
UNIT 1 EXTENSION EDUCATION – AN OVERVIEW

Structure

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- 1.2 The History of Extension
- 1.3 The Meaning of Extension
- 1.4 The Components of Extension
- 1.5 The Philosophy, Objectives, Functions and Scope of Extension
- 1.6 Principles of Extension
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1.1 INTRODUCTION

Extension is a diverse, valuable and relatively new operational concept in India. The need for work in this area of subject matter has grown out due to the increased contribution and scope of extension in different sub sectors of development work. The process of extension appears to be the best method for inducing people to help themselves, using their own resources to the maximum and government aid to the minimum, in the process of development.

Extension discipline attracts; first, those who want to go on to become professional extension workers; second, those who need or want to understand a portion of extension education as part of their regular training in other fields; and, third, those who just want to study an interesting subject. We, the extension and development professionals, mostly fall under second category, i.e., we need to understand extension education in order to implement better development programmes. Further, the extension concept and its applications are well known to researchers, teachers and functionaries working in agriculture and allied sciences. But the meaning, concept, importance, and application of extension principles are not well understood by the wider sections of people in other sub sectors of development. Therefore, the purpose of this unit is to make you understand these issues so that you can carry out extension work in different sub sectors of development.

After studying this unit you should be able to:

- discuss the history, meaning, components, objectives, and functions of extension;
- describe the principles and process of extension education; and
- explain the interrelationship between extension and development.

1.2 THE HISTORY OF EXTENSION

The term extension has its origin in the Latin word, *tensio*, meaning, *stretching* and *ex*, meaning *out*. The literal meaning of extension is *stretching out*. Extension is education and its purpose is to change the attitude and practices of people with whom the work is done. The common use of the term, university extension, was first recorded in the 1840s, in Britain. The first practical steps were taken in 1867-68 when James Stuart, Fellow of Trinity College, Cambridge, gave lectures to women's associations and working men's clubs in the north of England. James Stuart is often considered the 'Father of University Extension'. In 1871, Stuart approached the authorities in Cambridge University to organize centres for extension lectures under the university's supervision. Cambridge formally adopted the system in 1873, and was followed by London University in 1876, and Oxford University in 1878. By the 1880s, the work was being referred to as 'the extension movement'. In this movement, the university extended its work in those beyond the campus.

The growth and success of extension work in Britain influenced the initiation of similar activity elsewhere, especially in the United States. There, in many states, comparable out-of-college lectures were becoming established by the 1890s. Later, the extramural work of the land-grant colleges, concerned with serving the needs of farm families, was to expand dramatically and become formally organized; but the use of the term, extension, continued and has persisted as the designation for this work. All these activities indicate that the target group for university teaching should not be restricted to students on campus, but should be extended to people living elsewhere. Extension may be seen as a form of adult education, in which the teachers are staff members of the university. For many years, this was mainly an activity of the college of agriculture, which employed county extension agents all over the state. Later, extension agents started serving other sub sectors of development in addition to agriculture and allied activities.

In India, the university extension gained momentum with the establishment of the State Agricultural Universities (SAUs) on the pattern of Land-Grant colleges in the US. The first SAU was established in Pantnagar in 1960, and, as on 2010, there are now 45 SAUs in the country. These universities have the statewide responsibility for extension education and have integrated teaching, research, and extension at all levels, i.e., individual, department, college, and university.

The University Grants Commission of India has recognized extension as the third dimension, equivalent to teaching and research, in its landmark policy framework of 1977. With this policy, extension has emerged as third major function of universities in general, and of agricultural universities in particular. This policy framework also led to the establishment of departments or centers of adult and continuing education and extension in general universities. On similar lines, IGNOU has also started the Centre for Extension Education, and the School of Extension and Development Studies.

1.3 THE MEANING OF EXTENSION

Extension education is an applied science consisting of content derived from research, accumulated field experiences, and relevant principles drawn from the behavioural science synthesized with useful technology into a body of philosophy,

principles, content, and methods focused on the problems of out of school education for adults and youth - *J.P. Leagans (1961)*.

Extension education is the process of teaching rural people how to live better by learning ways that improve their farm, home and community institutions – *J.P. Leagans (1961)*.

