UNIT 2 EXTENSION TEACHING METHODS

Structure

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2.2 The Meaning and Functions of Extension Teaching Methods
2.3 Classification of Extension Teaching Methods
2.4 Individual Contact Methods
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2.7 The Selection of Extension Teaching Methods
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2.1 INTRODUCTION

In the previous unit, we discussed development extension as an education process aimed at bringing a desirable change in behaviour (opinions, knowledge, skills, and attitudes) of all the stakeholders of development, so as to involve them actively in the process of development. We also understood from the same unit that the purpose of extension is to help people to help themselves. This help varies according to the field of application in development.

Example: It can be a help in the application of a technology to improve agricultural yield, or, it can be the transfer of information that helps in the prevention of a communicable disease.

This planned, intentional help from the extension and development worker which is aimed at providing a learning experience among the intended audience is often termed teaching. Teaching, in the context of extension and development, is providing information and opportunities for people to bring relatively permanent change through the engagement in learning experiences.

The provision of information/opportunities can happen, broadly, in three ways:

i) People, or communities coming to the extension and development worker
ii) The extension and development worker going to the people, or communities
iii) The extension and development worker sending information through some media.

The extension worker may adopt one, or, a combination of these methods. All these ways of providing information and opportunities to improve knowledge, or skills are called extension teaching methods. A proper understanding of extension teaching methods and their selection for a particular type of extension and development programme is necessary. Keeping this in view, different extension teaching methods are discussed in this unit for your understanding.
After studying this unit you should be able to:

- discuss the meaning and functions of extension teaching methods;
- classify extension teaching methods with examples;
- describe important individual, group, and mass extension teaching methods; and
- select extension teaching methods for various teaching occasions.

### 2.2 THE MEANING AND FUNCTIONS OF EXTENSION TEACHING METHODS

Extension is an educational process in which teaching has a pivotal role. An extension worker can teach people about new varieties of rice, the right method of milking a cow, the implications of export of sugar to a country, climate change and environmental issues, applying the right fertilizers in appropriate quantities, the importance of family planning, etc. The list can go on, depending on the field of development. All this makes us understand that teaching helps in transferring knowledge and skills. Teaching can also make differences in the attitude of a learner. Extension teaching methods are used to improve extension teaching, i.e., to increase the concreteness, clarity, and effectiveness of the ideas and skills to be transferred.

#### 2.2.1 Meaning

Extension-teaching methods are the tools and techniques used to create situations in which communication can take place between the extension workers and the beneficiaries of development. These methods of extend new knowledge and skills to the beneficiaries of the development by drawing their attention towards them, arousing their interest, and helping them to have a successful new learning experience and practice.

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### Useful Concepts

Dear learner,

Some useful concepts discussed in other units of this course that are related to extension teaching methods are briefly given below for recapitulation and reinforcement.

**Extension Education**: an applied science consisting of content derived from research, accumulated field experiences, and relevant principles drawn from the behavioural sciences, and 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.

**Development Extension**: aimed at bringing about 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.

**Teaching**: an intimate contact between a more mature personality and a less mature one, which is designed to further the education of the later.

**Teaching in Extension**: the process of providing opportunities for the people or communities to produce relatively permanent change through their
engagement in learning experiences provided by the extension and development workers.

**Learning:** Is the modification of behaviour through experience.

**Learning in Extension:** is the relatively permanent change in the behaviour, or behaviour potential of people as a result of extension teaching efforts.

**Learning Situation:** a condition, or environment in which all the elements necessary for promoting learning are present.

**Elements of Learning Situation:** learner (community / beneficiaries of development); instructor (extension and development worker); subject matter (development ideas); physical facilities (appropriate environment); and teaching methods and aids.

**Learning Experience:** the mental, and, or physical reaction a learner makes to seeing, or hearing, or doing the things to be learned.

**Teaching Methods:** the tools and techniques used to create situations in which communication can take place between the extension workers and people.

**Audio Visual Aids:** the instructional devices which are used to communicate message more effectively through sound and visuals.

### 2.2.2 The Functions of Extension Teaching Methods

The major functions of extension teaching methods are

- to provide communication so that learner may see, hear, and do the things to be learnt
- to provide stimulation that causes desired mental and physical action on the part of the learner
- To take the learner through one, or more steps of the teaching-learning process, viz., attention, interest, desire, conviction, action, and satisfaction.

**Activity 1:** Ask some of your colleagues what they mean by the extension teaching methods? Compare their views with those given in this unit and write features that common.
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 extension teaching methods?

2) Write the functions of extension teaching methods.

2.3 CLASSIFICATION OF EXTENSION TEACHING METHODS

The extension teaching methods can be classified under the following two heads.

- According to Use
- According to Form

2.3.1 Extension Teaching Methods According to Use

One way of classifying the extension methods is according to their use and the nature of the contact. In other words, whether they are used for contacting people individually, in groups, or, in masses. Based on this, they are divided into

a) individual contact methods
b) group contact methods
c) mass contact methods.

Let us look at the following three situations.

i) Example of the individual contact method: a farmer comes to the extension worker and says that some parts of his paddy field looks scorched. The extension worker usually asks a few questions, the answers to which will help him, or her in arriving at the solution, which could be caused by an insect, the Brown Plant Hopper. A solution to the problem will then be offered - the farmer needs to apply appropriate insecticide for saving the crop.

ii) Example of the group contact method: the extension worker finds many people coming to him, or her with a similar problem. Then, he, or she realises
that answering each individual will be time consuming. The worker may think of calling groups of people who face this problem and explaining to them the ways in which this problem can be solved.

iii) Example of the mass contact method: there is an outbreak of swine flu affecting people in different regions of the country. The best way to reach large numbers of people and to clear their concerns about this infection would be to pass on information through internet, television, newspapers, or the radio.

