F.No. 13-1/2022- EM- Part -1 (E-121619) Government of India Ministry of Agriculture & Farmers Welfare Department of Agriculture & Farmers Welfare (Extension Division)

> 213, Krishi Vistar Bhawan Pusa, New Delhi -110012 Dated: 13<sup>th</sup> November, 2023

# Subject: Digitalization of Agricultural Extension System (DAES) – VISTAAR-Standard Operating Procedure (SOP) for implementation of VISTAAR -reg.

I am directed to forward herewith the copy of Standard Operating Procedure (SOP) approved by Secretary (A&FW) and Secretary (DARE) & DG (ICAR) for implementation of the project Digitalization of Agricultural Extension System DAES (named as Virtually Integrated System To Access Agricultural Resources -VISTAAR).

This issues with the approval of competent authority.

Encl: as above.

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Government of India Ministry of Agriculture and Farmers Welfare Department of Agriculture and Framers Welfare

**Standard Operating Procedure (SOP)** 

for implementation of the programme

**Digitalization of Agricultural Extension System in India** 

# VISTAAR

(Virtually Integrated System To Access Agricultural Resources)

> Implementing partner Digital Green Trust

> > Digital Green

Digitalization of Agricultural Extension System in India

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#### ABBREVIATIONS

SI. No	Abbreviation/ Acronyms	Full Forms	
1	AI	Artificial Intelligence	
2	ASCI	Agriculture Skill Council of India	
3	ATARI	Agricultural Technology Application Research Institute	
4	ATMA	Agricultural Technology Management Agency	
5	CMS	Content Management System	
6	CWG	Content Working Group	
7	DA&FW	Department of Agriculture & Farmers Welfare	
8	DAES	Digitalization of Agricultural Extension System	
9	DGT	Digital Green Trust	
10	DoA	Department of Agriculture	
11	EA	Extension Agent	
12	FLEW	Front Line Extension Worker	
13	FMS	Feedback Management System	
14	IARI	Indian Agricultural Research Institute	
15	ICAR	Indian Council of Agricultural Research	
16	KVK	Krishi Vigyan Kendra	
17	LMS	Learning Management System	
18	MANAGE	National Institute of Agricultural Extension Management	
19	MoA&FW	Ministry of Agriculture and Farmer Welfare	
20	MoFAH&D	Ministry of Fisheries, Animal Husbandry and Dairying	
21	MoRD	Ministry of Rural Development	
22	MT	Master Trainer	
23	NRLM	National Rural Livelihood Mission	
24	PAC	Project Advisory Committee	
25	PMU	Project Management Unit	
26	PoP	Package of Practices	
27	RARS	Regional Agricultural Research Station	
28	RAWE	Rural Agricultural Work Experience	
29	SAD	State Agricultural Department	
31	SAU	State Agricultural University	
32	SOP	Standard Operating Procedure	
33	SRLM	State Rural Livelihood Mission	
34	TEKDI	TEKDI Technologies Pvt. Ltd.	
35	ToT	Training of Trainers	
36	VRP	Video Resource Person	
37	VRU	Video Resource Unit	
38	VTI	Virtual Training Institute	

# Digitalization of Agricultural Extension System in India

# 1. Introduction to VISTAAR

The agriculture sector is of vital importance for India as, besides being critical to ensuring food security for the country's 1.4 billion population. It also provides employment and income to over 50% of the country's households. Development of improved crop production technologies in the research centres and their adoption by the farmers has resulted in a significant increase in productivity and income in the agriculture sector. Agricultural extension functionaries have played a critical role in the transfer of crop production technologies and their adoption by farmers. The Agricultural extension system in India is largely public funded and has been continuously evolving to meet the changing needs of the farmers and has introduced many innovative extension methods from time to time. However, growing needs of the changing agriculture sector, demanding effective ways of managing the extension system and transforming the existing set up through the integrated advanced modern tools & technologies to access information, services, and professional guidance.

Digitalization has the potential to effectively address the existing gaps in the outreach and efficacy of the Agricultural Extension System And revolutionize agricultural extension in the country by improving information dissemination, overcoming language and distance barriers and monitoring the impact of interventions. Digitalization may help in adopting new crop production technologies easily and more conveniently as the advisories are accessed on the digital platform anytime and repeatedly. Besides, the audio-visual advisories would virtually give the farmer a demonstration of technical and practical know-how which would be a more effective communication tool during individual, group approaches of extension at grass root level. Use of digital technologies may also improve the capacity of Front-Line Extension Workers to collect and analyse the data, provide timely advice and enhance their communication skills. Keeping this in view, the Government of India is implementing a Pilot Project VISTAAR (Virtually Integrated System to Access Agricultural Resources) to improve the efficiency and effectiveness of the agricultural extension system through Digitalization.

# 2. Goal of VISTAAR:

Project VISTAAR, is about Digitalization of Agricultural Extension System. It has been conceptualized with the goal to enhance and strengthen the agricultural extension system through the application of digital technology. Digitalization of the existing extension system will expand its outreach substantially and enable every farmer to access high-quality advisory services on crop production, marketing, value and supply chain management and climate smart agricultural practices (CSA) etc. The advisory services will also provide information about all Government schemes related to agriculture & allied sectors including rural development from which the farmers can be benefited.

# 3. Objectives:

There are three specific objectives:

a. To enhance the efficiency and effectiveness in providing access to advisories in agricultural and allied sectors for farmers across India by developing a digital platform that serves as a digital advisory library to Front Line Extension Workers, para extension workers and farmers.

- b. To enhance the capacity of Extension workers and para extension workers like Krishi Mitra, Krishi Sakhi, Pashu Sakhi etc., in the delivery of digital advisory services at the grassroots level.
- c. To create documents and audio-visual contents in Agricultural & allied sectors including Rural Development in regional languages which will also be disseminated among the farmers by the Front Line Extension Workers (FLEW) and para extension workers or directly accessed by farmers from digital platforms.

# 4. **Project Strategy and Approach:**

A four-step strategy using digitalization as the core for creating equitable access to information for farmers is the baseline of the project.

- a. Leverage the advancement in of digital technology to enhance the access and outreach especially to small and marginal farmers
- b. Leverage all the concerned government departments through a convergence approach to optimize technology use
- c. Empowering FLEWs/ para extension workers for the digital agricultural extension system in respect to creation of content for digital platforms
- d. Focus on credible, timely, targeted and authorized content creation which would be decentralized and disseminated effectively

# 5. Stakeholders:

5.1. Ministries/Departments/Non-Governmental and Private Organizations:

a. Ministry of Agriculture & Farmers Welfare (MoA&FW).

Department of Agriculture and Farmers Welfare (DA&FW). Department of Agricultural Research & Education (DARE)

- b. Ministry of Fisheries, Animal Husbandry and Dairying.
- c. Ministry of Rural Development, NRLM & SRLM.
- d. Agriculture & Allied Departments including Rural Development department of concerned State government.
- e. State Agricultural Universities of concerned States
- f. Agricultural Technology Management Agency (ATMA)
- g. M/s Digital Green Trust.
- h. M/s Ek-step Foundation and Tekdi Technologies Pvt. Ltd.

#### 5.2. Roles and Responsibilities of Stakeholders:

Organization/Institution	Role
Ministry of Agriculture and Farmers Welfare represented by Department of Agriculture & Farmers Welfare.	<ol> <li>Nodal Ministry</li> <li>Overview of project implementation.</li> <li>Creating Media Attention around MoA&amp;FW project and digital platform</li> <li>Identification of relevant Government schemes and generic information for advisories</li> </ol>

Directorate of Extension, DA&FW	<ol> <li>Day to day monitoring of programme implementation through PMU</li> <li>Project Implementation support, Risk Assessment and Risk Management support</li> <li>Course Correction (as per requirement)</li> <li>Revision of Digital Extension SOP (as per requirement)</li> <li>Coordinating with state government.</li> </ol>
Department of Agricultural Research & Education (DARE)/ ICAR and Krishi Vigyan Kendras (KVKs)/SAUs	<ol> <li>Thematic inputs on FLEWs courseware</li> <li>Content identification and approval by SAUs</li> <li>Provide existing content for re-purposing and uploading on the platform</li> <li>Feedback Management System (FMS) review on content</li> <li>KVK identification and onboarding</li> <li>Approval of video content by SAU and uploading through KVKs</li> <li>Develop contextual thematic as well as generic content Category wise and advisories to be uploaded on the platform</li> </ol>
MANAGE	<ol> <li>Courseware support, management, approval of courseware and certification</li> <li>Provide existing content for re-purposing and uploading on the platform</li> <li>Periodic monitoring of ongoing Master Trainers (MT) level trainings and courseware progress</li> <li>All training and capacity-building activities to be supported and monitored on a regular basis</li> <li>Support in development of Different types of modules for training of MTs &amp; FLEWs.</li> </ol>
Allied Ministries (MoF, AH&D& MoRD)	<ol> <li>Co-ownership</li> <li>Provide different thematic areas/subjects/topics/contents to be covered.</li> <li>Provide existing content for re-purposing and uploading on the platform</li> <li>Coordinate with State departments for successful implementation of the program.</li> <li>Identification of relevant govt. Schemes and generic information for advisories</li> </ol>
India Meteorological Department(IMD)	<ol> <li>Advisory services related to weather conditions</li> <li>Provide existing content for re-purposing and uploading on the platform</li> <li>Agro-weather based information</li> </ol>

	1. Co-ownership
	2. Identification of thematic subjects for content
	development, content source
	3. Provide existing content for re-purposing and uploading
States' Agriculture and	on the platform
allied departments &	4. Engagement of MTS for capacity building of VRPS
SKLIVI.	5. Selection of FLEWs
	7 Capacity building of ELEWs on digital platform
	8. Onboarding of farmers on digital platform
	9. Facilitating implementing agency for video production
	1. Provide infrastructural support for setting up of Video
	Resource Unit (VRU) at District level.
	2. Selection of suitable ATM/BTM /CRPs as Video
	Resource Persons.
	<ol> <li>Selection of the correct topic based on the concurrent demand of the farmers</li> </ol>
Agricultural Technology	4. Shooting, editing and giving a storyline to the video and
Management Agency	sending the final video to the competent authority for
	approval and upload in the site.
	5. Provide existing content for re-purposing and uploading
	on the platform
	<ol> <li>Monitor capacity building of persons engaged in VRU through MTs</li> </ol>
	unough Mrs
	1. Development of digital platform through M/s Tekdi
	2. Orientation of digital platform to all the stakeholders
	3. Onboarding of Master Trainers
	4. Uploading of Courseware for FLEWs and Trainers of
	Training (ToT)
	5. Arrangement of resource persons for conducting
	6 Setting up of Programme Management Upit (PMU)
	7 Support in SOPs for content sourcing and repurposing
	for standardised audio-visual and document formats for
	digital platform
Digital Green	8. Conducting user research and testing for effective flow
	of CMS, LMS, FMS at the ground level with Nodal
	officers, KVKs and FLEWs
	9. Development of online Feedback Management
	System (FMS) for better feedback management.
	EkStep-Tekdi:
	11. Responsible for overall development of digital platform
	through Sunbird system with all required features

#### 6. Project Strategy and Framework

#### 6.1. Governance and Management

**6.1.1** National Steering Committee: The National Steering Committee has the following members:

SI.No	Designation	Role
1.	Secretary (DA&FW), Ministry of Agriculture & Farmers Welfare	Co-Chairman
	(MOA&FW), New Delhi	
2.	Secretary (DARE) & Director General (ICAR), Ministry of	Co-Chairman
	Agriculture & Farmers Welfare (MoA&FW), New Delhi	
3.	Additional Secretary (Extension), DA&FW	Member
4.	Additional Secretary, DARE & Secretary (ICAR)	Member
5.	Additional Chief Secretary (ACS)/ Principal Secretary,	Member
	Agriculture, State 1	
6.	Deputy Director General (DDG)- Agricultural Extension,	Member
	DARE/ICAR, New Delhi	
7.	Assistant Director General (ADG)- Agricultural Extension,	Member Convener
	DARE/ICAR, New Delhi	
8.	Joint Secretary (Extension), DA&FW, MoAFW, New Delhi	Member Convener
9	Director, ICAR-ATARI, Hyderabad	Member
10.	Director General (MANAGE), Hyderabad	Member
11.	Managing Director, Digital Green Trust	Member
12.	Any other Members nominated by the Chairpersons	Member

The National Steering Committee (NSC) will have the following functions: The National Steering Committee would be responsible for providing overall guidance to the Project.

- 1. Closely monitor the overall progress of implementation of the Project.
- 2. Provide guidance to all stakeholders for smooth implementation of the Project.

The NSC shall initially meet once in 15 days till the launch of the programme and thereafter once in two months and/or as per requirement.