Extension work is an out of school system of education in which adult and young people learn by doing with partnership between the Government and the people, which provides service and education designed to meet the people with an fundamental objective of development of the people – *Kelsey and Harne (1963)*.

Extension is a programme and a process of helping village people to help themselves, increase their production and to raise their general standard of living. – *D. Ensminger (1961)*.

Extension is the increased dissemination of useful knowledge for improving rural life. – *H.W. Butt (1961)*.

Extension education is defined as an educational process to provide knowledge to the rural people about the improved practices in a convincing manner and help them to take decision within their specific local conditions – *O. P. Dahama (1973)*.

Extension involves the conscious use of communication of information to help people form sound opinions and make good decisions - *Van den Ban and Hawkins (2002)*.

Extension Education - Common Elements

- Is an intervention
- Is an educational process
- Is a communication intervention
- Intends to induce voluntary change in behaviour
- Focuses on a number of target processes and outcomes
- Has an altruistic orientation
- Has a technological, research, and professional dimension.

You may notice some similarities as well as differences of opinion about the meaning of extension in the above definitions. Probably, one, or more, of the following questions may come to your mind after understanding the above definitions.

- Is extension concerned only with information communication and formation of opinion, or with the formation of decision making also in the process of development?
- Should extension aim at increasing knowledge only, or should it also help to identify development problems, and to clarify goals to attain development?

All development organizations pay attention to some or all of the above aspects in their extension efforts. From the above discussion, it can be concluded that

extension is an education and it is aimed at bringing a desirable change in behaviour (knowledge, skills and attitudes) of people so as to involve them actively in the process of development.

Development Extension

Development extension is an education and it is aimed at bringing a desirable change in behaviour (opinions, knowledge, skills and attitudes) of all the stakeholders of different sub sectors of development so as to involve them actively in the process of development

Extension has now developed into a full fledged discipline, having its own philosophy, objectives, principles, methods, and techniques which must be understood by every development worker and others connected with development. It may, however, be mentioned here that when extension is put into action for educating the people, it does not remain formal education. In that sense, there are several differences between the two by nature (Table 1.1)

Table 1.1: Differences between Formal and Extension Education

Formal Education	Extension Education
Starts with theory & works up to practice	Starts with practices & may take up theory later on
Students study subjects	People study problems.
Fixed curriculum offered	No fixed curriculum or course of study & people help to formulate the curriculum
Authority rests with the teacher	Authority rests with the people
Attendance is compulsory	Participation is voluntary.
Teacher instructs the students	Extension worker teaches & also learns from the people
Teaching is only through instructors	Teaching is also through local leaders
Teaching is mainly vertical	Teaching is mainly horizontal
More or less homogeneous audience	Heterogeneous audience
Rigid	Flexible
Pre-planned & pre-decided programmes.	Freedom to develop programmes locally based on the development needs & expressed desires of the stakeholders of development
More theoretical	More practical and & intended for immediate application in the solution of problems.

Activity 1: Ask some of your colleagues what they mean by extension education. Compare their views with those given in this unit and identify the common features.

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Check Your Progress 1

Note: a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Write the meaning of extension in the context of development.

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2) Write three differences between formal education and extension education.

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1.4 THE COMPONENTS OF EXTENSION

In the context of development, extension has the following three, broad components

- extension education
- extension service
- extension work

1.4.1 Extension Education

Extension education is basically a need oriented, local resource based, problem-solution oriented system, and is interrelated with education and research. Here, the extension efforts are related to research both in terms of its products, viz., new technology and processes. The extension education role is generally performed by higher learning institutions, viz., research institutes, universities, and apex level training and extension organizations.

1.4.2 Extension Service

Extension service is the mission and mandate of development department in all the states. Extension service is a programme for development employing the extension process as a means for implementation. Extension service is location specific, input intensive, service oriented, and field level professional activity with two objectives (i) transferring new technologies or innovations, and advising the people on improved methods; and (ii) communicating development constraints to research institutes / development organization / policy makers, as feedback for participatory technology development. Thus, extension service serves as a link between researchers, development workers, and people. Extension service also works hand-in-hand with other development departments, and input agencies to multiply their efforts and effects.