All of the abovementioned ways of reaching people are examples of extension methods. The tasks in these three situations can be accomplished through the skilful application of sound principles of teaching and learning, the use of extension teaching methods, audio visual aids, and adult learning principles which are discussed in the previous, present, and subsequent units in this block.

Important extension teaching methods under the individual, group, and mass contact methods are listed in Table 2.1.

### Table 2.1: Classification of extension teaching methods according to use

<table>
<thead>
<tr>
<th>Individual contact</th>
<th>Group contact</th>
<th>Mass contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm and home visits</td>
<td>Method demonstration</td>
<td>Bulletins</td>
</tr>
<tr>
<td>Office visits</td>
<td>Result demonstration</td>
<td>Leaflets</td>
</tr>
<tr>
<td>Telephone calls</td>
<td>Leader training meetings</td>
<td>Circular letters</td>
</tr>
<tr>
<td>Personal letters</td>
<td>Conferences</td>
<td>Radio</td>
</tr>
<tr>
<td></td>
<td>Discussion meetings</td>
<td>Television</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
<td>Exhibitions</td>
</tr>
<tr>
<td></td>
<td>Field trips</td>
<td>Posters</td>
</tr>
</tbody>
</table>

#### 2.3.2 Extension Teaching Methods According to Form

Extension teaching methods are also classified according to their form, as written, spoken, and, objective or visual methods. Important methods under each of these categories are given in Table 2.2.

### Table 2.2: Classification of extension-teaching methods according to form

<table>
<thead>
<tr>
<th>Written</th>
<th>Spoken</th>
<th>Objective or Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulletins</td>
<td>Meetings</td>
<td>Result demonstration</td>
</tr>
<tr>
<td>Leaflets</td>
<td>Farm and home visits</td>
<td>Posters</td>
</tr>
<tr>
<td>Folders</td>
<td>Official calls</td>
<td>Motion picture or movies</td>
</tr>
<tr>
<td>News articles</td>
<td>Telephone calls</td>
<td>Charts</td>
</tr>
<tr>
<td>Personal letters</td>
<td>Radio</td>
<td>Television</td>
</tr>
<tr>
<td>Circular letters</td>
<td></td>
<td>Slides</td>
</tr>
<tr>
<td>Models</td>
<td></td>
<td>Exhibits</td>
</tr>
</tbody>
</table>
Activity 2: Visit your nearest development department, and identify and write the teaching methods they are using in extension work.

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. Write the three types of extension teaching methods according to
   i) Use: ..............................................................
   ii) Form: ............................................................

2) Write examples for
   i) Individual contact methods : ..............................................................
   ii) Group contact methods : .................................................................
   iii) Mass contact methods : .................................................................
   iv) Written methods : .................................................................
   v) Spoken methods : .................................................................
   vi) Objective or visual methods : ..............................................................

2.4 INDIVIDUAL CONTACT METHODS

Extension methods under this category provide opportunities for face-to-face or person-to-person contact between people or the community and the extension workers. These methods are very effective in teaching new skills and creating goodwill between people and the extension workers.

Advantages
   i) Helps the extension worker in building rapport with people.
   ii) Facilitates firsthand knowledge of developmental problems.
   iii) Helps in selecting administrators and local leaders.
   iv) Helps in changing the attitude of the people.
   v) Helps in teaching complex practices.
   vi) Facilitates transfer of technology effectively.
Limitations

i) Time consuming and relatively expensive.

ii) Have low coverage of people due to time constraints.

iii) Extension worker may develop favouritism or bias towards some individual beneficiaries of development.

2.4.1 Farm and Home Visit

What is it?

This is direct face-to-face contact by the extension worker with the people, or members of their family at their home, farm, or work place for specific extension work.

Objectives

- To get acquainted with and gain the confidence of people.
- To obtain, or to give first hand information on matters relating to developmental initiatives.
- To advise and assist in solving specific problems.
- To teach skills.
- To arouse interest and motivate the people, for people-centred development.

Planning and Preparation

- The visit should be made with a definite purpose.
- Decide on the people and the objective of visit – whom to meet and for what?
- Get adequate information about the topic – take good extension material and the complete benefits of family planning.
- Punctuality should always be borne in mind.
- A schedule of visits should be worked out to save time.
- Remote and disadvantaged people should always be kept in view.
- This method should be used to reinforce other methods, or when other methods cannot be used.

Implementation

- Visit on the scheduled date and time, or, according to convenience of the people and when they are likely to listen.
- Create interest among the people and allow the individual to talk first.
- Talk in terms of their interest.
- Use natural and easy language; speak slowly, clearly and cheerfully.
- Be accurate and sincere in teaching, as well as learning.
- Avoid arguments.
- Let the people take credit for good developmental ideas.
Follow-up

- Keep records of your visits, their purpose, the accomplishments and commitments.
- Send information, material, or relevant literature, or assist in getting further help.

For what jobs?

This method could be used:
- To teach skills – individualised teaching.
- To create the desire to adopt new developmental ideas and practices.
- To help people analyse their problems, and to prepare them for intelligent action.

Examples: Some of the jobs that could be worked out by this method are: family planning; solar energy utilization; water harvesting at the household level; child care; vocational education activities; integrated pest management; soil testing; green fodder cultivation, etc.

Advantages

- Firsthand knowledge of developmental problems is gained.
- Goodwill and confidence are acquired when development interventions work out.
- Local influential leaders are identified for developmental activities.
- People who have not been reached by other methods can be contacted.
- Percentage of adoption (takes) to advices (exposures) rendered is high.

