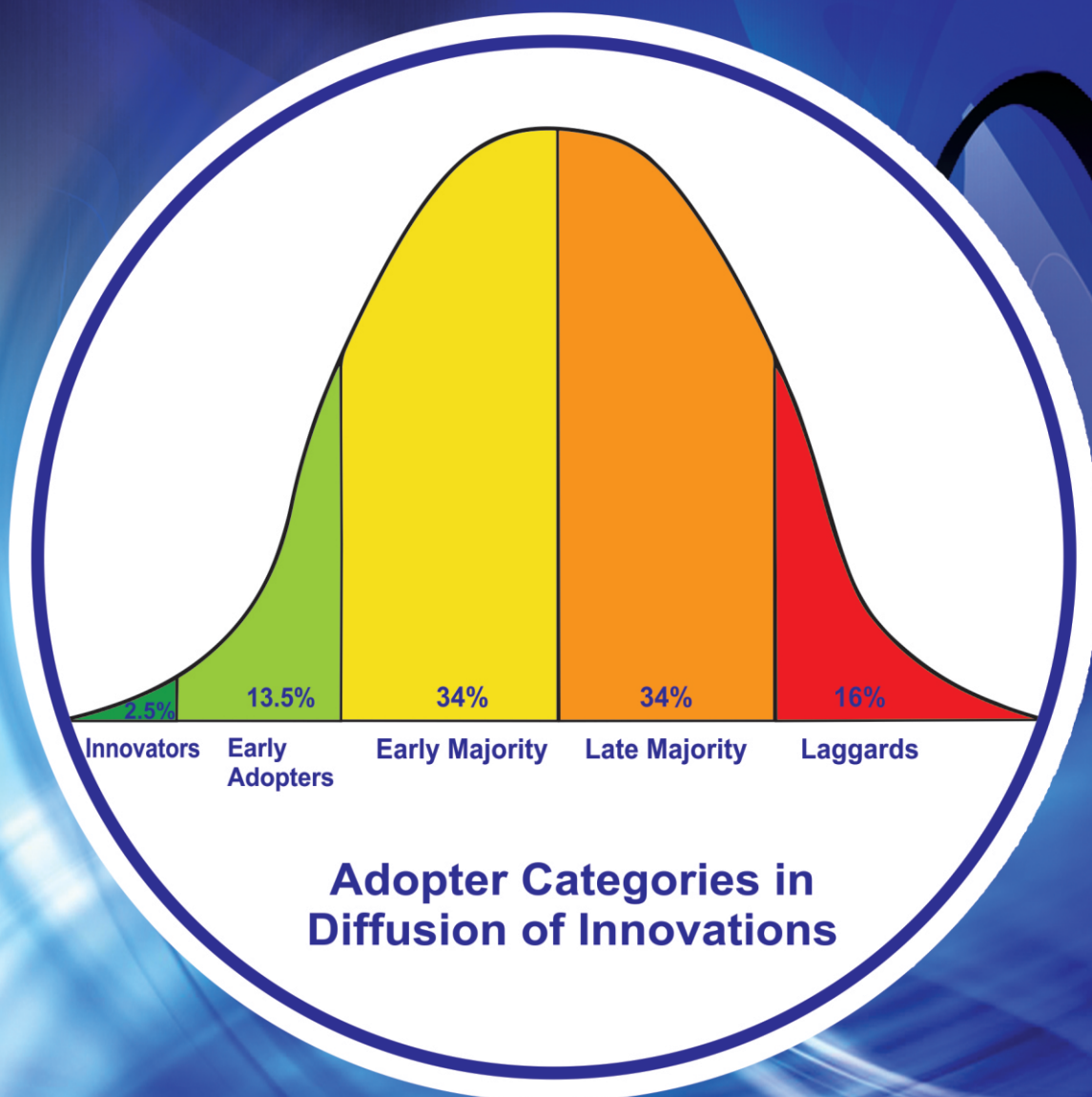




**Adopter Categories in  
Diffusion of Innovations**

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“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतन्त्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गाँधी

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*“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”*

— Indira Gandhi

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Block

# 1

## **EXTENSION EDUCATION**

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### **UNIT 1**

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| <b>Extension Education - An Overview</b> | <b>7</b> |
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# MDV-108 DEVELOPMENT COMMUNICATION AND EXTENSION

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Dear Lerner,

The theme of the course MDV-108 is ‘Development Communication and Extension’. Development is not only a matter of plans, targets, budgets, technology, experts, and organizations to govern them. Rather, it is an effective use of all these mechanisms as communication and educational means for changing the mind and actions of people in such ways that they help themselves to attain development. Extension work is one of working with people, not for them; of helping them become self reliant, not dependent on others; of making them the central actors in development work, not spectators. The extension process is educating people to put useful development knowledge to work for them.

You are aware that development is a widely participatory process of directed social change in a society, intended to bring about both social and material advancement for the majority of the people in the social system. Such widespread behaviour change could only be attained by effective utilization of communication in development of different sectors. Similarly, often we notice that some developmental innovations are readily received by members of social system and other innovations are delayed for several years. Then the questions are:

- What is the nature, importance and functions of communication in development work?
- What is the role of communication channels in development work?
- What is the role of Information and Communication Technology (ICT) in development?
- What is meant by development innovation, innovativeness and adopter categories?
- How development innovations are diffused into social system and what are the factors influencing their diffusion?
- What is the role of communication process in diffusion and adoption of developmental innovations?

In short, the essence of this course is to make you understand that communication and extension education are the means and development is the outcome.

**Block 1, Extension Education**, deals with an overview of extension education with focus on meaning, components, objectives, functions, key principles and processes of extension education and its interrelationship with development. In the second part, this block covers extension education in important developed, developing, and underdeveloped countries. In the third part, this block dealt with private and corporate sector’s role in extension and development programmes.

**Block 2, Extension Teaching Methods and Audio Visual Aids**, discusses the meaning of teaching and learning in the context of extension and development in the first part. In the second and third parts, this block discusses the meaning,

functions, classification, and description of extension teaching methods, and audio-visual aids, along with their selection for various teaching occasions.

**Block 3 ‘Communication in Extension and Development’** with three units deals with an overview of communication, communication channels, important theories and models of communication.

**Block 4 ‘ICT for Development’** with two units appraises you about the interface between ICT and development of various sectors and how the ICTs are useful for rural and urban development.

**Block 5 ‘Diffusion of Innovations for Development’** with two units gives an overview of diffusion of innovations and innovation processes for development.

**Block 6 ‘Innovation, Innovativeness and Adopter Categories’** with four units presents various attributes of innovation, the concept of innovativeness, adopter categories, opinion leaders, diffusion networks and consequences of innovations.



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## BLOCK 1 EXTENSION EDUCATION

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Extension is a diverse, valuable and relatively new operational concept. Extension played a significant role in the development of agriculture and allied sectors. But extension principles are not well understood by wider sections of the people in other sub- sectors of development. The purpose of this block is to make you understand the basic concepts of extension education and their relationship to development with a systems perspective.

Unit 1, **Extension Education - An Overview** focuses on history, meaning, different components, philosophy, objectives, functions, scope, principles and the process of extension. It also discusses the interrelation between extension and development.

Unit 2, **Extension Education - A Global Perspective**, describes global extension terminology, global transformation of extension meaning over time, changing role, approaches and global paradigms of extension, extension systems of few countries including India and global challenges for extension systems.

The Unit 3, on **‘Private and Corporate Extension Services’** delineates the differences between private extension and privatisation of extension, need for privatisation of extension, options for funding and delivering extension, private extension initiatives in India and global experiences and lessons with extension privatization.







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# UNIT 1 EXTENSION EDUCATION – AN OVERVIEW

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## Structure

- 1.1 Introduction
- 1.2 The History of Extension
- 1.3 The Meaning of Extension
- 1.4 The Components of Extension
- 1.5 The Philosophy, Objectives, Functions, and Scope of Extension
- 1.6 Principles of Extension
- 1.7 Process of Extension
- 1.8 Extension and Development
- 1.9 Let Us Sum Up
- 1.10 Keywords
- 1.11 References and Selected Readings
- 1.12 Check Your Progress – Possible Answers

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## 1.1 INTRODUCTION

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Extension is a diverse, valuable and relatively new operational concept in India. The need for work in this area of subject matter has grown out due to the increased contribution and scope of extension in different sub-sectors of development work. The process of extension appears to be the best method for inducing people to help themselves, using their own resources to the maximum and government aid to the minimum, in the process of development.

Extension discipline attracts; first, those who want to go on to become professional extension workers; second, those who need or want to understand a portion of extension education as part of their regular training in other fields; and, third, those who just want to study an interesting subject. We, the development professionals, mostly fall under second category, i.e., we need to understand extension education in order to implement development programmes in a better way. Further, the extension concept and its applications are well known to researchers, teachers and functionaries working in agriculture and allied sciences. But the meaning, concept, importance, and application of extension principles are not well understood by the wider sections of people in other sub- sectors of development. Therefore, the purpose of this unit is to make you understand these issues so that you can carry out extension work in different sub-sectors of development.

After studying this unit you should be able to:

- Understand the history, meaning, components, objectives, and functions of extension
- Explain the principles and process of extension education
- Discuss the interrelationship between extension and development

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## 1.2 THE HISTORY OF EXTENSION

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The term extension has its origin in the Latin word, *tensio*, meaning, *stretching* and *ex*, meaning *out*. The literal meaning of extension is *stretching out*. Extension is education and its purpose is to change the attitude and practices of people with whom the work is done. The common use of the term, university extension, was first recorded in the 1840s, in Britain. The first practical steps were taken in 1867-68 when James Stuart, Fellow of Trinity College, Cambridge, gave lectures to women's associations and working men's clubs in the north of England. James Stuart is often considered the 'Father of University Extension'. In 1871, Stuart approached the authorities in Cambridge University to organize centres for extension lectures under the university's supervision. Cambridge formally adopted the system in 1873, and was followed by London University in 1876, and Oxford University in 1878. By the 1880s, the work was being referred to as 'the extension movement'. In this movement, the university extended its work in those beyond the campus.

The growth and success of extension work in Britain influenced the initiation of similar activity elsewhere, especially in the United States. There, in many states, comparable out-of-college lectures were becoming established by the 1890s. Later, the extramural work of the land-grant colleges, concerned with serving the needs of farm families, was to expand dramatically and become formally organized; but the use of the term, extension, continued and has persisted as the designation for this work. All these activities indicate that the target group for university teaching should not be restricted to students on campus, but should be extended to people living elsewhere. Extension may be seen as a form of adult education, in which the teachers are staff members of the university. For many years, this was mainly an activity of the college of agriculture, which employed county extension agents all over the state. Later, extension agents started serving other sub sectors of development in addition to agriculture and allied activities.

In India, the university extension gained momentum with the establishment of the State Agricultural Universities (SAUs) on the pattern of Land-Grant colleges in the US. The first SAU was established in Pantnagar in 1960, and, as on 2010, there are now 45 SAUs in the country. These universities have the state wide responsibility for extension education and have integrated teaching, research, and extension at all levels, i.e., individual, department, college, and university.

The University Grants Commission of India has recognized extension as the third dimension, equivalent to teaching and research, in its landmark policy framework of 1977. With this policy, extension has emerged as third major function of universities in general, and of agricultural universities in particular. This policy framework also led to the establishment of departments or centers of adult and continuing education and extension in general universities. On similar lines, IGNOU has also started the School of Extension and Development Studies.

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## 1.3 THE MEANING OF EXTENSION

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Extension education is an applied science consisting of content derived from research, accumulated field experiences, and relevant principles drawn from the behavioural science synthesized with useful technology into a body of philosophy, principles, content, and methods focused on the problems of out of school education for adults and youth - *J.P. Leagans (1961)*.

Extension education is the process of teaching rural people how to live better by learning ways that improve their farm, home and community institutions – *J.P. Leagans* (1961).

Extension work is an out of school system of education in which adult and young people learn by doing with partnership between the Government and the people, which provides service and education designed to meet the people with an fundamental objective of development of the people – *Kelsey and Harne* (1963).

Extension is a programme and a process of helping village people to help themselves, increase their production and to raise their general standard of living. – *D. Ensminger* (1961).

Extension is the increased dissemination of useful knowledge for improving rural life. – *H.W. Butt* (1961).

Extension education is defined as an educational process to provide knowledge to the rural people about the improved practices in a convincing manner and help them to take decision within their specific local conditions – *O. P. Dahama* (1973).

Extension involves the conscious use of communication of information to help people form sound opinions and make good decisions - *Van den Ban and Hawkins* (2002).

#### **Extension Education - Common Elements**

- Is an intervention
- Is an educational process
- Is a communication intervention
- Intends to induce voluntary change in behaviour
- Focuses on a number of target processes and outcomes
- Has an altruistic orientation
- Has a technological, research, and professional dimension.