1.4.3 Extension Work

Extension work is to assist people through educational and service approach. Through extension work, people are stimulated to make changes that result in more efficient production and marketing, conservation of natural resources, improved livelihood security, health, and more satisfying family and community life. Extension work is at the lowest in hierarchy, but extremely broad based in usage. It is also extremely location specific and usually susceptible to outside criticism. Extension work is to help people to help themselves.

For example, many times, people demand that local extension workers do various works. Unless the people are also taught to do these things themselves or involve them in those works, it is not extension education but simply a service.

Example: conservation of forests/trees by extension workers vs. Community forest management by *Vana Samrakshana Samities*

Extension Work or Education?

Extension Work : irrigation water management.

Extension Education : teaching the farmers irrigation water management by themselves, or involving farmers through participatory irrigation water management.

The primary focus of the development extension worker should be extension education.

Activity 2: Visit a nearby development department like agriculture / family health and welfare/ forest office / NGO, etc., and observe and discuss their extension education, extension service, and extension work. Write your observations.

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1.5 THE PHILOSOPHY, OBJECTIVES, FUNCTIONS, AND SCOPE OF EXTENSION

1.5.1 Philosophy of Extension

According to Mildred Horton the principles of extension philosophy are:

- the individual is supreme in a democracy
- the home is the fundamental unit in a civilization
- the family is the first training group of the human race
- the foundation of any permanent civilization must rest on the partnership of man and land (nature).

According to Ensminger, extension philosophy is

- changing attitudes, knowledge and skills of the people
- working with men and women, young people, boys and girls to answer their needs and wants
- helping people to help themselves
- “Learning by doing” and “seeing is believing”
- development of individuals, their leaders, their society, and their world as a whole.
- working in harmony with the culture of the people
- a two way channel
- a continuous educational process.

1.5.2 Objectives

The literal meaning of the term, objectives, is the expressions of the ends towards which our efforts are to be directed. In other words, an objective means a direction of movement. Before starting any development programme, you should clearly understand the objectives of extension so that you know what to do, where to go, and what is to be achieved. In the context of development, the fundamental objective of extension is to stimulate desirable development.

Fundamental Objective of Extension

In the context of development, the fundamental objective of extension is to stimulate desirable development.

However, the role that extension plays in development depends on how one defines extension. By applying the definitions given in the above section, we may arrive at a concept of extension that seems to synthesize diverse perspectives of development into five objectives

- i) Transferring knowledge from researchers to people end users.
- ii) Advising people in their decision making.
- iii) Educating people to be able to make similar decisions in future
- iv) Enabling people to clarify their own goals and possibilities and to realize them

- v) Stimulating desirable developments within the framework of the national, economic and social policies involving all the sub sectors of development as a whole.

1.5.3 Functions

The extension system includes all public, private, and non government development institutions that transfer, mobilize, and educate people, as distinct from a service or a single institution that, traditionally, provides advice only. After reviewing a number of efforts to define or characterize extension, it is helpful to see extension as both a system and the set of functions performed by that system to induce voluntary change among people for development.

A set of functions of extension includes

- transferring technology in multiple directions for sustainable development
- transferring management to mobilize and organize developmental activities by all communities
- transferring capacity to educate, build human resources and capacity building of all stakeholders, market intelligence, management, and in negotiating financial, input, and market services.

1.5.4 Scope

The dictionary meaning of scope is space for action. The scope of extension is mostly dealing with the problems concerning development programmes. It teaches people how to do something and to work out ways and means to satisfy their own felt needs. It teaches people how to recognize and solve problems of development. It is an education of action in groups and masses, within a democratic framework of society. It emphasizes the change of mental outlook of the people and instils in them, ambition of higher standards of development, and the will and determination to work for such standards. So, in short, the scope of extension is to enable the people to have high standards of development, so as to reach high living standards of their own lives.

<p style="text-align: center;">Scope of Extension</p> <p>The scope of extension is to enable the people to have high standards of development so as to reach high living standards of their own lives.</p>

Check Your Progress 2

Note: a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Do you agree that extension education plays an important role in development programmes? Support your answer.

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2) Write three objectives of extension.

