

**STUDENT ‘READY’
(RURAL ENTREPRENEURSHIP AWARENESS DEVELOPMENT YOJANA)
PROGRAMME**

**MANUAL ON
RURAL INSTITUTIONAL WORK EXPERIENCE PROGRAMME**

B.Sc. (Hons.) in Agri Business Management

2023-24

Name :

ID. No.:

Batch :



**INSTITUTE OF AGRIBUSINESS MANAGEMENT
COLLEGE OF AGRICULTURE
UNIVERSITY OF AGRICULTURAL SCIENCES GKVK,
BANGALORE-560 065**

2023

UNIVERSITY OF AGRICULTURAL SCIENCES, BANGALORE
COLLEGE OF AGRICULTURE, GKVK, BANGALORE

Preface



Dr. N. B. Prakash
Dean (Agri.)

University of Agricultural Sciences, Bangalore introduced the Rural Agricultural Work Experience Programme (RAWE) in all the undergraduate programmes for a period of one semester in the final year. The programme aims at capacity building among the students through better understanding of the socio-economic conditions of rural community and gaining first-hand knowledge on the farm practices followed by the farmers. This also provides them an opportunity to develop skills in the transfer of technology by practicing various extension communication methods. Similarly, B. Sc. (Hons.) in Agri Business Management students are being trained in practical work through placement training in various marketing, co-operation and financial institutions (RIWE) from the inception of this degree programme since 1976. Now, this programme is suitably revised, incorporating greater thrust for working with the farmers and more exposure to rural environment.

This manual serves as a guide for the students to understand: (1) farming situations, (2) management practices and problems related to crop production, marketing and procurement of credit and inputs, (3) communication skills for effective transfer of technology, and (4) to acquire practical management skills through working with different marketing, co-operation and financial institutions.

I place on record my sincere thanks to Dr. S. V. Suresha, Vice-Chancellor, UAS, Bangalore for his constant encouragement in conducting the Rural Awareness Work Experience Programme effectively.

I also acknowledge the contributions and help extended by the staff members of the Institute of Agribusiness Management in preparing this manual.

I sincerely hope that the students would make the best use of this manual to gain sufficient knowledge and skills while working with all the stakeholders particularly farm communities and institutions related with agribusiness.

*Date:09-10-2023
Place: Bengaluru*

(N. B. Prakash)
Dean (Agri.)
College of Agriculture, GKVK,
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UNIVERSITY OF AGRICULTURAL SCIENCES, BANGALORE
COLLEGE OF AGRICULTURE, GKVK, BANGALORE

Preface



Dr. Siddayya
Professor & Head

Rural Agricultural Work Experience (RAWE) will provide an opportunity for students to understand the rural setting in relation to agriculture and allied activities, to familiarize with socio-economic conditions of farmers and their problems, to learn real field situations, especially in contact with farmers. In the disciplines of Agribusiness Management under RIWE students will be placed in various institution like Agriculture Marketing institution, Agriculture Cooperative institution, financial institution, Custom Hiring Service Centre, MSME, Veterinary institution and Farmer producer organization, from these institutions' students will be trained in depth acquaintance about current working condition with actual service providing to farming community by above said institute. The designed programme imparts necessary skills an awareness, recognize scope and importance in field of Agri Business Management

Date:09-10-2023

Place: Bengaluru

(Siddayya)

Professor & Head
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3. Dr. Mamatha Girish Assistant Professor (Srn. Scale)
4. Dr. Ranganath. G Assistant Professor
5. Dr. Bharathi, T. N. Assistant Professor (Contract)

Student READY Programme: AGRICULTURAL EXTENSION TEACHERS

1. Dr. Y. N. Shivalingaiah Professor and Head & Associate Coordinator, RAWE
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Chapter 1

INTRODUCTION

A well-organized marketing system not only facilitates the efficient allocation of resources but also enables smooth disposal of the produce. Besides, it acts as a catalyst to stimulate increased production and capital formation in Agriculture. In this context, the role of marketing and cooperative institutions as instruments of all-round development of rural economy is well known. For efficient functioning of these institutions trained manpower is very essential. Agricultural marketing has a distinct role in commercial agriculture because it recognizes that every farm is a business firm and a management unit. It is in this context, agri-business has assumed greater relevance. Organization and management of the agri-business is affected mainly by the market environment the farmer faces or support he gets in terms of credit availability, input supply, marketing facilities, remunerative prices and agricultural policy. Therefore, training in agribusiness encompassing marketing, pricing, finance, cooperation and policy assumes added importance in agricultural and rural development. Keeping this in view, a separate degree programme, B.Sc. (Hons) Agri Business Management is being operated in UAS, Bangalore to train manpower in this area. In order to get first-hand information on the working of various institutions these students were given three months placement training at the selected institutions in agricultural marketing, cooperation and finance since the inception of the programme. Consequent to the introduction of the semester system of education at UAS, Bangalore during the academic year 1995-96, the placement training was redesigned on the lines of the Rural Awareness Work Experience Programme (RAWEP) introduced to other degree programmes in the University such as B.Sc. (Agri.) and B.Sc. (Hort). The duration of the programme was also extended I semester to cover one full semester offered during the VII semester. Based on the experiences and constraints in the implementation of the programme, the same has been now revised keeping in view of the changing needs of the programme to suit the present-day context. The revised model is expected to provide greater opportunities among students for capacity building through practical work experience.

Objectives of Student READY Programme

1. To familiarize the students with the socio-economic conditions of the farming community and their problems with reference to agricultural development;
2. To provide opportunities to students in identifying the problems of the farmers relating to crop production, marketing, procurement of credit and inputs and thereupon suggest appropriate solutions to the problems.
3. To provide an opportunity to develop communication skills among students using extension teaching methods for effective transfer of technology.,
4. To provide an opportunity to study the organizational structure, functions, roles and responsibilities of different marketing, cooperative and financial institutions in agricultural and rural development.
5. To provide an opportunity to students to acquire practical management skills through working with the different marketing, cooperative and financial institutions.
6. To develop confidence and competence in students for solving problems related to farmers as well as management of institutions connected with agri-business.
7. To acquaint the students with the ongoing policies and programmes of the government.

Chapter II

REGISTRATION, GUIDANCE AND EVALUATION

Registration

Students who have successfully completed all the schedule of courses till the end of VI semester are eligible to register for Student READY (Rural Entrepreneurship Awareness Development Yojana) Programme. The students shall register for the following 20 credits of SRM - Agricultural Marketing and Co-operation during the semester. They should not register for any other courses on the campus during VI semester.

Course No.	Credit Hours	Course Title	Teachers
SRG 414	(0+4)	Placement in Agril. Marketing Institutions	Dr. M. S. Ganapathy, Professor and University Head Dr. Syed Rizwan Ahmed. Assistant Professor
SRG 415	(0+3)	Placement in Agril. Financial Institutions	Dr. M. R. Girish, Professor Dr. Mamatha Girish, Assistant Professor (Senior Scale) Dr. Ranganath, G. Assistant Professor
SRG 416	(0+3)	Placement in Agril. Co-operative Institutions	Dr. Siddayya, Professor and Head Dr. Manohar, B. H. Assistant Professor
SRG 411	(0+3)	Agro-Industrial Attachment	Dr. M. S. Ganapathy, Professor and University Head Dr. Syed Rizwan Ahmed. Assistant Professor Dr. Manohar, B. H. Assistant Professor
SRG 412	(0+3)	Attachment to KVK/ Research Station	Dr. Y. N. Shivalingaiah, Professor and Head Dr. H. K. Pankaja, Assistant Professor
SRG 413	(0+4)	Practical Extension Work in Villages	Dr. Y. N. Shivalingaiah, Professor and Head Dr. S. Ganeshmoorti, Associate Professor Dr. M. T. Laxminarayana, Professor Dr. C.M. Savitha, Assistant Professor Dr. H. K. Pankaja, Assistant Professor Dr. Yashaswini A. M. Assistant Professor Dr. Gopal Y.M. Assistant Professor
			Total Credits: 0+20

Student READY Programme RIWE Courses

- | | | |
|-------------|---|-------|
| 1. SRG 414: | Placement in Agril. Marketing Institutions | (0+4) |
| 2. SRG 415: | Placement in Agril. Financial Institutions | (0+3) |
| 3. SRG 416: | Placement in Agril. Co-operative Institutions | (0+3) |
| 4. SRG 411: | Agro-Industrial Attachment | (0+3) |
| 5. SRG 412: | Attachment to KVK/Research Station | (0+3) |
| 6. SRG 413: | Practical Extension Work in Villages | (0+4) |

Duration

The Student READY Programme will be for a period of one full semester (22 weeks). The break-up of 22 weeks for various components of Student READY Programme is as follows:

Sl. No.	Activity	Period		No. of Days/Week
		From	To	
1.	Student Ready Programme Orientation for village placement	04.10.2023	10.10.2023	1 Week
2.	Orientation by teachers regarding placement	09.10.2023		
3.	Placement in Agril. Marketing Institutions	11.10.2023	30.10.2023	3 Weeks
4.	Placement in Agril. Co-operative Institutions	31.10.2023	17.11.2023	2.5 Weeks
5.	Placement in Agril. Financial Institutions	18.11.2023	05.12.2023	2.5 Weeks
6.	Placement in Villages	06.12.2023	10.01.2024	5 Weeks
7.	Agro-Industrial Placement (AIA) /Attachment	11.01.2024	01.02.2024	3 Weeks
8.	Placement in KVK/ AIA and others	02.02.2024	16.02.2024	2 Weeks
9.	Project report preparation, Presentation, Exam and Evaluation	17.02.2024	28.02.2024	2 Weeks
	Total			21 Weeks

Advisory Committee

There shall be an Advisory Committee headed by the Dean (Agri.), College of Agriculture as the Chairman and Head of the Institute of Agribusiness Business Management as the Convener. All the faculty members of the Institute of Agribusiness Management and a faculty member nominated by the Head of the Department of Agricultural Extension shall act as members. The Committee is responsible to guide the teachers' in-charge of Student READY Programme and students for effective implementation. The Committee shall meet periodically to review and monitor the programme.

Supervision and Guidance

The two teachers from the Institute of Agribusiness Management will be nominated to co-ordinate the programme and for providing day-to-day guidance to students. The staff members of the Institute of Agribusiness Management are jointly responsible for supervision of the work of the students and to evaluate their performance.

Attendance and Discipline

All the components of Student READY Programme are compulsory for all the students who have registered for SRG-Agri Business Management. They should get a minimum of 80 per cent attendance in all disciplines of SRG courses as in the case of other courses. The students shall maintain good discipline during the placement period and prove themselves to be worthy students of the University of Agricultural Sciences, Bangalore. The behaviour in the villages should be exemplary.

Any student who wants to leave the placement on official work of the university like participation in sports and other co-curricular activities should obtain prior written permission from the Director of Instruction of the college. However, the student should make up the curricular requirement for the period of absence.

In the event of illness or unforeseen circumstances, a student may be permitted to leave the placement for a maximum period of three days with the permission of the designated teachers. However, the student has to make up the days lost by doing extra work for the period of his absence.

Any misconduct of the student in the villages will be viewed very seriously and such students shall be expelled from the Student READY Programme.

Work Diary

The students should write the individual daily work diary and it will be checked by the designated Student READY Programme teachers of different departments periodically.

Reports

The students should write the detailed report on completion of each assignment and it will be evaluated by the concerned designated Student READY Programme teachers.

Evaluation of the performance of the students

The performance of the students in all the courses of SRM will be evaluated by the concerned designated Student READY Programme teachers. Each course will be evaluated as follows except the study tour.

