

Unit Is

1. Extension Education

✓ Question 1. Explain the meaning of extension education. Describe its need.
Please do it. Or

What is meant by extension education? How does it differ from formal education?

Is it different?

Answer-

Meaning of Extension Education

Extension education is made up of two words: "Extension" and "Education." Extension is the Hindi version of the English word "Extension." The word "Extension" is derived from the Latin words "Ex" and "Tensio." "Ex" means "Out," and "Tensio" means "to spread," "to extend," and "to disseminate." Extension education is education imparted to youth and adults outside the confines of a school or other organized institution. This education is highly dynamic and flexible, primarily for rural populations (farmers, livestock farmers, dairy farmers, gardeners, housewives, and school dropouts). This education is a continuous, never-ending process. It is not tied to any specific curriculum, nor is it

It is imparted within the framework of a school or training institution. This education is primarily concerned with the daily needs of villagers and helps them solve their problems so that they can improve their standard of living and their standard of living. This education teaches rural women how to manage their households, provide balanced and nutritious meals to their family members within limited resources, and raise their children scientifically, instilling good values in them to become capable, skilled, and hardworking citizens. This education is imparted to farmers so that they can grow more crops, sell them in the market, and earn more profits, thereby becoming prosperous. This education is also imparted to fishermen, poultry farmers, cattle farmers, and dairy producers so that they can earn maximum profits from their businesses and lead a good life.

In short, extension education is the education of the villagers, the education of the illiterate, the education of the unemployed, through which they can acquire knowledge while living in their own local conditions, obtain employment through their own efforts, and achieve social and cultural upliftment and development. They can raise their standard of living by changing their behavior, knowledge, skills, and attitudes.

Definitions of extension education

(Definitions of Extension Education)

Various extension educationists have given different definitions of extension education based on their own thinking and perspectives, which gives an idea of its comprehensiveness. Some important definitions of extension education are as follows:

In the words of Douglas Esminger, "Dissemination is an education which aims at It is to bring about a change in the attitudes and practices of the people with whom the work is to be done."

According to J.P. Ligons, "Extension education is an applied science whose subject matter is derived from research and related theories gathered from field experiences, whose philosophy is focused on solving the problems of youth and adults beyond the scope of school education by developing principles, content, methods and useful techniques."

O.P. Dahama defines extension education as, "Extension Education may be defined as an educational method by which rural people are informed about improved practices and helped in making informed decisions in their own specific local conditions."

According to S.V. Supe, "Extension education is the education of rural people given to them for their social and cultural development outside the boundaries of regular institutional schools and classrooms."

need for extension education (Need of Extension Education)

Extension education is a boon for rural life, like a kalpavriksha (wish-fulfilling tree) that they can find at their doorstep. Extension workers visit their homes and farms to explain how to solve their problems. The need for extension education is recognized.

This can be understood from the following points:

1. To stop migration: India is a country of villages. 70 percent of the population here

The people live in villages. Their primary source of livelihood is agriculture and agriculture-based industries. Ironically, India's agriculture also depends on the grace of Lord Indra. When rainfall is good, crops yield well, and the situation of farmers and livestock owners improves. However, when Lord Indra's wrath is unleashed, drought or floods destroy crops. Consequently, farmers face starvation. They are forced to sell their livestock. To support their families, they leave their villages and go to work in cities. Even large farmers face numerous difficulties. Therefore, they too want to educate their children and get them jobs. They too are drawn to the cities. This situation is a state of migration, which is fatal for any country and society and points to a bleak future. Because migration increases urban populations. Workers are forced to live in dark rooms in narrow streets in order to live in the city. Their lives there are also hellish. Their migration also affects agricultural work. Therefore, "extensive education is essential to stop migration."

2. In making new techniques, ideas and information accessible to the people-

The present era is an era of change. New research is being conducted daily. New technologies are being developed. The things that are invented today become obsolete tomorrow and are replaced by new ones. If these technologies, ideas, and information are not disseminated to the rural population in a timely manner, they will be lost. They become meaningless and useless, and the needy are unable to benefit from them.

