UNIT 3  SYSTEM APPROACH TO EXTENSION EDUCATION AND TRAINING

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3.3 The Components of System Approach to Extension Education
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3.1 INTRODUCTION

The System Approach to Extension Education (SAEE) is an important component of extension education programme. The system approach intends to keep various aspects of an extension education programme connected in a systematic manner so that the goal of an extension education programme is achieved. It is a scientific way of conducting an extension programme. According to Sharma (1977), “the system approach has introduced a new type of increased professionalism and expertise in education. It calls upon the educators, today, to see their activities as a whole, the teacher, and the management system, for putting these, and other resources together in a functional system”. Through the system approach, it is easier to achieve goals in the education training programmes for the trainer.

After going through this unit you should be able to:

- formulate the objectives of an extension programme;
- prepare the curriculum of an extension programme;
- conduct an extension programme; and
- evaluate an extension programme.

3.2 THE SYSTEM APPROACH TO EXTENSION EDUCATION: NEED AND MEANING

3.2.1 The Need for a System Approach to Extension Education

According to J. Paul Leagans (1961), wherever proper educational approaches have been made, it has been found possible to change people in four broad areas.

i) Changes in what people know - their knowledge of themselves, of their society and of their physical environment.

ii) Changes in what people can do – their skill, mental and physical.

iii) Changes in what people think and feel – their attitude towards themselves, towards their society and towards their physical environment.
iv) Changes in what people actually do— their actions related to factors determine their own welfare.

The need for a system approach to extension education arises because of reasons that follow.

i) To systematically and sequentially organize various phases of an extension education programme.

ii) To formulate the objectives in behavioural terms, so that it becomes easier on the part of the organizer to achieve them within the stipulated period.

iii) To arrange the appropriate method mix which are in accordance with the set objectives.

iv) To evaluate and also provide suitable feedback for the improvement of future extension education programmes.

In recent years, because of innovations, the need for scientific knowledge and large scale application of scientific methods has become inevitable. At the same time, it has called for going deeper into human autonomy, dignity, self-reliance, and freedom. The application of modern days development programme requires total involvement, total participation, and total conviction. Therefore, a systematic approach of extension is the sine qua non for bringing ramifications in human knowledge, attitude, and action. Extension education must clearly visualize the fundamental role that each element of extension programme plays, and its relationship to others in shaping the nature and effectiveness of the programme. Extension programmes should not be considered as ends in themselves, rather, they are tools for enabling the work to be executed more effectively and efficiently.

3.2.2 Meaning/Approach to Extension Education

The term, system, customarily connotes wholeness abd inter-relationships between parts or elements. The following definitions highlight the basic meaning, as well as characteristics of a system.

“A system is an entity composed of interdependent parts each of which contributes to the unique characteristics of the whole.”

“A system is essentially a set or assemblage of things interconnected or interdependent, so as to form a complex unity.”

According to Jalauddin (1977) a system may be designed as a dynamic, complex, integrated whole, consisting of self-regulating pattern of inter-dependant elements organized to achieve the pre-determined or specified objectives. The system approach to instruction signifies a process and a technique by means of which an instructional system is developed, implemented, controlled, and evaluated or improved. In his opinion, the system approach to instruction involves six major phases

i) formulation of objectives

ii) pre-assessment of entry level behaviour of learners

iii) designing learning experiences
iv) implementation of system of instruction
v) evaluation of outcomes
vi) improvement of the system.

Chaudhary (1997) defined the system approach as the system approach to instruction is a systematic way of designing, evaluating the total process of teaching-training in terms of specific objectives, structuring the subject matter to bring out more effective instructions. He advocated that, in the Indian context, an educational problem may consist of

a) introduction of educational needs and aspirations of the community
b) development of learning objectives
c) development of curriculum with interaction of science, art and human values
d) organization of learning resources
e) teacher training
f) development of institutional materials
g) evaluation-formative and summative
h) management of educational system, concerned with personnel, space, training, budget, maintenance, etc
i) total planning of the educational system.