Sl. No.	Particulars	Marks
1.	Attendance & Diligence	05
2.	Initiation & Creativity	10
3.	General Conduct and Discipline	10
4.	Work Experience (Performance in placements/villages + Examination)	55 (35+20)
5.	Presentation, Group Discussion & Evaluation of Reports	20
	Total	100

University of Agricultural Sciences, CoA, GKV Bengaluru- 65
Institute of Agribusiness Management

Rural Agricultural Work Experience Programme (RAWEP)

Under Student "READY" Programme

Schedule for Final year B.Sc. (Hons) Agribusiness Management students I Semester, 2023-24

Sl. No.	Activity/Placement Training Institution	Weeks	Days	From	To
1	Student READY programme orientation for village placements	1 week	6 days	04.10.2023	08.10.2023
2	Orientation by Department teachers regarding placements		1 day	09.10.2023	
3	Student READY programme orientation for village placements		3 days	10.10.2023	12.10.2023
Placement Training in Agril. Marketing Institutions (13.10.2023 to 08.11.2023)					
4	RSK	3 Weeks	14 days	14.10.2023	27.10.2023
5	APMC		7 days	28.10.2023	03.11.2023
6	Warehouse (Central/State)		4 days	04.11.2023	07.11.2023
7	Weekly shandies		1 day	08.11.2023	
	Placement Training in Agril. Co-operative Institutions (09.11.2023 to 21.11.2023)				
8	PACS	2.5 Weeks	4 days	09.11.2023	12.11.2023
9	DCCB		2 days	13.11.2023	14.11.2023
10	MPCS/DCS		3 days	15.11.2023	17.11.2023
11	PCARDB		3 days	18.11.2023	20.11.2023
12	TAPCMS		1 day	21.11.2023	
Placement Training in Agril. Financial Institutions (22.11.2023 to 08.12.2023)					
13	RRB	2.5 Weeks	4 days	22.11.2023	25.11.2023
14	Commercial Bank		10 days	26.11.2023	05.12.2023
15	MFI (SHGs/JLGs)		1 day	06.12.2023	
16	Veterinary Institution		1 day	07.12.2023	
17	Panchayath Raj Institution		1 day	08.12.2023	

Chapter III

SCHEDULE OF WORK

The schedule of work to be performed by the students during Student READY Programme (2023-24) is as follows.

General Orientation: Orientation on the background, importance and objectives of Student READY Programme; different activities to be conducted in the villages; data collection and analysis. Orientation shall be conducted by the identified Student READY Programme teachers from different Departments as per the timetable.

Agri Business Enterprises.

Data Collection and Analysis.

Data Collection and Analysis: The students shall stay in the respective allotted villages and identify the leaders as per procedure given in Chapter IV. Collect the information as per the Schedule-A and Schedule-B provided and also other information as specified in Chapter IV under different disciplines for a period of one week and use PRA techniques also to identify the village problems. Then based on the data collected, they should analyze the situation of the allotted villages, identify the problems, develop plan of work and write a detailed report.

Entrepreneurship Development: The students will be oriented towards Entrepreneurship Development by arranging the guest lectures by successful entrepreneurs.

- a) **Placement in Regulated Markets:** The students shall be placed in various regulated markets such as Agricultural Produce Market Committee, Rural Market, Warehouse, Processing Unit, Cocoon Market, Silk Exchange, Coffee Board, Karnataka State Agricultural Marketing Board, Bureau of Indian Standards, Ag Mark Laboratory, Food Corporation of India, Food Retail Chains, Commodity Exchange, Input-markets, SAFAL etc.
- b) **Placement in Primary level Institutions:** The students shall be placed in various Primary level Marketing, Co-operative and Financial Institutions located in the respective native taluks of the students, such as Primary Agricultural Credit Co-operative Societies (PACS), Primary Co-operative Agricultural and Rural Development Bank (PCARDB), Taluk Agricultural Produce Cooperative Marketing Society (TAPCMS) etc.
- c) **Placement in District level Institutions:** The students shall be placed in various District level Marketing, Co-operative and Financial Institutions located in the respective native districts of the students, such as District Central Co-operative Bank (DCCB), District Co-operative. Milk Union, State Warehousing Corporation, Agro-Processing Unit, Cocoon Market etc.

- d) Placement in State level Organizations:** The students will stay in the campus and visit the various Apex level Marketing, Co-operative and Financial Organizations, Coffee Board, KSAMB, NABARD, Silk Exchange, Apex Bank, KSCARDB, BIS, NDDB, Food Retail Format etc., to study their management functions and other related aspects.
- e) Placement in Villages:** The students shall stay in the respective allotted villages and conduct educational activities on different subject matter areas through different extension methods by using different teaching aids based on the plan of work. They shall also conduct Farmers Training Programmes, Campaigns, Animal Health Camps, Exhibitions and other Community works like tree planting, village sanitation etc. The designated Student READY Programme teachers from different Departments shall guide, supervise and evaluate the students as per the time table.

Submission of Records, Assignments and Final Examination: All the students should complete the records, project reports, assignments and submit along with the work diary. They should also appear for the final examination.

Chapter IV

SRG 414: PLACEMENT IN MARKETING INSTITUTIONS (0+4), B. Sc. (Hons) Agribusiness Management

Estimation of Marketed Surplus, Marketable Surplus and Socio-Economic Profiles of the Farmers in the Respective Villages of the Student

- a. Collection of data, tabulation, analysis and reporting on marketable surplus and socio-economic profiles of the farmers in the respective villages of the student

I. General Information

- 1) Name of the respondent: _____ 2) Village: _____
- 3) Taluk : _____ 4) District: _____
- 5) Age : _____
- 6) Education: Illiterate/Primary/Higher/College
- 7) Experience in farming : _____ (years)
- 8) No. of family members in farm work:
- Male: _____ Female: _____ children: _____
- 9) Family details: a) Male: _____ Female: _____ Children: _____ Total: _____
- 10) Whether the farmer is a member of
- a) MPCS b) TAPCMS c) APMC d) DCCB e) VP f) TP g) ZP h) Other

II. Land holding particulars

Sl.No.	Particulars	Irrigated	Rainfed	Land value in owned land (Rs/acre)		Land value in leased-in & leased-out land (Rs/acre)	
				Irrigated	Rainfed	Irrigated	Rainfed
1	Owned land (acre)						
2	Leased-in land (acre)						
3	Leased-out land (acre)						

III. Cropping pattern and Yield realized

Sl. No.	Crop	Variety	Season	Area (acres)	Irrigated extent in acres	Source of Irrigation	Rainfed extent in acres	Main product	By-product	Utilization				Marketed surplus
										Seed purpose	Domestic consumption	Gifts to friends and relatives	Labour wages in kind form	
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														

Note: 1) Season: K-Kharif (Rainy), R-Rabi (Post Rainy), S-Summer.

2) Source of Irrigation: PC- Project Canal, BW- Bore Well, LS-Lift from Stream, LR- Lift from River

IV. Post-harvest practices followed by the farmers

Sl. No.	Practices	Attended				Not attended			
		Crop 1	Crop 2	Crop 3	Crop 1	Crop 1	Crop 2	Crop 3	Crop 4
1.	Threshing & cleaning								
2.	Drying								
3.	Grading								
4.	Packing								
5.	Packing materials used								
6.	Storage								

Storage from Harvest to Sale

Crops	Crop 1	Crop 2	Crop 3	Crop 4	Crop 5	Crop 6
Period of storage						
Place of storage						
Storage charges (Rs.)						

V. Place of Sale

Sl. No.	Place of sale	Yes	No
1.	Village sales		
2.	Nearby villages		
3.	Weekly shandy		
4.	Cooperative society		
5.	Pre harvest contractor		
6.	Nearest town (APMC)		
7.	Sold in APMC through a) CA b) Processor c) Broker		
8.	If sold through CA, Commission paid Rs.		
9.	If sold through Broker, Brokerage paid Rs.		
10.	If any other (Specify)		

VI. Mode of transport

Sl. No.	Mode of Transport	Crop 1	Crop 2	Crop 3	Crop 4	Crop 5	Crop 6
1.	Bullock cart						
2.	On top of the bus						
3.	Shared goods vehicle						
4.	Exclusively hired vehicle						
5.	Mini vehicle						
6.	Distance from market for sale of produce						
7.	Cost incurred for transport Rs.						
8.	Cost of unloading Rs.						

VII. Details of Weighment

- 1) Whether the farmers weigh the produce before taking the produce to market: Yes / No
- 2) If yes, any difference in marketing weighment:
- 3) Weighment charges:
- 4) Any deductions in the weight of the produce if so, indicate the quantity of the produce deducted:

VII. Details of Payment

- 1) Mode of payment a) Cash b) Cheque
- 2) Amount paid immediately
- 3) Delay in payment
- 4) Buyers didn't clear the dues

IX. Exposure (Source) to media and access to market information

a) Accessing Market Information

Sl. No.	Mass Media	Extent of Usage			
		Daily	No. of times per week	No. of times per month	Not at all
1.	News paper				
2.	Radio				
3.	Television				
4.	Farm magazines				
5.	Krishi Maratavahini				
6.	Kisan Call Centre-1551				
7.	Personal visit to nearest market				
8.	Telephone				
9.	Agmarknet				
9.	Krushipatte				
10.	Annadhata				
11.	Fellow farmers				

X. Whether the farmers are aware of the following schemes / Organizations

Sl. No.	Source	Aware	Not aware
1.	Raitha Sanjeevani		
2.	Crop Insurance		
3.	Pledge Loan Scheme		
4.	Minimum Support Price		
5.	Rastriya Gramina Bhandari Yojana		
6.	Spot Exchange		
7.	Futures Markets		
8.	Crop Loans		
9.	Loan waiver by GOI		
10.	Karnataka State Warehousing Corporation		
11.	Marketing Federation		
12.	Marketing Board		
13.	Safal Market		
14.	Karnataka Milk Federation		
15.	National Horticulture Mission		
16.	National Horticulture Board		
17.	Food corporation of India		
18.	KAPAC		
19.	KSSC		
20.	NSC		
21.	APEDA		
22.	Karnataka State Department of Agriculture & Marketing		
23.	Agricultural Produce Marketing Committee		
24.	Karnataka State Department of Agriculture		
25.	Karnataka State Department of Horticulture		
26.	Sericulture Department		
27.	University of Agricultural Sciences		
28.	Krishi Vigyan Kendra		

Agricultural Produce Marketing Committee (APMC)

1. Place : _____
2. Address : _____
3. Year of establishment : _____
4. Taluk : _____
5. District : _____
6. Elected body/administrator : _____
7. Infrastructure facilities : _____

Facility	Yes	No	Year	Number	In Use	Not In Use
Godown						
Cold Storage						
Warehouse						
Market Plot						
Auction Platform						
Shops/Sheds						

8. Staff of the APMC

Designation	Number

9. Annual Arrivals

Produce	Price (Rs/Qtl)			Quantity
	Minimum	Moderate	Maximum	

10. Annual Turnover (Rs. In lakhs) :

11. Price determination :

- a. Open Auction
- b. e-Tendering
- c. Secret Tender
- d. Mutual Negotiation
- e. Others

12. Whether e-Tendering is being done/ not done? If Yes, in which commodity?

13. Income sources to APMC (Per annum)

a. Market fee

- b. License fee
- c. Fines and Penalties
- d. Borrowed Loans
- e. Grants by State and Central

14. Number of Market Functionaries (Numbers)

- a. Commission agent
- b. Traders
- c. Wholesalers
- d. Exporters
- e. Importers
- f. Brokers
- g. Stockists
- h. Others

15. Places from where commodities are arrived and session of arrival

Places	Commodity	Period

16. Specialized commodities traded in APMC (E.g.: Jaggery in Mandya, Copra in Tiptur etc.)

- a. _____
- b. _____
- c. _____
- d. _____

17. Market fee collected in a year Rs.

18. Market charges for various commodities (Loading, Unloading)

Commodity	Amount of Market Charges

19. Role played by elected representatives in managing APMC

20. Frequency of meetings in APMC

21. Highlights of Recorded proceeding of meetings (minutes)

22. Market Information dissemination to stakeholders

- a. Via SMS
- b. Newspaper
- c. Krishipete
- d. Agmarknet
- e. Krishi maratavahini
- f. Group meetings
- g. Ticker board

23. Public relations of APMC officials and market functionaries with farmers

24. Maintenance of different records in APMC by Market functionaries:

- I. _____
- ii. _____

25. Major Commodities

- a.
- b.

26. Opinion about APMC

Particulars	Remarks
a. APMC Official b. Market functionaries c. Farmers	

27. Contract farming prevailing in APMC market area? If yes,

- a. How many companies registered
- b. Is it done directly with farmers
- c. How much of quantity traded in this regard
- d. Companies involved in CF but not registered with APMC

If not registered, why?