You may notice some similarities as well as differences of opinion about the meaning of extension in the above definitions. Probably, one, or more, of the following questions may come to your mind after understanding the above definitions.

- Is extension concerned only with information communication and formation of opinion, or with the formation of decision making also in the process of development?
- Should extension aim at increasing knowledge only, or should it also help to identify development problems, and to clarify goals to attain development?

All development organizations pay attention to some or all of the above aspects in their extension efforts. From the above discussion, it can be concluded that extension is an education and it is aimed at bringing a desirable change in behaviour (knowledge, skills and attitudes) of people so as to involve them actively in the process of development.

### Development Extension

Development extension is an education and it is aimed at bringing a desirable change in behaviour (opinions, knowledge, skills and attitudes) of all the stakeholders of different sub sectors of development so as to involve them actively in the process of development

Extension has now developed into a full fledged discipline, having its own philosophy, objectives, principles, methods, and techniques which must be understood by every development worker and others connected with development. It may, however, be mentioned here that when extension is put into action for educating the people, it does not remain formal education. In that sense, there are several differences between the two by nature (Table 1.1).

**Table 1.1: Differences between Formal and Extension Education**

| Formal Education                          | Extension Education                                                                                                         |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Starts with theory & works up to practice | Starts with practices & may take up theory later on                                                                         |
| Students study subjects                   | People study problems.                                                                                                      |
| Fixed curriculum offered                  | No fixed curriculum or course of study & people help to formulate the curriculum                                            |
| Authority rests with the teacher          | Authority rests with the people                                                                                             |
| Attendance is compulsory                  | Participation is voluntary.                                                                                                 |
| Teacher instructs the students            | Extension worker teaches & also learns from the people                                                                      |
| Teaching is only through instructors      | Teaching is also through local leaders                                                                                      |
| Teaching is mainly vertical               | Teaching is mainly horizontal                                                                                               |
| More or less homogeneous audience         | Heterogeneous audience                                                                                                      |
| Rigid                                     | Flexible                                                                                                                    |
| Pre-planned & pre-decided . programmes    | Freedom to develop programmes locally based on the development needs & expressed desires of the stakeholders of development |
| More theoretical                          | More practical and & intended for immediate application in the solution of problems.                                        |

**Activity 1:** Ask some of your colleagues what they mean by extension education. Compare their views with those given in this unit and identify the common features.

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**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Write the meaning of extension in the context of development.

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2) Write three differences between formal education and extension education.

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## **1.4 THE COMPONENTS OF EXTENSION**

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In the context of development, extension has the following three, broad components

- extension education
- extension service
- extension work

### **1.4.1 Extension Education**

Extension education is basically a need oriented, local resource based, problem - solution oriented system, and is interrelated with education and research. Here, the extension efforts are related to research both in terms of its products, viz., new technology and processes. The extension education role is generally performed by higher learning institutions, viz., research institutes, universities, and apex level training and extension organizations.

### **1.4.2 Extension Service**

Extension service is the mission and mandate of development department in all the states. Extension service is a programme for development employing the extension process as a means for implementation.

Extension service is location specific, input intensive, service oriented, and field level professional activity with the following two objectives:

- Transferring new technologies or innovations, and advising the people on improved methods.

- Communicating development constraints to research institutes / development organization / policy makers, as feedback for participatory technology development.

Thus, extension service serves as a link between researchers, development workers, and people. Extension service also works hand-in-hand with other development departments, and input agencies to multiply their efforts and effects.

### 1.4.3 Extension Work

Extension work is to assist people through educational and service approach. Through extension work, people are stimulated to make changes that result in more efficient production and marketing, conservation of natural resources, improved livelihood security, health, and more satisfying family and community life. Extension work is at the lowest in hierarchy, but extremely broad based in usage. It is also extremely location specific and usually susceptible to outside criticism. Extension work is to help people to help themselves.

For example, many times, people demand that local extension workers do various works. Unless the people are also taught to do these things themselves or involve them in those works, it is not extension education but simply a service.

Example: Conservation of forests/trees by extension workers vs. Community forest management by *Vana Samrakshana Samities*

#### Extension Work or Education?

*Extension Work* : Irrigation water management.

*Extension Education*: Teaching the farmers irrigation water management by themselves, or involving farmers through participatory irrigation water management.

The primary focus of the development extension worker should be extension education.

**Activity 2:** Visit a nearby development department like agriculture / family health and welfare/ forest office / NGO, etc., and observe and discuss their extension education, extension service, and extension work. Write your observations.

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## 1.5 THE PHILOSOPHY, OBJECTIVES, FUNCTIONS, AND SCOPE OF EXTENSION

### 1.5.1 Philosophy of Extension

According to Mildred Horton the principles of extension philosophy are:

- the individual is supreme in a democracy
- the home is the fundamental unit in a civilization
- the family is the first training group of the human race
- the foundation of any permanent civilization must rest on the partnership of man and land (nature).

According to Ensminger, extension philosophy is

- changing attitudes, knowledge and skills of the people
- working with men and women, young people, boys and girls to answer their needs and wants
- helping people to help themselves
- “Learning by doing” and “seeing is believing”
- development of individuals, their leaders, their society, and their world as a whole.
- working in harmony with the culture of the people
- a two way channel
- a continuous educational process.

### 1.5.2 Objectives

The literal meaning of the term, objectives, is the expressions of the ends towards which our efforts are to be directed. In other words, an objective means a direction of movement. Before starting any development programme, you should clearly understand the objectives of extension so that you know what to do, where to go, and what is to be achieved. In the context of development, the fundamental objective of extension is to stimulate desirable development.

#### **Fundamental Objective of Extension**

In the context of development, the fundamental objective of extension is to stimulate desirable development.

However, the role that extension plays in development depends on how one defines extension. By applying the definitions given in the above section, we may arrive at a concept of extension that seems to synthesize diverse perspectives of development into five objectives

- i) Transferring knowledge from researchers to people end users.
- ii) Advising people in their decision making.
- iii) Educating people to be able to make similar decisions in future
- iv) Enabling people to clarify their own goals and possibilities and to realize them
- v) Stimulating desirable developments within the framework of the national, economic and social policies involving all the sub sectors of development as a whole.

### 1.5.3 Functions

The extension system includes all public, private, and non government development institutions that transfer, mobilize, and educate people, as distinct



from a service or a single institution that, traditionally, provides advice only. After reviewing a number of efforts to define or characterize extension, it is helpful to see extension as both a system and the set of functions performed by that system to induce voluntary change among people for development.

A set of functions of extension includes

- transferring technology in multiple directions for sustainable development
- transferring management to mobilize and organize developmental activities by all communities
- transferring capacity to educate, build human resources and capacity building of all stakeholders, market intelligence, management, and in negotiating financial, input, and market services.

1.5.4 Scope

The dictionary meaning of scope is space for action. The scope of extension is mostly dealing with the problems concerning development programmes. It teaches people how to do something and to work out ways and means to satisfy their own felt needs. It teaches people how to recognize and solve problems of development. It is an education of action in groups and masses, within a democratic framework of society. It emphasizes the change of mental outlook of the people and instils in them, ambition of higher standards of development, and the will and determination to work for such standards. So, in short, the scope of extension is to enable the people to have high standards of development, so as to reach high living standards of their own lives.

Scope of Extension

The scope of extension is to enable the people to have high standards of development so as to reach high living standards of their own lives.

Check Your Progress 2

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Do you agree that extension education plays an important role in development programmes? Support your answer.

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- 2) Write three objectives of extension.

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## 1.6 PRINCIPLES OF EXTENSION

Extension work is based upon some working principles and process, and the knowledge of the following principles is necessary for an extension and development professional.

- i) *Principle of interest and need:* extension work must be based on the needs and interests of the people. These needs and interests differ from individual to individual, from village to village, from block to block, from state to state, and therefore, there cannot be one development programme for all people.
- ii) *Principle of cultural difference:* extension work is based on the cultural background of the people with whom the work is done. Improvement can only begin from the level of the people where they are. This means that the extension worker has to know the level of the knowledge, and the skills of the people, methods, and tools used by them, their customs, traditions, beliefs, values, etc., before starting the extension programme.
- iii) *Principle of participation:* extension helps people to help themselves. Good extension work is directed towards assisting people to work out their own problems, rather than giving them readymade solutions. Actual participation and the experience of people in these programmes creates self confidence in them, and they learn more by doing.
- iv) *Principle of adaptability:* people differ from each other, one group differs from another group, and conditions also differ from place to place. Therefore, extension programme should be flexible, so that necessary changes can be made whenever needed, to meet varying conditions.
- v) *The grassroots principle of organization:* any development programme should fit in with the local conditions. The aim of organizing a local group is to demonstrate the value of the new practices or programmes so that more and more people participate.
- vi) *The leadership principle:* extension work is based on the full utilization of local leadership. The selection and training of local leaders to enable them to help to carry out extension work is essential to the success of the development programme. People, especially, in rural areas have more faith in local leaders, and they should be used to put across a new developmental idea so that it is accepted with the least resistance.
- vii) *The whole-family principle:* extension work will have a better chance of success if the extension workers have a whole-family approach instead of piecemeal approach or separate approach. Extension work is therefore, for the whole family, i.e., for adults and the youth.
- viii) *Principle of co-operation:* extension is a cooperative venture. It is a joint democratic enterprise in which people cooperate with their village, block, and state officials to pursue a common development cause.
- ix) *Principle of satisfaction:* you may be aware of the saying that “a satisfied customer is the best advertisement.” The end product of the effort of extension

teaching is the satisfaction that comes to the people and their family members as the result of solving a problem, meeting a need, acquiring a new skill, or some other changes in behaviour. Satisfaction is the key to success in extension work.

- x) *The evaluation principle:* extension is based upon the scientific methods of development, and it needs constant evaluation. The effectiveness of the work is measured in terms of the changes brought about in the knowledge, skill, attitude, and adoption behaviour of the people, but not merely in terms of achievement of physical targets.
- xi) *Principle of democratic approach:* extension education is based upon the democratic principle of discussions and suggestions. Participation of people in extension activities is voluntary and development interventions are carried out based on the perceived needs of the people.

**Activity 3:** Identify important principles governing extension work from your own experiences.

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### Check Your Progress 3

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Write four principles of extension education.

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## 1.7 PROCESS OF EXTENSION

The process of extension, as applied to development programmes, involves five essential phases. Fig. 1 shows the sequence of steps that result in progress from a given situation to a new or a more desirable one.

- i) **Analyzing the Situation:** this requires a large amount of facts about all aspects of the situation where extension work is to be taken up. Information is needed about the peoples' interests, education, their needs, social customs, farming systems, water bodies, etc. These details can be obtained by conducting participatory rural appraisal / rapid rural appraisal, and these details help in identifying suitable developmental programme to the problems.

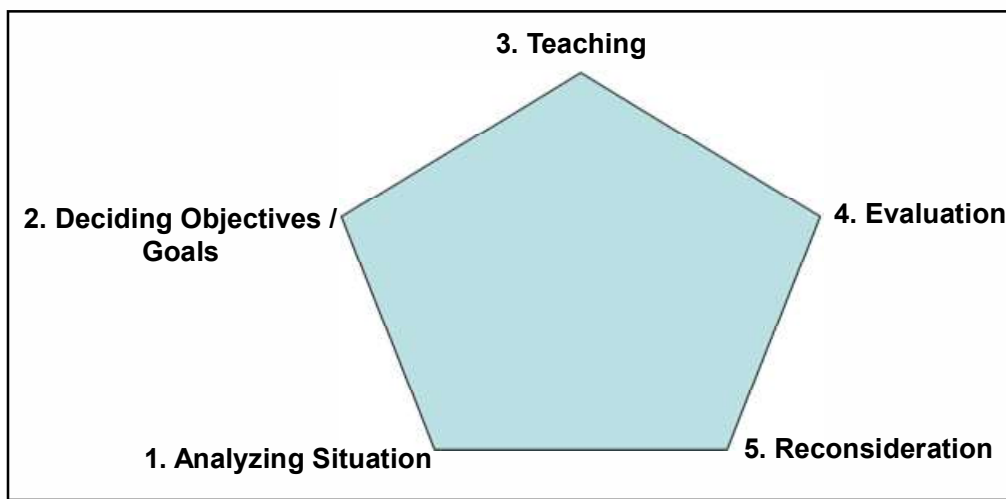


Fig. 1.1 Steps in the Extension Process (Leagans, 1961)

- ii) **Objectives / Goals to be Accomplished:** the beneficiaries of development programmes must be involved in selecting a limited number of objectives which should state the behavioural changes in people as well as the economic or social outcomes desired.
- iii) **Teaching:** teaching is the process of arranging situations in which the things to be learnt are brought to the notice of the people, their interest is developed, and a desire for change is aroused, i.e., they are stimulated to action. The essential role of an extension worker is to create effective learning situations with the following essential elements
  - i) instructor - extension worker like you.
  - ii) learners - all stakeholders of development programmes.
  - iii) subject matter - planned developmental activity. *Examples:* participatory irrigation management, community forest management, mineral mixture feeding to livestock, etc.
  - iv) teaching materials - flannel-board, black-board, charts, models, samples, slides, film show, etc., on participatory irrigation management.
  - v) physical facilities - sitting accommodation, good visibility, etc.