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1.6 PRINCIPLES OF EXTENSION

Extension work is based upon some working principles and process, and the knowledge of the following principles is necessary for an extension and development professional.

- i) *Principle of interest and need:* extension work must be based on the needs and interests of the people. These needs and interests differ from individual to individual, from village to village, from block to block, from state to state, and therefore, there cannot be one development programme for all people.
- ii) *Principle of cultural difference:* extension work is based on the cultural background of the people with whom the work is done. Improvement can only begin from the level of the people where they are. This means that the extension worker has to know the level of the knowledge, and the skills of the people, methods, and tools used by them, their customs, traditions, beliefs, values, etc., before starting the extension programme.
- iii) *Principle of participation:* extension helps people to help themselves. Good extension work is directed towards assisting people to work out their own problems, rather than giving them readymade solutions. Actual participation and the experience of people in these programmes creates self confidence in them, and they learn more by doing.
- iv) *Principle of adaptability:* people differ from each other, one group differs from another group, and conditions also differ from place to place. Therefore, extension programme should be flexible, so that necessary changes can be made whenever needed, to meet varying conditions.
- v) *The grassroots principle of organization:* any development programme should fit in with the local conditions. The aim of organizing a local group is to demonstrate the value of the new practices or programmes so that more and more people participate.
- vi) *The leadership principle:* extension work is based on the full utilization of local leadership. The selection and training of local leaders to enable them to help to carry out extension work is essential to the success of the development programme. People, especially, in rural areas have more faith in local leaders, and they should be used to put across a new developmental idea so that it is accepted with the least resistance.

- vii) *The whole-family principle:* extension work will have a better chance of success if the extension workers have a whole-family approach instead of piecemeal approach or separate approach. Extension work is therefore, for the whole family, i.e., for adults and the youth.
- viii) *Principle of co-operation:* extension is a cooperative venture. It is a joint democratic enterprise in which people cooperate with their village, block, and state officials to pursue a common development cause.
- ix) *Principle of satisfaction:* you may be aware of the saying that “a satisfied customer is the best advertisement.” The end product of the effort of extension teaching is the satisfaction that comes to the people and their family members as the result of solving a problem, meeting a need, acquiring a new skill, or some other changes in behaviour. Satisfaction is the key to success in extension work.
- x) *The evaluation principle:* extension is based upon the scientific methods of development, and it needs constant evaluation. The effectiveness of the work is measured in terms of the changes brought about in the knowledge, skill, attitude, and adoption behaviour of the people, but not merely in terms of achievement of physical targets.
- xi) *Principle of democratic approach:* extension education is based upon the democratic principle of discussions and suggestions. Participation of people in extension activities is voluntary and development interventions are carried out based on the perceived needs of the people.

Activity 3: Identify important principles governing extension work from your own experiences.

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Check Your Progress 3

- Note:** a) Use the spaces given below for your answers.
b) Check your answers with those given at the end of the unit.

1) Write four principles of extension education.

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1.7 PROCESS OF EXTENSION

The process of extension, as applied to development programmes, involves five essential phases. Fig. 1 shows the sequence of steps that result in progress from a given situation to a new or a more desirable one.

- i) **Analyzing the Situation:** this requires a large amount of facts about all aspects of the situation where extension work is to be taken up. Information is needed about the peoples' interests, education, their needs, social customs, farming systems, water bodies, etc. These details can be obtained by conducting participatory rural appraisal / rapid rural appraisal, and these details help in identifying suitable developmental programme to the problems.

