

SRM VALLIAMMAI ENGINEERING COLLEGE
(An Autonomous Institution)

SRM Nagar-Kattankulathur –603203

DEPARTMENT OF AGRICULTURE ENGINEERING

QUESTION BANK



VIII SEMESTER

1902804 AGRICULTURAL EXTENSION

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UNIT-I: COMMUNICATION AND PROGRAMME PLANNING

Communication – meaning – definition – models – elements and their characteristics – types and barriers in communication. Programme planning – meaning, definition, principles, steps in programme development process, monitoring and evaluation of extension programmes.

Q.NO	QUESTIONS PART-A	BT LEVEL	COMPETENCE
1.	Define communication.	BT-1	Remembering
2.	What is meant by encoding in communication?	BT-1	Remembering
3.	List any two types of communication.	BT-1	Remembering
4.	What is feedback?	BT-1	Remembering
5.	Define programme planning.	BT-1	Remembering
6.	State any two principles of programme planning.	BT-1	Remembering
7.	What is evaluation in extension?	BT-1	Remembering
8.	Mention any two models of communication.	BT-1	Remembering
9.	Give two examples of barriers to communication.	BT-1	Remembering
10.	What is monitoring?	BT-1	Remembering
11.	Explain the need for communication in extension.	BT-2	Understanding
12.	Distinguish between verbal and non-verbal communication.	BT-2	Understanding
13.	What do you mean by downward communication?	BT-2	Understanding
14.	Explain the concept of message in the communication process.	BT-2	Understanding
15.	Why is programme planning essential in extension?	BT-2	Understanding
16.	Explain the term “situation analysis”.	BT-2	Understanding
17.	Give an example of interpersonal communication used in extension.	BT-2	Understanding
18.	Suggest two ways to overcome communication barriers.	BT-2	Understanding
19.	How would you apply feedback mechanisms in extension programmes?	BT-2	Understanding
20.	Suggest two tools used in monitoring extension programmes.	BT-2	Understanding
21.	Compare the Shannon–Weaver and Berlo communication models.	BT-2	Understanding
22.	Identify major barriers in farmer–extension worker communication.	BT-2	Understanding
23.	Analyze the importance of community participation in programme planning	BT-2	Understanding

24.	Assess the effectiveness of group communication methods in extension.	BT-2	Understanding
25.	Propose a simple communication strategy to spread awareness of water conservation.	BT-2	Understanding
Q.NO	QUESTIONS PART-B	BT LEVEL	COMPETENCE
1.	Describe the meaning, definition, and importance of communication in extension.	BT-1	Remembering
2.	Explain various communication models used in agricultural extension.	BT-2	Understanding
3.	Discuss the elements of communication and their characteristics.	BT-2	Understanding
4.	Explain the meaning, definition, and importance of programme planning in extension.	BT-2	Understanding
5.	Illustrate how communication types are used in extension education with examples.	BT-3	Applying
6.	Explain step-by-step the programme development process.	BT-3	Applying
7.	Describe how monitoring and evaluation can be applied during an ongoing extension programme.	BT-3	Applying
8.	Analyze different barriers to communication in rural extension settings.	BT-4	Analyzing
9.	Compare interpersonal, group, and mass communication with suitable examples.	BT-4	Analyzing
10.	Analyze the principles of programme planning and their influence on programme success.	BT-4	Analyzing
11.	Examine the role of situation analysis in effective programme planning.	BT-4	Analyzing
12.	Evaluate the effectiveness of communication models in improving technology transfer.	BT-5	Evaluating
13.	Critically evaluate different methods of evaluating extension programmes.	BT-5	Evaluating
14.	Assess the strengths and limitations of participatory programme planning.	BT-5	Evaluating
15.	Design a communication plan for disseminating improved crop practices in a district.	BT-5	Evaluating
16.	Develop a monitoring and evaluation framework for an agricultural extension programme.	BT-5	Evaluating
17.	Propose a comprehensive programme plan for improving rural nutrition through extension.	BT-5	Evaluating
Q.NO	QUESTIONS PART-C	BT LEVEL	COMPETENCE
1.	Define communication and programme planning in agricultural extension. List the key elements of communication and their characteristics.	BT-1	Remembering
2.	Explain the meaning, types, and barriers of communication. How can good communication help farmers adopt new technologies?	BT-2	Understanding
3.	Suggest a step-by-step programme planning process for an extension activity in a village. How can monitoring and evaluation be included?	BT-3	Applying

