

Extension Education Process

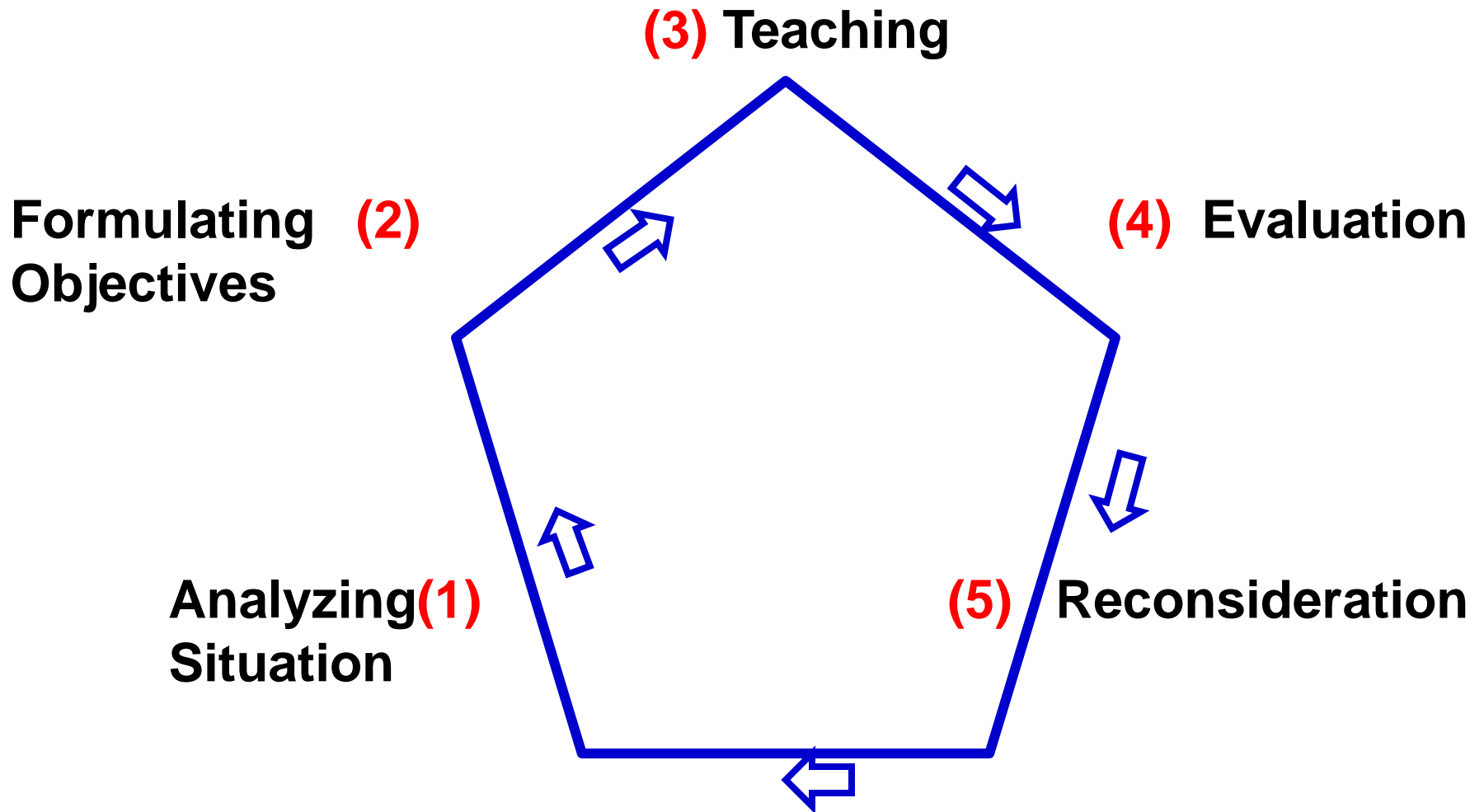
Dr. Hitesh Budania

Class outline:

1. Extension education process & its steps
2. Teaching- Learning Process
3. Criteria for effective extension teaching
4. Learning Situation & its elements

Extension education process

- Extension education is a participatory process and involves five essential & interrelated steps as per Leagans(1967):



1. Collection of facts & analysis of Situation:

In this process, data are collected regarding the demography, social condition, economic condition, land use pattern, occupational pattern, cropping pattern, type of animals reared etc.

