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## **UNIT 3    SECTORAL EXTENSION**

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### **Structure**

- 3.1 Introduction
- 3.2 Components of Sectoral Extension
- 3.3 Extension in Agriculture Sector
- 3.4 Extension in Education Sector
- 3.5 Extension in Rural Development Sector
- 3.6 Extension in Community Health and Family Welfare
- 3.7 Extension in Youth Development
- 3.8 Extension in Women and Child Development
- 3.9 Let Us Sum Up
- 3.10 Check Your Progress-Possible Answers

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### **3.1 INTRODUCTION**

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As mentioned in earlier units, you might have realized that extension is an integral part of development, and particularly of agricultural and rural development. Extension is the out-of-school education where people are motivated by extension workers to adopt various scientific practices in the areas such as agriculture, education, health, women and child development, youth development, etc, to improve their income and quality of living. According to Leagans (1971) extension education is an applied social science consisting of relevant content derived from physical, biological, and social science and, in its own process, synthesized into a body of knowledge, concepts, principles, and procedures, oriented to provide non credit, out-of-school education, largely for adults. The three important concept of extension are: extension education, extension service, and extension process. Extension service refers to programmes, which employ the extension process as a means of programme implementation. The extension process involves working with people in line with their current interests and needs, which are closely related to gaining a livelihood for improving the physical level of living.

After studying this unit, you will be able to:

- define sectoral extension;
- explain various components of sectoral extension.

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### **3.2 COMPONENTS OF SECTORAL EXTENSION**

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The extension process is widely used in agriculture, and the scope of extension is very vast. It caters to the need of sectors other than agriculture such as education, health and family welfare, women and child development, youth welfare, and rural development. In other words, extension has unlimited scope, and it should not be misunderstood that it is confined to agriculture and allied sub-sectors. Kelsey and Hearne (1967) have identified main emphasis of extension programme as:

- i) efficiency in production

- ii) efficiency in marketing, distributing and utilization
- iii) conversion, development and use of natural resources
- iv) management in the farm and in the home
- v) family living
- vi) youth development
- vii) leadership development
- viii) community development and rural area development
- ix) public affairs.

You are aware that the basic philosophy of extension is to work for the well being of people. Extension educators work with the people and for the people and help them to develop themselves and raise their quality of living. Various sectors where extension work is usually focused are:

- i) agriculture and allied activities
- ii) rural development
- iii) woman and child welfare
- iv) youth development
- v) empowerment of local institutions (*panchayati raj* institutions)
- vi) promotion of rural literacy.

**Check Your Progress 1**

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

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

- 1) What do you mean by sectoral extension, and what is its emphasis?

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- 2) Do you agree that extension is exclusively useful for agriculture?

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### **3.3 EXTENSION IN AGRICULTURE SECTOR**

Extension education has played an important role in the development of agriculture and allied sectors. According to the Food and Agricultural Organization (FAO), extension education is concerned with agricultural education aimed at educating rural people on scientific and factual information their application to the solution of problems of agriculture and rural life.

Important approaches adopted in agricultural extension are: T&V (Training and Visit) system; the Lab to Land Programme; Krishi Vigyan Kendra (KVK); and Farmer-to-Farmer Extension.

#### **3.3.1 Training and Visit System (T&V)**

The T&V system was developed by the World Bank Experts, Daniel Benor and James Q. Harrison. The main objective was to provide extension services to a wide range of agricultural environments in developing countries. In India, it was first introduced in Madurai district of Tamil Nadu on a pilot basis and was extended to all districts from 1981. The aim of the T&V system of agricultural extension was to build a professional extension service that will be capable of assisting farmers to raise their production and incomes.

Some features of the T&V system are:

- Single line of command that is under the administrative supervision of agriculture department.
- Main emphasis on agriculture extension through the extension workers.
- Supply of non extension activities, i.e., supply of inputs, credit, technology, etc., is the responsibility of the technical staff, and not that of extension workers.
- The training and visit is followed with a strict time schedule, and on a regular basis known to the farmers.
- Continuous and regular training of extension staff and to a selected number of farmers called 'Contact Farmers'. The contact farmers constitute 10 percent of the total number of farmers in a village.