#### Teaching Participatory Irrigation Management

If we want to teach the farmers about the use and advantages of participatory irrigation management, we need to do this by conducting demonstrations under a canal area, showing them what the participatory irrigation management is, explaining its advantages and comparing it with other methods. After seeing the beneficial effect, the farmers are convinced and motivated to action and start voluntary participation in irrigation water management.

- iv) **Evaluating the Teaching:** evaluation is to determining the extent to which the objectives have been reached. Plans for evaluation should be built into the plans of work during earlier phases. Remember, a distinction should be made from mere records of accomplishments from original objectives stated.
- v) **Reconsidering:** this step consists of a review of previous efforts and results which reveal a new situation. If this new situation shows the need for further

work, then the whole process may begin again, with new or modified objectives.

These steps are intended only to clarify the necessary actions in carrying out a planned extension educational effort. It does not imply that these steps are definitely separate from each other. Several experiences tell us that planning, teaching, and evaluation take place continuously in varying degrees throughout all phases of the extension process.

#### Check Your Progress 4

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Based on your experience and understanding of the above discussion, write the importance of the following phases of extension education process.

i) Analyzing a situation

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ii) Objectives

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iii) Teaching

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iv) Evaluation

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## 1.8 EXTENSION AND DEVELOPMENT

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In the course introduction, we discussed that development is not a matter of only plans, targets, budgets, technology, experts, and organizations to govern them. Rather, it is an effective use of all these mechanisms as educational means for

changing the mind and actions of people in such ways that they ‘help themselves’ to attain development. Emerging from the acceptance of this idea is the concept of extension education to show and find the ways to help people. In this context, extension is *one of working with people, not for them; of helping them become self reliant, not dependent on others; of making them the central actors in the development, not spectators*. In short, the essence of extension process is helping people by means of education to put useful development knowledge to work for them.

The ultimate goal of extension is to develop the people by improving their standard of living through education and voluntary participation in extension programmes. In this context it is imperative to understand the concept of development, its varied dimensions and their relation to extension.

### Development vs. Extension

Development is not a matter of only plans, targets, budgets, technology, experts, and organizations to govern them. Rather, it is an effective use of all these mechanisms as educational means for changing the mind and actions of people in such ways that they help themselves to attain development.

Extension is one of working with people, not for them; of helping them become self reliant, not dependent on others; of making them the central actors in the development, not spectators.

Development means development of men, the satisfaction of their basic needs - food, shelter, clothing, and access to safe drinking water, sanitation, public transport, health, and educational facilities. Underdevelopment means denial of basic needs to people while enhancing the material returns to the dominant groups. Development will necessarily involve the use of socio-cultural, financial, political, and human resources facilitated by extension (Fig.1.2)

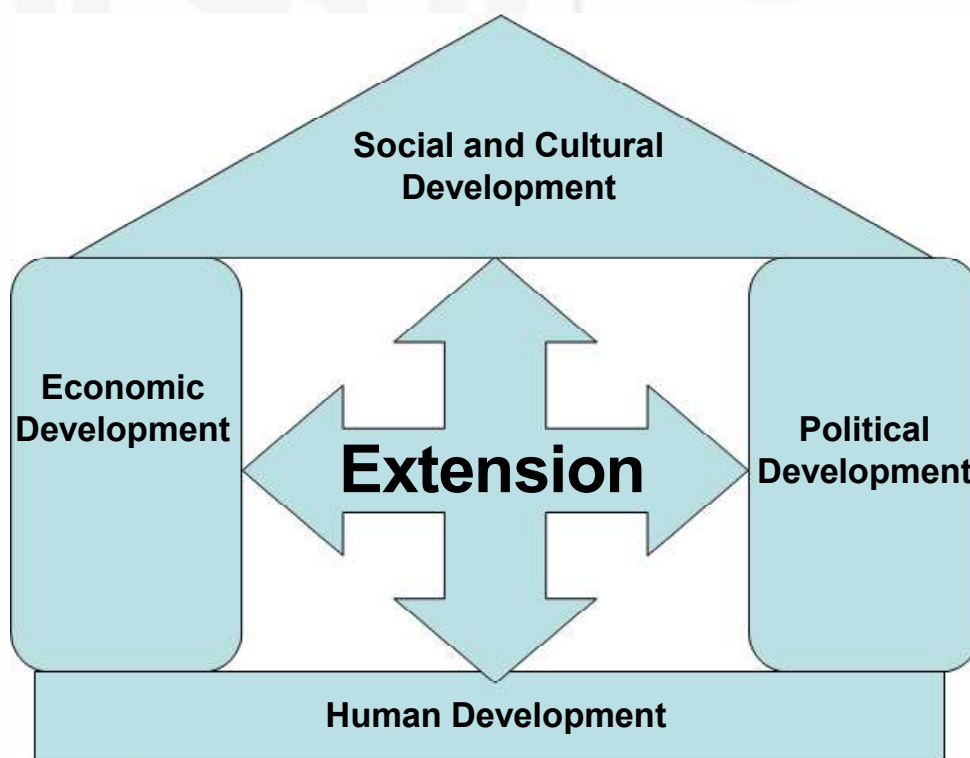


Fig. 1.2: Extension and Development

**Human (Personal) Development:** Development in any meaningful sense must begin with, and, within the individuals. Unless motivation comes from within, efforts to promote change by extension workers will not be sustainable by the individual. The individual will remain under the power of others. In this context, human development is the process by which an individual develops self respect and becomes more self confident, self reliant, cooperative, and tolerant of others through becoming aware of his/her short comings as well as his/her potential for positive change.

**Economic Development:** This is a process by which people, through their own, and/or, efforts and with the help of extension agents boost production for direct consumption and have a surplus to sell for cash.

**Political Development:** If development is to truly benefit the people, then the political structure must be responsive to their needs and aspirations as well as protect their rights and their property. The people have to acquire political power in order to :

- participate in decision making at local level and to choose their own leaders
- plan and share power democratically
- create and allocate communal resources equitably and efficiently among individual groups.

Extension workers feedback on developmental issues or problems is important to influence policy makers in making suitable developmental policies.

**Social and Cultural Development:** It refers to those investments and services carried out, or provided by, extension agents for the benefit of the people and communities whether as a village; a district or a nation. These services include health, education, water, energy, transport, communication, etc.

#### **Extension vs. Development**

The relationship between extension and socio-cultural, economic, political and human development is illustrated in Fig. 2. The two columns represent economic and political development and a girder represent socio-cultural development. The girder (socio-cultural development) is dependent upon the support of the two columns (economic and political developments) which in turn rest upon a foundation of human development. Extension is the connecting link (process) between people and development (outcome).

#### **Check Your Progress 5**

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Write the interrelationship between extension and development.

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## 1.9 LET US SUM UP

In this unit we started by looking at the meaning, components, objectives, and functions of extension education and understood that development is not a matter of only plans, targets, budgets, technology, experts, and organizations to govern them, rather, it is an effective use of all these mechanisms as educational means for changing the mind and actions of people in such ways that they help themselves. We also examined the key principles and processes of extension and realized that knowledge of these is necessary for any development professional. At the end we discussed the interrelationship between extension and development and concluded that extension is the process and development is the outcome of the extension process.

## 1.10 KEYWORDS

|                             |                                                                                                                                                                                                                                                                                                  |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Extension Education</b>  | : extension education involves the conscious use of communication of information to help people form sound opinions and make good decisions. Extension education is the process of teaching people how to live better by learning ways that improve their farm, home and community institutions. |
| <b>Extension Service</b>    | : a programme for development employing the extension process as a means for implementation.                                                                                                                                                                                                     |
| <b>Extension Work</b>       | : work that engages people in development work through education and service.                                                                                                                                                                                                                    |
| <b>Objectives</b>           | : the expressions of the ends towards which our efforts are to be directed.                                                                                                                                                                                                                      |
| <b>Process of Extension</b> | : the process of extension, as applied to development involves five essential phases, viz., analyzing the situation, deciding objectives, teaching, evaluation, and reconsideration.                                                                                                             |

## 1.11 REFERENCES AND SELECTED READINGS

The following resources were used in writing this unit.

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## 1.12 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

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### Check Your Progress 1

- 1) Development extension is an education and it is aimed at bringing a desirable change in behaviour (opinions, knowledge, skills, and attitudes) of all the stakeholders of different sub sectors of development, so as to involve them actively in the process of development.
- 2) (i) Formal education starts with theory and works up to practice, while extension education starts with practices and may take up theory later on.  
(ii) Students study subjects in formal education, while livestock farmers study problems in animal husbandry extension. (iii) In formal education we have a more or less homogeneous audience, while in extension education we have a heterogeneous audience.

### Check Your Progress 2

- 1) Yes. Extension education plays an important role in development programmes mostly by dealing with the problems of people. It enables the people to have high standards of development so as to reach high living standards in their own lives. It teaches them how to recognize and solve problems in development.
- 2) The three objectives are : (i) transferring knowledge from researchers to people; (ii) advising people in their decision making; and (iii) educating people to be able to make similar decisions in future.

### Check Your Progress 3

- 1) The principle of interest and need; (ii) the principle of cultural difference; (iii) the principle of participation (iv) the principle of adaptability.

### Check Your Progress 4

- 1) i) *Analyzing situation*: This helps in collecting a large amount of facts about people, their interest, their education, what they think they need, their social customs, habits and folkways.  
ii) *Objectives*: this helps in involving beneficiaries of development programmes in extension by stating the behavioural changes as well as the economic or social outcomes desired.



- iii) *Teaching*: this arranges situations in which the things to be learnt are brought to the notice of the people, their interest is developed and desire aroused, i.e., they are stimulated to learn and to be in action.
- iv) *Evaluation*: this determines the extent to which the objectives have been reached. This will also be a test of how accurately and clearly the objectives have been chosen and stated.

### Check Your Progress 5

- 1) Extension is the connecting link (process) between people and development (outcome). The economic and political development leads to socio-cultural development. These three needs are the foundation of human development.



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## UNIT 2 EXTENSION EDUCATION – A GLOBAL PERSPECTIVE

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### Structure

- 2.1 Introduction
- 2.2 Global Extension Terminology
- 2.3 Global Transformation of the Meaning of Extension
- 2.4 The Changing Role and Approaches of Extension
- 2.5 Global Paradigms of Extension
- 2.6 Global Extension Systems
- 2.7 Global Challenges for Extension Systems
- 2.8 Let Us Sum Up
- 2.9 Keywords
- 2.10 References and Selected Readings
- 2.11 Check Your Progress - Possible Answers

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### 2.1 INTRODUCTION

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Globally, it is not technology or physical resources alone, but what people do with them is important in the process of development. What people do with the resources depends largely on the nature and extent of the investment in their educational growth.

The importance of extension of knowledge through education vs. the discovery of knowledge through research for overall development is not yet fully realized equally in many parts of the world. This reality is being increasingly recognized by development agencies globally where emphasis is on the use of democratic methods to attain national development objectives. This is particularly so in many Asian, African, and Latin American countries which are interested in promoting participatory development. Emerging from the acceptance of this idea is the concept of ‘ways to help people to help themselves’ in order to improve their level of living by aided self help through education. This concept is popularly expressed globally by the term ‘Extension Education’ which we have discussed in the previous unit.

Worldwide in different countries, extension education is currently associated with different sub-sectors of development and diverse providers, employing a variety of terminologies – everything from extension to advisory services to knowledge and information services. As a result, the term, extension, has become a generic phrase employed to refer to the variety of systems and providers that have emerged for communicating and transmitting information and technology for the development of different sub-sectors globally. The purpose of this unit is to introduce you to the global extension education systems by taking examples from developed, developing, and underdeveloped countries.

After studying this unit you should be able to:

- Discuss the meanings of extension terminology used in different countries
- Explain change in role, approaches and paradigms of global extension systems
- Discuss the extension systems that are operational in few countries
- Summarize the areas of change and challenges faced by global extension systems.