Limitations

- Only limited number of contacts may be made.
- Concentrated visits to responsive and progressive people might prejudice other people against the extension workers.
- Time consuming and costly.
2.4.2 Office Visit

This is a visit made by people at the office, or workplace of the extension worker to obtaining information, assistance, or to develop an acquaintance.

Objectives

- To get quick solutions to developmental problems.
- To enable people to discuss developmental issues with the extension worker and other related officials.
  
  *Example*: Construction of a community health centre.
- To enable people to bring live or model specimens for examination and to be advised.
  
  *Example*: Dead poultry birds for post mortem examination, or faecal sample for parasite examination, or, soil sample for nutrient examination.

![Fig.2.2: IGNOU Students Visiting the Office of Regional Director for Project Work](image)

Planning and Preparation

- Keep the office neat and clean with displays of information on extension activities and development programmes.
- Remain present in the office on fixed days and hours, which have been communicated to all concerned in advance.
- Make arrangements for providing information to visitors in your absence.

Implementation

- Allow the visitor to talk first and make the point.
- Discuss the problems and suggest solutions.
  
  *Example*: Examine the dead birds, or faecal material, or soil sample, and suggest solution. If necessary, take the visitor to a specialist.
Follow-up

- Record the call and material in the register, and give the entry details to the visitor for future reference.
- If required, refer the problem to higher officials or research organizations for solutions.

Advantages

- A number of contacts can be made.
- Time saving and economical.
- Enhances the credibility of the extension worker.
- Indicates the confidence reposed in the extension worker by the people.

Limitations

- Being away from the situation, it may be difficult for the extension worker to understand the problem in its proper perspective.
- The extension worker may not be available all the time at the office or workplace.

2.4.3 Personal Letter

This letter is written by the extension worker to a particular individual in connection with development work. It is a substitute for personal contact.

Objectives

- To answer enquiries relating to common developmental problems.
  
  Example: Communicating a polio vaccination schedule to school principals.
- To send information, or to seek cooperation on important extension activities.
  
  Example: To invite experts for a focus group discussion on the community radio programme.

Planning and Preparation

- Send the letters in time, or, reply promptly if a letter has already been received.
- Content should be clear, complete and applicable to the individual’s own situation.

Activity 3: Make an office visit to your nearest development department and enquire about extension activities. Write your observations.

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Check Your Progress 3

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

   b) Check your answer with that given at the end of the unit.

1) Write any three advantages of individual contact methods.

<table>
<thead>
<tr>
<th>Advantage 1</th>
<th>Advantage 2</th>
<th>Advantage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2.5 GROUP CONTACT METHODS

In this method, the extension agent communicates with the people in groups, which usually consist of 20 to 25 persons. Group contact methods also involve a face-to-face contact with the individual members of the group, and provide an opportunity for deciding a future course of action.

Advantages

i) Enables face to face contact with a number of individuals at a time.

ii) Can reach a select target group of people for specific development work.

iii) Facilitates sharing of knowledge and experience and, thereby strengthens learning by the group.

iv) Satisfies the basic urge of people for social contact.

v) Motivates individuals to accept a change due to group influence.

vi) Less expensive than individual methods because there is more coverage.

Limitations

i) Diversity in the interests of the group members may create a difficult learning situation.

ii) Holding the meeting may be regarded as an objective in itself.

iii) Hidden interests, group dynamics and factions may hinder free interaction and decision making.

A group is an aggregate of a small number of people in reciprocal communication and integration around common development interest. 
Example: Women’s Self Help Groups, formed for livelihood security through income generating activities.

2.5.1 Method Demonstration

Method demonstration is a relatively short-time demonstration given by extension worker before a group of people to show how to carry out entirely new practice, or, an old practice in a better way. This method is not concerned with proving the worth of a practice, but with how to do something. It is essentially skill training, where the emphasis is on effectively carrying out a job, which will improve the result. It is not an experiment or a trial, but a teaching effort.
Extension Teaching Methods and Audio Visual Aids

Example: Teaching how to bathe baby in a health and family welfare extension, preparing a milk replacer, taking a dung sample for examination, etc.

Objectives
- To teach skills and stimulate individuals to action.
- To get rid of inefficient, or defective practices.

Planning and Preparation
- Decide on the topic, target audience, and venue for demonstration.
- Select a topic which is important and needed by the group, for immediate use.

Example:

Topic: Proper bathing of baby.
Target audience: Housewives with small kids.
Venue: Any house in a village convenient to all.

Fig. 2.3: Health and Family Welfare Extension Worker Teaching Village Housewives How to Bathe Baby Properly

Implementation
- Be at the venue early to check equipment and materials.
- Make physical arrangements, so that all participants can have a good look at the demonstration and take part in discussions.
- Start the demonstration on the scheduled date and time, and conduct it step by step, explaining clearly why and how it is being done.
- Encourage questions at each stage.
- Give an opportunity to individuals to practice the skill.
- Distribute literature related to the demonstration.
Follow-up

- Get the names of the participants and list those who are considering the adoption of the practice. This helps in the follow up, and increases the number of persons desiring the change.
- Assist the participants in getting the required materials and equipments.

For what jobs

Smokeless ovens in villages, soap making, sewing and knitting, fumigation of poultry sheds, seed preservation, seed treatment, etc.

Advantages

- Effective in teaching skills.
- Stimulates action.
- Builds confidence.
- Serves publicity purpose.
- Increases the acquaintance of extension workers with the local people.
- Introduces change of practice at low cost.

Limitations

- Not suitable to all subject matter.
- Needs a great deal of preparation, equipment, and skill on the part of the extension workers.
- Causes a set back to whole programme, if improperly implemented.