#### **3.3.2 Lab to Land Programme**

The Lab to Land Programme (LLP) aims to improve the economic condition of the small and marginal farmers, and landless agricultural labourers, particularly those from Scheduled Castes and Schedule Tribes. Its objectives are to introduce low cost agricultural and allied technologies in order to improve the production and income of farmers. The farm families adopting the scheme were provided with two year follow up guidance by the agricultural scientists. The main emphasis was to bring the scientists and farmers to come closer. The scientists help the farmers to adopt low cost technologies into their field for raising farm productivity.

#### **3.3.3 Krishi Vigyan Kendras (KVK)**

The KVKs scheme was launched in the country in 1974. It aimed to: serve as a vocational training institution for farmers and field level extension functionaries,

and; to impart need based and skill oriented training to raise farm productivity. These centres design need-based and area-based training programmes.

The three fundamental principles guiding KVKs are

- to raise agricultural productivity and farmers' income
- to impart training to the farmers and functionaries
- to raise the farm income of the weaker sections of society by imparting training.

The main functions performed by KVKs are

- organize vocational training programme for rural youth
- organize training for farmers and extension functionaries
- conduct testing and field demonstration in the farmers' field and provide feedback to the research laboratories.

### 3.3.4 Farmers-to-Farmer Extension

The farmers-to-farmer extension was first began in Central and Latin American countries. In this system, farmers act as extensionists or facilitators for their co-farmers. The main objectives are to strengthen farmers' innovativeness and raise their ability to communicate and share experiences with their fellow farmers. In this approach, progressive farmers are identified and trained and are encouraged to provide training to their fellow farmers.

### 3.3.5 Other Alternative Approaches

The other agricultural extension alternative approaches are: projects, cost sharing, and farming system development. In the project approach, the extension programme is implemented as a project to bring out short term changes. In the cost sharing approach, farmers are asked to share a certain percentage of the cost, either individually, or as groups, for their training. Under the farming system approach, farmers are asked to adopt the technologies developed by the programme and continue using them overtime.

#### Activity 1

Visit the nearby workplace of agriculture / animal husbandry / horticulture extension officer and enquire about their extension programmes. Write your observations.

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

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

1) Write three functions of Krishi Vigyan Kendras.

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### **3.4 EXTENSION IN EDUCATION SECTOR**

Extension programmes were introduced as a third dimension of universities, besides teaching and research, when agricultural universities were started in the early 1960's. The University Grant Commission (UGC) accepted extension as a third dimension in its policy framework of 1977. It was mainly after the launching of the National Adult Education Programme by the Government of India in 1978 that the UGC began to encourage the universities and colleges to participate in adult and continuing education and extension programmes, and started funding it. Although the programme made a beginning with adult literacy, its scope was gradually widened over the next three decades to include, post literacy, continuing education, population education, refresher courses, and a variety of extension and field outreach activities. Simultaneously, the UGC encouraged and funded the universities to institutionalize the programme by setting up separate departments of adult and continuing education and extension with a core faculty to undertake teaching research and extension. At present, there are 86 departments or centres of adult and continuing education and extension in the country.

Extension in education has two basic aspects:

- adult education and
- university extension

#### **3.4.1 Adult Education**

The National Adult Education Programme (NAEP) in India was launched on 2nd October, 1978 with a main aim of removing illiteracy in the 15-35 age groups. The objectives of NAEP were to impart functional literacy to the adult population and to create awareness of various issues useful for raising their quality of life. The main focus was on the acquisition of the skills of reading, writing, and numeracy. The social awareness component added to NAEP aimed at knowledge, understanding and taking action on issues which affect the individual, the community and the society decision, so as to improve their quality of life.

