

Role of Gramsevak as Perceived and
Performed by the Gramsevaks and
as Perceived by the Farmers

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==:== INTRODUCTION +==:==

CHAPTER I

INTRODUCTION

India lives largely in small scattered villages. Agriculture is the main source of livelihood of the people, providing nearly one half of the national income. Therefore, the progress of the country depends mainly upon the progress of agriculture and of the rural people.

Low yields in agriculture, under employment of farmers, lack of adequate medical facilities, ill health, illiteracy and some of the outmoded social and religious legacies are some of the causes of under development of our rural society. Some of these economic, social and religious factors have made the Indian rural society isolated and authoritarian. For an allround improvement of the villages our aim should not be only to provide ample food, clothing, shelter, health, educational and recreational facilities in the village but also to change the mental out-lock of people instilling in them an ambition for a higher standard of life and arousing in them an enthusiasm for new knowledge and new ways of life. For this, the ways of life of village people need to be transformed. This can be done partly through proper education of the villagers.

In the past, Government had tried to improve the rural areas through well organised development departments such as Agriculture, Animal Husbandry, Co-operation, Health and Education. These were independent organizations working without a common set of objectives. The co-operation between the department was minimal and they had different approaches through their own personnel. Those officials were inadequately trained to provide guidance to rural people and the area that was to be covered by them was so vast that villagers hardly felt the presence of these village functionaries. The result of this was that there were no concerted efforts to improve all the segments of village life to change the out-look of the villagers and to mobilise local initiative and resources for the betterment of rural conditions.

A new approach was the need of the hour that time. Who should work it out? Should it be a new organization more suited to the needs of the people or should it be the existing machinery reoriented to a new term of references were some of the problems considered.

Attention of the Government was drawn towards this problem of fulfilling and satisfying the many sided needs and problems of villagers through evolving a new pattern of development department.

As early as in 1926, The Royal Commission on Agriculture recommended a system of village guides devised by Mr.F.L.Brayne for his Gurgaon Experiment.

The Fiscal Commission appointed by the Government of India in 1949 observed that the greatest need at that time in India was an Extension Service with an object of bridging the gap between the researchers and the farmers. It reported that an Extension Service, similar to that in U.S.A. could perhaps be a suitable agency for implementing the development schemes.¹

The Grow More Food Enquiry Committee examined the economic aspects of rural life and observed that all aspects of rural life were interrelated and no lasting results could be achieved by an attempt in any single direction. Therefore, a plan for rural development should form parts of and be integrated with those for achieving wider aims. The approach to the village people had to be a co-ordinated and a comprehensive one and it should cover the entire sphere of his life. Therefore, the Committee recommended that such approach has to be made through an agent, the village level worker, who would be common to at least the major departments engaged in rural development work.²

With this view, the Government of India launched a nationwide movement called the Community Development Programme on October 2, 1952, the anniversary of Mahatma Gandhi's birth day by inaugurating 55 pilot projects in the Country.

1. Krishnamachari, V.T., "The National Extension Movement", Kurukshetra, A Symposium on Community Development in India. New Delhi-I, 1961, p.35.

2. Ibid, p.37.

To meet the demand for a faster coverage, the N.E.S.Blocks were started in 1953 and thus the whole country of about 56,7000 villages came under the fold of the Community Development Programme by the end of 1963.

Community Development is, however, not a new concept. It grew by a series of experiments in rural areas conducted by different Indian patriots, enlightened officials and missionary societies during the last 50 years in India.

The first Five Year Plan gave new recognition to this new approach, that "Community Development is a method and Rural Extension an Agency through which the five year plan seeks to initiate the process of transformation of social and economic changes in the village people.

Under this system, N.E.S.Blocks were organized as units of development each with an area of about 150 to 170 square miles comprising of 100 villages with a population of about 60,000 to 70,000. The head or the leader of the team is a Block Development Officer who is assisted by a battery of catalytic agents. These were the technical experts known as Extension Officers in various fields such as Agriculture, Animal Husbandry, Co-operation, Health, Social Education, Panchayat, Rural Engineering and Village Industries and a key functionary for the programme known as the "Gramsevak" or the "Village Level Worker."

Gramsevak is the back-bone of the whole programme of rural development. He is the last and the most important

link in the administrative machinery in rural development. He is a "first aid" man in all the fields of rural development such as Agriculture, Animal Husbandry, Co-operation, Social Education, Health, Panchayat, Village Industries and Rural Engineering. Therefore, he may be said to be a multipurpose extension agent who serves as an effective channel of communication of new ideas ^{and} problems ~~and~~ between the village people and the development departments. He bridges or narrows the distance between the villagers and the development departments which helps the farmers in solving their problems.

The Gramsevak is a friend, philosopher and guide of the rural people. He is also an organizer, planner, educator, demonstrator, enabler, catalyser, leader and evaluator. Therefore, the role of a gramsevak is said to be that of a generalist. A Gramsevak cannot function effectively without adequate specialisation in the several branches of development activities. Being a multipurpose worker, he has to perform many jobs effectively and now at present the emerging role of a Gramsevak is also to work as a Secretary of the Village Panchayat.

With changes in situation, the role of the Gramsevak has also been changing. To perform these multipurpose roles, a Gramsevak is generally assigned to a group of five villages, which means that an army of about 56,700 to 11,3400 Gramsevaks is working in the Indian villages. India is the only country in the world having such a vast number of extension workers placed in rural service. Gramsevak is a part of a vast body

of officials. In India few other officials of his status can come in such a close and intimate contact with the vast rural population. Therefore, justifiably it can be said that the success or failure of the Community Development Programme will very much depend on the way in which the Gramsevaks function at the village level.

Community Development deals with people rather than things and hence for the success of the Community Development Programme, professional and human qualities are very important in the worker. Jawaharlal Nehru once said that there should be a good man at the top as well as at the bottom for the success of Community Development Programme and the National Extension Service. Therefore, a Gramsevak should be well qualified and should have personal characteristics which would enable him to perform his duties effectively and efficiently.

In the light of this, a properly designed programme of selecting and training the Gramsevak is very necessary. If an unsuitable person is placed in the position, the whole scheme of National Extension Service may fail. A Gramsevak has to devote 80 percent of his time in agricultural development to increase agricultural production. Therefore, a Gramsevak should be trained for an adequate period in basic agriculture and in extension methods and various aspects of rural life.

Effective Gramsevaks are those who help to produce desirable changes in the behaviour of people, early and effectively. This would be possible only when gramsevaks are properly selected and adequately trained.

Purpose of the Study :

Fifteen years of experience of community development programme has indicated that the programme has not been as successful as it was expected. It may be due to an inadequacy of the administration and the people.

As the community development is a people's movement , the participation of the people in the projects is crucial. As the Gramsevaks guide the people in a desirable direction, the success of this programme vitally depends on the Gramsevaks. In general, how a Gramsevak works at the village level and with whom he works is important. Therefore, it is necessary to study the Gramsevaks and the rural people with whom a Gramsevak works.

It is possible that the Gramsevaks have not perceived their correct roles properly. Whether they have understood their roles or not, whether they have performed their roles properly or not, are problems which are of a great importance for the proper understanding of the factors responsible for the success of the Community Development Programme.

On the other side, it is also observed that many farmers are not aware of the functions of the Gramsevaks. Different people approach him with problems according the image they have of the Gramsevak and their understanding of his functions. Therefore, if the farmers do not have a correct picture of the Gramsevak's role and duties to be performed

by him, they cannot make the best use of the services of Gramsevak in getting their day-to-day problems solved. It is, therefore, vitally important to study the perception of the farmers of the role of a Gramsevak. Therefore, one of objectives of this study was to know the extent to which farmers have properly perceived the role of a Gramsevak.

If the characteristics and qualifications of Gramsevaks associated with the level of perception and performance of their roles are known, it will be a guide for the administrators for selecting persons having desirable characteristics. Also, if the characteristics of farmers which are associated with their level of perception are known it would help the VLWs and other extension personnel to make a proper approach to the farmers for solving their problems and for giving guidance, so that farmers can make the best use of the service of Gramsevaks.

Therefore, it was felt necessary to take such a study to locate the different characteristics of farmers and Gramsevaks and to better equip the programme planner and strengthen the hands of extension personnel for effective implementation of the rural development programme.

This study was, therefore, undertaken with the purpose to test the following hypotheses :-

- 1) Perception of the Gramsevaks of their prescribed role is associated with their characteristics such as age,

formal education, parental occupation, job experience and the length of training.

2) Performance of the Gramsevaks of their prescribed role is associated with their characteristics such as age, formal education, parental occupation, job experience and training period.

3) Perception of the farmers of the prescribed roles of the Gramsevaks is associated with their characteristics such as age, formal education, size of land holding, income, social participation, and the number of extension contacts.

Scope of the Study :

This study is limited to 125 Gramsevaks from Ten N.E.S.Blocks in Satara district from where this factual information is collected.

Also, this study is limited to the 105 farmers from selected seven villages of the Satara district.

The study may point out some misconceptions held by the farmers about the role of the Gramsevaks. This study would also help in devising suitable educational programmes for Gramsevaks and also for the administrators of extension service for remoulding the system of recruiting and training of Gramsevaks.

If similar studies are undertaken in other parts of Maharashtra and India our understanding of this problem area will be widened.

Chapter Opener Page

REVIEW OF LITERATURE --

CHAPTER II

REVIEW OF LITERATURE

Ideals and Characteristics of VLWs :

Alexandar stated that the qualities needed by an extension worker are good personality, maturity in practical experience and robust health.¹ Van Der Molen stated that an extension worker, in order to perform his job successfully, should possess two basic qualities: 1) He should know how to deal with people and gain their confidence 2) He must be and remain an allround expert in his trade.²

A hand book of Uttar Pradesh Government enumerated five essential and 27 desirable attributes of VLWs. The essential qualities are honesty, self confidence and optimism, knowledge of different areas of his work, sympathy and will for sustained hard work. The list of desirable aptitudes and personality traits includes, desire to acquire new knowledge, an instinct for correct on the spot decision, ability to communicate ideas, and plans clearly, resourcefulness, foresight, capacity to draw people to him, enthusiasm, courage, organising ability, love of physical labour, capacity to inspire others, practical commonsense of co-operation and team work, willingness to hear other's point

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1. Alexandar, F.L., Training and Extension in the Co-operative Movement, Rome; F.A.O., Development paper No.74, 1962, p.32.
 2. Molen, Van Der, "The local education worker, his status, equipment and job" Method of Agricultural Extension, Rome: F.A.O., 1955, p.47.

of view, habits of giving only those promises that one can fulfil, simplicity, spirit of service, physical endurance.³

A hand book published by the University of Missouri stated that the qualities of effective county Extension worker are as follows : cheerfulness, good contact, breadth, faith in agriculture, faith in people and extension initiative, integrity, sound judgement, well informed knowledge, leadership, good management of work and excellent power of expression.⁴

Dube asked the VLWs in his study to indicate their test of 'successful V.L.W! They mentioned selfless dedication to service and hard work, ability to co-ordinate social work, ability to get along with villagers, impartiality and good behaviour. He also asked the village people about the characteristics that VLWs should possess for successful work. They reported that willingness for hard work, consideration of village people and understanding their problem, ability to fulfil promises, honesty, success in achieving targets, impartiality, tactfulness, ability to speak well, simplicity and ability to gain the villagers' confidence.

3. Quoted by Dube, S.C., India's Changing Villages, London; Routledge and Kegan Paul Ltd., 1958, p. 182.
4. Zimmerman, et al, "Characteristics of Good Extension worker" Guide for County Extension workers, Columbia; University of Missouri, College of Agriculture, Agri. Extn. Serv., 1961, pp.2-3.

The officers were asked that what characteristics of successful VLWs were. They mentioned that honesty and truthfulness, capacity to undertake sustained work, humility, impartiality, consideration and understanding, determination, will for service, ability to gain confidence of village people, ability to keep one's own word, ability to explain project objectives, ability to speak well, obedience and tactfulness were the characteristics of successful VLWs.⁵

Nye asked farmers about the qualities that lead to county agents success. They mentioned that he should be hard worker and good co-operator. He should not be conceited, he should like his job, should be helpful and able to demonstrate suggestions. He should possess good moral character a good mixture and favouritism towards Farm Organization.⁶

Fay stated that the following personal qualities are necessary for successful extension worker, he should be undismayed by temporary failure of his plans, he should be a constant searcher after still newer and better methods by which to lead his villagers to fuller and more gracious life.⁷

5. Dube, S.C., op.cit. - pp. 169-170.
6. Nye, Ivan, The relationship of Certain Factors to County agents success, Columbia: Missouri, Agril. Expt. Sta. Res. Bull. 498, 1952, p. 43.
7. Fay, Ivan, Notes on Agril. Extension, Bombay: Asia Publishing House, 1962, p. 181.

Leagans suggested the following competencies that must be developed in Extension workers in order to make them effective- 1) knowledge and understanding of subject matter 2) understanding extension and its educational role 3) skill and human relation 4) ability to plan 5) ability to clarify objectives 6) ability to organize 7) communication skill 8) skill in relating principles to practice 9) skill at enquiry 10) ability to evaluate.⁸

Maunder stated that the extension worker must speak in the same language as the people and use the same vocabulary as the people with whom he works. He should have ability to speak and mix freely with all classes of people. He should possess a country man's mind and must at all times be a teacher, guide and colleague to the farmers he is advising and above all be their friend and the man in whom they have complete confidence. He must also be able to adopt his work to the circumstances and necessities of time and prepared to be on equally good terms with both small and large farmers.⁹

Lynn stated that the qualities looked for in an extension agent are broad knowledge, technical knowledge, commanding presence, faith, enthusiasm, courage, vision,

8. Leagans, J. Paul, " Give your fitness a check up " Extension Service Review, 29:1, (Jan. 1958), p.6.

9. Maunder, A.H., Improvement on Agric. Extension Services in European Countries., Rome; FAO., Dev. Paper No. 41, 1964, p.10.

ability to plan, power of expression, integrity, perseverance, friendliness, tolerance, usefulness, sympathy and co-operation.¹⁰

Savile stated that the extension worker must have the following characteristics and aptitudes : 1) He should be approachable 2) He should have patience 3) He should have a blend of wisdom, understanding and tact and 4) He should know his job.¹¹

Bahel stated that the essential qualities to be looked for in a Gramsevak are zeal for public service, enthusiasm for raising the standard of village life, knowledge of rural conditions, stamina for physical work, readiness for all types of manual work, maturity of understanding, ability to learn and display practical skill in agriculture and other practices, ability to convince the villagers of the usefulness of improved practices.¹²

Ramsower studied the successful agents and reported that the following characteristics should be desirable. These are vision, ability to plan, initiative, resourcefulness, integrity, courage, faith, judgement, perseverance, tact and power of expression.¹³

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10. Lynn, C.W., Agricultural Extension and Advisory work with special Reference to the Colonies, London; His Majesty's Stationary Office, 1949, p.65.
 11. Savile, A.H., Extension in Rural Communities, London; Oxford University Press, 1965, pp.48-49.
 12. Bahel, T.N., "Selection of Gramsevaks", Kurukshetra - A symposium on community development in India, New Delhi; Manager, Publication Division, Government of India, 1961, p.86.
 13. Smith, C.E., and Wilson, M.C., The Agricultural Extension System of the United States, New York; John Wiley and Sons Inc., 1930, p.85.

Penders stated that the extension worker should be well qualified technically and with personal characteristics which would enable them to carry their duties effectively. The moral and personality of the extension worker which can hardly be influenced by training are the most decisive factor.¹⁴

Kelsey and Hearne stated that the following characteristics are essential for county extension agents : teaching ability, ability to plan and co-operate with others, vision and leadership, sympathetic attitudes towards associates, clear and systematic thinking, effective speaking, tact and interest in people, enthusiasm with reliability, faith and courage, integrity and dependability.¹⁵

Dahama stated that extension worker should have following qualities - 1) adaptability to village circumstances, 2) rural background, 3) thorough knowledge of subject with which he is concerned and 4) firm determination in achieving his goal. He should also be 5) a symbol of humanity, 6) prompt 7) resourceful 8) courageous 9) Co-operative 10) humble 11) polite 12) friendly to villager and 13) with an ideal of simple living and high thinking.¹⁶

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14. Penders, J.M.A., "Training of Extension worker", Journal of Agril. Science, 4:2, 1956, p.163.
15. Kelesy, L.D., and Hearne, C.L., Co-operative Extension work, Ithaca; Comstock Publishing Associates, 1955, p.75.
16. Dahama, O.P., Extension and Rural Welfare, Agra; Ramprasad and Sons, 1966, p.287.

Ramkrishnan suggested that the Extension worker should be honest, industrious, pushing, tactful, intelligent, healthy, optimistic, a good and patient listener with a wide vision.¹⁷

Koshy expressed that the success of the extension worker depends upon his personality, his ability to get along with villagers, his willingness to listen to them, his humility and complete absence of snobbishness. He should be dependable and honest in his dealing and statements which he makes, should strive to fulfil the promises he makes, should be punctual even if others are not, should develop a good deal of patience.¹⁸

Food and Agricultural Organization Report (1956) suggested that the extension worker should have the following qualifications : 1) a rural background to assist in understanding the rural problems and to induce acceptability to the villagers, 2) good health and maturity 3) willingness and good aptitude for work in villages 4) education higher than the average level of the villager and sufficient to qualify him for the training programme.¹⁹

17. Ramkrishnan, Grassroot of Agricultural and Community Development Programme India, Bombay; Allied Publisher Pvt. Ltd., 1966, p.138.
18. Koshy, T.A., "Training the Extension Workers" Kurukshetra- A symposium on community development in India, New Delhi; Publication Division, Government of India, 1961, p. 94.
19. _____, Report of the Agril. Extension Development Centre for Asia and Far East, Rome; F.A.O., Report No.5 453, F.A.O., 1956, p.32.

The Programme Evaluation Organization in India in one of its first reports specified ten aptitudes and eight criteria for success of ranking VLWs all over India. Among these aptitudes, mentioned may be made of understanding of village social organization and customs, ability to gain confidence, aptitude of rural development work and social participation. The criteria for success includes personal acceptance of villagers, developing balanced programme, enlisting people's participation, bringing programme recommended practices, continuously to overall project programme, planning, educating the villagers, developing balanced programme for all groups of villagers, stimulating individual villager to adopt recommended farm practices, contributing overall project programme, planning educating, villagers developing local leadership and initiative.²⁰

The Report of the Committee on Plan Projects suggested that while selecting Gramsevaks, following qualities should be taken into consideration : 1) Physical fitness, 2) power of endurance, 3) General knowledge, 4) aptitude for development work, 5) leadership and initiative, 6) power of expression, 7) power of adjustment, 8) historic talent and personality.²¹

20. P.E.O. Community Projects first reaction, New Delhi; Planning Commission, Government of India, 1954, p.6.

21. Report for the Team for Team for the study of Community Project and National Extension Service, New Delhi; Committee on Plan Project, Publication Division, Vol. I, 1957, pp.61-62.

Anderson considered leadership as the most essential qualifications of extension workers which should be supplemented by integrity, the ability to inspire, confidence, enthusiasm, initiative, foresightedness, perhaps most important being the sympathetic understanding of Farm people.²²

Mayer while evaluating the progress made by an Indian village under development project reported that the personal characteristics such as intelligence, tact and total knowledge were vital for his success.²³

Mahatma Gandhi prescribed some commentments for 'Samagra Gramsevak' are as non violence, truth, non stealing non possession, body labour, fear-lessness, equal respect to all religious, sprit of unexclusive brotherhood and practicing before teaching.²⁴

Frutchey stated that personality characteristics were found most important, followed by background, training, relationship interest and aptitudes.²⁵

Nye found moderate correlation between personality score and the rated score of agent's affectiveness.²⁶

22. F.A.Anderson, "What is the Extension Job" Ext. Ser. Rev., 8 (6). June, 1937.
23. Mayer, A.C., "Development Projects in India Village" pacific affairs, 29 (1) 37.45, 1956.
24. Pande, V.P., Village Community Projects in India., Asia Publishing House, Copy right to University of Saugar, 1967, p.130.
25. Frutbhey, F.P., Different characteristics of more and less effective teachers. Washington D.C., U.S.Ext. Serv. 1953, p.8.
26. Nye, op.cit. p.15

Pearson observed that the more effective county agent had higher social welfare type of occupational interest, and lower technical interest as compared to the less effective agents.²⁷

Curry worked with same principle by restricting his study to five most effective and less effective agents. His findings were that the most effective agents make serious attempts to reach rural people personally, paid much more attention to develop participation in programme planning. It was further observed that the most effective agents developed the confidence of rural families by follow up practices.²⁸

Bann and Aiken observed that the most effective agents were more inclined to use recommended educational organization practices, believed in greater participation by farm families, enjoyed better vocational adjustment and had more advanced college training.²⁹

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27. Pearson, Review of Extension Research, 1953, pp.3-4.
28. Curry, Review of Extension Research, 1953, pp.3-4.
29. Bann, and Aiken, Review of Extension Research, 1953, pp. 3-4.

Age :

The committee on plan projects recommended that age limit for direct recruitment may be 18 to 30 years and relaxation upto 35 years for ex-servicemen. It was felt by committee that the minimum age for recruitment should be related to the school leaving age and should not be more than 37 years. The person older than this, offering themselves for appointment are unsuccessful in either securing other employment or have tried such employment but failed.³⁰

Batten expressed that the village level worker should be recruited fairly young because a young man is likely to be hampered by marriage and family ties more intimately than older man. He has more years of working life ahead of him and the younger he is, easier it is to train him for his job.³¹

In Pakistan, for instance, preference is given to recruit the VLWs who are between twenty and 35 years of age.³²

In Philippines, preference is given in recruitment to the VLWs who had reached their twenty first but not their forth-fifth birth-day on the date of examination.³³

30. Report of the Expert Committee on Training of Project Personnel, Ministry of Community Development, Govt. of India, Govt. of India Press, Nasik Road; 1957, pp. 7-8.
31. Batten, T.R., "Selecting paid workers", Training for Community Development A critical study of method, London; Oxford University Press, 1962, p.22.
32. Ibid, pp.21-22.
33. Ibid, pp. 22

Batten suggested that it is dangerous to recruit village level workers direct from school, since the village people may object to being told what to do by more youngersters.³⁴

Posz observed that there was no statistically significant difference between more effective and the less effective agents in their age.³⁵

Rahudkar observed that VLWs who were more than 31 years of age had a record of better performance than those below 30 years. Thus it appears that mature VLWs had a better grasp overall rural problems.³⁶ Sengupta has found that age had no decisive influence on the effectiveness of VLWs.³⁷ Sapkal reported that, the VLWs who are younger have less experience of development work in the rural areas.³⁸

It has been found in one study that the younger agents were equally as effective as older agents.³⁹

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34. Batten, T.R., op.cit. p.16
35. Frutchey, F.P., op.cit. pp.7-18.
36. Rahudkar, W.B., "The relationship of certain attributes to the success of village level workers." Indian Journal of Social work, Vol. 23:4, 1963, p. 322.
37. Sengupta, T., "Characteristics of village level workers" Summaries of Extension Research, New Delhi; Division of Agril., I.A.R.I., New Delhi, Vol. I, 1964, p.30.
38. Sapkal, M.S., The village level worker, Delhi; Delhi School of Social Work, University Road, 1960, p.48.
39. What are the factors that differentiate between the more effective and less effective county Extension agent? Research Summary No.8, Extn.Res.and Training Federal Extension Service., U.S.D.A., Washington D.C., 1956, p.2.