#### 6.1.2. Project Advisory Committee (PAC): The composition of PAC is as under

SI. No	Designation	Role
1	Deputy Director General (DDG)- Agricultural Extension, DARE/ICAR, New Delhi	Chairman
2.	Joint Secretary (Extension), DA&FW, MoA&FW, New Delhi	Member
3.	Assistant Director General (Extension), ICAR	Member
4.	Director General, MANAGE, Hyderabad	Member
5.	Assistant Director General (Agri-Education), ICAR	Member
6.	Assistant Director General (ICT), ICAR	Member
7.	Director, ICAR-ATARI, Hyderabad	Member Secretary
8.	Director (FI), DoE, DA&FW, New Delhi	Member
9.	Representative from IMD, New Delhi	Member
10.	State Nodal Officers of Agriculture, Pilot States from each region.	Member
11.	Director, Digital Green Trust Member	
12.	Additional Commissioner (Extension), DA&FW, New Delhi	Member
13.	Any other Members nominated by the Chairperson	Member

The Project Advisory Committee (PAC) will have the following functions:

Responsible for monitoring and providing inputs to PMU for smooth implementation of the Project.

- i. Overall guidance and supervision for project implementation to ensure completion of project activities as per timelines
- ii. Coordination between stakeholders for smooth flow of activities and accomplishing key deliverables as per schedule.
- iii. Review the progress of the project activities and monitor the achievement of milestones as per the planned timelines
- iv. Guide and support the Project Management Unit (PMU) to identify and address areas of potential risks and challenges and for initiating course correction if needed
- v. Support the partnerships and strategic links between the Project Management Unit and other stakeholders to strengthen convergence
- vi. Identify and suggest the adoption of best practices and innovations

The PAC shall initially meet once in 15 days till the launch of the programme and thereafter once in two months and/or as per requirement.

# 6.2 Operational Working Groups

#### 6.2.1 Management Working Group

The Composition of Management Working Group is as under:

SI .No	Designation	Role
4		Oh a inna an
1.	Additional Commissioner (Extension), DA&FVV, New Deini	Chairman
2.	Director(Horticulture), MIDH, New Delhi	Member
3.	Director (Extension), MANAGE, Hyderabad	Member
4.	Director (Fisheries), DoF, MoFAH&D, New Delhi	Member
5.	Director (AH), DoF, MoFAH&D, New Delhi	Member
6.	Director (NRLM) MoRD, New Delhi	Member
7.	Nodal Officer, ICAR, New Delhi	Member
8.	Representative, IMD	Member
9.	Representative from Digital Green Trust, New Delhi Member	
10.	Team Lead, TEKDI Technology, New Delhi Member	
11.	Director (FI), DoE, DA&FW, New Delhi Member Secretar	

- 1. **Management Working Group has the following roles and responsibilities:** Selection of districts for implementation of pilot project in consultation with State Nodal Officers.
- 2. Preparing detailed plans for organizing workshops and meetings at State level.
- Identification of FLEWs and para extension workers with the support of State Nodal officers.
- Sending formal request to concerned Departments /Institutes/NRCs/ AICRP/ATARI/KVKs in the Selected States for their support on implementation of the project.

- 5. Sending formal request to concerned State Departments /Institutes /NRCs / AICRP /ATARI/ KVKs to share existing extension material available in the form of videos, text etc. and provide need based updated location specific content for creation of videos.
- 6. Relooking the overall content provided by concerned State/Institutes/NRCs/ AICRP/ATARI/KVKs.
- 7. Review the Progress in coordination with each concerned States Department/KVKs with respect to content provided on the selected crops/activities.
- 8. Conduct meetings with concerned States/ Nodal Officers/ VCs of Universities /Director (Extension), Director SAMETI of the States/ Director (ATARI), PC (KVKs) for the key topics and content on crops/activities in the proposed Districts.
- 9. Overall support for the implementation of the project related to development of content by the concerned State Department/Research Institutes/ATARIs/KVKs at all levels.
- 10. Periodic review and monitoring of the development of Digital Platform.

The committee shall initially meet fortnightly till the launch of the programme and thereafter once in two months and/or as per requirement.

# 6.2.2 Content Working Group

#### National Level Content Working Group-

The Composition of the National Level Content Working Group is as under:

SI. No	Designation	Role
1.	Director (DKMA-ICAR)	Chairman
2.	Deputy Director (KM), MANAGE	Member
3.	Content Experts, ICAR (Agri, Horti, AH, Fisheries and Agri Engineering)	Members
4.	Members from National Institutes under MoA&FW – NIPHM, Members DPPQ, MANAGE, NHB, NBB, MNCFC, IMD	
5.	Nodal Officer, National Horticulture Board	Member
6.	Representative from Digital Green Trust	Member
7.	Joint Director (EM), DoE, DA & FW, New Delhi.	Member Secretary

#### State Level Content Working Group

- 1. State Nodal Officer (Agriculture) DAES
- 2. State Nodal Officer (Horticulture) DAES
- 3. State Nodal Officer (Animal Husbandry) DAES
- 4. State Nodal Officer (Fisheries) DAES
- 5. State Nodal Officer (Rural Department)- DAES
- 6. State Nodal Officer (Sericulture) wherein existence DAES
- 7. ATARI/ State Agricultural University DAES
- 8. Representative form Digital Green Trust as a facilitator DAES

**Content Working Group** has the following roles and responsibilities: Identification of thematic areas for content creation.

- Periodical review of produced contents and videos.
- Periodical review of feedback collected through the digital platform.
- Periodic updation, curation and validation of contents.

- Review of the content access, AI-based recommendation and overview of updating of taxonomy based on learnings.
- Repurposing of existing videos.
- Monitoring of challenges and innovations reported by the farmers and making recommendations to concerned authorities
- Guidance to VRU on preparation of scripts for developing audio & audio-visual clips.
- Validation of contents & videos from concerned authorities at state/ district level.

The Central Content Working Group and the State Content Working Group shall meet initially at a frequency of 15 days till the launch of the programme and thereafter once in two months and/or as per requirement.

# 6.2.3 Training Working Group:

#### a. National Training Working Group;

The Composition of a Training Working Group has the following members:

SI. N.	Designation	Role
1.	Director General, MANAGE, Hyderabad	Chairman
2.	CEO, ASCI, New Delhi	Member
3.	HOD, Extension Division, IARI, New Delhi	Member
4.	Joint Director (EM), DoE, DA&FW, New Delhi	Member
5.	Head (Training) Digital Green Trust, New Delhi	Member
6.	Extension Officer (EM), DoE, DA & FW, New Delhi	Member Secretary

#### b. State Training Working Group

- 1. State Nodal Officer (Agriculture)
- 2. State Nodal Officer (Horticulture)
- 3. State Nodal Officer (Animal Husbandry)
- 4. State Nodal Officer (Fisheries)
- 5. State Nodal Officer (Rural Department)
- 6. State Nodal Officer (Sericulture) wherein existence
- 7. ATARI/ State Agricultural University
- 8. Representative from Digital Green Trust as a facilitator

Training Working Group has the following roles and responsibilities:

- Providing guidance and supervision for conducting training and make recommendations for refresher training for FLEWs, Video Production Units and Master Trainers based on observations and reviews.
- Review all capacity-building-related feedback through the platform and make recommendations to concerned authorities for new training exercises or modules.
- Selection of suitable FLEWs and providing guidance along with supervision for conducting training for FLEWs & para extension workers.
- Designing of different training modules.
- Analysis of collected feedback and suggestions for improvement.

The National and State Training Working Group shall meet initially at a frequency of 15 days till the launch of the programme and thereafter once in two months and/or as per requirement.

# 6.2.4 Constitution of Technology Working Group (Tech WG):

SI.No	Designation	Role
1	Joint Secretary (Extn), DA&FW, MoA & FW	Chairperson
2	Representative, IIT Madras	Member
3	Representative, Digi Locker	Member
4	Representative EkStep Foundation	Member
5	ADG (ICT), ICAR , New Delhi	Member
6	Representative of Digital Green Trust	Member Secretary

Technology Working Group has the following functions

- Technology backstopping for developing platform with advanced tools.
- Integrating all possible information and communication tools with VISTAAR platform.

# 6.3 Project Management Unit (PMU)

A PMU is set up at the Directorate of Extension by Digital Green Trust.

The PMU will be responsible for:

- Providing support to the Department of Agriculture and Farmers Welfare, MoA&FW for coordination and implementation of the project.
- Coordinating with concerned states & all other stakeholders for implementation of the project.
- Preparation of Project reports & case studies

# 6.4 National Institute of Agricultural Extension Management (MANAGE)

MANAGE would play an important role in the following:

SI.No	Description	Functionalities
1	Vetting Documents	1. Support on vetting of the documents on selection, evaluation criteria, templates and training modules developed for Master trainers/Extension Officers, Extension Agents, and Front-line Extension Workers (FLEWs).
2	Support to develop Training Content	<ol> <li>Provide support, guidance on development of training content, local contextualization, and validation processes.</li> <li>Provide existing course material available with MANAGE to DG for training purposes on gender, women entrepreneurship, IFS, climate change, <i>etc.</i></li> </ol>

3 Support to DGT in Selection & Finalization Onboarding of ToTs/Master Trainer/Frontline Extension Workers (FLEWs)	<ol> <li>Support to DG in Selection, Finalization, onboarding of Training to Trainers/Master Trainers and FLEWs</li> </ol>
4 Development of Courseware for TOTs/Master Trainer/Frontline Extension Workers (FLEWs)	<ol> <li>Finalization of framework for digital self- learning courses "Courseware" (developed by Digital Green) based on course curriculum level (basic, intermediate and at advance) for TOTs/Master Trainer/ Extension Officers, Extension Agents and Frontline Extension Workers (FLEWs).</li> </ol>
5 Coordination & Support to State	<ol> <li>Support to States in selection of Video Producers by providing details, process of eligibility criteria and list of members associated with MANAGE or in a network of Agri- media trainees/existing video production entrepreneurs at the district level.</li> <li>Coordinate with the State Nodal Officers &amp; DG team for the training related task.</li> </ol>
6 Facilitate skill development trainings to Video Production Units	<ol> <li>Digital Green Trust will be responsible for delivering the training to the Video Production Units through the pool of national level master trainers.</li> <li>MANAGE would facilitate the seamless completion of these trainings as per the standard approved cost norms for the residential training.</li> </ol>
7 Monitoring the Progress of programme	1. Proper monitoring of the performance of the VRU/Master Trainers, FLEWs through web portal.
8 Honorarium	<ol> <li>Develop an honorarium plan as funds route through MANAGE.</li> <li>Monitor and manage fund flow for the honorarium of Master Trainers and FLEWs through SAMETI/ATMA.</li> </ol>
9 Quality Assurance	1. Develop quality parameters for different training modules. Through prepared quality assurance protocols, MANAGE will periodically monitor of training programs and provide critical feedback to the Training Working Group
10 Linkage with Stakeholders	<ol> <li>MANAGE will facilitate the institutional collaboration and capacity development activities for this project.</li> </ol>

	2. Develop linkages between regional, national and international institutions concerned with agricultural extension management.
11 Facilitate ToT programmes	<ol> <li>Support Training Delivery: Provide support during training sessions by setting up training rooms, arranging audio-visual equipment, distributing materials, and handling any technical issues that may arise. Assist trainers with administrative tasks, such as attendance tracking and participant evaluations.</li> <li>Assist in organizing and coordinating the logistical aspects of the TOT programme. This includes arranging venues, accommodations, transportation, and other necessary resources to ensure a smooth and efficient training experience for participants.</li> <li>Facilitate Communication: Act as a point of contact for the participants, addressing their queries, providing relevant information, and ensuring effective communication before, during, and after the TOT programme.</li> </ol>
12 Implementation of Programme.	<ol> <li>Overall support on implementation of the project in the States.</li> </ol>
13 Constitute the Training Working Group	<ol> <li>Regular coordination with the Training Working Group</li> <li>Providing guidance and supervision for conducting training &amp; projects for FLEWs &amp; para extension workers.</li> <li>Make recommendations for refresher training for FLEWs, Video Production Units, and Master Trainers based on monthly observations and reviews of video quality, the progress of FLEW courseware, and the quality of feedback being provided by Master Trainers.</li> <li>Review all capacity-building-related feedback through the platform FMS or through the RAWE program and make recommendations to concerned authorities for new training exercises or modules.</li> <li>Selection of most eligible FLEWs, providing guidance and supervision for conducting training for FLEWs&amp; para extension workers</li> <li>Designing training modules for training at all levels.</li> <li>Collection of feedback, analysis of collected feedback, and suggestions for improvement.</li> </ol>

The Project Management Unit has been established within the Directorate of Extension, MoAFW. One person positioned at MANAGE to provide assistance in day-to-day work for seamless implementation of the programme. This position would be reporting to the Director ICT at MANAGE. All the operational and administrative parts will be taken care of by Digital Green Trust. The deliverables of these positions would be in alignment with the MANAGE in respect to this specific project.