The system approach is a holistic way of doing an instructional/extension programme rather than looking at it and designing it piecemeal. It looks at extension programmes in totality, starting from the training need assessment to feedback and the improvement of future programmes. It can be compared with a chain where the bubbles are intertwined, and breaking of one leads to the breaking of the whole chain.

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) What do you mean by a system approach?
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2) What are the components of a system approach?

3.3 THE COMPONENTS OF SYSTEM APPROACH TO EXTENSION EDUCATION

Before discussing various components of system approach to extension education, I would like to give, below, two examples of training models for in order to have better understanding of the system approach to extension education.

- Quintec Associate Model
- Control Associate Model

The Quintec Associates model of the system approach to training comprises five components: analysis, design, delivery, validation, and modification. On the other hand, the five different components of the Concord Associate model are: analyze, design, develop, implement, and evaluate. The process of the system approach to extension, followed by Concord Associates, is interactive in nature which creates a continuous cycle of reviewing and improving the training.

![Diagram of Quintec Associate Model of System Approach](image-url)

**Fig. 3.1: Quintec Associate Model of System Approach**

**Source:** [http://www.quintec.com/specialist-services/system-approach-to-training](http://www.quintec.com/specialist-services/system-approach-to-training)
Various Components and steps of a the system approach to extension education are:

i) assessment of the needs of the clientele either through individual interview or through PRA (Participatory Rural Appraisal) approach

ii) formulation of objectives in behavioural terms based on the assessment of needs

iii) designing the curriculum for the extension programme based on the objectives

iv) setting of the appropriate trainers/training methods for each and every lessons of the curriculum

v) implementation and conduct of extension programme;

vi) conducting pre and post evaluation for finding, not only the gaps, but for assessment of the achievements of trainees as well as of trainers

Conduct of ‘follow up’ programme, receiving the feedback, and identifying gaps for designing courses for future training programme.
3.3.1 Need Assessment

Before conducting any new extension programme the need assessment of clientele holds the keys. The need assessment enables an extension educator to find the gap in knowledge, skill, and attitude, and this helps the extension educator to avoid duplications. The need based programme usually creates interest among the learner, while the stereotyped and repetitive programme is boring and monotonous.

Although, the word, need, seems simple, yet it is one of the arduous tasks of assessment. The need assessment constitutes the core around which all other components of programme planning is built. The term, need, refers to necessity, requirement, urgency, pre-requisite, vacancy, society, and indispensability. Generally, a need is the difference between what we have and what we ought to have. In other words it is the difference between the existing situation and the desired situation.

![Need Assessment Process diagram]

Fig. 3.4: Need Assessment Process

There are several ways of assessing the needs

i) reviewing the related literatures, research, journals and curriculum of the similar king of extension programme

ii) interactive with the extension workers and functionaries working in the field in the particular area in which the extension programme is to be launched

iii) interacting with the community leaders, civil society groups, panchayat functionaries, etc.

iv) Conducting a survey on KAS (knowledge, attitude and skill).

3.3.2 Objective Formulation

The second important aspect of the system approach is the formulation of objectives based on the assessed programme must be structured in behavioural terms. In other words, the objective of the extension programme must be behavioural objectives which need to have the following three essential components
i) an action verb
ii) criteria
iii) content

One of the examples of the behavioural objectives is given as below:

At the end of the Extension Programme on Child Immunization mothers with 0-1 year age children would be able to name five different vaccinations required to be given to a 0-1 year child.

Here the action verb is ‘able to name’; the criteria is ‘five’, and; the content is ‘vaccine’. Some action verbs are given below.