The National Literacy Mission (NLM) was set up by the Government of India in 1988 with the aim of eradicating illiteracy in the country by imparting functional literacy to the non literate in the 15-35 age-groups. The basic objective is to create a generation which will ensure that their children are educated and to realize the dream of 'Education for All'. This age group is the focus of attention because they are in the productive and reproductive period of life. The programme

used to give special emphasis on disadvantaged groups of the population like women, Scheduled Castes, Scheduled Tribes, and OBCs.

More recently, in 2009, the Government of India has launched a special programme called National Mission for Female Literacy (NMFL) to raise female literacy rate in the country. The goal is to make 60 million women functionally literate by 2012, and to plug the gender gap in literacy.

### 3.4.2 University Extension

In India, the extension in university was initiated back in 1960. The UGC stated that the extension was essential for:

- making education relevant to real life situations
- preventing the alienation of the education from society
- developing in the education a sense of responsibility towards society
- deepening teachers' knowledge through wider exposure to real life situations.

The extension dimension in universities was introduced when the National Adult Education Programme was launched in 1978. The focus was on adult literacy, post literacy, and field outreach programmes. The focus areas envisaged in the extension and field outreach of the adult education programme were

- communal harmony and peace education
- human rights and rights of vulnerable groups
- environmental issues
- panchayat and development issues
- health education for the community through the health care centre of the university
- women's empowerment
- social issues and gender issues
- involvement of youth in socioeconomic development
- creating awareness about various rural development programmes.

The target groups supposed to be covered under this programme are people in service, or the underemployed, or the unemployed; non-entrants to the university, out-of-school youth, and senior citizens. The extension education programmes offered were largely vocational courses, courses related to electronic media, multimedia and computer, and apprenticeship and internship training programmes with a focus on industry and business.

### Check Your Progress 3

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

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

1) Name the three adult education programmes launched by Government of India.

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## 3.5 EXTENSION IN RURAL DEVELOPMENT SECTOR

Extension education plays an important role in rural development. The national extension service was implemented in India in 1953. In 1958 it was integrated with the community development programme. The aim of the extension programme in rural development was to change the outlook of village people and make them effectively participate in the change and development of the rural area.

The main objective of the community development programme of which extension education was an integral part was to promote rural development by strengthening village level institutions such as *panchayats*, cooperatives, schools, and health institutions. Through these institutions the programme aimed at carrying out integrated multi-phase development, i.e., increasing agricultural productivity; promotion of village, small, and cottage industries; effective delivery of health care services at the grassroots; non formal and adult education for the out-of-school illiterate population; and welfare of women and children, and the involvement of youth in village development programme.

The extension services are required for the promotion of rural development programmes. Many rural development programmes could not be effectively implemented by the village *panchayats* and the grassroots level functionaries because of lack of knowledge and awareness on extension education. Important rural development programmes implemented can be broadly categorized as

- i) poverty alleviation programmes
- ii) rural employment programmes
- iii) rural social development programmes
- iv) rural development programmes through panchayati raj institutions

### 3.5.1 Poverty Alleviation Programmes

A few important programmes launched by the government for the alleviation of rural poverty are discussed below.

- a) **Intensive Agricultural District Programme (IADP)** : The IADP was launched in 1960 and aims at raising the agricultural productivity through the application of package practices such as improved seeds, fertilizers, pesticides, implements etc. The programme was implemented in seven selected district, one each, belonging to Andhra Pradesh, Madhya Pradesh, Punjab, Rajasthan, and Uttar Pradesh having assumed irrigation facility on experimental basis.
- b) **Small Farmers Development Agency ( SFDA) and Marginal Farmers and Agricultural Labourers Agency ( MFALA)**: These two programmes were launched during 1971-72. These programmes aimed at improving the income and quality of life of the small and marginal farmers having less than two hectares of land. The help provided to the farmers through these two schemes is outlined below.