# 7. Phases of the Project:

# 7.1. Pilot phase

Projected outreach for the initial two years would be in ten states (Andhra Pradesh, Telangana, Odisha, Jharkhand, Bihar, Karnataka, Uttar Pradesh, Rajasthan, Madhya Pradesh and Assam) as mutually agreed period is as follows:

SI.No	Particulars	Project Outreach
1.	Number of states to be covered	10
2.	Number of districts to be covered	170
3.	Master Trainers in ten states on digital extension	24
4.	Front Line Extension Workers and para extension workers to be skilled through the digital platform, including extension workers of agriculture and allied sectors and Krishi Mitras, of which 50 percent will be women	40,000
5.	Number of Video Resource Persons to generate localized content	1020
6.	Number of localized language videos to be produced on <u>.</u> package of practice of various crops/activities	2000
7.	Number of generic national level videos on government schemes, climate risks etc.	100

# 7.2. Implementation of Pilot Phase:

A phase-wise implementation plan will help with a progressive approach to interventions and actions to achieve the anticipated results. The various phases are given below:

Phase of Implementation	Activities	Stakeholders	Tentative Timeline(s)
	Launch and Onboarding Workshop	DGT & DA & FW	1 <sup>st</sup> week of April, 2023
	Orientation of DAES pilot project to State Nodal Officers of pilot states	DA&FW and DGT	2 <sup>nd</sup> week of May, 2023
Phase 1 (Building Phase)	Pilot states visit and coordinating with State Nodal Officers of Agri and allied departments	DA &FW and DGT	June- August, 2023
	Designing of Architecture platform	DA&FW and DGT	First week of September 2023
	Development of Digital Platform	DGT & TEKDI	3 <sup>rd</sup> week of September,2023

	Training of National	DGT & MANAGE	3 <sup>rd</sup> week of
	Master Trainers		September,2023
	Training of Video Content	DGT & MANAGE	4 <sup>th</sup> week of
	Creators		September,2023
	Video Resource Centres	DGT, DA &FW,	1 <sup>st</sup> week of October,
	in districts	АТМА	2023
	Video production of PoP	DA&FW, DGT, ICAR,	4 <sup>th</sup> week of October,
	and videos on	SAUs, KVKs,	2023
	government schemes,	MANAGE	
	climate resilience etc.		
Phase 2	Onboarding of extension	DA&FW, MoRD,	First week of November
(Upskilling	workers on the digital	State Governments,	2023
Phase)	platform	ATMA, DGT	
	Capacity Building of	MANAGE, State	Third week of
	extension workers	Governments, ATMA,	November 2023
		SRLM, DGT	
	Roll out of Virtual	DA&FW, MANAGE,	Last week of November
	I raining Institute		2023
	Continued content	DGT, ICAR, SAUS,	Second week of
	creation through audio-	KVKS,	December 2023
Dhase 2			Capand weak of
Phase 3	Launch of VISTAAR	DA&FVV, ICAR, DGT	Second week of
	Discomination of oudio		December 2023
Filasej	viewal advisory	DAAFVV, State	Second week of
	visual auvisury	ATMA SRI M	
	Data collection and	MANAGE. DGT	Third week of
	assessment	- ,	December 2023
	Evaluations	MANAGE,	Last week of December 2023

# 8. Implementation framework: Workstreams and Key activities

To achieve the proposed objectives and the outcomes of the pilot project, the following are the Workstreams which indicate the flow of work required to achieve the project goals.

#### 8.1 Work stream 1- The Digital Platform

The objective is to build a unified platform of digital advisories, which may be used for capacity building, and delivery of advisories at grass root level. It will act as a scalable one-stop resource centre for skill enhancement as well as a content library for Front-Line Extension Workers, para extension workers and farmers.

# A. Building of Digital Platform includes Platform Architecture:

Define the requirements and functionalities of the platform based on the project objectives.

Ensure that the platform is user-friendly, accessible and compatible with various devices

**B. Platform Development:** Develop the user interface, navigation structure and overall design of the platform.

- Incorporate multimedia elements such as text, audio, videos, animations and quizzes to enhance the learning experience.
- Establish a mechanism for delivering timely and context-specific advisories to users.
- Develop a system that allows for the dissemination of advisories through multiple channels (e.g., text messages, notifications, emails etc.).

#### C. Platform Testing

- Testing implies product (Web platform and Mobile application) operates on expected lines (Pre-defined criteria)
- Testing the conceptualized hypothesis (related to product development) and verifying various functionalities of the platform to achieve seamless user experience.

#### D. Content uploading on platform

- Integrate features that allow for easy uploading, editing and updating of content by authorized personnel.
- Implement content categorization and tagging systems to ensure easy search and retrieval of information.
- Ensure that the advisories are relevant, informative and based on scientific research and local conditions.

To achieve this, the following activities shall be conducted:

- a. Constitution of the Content Working Group
- b. Identification of Crops/Geography and Content Sources
- c. Establishment of Video Production Units and training of Video/Audio Production Unit personnel.
- d. Sourcing of the Package of Practices (PoP), as guided by the SAUs/ICAR Institutes/ATARI/KVKs.
- e. Repurposing the PoPs into video/audio format and producing a pool of PoP and generic videos/audios/pdf.
- f. Verification of the video and audio-based advisories
- g. Uploading of these video and audio advisories on the platform for dissemination.

# 8.2 Work stream 2- Skills and Capacity Building through Platform

Capacity Building of FLEWs and para extension workers to utilize the digital platform and access advisories based on the needs of farmers is the most important activity for disseminating timely and appropriate advisories at grass root level. For this it is important for the digital platform to:

# A. Creation of a pool of Master Trainers for Capacity Building of FLEWs and Video Resource Units (VRUs)

• Conducting Video Production Training for Video Resource Units at the district level within the designated states.

- Providing handhold support and quality assurance protocols to the VRUs on videos produced.
- Mentoring the FLEWs in their designated locations by monitoring their courseware performance on the platform.
- Addressing their queries, challenges and concerns related to the digital platform, courseware and information dissemination.
- Providing feedback and inputs to the Program Management Units at the state level to strengthen the ongoing content development and capacity-building systems.

To achieve this, the following activities shall be conducted:

- a. Development of Comprehensive Training of Trainers (ToTs) Framework and Content.
- b. Approval of ToT Framework and Contents from MANAGE.
- c. Selection and Onboarding of Master Trainers.
- d. Conduct ToT.
- e. Continuous grading of Master Trainers for Quality Assurance.

#### B. Virtual training for FLEWs:

- Develop the interactive and engaging modules for capacity building and skill enhancement.
- Create modules covering various agricultural practices, techniques, government schemes and other relevant topics, as per the local situation.
- Ensure the modules are fulfilling the needs of FLEWs, para extension workers and farmers.

To achieve this, the following activities shall be conducted:

- a. Creation of courseware for FLEWs approved by MANAGE for certification.
- b. Preparation of material for the course modules.
- c. Approval of contents and modules by MANAGE.
- d. Updating all the material continuously.
- e. Honorarium as per eligibility at the right time.
- f. Feedback on the courseware by the user.
- g. Continuous monitoring of the course performance by the relevant stakeholders.

#### C. Skill Development for Video Production:

To ensure that the content is as per the specific needs and context of the target audience, training of Video Producers across districts for content creation (Two 3-members teams per district) is required. To achieve this, it is vital:

- To teach video resource persons on how to create visually appealing and engaging videos that effectively communicate agricultural information.
- To provide them a comprehensive training on video production techniques, including scripting, filming, editing and post-production.
- To capacitate them on promoting Gender Equity and Climate Smart Agriculture Practices.

# 8.3 Work stream 3 - Data Enrichment:

One of the important activities in the project is setting up the digital platform and hosting the content in the platform in the form of advisories for the farmers. As a part of this outreach, collecting regular feedback and facilitating an exchange between FLEWs and farmers.

The digital platform will support in the following:

#### A. Data Management and Analysis:

- A robust data management system to collect, store and analyse user data.
- Strong data privacy and security measures are ensured.
- Data analytics to generate insights and inform decision-making processes.
- Generating reports and dashboards that provide key metrics and performance indicators of the platform to the various stakeholders.

#### B. User Feedback and Support:

- Incorporating features that allow users to provide feedback on the platform's content and functionality.
- Establishing a support system to address user queries, technical issues and suggestions for improvement.
- Monitoring and analysing user feedback to identify areas for further improvement and upgradation.

For achieving this, continuous feedback, data and content updation is required with the following activities:

- a. Relevance of the content
- b. Outreach
- c. Upcoming seasonal needs
- d. Innovations and best practices
- e. Challenges
- f. Availing of benefits under Government schemes and services.

#### 9. Coordination, Collaboration and Convergence

The Digitalization of Agricultural Extension System Project is based on a convergence model which will bring together the Extension Systems of the States and the Centre. It will make use of the vast coverage of the existing extension machinery of the states, the expertise of the institutions and various other line departments and agencies of the agriculture and allied sectors. This will bring about a convergence of efforts and exchange of knowledge in the form of a digital platform that would be equipped to provide access to relevant information to all farmers engaged in agricultural and allied activities for their livelihoods.

The components of the platform include:

- A. **Content Management System** that has components of audio, visual and audiovisuals on agriculture and allied sectors, including government schemes.
- B. Learning Management System for Front-Line Extension Workers & para extension workers which will be self-paced, interesting and easy to use modules.

C. **Feedback Management System** that helps to collect feedback which may be analyzed at all levels for strengthening the content and capacity building of extension functionaries.

# 9.1. CONTENT MANAGEMENT SYSTEM

Content Management System (CMS) is a user-friendly interface that allows easy management of the contents such as audio, visual and audio-visual materials on new technologies of agriculture & Allied sector and reference reading materials on government schemes in agriculture and allied sectors. It comprises management of content identification like sourcing of existing contents, creation of new contents, content approval, content uploading, quality assurance & feedback.

# 9.1.2 Key Components of CMS

- FLEWs app for categorized and relevant advisories.
- Additional materials for reference (audio, PDF documents, expert videos).
- Search option to fetch advisories.
- Backend dashboards for approval and uploading for different content sources.

# 9.1.3 Types of Contents

- Advisory content Package of Practices -(Crops) text, audio and video advisories
- Reference material, additional PDFs, images and relevant website/online links for further information.
- Tasks, assessments and assignments to be assigned with each advisory for FLEWs
- Videos and text on Government schemes.
- Al Bot assisted advisory retrieval through interactive interface

# 9.1.4 Flow of CMS

National level Content Working Group will help in bringing the diverse perspectives, expertise and insights to develop content that addresses the following specific needs and challenges:

- Provide overall guidance and direction to the content creation process.
- Ensure alignment with government policies and initiatives.
- Bring subject matter expertise in their respective fields.
- Coordinate with relevant departments and agencies for support and collaboration.
- Review and validate the technical accuracy of the content.
- Represent their respective institutes and contribute domain-specific knowledge.
- Provide inputs on the content requirements based on research and expertise.
- Collaborate with other stakeholders to ensure content quality and relevance.
- Bring expertise in digital content creation and dissemination.
- Collaborate with other stakeholders to design and develop digital content formats.
- Provide technical support for leveraging technology in content delivery.

The National level content working group will meet and review the update and feedback on a quarterly basis. They will also keep note of immediate action points for emergency advisories or announcements to be reported to the State Working Group or the FLEWs through the platform, as the case may be.

# State level Content Working Group will help in actual content creation of their respective states in the following areas:

- Identification of key topics for content creation.
- Preparation of contents calendar that defines the ideal period of dissemination.
- Identify and prepare the content on the basis of FLEWs to whom the content should be assigned to, prepare tasks for FLEWs for each video and any additional material that should be uploaded for the advisory.
- Contribute research-based knowledge and expertise on agricultural practices,
- Preparation of scripts for developing audio and audio-visual clips.
- Review of response/feedback of the FLEWs on disseminated advisory
- Response and action to time sensitive feedback through announcements
- Periodic updation of contents.
- Curation and validation of contents.

The state level content working group will meet on a monthly basis and design a content calendar on a seasonal basis, review the update and feedback on a monthly basis. They will also keep note of immediate action points for emergency advisory or announcements to be reported to FLEWs through the platform.

# 9.1.4.2 Decision & Identification (crops/activities, geography, content sources & FLEWs):

- **Geography** In close collaboration with designated State Nodal Officers, districts shall be identified for program implementation from the selected states.
- **Crops/activities** In close collaboration with designated State Nodal Officers and CWG, crops/activities shall be identified for program implementation.
- Content Source Contents will be sourced from a variety of streams like ICAR websites/ repository, videos on Agriculture and allied sectors from SAU and SADs, NRLMs/SRLMs, Digital Green archives. At the same time, new content will be created by Video Production Units (located at ATMA) under overall guidance of state level CWG.
- **FLEWs-** In close collaboration with designated State Nodal Officers, the FLEWs shall be identified for program implementation, selection training and assessment of FLEWs shall be done by the respective state departments.

