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SIMULATED EXERCISES ON COMMUNICATION

The Word communication is derived from Latin word ‘Communis’ meaning common. When we communicate, we try to establish a “Commonness” with some one i.e. We are trying to share an idea or information., So, communication is an act by which a person shares the knowledge, feelings, ideas, information etc., in ways such that each gains a common understanding of the meaning intent and use of the message, For instance, let us compare the following two situations :

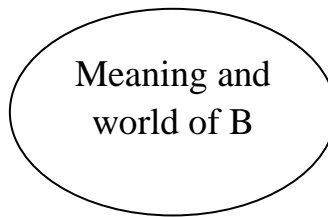
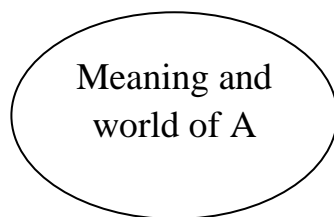
SITUATION -1 :

I have a coin in my hand and I want to give it to some one else. I do this simply by putting it into other person’s hand. Note that the coin does not change physically passed on to other person’s hand. The other person’s hand was empty before I gave him the coin and my hand is empty after I have given it to him.

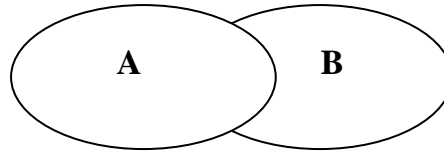
SITUATION -2 :

I have an idea, which I wish to pass on to someone else. Is this different from passing a coin? Let us think of the differences.

- i) Ideas do not become scarce; I can give away ideas without having fewer myself.
- ii) The receiver’s head is not empty before I gave him the idea. On the contrary, his existing ideas help him to appreciate my idea and to include it with his own.
- iii)The coin does not change when it is passed on to another person, but an idea does. An idea exists only in the human mind and cannot be transferred physically, like a coin. Therefore, an idea must be changed into message, which is meaningful; to the receiver. Two people never give exactly the same meaning to words. It means that meaning and people’s world are not the same.



This is an extreme viewpoint but that it is more correct to say that meaning partly coincide.



The extent of Overlap between the meanings held by A and B determines the extent to which they can communicate effectively, i.e share common meanings. Hence, we can define communication as the process of sending and receiving messages through channel which establishes common meanings between a source and a receiver (Van Den Van and Hawkins, 1988) Sociologists and Psychologists have defined communication in various ways and according to the disciplines to which they belong. Here are the few definitions.

- 1) Leagans (1961) defined communication as a process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the message.
- 2) Brooker (1949) communication is anything that conveys meaning that carries a message from one person to another.
- 3) Hovland (1964) Communication is defined as a process by which an individual- the communicator transmits (usually verbal symbols) to modify the behavior of other individuals i.e., communicate.

Although, there is no complete agreement by social scientists on a single definition of communication, all the major definitions imply both interaction and effect, besides, show several elements involved in a communication act.

IMPORTANCE OF COMMUNICATION IN EXTENSION WORK:

Communication has attained great importance in the Agricultural development Programme in India. It is through this process the aims and objectives of the programme are to be widely disseminated to the people. This shows that the extension workers should have a thorough understanding of the communication process. The extension worker cannot expect to bring about change unless he is able to communicate effectively. He has to create a conducive situation, where information can be transmitted with greater impact the people to bring about intended changes i.e., knowledge, attitude and skills.

TYPES OF COMMUNICATION:

According to Berlo (1960) anything to which people can attach meaning is communication. Therefore, communication may be in the form of verbal or non-verbal-gestures, signals, symbols, pictures, writings, it may be even physical or mental but much of our communication is face- to –face and language is the only code we use to express our ideas. Some times silence is also a means of communication. So, every act we do is communication. Studies have shown that every one of us spends about 10-11 hours in a day for communication and it is indispensable in the society to live / survive.

For example, we smile, we frown, we grumble, and a person may squeeze a friend and to communicate sympathy or affection etc., and all these are different types of communication, even smiling is another example, In order to know the different types of communication, better, go to exercise No (1) given below.

EXERCISE : Indicate the type of communication in the parentheses for the following:

In the morning when Mr. A enters his office he reads his incoming mail (). In sorting his mail he encounters a number of pamphlets which are designed to show the desirable merits of various business machines (). Through the open window the faint noise of a radio is heard as the voice of an announcer clearly praises the quality of a brand of toothpaste (). When his secretary enters the room she gives him a cheerful “Good morning”, which he acknowledge with a friendly nod of his head () while he continues with his conversation on the telephone () with a business associate. Later in the morning he dictates a number of letters to his secretary, then he holds a committee meetings (), where he gathers the advice of this associates. In this meeting a number of new governmental regulations () and their effect upon the policies of the firm are discussed. Later in the meeting a resolution to the employees of the firm concerning the annual bonus () is considered.

After the committee has adjourned, Mr. A engaged in thoughts concerning unfinished business () slowly crosses the street to his restaurant for lunch. On the way he sees his friend Mr. B. who in a great hurry enters the same restaurant (), and Mr A decides to sit by himself rather than to join his friend, who will probably gulp down his coffee and hurry on (). While waiting, Mr. A. studies the menu () but the odour of a juicy steak deflects his gaze (), it is so appetizing that he orders one for himself.

After lunch he decides to buy a pair of gloves. He enters a men's store and with the tip of his fingers carefully examines the various qualities of leather (). After leisurely concluding the purchase, he decides to take the afternoon off and to escort his son on a promised trip to zoo. On the way there, John, watching his father drive though the streets, asks him why he always stops at a red light and why he does not stop at a green light (). As they approach the zoo, an ambulance screams down the street and Mr. A pulls over to the side of the road and stops (). As they sit there he explains to his son that the church across the street is the oldest in the state, built many years ago and still standing as a land mark in the community ().

After paying admission to the Zoo (), they leisurely stroll over to visit the elephants. Here John laughs at the antics of an elephant who sprays water through his trunk at one of the spectators (), sending him into near flight. Later on in the afternoon Mr. A yields to the pressure of his son, and they enter a movie house to see a cartoon film (). Arriving home Mr A. dresses in order to attend a formal dinner and theater performance ().

STUDY QUESTION:

1. List the types of communication you notice in the passage. And write a brief note on them.

**SIMULATED EXERCISES ON VERBAL & NON- VERBAL
COMMUNICATION**

I. VERBAL COMMUNICATION

In oral/verbal communication both parties to the process of communication exchange their ideas through oral words either in face to face communication or through any mechanical device such as telephone etc. meetings and conferences, lectures & interviews are other media of such communications.

Exercise 1: Communication distortion exercise

II. NON-VERBAL COMMUNICATION

Body language is neither written nor spoken, that includes the gestures, postures and facial expressions by which a person manifests various physical, mental or emotional states and communicates nonverbally with others. Body language accounts for 55 percent of our communication effectiveness. Approximately another 38 percent comes from the tone of our voice. And only a partly 7 percent comes from the actual words that we use. Hence, watch your posture. Use appropriate gestures. Match their facial expressiveness.

Study questions

1. Explain the reasons for loss of information from person to person?

Exercise on body language:





STUDY QUESTIONS:

1. Identify the above body language clues

ART OF LISTENING

Many professionals do not wait and listen. Lack of listening may lead to erroneous communication. Managers and teachers should develop the art of listening and not assume that they know what is being said. Good and active listening requires careful hearing and understanding of the message to make out its meaning. Listening is often undermined by distractions arising from the environment, the learner and the speaker. Distractions arise from within the listener. In order to sharpen and upgrade listening skills, one must

- Listen by using restraint and answer after analyzing what has been listened.
- Listen again if necessary, to ensure that one has heard it right.
- Listen how someone speaks, ie., the impression created by his/ her tone, volume and emphasis before deriving the meaning of his/ her message.

Listening is a part of good communication. Active listening some times by writing notes, responses greater confidence in the listener. Listening is akin to showing respect to the speaker and his/ her view point. A number of package courses on effective listening are marketed. In such courses, managers are made to listen over extended duration and capture the critical information, constantly analyze the message, retain keywords, organize their thoughts and then respond to the situation. Good listeners are good communicators.

How to develop Listening Skills?

They listen carefully to what others say. Here are some suggestions to improve your listening skills.

1. Stop talking some times. Most communications tend to talk too much.
2. Put the audience at ease. Show them that you respect their opinions.
3. Concentrate on what some one is saying.
4. Don't allow others to talk and to distract you from listening.
5. Avoid making assumptions. Don't assume that you know what someone is going to say to you.
6. Look for hidden or deeper messages.
7. Ask questions. Questions will often prompt students to respond better.
8. Listen actively: restate and rephrase what has been said to you before responding.

CHECKLIST TO ASSESS PRESENTATIONS

(Say yes or no to each statement)

- | | |
|---|---------|
| 1. Did the presenter greet the audience? | Yes/ No |
| 2. Did the presenter introduce himself/ herself? | Yes/ No |
| 3. Did the presenter introduce the topic of his presentation? | Yes/ No |
| 4. Did the presenter give the objectives of his presentation? | Yes/ No |
| 5. Did the presenter announce the structure or outline of his presentation? | Yes/ No |
| 6. Did the presenter have clarity of thought? | Yes/ No |
| 7. Did the presenter have clarity of expression? | Yes/ No |
| 8. Were the listeners able to follow the presentations easily? | Yes/ No |
| 9. Was the presentation well structured? | Yes/ No |
| 10. Did the presenter use sign posts or transition signal? | Yes/ No |
| 11. Was the presentation free from jargons? | Yes/ No |
| 12. Was the language simple and free from grammatical error? | Yes/ No |
| 13. Did the presenter use varied structure? | Yes/ No |
| 14. Did the presenter use appropriate body language? | Yes/ No |
| 15. Did the presenter maintain eye contact? | Yes/ No |
| 16. Did the presenter make the audience listen to him/ her? | Yes/ No |
| 17. Was the presentation interesting? | Yes/ No |
| 18. What is the overall impact of the presentation on the audience? | Yes/ No |

Factors that contribute to the success of presentations:

1. Clarity of thoughts
2. Clarity of expressions
3. Simple language
4. Short sentences
5. Positive words
6. Assertive communication
7. Accuracy (grammar, pronunciation, expression)
8. Appropriate transition signals
9. Fluency
10. Appropriacy (using formal or informal words)
11. Interesting anecdotes, thought provoking questions, decent jokes
12. Effective body language
13. Rapport with the audience
14. Enthusiasm (speaking with passion)
15. I am OK and you are OK attitude
16. You win and I win approach

Source: Albert, P. Rayan (2009)

EXERCISE ON COMMUNICATION APREHENTION TEST

It is an instrument designed by Me Croskey and widely used to measure communication apprehension. Reluctant to communicate or hesitate to speak. This instrument is composed of 12 statements concerning dealings about communicating with others. It measures your communication Apprehension in four areas group discussion, meeting, inter personal communication and public speaking. The respondent should indicate the degree to which each statement applies to them by marking whether they: Strongly Disagree-1; Disagree-2; Neutral-3; Agree-4; Strongly Agree-5.