It has been observed in another study that high performing county agents were 30 or more years of age.⁴⁰

Frutchey reported that age and experience which are assumed to mean maturity contribute to success and which have a high priority in the selection of a person for employment do not differentiate between the more effective and the less effective extension agents.⁴¹

Wilkening on the contrary reported that the age of the county agent was positively related to the amount of respect and authority various agents command in their own countries.⁴²

Salvi and Dudhani observed that age is not associated with the gramsevak's job efficiency.⁴³

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40. Dotson, R.S., Selected Factors related to two years (1960-61) job performance Rating of Tennessee county Extension worker's, Tennessee; University of Tennessee, Tennessee Agril. Extension Service, 1964, p.1.
41. Frutchey, F.P., op.cit. p.8.
42. Wilkening, E.A., The county Extension Agent in Wisconsin, Res. Bul. 203, Wisconsin Agricultural Experimental Station, Wisconsin, 1957, p.46.
43. Salvi, P.V., and Dudhani, C.M., "Job Effectiveness of Village Level Workers," Indian Journal of Extension Education. Vol.III, No.3, (Sept., 1967), p.120.

Education :

Molen reported that university education might be detrimental for two reasons. On account of such education a) practical education might appear full advantages and b) the intellectual distance between farmers and the advisor might grow too great. A university man who is away from home for at least 5 years during which period he gets acquainted with many different ways of life has seldom been known to return to the farm.⁴⁴

The following factors did not differentiate between the more effective and the less county extension agents a) college grade point average for all courses, b) college grade point average for technical courses.⁴⁵

Sauty pointed out that village level worker should have sufficient education to be able to read simple directives and write reports but not so much education that by its very fact there is a barrier between them and the people they are dealing with.⁴⁶

Posz reported that there was no significant difference between the more effective and less effective extension agents in college aptitudes, college grade points averages for all courses, college grade point average for technical courses only, and number of hours of technical Agriculture College.⁴⁷

44. Molen, H. Van Der., op.cit., p.47.

45. Research Summary No.8, E.R.C.T., Fed. Ext. Serv., U.S.D.A., op.cit., p.1.

46. Report of the Expert Committee on Training of Project Personnel, op.cit., p.8.

47. op.cit., p. 2.

Mathews recorded low interrelationship between rating of county agent and quality of college records, class teaching experience, graduate courses completed and the method of induction in extension service.⁴⁷

Dube observed that University graduate on the whole have not proved success as VLWs. He is of the view that their superior ways, manner of speech, dress and constant desire for promotion to higher post befitting their academic qualifications stand in the way of their applying themselves whole heartedly to the job. In this connection, he recorded that the person having passed the matriculation preferably with training in agriculture were best suited for this work.⁴⁸

Brown and Stauffer reported that there was no significant difference between the effectiveness of an agent and the number of college earned in areas of applied agriculture, education, behavioural science, humanities and military science.⁴⁹

Sengupta reported that general education alone was not a decisive factor for the effectiveness of village level workers.⁵⁰

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48. Mathews, J.L., "A method pertaining to training county agent on the basis of planning training programme." Abstract of Ph.D. dissertation. Rev., Ext. Res., 1953, p.4.
49. Dube, S.C., op.cit., pp.122-173.
50. Brown, E.J. and Stauffer, R., Predicting Effectiveness Agents Evaluator, 21 Extension Service, Park State, University, 1963, p.5.
51. Sengupta, T., op.cit., p.30.

Rahudkar observed that the VLWs who had passed H.S.C. examination in the second division were most effective. Further he observed that the college education which a few individuals had undergone had not increased their efficiency.⁵²

Dey stated that Gramsevakas with higher qualification, especially in the field of Agriculture are proving much more effective, than the people with the standard qualifications.⁵³

In the Allahabad Experiment it was observed that, the village worker with Intermediate qualification, although slow to start, surpassed the graduate village worker in their performance. It was further indicated that those with an qualification intermediate had the greatest capacity for progress.⁵⁴

Sundaraj observed that the following four factors are significantly related to the job performance of Tennessee county extension worker 1) Average undergraduate grade points earned, 2) Credit hours of undergraduate educational course work, 3) Average graduate grade points earned, and 4) Average graduate social study grade points earned. He also reported that 1) Average grade points earned in technical course work, 2) and credit hours of undergraduate technical course

52. Rahudkar, W.B., op.cit., p.30.

53. Dey, S.K., "Random thoughts," Vol.I, Manager, Publication Division, New Delhi; 1955, p.75.

54. Anonymous- Report on the relationship between workers' performance 1) Level of education in extension worker. 2) The method of approach, Allahabad Agril. Institute, Allahabad, 1957, p.49.

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work completed are not significant to the performance of the agents.⁵⁵

The departmental study in Tennessee Agricultural Extension Service, indicated that high performance men agents had relatively high average undergraduate grade point and they had satisfactorily completed 10 or more hours of graduate work.⁵⁶

Salvi and Dudhani found that more formal education helps the gramsevak to perform their job more efficiently.⁵⁷

Report of the Expert Committee suggested that gramsevaks should have a diploma in Agriculture or high school leaving or matriculation certificate.⁵⁸

The Bhopal Conference^{*} and Committee on Plan Projects^{**} were of the opinion that minimum qualifications, for recruitment of V.L.W. should be matriculation, post basic or their equivalent.⁵⁹

Batten has said that the agency which tries to recruit village workers of a fairly high standard of formal education runs into difficulties.⁶⁰

55. Sundaraj, S.M., "A study of Relationship between selected factors and job performance." Rating of Tennessee county Agricultural Agents. Thesis(M.S.) Knoxville, The University of Tenn., 1962, Research Summary No.81, E.R. and T. Fed. Ext. Serv., U.S.D.A., p. 1-2.
56. Doston, R.S., op.cit., p.1
57. Salvi, P.V., and Dudhani, C.M., op.cit., p.131.
58. _____, Report on expert committee on project personnel op.cit., p.7.
59. * Kurukshetra, 5:1, 18 October 1956.
- ** C.O.P.P. Team's Report. Kurukshetra 6:4, (Jan. 1958), p.367.
60. Patten, T.R., Communities and their development., London; Oxford University Press, 1957, p.216.

Experience :

A departmental study of tennessee Agricultural Extension Service reported that high performing agents had completed from 10 to 20 or more years of Extension work.⁶¹

Rahudkar reported that the VLWs ha who has put in more than two years of service in the development block proved to be most effective, while the VLWs who had less than 2 years of experience were the least effective.⁶²

Sundaraj reported that years of service Extension work is fairly consistently related to job positive relationship between the rating and tenure in extension.⁶³

Mathews observed that there was a low negative relationship between the rating and other agricultural experience.⁶⁴ He also reported that there was fairly high positive relationship between the rating and tenure in extension.⁶⁵

Posz reported that there was no statistically significant difference between the more effective and less effective agents in tenure in extension.⁶⁶

Salvi and Dudhani observed that the tenure in extension did not bear any association with the job experi-
experience of the VLWs.⁶⁷

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61. Doston, R.S., op.cit., p.1
 62. Rahudkar, W.D., op.cit., p.4.
 63. Sundaraj, S.M., op.cit., p.2.
 64. Mathews, op.cit., p.4.
 65. Ibid, p.4.
 66. Posz, op.cit., p. 2.
 67. Salvi, P.V., and Dudhani, C.W., op.cit., p.131.

Background :

Bahel stated that the essential qualities to be looked for in a gramsevak is the knowledge of rural conditions.⁶⁸

Krishnamachari stated that persons who are to be village level workers should be selected with great care. The primary qualification is experience of rural life and interest in it.⁶⁹ Dube pointed out that all officers expressed unmistakable preference for VLWs with a village background.⁷⁰ Kelsey and Hearne stated that the extension agent should have rural background.⁷¹

Austman found that farm background was not indicative of high performance of agent.⁷²

Rahudkar observed that VLWs who had a rural background in their early life were found to be more successful than those from the urban areas.⁷³ Sengupta has found that the village level worker with a rural background stood better chance to prove effective.⁷⁴

68. Bahel, T.N., op.cit., p.86.

69. Krishnamachari, V.T., op.cit., p.43.

70. Dube, S.C., op.cit., p. 17.

71. Kelsey and Hearne, op.cit., p.75.

72. Helgi, A.H., An analysis of Relationship between selected background factors and job performance of Beginning Male Co-operative Extension Agents in Wisconsin, Thesis (Ph.D.) Madison, University of Wisconsin, Rev. of Exten. Res. Extension circulation., 341, Fed. Exten. Serv., U.S.D.A., Washington, D.C., 1961, pp.11.

73. Rahudkar, W.B., op.cit., p.322.

74. Sengupta, T., op.cit., p. 30.

Sautoy expressed his opinion that the village level worker should either come from a rural environment or be able to demonstrate convincingly their ability and willingness to live in one.⁷⁵

Maunder expressed his feeling that the extension workers who are the sons of farmer have especially likely to have the practical understanding of farm people and farm living that is necessary for maintaining a good relationship with farm people in their district.⁷⁶

A study carried out by the Government of Orissa has pointed out that village background is considered desirable as a man born and brought up in urban surroundings may not easily adjust himself to village conditions.⁷⁷

Phipps stated that every person who plans to teach vocational agriculture should have a background of farm experience. Many of the abilities learned on a farm will be helpful in teaching vocational agriculture.⁷⁸

Salvi and Dudhani observed that job effectiveness was significantly influenced by the rural urban background

75. Sautoy, P.D., The organization of a community development programme, London; Oxford University Press, 1962, pp. 93-94,

76. Maunder, A.M., op.cit., p.23.

77. _____, Evaluation on the work load of the village level workers, planning and co-ordination Department, Government of Orissa, 1963, pp.6-7.

78. Phipps, and Cook, "How to become a good teacher of vocational agriculture and Necessary characteristics" Hand Book on Teaching Vocational Agriculture, Illinois; The Inter State, Danville, 1956, p.40.

of VLWs, those with rural background tending to be more effective. They also observed that the farming as a ~~parental~~ parental occupation helped the gramsevakas to perform their job effectively.⁷⁹

The Expert Committee on Training of Project Personnel (1957) made its observation that recruitment procedure will have to content itself by and large with ascertaining whether the candidates have reasonable acquaintance with rural conditions and rural ways of life and are willing to work in villages.⁸⁰

Sengupta reported that VLWs coming from farming families were not found more effective than those coming from non-farming families.⁸¹

Training :

Bhandari and Vidharthi stated that the effectiveness of village level workers can only be proved if they get an opportunity to grow professionally through a continued process of inservice training.⁸²

79. Salvi, P.V., and Dudhani, C.M., op.cit., p.131.

80. Report of the Expert Committee on Training of Project Personnel, op.cit., p.6.

81. Sengupta, T., op.cit., p.30.

82. Bhandari, K.C., and Vidharthi, G.S., "Training of village level workers and Gramsevakas," Kurukshetra, 9:9, (June 1961), pp.23-26.

83.

Penders stated that the inservice training of extension workers to be continued through out their career is of particular importance to keep them abreast of current developments in Agriculture science, and in extension technique and method.⁸³ Price observed that inservice training becomes increasingly important as a means of building a competent staff.⁸⁴

Sen stated that the Agricultural Extension Worker to be effective must have a basic training in Agriculture followed by a course on extension training.⁸⁵ Randhava stated that Gramsevak success in their career depends to a marked extent upon the training which they have received.⁸⁶

The more effective agents had more advanced college training since graduation from college.⁸⁷ The Grow More Food Enquiry Committee suggested that the training for village level workers should be at least for a year.⁸⁸

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83. Penders, J.M.A., op.cit., p.163.
84. Price, R.K., Federal Extension Service. U.S.D.A., Extension Research and Training Circular-174(1951).
85. Sen, K., "The Agricultural Extension Worker.", Kurukshetra-Symposium on C.E., op.cit., p.109.
86. Randhava, M.S., Kurukshetra.-A symposium on C.E., op.cit., p.100.
87. Research Summary No.8, E.R. and T.Fed.Exten.Serv. U.S.D.A., op.cit., p.2.
88. Krishnamachari, V.T., "Extract from the Report of of the G.M.F.E.C." Community Development in India. New Delhi; 1968, pp. 143-146.

Report of the Expert Committee suggested that initial training should be 18 months for Gramsevaks.⁸⁹ Bhopal Conference was also in the opinion that the training should be atleast for six months duration for Gramsevaks. The important addition of one year basic agriculture to the six months extension training.⁹⁰

Sharma and Pisharody have observed that the majority of VLWs (in Kerala) considered that practical training is inadequate in the subject matter imparted to them.⁹¹

Murthy found that the VLWs responded that greater emphasis should be laid out on crop husbandry, plant protection work, practical field observation, soil fertility and management, extension methods and agricultural implements and machinery.⁹²

Salvi and Dudhani found that job training received by the VLWs significantly influenced their effectiveness; those with longer and intensive job training proved to be effective in their job.⁹³

89. _____, Report of Expert Committee, op.cit., p.139.

90. Report of Bhopal Conference, Kurukshetra, 5:1(October, 1956), p. 18.

91. Sharma and Pishrody, "Training of Block Personnel in Community Development Programme." Indian Journal of Agronomy, 9, pp.51-58.

92. Suryanarayan, Murthy, "Effectiveness of A.F.O's and VLWs in increasing Agril. production in A.P." Indian Journal of Extension Education, 3:1, p.213.

93. Salvi, F.V., and Dudhani, C.M., op.cit., p.131.

On the evaluation of working of the seventeen VLWs of the Western district of U.P., Dube observed that the views of the VLWs towards their role were clear. Fifteen of them said that they thought of themselves as a friend of village people, offering advice to them when it was needed, three thought that they were leaders and innovators in the village. Six of them added that notwithstanding their own view of the role they could not forget the fact that they were minor Government officials, who had to carry out the orders of superior officers.⁹⁴

In response to the question as to what the job of VLW actually is, fourteen said that it was to achieve targets fixed up at the top, one said that his job was to discover felt needs of the people and on their basis to help in the determination of Community Development Programme, target, and another said that his job was to convey the demands of village people to higher government officials, one thought that his job was both to discover felt needs with a view to fixing targets, and to achieve targets fixed by the higher project officials.⁹⁵

Gaurah found that Gramsevaks were well convinced to their role as defined by the Planning Commission.⁹⁶

94. Dube, S.C., op.cit., p.161.

95. Ibid, p.161.

96. Gaurah, R.S., "Role of Gramsevaks as perceived by him and by the village people." Unpublished Master's Thesis, College of Agriculture, Nagpur, 1960,

Raman concluded that (1) the Gramsevaks were aware that they were multipurpose workers. (2) Gramsevak believe in the necessity of the state initiative in early stages of programme. (3) Gramsevak agreed that villagers look them as a well wisher and friend. (4) The Gramsevaks had clear understanding of the aims and objectives of the community development programme.⁹⁷

Dube observed that there is a constant need to evaluate the attitudes of village level workers towards the programme of community development.⁹⁸

The State Evaluation Committee on the working of community development programme in a Punjab concluded that attitudes and moral of extension worker is the key factor which shall make success of community development programme.⁹⁹

Saxena observed that a large number of VLWs had not developed any definite attitudes towards training programme and extension organization.¹⁰⁰

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97. Raman, K.V., "The Gramsevak, his role and function." Indian Journal of Social Work, 23:3, (October, 1962), p.288.
98. Dube, S.C., op.cit., pp.172-182.
99. _____, Report of S.E.C. on the working of CDP in the Punjab, Chandigarh, Punjab, 1960, p.15.
100. Saxena, K.K., "Efficiency of VLW as affected by diff. level of academic standard and influences of rural urban background." Unpublished M.Sc. Thesis, I.A.R.I., Division of Agronomy, New Delhi; 1958.

Farmers and the VLWs :

Sen and Roy observed that 86 per cent of the villages knew about Community Development Programme, 61 percent knew the VLW and 34 percent knew him more intimately. Forty-one percent of the respondents had spoken with the VLWs and 28 percent had contacted him more frequently than others.¹

Loomis found that 6 percent villages did not know the village level workers. Twenty percent of the adult male and 24 percent adult female did not know of the VLWs.²

Gaikwad and Verma found that 91 percent of the village leaders knew the VLW as compared to 47 percent of the villagers, 83 percent leaders had spoken with the VLW as compared to 42 percent of village people, 70 percent of the leaders knew the VLW by his name as compared to 30 percent of the villagers, 62 percent of the village leaders had spoken with the VLW as compared to 23 percent of the village people and 42 percent of the village leaders had mentioned improvement on their farm with the help of VLW as compared to 21 percent of the village people.³

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1. Sen, L.K., and Roy, P., "Awareness of Community Development in India." Kurukshetra, New Delhi; Publication Division, 17, (May, 1967), p.15.
 2. Loomis, Charles, P., "Change in Rural India as related to social power and sex." Kurukshetra, New Delhi; Publications Division, 15, (June, 1967), p.12.
 3. Gaikwad, V.R., and Verma G.L., "Extent of people involvement in C.D. Programme" Behavioural Sciences and Community Development, 2:2, (September, 1968), p.143.

Dube divided the people into four groups on the basis of their views and understanding of the VLW's role.

- 1) The rural elite, consisting mostly of people of higher status, higher income group, who have some education and urban contact, and upper caste people.
- 2) The agriculturist- The group includes most of the land owning agriculturist.
- 3) Artizan group and occupational caste : This group occupies middle status.
- 4) Low status or low income groups and untouchable caste.

The first group has some degree of understanding of the VLW's role. Other three groups of VLW's have had most contact with the second and the fourth groups and not so much with the third. Therefore, he emphasised that the presence of VLW's is not known to all the people, in the second, third and fourth group and their understanding of the duties and functions is comparatively restricted.⁵

On studying two villages, Dube found that elite agriculturist group as well as low status, low income group knew the VLW and his activities much better than the artizan group. The village population as a whole were best acquainted with his work in the sphere of organizing sanitation, shramadan drives, secondary vaccination and inoculation of cattle, knowledge of his activities in other fields was confined to limited sections only.⁶

5. Dube, S.C., op.cit., pp.177-178.

6. Ibid. p.180.

Patel and Singh found in their studies that -

- 1) Villagers concept of the Gramsevak differed from villager to villager depending upon the Gramsevaks age, level of education, economic status, mobilities, association with village institutions and intimacy of contact. It also varied from area to area. Persons residing in head quarters village of the Gramsevaks knew him and his role better than those living in remote side.
- 2) Cultivators, particularly belonging to higher socio-economic groups knew the gramsevaks more intimately than other and they were also better aware of his role and duties.
- 3) Majority of the villagers were aware of most of the jobs of the Gramsevaks but in many cases, they were of his exact role. Their awareness differed to great extent in respect of different jobs. They had better knowledge of his functions which were direct and of immediate use of them. They were better aware of the job which the Gramsevak performed regularly and intensively and in which they were involved.
- 4) Villagers' awareness was found below expectations with respect to certain important jobs of the Gramsevaks e.g. organization and conduct of demonstrations, organization of youth clubs, farmers clubs, organization of training for farmers and youth.
- 5) Most of the villagers view the Gramsevak as a multipurpose worker, but their knowledge of his functions is limited to the benefits derived from him or in which they were directly involved.

6) Gramsevak was considered more useful and competent in dealing with the problems of agriculture, than those of animal husbandry, health, etc.

7) People knew him as a supply agent as he arranged and distributed supplies of input and credit.⁷

Gaurah found in his study that villagers in general were undecided about the exact role of Gramsevak. A good majority of clientele were ignorant about the aims and methods of extension programme. A few were unaware of the existence of the Gramsevak even in the village. People from higher income and with some social status had the highest degree of appreciation of a Gramsevak's role in comparison to other social groups.

Agricultural labourers and lower income groups were most unsympathetic towards the Gramsevak because their interest was less served by the village level worker. Non-agriculturist also were indifferent towards him as they were least affected by the extension programme. People from both these groups tended to think that the extension programme and the gramsevak could benefit the richer section of the village people only.

7. Patel, A.U., and Singh, B.S., "Gramsevak as people see him," Kurukshetra, New Delhi; Publication Division, 16:6, (March, 1968), p.8.

To the agriculturist he was a social worker as well as small government servant with a combined role of both. A large part of the programme had reached to this group. As regards the perception of the Gramsevak's role villagers have confused about the role of gramsevak with his several activities. They tried to interpret the role of Gramsevak more in terms of their common interest and local needs rather than as an agent of change.⁸

The evaluation report criticises the VLW for his failure to prove his worth, the report charges the Gramsevak -

1. for his more association with richer and more influential people and this was perhaps so much more conspicuous that it has created this impression in the minds of people.
2. about half of the people in the villages under investigation did not know about the VLWs.
3. knowledge about the programme was better among the cultivators than among the agricultural labourers and non-agriculturist; among the cultivators also those with larger holdings had better knowledge and showed greater interest.⁹

8. Gaurah, R.S., "Role of Gramsevak as perceived by him and by the village people," Unpublished Master's Thesis, College of Agriculture, Nagpur; 1960.

9. Evaluation report on the working of community projects, Planning Commission, Programme Evaluation Organization, 1957. pp.130-132.

Junghare observed that there is a positive correlation between adoption of practices and extension contacts, formal social participation, education and economic status. It was also indicated that neither the age nor the social status was significantly related to adoption of farm practices.¹⁰ Chitambar observed that villages having large areas of land were more amenable to acceptance rather than those with a smaller area.¹¹

Wilson and Gallup stated that farmers having large and more efficient farms and higher income respond more readily to education than those with lower levels of these.¹²

Achtertract reported that though many small farmers are reluctant to ask advice nevertheless they appreciate it very much when advisor pays them a visit.¹³

Wilson and Gallup reported that education had a close positive relationship with response to extension teaching.¹⁴

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10. Junghare, Y.N., "Factors influencing the adoption of Farm practices." Indian Journal of Social Work, 23:3, (October, 1962), p.291.
 11. Chitambar, A.B., et.al., "Experiment in Extension," The Gaon Sathi, Allahabad Agril. Institute, Oxford University Press, 1956, p.14.
 12. Wilson, and Gallup, "Extension teaching methods," Ext.Ser.Circulation, 495, Fed.Ext.Ser.U.S.D.A., 1955.
 13. Achtertract, J., "Local advisor and their individual Extension methods," Methods and Programme Planning in Rural Extension, Veenam, D.Zone, Wageniagen, 1956, p.194.
 14. Wilson, and Gallup, Ibid,

Rao and Raheja noted that as the age of cultivator advanced upto 45 years there was an increased response but when the age advanced above 45, the response was less as compared to younger groups.¹⁵

Wilson and Gallup observed that the responses regarding the use of sources related to age, schooling, tenure status and income of the operator.¹⁶ Burleson reported that higher percentage of farmers and home makers who had much contact with extension service had higher level of schooling, adopted more practice than those lower as the scale.¹⁷

Coughenour observed that higher educational level of farmer, younger age and higher socio-economic status were tended to use large number of agencies than those who had lower level of education, older age and lower socio-economic status.¹⁸

15. Rao, C.S.S., and Raheja, D.C., "Evaluation of Extension method for changing the attitudes towards improved farm practices." Abstract published in Indian Journal of Agronomy, 3:3, (March, 1959), p.198.
16. Wilson, and Gallup, op.cit., p.
17. Burleson, Review of Extension studies, Uni.Sta.Baton, Rouge La.Agricoll., 1952, p.30.
18. Coughenour, C.M., "Agricultural agencies as information sources for farmers in a Kentucky county." Lexington, Ky. Agri. Exp. Sta., Progress Report, 82, p.42. (C.F. Rev. of Ext. Res., U.S.D.A., Exten. Ser., Cir., 532, (July, 1960).

Jha and Singh found that there was a significant difference between high and low education, old and young age, high and low caste, large and small land holding in the matter of utilization of sources of farm information. He also reported that VLWs is the most important source at all the stages of adoption.¹⁹ Pandit reported that the highest percentage of information for different practices was obtained from village level workers.²⁰

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19. Singh, B.N., & Jha, P.N., "Utilization of sources of farm information, relation to adoption of improved Agril. Practices," Indian Journal of Extension Education, New Delhi; I:1, pp.34-42.
20. Pandit, "Role Age, education, size of farm in relation to adoption of improved agril. practices." (Unpublished M.Sc. Thesis) Post graduate, Department of Agril. Extension, Bhagalpur University, 1962, pp.147-152.

