Key approaches to interpersonal effectiveness and Relationship Management for effective Agricultural Extension

Relationship management becomes more important as we assume more professional responsibility. We need skills to build bonds, inspire, influence and develop others. We need to be open to change, manage conflict and establish teamwork. It is possible to build better relationships one step at a time. This is accomplished by focusing on six competencies in the Relationship Management domain of Emotional Intelligence:

1. Inspire
2. Influence
3. Develop
4. Initiate change
5. Manage conflict
6. Establish teams and collaboration

Let's look for some ideas about how to be successful in each of these domains.

1. **Inspiration** often begins with a time of quiet reflection about nagging questions. In the process of examining feelings which include anxiety, confusion and passion, often a vision becomes clear which helps to understand the larger purpose or mission. For inspiration to truly happen, the vision has to be spelled out to others in a compelling style. In this way, others hopefully will "buy into" the ideas and plan. Individuals who inspire others:
   - Draw on the collective wisdom of others
   - Involve others to look at the reality and the ideal vision
   - Are able to connect with people's emotional centers as well as intellectually.

2. **Influence** is one of the three ingredients of a democratic leader. Teamwork and conflict management are the other two ingredients and will be discussed later. Influence also requires effectively handling others' emotions. You may have been in situations where you influenced someone's mood, or he/she influenced your mood. Individuals with a high level of influence:
   - Skillfully win people over by listening, networking with them, etc.
   - Fine-tune what they are going to say to appeal to the listener
   - Willingly use a variety of strategies to build consensus and support.

3. **Developing** others is a skill needed by managers who supervise others and are responsible for the growth of employees in their department or division. Individuals with a high level in developing others:
   - Acknowledge and reward people's strengths and accomplishments
   - Offer helpful feedback and accurately target needs for further growth
   - Mentor, coach, and offer tasks that challenge and foster a person's skills.
4. **Initiating change** or being a change catalyst consistently models the behaviors you want to see in others. You begin by questioning the emotional reality and cultural norms underlying daily activities and behaviors. How others feel about the change process needs to be considered. Individuals who are easily able to initiate change:

- Recognize the need for change
- Challenge the status quo
- Make compelling arguments for change
- Find practical ways to overcome barriers to change.

5. **Managing conflict** requires being able to understand different perspectives and finding a common solution that everyone can endorse. It requires good listening skills and self-control. Individuals how have good conflict management skills:

- Handle difficult people and tense situations tactfully
- Spot potential conflict and help de-escalate the situation
- Encourage open discussion
- Work for win-win solutions.

6. **Teamwork and collaboration** model respect, helpfulness and cooperation. Both work and home are happier when these conditions are met. When teams work well, turnover and absenteeism decline and productivity increases. Individuals who have strong teamwork and collaboration skills:

- Draw all members into active participation
- Build a team identity and commitment
- Protect the group and share credit.

   It is now known that emotions are contagious. In addition, every encounter with another person can be anywhere on a continuum from emotionally toxic to nourishing.

   In summary, to improve our relationship management skills, we want people to be able to turn towards us rather than away or against us. To have good relationship management skills we need to use the following 5 tips:

   i. Develop open, honest, trusting relationships.

   ii. Have self-respect and show respect to others, especially if you are responsible for their development.

   iii. Have good communication skills including listening, assertiveness and conflict management

   iv. Understand what a change process entails, and be willing to lead people through it.

   v. Be a good team member and encourage collaboration.

**Reference:**

Concept and functions of management

What is Management???

“The process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims”. (Harold Koontz and Heinz Weirich).

Management in general means ‘proper utilization of people and other resources in an organization to accomplish desired objectives’.

Fayol’s 14 principles of management

1. Division of work
2. Authority
3. Discipline
4. Unity of command
5. Unity of direction
6. Subordination of individual interest to the general interest
7. Renumeration
8. Centralization
9. Scalar chain
10. Order
11. Equity
12. Stability of tenure of personnel
13. Initiative
14. Espirit de corps

Key aspects of management process

5 functions of management

1. Planning:
   An analytical thought process which covers:
   • Vision
   • Mission
   • Objectives
   • Goals
   • Strategic Planning

Important elements of Planning:

• Focus on objectives
• Primacy of planning
• Pervasiveness of planning
• Efficiency, Economy and Accuracy
• Co-ordination.
• Limiting factors.
• Flexibility

2. Organizing
Organizing involves establishing an intentional structure of roles for people to fill in an organization
• Organizational Structure
• Division of labour
• Delegation of authority
• Parity between authority delegated and responsibility fulfilled.
• Departmentalization
• Informal structure
• Adequate coordination

3. Staffing
Staffing is the process of selecting, maintaining and developing personnel in position to fulfill the organizational objectives. It involves:
• Recruiting
• Screening
• Hiring
• Training
• Maintaining
• Training and development of personnel
• Job performance assessment

4. Directing/Leading
Directing/Leading is the process of influencing people so that they will strive willingly and enthusiastically towards attainment of organization and group goal.
It involves:
• Decision making and problem solving
• Leadership
• Communication
• Motivation
• Discipline

5. Control
Controlling stipulates that things are done according to prescribed rules and established standards of the organization.
• Establish Standards
• Measurement
• Comparison
• Action
• Re-cycle
• Feedback
• Built-in flexibility
• Diligent and just supervision

6. Coordinating.
7. Budgeting.
8. Reporting.
Role of Extension Managers

An effective extension manager has to function as:

- Leader
- Coordinator
- Decision maker
- Human relation practitioner
- Motivator to enthuse client, farmers and other extension personal.

Mintzberg’s 10 managerial roles

Management skills
1. Technical skills
2. Human skills
3. Conceptual skills
4. Design Skills

Leadership Roles
A. Group Task Roles
B. Group Building & Maintenance
C. Individual Role

A. Group Task Roles
1. Initiator Contributor
2. Information seeker
3. Opinion seeker
4. Information giver
5. Opinion giver
6. Elaborator
7. Co-ordinator
8. Orienter
9. Evaluator-Critic
10. Energizer
11. Procedural Technician
12. Recorder

B. Group Building & Maintenance
1. Encourager
2. Harmonizer
3. Compromiser
4. Gate keeper and expediter
5. Standard setter or ego ideal
6. Group observer and commentator
7. Follower

C. Individual Role
1. Aggressor
2. Blocker
3. Recognition seeker
4. Self confessor
5. Dominator
6. Help seeker
7. Special help seeker
8.
Communication skills
- Communication skills is the ability to use language (receptive) and express (expressive) information.
- Effective communication skills are a critical element in your career and personal lives

What are the most common ways we communicate?

What makes a good communicator?
- An Active Listener
- An Effective Presenter
- Motivator
- A Quick Thinker
- A Win-Win Negotiator

A Systematic Approach
- Step by step approach for problem solution
- Provides structured and disciplined means for groups to explore and resolve an issue together
- Results in doable action steps that members of group take responsibility for implementing.
- Because the process is systematic, it stops the group from randomly suggesting ideas that never get implemented.
- Works in 8 steps

8 steps for Systematic problem solving
1. Name the problem
2. Identify the goal of the problem exercise
3. Analyse the problem
4. Identify potential solutions
5. Evaluate solutions
6. Create an action plan
7. Troubleshoot the plan
8. Monitor and evaluate
Balanced Approach to life for providing leadership and management

*Fulfillment of needs is the eventual constituents of success and happiness.*

**Maslow’s Hierarchy of Needs**

- **Physiological needs:** Air, water, food, sex, clothing, shelter
- **Safety/Security needs include:** Personal security, Financial security, Health and well-being, Safety against accidents/illness
- **Love and belonging:** Love, Care, Affection, Support, Intimacy, Family, Sex, Friendship
- **Esteem needs:** Self-worth, Self-respect, Respect to others, Achievements, Promotion, Recognition, Fame, Award.
- **Self Actualization:** Morality, Creativity, Spontaneity, Freedom, Unleashing self-potential, Problem solving, Decision Making, Unbiasness.
- **Transcendence:**
  - Spiritual intelligence
  - Soul purification

**Perceived worthiness of life**

- How well the six categories of needs have so far fulfilled?
- How well most aspired and significant needs in life have fulfilled?
- How prospective the present trend of fulfillment of the six categories of needs?