## 2.2 GLOBAL EXTENSION TERMINOLOGY

In the previous unit we discussed that the term, extension, was first used to describe adult education programmes in England in the second half of the 19th century. These programmes helped to expand - or extend - the work of universities beyond the campus and into the neighbouring community. The term was later adopted in the United States of America, while in Britain it was replaced with the term, advisory service, in the 20th century. A number of other terms are used in different parts of the world to describe or denote extension work.

| Country   | Local Terminology                        | Meaning                                   |
|-----------|------------------------------------------|-------------------------------------------|
| Arabic    | <i>Al-Ershad</i>                         | Guidance                                  |
| Dutch     | <i>Voorlichting</i>                      | Lighting the path                         |
| German:   | <i>Beratung / Aufklarung / Erziehung</i> | Advisory work/Enlightenment/ Education    |
| French    | <i>Vulgarisation</i>                     | Simplification                            |
| Spanish   | <i>Capacitacion</i>                      | Improving skills                          |
| Thai, Lao | <i>Song-Suem</i>                         | To promote                                |
| Persian   | <i>Tarvij &amp; Gostaresh</i>            | To promote and to extend                  |
| Indonesia | <i>Penyuluhan</i>                        | Lighting the way ahead with a torch       |
| Malaysia  | <i>Perkembangan</i>                      | Lighting the way ahead with a torch       |
| USA       | <i>Cooperative Extension</i>             | Teach people to solve problems themselves |
| Austria   | <i>Forderung</i>                         | Furthering / stimulating                  |

(Source: Van den Ban and Hawkins, 2002)

The Dutch use the word *voorlichting*, which means lighting the pathway ahead to help people find their way. In Indonesia the term *penyuluhan* and in Malaysia the word *perkembangan* are used which means 'lighting the way ahead with a torch'. This follows the Dutch example and Germans talk of 'advisory work' or *beratung*, which implies that an expert can give advice on the best way to reach your goal, but leaves the way for your selection. The Germans also use the word *aufklarung* (enlightenment) in health extension, to highlight the importance of learning the values underlying good health, and to stress the point that we must know clearly where we are going. Germans also speak of *erziehung* (education), as in the USA, where it is stressed that the goal of extension is to teach people to

solve problems themselves. The Austrians speak of *forderung* (furthering) or stimulating you to go in a desirable direction. The French speak of *vulgarisation* which stresses the need to simplify the message for common man, while the Spanish use the word *capacitacion* which indicates the intension to improve the people's skills, although normally it is used to mean training.

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## 2.3 GLOBAL TRANSFORMATION OF THE MEANING OF EXTENSION

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From the discussion presented in the previous section, we can understand that there is no widely accepted standard meaning for the term extension education the world over. However, over time the meaning of extension has been changed, based on its development objectives, reach, delivery, funding, etc. For your comprehensive understanding on how the meaning of extension changed overtime, examples are given below, which are taken from a number of books on extension published over a period of over 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 (Brunner and Hsin Pao Yang, 1949).
- 1965 :** Extension has been described as a system of out-of-school education for rural people (Saville, 1965).
- 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 (Bradfield, 1966).
- 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 levels of living and lifting social and educational standards (Maunder, 1973).
- 1974 :** Extension involves the conscious use of communication of information to help people form sound opinions and make good decisions (Van den Ban, 1974).
- 1982 :** Extension is to help people identify and analyse their production problems and become aware of the opportunities for improvement (Adams, 1982).
- 1988 :** Extension is a professional communication intervention deployed by an institution to induce change in voluntary behaviours with a presumed public or collective utility (Roling, 1988).
- 1997 :** Extension is the organized exchange of information and the purposive transfer of skills (Nagel, 1997).
- 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 (Neuchatel Group, 1999).

- 2004 :** Extension is a series of embedded communicative interventions that are meant, among others, to develop and/or induce innovations which supposedly help to resolve (usually multi-actor) problematic situations ( Leeuwis and Van den Ban, 2004).
- 2010 :** Extension is a system that facilitates access to new knowledge, information and technologies and promotes interaction with research, education, business, and other relevant institutions to assist in developing technical, organizational and management skills and practices (Christoplos, 2010).
- 2017 :** ‘The New Extensionist’ is a global view of extension and advisory services (EAS) that reinvents and clearly articulates the role of EAS in the rapidly-changing rural context. It argues for an expanded role for EAS within agricultural innovation systems (AIS) and development of new capacities at different levels to play this role (GFRAS, 2017).

**Activity 1:** Examine how the meaning of extension changed over time since 1949. Write your observations.

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### Check Your Progress 1

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Write the meaning of extension terminology used in any five countries.

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- 2) What do you understand by term ‘The New Extensionist’

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## 2.4 THE CHANGING ROLE AND APPROACHES OF EXTENSION

### 2.4.1 Changing Role of Extension

Globally, till the recent past, extension education for development has been, essentially, the responsibility of public sector, both in terms of funding and delivery. However, with the introduction of privatization, liberalization, and globalization, extension is globally viewed as comprising public, private, and semi-public systems that make up a multi-institutional, multi-sectoral pluralistic system. Also, views on extension have changed in emphasis from simple transfer of technology to organizing people for participatory development. Originally thought of as part of a 'knowledge triangle' composed of research, education, and extension, currently extension is viewed more broadly as part of innovation systems for development. These changes, involving how extension is perceived, how its aims have changed, and how it is seen to fit into a newly conceived larger system of innovations, further underscores the importance of extension as both an object of reform and an engine of innovations for development.

#### Extension Innovations for Development

Extension innovations for development is the process by which new knowledge, information, or technology is improved, adapted, diffused, and used, leading to social, cultural, human and economic developments.

Globally, as an object of reform, it is called upon to adopt, for example, innovative structural, funding and managerial arrangements, and as an engine for advancing innovations for development (the process by which new knowledge, information, or technology is developed, adapted, diffused and used, leading to social, cultural, human and economic development), it is called upon to take on new roles beyond traditional technology dissemination.

### 2.4.2 Change in Extension Approaches

The development of extension services in different fields of development in the modern era has differed from country to country. Despite the variations, it is possible to identify a general sequence of four approaches or generations (NAFES, 2005).

- i) **Colonial Extension:** experimental stations were established in many Asian, African, and Latin American countries by the colonial powers. The focus of attention, first, was on agricultural extension with more emphasis on export crops such as rubber, tea, cotton, and sugar. Technical advice was provided to plantation managers and large landowners. Assistance to small farmers and marginalized people who grew subsistence crops and livestock was rare, except in times of crisis. Colonial powers also started education and family health care extension through the establishment of schools and hospitals.
- ii) **Diverse Top-down Extension:** after independence, commodity / service based extension efforts emerged from the remnants of the colonial system, with output targets established as part of five year development plans in community development, agriculture, industry, education, health and family

welfare, etc. In addition, various schemes were initiated to meet the needs of small and marginalized people with support from foreign donors.

- iii) **Unified Top-down Extension:** during the 1970s and '80s, the Training and Visit extension system was introduced by the World Bank. Existing extension organizations were merged into a single national service. Regular messages were delivered to groups of people, promoting the adoption of improved technologies or practices for development.
- iv) **Diverse Bottom-up Extension:** when World Bank funding came to an end, the Training and Visit extension system collapsed in many countries, leaving behind a patchwork of programmes and projects funded from various other sources. The decline of central planning, combined with a growing concern for sustainable development and equity, has resulted in participatory methods of development gradually replacing top-down approaches. The fourth generation 'Diverse Bottom-up Extension' is well established in some countries, while it has only just begun in other places.

### Major Changes in the Indian Extension System

India's extension system has experienced major changes since the late 1990s in governance structures, capacity, organization, management, and advisory methods. The changes involve the decentralization of extension service provision to the local level, the adoption of pluralistic modes of extension service provision, and financing, the use of participatory extension approaches, capacity training of extension beneficiaries to express their demands, and capacity training of service providers to respond to the demands of beneficiaries. The reform initiatives reflect the view that development in all sectors requires demand-driven, accountable, need specific, purpose-specific, and target-specific extension services (Rivera, et.al., 2001)

## 2.5 GLOBAL PARADIGMS OF EXTENSION

Globally, any particular extension system can be described both 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 extension initiatives are necessarily educational. Instead there are four possible combinations, each of which represents different extension paradigms for development as follows (NAFES, 2005):

- i) **Technology Transfer for Development** (Persuasive + Paternalistic): this paradigm was prevalent in colonial times, and reappeared in the 1970's and 1980's when the Training and Visit system was established in many Asian countries. Technology transfer involves a top-down approach that delivers specific recommendations to people about the practices they should adopt for development.
- ii) **Advisory Development Work** (Persuasive + Participatory): this paradigm can be seen today where government organisations or private consulting companies respond to people's enquiries for development with technical prescriptions. It also takes the form of projects managed by donor agencies



and NGOs that use participatory approaches to promote development through pre-determined packages of technology.

- iii) **Human Resource Capacity Building for Development** (Educational + Paternalistic): this paradigm dominated the earliest days of extension in Europe and North America, and later in Asia and Africa, when universities gave training to people who were too poor to attend full time courses. It continues, today, in the extension activities of colleges, research organizations and development departments around the world. Top-down teaching methods are employed, but people are expected to make their own decisions about how to use the knowledge they acquire for development.
- iv) **Facilitation for Development** (Educational + Participatory): this paradigm involves methods such as exposing people to learning experiences, and person-to-person exchange of extension communication. Knowledge is gained through interactive processes and the participants are encouraged to make their own ideas / decisions for development. The best known agricultural extension examples in Asia are projects that use Farmer Field Schools or participatory technology development.

**Change in Role, Approaches and Paradigms of Global Extension Systems**

Globally, it must be noted that, there is some disagreement about extension roles, approaches and paradigms. About extension role, some argue for public delivery of extension services, some argue for private delivery and some argue for public-private partnerships. About extension approach, some favour diverse / unified top-down extension, while some support diverse bottom-up extension. In case of paradigms, some experts believe that the term extension should be restricted to persuasive function, while others believe it should only be used for educational activities. There are economic (for role), efficiency (for approaches) and philosophical (for paradigms), reasons behind the above agreements or disagreements. However, irrespective of role, approach, and paradigm, we are concerned with the practical point of view, of how extension is useful for the development of any sector. In this context, the above discussed extension roles, approaches and paradigms are currently being organized under the name of extension for development pragmatically, if not ideologically, in one part of the globe or another.

**Activity 2:** Visit a nearby extension and development worker’s office, and enquire about the changing role and approaches of extension. Compare their views with those given in the above section and write your observations.

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**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) How the role of extension is changing?

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2) Name the four extension approaches, in general.

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3) Name the four global paradigms of extension.

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## **2.6 GLOBAL EXTENSION SYSTEMS**

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In this section, we will discuss briefly the extension education systems of a few countries, including India.

### **2.6.1 India**

In the Indian context, there are four major organizational streams devoted to extension work for development of various sub-sectors. These are:

- i) First Line Extension System – comprising mainly Union & State Ministries; Research Councils and their Research Institutes functioning under various Ministries; National and State Institutes for Development of different sectors; and Central and State Universities.
- ii) Second or Middle Level Extension System – comprising mainly State Departments for Development.
- iii) Third Level Extension System – comprising mainly Village Level Extension Workers under State Departments.

- iv) Development Extension work by Non-Government Organizations, Voluntary Organizations, Business and Corporate Houses.

The extension organizations under these four extension systems, with examples, are given below for your understanding.

| Extension System                        | Organizations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First Line Extension System             | <ul style="list-style-type: none"> <li>• Union and State Ministries of Agriculture, Rural Development, Health &amp; Family Welfare.</li> <li>• Indian Council of Agricultural Research (ICAR), Indian Council of Medical Research (ICMR), Council of Scientific and Industrial Research (CSIR), Indian Council for Social Science Research (ICSSR), Indian Council for Forestry Research (ICFR).</li> <li>• National Institutes of Rural Development (NIRD), National Institute for Health and Family Welfare (NIHFW), National Institute for Agricultural Extension Management (MANAGE).</li> <li>• Central Universities, State Agricultural Universities, State Health Universities, General Universities.</li> </ul> |
| Second or Middle Level Extension System | <ul style="list-style-type: none"> <li>• State Departments of Agriculture, Animal Husbandry, Environment, Panchayat Raj and Rural Development, Revenue, Health and Family Welfare, Education, Energy.</li> <li>• State Institutes for Rural Development (SIRD).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Third Level Extension System            | <ul style="list-style-type: none"> <li>• Village Level Extension Workers for various Line Departments.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| NGOs and Voluntary Organizations        | <ul style="list-style-type: none"> <li>• Council for Advancement of People's Action and Rural Technology (CAPART).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

### **The Council for Advancement of People's Action and Rural Technology**

The voluntary sector in India plays a major role in extension and development, through mobilising communities and catalysing people's initiatives for change, as well as through direct implementation of interventions around specific issues. Formal recognition of the role of voluntary organisations in the Seventh Plan documented to the formation of the Council for Advancement of People's Action and Rural Technology (CAPART) in 1986, as a nodal agency for catalysing and coordinating the emerging partnership between voluntary organisations and the Government for sustainable development of rural areas. CAPART was formed by amalgamating two agencies, the Council for Advancement of Rural Technology, and People's Action for Development India. CAPART is an

autonomous body, registered under the Societies Registration Act, 1860, and functions under the aegis of the Ministry of Rural Development, Government of India. Today, this agency is a major promoter of rural development in India, assisting over 12,000 voluntary organizations across the country in implementing a wide range of development initiatives.

