

Principles of Extension & Steps in Extension Teaching

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Class outline:

1. Principles of extension
2. Steps in extension teaching
3. Edgar Dales' Cone of experience

Principles of extension

- Principles are generally guidelines, which form the basis for decision and action in a consistent way.

1. Principle of cultural difference:

- Culture simply means social heritage.
- There is cultural difference between groups of farmers also.
- The difference may be in their habits, customs, values, attitudes and way of life.
- Extension work, to be successful, must be carried out in harmony with the culture of the people.

2. Grass roots principle:

- Extension programmes should start with local groups, local situations and local problems.
- It must fit to the local conditions.

3. Principle of indigenous knowledge:

- People everywhere have indigenous knowledge systems which they have developed through generations of work experience and problem solving in their own specific situations.
- Instead of ignoring them as outdated, the extension agent should try to understand them and their consequence/implication in the life of the people.

4. Principle of interest and needs:

- Extension work will be successful only when it is based on the interest and needs of the people not the extension worker.

5. Principle of learning by doing:

- Learning by doing is most effective in changing people's behaviour.
- This develops confidence as it involves maximum number of sensory organs.

6. Principle of participation:

- Most people of the village community should willingly cooperate and participate in identifying the problems, planning of projects for solving the problems and implementing the projects in getting the desired results.

7. Family principle:

- Family is the primary unit of society.
- The target for extension work should, therefore be the family i.e. developing the family as a whole, economically and socially.

8. Principle of leadership:

- Local leaders are the custodians of local thoughts and action.
- So, identifying different types of leaders and working through them is essential in extension.
- Leadership traits are to be developed in the people so that they shall be able to solve their own problems.

9. Principle of adaptability:

- Extension work and extension teaching methods must be flexible and adapted to suit the local conditions.
- This is necessary because the people, their situation, their resources and constraints vary from place to place and time to time.

10. Principle of satisfaction:

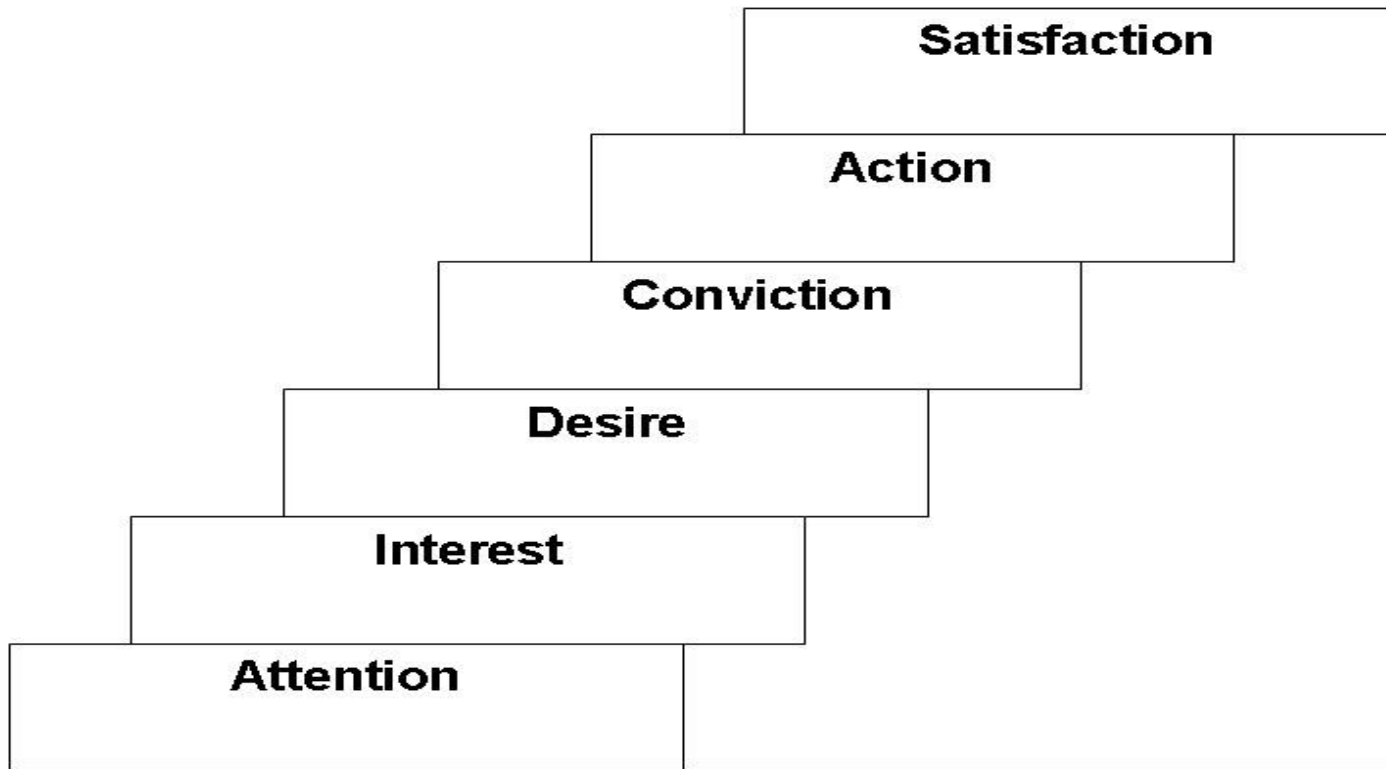
- The end product of extension should produce satisfying results for the people.
- This motivates people to seek further improvement.