3. In solving problems- Human life is full of problems.

No sooner is one problem solved than another arises. Thus, a person has to grapple with problems throughout their lives. Extension education helps villagers solve their problems and suggests solutions. This inspires villagers to strive with positive thinking and succeed. Most of the problems faced by rural people are related to their work environment. Extension workers visit their homes or farms to help. They offer solutions to problems. They provide information about new technologies, and they teach them by doing them. Thus, "extension education is essential to solving the problems of villagers."



4. Increasing Efficiency - Extension education is a continuous form of education that is dynamic and flexible. It helps increase people's efficiency. It teaches people how to accomplish more tasks in less time, less money, and less energy. For example, using a cooker for cooking, a thresher for harvesting wheat, a rice threshing machine for extracting rice from paddy, a washing machine for washing clothes, and a mixer for grinding spices. Using these modern devices can save time and energy, and the saved time can be used for other productive activities. Women can complete household chores on time and take up tasks like sewing and embroidery. Educated women can tutor young children. In this way, extension education helps increase people's efficiency.

5. Learning and Teaching - Extension education helps individuals learn and teach. People learn by observing each other. When a village farmer sows improved seeds and grows more crops, other farmers observe and learn from him and use the same improved seeds. Thus, extension education plays an important role in teaching and learning.

6. In changing human behavior - Extension education plays an invaluable role in changing human behavior. It plays an invaluable role in changing human behavior. It brings about three types of changes in human behavior:

- (a) change in knowledge
- (b) change in skills
- (c) Change in attitudes

7. The present time is the time of 'transition period' in cultural development.

Times are changing rapidly. While it's understandable that a grandfather's views differ from those of his grandson, a father's views also differ from those of his son. The new generation's values, attitudes, thinking, and understanding are rapidly changing, making it difficult for those in the older generation to adapt. Extension education helps them overcome these difficulties by providing sound advice.

Difference between extension education and formal education

(Difference between Extension Education and Formal Education)

| Sl. No. | extension education (Extension Education) | formal education (Formal Education) |
|---------|--|--|
| 1. | Extension education is a completely practical science which begins with 'learning by doing'. | Formal education begins with theory which later becomes practical. |

42

2. **This education has no set curriculum. It is offered to farmers,**

livestock farmers, housewives, fishermen,

or anyone else, tailored to their needs.

3. **Extension, education is variable, it has enough flexibility which can be changed according to**

the interest, need and problem of the person.

4. **Extension education can be given to any age group. It is given to illiterate people to teach them practical knowledge.**

5. **This education is not degree-oriented. People are not awarded degrees (B.A., M.A., M.Sc., M.Com., B.E., etc.).**

6. **This education is given anywhere, at any time, for any length of time, on any subject which is for the benefit of the villagers and solves their problems.**

7. **Extension workers visit people's homes/farms to impart practical knowledge and introduce them to new technologies. This is a program.**

8. **There is no need to attend regular classes.**

In formal education, there is a fixed and predetermined curriculum according to which education is imparted.

Formal education is not flexible at all. The education provided is limited to what is in the curriculum.

This education begins with young children, who are first taught alphabets, counting, reading and writing. They are also taught language accuracy, mathematics, science, arts, social sciences, and so on.

This education is degree-oriented. A child is awarded degrees in the subjects they study and master, such as (M.A., M.Com., L.L.B., L.L.M., BBA, MBA, B.E., M.E., B.Tech, M.Tech, B.Sc., M.Sc.), etc.

This education is provided over a set period of time, in a specific subject, and requires a classroom, chairs, and tables, as well as knowledgeable teachers. Only teachers who are proficient in the subject provide formal education.

The student has to walk himself to reach the school, college and training centre, only then he is taught by the teacher.

Teaching work has to be done regularly, otherwise the subject which is taught once is not taught again and again, as a result the student does not understand it and he lags behind in the class.



9. There is considerable variation in learners' age, interests, experience, etc. There is no such thing as pass or fail. People pursue education according to their interests.
10. This education does not require a building. It can be imparted in open fields, at community halls, at homes, or on farms.
11. There are no fixed holidays in this education. Villagers are taught during their leisure time. In the morning and evening, women are busy with household chores. When they are free in the afternoon after completing all their work, extension workers provide them with the necessary information.
12. The learners receiving this education do not have a single goal. Their interests, knowledge, and objectives vary.

All students have the same age and education. For example, a child who passes the fifth grade is admitted to the sixth grade.

A child who fails the fifth grade is not admitted to the sixth grade. They have to start the fifth grade again.