28. Export and Import of produce

	Commodity	Place
Export		
Import		

29. Popular mode of transportation of produce

30. Funds available with APMC

Fund	Amount

31. Dispute settlements (Case Studies)

32. Fines and penalties imposed for violation of norms

Nature of Fine/Penalty	No. of Cases	Amount charged

33. Procedure of price determination for a particular lot (Case Study)

- a. Commodity : _____
b. Date : _____
c. Procedure :

34. Cropping pattern around APMC

Crop	Season	Area

35. Detail of schemes operating in APMC

Scheme	Details	Beneficiaries

36. Facilities available for grading of produce in APMC and grading done.

- _____
- _____
- _____
- _____
- _____

37. Income and Expenditure of APMC for the last five years (Annually)

Year	Receipts	Payments	Savings

38. Nature of ownership of shops in APMC yard

- Total Shops : _____
- Private ownership: _____
- On rent : _____
- On lease : _____
- Other type : _____

39. Problems in regulation of trade of Agricultural commodities and recommendations to overcome those problems.

Problem	Recommended action

WEEKLY SHANDY

General information about shandy

- 1) Name of the Village/Town:
- 2) Place of the shandy:
- 3) Periodicity (specify the day)
- 4) Year of establishment:
- 5) Shandy yard area (sq ft):
- 6) Radius of the stakeholders to the shandy:
- 7) Shandy property is owned by -

a. Panchayat	b. Municipality	c. Private
d. APMC	e. Others (Specify)	

- 8) Authority which supervises the shandy:

a. Panchayat	b. Municipality	c. Private
d. APMC	e. Others (Specify)	

- 9) Facilities provided:

a. Sheds	b. Street Lights	c. Weighing machines
d. Auction platforms	e. Drinking water	f. Shop premises
g. Toilet	h. Others	

- 1) Pattern of space utilization:
- 2) No. of buyers/customers:
 - a) Consumers -
 - b) Traders (buyers)
- 3) List of the commodities transacted in the weekly shandy:

Sl. No.	Commodity	Approx. Qty.	Sl. No.	Commodity	Approx. Qty.
1.	Agricultural implements		7.	Eatables	
2.	FMCG's		8.	Others(specify)	
3.	Food grains		9.		
4.	Spices		10.		
5.	Fruits and vegetables		11.		
6.	Cattle, sheep and goats		12.		

- 4) Total volume of transaction (in Rs.):
- 5) Exclusive items sold in the shandy:
- 6) Market charges:
 - 1) Amount collected:
 - 2) Who collects:
 - 3) Basis for collection
- 7) Distance from the nearest regulated market:

WEEKLY SHANDY SELLER'S PROFILE

- 1) Name of the seller (Primary producers/Reseller/Trader) -
 - a. Place:
 - b. Product sold by him:
 - c. Since how many years coming to the shandy -
 - d. If not primary producers, from where they procure:
- 2) Source of produce / arrival pattern of commodity:
 - a. Own produce/primary producers
 - b. Other farmers/traders
- 3) Means of transportation:
 - a. _____
 - b. _____
- 4) No. of sellers in the shandy.
 - a) Primary producer sellers
 - b) Trader sellers -
- 5) Type of sellers
 - a. Regular
 - b. occasional
- 6) Weighing through:
 - a. Electronic
 - b. Traditional
- 7) Basis of pricing
 - a. Mutual consent
 - c. Random fixing
- 8) Do you know about APMC?
If yes, which?
- 9) What do you do with unsold products?
- 10) Sales per day (in Rs.):
- 11) What additional Facilities needed in shandy?
- 12) List out the Problems in the shandy?
 - a. _____ c. _____ e. _____
 - b. _____ d. _____ f. _____
- 13) Activities of traders on remaining days of week?

CUSTOMER'S PROFILE

1) Name of the customer:

2) Place:

3) Occupation:

4) Regular/occasional to the shandy:

5) What do you mostly buy from shandy:

6) Advantages of visiting shandy:

7) Suggestion for improvements in the shandy

a. _____

b. _____

c. _____

d. _____

8) Waste disposal in the Shandy:

WAREHOUSE

1. Year of establishment:
2. Place:
3. Number of godowns:
4. CONDITION OF WAREHOUSE:
Infrastructure, Capacity, Rat proof building, Temperature controlled
5. DOCUMENTS MAINTAINED:
Charge (Rs/qty), Deposits, warehouse receipts and quantity stored etc.
6. Details about License of warehouse:
7. Storage capacity in MT:
8. Total number of employees working:
 - Manager
 - Assistant manager
 - Workers
 - Cleaners
 - Godown keepers
 - Warehouse man
 - Labours
 - Security
9. Procedures followed to accept the commodities in the warehouse:
10. Any example of quality deterioration during storage:
11. Procedures to be followed to withdraw commodities from the warehouse:
12. Periodical maintenance of the warehouse:
 - Fumigation:
 - Frequency of Routine checks for moths and pest incidence:
13. Measures taken to check and avoid spoilage of commodities stored in warehouse:
14. Formalities followed before accepting of commodities:
 - Moisture percentage:
 - Sealing limits:
 - Quality:
 - Scientific stipulation:
15. Pattern of storing the Commodities:
16. Major commodities stored:
 - a. _____ d. _____ g. _____
 - b. _____ e. _____ h. _____
 - c. _____ f. _____ i. _____

17. Usage pattern of Warehouse

Types	Number	Percentage
Farmers		
Traders		
Processors		
Exporters		
Non-agricultural commodities		
Agricultural input dealers		

18. Mandatory Insurance is there or not? If yes, who has to pay?
19. Space Utilization
Percentage of utilization of the warehouse and installed capacity?
Duration
If utilized well, to what percentage?
20. Renewal of license
-Is it done every year?
-Any incidence of being rejected?
-Whether Govt. permission is needed?
21. Accreditation of Warehouse is done/ not done? If yes, which institution? If not, why?
-Rating
-Procedure of accreditation
- Is it depending on the quality, grade to warehouse like A, B, C etc.?
22. Total receipts, Income and expenditure of the warehouse?
-if not fully utilized for what reasons? What measures can be initiated to make it more Useful?
23. What is the overhead cost or expenditure?
Is here any maintenance problem?
Lack of information to farmers?
24. What are the facilities extended for benefit of the depositors?
25. What is the impression & opinion of the users of Warehouse?
26. How to improve the business of warehouse? (Write a business plan)

Chapter V

SRG 415: PLACEMENT IN FINANCIAL INSTITUTIONS (0+3)

Placement in Commercial Banks

- 1) Name of the Bank:
- 2) Location of the Bank:
- 3) Year of establishment:
- 4) Background information of the Bank:

.....
.....

SAVINGS BANK/CURRENT/FIXED ACCOUNT:

- 5) Procedure for opening a saving bank account:

.....
.....

- 6) Rules of business of SB account:

.....
.....

- 7) Rate of interest on SB account:

- 8) Number of SB Accounts holders in the branch:

TERM DEPOSITS:

- 9) Different types of term deposits and rate of interest on each type of term deposit A/c:

- 10) Procedure for opening of term deposit accounts:

.....
.....

- 11) Rules of business of the term deposit accounts:

.....
.....

- 12) Number of Term depositors in the branch:

FIXED DEPOSITS:

- 13) Minimum amount to open a fixed deposits account: Rs
- 14) Number of Fixed depositors in the branch:
- 15) Periods of deposits and rate of interest:

Sl.No.	PERIOD	INTEREST RATE

- 16) Procedure to open fixed deposit account:

.....

.....

- 17) Criteria for processing of loan:

.....

.....

-Done/Not done.

- 18) Pre-sanction of loan application?

- 19) Points to be considered while pre-sanctioning of loan application:

.....

.....

- 20) Post sanction supervision of loan/ period in visits o the field:

.....

.....

- 21) Term loan/rate of interest:

.....

.....

- 22) Core Banking:

.....

.....

AGRICULTURAL LOAN:

23) Different types of agricultural loan and rate of interest on each type of agricultural loans:

A. Short term loans

Sl.No.	Particulars		Interest rate
1.	KCCS/Krishi Mitra card/ joint liability groups for tenant farmers/ sub-limit-I under Kisansuvidha/ crop loan	a. Upto Rs. 50000	
		b. Above Rs.50000 & upto Rs.21acs.	
		c. Above Rs.21akhs & inclusive of Rs.31acs.	
		d. Above Rs.31akhs & inclusive of Rs. 10 lacs	
		e. Above Rs. 10 lakhs (graded ROI)	
2.	Canara Kisan OD		
3.	Other short term loans(including cold storage & rural godowns)	a. UptoRs. 50000	
		b. Above Rs.50000 & upto Rs. 2 lakhs	
		c. Above Rs.2 1akhs & inclusive of Rs. 10 lakhs.	
		d. Above Rs. 10 lakhs (graded ROI)	
4.	Intermediary agencies (loans/advances to cooperatives for on-lending purpose/ providing input support like PACS, LAMPS, FSCS, FASS, KVIC)		
5.	Pledge loan to producers(farmer)	a. up to 21akhs.	
		b. Above Rs.21akhs & inclusive of Rs. 10 lakhs.	
		c. Above Rs. 10 lakhs.	
6.	Gold loan and gold for agricultural purpose	a. For crop cultivation (upto Rs.2 1akhs.)	
		b. For other than crop cultivation (Above Rs. 2 1akhs & inclusive of Rs.31akhs.)	
7.	General credit card(GCC)		

B. Term loan

Sl.No.	Particulars		Interest Rate
1.	ALLHV loans		
2.	Construction of cold storage & rural godowns		
3.	Other loans	a. upto Rs.21akhs.	
		b. Above Rs.21akhs & inclusive of Rs.10 lakhs.	
		c. Above Rs.10 lakhs.	
4.	Loans to Tractors/ Power tillers/ Combine Harvesters.		
5.	Intermediary agencies		

24) Different types of applications and appraisal forms used for agricultural loans:

- a.
- b.
- c.
- d.
- e.
- f.

25) Different types of securities for agricultural loans:

- a. Mortgage.....
- b. Hypothecation.....

26) Documentation of Agricultural loans:

.....

.....

27) Mode of recovery and procedure for recovery of over dues:

.....

.....

28) Measures to overcome willful defaulters:

.....

.....

29) Credit-deposit ratio of the Bank since from 5 years

SCALE OF FINANCE:

30) Scale of finance for different crops of the area:

a. Cash component:

b. Kind component:

31) Details pertaining to the fixing of scale of finance for different crops:

.....
.....

32) Scale of finance for different developmental loan schemes:

.....
.....

33) Criteria for processing of crop and developmental loan proposals:

.....
.....

OTHER SPECIAL SCHEMES:

34) IRDP- TRYSEM-Prime Minister's Rojgar Yojana- RLEP-IOOWells scheme etc.

.....
.....

35) Consumption loans/ rate of interest:

.....
.....

36) Type of security offered for consumption loan :

.....
.....

37) Minimum and maximum amount sanctioned for consumption loan:

.....
.....

38) Features of Block Level Bankers Committee :

.....
.....

- 39) Number of villages covered in the service area:
- 40) Number of borrowers covered in the service area:
- 41) Special nature of loans sanctioned in the service area:

.....

.....

- 42) Types of Agricultural loans predominant in the service area:

- a.
- b.
- c.
- d.
- e.

- 43) Merits of the service area approach :

.....

.....

- 44) Demerits of the service area approach:

.....

.....

- 45) General type of problems encountered in processing, sanction, follow up and recovery of agricultural advances, steps taken to overcome such problems:

.....

.....

Opinion of the branch manager about the beneficiaries of the area:

1. Do you think the area has potential for expanding Banking business? - Yes/No.
2. Whether beneficiaries generally trustworthy/ creditworthy? - Yes/No.
3. Awareness of the beneficiaries about different agriculture loans: -Aware/not aware/low aware.
4. Utilization of loans for the purpose for which they are sanctioned:
-Utilized for the purpose/diverts for other purpose.