Chapter Opener Page

-- METHOD OF STUDY --

CHAPTER III

METHOD OF STUDY

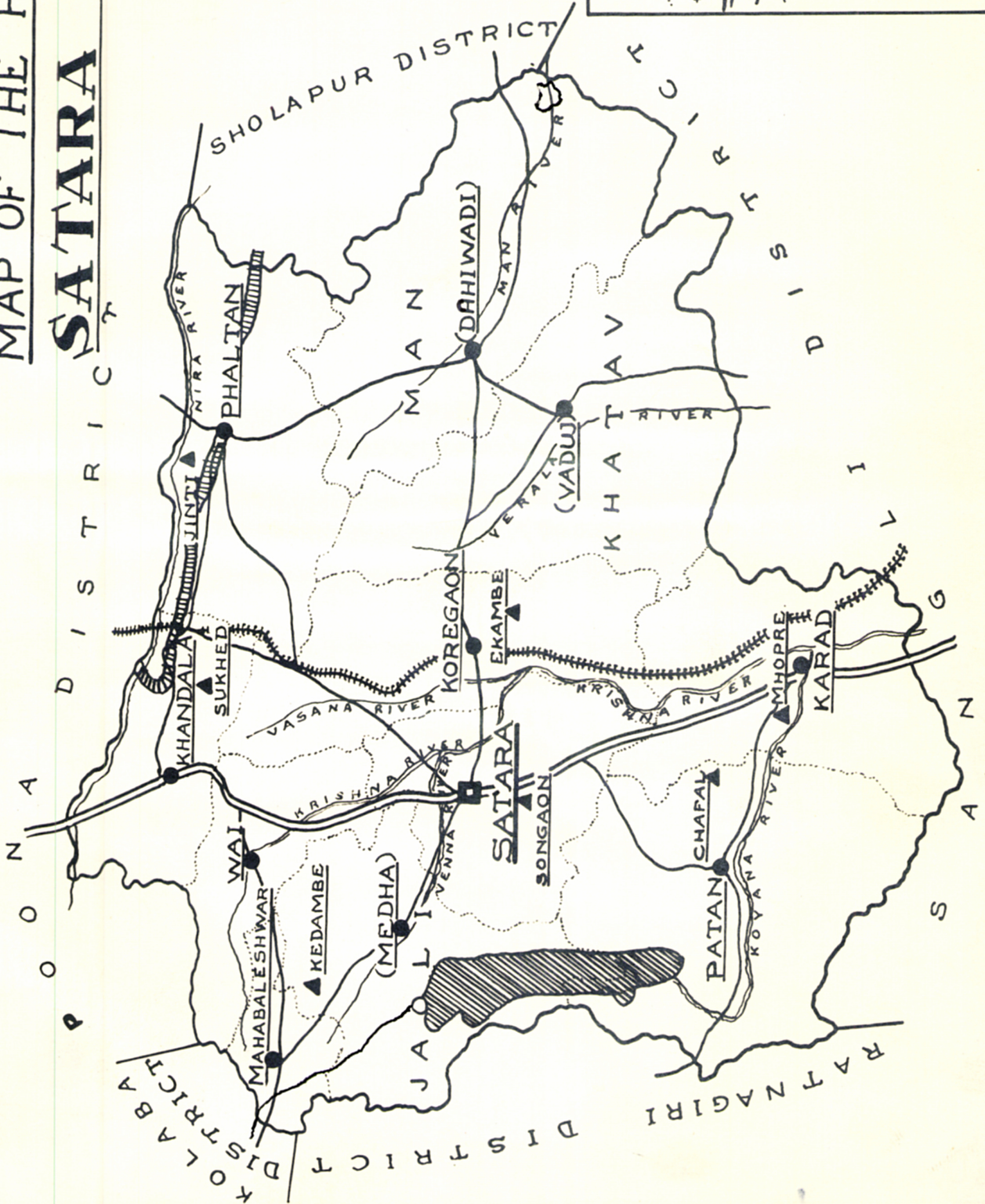
Location of the Research site :

The study was carried out in the Satara District of Maharashtra State which lies between $17^{\circ}5'$ to $18^{\circ}11'$ N latitude and $73^{\circ}33'$ to $44^{\circ}54'$ E longitude. It is surrounded by the Poona district in the North, Sholapur in the East and Sangli in the South and by Kolaba and Ratnagiri districts towards the West.

The district is situated partly in the Bhima river basin and partly in the Krishna river basin. There are two main ranges of hills in the district. These are the Sahyadri range its and off shoots and the Mahadeo ranges and its off shoots. The Sahyadri ranges include the main ranges of Sahyadries with a length of 60 miles from the North to the South. It forms the Western boundary of the district. The second range of Mahadeo hills start 10 miles from Mahabaleshwar and stretches East and South East across the whole breadth of the district.

Krishna is the principal river flowing in the north-south direction parallel to Sahyadri ranges. Koyana is the largest river of the district with the feeder Krishna which rises on the West side of Mahabaleshwar and meets Krishna at Karad. Other important rivers in the district are Nira, Man, Kudali, Urmodi, Vasana, Yerala, Tarali and Venna.

MAP OF THE RESEARCH SITE SATARA DISTRICT



SCALE OF KMS.
0 10 20 30

REFERENCES.

- TALUKA BOUNDRIES (BLOCK)
- RAILWAY.
- NATIONAL HIGHWAY.
- ROADS
- RIVER.
- DISTRICT HEAD-QUARTER.
- BLOCK HEAD-QUARTER.
- CANAL.
- DAM.
- SELECTED VILLAGES FOR STUDY.

The North Eastern zone which is a scarcity area has the lowest rainfall of less than 60 centimeters. It consists of Phaltan, Man, Khandala and Khatav talukas. The soil here is poor and stony in the vicinity of the hills but there is good black soil along Nira and its tributary streams in Khandala and Phaltan talukas. There is extremely poor and shallow soil in Man talukas and medium type of soil in Khatav taluka. The main crops grown are Bajari and wheat and sugar-cane in irrigated land.

The total area of the district is 4029.7 square miles. Its population according to the 1961 census is 1,430,105 of which 1,279,476 is rural. The density of population is 355 per square mile. The literacy percent in the rural areas is 31.52 per cent of which male literacy percentage is 45.01 and that of females is 18.86. The total number of villages in the district is 1160 and the total number of cultivators are 28,728 of which those having land below five acres are 49.38 per cent, between 6 to 10 acres 25.99 per cent. Those having land between 11 to 30 acres are 21.23 per cent and those having land above 30 acres are 3.40 per cent only.¹

The head-quarters of the district is Satara, a City on the Poona-Bangalore national high-way 110 kms. to the South of Poona. The district comprises of 11 National Extension Service Blocks. With a view to promoting democratic institutions a Zilla Parishad with eleven Panchayat Samities was established in 1962.

1. Census of India 1961, District Census Hand Book Satara, Maharashtra State, Bombay-4, 1963. pp.1-26.

Designing of the Interview Schedule :

A detailed survey of literature on the topic was made in order to understand the problem better for further investigations. This topic was discussed with the Block Development Officers, Extension Officers and Gramsevaks to find out more about the prescribed roles required to be performed by the Gramsevaks and the roles actually performed by them. The help of the "Manual of Community Development Part-II" was also taken while formulating the interview schedule.

A tentative interview schedule was prepared for pretesting. The questions were brief and were framed in a simple language so that the respondents would understand them easily. The schedule was divided into two parts, i.e. Part-'I' and Part-'II'. Part-'I' was designed to collect information regarding the Gramsevak's age, formal education, parents occupation, job experience and preservice and inservice training. In Part-'II' questions were asked to seek the information regarding (1) the perception of the role of Gramsevak and (2) performance of the role of the Gramsevak.

For interviewing the farmers, separate schedule was prepared in two parts namely part-'I' and Part-'II'. Part-'I' was designed to collect the information regarding the farmer's age, formal education, size of land holding, income, social participation, number of extension contacts

and knowledge regarding the posting of Gramsevaks. In Part-'II' the same questions were asked to the farmers to seek information regarding their perception of the role of Gramsevaks. In all 25 roles in the fields of agriculture, animal-husbandry, health and sanitation, social participation and matters pertaining to office work were taken into account for this study.

Pre-testing :

Before the schedules were finalised, they were pretested in order to perfect them so as to get the necessary information. For the Gramsevaks, the schedule was pretested in the Wai block with seven Gramsevaks and for the farmers the schedule was pretested in Pargaon village of Khandala block with ten farmers. After pretesting the schedules, they were modified in the light of the difficulties experienced, to bring about more clarity and exactitude. The schedules are presented in 'Appendix-I.'

The Sample :

1) Gramsevaks : In the Satara district, there are eleven National Extension Service Blocks, from these blocks, the list of the Gramsevaks was prepared. There are about 135 ~~55~~ Gramsevaks working in all these blocks and all these Gramsevaks were selected for the study (The assistant Gramsevaks were not considered in this study).

2) Farmers: For selection of farmers for interview, the head-quarters of each Gramsevak was selected. Thus, 135 villages were listed. The blocks and villages within the blocks were arranged alphabetically. From these lists a five per cent sample of seven villages was drawn by the method of equal intervals. From these seven selected villages, a list of the farmers was prepared and the sample was taken out by choosing every tenth cultivator from this list (10 per cent sample). In this way, 123 farmers were selected for the purpose of this study.

Method of collecting data :

As it was not possible to contact each of the Gramsevaks at their headquarters in the villages, as there were no easy transport facilities in the interior areas, it was decided to collect the data at the time of the monthly meetings of the Gramsevaks held in the first week of each month and in some cases in the second meeting taken in the third or the fourth week of the month at the Block headquarters.

At first, the Block Development Officers and Extension Officers were convinced regarding the importance of the study and their co-operation was solicited. The object of the study was made clear to each Gramsevak and each question was explained to them. First, the question regarding the performance of their role were asked and to find out whether he had performed these roles or not by asking questions like how, where, when and with whom the roles were performed. Then each Gramsevak was asked about

his perception of his role. Out of the 135 Gramsevaks from all the blocks of Satara district, only 125 Gramsevaks could be interviewed as the others were not available at the time of the study.

Farmers :

The farmers were personally interviewed. The help of local leaders was taken for establishing rapport with the farmers. The object of the study was made clear to the farmers and assurance was given to them that the information collected will be kept confidential and will be used only for the purpose of the study.

Most of the farmers were interviewed personally during their leisure time early in the morning and/or late in the evening after they had returned from the day's work. The questions were asked to farmers regarding the perception of the role of the Gramsevaks in a simple language so that they could understand them easily. In this way, the general information of the farmers and their awareness of each role of the Gramsevak was collected. Out of 123 farmers selected from 7 villages, only 105 farmers could be interviewed. The rest were not available at the time of the interview.

Duration of the Field Study :

The list of the Gramsevaks was obtained in the month of August, 1968 from the block headquarters. The work of interviewing the Gramsevaks for collection of the data was started in the last week of the September, 1968, and ended

in the second week of December, 1968. Side by side, the lists of the farmers from selected villages were prepared and the interviewing of the farmers was started in the second week of November, 68. The interviewing ended in the last week of December, 1968.

ANALYSIS OF DATA

Tabulation of Data :

The material so collected from the interview schedule of the Gramsevaks and farmers was first transferred to primary tables separately and then secondary tables were prepared by using the data from the primary tables.

METHODOLOGY

How the various scores were computed :

The clarity of perception (awareness) of his own role and the performance of the role by the Gramsevak was measured in terms of their perception scores and performance scores separately. The clarity of perception (awareness) of the role of the Gramsevaks by the farmers was measured in terms of farmers' perception score.

Different scores were worked out by giving one weight to each role for the Gramsevak. In all 25 roles of Gramsevak were selected which yielded a maximum score of 25.

The Gramsevaks who had perceived or performed fifteen roles were allotted a score of fifteen and like wise the farmers who were aware of ten roles of the Gramsevaks were

allotted a score of ten. In this way, a total score of each Gramsevak and of each farmer were worked out separately. The Gramsevaks who got high score was regarded as more perceptive or more effective Gramsevak, and those who got low score were regarded as less perceptive or less effective Gramsevaks. In case of farmers, those who got high score were considered as more perceptive of the roles of Gramsevaks and those who got low score were regarded as less perceptive of the roles of the Gramsevaks. For this, the distribution were divided as near the median as possible.

The Gramsevaks and the farmers were thus classified into two broad groups as given below.

- 1) According to perception score of Gramsevak : The Gramsevaks who scored 24 and above were considered as highly perceptive Gramsevaks and those who scored below 23 were categorised as less perceptive Gramsevaks.
- 2) According to performance score of Gramsevak : Those Gramsevaks who scored 20 and more were considered as more effective Gramsevaks and those who securing a score below 19 were classified as less effective Gramsevaks.
- 3) According to perception score of farmers : Those farmers who scored six and more were considered as highly perceptive farmers and those scoring below were categorised as less perceptive farmers.

Statistical Analysis :Chi-square test :

A chi-square test was applied to find out if there was an association between the various independent variables in this study for Gramsevak viz., age, formal education, parent's occupation, training period, job experience and the dependent variables viz., perception and performance of the Gramsevaks.

Chi-square test was also used to find out if there was statistically significant association between the farmers' age, formal education, size of land holding, income, social participation and number of extension contacts and the dependent variable viz., perception of the role of the Gramsevaks

The following formula for the chi-square test was used.

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where X^2 = Chi-square.

\sum = Summation of.

O = Observed Frequencies.

E = Expected frequencies.

Chapter Opener Page

-- PRESENTATION OF DATA --

CHAPTER IV

PRESENTATION OF DATA

In this chapter, data pertaining to some of the characteristics of the Gramsevaks as related to their perception and the performance of their roles will be presented. Also, data regarding to perception of these roles by the farmers and the relation of this perception with the characteristics of the farmers will be presented.

Part 'A' of the chapter deals with the Gramsevaks and Part 'B' with the farmers.

Part 'A' :

In this part, data are presented with respect to the more perceptive and the less perceptive and the more effective and the less effective Gramsevaks. Also, the details regarding the nature of relationship between the perception and personal characteristics such as age, formal education, total training received by him, job experience and their parent's occupation will be presented. Further, the details regarding how the effectiveness of the Gramsevaks is associated with their personal characteristics will be presented.

Part 'B' :

In this part data will be presented to show the extent of understanding of the role of the Gramsevaks by the Farmers and also to find out the association of this perception of the farmers of the role of the Gramsevaks with the

selected characteristics of the farmers such as age, formal education, size of land holding, total income, social participation, and the number of extension contacts.

PART 'A'

Characteristics of Gramsevaks and their Association with the Perception and Performance of their Roles.

1) Age :

Age is one of the important personal background characteristics of an individual. The Gramsevak must be mature enough to have confidence in his work and to command respect from villagers. Similarly he should be young enough to have a energy to carry out his multifarious duties in the rural areas effectively and efficiently. Therefore, age of the Gramsevaks was taken into consideration in this study. Information regarding the age of the Gramsevaks was collected. The distribution of Gramsevaks by their age is presented in Table 1.

Table-1Distribution of Gramsevaks by their Age.

Sr. No.	Age groups in years.	Number of Gramsevaks	Per cent
1	Below 25	18	14.40
2	26 to 30	27	21.60
3	31 to 35	49	39.20
4	36 to 40	24	19.20
5	Above 40	7	5.60
		Total	125
			100.00

Out of the 125 Gramsevaks studied fourteen per cent were below 25 years; 22 per cent were in the age group of 31 to 35, nineteen per cent were in the age group of 36 to 40 and only six per cent of the Gramsevaks were above 41 years of age. Minimum age of the Gramsevak was twenty and the maximum was 56 years. It can be observed that above 75 per cent of the Gramsevaks were below 35 years in age. Thus it can be said that the majority of the Gramsevaks were young.

It was felt that perception and efficiency of work may depend to some extent on the age of a person. In order, therefore, to see whether there was any association between the age of the Gramsevak and their perception and performance of their roles, the data were processed and presented in Table-2 and 3 separately.

Table-2

Extent of Perception of the Roles of the
Gramsevaks by their Age.

Perception	Age Groups	
	Younger Gramsevaks Below 32 years. (n - 66)	Older Gramsevaks Above 33 years. (n - 59)
	<u>Per cent</u>	
Less clear	43.94	44.07
More clear	56.06	55.93
Total	100.00	100.00

Chi-square - 0.002082; D.F. - 1

Not significant.

The analysis in Table-2 indicates that there was no significant association between the age of the Gramsevaks and their awareness of their roles meaning thereby that perception of the Gramsevaks of their roles did not depend on their age.

Table-3

Extent of Performance of the Roles of the
Gramsevaks by their Age.

Performance	Age Groups	
	Younger Gramsevaks (n - 66)	Older Gramsevaks (n - 59)
	<u>Per cent</u>	
Less effective	63.64	47.46
More effective	36.36	52.54
Total	100.00	100.00

Chi-square - 3.309 ; D.F. - 1

Not significant.



PERCEPTION OF THE GRAMSEVAKS ACCORDING
TO THEIR AGE

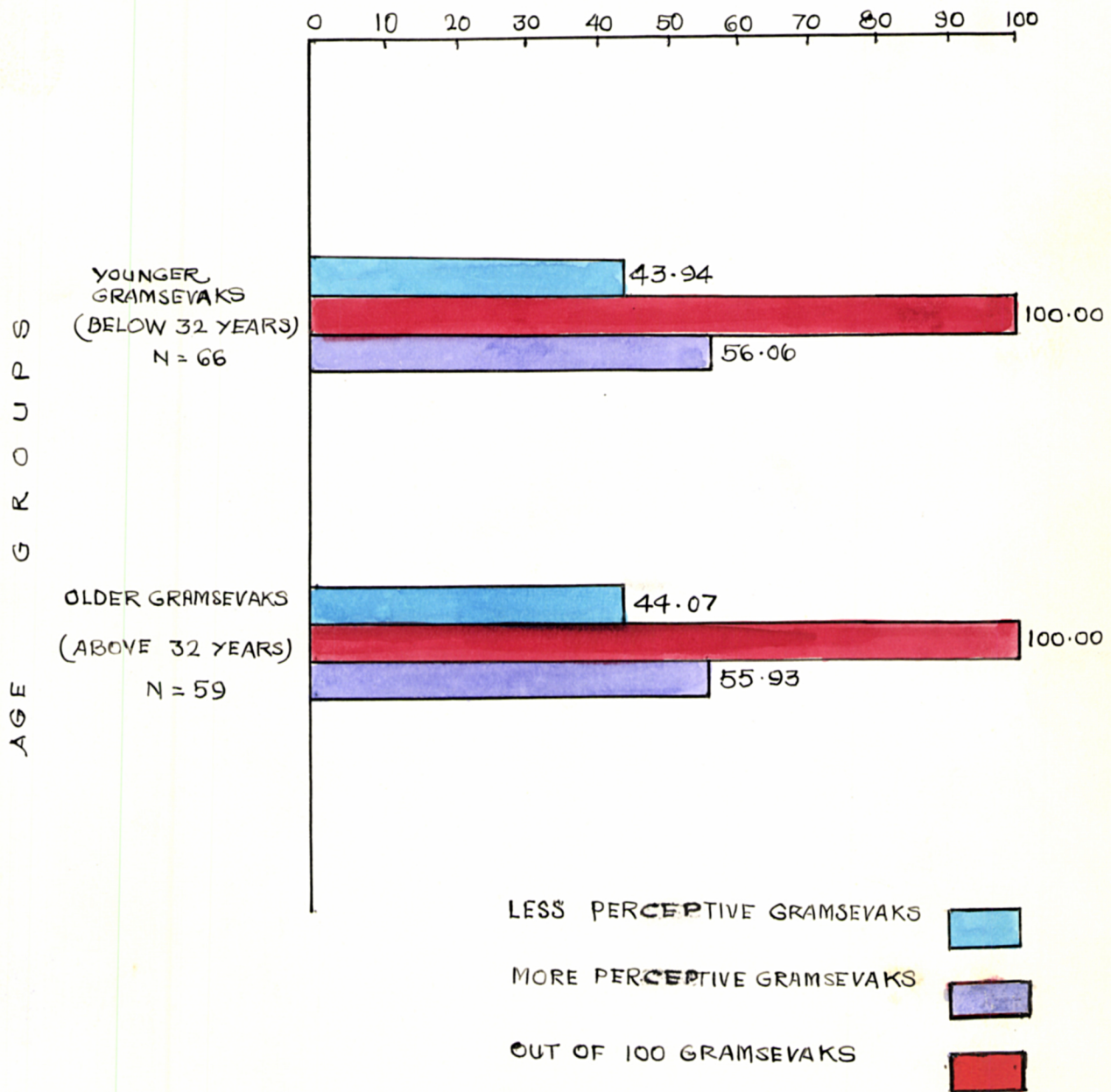


FIG. 2

PERFORMANCE OF THE GRAMSEVAKS
ACCORDING TO THEIR AGE

PERCENT OF THE GRAMSEVAKS

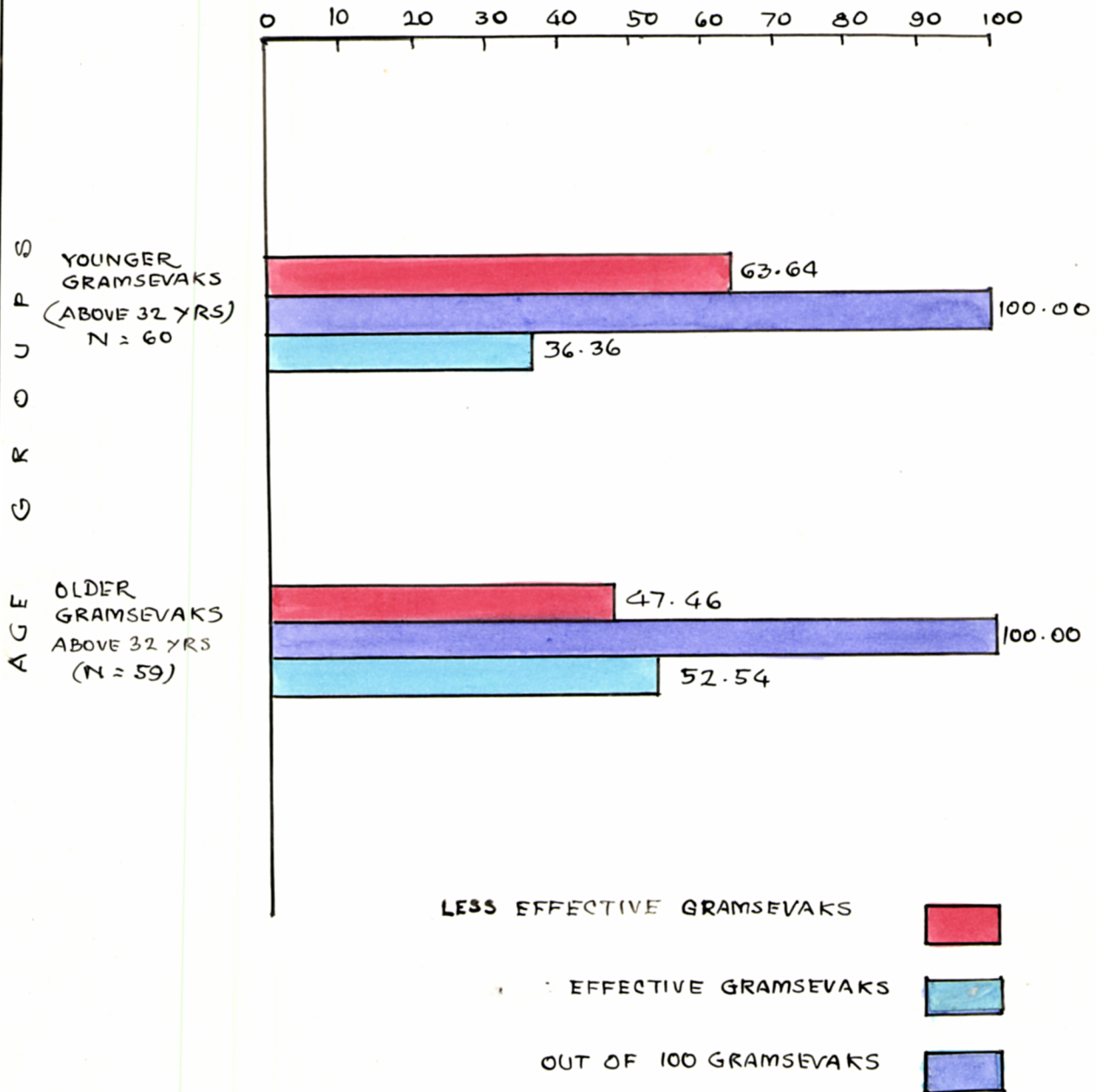


FIG. 3

It can be seen from the Table-3 that there was no significant association between the age of the Gramsevak and the performance of their roles, as evidenced from the chi-square. However, it was found that the nature of association was in the expected direction meaning thereby that there was a trend towards younger Gramsevak being more efficient.