- formulation of viable agricultural and non-agricultural schemes

- helping the farmers to get institutional credits from the cooperatives and nationalized banks
  - supplying required inputs to the farmers with the help of public sector agencies
  - making provision of storage and marketing facilities.
- c) **Integrated Rural Development Programme (IRDP)** : The IRDP was launched in 1978-79 with a main thrust to improve the standard of living of the people living below the poverty line. The purpose of the programme is to bring development through the utilization of local resources and by creating infrastructural facilities for economic and social development. The two main areas of emphasis of the programme are: (i) to provide income generating asset to poor family and (ii) raise income through wage employment. The IRDP was a centrally sponsored scheme with 50:50 funds sharing by the centre and the states. The implementing agency of IRDP is DRDA (District Rural Development Agency) under the chairmanship of the District Collector / Deputy Commissioner. The agency is broadly implementing two types of programme such as the poverty alleviation programme and the employment generation programme. Through IRDP, two types of integration were made possible, such as spatial integration that is integration between agriculture, off-farm activities and industries and also integration between economic and social sectors.

### 3.5.2 Rural Employment Programmes

A few important rural employment programmes launched for raising employment in rural areas are discussed below.

- a) **National Rural Employment Programme (NREP)**: NREP was launched during the sixth plan period with the basic objectives of creating additional gainful employment for unemployed and underemployed men and women in rural areas, and for the creation of durable community assets to strengthen rural infrastructure.
- b) **Jawahar Rojgar Yojana (JRY)**: The JRY scheme was launched in 1989, by merging two ongoing wage employment programmes, i.e., NREP, and RLEGP (Rural Landless Employment Guarantee Programme). The main objective of JRY was to provide additional gainful wage employment to unemployed and underemployed persons in rural areas during the lean agricultural season. The JRY was targeted at people living below the poverty line, Scheduled Castes, Scheduled Tribes and the freed bonded labourers. At least 30 percent of employment is to be provided to women.
- c) **Employment Assurance Scheme (EAS)**: The employment assurance scheme was launched in 1993. The scheme aims at providing assured employment of 100 days of unskilled manual works to the rural poor. The other objectives of the scheme were the creation of economic infrastructure and community assets for sustained production and employment generation.
- d) **Samporna Grameen Rozgar Yojana (SGRY)**: The scheme aims at providing additional employment and food security, and creation of durable community, social, and economic infrastructure in the rural areas. Special emphasis was given on Scheduled Castes, Schedule Tribes and parents of children withdrawn from hazardous occupations.



- e) **Swarn Jayanti Gram Swarozgar Yojana (SGSY):** The objective of SGSY is to uplift the families living below the poverty line by providing them with income generating assets through a mix of bank credit and government subsidy. The village *panchayat* and *gram sabha* was involved in the selection of beneficiaries under this scheme.
- f) **National Rural Employment Guarantee Scheme (NREGS) :** The NREGS was implemented in 2006 on an experimental basis in 200 districts and in 2008 it was extended to all districts of India. It aims at providing 100 days of employment in every financial year to one adult member of any rural household willing to do unskilled manual work at the statutory minimum wage. It is envisaged that at least on third of the work must be allotted to women. The work proposed to be undertaken under NREGA includes watershed management and water conservation, draught proofing, flood protection and land development, etc.

### 3.5.3 Rural Social Development Programmes

The social development programmes were mainly contained in the Minimum Needs Programme (MNP) launched during the Sixth and Seventh Plan Period. The components covered under MNP are: elementary education; adult education; rural wealth; rural water supply; rural electrification; nutrition; rural domestic cooking energy; rural sanitation; and the public distribution system. These programmes are categorized as Flagship Programmes. The schemes launched under these two programmes broadly are IAY (Indira Awas Yojana) for rural housing; TSC (Total Sanitation Campaign) for rural sanitation; Swajaldhara for rural drinking water, PMGSY (Pradhan Mantri Gram Sadak Yojana) for rural road, National Rural Health Mission (NHRM) for health and family welfare of the rural people; and Sarva Sikhya Abhiyan (SSA) for raising the enrolment, retention, and dropout of children at the primary education level. The state governments are launching state specific social infrastructure development programmes.