4.	Compare different communication models used in agricultural extension. What are their strengths and limitations in rural areas?	BT-4	Analyzing
5.	Prepare a communication and programme plan to promote sustainable farming in a district. Include strategies, tools, types of communication, and steps for planning, monitoring, and evaluation. How will your plan ensure maximum farmer participation and adoption?	BT-5	Evaluating

UNIT-II: EXTENSION TEACHING METHODS

Extension Teaching Methods – Audio-Visual Aids (Definition, Classification, Purpose, Planning & Selection, Combination & Use) – Individual, Group & Mass Contact Methods – Merits and Demerits

Q.NO	QUESTIONS PART-A	BT LEVEL	COMPETENCE
1.	Define extension teaching methods.	BT-1	Remembering
2.	What are audio-visual aids?	BT-1	Remembering
3.	Mention two purposes of using audio-visual aids.	BT-1	Remembering
4.	State two principles of selecting A.V. aids.	BT-1	Remembering
5.	What is an individual contact method?	BT-1	Remembering
6.	Give two examples of group contact methods.	BT-1	Remembering
7.	List any two mass contact methods.	BT-1	Remembering
8.	Define demonstration.	BT-1	Remembering
9.	What is meant by visual aids?	BT-1	Remembering
10.	Mention any two limitations of mass contact methods.	BT-1	Remembering
11.	Explain the need for audio-visual aids in extension education.	BT-2	Understanding
12.	Differentiate between individual and group contact methods.	BT-2	Understanding
13.	Explain the concept of “combination of A.V. aids”.	BT-2	Understanding
14.	Why is planning important in the use of A.V. aids?	BT-2	Understanding
15.	Describe the purpose of group discussions.	BT-2	Understanding
16.	Explain the difference between audio and audio-visual aids.	BT-2	Understanding
17.	Suggest two A.V. aids suitable for training farmers on pesticide use.	BT-2	Understanding
18.	How can individual contact methods help solve farmer-specific problems?	BT-2	Understanding
19.	Suggest two ways to improve the effectiveness of mass media in extension.	BT-2	Understanding

20.	Recommend a suitable combination of A.V. aids for a village meeting.	BT-2	Understanding
21.	Compare individual and mass contact methods.	BT-2	Understanding
22.	Identify the major factors that affect the selection of A.V. aids.	BT-2	Understanding
23.	Analyze the merits and demerits of group meetings in extension.	BT-2	Understanding
24.	Evaluate the effectiveness of demonstrations in technology transfer.	BT-2	Understanding
25.	Propose a teaching method plan to introduce a new seed variety in a village.	BT-2	Understanding
Q.NO	QUESTIONS PART-B	BT LEVEL	COMPETENCE
1.	Describe the definition, meaning, and importance of extension teaching methods.	BT-1	Remembering
2.	Explain the classification of audio-visual aids with examples.	BT-2	Understanding
3.	Discuss the purpose, role and importance of A.V. aids in extension education.	BT-2	Understanding
4.	Explain the various group contact methods used in agricultural extension.	BT-2	Understanding
5.	Describe how you would plan and select suitable A.V. aids for a farmers' training programme.	BT-3	Applying
6.	Explain how individual, group, and mass contact methods can be used in different extension situations.	BT-3	Applying
7.	Describe the steps involved in conducting a successful method demonstration.	BT-3	Applying
8.	Analyze the factors influencing the combination and use of audio-visual aids.	BT-4	Analyzing
9.	Compare individual, group and mass contact methods based on reach, cost, and effectiveness.	BT-4	Analyzing
10.	Analyze the merits and demerits of each type of teaching method used in extension.	BT-4	Analyzing
11.	Examine challenges faced in using A.V. aids in rural areas.	BT-4	Analyzing
12.	Evaluate the effectiveness of mass media in disseminating agricultural innovations.	BT-5	Evaluating
13.	Critically evaluate the use of demonstrations as an extension teaching method.	BT-5	Evaluating
14.	Assess the suitability of group methods in participatory extension programmes.	BT-5	Evaluating
15.	Design an A.V.-aided extension programme for improving livestock management.	BT-5	Evaluating
16.	Develop a comprehensive teaching method strategy for sustainable agriculture promotion.	BT-5	Evaluating
17.	Propose an integrated extension communication plan combining individual, group, and mass methods	BT-5	Evaluating
Q.NO	QUESTIONS PART-C	BT LEVEL	COMPETENCE
1.	Define extension teaching methods and audio-visual aids. Describe	BT-1	Remembering