2) Formal Education :

Educational status gives some idea of the qualities of an individual. A Gramsevak must be well educated to understand scientific knowledge. Also, he should be able to convey this knowledge to the villagers in a simple language to be able to change the behaviour of the people. Therefore, he should be well educated to be able to carry out extension work properly in the rural areas. The data regarding the formal education of the Gramsevak are presented in Table-4.

Table-4.

Distribution of Gramsevak by their Formal Education.

Sr.No.	Formal Education	Number of Gramsevak	Per cent
1	Upto VII Standard	38	30.40
2	VIII to IX Standard	7	5.60
3	S.S.C.	68	54.40
4	Intermediate college	12	9.60
Total		125	100.00

It can be observed from Table-4 that 30 per cent of Gramsevaks had studied upto the seventh standard, about six per cent had completed education between the eighth standard and the tenth standard, 54 per cent of the Gramsevaks had education upto S.S.C. level and only ten per cent had studied upto intermediate college.

It was felt that the level of formal education may influence the perception and the effectiveness of Gramsevaks in performing the roles. In order, therefore, to see if any there was any association between the Gramsevak's formal education and his perception and performance of his role the data were processed. These are presented in Table-5 and 6 separately.

Table-5.

Extent of Perception of the Roles of the Gramsevaks by their Formal Education.

Perception	Formal Education		
	Upto VII standard (n-38)	VIII Standard to S.S.C. (n-75)	Intermediate college. (n-12)
		<u>Per cent</u>	
Less clear	44.74	41.33	58.33
More clear	55.26	58.67	41.67
Total	100.00	100.00	100.00

Chi-square - 1.271; D.F. - 2

Not significant.

No statistically significant association was found between the formal education received by the Gramsevaks and the perception of their roles. Therefore, it indicates that perception of the role of the Gramsevaks did not depend upon their formal education level.

PERCEPTION OF THE GRAMSEVAKS ACCORDING TO
THEIR FORMAL EDUCATION

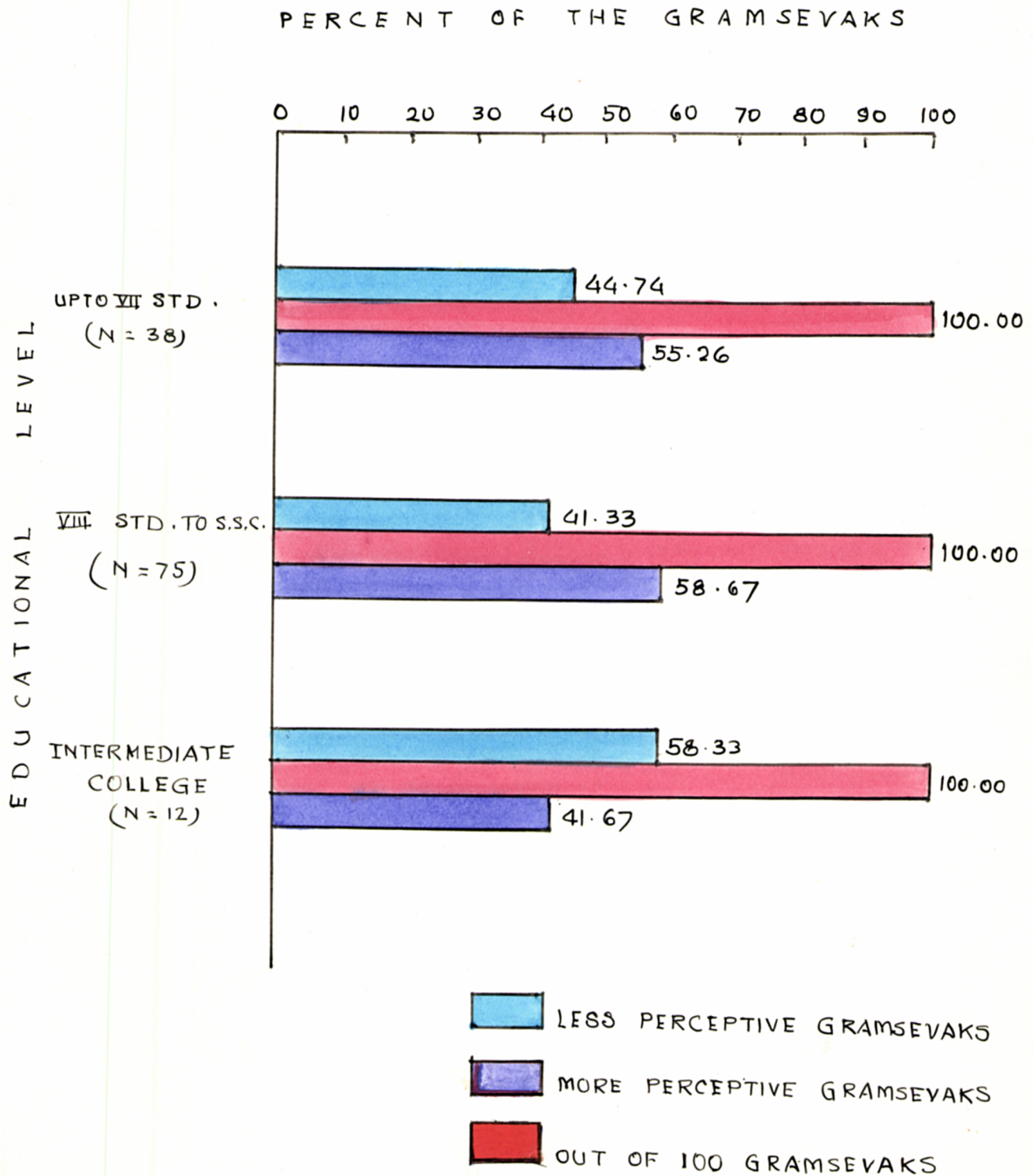


FIG.4

PERFORMANCE OF THE GRAMSEVAKS ACCORDING
TO THEIR FORMAL EDUCATION

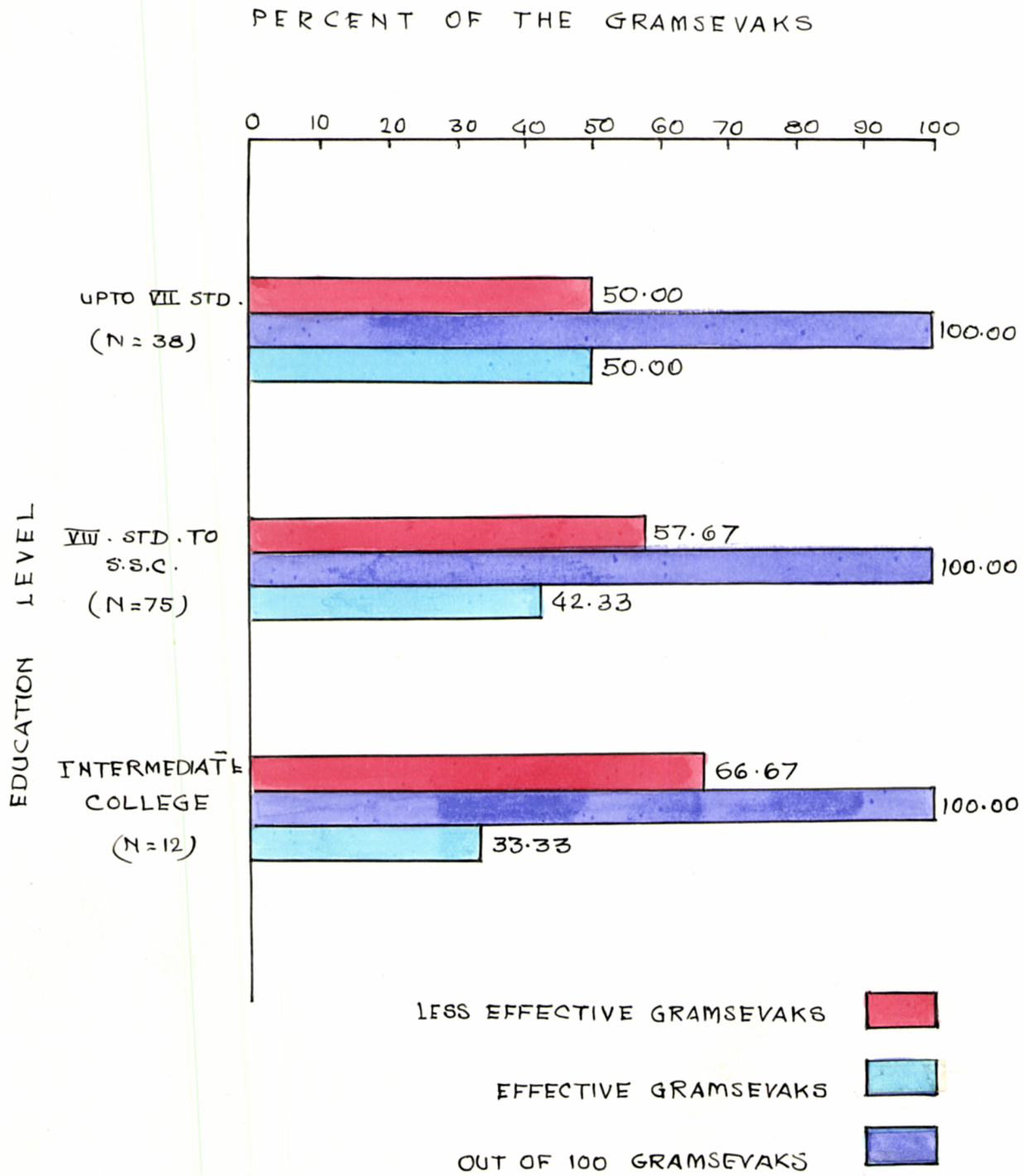


FIG.5

Table-6Extent of Performance of the Roles of the Gramsevaks by their Formal Education.

Performance	Formal Education		
	Upto VII standard (n-38)	VII to S.S.C. (n-75)	Intermediate college (n-12)
	<u>Per cent</u>		
Less effective	50.00	57.63	66.67
Effective	50.00	42.33	33.33
Total	100.00	100.00	100.00

Chi-square - 0.6674 ; D.F. - 2

Not significant.

It can also be notified from Table 6 that there is no statistically significant association between the formal education of the Gramsevaks and the performance of their roles indicating thereby that efficiency of Gramsevaks did not depend upon their formal education level.

3) Parental Occupation :

Parental occupation is one of the important factors which provides a background experience. A person generally learns of the behaviour patterns of his parents and develops knowledge and skill in the parent's occupation. The distribution of the Gramsevaks by their parental occupation is presented in Table 7.

Table-7Distribution of the Gramsevaks by their Parental Occupation.

Sr. No.	Parental occupation	Number of Gramsevaks	Per cent
1	Farming	105	84.00
2	Service	9	7.20
3	Business	1	0.80
4	Other occupation	10	8.00
		Total	125
			100.00

It is observed that parents of 84 per cent of the Gramsevaks were farmers and parents seven per cent of the Gramsevaks were serving in various Government and semi-government departments. Only one per cent of the parents were engaged in business and eight per cent of the Gramsevaks had parents who were in other occupations.

It was hypothesised that parental occupation of the Gramsevaks influences the perception of the role and its performance by the Gramsevaks. For the purpose of the test, the Gramsevaks were grouped into two broad categories viz., those whose parents were engaged in farming and those whose parents were engaged in an occupation other than farming. Then the groups were compared to find out whether there was any association between the parental occupation of the Gramsevaks and the clarity of their perception and the effectiveness of performance of their roles. The data in this connection are presented in Table 8 and 9 respectively.

Table-8Extent of Perception of the Role of the Gramsevaks by their Parental Occupation.

Perception	Parents Occupation	
	Farming (n-105)	Non-farming (n-20)
		<u>Per cent</u>
Less clear	40.00	65.00
More clear	60.00	35.00
Total	100.00	100.00

Chi-square - 4.261 ; D.F. -1

Significant at 0.05 level.

A statistically significant association was observed between the parental occupation of the Gramsevaks and the clarity of the perception of their roles.

The Gramsevaks whose parents had farming as the main occupation had a clearer perception of their roles as compared to those whose parents were in non-farming types of occupations. The data regarding performance of the roles of the Gramsevaks and their parental occupation are presented in Table 9.

Table-9Extent of Performance of the Roles of the Gramsevaks by their Parental Occupation.

Performance	Parents Occupation.	
	Farming (n-105)	Non-farming (n-20)
		<u>Per cent</u>
Less effective	51.43	80.00
More effective	48.57	20.00
Total	100.00	100.00

Chi-square - 6.075 ; D.F. - 1 Significant at 0.05 level.

PARENTAL OCCUPATION OF THE GRAMSEVAKS AND
ITS RELATION TO THE PERCEPTION

P E R C E N T O F T H E G R A M S E V A K S

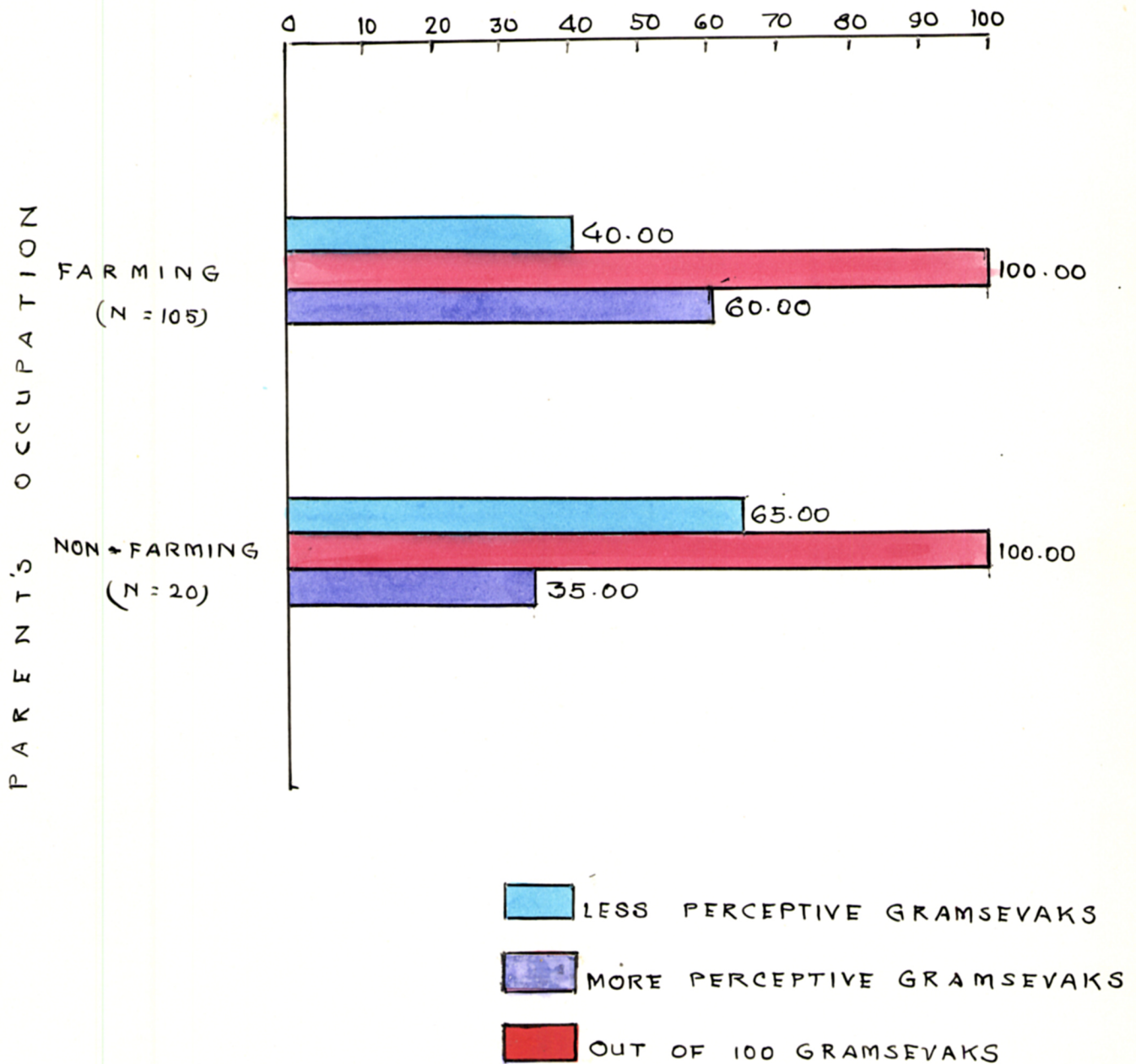


FIG.6

PARENTAL OCCUPATION OF THE GRAMSEVAKS AND
ITS RELATION TO THE PERFORMANCE

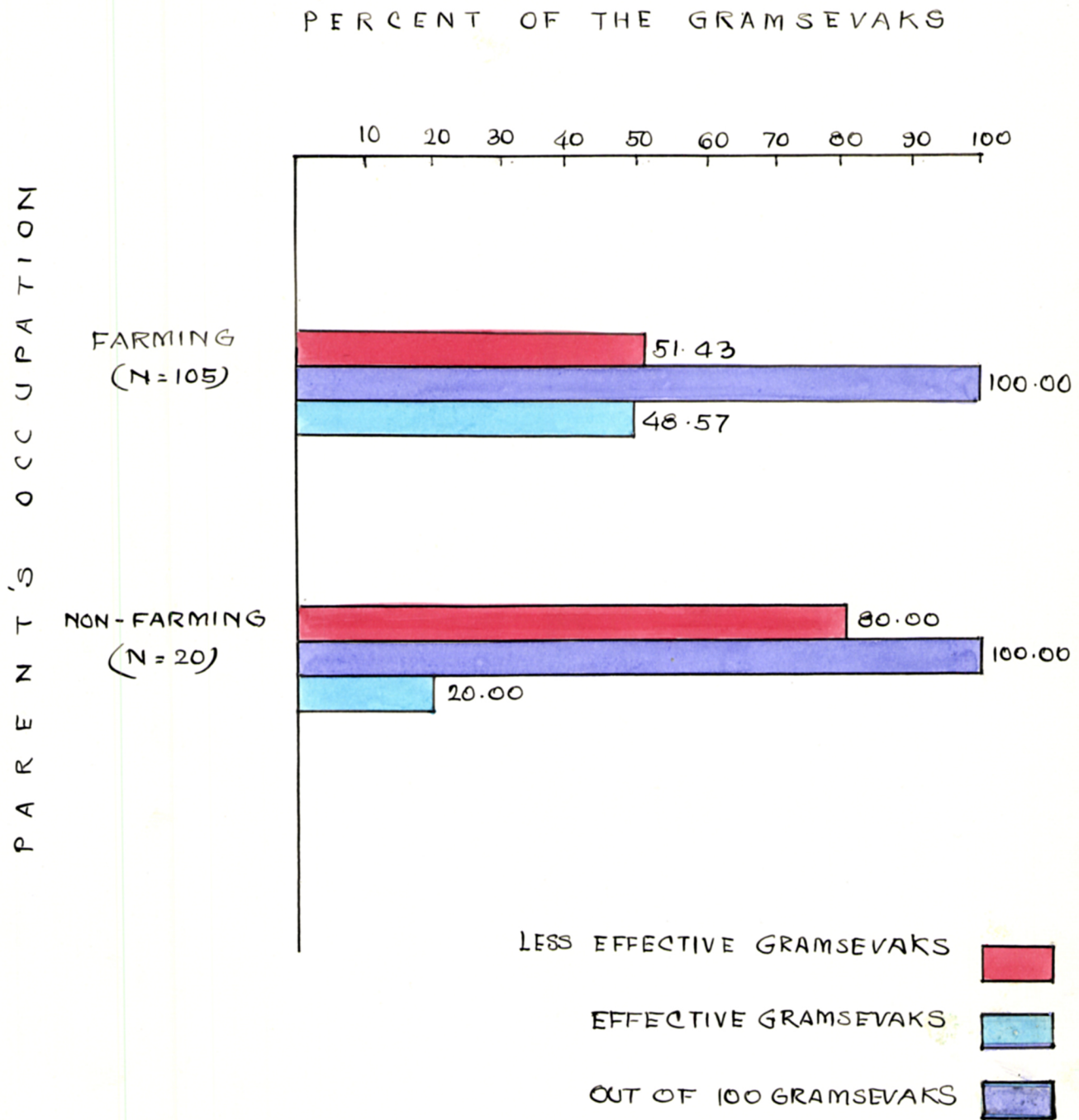


FIG.7

Table-9 reveals that there was a highly significant association between the parent's occupation and the performance of the roles by the Gramsevaks. Those Gramsevaks whose parents were farmers were found to be more effective in the performance of their roles than those whose parents had occupations other than farming.

4) Job Experience :

Job experience of an employee helps in improving his qualities, as through it he acquires practical knowledge and skill required to discharge his job effectively. Experience also helps him in mastering the techniques involved in the job. Job experience of the Gramsevak was taken into consideration to find out if it had any relation with the extent of awareness and performance of their roles. Table 10 presents distribution of the Gramsevaks by the extent of their job experience.

Table-10

Distribution of Gramsevaks by their Job Experience.

Sr.No.	Expereince in years	Number of Gramsevaks	Per cent
1	Upto 2 years	36	28.80
2	3 to 6 years	29	23.20
3	7 to 10 years	48	38.40
4	Above 10 years	12	9.60
		Total	125
			100.00

It will be observed from Table-10 that about 29 per cent of the Gramsevaks had a job experience upto two years. Twenty-three percent of the Gramsevaks had a job experience of three to six years. Thirty-eight per cent had an experience of seven to ten years and only ten per cent had a job experience of above ten years.

It was hypothesised that the job experience of the Gramsevaks influences their perception and performance of their roles. In order to see if there was any association between these two variables, the data were processed. These are presented in Table 11 and 12 separately.

Table-11

Extent of Perception of the Roles of the Gramsevaks by their job Experience.

Perception	Job Experience in years.		
	Below 2 (n-36)	2 to 6 (n-29)	Above 6 (n-69)
	<u>Per cent</u>		
Less clear	66.67	41.38	31.67
More clear	33.33	58.62	68.33
Total	100.00	100.00	100.00

Chi-square - 10.0633 ; D.F. - 2

Significant at 0.01 level.