### 3.5.4 Rural Development Programmes through Panchayati Raj Institutions

Almost all the developing countries in the Third World which are engaged in the developmental process have, at one time or the other, initiated measures for decentralization which would ensure people's participation in the developmental process. The Second Five Year Plan of the government of India gave emphasis to decentralization of power to the representatives of the people at the district, block, and village levels with to mobilize people's support to the rural development programmes. The decentralized institutions were expected to help the people in realizing leadership, building up citizenship awareness, and providing a sense of participation for national development in economics, social, and political fields.

In India, after the implementation of 73<sup>rd</sup> constitutional amendment, Panchayati Raj Institutions (PRIs) are playing important role in the development of rural areas. They are acting as mediators between the government officials on one hand and, people on the other. The 73<sup>rd</sup> constitutional amendment under its eleventh schedule (article 243 G) has assigned the following 29 duties and responsibilities to PRIs. Those are :

- 1) agriculture, including agricultural extension
- 2) land improvement, implementation of land reforms, land consolidation and soil conservation
- 3) minor irrigation, water management and watershed development
- 4) animal husbandry dairying and poultry
- 5) fisheries
- 6) social forestry and farm forestry
- 7) minor forest procedure
- 8) small scale industries, including food processing
- 9) khadi, village, and cottage industries
- 10) rural housing
- 11) drinking water
- 12) fuel and fodder
- 13) roads, culverts, bridges, ferries, waterways and other means of communication
- 14) rural electrification, including distribution of electricity
- 15) non conventional energy sources
- 16) poverty alleviation programme
- 17) education, including primary and secondary schools
- 18) technical training and vocational education
- 19) adult and non formal education
- 20) libraries
- 21) cultural activities
- 22) markets and fairs
- 23) health and sanitation, including hospitals, primary health centres and dispensaries
- 24) family welfare
- 25) woman and child development
- 26) social welfare of the handicapped and mentally retarded
- 27) welfare of the weaker sections and in particular, of the SCs and STs
- 28) public distribution system
- 29) maintenance of community assets

The Ministry of Panchayati Raj, Government of India, has formulated an activity mapping plan for the PRIs. Under the plan, the activities to be performed by the village panchayats, intermediate panchayats, and the district panchayats have been delineated. Under the extension programme for the PRIs, the elected representatives of PRIs have to be trained in their duties and responsibilities, local leadership, rural development programmes, micro planning, roles and responsibilities of village level institutions, etc. The effective capacity building of elected representatives of PRIs through *Panchayati* Extension would promote

faster rural development. Besides, elected representatives of PRIs would act as best extension agent to provide extension education to the people on various aspects of development.

**Activity 2**

Talk to some of the beneficiaries of NREGA, enquire and write about their experiences.

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**Check Your Progress 4**

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

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

1) How can you classify the rural development programmes that are implemented in India?

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2) Name two poverty alleviation programmes

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3) Name three employments generation programmes

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## 3.6 EXTENSION IN COMMUNITY HEALTH AND FAMILY WELFARE

Community Health and Family Welfare Extension is one of the vital components of sectoral extension. After agriculture, the health and family welfare programmes, in general, and family planning services, in particular, received priority in extension activities for the control of population in India, before 1976. After the Alma Atta Declaration of which India was a signatory, the Health and Family Welfare Department was created. The Health and Family Welfare Services Department is engaged in activities designed for preservation and improvement of health and family welfare through the provision of preventive, curative, and rehabilitation methods. This is catered through a chain of health services centers such as government dispensaries, community health centers (CHCs), primary health centers (PHCs) and health sub-centers existing at the district, sub-division, block, and village levels.

The health extension education services aims at educating people and families about reproductive child health care, basic nutrition, sanitation, use of safe drinking water, family plans services, STD and HIV/AIDS, and about communicable diseases through the health educator. In India, at the block level, one block extension educator is appointed in each Primary Health Centre to perform health and family welfare extension activities.

The health extension services include education about the following aspects:

- i) maternal health care such as ante natal, natal, post natal care
- ii) child health care immunization and management of childhood diseases
- iii) nutrition care of women and children
- iv) communicable diseases and their prevention
- v) family planning services
- vi) STD and HIV/AIDS
- vii) environmental sanitation and personnel hygiene
- viii) safe drinking water
- ix) school health extension education programmes.