<i>Sl. No.</i>	<i>Statements</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
I. Group Discussion						
1.	Generally, I am comfortable while participating in group discussions					
2.	I am tense and nervous while participating in group discussion					
3.	I like to get involved in group discussions					
4.	Engaging in group discussion with new people makes me tense and nervous					
5.	I am calm and relaxed while participating in group discussions					
II. Meetings						
6.	I am afraid to express myself at meeting					
7.	Communicating at meetings usually makes me uncomfortable					
III. Public speaking						
8.	Certain parts of my body feel very tense and rigid while giving a speech					
9.	I feel relaxed while giving a speech					
10.	My thoughts become confused and tumbled when I am giving a speech					
11.	I face the prospect of giving a speech with confidence					
12.	While giving a speech, I get so nervous, I forget facts I really know					

Score Interpretation

<i>Score</i>	<i>Comment</i>
50-60	Good
40-50	OK
< 40	Poor

Source: Albert P, Rayen, 2009.

IDENTIFYING PROBLEMS AND PREPARATION OF PROJECT FOR SOLVING THE IDENTIFIED PROBLEMS

According to Kelsey and Hearne (1967), **Extension Programme** is a statement of situation, objectives, problems and solutions. It is relatively permanent but requires revision. It forms the basis for extension plans.

A **Project** is specification of work to be done or procedure to be followed in order to accomplish a particular objective.

Programme Planning is a decision making process which gives direction and intensity to extension education efforts of extension service to bring about economic, social and technological change.

A **Plan of work** is an outline of activities so arranged as to enable efficient execution of the programme. It is a statement of activities to be undertaken by an individual, a group of people or an organization, within a definitely stated time, to carry out the recommendations off the programme. The plan of work indicates what is to be done, who is to do it, how it is to be done, when it is to be done, who are to be served or reached and how the results will be measured.

A **Calendar of work** is a plan of activities to be undertaken in a particular time sequence.

It is educational tool for helping people to identify their own problems and make timely and judicious decisions.

Programme planning is essential for the following reasons:

1. To ensure careful consideration of priorities.
2. To enable communication of efforts on the prioritized items.
3. To consider both felt and unfelt needs.
4. To minimize waste of time, money and promote general effectiveness.
5. To give continuity particularly during change in personnel.

The programme planning process has 8 steps which are detailed below:

1. Collection of facts and figures:

- Pertinent data may be collected from the available records and by survey of the area. Information relating to the people, their enterprises, level of technology, facilities and constraints etc., relevant to programme building may be collected.
- Information may also be collected from Panchayats, Cooperatives and other organizations in the area.

2. Analysis of situation:

- The data and information collected are analyzed in an unbiased way, keeping in view the feelings expressed by the client system.
- This shall help in understanding the situation in its proper perspective.

3. Identification of problems:

- A correct analysis of interpretation of the data shall help in correctly identifying problems. There may be many problems, but only the urgent and significant ones which may be solved with the available resources and within the limits of time, should be selected.
- Selection of a large number of problems which cannot be properly managed may lead to failure of the programme and generate frustration among the people.
- After analysis of data and relevant information with the local people, 3 most important problems are identified, which need immediate solution. For example, low levels of income, unemployment and nutrition in the farm families.

4. Determination of objectives and goals:

- The objectives are then set-forth on the basis of the significant needs identified. The objectives should be direct and stated in clear terms.
- The objectives then become to increase the levels of income, employment generation and nutrition security for the farm families in the village, increasing knowledge level of farmers on improved agricultural practices.
- Decide upon the objective of the project.

5. Developing plan of work and calendar of operations

- The plan of work should be in written form and shall indicate who shall do, what job, when the job to be done etc.
- The calendar of operations should preferably state how and when all the significant activities shall be performed. It should be based on the plan of work.

6. Follow through plan of work and calendar of operations:

- The work shall include solving unforeseen problems and taking corrective steps where ever needed.

7. Evaluation of progress: Evaluation is a process of determining the extent to which we have been able to attain our objective.

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

ORGANISATION OF GROUP DISCUSSION MEETING

What is it? A body of individuals drawn together around a common problem where there will be reciprocal communication and interaction. The convenient size of group for conducting a meeting or discussion may be around 15 to 30, which may be extended even up to about 50.

Why is it? To impart the group of audience about the knowledge and attitude component about an idea/ practice which are common to the group of individuals participating. Because of the group action phenomena, it will help the individuals to convince and develop a favourable attitude about the topic discussed. The group process enhances peoples participation and facilitates programmes implementation.

Who should develop it? The extension worker (communication) should be the responsible person. However, he should develop in consultation with the needs and interests of the farmers or the individuals, whom he deals with.

Planning for conducting group discussion meeting:

1. Select the topic based on the needs of the people.
2. Collect enough technical information on the topic.
3. List out and collect the specimen, samples, models and other materials required for effective teaching.
4. Prepare the teaching materials (slide, charts, posters, film etc.)
5. Decide the effective speakers for the meeting.
6. Decide the place, time and venue of the meeting in consultation with the villagers.
7. Give wide publicity for the meeting.
8. Ensure physical arrangements for the meeting.

Conducting the meeting:

1. Start the meeting on time.
2. Physical arrangements should be proper.
3. Logical way of presentation of the topic and initiation of discussion, involvement of the farmers at each and every stage.
4. Use effective teaching aids to support your teaching.
5. Employ models and specimen samples during presentation.
6. Encourage the farmers to participate in discussion.
7. Identify the shy farmers and initiate them to participate in meeting activity.
8. Avoid arguments with the farmers.
9. Use local language, local measurements etc., during the presentation.
10. Distribution of relevant information at the end of the meeting.
11. Thank the audience for participation.

Check list to Evaluate effectiveness of Group Discussion Meeting:

<i>Sl. No.</i>	<i>Particulars</i>	<i>Very good</i>	<i>Good</i>	<i>Poor</i>
1.	Adequate preparation			
2.	Logical presentation of the idea			
3.	Involvement of each member of the group			
4.	Summarizing and emphasizing key points			
5.	Effective use of teaching aids			
6.	Extent of voluntary participation			

STUDY QUESTION

1. What are the advantages and disadvantages of group meeting/ discussion?

ORGANISATION OF METHOD DEMONSTRATION

What is Method Demonstration?

A Method Demonstration is a short time demonstration is given before a group of people to show how to carry out an entirely new practice or an old practice in a better way. It is essentially skill training, where the emphasis is on effectively carrying out a job, which shall improve upon the result.

Purpose of conducting method demonstration:

1. To teach skills and stimulate people to action.
2. To get rid of inefficient or ineffective movements.
3. To improve upon the result by doing the job in a better way.
4. To build learners confidence and satisfaction on the practice.
5. Method demonstration effectively impresses farmers on particular recommended practice.
6. It saves time and labour.

Conducting method demonstration:

The procedure of conducting method demonstration is divided into three stages.

I. Planning stage:

- Analyse the need and subject for method demonstration.
- Publish well in advance widely the time, place and date of conducting method demonstration.
- Ensure the materials required for conducting method demonstration well in advance.
- Select the place where all the farmers can be able to see the method demonstration from a distance.

II. Conducting stage:

- Be at the spot early to check the equipment and material required for conducting method demonstration.
- Extension worker has to practice by himself before carrying out method demonstration.
- Make proper arrangements to facilitate all the participants to have a good look at the demonstration and to take part in the discussion.
- Conduct demonstration step by step.
- Give opportunity to individuals to practice the skill.
- Distribute bulletin, leaflets or any other literature related to the demonstration.

III. Evaluation stage:

- List out the number of participants with names.
- Get the names of participants who come forward to take up a particular innovation shown in the method demonstration. This helps in follow up work.
- Publish the news story on the demonstration.
- Entrust the leaders with the task of watching the adoption of the new practice.

Points to be considered while conducting method demonstration:

1. Method demonstration should be timely.
2. Give advance publicity to build up the interest and secure wide participation.
3. Use equipment that is easily available to the rural people.
4. Clear doubts and avoid arguments.
5. Appreciate the methods already in use by the group.

STUDY QUESTION

1. What are the advantages and disadvantages of Method demonstration?

Krishi Vigyan Kendra (KVK)

Krishi Vigyan Kendras (KVKs) in the country are the primary links for the farmers to know about the agricultural technologies being generated. They act as the knowledge centres for the transfer of the technology with an aim to reduce the time lag between technology generation and their transfer. The activities of the KVK include on-farm testing to establish the location specificity of agricultural technologies under various farming situations, frontline demonstrations to establish its production potentials on the farmers' fields, training of farmers to update their knowledge and skills in improved agricultural technology, and training of extension personnel to orient them in the frontier areas technology development. **The first KVK was established in 1974 at Pondicherry under Tamil Nadu Agricultural University.** The priority for establishing KVKs is given to hilly areas, drought prone areas, forest areas, coastal areas, flood prone areas, and areas dominated with tribal farmers, weaker sections, small farmers and landless laborers. The objective is to gradually cover the entire country with one KVK in each district, priority being given to the backward areas.

STUDY QUESTIONS

1. List the Mandated activities taken by KVK you visited?

2. List the extension teaching methods adopted & A-V aids used by the KVK?

3. Describe the innovative ICT model adopted by the KVK?

Farmers Training Institute (FTI)

The Farmers Training Institute (FTI) was established in the year 1967 to organize both institutional and peripatetic training programmes. During 1982, the institute was brought under the purview of the Women and Youth Training Extension Project (WYTEP) with the financial assistance from DANIDA with operational jurisdiction of Bangalore Rural district. After completion of WYTEP in March, 2005 the training programmes are now being organized under GES (General Extension Services). However, WYTEP has been revived to organize only specialized training programmes funded by Government of Karnataka.

Sponsored training programmes are also being organized as and when sponsoring agencies approach the institute for imparting training for farmers / farmwomen / members of Self Help Groups and field functionaries of different line departments.

Mandate

- To Plan and organize training programmes on agriculture and allied aspects to farmers, farm women, youth, self help group members, and others.
- To provide farm advisory services.
- To conduct demonstrations in farmers fields to show the worth of new practices.
- To organize exposure visits to progressive farmers' fields.
- To organize farmers-scientists interaction.

Activities

- Organizing institutional training programmes of 2,3,5,6 and 10 days duration.
- Organizing post institutional training programmes of one day duration.
- Organizing link workers training programmes both institutional and at village level.
- Organizing specialized training programmes in Agriculture and allied aspects.
- Organizing workshops, seminars, farmers-scientists interaction sessions etc.