<table>
<thead>
<tr>
<th>Write</th>
<th>Explain</th>
<th>Prepare</th>
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<tr>
<td>Answer</td>
<td>Evaluate</td>
<td>Monitor</td>
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<td>Calculate</td>
<td>Speak</td>
<td>Organize</td>
<td>Initiate</td>
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<td>Apply</td>
<td>Undertake</td>
<td>Comprehend</td>
<td>Conduct</td>
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<td>Cultivate</td>
<td>Discuss</td>
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<td>Recite</td>
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<td>Differentiate</td>
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<td>Relate</td>
<td>Develop</td>
<td>Use</td>
<td>State</td>
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<td>Trace</td>
<td>Outline</td>
<td>Distinguish</td>
<td>Demarcate</td>
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The behavioural objectives should have following characteristics

i) specific
ii) attainable
iii) measurable
iv) understandable

This is popularly called SAMU.

The teaching objectives are mainly used to describe the end product desired or the condition the extension personnel try to achieve through extension teaching. Therefore, the teaching objectives must be predefined, formulated so that it could achieve the desired behavioural change among the clientele.

For all purpose, the teaching-training has two types of objectives

i) general objectives
ii) specific objectives
The general objectives or, the programme objectives, are broad and comprised of several specific objectives. Specific objectives are derived from the general objective is quite specific which usually cover one aspect at a time.

Here are some examples of general and specific objectives.

**General objective:** to build the capacity of Traditional Birth Attendants (TBAs) on child immunization.

**Specific Objectives:** at the end of the extension training programme, the TBAs would be able to
- type of vaccination given to a 0-1 month old children; and
- explain the benefit of immunization to the mothers of 0-1 children

Therefore, clear cut objective formulation has prime importance in extension programme.

### 3.3.3 Development of Curriculum

The next step, after the formulation, is the construction of a curriculum based on the objectives. Inlow (1996) said, “Curriculum is an attempt to communicate the essential principles features of an educational proposal in such a form that is open to critical scrutiny and capable of effective translation in to practice”

Customarily, the training curriculum needs to be based on the specific objectives formulated. Some of the curriculum framework is

i) identification of the contents and topics based on formulated specific objectives

ii) formulation of session objectives based on contents

iii) identification of trainers of each topics

iv) procurement of lesson plan from each trainer of the topic allotted to them

v) arrangement of teaching aids in accordance with the teaching methods identified by each trainer

vi) fixation of duration of training programme as well as timing for each session
vii) collection of background documents for each topics
viii) evaluation of each training session as well as training programme.

The strategy to be adopted while formulating the curriculum is that first priority needs to be given to these areas that the participants 'must know'. The second priority, is the areas which they 'should know'; and the third priority is the area which they 'could know'. The strategy for curriculum formulation is given in Fig. 3.5

The framework for curriculum development is given below:

A) 1) Name of the Programme: ..............................................................

2) Duration: ..........................................................................................

3) Venue: ...............................................................................................

4) Category of Participants: .................................................................

**Curriculum Framework**

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<tr>
<td>Date</td>
<td>Timing</td>
<td>Topic</td>
<td>Trainer</td>
<td>Methodology</td>
<td>Teaching</td>
<td>Reference</td>
<td>Evaluation</td>
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Fig. 3.5: Curriculum Strategy
3.3.4 Preparation of Lesson Plan

After the course outline and curriculum is developed, the next step for the trainers is to draw up a lesson for their respective topics. It is remarked that "a lesson is not merely a means of digging out facts, but it can be an occasion for learning for thinking, for understanding and it can provide generous scope for the self activity of the people directed, guided and simulated by the teacher" (Bhatia and Bhatia, 1956). Meticulous preparation of lesson plan by the trainer makes the teaching-training interesting, effective and also check the wastage of time.

The Necessity of a Lesson Plan: A lesson plan is needed for the following reasons:

i) it ensures a definite objective of each lesson each day's work of training programme more systematic

ii) it helps in proper organization and selection of necessary subject matter and materials in order to make the topic more interesting to the learners.

iii) it helps the trainer to decide more desirable teaching methods and make arrangement for field trips/teaching aids and also enable him, or her, to prepare questions for assessing the impact of training sessions on trainees

iv) it prevents the wastage of time and does not make the session monotonous

v) it gives trainer a sense of confidence.

