

Integration of Agricultural Research Education and Propaganda

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India is primarily a country of farmers, and the increasing of her agricultural production forms a keystone in the arch of India's plan for progress and prosperity. The increase in production can be secured only by harnessing modern science to aid and develop agricultural technique. But science before it could go to the help of the farmer has to set its own house in order in other words the effective functioning of its various branches such as research, education and propaganda is of vital importance to agriculture which plays such an important role in the economy of the country. Let us now try to examine this question in greater detail.

Nobody disputes the fact that Research, Education and Propaganda are kindred subjects closely linked to one another and cannot be isolated without detriment to the growth of each one of them. But how far the sphere of one should be allowed to get merged with that of the other is a matter on which opinions are likely to differ. The problem therefore is to devise a method of management which will ensure that best possible results are produced in each of these three spheres and are used to advantage in the other two. Here it becomes necessary to review the function of each one of these branches and the requisites for the satisfactory discharge of such functions.

To put it briefly research aims at new knowledge, whereas education and propaganda sections are concerned mostly with the dissemination of knowledge which is already available. Here again the knowledge that is imparted under education is much more complex and exhaustive than under propaganda and hence differs from it both in kind and degree. The object of propaganda is to present to the public facts which are of practical application in daily life; whereas under education it becomes necessary to impart relevant knowledge irrespective of the possibility of their immediate practical application. With all these differences, however, all the three aspects operate in an endless cycle with problems from the public coming to the research section for solution the research section grappling with the same and passing on the result for dissemination under education to students and under propaganda to the public, and fresh problems coming for solution and so on.

If however, it is attempted to combine the role of a research worker a lecturer and propagandist in one person the result can be any thing but gratifying. Such a person will not be able to achieve anything worthwhile in any of these fields, as the singleness of purpose which is the *sine qua non* for producing good results will be woefully wanting. The knowledge of such a person is likely to be superficial as he is not free to pursue one subject and get at the root of the problems, connected with it. Such superficial knowledge besides bringing no contributions to science cannot afford any satisfaction to the person concerned either.

I feel that of all the three items under review research especially is a jealous mistress, and demands undivided attention from her votaries, before yielding up any of her secrets. We will be only hampering the research work if we burden the research worker with teaching or propaganda which are full time jobs by themselves. It is also relevant to note here that the qualities expected of a research worker are not the same as those necessary to make a good teacher or propagandist. Rarely does one find a combination of all these qualities in one person. So it is essential to separate these functions, appoint suitable persons exclusively to handle each one of them separately so that they are not only able to do justice to the subjects but also develop their talents in the process.

This is not to deny or under estimate the necessity for co-ordinating the work in these three units. This co-ordination can be secured by the constitution of a liaison body consisting of representatives drawn from the three wings which could meet periodically exchange views and get the doubts if any resolved. The Head of the Institute or his deputy could head such a body. So it is suggested that in the first place steps should be taken to ensure selection of proper personnel to man the three sections. For example high academic qualifications and aptitude for research are required of a research worker, whereas teaching and propaganda warrant possession of different qualities. It is said that a good teacher is one who could make familiar things appear new and new things familiar. This in other words means that he must possess forceful and some times even novel methods of expression. Besides, this he should be sociable and have the ability to anticipate the students difficulties and the courtesy to help them. Of course the qualities set for the above are needed in addition to the basic academic qualifications. But persons not possessing the above qualities whatever be their scholastic attainments are likely to prove

misfits as teachers. But the role of the propagandist calls for display of still different qualities. His position is analogous to that of a salesman the only difference is that in the market place the salesman sells goods here the propagandist sells 'ideas'. In both cases however they must inspire confidence in the customers. The propagandist should besides possessing thorough knowledge of his 'ware' should not be lacking in self confidence.

The difficulty inherent in selecting suitable persons for the various jobs can be mitigated if it is properly timed. An overwhelming majority of the persons employed in these three branches are picked from the students passing out of college. They study in the college for a pretty long period spread over three years and during this period it will be easy to test them and assess their worth and aptitudes. The various qualities required of a research worker a teacher and propagandist have been discussed above. The students should be selected and grouped in the three classes above. The students should be selected and grouped in the three classes with reference to their suitability for each class of service. Number of vacancies available in each branch should also be taken into consideration in determining the strength of each group. Consistent with the above the students own wish can be accommodated as far as possible. The selection work which is to be done at the commencement of the final year can be entrusted to a high powered body consisting of the principal sectional heads and a representative of Government from outside the college. It is suggested that during the final six months or one year of the course specialised training is imported to the persons selected in their respective branches. This will have the effect of creating a bias in their mind in favour of the subjects they are to tackle later.

As at present, the students selected for B. Sc. Ag. course are to undergo a preprofessional course for one year at various centres. I am of the opinion that this could with advantage be merged with the college course which in consequence will get extended to four years. This will more than make good for shortening of the general course due to imparting of specialised training during the last six months or one year.

The implementation of these suggestions presupposes concerted action on the part of college authorities University and Government and it is hoped that these proposals will receive the attention they deserve at their hands.