This requires a building. Education is provided in the school building.

In this system of education, Sunday is a holiday. In addition, government-designated holidays, such as winter vacations and summer vacations, are also provided.

Students receiving this education have a common goal. For example, when they want to study law, they are taught by law teachers, and upon passing, all students receive a law degree because everyone's goal is to gain knowledge of



Unit II

7. Communication and Media

(Communication and Media)

Question 10. What is meant by communication? Describe the types of communication.

Or

Define communication. Explain its importance in extension work.

Or

What is communication? Explain its process.



Answer: Communication is the Hindi version of the English word 'Communication'. The word 'communication' originates from the Latin word 'communis', which means "to make common." The dictionary meaning of communication is 'opinions of information by speech, the imparting of ideas through the exchange of thoughts.' Expressing one's knowledge, feelings, information, and ideas, making them acceptable, and sharing them with others in a way that allows them to correctly interpret them is called communication. For example, if we say to someone, "This is cow's milk," and because cow's milk is sweet, all listeners should understand only milk, sweetness, and cow. It's not that one person might think of it as tea, another as coffee, and a third as sherbet. Therefore, communication means that whatever is said has a universally accepted meaning. If everyone understands exactly what is being conveyed, then the communication process is correct. Simply put, communication is a process in which one person shares their thoughts, ideas, facts, and feelings with another person on a reciprocal basis, in a way that creates a common understanding. To make sense."

definition of communication

(Definition of Communication)

Sociologists, educators, psychologists, and broadcasting experts have defined communication in their own ways. Some important definitions are as follows:

According to J.P. Ligan, "It is a process by which two or more people share their ideas, facts, feelings or impressions in such a way that they can arrive at a common meaning."

In the words of Coleman and Marsh, "Agriculture also has educational and active program communication."

According to Loomis & Beagle, "The process by which information, decisions, and instructions pass through a social system in such a way that knowledge, ideas, and attitudes are formed and changed."

Howland defines communication as a force, writing, "Communication is the force by which one person (the communicator) sends stimuli to bring about changes in the behaviour of other people."

According to Warren Weaver, "All the methods by which one person influences the mind of another person."

According to Dubey and Singh, "The exchange of thoughts, feelings and news between two or more people is called communication."

On the basis of the above definitions, it can be said without any doubt that, "Communication is a purposeful process in which the communicator (communicator) conveys his thoughts, ideas, problems, information to the listener in such a way that he can understand it by deriving its meaning."

Therefore, it is clear that the communication process involves a communicator who transmits information/messages through the communication medium to the listener/receiver. It is an important means of social interaction, coordination, and harmony. In this process, at least two people share their feelings, experiences, knowledge, and understanding. In simple terms, communication is the effective exchange of ideas, feelings, feelings, and knowledge between two or more individuals. Thus, communication is a partnership in which knowledge, ideas, feelings, and information are exchanged with understanding. This partnership exists between the communicator/source/sender and the receiver/receiver/listener. If the receiver understands the message and ideas exactly as intended, then the communication is successful. Otherwise, it becomes meaningless and has no value. For example, the communicator is very learned and knowledgeable. But the recipients (listeners) are unaware of the language and style he uses. Even if the communicator explains and explains his message to the recipient/listener in a highly engaging manner, the recipient will not be able to understand it even a little. Therefore, the communicator's entire effort is rendered futile, and the communication becomes void. Therefore, it is clear that meaning is not contained in words or communication, but in the minds of the communicator and the recipient. The more effectively and interestingly the communicator conveys his message, keeping in mind the recipient's understanding and knowledge, the more successful the communication becomes. The recipient understands the message. Through communication, the communicator attempts to bring about desired changes in the recipient's behavior. Thus, communication is the exchange of knowledge, ideas, information or feelings between two or more people in which people express their thoughts by speaking, writing, dancing, singing, presenting expressions, and gesturing with hands.

types of communication

(Types of Communication)

The main types of communication are as follows-

1. **Personal Communication** - We all talk to ourselves every day. We contemplate. Talking to ourselves, contemplating, thinking—all of these are personal communication. From the moment we wake up in the morning until the night falls, we give ourselves numerous instructions, make plans, and keep on pursuing our own personal belongings.