# 9.1.4.3. Capacity & Infrastructure (Training of MTs, Establishment of Video Resource Units:

- Training of Master Trainers For scalability and effectiveness, a pool of Master Trainers who specialize in the video based approach of Digital Green Trust, shall be created. The National Level Master Candidates are expected to bring changes in the way capacity is enhanced for the Agricultural Extension System. They have the following roles: Self-learning and development, training of VRUs, mentoring and observing FLEWs courseware progress, supporting SRLM/KVK/ATMA office teams in smooth implementation of digital capacity building.
- Establishment of Video Resource Units These are district level units who shall produce contextual, localized, community based videos and audio. Units shall comprise three members each. (Total 2 Teams The first team will be the primary unit and the second one will be the supporting/secondary unit), associated with the district ATMA unit. The team will be having skills in:
  - a. Formative research/script writing,

b. Video shooting and editing.

These produced audio and video tools will be uploaded on the digital platform, after proper validation /certification that can be used in different channels of dissemination. Proper tagging with keyword and taxonomy will be done by the VRUs as per the guidance provided by KVKs and other parent departments of the content.

**9.1.4.4. Content sourcing through National and State CWG** - CWG being a multistakeholder body will identify, guide, assist and monitor the flow of content from various sources towards VRUs.

**9.1.4.5. Approval of the source and structure from the State Level Content Group** - The **State Level Content Group** shall approve the source and structure of the content to be produced by the VRUs.

**9.1.4.6.** Pool of advisory (Repurposing, creation of generic videos & PoP videos) - The VRUs shall produce the audio-visual pool of advisory.

**9.1.4.7.** Approvals & verification (from the source of content) - Each Content source/authority (for example, KVK, State Agricultural University or the department itself) will tag its own content for approval and verification.

**9.1.4.8. Uploading on the platform -** with the required metadata and guidelines as suggested by Tech Working Group.

**9.1.4.9. Quality Assurances & Feedback -** Each produced content shall go through the quality assurance checklist and be complemented with the proper documentation to ensure the quality assurance of the content.

**9.1.4.10. Documentation of farmer innovations-** Capturing of farmer's innovations by FLEWs observed at the ground level.

# 9.2. LEARNING MANAGEMENT SYSTEM (LMS)

Learning Management System (LMS) is a user interface for Front-Line Extension Workers through self-paced, interesting easy to use modules or courseware.

# 9.2.1. Key Components of LMS

- Courseware on Digital Capacity, Community Mobilization, Communication Skills, Databased decision making, understanding of market and collectivization
- Gender understanding, Climate Understanding, Govt. Schemes
- User app for course consumption
- Evaluations and exercises
- Uploading photos and videos
- Grading and honorarium calculator
- Dashboard for progress review of courseware
- Feedback on courses by FLEWs

# 9.2.2 Flow of LMS

# 9.2.2.1 Framework for FLEW courseware

- Video based lessons
- Reading materials
- Useful links, images and voice notes
- Automated assessments/Self assessments
- Practical exercises
- Report submission in the form of images, videos, formats
- Periodic need assessment

There will be regular updates and content refreshment as and when required.

#### 9.2.2.2. Learning materials for courseware with self-assessment

- Learning materials will be made by repurposing, creating and archiving the content to build the courseware for different user profiles - around Package of Practices, Agricultural Advisories, Government policies and schemes, Gender, Climate Smart Agriculture, Digital Technology, Agri-tech products etc. Additionally, the courseware will also cater to the need for soft skills and technical skills like content creation (audiovisual tools), dissemination skills, soft skills etc.
- The content will be prepared by MANAGE and Digital Green (in-house or external).
- MANAGE and DG will provide the model of the Courseware structure and framework

# 9.2.2.3. MANAGE approved LMS

- Certified Courseware for FLEWs for their digital skill development
- Courseware approval and certification will be handled by MANAGE.
- MANAGE expertise will be harnessed in courseware management and certifying various components of the LMS.

#### 9.2.2.4. Progressive, self-learning courseware

- To ensure continuous capacity building progress on the platform , evaluations , selfassessments, module progress tracking exercises , proof-submission mechanisms etc will be built into each chapter of course
- There will also be a Dashboard for the LMS review, that gamifies their progress on the platform, including best performing FLEWs, mentorship and peer interactive segments for comments, questions and answers

# 9.2.2.5.Remuneration/Honorarium on course completion, audio/video production and onboarding of farmers.

There will be provision for honorarium to FLEWs to actively participate in the LMS

- A mechanism and SOP for the honorarium framework will be developed under the guidance of MoA&FW.
- Honorarium structure (certifications, points, honorarium etc.) will be framed for FLEWs on audio/video production, advisory delivery, each step of course completion and data collection.
- Design of honorarium structure will be made after factoring in the best practices / prior learnings available in states already.
- To illustrate monetary (grading and honorarium calculator), non-monetary (social status, knowledge & opportunity enhancement) honorarium will contribute to such honorarium design.

# 9.2.2.6. Core Components of Courseware - Regular updates

- Conduct periodic content review by analysing the user feedback, advanced and emerging practices of the relevant sector to identify areas that require updates.
- Assign the identified content updates to subject matter experts or content creators.
- Develop updated contents based on the latest information, best practices and user needs.
- Approval and review of the updated contents by MANAGE for accuracy, clarity and consistency.

#### 9.2.2.7. Feedback & Monitoring

- Feedback from FLEWs on the courseware will be collected through FMS.
- Monitoring of entire courseware will be done by the respective departments of the FLEWs, along with guided mentoring by Master Trainers on course subjects.

#### 9.3. FEEDBACK MANAGEMENT SYSTEM (FMS)

Feedback Management System (FMS) is a user-friendly interface that helps to collect timely feedback that can be analysed at all levels for strengthening the content and capacity for the extension system.

Overall, the purpose of the Feedback Management System for a video platform is to provide information to relevant decision makers with information for creating relevant and engaging content, increasing outreach, staying up-to-date with seasonal needs, promoting innovations and best practices, addressing barriers and challenges and providing information on government services and schemes.

#### 9.3.1. The FMS will assist to understand

- 1. Content Relevance: The relevance of the contents to address the problem faced by farmers/enhance productivity and thereby income level.
- 2. Outreach: The outreach of the contents and adoption of the proposed practice/ knowledge transfer.
- 3. Upcoming seasonal needs
- 4. Innovations & best practices
- 5. Barriers & challenges
- 6. Availed government services & schemes and any modifications required.

# 9.3.2. Key Components of FMS

- KVK and ATMA Level quality check, approval and uploading of videos onto the platform.
- State level Dashboard on overall content creation and delivery performance of the platform (Program Management Committee with convergence). This will be divided into two sections. Feedback on content and feedback on the FLEWs. This will function as overall performance management for the extension
- Central (Institutional) Level Periodic overview on dashboard to provide insights
- FLEWs Level User App for entering inputs for the FMS.
- Feedback on schemes of DA&FW
- User Authorisation- for each level for uploading, approval and tracking.

# 9.3.3. Flow of FMS

#### 9.3.3.1. Feedback on Content Relevance

Feedback on content delivery will be collected on the following:

- Feedback on quality of dissemination (quality of the facilitation and knowledge skills of the frontline worker)
- Feedback on the relevance, timeliness and quality of the content being delivered

#### 9.3.3.2. Outreach

- Feedback on degree of adaptation, adoption rates of practices, learning/training levels of FLEWs will also be used to further improve and customize learning materials.
- FMS will assist in collecting feedback on courseware videos quality through various channels such as rating system, written suggestions, chatbot mode etc.
- Unit/module level Analytics (which courseware is popular and why) in future will also be done to make the platform localized to the needs of end-users.

# 9.3.3.3. Upcoming Seasonal Needs

- Feedback on the needs and requirements of the community that will help to determine the next course of action for the content creation and training plans.
- FMS analytics will enable a better understanding of upcoming demand and looping into the platform through various feedback channels.

#### 9.3.3.4 Feedback on Innovation and Best Practices

- FMS will assist in capturing farmers' innovation through the approach of gathering peer-to-peer learnings as well as indigenous best practices.
- Also, feedback from the land will be collected, analysed and reinforced into the platform through FMS.

#### 9.3.3.5. Feedback on Barriers and Challenges

- FMS will help in identifying various challenges faced by users through User Surveys (also taking assistance of Rural Agricultural Work Experience (RAWE) program of Agricultural Universities in identifying such challenges)
- Support system to provide users with assistance in case of any issues or challenges.

#### 9.3.3.6. Feedback on adoption rate/success rate of Government Schemes & Policies

- Feedback on Adaptability (able to adapt contents and advisories => Community Adoption of best practices.)
- FMS will provide information on various government schemes and services implemented. The performance feedback of schemes will be gathered under various heads such as awareness on scheme, scheme benefits, ratings etc.
- It will also help in better implementation of government programs through timely interventions & feedback provided.
- FMS will further inform the government about the user needs and help in designing new schemes or programs using evidence and insights derived from data collected.

# 9.3.4.FMS and RAWE Integration

The FMS will be integrated with the framework of involving the RAWE program for qualitative assessment on implementation of schemes of DA&FW and for feedback on the advisory delivery.

#### 9.3.4.1. Objective:

The objective of the framework is as follows:

- Identify key areas of the extension system where research/feedback, communication and capacity building is required
- Identify and allocate channels within the key areas where RAWE students can operate.
- Integrate this within the central and state level feedback management system to provide categorical, digitized information.
- Provide specific tasks for research and communication to test out solutions that are proposed as a result of above feedback
- Digitalize any additional capturing of information like farmer innovations, emergency, time-bound surveys.

This can happen at the following levels:

- Timeliness and relevance of the advisory being delivered.
- Challenges arising that prevent adoption of current advisories by the farmers
- Challenges arising that are not addressed with current advisories
- Additional areas of advisories required
- Upgrading current taxonomy on advisories to make discovery of content easy, relevant and effective
- Understanding of the success journey of adoption of government schemes and challenges faced by farmers in adopting the schemes.
- Challenges arising in successful delivery of advisories

#### 10.0 Standard Operating Procedure for Re-purposing of Archival Videos

As a part of the VISTAAR Project with the Ministry of Agriculture & Farmers Welfare, the knowledge transfer and capacity-building activities for the FLEWs are being shifted to the digital platform. This platform will provide categorical, measurable capacity-building courseware for front-line extension workers in areas of both skill and knowledge.

It is planned to approach 10000 FLEWs in the first year through our courseware. For this, a video repository is being created for the project, based on the existing videos available in the archives of various stakeholders of VISTAAR. These videos are free, copyright free and available on other reliable platforms.

This video repository shall comprise of Package of Practices (PoPs), Agricultural Advisories, Government policies and schemes, Gender, Climate Smart Agriculture, Digital Technology, Agri-tech products, Awareness videos on Digital Tools and other thematic areas as identified.

It is noticed that the authorities have a huge repository that can be used in the project with little modifications to maintain consistency and optimize the viewing experience for farmers. For this, guidelines are established regarding file formats, file sizes and metadata requirements. These guidelines aim to uphold video quality, ease of access and relevance to

the target audience. By following the guidelines outlined below, it will be ensured that the uploaded videos meet the desired quality standards and contribute effectively to the agriculture extension system.

# 10.1. Who will Edit the video:

The dedicated Person shall edit the videos/audio-video tools already existing in the repository with the State Agricultural Universities/ ICAR/ or any other government agency. The person is required to meet the following qualifications:

- 1. Mid-level knowledge of video editing.
- 2. Basic understanding of graphics and text animation.
- 3. Basic understanding of writing the script.
- 4. Basic understanding of the Rural and Agricultural sectors.
- 5. A basic understanding of Gender sensitivity and Climate Resilience Agricultural Practices is desirable.
- 6. Should have written and spoken knowledge of the language in which he/she is editing the video.

The target for the launch:

- 1. Upto **4000 videos** on various crops/activities (the videos to be sourced from the ICAR institutes, KVKs and other Govt. departments/ Ministries)
- 2. **50 videos** on the Govt. Schemes to be developed by M/s Digital Green Trust.

#### 10.2. Approach: Process

The approach towards the video selection/repurposing for the platform will be focused on:

- 1. Appointment of nodal officers
- 2. Orientation
- 3. Cloud location finalization
- 4. Identification of priority crops/activities
- 5. Collation of content (phase 1- for ten pilot states)
- 6. Repurposing of content (based on guidelines below)
- 7. Tagging with keywords, taxonomy, branding
- 8. Attachment of source of content (PDF files)
- 9. Attachment of any additional information FAQs, helpful links, audio files
- 10. Final review- uploading details on content sheet

# 10.3. The given repurposing process should be followed:

#### A. **Pre-Production: Preview**

Review the video which is required to be repurposed. It is advised to check the following things in a video before repurposing.

- 1. Only HD-quality videos have to be considered for the repurposing activity.
- 2. The most recent videos with the latest technologies and updated practices.
- 3. The video selected for repurposing should have unique content or crop.
- 4. It is desirable to select videos that are gender-accommodating and promote climate resilient agricultural practices.