**Responsibilities of Human life**

- Self-development responsibilities
- Occupational responsibilities
- Social responsibilities
- Kith and kin responsibilities
- Moral responsibilities
Responsibility

- "I slept and dreamt that life was joy. I awoke and saw that life was duty. I acted and behold that duty was joy." – Rabindranath Tagore

"Responsibilities are something we are born with and they will follow us all of our lives."

- “To start with we are all charged with two responsibilities we can never ignore: one is to improve ourselves, and other is to strive for balance in life.” – Charlie Lutes

- Responsibility : ‘a duty or task that you are required or expected to do’

- Responsibility is an opportunity to carry out something for fulfillment of something needful and worthwhile.

Self-development responsibilities

- Responsibility of health care
- Responsibility of Capability building
- Responsibility of spiritual development

Occupational-Responsibility

- Responsibilities that fetch bread and butter, resourcefulness and prosperities in life
- Responsibilities relating to occupation, workplace as well as profession.

Social-Responsibility

Responsibilities that contribute to social welfare social goals, social rights, and social security.

Ways to perform social responsibilities:

- Supporting community welfare activities by sparing time, money and resources
- Active involvement in community welfare activities
- Contributing intellectually
- Honoring and encouraging achievers and outstanding contributors
- Working as representatives
- Organizing community welfare activities
- Celebrating festivals etc. at community levels
- Inhibiting and discouraging evils
- Fighting for social justice
- Abiding social norms and judicial laws and orders
- Paying taxes etc. duly, honestly and timely
- Participating in selection and election process
- Performing occupational responsibilities and pursuing personal goals

- Sincerely
- Honestly
- Fairly
Kith and kin responsibilities

- Parental
- Filial
- Spousal
- Friendship

Moral responsibilities

- Responsibilities we ought to do for ‘what it is to be human’
- Responsibilities on humanitarian, moral as well as ethical grounds such as:
  - loving, caring, nurturing, developing, protecting, preserving and sustaining:
    - others, animals, plants
    - the mother-earth as a whole.
- Responsibilities of private initiatives for public good, focusing on quality of life for all.

KEEPING ‘SOCIAL VALUE ORIENTATIONS’

Social value orientation (SVO) : person’s preference about how to allocate resources between self and another person

Distinctive behavior patterns corresponding to social responsibilities:

- Helping behavior
- Donation behavior
- Pro-environmental behavior
- Cooperative behavior in social dilemmas
- Negotiation behavior
- Competitive orientation
- Individualistic orientation
- Cooperative orientation
- Altruistic orientation.

Synergy of four domains for success in life

![Fig: Synergy of four domains for success in life](image-url)
Key attitudes for healthy relationship and interpersonal effectiveness

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Ego states and their implications in Agricultural Extension

"Ego" is a Latin word meaning "I", which derives from the Greek word "Εγώ (Ego)" meaning "I", often used in English to mean the "self", "identity" or other related concepts.

The ego is one of most self-destructive mechanisms of a person’s character and his or her abilities.

Involvement of ego in Communication through Transactional Analysis:

Transactional Analysis (or TA) is a model of communication. It was developed during the 1960s by Eric Berne, a Canadian-born psychiatrist and is based on the premise that we always converse and communicate with others from one of three parts or "ego-states" of our personality. Knowing that we can choose which ego-state to communicate from means that we can make choices about how an exchange with someone is going to develop and whether we want it to succeed or not.

The Three Ego States:

It was Sigmund Freud who first coined the phrase "ego states" to describe that part of ourselves that operates in interactions with others. Eric Berne showed that the way we converse with, and respond to, others comes from any one of 3 of these ego states:

1. a Parent state: the "taught" state
2. an Adult state: the "thought" state
3. a Child state: the "felt" state

Berne went further by describing 2 parent states, the Nurturing Parent and Controlling (or Critical) Parent; 3 child states, the Natural Child, spontaneous and playful, the Little Professor, curious and exploring, and the Adaptive Child, fitting in or rebelling.

Analyzing Transactions

When two people communicate, one person initiates a transaction with the transactional stimulus (see the above Transactions Defined section for a definition of the transaction stimulus). The person at whom the stimulus is directed will respond with the transactional response. Simple Transactional Analysis involves identifying which ego state directed the stimulus and which ego state in the other person executed the response.

According to Dr. Berne, the simplest transactions are between Adults ego states. Some transactions involve ego states other than the Adult. This leads us to Parent – Child transactions, which are almost as simple as Adult-Adult transactions. Quoting Dr. Berne in Games People Play: "The fevered child asks for a glass of water, and the nurturing mother brings it." In this, the Child of a small child directs an inquiry to the Parent of his/her mother. The Parent of the
mother acknowledges this stimuli, and then gives the water to the child. In this example, the small child’s request is the stimuli, and the parent providing the water is the response. This is nearly as simple as an Adult-Adult transaction.

One of the tools used by a Transactional Analysis practitioner is a structural diagram. A structural diagram represents the complete personality of any individual. It includes the Parent, Adult, and Child ego states, all separate and distinct from each other.

Fig 1: structural diagram

Fig 2: Child interacting with a Parent

Transactional Analysts will then construct a diagram showing the ego states involved in a particular transaction. The transaction above(Fig.2) shows a Parent – Child transaction, with the
Child ego state providing the transactional stimulus, and the Adult responding with the transactional response.

This transaction matches the Parent – Child example listed above, with the fevered child asking his/her mother for a glass of water.

So far, the two transactions described can be considered complementary transactions. In a complementary transaction, the response must go back from the receiving ego state to the sending ego state. For example, a person may initiate a transaction directed towards one ego state of the respondent. The respondent’s ego state detects the stimuli, and then that particular ego state (meaning the ego state to which the stimuli was directed) produces a response. According to Dr. Berne, these transactions are healthy and represent normal human interactions. As Berne says “communication will proceed as long as transactions are complementary.”

![Diagram of a crossed transaction](image)

**Fig 3: Crossed Transaction**

However, not all transactions between humans are healthy or normal. In those cases, the transaction is classified as a crossed transaction. In a crossed transaction, an ego state different than the ego state which received the stimuli is the one that responds. The diagram (Fig 3) above shows a typical crossed transaction. An example is as follows:

**Agent’s Adult:** “Do you know where my cuff links are?” (note that this stimuli is directed at the Respondent’s Adult).

**Respondent’s Child:** “You always blame me for everything!”

This is one the classic crossed transactions that occurs in marriage. Instead of the Respondent’s Adult responding with “I think they’re on the desk”, it is the Respondent’s Child that responds back.
It is important to note that when analyzing transactions, one must look beyond what is being said. According to Dr. Berne, one must look at how the words are being delivered (accents on particular words, changes in tone, volume, etc.) as the non-verbal signs accompanying those words (body language, facial expressions, etc.). Transactional Analysts will pay attention to all of these cues when analyzing a transaction and identifying which ego states are involved.