One of the examples of the mobile extension services for the improvement of the nutritional status of women and children is given the box below. The Government of India has also established mobile food and nutrition extension centres to cater to the nutrition related education needs of the clientele.

### Mobile Food & Nutrition Extension Centers

Realizing the importance of nutrition education, the Department of Food and Public Distribution has established a Mobile Food & Nutrition Extension Units (MEUs) equipped with mobile vans, audio-visual equipment, and technically trained personnel in different parts of the country to impart nutrition education in rural, urban, and tribal areas. The department has 33 Food & Nutrition Extension Centers (FNECs) in different parts of the country to impart education and training to the housewife on nutrition. (Source: Department of Food & Public Distribution, GOI, New Delhi. <http://fcamin.nic.in/dfnd/eventdetails.asp>)

### 3.6.1 Health Extension in Other Countries

The health extension service plays an important role in the effective delivery of health and family welfare services in other countries also, particularly in the African countries, lagging in health indicators. For example the Health Service Extension Programme in Ethiopia is an innovative community-based healthcare delivery system aimed at providing essential promotional and preventive health care services. The Ministry of Health, Ethiopia, has delineated its objectives of Health Services Extension Programme. A few of them are

- ensure ownership and participation by increasing health awareness, knowledge and skill among community members
- promote gender equality in accessing health services
- improve the utilization of peripheral health services by bridging the gap between communities and health facilities through health Extension Workers (HEWs)
- reduce maternal and child mortality and
- promote an overall healthy lifestyle

#### **Achievements of the Health Services Extension Programme, Southern Ethiopia**

Some achievements of the health services extension programme in Southern Ethiopia are:

- increased family health services coverage
- increased latrine construction and utilization
- disease outbreaks are immediately reported
- maintenance of updated vital statistics at the community level has been increased
- increased community awareness about their health

(Source: Bekele et.al., 2008. Preliminary Assessment of the Implementation of the Health Extension Services Programme: The case of Southern Ethiopia”, *Ethiopia Journal of Health Development*, 2008, pp. 302-305)

The Brazilian Health Extension Programme aims at

- i) expanding government family health programme;
- ii) establishing well-articulated referral and counter-referral system;
- iii) training of professional and para-professional on family health; and
- iv) strengthen the health ministry capacity to monitor and evaluate health services, policies and training activities on a systematic basis.

## **3.7 EXTENSION IN YOUTH DEVELOPMENT**

Extension plays an important role in the welfare of youth and their involvement in development activities. The schemes launched by the Government of India which promote the welfare of youth and their role in development are: National Service Scheme (NSS); and Nehru Yuvak Kendra Sansthan (NYKS). The main

function of NSS is to develop the personality of students through community service. The duties and responsibilities of NYKS are to: mobilize youth and establish structures to form youth clubs; provide youth development and empowerment; and, enable youth to act as participants and partners in the process of development. The NSS was launched in 1969. The activities conducted by various NSS in different parts of the country are

- i) launching awareness drives on different aspects such as sanitation, health, education, etc.
- ii) rendering *sharmdan* (free labour) for the creation of community aspects
- iii) actively participating in social reform and commercial harmony drive
- iv) participating in relief work, blood donation, environmental protection, literacy programme, and health education programmes
- v) celebration of World Health Day, World Environment Day, World Literacy Day, etc.
- vi) organizing summer and winter camps and help the community in various developmental activities such as construction of community toilets, watersheds, dam repairing, road construction, repairing of school and health centre buildings, tree plantation, rain water harvesting, cleaning of ponds, etc.