PERCEPTION OF THE GRAMSEVAKS ACCORDING
TO THEIR JOB EXPERIENCE

PERCENT OF THE GRAMSEVAKS

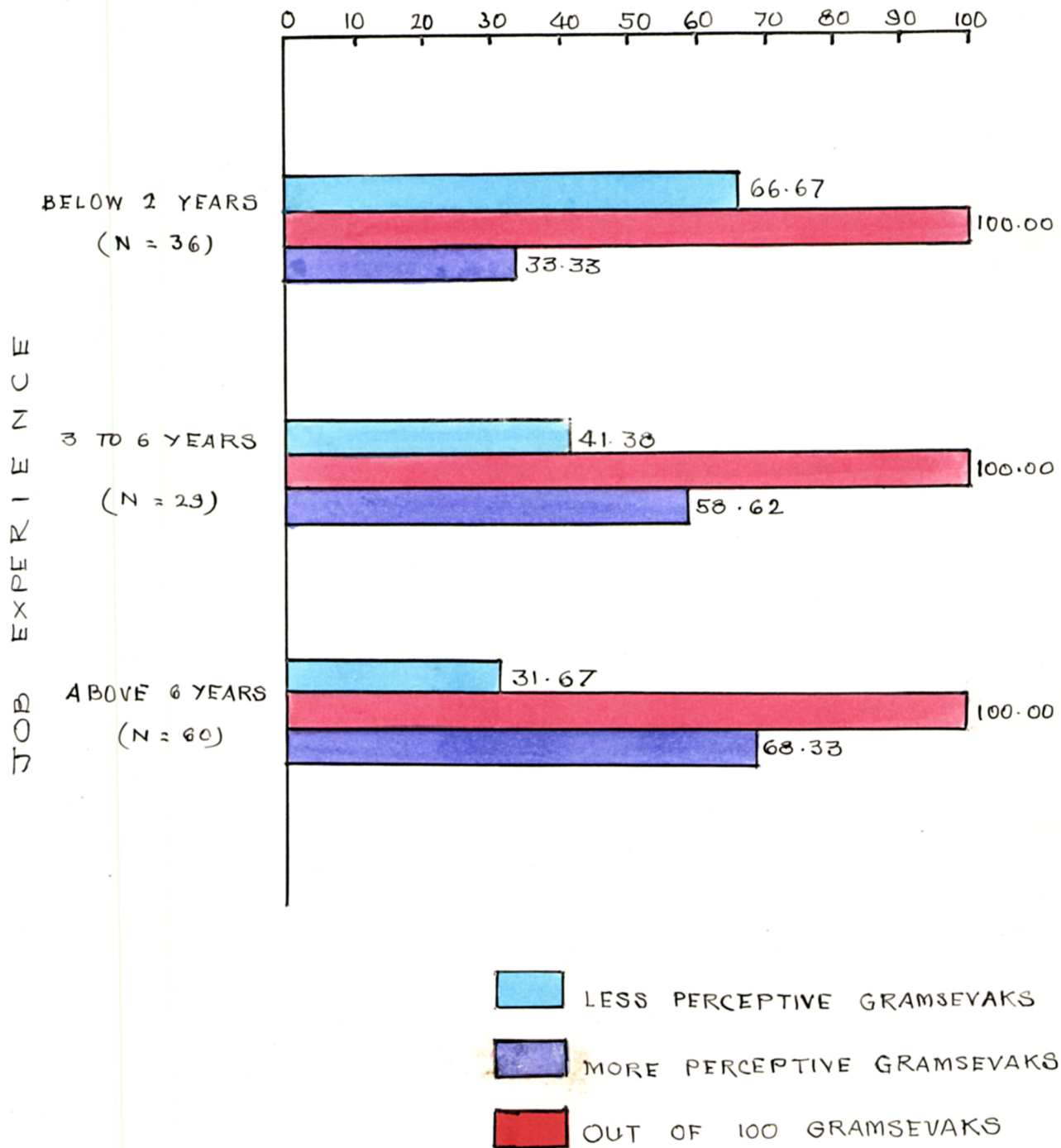


FIG. 8

A highly significant association was noticed between the job experience of the Gramsevaks and the awareness of their roles. The longer was the job experience of the Gramsevaks, the clearer was the perception of the role. In other words, Gramsevak's perception of their roles depends upon their job experience.

The data regarding the nature of relationship between the job experience of Gramsevaks and his performance are presented below.

Table-12

Extent of Performance of the Roles of the Gramsevaks by their Job Experience.

Performance	Job Experience in years		
	Below 2 years (n-36)	3 to 6 years (n-29)	Above 6 years (n-60)
		<u>Per cent</u>	
Less effective	83.33	62.07	36.57
Effective	16.67	37.93	64.33
Total	100.00	100.00	100.00

Chi-square - 20.45 ; D. F. - 2,
Significant at 0.01 level.

A highly significant association was noticed between the job experience of the Gramsevaks and the effectiveness of performance of their roles. Therefore, the study revealed that the effectiveness of a Gramsevak in performing his role is closely associated with and depends on their job experience.

5) Training Period :

Being the key functionary in the community development programme at the village level, a Gramsevak has to perform multifarious duties. In order to discharge his duties competently and effectively, he requires a sound technical knowledge of various subject matter areas pertaining to the job. Therefore, a Gramsevak requires specialised training to provide him sufficient knowledge and skill regarding scientific agriculture, extension teaching methods, working with people and their leaders, programme planning and evaluation and keeping records and writing reports.

The Government imparts training to Gramsevaks before appointing them as Gramsevak in order to prepare them for the job. This training period was formerly only six months and was increased later on to one year, one and half years and finally the period was raised to two years. The Gramsevaks who formed the part of sample had undergone varied types of training for varied durations.

For the purpose of this study, total training received by the Gramsevaks was taken into consideration like training at Gramsevak Training Centre, preservice training like two years agricultural course, one year's higher agricultural integrated course and inservice training like refresher's courses. The distribution of the Gramsevaks

according to the period of the training received by them has been presented in Table 13.

Table-13

Distribution of the Gramsevaks by their
Training Periods.

Sr. No.	Training Period.	Number of Gramsevaks	Per cent
1	Upto 3 months	34	27.20
2	Between 3 to 24 months	28	22.40
3	Above 24 months	63	50.40
		Total 125	100.00

It is observed from Table 13 that considerable proportion (50 per cent) of the Gramsevaks had received training above two years and 22 per cent had received training between three and 24 months and 27 per cent had received training only upto three months.

It was hypothesised that the total training received by the Gramsevak influences their perception and performance regarding their roles. In order to see whether there was any association between the duration of the training period and the clarity of perception and the effectiveness of performance of their roles, the data were

PERFORMANCE OF THE GRAMSEVAKS ACCORDING
TO THEIR JOB EXPERIENCE

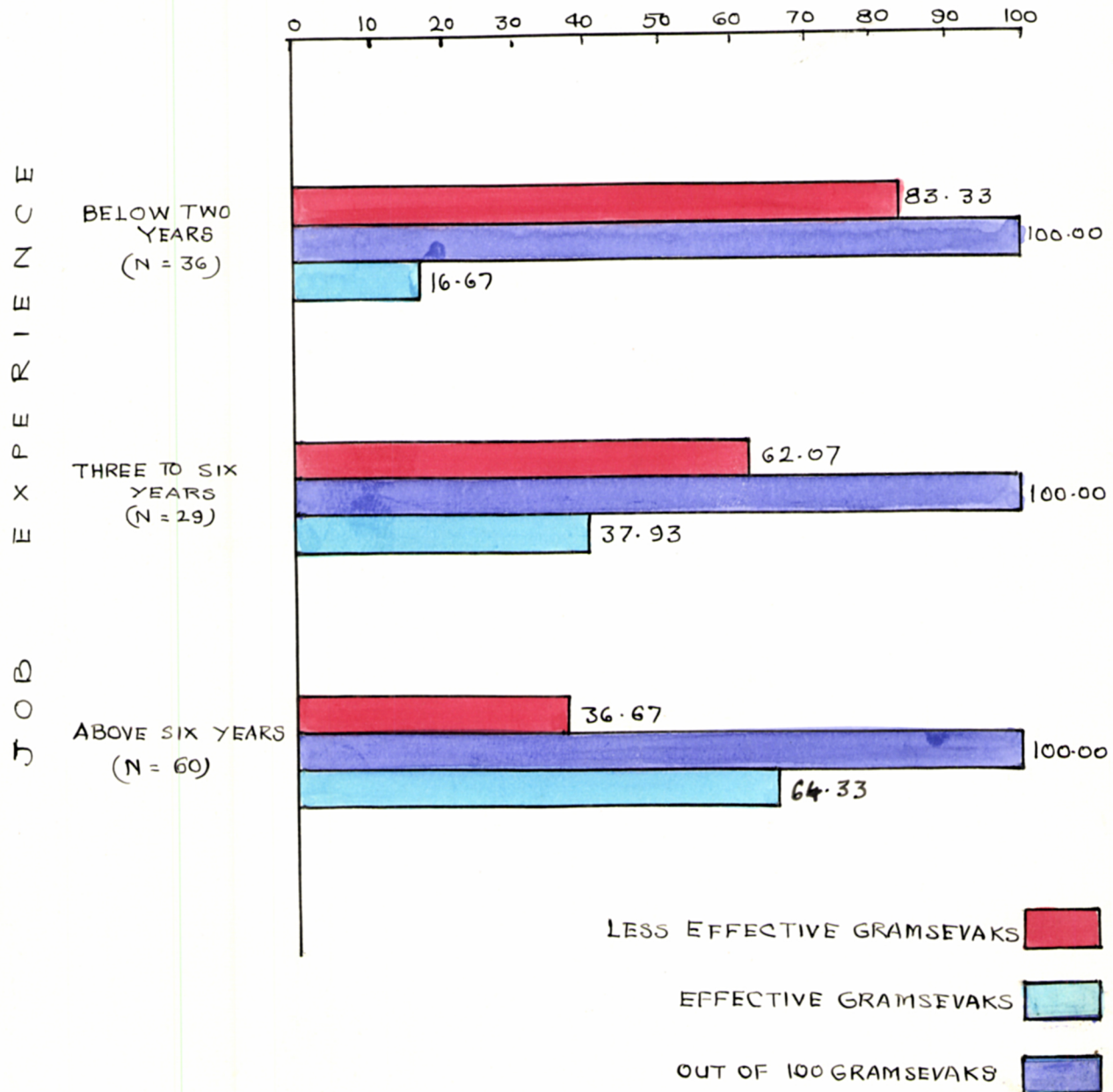


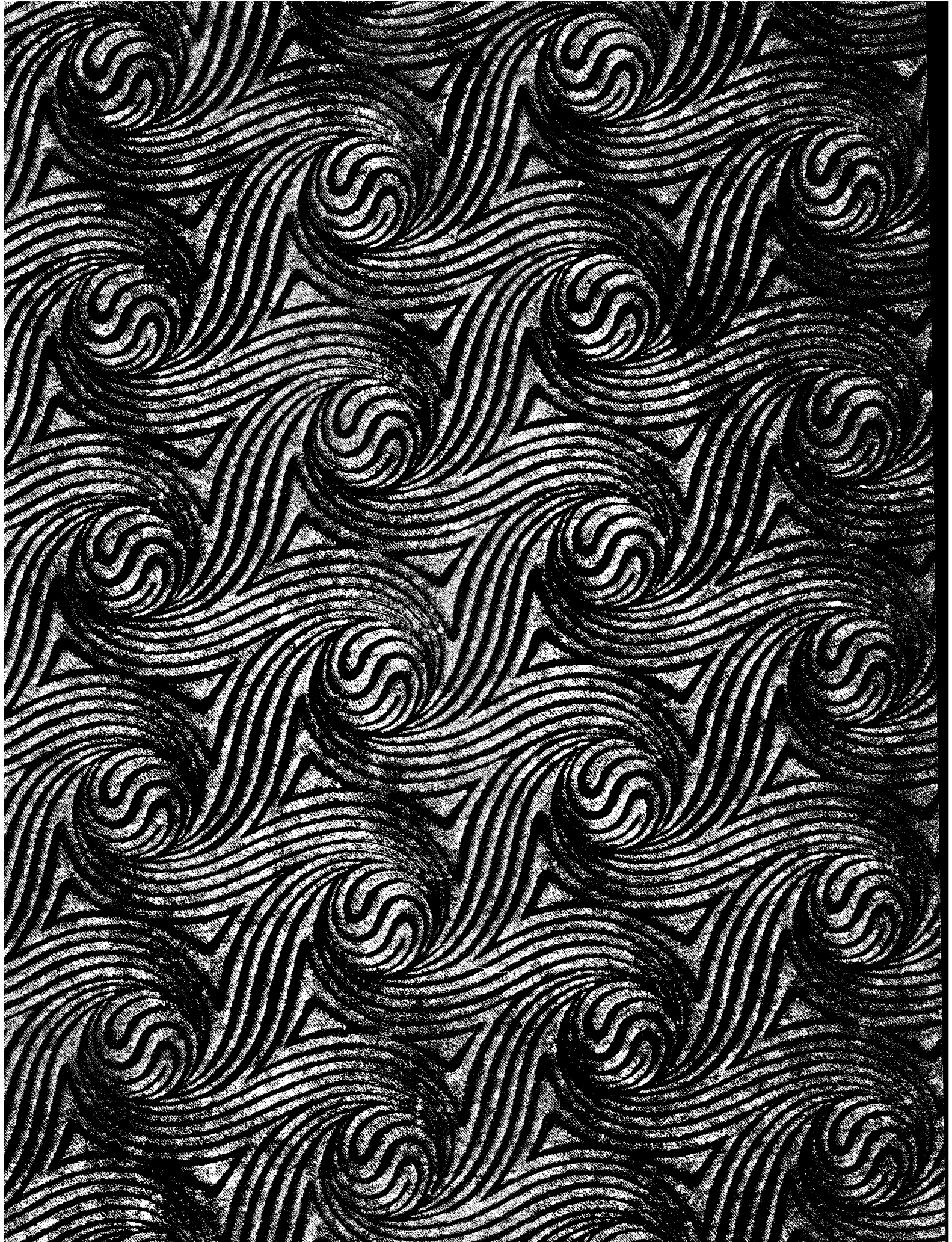
FIG.9

Table-15Extent of Performance of the Roles of the Gramsevaks by their Training Period.

Performance	Training Period		
	Below 3 months (n-34)	3 months to 2 years. (n-28)	Above 2 years (n-63)
	<u>Per cent</u>		
Less effective	79.43	50.00	46.00
Effective	20.57	50.00	54.00
Total	100.00	100.00	100.00

Chi-square -10.58 ; D.F. - 2,
Significant at 0.01 level.

A highly significant association was notified between the training received by the Gramsevaks and the effectiveness in performing the roles .The data indicate that the effectiveness of the Gramsevak in performing their roles is closely associated and depends upon the length of period for which they have undergone training.



PERCEPTION OF THE GRAMSEVAKS ACCORDING TO
THEIR TRAINING PERIOD

PERCENT OF THE GRAMSEVAKS

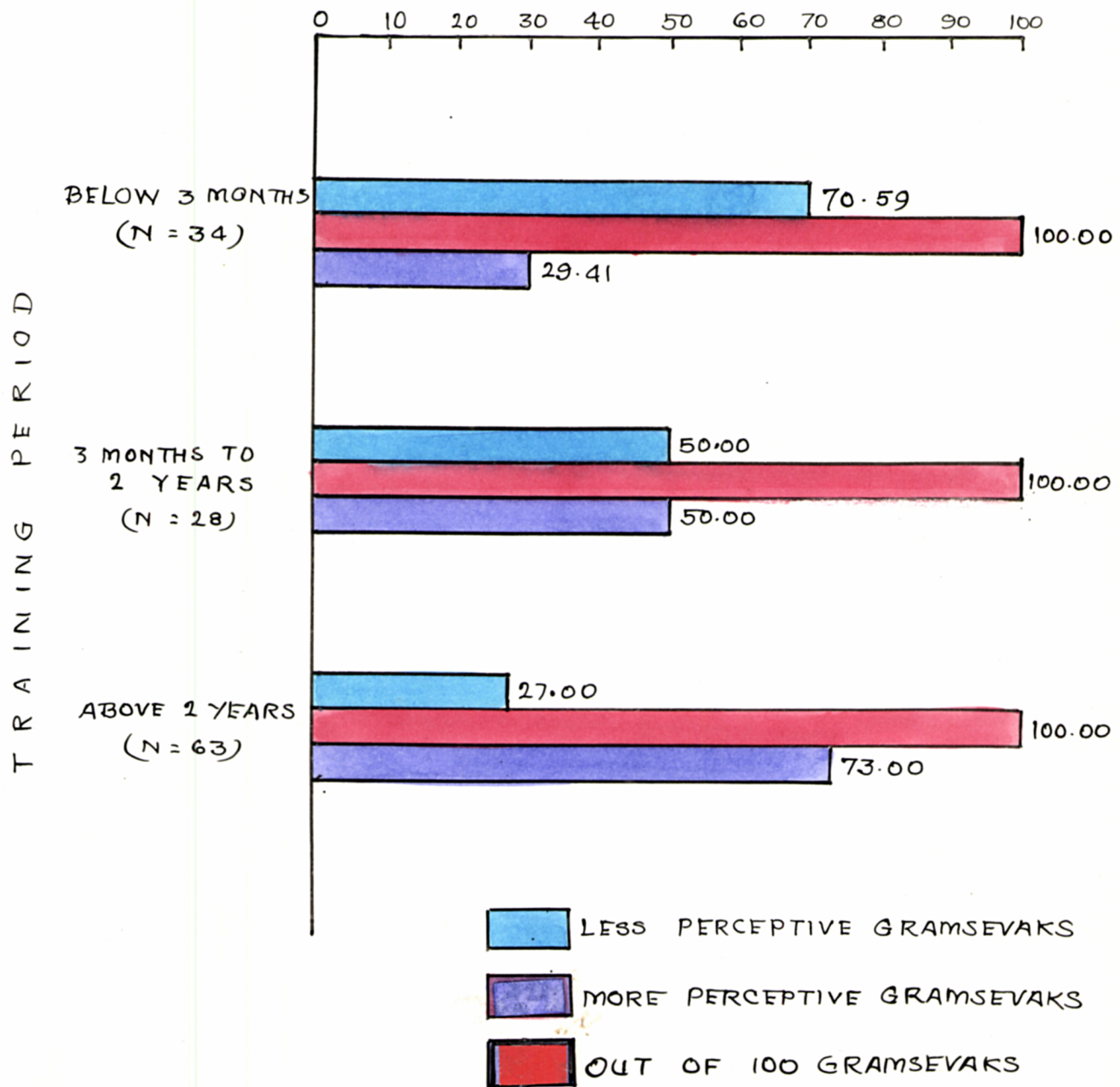


FIG.10

An attempt was made in this study to find out whether the characteristics of the Gramsevaks were associated with the perception and performance of their roles. The statistical results pertaining to this study are summarised in Table 16.

Table-16

Association between the Gramsevaks Characteristics and their Extent of Perception and Performance of their Roles.

Sr. No.	Characteristics of Gramsevaks	Chi-square value		D.F.
		Perception	Performance	
1	Age	0.0021	3.309	1
2	Formal Education	1.217	0.6674	2
3	Parental Occupation	4.261 *	6.075 *	1
4	Job Experience	10.0633 **	20.45 **	2
5	Training Period	17.47 **	10.58 **	2

* Significant at 0.05 level.

** Significant at 0.01 level.

...

PART 'E'

In this part, some of the personal characteristics of the farmers selected for the purpose of this study are presented as it was hypothesised that the clarity of perception of the role of Gramsevak was associated with personal characteristics of the farmers. The data regarding the extent of awareness or the clarity of perception and the personal characteristics of farmers were collected for this purpose. These are presented in this part.

Awareness of the Farmers regarding the Existence of the Gramsevaks:

It is possible that some of the farmers might be unaware of the existence of Gramsevaks in their village. Therefore, the data in respect of the awareness of the farmers regarding the existence of the Gramsevaks in their village was collected and are presented in Table 17.

Table-17

Distribution of the Farmers according to their Awareness regarding the Existence of the Gramsevaks.

Sr. No.	Existence of the Gramsevak	Number of Farmers	Per cent
1	Known	94	89.52
2	Not known	11	10.48
		Total	105
			100.00

It can be seen from Table 17 that 90 per cent of the farmers knew the existence of the Gramsevaks in their village. Only ten per cent of the farmers did not know the Gramsevaks. Thus, it would be seen that very few of the farmers were unaware of the Gramsevaks.

Characteristics of Farmers and the Relationship of these with the Perception of the Role of Gramsevaks.

1) Age :

Studies have shown that age is one of the factors which may influence an individual's perception and behaviour. Therefore, the age of the farmers was taken into consideration while interviewing the farmers. The age wise distribution of the farmers is presented in Table 18.

Table-18

Distribution of the Farmers by their Age.

Sr. No.	Age groups in years	Number of Farmers	Per cent
1	Below 30 years	9	8.87
2	31 to 40 "	18	17.14
3	41 to 50 "	28	26.67
4	51 to 60 "	30	34.28
5	Above 61 "	14	13.33
		----- 105	100.00

Out of the 105 farmers studied, nine percent were below 30 years age, seventeen per cent were in the age group of 31 to 40, and 27 per cent were in the age group of 41 to 50. This means that nearly 53 per cent of the farmers were below 53 years of age. Thirty-four per cent were in the age group of 51 to 60 and thirteen per cent were more than 61 years of age. The maximum age was 75 years and the minimum age was twenty years.

It was hypothesised that the age of the farmers is related to the awareness of the role of Gramsevak. In order, therefore, to see whether there was any association between the age of the farmers and the degree of clarity of perception of the role of Gramsevaks, the farmers were categorised in two broad groups as younger and older. The data are presented in Table 19.

Table-19

Extent of Farmers Perception of the Roles of the Gramsevaks by their Age.

Perception	Age Group	
	Younger (Below 50 years) (n-55)	Older (Above 51 years) (n-50)
Less clear	36.37	68.00
More clear	63.63	32.00
Total	100.00	100.00

Chi-square - 10.50 ; D.F. - 1

Significant at 0.01 level.

PERFORMANCE OF THE GRAMSEVAKS ACCORDING TO THEIR TRAINING PERIOD

PERCENT OF GRAMSEVAKS

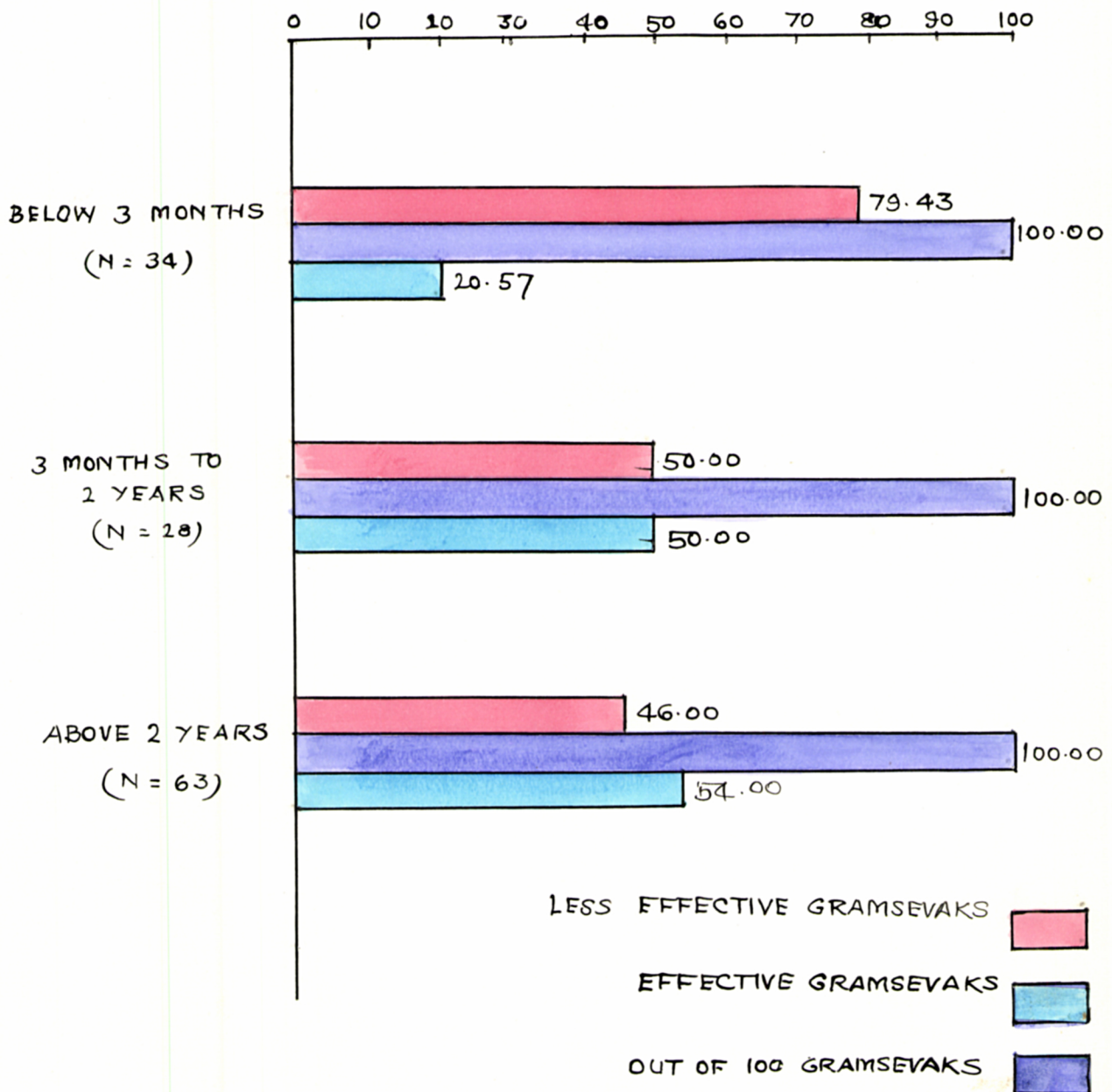


FIG. 11

A highly significant association was found between the age of the farmers and the clarity of perception of the role of Gramsevaks. It was revealed that age of the farmers influences their awareness of the roles of Gramsevaks. The less was the age of a farmer the clearer was his perception of the role of Gramsevak.