Essential Elements of a Good Lesson Plan: The essential elements of a good lesson plan follow:

i) a good lesson plan need to be written

ii) general and specific objectives must be clearly stated

iii) contents are appropriately chosen and sequenced

iv) the lesson plan should indicate teaching methods and aids to be used during presentation of lesson and also comprise illustration to be used and questions to be asked to the trainees

v) it should indicate the reference materials to be used

vi) it needs to include evaluation exercises.

Steps in the Preparation a Lesson Plan: before preparing a lesson plan, up-to-date information on subject matter needs to be collected, and recent data should be procured. This involves consultation of recent edition books, research journals, magazines, bulletins, newspaper cuttings, etc. This will enable the trainer to be well informed, and make the presentation of topics more interesting and informative on the subject. The preparation of lesson plans involved a good amount of groundwork, updating and sharpening topics through current facts and data. A lesson usually comprises the following four stages.

The introductory stage: in the introductory stage of the lesson, the trainer presents some basic facts and gives a background of the topic. In the process, the trainer asks trainees to recall their knowledge of the topics. Then he links the topic with the new material.

The Presentation Stage: In this stage, new aspects on the topic are presented to trainees. This is best done by lecture discussion, showing audio visual aids, and even with hands-on practices.
**The Application Stage:** In this stage, the trainees learn best by doing some exercises regarding the application of the new knowledge.

**Illustration of a Lesson Plan**

An illustration of a lesson plan is given below:

1) **Category of**: Progressive Farmer of Nimapara block of Trainees Puri district

2) **Topic**: HYV seeds/seedling preparation

3) **Period**: Afternoon section-I&II

4) **Time**: From 2.00-2.30 and 3.30-4.30

5) **Objective**: To equip trainees with theoretical and practical knowledge about HYV seeds and seeding methods.

6) **Contents**: i) Types of HYV seeds

ii) Preparation of seeding

7) **Methods/materials to be used**:  
   i) Lecture – Discussion
   ii) Charts showing different HYV seeds
   iii) Models
   iv) Materials and equipments such as:
      a) HYV seeds
      b) Essential ingredients for preparation of seeding, and
      c) Equipments, pot, etc.

8) **Steps in Presentation of Topic**

<table>
<thead>
<tr>
<th>Contents</th>
<th>Methods</th>
<th>Teaching Aid</th>
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</thead>
<tbody>
<tr>
<td><strong>A) Introduction</strong></td>
<td>Lecture/Discussion</td>
<td>Use of Flip chart</td>
</tr>
<tr>
<td>i) What is HYV</td>
<td></td>
<td></td>
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<tr>
<td>ii) Type of HYV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Why preparation of seedling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Advantage of seedling</td>
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</table>

**B) Presentation of new content**

<table>
<thead>
<tr>
<th>Contents</th>
<th>Methods</th>
<th>Teaching Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Modern method of</td>
<td>Lecture/Discussion</td>
<td>Use of Flip chart</td>
</tr>
<tr>
<td>seedling</td>
<td></td>
<td></td>
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<tr>
<td>ii) Use of ingredients</td>
<td></td>
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<tr>
<td>in preparation of Seedling</td>
<td></td>
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<tr>
<td>iii) Various steps in seedling</td>
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<td>iv) Precautions</td>
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</tbody>
</table>
C) **Application Demonstration & Redemonstration**

Trainees will be asked to demonstrate what they have learned on seeding. In other words, the trainer would ask for a hands-on practice by trainees and correct any mistakes committed by them.

D) **Models Questions to be asked**

i) What do you mean by seedling?

ii) Why seeding is important?

iii) Name a few steps of seedling of HYV paddy?

**References**

i) Reference manual of state agriculture department

ii) Pamphlets developed by KVKs

### 3.3.5 Implementation of Extension Programme

After framing the curriculum of the extension programme, the next step is its implementation. The extension educator has to look into the arrangement of the following things.

