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Democratic Nature of the Modes of Learning by the Farmers Community in India: An Analytical Study

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Abstract – India celebrates cultural, regional, religious, lingual diversities which demand for the tolerance and respect among the citizens. Most of the population is from farmer's community, being an agriculture-based country. Through the outreach and extension programmes, adult education has always fulfilled and met the needs and demands of the farmers by making provisions for their learning; like organizing fair/ mela, awareness campaign, short training programmes, panel discussion of experts with a farmer representing the community, giving opportunities to the farmers and the students studying agriculture (as a subject) to share their theoretical knowledge and the practical knowledge. For addressing the issues related to agriculture, farmers are approached through newspaper, radio, television, mobile, internet, magazines, Chaupals (gathering of people at village centre sharing experiences), workshops and training programmes, etc.

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INTRODUCTION

Being a democratic country, citizens are supposed to understand and live-up the fundamental values stated in the constitution. And, so the learning process of the farmers should engage them to share their valuable experiences. Democratic education infuses the participatory, democratic and empowering learning process providing ample opportunities to farmers to be active co-creators of their own learning. Democratic education is both a means and an end in itself nurturing self-determined and caring farmers who enjoy learning for the sake of it. Learning in an engaging and participatory environment builds a more equitable and socially just society. The value of the democratic education learning environment, include key elements such as collaborative projects, age mixing, learning through active experiences, and the importance of a caring community.

In ancient India, The history of education is considered from 2000 BC to 1200 AD.The history of the tradition of adult education is quite long, but in the modern context, the emergence and development of adult education is credited with the Christian missionaries, who came with Britishers. Christian missionaries received the right with the approval of Charter Act 1813.From here itself, to provide adult education various efforts were made like press and sanchar madhyam, Night schools, library, Adult education in Jail along with creative works / activities, etc. In India mostly the population resided in villages and agriculture has been the important and integral part of rural life, which continues till date. On this basis, to promote agricultural research, the Indian Agricultural Research Institute was established in 1908 in Pusa, Bihar. This marked the beginning of agricultural extension education in india. Whereas in the world scenario origination of extension education is considered in Britain. For the first in 1873 cambridge university used the world Extension education for disseminating agriculture related information to the farmers.

Timeline of Extension Education at National Level

S. No.	Name of the Plan	Proponent	Year	Place
1	Sri Niketan Prayog	Rabindra Nath Tagore	1911	West Bengal
2	Gurgaon Project	F L Brayani	1920	Haryana
3	Sevagram Project	Mahatma Gandhi	1920	Wardha
4	Marthandam Project	Dr. Spencer Hatch	1928	Marthandam
5	Sir Daniel Hamilton Scheme (Rural Reconstruction)	Hamils	1935	Sundarban
6	More Production of Crops	----	1947	----
7	Etawa Project	Albert Mayor	1948	Etawa
8	Neelokhari Experiment	S. K. Dey	1948	----

Classification of Extension Education

Evolution of Extension Education Could be classified in four parts-

Objectives are the expression of ends toward which our efforts are directed. The fundamental objective of extension is to develop the rural people economically, socially and culturally by means of education. More specifically the objectives of extension are-

i. To assist people to discover and analyze their problems and identify the felt needs

ii. To develop leadership among people and help them in organizing groups to solve their problems.

iii. To disseminate research information economic and practical importance in a way people would be able to understand and use.

iv. To assist people in mobilizing and utilizing the resources which they have and which they need from outside

v. To collect and transmit feedback information for solving management problems (Ray, 2011)

REVIEWS

The Democratic nature is reflected by the objectives of the Extension Education. So to understand and assess the reflection of Democratic Nature in the framework of the researches done: a brief Literature review was done. Research Articles were related broadly with the topic viz. attitude, decision making, skills & communication of farmers; Extension Functionaries/Professional; Frontline Demonstration Technologies; training Transfer; Social Media and MGNREGA.