2) Formal Education :

Education helps to develop the human mind. Educated persons have a tendency to acquire new knowledge, skills and attitudes. They are likely to be more perceptive and receptive to new things. In the present study an effort was made to study the different educational levels of the farmers and their relationship with the perception of the role of the Gramsevaks. Table 20 presents the distribution of the farmers according to their formal education.

Table-20

Distribution of the Farmers by their Formal Education.

6666

Sr.No.	Formal Education	Number of Farmers	Per cent
1	No Education	58	56.19
2	Upto IV standard	27	25.92
3	V to VII "	17	16.19
4	Above VIII "	2	1.90
Total		105	100.00

It can be seen from Table 20 that the majority of the farmers (56 per cent) were illiterate. Twenty per cent of the farmers had received formal education between I to IV standards. Sixteen per cent had received education between V to VII standards and only two per cent of the farmers had high school education. No graduates were found among the farmers in the sample. Thus, it can be seen that in general the farmers had very little formal education.

It was hypothesised that the level of formal education of the farmer influences the awareness of the role of Gramsevaks. Therefore, in order to see if there was any association between the formal education of a farmer and his awareness (perception) of the role of Gramsevaks the farmers were grouped into two broad categories namely illiterate and literate. The concerned data are presented in Table 21.

Table-21

Extent of Farmer's Perception of the Role of the Gramsevaks by their Formal Education.

Perception	Formal Education	
	Illiterate (n-59)	Literate (n-46)
	<u>Per cent</u>	
Less clear	76.27	18.57
More clear	23.73	80.43
Total	100.00	100.00

Chi-square - 33.28 ; D.F. - 1

Highly significant at 0.01 level.

PERCEPTION OF THE FARMERS ACCORDING
TO THEIR AGE

PERCENT OF THE GRAMSEVAKS

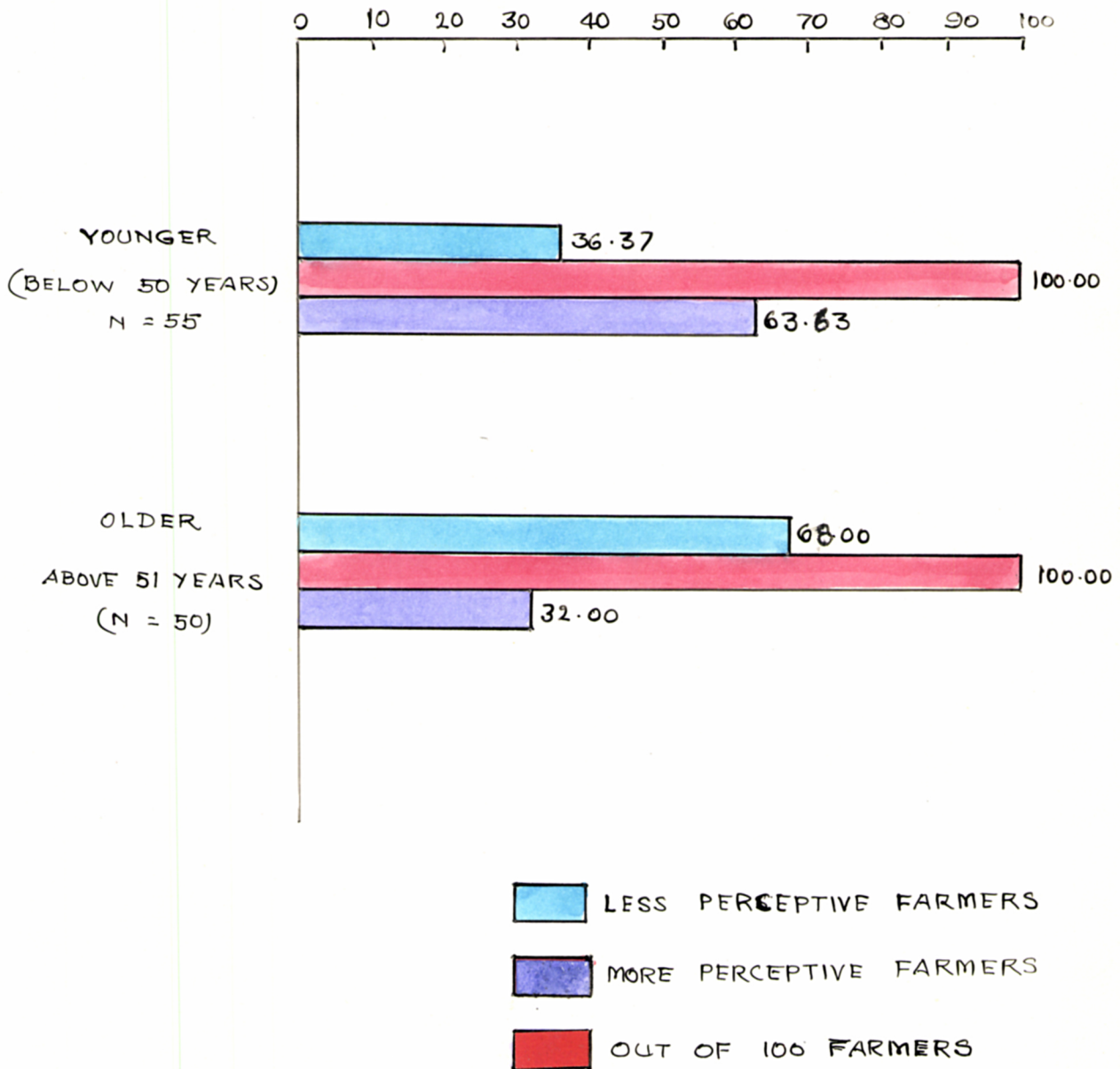


FIG.12

It can be noticed from the data in Table 19 there is highly significant association between the formal education of the farmers and their awareness of the roles of Gramsevaks.

The higher was the level of education of a farmer, the clearer was his perception of the roles of the Gramsevaks.

3) Size of Land Holding :

Size of land holding is an important factor from the economic point of view. It has been found to influence the adoption of new agricultural practices. To adopt new agricultural practices, an individual tries to get new knowledge, from the extension personnel. Also, land holding influences the economic position and well being of the farmers. Size of land holding in this study refers to the total land owned by the farmers. The distribution of the farmers according to the size of land holding is presented in Table 22.

Table-22

Distribution of the Farmers by their Size of Land Holding.

Sr.No.	Land holding in Acres	Number of Farmers	Per cent
1	Upto 5 Acres	43	40.96
2	6 to 15 "	34	33.36
3	16 to 25 "	20	19.00
4	Above 26 "	7	6.68

	Total	106	100.00

A considerable proportion of the farmers (41 per cent) had holdings below five acres in size. Thirty-three per cent

of the farmers had land between six and fifteen acres; nineteen per cent had land between sixteen and 25 acres and seven per cent had land above 26 acres. The maximum size of land holding was 80 acres, and the minimum was only 1 acre.

It had been hypothesised that the size of land holding of the farmers influences the perception of the roles of Gramsevak. Therefore, the nature of association between the size of holding and the perception of the role of Gramsevaks, was studied by using the chi-square test. The data in this respect are presented in Table 23.

Table-23

Extent of Farmer's Perception of the Roles of
-the Gramsevaks by their Size of Land Holding.

Perception	Size of Land Holding in Acres	
	Below 10 acres (n-59)	Above 10 acres. (n-46)
	<u>Per cent</u>	
Less clear	55.92	45.65
More clear	44.08	54.35
Total	100.00	100.00

Chi-square - 1.09 ; D.F. -.1

Not significant

It was found that there was no significant association between the size of land holding of the farmers and their perception of the role of the Gramsevaks. It indicates that the Farmer's perception of the roles of Gramsevaks

PERCEPTION OF THE FARMERS ACCORDING TO THEIR FORMAL EDUCATION

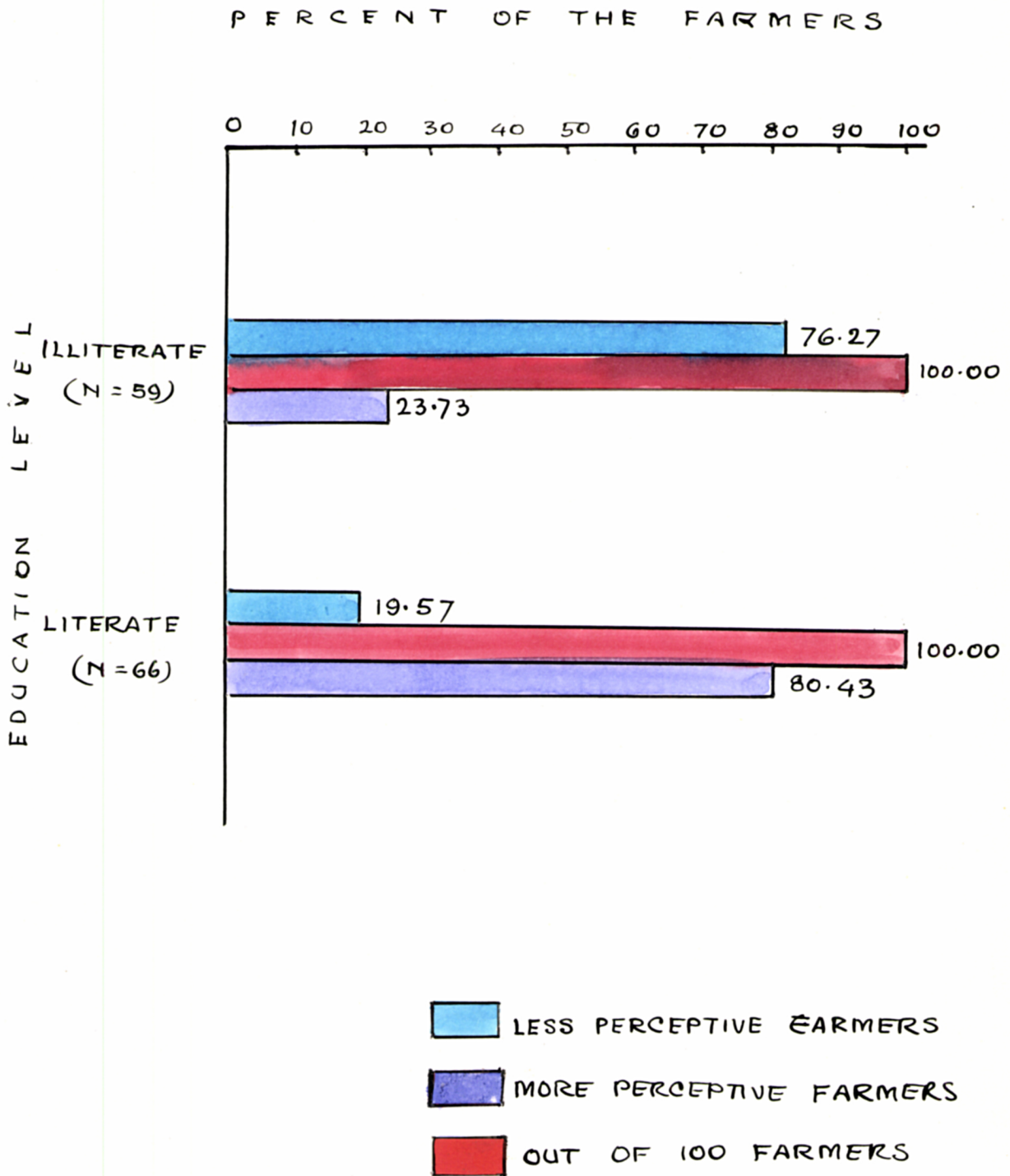


FIG. 13

PERCEPTION OF THE FARMERS ACCORDING TO THEIR
SIZE OF LAND HOLDING

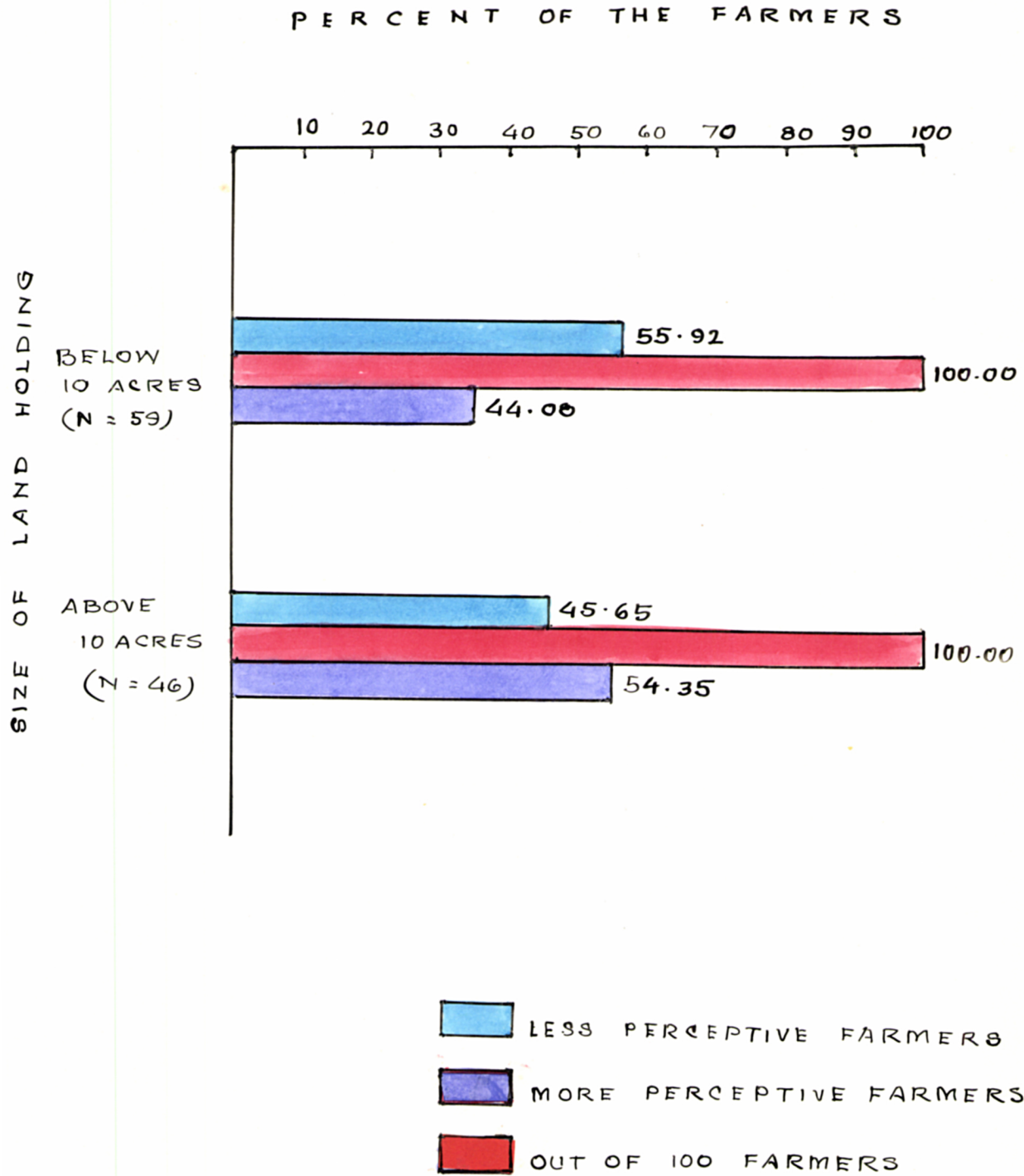


FIG. 14

did not seem to depend upon the size of land holding of the farmers, in a statistically significant manner. However, as the above table shows the nature of association was in the expected direction.

4) Income :

Economic power facilitates adoption of new agricultural practices and investment of capital for production. For the purpose of this study, total income was taken into consideration. The total income here refers to the annual income of the farmer from all the sources. Table 24 gives an idea regarding the distribution of the farmers by their income.

Table 24

Distribution of Farmers by Their Total Income.

Sr.No.	Income in Rupees	Number of Farmers	Per cent
1	Upto 1,000	17	16.19
2	1,001 to 2,000	44	41.90
3	2,001 to 3,000	24	22.86
4	3,001 to 10,000	12	11.43
5	10,000 and above	8	7.62
		Total	105
			100.00

It will be observed from Table 24 that 58 per cent of the farmers had an annual income below Rs.2,000 and only 42 per cent farmers had annual income above Rs.2,000. Sixteen per cent had an income below Rs.1,000 and 42 per cent

were in the group of Rs.1,001 to 2,000. Twenty-three per cent had an annual income between Rs.2,000 to 3,000; eleven per cent were between Rs.3,001 to 10,000 and eight per cent of the farmers had an annual income above Rs.10,000.

It was hypothesised that annual income of the farmers influences their perception of the role of the Gramsevaks. Therefore, in order to see the nature of this association the data were subjected to chi-square analysis. The data in this respect are presented in Table 25.

Table-25

Extent of Farmer's Perception of the Roles of the Gramsevaks by their Total Annual Income

Perception	Total Annual Income	
	Below Rs.2,000 (n-61)	Above Rs.2,001 (n-44)
	<u>Per cent</u>	
Less clear	62.30	36.37
More clear	37.70	63.63

Chi-square - 6.63 ; D.F. - 1

Significant at 0.01 level.

The association between the annual income of a farmer and his perception of the role of the Gramsevaks was found to be highly significant statistically. This shows that the higher was the annual income of a farmer, the clearer was his perception of the role of Gramsevaks.

PERCEPTION OF THE FARMERS ACCORDING TO THEIR
TOTAL ANNUAL INCOME

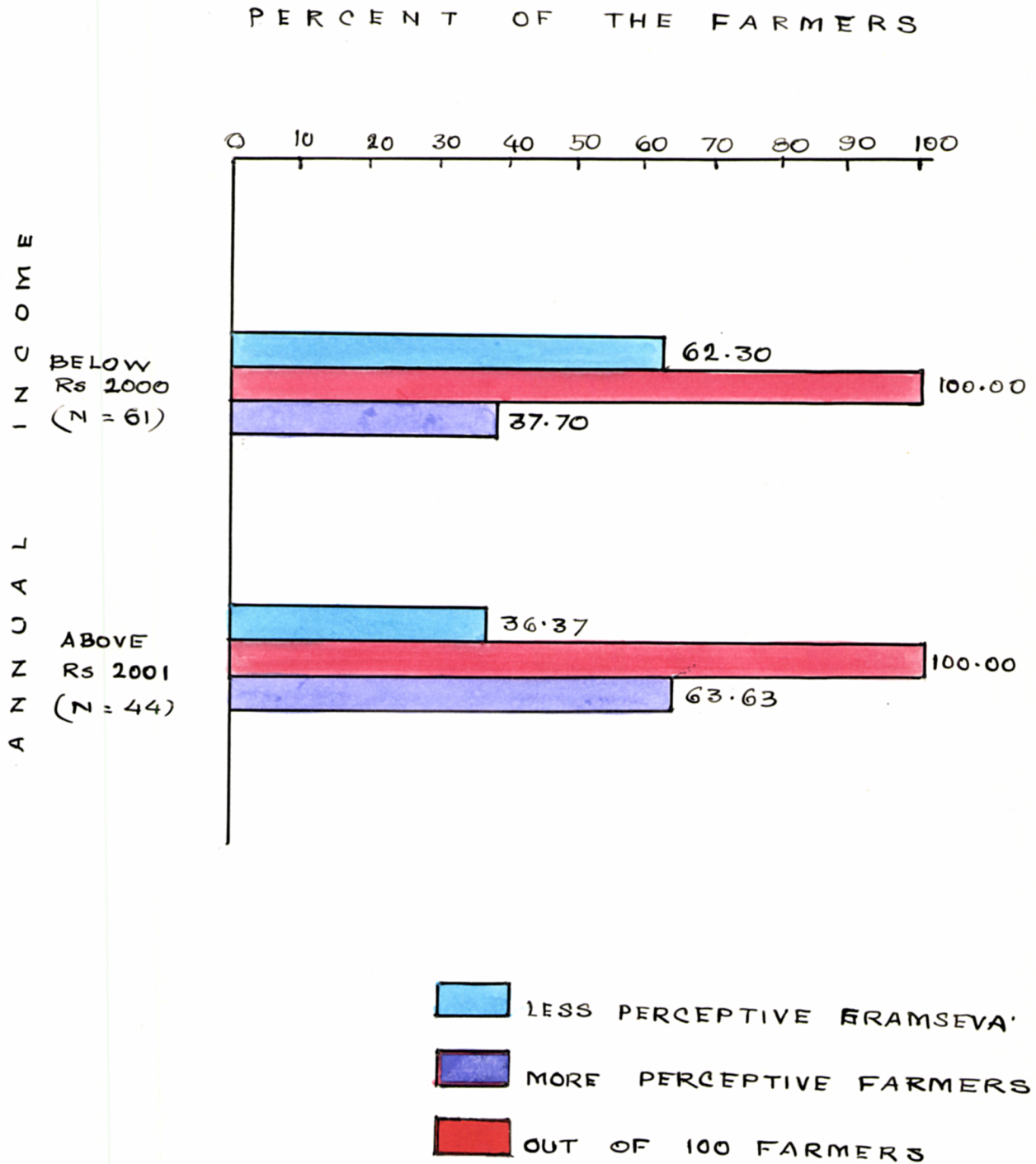


FIG.15

5) Social Participation :

Social participation is one of the important factors influencing the personality of an individual. A person who participates in different organizations comes to know of more things than one who does not participate. As a Gramsevak guides the different voluntary organizations, in rural areas and also participates in the activities of these organizations, the farmer who participates in the organizations naturally has close contacts with the Gramsevaks and other extension personnel. Thus, they try to get more knowledge regarding new improvements in agriculture and allied fields for bettering their lives. The information regarding the social participation of the farmers in various formal organizations was collected and the same is presented in Table 26.

Table-26

Distribution of the Farmers by their Social Participation in Various Formal Organizations.