2.5.2 Result Demonstration

Result demonstration is a way of showing people the value of a new practice by showing its distinctly superior result. The result demonstration may be for a single recommended practice, or for a series of practices that come in sequence with respect to a problem. It is an educational test to prove the advantages of recommended developmental practices, and to demonstrate their applicability to the local conditions. It is conducted by a member of the group under the direct supervision of the extension worker. It is designed to teach others, in addition to the person who conducts the demonstration. It helps the individuals to learn an improved practice by seeing and doing. It is a very effective method for technology transfer in a community.

Objectives

- To show the advantages and applicability of a newly recommended practice in an individual’s own situation.
- To motivate groups of individuals in a community to adopt a new practice by showing its result.

Planning and Preparation

- Discuss issues with the people and uncover their interests.
• Analyze individual situations and select relevant development ideas.
• Select a few responsible and cooperative individuals who have adequate resources and facilities, with acceptance in the local community for conducting the demonstration. This, however, does not mean that wealthy and influential people are to be selected.

Implementation
• Explain the objectives and steps to the demonstrating individuals.
• Organize inputs and equipment necessary for conducting the demonstrations.
• Conduct the demonstration in the presence of the community.

Follow-up
• Encourage demonstrating individuals to share their experiences with others in meetings and training programmes.
• Summarise, record, and establish proof of the practice.
• Use the result of the demonstrations in future extension work, and, pass the results on to the mass media for further dissemination.
• Enlist other people into the new practice.

For what jobs
Improved kitchen, compost making, better livestock feeding practices, improved fertilizer application methods, etc.

Advantages
• Helps in introducing a beneficial new practice.
• Convinces hesitant people and workers through the principle ‘seeing is believing’.
• Provides factual data.
• With the experience, extension workers can recommend the practice with greater conviction.
• Convince people that the extension workers are practical.

Limitations
• Finding a suitable individual who is willing for the demonstration is difficult.
• Need more time, energy, and funds.
• Unsuccessful demonstrations may cause some setbacks to extension work.
• Not suitable for all developmental ideas and practices.

2.5.3 Group Meeting
This is a method of democratically arriving at certain decisions from a group of individuals by taking into consideration all their points of view. Group meetings and discussions aim at collective decision making and at improving individual decision making by using the knowledge and experience of groups of people.
Fig. 2.4: Group Meetings

Objectives
- To prepare a favourable climate for discussion and to help better understand the problem by pooling the knowledge and experience of a number of individuals.
- To facilitate in depth discussion by involving a small number of people.

Planning and Preparation
- Decide on the topic to be discussed and the individuals to be involved.

Example: Discussion on problems of contact farming.
- Collect relevant information.
- Contact researchers, if required.

Implementation
- Start the meeting on the scheduled date and time.
- Introduce the topic to the group and initiate discussion.

Follow-up
- Remind the people of the decisions, encourage and assist them to take action.
- Facilitate in obtaining the required inputs consistent with the decisions taken.

Limitations
- Requires skill and understanding of group dynamics on the part of the extension worker.
- Group factions may hinder successful use of this method.

2.5.4 Small Group Training
This is a technique for imparting specific skills to a group of people who need them by creating appropriate learning situations. It is an effective method for the transfer of technology.

Example: Two days training programme on implementation of NREGA.
Objectives
- To impart the needed skills to a small group of people.
- To motivate individuals to adopt new practices through skill training.

Planning and Preparation
- Identify a technology for which there is a need.
- Decide on the time and duration of the training programme.

Implementation
- Start the training programme on the scheduled date and time.
- Distribute publications and materials for taking notes.

Follow-up
- Maintain contact with the trainees.
- Encourage and assist them to apply the new practice.

Limitations
- Only a small number of people can be trained at a time.

Follow up requires more staff and time.

2.5.5 Study Tours, or Exposure Visits

In a study tour, a group of interested people accompanied and guided by one, or more extension agents, moves out of their neighbourhood to study and learn significant improvements in other areas.

Example: Visit to a successful entrepreneur, or to a successful self help group (SHG).
Fig. 2.6: Study Tour

**Objectives**
- To expose individuals to a new and different situation, and to help in changing their outlook, and extend their mental horizon.
- To make them understand the gap in the adoption of recommended practices.

**Planning and Preparation**
- Decide on the objective, number, and type of participants, duration, and places of visit.
- Communicate, in advance, get confirmation of the programme, and other logistics.

**Implementation**
- Keep the interests of the group uppermost in mind.
- Let everyone see, hear, discuss, and, if possible, participate in the activities at the places of visit.

**Follow-up**
- Keep in contact with the participants.
- Encourage the adoption of practices by arranging necessary inputs.

**Limitations**
- Due to the limitations of funds and time, study tours cannot be held frequently.
- The possibility of sub-ordinating educational aspect to sight-seeing and recreation.
Check Your Progress 4

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

1) Write any three advantages of group contact methods.

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2) Write the differences between method and result demonstrations.

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2.6 MASS OR COMMUNITY CONTACT METHODS

As an extension worker, you need to approach a large number of people for disseminating new information and helping them to use it. This can be done conveniently with mass contact methods. These methods are more useful for making people aware of new practices or technology quickly by communicating with a vast and heterogeneous mass of people, without taking into consideration their individual or group identity. These methods are valid when large and widely dispersed target audience are to be communicated with, in a short time. The size of the audience may be a few hundreds in a mass meeting, a few thousands in campaign, or a few lakhs in newspaper, radio and television.