The importance of these non-verbal cues can be understood by considering the work of Dr. Albert Mehrabian. Mehrabian’s work quantitatively proved the importance of non-verbal cues in communication. According to Dr. Mehrabian, when an individual is speaking, the listener focuses on the following three types of communication:

- Actual Words – 7%
- The Way words are delivered (tone, accents on certain words, etc.) – 38%
- Facial expressions – 55%

In the above statistics, the percentage figure indicates the degree of importance the listener places on that type of communication. One can see that facial expressions play a far more important role in communication (and thus, Transactional Analysis) than the actual words exchanged.

Once a reasonable understanding of ego states and Transactional Analysis has been achieved, we can achieve whole new meaning of one’s own ego and how to manage it.

** Signs that you are ego driven:**

1. **Concern with Approval of others**

   We should be independent of the good opinion of other people. It’s easier said than done, but comes with a sense of freedom and liberation that allows us to truly shine. Who we are, independent of the good opinion of other people is the most authentic person we will ever be. This is the most attractive quality in anybody, in a world where people are overly concerned with looking good in front of others.

2. **Fear of asking for help**

   If we are afraid to ask for help, or we don’t want to ask for help because we want all the credit, then our ego is driving us.

3. **Comparing and Competing**

   People who are driven by ego often fall victim to what is called the comparative and competitive disadvantage. Comparing ourself to others is the ego in one of its most vicious forms. It’s a perpetual losing battle because there will always be somebody better and always somebody worse than we are. Even if we are the best in the world at what we do somebody will always be right
on your tail. If we keep seeing our life as a competition with those around us, then we will continually be dissatisfied and the ego will drive our life.

4. **The constant need for more**
   
   Greed is also a function of the ego.

5. **Lack of presence**
   
   Ego driven people continually live in the past and always plan for the future. They never live in the moment. They are always thinking of the next great phase of their life, even when this one is perfect. By forgetting to enjoy the present, we set ourselves up to live in an ego-driven limbo.

6. **The need to always be right**
   
   This is another one of the ego’s most destructive functions. People who have a need to continually be right are headed for the ultimate downfall. These kinds of people will often get far in life because of their persistence and aggressiveness. But, these are also the people that will fail when they are on the brink of MASSIVE success. Their need to be right will be their downfall and years of hard work can be destroyed in minutes when this portion of the ego takes over. Leaders with this attitude ultimately alienate all those work for them, and eventually stop receiving the kind of input that can propel them forward because they are so adamant about being right.

**REFERENCES:**

Mastering listening skills

“The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.” Rachel Naomi Remen

We may often think that, having good communication skills is all about the ability to speak well or all about “speaking”. But only 50% right because Verbal Communication has another very important part..... “LISTENING”.

Listening is the ability to accurately receive messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

Listening is so important that many top employers give regular listening skills training for their employees. This is not surprising when we consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

Good listening skills also have benefits in our personal lives, including: a greater number of friends and social networks, improved self-esteem and confidence, higher grades in academic work and increased health and wellbeing. Studies have shown that, whereas speaking raises blood pressure, listening brings it down.

Listening is not the same as hearing. Hearing refers to the sounds that we hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Our ability to listen effectively depends on the degree to which we perceive and understand these messages.

Reasons for poor listening:

1. Not focusing on the message.

As listeners, we can mentally handle more than 400 spoken words per minute, yet the average speaker produces between 125-175 words per minute. In the excess time, the listener begins to think of other things.

We often bring into the communication setting our past, our feelings, our values, our attitudes. Sometimes the speaker will present a thought or word which triggers a past experience. At that point we start to think about the experience and soon forget the message being presented.
2. Passive listeners.

Being passive is much easier than concentrating on the speaker’s message, but, unfortunately, it leads to ineffective listening.

3. A physical communication setting that works against listening.

Just as our other thoughts can invade our internal perceptual field, so also can distractions outside our body invade our external perceptual field, drawing our attention away from the speech.

4. Listener’s own needs that may compete with the speaker’s ideas.

Perhaps we didn’t sleep well, have a cold, or are hungry. All of these personal factors compete for our energy and focus. Again, our physical needs as an individual win out over our intellectual needs as a listener.

5. Unfamiliar language.

It takes mental and physical energy to deal with words or concepts that we don’t know, it is easier to turn off the listening process when the speaker uses unfamiliar language. Unfamiliarity requires energy that listeners may not be willing to expend.

6. Preset ideas about the topic, the speaker, or the occasion

Many speakers are not given a fair hearing because the audience accepts conclusions about them or their topics beforehand.

Principles of Listening:

A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said.

Listening involves observing body language and noticing inconsistencies between verbal and non-verbal messages. For example, if someone tells us that they are happy with their life but through gritted teeth or with tears filling their eyes, you should consider that the verbal and non-verbal messages are in conflict, they maybe don’t mean what they say. Listening requires us to concentrate and use our other senses in addition to simply hearing the words spoken.

Listening is not the same as hearing and in order to listen effectively we need to use more than just your ears. Here are some principles of listening:

1. Stop Talking:

“If we were supposed to talk more than we listen, we would have two tongues and one ear.” Mark Twain. Don’t talk, listen. When somebody else is talking listen to what they are saying,
do not interrupt, talk over them or finish their sentences for them. When the other person has finished talking you may need to clarify to ensure we have received their message accurately.

2. Prepare Yourself to Listen:

   Relax. Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other. Try to put other thoughts out of mind and concentrate on the messages that are being communicated.

3. Put the Speaker at Ease:

   Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact and show that you are listening and understanding what is being said.

4. Remove Distractions:

   Focus on what is being said: don’t doodle, shuffle papers, look out the window, pick your fingernails or similar. Avoid unnecessary interruptions. These behaviours disrupt the listening process and send messages to the speaker that you are bored or distracted.

5. Empathise:

   Try to understand the other person’s point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathise with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

6. Be Patient

   A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

7. Avoid Personal Prejudice:

   Try to be impartial. Don’t become irritated and don’t let the person’s habits or mannerisms distract you from what they are really saying. Everybody has a different way of speaking - some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.

8. Listen to the Tone:

   Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.
9. Listen for Ideas – Not Just Words:

We have to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

10. Wait and Watch for Non-Verbal Communication:

Gestures, facial expressions, and eye-movements can all be important. We don’t just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

Do not jump to conclusions about what you see and hear. You should always seek clarification to ensure that your understanding is correct.

How to become a better listener:


A. Listener Analysis of Self

i. What is my purpose in listening?
- gain information and understanding
- make a critical decision based on the speaker’s presentation
- Think about your listening behavior when a teacher announces “This material will be on the next test.”
- By recognizing why you are listening, you can better analyze the message. If the message has personal importance, you will be more likely to give it your attention.

ii. Am I impartial about the topic being presented?
- Set aside your prior feelings until the speaker has had a chance to develop a position.
- Suspend judgment until all of the ideas have been developed.

iii. How much do I know about the topic?
- Not a lot, you can better direct your attention to listening.
- A lot already, be prepared to compare the speaker’s information to your knowledge.

iv. What do I expect from this message?
- Don’t burden the speaker with expectations that the person is not prepared to fulfill.

v. What do I know about the speaking situation?
• Get set for the expecting length of the message, whether there will be Q&A, whether you’ll have to give a response.

vi. **What can I expect from the listening environment?**

• Become aware of the physical environment: temperature and sounds of the room.
• Deal with them before the message, if possible
• If not, at least you can put them in perspective.

vii. **What “trigger” words or ideas cause me to stray from the listening situation?**

• Take note of special words that seem to pull you away from the speaker’s message. Look them up in a dictionary afterward.