Table No 01 (To Highlight the content of the research article reflecting Democratic Nature of the Work Done)

S. No.	Title	Author/s	Year	Methodology	Findings
1	Perceiving The Behavioral Change of Farmers Through Modern Information Communication Technology (ICT) Tools	K. Pradhan, Subhrajyoti Panda and C. Vara Prasad	2018	The data were collected with the help of the structured interview schedule constructed for the study through personal interview method. Purposive as well as multistage sampling and random sampling procedures were followed in selecting the respondents. An exhaustive list of ICT tool users for agricultural extension services was prepared with the help of the local people, local administrators etc.	The use of computer and smartphone has a greater impact on the psyche of the farmers to establish a greater change in their behavioral complex comprising of knowledge, skill and attitude.
2	Assessment of e-Readiness of Extension Functionaries of Southern States of India in Agricultural Technology Dissemination	K. Bhagya Lakshmi, K.S. Purnima and B. Jamuna Rani	2018	The data was collected from development officers using structured Interview schedules, questionnaires and check lists. Ex-post facto and exploratory research design and pre-tested interview schedule was used to collect data from the respondents. Selected characteristics of the respondents' viz. age, gender, education, work experience, training on ICT, job satisfaction, innovativeness, Cosmo politeness, use of information sources and higher aspiration were considered as independent variables of the study. E-Readiness was measured based on four parameters such as Awareness, Knowledge, Perception and Accessibility of ICTs in Agricultural technology dissemination.	while implementing e- extension programmes the profile of the officers is crucial and need to be considered. the majority of extension officers were aware of most of the ICT tools except for multimedia tools. majority of officers had low to medium knowledge with regard to ICT utilization while majority had favorable perception.
3	Role Performance of Agricultural Extension Personnel in the Revitalized Extension System in Assam	D. Bortamuly and P.K. Das	2018	A purposive sampling technique districts were purposively selected The primary data in the present study were collected directly from the respondents with the help of the structured schedule through personal interview method.	The extension personnel with longer service experience, higher training exposures, higher role awareness, higher role perception, highly favorable attitude towards ATMA, higher achievement motivation, more favorable motivational climate and higher job satisfaction were likely to influence the level of role performance to great extent.
4	Direct and Indirect Effects of Variables on the Performance of Role as Perceived by the Agricultural Extension Personnel under Extension Reform in Assam	D. Bortamulyand P.K. Das	2018	The primary data in the present study were collected directly from the respondents through personal interview method.	The extension personnel with longer service experience, higher role awareness, higher role perception and job anxiety were likely to influence the level of role performance to great extent. Suitable management strategies may be adopted in case these attributes found at lower level to modify their behaviour for increased level of performance of their roles.
5	Adoption and Discontinuation of Innovative Agricultural Technology by the Farmers of NICRA Village in Cooch Behar District	Ganesh Das and F. H. Rahman	2018	A pre-tested Semi structure interview schedule was used for collection of data. Explorative research design was used at the time of investigation. Random sampling method was used for selection of respondents.	positive and significant association between the religion and the adoption of Innovative agricultural technology and negative and significant association between the land type and the adoption of Innovative agricultural technology and there was a positive and significant association between the religion and discontinuation of Innovative agricultural technology and negative and significant association between the caste, land type and discontinuation of Innovative agricultural technology.
6	Communication Behaviour of Farmers Registered Under m4agriNEI	Achin Kharmudai, Loukham Devarani, D.K. Pandey, Ram Singh and R.J. Singh	2018	Farmers were interviewed and final list of all the probable channels of communication of the farmers was prepared after thorough review of literature and pilot survey. Extent of use of each communication source was measured on a 3-point (1-3) rating scale and accordingly the score of the information seeking, information processing and information disseminating channels was calculated.	Localite channels are more utilized and probably more preferred by the farmers. So, the challenge for m4agriNEI is how to properly utilize and streamline the localite channels for effective information processing and dissemination of the information received through various channels. Formation of farmers' groups in village cluster for discussion of problems and advisory services received and sharing of experiences through collaborative learning can be encouraged so to improve effectiveness of information processing and dissemination.
7	Impact of Frontline Demonstration Technologies on Sesame Crop Yield in Bhind District (M.P.)	Raj Singh Kushahwah, Rupendra Kumar, U.C. Sharma, N.S. Bhadauria, N.K. Kushwaha and Chandan Kumar	2018	The 64 frontline demonstrations have been conducted in 64 different farmer's locations at farmer's field demonstrations have been conducted in kharif season during 2010 to 2014 in rained to semi-irrigated condition on light to medium soil under Mustard/ Wheat sesame cropping system.	The productivity enhancement under frontline demonstration created awareness and motivated the farmers to adopt improved package of practices frontline demonstrations were the most successive tools for transfer of technology for productivity enhancement of sesame.