	the classification and purpose of A.V. aids in agricultural extension.		
2.	Explain the planning, selection, combination, and use of audio-visual aids in extension teaching. How do these aids enhance learning among farmers?	BT-2	Understanding
3.	Suggest suitable individual, group, and mass contact methods for teaching a new crop cultivation technique. Explain why each method is appropriate.	BT-3	Applying
4.	Analyze the merits and demerits of individual, group, and mass contact methods in agricultural extension. Compare their effectiveness in different rural contexts.	BT-4	Analyzing
5.	Design an extension teaching programme for farmers using a combination of audio-visual aids and teaching methods. Include steps for planning, selecting aids, and integrating individual, group, and mass contact methods. Evaluate how your plan can maximize learning and adoption.	BT-5	Evaluating

UNIT-III: MODERN COMMUNICATION GADGETS

Modern communication sources – internet, video and teleconferencing, Interactive Multimedia Compact Disk (IMCD), village kiosks, Kissan Call Centre (KCC), mobile phone.

Q.NO	QUESTIONS PART-A	BTLEVEL	COMPETENCE
1.	Define internet.	BT-1	Remembering
2.	What is video conferencing?	BT-1	Remembering
3.	What is teleconferencing?	BT-1	Remembering
4.	Expand KCC.	BT-1	Remembering
5.	Define village knowledge kiosk.	BT-1	Remembering
6.	What is IMCD?	BT-1	Remembering
7.	Mention two mobile phone-based extension services.	BT-1	Remembering
8.	State two advantages of internet in agricultural extension.	BT-1	Remembering
9.	What is SMS advisory service?	BT-1	Remembering
10.	Mention any two digital tools used for farmer training.	BT-1	Remembering
11.	Explain how Kissan Call Centres help farmers.	BT-2	Understanding
12.	Differentiate between video conferencing and teleconferencing.	BT-2	Understanding
13.	Explain the term “Interactive Multimedia”.	BT-2	Understanding
14.	What is the role of mobile apps in agricultural communication?	BT-2	Understanding
15.	Why are village kiosks important in rural ICT access?	BT-2	Understanding
16.	Explain the concept of ICT-enabled extension service.	BT-2	Understanding