Indian extension programmes for development can be classified under four distinct stages

- Community Development
- Technological Development
- Development with Social Justice
- Infrastructure Development

Some examples of extension programmes in each of the stages, with commonly used abbreviation, and, year of initiation, are presented.

| Year                                   | Popular Abbreviation | Extension and Development Programme                   |
|----------------------------------------|----------------------|-------------------------------------------------------|
| <b>Community Development</b>           |                      |                                                       |
| 1952                                   | CDP                  | Community Development Programme                       |
| 1953                                   | NES                  | National Extension Service                            |
| 1954                                   | CDB                  | Community Development Block                           |
| 1957                                   | Panchayati Raj       | Democratic Decentralization                           |
| <b>Technological Development</b>       |                      |                                                       |
| 1960                                   | IADP                 | Intensive Agricultural District Programme             |
| 1964                                   | IAAP                 | Intensive Agricultural Area Programme                 |
| 1964-1965                              | ICDP                 | Intensive Cattle Development Project                  |
| 1966                                   | HYVP                 | High Yielding Variety Programme                       |
| <b>Development with Social Justice</b> |                      |                                                       |
| 1951                                   | NFWP                 | National Family Welfare Programme in 1951             |
| 1970-1971                              | SFDA                 | Small Farmers' Development Agency                     |
|                                        | MLFA                 | Marginal Farmers' and Agricultural Laborers Programme |
|                                        | DPAP                 | Drought Prone Areas Programme                         |
| 1972-1973                              | PPTA                 | Pilot Project for Tribal Development                  |
| 1974                                   | T&V                  | Training and Visit Programme                          |
| 1978-1979                              | IRDP                 | Integrated Rural Development Programme                |
| 1979                                   | TRYSEM               | Training of Rural Youth for Self-Employment           |
| 1980                                   | NREP                 | National Rural Employment Programme                   |
| 1982                                   | DWCRA                | Development of Women and Children in Rural Areas      |
| 1983                                   | NAEP                 | National Agriculture Extension Project                |

|                                   |         |                                                                 |
|-----------------------------------|---------|-----------------------------------------------------------------|
| 1986                              | CAPART  | Council for Advancement of People's Action and Rural Technology |
| 1986                              | TMO     | Technology Mission on Oilseeds                                  |
| 1989                              | JRY     | Jawahar Rozgar Yojana                                           |
| 1993                              | EAS     | Employment Assurance Scheme                                     |
| 1994                              | DPEP    | District Primary Education Programme                            |
| 1994                              | SFAC    | Small Farmers Agri-business Consortium                          |
| 1994                              | PPP     | Pulse Polio Programme                                           |
| 1999                              | SGSY    | Swarnjayanti Gram Swarozgar Yojana                              |
| 2005                              | NRHM    | National Rural Health Mission                                   |
| <b>Infrastructure Development</b> |         |                                                                 |
| 1999                              | NATP    | National Agricultural Technology Project                        |
| 2004                              | PURA    | Providing Urban Amenities in Rural Areas                        |
| 2005                              | JNNURM  | Jawaharlal Nehru National Urban Renewal Mission                 |
| 2006                              | NAIP    | National Agricultural Innovation Project                        |
| 2006                              | MGNREGA | Mahatma Gandhi National Rural Employment Guarantee Act.         |
| 2015                              | AMRUT   | Atal Mission for Rejuvenation and Urban Transformation          |
| 2016                              | NRuM    | National Rurban Mission                                         |

### 2.6.2 The United States of America

In the United States of America (USA), an extension agent is a university employee who develops and delivers educational programs to assist people in economic and community development, leadership, family issues, agriculture, environment, and in many other developmental issues. Another programme area that extension agents provide is 4-H and Youth. Many extension agents work for Cooperative Extension Service programs at Land-Grant Universities. They are sometimes referred to as county agents or educators. For your understanding, their extension work is briefly described below.

**Cooperative Extension Service:** Cooperative Extension Service in the United States is publicly supported, informal adult education and development organization. Established in 1914 by the Smith-Lever Act, it constitutes one of the largest adult education programmes in the world and consists of three levels of organization - federal, state, and county. The Cooperative Extension System involves many organizations, including: USDA Cooperative State, Research, Education and Extension Service, over 100 State Land-Grant Universities and Colleges, and over 3,000 county governments. Land-grant partners include historically black universities and colleges, Native American universities and colleges, and informal partnerships with Hispanic institutions of higher education. Its overall objective is to plan, execute, and evaluate learning experiences that will help people acquire the understanding and skills essential for solving farm, home, and community development problems.

**4-H :** 4-H in the United States and Canada is a youth organization administered by the Cooperative State Research, Education, and Extension Service with the mission of “engaging youth to reach their fullest potential while advancing the field of youth development.



**Fig. 2.1: Official 4-H emblem**

The name represents four personal development areas of focus for the organization

- Head
- Heart
- Hands, and
- Health

The official 4-H emblem is a green four-leaf clover with a white H on each leaf standing for Head, Heart, Hands, and Health. White and green are the 4-H colors. The white symbolizes purity and the green represents growth ( Fig 2.1) .

The 4-H pledge is:

*I pledge my head to clearer thinking,  
my heart to greater loyalty,  
my hands to larger service,  
and my health to better living,  
for my club, my community, my country, and my world.*

The 4-H motto is “To make the best better”, while its slogan is, “Learn by doing” (sometimes written as “Learn to do by doing”). The goal of 4-H is to develop citizenship, leadership, and life skills among youth through mostly experiential learning extension programmes. The organization has over 6.5 million members in the United States, from ages five to nineteen, in approximately 90,000 clubs. Though typically thought of as an agriculturally focused organization as a result of its history, 4-H, today, focuses on citizenship, healthy living, and science, engineering and technology extension programmes. Today, 4-H and related programmes exist in over 80 countries around the world. Each of these programmes operates independently, but cooperatively through international exchanges, global extension education programs, and communications.

### **2.6.3 Israel**

Agricultural Extension Service of Israel is called Shaham. It handles four main areas:

- Training farmers in different methods, according to need.
- Providing professional training to farmers.
- Producing applied knowledge through field experiments and observations.
- Professional counseling to units of the Ministry of Agriculture.

Special emphasis is given to subjects that reflect public and social benefits and that serve the farmers in particular as well as the entire population. There are professional teams, on the national and district levels, that are working on the promotion of these subjects.

- Water aspects - efficient use of water; water recycling; use of reclaimed and salty water.
- Integrating technologies and mechanization, thus saving in labor force.
- Improving the quality of agricultural produce to meet international standards, for both the local market and export.
- Decreasing the use of pesticides in vegetal agriculture.
- Promoting agricultural subjects that are related to the quality of the environment (dairy-farm reform; use of sludge in agriculture; prevention of agricultural trimming burning, etc).
- Diversifying available species in agricultural production.

#### **2.6.4 China**

Modern extension service started in China in 1915 with a sponsored popular lecture of promoting forests. This was followed by extension programmes on cotton production and extension campaign to eliminate illiteracy in 1918. During this period the priority areas for extension work were

- first - literacy
- second - agriculture and economic reconstruction
- third – rural health
- fourth - citizenship education.

In 1924, a division of extension was started in Nanking Agriculture College, and in the same year a national committee of agriculture extension service was organized. After independence, in 1949, China started extension work for the development of all sub sectors under five year plans. During the 1950s, after the People Republic of China came into being, the agricultural technology extension (ATE) system was well set up. County-level demonstration farms, manned by Mutual Help Group model laborers and technicians and ATE stations were established. With the end of Cultural Revolution in the late 1970s, the commune system also collapsed and the government started reforming its agricultural extension services. Presently, the public ATE system of china functions at five administrative levels, i.e. national, provincial, city, county and township. The county and township levels constitute the basis of this grassroots extension system.

The national level extension institution is the National Agricultural Technology Extension and Service Center (NATESC). After that a large number of Agricultural Technology Extension and Services Centers (ATESCs) are located at each administrative level i.e. provincial, city/prefectural, county and township, which



cover four technical areas namely crops, livestock, aquaculture and agriculture and agricultural machinery. The ATE system performs the following functions:

- Provision of public service
- Supporting science and technology
- Improving farmer's capability

### **2.6.5 The Philippines**

The extension programme in the Philippines has a very prominent place in the Asian and Far Eastern countries. It has organized national, provincial, and municipal levels. Under the Local Government Code of 1991, the Congress of The Philippines decentralized authority to local Governments to manage and supervise basic services, including extension which had, until then, been the responsibility of the ministries. Resources and assets were transferred, as well as powers to generate resources, locally, for funding extension and development projects by a total reorganization of the extension system. The extension methods used are from individual to group extension, from mass to folk media, and information technology. In more recent programmes, the Key Production Area development approach is used which focuses on priority areas best suited for specific commodities which are based on agro-climatic suitability and the availability of markets for the products. By this approach, efficient utilization of scarce resources is ensured and the farmers' investments paid off. The empowerment of farmers and fisher folk plays a central role in the approach and agrarian reform will give farmers access to land and water resources. Building on the Philippines tradition of 'schools on the air' a pilot project was established in 1992 with the Government and The Philippine Council for Agriculture, Forestry and Natural Resources Research and Development. After having established the outside information needs of local farmers (by participatory methods), short term training programmes are broadcast on the air, and supplemented with printed materials or videos.

### **2.6.6 Bangladesh**

The Comilla project in Bangladesh which aroused the interest of the rural development workers all over the world could be considered a giant leap forward for the extension work in Bangladesh. In the early 1960s (then East Pakistan), a National Academy was started at Comilla to train government officials in rural development. Kotwali Police Station of the District was the experimental laboratory for developing and testing rural development methods focusing agriculture development. By trial and error, the Academy developed a comprehensive approach with a particularly interesting feature for extension agents. It facilitated an agreement between the local people and the Academy to carry out activities such as - organizing themselves into village cooperatives, and, it became the principal agency for non formal education, which is the theme of extension in development work.

### **2.6.7 Sri Lanka**

The extension approach in Sri Lanka centres around collective action by many departments as against a single department and emphasizes use of group extension methods. The basic concepts underlying the above approach are the people centred, bottom-up participatory planning in the preparation of divisional, district, and provincial programmes, based on people's needs, identified through problem

census, problem analysis, and a problem solving processes. For example, in agricultural extension, Farmer Reference Groups (FRGs) have been established with common interests and similar resource endowments. The FRGs are the most important link between the extension officer and the community.

### **2.6.8 Pakistan**

The rural community development programme in Pakistan is called the Village Aid Programme which was initiated in 1952. The letters A, I, and D in the title, although pronounced 'Aid', are an abbreviation for part of the full title – Village Agricultural and Industrial Development, or, more simply, 'V-AID'. The extension workers under this programme are called V-AID workers (VAWs). The aim of the V-AID programme is to assist villagers, both individually and collectively, to plan and implement self-help programmes designed to eliminate, or reduce, their common problems, and to reach agreed goals of development. The types of assistance rendered by the VAWs to the villagers are designed to give them the confidence and the ability to act through organized effort, with a minimum of outside help. V-AID extension programmes changed the concept of government assistance, from unilateral government planning and super imposition of programmes upon the villagers - in a word, doing things for villagers – to one of supplementing the organized efforts of the villagers in planning and implementing their own programmes for development. Basic Democracy System, Rural Works Programme, Integrated Rural Development Program, Peoples Works Programme, Barani Area Development Program, Traditional Training and Visit (T&V) Extension System are the other major extension and development programmes of Pakistan.

### **2.6.9 Lao People's Democratic Republic**

In the Lao People's Democratic Republic (PDR), the extension approach is based on many years of experience involving a set of policies, principles, structures, and processes that should be applied in all provinces and districts, and by all projects that support extension activities. Project managers, provincial staff, and field workers are expected to plan and adapt their extension activities in response to the demands made by village authorities and farming households in a flexible manner. The Lao extension approach is based on the policies of the government, particularly the Strategic Visions for Various Development Sectors and the National Growth and Poverty Eradication Strategy (2004). These policies, and past experience, have led to the identification of following guiding principles.

- Decentralised
- Pluralistic and participatory
- Need based
- Integrated
- Gender-sensitive
- Group-based
- Sustainable.

The extension structure of Lao PDR consists of two parts

- Government Extension Service
- Village Extension System

The Government Extension Service has three levels: the National Extension Service, the Provincial Extension Service, and the District Extension Service. Staff at the Provincial level is called subject matter specialists and staff at the District level is being retrained as generalists. The Village Extension System involves three groups of people: the village authorities, who plan and manage extension activities as part of their own development plans; production groups that are formed by villagers with a common interest, and; village extension workers who facilitate activities of production groups and help extend information to other members of the community. The village extension workers are appointed and compensated by the community, while receiving technical support through the Government Service.