STUDY QUESTIONS:

1. List the activities of FTI/DATC?

2. List the type of trainings conducted for Farm women & youths?

3. What are the teaching methods and audio visual aids used by the institute during different activities?

PLANNING AND WRITING SCRIPTS FOR RADIO AND TELEVISION

I. Writing script for Radio talk

Radio is a hearing medium. Therefore, radio stories should be selected for their “ear appeal” and the ease with which listeners can understand the message. It can be a companion medium because, people will be doing something while listening. Understanding will be instantaneous.

Objectives:

1. To develop skills in writing the script for Radio talk
2. To record the Radio talks

Materials required:

- White paper
- Pen/pencil
- Subject matter
- Tape recorder
- Empty cassettes
- Cassette with radio recorded program

Script Writing:

A. Selection of message

1. For better broadcasting the following questions should be considered while selecting the ideas or stories for radio

- a) Will the message be helpful & useful?
- b) Will it contribute to the local extension program?
- c) Is it used on radio as part of a multiple exposure approach, joining forces with other communication media?
- d) Will the intended audience be listening at the time the story is aired?
- e) Does the story have mass audience appeal?
- f) Is it a good ear story?
- g) Will listeners understand the story or is it too technical, too complicated?
- h) Will they take action?
- i) Will there be change in behavior?

2. Organizing Radio Script:

The following procedure is adopted while writing the script for radio

- a) Use ear catcher: It is obvious that to convey any message listener's attention first we should catch. The radio story may be started with an unusual fact, a curiosity arouser, an interesting idea, a thought provoker, a challenging statement as to why the story is timely or how it is important to the listener.
- b) Be informal as people talk
- c) Use familiar words
- d) Use short sentences
- e) Use short paragraphs
- f) Handle figures carefully
 - i. Round off
 - ii. Use percent instead of %
 - iii. In place of comas use words
- g) Do not use abbreviations like a.m or p.m
- h) Do not start with digits
- i) Avoid passive voice

Instructions for students:

1. Each student will select the message for writing radio script according to guidelines provided
2. After getting approval of the message, the student will write the script for radio talk
3. Each student will record the talk for 5 minutes

Evaluation:

Teacher evaluate the script prepared by the students based on the following criteria

- a) Appropriateness of message
- b) Organization of message
- c) Quality of recording
 - Appealing to hear
 - Informal talk

Evaluation of the students:

Evaluation of the students will be done as follows

1. Identification & knowledge of different parts of the equipment & their functions
2. The skill in operating the equipment

II. Writing script for Television programme

A live transmission of any event is possible only through this medium with its unique potential to communicate to the two most important sense organs, eye and ear, simultaneously to an exceedingly large number of audience. Television can hopefully meet the new challenge of quick transfer of the rapidly changing farm technology.

Presenting a TV programme is much more difficult than Radio programme. The audience will hear you as well as observe you. You should show more and talk less. You can use a variety of specimens, photographs, slides, charts etc. You can even demonstrate new ideas. Rehearsal and self evaluation will improve one's presentation.

- a) **Chart:** The color of chart paper should be dull tendering to green khaki and written in black. Charts should be of 12" x 10" size. Leave a margin of 1" on all sides of chart. The number of lines that should be written in the chart should not exceed 3-5 lines.
- b) **Photo:** Either black and white or colour photographs in matte paper of size 12" x 10" or 10" x 8".
- c) **Specimen:** Sufficient quantity should be taken, seed sample not less than half a kilo, earheads or harvested crop handful should be taken.
- d) **Rehearsal:** Adequate rehearsal should be made along with visual so as to have synchronization of the talk. More you rehearse, more will be the confidence you will gain while presenting the programme.
- e) **Mannerism:** No reading of the material is allowed. No side way turning to get sings from the studio men is to be adopted.

STUDY QUESTIONS

- A) List the advantage and disadvantages of radio and television.

AUDIO VISUAL AIDS-MEANING, IMPORTANCE AND CLASSIFICATION

In trying to make teaching effective, one must not depend only on the spoken word to convey meaning, but must utilize various teaching materials and or methods. Any materials or methods used to reinforce the spoken word in teaching, which contribute to be termed “audio-visuals”. Kinder notes that audio-visuals may be any device which can be used to make learning experiences more concrete, more realistic and more dynamic, the following definitions of basic terms are offered by Hass and packer.

An instructional aid is any device that assists an instructor to transmit to a learner facts, skills, attitudes, knowledge, understanding and appreciation.

A visual aid is any instructional device that can be seen, but not heard.

An audio aid is any instructional device that can be heard, but not seen.

An audio visual aid is any instructional device that can be heard and seen.

WHY AUDIO – VISUAL AIDS IN EXTENSION?

A principle of extension is to help people to help themselves. Extension is primarily an educational activity.

In extension teaching, the extension worker is the teacher & the villager is the learner.

Teaching, according to Hammonds, is “the process of directing or guiding the activities of the learner or learners so as to result in their learning in their becoming changed in behavior”. The job of the teacher to see that all the facts, concepts and relationships passed on by him should be meaningful and functional to the learner. This can be done through proper motivation, clarification and stimulation with the help of audio-visuals.

Teaching involves use of words. Words may be meaningful if they are used with reference to known things. But when the teacher wants to attach a name to an idea or concept this problem becomes complicated. This may lead to the danger of verbalism or the use of words not meaningful to learners. The use of good audio-visuals helps combat verbalism.

Education involves building concepts. Concept building is a process that operates quite naturally from the time a child begins to draw certain conclusion from experiences

and applied them to a new situation. “Learning is a process in which the concrete and the abstract interest. We move from the concrete to the abstract and back again to the concrete. It is a shutting back and forth in which generalization helps us to understand new concrete experiences and the concrete experiences in turn help us to enlarge or refine our generalizations”. An understanding of these dynamic relationships between concrete experiences and the generalization helps in effective concept building. Audio-visuals make learning experience more concrete.

Learning is acquired through perception. Percepts are sense materials, i.e., Sight, sound, smell, touch, and taste. Perception is the total experience gained with sensory, object or fact. According to W.A Wittich and C.F Schuller, the normal learner gains understanding in terms of multiple impressions recorded through eye, ear etc., These do not occur in isolation, but rather through a blended pattern from any or all of the preceptor mechanisms stipulated by the external occurrences. Understanding results are co-ordinated perception. Perception provides basis thinking. By providing suitable perceptive experiences, the teacher can build up desirable attitudes in the learners. Seeing and hearing are the most important percepts which contribute to maximum learning.

A study of research results that attention of people is attracted by various senses, in the following proportions.

Sight	-	87.0%
Hearing	-	7.0 %
Smell	-	3.5 %
Touch	-	1.0 %
Tasting	-	1.5 %

Thus sight and hearing are the major senses involved to attract attention and increase learning. The use of audio- visuals is based on these facts.

Importance/ Advantages of Audio-Visual Aids:

Research indicates that. When properly used, audio-visuals contribute to one or more of the following.

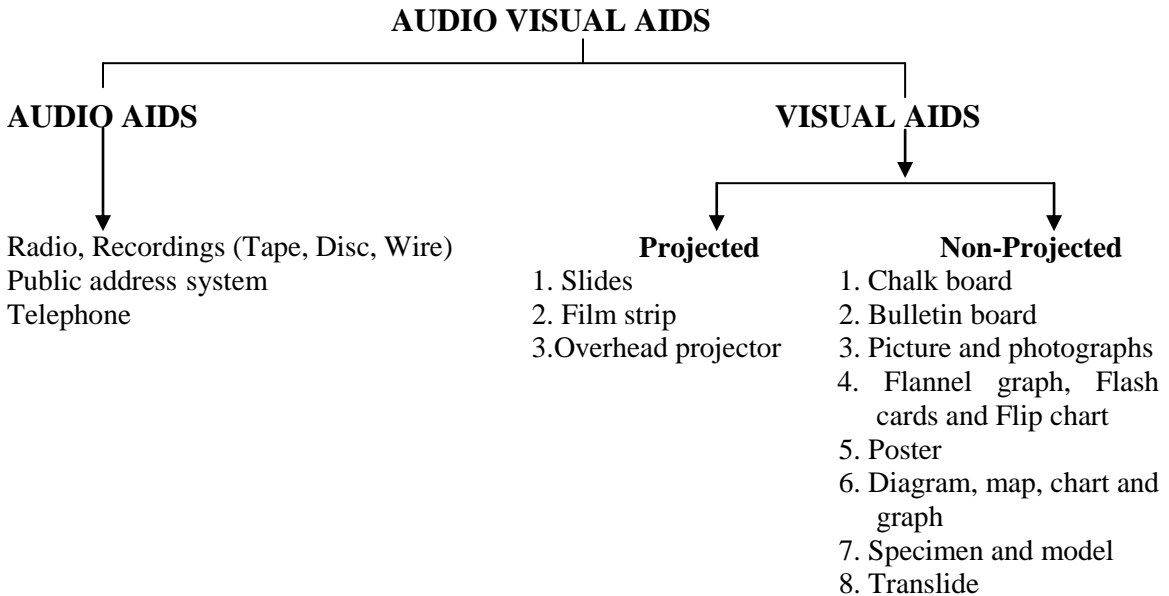
- Capture audience attention and arouse their interest
- Highlight main points of the message clearly
- The possibility of misinterpreting concepts is reduced
- Structure the learning process more effectively
- Message perceived with several senses are understood and retained better
- Provide experiences otherwise difficult to get

- Help to reach more people irrespective of their level of literacy and language
- Speed up the process of learning
- Can adapt the speed of presentation to the reactions to the audience
- Save time of teacher and learner

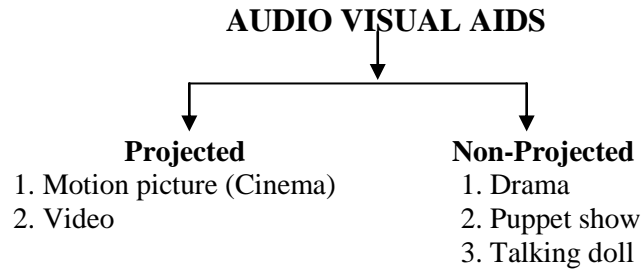
CLASSIFICATION OF AUDIO - VISUAL AIDS

Audio-visuals consist of a variety of materials and methods; It is difficult to attempt to classify them since no one classification may satisfy all situation. The following classification (chart -1) may be helpful in better understanding their use under conditions existing in agricultural extension.

There may be other methods in use but only those common to extension teaching are mentioned in the classification.



	<i>Literature</i>	<i>Symbolized</i>	<i>3 dimensional</i>	<i>2 dimensional</i>	
Eg	Leaflets Newsletters Bulletins News article wall paper News paper Folders, Calendars News stories	Charts Graphs Maps	Models Specimens Objects	Film Film Strip Slide OHP	Chalk Boards Photographs Flannel Graphs Flash Cards Posters Pictures



I. Audio aids:

Tape recorder is an equipment for recording sound on magnetic tape by electromagnetic process, which may be played back when needed. **Public Address System** is a set of equipments to amplify sound so that it is audible to a large audience over a distance.