Advantages
- Suitable for creating general awareness among the people about new practices.
- Helps in transferring knowledge and changing opinions.
- Facilitates quick communication in times of emergency.
- Large numbers of people are communicated with, in a short span of time.

Limitations
- Less intensive methods.
- Little scope for personal contact.
- Generalized recommendations hinder application by individuals.
- Little control over the responses of the audience.
- Difficulty in getting feedback information, and evaluating results.
2.6.1 Publications

Publications are prepared by the extension workers in printed form with development programme information. Publications are of various types such as leaflet, folder, bulletin, newsletter, journal, and magazine. Publications may be used singly or in combination with other extension methods.

Objectives

- To reach a large number of people quickly and simultaneously at a low cost.
- To provide accurate, motivating, credible, and distortion-free information.

Planning and Preparation

- Select a topic of economic and practical importance, for which information is needed by a community.
- Estimate the time required to prepare the manuscript, print, and dispatch the publication so that it reaches people in time.

Implementation

- Collect relevant information on the topic from all available sources.
- Contact specialists relating to relevant disciplines.

Follow-up

- Arrange timely dispatch of the publication to the target people.
- Dispatch publications to media persons and others according to a mailing list.

Limitations

- Cannot be widely used in areas of low level of literacy.
- May lose their significance if not carefully prepared and used.

Leaflet: A leaflet is a single sheet of paper used to present information on only one developmental idea in a concise manner and simple language.

The preparation of leaflets

- select a suitable topic based on the felt needs of a community
- present one idea, technique, or practice in one leaflet
- collect all relevant information and select only most essential points
- use short, simple and familiar words, include relevant pictures and illustrations, and refer to local situations wherever possible
- give the source or contact details for further information
- printing on yellow or pink paper attracts attention
- usually, a leaflet is 4" × 8", with 14-16 font size letters.

Folder: A folder is a single piece of paper folded once or twice, and, when opened, the material presented is in sequence.
The preparation of a folder

- the points regarding leaflet preparation holds good for leaflet also
- in addition, consider making your folder attractive by using photographs, line drawings, coloured paper, and inks
- the front page of the folder should contain a title, a single photograph, and the details of your extension organization
- print the folder on heavier paper than the leaflet with 1:1½ size width to length ratio.

![Folder and Audio Visual Aids](image)

**Fig. 2.7: Extension Publications**

**Pamphlet:** A pamphlet size varies from 2-12 pages. The first cover page should be printed in 2-3 colours with some action pictures. In contrast to the leaflet and folder, full information is presented about the topic in greater length in pamphlet. Compared to leaflets and folders, a pamphlet serves to meet the needs of people at different stages of extension and developmental programmes.

**Bulletin:** A bulletin contains a large amount of information and could have 12-20 pages. Its primary objective is to give complete information which the intended readers can apply to their own situations.

**Booklet:** when a large amount of extension material is published, and ranges between 20 and 50 pages, then it is called a booklet.

**Circular Letter:** a circular letter is written by an extension worker and sent to many people, periodically, or, on special occasions. The objective of the circular letter is to maintain regular contact with extension beneficiaries, or to communicate general information which could be put in the form of a letter.

### 2.6.2 Mass Meeting

Mass meetings are held to communicate interesting and useful information to a large number of individuals at a time. The size of the audience for mass meeting may be a few hundreds, and, at times, it may be a few thousand.
Objectives

- To focus the attention of people on some important topic.
- To create general awareness about a development programme or project, and to announce its progress.

Planning and Preparation

- Decide on the topic, occasion, and audience.
- Select a limited number of speakers, including one, or two local leaders.

Implementation

- Select a suitable chairperson.
- Start the meeting in time and cut down formalities to a minimum.

Follow-up

- Stay in contact with the interested audience.
- Sustain wider interest through mass media.

Limitations

- In depth discussion of the topic is not possible.
- Cannot be held frequently.

2.6.3 Campaign

A campaign is an intensive teaching activity that is undertaken at an opportune moment for a brief period, focussing attention in a concerted manner towards a particular problem to stimulate the widest possible interest in the community. The duration of a campaign may be for a single day on a theme like ‘tree plantation’, for a few days, as in ‘voter registration’, or, for several months at fixed dates and times, as in the ‘pulse polio’ campaign.

Objectives

- To create mass awareness about an important problem, or felt need, and to encourage people and organizations to solve it.
- To induce the emotional participation of the community as a whole, and to create a conducive psychological climate for the adoption of a practice, or, technology.

Planning and Preparation

- Consult with the local leaders about important problems or needs of the community.
- List out specialists and local leaders who could be involved in solving it.
- Train the required personnel.
- Select the time and venues suitable to the community, announce the dates well in advance, and build up the enthusiasm of the people.

Implementation

- Carry out the campaign according to a set programme.
- Hold a group meeting with the community and discuss the origin and nature of the problem.
- Suggest a practical and effective solution.
Follow up

- Contact participants and invite their reactions.
- Assess the extent of adoption of the practice.

Advantages

- Maximum number of people can be reached in a short time.
- Quick results at lower costs.
- Successful campaigns create an atmosphere that is conducive to popularising other development methods.
- Builds up community confidence in the extension system.
- Useful for practices which are effective when only the entire community adopts them.

Limitations

- Applicable only for topics and practices of interest to a community.
- Success depends on the cooperation of the community and local leaders.
- Cannot be adopted while advocating complicated technologies.