**B. Listener Analysis of Speaker**

i. **What do I know about this speaker?**

• If your previous experience with the speaker has been favorable, you will be more likely to be receptive to the message.
• If you have had a disagreement with the person or if the person is someone you do not respect, you may allow that prior knowledge to filter and color the way you understand the message.
• Without listening carefully, you may never consider worthwhile ideas which deserve your attention.

ii. **How believable is the speaker?**

• You need to listen for the main ideas presented; the detail will follow.
• If you know that the speaker has reported false information, you should weigh that when considering and evaluating the message after it has been fully presented.

iii. **Has the speaker prepared for the occasion by conducting adequate research and by considering relationships among ideas?**

• Is the evidence sound?
• Does he/she address critical issues?

iv. **What is the speaker’s attitude toward this presentation?**

• Look for behaviors that give clues.

**C. Listener Analysis of Message**

i. **What are the main ideas of the speech?**

ii. **How are the main ideas arranged?**
iii. What sorts of supporting materials are used to develop the main ideas?

- If there is a discrepancy between your knowledge and the ideas presented by the speaker, find out why it exists. This should help you clarify the differences and reach a conclusion about the validity of the total message.
- Are they valid and appropriate?
- Are they used credibly?

D. Review, relate, and anticipate.

i. Review what the speaker has said.

Take a few seconds to summarize the content of the message, to think about the way the materials have been developed. Mentally add to the summary review each time the speaker initiates a new topic for consideration.

ii. Relate the message to what you already know.

Consider how important the message is to you and how you might use the information at some future time.

iii. Anticipate what the speaker might say next.

Given the development of the materials to that point, what is the speaker likely to say next? Use the anticipation stage as a way of continuing to focus on the content of the message. It’s not important if you are right or wrong—the important element is that you have directed your attention to the message.

iv. By reviewing, relating, and anticipating you can use up the extra time generated by the speech—thought lag and keep your attention focused on the message.

2. Overall tips

a. Resist distractions
b. Don’t be diverted by appearance or delivery
c. Suspend judgment
d. Focus your listening
   i. Listen for main points
   ii. Listen for evidence
   iii. Listen for technique
   iv. Develop note-taking skills

REFERENCES:

1. Listening skills: Retrieved from http://www.skillsyouneed.com/ips/listening-skills.html#ixzz2TKs44HNN.
2. International Listening Association: www.listen.org
Mastering observation skill

Observation Skills:

Observation skills are when we observe our own behavior and other’s behavior, anticipate individual and multicultural differences in nonverbal and verbal behavior. It also means the ability to see beyond a limited scope. It is the ability to sense or gage the feelings of others when things are going good and when things are not so good.

Here are some key things to be alert to while communicating with others:

<table>
<thead>
<tr>
<th>When you observe them ...</th>
<th>It indicates ...</th>
<th>So you should ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiling, nodding affirmatively, leaning forward or making eye contact with you.</td>
<td>They are interested in what you’re saying.</td>
<td>Stick with whatever you’re doing, but keep observing to make sure this positive behaviour continues.</td>
</tr>
<tr>
<td>Yawning, staring vacantly, fidgeting, doodling, leaning back in the chair, looking at the clock or staring out the window.</td>
<td>They are bored, need a break, or have disengaged with what you are.</td>
<td>Try to re-engage</td>
</tr>
<tr>
<td>Frowning, scratching their head, pursing lips, staring back at you vacantly or avoiding your eye contact.</td>
<td>They are confused or feeling 'out of their depth'.</td>
<td>Stop and check for understanding and try a different delivery strategy if the one you've been using doesn't seem to be getting the message through.</td>
</tr>
</tbody>
</table>

Developing a keen sense of observation is a must. The technique lies in simply keeping our eyes and ears open at all times and never failing to register what we see or hear. Some great habits that can help us build our observation skills are:

- Trying to look at every day life in a clear manner.
- Trying to judge people and their perceptions.
- Always trying to ask questions to people or in your mind.
- Being open to new experiences.
- Being open to new ideas.
- Practicing good listening skills.
Andrew Cox’s 10 behaviors and habits of thought critical for developing accurate observation skills:

1. Sizing up people – people watching
2. Clarity – seeing the world as it is
3. Curiosity – asking why
4. Listening skills
5. Willingness to set aside personal biases
6. Willingness to seek the inputs of others
7. Seeking out new experiences and possibilities
8. Being comfortable with ambiguity
9. Knowledge of the behaviors and attitudes of people
10. Self-knowledge – accurately knowing our own behaviors, attitudes and personal skills, and how they impact others

REFERENCES:

1. Tara Dixon and Martin O’Hara: Communication skills
2. Kirkland Mitchell (2010): What are observation skills?
Empathy, Empathic listening and Factors affecting empathy

“I call him religious who understands the suffering of others.” -Mahatma Gandhi

Dr. Pradip Neog, Director, EEI (NE Region), AAU, Jorhat

Empathy originally comes from the Greek word “empatheia,” which means having insight into another person’s reactions. Empathy, literally "in feeling”, is the capability to appreciate, understand, and accept another person’s emotions. It is the ability to consider things from other’s situation or point of view, and to understand and share another person’s feelings, emotions, needs and concerns with open-mindedness, compassion and selflessness. Showing empathy genuinely is one of the most important interpersonal skills that anyone must master.

Empathy is sometimes confused with sympathy. Sympathy involves actually being affected by the other person’s perceptions, opinions and feelings. For example, if an employee is frustrated and sad, the sympathetic leader would experience the same emotions, resulting in the leader many times struggling with the same issues as the employee. Thus, sympathy can actually get in the way of effective leading.

Empathy can be conceptualized as integration of two mutually interdependent abilities:

i) **Empathetic perspective attitude reflection/rumination**: the ability to sense and acknowledge others’ feelings and emotions, and to look at world from the other’s eyes with tolerance and compassion ; and

ii) **Empathic listening**: the ability to grasp what message, feelings and emotions the other person communicate through active listening, and then to response her or him with openness, tolerance and compassion. In another sense, empathic listening is active listening with especial focus on communicator’s feelings and emotions by keeping up compassion and tolerance, and responding affectionately, optimistically and supportively. The key practices of cultivating both the domains of empathy are as hereunder:

1. **Building empathetic perspective /frame of mind/mindset/ stance**
   
   ii. **Perspective talking**: Being able to see the world from the point of view of another, is one of the central elements of empathy. Usually, when we think of empathy, it evokes feelings of warmth and comfort, of being intrinsically an emotional phenomenon. But perhaps our very idea of empathy is flawed. The worth of empathy might lie as much in the ‘value of imagination’ as it does in the mere feeling of vicarious emotion. We can build up empathy as a personality trait by regular practice of putting yourself into other’s shoe’ through perspective talking. (Example: Sherlock Holmes)
iii. **Wide range exposure**: More exposed we are to varying facets, situations, conditions, issues, problems, challenges of human life more convenient would be ‘to put ourself into others’ shoes.’ Here are three proven ways to widen this exposure:

- Extend your interaction with people of varying ages, positions, economic status, socio-cultural backgrounds, physical abilities. The more you observe and interact with people of varying status and conditions by maintaining mindfulness to ‘put yourself in others’ shoe’ more skilful you will be day by day in sensing and acknowledging others’ feelings and emotions with tolerance and compassion.

- Learn to mull over similarities between you and others. Reflection on similarity helps being tolerance and compassionate. More you stress difference between yourself and another person, more indifference and unconcern you are to her or him.