Today, I have to wake up early and study, bathe and perform prayers, and meet friends in the evening. I have to buy groceries from the market. I have to finish pending work at the office, and make new plans and programs. I have to prepare a variety of delicious dishes for the guests that night. I have to prepare evening snacks. I have to clean and decorate the house, and so on. Thus, every moment of every day, we are constantly thinking, pondering, and contemplating something or the other. There is hardly a moment of the day when we are free from thoughts. Even during prayers and prayers, our mind is not at peace. Even while talking to others, we become immersed in personal communication.

2. Interpersonal communication - Conversation between two people comes under 'interpersonal communication'. When we talk to others, share our experiences, solve problems, say or listen to something, then this is called interpersonal communication. As soon as we wake up in the morning, the first thing we do is touch our parents' feet and seek their blessings. We greet our younger siblings. A father loves his son and instructs him to concentrate on his studies. A wife urges her husband to have tea. They talk to each other while drinking tea. Even people who live alone talk to their servants, neighbors, milkman, newspaper vendor. Thus, conversation between two people is called interpersonal communication.

3. Group communication - when a person talks to people in his group. This is called group communication. Every person has their own group. One group is their own residence, which includes their parents, siblings, uncles, aunts, nephews, nieces, sons, daughters, and other family members. If the family is nuclear, it consists of the wife, husband, and unmarried sons and daughters. A person's conversations and interactions take place with these family members.

4. Social communication: Man is a social animal. Therefore, he is a member of society. He interacts with different people of the society. He shares his experiences and feelings. For example, talking to the washerman, talking to the milkman, meeting neighbors, etc. In society, there are people of different castes, religions, sects, classes with whom a person interacts. This is a separate group, whose members are different from the people associated with the person's family and work place. During festivals, at religious places, on special occasions, we meet and interact with different people of the society.

5. Mass Communication - With the development of human civilization, the means of communication have also expanded significantly. As a result of the development of electronic media and computers,

The desire to touch the moon has awakened in humans. People have traveled from the Moon to Mars and are learning about their environments. The entire world can be communicated **with from** one place, solving problems, and viewing the scenery from the Internet and satellites. Electronic media and computers have given communication new dimensions, making it even more efficient and powerful.

Importance of Communication in Extension Work

Communication is crucial to dissemination work. Without communication, dissemination work is like a body without a soul. Just as a body without a soul is like a corpse, dissemination work without communication is also meaningless. The importance of communication in dissemination work is explained in the following way:

1. To disseminate the aims and objectives of the extension programme – through communication

The program's objectives and goals are communicated to the public through the medium. Whether it's through TV channels, newspapers, radio, personal contact, or group interaction, various methods are also explained. Suggestions for appropriate problem-solving methods are also sought from readers/recipients. Thus, disseminating the program's objectives and goals is the primary purpose of the program.

2. In bringing about a change in people's behaviour – no matter how much the extension worker

No matter how skilled, intelligent, and knowledgeable a person is, if they don't know how to communicate their message properly, they can't influence others. For this, they must be able to communicate effectively. Only when people understand what they want to convey and act on their advice will their behavior change.

3. Dissemination of new ideas, facts and techniques to the public

The worker learns from subject matter experts and the technologies, equipment, and agricultural tools developed in the laboratory, and then understands them in their own language and then shares them with farmers. However, this is only possible if they have a thorough understanding of the communication process. If the extension worker lacks a thorough understanding of the communication process, the knowledge of delivering a message, and the ability to influence the audience, they will neither be able to properly inform farmers about new technologies, nor will they be able to understand them. Therefore, when communicating, they must be familiar with the message, its treatment, and the communication medium.



4. Adoption of Innovations - Communication plays a crucial role in the adoption of innovations. Innovation is the foundation of social and cultural change. The diffusion of innovation is essential for the development of any society. Extension workers spread innovations through communication. They motivate farmers to use improved fertilizers, manure, and seeds in their fields to increase crop yields and raise people's living standards. Similarly, they encourage housewives to take care of their homes, provide nutritious and balanced diets to children, pregnant and lactating mothers, raise animals properly, preserve fruits and vegetables, and earn profits through self-employment. Social and cultural change occurs only when a large segment of society embraces innovation. Therefore, the more effective and powerful the communication process, the greater the potential for social change among people.