5. Awareness and utilization of loans by the small and marginal farmers for different agril. and allied activities: -Aware/not aware/low awareness and Utilized/ not utilized.
6. Awareness and utilization of loans by SC/ST beneficiaries: -Aware/not aware/ Utilized/ not utilized.
7. In your opinion whether the populist of Government affect the recovery of loans/policies: - Yes / No
8. If yes, what measures do you suggest for improving the recovery performance?
.....
.....
9. In your opinion, what are the factors responsible for the poor recovery of loans?
 - a)
 - b)
 - c)
 - d)
10. Are you informing the borrowers about the loan sanction:-Yes/No.
11. What are the various steps taken by the branch to improve the recovery of loans?
.....
.....
12. What is the total amount sanctioned last year? Rs.....
13. In your opinion whether the scale of finance prescribed for each crop is sufficient/insufficient please give reason.
.....
.....
14. In your opinion is the type and value of the security offered is justified? If not, please give reasons.
15. Credit deposit ratio:
16. Percentage of NPA:
17. Percentage of recovery:
18. Reasons for low recovery:
.....
.....

Opinion of farmer beneficiaries:

1. Name of the farmer:
2. Land holdings:
3. Amount needed:
4. Amount borrowed as loan:
5. Loan borrowed from:
6. Rate of interest:
7. Periodicity;
8. Amount sanctioned:
9. Timeliness in the sanction of loan:
10. Treatment by the bank staff:
11. Supervision of loans:
 - Sufficient/not sufficient.
 - In time/ Delayed.
 - Cordial/not cordial.
 - Rarely/frequently/never.
12. Providing information about sanctioning of loan and recovery: -Nil/provided.
13. Rate of interest: -Very high/high/reasonable.
14. Whether the location of the branch is convenient: -Yes/No.
15. Whether the present repayment schedule is convenient: -Convenient/not convenient.
16. General assessment of the branch: -Poor/good/very good.

Placement in Regional Rural Banks

- 1) Name of the Bank:
- 2) Location of the Bank:
- 3) Year of establishment:
- 4) Details of staff position:

Designation	Number

- 5) Service area of the branch:
- 6) Types of loans sanctioned during the year:
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

- 7) Category wise beneficiaries:

Sl.No.	Category of farmer	Number of loans	Amount sanctioned	Margin money
1.	Small			
2.	Medium			
3.	Large			

- 8) Scale of finance and security on each category of loans

.....

.....

- 9) Year wise amount of term deposits for the last 5 years:

- a.
- b.
- c.
- d.
- e.

- 10) Credit-deposit ratio of the branch:

11) Loans sanctioned under priority sector and under DIR

Scheme:

- a.
- b.
- c.
- d.
- e.

12) Special types of deposits(if any):

- a.
- b.
- c.

13) Recovery percentage of loans under different category of loans since from 5 years:

Sl.No.	Particulars	Recovery percentage
1.	Small farmer	
2.	Marginal farmer and Agricultural labour	
3.	Large farmer	
4.	Short term loan	
5.	Medium term loan	
6.	Long term loan	

Opinion-of the branch manager about the beneficiaries of the area:

- 1) In your opinion the area has potential for Banking? -Yes/No.
- 2) Whether beneficiaries generally trustworthy/ creditworthy? -Yes/No.
- 3) Awareness of the beneficiaries about different agriculture loans:
-Aware/not aware/low aware.
- 4) Utilization of loans for the purpose for which they are sanctioned:
-Utilized/forthe purpose/ diverts for other purpose.
- 5) Awareness and utilization of loans by the small and marginal farmers for different agril. and allied activities:
-Aware/not aware/low awareness and Utilized/ not utilized.
- 6) Awareness and utilization of loans/ SC/ST beneficiaries:
-Aware/not aware/Utilized/not utilized.
- 7) In your opinion whether the populist of Government affect the recovery of loans/policies: Yes/No.

8) If yes, what measures do you suggest for improving the recovery performance?

.....
.....

In your opinion, what are the factors responsible for the poor/good recovery of loans? e)

f)

g)

h)

9) Are the needy farmers coming forward to borrow? -Yes/No.

10) Are you informing the borrowers about the loan sanction: -Yes/No.

11) What are the various steps taken by the branch to improve the recovery of loans?

.....
.....

12) What is the total amount sanctioned last year? Rs.....

13) Percentage of NPA:

14) Percentage of recovery:

15) Reasons for low recovery:

.....
.....

Give detailed procedure of evaluating loan ?

.....
.....

16. Which are the important crops for which more loan application received?

a.

b.

c.

d.

e.

Placement in Micro-financial Institutions (MFIs)

Note: MFIs at Grass root level like SHGs (Self Help Groups) and JLGs (Joint Liability Groups)

I. General Information

1. Name of MFI:
2. Total members:
3. Year of Establishment:
4. Aim and reason for establishment:
5. What are the rules and norms of MFI?
6. Observe Socio-economic conditions of members:
7. Which is the Promoting agency, how it was linked for MFI?
8. Which is the Financing agency, how it linked and what are the norms?
9. Regularity of Meetings
10. List out bookkeeping maintained by MFIs

II. Financial Aspects

11. Savings/ deposits
 - a. Savings per meeting
 - b. Total group savings

12. Credit/ loan aspects: both internal loans and external loan
13. Different Sources of credit (internal loans/ external loans) to MFI
14. What are the criteria for getting a loan
15. Documentation, Procedures and time lap for availing loan,
16. Different purposes of loan lending (types of loan)
17. What is the present Total loan outstanding of MFI
18. Total loan dispersed from initiation of MFI
19. Rate of interest (internal/external loan)
20. Repayment pattern
21. Problem-solving related to internal conflicts, repayment, defaults etc.,
22. Channel of loan disbursement

III. Remarks:

23. Documentation and procedures to start MFI
24. Government supports and schemes availed by MFI
25. Other Activities and services are undertaken by MFI like insurance, children education etc.,
26. Members preference for MFI over Co-op Bank, RRB, Commercial bank and money lenders
27. Interact with members and understand the impact of joining MFI
28. Other additional information

SRG 416: PLACEMENT IN AGRIL. CO-OPERATIVE INSTITUTIONS, (0+3)
PRIMARY AGRICULTURAL CREDIT SOCIETY (PACS)

1. Name of the Society
 - a. Name of the Village
2. Area of Operation
3. Number of Villages covered by PACS If
4. Population/Household in the area of operation.
5. Objectives and function of the society:

- a.
- b.
- c.
- d.

6. Membership

Types

- a. Individuals
- b. Others

Total:

7. Composition of membership Types

- a. Big Farmers
- b. SF&MF
- c. Rural Artisans
- d. Landless Labourers
- e. Others

Total:

8. Financial Position Particulars
-

- a. Total share capital of which:
 - I. Individuals
 - ii. Government
- b. Reserve and other funds
- c. Deposit
- d. Borrowing
- e. Investment
- f. Advances
- g. Working capital

9. Business Turnover (last 3yrs)

Particulars	
a.	Agricultural advances: I.S.T. ii. M.T.
b.	Non-agricultural credit: I. S.T. ii.M.T.
c.	Advances against Fixed Deposits:
d.	Sales of agricultural inputs: I. Fertilizers ii Seeds iii Pesticides iv. Implements
e.	Sales of consumer goods: I. Controlled goods ii. Non controlled goods iii. Textile iv. Others
f.	Marketing of Output: I.Outright purchase and sales ii. Purchases and sales under price support system iii. Any other (specify)

11. Assets owned by the society:

- a. Fixed Assets: Land / Building / Others
b. Liabilities

12. Recovery Performance

Particulars	
a.	Total demand of loans:
b.	Recovery of Loans:
c.	Balance:
d.	Of total, number of loanee members:
e.	Defaulters

13. Managerial information:

14. Audit classification

15. Your impression about the performance of the society

- a. Is it a progressive society?
b. Is it a dormant society?

TALUK AGRICULTURAL PRODUCE COOPERATIVE MARKETING SOCIETY (TAPCMS)

1. Name and address of the society	
2. Area of operation	
3. No. of villages covered	
4. Objectives and functions	

5. Composition of Individual Membership in TAPCMS

Sl.No.	Types	Number	Percent
	Primary Societies		
a.	Large farmers		
b.	Small farmers		
c.	Marginal farmers		
d.	Others		
	Total		

6. Financial Position of TAPCMS

Sl.No.	Particulars	
a.	Total share capital of which	
	a. Individuals	
	b. Government	
b.	Reserve Fund and other funds	
c.	Deposits	
d.	Borrowings	
e.	Investment	
f.	Advances	
g.	Working Capital	
h.	Net Profit/Loss	

7. Assets owned by TAPCMS

: Fixed assets	
a. Land	
b. Building	
c. Others	

8. Marketing Activities

Infrastructure facilities provided by the society	
a. Godown	
b. Transportation	
c. Others	

9. Methods of Marketing

a.	Outright purchases from members
b.	Commission agent
c.	Pooling method
d.	Government agent

10. Method of Sales

11. Other services provided by TAPCMS

Sales of inputs
a. Fertilizer
b. Seed
c. Pesticides
b. Sales of consumer goods to primary societies
c. Technical services
d. Processing activity
e. Transport facility
f. Welfare activity
g. Any other

12. Problems faced by the TAPCMS

13. Your impression about the performance of the TAPCMS

**PRIMARY COOPERATIVE AGRICULTURAL AND RURAL DEVELOPMENT
BANKS (PCARDB)
PART-I**

1.	Name & address of the Bank	:	
2.	Area of Operation (Sq.ktns.)	:	
3.	No. of villages covered	:	
4.	Population in the area of operation	:	
5.	Objectives and functions		

6. Composition of Individual Membership in PCARDB

Sl.No.	Types	Number	Percent
e.	Large farmers		
f.	Small farmers		
g.	Marginal farmers		
h.	Others		
	Total		

7. Financial Position of PCARDB

Sl.No.	Particulars	Amount (Rs.)
I.	Total share capital of which	
	c. Individuals	
	d. Government	
j.	Reserve Fund and other funds	
k.	Deposits	
l.	Borrowings	
m.	Investment	
n.	Advances.	
o.	Fixed Assets	
p.	Working Capital	
q.	Net Profit/Loss	

8. Demands and Collection of loans

Sl. No.	Particulars	Amount (Rs.)
a.	Total demand of loans	
b.	Recovery of loans	
c.	Balance	

9. General information

a.	No.of Members in the Society	
b.	No.of members borrowed loans	
c.	No.of defaulters.	
d.	% of defaulters to total members	
e.	Managerial information a) Date of Annual Body General Meeting held b) No.of members attended c) No.of Managing Committee meetings held during the year	
f.	Specific problems faced by the society	

Placement in District Central Co-operative Bank

1. Name/address of the Bank:

2. Year of establishment:

3. Area of operation:

4. Objectives and functions:

.....

.....

.....

5. Membership: (Types)

6. Source of finance

a) Internal -

b) External-

7. Interactions with PACs:

8. Support to PACs - Training technical guidance, supervision:

9. Records and accounts maintained by DCC Banks:

10. Branches of DCC Banks :

11. Banking Activities :

13. Loan operation:

a) Recovery:

b) Over dues:

14. Supervision of primary level societies

15. Relationship with state co-operative bank:

16. Problems faced by the bank:

17. Your impression about the working of the bank :

KARNATAKA COOPERATIVE MILK PRODUCERS' FEDERATION LIMITED (KMF)

1. Background of KMF
2. Area of operation
3. Objectives and functions
4. Organizational structure of KMF
5. Financial Position
6. Business Activities undertaken
a) Procurement
□ No. of milk unions covered
□ Transportation arrangements
□ Processing
□ Distribution
□ Storage
b) Sales
□ Sale of liquid milk
□ Sachet sales
Bulk vending booths
□ Toned milk
□ Standardize milk
Milk products
□ Milk powder
□ Flavored milk
□ Sweets
□ Gee
c) Sale of inputs
□ Vet. Medicines
□ Cattle feed
□ Green fodder seeds
□ Others
7. Provision of technical services to members
8. Price (Fixation) policy
□ For liquid milk
□ For milk products
9. Competition in the market
10. Records/accounts maintained by KMF
11. Profit/loss for last 3 years
12. Problems faced by KMF
13. Relationship with Milk Unions
14. Future plans

Placement in Veterinary Institution

Institution address:

1. Number of villages covered:
2. Total number of Livestock farmers:
3. Total number of Livestock:

Livestock	Number
Cattle (Desi) Buffalo	
Cattle (cross breed)	
Goat	
Sheep	
other	

4. Functions of institution:

5. Government programmes, schemes and its implementation methods

6. Livestock survey/ census: _____

7. Input supply through Vet. Institution: _____

8. Livestock insurance (documentation, procedures and methods to claim):

9. Major diseases and mitigation methods in your area:

Livestock	Major Diseases	Mitigation	
		Local	Veterinary Care

10. Vaccination (endemic and pandemic?): _____

Steps taken to resolve pandemic: Cattle:

Sheep and Goat:

Poultry:

Dog:

Others:

11. Problems and resolving methods: _____

12. Other:

13. Evolution of livestock in your area (ex: commercial A2 milk dairy farms around):

14. Availability of stall feeding, sheep farming, donkey milk dairy farm etc., around your area:

15. Entrepreneur opportunity in livestock sector:

Chapter VII

SRG 411 Agro-Industrial Attachment (0+3)

Agro Industrial Attachment (AIA) placement facilitates the students to gain the knowledge and skills essential to thrive in the current business environment. Further, it provides them the necessary industrial exposure which plays a crucial role in their career development in the agro-based industries. The students will be attached to agro-industries to get a first-hand experience of the industrial environment and work culture.