- Read good fictions and watch good films, dramas and TV serials. These help us to better understand people’s internal states by exposing us to emotionally evocative aspects of human life. Selection of books, movies and serials is the critical aspects. You must explore mindfully what kind of fictions you like, and benefit you most. It’s even more critical in deciding on the emotionally high pitched as well as horror genres. As studies indicate, watching scary movies causes hyper tension, anxiety, sleeplessness, phobia, high blood pressure, trauma in some people while can help develop smartness, socialisation, creativity, empathy, and can heighten the ability to deal with stress.

2. **Empathic listening**: Empathic listening can be conceptualized as active listening with especial focus on communicator’s feelings and emotions by keeping up compassion and tolerance, and responding affectionately, optimistically and supportively. Here are the specific clues to practice this most vital and solid aspect of being empathetic:

   i. **Listen enthusiastically and compassionately**, and let the speaker know that through non-verbal responses.

   ii. **Off and on, express in your words what speaker has said**. It works wonderfully to keep up speaker’s tempo to speak up full.

   iii. **Put relevant open ended questions timely and intelligently**. This facilitates the speaker to speak up in details enthusiastically.

   iv. **Allow for some quiet moments after the speaker has said one or a couple of points**, and thereby, facilitate him to speak up what else. Don’t think that you must have an immediate reply or solutions.

   v. **Be non-judgmental**. Don’t trivialize the speaker’s issue. Remember that providing solution or supporting is not the crux of empathetic listening but active listening with compassion.
vi. **Be attentive to grasp the emotions behind the words** as well as to sense the underlying feelings and emotions behind the expressed or obvious ones. Is the speaker angry, afraid, frustrated or resentful.

vii. **Respond to the emotion as well as the words.**

viii. **Maintain your personal perspective** by disallowing other person’s emotional behavior and reactions to determine your state of mind, behavior and action. You must not take things personally.

ix. **Don't counteract feelings.** When a person expresses his or her feelings, they really just want you to listen and empathize. Counteracting to any expressed feelings means destroying empathetic listen. Even, your advice, solution or conclusion should not straightly counteract other person’s feelings.

x. **Be careful not to sympathize overly.**

xi. **Be attentive to non-verbal signals:** We can improve our ability of sensing other’s feeling just by being attentive to non-verbal signals while interacting with somebody, and then by practicing to respond mindfully at the strength of your common sense and wisdom.

xii. **Don’t interrupt - but encourage.**

xiii. **Ask open ended question Facilitate speaker to speak up fully:** to Just listen, without developing your case against what the other is saying.

xiv. **Keep the focus on the other’s experience,** rather than on circumstances or beliefs or ideas

xv. **Be interested to sense the softer feelings** - hurt, fear, or shame - that are usually behind anger or a tough facade.

xvi. **Be non-judgemental.** Don’t minimize or trivialize the speaker’s issue.

xvii. **Read the speaker.** Observe the emotions behind the words. Is the speaker angry, afraid, frustrated or resentful? Respond to the emotion as well as the words.

xviii. **Be Quiet.** Don’t feel you must have an immediate reply. Often if you allow for some quiet after the speaker has vented, they themselves will break the silence and offer a solution.

xix. **Assure your understanding.** Ask clarifying questions and restate what you perceive the speaker to be saying.
Guidelines for Behavioral Self Management

Behavioural Self Management is a technique for changing one's own behaviour by systematically manipulating cues, cognitive processes and contingent consequences.

6 principles of self management:

1. **Know Your Role**

   Become familiar with every element of your job description and make sure you continually meet or exceed expectations. Ask for every major task you handle to ensure you know the specifics of what you need to provide, both individually and in conjunction with colleagues. Clarify details with your supervisor to avoid wasting time moving in the wrong direction.

2. **Get Organized**

   Getting organized is a big part of staying on-task and working as efficiently as possible. Develop a filing or categorizing system for storing information and create lists and workflow charts to help you track progress in multiple areas. Prepare in advance for meetings and presentations and never leave anything to the last minute, which can cause stress and frustration. Have a designated place for storing your briefcase, laptop, tablet, phone and critical work supplies.

3. **Manage Your Time**

   Self-management is all about managing your time wisely. Make the most of every minute at work by designated specified times to various tasks and responsibilities. Build in a bit of leeway for unexpected events, meetings that run late and projects that require extra attention.

4. **Prioritize**

   Short- and long-term planning can help you prioritize tasks and ensure the most critical responsibilities are handled first. Create attainable daily “to do” lists; anything not completed by close of business gets moved to the next day’s priority list. Allocate a certain amount of time on a regular basis for long-term projects.

5. **Set Deadlines**

   Create deadlines for yourself that are in advance of the deadlines your employer gives you. This will allow you ample time to complete your tasks and review them for accuracy. This approach also means you won’t run the risk of slowing down other colleagues or departments via late delivery.
6. **Stay Focused**

Keep yourself focused on the tasks at hand by avoiding distractions, practicing stress-reduction techniques and setting achievable professional goals for yourself. Don’t jump from one project to another or spread yourself too thin by over scheduling yourself or over-promising your services. Build enough downtime to allow you to recharge and stay energized about your job.

**Benefits**

- Improved individual performance and increased results
- Enhanced levels of self confidence
- Improvements in attitudes and morale
- Individuals who are fully accountable and responsible for making and keeping commitments
- The development of high effort performers within a strong performance culture

**Outcomes**

- Develop a day-to-day system for self management
- Avoid slumps
- Learn techniques for the maintenance and development of self confidence
- Learn to make and keep self-commitments
- Develop a psychological time management system
- Learn how to make decisions and build habits
- Learn to self coach
- Maximize commitment and energy
- Enhance personal and professional well being
Emotional Intelligence: It’s importance and key practices

Dr. Pradip Neog, Director, EEI (NE Region), AAU, Jorhat

Emotional Intelligence (EQ): the ability of recognizing, managing and utilizing emotions plays the leading role in governing our thinking, behavior and actions. It is therefore fundamentally vital for all kinds of mental strengths and efficiencies of human being. Thus, success and happiness in life is largely dependent on emotional intelligence; more the EQ greater the flow of success and happiness. Researches revealed that EQ is more important than IQ for achieving success and happiness in life. “EQ is twice more important than IQ” - Daniel Goleman.

This very ability is god gifted; everybody possesses it to certain extent. More importantly, it can largely be strengthened through consistent cultivation. It encompasses mainly four domains: self-awareness, self-management, social awareness and relationship management. The first two domains together referred as Intrapersonal intelligence and the rest two as Interpersonal intelligence. Thus, enriching emotional intelligence represents augmenting of all these four dimensions through concerted cultivation. In other sense, enriching emotional intelligence means putting concerted effort towards developing, harnessing and utilizing all the psychological attributes as well as capabilities for achieving rewarding life. Most of the basic principles and practices of achieving rewarding life are obviously oriented upon emotional intelligence. Majority of the practices of self-development and interpersonal competence are primarily the function of emotional intelligence. However, the recent researches and analytical studies established emotional intelligence as a distinctive subject of study, and a classic set of capabilities essential for fundamental empowerment of achieving all round success and happiness in life. The specific benefits of cultivating this ability can briefly be stated under the following 7 headings:

a) EQ serves as hub to excel mental efficiency

Emotions invariably governs growth and utilization of all different mental strengths including enthusiasm, confidence, perseverance, empathy, brevity, patience, calmness, tolerance, justice and the like. Thus, higher the EQ higher is the mental efficiency to reap success and happiness in life.