Telephone is a system of equipments through which people can communicate both ways to distant places.

II. Visual aids:

A) Non-projected Visual Aids:

Chalk board is a board of writing with chalk. It is probably the simplest, cheapest, most convenient and widely used visual aids. **Bulletin board** is a board for display of message. **Picture/ photographs** is a representation made by drawing, painting or photography which gives accurate idea of the object. **Flannel graph, Flash cards and Flip chart** are visual aids in which the messages are written or drawn on thick paper and presented step-by-step by the extension agent to the audience to synchronize with the talk. This produces dramatic effect on the audience. **Poster** is a placard displayed in a public place with the purpose of creating awareness amongst the people. **Diagram** is line drawing of an object or an idea. **Map** is an informative diagram of an area. **Chart** contains information in tabular form. **Graph** is a diagrammatic representation of the relationship between variables. **Specimen** is a sample which represents the whole. **Model** is miniature replica of an object. **Trans-slides** are transparent big size photographs which are displayed by providing light at the back.

B) Projected Visual Aids:

Slide is a transparent picture which is projected by focusing light through it. **Filmstrip** is a continuous strip of film consisting of a small number of pictures arranged in a sequence

manner. In overhead projection, the picture is projected over the head of the speaker on the screen.

III. Audio-Visual aids:

A) Non-projected AV aids: *Drama* is a theatrical performance around a theme by some people who have rehearsed for it. In *Puppet show*, the dolls are made to perform by controlled movement of the puppeteer from outside. *Talking doll* is an innovation and is used to create general awareness to a group of people.

B) Projected Audio-Visual aids: *Motion pictures (Cinema)* is the projected image of a positive print of a sound film taken by a movie camera, which produces synchronized movement of picture with sound. *Video* is a latest technology wherein one should get good quality video tapes with pictures and sound recorded on them, which could be viewed as and when needed.

STUDY QUESTIONS

1. What are projected and non-projected visual and audio-visual aids? Give examples.

The Cone of Learning

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



STUDY QUESTION:

1. Draw the diagram on Cone of Experience and Explain.

COMMUNITY RADIO STATION (CRS)

INTRODUCTION

The transfer of agricultural information to the farmers in the shape and form, they want, has always been a challenge for all extension networks. However, a new ray of hope has come in the form of CRS

What is community radio?

Community Radio is a type of radio service that caters to the interests of a certain area, broadcasting content that is popular to a local audience but which may often be overlooked by commercial or mass media broadcasters.

- "It is called popular or educational radio in Latin America,
- rural or local radio in Africa,
- public radio in Australia and
- Free or associative radio in Europe.
- All these describe the same phenomenon - gaining voices and democratizing communication on a community.

Why Community Radio?

- **Magazines** - limited reach, expensive, literacy needed
- **Government run Radio** – broad focus, limited time and centralized
- **Television** – commercial approach, electricity, and it is centralized
- **News Papers** – literacy, different focus, restricted reach
- Is **very inexpensive** and it is owned by the community (it may cost from 5 to 25 Lakh Rupees to set up a station)
- The signal is broadcast in FM mode and it generally reaches up to 15-20 Km depending on the topography of the area.
- A user can reach the services with a very inexpensive radio set available anywhere in the coverage area.
- Any type of service can be broadcast like, weather, agriculture information, visits of the higher officials, person of interest , workshops, Camps, Marriages, Call for the doctor, Fire Station and emergency services, Mandi prices and availability and workload, local music, interviews with local officers/citizens. (even missing cattle information)

Benefits of Community Radio

- Builds local identity, character and culture through a diversity of programmes and content.
- Promotes community access to local community content

- Focuses on specific community issues concerns and events
- Highlights various interest groups and community personalities
- Shares local information by giving voice to the voiceless
- Includes minority and marginalized community members
- Promotes democratic process, social change, development, civil society and good governance
- Acts as a form of public-service broadcasting independent of government and party politics
- Relies on the community resources_it serves rather than the whole nation

Challenges

- Challenges of sustainability are common
- Developing content
- Frequent disruptions in electricity, email, and telephone connections delay implementation
- Absence of technical expertise to service and maintain equipment

SUCCESSFUL EXAMPLES OF COMMUNITY RADIO IN INDIA

- **CHALA HO GAON MEIN :**
The importance of this community radio lies in the fact that the programs broadcasted here is prepared by the people belonging to rural background. The programs basically covers issues like dowry, violence against women, corruption, social evils etc (of Palamu district of Jharkhand)
- **MANDAKINI KI AWAAZ :** ‘Mandakini ki Awaaz’ Community Radio is located in Mandakini river valley at Pauri in **Garhwal**, supported by a group of people from a tiny village called **Bhanaj**. These group of people aims at creating an open and transparent administrative and governance information system
- **Sarang 107.8 FM:** Run by St. Aloysius College (Autonomous), Mangalore
- **Kunjal Panchhi Kutch Ji:** Run by Kutch Women Dev. Corporation

CRS in Karnataka

Name of CRS	Particulars
NELADANI	90.4 FM
NAMMA NAADI	90.4 FM
NAMMA DHWANI	90.4 FM
KRISHI	90.4 FM
KLE DHWANI	90.4FM
ANTRVANI	90.8 FM
JANADHWANI	90.8 FM

TIPS ON DEVELOPMENT OF VISUAL AIDS

Development of visual aids calls for, ability to translate messages into visual form. It may arrive like a flash or it may slowly and naturally comes up as you think through the problem. Perhaps one may develop several ideas and then choose one of the most appropriate. Sometime, no single idea stands out. Still one may use the following guidelines for translation of message into visual form.

1. Consider the audience size, level of understanding and background.
2. Decide the subject matter: Stress why it is important?
3. Outlines the subject matter into point by point.
4. Identity the key point in the outline.
5. Translate the key point to visuals and
6. Don't crowd unnecessary details which may evade the main message.

Development of visual aids require, consideration of (1) Drawing Letters, (2) simple sketching (or drawing) and (3) Designing layout.

I. DRAWING LETTERS:

Lettering is quite indispensable in teaching process. It forms a part of black board, poster, chart, handout etc. The effectiveness of any teaching aids can be enhanced by legible and attractive lettering. Otherwise well planned display may be ruined by unnecessary poor lettering. Writing may be sensational, but unless it is presented in a bold and striking manner, it will not accomplish its purpose. It must stand out enough to catch attention and above all, it must be easy to read. Four important factors need to be considered.

A. Size:

Experiments have shown that, letters should be at least a half-inch, when the viewers distance is 10 feet. They should be proportionately larger as the viewers distance is increases. Further, the thickness of letters should be 1/5th height of the letters.

SIZE OF LETTERS AND THEIR VISIBILITY

Visibility at distance (in meters)	Height of letters (in mm)	Thickness of letters (in mm)
10	20	4
15	30	6
20	40	8
25	50	10
30	60	12

B. Style :

The style of letters also determines how easily the letters can be read. The degree of slantness makes differences in legibility.

- The closest to the vertical is easiest to read.
- Exaggerated capitals and flourishing loops below above the line of writing form obvious obstacles.
- Letters in simple style are more easily read than those in complex style.
- In long sentences, lower case letters combined with upper case letters are more legible than in all capital letters.

Shape of letter: Unusual shapes should be avoided, because they are hindrance to clear understanding of the message. Always use letter of usual shape.

C. Spacing :

Spacing refers to the amount of space left between the words themselves. A neat lettering job can be ruined by improper spacing. To ensure legibility, letters must have space between them to keep their own individuality, yet be close to one another so that hang together as unit. There are two types of letters spacing, namely mechanical and optical.

- In mechanical spacing, the separate letters in treated as if they were in a rectangular block. The spacing is determined by equalized of the distance between the blocks.
- In optical spacing, the space between the letters in equalized by considering the differences in the shape of the various letters.

D. Composing lettering:

One has to carefully compose lettering so that it is easy to read and retain it longer. For this, lettering should be attractive, brief and should have clarity. Here are few hints to complete letterings.

- Use direct language (declarative statement)
- Use group identification.
- Use of language devices - Use the verb first.
Use of rhythms, rhymes etc.,

II. Simple sketching (or drawing):

Sketching or drawing is a medium of expression and communication. Any one can learn to sketch. Drawing need not be artistic, but simple enough to communicate effectively. For this, one should visualize the subject into simplified form. Nearly all objects can be viewed as geometric shapes or combination of such shapes.

- Ex:
1. A building is composed of rectangles and triangles.
 2. A vehicle is composed of rectangles, triangles and circles.

Drawing figures to represent people is a bit more complicated. There are 3 major factors to consider when making either stick drawing or figures based on simple geometric shapes.

- a) Proportions
- b) Distinguishing features
- c) Body movements.

One should recognize the concept of perceptive drawing also. In perceptive drawing, a first consideration would be the difference between reality of the object of the object and illusion that is being put down on the paper.

- A. Balance** : It tries to avoid top heaviness or topside ness, resulting in a balance. There are two types. Formal balance and informal balance.
- B. Emphasis** : The layout should emphasis the central idea.
- C. Contrast** : Contrast made with light and Dark colors call viewers attention.
- D. Harmony** : Lettering, color and materials used should work together to support the basic idea presented. No one element should distract the attention.

ASSIGNMENT :

1. Write the alphabets given to you once
2. Practice each stroke 20 times.
3. Write the letters using the strokes.
4. Observer the lettering diagrams and layouts of the aids supplied to you and write the comments on them.

STUDY QUESTIONS :

1. How the effectiveness' of a non projected visual aid can be increased
2. How the strokes help in writing good letters?
3. What color combination would you like to suggest for visual aids ?
4. Write the diagrams of the following activities.
 - a) Ploughing
 - b) Sowing
 - c) Fertilizer application
 - d) Plant protection
 - e) Weeding
 - f) Transplanting
 - g) Irrigation
 - h) Earthing-up
 - i) Harvesting

Planning & Preparation of Visual Aids (Graphics)
(Charts, Posters, Flash card)

Graphics are the materials which communicate facts and ideas clearly through combination of pictures, words and drawings. Graphics includes posters, charts, flash cards, flip books, flannel graphs, maps and globes.

I. Preparation of Charts:

Charts are combination of graphic and pictorial media designed for visualizing relationship between key factors and ideas in an orderly and logical way.

Outline:

- Layout a plan for the chart on a sheet of paper with pictures and captions.
- Short, simple and appropriate caption is very important.
- Make the chart simple- a good chart presents one principal idea. It emphasizes comparisons, relationships, progressions and evolution etc.
- Make it attractive using effective colour contrast with optimum space.
- Keep margins.
- Achieve contrast by using dark letter against light, background or vice-versa.
- Avoid presentation of too many ideas.