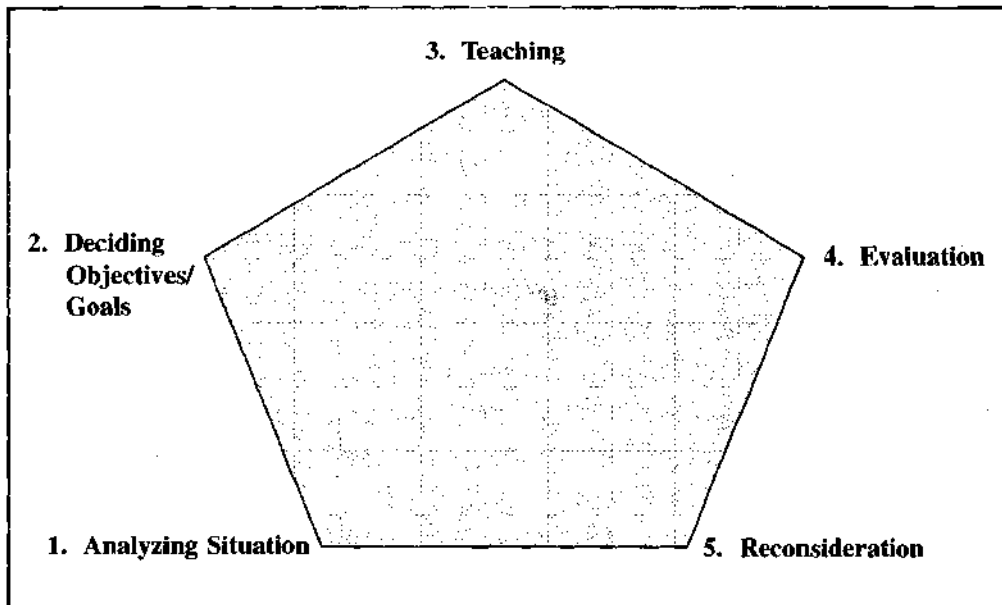


Fig.1.1: Steps in the Extension Process (Leagans, 1961)

- ii) **Objectives or Goals to be Accomplished:** the beneficiaries of development programmes must be involved in selecting a limited number of objectives which should state the behavioural changes in people as well as the economic or social outcomes desired.
- iii) **Teaching:** teaching is the process of arranging situations in which the things to be learnt are brought to the notice of the people, their interest is developed, and a desire for change is aroused, i.e., they are stimulated to action. The essential role of an extension worker is to create effective learning situations with the following essential elements
 - i) instructor - extension worker like you.
 - ii) learners - all stakeholders of development programmes.
 - iii) subject matter - planned developmental activity. *Examples:* participatory irrigation management, community forest management, mineral mixture feeding to livestock, etc.
 - iv) teaching materials - flannel-board, black-board, charts, models, samples, slides, film show, etc., on participatory irrigation management.
 - v) physical facilities - sitting accommodation, good visibility, etc.

Teaching Participatory Irrigation Management

If we want to teach the farmers about the use and advantages of participatory irrigation management, we need to do this by conducting demonstrations under a canal area, showing them what the participatory irrigation management is, explaining its advantages and comparing it with other methods. After seeing the beneficial effect, the farmers are convinced and motivated to action and start voluntary participation in irrigation water management.

- iv) **Evaluating the Teaching:** evaluation is to determining the extent to which the objectives have been reached. Plans for evaluation should be built into the plans of work during earlier phases. Remember, a distinction should be made from mere records of accomplishments from original objectives stated.
- v) **Reconsidering:** this step consists of a review of previous efforts and results which reveal a new situation. If this new situation shows the need for further work, then the whole process may begin again, with new or modified objectives.

These steps are intended only to clarify the necessary actions in carrying out a planned extension educational effort. It does not imply that these steps are definitely separate from each other. Several experiences tell us that planning, teaching, and evaluation take place continuously in varying degrees throughout all phases of the extension process.

Check Your Progress 4

Note: a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Based on your experience and understanding of the above discussion, write the importance of the following phases of extension education process.

i) Analyzing a situation

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ii) Objectives

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iii) Teaching

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iv) Evaluation

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1.8 EXTENSION AND DEVELOPMENT

Development is not a matter of only plans, targets, budgets, technology, experts, and organizations to govern them. Rather, it is an effective use of all these mechanisms as educational means for changing the mind and actions of people in such ways that they 'help themselves' to attain development. Emerging from the acceptance of this idea is the concept of extension education to show and find the ways to help people. In this context, extension is *one of working with people, not for them; of helping them become self reliant, not dependent on others; of making them the central actors in the development, not spectators*. In short, the essence of extension process is helping people by means of education to put useful development knowledge to work for them.

The ultimate goal of extension is to develop the people by improving their standard of living through education and voluntary participation in extension programmes. In this context it is imperative to understand the concept of development, its varied dimensions and their relation to extension.