b) EQ protects from injuries of negative emotions

Negative emotions such as anger, fear, jealousy, anxiety, worry, sadness, depression, frustration, tension are sarcastic by nature, and do harm intensely when raised vigorously, and manifested harmfully. EQ not only checks arousal and manifestation of these emotions but in certain cases, facilitates transformation of those to useful thoughts and actions. Low EQ people are rarely aware to check growth and manifestations of negative emotions rather illusively fuel those. Lack of emotional intelligence is thus, the basic cause for which people suffer from negative emotions. Higher the EQ lesser is the damage from negative emotions in life.
c) EQ directly contributes happiness

Emotional intelligence facilitates to reorganize the mild strokes of pleasant emotions such as love, joy, delight, peace, kindness, and thus directly contributes towards perceiving happiness in life. People with poor EQ often fail to recognize emergence and growth of these emotions, and thus largely wastes the opportunities and avenues of reaping happiness in life.

d) EQ facilitates growth and utilization of positive emotions

Emotional intelligence facilitates growth, regulation and utilization of positive emotions including passion, urge, zest, courage, love, joy, delight, and thus, maximizes drawl of benefits from those. Although these emotions are remunerative by nature, require proper regulation and utilization for reaping benefits amply. Lack of regulation and utilization can even sometimes make a positive emotion harmful too. There are instances of getting heart-stroke from too much joy. Unmanaged love usually causes possessiveness, the critical illusion that makes life miserable. Those who are poor in emotional intelligence often do not care to put deliberate effort towards recognizing and utilizing their positive emotions, and thus gain much less benefits than otherwise possible.

e) EQ escapes pointless invitation of emotional impairment

Purposeless and impulsive involvement in emotional events is a common cause for which many people often get strokes negative emotions in life. Emotional intelligence guides a person to make conscious decision before involving in anything, and thus, escapes pointless invitation of emotional impairment.

f) EQ provides basic protection against devilish attack of others

EQ is the key constituent of virtues, self-control, self-esteem as well as worthy personality as a whole. These in turn help to repel and overpower others’ enmity, aggression, cruelty, violence etc. Thus in a sense, EQ serves as a jacket that protects mind and soul from real harm of any devilish attempt of anybody. Higher the EQ higher the effectiveness of this jacket, and hence, people with higher EQ remain better protected from others’ devilish attacks. The lives of the great souls like the Christ, Rama, Krishna, Mahatma Gandhi vividly demonstrated the tremendous power of emotional intelligence in overpowering the evils.

g) EQ keeps us healthy

Emotional turbulences are root cause of most of the diseases including the deadly ones like heart diseases, diabetics, hypertension and psychological disorders. On the other hand, pleasant emotions and calmness soothe our body and mind to keep us healthy both mentally and physically. Thus, emotional intelligence is the prime factor for maintaining sound health.
h) **EQ is the key ingredient of interpersonal competence**

All sorts of interpersonal competencies including relationship management, teamwork efficiency, leadership efficacy, and interpersonal skills are primarily governed by emotions. Growth, transmission and application of emotions invariably take place in all sorts of interpersonal affairs. Emotional intelligence nourishes the growth, transmission and application of remunerative emotions while, inhibits growth and radiation of harmful emotions, and thus plays the most vital role in any interpersonal interaction. People with higher EQ therefore can communicate, motivate, influence and manage others much more effectively than the others. By being emotionally proper in interpersonal dealings, they readily receive commitment, confidence, sincerity, positive attitude, promptness, loyalty, respect, co-operation, support, obedience, responsibility, accountability etc. from others quite readily. Lack of EQ is the most fundamental cause of poor interpersonal competence.
Success Story writing techniques

Success Story
Success story is a simple description of a program’s Progress, Achievements and Lessons learned. Success stories can be as short as a few paragraphs or as long as 10 pages.

The 4 “Knows” of Success Stories
1. Know what information you want to tell
2. Know your audience
3. Know to tailor your message to your audience
4. Know your story

Tips for writing success story
• Find out achiever (s)
• Know about success broadly
• Set your purpose of writing the story:
  - Why to write
  - For whom to write
  - What for to write
• Decide where to publish or use
• Gather information with researcher’s spirit
• Decide on headings and sub-headings
• Now-Before – After is a popular sequence to follow in writing
• Follow journalistic writing principles and practices

Writing success story on Extension/Development Programme
▷ Describes positive changes brought by the programme and shows how that change benefits the people
▷ The story may be about an entire program or part of a program

What goes into a such a success story?

Situation
▷ Tell what started the program
▷ What problem, issue or concern needed addressing?

Response: we have taken into consideration of the followings
Inputs: staff, funding, volunteers, research, expertise
Outputs: activities like teaching, facilitation and products and material outputs
People reached: number of people and demographics
Partnerships and funding sources
Extension’s contribution

Results
▷ Use quantitative and qualitative data
▷ Describe outcomes in terms of both value or meaning
▷ Who benefited and how?
▷ What resulted?

Evidence
What’s the evidence?
Briefly describe how you evaluated the program to attain the reported evidence.
Include the data collection methods
Create an emotional hook whether success story or feature article
Good stories/article cuts through cutters and connects to people’s heart opening their mind to writer’s point of view

COMPONENTS OF SUCCESS STORY

Lead
- The lead is the beginning, the most important structural element of a story
- It is ideally 20-25 words in length
- must be accurate, short and crisp
- should reflect the mood of the story

Body
- Mere description of the fact with figures and photographs
- Generally consist not less than 2/3\textsuperscript{rd} of the success story
- must be descriptive, elaborate and informative
- should reflect the reality with data, figures and photographs

Conclusion
- Last part of the story
- Describe outcomes in terms of both value or meaning
- Must reflect the relevancy of the story in other’s situation
- Should motivate for implications with necessary suggestions

Success story formatting features:
- Times New Roman, 12 point
- Single space within paragraphs, double space between paragraphs
- Left justify headers and text
- Bold headers
- 1.5-inch margins
- Short paragraphs and active tense
- Names, not like “this agent”
- Avoid bullets, special fonts or features since they may not transfer to the
Executive Summary of National Mission on Agricultural Extension and Technology (NMAET)

Guidelines for the Centrally Sponsored Scheme "National Mission on Agricultural Extension and Technology (NMAET)" to be implemented during the XII Plan.

1. GENESIS:

1.1. Agricultural Technology, including the adoption/promotion of critical inputs, and improved agronomic practices were being disseminated under 17 different schemes of the Department of Agriculture & Cooperation during the 11th Plan. The Modified Extension Reforms Scheme was introduced in 2010 with the objective of strengthening the extension machinery and utilizing it for synergizing the interventions under these schemes under the umbrella of Agriculture Technology Management Agency (ATMA). NMAET has been envisaged as the next step towards this objective through the amalgamation of these schemes. National Mission on Agricultural Extension and Technology (NMAET) consists of 4 Sub Missions:

(i) Sub Mission on Agricultural Extension (SMAE)

(ii) Sub-Mission on Seed and Planting Material (SMSP)

(iii) Sub Mission on Agricultural Mechanization (SMAM)

(iv) Sub Mission on Plant Protection and Plant Quarantine (SMPP)

1.2. While four separate Sub-Missions are included in NMAET for administrative convenience, on the ground these are inextricably linked to each other. The common threads running across all 4 Sub Missions are Extension & Technology. Seeds, pesticides and machinery are three important agricultural inputs whose technological and economic significance needs to be disseminated to all the farmers through efficacious extension machinery. However, besides the core component of ensuring easy availability of these key inputs (i.e. Seeds, Pesticides and Machinery) at reasonable prices, there will be a subject specific capacity building element built in the latter three Sub-Missions as well. Agricultural extension and technology have to go hand in hand and that is the genesis of the National Mission on Agricultural Extension and Technology.

