



FACULTY OF AGRICULTURAL SCIENCES & ALLIED INDUSTRIES

Fundamentals of Agriculture Extension Education (AEX-121)

Lecture-3

Objective of Extension

Objectives are end towards which our efforts are to be directed. More specific objectives of extension education are

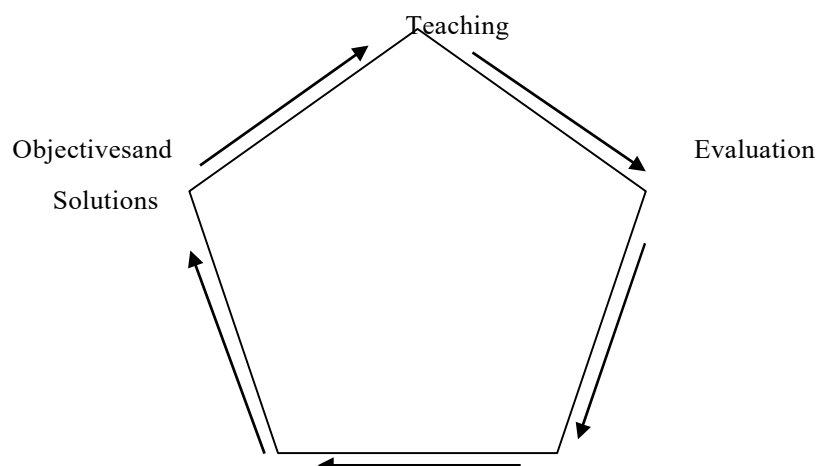
1. To assist people to discover and analyze their problems and identify their felt needs.
2. To develop leadership among people and help them in organizing groups to solve their problems.
3. To disseminate research information of economic practical important in a way people would be work and understand.
4. To assist people in mobilizing and utilizing the resource which they have and which they need from outside.
5. To collect and transmit feedback information for solving management problems.

Extension Educational Process

An effective extension educational programme involves five essential and interrelated steps. This concept of the extension educational process is intended only to clarify the steps necessary in carrying out planned educational effort. It does not imply that these steps are definitely separate from each other. Experience shows that planning, teaching and evaluation take place continuously, in varying degrees, throughout all phases of extension activities

First step: The first step consists of collection of facts and analysis of the situation. Facts about the people and their enterprises; the economic, social, cultural, physical and technological environment in which they live and work. These may be obtained by appropriate survey and establishing rapport with the people.

The responses obtained are to be analyzed with the local people to identify the problems and resources available in the community. For example, after a survey in a community and analysis of the data, the problem was identified as low income of the farm family from their crop production enterprise.



Second step: The next step is deciding on realistic objectives which may be accomplished by the community. A limited number of objectives should be selected by involving the local people. The objectives should be specific and clearly stated, and on completion should bring satisfaction to the community. Objectives should state the behavioral changes in people as well as economic and social outcomes desired.

In the example, the problem was identified as low income from the crop production enterprise. A deeper probe into the data revealed that low income was due to low yield of crops, which was attributed to the use of local seeds with low yield potential, application of little fertilizer and lack of protection measures. By taking into consideration the capacity and competency of the people in the community and the availability of resources, the objective was set up to increase the crop yield by 20 per cent within a certain period of time. It was estimated that the increased yield shall bring increased income, which shall enhance the family welfare.

Third step: The third step is teaching, which involves choosing what should be taught (the content) and how the people should be taught the methods and aids to be used. It requires selecting research findings of economic and practical importance relevant to the community, and selection and combination of appropriate teaching methods and aids.

Based on the problems identified in the particular example, technologies like use of HYV seeds, application of fertilizer and plant protection chemicals were selected as teaching content. Result demonstration, method demonstration, farmers' training and farm publications were chosen as teaching methods, and tape recorder and slides were selected as teaching aids.

Fourth step: The fourth step is evaluating the teaching i.e., determining the extent to which the objectives have been reached. To evaluate the results of an educational programme objectively, it is desirable to conduct a re-survey. The evidence of changed behavior should be collected, which shall not only provide a measure of success, but shall also indicate the deficiencies, if any.

In the example, the re-survey after the fixed period of time, indicated that the crop yield had increased by 10 per cent. It, therefore, indicated that there was a gap of 10 per cent in crop yield in comparison to the target (objective) of 20 per cent fixed earlier. The re-survey also indicated that there had been two important deficiencies in carrying out the extension educational program, such as, there was lack of proper water management and the farmers could not apply the fertilizer and plant protection chemicals as per recommendation due to lack of funds.

Fifth step: The fifth step is re-consideration of the entire extension educational programme on the light of the results of evaluation. The problems identified in the process of evaluation may become the starting point for the next phase of the extension educational programme, unless new problems have developed or new situations have arisen.

After re-consideration of the results of evaluation with the people, the following teaching objectives were again set up. For example, they were, training the farmers on proper watermanagement practices and putting up demonstrations on water management. The people were also advised to contact the banks for obtaining production credit in time to purchase critical inputs. Thus, the continuous process of extension education shall go on, resulting in progress of the people from a less desirable to a more desirable situation.