Development vs. Extension

Development is not a matter of only plans, targets, budgets, technology, experts, and organizations to govern them. Rather, it is an effective use of all these mechanisms as educational means for changing the mind and actions of people in such ways that they help themselves to attain development.

Extension is one of working with people, not for them; of helping them become self reliant, not dependent on others; of making them the central actors in the development, not spectators.

Development means development of men, the satisfaction of their basic needs - food, shelter, clothing, and access to safe drinking water, sanitation, public transport, health, and educational facilities. Underdevelopment means denial of basic needs to people while enhancing the material returns to the dominant groups.

Development will necessarily involve the use of socio-cultural, financial, political, and human resources facilitated by extension.

Human (Personal) Development: Development in any meaningful sense must begin with, and, within the individuals. Unless motivation comes from within, efforts to promote change by extension workers will not be sustainable by the individual. The individual will remain under the power of others. In this context, human development is the process by which an individual develops self respect and becomes more self confident, self reliant, cooperative, and tolerant of others through becoming aware of his/her shortcomings as well as his/her potential for positive change.

Economic Development: This is a process by which people, through their own, and/or, efforts and with the help of extension agents boost production for direct consumption and have a surplus to sell for cash.

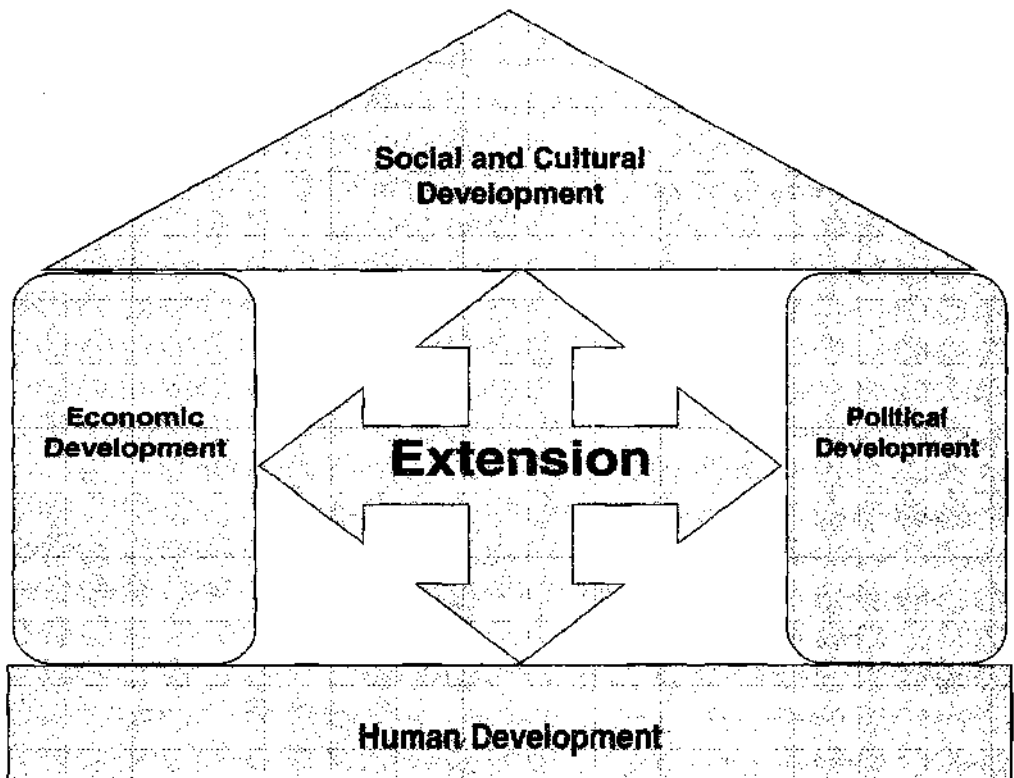


Fig.1.2: Extension and Development

Political Development: If development is to truly benefit the people, then the political structure must be responsive to their needs and aspirations as well as protect their rights and their property. The people have to acquire political power in order to

- participate in decision making at local level and to choose their own leaders
- plan and share power democratically
- create and allocate communal resources equitably and efficiently among individual groups.