17.	Suggest two ways a farmer can use the Internet for market information.	BT-2	Understanding
18.	How can video conferencing be used in farmer training?	BT-2	Understanding
19.	Give two real-life uses of mobile phones in extension.	BT-2	Understanding
20.	Suggest two ways to improve KCC usage among farmers.	BT-2	Understanding
21.	Compare IMCD and mobile-based communication in extension.	BT-2	Understanding
22.	Identify challenges faced by farmers in using internet services.	BT-2	Understanding
23.	Analyze the role of village knowledge centres in bridging the digital divide.	BT-2	Understanding
24.	Evaluate the effectiveness of mobile phones in agricultural technology transfer.	BT-2	Understanding
25.	Propose a modern ICT strategy for improving crop advisory services	BT-2	Understanding
Q.NO	QUESTIONS PART-B	BTLEVEL	COMPETENCE
1.	Describe various modern communication sources used in agricultural extension.	BT-1	Remembering
2.	Explain the functioning and importance of Kissan Call Centres (KCC).	BT-2	Understanding
3.	Discuss the role of village kiosks in delivering digital agricultural information.	BT-2	Understanding
4.	Describe the components and features of Interactive Multimedia Compact Disk (IMCD).	BT-2	Understanding
5.	Explain how internet services can be applied for agricultural marketing and advisories.	BT-3	Applying
6.	Describe the use of video and teleconferencing in farmer education programmes.	BT-3	Applying
7.	Explain with examples how mobile phones are used in extension communication.	BT-3	Applying
8.	Analyze the advantages and limitations of using internet-based communication in rural areas.	BT-4	Analyzing
9.	Compare mobile phone-based advisories with KCC in terms of reach and effectiveness.	BT-4	Analyzing
10.	Analyze the impact of video conferencing on extension training quality.	BT-4	Analyzing
11.	Examine the reasons for low adoption of ICT tools among small and marginal farmers.	BT-4	Analyzing
12.	Evaluate the effectiveness of village kiosks in bridging rural information gaps.	BT-5	Evaluating
13.	Critically assess IMCD as a tool in agricultural education and training.	BT-5	Evaluating
14.	Evaluate the overall contribution of modern communication technologies to agricultural development.	BT-5	Evaluating
15.	Design an ICT-enabled extension model for a district using internet, mobile, and kiosks.	BT-5	Evaluating

16.	Propose a digital communication plan for weather-based advisory services.	BT-5	Evaluating
17.	Develop a comprehensive ICT strategy to enhance farmer–extension worker connectivity.	BT-5	Evaluating
Q.NO	QUESTIONS PART-C	BT LEVEL	COMPETENCE
1.	Define extension teaching methods and audio-visual aids. Describe the types of A.V. aids and their purpose in agricultural extension.	BT-1	Remembering
2.	Explain how to plan, select, combine, and use audio-visual aids in teaching. How do these aids help farmers learn better?	BT-2	Understanding
3.	Suggest suitable individual, group, and mass contact methods for teaching a new crop. Why is each method appropriate?	BT-3	Applying
4.	Analyze the advantages and disadvantages of individual, group, and mass contact methods. Compare how effective they are in different rural situations.	BT-4	Analyzing
5.	Design an extension teaching programme for farmers using audio-visual aids and different teaching methods. Include planning, selecting aids, and combining methods. How will your plan improve learning and adoption?	BT-5	Evaluating

UNIT-IV: DIFFUSION AND ADOPTION

Diffusion – meaning and elements. Adoption – meaning – adopter categories and factors influencing adoption, stages of adoption, Innovation decision process and attributes of innovation consequences of adoption.

Q.NO	QUESTIONS PART-A	BT-1	Remembering
1.	Define diffusion.	BT-1	Remembering
2.	What are the elements of diffusion?	BT-1	Remembering
3.	Define adoption.	BT-1	Remembering
4.	List the five adopter categories.	BT-1	Remembering
5.	What is an “innovator”?	BT-1	Remembering
6.	State any two factors influencing adoption.	BT-1	Remembering
7.	Write any two stages of adoption.	BT-1	Remembering
8.	What is the innovation-decision process?	BT-1	Remembering
9.	Define the term “innovation”.	BT-1	Remembering
10.	Give two examples of the consequences of adoption.	BT-1	Remembering
11.	Explain the meaning of early adopters.	BT-2	Understanding
12.	Differentiate between diffusion and adoption.	BT-2	Understanding
13.	Explain the term “trialability” as an attribute of innovation.	BT-2	Understanding

