the needs and can give a start with felt needs in program Slowly and steadily shifting to unfelt needs.

People differ in their ability and will to do certain tasks or take certain decision. Motivation and ability interact to yield performance. People with less ability and stronger will may perform better than people with better ability and lack of will. People with zero motivation of zero ability will have zero performance. The force of motivation is a dynamic psychological force that sets a person into motion and action.

The word motivation is derived from 'motive' which means a desire a craving or a need which must be satisfied. All motives are directed towards goals and the needs affect or change behavior which in turn then changes quality of life. Motivation is denied as an unsatisfied need that creates a state of disequilibria causing an individual to move in direction to reach a state of equilibrium by satisfying the need.

Theory of Motivation

The most popular theory of motivation is the maslow's hierarchy of need theory. Abraham

Maslow suggested that people have a complex set of exceptionally strong needs and their behavior is determine by their strongest need. He stated that firstly human beings have many needs that are different in nature ranging from biological needs at the upper level.

Secondly these occur in an order of hierarchy so that lower level needs must be satisfied before higher level needs are satisfied or become motivators. This basic classification of five levels of needs arranged in successive levels is follows. The first three level needs are known as the deficiency need. At the lowest level is the basic need for food, water, shelter, air, clothing etc. the top two needs are growth need and they are concerned with personal growth development and fuller growth of individual in the desired direction.

The needs of individual differ in nature in relation to the various factors including personal social, economic, political, spiritual, educational, gender, psychological, communication etc The needs of housewife/home makers also differ from place to place region to region socio-economic strata etc. however there are certain women in our society. Thus if we desire these women to have an improved quality of life there is need to analyze their felt and unfelt needs from their perspective and from your prospective.

You have a list of various households' technologies. find out the need status of the rural women from different socio-economic graphs, cost of the technologies adoption level and adoption constraints. Motivate the women to adopt at least one technology.

Objectives

At the end of the practical you will be able to

a) define need type and change process involved

b) define motivation classification and differentiate levels

c) analyze needs of rural women in relation to household tastes

Practical Exercise

Students will prepare list of felt and unfelt needs of rural families Students will analyze the information collected during village survey and family survey.

Participatory Rural Appraisal tools, its applications in programme development

Participatory Rural Appraisal is a methodology for interacting with villagers, understanding them and learning from them."Neela Mukherjee.

"PRA is the process of involving local people in analysis and interpretation of a rural situation." G.L.Ray

"PRA is an approach and methods for learning about rural life and conditions from, with and by rural people".

Objectives of PRA

To facilitate greater and better involvement of villagers;

To generate information and collection of data;

To learn about the impact of earlier or on-going policies and programmes;

To estimate trends and ascertain condition of the issues at hand;

To validate or cross check data collection;

To impart training to different categories of persons involved in the development process;

To initiate research studies on use of PRA.

Key Features of PRA

- Interdisciplinary Team
- Qualitative data , diversity of information
- Mix of appropriate techniques
- Rapid progressive learning,
- group interaction and local knowledge
- New roles of experts
- Community participation
- On-the-spot analysis/ On-site presentation
- Multiple perspectives
- Actions for change

The following suggestions would be helpful to insured a conducive environment for PRA:

Before :

- Meet the villagers in informal atmosphere.
- Build up personal rapport.
- Identify the willing participants.
- Set the climate.
- Show full interest and enthusiasm.
- Always begin the interview by relaxing the tension of interviewee.
- Select a suitable place for the interview. During :
- Listen carefully.
- Show empathy.
- Be patient.
- Intense and careful observation.
- Try to understand villager's way of reasoning.
- Do not lecture.
- Respect villagers as human beings.
- Head nodding during interview should be avoided.
- Try to follow existing social customs of the village.
- Use six helpers : What, Why, Who, When, Where, How.
- Accept villagers' offer of hospitality.
- There is no point in getting impatient when the villagers discuss among themselves, in their own local language.
- Asking too many questions at a time should be avoided.
- Allow time for reflection and organization of the answers.
- Take detail note of the answers and on the process of discussion.
- Quick sketch of subject under study may be drawn.
- Resolve the discussion around the main issue without blocking.

After :

At the end of interview thank the people individually .

Sit down with all the members and record all the information collected.

Commonly used PRA techniques are :

- **Participatory Mapping**

PRA team/outsiders can understand the geographical boundaries, roads, water resources, houses, schools, and other physical and natural resources of a village from the participatory mapsSituations where applicable :

In identifying beneficiaries of various developmental programmes.

In preparing treatment plans for soil and water conservations.

A transect walk is an exploratory walk which is undertaken by a multidisciplinary team of scientists along with village people to observe, cross check and critically examine and record minute details of a particular area physically. Situations where applicable :

Transects are used as pre-requisites for mapping, zoning of different areas.

Seasonality is as important and useful exercise to determine seasonal patterns in rural areas as related to rainfall, farming practices,employment,etc.

Situations where applicable: Preference ranking can be used to study a range of subjects like soil types, crops and crop varieties, etc.

- **Wealth Ranking**

It is a method in which village people jointly determine the relative wealthiness taking into account all assets, sources of income and liabilities of an individual family

- **Time line**

It is a method of visualizing key historical events and major changes perceived by the villagers.

Purposes :

To find out the sequence of historical events and changes that occurred in the village.

The timeline exercise can be applied to find out the background of village or the evolution of specific activities or programmes.

The timeline for agriculture would indicate the occurrence of droughts, the adoption of new crops and varities etc.