Extension workers feedback on developmental issues or problems is important to influence policy makers in making suitable developmental policies.

Social and Cultural Development: It refers to those investments and services carried out, or provided by, extension agents for the benefit of the people and communities whether as a village; a district or a nation. These services include health, education, water, energy, transport, communication, etc.

Extension vs. Development

The relationship between extension and socio-cultural, economic, political and human development is illustrated in Fig. 1.2. The two columns represent economic and political development and a girder represent socio-cultural development. The girder (socio-cultural development) is dependent upon the support of the two columns (economic and political developments) which in turn rest upon a foundation of human development. Extension is the connecting link (process) between people and development (outcome).

Check Your Progress 5

Note: a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Write the interrelationship between extension and development.

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1.9 LET US SUM UP

In this unit we started by looking at the meaning, components, objectives, and functions of extension education and understood that development is not a matter of only plans, targets, budgets, technology, experts, and organizations to govern them, rather, it is an effective use of all these mechanisms as educational means for changing the mind and actions of people in such ways that they help themselves. We also examined the key principles and processes of extension and realized that knowledge of these is necessary for any development professional. At the end we discussed the interrelationship between extension and development and concluded that extension is the process and development is the outcome of the extension process.

1.10 KEY WORDS

Extension Education : extension education involves the conscious use of communication of information to help people form sound opinions and make good decisions. Extension education is the process of teaching people how to live better by learning ways that improve their farm, home and community institutions.

- Extension Service** : a programme for development employing the extension process as a means for implementation.
- Extension Work** : work that engages people in development work through education and service.
- Objectives** : the expressions of the ends towards which our efforts are to be directed.
- Process of Extension** : the process of extension, as applied to development involves five essential phases, viz., analyzing the situation, deciding objectives, teaching, evaluation, and reconsideration.

1.11 REFERENCES AND SELECTED READINGS

Leagans, J.P. (1961). Extension Education for Community Development. In: Extension Education in Community Development, Directorate of Extension, Ministry of Food and Agriculture, Government of India, New Delhi (Refer for further details on Extension Education) .

Van den Ban, A.W. and Hawkins, H.S. (2002). Agricultural Extension, CBS Publishers and Distributors, New Delhi (Refer for further details on Extension Education).

1.12 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Check Your Progress 1

- 1) Development extension is an education and it is aimed at bringing a desirable change in behaviour (opinions, knowledge, skills, and attitudes) of all the stakeholders of different sub sectors of development, so as to involve them actively in the process of development.
- 2) (i) Formal education starts with theory and works up to practice, while extension education starts with practices and may take up theory later on. (ii) Students study subjects in formal education, while livestock farmers study problems in animal husbandry extension. (iii) In formal education we have a more or less homogeneous audience, while in extension education we have a heterogeneous audience.

Check Your Progress 2

- 1) Yes. Extension education plays an important role in development programmes mostly by dealing with the problems of people. It enables the people to have high standards of development so as to reach high living standards in their own lives. It teaches them how to recognize and solve problems in development.
- 2) The three objectives are : (i) transferring knowledge from researchers to people; (ii) advising people in their decision making; and (iii) educating people to be able to make similar decisions in future.

Check Your Progress 3

- 1) The principle of interest and need; (ii) the principle of cultural difference; (iii) the principle of participation (iv) the principle of adaptability.

Check Your Progress 4

- 1)
 - i) *Analyzing situation*: This helps in collecting a large amount of facts about people, their interest, their education, what they think they need, their social customs, habits and folkways.
 - ii) *Objectives*: this helps in involving beneficiaries of development programmes in extension by stating the behavioural changes as well as the economic or social outcomes desired.
 - iii) *Teaching*: this arranges situations in which the things to be learnt are brought to the notice of the people, their interest is developed and desire aroused, i.e., they are stimulated to learn and to be in action.
 - iv) *Evaluation*: this determines the extent to which the objectives have been reached. This will also be a test of how accurately and clearly the objectives have been chosen and stated.

Check Your Progress 5

- 1) Extension is the connecting link (process) between people and development (outcome). The economic and political development leads to socio-cultural development. These three needs are the foundation of human development.