Type of charts:

Flow chart: It illustrates the sequence in time, procedure or steps and processes or simple regression.

Tree chart: It depicts development, growth and change. The tree chart begins with a single source (the trunk) which then spreads out into many branches.

Tabular charts: Charts with tables of facts having a sequence and time relationship.

Organizational chart: It shows the functional relationship or chain of command of individuals or groups within organizations.

II. Preparation of Graphs:

Graphs are visual representation of numerical data. It shows the numerical relationship which enable to grasp quickly and accurately the meaning of the statistical data.

Types of Graphs:

Line graph: This can be used when the data is continuous.

Bar graph: Presentation of numerical data in the form of horizontal/ vertical bars. This is very good for comparison.

Pie graph/ circle graph: This graph helps to show the parts of whole such as spending pattern on different items or to show how different components put together will make one unit.

Pictorial graph: Picture symbols are used to depict the graph which shows the comparison, approximation etc.

III. Preparation of Poster

Poster is defined as a visual combination of bold design colour and message which is intended to catch and hold the attention of the passer by long enough to implant a significant idea in his mind. Posters are used in field extension work to create awareness (attention) about a technology and to motivate the farmers.

Guidelines to prepare a poster

1. Aimed at one main idea/ message
2. Forceful and clear in treatment
3. Colourful - bold colours draw attention and convey the idea quickly and directly
4. Large enough to be easily seen- 22"x28" or 28"x44"
5. Contains few words, a concise and striking slogan. Contain plain, bold lettering with plenty of space.

IV. Preparation of Flash cards:

Flash cards are cards on which a simple illustration is drawn on which a few words or phrases are printed or written. They can be used to encourage discussion about a certain topic or method. Generally flash cards are used one at a time and held in the hands in front of the group.

The flash cards should be in a series not exceeding 15 numbers. Normal size should be 22"x28" for small group 11"x14" is adequate.

Outlines for preparing flash cards:

- Outline the series of pictures relating to topic on a sheet of paper and number in sequence.
- Draw only one picture on each flash card. Page of the flipbook should be large enough for everyone to see.
- Simple, meaningful sketches are attractive to farmers.
- Use meaningful colours for emphasis.
- Prepare short captions and notes for each flash card or pages of the flipbook.
- Write caption and note on each picture in brief on the back of the preceding flash card or page of the flipbook for guidance.
- The flash cards or the pages in the flipbook may be limited in number.
- The story should be told as each card or page is held before the group.
- Both may contain pictures, and/ or captions.
- One idea or one picture on each flash card or page of the flipbook is the best.

Presentation of flash cards:

- Arrange the cards in a sequence.
- Practice well before using.
- Hold them before your chest height on your left palm.
- Speak to the audience on the points indicated in the flash card.
- Encourage discussion.
- Change the cards cleverly and quickly soon, as the presentation of the card is over.
- Summarize the entire topic at the end.

ASSIGNMENT

Prepare a pictorial poster with an idea relating to Agricultural Extension for use in a campaign or exhibition.

INSTRUCTIONS FOR STUDENTS

1. Each student will prepare an outline of poster in the classroom on the topic given.

The outline should indicate the following:

- a) The final size of the poster
- b) Position of caption and picture
- c) Size and type of letters
- d) Colours to be used

2. The students will finalize the outline with the help of the teachers for preparation on a required size. After the final format of the outline is approved by the teacher, the students will get the material from the department and prepare the posters. They will present the same to the group in one of the practical sessions.

CONDUCT OF PRACTICALS:

**Planning & Preparation of Agricultural Information materials
(Leaflet, Folder, Pamphlet)**

In reaching the farm families about agricultural innovations many ways of communication are adopted by the extension workers. One of the most important ways is by using print media. Many of literature are available namely.

- | | |
|----------------------|-------------------|
| 1. News paper | 4. Bulletins |
| 2. Folder / leaflets | 5. News letters. |
| 3. Wall newspapers | 6. Farm magazines |

OBJECTIVE:

- To acquaint with different types of farm literature.
- To develop skills in writing important literature.

GENERAL HINTS FOR WRITING LITERATURE

1. Use of understandable words.
 - a) Frequently used.
 - b) Short
 - c) Non technical
2. Use of strong words
 - a) Active verb
 - b) Specific words
3. Use of strong words.
4. Eliminate unnecessary word (s)
5. Use of short paragraph (s)
6. Use of personal or human interest word (s)
7. Stress the important Items.
8. Organize message, title, headings, and subheadings properly.
9. Write to express but not to impress.
10. Include variety in your writing.

A. Folder/ Leaflet:

A folder or leaflet is a single sheet of printed paper of a convenient size, folded once to form four pages, twice to form six pages and thrice to form eight pages. It deals with the problems by giving practical hints or suggestions on a topic.

- Select the useful and timely subject in which readers are interested.
- Decide about the purpose of subject.
- Planning the writing.
- Briefly note down all the points without missing any point
- Discuss, explore, weigh and bring together all the pertinent ideas.
- Have the main ideas and sub ideas to support the main ideas.
- Group the main ideas and sub ideas. This will form paragraphs.
- Put these paragraphs in logical order.
- Write the leaflet using direct approach with your readers.
- Writing should be lively, simple, brief, clear and understandable.
- Use common, usual, familiar, short and action words.
- Use short sentences and short paragraphs.
- For smooth flow of ideas, use link words, words of clarification, words of comparison and link words.
- Review the written material, find out the short comings and rewrite.
- Think of physical aspects of the leaflets i.e., size of the leaflets, illustrations and placement of illustrations along with the text.

B. Pamphlet:

A booklet is a small book not exceeding 48 pages with thin cover sheet, while pamphlet is a smaller than the booklet in terms of thickness. It is having side stitching with cover or not. A brochure is more elaborate than a booklet. It is printed with picture and stitched with separate colorful cover. Usually in A-4 size.

C. Wall Newspaper:

Newspaper is pasted to wall or pinned to a bulletin board. It consists more details than poster or chart. It contains timely message on particular topic.

Hints for preparation of wall newspaper:

- Decide the message for audience.
- Message should be applicable to the local situation and timely.
- Message should be in logical sequence.
- Use simple and direct language.
- Use short words and sentences.
- Captions should be bigger.
- Use appropriate and action photographs.

STUDY QUESTION

1. List the advantages of folders, pamphlets and wall newspaper.

WRITING FEATURE STORY FOR NEWSPAPER / MAGAZINE

Feature story is factual, may be a story of explanation, interrelation, description or discussion, its purpose may be to tell something. people need to know. How something is done, or how some on else has done something.

OBJETCIVE: To develop skills in writing feature stories for newspaper/ magazines.

MATERIALS REQUIRED :

Pencil, Paper, Pictures, Illustrations, Old feature article for reference.

PROCEDURE:

1) Collection of facts or information for the feature story:

While collecting the information for the story follow these series of questions:

- a) Does this information have value for the reader?
- b) How much would it cost to put recommendations into practice?
- c) Is it worth the cost?
- d) How much return will accrue from the investment?
- e) When should advice be followed?
- f) How long will it take to reach the recommended goal?
- g) Is it practical and feasible?
- h) Have dependable people been the innovators?
- i) Is it possible to see, as well as to read about, the results?
- j) Is the story convincing?

2) Writing Technique:

a) The lead: The first paragraph of the feature story must have the readers interests pull that is mandatory in the news story. The reader’s interest must be nabbed, if the writer is to lure him through the paragraphs that follow. While writing the lead of first paragraph remember the following steps:

- * Use plan statements of facts.
- * Start with a quick round up of major facts of the story of its central idea summaries for the reader’s acceptance or rejection.
- * Use striking.
- * Cite direct quotations.

b) **The body:** After writing the lead paragraph, the write must organize the allowing paragraphs (the body) into logical and convening narrative that will sell the funds on the value of recommendations and suggestions. The length of his story is first based on the materials and the policy of the publication for which he is writing. Usually 600 words are what newspaper editors can use.

There is no room in a feature story for flights or fancy, since the reader wants facts not restriction.

c) **Use of illustrations:** pictures dress up copy. Pictures have tremendous render – interest appeal. Hence use illustrations. In the feature story. The pictures must be story, glossy print, definitive, must tell the story and appropriate to the story.

CONDUCT OF THE PRACTICALS :

- | | | |
|--|---|------------|
| 1. Brief orientation on feature story by the teacher | - | 15 mintues |
| 2. Read the feature story supplying to you | - | 10 minutes |
| 3. Offer your comments on the feature story supplied to you based on the procedure given | - | 20 minutes |
| 4. Prepare a ‘Draft’ of feature story on a selected agriculture. | - | 45 minutes |

(An hypothetical example)

EVALUATION : Evaluation will be done by the students and teachers based on the following criteria.

1. Does the information have value for the reader?
2. How much money would it cost to put recommendations into practice?
3. Is it worth the cost (C.B. Ratio)
4. How much return will occurs from the investment? Income generation.
5. When should advice be followed?
6. How long will it take to reach the recommended goal?
7. Is it practical and feasible?
8. Have dependable people been the innovators?
9. Is it possible to see as well as to read about the results?
10. Is the story convincing?

SUCCESS STORY:

A success story is a narrative story highlighting the achievements of the progress of the programme/ activity. Usually it is of 1-2 pages. A success story can document programme improvement over time and demonstrate the value of programme acivities. When presented effectively, success stories can be a useful tool for educating stakeholders about the outcome of the work and the results you are achieving.

One can write a success story about an entire programme or part of a programme that is particularly noteworthy and significant. It may be about an innovation, emergency response or outstanding effort. The programme may be complete or in an earlier stage of development, but with important accomplishments to describe. You could even write a success story several years after a programme's completion when you have collected evidence of long-term impact. For a multi-year initiative, you may write a series of success stories that describe significant but different changes that occur over the years.

Specific reasons for developing and sharing success story may include:

- Capturing progress over time.
- Educating decision makers about the impact of the programme.
- Demonstrating responsible use of resources to the stakeholders.
- Sharing 'best practices' with other similarly funded programmes.
- Attracting new partners for collection.

Before one writes success story, he/ she should consider the stakeholders' (farmers etc.) needs and interests.

The following criteria/ steps should be considered for writing the success story:

A) Title

- Capture the overall message of the story
- Include an action verb
- Capture the reader's attention

B) Problem overview

- Describe the problem being addressed and why its important
- Use data to frame the problems, including health burden and economic costs
- Specify the affected population(s)

C) Programme/ Activity Description

- Identify who was involved, including your partners.
- Describe the programme/ activity that was implemented, including where and when it took place and how it addressed the problem.
- Identify the target audience of the programme/ activity.
- Describe how the progress of the programme/ activity was evaluated.
- Identify the short-term or intermediate outcomes that demonstrate how the programme/ activity addressed the problem (ex: change in policy, use of curriculum, establishment of additional funding etc.)
- Provide a conclusion to the success story that avoids using broad sweeping statements such as 'there was a noticeable increase in the income level of beneficiary farmers'.