8	Extent of Utilization of Social Media by Extension Functionaries in Southern India	K. Bhagya Lakshmi and K. Madhu Babu	2018	Respondents comprise of extension officials working in agriculture and allied sectors were selected randomly and the data was collected by using structured questionnaire.	majority of the extension functionaries utilizing social media platforms like gmail, followed Whatsapp , face book and you tube. Social media provides tools to extension professionals for sharing agricultural information if utilized appropriately.
9	Workplace Factors Affecting Training Transfer – A Meta Evaluation	B.L. Dhaka, L. Vatta and K. Chayal	2018	The study is quantitative in nature and employs data analysis to summaries of individual studies. Four basic criteria were applied to select targeted studies training transfer, measurement of transfer, studies need to have variables to measure and studies must contain statistical data.	Social support, mentorship, relapse prevention, time lag, opportunity to perform are the major factors affect training transfer within workplace environment. Organizations can use this information to determine what particular factors to use to increase the chances of long-term transfer within workplace.
10	Attitude of Extension Professionals Toward Objectives of Extension Education at Bhagalpur District of Bihar	Akanchha Singh and Basavaprabhu Jirli	2018	Extension professionals working in research and teaching institution, KVK and state departments were the respondents. In order to measure attitude of respondents a comprehensive interview schedule was constructed based on the interaction with the experts.	Most of the extension professionals were having favorable attitude about the objectives of extension education. that communication behavior directly affects the attitude of extension professional regarding the objectives of extension education hence in order to make extension professionals attitude more affirmative, regular exposure with the formal, informal and mass-media source is indeed needed.
11	Role of Extension Services on Livestock Investment Decisions by Smallholder Farmers in Mbulu and Bariadi Districts, Tanzania	Mayala, Nyanjige Mbembela, Msuya, Elibariki Emmanuel and Katundu, Mangasini Atanasi	2018	But of great importance is the contribution of extension services on influencing smallholder farmers' livestock investment decisions. A cross-sectional research design was used for gathering information whereby an administered questionnaire was applied in collecting data. The sample frame involved small-holder farmers who have been keeping livestock for the past five years. Respondents were randomly selected.	The more access and participation in extension service packages by the smallholder farmers, the higher the contribution of the extension services in livestock management practices and vice-versa.
12	Job Satisfaction of Women Workers toward MGNREGA	Annu Devi Gora, Radhika Tanwar and Sonika Sharma	2018	Villages were selected on the basis of total active women workers. From every selected village, a list of all workers registered in the master roll in MNREGA during last 2 years i.e. 2013-14 and 2014-15 was obtained from the Surpanch. From this list, 30 women workers benefitted through MGNREGA were selected randomly	Majority of the women workers (84.17%) were from satisfied with MGNREGA.
13	Extent of Use of ICT Tools by Hill Farmers and Associated Social Factors	Manik Lal Roy, Nirmal Chandra, Anirban Mukherjee, Renu Jethi and Kushagra Joshi	2018	Among farm families of the cluster, farmers were randomly selected for the purpose of the study. Data was collected by a pre-tested structured interview schedule through personal interview method.	By training and creating awareness about effective use of ICT for agricultural information, the blended mode of ICT can be utilized. With this, not only the farmers get learn about the ICT tools but also they become well aware about knowhow of this technology and in future they can better utilize these tools in their field situations as per the needs and demands.

From the literature review, we had a better understanding of how the democratic learning is being carried out. First and foremost the local people and local administrators are fully involved in deciding the theme /topic of training and learning programmes. After understanding the problems and issues to be dealt with; the selection of respondents is mostly purposive but also randomly done giving opportunity of equal participation. While selection of respondents and trainer, due importance is given to their profile. The instructional material/ package are prepared keeping in mind the actual agricultural issues of a particular region. Communication between trainer and learner is of democratic nature; both behave as co-creators and co-researchers of the teaching-learning being taking place. Through frontline demonstrations, both gets ample opportunities to share and exchange their learning and experiences. As a feedback healthy discussions take place.