### Check Your Progress 3

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Name the four distinct stages of extension programmes for development in India.

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- 2) What is the meaning of 4-H in the extension system of USA?

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- 3) What is V-AID?

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## 2.7 GLOBAL CHALLENGES FOR EXTENSION SYSTEMS

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Extension systems, globally, are forced to adapt to funding constraints. Also, the global perspective on extension is no longer that of a unified public sector service, but of a multi -institutional network of knowledge and information support for

the development of people (Swanson and Pehu, 2004). While the most vital element of the extension process is constituted by objectives (Karami, 1994), the emphasis on various extension objectives differs globally from country to country (van den Ban, 1986). The goals, for example, shift from the creation of surpluses for a metropolitan context only, to providing income generating opportunities for small and marginalized people; to increasing equity in rural areas; to broad, integrated rural development; or to organizing rural people to allow them to bring about their own development and countervail exploitative forces (Roling, 1982). Following are some of the challenges for extension systems, globally, in promoting and achieving the changes in extension that will advance extension's potential to enhance development (Rivera, 1997).

**Advice :** complement the focus on development with attention to distribution of benefits of development, but with increasing concern for sustainability of natural resources and the environment, plus the organization of people into relevant associations to increase people-centred development.

**Stakeholders:** promote the participation of people in extension programme development activities (programme planning, implementation, and evaluation), and widen the present focus of inclusive development.

**Source of Information:** complement the present focus on development research as the exclusive source of information with a capitalization on local knowledge, public-private partnerships and networking.

**Information Channels:** complement the dominant role of face-to-face extension with information technology, both for cost effective delivery and for empowerment of the rural and urban poor.

**Institutional Management:** move from evaluation of performance related extension to result related extension; and facilitate interrelations coordination of public and private extension services.

**Technology Transfer:** shift away from a linear, sequential model of generation, transfer and utilization of technology towards a model that recognized each stakeholder's ability to gather and apply new information, and, thus, shift away from a message oriented and target oriented development approach to concern for the quality of the interactions and the role of government in providing a platform for those interactions.

**Funding:** balance public funding / support for extension with people's and private contributions, whereby government funding primarily justified by positive externalities, poverty targeting and industrial development.

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## 2.8 LET US SUM UP

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In this unit, we started by looking at the global extension terminology and understood that though terminologies differ, the overall meaning of extension is almost similar. Later, we discussed the global transformation of the meaning of extension over time, its changing role, approaches, and the global paradigms of extension, and concluded that there has been some disagreement about extension roles, approaches, and paradigms. However, irrespective of role, approach, and paradigm, we are concerned with the practical point of view, of how extension is

useful for the development of any sector. Later, we discussed global extension systems of few countries including India. In the end, we discussed the global challenges for extension systems.

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## 2.9 KEYWORDS

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|                                         |                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Al-Ershad</b>                        | : guidance                                                                                                                                                                                                                                                                                               |
| <b>Voorlichting</b>                     | : lighting the path                                                                                                                                                                                                                                                                                      |
| <b>Beratung / Aufklarung/ Erziehung</b> | : advisory work / enlightenment/ education                                                                                                                                                                                                                                                               |
| <b>Vulgarisation</b>                    | : simplification                                                                                                                                                                                                                                                                                         |
| <b>Capacitacion</b>                     | : improving skills                                                                                                                                                                                                                                                                                       |
| <b>Song-Suem</b>                        | : to promote                                                                                                                                                                                                                                                                                             |
| <b>Tarvij &amp; Gostaresh</b>           | : o promote and to extend                                                                                                                                                                                                                                                                                |
| <b>Penyuluhan</b>                       | : lighting the way ahead with a torch                                                                                                                                                                                                                                                                    |
| <b>Perkembangan</b>                     | : lighting the way ahead with a torch                                                                                                                                                                                                                                                                    |
| <b>Forderung</b>                        | : furthering / stimulating                                                                                                                                                                                                                                                                               |
| <b>Cooperative Extension Service</b>    | : Cooperative Extension Service is the publicly supported, informal adult education and development organization in the USA.                                                                                                                                                                             |
| <b>4-H</b>                              | : (Head , Heart, Hands, and Health) : 4-H in the United States and Canada is a youth organization administered by the Cooperative State Research, Education, and Extension Service with the mission of “engaging youth to reach their fullest potential while advancing the field of youth development”. |
| <b>V-AID</b>                            | : Village Agricultural and Industrial Development is a rural community development programme in Pakistan.                                                                                                                                                                                                |

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## 2.11 CHECK YOUR PROGRESS - POSSIBLE ANSWERS

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### Check Your Progress 1

- 1) (i) Al-Ershad (Arabic) : Guidance (ii) Voorlichting (Dutch) : Lighting the path (iii) Beratung / Aufklarung / Erziehung (German) : Advisory work / Enlightenment/ Education (iv) Vulgarisation (French) Simplification (v) Capacitacion (Spanish): Improving skills.
- 2) The New Extensionist' is a global view of extension and advisory services that reinvents and clearly articulates the role of EAS in the rapidly-changing rural context.

### Check Your Progress 2

- 4) The changing role of extension includes change from public delivery of extension services to private delivery to public-private partnerships. The changes involve the decentralization of extension service provision to the local level, the adoption of pluralistic modes of extension service provision and financing and the use of participatory extension approaches.
- 5) The four extension approaches in general are: Colonial Extension; Diverse Top-Down Extension; Unified Top-Down Extension and ; Diverse Bottom-Up Extension.
- 6) The four global paradigms of extension are: Technology Transfer for Development (Persuasive + Paternalistic); Advisory Development Work (Persuasive + Participatory); Human Resource Capacity Building for Development (Educational + Paternalistic) and Facilitation for Development (Educational + Participatory).

### Check Your Progress 3

- 1) The four stages of extension programmes for development in India are programmes for: Community Development; Technological Development; Development with Social Justice and; Infrastructure Development.
- 2) The meaning of 4-H in the extension system of USA represents four personal development areas of focus for the organization, viz., Head, Heart, Hands, and Health.
- 3) The rural community development programme in Pakistan is called the V-AID. This stands for Village Agricultural and Industrial Development or more simply, V-AID. The extension workers under this programme are called V-AID workers.



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## UNIT 3 PRIVATE AND CORPORATE EXTENSION SERVICES

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### Structure

- 3.1 Introduction
- 3.2 Private Extension and Privatisation of Extension
- 3.3 Why Privatised Extension?
- 3.4 Options for Funding and Delivering Extension
- 3.5 Private Extension Initiatives in India
- 3.6 Global Experiences and Lessons with Extension Privatization
- 3.7 Let Us Sum Up
- 3.8 Keywords
- 3.9 References and Selected Readings
- 3.10 Check Your Progress – Possible Answers

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### 3.1 INTRODUCTION

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The number and types of organizations supporting extension and development with information, inputs and services have increased during the last two-three decades. Many of them are private agencies which, while not always formally identified as extension services, nevertheless provide advisory and other support services to people. These include: input agencies, group organisations, producers' cooperatives, agro-processors, non-governmental agencies (NGOs), agri-business houses, progressive farmers, individual consultants and consultancy firms, financial institutions, and media and internet services. Though Government, especially through the state line departments continues to support development through implementation of different programmes, people depend on many of these private agencies to meet their demands for information and other support for development.

What roles does the private sector play in extension? Can it complement the public sector extension efforts? Or is private extension a substitute for public extension and if so can extension be privatised? This unit discusses some of these issues and explores potential opportunities for enhancing the effectiveness of extension service delivery through forging public-private partnerships.

After studying this unit, you should be able to:

- Explain the importance of private and corporate extension,
- Describe the diversity of extension service providers
- Discuss the experiences from private extension and privatization of extension services
- Better support implementation of public-private partnerships in extension

## 3.2 PRIVATE EXTENSION AND PRIVATISATION OF EXTENSION

Promoting private extension and privatization of extension services are two approaches used by national governments worldwide to improve the delivery of extension services. Private extension is not a single entity, but includes a wide range of service providers. The first type is entirely private and they use their own revenues to promote technologies, inputs and services. Most of the private profit oriented actors belong to this category. The second type consists of organizations that receive funds from government and other donors for implementing extension programmes and they are mostly of the “not-for profit” type. The third type consists of membership organizations that raise some resources from members (either as membership fee or service fees) for providing services.

### ***Broad Classification of Private Extension Service Providers***

#### ***Private profit-oriented actors***

- *Consulting enterprises*
- *Processing/marketing enterprises*
- *Input supply enterprises*
- *Traders*
- *Private universities and research institutions*

#### ***Private not-for-profit organizations***

- *NGOs*
- *Religious organizations*

#### ***Producer organizations***

- *Farmer associations and federations*
- *Commodity grower associations*
- *Community and village organizations*

Though private extension and privatization of extension are totally different aspects, both are often viewed similarly. While private extension indicates the extension activities of private individuals or organizations, privatizations is a public policy decision taken by the Government to reduce its role in an activity and encourages private sector to take up these roles. Privatisation of extension can take place broadly in two ways:

- i) Dismantling
- ii) Controlled privatization

### 3.2.1 Dismantling

In this case, public sector extension organization is closed down or abandoned and the services of the existing staff are terminated. Several European countries, as well as Australia and New Zealand, have largely privatized their public extension system. In most cases, these newly constituted private extension organizations received public funding on a declining basis while they attempted to shift the cost of advisory services to users in the form of user charges.

### 3.2.2 Controlled Privatization

In this case, the public sector extension agency is transformed to become more efficient and effective by changing ownership, governance and funding pattern. And the options include:

- i) **Contracting:** Government contracts the private companies or the NGOs to offer specific extension services. (eg: Government contracting experienced and well recognized NGOs for training officials and farmers on new technologies/approaches such as Integrated Pest Management and Watershed Management).
- ii) **Franchise agreements:** Government grants private entities authority to provide a particular service. Users receive and pay for the services directly, but the government may monitor performance (eg: Use of paravets to offer AI services and animal vaccinations).
- iii) **Vouchers:** Government provides certificates to producers that they could exchange with qualified service providers for services. The service providers can then return the voucher to the government for reimbursement. (eg: Extensively tried in Uganda through the National Agricultural Advisory Services (NAADS) programme).
- iv) **Self-help.** Government encourages individuals or groups to organise their own services for development (eg: Government organizing farmer interest group and commodity based groups and supporting them to access services and information)
- v) **Subsidy arrangements/grants:** Government makes a financial contribution to private organizations to facilitate the provision of services at reduced or zero cost (eg: Government contracting NGOs to provide services to farmers in specific locations).

**Activity 1:** Identify the different individuals and organisations providing private extension service in your district. Enquire and write how these different agencies are funded and how far the costs for providing these services are recovered from users?

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#### Check Your Progress 1

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Write the examples for the following Private Extension Service Providers
  - a) Private profit-oriented actors : .....
  - b) Private not-for-profit organizations : .....
  - c) Producer organizations : .....

- 2) Write any three options for controlled privatization.

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### 3.3 WHY PRIVATISE EXTENSION?

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There is a general belief that the private sector is more efficient and cost effective than the government in running certain public services. Private companies are normally smaller than government bureaucracies, which helps them to take action more quickly when needed. They also have necessary resources and use better technology to provide quality and timely service at a lower cost. Of course profit making is the ultimate motive of private companies. Sectors like communication, railways, industries, education and health have been privatized in many developed countries. This trend for privatization is now expanding in less developed countries as well. Areas like agricultural extension, which involves long term investment in human behavioural change, is not as attractive to the private sector as are those which give quick and positive returns on their investments. Still, there are components within agricultural extension such as the sale of farm inputs like seed, fertilizer and pesticide and advisory services for the same, which could promise profit.

Through the process of privatisation, extension effectiveness is expected to improve by:

- reorienting public sector extension with limited and well focussed functions.
- more number of extension providers (institutional pluralism) resulting from active encouragement by the public sector to initiate, operate and expand.
- more private participation leading to the availability of specialised services hitherto not available from the public system.
- user contributions to extension leading to improved financial sustainability, and support and control by clients leading to client orientation.

Whether privatisation is the only means to achieve overall effectiveness and efficiency in extension can be further debated. Some have questioned the distributional impacts; the dependence on private providers would result in extension. Sulaiman and Gadewar (1994) based on a review of experiences from privatisation of extension in different countries lists major disadvantages arising out of extension privatisation as follows:

- i) contradictory message flow.
- ii) negative impact on sustainability.
- iii) sidelined educational role.
- iv) lesser contact between farmers and extension.
- v) high cost of technologies.

vi) increase in regional imbalances.

It is worth mentioning here that the public sector extension is not totally free from many of these limitations. Katz (2002) noted that reforms in public extension organisations such as decentralisation, transformation to independently functioning units, or the introduction of payment for services in the private interest and other cost-sharing agreements, coupled with capacity building for personnel, appear in general just as promising as privatisation.