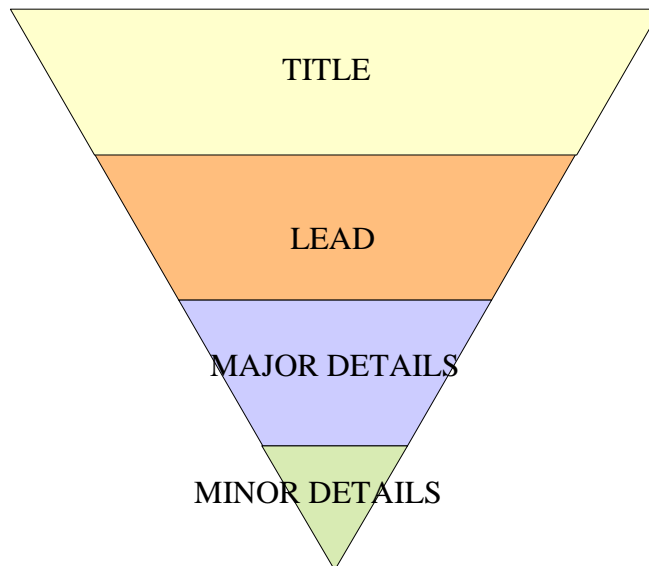
NEWS STORY:

News is any new idea, event, situation or development which interest's large number of people is commonly considered as news.

News has to be unusual people are more concerned with news that affects themselves, their families, their neighbors, their community and their community and their village.

Ex: Innovations in agriculture reduces the cost of cultivation, high yields in crops, etc., Meetings, demonstrations, exhibitions, krishi melas all have special interest to the farm people. A good news writer should have interest in farm people, curiosity about them, their affairs and problems.

Writing news story – graphically follows inverted pyramid structure.



Title should be very attractive.

Lead catches reader's interest and briefly gives important facts. News story also answers to the 5 W's and the H.

Who	-	farmer / extension worker / scientist
What	-	Practice
Where	-	Place
When	-	Season / time
Why	-	Net income or drought condition
How	-	Details of cultivation.

CONDUCT OF PRACTICALS

- | | | | |
|----|---|---|--------|
| 1. | Brief orientation on news story by teacher | - | 15 min |
| 2. | Read the news story supplied to you | - | 15 min |
| 3. | Offer your Comments | - | 15 min |
| 4. | Prepare a 'draft' of news story on the topic given to you | - | 45 min |

CHECK SHEET FOR EVALUATION OF NEWS STORY

A. Has news value because:

- _____ Interest many readers,
- _____ Information timely and localized
- _____ Most important ideas first.
- _____ Written in third person.
- _____ No editorial opinion
- _____ No propaganda
- _____ Copy "boiled down"

B. Has all important facts because:

- _____ Include who, what, why, where, when, how (at least those that are important)
- _____ includes full names and positions of persons mentioned in story.
- _____ includes full names and positions of persons mentioned in story.
- _____ Has definite time, accurate location
- _____ Explains details when necessary

C. Has reader interest because:

- _____ Words easily understood
- _____ Sentences and paragraphs short.
- _____ Facts definite
- _____ Concrete examples used.
- _____ Human interest emphasized.

D. Everything in story double- checked for accuracy.

DIFFERENCE BETWEEN NEWS STORY AND FEATURE STORY

News story	Feature story
1. News value	1. Newness is not emphasized
2. No choice in topic	2. Wide choice in selection
3. Gives less details	3. More details
4. No flexibility	4. Flexibility in writing
5. Information giving	5. Entertaining and motivation
6. No personal chat	6. Personal chat
7. Author is not identified	7. Authors are identified
8. No opinion	8. Can give/wise opinion / writer

STUDY QUESTIONS:

Select at least one feature story and one news story relating to agriculture published in any magazines and evaluate them as per the check list provided. The feature story and news story selected should be attached to the manual.

STUDY AND OPERATION OF AUDIO VISUAL EQUIPMENTS

Any visual aid which is used for magnification of image on a screen in dark or semi dark conditions can be called projected visual aid.

The essential principle involved in projection is that when light falls on a transparent / translucent / opaque object, it passes through the object or is reflected by it, then if the light is made to pass through a convex lens and allowed to fall on a mirror at a convenient distance, an inverted image of the object will fall (appear) on the screen. If the object is initially kept inverted before the source of light, the image will be straight and comprehensible.

Projected visuals are very effective aids to classroom teaching. They have a characteristic appeal of their own, which is suitable for influencing learner. When combined with recorded or on the spot commentary they prove to be effective in a large number of situations.

Limitations:

- a) They require special equipment for their display.
- b) Some sort of motive power (electric current) is required.
- c) Transportation and storage of such equipment may present a real problem.

For effective use of projected aids, it is important to know the principles of projection of different projections.

Principles of Projection: In these three methods (system), the source of light is backed by a concave mirror to minimize the diffuse of light by scattering.

- 1) Direct Projection: Eg: Slide projector, Movie projector
- 2) Indirect Projection: Eg: Overhead Projector
- 3) Reflect Projection: Eg: Opaque projector or epidiascope

Study question:

Draw the neat diagram of different projection principles.

PUBLIC ADDRESS SYSTEM EQUIPMENTS

Public address equipments used to amplify and reinforce sound. The sound is conveyed to a large number of audience so that all of them can hear. It is used for making announcements, for conducting meetings, for playing records or for singing songs.

Parts:

1. Microphone: Microphone converts sound waves into alternating currents which are fed into the amplifier.
2. Amplifier: It is an electronic device which amplifies the electric current. The amplified electric currents fluctuate in accordance with the vibrations of the sound waves.
3. Loud speaker: It converts amplified electric currents into the sensation of sound waves and the loud voice of the speaker is heard.

Steps in operation:

1. Connect the amplifier to the proper power supply.
2. Use a step down transformer if the amplifier runs on 110 volts. Connect to a proper terminal in case of battery operated amplifier.
3. Connect the microphone and pickups to the input terminals of the amplifier i.e. insert the pickup into the input marked "phono".
4. Finally connect the loudspeaker to the proper output terminals of the amplifier.
5. Switch on the amplifier and see that its pilot lamp glows and allow it to warm for some time.
6. Adjust the volume control. Other unused volume controls should be kept at minimum.
7. Test the microphone. Never blow air from the mouth for testing.
8. Check all the connections or circuits of the system to locate fault if any.
9. Place the microphone at a distance of about 25 cm from the mouth of the speaker.
10. Microphone and speaker should not face each other.
11. After the work is over, the sound system should be disconnected.

OVER HEAD PROJECTOR

The over head projector is simple equipment in which a projection lamp beams light through a magnifying lens through a mirror and on the screen. A bright projection lamp allows the projector to be used in a well lighted room. Unlike other projections, here a communicator can face the audience and maintain eye contact.

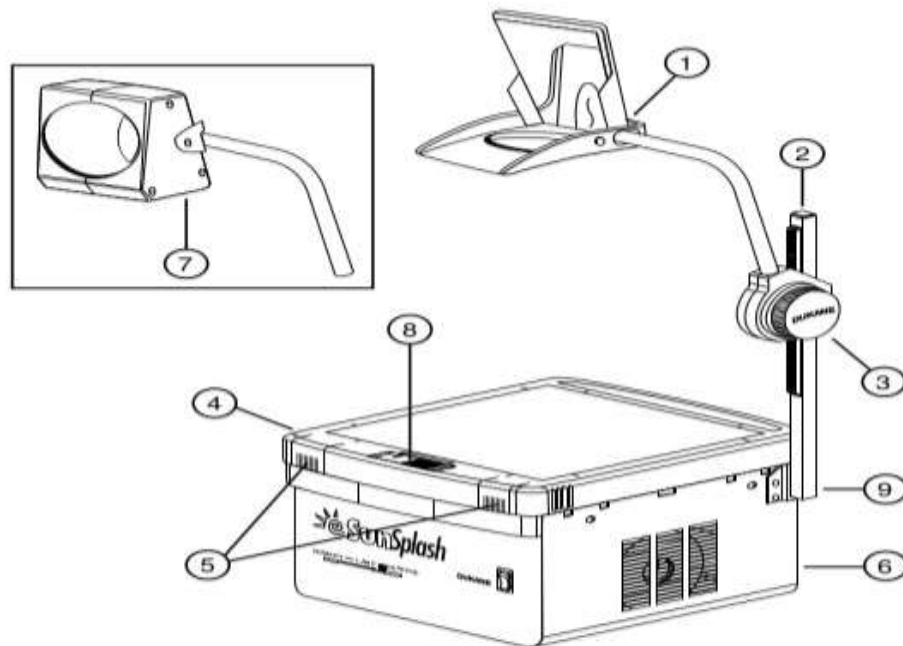
It is very flexible equipment because information can be shown by simply laying objects on the projection stage, wherein marking, writing or shading can be done on the base of transparency. OHP projects any transparent instructional items such as charts, graphs, drawings, picture etc. on to the screen.

Aims:

- 1) To promote group understanding of the information material.
- 2) To create effectiveness where the chalk board technique is ineffective.
- 3) To show the facts and figures clearly and in a interesting way.

Principle of projection:

OHP works on indirect projection system. In this system, the rays of light which comes from the source of illumination will be reflected upward by a (mirror) reflector, passes through the convex (Fresnel) lens and passes through a plain glass (glass stage), and through the object, the objective lens, then reflected through another mirror which is arranged at an angle of 45° on either axis of objective lens, then an enlarged image is obtained on the screen. The projection can be made under semi darkened or well lighted conditions.



- 1. OPEN HEAD
- 2. MAST
- 3. FOCUS KNOB
- 4. STAGE
- 5. STAGE OPENING LATCH TABS

- 6. BASE
- 7. CLOSED HEAD
- 8. POWER SWITCH
- 9. MAST MOUNT

Parts of OHP:

1. **Transparency box:** It embodies the light source with its reflecting and condensing optical elements, cooling system, roll mechanism, support post bracket, and switches. A cover glass on the top form the projection stage.
2. **Fresnel condenser:** Is a plastic optical element, the function of which is to converge the light towards the lens.
3. **Vertical support post:** This support the head assembly.
4. **Projection head assembly:** This consists of the focusing mechanism lens, Clamping device, front surfaced mirror and its own support arm.
5. **Lens Assembly:** This focus the image on to the screen.