# B. Production: Editing

Following steps to be followed once the video is selected for repurposing:

1. **Timeline**: The timeline of the video should be maintained from 3:00 - 3:30 sec. If required, the video should be trimmed to meet the criteria. It is advised to cut the non-important parts of the video and only important parts be stitched together by doing basic modifications in the script.

If the length of the video exceeds the time limit, it is advised to cut the video into multiple parts, as required and all the parts of the video be treated as a video series.

- 2. **Modifying the script:** To maintain the flow and consistency of the video, the editor can modify the script by adding extra text, 2D animation, shooting the additional shots if required, voice-over (preferably female), adding infographics and/or patch shots from other videos or removing any part as necessary etc.
- 3. Adding Voiceover: If there is any slide in the video that contains text, it is advised to add the voice-over in the same language.
- C. Post Production:
- 1. File Format Guidelines:
- a. The acceptable file format for video uploads will be MP4 only.
- b. Output videos should be exported in HD Quality only.
- c. Instructions/ recommendations for converting video files to the required format if necessary. (While exporting videos on Adobe editing software, it will ask you to select the required format of the video. Therefore the necessary output can be achieved. In the case of working with an old video, there are many online format converters available. Eg: https://cloudconvert.com/mov-to-mp4)

Settings: [↓] Me	dia File	
File Name	Sequence 01.mp4	
Location	/Users/al/Downloads/Chilli PoP Biahr /	
Preset	High Quality 1080p HD	•••
Format	Match Source - Adaptive High Bitrate	
	Match Source - Adaptive Medium Bitrate	
> VIDEO	Match Source - Adaptive Low Bitrate	
> AUDIO	High Quality 2160p 4K	
	High Quality 1080p HD	
> MULTIPLEXER	High Quality 720p HD	
> CAPTIONS	High Quality 480p SD Wide	0
> EFFECTS		
> METADATA	Match sequence preview settings	
> GENERAL	More presets	

- 2. File Size Limitations: Will be converted as per the requirement for the app
- 3. **Branding Requirements:** Add finalised branding/intro+end slide for each repurposed video.
- a. Intro Slide



b. Ending Slide:



#### 4. Metadata Requirements:

- a. Standard metadata fields include video titles, descriptions, tags, categories and thumbnail images. This should be stored in a single .DOCX file format.
- b. Write a short description of the video in the regional language (max 250 words) and accurate video titles and save the file .DOCX format.
- c. Specify any additional metadata fields that are relevant to the content categorization.
- d. PoP Document Also, a .DOCX file to be prepared mentioning the Process, as discussed in the video.
- e. All the files along with the repurposed video should be stored in a separate folder.

**10.4. Copyright:** Check if the content is not violating copyright or intellectual property rights. A watermark of the parent department to be inserted in the videos/ PDF/ other documents.

**10.5. Content vetting:** For each repurposed video, experts from the respective department under which the video was made will vet the content given in the video.

**10.6. Quality Assurance:** Ensure that the video has been reviewed as per the attached sheet and Graded. Video Review Form

**10.7. Documentation**: Regularly update and maintain documentation regarding approval documents of the approved version of the video and video upload procedures, including any changes or updates to the process.

# Video Repurposing Tracker Performa:

To keep the documentation and video audit on track, every editor may fill the Video Repurposing Tracker (Performa attached) in their respective name sheet with the final remarks if the video is Good to go on the platform or not.

Date	Crop/ Activi ty	Video Title	Video Title (E nglish)	State/ District ( wherever applicabl e)	Langu age	Any attach ment (Pdf, audio files, any suppor ting docum ents)	Authentic ation dep artment	Repurposed Link (ICAR cloud)	Appro ved by	Taxono my

# 10.8. Sample Video Links:

- 1. Original video: https://www.youtube.com/watch?v=abOlywZjdMc&list=PL-WsPlITgj\_4GICFIn6oHwdBPLbqamqr-&index=7
- Repurposed video https://drive.google.com/file/d/13EQerxBWor4c1UzyWE6QW2OTykoJjQW/view?usp=sharing

# **10.9. Things to Remember:**

- 1. Ensure that the message of the video is not compromised during the repurposing process.
- 2. Only HD-quality videos have to be considered for the repurposing activity.
- 3. The most recent videos with the latest technologies and updated practices.
- 4. Check if the content/audio/photos are not violating copyright or intellectual property rights.
- 5. Regularly update and maintain documentation regarding approval documents of the approved version of the video and video upload procedures, including any changes or updates to the process.
- 6. The respective authority shall review the repurposed videos for accuracy, quality and compliance at their level before sending them to the ICAR cloud.

# **11. Implementation Phase:**

# 11.1. The framework of Video Resource Units

#### **Establishment of Video Resource Units**

It is recommended to onboard and capacitate the Video Resource Persons. The plan will focus on developing two 3 member teams of video producers at each district of the country comprising three team members having skills in:

- a. Formative research/script,
- b. Video shooting and
- c. Editing.

The teams shall produce the contextual, localized, community based videos at District level. Advisory and capacity building audio and videos tools both will be produced by VRPs. These produced videos will be uploaded on courseware. They will also produce different version of audio-video tools that can be used at different channels of dissemination. Repurposing of the existing repositories of the videos from relevant organizations and institutions.

# 11.1.1. Selection and Training of VRPs

- a. The ATMs/BTMs or the Krishi Sakhis will be selected as the Video Resource Person by the respective state department/(s)
- b. Once selected, eligible participants will go through online and offline training. It will be conducted in a phase-wise manner where these selected VRPs will be trained in the process of Video Production from research work on a particular topic to the production of the final film. As the capacities progress, respective specialized courses will be available for VRPs to enhance their specific areas of skills.
- c. Grading of the VRPs will be done based on the evaluation of training performance, as well as on the quality and quantity of approved videos produced. The Video Resource Persons will be reporting to ATMA and will be allocated sufficient time and guidance for audio-video creation as a part of their assigned tasks.

# 11.1.2. Approval of content

- a. Video/Audio content development The district-level units within the government framework (Krishi Vigyan Kendras- KVKs) will assist in developing and finalizing the thematic content for the video. This will lead to the script. The VRPs will be supported by KVKs, MTs, extension workers and local farmers to produce the videos with authentic, verified content. MANAGE, ATMA and Digital Green will provide periodic observation and handhold support.
- b. The state content working group will approve the script, followed by production and post-production of video files that will also be approved before being made available for distribution.
- **11.1.3. Dissemination Ready -** Videos will be available in both longer and shorter formats, high and low resolution to enable easy digital dissemination even with low data bandwidth.
- **11.2. Periodic quality check and review** The quality of the videos that are produced by these VRPs will be regularly checked and reviewed. The quality shall be checked based on:

- Innovation & Creativity,
- Story Line,
- Visual Quality,
- Usage of light, Sound effects and Editing skills.
- a. Skills and Experience Requirement for Video Resource Person: Those who can demonstrate the skills and experience listed below.
- Experience in turning technical information into engaging and memorable video content.
- Experience in conducting filmed interviews including knowledge of scripting, audio, lighting and filming techniques.
- Skilled in editing software like Adobe CC including Premier, After Effects, Illustrate or and Photoshop – files will need to be shared for collaboration and future edits (desirable).
- Knowledge of YouTube live streaming.
- Experience working with a medium-sized professional services organization (desirable).
- Understanding of Photography Techniques.
- **b.** Support from Digital Green Trust: Regular Monitoring and coordination support in ensuring that VRP can timely fulfil the content requirements as per the content development plan.

#### c. Evaluation Process & Criteria:

The evaluation score from the selection process will be calculated as follows:

- Written Test: 30%
- Interview: 30%
- Assignment: 40%

The evaluation of suppliers will be in 3 stages:

# **Stage 1 Written Test and Samples**

This process will assess the theoretical knowledge of the candidate about the film production process and an aptitude test, including assessment of previously produced samples. The candidate shall also be assessed on the basis of gender sensitivity and climate resilience.

#### Stage 2 Interview

This process will help us to understand if the candidate has the basic knowledge of the digital and video equipment and has an understanding of the farming sector, is gender sensitive. The interviewer will assess the candidate based on

# Digital/Technical Capacity-

- 1. Assessment of equipment access and understanding, usage of smartphones, cameras.
- 2. Is the person comfortable using a smart phone and do they use it for shooting photos and videos?
- 3. Has the person used a digital camera and do they understand what the different parts of a camera are?
- 4. Does the person have at least a basic understanding of computer/laptop operation and can work on Word documents and send emails?
- 5. The candidates should be able to demonstrate skills in either of the following:

- a. Writing and Scripting
- b. Camera handling and production
- c. Editing

# Knowledge of the Sector

- 1. Has the person with basic knowledge of the rural sector and can identify the farming community in their area.
- 2. Interest to work with the farming community. Candidates from farming families.
- 3. The candidate must be gender sensitive.
- 4. Creative and hard-working

# Stage 3 Assignment

At this stage the candidate will be tested on the basis of his/her/their on-field skill and experience. He/She/They can be given any topic to demonstrate their respective skills in either writing, production, or scripting. This will help us to assess their technical skills.

- 1. Technical Capacity- assessment of understanding of production skills based on their respective areas (writing, production and post-production).
  - a. Does the person understand basic shots, framing, angles and shooting rules?
  - b. Is the person able to hold and operate the camera smoothly, taking shots without any jerk?
  - c. Is the person able to demonstrate a creative inclination toward visual storytelling?
- 2. Documentation/communication skills- assessment of writing skills.
  - a. Is the person able to communicate effectively through writing?
  - b. Is the person creative and has a storytelling bent of mind?
  - c. Is the person able to confidently write in the local language?
- 3. Research skills- assessment of research skills for conceptual understanding of the subject.
  - a. Does the person have strong analytical skills to understand the gist of the content?
  - b. Is the person able to translate technical and scientific processes and terminology into simplified language?

# 11.3 Recommendation of required equipment by MANAGE and DG for VRUs

Establishment of equipment and set up	Unit
Camera - DSLR	1
Tripod	1
Reflector	1
Micro SD cards- 16 GB each	3
Batteries for camera	2
Cordless mic plus batteries (set)	1
Laptop	1
Hard Disk (1TB)	1
Software for editing	1

- Procurement of the Equipments by MOA&FW ( as per existing procurement committees)
- Set-up of VPU at KVK Centre- provision of office furniture, stationary and other Office supplies
- Onboarding and Orientation of The Video Resource Person (all 3 members)
- Video Production SOP to be followed by VPU, in support of KVK

Video Dissemination SOP to be supported for FLEWs by KVKs and common knowledge sharing to be done with VRPs for effective video production

#### 11.4. Standard Operating Procedure of Audio-Video Production

#### 11.4.1. Pre-Production-

- a. **Thematic Buckets -** Based on the programmatic priorities and needs specific to the district, thematic buckets for the audio-visual tools are to be built and need to be finalized. Within the thematic areas, progressive subject identification needs to be completed based on seasonal applications or local context. This needs to be verified, customized and approved at the KVK level.
- b. **Content Calendar-** With the help of the KVK in charge, a content calendar needs to be prepared that will help plan the date of delivery and date of production (with the backward calculation) for each of the thematic buckets. The calendar should also include information for nudges and notifications which can be sent out through the app for timely actions by the FLEWs
- c. Subject Identification- The basis of the content calendar, specific subject and objective needs to be identified for the concept/subject on which the audio-visual tool will be produced. For this two things are to be integrated, one is video demand from the community (which is collected by the FLEWs through the dissemination process) and the programmatic requirement as per the thematic buckets. If previously produced and approved videos exist in the video library, the same should be provisioned to repurpose for the current requirement
- d. **Technical note writing/input-** After subject finalization, the respective Subject Matter Specialists (SMS) will prepare/provide the technical note (preferably in the prescribed format) and share it with the video production team.
- e. **Story writing-** On the basis of the technical note, the video production team will prepare a story for the subject according to the focus points mentioned in the technical note. For the first 6 months, the story will be guided and verified by the Master Trainers and any feedback/support to correct or strengthen the story will be provided. The story structure should be prepared in a format such that as best as possible, it may be translated and repurposed in other languages.
- f. **Storyboard preparation and approval** -After the story finalization, the video production team (especially the script writer) will prepare the storyboard on the basis of the story flow. This storyboard will be reviewed by the KVK in charge of technical appropriateness and any inputs on the production improvement will be provided by the Master Trainers (for the initial six months). The storyboard will be finalized and approved by the KVK before going into production. A repository of master storyboards in digital format should be catalogued and maintained at the KVK level.