Fig.2.8: Tree Plantation Campaign
Fig. 2.9: Exhibition

2.6.4 Exhibition

An exhibition is a systematic display of models, specimens, charts, photographs, pictures, posters, information, etc., in a sequence around a development theme to create awareness and interest among a community. This method is suitable for reaching all types of people and can be held at the village, block, sub-division, district, state, national, and international levels. Exhibitions cover three stages of extension teaching steps, viz.,

i) arousing interest
ii) creating a desire to learn
iii) providing an opportunity to take a decision.
Objectives

- To promote visual literacy.
- To influence people to adopt better practices.
- To create interest in a wider range of people.
- To promote understanding and create goodwill towards extension work and workers.

Planning and Preparation

- Decide on the theme and the organizations to be involved.
- Give advance publicity.
- Make it simple and understandable, working upon one idea at a time, or, place.
- Arrange the sequence and continuity of the exhibits.
- Use few rather than many objects, with adequate spacing, and providing eye appeal.
- Label the exhibits legibly and briefly.
- Interpreters should be thoroughly informed and precise in their explanation.

Suggestions

- Use local material as far as possible, since specimens from the locality will have greater significance.
- Take advantage of local festivals and fairs.

Implementation

- Organize the opening of the exhibition by a local leader, or a prominent person.
- Arrange for a smooth flow of visitors.

Follow-up

- Meet some visitors personally and maintain a visitors’ book for feedback.
- Distribute relevant extension literature.
- Assess success and effectiveness of the exhibition by analysing attendance, enquiries, and by making note of the suggestions.

For what jobs

An exhibition is broadly suitable for a wide range of topics such as: improved home living, products of village industries, developments in agriculture, animal husbandry, horticulture, industry, family healthcare, etc.

Advantages

- One of the best media to reach illiterates.
- Caters to the needs of mixed groups.
- Fits into festive occasions, and serves recreation purposes, as well.

Limitations

- Requires more funds and preparation.
- Cannot be held frequently.
2.6.5 Newspaper

A newspaper is a bunch of loose printed papers, properly folded, which contains news, views, events, advertisements, etc., and is published at regular intervals, particularly, daily, or, weekly. By establishing a good rapport with editors and reporters, reasonable support for extension work may be obtained by extension workers. Newspapers may support extension work by publishing news of extension activities and achievements, extension recommendations, packages of practices, success stories, news focusing on development problems and interventions. A newspaper is a good medium of communication in times of crises and in urgent situations.

Limitations
- Only literate people can take advantage of this medium.
- Increases in the price of newspapers may restrict their circulation.

2.6.6 Radio

A radio is a system of wireless communication with clear objectives to inform, educate and entertain the masses. The radio is suitable for creating general awareness among the people, helping to change their attitude and reinforce learning. The medium is extremely convenient for communication in times of crises and urgent situations. People with no education, or, very little education, and those who are not in a position to attend extension programmes personally, can take advantage of this medium and build up adequate knowledge. The radio can be used in extension and development work for

i) announcements – meetings, demonstrations, etc.
ii) intimation, or information dissemination
iii) advice – weather, outbreak of diseases, seasonal hints, etc.
iv) news reviews
v) interviews, questions and answers, features, documentaries, short talks, etc.

Advantages
- Can reach more people faster than any other means of communication.
- Disseminate timely and emergent information at low cost.
- Can reach illiterates on par with literates.
- Builds enthusiasm and maintains interest.

Limitations
- Frequently loses the educational purpose to entertainment.
- Difficult to check results and impact.
- Influence limited to people who can listen intelligently.
### Extension Educational Radio Programs Broadcast by AIR

(Source: Bhasin, 1997; and Bhasin and Singhal, 1998)

<table>
<thead>
<tr>
<th>Programme (Year of first broadcast)*</th>
<th>Episodes</th>
<th>Educational theme</th>
<th>Broadcast Languages (Area)</th>
<th>Registered listeners**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nisarga Sampada (1987-88)</td>
<td>13</td>
<td>Social Forestry</td>
<td>18 (country wide)</td>
<td>88,000</td>
</tr>
<tr>
<td>Jeevan Surabh (1988)</td>
<td>13</td>
<td>Adolescent sex education</td>
<td>1 (Hindi belt)</td>
<td>6,000</td>
</tr>
<tr>
<td>Vigyan Vidhi (1989)</td>
<td>13</td>
<td>Methods of science</td>
<td>17 (country wide)</td>
<td>1,40,000</td>
</tr>
<tr>
<td>Jeevan Surabh II (1989)</td>
<td>13</td>
<td>Marital harmony</td>
<td>18 (country wide)</td>
<td>10,000</td>
</tr>
<tr>
<td>Radio Date (1990)</td>
<td>30</td>
<td>Substance abuse</td>
<td>16 (country wide)</td>
<td>1,00,000</td>
</tr>
<tr>
<td>Cheer (1992-93)</td>
<td>156</td>
<td>Child enrichment</td>
<td>3 (4 states)</td>
<td>18,200 centers</td>
</tr>
<tr>
<td>Project On Radio Education For Adult Literacy (1990-91)</td>
<td>26</td>
<td>Adult literacy</td>
<td>1 (Hindi belt)</td>
<td>1,08,000</td>
</tr>
<tr>
<td>Manav Ka Vikas (1991-94)</td>
<td>144</td>
<td>Human evolution</td>
<td>18 (country wide)</td>
<td>1,00,000</td>
</tr>
<tr>
<td>Dehleez (1994-95)</td>
<td>52</td>
<td>Sexuality and population issues</td>
<td>7 (13 states)</td>
<td>66,000</td>
</tr>
<tr>
<td>Tinka Tinka Sukha (1996-97)</td>
<td>104</td>
<td>Gender equality, family size and community empowerment</td>
<td>7 (13 states)</td>
<td>6,000</td>
</tr>
<tr>
<td>Yeh Kahan Aa Gaye Hum (1998)</td>
<td>52</td>
<td>Environmental conservation</td>
<td>1 (Hindi belt)</td>
<td>6,000</td>
</tr>
</tbody>
</table>

* Several programs were later rebroadcast or translated into regional languages

** A registered listener enrols with AIR to listen to all episodes of a programme and to provide feedback on the content of the programme.
2.6.7 Television and Video

Among all the mass methods, television and video occupy special status due to their potential to communicate to the two most important senses, i.e., sight and hearing, simultaneously, and to be broadcast to a large audience. Now it is possible to view programmes through an LCD projector, computer, or television monitor. Video cassettes provide motion, colour, sound, and, in many cases, special effects with advanced graphic and animation techniques. High quality, commercially produced educational video cassettes are available on almost every subject.