5. Role of communication in the development of rural life

It is of immense importance. In all rural development programs, the extension worker acts as an interpreter. He or she first understands the complex language of scientific research with the help of subject matter experts and then explains it to the villagers in their own language. As a result, the villagers' knowledge, behavior, efficiency, and proficiency increase. Without communication, new discoveries, inventions, and research techniques made at research centers are of no value unless they reach the people in need and are put to use in their lives.

6. Modernization of Agriculture - India is an agricultural country, where for centuries Farming has always been practiced. However, traditional farming methods result in low grain production. Consequently, farmers lack a full meal. Therefore, modern farming methods require the use of improved seeds, fertilizers, and tools and equipment. New technology is adopted and innovative ideas are used. Extension workers are responsible for disseminating new knowledge, technology, ideas, and equipment. Therefore, modern farming requires three mechanisms:

agricultural knowledge production system agricultural extension system agricultural system

7. Effective use of extension methods - Extension methods are a crucial element of the communication process; their well-planned and appropriate use creates an extension education system. Consequently, desired changes are observed in learners' knowledge, behavior, and performance. However, if extension methods are not used correctly, knowledge about useful techniques will not reach the public.

And they will not be able to adopt them. No matter how useful the subject matter is, if it is not presented to the public in an effective and interesting manner, it is useless.

Mr. S. Candy says in this context that in today's world, there is no more important and beneficial task than spreading beneficial ideas from one place to another or from one person to another. New discoveries made at research centers are of no value if they are not disseminated to those in need. Thus, communication plays a crucial role in effectively utilizing dissemination methods. Today, it is thanks to communication media that we are able to instantly convey our messages to our loved ones.

communication process

(Communication Process)

Communication is a two-way process that requires the presence of at least two individuals and the exchange of messages between them. The person who transmits the message is called the communicator/source/transmitter. The conversation between these two individuals is called the dialogue/message, and the person who receives it is called the receiver/receiver/listener. The medium through which messages are transmitted is called the medium. Thus, the communication process consists of the following four elements:

- (1) Communicator
- (2) message
- (3) medium
- (4) Receiver/Listener

Before expressing their views, i.e., sending a message, the communicator contemplates, ponders, and makes it purposeful, which is called "encoding." Similarly, before receiving the message, the receiver/listener first analyzes it in their mind and makes it understandable in their own language, which is called "decoding." They then receive the communication. After that, they express their action/reaction. Only if they consider the message useful, they adopt it in their life. The words expressed by the receiver are called the listener's reaction.



8. Audio-Visual Teaching Aids

Unit III

Question 17. Write a short note on audio-visual material.

Or

Describe audio-visual material.

Answer: Visual Aids - There are two types of visual aids.

1. Three-dimensional visual aids - this includes real objects, samples, models and reactions etc. are included.

2. Two-dimensional visual aids - these include chalkboards, flannel boards, notice boards, pictures, These include charts, graphs, posters, flash cards, filmstrips, books, movies, slides, etc.

Visual material can also be classified as follows:

1. Non-propelled means
2. Projected means.

There are also two types of non-launched means-

(1) Teaching aids - These are the following:

(i) Chalkboard - Also called a blackboard, it is a very effective visual aid. It is used for teaching in the classroom.

(ii) Pictures and photographs create interest and variety. Pictures can convey topics that are difficult to explain in words.

(iii) Books – Books describe a subject in detail. Books are in the form of treatises, literature, textbooks, etc.

(iv) Flash Cards – This is a series of cards that tell a story. A story is written on 10-12 cards, no larger than 50 cm by 70 cm.

(v) Flip chart – This is an album of pictures, drawings, and charts that allows the worker to tell a story. It can also be used as a calendar.

(vi) Figures and graphs are used to show processes or objects that cannot be physically carried into the classroom.

Graphs help us present statistical elements in a comparative and general way. There are several types of graphs: (1) line graphs, (2) circular graphs, (3) Pictograph, (4) Bar-graph and (5) Picture-graph.

(vii) Bulletin board – This is a board covered with a cloth and glass or mesh. The information displayed on it remains visible. The material to be displayed is pinned in place. These boards are typically installed in offices, universities, etc.

(2) Demonstration materials – These are:

(i) Posters – This is a visual medium, and like other media, its use is limited. It motivates people to take immediate action. Posters are a medium that reaches a large audience in a short time, providing quick access to information and awareness. Their size is 50 × 75 cm.