**Activity 2:** Discuss with some of your colleagues on how privatization improves the effectiveness of extension. Compare their views with those given in the above section.

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**Check Your Progress 2**

- Note:** a) Use the spaces given below for your answers.  
b) Check your answers with those given at the end of the unit.

1) Write any three advantages of extension privatization.

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2) Write any three disadvantages of extension privatization.

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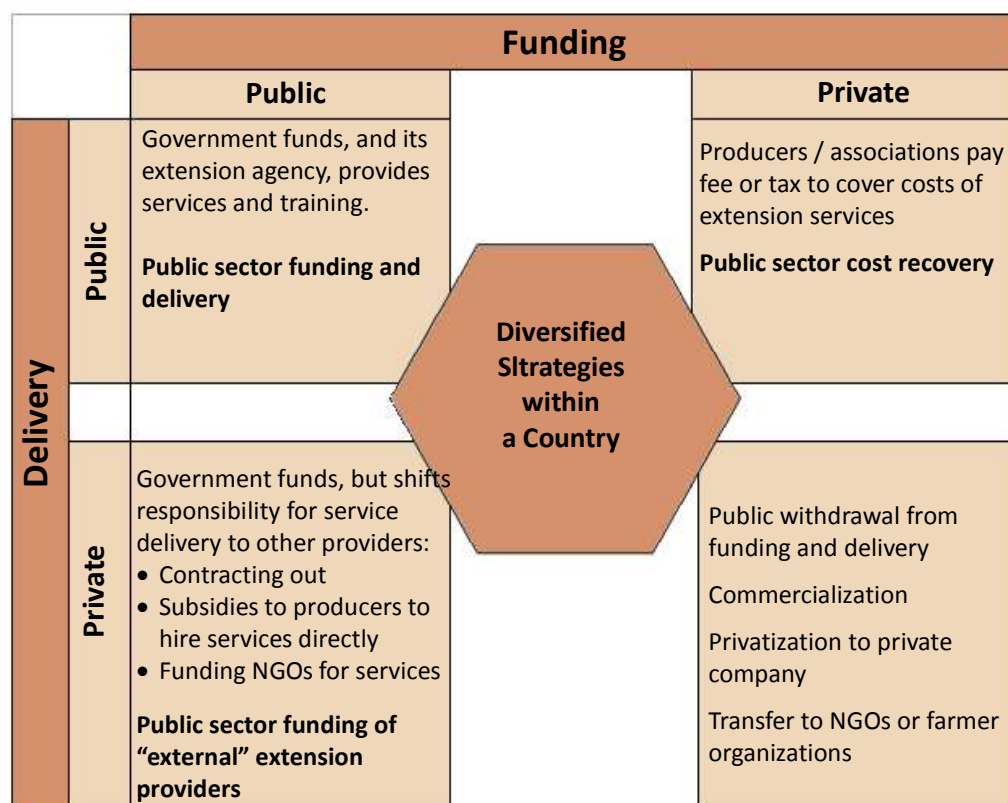
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**3.4 OPTIONS FOR FUNDING AND DELIVERING EXTENSION**

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Though extension services were originally designed world-wide as a publicly funded and publicly delivered service, many of them adopted different forms of funding and delivery during the last two decades. These were essentially implemented to reform public sector extension. There are various funding and delivery alternatives and this is indicated in Fig.3.1.



**Fig.3.1: Public sector extension funding and delivery alternatives**

(Source: FAO, 2009)

- The **‘upper-left quadrant’** indicates the common funding and delivery of extension via public sector extension systems. This quadrant illustrates the traditional arrangement by which governments fund and deliver public sector agricultural extension services.
- The **“lower-left quadrant”** refers to systems where the government continues to fund extension, but shifts responsibility for delivery in various ways (contracting, subsidies to producers to hire their own services, funding NGOs to carry out extension-type services, etc.). Essentially, funding comes from the government, but private entities deliver all or part of the services – usually through contracting arrangements. The government may also fund producers directly for the hiring of extension services. In another variation, the government may fund grassroots organizations to carry out government-directed extension activities. Funding an NGO or other entity to carry out extension services is distinct from the government shifting its entire responsibility to NGOs or farmer organizations, which is the alternative illustrated in the quadrant on the lower right.
- The **‘upper-right quadrant’** points to systems in which the public sector provides services, but charges fees for them (paid for by the individual or farmer organization). This represents a cost-recovery approach.
- The **‘lower-right quadrant’** highlights government withdrawal from funding and delivering extension. Authority for the service is shifted to the private sector, where extension services are funded and delivered by a private entity, or delegated to an NGO or farmer association, which then funds and delivers the service.



- The ‘**central hexagon**’ indicates that any combination of these approaches to extension funding and delivery may be operative at any one time. Indeed, in an institutionally pluralistic system several of these arrangements may be operative at any one time.

### 3.5 PRIVATE EXTENSION INITIATIVES IN INDIA

Many of the private extension initiatives in India emerged without any active state support. Quite often they emerged in response to deficiency in public extension service provision. The private extension service providers in case of agriculture extension include the following:

- input agencies (dealing with seeds, fertilisers, pesticides, equipments).
- large agri-business firms (involved in manufacture and sale of inputs and purchase of outputs).
- farmer organisations and producer co-operatives.
- non-governmental organisations (NGOs).
- media (print, radio and television) and web based knowledge providers.
- financial agencies involved in rural credit delivery.
- consultancy services.

#### 3.5.1 Input Agency Extension

Many agro-input companies perform some extension functions. This may also be viewed as one function of marketing and often it is the marketing officers who oversee the extension-related functions. Major categories of agro-input companies include, those dealing with seeds, fertilisers, pesticides and agro-machinery. All these agencies publicize their products through billboards, wall paintings, leaflets and advertisements in newspapers, farm magazines and television channels. A few of them also take up few demonstrations to publicize new products. These companies generally do not provide any extension support to individual growers or farmer groups as they employ only limited manpower in their target area.

Unlike the case of seed companies, the extension activities of fertiliser companies are more visible and diverse, though it is difficult to fully differentiate market promotion and extension activity. Indian Farmers Fertiliser Co-operative Limited (IFFCO) and Krishak Bharati Co-operative (KRIBHCO), the two major fertiliser co-operatives in the country are actively involved in organising several extension activities. They conduct farmers meetings, organise crop seminars, arrange soil testing facilities and also implement village adoption programmes. Though the technical manpower available with them is limited, they arrange several programmes in close collaboration with agriculture departments and state agricultural universities.

#### **KRIBHCO Initiated Gramin Vikas Trust**

Gramin Vikas Trust (GVT) was established as an independent legal entity by KRIBHCO, a premier fertiliser company of India, in the cooperative sector under the Government of India. For the past one and a half decades, it has managed and implemented programmes for enhancing sustainable livelihood development and poverty reduction and empowering communities to manage



resources in rural and tribal areas, initially under direct control of KRIBHCO, and since 2000, independently. Initial funding was made available by the UK Department for International Development (DFID-UK). GVT believes that community participation in development programmes is crucial towards ensuring peoples' contributions, financial as also their physical energies and innovative insights. The objectives of GVT are to:

- improve socio-economic conditions of the poor and the marginalized
- develop gender responsive participatory approaches
- establish village based institutions for sustaining change
- maintain partnerships with diverse stakeholders
- promote, coordinate and conduct applied research and
- create a centre for knowledge assimilation and sharing

The strength of GVT lies in their long experience in sustainable livelihoods support in the rainfed and resources poor tribal areas and successful participatory models in farming system development. GVT believes that communities have the capacity to take decisions and implement them effectively, if they have enough knowledge and their approach is based on this belief. GVT engages in various aspects of development which include, natural resources management; agriculture; sustainable livelihood improvement; migrant labor support programme apart from different projects of state and central governments on partnership basis. The GVT team comprises of well-qualified, experienced, multidisciplinary and full-time professionals - 165 in the Western region (Madhya Pradesh, Rajasthan and Gujarat) and 64 in the Eastern region (Jharkhand, Orissa, West Bengal); 30% of these professionals are women. The teams include specialists in the fields of community development, gender, savings and credit, forestry, crops, livestock, soil and water conservation, water resource development, monitoring and impact assessment, development management and financial management (Source: <http://www.gvtindia.org>).

Tata Chemicals Limited, an agro-chemical company has initiated *Tata Kisan Kendras* (TTKs) in 1998 with the objective to provide the farmer with a package of inputs and services. This model was subsequently expanded as *Tata Kisan Sansars* (TKS) which is a network of nearly 600 farmer resource centres that caters to more than 3.5 million farmers in 22000 villages in the northern and eastern part of India.

### **Tata Kisan Sansar**

The centres are one-stop solution shops that provide farmers access to a wide range of agricultural inputs such as fertilizers, seeds, and pesticides along with agricultural services such as soil testing, crop advisory and foliar application services. The objective of the TKS network is to enable and empower the farmer in creating and generating more value for farm produce by providing information on new and improved agronomic practices and by facilitating better and more efficient use of agricultural inputs. TKS functions as a hub and spoke model. Each TKS centre is a franchised retail outlet and solution provider that caters to about 30-40 villages in the surrounding area. The centres are in turn serviced by about 30-odd resource centres (known as

Tata Krishi Vikas Kendras or TKVK), with each resource centre looking after 17-18 TKS centres. There are more than 60 agronomists available at the hubs to provide advice on crops and farming issues. New services being explored include financial services and IT enabled market information

### 3.5.2 Agri-business Firms

Major agri-business firms ITC and Pepsico during the last few years have initiated innovative arrangements to provide farmers with integrated production and marketing support.

Indian Tobacco Company (ITC) is a market leader in tobacco products, hotels, and packaging, and its International Business Division is one of India's largest exporter of agricultural commodities. ITC's extension effort revolves around *e-chaupals*, which are village internet kiosks that enable access to information on weather, market prices and scientific farm practices.

#### E-chaupals

Launched in June 2000, the ITC has so far established more than 6500 e-chaupals covering 40,000 villages and serving over 4 million farmers. Currently, the 'e-Choupal' website provides information to farmers across the 10 States of Madhya Pradesh, Haryana, Uttarakhand, Uttar Pradesh, Rajasthan, Karnataka, Maharashtra, Andhra Pradesh, Kerala and Tamil Nadu. The services reach more than 750,000 farmers growing soyabean, coffee, wheat, rice, pulses and shrimp. Each kiosk is run by a local farmer (sanchalak), selected from the village and provided with short training. The company provides the infrastructure for the choupal, including a computer, a printer, UPS system, solar panel and internet connectivity through VSAT. The sanchalak provides the space and has to meet other operational expenditures such as electricity charges. Producers could access information on cultivation practices, daily information on prices prevailing in different markets and the price offered by ITC, detailed district-specific weather information through computers installed at the e-chaupal. It is a virtual market place where farmers can transact directly with the processor and can realize better value for their produce. The sanchalak has a transaction-based income. Farmers are free to use this facility and there is no fee or registration charge. ITC target to cover 25 million farmers in 1 lakh villages by establishing 20,000 more e-choupals in 15 states by 2010. (Source: <http://www.itcportal.com/rural-development/echoupal.htm>)

### 3.5.3 Farmer Organisations and Producer Co-operatives

User groups, including farmer interest groups, farmer clubs, commodity groups, women farmer groups, special interest groups' etc play a very important role in extension. Government is also keen on promoting farmer organizations as it could create mechanism at the village level among farmer members to empower them for their own problem solving. However, there are only very few functional farmer organisations in India. One of the oldest and most successful farmer organisations in India is the Grape Growers Association of Maharashtra (*Maharashtra Rajya Draksha Bagaitdar Sangh or MRDBS*). MRDBS provides a wide range of services to its member producers.

**Extension by Farmer Association- a case of MRDBS**

The Maharashtra Rajya Draksha Bagaitdar Sangh (MRDBS) established in 1960, has been the main force behind the development of grape cultivation in Maharashtra. The Association is managed by elected representatives of the growers. The association regularly conducts group discussions and seminars at different locations for grape cultivators. It also publishes leaflets and booklets covering different aspects of grapes cultivation. The association has full-fledged independent R&D wing headed by competent scientist. Evaluation of new varieties of grapes, pest controls are some of the subjects researched upon. It also seeks the expertise of scientists in research centres and universities and other experts on viticulture in India and abroad to support grape farmers with technical support. The association had been instrumental in the creation of MAHAGRAPES, a confederation of 16 grape grower societies from Sangli, Solapur, Latur, Pune and Nasik areas of Maharashtra in 1991. The main objective of Mahagrapes is to boost the export of grapes for which facilities like pre-cooling and cold storages has been erected at each grape grower co-operative society. Due to the concerted efforts of 'Mahagrapes' the brand of Maharashtra's Grapes is well established in the international market.

