



FACULTY OF AGRICULTURAL SCIENCES & ALLIED INDUSTRIES

Fundamentals of Agriculture Extension Education (AEX-121)

LECTURE 5

Steps in Extension Programme Planning Process

The process of extension, as applied to development programmes, involves five essential phases (SOTER) i.e. Analyzing the Situation, Objectives or Goals to be Accomplished, Teaching, Evaluating the Teaching, Reconsidering (Leagans, 1961). These steps are intended only to clarify the necessary actions in carrying out a planned extension educational effort.

The program development process is on-going and continuous. Each educational initiative, workshop or event we carry out modifies the initial situation. As a consequence, any plan of action continues to evolve and change as the situation or context changes.



2. Analysis of the situation

After collecting facts, they are analysed and interpreted to find out the problems & needs of the people.

3. Identification of problems

As a result of the analysis of facts, the important gaps between 'what is' & 'what ought to be' are identified and the problems leading to such a situation are located. These gaps represent the people's needs.

4. *Determination of objectives*

Once the needs & problems of the people have been identified, they are stated in terms of objectives & goals. The objectives represent a forecast of the changes in the behaviour of the people and the situation to be brought about. The objectives may belong to long-term as well as short-term, and must be stated clearly.

5. *Developing the plan of work*

In order to achieve the stated objectives & goals, the means & methods attaining each objective are selected; and the action plan, i.e. the calendar of activities is developed. It includes the technical content, who should do what, and the time-limit within the work will be completed. The plan of work may be seasonal, short-term, annual or long-term.

6. *Execution of the plan of work*

Once the action plan has been developed, arrangement for supplying the necessary inputs, credits, teaching aids, extension literature etc. has to be made and the specific action has to be initiated. The execution of the plan of work is to be done through extension methods for stimulating individuals and groups to think, act and participate effectively. People should be involved at every step to ensure the success of the programme.

7. *Evaluation*

It is done to measure the degree of success of the programme in terms of the objectives & goals set forth. This is basically done to determine the changes in the behaviour of the people as a result of the extension programme. The evaluation is done not only of the physical achievements but also of the methods & techniques used and of the other steps in the programme planning process, so that the strong & weak points may be identified and necessary changes may be incorporated accordingly.

8. *Reconsideration*

The systematic and periodic evaluation of the programme will reveal the weak and strong points of the programme. Based on these points, the programme is reconsidered and the necessary adjustments & changes are made in order to make it more meaningful & sound.

Programme planning is not the end-product of extension activities, but it is an educational tool for helping people to identify their own problems and make timely & judicious decisions. From the above mentioned cycle, it is clear that the planning of an extension programme comprises a logical series of consecutive steps. The first 4 steps form the programme phase. The steps 5-7 form the action phase. The step 8, i.e. reconsideration, joins the 2 phases together, where it leads to the fact-collecting step, thus beginning once more the never ending or continuous process of planning the extension programme.