Further, the students will involve in the activities of the organization to acquaint with industry, to study the structure, functioning, objectives of the industry, to work under the supervision of industry staff, to study about the ethics of industry, to study about the employment generation and to study the business performance of the industry.

Objectives of AIA:

1. To analyze the institutional – industrial linkages.
2. To expose students to the actual field of work by way of, “learning by doing” principle.
3. To develop entrepreneurial skills among the students by exposing them to agribusiness industries.
4. To nurture and develop future agripreneurs.

Role of AIA:

1. Exposing students to industrial/Business/Social work culture through actual involvement in real work environment.
2. Providing opportunities to the students to apply their skills acquired through formal institution in a real work situation.
3. Exposing students to technologies which are not available to them at the university.
4. Building confidence in technical operation, problem solving, team work and working with professionals in the business world.

The students shall be placed in agro-industrial units for two weeks, wherein they are expected to study and document the following business aspects of the units:

1. Raw materials procurement strategy
2. Methods of transporting the raw materials and wastages (if any)
3. Processing methods: Costs and returns
4. Innovations/improvement in the processing technology
5. Products manufactured
6. Packaging, labeling, brand name/logo
7. Inventory management

8. Pricing methods
9. Distribution strategy
10. Promotional activities
11. Relationship with raw material suppliers
12. Relationship with dealers and retailers (Customer relationship)
13. Margins
14. Regulatory mechanism
15. Income statement and Balance sheet analysis
16. Investment evaluation
17. Export trade (if any)
18. Corporate Social Responsibility undertaken by agribusiness institutions

The detailed analysis of the aforementioned business aspects would enhance the business skills of the student by helping him/her to inculcate the following entrepreneurial abilities:

- a. Ability to analyze the business environment
- b. Ability to forecast demand
- c. Ability to analyze customer preferences
- d. Ability to understand and interpret suppliers' terms and conditions
- e. Ability to find out financial position of the business

Agro-Industrial Attachment

Name of the organization:

Location of the company:

Website

Project title: _____

Project members: _____

Objectives of the project: _____

Study of marketing management

- a. Marketing practices:
- b. Packaging, branding, labeling:
- c. Price fixation:
- d. Distribution channels:
- e. Advertising :

Organic Farming; Certification Standards and Procedures

Organic farming does not need costly investments in irrigation, energy and external inputs this leads to an increased engagement in farming which can trigger greater opportunities for employment and economic upliftment. However, about 74% farmers in the country are small and marginal having very less land holding with full potential to produce range of crops /animals in a manner which can be healthy. The organic farming is picking up well in the metropolitan cities failing confidence in the conventional foods. Certified organic food products will fetch higher profit to the farmers by 20-40% greater premium than the products grown by using chemical fertilizers. In the past seven to ten years (7-10) yearsthere is a lot of demand for organically grown produce in domestic markets as well as in overseas. Organic farming is being promoted as an ideal alternative which not only addresses the environmental, food safety and sustainability concerns, but has the potential to feed the world. Organic products are grown with an environmentally and socially responsible approach, under designed system of agriculture, without use of chemical fertilizers and pesticides. This method of farming that works at gross root level, preserving the reproductive and regenerative capacity of the soil and providing good plant nutrition and sound soil management. Organic farming also produces nutritious food which is rich in vitality and disease resistance. An ideal system which only addresses the environmental, food safety and sustainable concerns but also has the potential to feed the world. An ecological production management system that promotes and enhances biodiversity by biological cycles and soil biological activity. Organic farming is purely based on on-farm inputs and on management practices that restore, maintain and enhance ecological harmony. Organic farming is centred mainly on cow more than five decades back our ancestors were purely dependent on organic farming by using farm inputs like composting, by growing green manure crops as cover crops and farm waste by mulching the residues of the crops. Greater employment opportunities resulted in higher incomes for the poor household labour demands also arise in the post-harvest sector, since harvesting, sorting, grading, cleaning, packing and transports are all labour intensive activities. Organic food products includes pulses, cereals, millets, fruits, vegetables, spices, honey, processed food products and value added products etc . In India efforts needs to be intensified and focused through appropriate policies and support the needy in the main streaming of organic farming sector. However, because of involvement of many people in organic farming from production up to protection,post-harvestprocessing, value addition and marketing demand for efficient management of human resources at different stages of organic farming to increase production and productivity.

1. Study the Concept, Evolution of Organic Farming.

(a) Differences between Organic and Conventional Farming

(b) Terminologies used in Organic Farming

(c) Stake holders, Market and Export Potential of Organic Products.

1) Steps involved in Organic Certification /How to get a unit certified as per the standard?

3) Entities involved in Certification & Study of product Portfolio

[Individual Farm, Farmer/s Group, Processing Unit, Trading Unit, Input unit].

4) Major Products Produced in India by Organic Farming & Major Export Destinations of Organic Products

5) Source of awareness of Organic Farming

6) Why Organic Products are Expensive.

7) Agencies involved in Organic certification in our Country (India).

8) Exposure visit to the certified unit/s:

{ Farmer/s field/s, Processing Unit, Trading Unit, Input Manufacturing Unit. }

Study of Company Profile.

Visit to any of the Certified Unit

a) Company Name: _____

b) Location of the unit: _____

c) Type of Business:

d) Operations that can be certified:

e) Organizational Chart:

f) Authority-Responsibility –Organizational Relationships:

TIPS FOR ORGANIZING TRAINING PROGRAMME- ON CO-OPERATIVES

Cooperatives are owned and controlled by the people who use its services. So the first job is to decide who are the members and what benefits do they want from the cooperative.

Why Co-operatives are organized

People organize cooperatives to improve their income or economic position or to provide a needed service. This may be achieved through one or more of the following:

Marketing activities for improving bargaining power: Combining the volume of several members leverages their position when dealing with other business.

Reduce costs: Volume purchasing reduces the purchase price of needed supplies. Earnings of the co-operatives returned to individual members lower their net costs.

Obtain market access or broaden market opportunities.

Improve or service quality: Member satisfaction is built by adding value of products, improved facilities, equipment and services.

Purchasing supplies / services: Obtain products or services otherwise unavailable. Co-operatives often provide services or products that would not attract other private business.

Four reasons why you want to think twice before starting a Co-operative

1. Co-operatives have difficulty gaining access to capital they need.
2. Co-operatives need to invest time and money in supporting their democratic process educating members about key issues, holding meetings and responding to members concerns. This can be expensive and time consuming.
3. Sometimes, there are legal limits to the scope of operations or membership for a co-operative.
4. Co-operatives are only good as their members ask them to be. When members do not participate in the activities, general body meetings, co-operatives can reduce the benefits they provide to their members.

SEVEN MAIN STEPS IN FORMING A CO-OPERATIVE

1. Ground work before the formation of a co-operative

Starting a co-operative is a complex project. Before starting a co-operative a small group of prospective members convene a meeting of potential co-operative members to test out the level of interest in the co-operative idea. A steering committee should be formed from among the participants in the meeting.

2. Conduct a feasibility study

The purpose of the study is to examine critical opportunities and obstacles that might make or break the formation of the co-operative. These issues include number and interest level of potential members market issues (can the members sell their produce at a better price, procure and sell inputs and consumer goods at reasonable price to potential members currently get through by other means) operating costs and availability of financing. If insurmountable

obstacles are discovered, the formation of the co-operative can be abandoned before too much money has been spent.

3. Draft bye-laws

In order to conduct business, a co-operative has to be registered under Karnataka Souhardha Sahakari Act, 1997. The Act itself provided for submission of 5 copies of bye-laws with application for registration. The bye-laws state how the co-operative will conduct business. A co-operative can start out with very basic bye-laws and refine them after the business plan has been developed.

4. Prepare a business plan

If the feasibility study results are favorable, a detailed business plan needs to be prepared. It provide a blue print for the development and initial operation of the co-operative. Atypical outline of a business plan includes executive summary, a market analysis, a marketing and sales plan, a description of the organization structure and key personnel and financial data.

5. Acquiring capital

Starting anew co-operative can create a need for substantial capital. The best source of financing for a co-operative is from members. The more finance the members provide, the less the co-operatives need to borrow from other sources. Hence, each prospective member should commit to purchase at least few shares (Rs. 1,000). In addition to members' equity, most co-operatives need to borrow money to get started and to maintain their operations. Loans can come from other financial institutions.

6. Recruit members

The co-operatives need to attract large number of members by holding several meetings for potential members, and collect membership fees, share capital.

7. Recruit personnel

The co-operatives need to appoint competent personnel in order to conduct the day to day operations of the organization.

The seven steps in forming a co-operative listed above are intended to provide a general overview

to the co-operative organizing process. The start-up of each of co-operative is unique so the steps outlined here should not be used as a rigid blueprint, but rather as a basic introduction.

Registration of co-operative societies under Karnataka Souharda Sahakari Act, 1997 was introduced in Karnataka with following aims:

1. To encourage voluntary formation of co-operatives, based on self-help, wholly owned, managed and controlled by members.
2. To remove all kinds of restrictions, controls and interference by the Government.
3. Conversion of co-operative societies registered under KCS Act, 1959.

Procedure for registration of a cooperative society under Karnataka Souharda Sahakari Act, 1997.

- | | |
|---|----|
| a) Minimum number of individuals needed | 10 |
| b) Original copies of bye-laws needed | 5 |

- c) List of names of individuals with their addresses, occupations, financial commitments
- d) True copy of the minutes of the meeting duly signed by majority of individuals or promoters.
- e) A copy of challan for having paid the registration fee of 1 % of authorized share capital with a minimum of Rs. 500 and maximum of Rs. 5,000.

The Registrar will register a co-operative society within a period of 90 days from the date of receipt of application. Where a co-operative society is registered, the certificate of registration duly signed and sealed by the Registrar.

Do's and Don'ts of how to start a Co-operative

- It is extremely important to start the planning of any potential co-operative by developing a shared mission and goals for the operation.
- Look at the realities of the market place, through a comprehensive feasibility study or good market research.
- Be sure to use well qualified advisors and consultants (be sure that they have no vested interest) Conflict of interest is a delicate stumbling block in co-operatives.
- Board of Directors must always act in the best interests of the co-operative while making decisions for the co-operative.
- Members participation in the co-operative is the defining link to reaping benefits and success. Providing quality services is best member relations tool.
- Effective communication channels are necessary in co-operatives for disseminating timely information to members to educate, promote and motivate.
- Members communication is accomplished through the annual meeting, local meetings, educational forums, open houses, newsletters, bulletin boards, information leaflets, promotional activities.
- Education about co-operative principles, practices and benefits is extremely important.