2. The aim of the Mission is to restructure & strengthen agricultural extension to enable delivery of appropriate technology and improved agronomic practices to the farmers. This is envisaged to be achieved by a judicious mix of extensive physical outreach & interactive methods of information dissemination, use of ICT, popularisation of modern and appropriate technologies, capacity building and institution strengthening to promote mechanisation, availability of quality seeds, plant protection etc. and encourage the aggregation of farmers into Interest Groups (FIGs) to form Farmer Producer Organizations (FPOs).
2.1 **SMAE:** Sub-Mission on Agricultural Extension will focus on awareness creation and enhanced use of appropriate technologies in agriculture & allied sectors. Gains made in the past will be consolidated and strengthened through increased penetration of extension functionaries. Personnel trained under Agri-Clinics and Agri-Business Centres Scheme (ACABC) and Diploma in Agriculture Extension Services for Input Dealers (DAESI) will also provide extension services to the farmers. Use of interactive and innovative methods of information dissemination like pico projectors, low cost films, handheld devices, mobile based services, Kisan Call Centres (KCCs) etc. will be used and convergence brought among extension efforts under different programmes and schemes at village level through the institution of ATMA (Agriculture Technology Management Agency) and Block Technology Teams (BTTs).

2.2 **SMSP:** Adoption of quality seeds is the most cost effective means for increasing agricultural production and productivity. The interventions included in the Sub-Mission will cover the entire gamut of seed chain from nucleus seed to supply to farmers for sowing and also to the major stakeholders in the seed chain and also provide for support for infrastructure to create an enabling environment for development of the Sector. SMSP also envisages strengthening of Protection of Plant Varieties and Farmers’ Rights Authority (PPV&FRA) in order to put in place an effective system for protection of plant varieties, rights of farmers and plant breeders and to encourage development of new varieties of plants.

2.3 **SMAM:** There is a strong co-relation between farm power availability and agricultural productivity. Therefore, Sub-Mission on Agricultural Mechanization will focus on farm mechanization. The Sub-Mission will mainly cater to the needs of the small and marginal farmers through institutional arrangements such as custom hiring, mechanization of selected villages, subsidy for procurement of machines & equipments, etc.

2.4 **SMPP:** Sub-Mission on Plant Protection included in NMAET envisages increase in agricultural production by keeping the crop disease free using scientific and environment friendly techniques through promotion of Integrated Pest Management. Strengthening and Modernization of Pest Management Approach aims at this vital aspect of Plant Protection and also covers regulatory requirements of pesticides. The component on Strengthening & Modernization of Plant Quarantine facilities in India is regulatory in nature with the aim of preventing introduction and spread of exotic pests that are harmful to crops by regulating/restricting import of plant/plant products. Monitoring pesticide residues in food commodities and environmental samples is also included in this Sub-Mission. The component on National Institute of Plant Health Management (NIPHM) will promote environmentally sustainable Plant Health Management practices in diverse and changing agro-climatic conditions, pesticide management, and Bio through capacity building programmes.
Farmers’ skill trainings and field extension as contained in all 4 Sub Missions of NMAET (Viz. SMSP, SMAE, SMAM and SMPP) will be converged with similar farmer-related activities going on through ATMA. Five-tiered modes of extension carried out in broadcast or interactive electronic modes will also cut across extension activities in all the four Sub Missions. Mutually synergetic linkages will be established among various activities instead of unilaterally mandating that all such farmer-centric activities will be carried out through ATMA.

3. LINKAGES BETWEEN DIFFERENT SUB-MISSIONS:

3.1 Farmers’ skill trainings and field extension as contained in all 4 Sub Missions of NMAET (Viz. SMSP, SAE, SMAM and SMPP) will be converged with similar farmer-related activities going on through ATMA. Five-tiered modes of extension carried out in broadcast or interactive electronic modes will also cut across extension activities in all the four Sub Missions. Mutually synergetic linkages will be established among various activities instead of unilaterally mandating that all such farmer-centric activities will be carried out through ATMA.

3.2 Process Flow for Action Plans encompassing capacity building programmes included in all the four Sub-Missions: Strategic Research and Extension Plan (SREP) is a comprehensive document prepared at the district level identifying research/extension priorities for district, keeping in mind agro-ecological conditions and existing gaps in technology generation and dissemination in all agriculture and allied sector areas/activities including in the area of Seeds, Mechanization, Plant Protection. The gaps in all farmer centric trainings and field extension in respect of other Sub-Missions of NMAET would also be included in the SREP. SREPs will be prepared in coordination with the line departments, Krishi Vigyan Kendras (KVKs), Panchayati Raj Institutions (PRIs), Private Sector, farmers and other stake-holders at the district level.

**Illustrative list of Farmer Centric Trainings and Field Extension**

<table>
<thead>
<tr>
<th>SMSP</th>
<th>SMAE</th>
<th>SMAM</th>
<th>SMPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seed Village Programme</td>
<td>Farm Schools, Demo Plots, Trainings, Exposure Visits</td>
<td>Capacity Building by Institutions identified by the State Government</td>
<td>Pest Monitoring (including Pest Scouts), FFSs, IPM Training to Farmers</td>
</tr>
</tbody>
</table>

Similar training & field extension related components in other programmes of DAC and State Governments will also be implemented through ATMA.
Funds earmarked for such activities under different Sub-Missions of NMAET, Missions & Schemes / Programmes will be utilized through ATMA. Similarly, ATMA funds also will be suitably used to cover training & field extension objectives / activities of other Sub-Missions, Missions and Schemes / Programmes. Manpower under ATMA will be effectively utilized for extension related activities under various Sub-Missions. Some other field activities (e.g. Pest Scouts) can also be performed by extension under workers under ATMA. State Extension Work Plan (SEWP) will contain proposals on farmer centric activities cutting across all Sub-Missions. Such convergence arrived at through SREP / SEWP will avoid duplication and ensure wider coverage in terms outreach to farmers and gamut of activities. Such convergence at the grassroots level will also provide correct focus on nature of activities to be covered under different extension activities. Five Tiered Modes of Awareness Campaign (TV, Newspapers, Booklets, KCC, Internet, SMS) will also be used for disseminating information or providing services under all schemes and programmes pertaining to agriculture and allied sectors (including various SubMissions of NMAET.

Technical, legal, administrative & regulatory functions and other components (not related to farmer centric extension) will continue to be discharged independently under the respective Sub-Missions. Detailed guidelines of each of the four Sub-Missions are included in subsequent chapters.

### 4. Structure of the mission

The respective Sub-Missions may also higher level monitoring and supervisory bodies.

The respective Sub-Missions may also higher level monitoring and supervisory bodies.
4.1 A National Level Steering Committee of the Mission chaired by Secretary (Agriculture).