RATIONALE OF STUDY

The soul of our country resides in the villages of India and the means of livelihood of most of the citizens is agriculture. For assisting in resolving the agricultural issues of the farmers and sharing and learning from the experiences of the farmers demands that the nature of learning programmes should be democratic. So, this observation inspires to analyse the extent of democratic nature of the learning programmes designed for the farmers community.

PROBLEM STATEMENT

"Democratic Nature of the Modes of Learning by the Farmers Community in India: An Analytical Study"

RESEARCH QUESTIONS

To what extent, the nature of learning programmes is democratic.

OBJECTIVES

To explore the various modes of learning related to agricultural issues and To focus on analysing to what extent, does the farmer's learning process is of democratic nature.

SCOPE

Delimitations of the study: In the study area, all the farmers present during the period of data collection and willing to participate were interacted as co-researcher.

Limitations of the study: Only the farmers and their trainers involved in the study and place of data collection is restricted to only selected blocks (Rehli & Banda) of Sagar district, M.P., India

METHODOLOGY

On the basis of identified characteristics conforming to democratic nature, Survey research design was used to assess the extent of democratic nature of the trainings and programmes designed and implemented to keep the farmers abreast of the latest information. Respondents were selected using purposive sampling. The farmers (50) and Trainers (06) were interacted using a structured interview schedule and observation. The structure and the nature of the programmes being telecast, broadcast, printed information, help-lines and organised workshops/ trainings would be analysed with reference to the views expressed by the respondents.

OBSERVATION AND RESULTS

Table No. 2

कृषकों और प्रशिक्षणकर्ताओं से एकत्रित किये गये प्राथमिक आकडों की तालिका

क्र. सं.	प्रश्न	कृषक (%में)	प्रशिक्षणकर्ता (%में)
01	निर्णय निर्धारण की प्रक्रिया में आपकी नियमित सहभागिता है।	90	100
02	उन्हे क्या सीखना है, कित्ना सीखना है और कैसे सीखना है इसका निर्धारण वह स्वयं करते है।	90	50
03	वह अधिगमकर्ता को सृजनात्मक रूप से सीखने के लिए सम्मिलित कर पाते है।	50	50
04	नीति संबंधी चर्चा में शामिल होना।	100	90
05	शैक्षिक एवं सृजनात्मक वातावरण प्रदान करना।	50	50
06	स्वनिर्देशित अधिगम।	100	100
07	अधिगमकर्ता की आवश्यकतानुसार सीखने का वातावरण प्रदान करना।	90	50
08	क्रिया आधारित अधिगम।	100	90
09	सशक्त होने और प्रगति में मददगार।	100	100
10	सम्पूर्ण कार्यक्रम पर उनके व्यक्तिगत मत रखना।	50	50
11	किस तरह के मूल्यों का विकास होता है- निर्भीक, रोसेमन्द, स्वनिर्णयाक	निर्भीक, भरोसेमन्द और स्वनिर्णयाक	न्यायोचित और सहयोगी

DISCUSSION AND CONCLUSION

By organizing and analyzing the views and opinions expressed by the Farmers and the trainers, we find that the characteristics of democratic learning were mostly reflected in the way the plan is prepared, implemented and executed. Both farmer and trainer are being empowered and are progressing by acquiring the right set of skills.

Table No. 03: Showing the extent of presence of particular characteristic of democratic nature

S. No.	Identifiers of Democratic Nature	Extent of Presence of particular characteristic (in %)
1	Regular Involvement in Decision making process	95
2	Active Creations of Learning	70
3	Creativity to Engage Learners	50
4	Reflecting & Contributing in policies Discussions	95
5	Self-Directed Learning	100
6	Need Based Learning	70
7	Activity Based Learning	55
8	Empowering & Progressive	100
9	Inculcation of Values	50
10	Freedom to Express views & opinions	95

Above table shows and prove that healthy practices of democratic learning are being carried out. This proves the democratic nature of the teaching-learning Programmes in our survey like in the various researches already done. The only shortcoming is the policies which hold lot of merits and is capable of transforming farmer's life, but the execution lags were found.

These findings would assist in creating a better democratic learning environment enhancing, engaging farmers with the world around them, and become positive and contributing members of society. Democratic education carries the potential for a broader societal impact.

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