(ii) Models—Models are imitations of the original object. They may or may not perform the same functions as the original. They can be smaller or larger than the original. Made from wood, clay, etc., they are attractive and impressive.

(iii) Exhibition: An exhibition is a display of actual objects, methods, demonstration results, charts, and posters on a large scale, such as at agricultural fairs, industrial fairs, or other fairs. The exhibits should convey a single idea.

Audio aids – The ears are also an important organ for receiving information. They provide only information. These include the following:

(i) Radio – This is a medium through which children, youth, the elderly, and men and women of all age groups receive unique messages. Discussions and suggestions from within the country and abroad can be transmitted from one place to another. Programs are developed for specific communities.



(ii) Gramophone and tape recorder – Suitable for small groups of people. A tape recorder records sound and information and plays it back. The same program can be heard multiple times. Radio and television programs can also be taped.

Audio-Visual Aids - These materials include the following:

Is-

(i) Doordarshan - Like radio, Doordarshan is a popular medium, tailoring programs to each community, age group, and group. Its achievements in family welfare and university programs are noteworthy. It is an educational and entertaining medium, allowing individuals to absorb information permanently by simultaneously using both the senses of sight and hearing.

(ii) Drama: A drama is a vivid depiction of a problem, its solution, or a new concept. It combines teaching and entertainment.

(iii) Cinema—pre-television—was the only medium that allowed realistic portrayals of actions and behavior. In today's age, it is a useful tool for spreading education. Cinema makes it possible to portray various events and problems realistically. It is essential that films be short and educational, while also catering to the interests of local people.

(iv) Folk songs and folk dances—Folk songs and folk dances are an ancient genre that, in addition to providing entertainment, also convey an educational message. This medium fosters closeness between people. Songs are an excellent educational medium, allowing people to absorb information with interest.

(v) Shadow Acting - Performing a play using shadows is called shadow acting. A white curtain is erected and performers stand behind it. A bright light is shone on these actors to project shadows onto the screen. A person reads the story, and people perform the movements without speaking. These shadows are visible to the audience, and the play continues.

(vi) Puppetry - Puppet shows are an effective medium of education. The primary goal of these shows is to provide entertainment while also imparting knowledge.

There are four types of puppets:

- (1) Hand puppet
- (2) String puppet
- (3) Wooden puppet
- (4) Shadow puppets



In India Rs.

9. Panchayat Raj and Development of Institutional

Unit-IV

Question 20. Write a note on the three-pronged structural organisation of Panchayati Raj in India.

Where was Panchayati Raj first established? Describe its structural framework.

Answer -

Panchayati Raj is a part of the governance system in which the Gram Panchayat acts as the basic unit for administration. In 'Panchayat Raj', 'Panchayati' means the decision of the Panch and 'Raj' means governance. That is, the rule of the Panchs is called Panchayati Raj. Mahatma Gandhi has described Panchayati Raj as important as the political system of India. It is a form of decentralization of government, in which every village automatically strives for its upliftment. This vision has been called Gram Swaraj. Gram Swaraj means the rule of the village (the village's own rule).

Panchayati Raj was first established on October 2, 1959, in Nagaur district of Rajasthan. The Government of India established Panchayati Raj legally based on the recommendations of Shri Balwant Rai Mehta. In the 1950s and 1960s, state governments enacted laws establishing Panchayati Raj in various states. Under the three-pronged system of Panchayati Raj, three democratic institutions were established. Name them. / **Manasi**

1. Gram Panchayat at the village level
2. Panchayat Samiti Committee at the Block level
3. Zila Parishad at the district level

Currently, all states and union territories in India have a three-tier system, five have a two-tier system, and eight have a single-tier system. The northeastern states of Meghalaya, Mizoram, and Nagaland are the only states still lacking Panchayati Raj governance.

In India, April 24, 1993, has become a memorable day in the history of Panchayati Raj. On this day, the 73rd Amendment Act of the Indian Constitution was enacted, granting constitutional status to the Panchayati Raj institution. This amendment was extended to eight tribal states (Andhra Pradesh, Gujarat, Himachal Pradesh, Maharashtra, Madhya Pradesh, Odisha, and Rajasthan). In Rajasthan, it came into effect on December 24, 1996.