**Pre-implementation Stage**

i) arrangement of training hall and audio visual aids

ii) board and lodging

iii) background document.

**Implementation Stage**

i) registration of trainees

ii) distribution of background documents and handouts

iii) administration of pre-test

iv) organization of training session

v) evaluation

vi) arrangement of field trip, if any.

**Post Implementation Stage**

i) administration of post-test

ii) disbursement of TA/DA.

A congenial atmosphere for the effective implementation of training programme can be created with the following physical facilities.

i) The class room should be properly constructed, with required doors and windows.

ii) It should be well ventilated and lit, with arrangements for fans, AC, and a standby generator.

iii) Provide for chairs and tables for face-to-face interaction between trainer and the trainees

iv) The classroom must be properly cleaned and the water facilities must be available
There should be separate toilets for men and women.

Provide for visual aid facilities: blackboard, and arrangements for power point presentations.

There may be nothing that can be done about this factor; however, trainees can be informed of the time that their training begins, and told what time to leave their hostel so that they come in on time.

Provide for an attendant for trainees during the session.

3.3.6 Evaluation

Evaluation is an essential part of the extension development programme. It helps the extension education programme organizers to know the change and impact that has been produced by the extension education programme on the trainees. The dictionary meanings of evaluation are: the determination of the value is the strength of the force of or the making of a judgement of something. Moss (1955) defined evaluation as “measuring performance against predetermined goals” Kinedberge (1955) remarked that “It is an effort to learn what changes takes place during and after an action programme and what part of these changes can be attributed to the programme”. One exponent notes that evaluation refers to the scientific process of assessment of the changes that have taken place in the attitudes, knowledge, and skills among the trainees, teachers and all other participants in the programme, or effects that have resulted from operation to the programme.

**Purposes of Evaluation:** Evaluation is conducted with a purpose. The main purposes of the evaluation are:

i) it helps in identifying the strong and weak points of the programme

ii) it helps the extension programme and training organizer to assess, whether the objectives of the training have been achieved

iii) it enhances confidence among both the trainers and trainees

iv) it provides the opportunities to trainer to restructure its training methodology and trainees to know in what components, they need further training

v) it helps to analyze the cost and effectiveness of a training programme

vi) it facilitates the trainer to present the evaluation result before the higher authority or sponsors and also before the stakeholders

vii) it provides clue for making necessary addition, deletion and other suitable changes for further training programme

viii) it provides a means for testing trainers, the trainees and the training programmes.

**Types of Evaluation in Extension Education Training:** Three main aspects are evaluated in the extension and training programme

i) Evaluation of Trainers

ii) Evaluation of Trainees

Evaluation of Trainers: the objective of effective teaching-training is to transfer knowledge, attitude, and skills (KAS) and that they are understood, learned, remembered, and used. The role of the trainer is for the effective transmission of KAS to the trainees. The performance of the trainers can be judged both by the trainees and by the supervisors or donors who monitors the extension programme. The judgments may be both quantitative and qualitative judgments; quantitative judgments are made largely looking at the achievement of trainees in scoring on questions related to subject taught by the trainer. On the other hand a qualitative judgement is based on the observations of the trainees. One example of a rating scale for evaluation of trainers is given below.

Rating scale for Evaluation of Trainers

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<tr>
<th>Sl. No.</th>
<th>Statement</th>
<th>Rating Scale</th>
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<tr>
<td></td>
<td></td>
<td>Very Good</td>
</tr>
<tr>
<td>1</td>
<td>Technical soundness of subject matter</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Adequacy of content</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Method of presentation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Audio visual Aid used</td>
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<tr>
<td>5</td>
<td>Linking the subject matter with the objective</td>
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<tr>
<td>6</td>
<td>Relationship with trainees</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Participatory approach in teaching</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Overall impression on introduction, content, summarizing, and questioning</td>
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Evaluation of Trainees: Evaluation of Trainees is vital to the extension programme. An effective extension programme successfully transacts knowledge, skill, and practices to trainees. Trainees are the ultimate stakeholders. The evaluation of trainees would enable the extension educators to say whether the there has been improvement in the knowledge and skills, and whether these is a need for further training.