Guidelines
i) Note that television and video presentations are not designed to replace the instructor.
ii) Rehearse to determine the important points that should be stressed.
iii) Prepare learners by telling them what to watch carefully, what is important, or possibly, what is incorrect.
iv) Make yourself available to summarize the presentation and answer any questions.

Advantages
- The ability to easily stop, freeze, rewind, and replay is particularly helpful for both, instructors and learners.
- Cost with associated equipment is fairly economical.
- Useful for purposes other than instructional.

Limitations
- Learners are often accustomed to dramatic, action packed films, or videos that are designed as entertainment.
- Instructional television and video, in comparison to entertainment, are normally perceived as less exciting and less stimulating. This, coupled with a distracted viewing style, can diminish the instructional value of the television or video.

Interactive Video

This solves one of the main problems of passive video in that it increases the involvement of the learner in the learning process. Well-designed interactive video, when properly used, is highly effective as an extension method.

Note: Radio, television, and video are basically extension teaching devices. They can also be used as audio and/or visual aids as well, along with other teaching methods, such as campaign and exhibition.

Activity 4: Visit a nearest development department, collect their extension publications, and write your observations.

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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 any three advantages of mass contact methods.

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2) Write what is meant by campaign with examples?

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2.7 THE SELECTION OF EXTENSION TEACHING METHODS

One way of understanding the selection of extension teaching methods is by recollecting the concept of steps in extension teaching. In Unit 1 on the ‘Teaching-Learning Process’, we outlined the six steps in extension teaching: attention, interest, desire, conviction, action, and satisfaction.

If we want people to adopt a new technology, or, a development idea, they have to be taught about this. The first step in such a teaching is catching hold of their attention. People have to be made attentive that there is something new. Once they come to know that there is something new, the newness, or, probable usefulness of the information develops an interest in them to understand more about it. When they learn more about it and find its relevance in their situation, there is a desire to use the information. At this stage, many who have desire are hesitant to practice something unless they are convinced. The extension worker has a crucial role to play in all these stages. Once people are convinced, they will act. If this action provides the results that they were anticipating they get satisfied. This satisfaction, in fact is a motivator for people to attend to further related teachings. Dissatisfaction, at this level, has to be analysed well by the extension worker and the people or community together, to find the reasons for the dissatisfaction.

According to research findings and accumulated experience, certain extension teaching methods contribute effectively to attain desirable action on the part of the beneficiaries of development.
2.7.1 Methods for Getting Attention

To provide learning experiences for people, extension worker must get their attention. This is the fundamental stage for successfully making the ideas enter the minds of people, and requires planned and frequent use of a variety of teaching methods, viz., pictures, demonstrations, news stories, survey results, slogans, posters, radio talks, cartoons, displays, exhibits, etc.

2.7.2 Methods for Developing Interest

The amount and direction of developmental accomplishments of extension teaching are largely determined by the interests of the people. Learning without interest does not take place to any appreciable degree. People who are interested in solving developmental problems acquire more information about them. Interest usually represents the objectives or goals of an individual. Development means comparatively little to people until they are able to connect it to their interests. The factor of interests tends to control the influence of extension education, because only those people who are interested will take part in developmental activities. The methods that are useful in developing people’s interest are: meetings, radio talks, publications, tours, result demonstrations, photographs, charts, etc.

<table>
<thead>
<tr>
<th>Teaching Steps vs. Teaching Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass methods of extension are applied at the attention stage (and, to some extent, in the interest stage) to create awareness about a practice or a technology.</td>
</tr>
<tr>
<td>Example: In the outbreak of Swine Flu, the precautions to be taken are best communicated, in a short period, to large number of people through mass media.</td>
</tr>
<tr>
<td>Group methods work out better in later stages, like interest and desire, since the extension worker has direct contact with people, and can answer their doubts and raise their motivation levels. Among the group methods some are suited to specific stages.</td>
</tr>
<tr>
<td>Example: A result demonstration can help in the conviction stage and the method demonstration in action stage.</td>
</tr>
</tbody>
</table>

2.7.3 Methods for Developing Confidence

Development and maintenance of confidence should be parallel to all other changes in people’s attitudes and behaviour. Confidence is the key to achieving results from extension education, because action taken by people is voluntary. Confidence corresponds to the goodwill of the extension and development worker. Once broken, confidence is difficult to restore, either in oneself, or, in the community as a whole. It is, therefore, necessary for extension and development workers to safeguard the factor of confidence in all the steps of teaching. In ideal extension teaching, confidence should grow in intensity as desire is created and followed by action and satisfaction. Methods that are useful in developing and maintaining confidence are: economical and practical recommendations, readily adoptable developmental practices, widely seen demonstrations, and personal visits.
2.7.4 Methods for Creating Desire

Desire has a definite focus, unlike attitudes which are general, and interests which are specific to the objects to which they are attached. Desire comes only when a developmental idea, or intervention, suggested by extension worker is considered favourable by people. Note that desire is an outgrowth of interest and confidence. In creating desire, appeal to the feelings and emotions of people should be employed to support the interest they already have. A desire is a want, and to make that want felt and to satisfy the want, the right teaching methods must be used to stimulate feeling and emotion, viz., exhibitions, demonstrations, pictures, working models. For example: solar water heating devices, circulars suggesting benefits, ‘before’ and ‘after’ pictures that demonstrate development, and actual development results presented in all possible ways.