4.1.1 For the effective implementation of the National Mission on Agricultural Extension & Technology (NMAET), a Steering Committee would be constituted and notified. The members of the Committee would:

<table>
<thead>
<tr>
<th>Secretary (A&amp;C), DAC</th>
<th>Chairperson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addl. Secretary (Extn.), DAC</td>
<td>Vice Chairperson</td>
</tr>
<tr>
<td>Additional Secretary (Seeds), DAC</td>
<td>Member</td>
</tr>
<tr>
<td>Additional Secretary (M&amp;T), DAC</td>
<td>Member</td>
</tr>
<tr>
<td>Additional Secretary (PP), DAC</td>
<td>Member</td>
</tr>
<tr>
<td>AS&amp;FA, DAC</td>
<td>Member</td>
</tr>
<tr>
<td>Advisor, Planning Commission</td>
<td>Member</td>
</tr>
<tr>
<td>Joint Secretary (Extn.), DAC</td>
<td>Member</td>
</tr>
<tr>
<td>Joint Secretary (Seeds), DAC</td>
<td>Member</td>
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<tr>
<td>Joint Secretary (M&amp;T), DAC</td>
<td>Member</td>
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<tr>
<td>Joint Secretary (PP), DAC</td>
<td>Member</td>
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<tr>
<td>DDG (Extn.), ICAR</td>
<td>Member</td>
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<td>DDG (Crops), ICAR</td>
<td>Member</td>
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<tr>
<td>DDG (M&amp;T), ICAR</td>
<td>Member</td>
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<tr>
<td>DDG (PP), ICAR</td>
<td>Member</td>
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<tr>
<td>Director (Extension)</td>
<td>Member Secretary</td>
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</tbody>
</table>

4.1.2 Terms of Reference:

- The Committee will be policy making body giving overall directions and guidance to the Mission.
- The Committee will act as an Empowered Committee and will decide inter-component changes among Sub-Missions.
- Review the performance of NMAET at least once a year.
- Chairperson will have the power to co-opt, invite other official members.

1.2. The Joint Secretary (Extension) would be the Mission Director for NMAET to ensure that it is implemented effectively and expeditiously and convergence among all Sub-Missions is achieved. The Mission Director, NMAET will coordinate with all the Sub-Mission Heads (respective Joint Secretaries) to look after all inter Sub-Mission issues including compilation
of reports, convergence at farmer level through SREP & SEWP etc., replies to integrated issues / matters / questions on NMAET.

4.3 Overall in-charge of each of the Sub-Mission will be the Joint Secretary concerned of the respective Sub-Mission. However, convergence of farmer centric extension related activities will be overseen by the Extension Division through the instrumentality of SEWP. Mission Director, NMAET also will help in bringing about synergies among various Sub Missions.

4.4 Executive Committee on different Sub-Missions will be headed by the respective Joint Secretaries to oversee the activities of the Sub Mission and to approve the State Work Plans.

4.5 An expanded IDWG headed by the APC or Principal secretary (Agriculture) at State level (after including all Sub-Missions related officers) and ATMA Governing Board at District level will monitor and will be accountable for the effective implementation of the Mission. There will be an Implementation Committee under the chairmanship of the Commissioner / Director (Agriculture) and consist of officials and non-officials pertaining to various Sub Missions.

4.6 Guidelines of each of the Sub-Mission will also enumerate the Coordination Committees and other Committees for effective implementation of the programmes at State Level.
Electronic Monitoring System

Source: http://extensionreforms.dacnet.nic.in/

This is a Web enabled online monitoring system for Monthly Progress Report (MPR) under ATMA Programme. All the components of SSEPR scheme would be monitored for Physical and Financial progress. The states have to login by choosing their State and Password for State level and for District level State and District and District password. For SAMETI, State and district as SAMETI for which targets and Performance are to be entered. State level can enter Targets and performance for all their districts by entering the State level password and choosing the district.

Introduction:
National Information Center (NIC has developed a website on Extension Reform (ATMA Scheme) Activity Monitoring System under the guidance of Ministry of Agriculture, Govt. of India. The system has now been uploaded on DAC’s website. It would help Ministry of Agriculture to monitor the progress of implementation on the scheme activities at different levels, viz, Block, District, State and National.

DACNET is a Central Sector Scheme worth Rs.18.00 crores has been signed by DDG, NIC and Joint Secretary, DAC for strengthening informatics to bring E-governance in 40 directorates/. Attached/subordinates office of Dept. of Agriculture & Cooperation.

It’s an e-governance project of DAC executed by NIC to facilitate Agriculture-on-line as a principle “a powerful e-Governance infrastructure is the foundation of success, which enables the decision makers to make quick decisions reducing the cost and increasing the productivity”

About DACNET:

DACNET is designed to address the following issues:

1. Quantitative enhancement in work culture by introducing better transparency and work flow application.
2. Easy access to publishable information with minimum administrative intervention, with proper query and request features.
3. Faster and reliable information dissemination and exchange across the organizations.
4. Greater integration and use of data from variety of data sources.
5. Optimal utilization of available resources including office stationary and thereby helping to convert towards paperless office.

Govt. of India approach towards EMS

The DACNET is helping in the following aspects:
• Preparation of Monthly/Quarterly Reports, Budget Estimates and Revised Budget Estimates and Revised Estimates, Statements and official documents using MS Word and MS Excel
• Use of email and Messaging Services for faster, reliable, better communication and accessibility and dissemination of reports/information in the office, with Ministry and other Directorates/ Field Units.
• Paperless Office Work, Expenditure on Stationary will be reduced.
• Officers are encouraged to use computer in a position to build up data in computer

Different activities under extension reforms:

• Demonstration
• Training : District Level & Village Level
• Exposure Visit: Inter- State Exposure & Inter-District Exposure
• Field days/ Kisan Ghosthi
• Kisan Mela/ Fruits/ Vegetable Shows
• Farmers –Scientist Interaction (in Each Season)
• Printing of Leaflets/ Booklets
• Formation of FIG
• Seed Money
• IT Network (Compact Disk of Different Activities)

Parameters need to be considered under each activities:

• Cafeteria of Activities & its Sub Activities
• Implementation Agency
• Start date / End date
• Sector/ Sub Sector
• Nos. of Beneficiaries: SC/ST/ General/ OBC/ Handicapped.
• Total Approved Cost for the Activates (As approved by GOI)
  ➢ Govt. of Contribution
  ➢ Beneficiary Contribution
  ➢ Others Contribution (if Any)
  ➢ Physical Target
  ➢ Physical Achievement.
• Total Amount Utilized (From the Above)
  ➢ Govt. Contribution Utilized
  ➢ Beneficiary Contribution Utilized
  ➢ Other Contribution Utilized
Facilities available under EMS

- Change Password
- Edit Entered Data
- Query/ Feedback can be directly forwarded to EMS Administrator (rajeswari@nic.in/sagni@nic.in)
- Display Enter Data in Pre-defined Format.
- Year wise / Quarter wise Physical / Financial Progress for institutional improvement.

Steps for using EMS on-line:

The website provides all kinds for detailed information regarding ATMA Guidelines, ITD components, Convergence with NMAET, Selection of beneficiaries and Reports.

Website: www.extensionreforms.dacnet.nic.in

Step 1: Open homepage by clicking on the link above
Step 2: Select State/District/non-ATMA as per your objective
Step 3: Enter your login details in the right site of the homepage
Step 4: Select Manpower Entries/Achievement Entry/Target Entry/ Report, etc
  - The prescribed format is available for all entries
  - Enter details carefully
  - In case of wrong entry, editing can be done by resetting the data
  - For achievement entry, forms are available for each component like, Training of Farmers, Demonstrations, Farmer Friend, Farm School, etc.

Step 4: After entries of all details, click on the Submit button.

Monthly Progress Report:

Step 1: Open homepage by clicking on the link above
Step 2: Select State/District/non-ATMA as per your objective
Step 3: Enter your login details in the right site of the homepage
Step 4: Select Reports
Step 5: From options of MPR Report, Manpower Reports, and Target Reports.
Step 6: Select MPR Report
Step 7: Enter the financial year and Click on the “Get Report” button to get the detailed report.

Forget password: In case you forget your password, click on the “FORGET PASSWORD” button on the right hand side of the homepage.