- The facts can be collected from the secondary sources of information such as District Head Quarters, Block Head Quarters, Government publications, book, journals etc.
- The primary data can be collected through survey, interview etc.
- On the basis of facts collected, the existing situation is analyzed and the problems are identified.

➤ **Example:**

- Suppose in a village the problem of low milk yield & low income of the livestock owners was identified after survey and analysis of data.
- This was due to the fact that the farmers were rearing non-descript type of animals.
- They were also not growing improved type of fodders for the animals and were not taking any preventive measures to prevent the occurrence of diseases.

2. Formulation/Determination of objectives:

Objectives are the expression of ends towards which our efforts are directed. A limited number of objectives should be selected by involving the local people.

➤ In formulating the working objectives, we must keep in mind that the objectives should be **SMART**.

i.e. S- Specific , **M-** Measurable, **A-** Attainable or achievable, **R-** Repeatable & **T-** Timely.

➤ In the example quoted earlier, we saw that the milk yield of the cows was very low. In present programme, our objective should be to increase the milk yield of the cows by 20%.

3. Teaching:

Teaching means giving the required information to the farmers through different extension teaching methods, so that the farmers can try to solve their problems.

➤ While teaching the farmers, it is important to follow the extension teaching steps (given by **Wilson & Gallup**) namely: **AIDCAS**

A– Attention **I**– Interest **D**– Desire **C**– Conviction **A**– Action **S**– Satisfaction

➤ In the example, technologies like rearing of cross bred cattle, growing of improved type of fodders & taking preventive measures against diseases should be selected as teaching materials/contents.

4. Evaluation:

Evaluation is determining the extent to which the objectives have been reached. It is done by conducting a re-survey.

5. Reconsideration:

In this step, we analyse the reasons for success or failure of the programme.

- If the programme is successful, the same thing can be applied in another similar situation. If it is a failure, we try to analyse the reasons for the failure of the programme.
- The problems identified in the process of evaluation may become the starting point for the next phase of the extension educational programme.

Teaching- Learning Process

Teaching:

It is the process of arranging situations in which the important things to be learned are called to the attention of the farmers, their interest developed, desire aroused and action promoted.

Learning:

It is the process by which an individual, through one's own efforts and abilities changes the behaviour.