- g. Location identification, site visit and shoot schedule Location identification and farmer/actor selection process will run parallel with the storyboard preparation and will be handled by the team member handling direction/production. Depending on the complexity of the shoot, it can be helpful to do a site visit to the shooting location. After storyboard approval, the video team will meet with farmers/actors for orientation and rehearsal. In this process, taking support from FLEWs in the district will be helpful for the correct identification of both- the location, as well as the farmer actors. Based on availability, the shooting schedule will be finalized.
- h. **Required Materials and Tools-** Before the actual video shooting, the video team will ensure that all required materials for the video should be available with the coordination of the KVK in charge and any field-level staff available (including but not limited to the FLEWs).

**11.4.2. Production-** After the completion of all the pre-production processes, the video production team (primarily the director/cameraperson) will shoot the video content strictly based on the approved storyboard. **The production phase includes:** 

- Setting up the sound/lighting/video equipment
- Recording interviews or actions (as per the storyboard)
- Recording voice-overs of the actor (as per requirement)
- Capturing b-roll (extra footage that is used to support our story)

#### 11.4.3. Post Production-

- **a.** Video Editing After capturing the video, editing will be done with the raw video clips. This would also include the addition of any extra audio files, voiceover, music, photos and texts.
- **b. Repurposing** If the content requires repurposing of existing videos, this can be done based on the available content on the platform or previously approved content.
- c. Video Approval Video approval will be in the following steps-
  - **Thematic-** Firstly the final video will be screened within the team. All team members see the video and give their input and suggestions especially respective thematic experts will give their suggestion. Thematic experts will fill out the form for thematic video approval.
  - Technical- Technical approval will be given by a technical consultant.
  - **Final approval-** After the above approvals final video will be shared with the technical director for final approval/ dissemination in the field.
  - Quality Assurance- based on the QA format, a Quality Assurance exercise should be done with the video production team by the KVK in charge and MTs (at least for all videos in the first 3 months and then one video per month). Recommendations should be proposed for handholding support or follow-up training based on QA observations.
  - Field Observations- observation and responses on videos collected during dissemination should also be discussed with the video production units. Video production teams are encouraged to participate in video dissemination processes to themselves understand the perspective of the target audience and identify what works or does not work for the farmers.
- **d. Video upload on Platform/YouTube–** After final approval, the video production team, under the approved supervision of the KVK in- charge, should upload the video on the digital platform and YouTube for wider access and distribution.

SOP/ checklist for Video Upload:

#### 11.5. Standard Operating Procedure of Video Dissemination

The following is the process to be followed for successful implementation of Video Dissemination:

**11.5.1. Courseware -** Once the selection of the FLEWs has been completed, they will be onboarded onto the digital platform. The platform processes will be as follows:

- a. **Assigned courses**. The number of courses to be undergone by each FLEW will be approximately 4-5 per year.
- b. The entire course cycle comprises of:
  - i. Consumption of the course, completion of assignments
  - ii. Advisory delivery based on the course
  - iii. Data collection based on advisory delivery
  - iv. Certificate awarded
  - v. Monitoring and mentorship based on course completion
- c. **Farmers Interaction-** The FLEWs need to build rapport, understanding and trust with the farming community. This should be done through regular interactions, earnest engagement and looking out for the well-being of the community, participating in their times of need, celebrations, or crises.
- d. **Farmers Engagement:** The FLEW should try to be available for all problems and questions that the community may have for them, responding based on either the information they have received through training, or by asking respective authorities in case of subject matters beyond their understanding.
- e. **Subject-Related Preparations:** For any approaching crop season, before scheduled disseminations begin, the FLEWs should engage with the community, understanding their need related to the respective crop and the kind of challenges that the community faces for that crop. The pre-dissemination discussions should address these problems and prepare the community for the solution that will be provided in the dissemination meetings, thereby holding their interest and ensuring attendance.
- f. **Post-screening Engagements:** After conduct of meeting on a particular subject the FLEWs may keep continuous interactions and follow-ups with the farmers, based on their reactions during the meetings. Adoption should be encouraged and supported through collective participation.

**11.5.2. Content Orientation-** All the Front-Line Extension Workers will be able to access the final approved video on the platform at least one week before scheduled video dissemination. After receiving the video, the FLEWs will watch the video, share their assignments and feedback and if required, discuss with peer groups and supervisors to build a good understanding of the new video according to local needs and in the local context and language.

**11.5.3. Video Screening/Sharing-** After receiving and viewing the video content, FLEWs will follow the dissemination process (either in-person or virtual) in farmer groups and follow the following points-

- a. FLEW will screen the video in a farmers group (in-person or virtual) according to the dissemination plan.
- b. In both physical and digital video screening processes, venue (in the case of physical) and time will be decided by the group members, based on ease of access and suitability for video screening, i.e. availability of participants, relevance and access ease.

- c. FLEWs must ensure that 60 percent attendance is accomplished for a video sharing. If farmers' attendance is less than 60 % then that sharing will be considered invalid. In terms of virtual sharing, this should be mapped with the help of either active roll calls or monitoring how many people have viewed the shared content within the given timeframe.
- d. FLEWs must follow all protocols and practices for ideal dissemination, discussed and exercised during the training, following the correct order and form discussed for ideal dissemination. This should include context setting, introduction to the subject, screening and discussion, summarization and discussion on adoption.
- e. FLEWs must ensure that a well-participated discussion, with relevance to the current season and video subject, is held before and after the video sharing. Dissemination meetings DO NOT only consist of video screening but are meant to enable awareness, discussions and acceptance of the promoted practice.
- f. FLEWs must pay equal attention to each group member.
- g. FLEWs must encourage farmers to adopt during the meeting/sharing sessions. Challenges or resistance to adoption should be discussed during the meetings and active support must be sought
- h. FLEWs must encourage experience sharing of successful farmers and also screen success story videos for a more positive impact.
- i. Toward the end of the meeting, FLEWs will collect information in the prescribed format.
- j. FLEW must ask the community for the demand of new videos of any crops and collect information about the meeting details, common questions and feedback on the screening, along with the needs of future subjects that would enable further adoption or facilitate the next steps of adoption.

# 11.5.4. Adoption-

- a. FLEWs may conduct home visits to the farmers with follow up plans to adopt the proposed techniques, try to understand their reasons for rejecting adoption and try to convince them either through discussions or through the participation of other community members or staff members.
- b. FLEWs must arrange for exposure visits of other farmers in the demo or model adoption fields to attract their interest.
- c. FLEWs must collect the adoption information in the prescribed format.
- d. 100% of all reported adoptions should be verified by the FLEWs.
- e. FLEWs should try to capture critical photos and videos of actual on-ground adoption or practices that can be further shared with farmers for encouragement and experience sharing.
- f. FLEWs must adopt the practices/ behaviours in their fields to set a good example in the area and to understand the challenges that may arise in the adoption by other farmers.
- g. FLEWs must engage in regular monitoring of the adoption fields to ensure there is no damage or loss. They may also encourage neighbouring farmers to visit the fields for learning.

**11.5.5.** Fortnightly/Monthly Review- Every month a review meeting (1-3<sup>rd</sup> of every month) must be organized for capacity building, performance review and document verification and submission from the field. In this meeting following tasks should be discussed–

- a. Review of the last meeting's decisions.
- b. Gap identification of last review- work/process and then discussions on how to resolve those gaps.
- c. Plan for next month, including changes, if any.

- d. Screening a video by one FLEW and discussion on a new video with the local context.
- e. In-depth discussions on upcoming season's crops in the local context with local examples.
- f. Listing out expected questions and problems to be asked by farmers and accordingly preparing the FLEWs for dissemination meetings for a particular subject. It is advisable that questions asked by the community in the last screenings should be added and discussed here.
- g. Practice screening for FLEWs on their points of weakness, based on the screening observations done.
- h. Progress monitoring of the courseware completed by the FLEWs and associated information entered.
- i. Orientation of the entire team on relevant subjects.
- j. Prepare a monthly report.

Please note: This meeting will be more capacity-building orientated than merely for report collection.

**11.5.6. Quality Assurance (QA)-** For improving the overall performances of the FLEW and the field results, staff members at all levels will follow a set protocol for quality assurance of FLEWs based on the following-

- a. **KVK in charge-** Minimum five observations of app usage by FLEW to be done every month by the KVK in charge in the first year, consequently reducing to one app usage in two months for the following years. This observation should be done through a random selection process of FLEWs in the district.
- b. **Master Trainer-** Minimum one observation to be done every month by the KVK in charge in the first year, consequently reducing to one screening in two months for the following years.
- c. **Dissemination follow-up** Random advisory sharing follow-ups, either in person or over phone calls to be done by respective staff like KVK, District level and state level.
- d. **Quality Assurance Reports** Monthly QA reports should be prepared by all staff members responsible for QA and submitted to the Central Program Team and M&E department. Suggestions and feedback from the said departments should be brought into the action plan.

# 11.5.7. Capacity Building-

- a. Screening observation reports every month will be compiled along with the platformbased courseware report of each FLEW and analyse their progress and performance.
- b. KVK in charge and MTs will provide handhold support to FLEWs concerning dissemination or community mobilization, as needed. The Master Trainer will organize refresher training based on quality assurance reports and as per FLEW needs.
- c. MTs may also provide direct handholding support in group meetings and screenings to the FLEWs and farmers, during, before, or after adoptions in the field.
- d. KVK in charge and MTs will conduct a demonstrational screening at the beginning of the project to set an example and to encourage and motivate the FLEWs. They may do more such demonstrations time and again, as felt necessary. The same will also be done with newly appointed FLEWs who join in-between and can be done with the help of high-performing FLEWs
- e. They may also arrange for exposure visits for the FLEWs for better understanding.

**11.5.8.** Farmers Identification for Video Shooting- During the fieldwork and monitoring visits, FLEWs should identify certain progressive farmers who may be willing to participate in video shootings and inform the Video Production Team about them through the KVK in charge.

**11.5.8. Data Management-** All FLEWs must fill the dissemination data as per protocol onto the platform along with geolocation mapping and photos and videos to support activities. These formats, shared online, should be monitored and reviewed every month by the Manager- Video Dissemination.

COST BREAK-UP FOR CAPACITY BUILDING COMPONENT							
Particulars	Components	Total Number	Total Cost per Unit	Unit	Total Budget as per MOU	Cost Break up for 2023- 24	Cost Break up for 2024- 25
Video production Training	Day 1- Video Production components- Introduction to equipment- Operating different kinds of equipment- camera, tripod, microphones, reflectors, light sourcesDay 2- Camera angles, movements- Types of shots, framing rules and shooting guidesDay 3- Story Writing, scripting and storyboardingDay 4- Shooting at field levelDay 5- Editing skills - gender and climate- smart orientation	6 members per district	5 day training @ Rs 5,000 per day = Rs 25,000 per head	1000	2.5 cr	1.25 cr*	1.25 cr

# 2. Cost Break-up for Capacity Building Component

	Training cost includes accommodation, food, travel, training materials deck, posters, banners, training rewards, certificates etc.						
	Establishment cost of equipment and set up	Unit	Total Cost (Components will be shared by one unit of video production)			r 1.44 Cr.	1.44 Cr.
	- Camera - DSLR	1	61500				
	- Tripod	1	3000				
	- Reflector	1	1500				
Video Production	- micro sd cards- 16 GB each	3	1500	170	2.88 Cr		
Unit	- Batteries for camera	2	3000				
	- cordless mic plus batteries (set)	1	5000				
	- Laptop	1	68,000				
	- Hard Disk (1 TB)	1	6000				
	- software for editing	1	20000				
Specification	Total unit cost = Rs. 1 per video unit (subjec changing price at the purchase)	1,69,500					

\* If the amount remains unutilized by the end of F.Y 2023-24, shall be carried forward for the next F.Y 2024-25 and be fully utilized in the same year.

# 12. Specific Roles & Responsibilities

# 12.1. State-level Nodal Officers (SNO):

Under the VISTAAR program, six State Nodal officers (SNO) one from each sector i.e., Agriculture; Horticulture; Fisheries; Sericulture, Animal Husbandry & Dairy; and Rural Development, will be appointed by the Competent Authority of the respective concerned Ministry/ Department. The major role and responsibilities of State level nodal officers are as follows:

- a. Single Point of Contact in the State for implementation of the program.
- b. Identification of District level and block-level officers etc. for implementation of the project.
- c. Coordinate with the concerned respective higher authority/Department Head (Director) at the State level for their guidance on decisions on the selection of areas, crops/activities to be carried out in the district.
- d. Directions to the Districts level functionaries.
- e. Overall coordination w.r.t. directions and suggestions received from concerned people in the Central/State Department related to the implementation of the project in the state.
- f. Follow-ups & Meetings with State Agriculture Universities (SAUs)/Central Agriculture Universities in the states regarding priorities, themes to be decided, suggestions and advisories that need to be shared with farmers through VISTAAR.
- g. Responsible for providing the updated video content for repurposing the video and new content/information in Audio-visuals, video, or in any other form related to State Specific schemes/programs which has to be disseminated through VISTAAR Project.
- h. Assist in developing content material related to the Transfer of Technology, innovations developed by the state govt. department or Universities/KVKs in the State through online platforms.
- i. Review the updates and contributions shared by concerned respective District officers/ Block level officers and services provided for the projects.
- j. Facilitate all activities of the project in the State and ensure timely action.
- k. Liaison with officials from the Central Ministry i.e., the Department of Agriculture Farmers Welfare & Department of Agricultural Research & Education & State Government & PMU i.e., Digital Green Trust for smooth functioning of the project in the State.
- I. Facilitate the selection of FLEWs.
- m. Identification of key areas and crops for content development.
- n. Ensure submission of periodic reports and other information to MoA&FW
- o. Facilitate field visits and meetings with project teams in the State
- p. Facilitate project activities & furnish information relating to their department on the VISTAAR portal.
- q. Facilitate the making of audio & videos related to agriculture and allied departments.