Setting and operation:

- Set the projector on the projection table, at approximately two meter away from the screen.
- Check up the voltage required to run the project (Voltage required is 220 -240 V).
- Check up the fan and lamp for their working (the required bulb is 600 Watts).
- Plug the mains cord into any 3 pin amps main socket.
- Switch on the projector by rotating the control knob to “FAN” position. The fan is now on.
- Rotate the knob further till it just crosses the red zone of the arrow, where the pre-heating system of the lamp comes into play.
- Loosen the locking knob on the lens mirror holder by a quarter turn and move the mirror frame to it desired inclination so that the image is projected at the desired position. A good picture is obtained when the mirror is inclined at 45° to the horizontal plane.
- To focus the picture, move the mirror assembly up or down by means of the fine focusing knob.
- Use roller mechanism for acetate roll winding and rewinding.
- Switch off the lamp by bringing the knob back to fan position whenever projection is not required. This will not only help to increase lamp life also keep the projector cool.

Precautions:

1. Do not position the control knob in the red zone of the arrow while the projector is on.
2. Keep the mirror assembly in closed position always when not in use to protect it from dust.
3. Do not clean mirror with anything other than a soft brush / cotton.

Work Assignment:

Each student has to practice the operation of OHP and its maintenance.

LCD PROJECTOR

LCD Projector (Liquid Crystal Display) is a highly versatile presentation tool. The projector can utilize up to two computer sources, and up to three video sources, which can be easily switched from one source to another. It is a window that provides a real time example of exactly what the lens sees as an image is composed.

Setting up of LCD projector:

1. Place the projector on a stable flat surface 30-40 feet from the screen.
2. Connect the computer cable to the computer 2 / component video port on the back of the projector as shown in this picture, and the video out or monitor port of your computer.
3. Connect the end of the power cord to the power inlet on the back of the projector, and the other end to a grounded electrical outlet.
4. Remove the lens cap.
5. Press the red power button on top of the projector. The power light will flash for about 30 seconds before the image appears.
6. Turn on your computer. If you see a new hardware wizard telling you it has found a plug and play monitor, press cancel. If the message is about USB audio, click next and follow screen directions.
 - a. At this point, the computer screen should be projected onto the overhead screen.
 - b. If you are using a video source, and not a computer, press play on the video source.
7. Focus the image using the rings on the lens. You may also make the image larger or smaller by using the Wide/Tele ring.
8. Raise the image by extending the projector's foot, found on the bottom, front of the projector. The release button for the foot is found on the lower right side of the lens. If the projected image is unlevelled, use the back adjustable foot. This is located on the back of the projector, on the left side, when viewing the back of the projector.
9. Use the keystone options to adjust the image if it appears trapezoidal.
10. Adjust the screen image by using the menu option described in Appendix A.

Focus and changing the image size:

Use the rings on the lens to focus the image, or to make the image appear larger or smaller on the projection surface.

Wide / Tele:

Moving this ring of the lens right or left will make the projection image larger or smaller on the projection surface.

Focus:

The frontal ring of the lens has an adjustment that will move left or right to focus the image on the projection surface.



Presentation of Power Point Slides (PPT)

Power point is the most widely used programme for designing professional presentation such as product profiles, research papers dissertations and training programme, these presentation make use of slides to communication information to the audience visually. Such slides may be physical slides require over head projectors for display or electronic slides that are displayed using computers.

Now a days computers run slides are popular. They offer the benefits of dynamic slides. Dynamic slides are that change automatically after a set time. Also such presentation can be run on the network and the changes made by the presenter displayed to all connected graphics for effect.

Power point is effective software that offers tools and techniques for running and designing dynamic presentation. It can be used to design slides, insert text, and add graphics as also animate the slides and the objects there in.

Working Assignment:

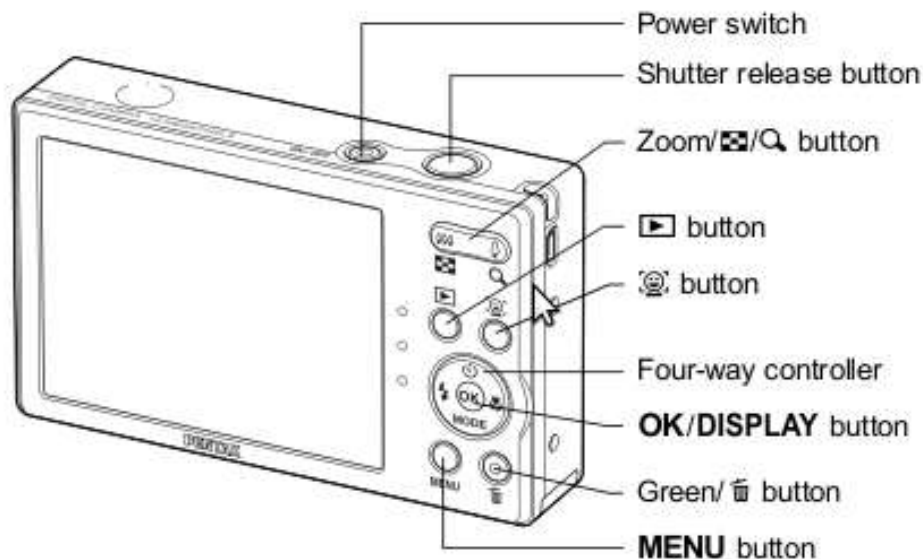
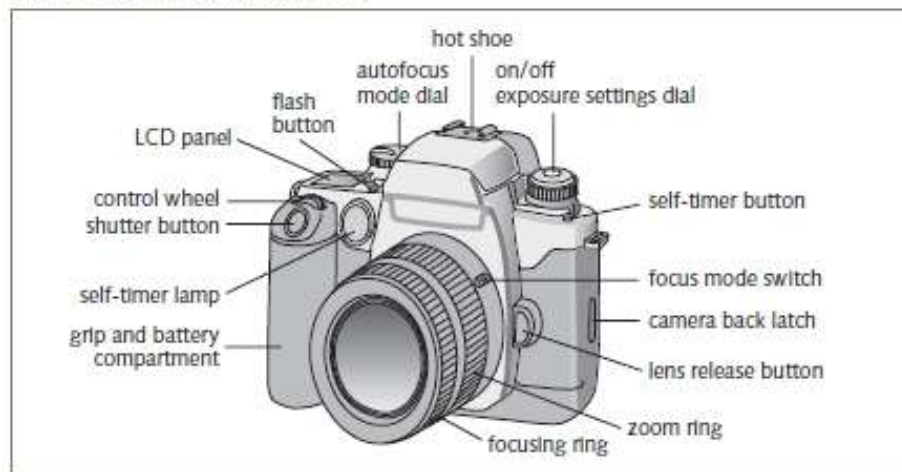
Students should study the features and parts of the LCD projector and practice the setting up projector and presenting a selected topic.

THE DIGITAL CAMERA

Using a digital camera is very similar to using an ordinary 35mm or 110 camera, you just point and shoot. The pictures, however, are not stored on film, in fact the digital camera doesn't use film. It takes pictures and stores them on a disk. Since there is no film, there is no need to take them to be developed. Simply download them to a computer, from there, they can be emailed, inserted into various documents, posted on the internet or printed. For these reasons the digital image is much more versatile, inexpensive, fast, and fun. As with regular cameras, there are many different brands and features available.

The basic parts and features of a digital camera:

Automatic Camera: Front View



Len:

The camera lens works by focusing incoming light onto an image sensor. It is the optical

component of a digital camera and performs automatic or manual functions. Major parts of a camera lens include:

Aperture: The aperture controls the amount of light admitted into the lens.

Shutter : A shutter is a mechanical device that opens and closes to control the timing of photographic exposures.

Sensor: The image sensor converts light from the lens into electrical signals and passes them to an A/D (analog-to digital) converter. The A/D converter turns the signal into binary numbers, which result in digital images that are processed and stored on a memory device. Two common types of images sensors that work in similar ways are the charge coupled device (CCD) and Complementary metal-oxide –semi-conductor (CMOS).

View finder

Most compact digital cameras feature an LCD and depending upon the model, may also provide a separate view finder.

It's important to learn how you can help your camera perform better and enhance your photography skills.

The following parts of a digital camera are manipulated by the user during standard camera operation.

- 1) **Power Button:** This feature turns the camera on and off.
- 2) **Menu Button:** Menu button are usually located on the face of the camera near the LCD or view finder. It allows the user to access operations such as flash settings, macro settings, and shooting models like programmable, portrait, sunset, landscape, and action photography.
- 3) **Shutter Release Button:** This button is typically located on the top of the camera. Once an image is composed and framed, pressing this button records the photograph.
- 4) **Timer:** Most digital cameras feature a timer switch or button that provides a set length of time between pressing the shutter release and shooting the image. This allows users to take a self portrait or a group snapshot.
- 5) **Flash:** The flash component is usually placed above the lens and is controlled via the camera's menu. It provides extra illumination when taking photos in low light settings.
- 6) **Zoom controls:** This mechanism allows the user to get in close on his subject without physically moving.
- 7) **Memory Card Door:** Occasionally, removable memory cards are located within the battery compartment, but often they occupy a separate compartment accessible through its own door.

Working Assignment:

Students should study the features and parts of the digital camera and its operation

COMMUNICATION SKILLS

a) Listening and Note taking

Listening

It is one of the traditional five senses and refers to the ability to detect sound. In humans and other vertebrates, hearing is performed primarily by the auditory system, sound is detected by the ear and transduced into nerve impulses that are perceived by the brain.

Humans can generally hear sounds with frequencies between 20 Hz and 20 kHz. Human hearing is able to discriminate small differences in loudness (intensity) and pitch (frequency) over that large range of audible sound. This healthy human range of frequency detection varies significantly with age, occupational hearing damage, and gender; some individuals are able to hear pitches up to 22 kHz and perhaps beyond, while others are limited to about 16 kHz. The ability of most adults to hear sounds above about 8 kHz begins to deteriorate in early middle age

Note taking

Is the practice of writing pieces of information, often in an informal or unstructured manner, for instance. Note taking is an important skill for students, especially at the college level. Many different forms are used to structure information and make it easier to find later. Computers, particularly tablet PCs and personal digital assistants (PDAs) are beginning to see wide use as note taking devices.

It provides equal access to information for people who cannot take their own notes, in particular illiterate people. Manual Note taking requires pen and paper and Electronic Note taking requires laptops with special note taking software.

b) Writing skills

Writing Skills

Is the representation of language in a textual medium that is with the use of signs or symbols. It is distinguished from illustration such as cave drawings and paintings and recording language via a non-textual medium such as magnetic tape audio.

Sentence length may influence writing skill; the length of the sentence must be short. Thus, it will make better understand to the readers. In writing style, using the simpler, more common word over the lesser-known word is preferable. A conversational tone in writing may help the reader / farmer more easily grasp what the writer is trying to say.

Writing is not only narrows the audience but also helps define their needs. The readers prefer writing that is simple, clear and concise. Readers want to get to the point and know the actions they must take to respond.