SRG 413 PRACTICAL EXTENSION WORK IN VILLAGES (0+4)

AGRICULTURAL EXTENSION

PROGRAMME PLANNING

Programme is abroad outlay of things to be done and planning is designing in advance what is to be done in future. Planning is essential for any systematic attempt to achieve desired goals. Planning helps to identify the educational objectives, facilitates the selection of learning experience to attain these objectives and evaluation of the results in relation to objectives. Programme planning involves the series of actions / steps which culminate in the accomplishment of a goal. In the process, the students will get the first-hand knowledge and experience of developing and implementation of useful programmes for the benefit of farmers. Also they will be exposed practically on how to collect data, how to identify the needs / problems of farmers and how to develop objectives and selection of technology to solve the problems. Further, Extension programme is a statement of situation, objectives, problems and solutions which are relatively permanent but requires constant revision. However, the steps in programme planning are: (1) Collection of facts, (2) Analysis of situation, (3) Identification of problems, (4) Decide on objectives, (5) Develop plan of work, (6) Execute plan, (7) Evaluation and (8) Reconsideration.

LEADERSHIP

Leadership is defined as the role and status of one or more individuals in the structure and functioning of group organizations which enable these groups to meet a need or purpose, that can be achieved only through the co-operation of the members of the group.

Types of leadership in rural areas,

- (1) **Operational leader:** The person who actually initiate action within the group, regardless of whether or not he holds an effective office.
- (2) **Popularity leader:** The popular person is elected to a position of leadership because he is well liked by the members.
- (3) **Assumed leader:** The person selected to work with a committee or other leaders because the latter have assumed that he represents another group they desire to work with. He may or may not be a leader of the group.
- (4) **Prominent talent leader:** The person who exhibits an outstanding ability and accomplishment in respective fields. It may include experts and intellectual leaders. Example: Artists, Musicians etc.
- (5) **Professional leader:** The professional leader is one who has received specific specialised training in the field in which he works full time as an occupation and is paid for his work. Example: Extension worker.
- (6) **Lay leader:** The lay leader may or may not have received special training and is not paid for his work and generally works part time with local group organisations. Lay leaders also called as volunteer leaders or local leaders or natural leaders.

Example: Youth club President.

- (7) **Autocratic leader:** The autocratic leader operates as if he cannot trust people. He thinks his subordinates are never doing what they should do, that the employee is paid to work and therefore, must work.
- (8) **Democratic leader:** The democratic leader shares with the group members about the decision making and planning of activities. The participation of all is encouraged. He works to develop a feeling of responsibility on the part of every member of the group. He attempts to understand the position and feelings of the employee.
- (9) **Laissez-faire leader:** The laissez-faire leader believes that if workers left alone the work will be done. He seems to have no confidence in himself. If at all possible, he puts off decision making.

Roles of leadership and qualities of leaders

(1) Group spokesman, (2) Group harmonizer, (3) Group planner, (4) Group executive, (5) Group educator or teacher, (6) Symbol of group ideals, (7) Group discussion chairman, (8) Group supervisor. However, the leaders should have qualities like (1) Physical fitness, (2) Mental ability (intelligence), (3) Sense of purpose (having definite ideas regarding the aims of the group), (4) Social insight (sensitivity to other person's position, problems or points of view), (5) Communication (including good listening and speaking), (6) Love for people (friendliness without favoritism or without giving scope for indiscipline), (7) Democracy (giving members equal opportunities for participation etc.), (8) Initiative, (9) Enthusiasm, (10) Authority (based upon mastery of knowledge and skills in a particular field), (11) Decisiveness (ability to make good and prompt decisions or judgment), (12) Integrity or character, (13) Teaching ability, (14) Convictions and faith.

Opinion leadership

Opinion leadership is the degree to which an individual is able to influence informally other individual's attitudes or overt behaviour in a desired way with relative frequency. Further, opinion leader is a person / individual who lead in influencing others opinions in informal ways. They are also known as fashion leaders, information leaders, influencers etc. However, the characteristics of opinion leaders are like **(1) External communication:** Opinion leaders have greater exposure to mass media than followers because they attend to mass media channels more compared to others. They are more cosmopolite than their followers. They have greater change agent contact than followers. **(2) Accessibility:** Opinion leaders to relay their personal messages about innovations, they must have direct dialogue with their followers. Therefore, the opinion leaders must be accessible one such indicant is social participation. Opinion leaders have greater social participation than their followers. **(3) Social status:** Opinion leaders have better social status than their followers. **(4) Innovativeness:** Opinion leaders are more innovative than their followers because they adopt new ideas earlier than their peers.

Identification of opinion leaders

(1) Socio-metric method: It involves asking questions to the members as to whom they sought for information or advice about a given topic, issue etc. So, opinion leaders are those members of a system who receive the greatest number of socio-metric choices. Further, it is the

most valid method of identifying the opinion leaders as it is measured through the eyes of the followers. But, it necessitates interrogating a large number of respondents in order to locate a small number of leaders. And this is most applicable if all the members of a social system are interviewed rather than few in the social system. However, the advantages are like questions are easy to administer and adoptable to different types of settings and issues and the disadvantages are analysis of socio-metric method data is often complex, requires large number of respondents to locate a small number of opinion leaders. Not applicable to sample designs where only a portion of the social system is interviewed.

(2) Key informants rating: Here the judges or key informants are asked to identify the opinion leaders for a given topic(s). Key informants are especially knowledgeable about the patterns of influence in a system. However, the advantages are like advantages: A cost and time saving method as compared to socio-metric method and disadvantages are each informant must be thoroughly familiar with the system.

(3) Self-designating technique: This technique asks the members to indicate the tendency to regard them as influential. The questions like, do you think people come to you for information or advice more often than to others? will be asked to the members to identify the opinion leaders. This technique depends upon the accuracy with which respondents can identify and report their self-images. However, the advantages are like advantages like Measures the individual perceptions of his opinion leadership, which influence his behaviour and disadvantages are dependant upon the accuracy with which respondents can identify and report their self-images.

Types of opinion leaders and their role in agriculture

(1) Polymorphic opinion leaders: Here opinion leaders act as a leader for a variety of topics. **(2) Monomorphic opinion leaders:** The tendency of an individual to act as an opinion leader for only one topic. Further, opinion leaders play important role in agricultural development process like (1) in diffusion of innovations, (2) build the confidence among the followers about any practice, (3) Stimulation of the co-ordinated action, which is beneficial for the society or the system.

PARTICIPATORY RURAL APPRAISAL (PRA)

Participatory Rural Appraisal, on the other hand, is a family of approaches and methods, which enable the local people to analyze their situation to plan and act. It is a methodology for interacting with rural people, understanding and learning from them. Thus, PRA can be defined as an intensive and systematic learning experience carried out in a community by a multi-disciplinary team of researchers and / or development personnel including local people. The method nets, in a relatively short time, people's views about their world, along with their felt needs in addition to providing valuable insights in to the dynamics of rural life. PRA as a research development methodology has primarily been evolved to appraise the rural resources, problems and requirements by the rural people themselves under the facilitation of research and development workers.

PRA Techniques

PRA methodology offers a basketful of tools and techniques for one to choose a best combination depending on the purpose, objectives and resource availability for conducting development research. There are many PRA techniques, which can be employed for understanding and analyzing various facets of rural life. Further, before embarking on doing the PRA proper, it has to be ensured that an appointment for the purpose with the village key stakeholders such as village headman (Sarpanch / Pradhan), village accountant, village development officer, officials of other development departments posted in the village, a cross section of farmers, etc. is fixed and accordingly carried out. Freely and frankly share the objectives of the exercise to gain the confidence and willing cooperation of the stakeholders. Use these contacts to quickly build the rapport with the villagers at large. Then start the PRA using the folio wing techniques in the same sequence as below.

- (1) **Collection of basic information of the village:** This technique enables to document in a relatively short time the basic data of a village such as demographic, socio-economic, agriculture and animal husbandry, pollution problems etc. In doing a PRA within a reasonable time frame, the PRA team has to collect the basic information of the village by referring to the records available in the village panchayat office and also by interacting with the Key Informants (KIs). For this, ideally select official members of panchayat / school and such organizations of the village as Key Informants.
- (2) **Village transect:** It is also known as general transect. Transect is making a long walk inside the village and locating the various items that are found therein like soil, crops, animals, problems, etc. To start with a transect walk, decide the route with varied features, take at least three routes, two along both the sides of village and one passing through the village. Ensure participation of villagers. Discuss while conducting transect walk. Identify topography (agro ecological niches) like upland, medium land, low land, road, residential area, field bunds, ponds, stream, hillock marshy land, common land, forest land, orchards, arable land, non-arable land, etc. Write down above transect lines in local language along with translation in English. Mention one niche once only, no matter how often it occurs. Transect is not an imaginary line passing through the village. General convention is to put uplands on left and lowlands on right. Put pictorials of niches on: top. Now fill up the transect matrix with reference to following variables in each of the agro-ecological niches: soil type, water resources, crops, vegetables, trees, forests, agro forestry, forages, animals, interventions, problems and opportunities. While listing the species, also list species not available at present, but grown in other seasons.
- (3) **Agro-ecology map:** Agro -ecology map depicts the relation between agriculture and environment which includes average temperature, average rainfall, fragmentation of holdings, natural vegetation, drainage system, weeds, etc. Encourage farmers to draw this map. Identify major land marks. Identify systems (village) and sub systems (crop land, orchards, common land etc.) boundaries, show the neighbouring villages or other features like river, hillocks, government land, forests etc., where the boundary of village ends. Depict crops, animals, natural resources like soil type, water resources (wells, river, channel, ponds etc.), forest, common property resources (CPUs), use of locally available resources or whatever stakeholders observe during the walk. Write in local language along with English translation. It differs from village map.

- (4) **Resource map:** This indicates both the natural resources and man-made resources needed for development of agriculture. Ensure the participation of all stakeholders (male, female, old, young and children). Depict main crops, trees, animals, CPRs, houses, schools, farm implements, luxury items, communication means, social resources like women groups, self-help groups (SHG), local self-government, etc.
- (5) **Social map:** This is a simple drawing or map drawn without scale to understand and simplify location and structure of houses and other social facilities. It depicts the various social issues of the village such as social structure, stratification, social facilities, conflicts, cooperation, value systems, leadership pattern, housing pattern, social evils, etc.
- (6) **Mobility map:** This indicates the mobility pattern of rural people in terms of the places visited, purpose, mode of transport, cost and time involved, etc. In a way, this technique helps us to analyze the cosmopolite behaviour of people.
- (7) **Time line and time trend:** Time line indicates the major remembered events in the history of a village life that have direct or indirect bearing on the rural life. Time trend, on the other hand, reveals the changes / fluctuations that have occurred over a period of time in the variables influencing village life. Time trend also hints at the coping behaviour of villagers during adversities.
- (8) **Seasonal analysis:** This indicates the month-wise abnormalities with regard to agriculture and animal husbandry.
- (9) **Impact / consequence diagram:** This indicates the changes that have occurred either for individual or for the society due to adoption of technology.
- (10) **Wealth ranking:** It refers to placing villagers along a wealth continuum described in terms of a set of criteria identified by the villagers themselves.
- (11) **Livelihood analysis:** It indicates the way in which villagers belonging to different wealth categories manage their livelihood in terms of income-expenditure dynamics including crisis management.
- (12) **Farm household map:** This map depicts the way in which the surroundings of a typical household appear without going in to the details of its inside structure.
- (13) **Bio-resource flow diagram:** This indicates the degree to which village household members utilize and recycle the various resources in and around their settings to suggest remedial measures.
- (14) **Venn diagram:** This is also known as chapatti diagram. It indicates the importance of various individuals and institutions in and outside the village with regard to a phenomenon related to rural life, e.g., getting loan for agricultural purposes. It reflects on the linkages and the stakeholders of the village with respect to the phenomenon studied.
- (15) **Daily routine diagram:** This diagram depicts the way in which rural people manage their daily time.
- (16) **Indigenous technical know-how (ITK) map:** This map depicts the pictorial instructions on the indigenous technologies found in village with reference to agriculture.