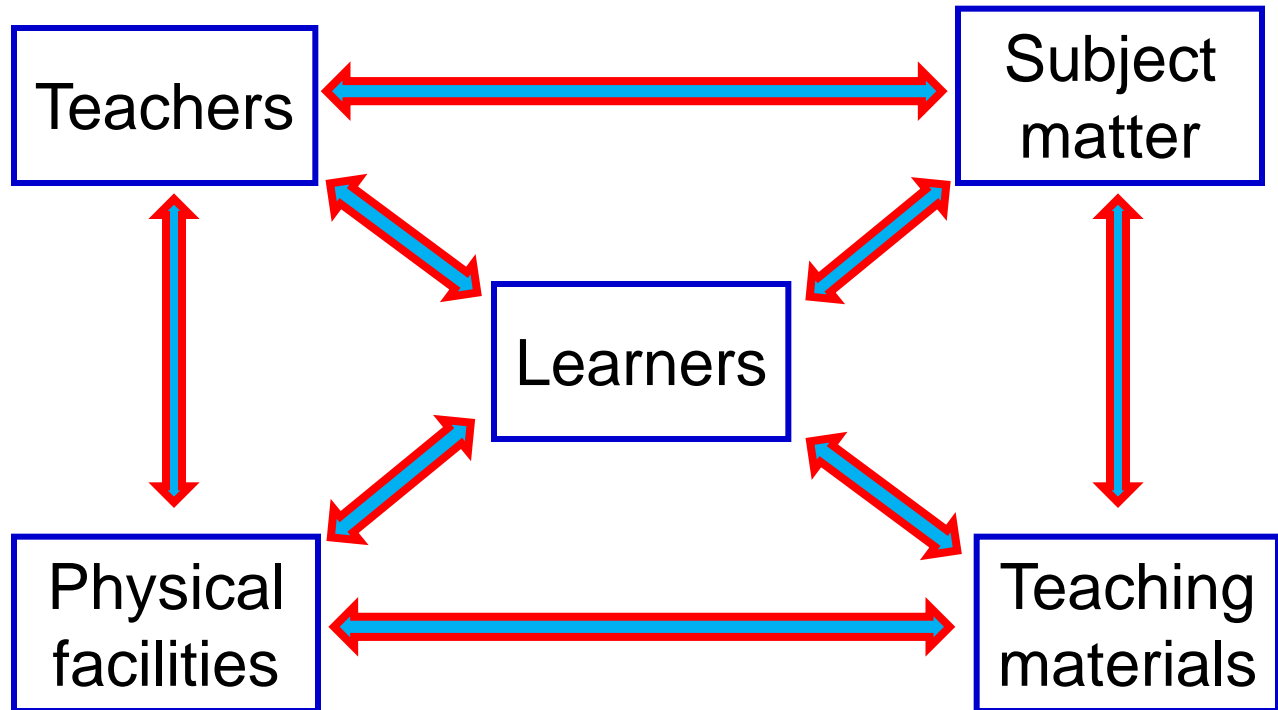
Criteria for effective extension teaching:

1. Extension teaching requires specific and clearly defined teaching objectives.
2. It requires a suitable learning situation usually consisting of a teacher (or instructor), learners, subject matter, teaching materials & physical facilities.
3. It requires effective communication. Communication involves the transfer of knowledge from a source to one or more receivers. Elements or components of effective communication are – (a) Source (b) Message (c) Channel (d) Treatment (e) Audience (f) Feedback (Response of audience).
4. Extension teaching requires effective teaching materials & teaching methods.
5. It must be looked upon as intentional process.
6. It must result in effective learning.

7. It must accomplish certain kinds of educational changes in relation to the subject matter taught.
8. Extension teaching requires careful evaluation of results.

Elements of Teaching-Learning (or Learning Situation)

Effective Learning Situation (ELS): An ELS is one in which all the essential elements for promoting learning are present in a dynamic relationship with one another.



1. Learners:

- Persons who what and need to learn, are the learners.
- For effective learning, a learner should:
 - a. be capable of learning.
 - b. have interest in the subject.
 - c. have need for the information.
 - d. be able to use the information once it is gained.

2. Teacher:

- They are extension agents who impart training and motivate the learners.
- The teachers should :
 - a. have clear- cut and purposeful teaching objectives.
 - b. know the subject matter and have it well organized.
 - c. understand the nature and level of the learner.
 - d. be enthusiastic and interested in the learners.
 - e. be able to communicate well.
 - f. be skilful in using various teaching aids.
- Besides the given characteristics, he must have six “I”
 - (i) Imagination (ii) Interest (iii) Initiating
 - (iv) Intelligence (v) Incentive (vi) Insight.

3. Subject matter:

- It is the content or topic of teaching that is useful to the learners.
- It should be:
 - a. pertinent (in line of) to learner's needs.
 - b. applicable to real life situation.
 - c. well organized and presented logically and clearly.
 - d. consistent with the overall objectives.
 - e. challenging, satisfying and significant.

4. Teaching materials:

- These are appropriate instructional materials, equipments and aids.
- They should be:
 - a. suitable to the subject matter and physical situation.
 - b. adequate in quantity and available in time.
 - c. skilfully handled.
 - d. simple and easy to handle.

5. Physical facilities:

- It means appropriate physical environment in which teaching learning can take place.
- They should be:
 - a. compatible with the objectives.
 - b. comfortable.
 - c. adequate and easily accessible.
 - d. free from outside disturbances/distraction.