The three-tier Panchayati Raj system operates in all states with a population of 2 million or more. Panchayat elections are held every five years, with one-third of the seats reserved for Scheduled Castes, Scheduled Tribes, and women.

70 First in the three-tier system of Panchayati Raj
Tell the name of.

1. Gram Panchayat at the village level-

It is the first institution in the three-pronged system of Panchayati Raj that functions on the village level. The Gram Panchayat is a constitutional body composed of one or



A Gram Panchayat is formed by a group of villages whose combined population is 1000. The head of the Gram Panchayat is called Pradhan. The number of Gram Panchayat members is determined on the basis of the population of the village. According to the amendment made in 1993, in Uttar Pradesh, 11 members are elected for 1000-2000 villages, 13 members for 2000-3000 villages and 15 members for a population of more than 3000. The Pradhan of the Gram Panchayat is elected by all the members of the village by casting their votes. It is mandatory for the Pradhan to be literate. One-third ($\frac{1}{3}$) seats among these elected members are reserved for Scheduled Castes, Scheduled Tribes and

Administrative Officer (V.L.W.) who is also known as Development Officer. It is said. 504

Income - Apart from

government assistance to the Gram Panchayat, income is received from some local places like cattle shed, pond, pond, fisheries, irrigation etc.

Work-

1. Making development programmes for the progress of the village by using the natural resources available in the village.
2. Implementation of schemes related to the main system of the village such as agriculture, animal husbandry, small and cottage industries etc.
3. To protect public property.
Construction of roads connecting villages to cities through unpaved and paved roads.
- 4.
5. Construction of ponds, wells, stepwells, hand pumps, tube wells etc. to provide clean drinking water.
6. Cleaning of old ponds and puddles.
7. Rural fairs, markets, weekly haats to be organised by extension workers and government

To cooperate in family planning work.

Under administrative work-

1. To give details of the work, behaviour and character of the Pradhan and Panchayat Secretary.
2. Appointment of employees of the Pradhan Gram Panchayat.
3. To take disciplinary action against all the employees except the village head and the Panchayat Secretary, if required.
4. The head can punish the employees of the Panchayat, but cannot remove them from service.

2. Panchayat Samiti at the block level -

Panchayat Samitis have been established at the tehsil, taluka, or block level. These are also called development blocks. This committee has



The head is known as the 'Chairman,' 'Pradhan,' or 'Pramukh.' They serve the village tehsil or taluka. They also act as a link between the Gram Panchayat and the district administration. In all states, the Panchayat Samiti's primary function is to ensure the overall development of villages. This institution varies widely across states. In Andhra Pradesh, it is called the 'Mandal Praja Parishad,' in Assam, the 'Anchalik Panchayat,' in Madhya Pradesh, the 'Janapad Panchayat,' in Gujarat, the 'Taluka Panchayat,' and in West Bengal, the 'Anchalik Panchayat.' Similarly, in Karnataka, it is called the 'Mandal Panchayat,' and in Maharashtra, it is called the 'Panchayat Samiti.' In Uttar Pradesh, it is known as the 'Kshetra Panchayat.'

Regardless of the name it goes by in different states, it is still a "Panchayat Samiti." The Block Development Officer (BDO) is the chairperson of the Panchayat Samiti. The Panchayat Samiti for a particular area is elected by the members of the Kshetra Panchayat. In Uttar Pradesh, the public elects a Kshetra Panchayat Samiti member based on a population of 2,000. The Member of Parliament (MP) and MLA (MLA) for that area are also members. It also includes Scheduled Caste (SC), Scheduled Tribe (ST), and women members.

Are.

meet rain

The 50 Panchayat Samiti members are elected for 5 years. The chairman or block head is its head. Some Panchayat Samitis also have a deputy chairman.

Department – Panchayat Samiti has the following departments-

1. General Administration
2. Finance Department
3. Public Works Department
4. Agriculture
5. Health
6. Education
7. Social Welfare

Remember! Each department has an officer. The Chief of Administration and the Executive Officer of the committee are the BDOs.

1. To run schemes for the development of agriculture.
2. Establishment of primary health centres and primary schools.
3. To arrange for drinking water.
4. Construction of drains. Road construction work.
5. Establishment of small and cottage industries.