**3.5.4 Non-Governmental (voluntary) Organisations (NGOs)**

Estimates of the number of NGOs active in rural development in India range from fewer than 10,000 to several hundred thousand depending on the type of classification used. Some 15,000-20,000 are actively engaged in rural development. India has a number of NGOs with varying levels of capacity, implementing a wide range of programmes. Bharatiya Agro-Industries Federation (BAIF), Professional Assistance for Development Action (PRADAN) and Action for Food Production (AFPRO, Foundation for Ecological Security (FES) are some of the important NGOs working in several states. Wide variation in density of NGOs exists among states. Within states, certain districts have high density of NGOs, which overlap and compete for clients, while in other areas, there are hardly any NGOs active on the ground. The eighties saw a spurt in the growth of rural development focused NGOs and several of them got actively involved in watershed development. In the nineties, several NGOs got involved in promotion of micro-credit through organising SHGs. Due to their effectiveness and flexible operational mechanisms, governments are increasingly finding partnering with NGOs attractive. Several Ministries of the Union Government have a separate provision to fund NGOs for specific activities.

**3.5.5 Media and Information Technology**

The widespread availability and convergence of information and communication technologies (ICTs) – computers, digital networks, telecommunication, television etc in India in recent years have led to unprecedented capacity for dissemination of knowledge and information to the rural population. Mass media and print media have been traditionally linked with extension programmes in India. The All India Radio and the Doordarshan (state run radio and television units respectively) transmit programmes on different aspects of agriculture every day. In the nineties, private TV channels like E-TV started telecasting daily programmes on agriculture.

The village knowledge centres initiated by the MS Swaminathan Research Foundation (MSSRF) in Pondichery aims at building a model for the use of ICTs in meeting the knowledge and information requirements of rural families by taking into account the socio-economic context and gender dimension. In 2004, MSSRF, IDRC, Microsoft, NASSCOM Foundation and ISRO initiated steps to extend the Village Knowledge Centres (VKCs) to different parts of the country by creating multi-stake holder partnership called “Mission 2007: Every Village a Knowledge Centre”.

### **Village Knowledge Centres**

Since 1992, M S Swaminathan Research Foundation (MSSRF) – a non-profit research organization has been implementing the Village Resource Centres (VRCs) and Village Knowledge Centres (VKCs). Normally the VRC is located at block level or commune level or mandal level or at the centre point of a cluster of villages. VKCs are normally located among a cluster of villages or panchayat level. Space and electricity for operationalising the VKC are provided by the partners (elected village administration, traditional village administration, farmers and fishermen associations, milk societies, youth clubs, NGOs, religion based institutions such as temples and churches, village development council, etc.).

Most of the operators and volunteers providing information are women. Information provided in the village knowledge centres is locale specific. For instance at Pondicherry, information provided include prices of agricultural inputs (such as seeds, fertilisers, pesticides), outputs (rice, vegetables, sugarcane), market entitlement (the multitude of schemes of the government), health care (availability of doctors and paramedics in nearby hospitals, women’s diseases), cattle diseases, transport (road conditions, cancellation of bus trips) and weather (appropriate time for sowing, areas of abundant fish catch, wave heights in the sea). Most of the information is collected and fed in by volunteers from the local community itself. Much of the content has been developed in collaboration with the local people. The volunteers were trained in PC operations and in using the data-cum voice network.

### **3.5.6 Financial Institutions**

Financial institutions lending to agricultural sector provide advice and consultancy to potential borrowers on financial viability of their proposals. All banks involved in agricultural lending organises farmer meetings and seminars every year.

#### **Rural Lending and Livelihood Promotion- A Case of BASIX**

The Holding Company of the BASIX Group is called Bhartiya Samruddhi Investments and Consulting Services (BASICS) Ltd.) which started operations in 1996 as India’s first “new generation livelihood promotion institution”. BASIX works in 15 states - Andhra Pradesh, Karnataka, Orissa, Jharkhand, Maharashtra, Madhya Pradesh, Tamilnadu, Rajasthan, Bihar, Chattisgarh, West Bengal, Delhi, Uttarakhand, Sikkim and Assam. It is currently working with over 1.5 million customers, over 90% being rural poor households and about 10% urban slum dwellers. BASIX mission is to

promote a large number of sustainable livelihoods through the provision of financial services and technical assistance in an integrated manner.

BASIX strategy is to provide a comprehensive set of livelihood promotion services to rural poor households under one umbrella and its operations are guided by its “livelihood triad” strategy. The rationale behind the Livelihood Triad strategy is as follows: Micro-credit by itself is helpful for the more enterprising poor people in economically dynamic areas. Less enterprising poor households need to start with savings and insurance before they can benefit from micro-credit, because they need to cope with risk. However, in backward regions, poor people, in addition to microfinance, need a whole range of Agricultural/ Business Development Services (productivity enhancement, risk mitigation, local value addition, and market linkages). Agriculture and Business Development Services aim to strengthen the livelihoods of the rural poor and women by identifying the sub sectors on which a significant number of people are engaged and institutionalize the services to work on the gaps identified. The services include productivity enhancement, risk mitigation, facilitating input and output linkages and value addition to ensure a fair return to the producer.

### 3.5.7 Consultancy

Farmers generally consult other relatively progressive farmers for information and advice related to production, post harvest management and marketing. Another major source of advice is the local input dealer. Some input firms such as AGROCEL and *Tata Kisan Kendras* provide free consultancy services. Emergence of paid extension services in agriculture is a relatively recent phenomenon.

#### **Agri-clinics and Agri-Business Centres**

To tap the expertise of a large pool of agricultural graduates in the country, the Ministry of Agriculture in association with NABARD and MANAGE is implementing the Agri-Clinics and Agri-Business Centres (AC&ABC) Scheme.

The objectives of this scheme are as follows.

- supplement the efforts of government extension system,
- make available supplementary sources of input supply and services to needy farmers and
- to provide gainful employment to agricultural graduates in new emerging areas in agricultural sector

Agricultural graduates are provided training in agri-business development for two months through institutions in public/private sector. The entire cost of training and handholding is being borne by the Government of India. The trained graduates are expected to set up AC&ABCs with the help of bank finance. By 2018, more than 54500 graduates have been trained resulting in establishment of 23500 centres in various parts of the country spread across 36 categories of agri-ventures .



**Activity 3:** Watch the extension programmes broadcasted by different television channels for farmers and entrepreneurs. Note the names and timings of the programmes.

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### Check Your Progress 3

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) List the private extension service providers in case of agriculture extension

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## 3.6 GLOBAL EXPERIENCES AND LESSONS WITH EXTENSION PRIVATIZATION

Extension systems in several countries have undergone drastic changes in the last two decades. Many of these systems are still evolving. These changes have been primarily in response to:

- increasing private sector involvement
- declining ability of central and state governments to fund extension,
- changing paradigms of rural development emphasizing decentralization and greater client control and
- the overall interest in providing farmers with improved extension services.

### Privatization Models in Different Countries

|                        |                                                                                                                          |
|------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>New Zealand</b>     | : Complete commercialisation of public extension                                                                         |
| <b>The Netherlands</b> | : Cost-recovery from farmers                                                                                             |
| <b>Germany</b>         | : Many models in different states: completely privatised, semi-privatised, subsidised farmer association, voucher system |
| <b>China</b>           | : Contracting of subject-matter specialists by farmer groups                                                             |
| <b>Ecuador</b>         | : Share cropping between farmers and extension staff for a profit                                                        |

|                   |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| <b>Costa Rica</b> | : Voucher system, targeted as small-farmers to contract private extension           |
| <b>Chile</b>      | : Sub-contracting and voucher system                                                |
| <b>Ethiopia</b>   | : Privatised service centres                                                        |
| <b>Turkey</b>     | : Cost-sharing of advisors                                                          |
| <b>Kenya</b>      | : Extension associated with contract out-grower schemes (Source: Kidd et al., 1988) |

### 3.6.1 Lessons from Private Extension

Based on a review of private extension initiatives in India, Sulaiman (2003) has identified the following lessons on private extension

- The private extension offers much scope for supplementing and complementing public sector extension.
- Crop/commodity focussed extension of private sector though very useful, is narrow in one sense as they do not engage with other related issues such as farmer organisation development or those issues related to sustainability of resource use.
- Remote areas and poor producers (especially those growing low value crops and having little marketable surplus) are poorly served by both private as well as public sector extension.
- While public funding would remain important, the delivery of all kinds of services need not necessarily be through the public sector. Several of these services could be either contracted by the public sector to other private extension providers such as NGOs and private consultancy firms for delivering specific services in select regions and client groups or jointly funded and implemented by public and private agencies
- Public funds also could be utilised to fund farmer organisations to help them contract services from other service providers including public sector. However, efforts should be made to strengthen the capacity of farmer organisations to prioritise, demand, contract and monitor services.
- Private extension is not a substitute for public extension and there is a need for significant public funding for extension in the years to come.
- As farmers are also willing to pay for value-added services, the challenge is to create quality services so that partial cost recovery can commence.
- Financial participation needs to be seen more as an accountability enhancing mechanism and not purely as a mechanism to reduce costs.

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## 3.7 LET US SUM UP

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In this unit, we discussed the different issues related to private extension and privatisation of extension. We started with the rationale for promoting private extension and discussed the different options for funding and delivering extension. Later we examined the nature of functions performed by different types of private extension service providers in India. This was followed by very brief discussion on experiences of privatising extension world-wide and lessons learned.



### 3.8 KEYWORDS

- Cost Recovery** : Cost recovery is the means by which an organization may choose to obtain funds or funding. Full cost recovery attempts to recover all associated costs. In most cases with public sector extension, the public sector continues to fund the basic costs and operations of the system, with the institution recovering partial costs
- Cost Sharing** : Cost sharing refers to the sharing of extension costs by sources other than the external funder, for instance when companies, NGOs or farmer associations contribute to extension to carry out a mutually useful task.
- Funding** : Funding, in a general sense, means obtaining money to carry out a project, or the way in which money for a project is obtained – through grants, gifts, membership contributions, loans and fees for services and/or products.
- Privatization** : Privatization can range in scope from leaving the provision of goods and services entirely to the free operation of the market, to “public-private partnerships” in which government and the private sector cooperate to provide services or infrastructure.

### 3.9 REFERENCES AND SELECTED READINGS

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### 3.10 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

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#### Check Your Progress 1

- 1) (a). Private profit-oriented actors: Consulting enterprises; processing/ marketing enterprises. (b) Private not-for-profit organizations : NGOs and religious organizations (c) Producer organizations : Farmer associations and federations; Commodity grower associations.
- 2) The options for controlled privatization include contracting, franchise agreements, vouchers, self-help and subsidy arrangements/grants.

#### Check Your Progress 2

- 1) The advantages of extension privatization includes: efficiency and cost effectiveness; quick actions; high resources and use better technology; quality and timely service at a lower cost.
- 2) The disadvantages of extension privatization includes: contradictory message flow; negative impact on sustainability; sidelined educational role; lesser contact between end users and extension; high cost of technologies, and increase in regional imbalances.

#### Check Your Progress 3

- 1) The private extension service providers in case of agriculture extension are: input agencies; large agri-business firms; farmer organisations and producer co-operatives; NGOs; media ; financial agencies and consultancy providers.

## Notes



## **MDV-108: DEVELOPMENT COMMUNICATION AND EXTENSION**

| <b>Block / Unit No.</b> | <b>Block / Unit Name</b>                                 |
|-------------------------|----------------------------------------------------------|
| <b>1.</b>               | <b>EXTENSION EDUCATION</b>                               |
| 1.                      | Extension Education -An Overview                         |
| 2.                      | Extension Education – A Global Perspective               |
| 3.                      | Private and Corporate Extension Services                 |
| <b>2.</b>               | <b>EXTENSION TEACHING METHODS AND AUDIO-VISUAL AIDS</b>  |
| 1.                      | Teaching-Learning Process                                |
| 2.                      | Extension Teaching Methods                               |
| 3.                      | Audio-Visual Aids                                        |
| <b>3.</b>               | <b>COMMUNICATION IN EXTENSION AND DEVELOPMENT</b>        |
| 1.                      | Communication : An Overview                              |
| 2.                      | Communication Channels                                   |
| 3.                      | Theories and Models of Communication                     |
| <b>4.</b>               | <b>ICT FOR DEVELOPMENT</b>                               |
| 1.                      | ICTS for Development – An Overview                       |
| 2.                      | E- Governance in Rural and Urban Development             |
| <b>5.</b>               | <b>DIFFUSION OF INNOVATIONS FOR DEVELOPMENT</b>          |
| 1.                      | Diffusion of Innovation : An Overview                    |
| 2.                      | Innovation Processes for Development                     |
| <b>6.</b>               | <b>INNOVATION, INNOVATIVENESS AND ADOPTER CATEGORIES</b> |
| 1.                      | Attributes of Innovation                                 |
| 2.                      | Innovativeness and Adopter Categories                    |
| 3.                      | Opinion Leaders and Diffusion Networks                   |
| 4.                      | Consequences of Innovations                              |

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