11. Principle of evaluation:

- There should be a continuous built in method of finding out the extent to which the results obtained are in agreement with the objectives fixed earlier.

Steps in extension teaching

- According to Wilson and Gallup (1955), the following are the steps in extension teaching (**AIDCAS**):



Steps in Extension Teaching

1. Attention:

- Farmers are not always aware of the improvements they can make as a result of research and experiences of other farmers.
- In such instances, the first task of the extension worker is to attract attention of the learner to the new and better ideas.
- Attention is the starting point to the arousing of interest.

2. Interest:

- Once attention has been captured it becomes possible for the teacher to appeal to the basic needs or urges of the individual and arouses his interest in future consideration of the idea.
- Extension worker reveals how new practice will contribute to the farmer's welfare.
- One idea should be presented at a time and attractively.

3. Desire:

- It is concerned with the continued stimulation of learner's interest in the idea or better practice, until that interest becomes a desire or motivating force.
- The extension worker explains to the farmer that the information applies directly to the farmer's situation and by using this information helps in satisfying farmer's needs.

4. Conviction: i.e. a strong opinion

- The extension worker sees it that the learner knows what action is necessary, and just how to take that action.
- He also make sure that the learner visualizes the action in terms of his own peculiar situation and has acquired confidence in his own ability to do the things.

5. Action:

- Unless conviction is converted into action, the efforts are fruitless.
- It is the job of extension worker to make it easy for the farmers to act.
- If a new idea or practice is recommended, the inputs required for this practice such as semen, medicines etc. should be available within the farmers' reach.
- Necessary equipment should also be available.

6. Satisfaction:

- The end product of the extension teaching effort is the satisfaction that comes to farmers through solving problem, meeting a need, acquiring a new skill etc.
- Satisfaction helps to continue their action with increased satisfaction.
- It is the motivating force to further learning.
- “A satisfied customer is the best advertisement”- This also applies to the extension worker.

Edgar Dale's Cone of Experience

- Edgar Dale's Cone of Experience as modified by Sheal (1989) provides a linkage between learning activity and participants' involvement in the process of learning.
- It illustrates that people tend to remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say and do.

Edgar Dale's Cone of Experience

People generally remember...
(learning activities)

People are able to...
(learning outcomes)

10% of what they read

20% of what they hear

30% of what they see

50% of what they see and hear

70% of what they say and write

90% of what they do.