The NYKS was established as an autonomous body under the Ministry of Youth Affairs and Sports, Government of India, in 1987. It is one of the largest grass-roots organizations in the world. NYKS comprises non student rural youth in the age-group of 15-35 years, through opening up village youth clubs. The functions of NYKS are

- i) generation of awareness
- ii) organization and mobilization of the youth for development work in the village
- iii) emphasis on value, vision and voluntary action in the countryside
- iv) holding seminars and workshops on important issues
- v) conducting orientation and training programmes for lifeskills development in health, education, and livelihood
- vi) conducting cultural programmes to promote communal harmony
- vii) holding rural sports and holding camps for adolescent and health camps for old age people

The Government of India, in 1979, launched a centrally sponsored scheme called Training of Rural Youth for Self-employment (TRYSM). The aim was to provide technical and entrepreneurial skills to rural youth from families below poverty line, which would enable them to take up income generating activities. The institutions imparted extension training under TRYSM are Polytechnics, Krishi Vigyan Kendra, Nehru Yuvak Kendras, State Institute of Rural Development and Extension Training Centres and Institutes run by voluntary agencies.

Some of the salient features of the scheme are as follows

- imparting technical skill to youth in the age group 18-35, from families below the poverty line
- out of the total coverage, 50 percent will be from Scheduled Castes and Scheduled Tribes, and, among them, 40 percent are to be women. Three percent was reserved for the physically handicapped.
- training is to be based on training needs
- trainees receive stipends during training, and are provided with suitable free-of-cost tool kits after the completion of training.

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### 3.8 EXTENSION IN WOMEN AND CHILD DEVELOPMENT

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Extension plays a pivotal role in the women and child development. The empowerment of women through various extension programmes aims at improving their rightful place in the social and economic development. The government, private and non governmental organizations conduct various extension programmes for women's welfare and development. Some of them are as follows:

- **Human rights and women:** there are gross violations of human rights of women, and particularly, among those belonging to impoverished families. The extension programme includes making women aware about their rights, such as the right to education, property rights, right to equal pay for equal work, right to food security, right to reproductive healthcare, etc.
- **Women and atrocities:** to form women group for fighting against atrocities on women. The *Mahila Mandals* function at the village level, and many of them are fighting against atrocities on women, such as wife beating, dowry related atrocities, eve teasing, etc. These organizations are educating women in their rights to fight against atrocities against them.
- **Social Empowerment of Women:** the extension programme for social empowerment of women includes making women aware about the importance of education and taking care of their health, and the health of their children, taking part in social organizations such as *Mahila Mandals* and self help groups. Extension work has a key role to play in the development of the women belonging to disadvantaged sections of the society. For example, in India, extension services would empower the women from Scheduled Castes and Scheduled Tribes and protect them from atrocities and injustices.
- **Women and Governance:** in India, the 73<sup>rd</sup> constitutional amendments reserves 33 per cent of seats for women in *Panchayati Raj* Institutions. The capacity building of women elected representatives through extension programmes has enabled them to participate effectively in rural governance.
- **Economic Empowerment of Women:** extension programmes have enhanced women's workforce participation rate. SHGs (self help groups)

have been formed in rural areas. This has promoted self employment income earning activities. SHGs are instrumental in promoting women entrepreneurs in rural area. Woman from impoverished families, through education and motivation, are, nowadays, participating in NREGS (National Rural Employment Guarantee Scheme), which has enhanced their family income.

SHGs play an important role in the economic empowerment of women in Bangladesh. One example of the extension education activities conducted for women by one the national NGO in Bangladesh is given in the box below.

**Bangladesh Extension Education Service (BEES)- A National NGO**

The functions and activities of BEES are

- to promote saving habits
- to promote access to credit and insurance facilities
- promotion of microenterprise
- enhance income earning capacity and improve quality of life

The target groups are

- landless poor people
- hardcore poor, living below the poverty line
- manual labourers

(Source: <http://blessed.blogspot.com/2007/08/micro-finance-programme.html>).

Extension programmes in the area of child development aim to improve the health and education status of children. In India, a major child development programme with an extension perspective was launched in the year 1975-76, called Integrated Child Development Services (ICDS). The main objectives of the ICDS are below.