- **Preference Ranking**

Method of ranking and scoring reveals priorities and preferences of the villagers. It provides opportunities to all the village people to value and rank problems and prioritize themselves.

Purposes :

Preference ranking can be used to study a range of subjects like soil types, crops and crop varieties, etc.

- **Venn diagram**

A venn diagram shows the key institution and individuals in a community and their relation-ships and importance for decision making.

Some suggestions for making a Venn diagram :

Cut papers of different sizes before visiting the village.

Carry large paper sheets and sketch pens.

Build rapport with the farmers and select a place to sit down.

Invite people from all sections of the villagers.

Initiate discussion on the line.

Ask the villagers to make a list of all institutions in the area.

Ask the informants to choose the larger disk for an important and smaller one for the less important institution.

Then ask them to draw a circle on the large paper sheet denoting their village and paste paper discs around that.

Allow them to change the position of the paper discs if they want.

Try to understand the relationship of these organizations with the village from the diagram.

Record the findings.

Outcomes of using different PRA techniques

First hand information

Maps'

Baseline information

List of priorities.

Involvement of different groups of the village.

Identification of matrix.

Village natural resource management plan.

Understanding potential conflicts between various group in the village.

A common frame of reference for implementation, management, monitoring and evaluation of the programme.

Triangulation of information from conventional and PRA method.

In the social sciences, **triangle** is often used to indicate that two (or more) methods are used in a study in order to check the results of one and the same subject. The idea is that one can be more confident with a result if different methods lead to the same result.

Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methods in the study of the same phenomenon.

- It can be used in both quantitative (validation) and qualitative (inquiry) studies.
- It is a method-appropriate strategy of founding the credibility of qualitative analyses.
- It becomes an alternative to traditional criteria like reliability and validity.
- It is the preferred line in the social sciences.

By combining multiple observers, theories, methods, and empirical materials, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single method, single-observer and single-theory studies.

Purpose: The purpose of triangulation in qualitative research is to increase the credibility and validity of the results.

Cohen and Manion (2000) define triangulation as an "attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint."

Altrichter et al. (2008) contend that triangulation "gives a more detailed and balanced picture of the situation."

According to O'Donoghue and Punch (2003), triangulation is a "method of cross-checking data from multiple sources to search for regularities in the research data."

According to Erina Audrey (2013) "Triangulation also crosschecks information to produce accurate results for certainty in data collection."

Types: Denzin (1978) identified four basic types of triangulation:[6]

- Data triangulation: involves time, space, and persons
- Investigator triangulation: involves multiple researchers in an investigation
- Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon
- Methodological triangulation: involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents.

Development of small need based programme

Program planning is the process of bringing about planned change. It is deliberate and collaborative process involving change agents 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 dient system by utilizing and applying applied knowledge.

The function of extension program is to provide a clear guide a blue print or a plan useful to extension workers in conducting an ongoing extension program. A well developed program to the extension worker what a compass to the seaman.

Why have a program

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

2. To furnish a guide or straight edge against which to judge all proposals. A good program tends to keep every one concerned —(extension worker, village leader and participants) — moving in the right direction. It keeps them from going off on inviting but less important tangents.

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

4. To give continuity particularly during changes in personnel.

5. To aid in development of leadership.

6. To have means of choosing : a) the important from the incidental problems, b) the permanent from the temporary changes.

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

8. To avoid waste of time and money and promote general efficiency.

9. To co-ordinate the efforts of the different people working for rural development. 10. To give the extension workers more support by local people thus ensuring cooperation and financial support.

11. To have available in written form a statement for general public use.

Practical Exercise

Students will prepare plan for one day extension programme and narrate the experiences of conducting programme

Students will prepare long term extension programme

Implementation and evaluation

Implementation of plan of work

Implementing the plan means carrying through the previously planned educational jobs and learning situations as set forth in the plan of work and the teaching plans. This assumes that a programme is planned and a plan of work is developed. This forms the base for programme execution.

The programme Implementation should be coordinated within the extension service and other agencies and organizations as set forth in the plan of work. Secondly, the calendar of activities and events should be followed as planned. A variety of appropriate techniques, methods and materials *should* be used as planned. The subject matter should be appropriate to the objective to be achieved and the people involved and use as planned in the teaching plan. Adequate and appropriate training and other assistance as planned should be given to lay leaders in assuming their planned and accepted responsibilities in the execution of the programme. The plan for sharing of programme action responsibilities by the extension staff, other professional people and lay people should be followed.

The Implementation of plan should be carried out as decided and unnecessary changes should not be made. If adjustments are to be made then they should be made on the basis of reevaluation, replanning and decision and they should be accepted by all concerned.

Evaluation of progress

Evaluation is the process of determining the extent to which objectives have been attained. The programme accomplishments are the changes in people and the changes in their economic and social situations resulting from the programme. Information which reveals the extent to which objectives are reached is needed to evaluate accomplishments. This will help in determining how far an activity has progressed and how much further it should be carried to accomplish objectives. The amount of accomplishment judged to be satisfactory should be determined in the light of the potential for improvement in the area, the complexity of the problem, objectives and the resources available.

All programmes must have an in-built system of evaluation to know how well the work is done. It should be a continuous process not only to measure the end result but also to ensure that all the steps are correctly followed. Evaluation may be formal or informal, depending on the importance of the programme and also on the availability of trained manpower, funds, facilities and time.

Thus, evaluation improves the professional attitudes of those who use scientific techniques.

Writing report and its presentation

Practical Exercise

After implementation of one day extension programme Students will write report and present it in practical classe