The following writing skills are essential to hold the interest of the readers

1. Controlling the sentence, length and content
2. Use the active voice
3. Be concise
4. Building old to new information flow
5. Avoid writing confusion statements
6. Bridge ideas effectively

c) Oral presentation skills

It is the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners

In public speaking, as in any form of communication, there are five basic elements, often expressed as "*who* is saying *what* to *whom* using what *medium* with what *effects*?" The purpose of oral presentation can range from simply transmitting information, to motivating people to act, to simply telling a story.

d) Field diary and lab record

Field Diary

It is a personal statement of a farmer day to day activities or operations performing at field and same has been noted down in the diary. It includes activities such as date of sowing, quantity of seeds sown, inter cultivation activities, spraying, crop status, harvesting date and processing of commodities etc., it is maintained by individual farmer for their future reference

It is a record of the observer's thoughts and reflections during and after observation

Lab record indexing

It is the multiple observations of the field operations. Recorded all multiple scientific information contains structured both out door and in door investigations. Thus it helps to record the field observational exercises at regular interval made in the indexing method.

e) Indexing, footnote & bibliographic procedures

Indexing

An index is essentially **a roadmap to the book, listing names, places, and things in alphabetical order and giving the page numbers associated with each topic.**

For nonfiction books, packed with valuable information, a well-made index can help quickly direct the reader to the information they're trying to find.

Examples are **an index in the back matter of a book** and **an index that serves as a library catalog**. In a traditional back-of-the-book index, the headings will include names of people, places, events, and concepts selected as being relevant and of interest to a possible reader of the book.

Footnote

It is a note placed at the bottom of a page or in a special separate section of a book or manuscript that comments on or cites a reference for a designated part of the text. Furnish with comment on in footnote.

Bibliographic Procedures

It is a descriptive and identification of the editions, dates of issue, authorship and typography of written material as books. It is a list of the works of a specific authors or publishers.

A bibliography is an orderly list of resources on a particular subject. A bibliography provides the full reference information for all the sources which you may have consulted in preparing a particular project. The purpose of a bibliography is to allow the reader to trace the sources used.

f) Reading & comprehension of general & technical articles

Reading is one of the most important academic tasks. It refers to understanding information presented in written form, while this skill usually entails understanding textbook assignments or articles.

The reason for lack of understanding could be situations, depending on the type of reading rather the subject of the material and your mental or physical state. For example, inability to understand a biology text may be due to vocabulary problems, while failure to comprehend a mathematical text may be conceptual. Therefore, it is helpful to develop a number of strategies in order to deal effectively with different situation.

Reasons for poor comprehension of Technical articles

- Inability to understand a word
- Inability to understand a sentence
- Lack of interest or concentration
- Unfamiliar of the new words

Steps to improving in comprehension skills of general and Technical articles

- Read a variety of materials
- Do not limit for text book information

- Read a fairly long portion of the material
- Circle unknown or unfamiliar words as you reads
- After reading, recall as much of the information as possible
- Consider how interesting subject matter is
- Evaluate yourself that how much you already know about the subject

g) Precise writing, summarizing & abstracting

Precise writing

It as an abridged form of the text or a piece of writing. It involves summarizing a document to extract the maximum amount of information, then conveying this information to a reader in the minimum number of words.

There is no fixed rule about the length of the précis but normally it is written in one-third of the number of the words in the original passage.

The following qualities are essential to a precise writing:

Completeness: The precise must have complete information with out omitting any important fact or idea.

Compactness: All the ideas reproduced from the original document should process a compact whole.

Conciseness: It is achieved by the process of shifting essential from unessential information by avoiding repetition.

Clarity: The precise should have clarity of expression. This can be achieved by getting equal statements.

Coherence: All sentences and ideas in a précis should follow one after the other in an unbreakable chain.

Steps to effective precise writing:

- Identify the reader and purpose of the précis
- Read the regional document
- Underline the key ideas and concepts
- Write down a title which sums up the theme of the passage
- Write a note-form summary of each paragraph
- Write the précis
- Review and edit

Summarizing

It is very difficult to remember the complete contents of long texts. For that reason it is often advisable to make notes of essential information in the text. The result is a short outline of the text containing all its important aspects. The length of the summary largely depends on the density of the text. The average length of a good summary is

about one-third of the original text, but summaries of detailed texts may be longer.

The following steps can be taken when summarizing a text:

- Familiarize yourself with the material
- Select important information
- Inserts links between sentences and paragraphs
- Adjust the length of the summary

Abstracting

It is a part from concrete existence to enable readers identify the basic content of document quickly and accurately in order to determine its relevance to their interests and thus to decide whether need to read the document entirely.

Types of abstracting

1. Informative: Normally a research paper should have an informative abstract which gives information about the purpose of the study, newly observed facts, the essential parts of any new theory, treatment, technique etc.,

2. Indicative (Descriptive): This is more suitable for long, descriptive papers. It indicates the contents of the paper and the scope of the work done without giving information about the results and conclusions.

Characteristics of Abstracting

1. It should be as concise as possible
2. It should not exceed 3% of the total length of the content
3. It should not contain any bibliography, figures, table or reference
4. It should not contain any abbreviations
5. It is generally written after the paper is prepared

h) Individual & group presentations

Individual Presentation

It is usually face to face communication. It is basically in the form of making the audience understand the concept. To discuss the ideas, one should not tread them out. Neither from the screen nor from any written out by material. What one can do is to complain what is there on the screen and can draw the audience attention to the points projected. But the purpose should be explained rather just read them out.

Characteristics of Individual Presentation

- Be clear about topic
- Use simple sentences
- Avoid passive words and phrases
- Use active form of words

- Be concise
- Be close to the rhythm and syntax of spoken words.

Group Presentation

It is an extempore speech which is spoken and not read from the prepared text in a formal language, having long explanations and sometimes several examples, such details can be presented by the reader, but can not be delivered to an audience that understands things in a different way.

Characteristics of Group Presentation

- Make time limitation for the presentation
- Practice voice modulation
- Correct Pronunciation of the words
- The listeners should be able to provide objective criticism
- The listeners should be willing to spare time to critically listen the Presentation.

STUDY QUESTION

1. What are the advantages and disadvantages of individual and group presentations?

DEVELOPMENT OF SCHEDULE/ QUESTIONNAIRE FOR DATA COLLECTION

Extension workers sometimes have to rely on huge field data. To collect field data, one has to follow some method. The most frequently used tools to obtain the data are schedule and questionnaire. Then comes, what is meant by schedule or questionnaire. Is there any difference between these two?

Schedule

It is a proforma of one or more pages containing a group of questions, which are put to a person directly by the researcher or investigator and filled by the interviewer.

Advantages

- 1. Interviewer can observe and study the situation
- 2. Interviewer has to explain questions to respondents
- 3. Schedules can be used for illiterates

Disadvantages

- 1. Costly and time consuming
- 2. Sometimes bias creep in
- 3. Problem of language

Questionnaire

It is a proforma to be filled up by the respondent himself by furnishing factual information.

Advantages

- 1. Relatively less expensive
- 2. Saving of time
- 3. Respondent answer at his convenience
- 4. Free of interviewer bias

Disadvantages

- 1. Poor response (30-60 %)
- 2. Cannot be used for illiterates
- 3. Misunderstanding of the question
- 4. Incomplete entries

Points to be considered while preparing questionnaire

- 1. Size of questionnaire should be smaller than schedule
- 2. Better appearance in terms of paper printing, layout etc.
- 3. Clarify questions and language should be clear to the respondents
- 4. Sequence: very logical, clear, lucid or ordered in systematic way

Questionnaire and Schedule are similar in nature and there is not much difference in the construction as such. The only difference between these two is probably that schedule is used in direct interview and is to be filled by the interviewer or the field extension worker himself and a questionnaire is generally mailed to the respondents and filled by the respondent and returned back to the sender.

Method of collecting data

1. Mailed questionnaire
2. Distributed questionnaire
3. Group interview
4. Case studies
5. Observation method

Of these methods, selection of any method depends on certain considerations which include:

1. Objectives of the study
2. The type of device that could be used to gather the data
3. Type of respondents from whom you need to get the data
4. Available resources: Money, Time and Personnel and
5. Merits and demerits of each methods

Types of questions in the schedule/ questionnaire

Commonly used types of questions in schedule/ questionnaire are:

1. Closed end questions (Fixed alternatives) and
2. Open end questions

1. Closed end questions: These offer a choice among two or more alternatives.

- a) Dichotomous questions: Commonly used form of questions i.e. Yes or No, Agree/ Disagree and so on. Some time, a third alternative Don't know or undecided is added.

Ex: Karnataka hybrid tomato is more profitable compared to local tomato

Yes / No / Don't know

- b) Multiple choice questions: Here a direct question is asked followed by a number of alternatives. If the respondent has to choose any alternative among possible choices.

Ex: Whom do you consult to get agricultural information?

AAO: _____

ADA: _____

2. Open end questions: Here question is directly asked, so that the respondent is free to express his views and no boundary is fixed.

Ex: As student of this University, what is your contribution to agricultural

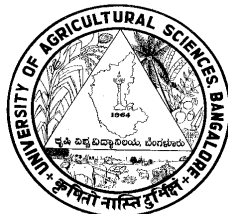
Criteria for a good schedule:

1. A good schedule is one, which is brief and contains only those questions, which are related to the objectives of the study
2. It should be attractive, clear and free from spelling mistakes
3. Questions should be arranged according to some pre-determined categories
4. The questions should be in line with objectives and should not contain any leading suggestions, which may affect the response
5. Simple questions, which do not require much thinking, should be placed first and thereafter-complicated questions may be placed
6. Only those information which cannot be obtained through village, revenue records or office records should be attempted through schedule
7. Schedule should be neatly printed
8. There should be clear-cut instructions regarding how each item in the schedule should be filled up
9. The tendency of putting many ideas in one question should be avoided
10. Difficult words should be clearly defined
11. Schedule should be free from delicate and embarrassing questions.

Study questions:

1. Mention the merits and demerits of 'Open end' and 'Close end' questions?
2. Describe occasion, where one can use questionnaire and interview schedule?
3. Prepare an interview schedule to collect data from farmers in local language.

**UNIVERSITY OF AGRICULTURAL SCIENCES
BENGALURU**



Practical Manual

“Communication and Diffusion of Agricultural Innovations”

AEX 211 (1+1)

Manual Prepared

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Year: 2022-23

DEPARTMENT OF AGRICULTURAL EXTENSION
COLLEGE OF AGRICULTURE, UAS, GKVK, BENGALURU

CERTIFICATE

This is to certify that Mr/Ms _____ bearing I.D. No. _____ has satisfactorily completed the practical exercises in the course AEX. 211 (1+1) “Communication & and Diffusion of Agricultural Innovations” prescribed by the University of Agricultural Sciences, Bengaluru for the award of B.Sc. (Hons.) Agriculture degree programme conducted by the Department of Agricultural Extension, College of Agriculture, UAS, GKVK- Bengaluru during the year 2022-2023.

Course Teacher