- i) to promote the nutritional and health status of child in the age group of 0-6 years
- ii) to lay the foundations for proper psychological, physical, and social development of the children
- iii) to reduce the incidence of mortality, morbidity, malnutrition, and school dropouts
- iv) to achieve effective coordination of policy and amongst various departments to promote child development
- v) to enhance the capacity of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education

The ICDS centres provide packages of services to children in the age group 0-6, and to expectant and nursing mother, and to women between 15-45 years from the disadvantaged segments of society. The packages provided under the scheme are:

- i) supplementary nutrition
- ii) immunization



- iii) health checks
- iv) treatment of minor illness
- v) referral services
- vi) nutrition and health education
- vii) non-formal pre-school education
- viii) convergence of other supportive services such as safe drinking water and sanitation, etc.

**Check Your Progress 5**

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

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

1) Write how extension is useful in youth development.

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2) Write briefly on health and family welfare extension

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**3.9 LET US SUM UP**

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Dear learner, in this unit we started by looking at the meaning of sector extension in the context of development of different sectors. Through this discussion we understood that apart from agriculture, extension has a very vast scope in the development of education, health and family welfare, women and child development, youth welfare, and rural development. Under each of these sectors, we discussed briefly about different extension programmes that are implemented for development.

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**3.10 CHECK YOUR PROGRESS-POSSIBLE ANSWERS**

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**Check Your Progress 1**

1) Customarily extension work has been effectively practiced in agriculture, and is underutilized in other sectors. However, extension work has an important and effective role to play in other sectors, such as education, health

and family welfare, women and child development, youth welfare and rural development. Sectoral extension means the role of extension education and its process in various sectors engaged in the improvement of the quality of life of the people. Sectoral extension has unlimited scope and should not be misunderstood as being work that is confined to agricultural and allied services.

- 2) Extension is a dynamic concept and can be used in sectors other than agriculture. Undoubtedly, the use of extension has been quite helpful in agriculture by raising farm productivity. However, I do not agree with the viewpoint that the extension will be exclusively useful for the agriculture sector. It can be useful for generating awareness in health and family welfare, various rural development programmes and their practices.

### **Check Your Progress 2**

- 1) The main functions performed by KVKs are : organize vocational training programme for rural youth ; organize training for farmers and extension functionaries; and conduct testing and field demonstration in the farmers' field and provide feedback to the research laboratories.

### **Check Your Progress 3**

- 1) National Adult Education Programme (NAEP), National Literacy Mission (NLM) and National Mission for Female Literacy (NMFL) are the important adult education programmes.

### **Check Your Progress 4**

- 1) The rural development programmes can be classified as: poverty alleviation programmes; rural employment programmes; rural social development programmes and rural development programmes through panchayati raj institutions.
- 2) The poverty alleviation programmes are : Small Farmers Development Agency and Marginal Farmers and Agricultural Labourers Agency; Integrated Rural Development Programme.
- 3) The employment generation programmes are : National Rural Employment Programme (NREP); Jawahar Rojgar Yojana (JRY); Employment Assurance Scheme (EAS); Samporna Grameen Rozgar Yojana (SGRY); and National Rural Employment Guarantee Scheme (NREGS)

### **Check Your Progress 5**

- 1) Extension work plays an important role in the welfare of youth and in their involvement in development activities. The schemes launched by government of India, which promote the welfare of youth and their role in development are: the National Service Scheme (NSS); and (ii) Nehru Yuvak Kendra Sansthan (NYKS). The main function of the NSS is to develop the personality of students through community service. The duties and responsibilities of NYKS are: (i) Mobilization of youth and establishment of structures to form youth clubs; (ii) youth development and empowerment; and (iii) enable youth to act as participants and partners in the process of development.

Community health and family welfare extension is a vital component of sectoral extension. After agriculture, the health and family welfare, in general, and family planning services, in particular, received priority in extension activities for the control of population in India. The health extension education services aims at educating people and families about reproductive child health care, basic nutrition, sanitation, use of safe drinking water, family plans services, STD and HIV/AIDS, and about communicable diseases through the health educators.

## NOTES