# 12.2. District-Level Officers of Concerned Ministry/Division/Department of State Government:

District level Officers from the respective departments, i.e., Agriculture; Horticulture; Fisheries; Veterinary and Animal Husbandry & Rural Development and Project Director ATMA and other

relevant field functionaries at the district level will have to act as main concern officers to implement the program in the selected districts. Concern District level officers will be responsible for the implementation of the program in the district. The major role and responsibilities of District level officers are as follows:

- a. Identification & Onboarding of Front Lines Extension Workers (FLEWs), extension workers of agriculture and allied sectors.
- b. Facilitate the establishment of a digital library and Video Resource Unit (VRU) at the district level also to provide infrastructure support for the setting up of VRU.
- c. Selection of active Agriculture Technology Managers (ATMs) & Block Technology Managers (BTMs)/ Computer Operators for recommendation to be trained as Video Resource Persons for shooting of raw video in the field & technical advisories of Subject Matter Specialists (SMS).
- d. Support FLEWs & Video Production Units at the district level to identify the villages/progressive beneficiaries, etc. to develop local content on the field and also facilitate the shooting of the new videos.
- e. Provide necessary training and orientation to the selected FLEWs to familiarize them with the digital platform, content and their roles and responsibilities.
- f. Assist & allow access to the training hall/Conference room of the concerned Department to Video Production Units at the district level & Front lines Extension Workers (FLEWs).
- g. Provide new content or existing audio and audio-visual content to VPU to generate new or repurpose existing videos for dissemination to farmers using a Digital platform.
- h. Provide Knowledge Transfer related material (related to central/State Deptt. Schemes) to Video Production Units at the district level
- i. Conduct meetings with Concern District level organizations/Stakeholders/PD (ATMA), Director (ATARI), In-charge of KVKs/FLEWs/VPU sand other stakeholders for the key topics and content on crops/activities to be disseminated and also try to resolve their problems and grievances at their level or bring the same to the notice of higher authority at State Level (State Nodal Officers)
- j. Will act as the interface between KVKs for content and District level for implementation of the Program for any matter.
- k. Provide periodic suggestions to State Universities for customizing the Question on Feedback Management System (FMS) for RAWE Students.
- I. Support FLEWs for Taking feedback on the basis of the Content Management Systems platform and Content Working Group.
- m. Responsible for content related to the specific concerned department to be disseminated through VISTAAR.
- n. Overall support on project implementation related to content development in the district.
- o. Establishment of linkages with stakeholders involved in the sector identified for the project.
- p. Technology transfer & Technology guidance to FLEWs.
- q. Creating awareness regarding innovative and profitable farming technology.
- r. Documenting, Reporting and conducting field demonstration
- s. Other tasks assigned by Concerned State Nodal officers based on SOP.

# 12.3 Roles & Responsibilities of Krishi Vigyan Kendra (KVKs):

- a. Support periodic content on crop advisories, practices, etc., based on the crop calendar activities in the local area for the creation of advisories to be shared with farmers at the local level.
- b. Provide new content material of existing technology developed by KVK for its dissemination through the digital platform
- c. Showcasing the frontier technologies & other on-farm field demonstrations on Package of Practices (PoPs) of Crops.
- d. Participatory approaches in planning, implementing and executing the dissemination of Agri-allied information for technology transfer through digital mode.
- e. Support for the creation of audio and audio-visual content & validation in regional languages in the mixed voice of progressive/lead farmers which will be disseminated amongst fellow farmers by the Front-line Extension Workers (FLEWs) and para extension workers or directly may be accessed by farmers from digital platform.
- f. Responsible for monitoring regular updates provided through the VISTAAR Platform on various crops/activities.
- g. Updating of the contents as per suggestions that emerged from the refinement group.
- h. Overall support on project implementation related to content development, validation of Content and access to the lab, field and technologies developed by KVKs.
- i. Organization of sensitization workshops for FLEWs.
- j. Develop contextual thematic as well as generic content categories, inputs and calendars for the course content and advisories to be uploaded on the platform.
- k. Support in providing content on crops and advisories for AI bot in document format

# 12.4 Structure of State level & District level functionaries working for farmers:

Dep	partment	Department of Agriculture	ICAR
		Extension SAMETI (ATMA)	Functionaries
0 0 0	State Level Pr. Secy. Agriculture/Horticulture/ Veterinary/Fisheries /Agriculture Production Commissioner Director, Agriculture/Horticulture/ Veterinary/Fisheries Additional Director Joint Director	State Level o Director (Extension)/Director (SAMETI) o State Nodal Officer ATMA	<ul> <li>State Level         <ul> <li>State Agriculture Universities (SAUs)/Central Agriculture Universities (CAUs)</li> <li>Institutes/National Research Centres (NRCs)</li> <li>ATARI at Zonal level.</li> </ul> </li> </ul>
Dis o	trict Level Joint Director /Deputy Director (Agri./Hort.)	District Level • Project Director ATMA/District Agriculture Officers/District Agri. Extension Officer.	<ul> <li>District Level</li> <li>Krishi Vigyan Kendras (KVKs)</li> <li>Director, Scientist/In- charge/</li> <li>Subject Matter Specialist</li> <li>Director, Scientist/In- charge/Subject Matter Specialist</li> </ul>

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Block Leve		Blo	Block Level		Target Farmers		
<ul> <li>Mand Office</li> <li>Assist Agricu (AEO) Mitra/</li> </ul>	al Level Agriculture rs ant Director Agri./ ulture Extension Officer )/ Krishi Sakhi/Didi, etc.	• 0 0	Block Technology Manager (BTM) Agriculture Technology Manager (ATM)				
Current Ro	le/Mandate:	Cur	rent Role/Mandate:	Curre	nt Role/Mandate:		
<ul> <li>Major re Extens Krishi Sakhi/I farmers Govern</li> <li>Implem State G</li> <li>Agricult (AEO)/ etc. inv informa Market, on crop univers Whats/ at Villag</li> </ul>	ole of Agriculture ion Officer (AEO)/ Mitra/Krishi Didi, etc. to register in State and Central ment. entation of Central & Govt. Scheme. ture Extension Officer Krishi Mitra/Sakhi/Didi, olved to disseminate tion related to the scheme, advisories ities/KVKs, etc. through App groups constituted ge level.	• • • •	Dissemination of Extension material related to Central/State Government Conduct training & arranging exposure visits. Documentation, Reporting and conducting field demonstrations. Creating awareness regarding innovative and profitable farming technologies	•	Conduct front-line demonstrations and On-Farm Testing on advanced and latest technologies, refinement of technologies for location specific adoption. Training of farmers to update knowledge and skill		

# 13. National Level Master Trainers (NLMT) Learning Programme

# 13.1. Facilitator to the Training of Trainers (ToT)

# 13.1.1. Background:

Digital Green and the Ministry of Agriculture and Farmers welfare, have entered into an agreement to jointly work to empower ToT Facilitator(s) and strengthen the capacity of the agriculture extension system through digitalization to enhance its knowledge, skills and systems to deliver improved services to farmers to enhance productivity, income and resilience, by developing and implementing a National Digital Platform for Agriculture Extension.

# 13.1.2. Role of Master Trainers

DGT is committed to preparing a highly-skilled, certified pool of 72 empanelled Master Trainers (MTs) who build the capacity of the various government extension agencies in developing highly localized content, i.e. agriculture package of practices and disseminating the content at the community level. These Master Trainers will undergo an exhaustive and specialized workshop with a specific focus on participatory and experiential modes of training, based on

adult learning principles; the pool will be created in three phases comprising 24 participants in each phase. They will be certified and empanelled for scaled-up training programs across government departments in the country.

These trainers will be trained across thematic areas including the Digital Green community video-based approach, gender in agriculture, climate smart agriculture and digital literacy.

The MTs will be training and guiding the teams placed in video production units established at the district level, working closely with the Krishi Vigyan Kendra (KVK), agriculture extension centre, to ensure the training, content development, video production and dissemination are happening as per the program needs. They will also provide handholding support to the FLEWs on board on the digital platform.

Their roles will be as follows:

- 1. Conducting Video Production Training for video production units at the district level within the designated states
- 2. Provide handholding support and quality assurance protocols on produced videos in close collaboration with the KVKs
- 3. Monitor and mentor the front-line workers in their designated geographies by monitoring the front-line worker capacity management courseware
- 4. Provide feedback and inputs to the program management units at the state level to strengthen the ongoing content development and capacity-building systems

# 13.1.3. Training of Trainers:

The Training of Trainers for creating a pool of National Level Master Trainers is designed to help them achieve efficiency and efficacy in their desired role within the national program for strengthening the extension system. In the first phase of the training, 24 participants across 10 states of India will be trained for the national-level program.

The training and its engagements are proposed to be structured as follows:

- a. Selection of potential trainers on the basis of work samples, assignments and interviews.
- b. Self-learning exercise of selected trainers through online courseware on Digital Green's model of community-based Video Production and Video Dissemination as per the standardized modules. (These are the modules they will be expected to later deliver in the training they conduct). The self-learning courseware will have an assessment integrated within it. The duration of self-learning course completion is 1 month
- c. Assessment of selected on the basis of the courseware and grading of participants with designated follow-up actions and exercises
- d. In-person ToT (8-9 days) of the Master Trainers comprising four sections:
  - 1. Visioning exercise on the program, farmer-focused approach to content creation and dissemination, orientation on values of gender and climate sensitivity in approach
  - 2. Training and Facilitation skills, designs and methodology
  - 3. Practice and demonstrate of above skills in the video production and dissemination modules
  - 4. Monitoring and mentoring role as master trainers
- e. Post Training assessments and continued grading and quality assurance mechanism.

# 13.2. Master Trainer Candidates Selection Criteria and Process

#### 13.2.1.Role of a Master Trainer candidate

The National Level Master Trainers (MTs) are expected to be experts in the way capacity is enhanced for the Agriculture Extension System. They have the following roles:

#### a. Learning

- Self-learning of Video Based Approach of Digital Green (Video Production and Video Dissemination Process)
- Successful participation in the National Level ToT with expertise in training skills, digital skills, along with orientation on Gender, Climate, Collectivisation, Monitoring and Mentorship.

#### b. Training

- Training of Video Production units comprising selected FLEWs established at the District level as per the video calendar.
- Orienting KVK / ATMA staff on video quality assurance protocols and methodology.

#### c. Mentoring

- Provide handhold support to video production hubs to ensure quality production and provide feedback for areas of improvement through quality assurance systems.
- Observe FLEW courseware progress for districts assigned to MTs and provide feedback and handhold support to FLEWs based on field and platform observations.
- The MTs shall continuously monitor and track the performance, provide feedback, assess the FLEWs from the assigned districts and provide prompt solutions to the users (FLEWs) as per the standardized/suggested process at the digital platform. The MTs shall also promote the peer to peer learning among the users of the platform.

# d. Support

- Facilitate on-the-job experiential learning opportunities for the SRLM/KVK/ATMA/ other stakeholder' officers
- Facilitate District level/ cluster-level workshops with VRPs (Video Resource Persons) on techniques involved in video productions, content creation, storytelling, community based learning and assessment materials
- Support and work collaboratively with the SRLM/KVK/ATMA/ other stakeholders' officers to ensure quality implementation of digital capacity building and learning programs.
- Work with the VISTAAR team to ensure that training and other FLEW/VRP support activities in the states are conducted to high standards and as per the work plan.
- Conduct these and other tasks as required in support of project goals.

#### e. Continuous Professional Development

• All MTs must participate in professional development activities in video production as well as training skills development. A certified trainer must undergo refresher training on the relevant topics as suggested by MANAGE and Digital Green in order to keep their knowledge and understanding updated on the Digital Platform.

• Digital Green, in close collaboration with MANAGE would develop modules for refresher courses and include the same in their training calendars published on the digital platform for MTs.