A pre and post test on KAS may be developed by the training organizer and administered before and after the programme. The difference between the two scores would enable the trainer to know the impact of training programme.

The type of question required to be formulated by the extension/training organizers are

i) multiple choice question

ii) fill in the blanks

iii) three or five point attitude scale

iv) scale of practices
Evaluation of Extension Education Process: every extension education programme need to be evaluated by the trainees for whom it is organized. The trainees are the best judges to advocate, whether the training programme has really improved their knowledge, attitude, skill, and practices. The evaluation of the extension programme would enable the programme organizers to know the gaps. It is, therefore, largely their subjective judgement of others associated with the trainees work after the training, and the success that he, or she, achieves in the performance of his assignment (Chitamber 1960). The trainees will help to evaluate the entire process of training, such as:

i) the arrangement of training hall
ii) use of audio visual materials
iii) the performance of the trainers
iv) the arrangement of field trips
v) lodging/boarding
vi) background documents/related material distribution
vii) trainers/Trainees interaction
viii) duration of training
ix) coverage of knowledge and skill components
x) hands on training
xi) group work/Group presentation
xii) participation of trainees in the training sessions.

3.3.7 Follow Up

To know the impact of training programmes and the adoption of various practices in real life situation, every extension programme needs to be followed up. The extension educator must visit the trained personnel’s workplace and observe how those subject matters taught in the training programme are put into practice by the trainees. The ways of conducting follow up of training programmes are

i) administering a knowledge test
ii) administering an attitude scale
iii) administering a checklist of practices
iv) a skill assessment schedule.

The extension programme must be redesigned after the conduction of follow up study based on the identified gaps. Follow up is one of the final and important steps in system approach, which is usually not done by many trainers and extension educators.

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.

i) What are the various processes of development of curriculum?

---------------------------------------------------------------------------------------------------------------------------------
2) Why is evaluation important in extension programmes?

3.4 LET US SUM UP

The system approach is a holistic way of conducting an extension education programme. Customarily, the system approach to extension education shows the inter-relationship between various aspects of an extension programme, starting from need assessment and ending at follow up. In this unit you have learnt about various aspects of system approach to extension programme, starting from need assessment, objective formulation, curriculum development, implementation, evaluation, and follow up of extension education programmes. When, you conduct any extension education programme, you have to take care of all these essential aspects for the effective implementation of the extension education programme.

3.5 REFERENCES AND SELECTED READINGS


3.6 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Check your Progress 1

1) The system approach is a holistic way of doing an instructional/extension programme rather than designing it in a piecemeal fashion. It looks at an extension programme in totality, starting from the training need assessment to feedback and improvement of future programme. It can be compared with a chain where the bubbles are intertwined; and breaking one leads to the breaking of the whole chain.

2) Various Components of the system approach to extension education are as follows: assessment of the needs of the clientele either through individual interview or through PRA (Participatory Rural Appraisal) approach; formulation of objectives in behavioural terms based on the assessment of needs; designing the curriculum for the extension programme based on the objectives; setting of the appropriate trainers/training methods for each and every lessons of the curriculum; and evaluation and follow up of the extension programme.

Check Your Progress 2

1) At the outset, the trainer has to prepare the curriculum for the training programme. While preparing the curriculum, he, or she, has to mention the topic, the trainers, and the method of teaching. The training organizer has to prepare each training session and the topic, methods and type of evaluation to be used by the concerned trainers during the training session.

Evaluation refers to the scientific process of assessment of the changes that have been taken place in the attitudes, knowledge and skills among the trainees, teachers, and all other participants in the programme, or effects that have resulted from operation of the programme. Evaluation helps the extension programme organizers to find the loopholes and gaps in the extension programme, and to take corrective measures.