Sr. No.	Name of the Organization	Number of Farmers	Per cent
1	No participation	21	20.00
2	Multipurpose Co-op.Society	84 (80+4)	80.00
3	Gram Panchayat	10 (7+3)	9.52
4	Other	13	12.38

Total

It is observed from Table 26 that majority of the farmers (about 80 per cent) were members of multipurpose co-operative societies. Four of these were Chairman of

Societies. Nearly ten per cent of the farmers were members of the Grampanchayats, of these three were Sarpanchas of a village panchayats. Twelve per cent of the farmers were members of other organizations, like co-operative sugar factory and twenty per cent of the farmers had not participated in any organization.

It was one of the hypothesis in the study that social participation of the farmers influences their perception of the roles of Gramsevak. This hypothesis was tested by the application by the Chi-square test. The data are presented in Table 27.

Table-27

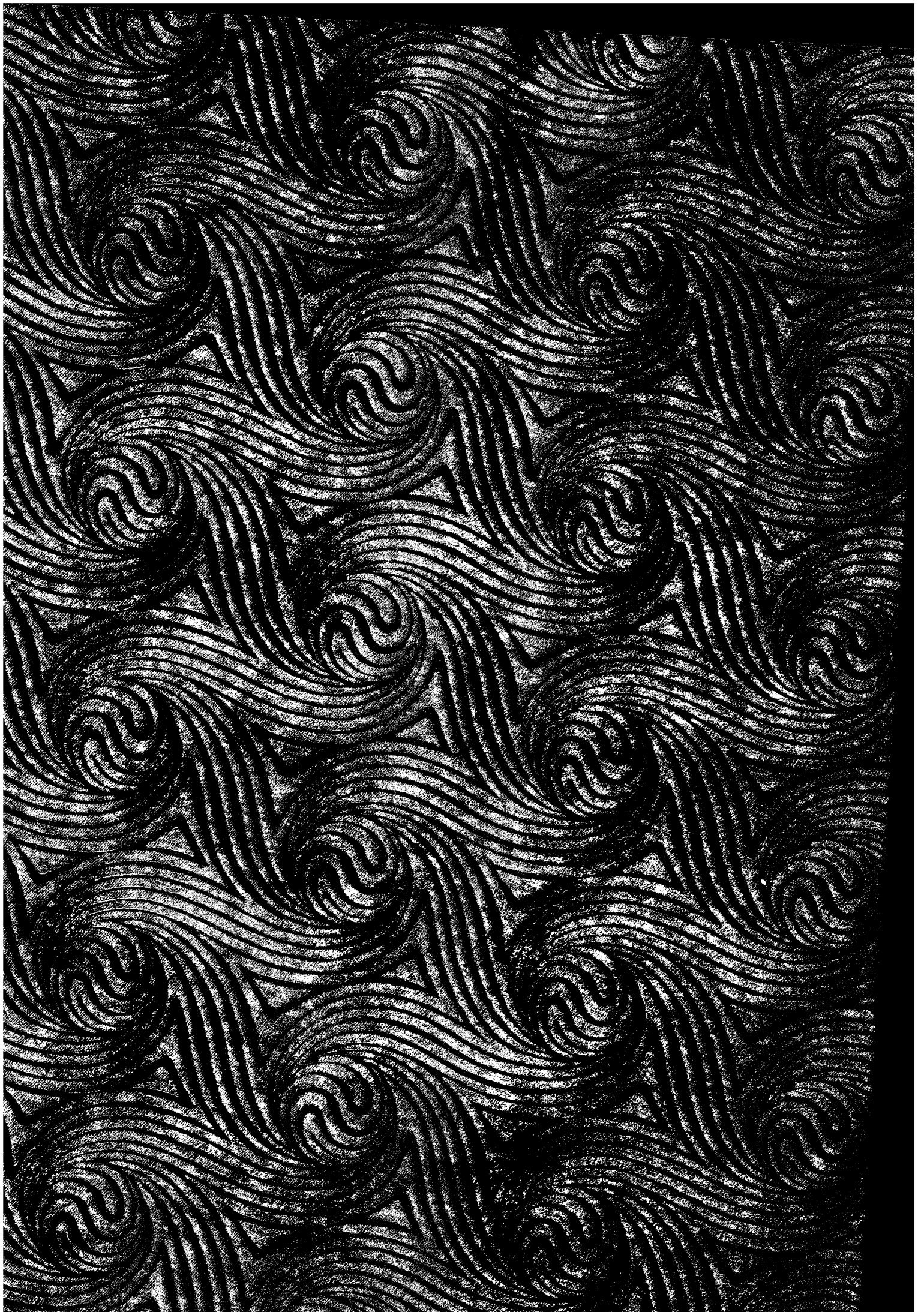
Extent of Farmer's Perception of the Roles of Gramsevaks by their Social Participation

Perception	Social Participation	
	Non-Participant (n-21)	Participant (n-84)
	<u>Per cent</u>	
Less clear	80.93	44.05
More clear	19.07	55.95
Total	100.00	100.00

Chi-square- 9.16 ; D.F. - 1

significant at 0.01 level.

The association between the social participation of the farmers and their awareness of the role of the Gramsevaks was found to be highly significant. In other



PERCEPTION OF THE FARMERS ACCORDING TO
THEIR SOCIAL PARTICIPATION

PERCENT OF THE FARMERS

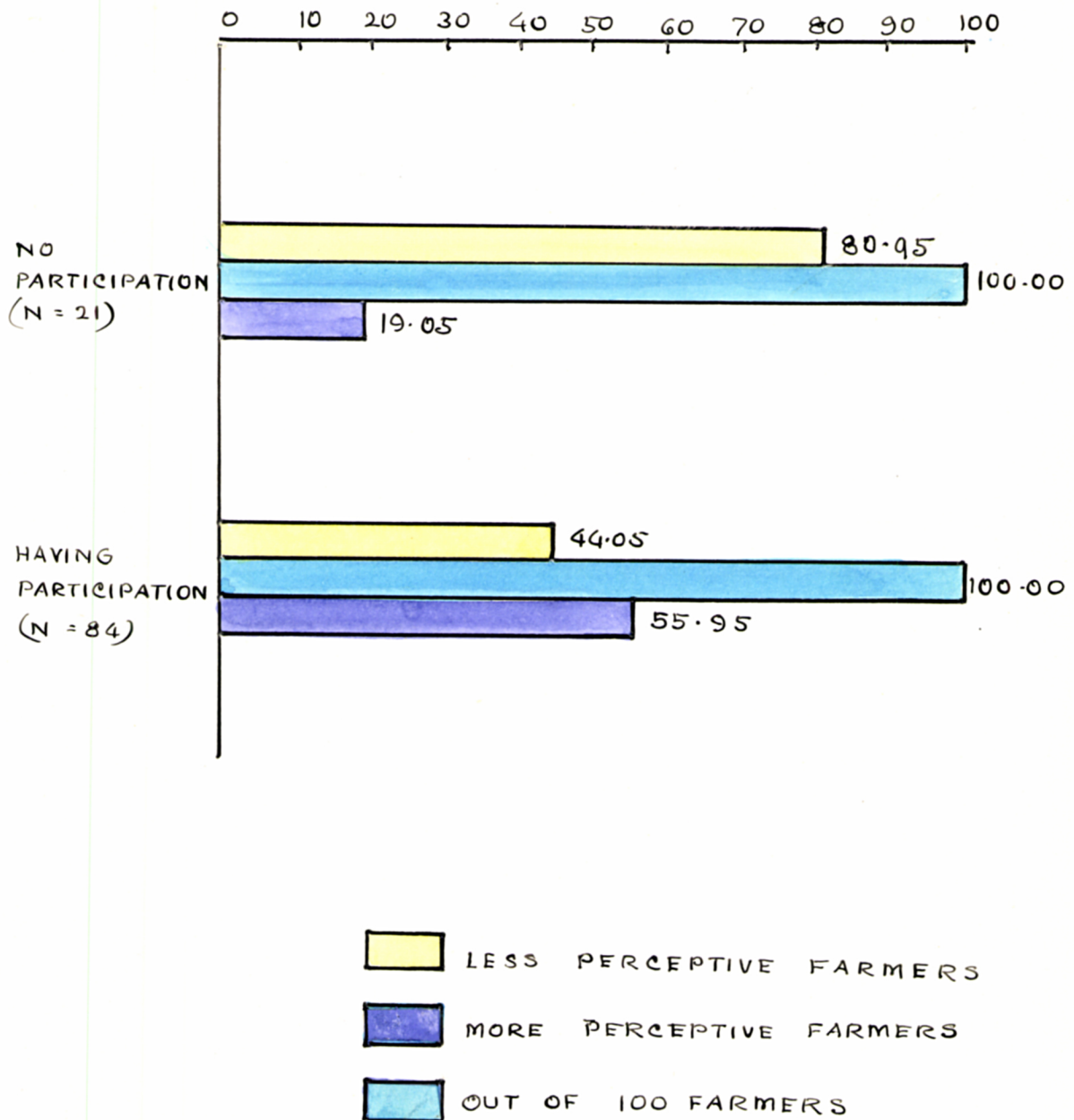


FIG.16

words, the farmer's perception of the role of Gramsevaks depends upon their social participation in various organizations. The more was the participation of a farmer, the clearer was his perception of the roles of the Gramsevaks.

6) Extension Contacts :

Through extension contacts a farmer comes to know the extension agency and the extension personnel. A farmer visits extension personnel to acquire new knowledge of new methods of agriculture and allied fields.

Extension contacts of the farmer may help a farmer in giving clear understanding about the role of an extension agent. The information regarding the number of extension contacts made by the farmers in four months preceding the interview is presented in Table 28.

Table-28

Distribution of the Farmers by their Number of Extension Contacts.

Sr. No.	Number of Extension contacts	Number of Farmers	Per cent
1	No contacts	55	52.38
2	Upto 5	23	21.90
3	6 to 10	17	16.19
4	Above 11	10	9.52
Total		105	100.00

It will be seen from Table 28 that 52 per cent of the farmers had not contacted the extension personnel, 22 percent of the farmers had made contact upto five times, sixteen per cent had made contacts between six and ten times and only ten per cent of the farmers had contacts above ten times. These persons who had contacts for more than ten times were generally members of the Grampanchayat and/or chairman of co-operative societies.

One of the hypothesis in the study was that the perception of the role of the Gramsevak depends on the number of extension contacts made by the farmers. Therefore, in order to see whether there was any association between the number of extension contacts made by the farmers and their awareness of the roles of the Gramsevaks, the data were processed. These are presented in Table 29.

Table-29

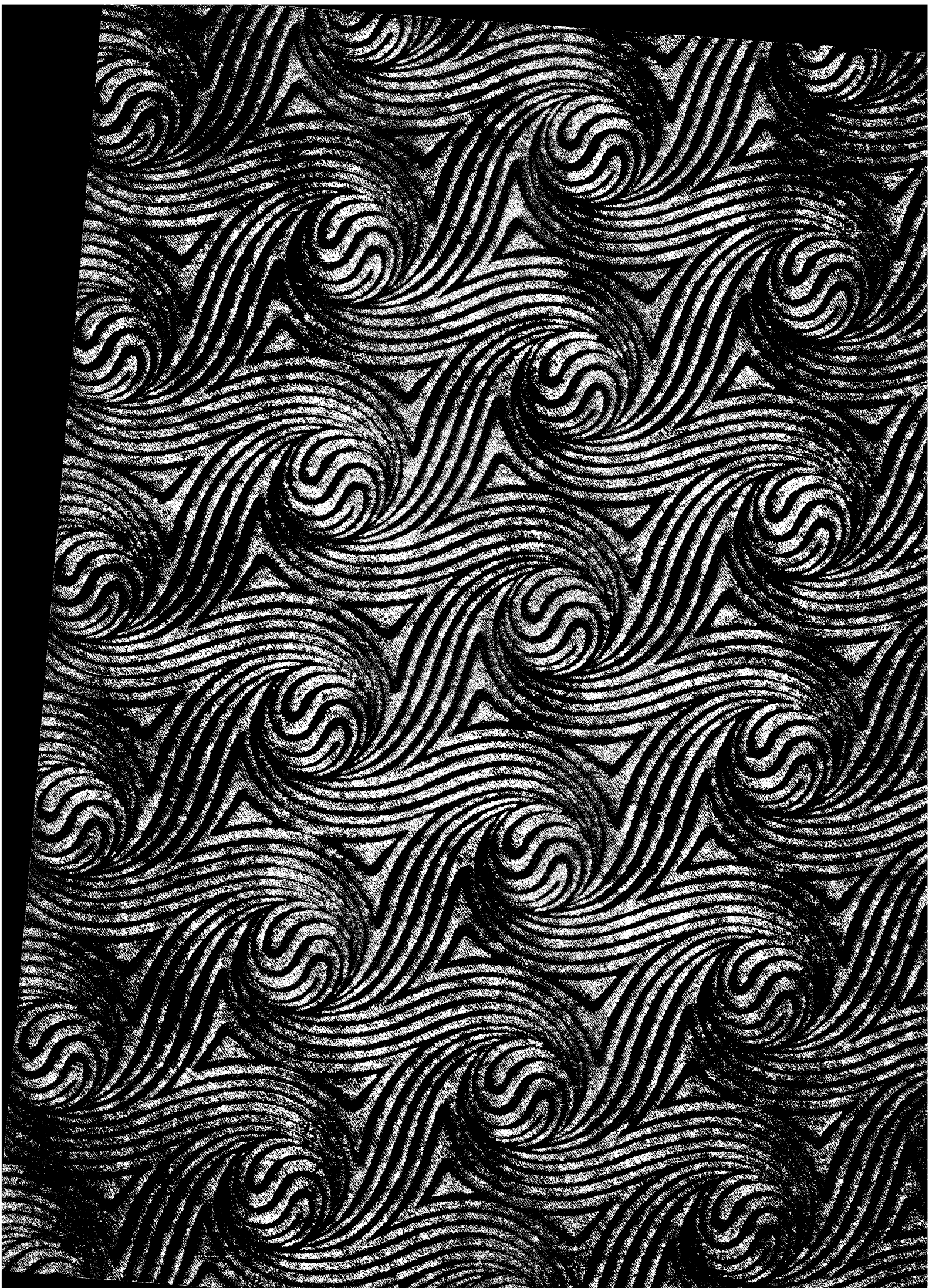
Extent of Farmer's Perception of the Roles of Gramsevaks by their Number of Extension contacts.

Perception	Extension contact	
	No contact	Having Extension contact
	<u>Per cent</u>	
Less clear	85.45	14.00
More clear	14.55	86.00

Chi-square = 53.51 ; D.F. - 1

Significant at 0.01 level.

A highly significant association was observed between the number of extension contacts made by the farmers and the per



PERCEPTION OF THE FARMERS ACCORDING TO THEIR
NUMBER OF EXTENSION CONTACT

PERCENT OF THE FARMERS

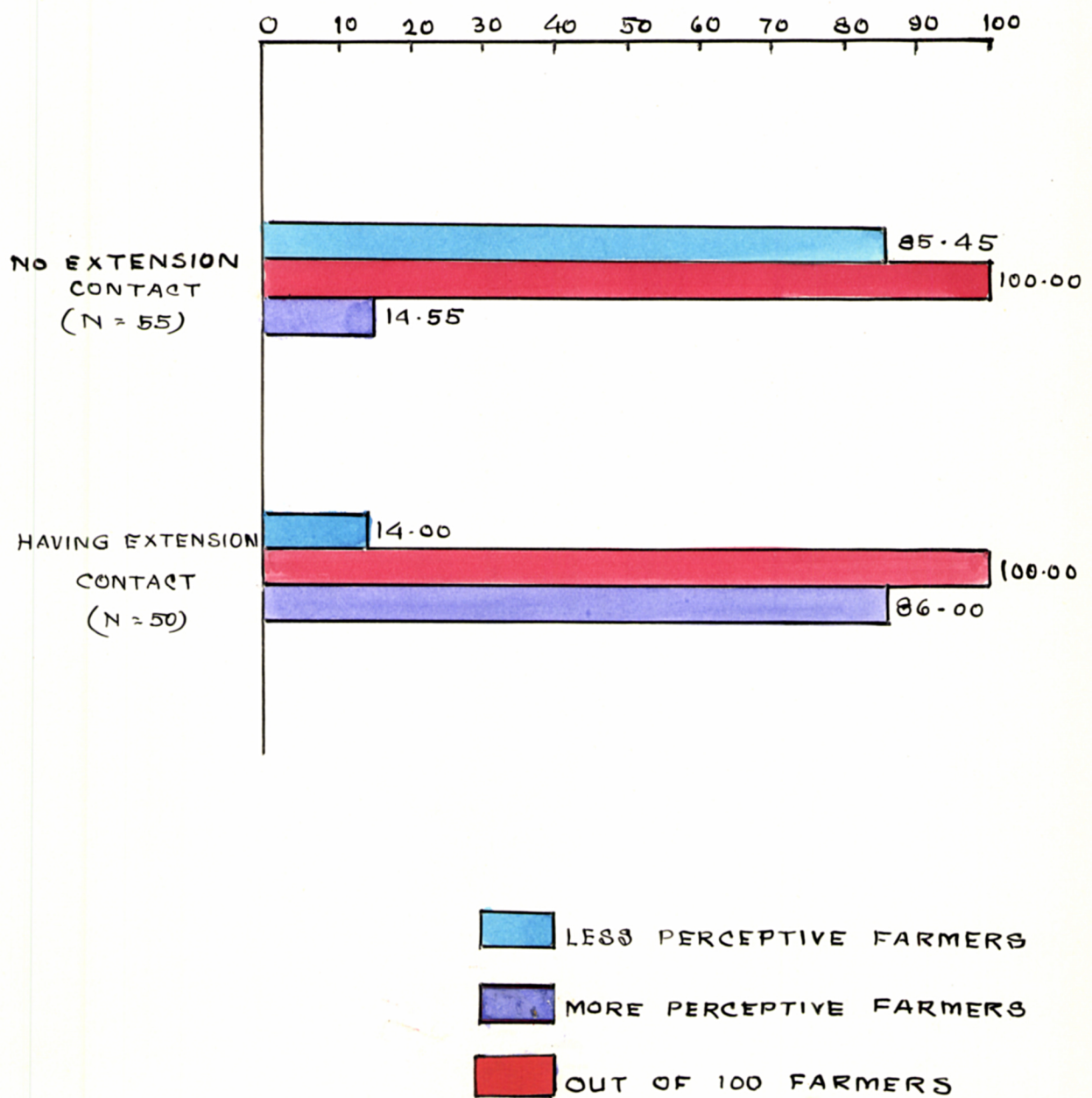


FIG.17

and the perception of the role of Gramsevaks.

A farmers perception of the role of the Gramsevaks was found to be highly associated with the number of extension contacts made by the farmers. The more were the contacts, the clearer was his perception of the role of the Gramsevaks.

Efforts were made in this study to find out the characteristics of the farmers in relation to the extent of awareness of the role of Gramsevaks. The statistical results obtained regarding the relationships are summarised in Table 30 to give an idea at a glance.

Table-30

Association between Farmer's Characteristics and their Clarity of Perception (awareness) of the Role of Gramsevaks.

Sr. No.	Characteristics of Gramsevaks	Chi-square value	D.F.
1	Age	10.50 **	1
2	Formal Education	33.28 **	1
3	Size of Land Holding	1.09	1
4	Income	6.68 **	1
5	Social Participation	9.16 **	1
6	Extension contacts	53.51 **	1

** Significant at 0.01 level.

Chapter Opener Page

-- DISCUSSION --

CHAPTER V

DISCUSSION

The progress and achievement of the Community Development and National Extension Service depend to a great extent on the Gramsevak who is responsible for implementing and planning the various schemes at the grass root level. Therefore, the right type of personal and professional qualities are very important in the Gramsevak.

In the present investigation, efforts were made to study some of the personal characteristics of Gramsevaks in relation to their perception of their own roles and the performance of their roles. The study also covered some of the socio-economic characteristics of the farmers and their relation to the perception of the role of Gramsevaks.

The result obtained from this investigation are discussed in this chapter separately. The data regarding the Gramsevaks are presented in Part 'A' and that pertaining to the farmers are presented in Part 'B'.

PART 'A'

Age :

The study reveal that the majority (65 per cent) of the Gramsevaks were more than 30 years in age.

It was felt that the younger Gramsevaks being new entrants and also as they have less experience might have less clarity of perception of their roles as compared to the older Gramsevaks, who have more experience in the service. However age has not shown any significant association with the clarity of perception of the roles.

As age is generally linked up with the maturity and longer experience in the service it was expected to influence the professional competency of a Gramsevak in the positive direction. However, the study has failed to support this hypothesis as age has not shown any significant association with the effectiveness of the Gramsevaks. However, considerable proportion of the effective Gramsevaks were seen in the older age groups meaning thereby that there is trend toward the older Gramsevaks being more efficient.

Education :

In the study, it was found that the majority of the Gramsevaks (60 per cent) had high school education, ten per cent had university or college education and 30 per cent of the Gramsevaks had primary education.

It was expected that formal educational status of the Gramsevaks would influence his clarity of perception of the role as well as the effectiveness in performing the roles. However, in the study, education has not shown a significant association with the Gramsevaks clarity of

perception and effectiveness in performing the roles. This shows that education does not seem to influence the clarity of perception and effectiveness in the work.

Parental Occupation :

The study reveals that a considerable proportion (84 per cent) of the Gramsevaks parents had farming as the main occupation. It was hypothesised that Gramsevaks with farming as a parental occupation would have clarity of perception and would be effective in the performance of the roles. The study has supported this hypothesis as seen from the significant association between the two variables. The Gramsevaks whose parents had farming as a main occupation had a clear perception and were more effective in performing the roles than those whose parents had non-farming type of occupation.

A person who comes from a farm family have fairly good knowledge of rural conditions and have interest in the rural life and liking for the farmers. He can perhaps mix well with the village people and maintain good relationship with them and guide them in agricultural problems with competence than urbanites. A man born and brought in urban surrounding may not easily adjust himself in village conditions.

Job Experience :

Past experience of a person generally increases his clarity and work efficiently in a particular job. Therefore

job experience was taken into consideration as a variable.

It was found that 58 per cent of the Gramsevaks had a job experience of above 6 years and 29 per cent had below two years of experience. It was hypothesised that length of experience influences the perception and performance of the roles in positive direction. The study has shown highly significant association with the job experience of the Gramsevaks and his clarity of perception and effectiveness in performance of their roles. Longer was the experience in extension clearer was the perception and more effective the performance of the roles.

This is so because more experienced persons are older, mature and have more confidence in the work, and a better grasp of the overall needs and problems of rural people. They have had a better chance to get acquainted with and play the roles. But reverse may be true in case of less experienced persons.

Training Period :

It was found that 58 per cent of the Gramsevaks had received training more than two years and 29 per cent had received training for a period below three months. The study has shown highly significant association between the training period of the Gramsevaks and the clarity of perception and effectiveness of performance of the role.

The Gramsevaks who had received longer training had a understanding of their roles and were more efficient than those who had received ^{lesser} training.

As Gramsevak is an agent of various welfare departments, he requires longer period of training to acquire knowledge and skill about different subject matters. With longer training it is possible to train the Gramsevak in having a clearer perception of the roles and in imparting their effectiveness.

PART 'B'

Age :

The study revealed that majority of the farmers were between the age of 41 and 60. It was hypothesised that the age of farmer influence the clarity of perception of the role of Gramsevak in a negative direction.

When two groups of younger and older farmers were compared with their clarity of perception, it has shown highly significant association between them. The younger farmers were more clear of the role of Gramsevak as compared to the older farmers.

This might be due to the fact that the younger generation have a strong desire for new things for better income and better living conditions than the older ones. They may have a better contact with the extension personnel or agents. Therefore, they may have a clear understanding of the roles of the Gramsevaks.

Formal Education :

As regards formal education of the farmers, the study has shown that 56 per cent of the farmers were illiterate and the majority of the literate farmers had received education upto the 4th standard.

It was hypothesised that formal education status of the farmers would influence the clarity of perception of the role of Gramsevak in positive direction. The study has supported this hypothesis by showing significant association between the two variables.