14.	What do you understand by compatibility of an innovation?	BT-2	Understanding
15.	Explain relative advantage with an example.	BT-2	Understanding
16.	Why does complexity affect adoption?	BT-2	Understanding
17.	Give an example of an innovation commonly adopted by farmers.	BT-2	Understanding
18.	Suggest two ways extension workers can speed up adoption.	BT-2	Understanding
19.	How can mass media influence the diffusion process?	BT-2	Understanding
20.	Apply the innovation-decision stages to the adoption of drip irrigation.	BT-2	Understanding
21.	Compare early majority and late majority categories.	BT-2	Understanding
22.	Identify major constraints that slow down adoption among rural farmers.	BT-2	Understanding
23.	Analyse how attributes of innovations affect the rate of adoption.	BT-2	Understanding
24.	Evaluate the consequences (positive/negative) of adopting hybrid seeds.	BT-2	Understanding
25.	Propose a strategy to improve the diffusion of climate-smart agricultural practices.	BT-2	Understanding
Q.NO	QUESTIONS PART-B	BTLEVEL	COMPETENCE
1.	Describe the meaning and elements of diffusion with suitable examples.	BT-1	Remembering
2.	Explain the meaning of adoption and discuss its importance in agricultural extension.	BT-2	Understanding
3.	Describe the adopter categories as given by Rogers.	BT-2	Understanding
4.	Explain the attributes of innovations and their role in adoption.	BT-2	Understanding
5.	Apply the innovation-decision process to any agricultural technology of your choice.	BT-3	Applying
6.	Explain the stages of adoption using a practical example from farming.	BT-3	Applying
7.	Describe factors influencing adoption of innovations among farmers.	BT-3	Applying
8.	Analyse the differences between innovator and laggard categories.	BT-4	Analyzing
9.	Compare diffusion and adoption with examples from agricultural technology dissemination.	BT-4	Analyzing
10.	Examine the impact of socio-economic factors on adoption rates.	BT-4	Analyzing
11.	Analyse how innovation attributes influence the diffusion curve.	BT-4	Analyzing
12.	Evaluate the effectiveness of extension methods in speeding up diffusion of innovations.	BT-5	Evaluating
13.	Critically examine the consequences (desirable and undesirable) of technology adoption.	BT-5	Evaluating

14.	Assess the strengths and limitations of Rogers' Diffusion of Innovation theory in modern extension.	BT-5	Evaluating
15.	Design a diffusion strategy for introducing a new pest management technology.	BT-5	Evaluating
16.	Develop an adoption model for small farmers in rainfed agriculture.	BT-5	Evaluating
17.	Propose an integrated extension plan to increase innovation adoption in a district.	BT-5	Evaluating
Q.NO	QUESTIONS PART-C	BT LEVEL	COMPETENCE
1.	Define diffusion and adoption in agricultural extension. Describe the elements of diffusion and the stages of adoption.	BT-1	Remembering
2.	Explain the innovation-decision process and the adopter categories (innovators, early adopters, early majority, late majority, laggards) with agricultural examples.	BT-2	Understanding
3.	Using a case study (e.g., introducing a new hybrid crop), explain the factors influencing adoption and how each factor affects adoption.	BT-3	Applying
4.	Analyze the attributes of innovations (relative advantage, compatibility, complexity, trialability, observability) and how they influence the rate of adoption among farmers.	BT-4	Analyzing
5.	Propose a strategy to increase adoption of a new agricultural technology in a district. Include diffusion methods, training interventions, and the consequences of adoption. Explain how your strategy ensures sustainable and widespread adoption.	BT-5	Evaluating

UNIT-V: CAPACITY BUILDING

Capacity building of extension personnel and farmers – meaning – definition, types of training, training to farmers, farm women and rural youth, FTC & KVK

Q.NO	QUESTIONS PART-A	BTLEVEL	COMPETENCE
1.	Define capacity building.	BT-1	Remembering
2.	What is the meaning of extension personnel training?	BT-1	Remembering
3.	Give two examples of types of training.	BT-1	Remembering
4.	Define Farmers' Training.	BT-1	Remembering
5.	Expand FTC.	BT-1	Remembering
6.	Expand KVK.	BT-1	Remembering
7.	Name two target groups for capacity building in agriculture.	BT-1	Remembering
8.	State any two objectives of training rural youth.	BT-1	Remembering
9.	What is farm women training?	BT-1	Remembering
10.	Mention two components of a training programme.	BT-1	Remembering
11.	Explain the importance of training extension personnel.	BT-2	Understanding
12.	Differentiate between on-the-job and off-the-job training.	BT-2	Understanding