- (17) **Technology map:** The technology map indicates the technology decision behavior of the farmers in terms of adoption, rejection and discontinuance with reference to the agricultural technologies.
- (18) **Matrix ranking:** Matrix ranking indicates the reasons for technology decision behavior of the farmers.
- (19) **Preference ranking:** This technique helps to identify and prioritize various agricultural problems in a village.
- (20) **Problem tree:** The problem tree indicates various causes responsible for the specific problem related to agriculture. This also hints at possible intervention for the various causes which will help in problem identification related to a discipline.
- (21) **Solution tree:** It is a modification of the problem tree, wherein for each level of problem cause, solutions are indicated to solve that particular problem.
- (22) **Action plan:** It refers to the plan of action prepared in a participatory way taking the viewpoints of all the concerned stakeholders to solve the top most researchable problem. It tries to answer a few basic questions like what, how, when, where and by whom relating to course of action to solve the identified and prioritized problem.

Assignment: Use PRATechniques for data collection in villages.

EXTENSION TEACHING METHODS

GENERAL MEETING

General meeting is a mass contact method wherein a large number of heterogeneous people meet together with some purpose to share their knowledge and experience to satisfy a natural desire for social contact. Generally meeting includes such of the meetings, which are conducted to inform and to create personal contact with large number of people.

Purpose: General meeting is employed to introduce students to the villagers and to inform them about the future educational activities in the villages.

Procedure: There are three phases viz., planning, conducting and follow up. **a) Planning:**

(1) Selection of topic / theme. (2) Identification of suitable time. (3) Selection of place. (4) Selection of speakers, chairman, etc. (5) Give adequate publicity. (6) Physical arrangement.

b) Conducting: Conducting a meeting is the actual running of a meeting. The two aspects to be considered are programme procedure and audience participation. Programme procedure like (1) Start the meeting on time. (2) State the purpose and programme of the meeting. (3) Make brief introduction at the beginning of the meeting. (4) Focus attention on central theme. (5) Keep meeting moving on schedule. (6) Use appropriate audio-visual aids. Audience participation like (1) Watch reactions of audience, encourage audience participation. (2) Close meeting on time with brief summary by the Chairman. (3) Give recognition to the individuals who have actively participated (4) Handover relevant folders or pamphlets at the time of break-off. (5) Take names of those interested for further information or follow up. **c) Follow up:** A meeting should never be regarded as an end in itself. The process of meeting should be an integral part of the whole educational activities i.e., your extension activities in the villages. A printed summary of the talks should be given at the end of the meeting.

Assignment: (a) Follow the above procedure and conduct the general meeting in your allotted village and a check list of the questions for the students to evaluate are given below.

- | | |
|--|----------|
| (1) Whether the time and place was most suitable? | Yes/No |
| (2) Whether the physical arrangements comfortable? | Yes/No |
| (3) Did the meeting begin on time? | Yes/No |
| (4) If the meeting was a long one, were there suitable intervals in between? | Yes/No |
| (5) Did the audience show interest in the meeting? | Yes / No |
| (6) Was the agenda over-crowded? | Yes/No |
| (7) Was the business of the meeting well conducted? | Yes/No |
| (8) Did the speaker make a good impression on the audience? | Yes/No |
| (9) Could every one hear all that was said? | Yes/No |
| (10) Was the subject matter made easily understandable? | Yes/No |
| (11) Whether the teaching aids used were adequate? | Yes / No |
| (12) Was the discussion stimulating? | Yes/No |
| (13) Was it constructive and to the point? | Yes/No |
| (14) Did the audience participate fully? | Yes/No |
| (15) Was the discussion summarized adequately? | Yes/No |
| (16) Were any useful conclusions reached? | Yes/No |
| (17) Did the meeting lead to positive results? | Yes/No |
| (18) Whether improvements could be made for the next meeting | Yes/No |
| (19) If yes, what improvements? | |
| (a)..... | |
| (b). | |
| (c). | |

FARM AND HOME VISIT

Farm and home visit is a direct contact by the extension worker with the farmer or the members of the family at his / her home or on his / her farm for a specific purpose.

Purpose: (1) To get acquaintance and get confidence of the farmer and to give a courtesycall. (2) To discuss individual problems. (3) To find out problems. (4) To obtain or give information. (5) To teach skills.

Procedure: (1) It should be made with a definite purpose. (2) Punctuality and consideration of the time of the farmer should always be borne in mind. (3) Schedule of visits should be worked out to save time. (4) Remote and unfrequented farms and homes should always be kept in view.

(5) Use this method to reinforce other methods.

During the farm and home visit the following points are to be followed

(1) Develop conversation on interested topics. (2) Let the farmer do most of the talking and do not interrupt him / her. (3) Speak only when he / she is willing to hear. (4) Talk in terms of he / she has interest. (5) Use natural and easy language, speak slowly and cheerfully. (6) Be accurate in your statement. (7) Don't prolong arguments. (8) Let the farmer take the credit for good things. (9) Be sincere in learning as well as teaching. (10) Record the visit - date, purpose, accomplishments and commitments. (11) Handover a folder or leaflet etc. pertaining to the topic discussed, if necessary. (12) Follow up the visit

Assignment: Follow the above procedure in employing the farm and home visits during your RAWEP Document all the farm and home visits of RAWEP in the following format.

Sl.No.	Date	Name of the Farmer	Purpose	Response of the Farmer
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
(10)				

GROUP DISCUSSION MEETING

Group discussion meeting is a method of democratically arriving at certain decisions by group of people by taking into consideration the views of members.

Purpose: (1) To prepare a favourable climate for discussion and help in better understanding of the problem by pooling. (2) To facilitate in-depth discussion by involving a number of participants. (3) To generate new ideas and methods and select the rational ones through group interaction. (4) To develop a favourable attitude and commitment for action through group involvement. (5) To act as a safety valve for reducing tension.

Procedure

a) Planning: (1) Select the topic based on the needs of the people. (2) Collect enough technical information on the topic. (3) List out and collect objects, specimens, models and other materials required. (4) Prepare the teaching materials (slides, charts, flannel graphs 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) Make physical arrangements for the meeting.

b) Conducting: (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 teaching. (5) Employ models, specimens and samples during presentation. (6) Encourage farmers to participate in discussions. (7) Identify the shy farmers and encourage them to participate in meeting actively. (8) Avoid arguments with the farmers. (9) Present the cost of the new practice discussed. (10) Use local language during the presentation. (11) Distribute relevant literature at the end of the meeting. (12) Thank the audience.

c) Evaluation: (1) Counting the farmers present in the meeting. (2) Active participation of the audience. (3) Counting the number of persons who accepted the matter / technical know-how discussed.

Assignment: (1) Follow the procedure given for conducting group discussion meeting. (2) Conduct the group discussion meetings based on needs and interests of the farmers. (3) Record the following information after completion of every group discussion meeting.

- | | |
|---------------------------------------|-------|
| (a) Topic title | ..... |
| (b) Date, place and time. | ..... |
| (c) Number of audience participated | ..... |
| (d) Speakers | ..... |
| (e) Specialists (if any). | ..... |
| (f) Questions asked by the farmers. | ..... |
| (g) Answers to questions by students. | ..... |
| (h) Suggestions of farmers. | ..... |
| (I) Teaching aids used. | ..... |

METHOD DEMONSTRATION

Method Demonstration is a short time demonstration before a group to teach as how to carry out an entirely new practice or an old practice in a better way. This is a skill teaching method.

Purpose :(1) To teach skill and to stimulate people for action. (2) To build up learner's confidence and satisfaction on the 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 materials that are easily available to the rural people. (4) Clarify doubts, but avoid arguments. (5) Appreciate the methods already in use by the group.

Procedure

a) Planning: (1) Analyse the skills required. (2) Inform well in advance about the time, place and date of conducting method demonstration. (3) Ensure the materials required for conducting method demonstration well in advance. (4) Select the place where all the farmers could be able to see the method demonstration.

b) Conducting: (1) Be at the spot early to check up equipment and materials required for conducting method demonstration. (2) Extension worker has to practise by himself before carrying out method demonstration. (3) Make proper arrangements to facilitate all the participants to have a clear look at demonstration and to take part in the discussion. (4) Conduct demonstration step by step. (5) Give opportunity to individuals to practise the skill. (6) Distribute leaflets or any other literature related to the demonstration.

c) Evaluation: (1) List out the number of participants with names. (2) Get the names of the participants who come forward to take up a particular skill shown in the method demonstration.

(3) Publish the news story on the demonstration. (4) Follow up the participants who have practiced skills. (5) Entrust the leaders with the task of watching the adoption of new practise.

Assignment: (1) Follow the above procedure in conducting any method demonstration. (2) In each village conduct 5-6 method demonstrations based on the important skills that farmers should learn. (3) Record the following information at the end of each method demonstration.

- | | |
|--|-------|
| (a) Topic | ..... |
| (b) Date, place and time. | ..... |
| (c) Name of the student(s) conducted the demonstration | ..... |
| (d) Specialists participated | ..... |
| (e) Number of audience participated. | ..... |
| (f) Questions asked by the farmers. | ..... |
| (g) Answers to questions by students. | ..... |
| (h) Teaching aids use. | ..... |

RESULT DEMONSTRATION

Result demonstration is a demonstration conducted to show the worth of the new practice over the existing one at a particular point of time in a given place and this will be conducted by the farmer himself/ herself under the direct supervision of extension worker. It needs careful planning, substantial time and record keeping. Further, the result demonstration can be used when (a) the technology is new to the area and (b) the extension worker fails to convince the farmers about the technology by using other methods.

Purpose :(1) To show the worth of new technology over the existing one. (2) To create confidence about the technology in the farmer as well as extension worker. (3) To educate the other farmers about the technology.

Procedure: (1) Analyse situation and determine the need for demonstration. (2) Decide upon specific purpose and write down the statement of objectives. (3) Workout the design of the demonstration i.e., plan the result demonstration.

(a) Select the demonstrator :(a) Consult with local leaders and select a demonstrator who commands the confidence and respect of his/her neighbours and who is interested in improving his /her practices (He / She should be typical farmer of the area). Select the demonstrator in a meeting, (b) Visit the prospective demonstrator to make sure that all conditions for success of demonstration are available. (c) The demonstrator should be convinced of his/her responsibility for the successful completion of the demonstration and its effect upon the community, (d) The demonstrator should be willing for the use of demonstration for teaching purpose through publicity, pictures, meetings, tours etc. (e) The demonstrator should secure the necessary physical equipment, supplies and materials to carry out the demonstration in successful way. (f) Explain and agree upon procedure with the demonstrator and leave written instructions preferably.

(b) Select the plot: (1) The plot should be located preferably in a road side for easy accessibility and publicity. (2) The field should be representative of the farmers in the village (neither too rich nor too poor).

(c) Start the demonstration: (1) Give wide publicity before starting the demonstration. (2) Get all the materials ready. (3) Have written plan of work indicating specific tasks. (4) Start the demonstration in the presence of the villagers. (5) Arrange for a method demonstration where a skill may be involved in the beginning of the demonstration. (6) Mark the demonstration plots with large signs, so that all can see.

(d) Use of demonstration: (1) Farmers should be taken to field during the growth of the crop to explain the difference. (2) Conducting result demonstration meeting at the time of the harvest and yields should be compared with reference to cost. (3) Photographs and slides should be taken for further use (educational use).

Assignment: Initiate the result demonstration on the following technologies. (1) Improved varieties of crops. (2) Mushroom cultivation. (3) Any other new technology. Further, record the following information after initiation of each result demonstration.

- (a) Name of the village
- (b) Name of the technology introduced.
- (c) Name of the farmer with his/her particulars.
- (d) Teaching aids / methods used to convince the farmers to take up the technology.....
- (e) When the results of the new technology can be seen by the farmers.
- (f) Agencies/persons involved in introduction of the technology.
- (g) Follow-up arrangements made.

CAMPAIGN

Campaign is a well-organized plan for bringing about widespread adoption of a particular practice. It is a concerted teaching effort for a set period of time. People are repeatedly motivated to adopt a solution to a problem.

Hints for successful campaign

(1) Give an appropriate solution to problems recognized by people. (2) Deal with a problem that affects large number of people. (3) Offer solution that the people can and will accept. (4) Emphasize one idea at a time.

(a) Procedure Planning: (local people be involved in planning) (1) Analyze the situation. (2) Select the practice to promote. (3) Set objectives. (4) Plan for evaluation. (5) Decide how to involve people. (6) Prepare the schedule of events. (7) Arrange for equipment and supplies.