#### **13.2.2. Empanelment process and Framework**

- a. Notification: A notification will be made for onboarding of Master Trainers. This announcement will be shared as the advertisement with different organizations and departments, both within and outside the government, who might be interested in helping.
- b. **Applications:** People interested in becoming a Master Trainers will submit an application. This application will include their resume, as well as any other relevant information about their experience and qualification.
- c. **Profile Screening:** Digital Green Trust will review all the applications received. All the profiles will be assessed on the basis of the criteria suggested above.
- d. **Interviews:** The Selection Committee (comprising Digital Green and MANAGE members) will then invite the most qualified candidates as screened by the Digital Green for an interview. This is a chance for the government to get to know the candidates better and ask them questions about their skills and experience.
- e. **Pre- Assessment:** After the interviews, the selected candidates will be assessed through a written test to determine if they are suitable for the project. The assessment will be focused on the candidate's skills, knowledge and experience in their area of expertise.
- f. **Grading:** The Selection Committee will grade each candidate based on their performance during the interview and pre-assessment. This will help to compare each candidate to others and decide who the best fit for the job is.
- g. **Onboarding:** Finally, if the candidate meets all the criteria defined in the process, they will be offered the job for Master Trainers.
- h. **Orientation:** Provide an orientation to the selected Master Trainers about the Project and Digital Green's objectives, policies and procedures. This would help them understand the Project and Digital Green's mission, vision and values and also their role in achieving the same.
- i. **Training:** Provide training to the Master Trainers on various aspects such as elearning platforms, teaching methodologies, content creation, delivery and evaluation of the training sessions.
- j. **Setting the Expectations:** Setting the performance expectations for the Master Trainers in terms of training delivery, adherence to the schedule, feedback handling and progress reporting.
- k. **Regular Assessment:** Conduct regular assessments of the Master Trainers performance in terms of the quality and effectiveness of the training delivered by them.

This would be done through feedback from the trainees, self-assessment and periodic reviews against the Key Performance Indicators. Based on their performance and contribution to achieving the objectives of the DGT/MOA/- MANAGE Master Trainers will be awarded grades between A, B and C on the basis of which their remuneration will be determined.

 Capacity Building/Refresher Trainings: Provide regular capacity building opportunities/refresher training to the Master Trainers to enhance their skills and knowledge. This could be done through exposure visits, participation in workshops and seminars, or through the online courses.

# 13.2.3. Required qualifications for Master Trainer:

The master trainer candidate should have at least 5-6 years of experience in the field of video production, with a focus on training and capacity building.

# A. .Essential qualifications:

- a. Educational qualification: Any candidate with a graduate degree.
- b. IT skills
- The candidate should have 3-5 years of experience in **video production** with understanding of script writing, shooting and editing of audio-video tools.
- The candidate should be **digitally sound** and be able to understand and use digital tools and platforms.
- The candidate must have a working knowledge of MS-Office.
- The candidate should have some experience of working with the rural sector, preferably in the theme of agriculture.

#### c. Training and communication skills

- The candidate should have at least 3 years of experience in **training and capacity building** activities in rural sector, preferably in the theme of agriculture
- The candidate should have knowledge of using training aids and tools with experience of conducting ToTs.
- The candidate should have excellent **communication and presentation** skills, with the ability to explain technical concepts in simple and understandable terms.
- The candidate should be well versed in **written and spoken language** of the state they will be working in, along with working knowledge of either English or Hindi.
- Demonstrated ability to integrate Gender perspective in all aspects of work
- The candidate should be able and willing to work with government bodies at the state and district level.

# d. Travel

- The candidate should be willing and available to travel and/or commit to at least 10 days of engagement in a month with the program for training, monitoring and mentorship, in person or digitally
- The candidate should be able and willing to travel within the state for training, monitoring and mentoring purposes at the district level and FLEW (frontline workers) level (field visits)

# B. Desirable

Understands how to assess and respond to target groups and their needs (preferably farming community)

- a. Interested in community development want to make a difference.
- b. Adaptable to rural set up
- c. Open to learning
- d. Team player
- e. Personable

# 13.2.4. Expectations from the Master Trainer:

- a. Performance Improvement Apply a systematic process for analyzing human performance gaps and closing them.
- b. Instructional Design Design and develop informal and formal learning solutions using a variety of methods.
- c. Training Delivery Deliver informal and formal learning solutions in a manner that is both engaging and effective.
- d. Learning Technologies Apply a variety of learning technologies to address specific learning needs.
- e. Evaluating Learning Impact Use learning metrics and analytics to measure the impact of learning solutions.
- f. Managing Learning Programs Provide leadership to execute the organization's people strategy; implements training projects and activities.
- g. Integrated Talent Management Build an organization's culture, capability, capacity and engagement through people.
- h. Coaching Apply a systematic process to improve others' ability to set goals, take action and maximize strengths.
- i. Knowledge Management Capture, distribute and archive intellectual capital to encourage knowledge-sharing and collaboration.
- j. Change Management Apply a systematic process to shift individuals, teams and organizations from current state to desired state.

# 14. Front Line Extension Workers (FLEW)

# 14.1. Selection criteria for Front Line Extension Workers (FLEW) and Process

- A. Who are Frontline Extension Workers: Front line extension workers who are involved in the implementation of VISTAAR project include extension agents /workers of agriculture & allied sectors, Krishi Mitras/ Sakhis and Farmer Friend.
- B. Qualification and Skills of FLEWs:
- i) FLEWs can be:

**a. Extension Workers of Agriculture & Allied Sectors:** Degree in Agriculture, Horticulture, Animal Husbandry, Rural Development, should have min 1-2 years of experience in working with farmers involved in dissemination of Agri and allied technologies useful to the farmers and should have basic digital literacy (operating smart mobile phones, projectors, *etc...*).

**b.** Krishi Mitras/ Sakhis: Certified Krishi/Mitras should have min. one year of experience working with the farmers and should be digitally literate (operating smartphones, projectors, *etc...*).

**c. Farmers Friend:** Metric/intermediate pass, with min. 3-5 years of experience in leading the farmers groups, should be acquainted with the government programs and schemes, should have basic digital literacy (operating smartphones, projectors, *etc...*)

#### ii) Essential IT skills:

a) The FLEW should be digitally literate.

b) The candidate should be **digitally sound** and be able to understand and use digital tools and mobile based platforms

c) The FLEW should have a smart phone and min 2-3 years of experience in **operating smart phone applications like** WhatsApp, Facebook, YouTube.

d) FLEW should be able to login into any portal registration download, sharing and resharing of the information.

#### iii) Training and communication skills

- a. The candidate should have good **communication and presentation** skills, with the ability to understand the coursewares and explain concepts in simple and understandable local dialects
- b. The candidate should be well versed in **written and spoken language** of the state and the local dialects, along with working knowledge of either English or Hindi is desirable.
- c. Demonstrated ability to integrate Gender perspective in all aspects of work
- d. Should be able to collect the feedback from the farmers and process in the given format
- e. Maintain harmonious relationships with farmers and reporting officers should be able and willing to work with government bodies at the state and district level.
- f. Ability to bring out changes in leadership quality-, adaptable to rural set up, Open to learning, co-operative and responsible.

# C. Expectations from the Frontline Extension Workers:

i) **Information Delivery** - Deliver digital farm solutions to the farmers in an easily understandable manner

ii) **Updating knowledge and Performance Improvement:** Constant upgradation of knowledge in the field of Agriculture and allied sectors by completing the set of courses as uploaded in the courseware.

iii) **Collection of Feedback from Farmers:** Maintain and carry a record of the events of work done during field visits & shall also record the observations & problems of farmers including feedback separately in registers and make regular follow up in the farmers' field on the recommendations provided.

iv) **Self-Motivated Striving for Change:** FLEW should be self-motivated, willing to dedicate time to the Farmers.

v) **Learning Technologies** - Apply a variety of learning technologies to address specific learning needs.

vi) **Knowledge Management** - Capture, distribute and archive intellectual capital of the farmers and encourage knowledge-sharing and collaboration.

vii) **Change Management** - by systematic dissemination of information, transform Knowledge, Skills, Attitude of the farmers from current state to desired state.

# D. Role and Responsibilities of Front Line Extension Workers;

# The FLEWs are expected to perform the following roles:

- 1. Each FLEW shall be in charge of villagers covered under their own jurisdiction
- 2. Attend the review meetings with concerned officials. In the meetings, FLEWs shall transmit the feedback on technology dissemination and progress of achievements on the targets given.
- 3. FLEW should complete the different courses uploaded in the courseware to keeping up with the latest technology and information related to the agri and allied sectors
- 4. Onboarding of farmers to the VISTAAR
- 5. Sharing, Resharing and on time dissemination of seasonal information among the farmers
- 6. Feedback collection, recording innovations of the locality facilitate in video production
- 7. A selected FLEWs must undergo induction training on the use of relevant digital application/tools and also should complete the coursewares of the different subjects in order to keep their knowledge and understanding updated on the Digital Platform.

# E. Empanelment process and Framework

# 1) Based on the criteria as mentioned in 14.1.B. the state government will select the FLEWs. The Selected no. of FLEWs to be selected per district will be communicated separately.

2) **Onboarding:** the selected candidate will be onboarded on VISTAAR platform.

**3) Orientation:** Master Trainers provide an orientation to the selected FLEWs about the Project objectives. This would help them understand the mission, vision and values of the Project and also their role in achieving the same.

**4) Training:** Provide training to the FLEWs on various subjects like improved / latest technologies in Agricultural and allied sectors, Climate Smart Agriculture, Gender, Farmer Producing Organization formation and implementation *etc.*.

**5) Setting the Expectations:** Setting the performance expectations for the FLEWs in terms of on time information delivery, adherence to the schedule, collection of feedback document innovations from the farmers field *etc.* 

6) **Capacity Building/Refresher Trainings:** Provide regular capacity building opportunities/refresher training to the FLEWs to enhance their skills and knowledge. This could be done through participation in workshops and seminars or through the online courses.

7) **Regular Review and Renewal:** Regularly review the performance of the FLEWs and assessment of their performance and contribution to achieving the objectives of the project.

# 14.2. Framework for FLEW courseware and SOP for Course Completion by FLEWs

# 14.2.1. Course Completion Process:

Each Course module is divided into Chapters. The chapters comprise the manual in text form, audio-visual, PPTs, audio drama, tutorial videos, animated videos and Self Assessments,

# 14.2.2. Consuming the course core content:

- a. Start the Course: When the FLEW joins a course on the digital platform, the FLEW will begin with the first module or lesson. Each module may contain all or a bunch of the PPTs, docs, PDFs, audio-video notes, videos and self-assessments as the part of learning materials.
- b. Progress through the Course: As the FLEW goes through the course, the FLEW will complete each module by studying the content, watching videos and engaging in activities or assessments. They shall gain knowledge from the concepts and complete any required tasks.
- c. Track the Flews' Progress: The digital platform will keep track of the FLEWs progress as the FLEW moves through the course. the FLEW can see which modules the FLEW has completed and how much of the course is remaining
- d. Complete all Modules: the Flews' goal is to complete all the modules and lessons of the course. Once the FLEW finishes all the required modules, the FLEW is ready for the next step.

# 14.2.3. Assessments and Quizzes:

- a. Some courses may have assessments or quizzes to test the Flews' knowledge and their understanding of the particular course. This may also include on-ground exercise to be completed and photo/formats submitted into the application.
- b. The platform would provide a separate section within the courseware to access and attempt these assessments within the course. These assessments will be compulsory for the FLEWs.
- c. After completing an assessment, the platform will provide immediate feedback or score to the learner.

**14.2.4. Completion Criteria:** To complete the course, the FLEW needs to meet all the requirements set for the particular course. This may include completing all the modules, passing the assessments, or achieving a certain score.

a. The platform shall define specific completion criteria for each course, such as completing all modules and passing assessments.

b. The tech team will work with the course content team to determine the completion criteria and ensure they are clearly communicated to learners.

**14.2.5. Certificate Issuance:** This certificate serves as proof that the FLEW has successfully completed the course and gained valuable knowledge and skills.

a. Once the FLEW meets the completion criteria, the platform shall automatically generate a certificate for them.

b. The certificate shall include the learner's name, the course name and a unique identifier.

c. The tech team shall design and implement a mechanism to issue and deliver the certificates to learners digitally.

#### 14.2.6. Reporting and Management Information System (MIS):

a. The platform shall have a reporting system to track course completions and certificate issuance.

b. The tech team shall develop and maintain a robust MIS that provides accurate and up-to-date data on course completions and certificate issuance.

c. The MIS shall generate reports for management, showcasing the number of completed courses and certificates issued.

#### 14.2.7. Additional tech. Requirements - User Support and Communication:

- 1. When the FLEW starts a course, the platform shall track its progress throughout the course.
- 2. The course shall be divided into modules or lessons, which learners can complete one by one.
- 3. Each module shall have clear instructions and learning materials for the learners to study and engage with.
- 4. The platform shall provide a visual representation of the learner's progress, showing completed and pending modules.
- 5. Make sure to check all the course guidelines to know the specific requirements.
- 6. The platform shall ensure that there is clear communication to learners about the course completion process and certificate issuance.
- 7. The platform shall provide support channels, such as FAQs or a helpdesk, to assist learners with any queries or issues related to course completion and certificates.

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