13.	Explain the need for training farm women in rural development.	BT-2	Understanding
14.	Discuss the role of FTC in agricultural training.	BT-2	Understanding
15.	Explain how KVK contributes to capacity building.	BT-2	Understanding
16.	Why is youth training important in agriculture?	BT-2	Understanding
17.	Suggest suitable training methods for farm women on post-harvest technologies.	BT-2	Understanding
18.	How can extension personnel apply training in the field?	BT-2	Understanding
19.	Recommend two ICT tools for farmer training.	BT-2	Understanding
20.	Apply the concept of training to improve adoption of new crop varieties.	BT-2	Understanding
21.	Compare training methods used for extension personnel and farmers.	BT-2	Understanding
22.	Identify major challenges in training rural youth.	BT-2	Understanding
23.	Analyse the effectiveness of KVKs in empowering farmers.	BT-2	Understanding
24.	Evaluate the impact of FTC training on farm productivity.	BT-2	Understanding
25.	Propose a comprehensive capacity-building programme for farmers, women, and youth in a village.	BT-2	Understanding
Q.NO	QUESTIONS PART-B	BTLEVEL	COMPETENCE
1.	Describe the meaning and definition of capacity building and training in agricultural extension.	BT-1	Remembering
2.	Explain the types of training used for extension personnel and farmers.	BT-2	Understanding
3.	Discuss the importance of training farm women and rural youth in agricultural development.	BT-2	Understanding
4.	Explain the role and functions of Farmer Training Centres (FTC).	BT-2	Understanding
5.	Describe how KVKs can be used to train farmers in modern agricultural practices.	BT-3	Applying
6.	Explain the process of planning a training programme for rural youth.	BT-3	Applying
7.	Demonstrate the application of on-the-job and off-the-job training methods for extension personnel.	BT-3	Applying
8.	Analyse the differences between FTC and KVK in training programmes.	BT-4	Analyzing
9.	Compare various training methods for effectiveness in skill development.	BT-4	Analyzing
10.	Examine challenges in implementing training programmes for women farmers.	BT-4	Analyzing
11.	Analyse factors affecting successful capacity building of extension personnel.	BT-4	Analyzing
12.	Evaluate the overall impact of training programmes on farmers' adoption of innovations.	BT-5	Evaluating

13.	Critically assess the contribution of KVKs in empowering rural communities.	BT-5	Evaluating
14.	Evaluate the role of capacity building in sustainable agricultural development.	BT-5	Evaluating
15.	Design a year-long training programme for farmers, farm women, and rural youth in a district.	BT-5	Evaluating
16.	Develop a monitoring and evaluation plan for capacity-building programmes in agriculture.	BT-5	Evaluating
17.	Propose an integrated strategy combining FTC and KVK resources for skill development of farmers and extension personnel	BT-5	Evaluating
Q.NO	QUESTIONS PART-C	BT LEVEL	COMPETENCE
1.	Define capacity building in agriculture and explain its aims and importance for extension workers and farmers.	BT-1	Remembering
2.	Describe the main types of training for extension personnel, farmers, farm women, and rural youth, and state how they help improve farm productivity	BT-2	Understanding
3.	Design a simple Integrated Pest Management (IPM) training programme for farmers, mentioning target groups and training methods.	BT-3	Applying
4.	Explain the roles of Farmer Training Centres (FTCs) and Krishi Vigyan Kendras (KVKs) in capacity building and compare their strengths and limitations.	BT-4	Analyzing
5.	Prepare a brief year-long capacity-building plan for farmers, farm women, and rural youth using FTC and KVK resources, and explain how it will promote adoption of modern farm technologies.	BT-5	Evaluating