(b) Conducting: (1) Give publicity. (2) Conduct meetings. (3) Make farm and home visits. (4) Launch your campaign. (5) Give opportunity to individuals to practice the skill. (6) Demonstrate recommended practice through exhibits, contests, slogans, signs, posters, wall newspaper, radio and television.

(c) Ending campaign dramatically : (1) Set a definite time to end the campaign. (2) Feature the final day so that the people can share the satisfaction of completing the project. (3) Encourage all the people who took part in the campaign to come and rejoice its success. (4) Invite important persons. (5) Recognize community leaders for their work. (6) Report results to the people.

(d) Evaluation : (1) Counting the people who have participated. (2) Measure what changes were expected either in the knowledge or in skills or in attitudes or in the adoption after the campaign.

(3) What evidences can be noticed with respect to changes. (4) Who is adopting recommended practice after the campaign. However, Evaluation is a continuous process, but the final evaluation is necessary to provide adequate guide lines for future programmes.

Assignment: (1) Organize a campaign in your allotted villages by following the above procedure and (2) Record the following information after conducting the campaign.

- | | |
|------------------------------------|-------|
| (a) What is a problem? | ..... |
| (b) Solution suggested | ..... |
| (c) Specialist participated | ..... |
| (d) Practice promoted. | ..... |
| (e) Date, time and place. | ..... |
| (f) Number of people participated. | ..... |
| (g) Results of the campaign. | ..... |

FARMERS TRAINING

Farmers training is an intensive educational activity with a focus on the development of selected manual or managerial skills based on adequate background understanding and facilitating systematic preparation and application of new technology.

Purpose: (1) To build upon the interest of farmers to lead them to action. (2) To enable farmers to learn the new technology unhurriedly, its background, its application and its consequences. (3) To enable farmers to learn and practice the technology under comparable or stimulated conditions. (4) To make use of group dynamics for reinforcing learning and facilitate horizontal learning. (5) To make use of progressive farmers and facilitators in future extension work.

Procedure (training consists of three phases):

(a) Pre-training: (1) Understand the situation. (2) Delineate the task of people who perform it i.e., task group. (3) Efforts to motivate the participants and giving more publicity.

(b) Training : (1) Put it in a way more convincing to the participants. (2) Incorporated demonstrations to improve the skills. (3) Trainers should visualize the actual work situations of farmers and should tailor it accordingly. (4) Provide an opportunity to the participants to clear their doubts regarding the subject.

(c) Post-training: (1) Assess the effectiveness of training. (2) Ensure conditions for improved performance by participants in their fields. (3) Plan follow-up action.

Assignment: (1) Follow the above procedure in conducting farmers training programme. (2) Conduct the farmers training programmes in your allotted villages by involving the scientists of different subject matter areas from the university. (3) Record the following information after conducting the farmers training programme.

- | | | |
|-----|--------------------------------------|-------|
| (a) | Subject | ..... |
| (b) | Date, place and time. | ..... |
| (c) | Name of the scientists participated. | ..... |
| (d) | Number of audience participated. | ..... |
| (e) | Questions asked by the farmers. | ..... |
| (f) | Answers to questions by scientists. | ..... |
| (g) | Teaching aids used. | ..... |
| (h) | Feed back of scientists | ..... |
| (i) | Farmers opinion (feedback) | ..... |

EXHIBITION

Exhibition is a systematic display of models, charts, photographs, maps, specimen or any other materials in a pre-decided place and time.

Points to organize an exhibition

- (1) The objectives of the exhibition must be clear and specific.;
- (2) Decide the theme of exhibition based on situations and problem.
- (3) As far as possible local materials need to be used for exhibition.
- (4) The place, date and time of exhibition should be announced well in advance.
- (5) All the items should be labelled in the local language.
- (6) Arrange the exhibition in logical sequence.
- (7) Use three dimensional materials.
- (8) At the end of the exhibition furnish participants with relevant literature.
- (9) Ascertain the opinion of the visitors to exhibition to know the effectiveness of exhibition.

Assignment

(1) Follow the above procedure, plan and organize one exhibition in each batch of the RAWEP at main village based on the local situation and problems and (2) Record the following information after the exhibition.

- | | |
|---|-------|
| (a) Date and place of exhibition conducted. | ..... |
| (b) Number of stalls in the exhibition. | ..... |
| (c) Type of stall exhibited | ..... |
| (d) Important guests participated in the exhibition | ..... |
| (e) Number of specialists participated | ..... |
| (f) Number of audience visited. | ..... |
| (g) Exhibitors opinion (feedback) | ..... |
| (h) Farmers opinion (feedback) | ..... |
| (i) Camp teachers opinion (feedback) | ..... |

FIELD VISITS

It is a small group of interested farmers led by the extension person who visits the plots / sites to study some current problems, differences in local production practices etc. It is a powerful teaching device, which provides scope to observe, analyze and infer under the guidance of the extension person, specialists or experienced farmers.

Purpose

(1) To elicit the information from the farmers. (2) To inform and convince the farmers about the problems existing in the field. (3) To educate the other farmers about the demonstrated technology. (4) To diagnose the technical problems.

Procedure (the procedure varies according to the purpose)

(1) If it is for the identification of field problem, the field visit maybe either pre-planned or spontaneous. (2) If it is to observe the difference between farmers, an element of surprise and impartiality can be achieved by a visit without pre-planning. (3) If it is to study the impact of new technology, proper preparatory work is helpful. (4) In all these cases, (a) Protracted deliberations must be ensured on the points observed, lessons to be drawn and utilization of these lessons, (b) Preparedness and advance thinking on these points are necessary, (c) Follow-up action is an integral part of the method.

Assignment: (1) Organize field visits of interested farmers to nearby demonstration units and (2) Record the following information at the end.

- | | | |
|-----|---|-------|
| (a) | Purpose of field visit | ..... |
| (b) | Name of the farmers visited | ..... |
| (c) | Date, place and time. | ..... |
| (d) | Specialist participated | ..... |
| (e) | Solution given to solve problem | ..... |
| (f) | Number of farmers participated. | ..... |
| (g) | Feed back of participants (Specialists) | ..... |
| (h) | Farmers Opinion (feedback) | ..... |

FIELD DAY

Field day is an educational opportunity, planned and organized to involve interested farmers, farm leaders and organizational representatives. Focus of attention is on the recommended new technology to highlight its impact, as well as to facilitate an exchange of views and opinions among the participants, leading to the formation of firm attitudes and opinions regarding adoption of the new technology.

Purpose

(1) To observe the new technology in its application and to evaluate its suitability and benefits. (2) To facilitate discussion among groups of participants resulting in firm views on the recommended technology. (3) To create a favorable atmosphere for a rapid diffusion of the technology. (4) To build up opinion leaders and facilitators.

Procedure: A field day is usually organized around a result demonstration

(a) Planning: (1) Select an impressive result demonstration and schedule the field day at an appropriate stage. (2) Select the participants of the field day including farmers, farm leaders, organizations and extension specialists and give the advance intimation to them. (3) Decide and plan the events of the day. (4) Arrange the necessary banners, posters, support literature and teaching aids. (5) The concerned demonstrator-farmer should be briefed and guided to conduct the activity. (6) Ensure the local support for the field day.

(b) Conducting: (1) Start the activity on time. (2) The objectives of the demonstration should be explained by the extension worker. (3) The demonstrator-farmer should explain the procedure followed in the demonstration step by step. (4) The participants in small groups should be taken around the demonstration plot. (5) If possible, arrange for sample harvest. (6) Arrange the systematic discussion on all relevant aspects including the economics with the demonstrator-farmer and the extension specialists. (7) The main conclusions should be summarized for all to know.

(c) Follow-up: (1) Identify the farmers interested in the new technology for follow-up. (2) Encourage the demonstrator-farmer and others to help other interested farmers. (3) Initiate further educational work using the evidence built up. However, record the following information.

- (a) Name of the technology.....
- (b) Name of the farmers field.....
- (c) Date, place and time.
- (d) Important guests participated
- (e) Number of audience participated
- (f) Opinion of the farmers participated.
- (g) Opinion of the quests participated.

COMMUNITY WORK

Community work is an intensive activity involving the people of a community with a common goal for overall development.

Examples of community work:

(1) Tree planting. (2) Construction / repair of roads (3) Village sanitation. (4) Desilting of tank /pond.

Steps to be followed while conducting community work:

(1) Conduct group meeting to identify the topic / need. (2) Identify the local leaders who are interested in community work. (3) Give wide publicity about the programme to involve the people as much as possible. (4) Mobilize the resources needed for the community work. (5) Fix the responsibilities to the individuals to complete work in time. (6) Start the programme in time on scheduled date as published earlier.

Assignment: (1) Plan the community work depending upon the need and execute it properly in the allotted villages. (2) Record the following information at the end of community work.

- | | | |
|-----|---------------------------------------|-------|
| (a) | Name of the community work conducted. | ..... |
| (b) | Date, place and time. | ..... |
| (c) | Collaborated Departments. | ..... |
| (d) | Number of audience participated. | ..... |
| (e) | Amount spent (Rupees) | ..... |
| (f) | Feed back of village leaders | ..... |
| (g) | Farmers opinion (feedback) | ..... |
| (h) | Camp teachers opinion (feedback) | ..... |

Students registered for Student “READY” Programme, 2023-24

Sl. No.	Name	ID Number
1.	ABHISHEK.	BMB0001
2.	ABHISHEK, G. C.	BMB0002
3.	AFREEN TABASSUM	BMB0003
4.	AISHWARYA.	BMB0004
5.	AISHWARYA, D. N.	BMB0005
6.	AISHWARYA GANAPATI GOUDA	BMB0006
7.	ANUSHA, A. R.	BMB0007
8.	APOORVA, M.	BMB0008
9.	ASHWINI.	BMB0009
10.	BASAVARAJ HANAMANT GUDLI	BMB0010
11.	BHAGYASHREE MATHAD	BMB0011
12.	BHANUSHREE, T. S.	BMB0012
13.	BHARATH, K. N.	BMB0013
14.	BHAVANA, K. S.	BMB0014
15.	BINDU SHREE, M.	BMB0015
16.	CHAITHANYA, D.	BMB0016
17.	CHARUMATHI, M. K.	BMB0017
18.	M. S. CHIRANTH.	BMB0018
19.	DATTUKUMAR.	BMB0019
20.	DEEPASHREE, U.	BMB0020
21.	DHYAAN, C.	BMB0021
22.	DIVYA, T.	BMB0022
23.	DIVYA, U.	BMB0023
24.	HARSHA, V.	BMB0024
25.	HEMAVATHI, G.	BMB0025
26.	INDU, A.	BMB0026
27.	JAYANTH, N.	BMB0027
28.	K. JYOTI.	BMB0028
29.	KAVANA, A. G.	BMB0029
30.	KAVANA, S.	BMB0030
31.	KRATIKA	BMB0031
32.	LAKSHMANA	BMB0032
33.	K. LINGAMURTHY.	BMB0033
34.	NAVYA, A.	BMB0034
35.	NISARGA, N. S.	BMB0035
36.	NISHCHITHA, C. A.	BMB0036
37.	NIVEDITA SHIVAPRASAD HIREMATH	BMB0037
38.	PRASANNA.	BMB0038
39.	PREETHI, D.	BMB0039
40.	PRERANA, V.	BMB0040
41.	RENUKA, N.	BMB0041
42.	ROHITH, J.	BMB0042
43.	SACHIN	BMB0043
44.	SAHANA	BMB0044
45.	SAHANA, J. K.	BMB0045
46.	SANGEETHA PATIL	BMB0046
47.	SANJAY, S. J.	BMB0047
48.	SHAEEN GOUSUSAB PENDARI	BMB0048

49.	SHREELAKSHMI, S.	BMB0050
50.	SHREEPRIYA, K. L.	BMB0051
51.	SINDHU, S.	BMB0052
52.	SUHAS GOWDA, B. M.	BMB0053
53.	VARSHA, N.	BMB0054
54.	VARSHINI KRISHNA, H. K.	BMB0055
55.	VEERAGANTESH	BMB0056
56.	VENKATESHA, B. K.	BMB0057
57.	VIDYASHREE, N.	BMB0058
58.	VIDYASHREE, T. S.	BMB0059
59.	VINUTA BHIMAGOND PUJARI	BMB0060