The literate farmers had a clearer perception of the role of Gramsevaks than the illiterate farmers. It might be due to the fact, that education helps to change out look of a person. The educated persons are generally more perceptive and receptive of new things. An educated person has a tendency to acquire new knowledge and skill from different sources of information for improvements and to adopt new practices by establishing outside contact. He can communicate better with the extension agent who are younger and educated. This way the person is made aware of the extension person and of his role.

Size of Land Holding :

Size of land holding affects the economic position and well being of the farmers and also the adoption of new agricultural practices. Small sized land holder have little scope and chance to adopt new practice and also have a little

income from the farm. When the size of holding is large the farmer have to scope to adopt new agricultural practices. Therefore, he needs to acquire new knowledge from extension agent or agency. Therefore, such a farmer is free to participate in other development activities. Such a person may have more contacts with the extension agents and thus they would know about the extension persons and their roles.

In view of the above, it was felt that size of land holding would influence the clarity of perception of the role of Gramsevak but study has failed to support this hypothesis as there was not found significant difference between those who had small sized holding and those who had large holding.

However, the study has shown that the nature of association in the expected direction.

Income :

Economic power facilitates the adoption of new agricultural practices and more investment of capital for production. The farmers having low annual income usually finds it difficult to maintain his family. Such a person cannot think of investing or spending money on the adoption of practices even though they may so desire. Generally, higher income farmers are respected in the village and a Gramsevak is likely to pay more visits to such a farmer. Therefore, the farmer with a higher income status may know

more with about the Gramsevaks and of their roles.

In the present study, it was found that annual income shows significant association with the farmer's clarity of perception of the role of the Gramsevak. The proportion of farmers who had higher income had a clearer perception.

Social Participation :

Participation in social activities and voluntary organization enables a person to establish wider contact with different people and different agencies. Such a person may have opportunities to discuss certain points of mutual interest and exchange views, and ideas with other people and officials. Social participation changes the out look of the farmers. Group atmosphere also may many times exert pressure on the farmers for adoption. For that a farmer may want to seek information from different sources like extension agency and extension personnel. Thus person who is a participant in such organizations may know better about the extension personnel and their roles than the non participant.

One of the hypothesis in the study was that the farmers who would have more social participation would have clear perception of the role of the Gramsevaks. The study has supported this hypothesis as a highly significant association was noticed between the two variables.

Extension Contacts :

The study revealed that considerable proportion (52 per cent) of the farmers had not contacted the Gramsevak and only ten per cent of the farmers had contacted the Gramsevak more than ten times.

It was hypothesised that the number of extension contact influence the clarity of perception of the farmers regarding the Gramsevaks role in a positive direction. The study has shown that the frequency of extension contacts was highly associated with the farmers clarity of perception of the role of the Gramsevaks. More were contact of the farmers, clearer was the perception of the Gramsevaks role. The farmers who have no contact with the extension personnel and extension agency are least affected by the extension programmes and have a least possibility to know about the extension agency.

However, in case of a person who comes in contact with the extension agents from time to time may get more acquainted with the roles of Gramsevaks.

Chapter Opener Page

-- SUMMARY AND CONCLUSIONS --

CHAPTER VI

SUMMARY AND CONCLUSIONS

The Gramsevak occupies a pivotal position in the Community Development Organization. In conception, his role is that of generalist but he cannot function effectively without adequate knowledge in several branches of development activities. It requires special aptitudes and personality traits. The Gramsevak himself is not very clear about his exact position, role, function and responsibilities. The proper selection of suitable person for the post and his adequate preservice and inservice training deserve the due consideration by planner.

This study was undertaken to find out if there was any association between the clarity of perception of his own role by the Gramsevak, as also the effectiveness in the performance of these roles and the personal and social characteristics of the Gramsevaks. The characteristics studied for the purpose were, age, formal education, parents' occupation, job experience and training period.

If the role of the Gramsevak is not very clear to the village people, they cannot make the best use of the services of the Gramsevak. It was, therefore, felt that the study was of vital importance. The study was undertaken to know whether there was any association between some of the socio-economic characteristics of the farmers and their clarity of perception of the role of Gramsevak.

The characteristics studied for the purpose were age, formal education, size of land holding, annual income, social participation and the number of extension contacts.

The study was undertaken in the Satara district of the Maharashtra State for both the Gramsevaks and the Farmers. A list of the 135 Gramsevaks working in ten National Extension Service Blocks was obtained from the respective block head quarters of the above district. All these Gramsevaks were selected for the study. For the selection of farmers, the head quarter of the Gramsevak was selected and from these 135 villages, a five per cent sample of seven villages was selected. A list of all the farmers was prepared from these villages and the sample was taken by choosing every tenth farmer from the list and this way 123 farmers were selected, for the purpose of the study.

A tentative interview schedule was designed for obtaining the required information regarding the Gramsevak of their age, education, parental occupation, past service, experience, preservice and inservice training and also to seek the information regarding the perception and performance of their 25 roles.

A separate interview schedule was prepared to seek the information about the socio-economic characteristics of the farmers and their perception regarding the Gramsevak and his role.

Before finalizing, the schedules were pretested with seven Gramsevaks of Wai Blocks and ten farmers from Pargaon village of Khandala Block.

The work of interviewing the Gramsevaks was started in the last week of September and ended in the second week of December. The interview were taken at the block head - quarter during the monthly meeting. Out of 135 Gramsevaks only 125 could be interviewed as others were not available at the time of the study.

Then farmers were interviewed in their villages. Out of 123 farmers only 105 could be interviewed. Others were not available at the time of the interview. Time required for this field work was nearly two months.

The data collected were transferred to primary tables from the interview schedules separately for the Gramsevaks and the Farmers and then secondary tables were prepared by using the frequencies obtained in the primary tables.

The secondary tables were used for computing the chi-square value to study the association between the selected personal characteristics of the Gramsevaks and their perception and performanc e of their roles and also to study the association between the socio-economic characteristics of the farmers and their perception of the role of Gramsevaks.

The clarity of perception and effectiveness of performance of the role of the Gramsevak was measured by the perception score and performance score separately and the farmers clarity of perception of the role of Gramsevak was measured in terms of the farmers' perception score.

Out of the 125 Gramsevaks, 70 were found to be more perceptive Gramsevaks and the rest of the 55 were found to be less perceptive Gramsevaks.

Fifty five were found to be more effective Gramsevaks while 70 were found to be less effective Gramsevaks.

Out of the 105 farmers, 51 were more perceptive of the role of the Gramsevaks and the rest of the 54 were less perceptive.

The chi-square test was used to find out the nature of association between the various independent variables like age, education relating to the Gramsevaks and the dependent variables viz. role, perception and performance by them.

The chi-square method was also used to find out the nature of association between the farmers' age, education, size of land holding, income, social participation, and number of extension contacts with the dependent variable viz. perception of the role of the Gramsevak.

A) Gramsevaks :

The study has indicated that age has does not have a significant relationship with the clarity of perception and the effectiveness in performance of Gramsevak. However the considerable proportion of effective Gramsevaks were seen in older age group, meaning thereby that there was a tendency toward older age of the Gramsevak helping him to perform the roles effectively.

Education did not show significant association between the clarity of perception and the effectiveness of performance of the role of the Gramsevak. However, the Gramsevaks who had college education tended to be less perceptive as well as less effective as compared to the Gramsevaks who had primary and secondary education. The Gramsevak who had secondary education were found more perceptive but less effective than those who had primary education.

The Gramsevaks who had farming as a parental occupation were found more perceptive and more effective than those who had non-farming type of parental occupation.

It was also observed that previous job experience of the Gramsevak influences his clarity of perception and the effectiveness of performance of the roles. The Gramsevak who had longer tenure in extension, had clearer perception and were more effective in performing the roles.

Training also helped the Gramsevaks in having a clarity of perception and in increasing the effectiveness in performing the roles. The Gramsevaks who were trained for more than two years, were found to be more perceptive and effective as compared to the Gramsevaks who had received less training.

B) Farmers :

The study has indicated that there is a significant difference between younger and older farmers regarding the clarity perception of the role of Gramsevaks. Younger farmers' had clearer perception of the roles than the older ones.

Education also showed a significant association with the clarity of perception of the farmers. The farmers those who had more education were more perceptive than those who did not have education.

Size of land holding of the farmers has not shown significant association with the clarity of perception of the Gramsevaks' role, but it tended toward a positive association as the more was the size of holding the clearer was the perception.

Annual income of the farmer was also associated with his clarity of perception. The more was the income of the farmer, the clearer was his perception.

Social participation had a significant association with the clarity of perception. The farmers who participated in organizations had a clearer perception than those who had not participated.

The number of extension contacts also influence the clarity of perception of the farmers. More were the number of extension contacts the clearer was the perception of the role of Gramsevak.

CONCLUSIONS

From the present investigation, some broad conclusions can be drawn as follows :

A) 1. Most of the Gramsevaks (65 per cent) were above the age of 30 years.

Age has not shown any association with the perception of the role of Gramsevaks.

Also age has not shown significant association with the performance the roles but there was a tendency for the older Gramsevaks to be more effective.

2. Sixty per cent of the Gramsevaks had secondary education while ten per cent had college education.

Education has not shown any significant association with the clarity of perception and effectiveness in performing the roles.

The Gramsevaks who had college education were less perceptive and effective. The Gramsevaks who had secondary education had better perception but were less effective

than those who had primary education.

3. The parental occupation of eighty four per cent of the Gramsevaks was farming. Those who had farming as a parental occupation had a better perception of the role and performed the roles more effectively.

4. More experienced Gramsevaks had a clear perception of the roles and were more effective in performing their roles.

5. More was the training received by the Gramsevaks clearer was the perception of the roles and more was his efficiency in performing the roles.

B) 1. Very few (10 per cent) of the farmers were unaware of the existence of the Gramsevak in the village.

2. The younger farmers had clearer perception of the role of Gramsevaks.

3. The higher was the level of education of the farmer the clearer was his perception of the roles.

4. Size of land holding of the farmer did not show any significant association with the clarity of perception of the role of the Gramsevaks.

5. The higher was the annual income of a farmer the clearer was his perception.

6. Those farmers who had more social participation had a clearer perception of the role of the Gramsevaks.

7. More were the contacts with the extension agency clearer was the perception of the role of the Gramsevaks.

IMPLICATIONS

The findings of this investigation would help to the administrators of the Extension Service for recruiting and training of the Gramsevaks. On the basis of this study, it seems that persons coming from farming families, who have participated in farming operations and have professional interest in farming are more suitable for the job of Gramsevaks. Study also reveals that the person who have completed two years or more training tend to to be more effective Gramsevaks. The persons who have two years diploma in agriculture are preferable. Though education has not shown any significant association with the perception and performance of the role of Gramsevaks, the persons who have intermediate or university education is less suitable for the job than persons with matriculation qualification.

The refreshers courses should be organized and deficiencies of the Gramsevaks should be made good by giving them inservice training.

As the Gramsevak is a multipurpose agent and has a large number of different jobs, he should be relieved of his role a Panchayat Secretary as much of his time is spent and wasted in Panchayat work instead of guiding the villagers.

The findings of this study reveal that lower socio-economic group and aged farmers were unsympathetic towards the role of Gramsevak. Villagers, therefore, should be made aware about the proper role and functions of Gramsevaks to enable them to develop a correct image of the Gramsevaks. Personal contacts and mass media should be exploited fully for the same. The extension agency and Gramsevak should encourage the farmers to participate in the extension work and Gramsevak should pay more attention in organizing and conducting the meetings of village institutions, farmers organizations, youth club and other voluntary organizations to give information and for programme planning.

Chapter Opener Page

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A P P E N D I X १

ग्राम सेवांनी सेवेची त्यांच्या कार्या सेवेची त्यांना उत्तारी माहिती व त्यांनी केलेली कार्यवाही, तसेच वेळ,माना ग्रामसेवांच्या कार्या सेवेची उत्तरी माहिती - - - मास उच्चास. :-

ग्राम सेवांसाठी पुन्हावळी :

वि भा य - ३ -

- (१) ग्राम सेवांचे नाव : - - - - -
- (२) कार्यालयाचे नाव : - - - - - विकास वट : - - - - - विभाग - - -
- (३) काय : - - - - - (४) शिक्षण : - - - - -
- (५) तुमच्या वडिलांचा मुख्य व्यवसाय : - - - - -
- (६) ग्रामसेवा म्हणून किती वर्षे काम करीत आहात ? वर्षे - - - - -
- (७) ग्राम सेवा होण्यासाठी प्रशिक्षण घेतले होते काय ? होय ---- नाही ----
 कुठर होय उत्तरांस किती काळ ? वर्षे ---- माहिती ----
- (८) ग्रामसेवा शाखा नेतर प्रशिक्षण घेतले आहे काय ? होय ---- नाही ----
 कुठर होय उत्तरांस किती काळ ? वर्षे ---- माहिती ----

वि भा य - ३ -

कार्या सेवेची माहिती :-

	माहीत आहे	केडे आहे
जवळी नव्हत कीलेली काय तुम्ही कार्याची उत्तार हे तुम्हांस माहीत आहे काय ? व तुम्ही ती केले आहेत का ?	होय नाही	होय नाही
(१) कार्यांच्या कामांचा समजावून घेऊन त्यांची सोडवणूक कार्यासाठी त्यांच्या व तुम्हांची कार्यांचे तीव्र विज्ञान निर्माण करणे.	-----	-----
(२) कार्यांची वेळ वाचून त्यांच्या घुला व कार्यांचे निरसन करून त्यांच्या कामांची सोडवणूक मद्यत करणे.	-----	-----
(३) कार्यांच्या कामांची सोडवणूकसाठी विस्तार अधिकारी व्यवसाय तह यांची मद्यत घेऊन त्यांना मार्गदर्शन करणे.	-----	-----

	माहीत आहे।	नेहे
	होय. नाही।	होय नाही
४) जेतक,मांज्या जेतार किंवा घरी नेटी घेऊन त्यांना जेती विकसक तांत्रिक मार्गदर्शन करणे.		
५) गांव पातळीवर कृषि प्रात्यक्षिके घेणे.		
६) गांव पातळीवर विविध पीक स्वर्गा घेणे.		
७) ग्राम नेत्यांसाठी ज्ञानिक सल्लो करणे.		
८) ग्राम नेत्यांसाठी प्रशिक्षण शिबिरे मरविणे.		
९) कृषि संदर्शन, पशु संदर्शन व कुक्कुट पालन विस्तार विकसक प्रदर्शने मरविणे.		
१०) पशु संदर्शन व कुक्कुट पालन विकसक जेतक,मांजा तांत्रिक मार्ग-दर्शन करणे.		
११) आरोग्य व सफाईच्या दृष्टीने लोकांना तांत्रिक मार्ग दर्शन करणे.		
१२) स्वतः पुढाकार घेऊन ज्येष्ठा ग्रामस्थाना मार्गदर्शन करून रस्ता, शाळा, विहीर, वगैरे बांधण्यासाठी मदत करणे.		
१३) जैजिक संस्था स्थापन करून त्या व्यवस्थित चालकिय्यासाठी मार्ग दर्शन व सहाय करणे.		
१४) जैजिक संस्थाना नेटी घेऊन त्याची तपासणी करणे व त्याचे टांक करणे. टांक तयार करणे.		
१५) ग्राम नेत्यांची निवड करून त्यांची भावळ व कुत्सुकता वाढवून त्यांना विकसकाचे प्रेरित करणे.		
१६) विस्तार कार्यक्रमाची बुद्धिष्टे, धारांश व फरदी यांचे बळ ग्रामस्थ व विविध संघटना यांचे मध्ये योग्य समतुल निर्माण करणे.		
१७) गांवक विकसक कार्यक्रम वाचून ठरवणे व अंदाजपत्रक तयार करणे.		

	माहीत आहे	के आहे
	होय. नाही	होय. नाही
१८) दिनदक्षिण ठेवून त्यामध्ये कार्याच्या प्रगतीची नोंद करणे. ...		
१९) ग्राम निरीक्षण अभिप्राया तदुपरी माहिती व्यवस्थित ठेवणे. ...		
२०) वेळेच्या कार्याचे मूल्यमापन करून त्याचा वास्तविक अंदाज परिष्कृत कार्याच्याकडे पाठवणे. ...		
२१) कृषि, पशु संवर्धन व कुक्कुटपालन विभागक ठाणना, या मालाचा वेळेवर पुरवठा करणे. ...		
२२) वार्षिक हिशोब व माहितीसुद्ध व्यवस्थित ठेवणे.		
२३) ग्राम पैसायत धिष्टनीस म्हणून काम करणे. ...		
२४) विस्तार ज्ञाना व ग्रामस्थ समितीत सुन्ही दुवा जाहात		
२५) गट विकास अधिकारी व विस्तार अधिकारी यांच्या सुचनांचा पालन करणे. ...		

ग्राम सेवांकर्त्या कार्या संकेची त्यांना ज्ञातरी माहिती व त्यांनी केलेली कार्यवाही, तसेच जेव्हा, वांना ग्रामसेवांकर्त्या कार्या संकेची ज्ञातेली माहिती - - याच अन्वयात :-

जेव्हा, वांनाची प्रश्नावली :

विचार - " " "

- 1) जेव्हा, याचे नाव : - - - - -
- 2) नाव : - - - - - तादुक्त : - - - - - विव्हा : - - - - -
- 3) काय : - - - - - (४) विचार : - - - - -
- 4) मुख्य-अवकाशय : - - - - - दुय्यम : - - - - -
- 5) मुख्य अवकाशय किती कार्यापादून करीत ज्ञातत ? को -
- 6) तुम्ही कसत ज्ञातेली केव्हा नवीन किती ? केव्हा - पुढे
- 7) तुम्हाचे केव्हा वार्षिक दुत्पन्न किती ? तसे -
- 8) तुम्हाचे जातीत संस्थांचे समासद अन्वय पदाधिकारी ज्ञातत काय ?

क्र.नं.	संस्थेचे नाव.	समासद	पदाधिकारी
1.	ग्राम सेवांकर्ता.	-----	-----
2.	सेवांकर्ता समिति ...	-----	-----
3.	केव्हा सहाकारी संस्था.	-----	-----
4.	सहाकारी दुय्य दुत्पादक संस्था.	-----	-----
5.	जेव्हाची मण्डळ. ...	-----	-----
6.	जिखर (कोपत्या ?) ...	-----	-----

- 10) विस्तार कार्यकर्यांची संके सादून तुम्ही विस्तार किन्तु माहिती विव्हा किन्तु काय ? होय ----- नाही -----
- जुल होय ज्ञात्यास ४ महिन्यांतून किती केव्हा संके सादता ?

आपका गाँवस ग्राम सेक गाँव है आपका

गाँव गाँव काय ? होय ----- नाही -----

ग्राम सेक साथीत काय करता है तुम्हास गाँवस

गाँव काय हा तुम्हास काय करतास तुम्हास
 काय काम ?

गाँवस आहे.

होय ----- नाही -----

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| १) तुम्हास काय कामकाय घेऊन त्या सोडकिया
घाठी स्वच्छता व तुम्हास मध्ये तीव्र विड्या
निवारण करतो. | ----- | ----- |
| २) तुम्हासो वेपक साधून तुम्हास सुखा व सुखाचे
निरसन करून तो तुम्हास काय सोडकिया
साथी मदत करतो. | ----- | ----- |
| ३) तुम्हास काय सोडकियासाठी तह व विस्तार
अधिकारी यांची मदत घेऊन मार्ग दर्शन करतो. | ----- | ----- |
| ४) तुम्हास जेतावर किंवा घरी मेटा घेऊन तुम्हास
जेता किंवा तांत्रिक मार्गदर्शन करतो. | ----- | ----- |
| ५) गाँव-पातडीवर , कृषि-प्रात्यक्षिके घेता. | ----- | ----- |
| ६) गाँव पातडीवर विविध धोक स्वर्गा घेता. | ----- | ----- |
| ७) तुम्हाससाठी तो जैविक सहाय्य करतो. | ----- | ----- |
| ८) तुम्हाससाठी प्रशिक्षण प्रविष्टि करतो. | ----- | ----- |
| ९) कृषि, पशु संवर्धन व कुक्कुट-पालन किंवा
प्रदर्शन करतो. | ----- | ----- |
| १०) पशु संवर्धन व कुक्कुट पालन किंवा तांत्रिक -
मार्ग दर्शन करतो. | ----- | ----- |
| ११) आरोग्य व सफाईच्या दृष्टीने तांत्रिक
मार्गदर्शन करतो. | ----- | ----- |
| १२) तो स्वतः पुढाकार घेऊन अथवा जोडना मार्ग
दर्शन करून रस्ता, शाळा, विहीर वगैरे बांधण्या | ----- | ----- |

माहीत आहे	
होय	नाही

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| ११) तो स्वतः पुढाकार घेऊन जमना ठोकाना मार्गदर्शन करून रस्ता, बांधा, विहीर कोरे बांधवासाठी मदत करतो. | ----- | ----- |
| १२) वैयक्तिक वेळ्या स्थापन करून त्या व्यक्तीसत सहकारिण्या साठी मार्गदर्शन व सहाय्य करतो. | ----- | ----- |
| १३) वैयक्तिक वेळ्याना मेठी देऊन तपासणी करतो व त्याचे ठाऊन तयार करतो. | ----- | ----- |
| १४) ग्रामनेत्याची निवड करून त्याची आज्ञा व कुटुंबासाठी त्याना विकासकाचे पेरित करतो. | ----- | ----- |
| १५) विकास कार्यक्रमासाठी कुटुंबे, कार्यालय व पद्धती बांधे करून ग्रामस्थ व विविध वेळ्या मध्ये योग्य अनुसूच निर्माण करतो. | ----- | ----- |
| १६) बांधवा विकास कार्यक्रम आणून ठरवितो व वेळ्या-द्वारा तयार करतो. | ----- | ----- |
| १७) दिनादर्शिका ठेवून कार्याच्या प्रगतीची नोंद करतो. | ----- | ----- |
| १८) ग्राम-निरीक्षण अभियांत्रिकी माहिती व्यक्तीसत ठेवतो. | ----- | ----- |
| १९) वेळ्या कार्यचे मूल्यांकन करून त्याचा अहवाल वरिष्ठ कार्यालयाकडे पाठवितो. | ----- | ----- |
| २०) कृषि, पशु-वैद्यकीय व कुटुंबपालन विकासक ठावणा, या बांधवा वेळ्या पुढाकार करून करतो. | ----- | ----- |
| २१) वार्षिक व्ययवहार व माण्डारपुढ व्यक्तीसत ठेवतो. | ----- | ----- |
| २२) ग्रामवेळ्यासाठी विविध मंडळीत काम करतो. | ----- | ----- |
| २३) विस्तार शाखा व सुमठी बांधवासाठी तो द्या आहे. | ----- | ----- |
| २४) सहाय्यकार्य अधिकारी व विस्तार अधिकारी बांधवा मंडळीचे तो पाळून करतो. | ----- | ----- |

APPENDIX III

Number of Gramsevaks studied in each of the selected
Development Blocks.

Sr. No.	Name of the N.E.S. Block.	Number of Gramsevaks.	Per cent
1	Jaoli	3	2.40
2	Karad	26	20.80
3	Khandala	8	6.40
4	Khatav	10	8.00
5	Koregaon	11	8.80
6	Man	9	7.20
7	Patan	21	16.80
8	Phaltan	12	9.60
9	Satara	18	14.40
10	Wai	7	5.60
Total -125			100.00



A P P E N D I X I V

Number of Farmers studied in each of the selected
Village from Satara District.

Sr. No.	Name of the village	Number of Farmers	Per cent
1	Chafal	24	22.85
2	Ekambe	25	23.81
3	Jinti	12	11.43
4	Nedambe	11	10.47
5	Mhoyre	9	8.58
6	Songaon	12	11.43
7	Sukhed	12	11.43
Total - 105			100.00