2.7.5 Methods to Ensure Action

Action follows desire. If action does not follow soon after the desire has been created, the desire soon fades away, and people continue as before. Consequently, a variety of extension teaching methods must be planned and used to assure action that results in development. The following methods are useful for promoting action.

- Make action easy by: inputs and services for development available; removing non-essential steps and delays; setting out clear cut and definite steps to be taken.
- Use reminders.
- Ensure the participation of leaders in development work.
- Cooperative action.
- News stories and radio talks about, and, by people taking action.

2.7.6 Methods for Maintaining Satisfaction

Satisfaction depends upon the confidence, pride and success as a result of adoption of developmental initiatives. After a developmental practice has been adopted by people, it is important to remain in touch with them till they experience real satisfaction and continue with the practice. Continuation of the practice and recommendations to others is an indication of satisfaction. Methods that are useful in maintaining satisfaction are: personal contact, whenever possible; timely hints; showing the value of results; giving more information; and publicity in media.

The six steps in extension teaching are the behaviour changes that we are aiming for among people. In this process, they often overlap each other. Also, the extension teaching methods complement and supplement each other with varying degree of intensity in the attainment of the objectives of extension and development programmes (Fig.2.12).
2.8 CONSIDERATIONS IN THE SELECTION OF EXTENSION TEACHING METHODS

The following guidelines are helpful in the selection of suitable extension teaching methods.

i) Education level of the audience
   - For illiterates - Personal visits.
   - For educated - Written materials.

ii) Size of the audience.
   - For less than 30 - Lecture, Group discussion.
   - For more than 30 - Mass methods.

iii) Teaching objective
   - To bring awareness - Mass methods.
   - To change attitude - Group discussion.
   - To impart skill - Demonstration.

iv) Subject matter
   - To prove value of a recommended practice - Result demonstration.
   - To teach a new skill, or an old one in an improved way - Method demonstration.
   - To disseminate simple technology – News article.
   - To teach a complex technology – Face-to-face contact with audio visual aids.

v) Extension organization's credibility
   - New organization, yet to gain confidence of people – Result demonstration.
• Well established organization with proven success - Circular letter.

vi) Size of extension staff
• Few staff members - Group and mass contact methods.
• Large number of staff - Individual contact methods.

vii) Availability of media
• For creating awareness and reinforcement of ideas – Television, radio, newspaper.

viii) Time of dissemination
• Emergency for an individual – Phone call.
• Emergency for a group of people, or a large number of people – Radio, television, public address system.

**Combination of Extension Teaching Methods**

Dear learner, from the foregoing discussion, it is clear that each teaching method has its advantages and limitations and we cannot reach the entire intended audience with a single method. One method supplements and complements other methods, and, hence, more than one method is required to communicate developmental messages. It is a cumulative effect, i.e., exposure to more methods during a given period of time that provides good results. Skilful manipulation or handling of various methods by extension workers will later determine the effectiveness of extension teaching.

Relative costs, the extension worker’s familiarity with teaching methods, the needs of the people, the length of time the extension programme has been going on in the area, availability of physical facilities, and weather conditions, are some of the other factors to be considered while selecting extension teaching methods.

**Activity 5:** Visit your nearest development department and enquire about different combinations of extension methods that they use in their work. Write your observations.

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Check Your Progress 6

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 teaching methods that are useful in the following teaching stages.
   i) Attention : .................................................................
   ii) Interest : ........................................................................
   iii) Desire : ........................................................................

2) Write the factors to be considered while selecting extension teaching methods.
   ............................................................................................
   ............................................................................................
   ............................................................................................
   ............................................................................................

2.9 LET US SUM UP

Extension teaching methods are the instruments available to you as an extension worker to direct the learning activity of the people, in the process of development. The foregoing discussion, when properly understood and applied, should contribute to your skill in the selection and use of extension teaching methods. In this unit we started by looking at the meaning and functions of extension teaching methods and understood that they are the tools and techniques used to create situations in which communication can take place between the extension workers and the people. We classified extension teaching methods and discussed important methods under individual, group, and mass contact categories, along with their merits and limitations. We also realized that a proper understanding of these methods and their selection for a particular type of extension programme is necessary in order to extend new knowledge and skills to the people by drawing their attention, arousing their interest, and helping them to have a successful experience of the new developmental practices and ideas. At the end, we discussed the guidelines in the selection of suitable extension teaching methods.

2.10 KEYWORDS

Extension Teaching Methods : these are the tools and techniques used to create situations in which communication can take place between the extension workers and people.

Individual Contact Methods : they provide opportunities for face-to-face or person-to-person contact between extension workers and people.

Office Visit : this is a visit made by people at the office or workplace of the extension worker for obtaining information, assistance, or, to develop an acquaintance with the worker.
<table>
<thead>
<tr>
<th>Personal Letter</th>
<th>: a letter written by the extension worker to a particular individual, in connection with development work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Contact Methods</td>
<td>: the methods used by the extension agent to communicate with the people in groups of 20 to 25 persons.</td>
</tr>
<tr>
<td>Method Demonstration</td>
<td>: a relatively short demonstration given before a group of people to show how to carry out an entirely new practice, or an old practice in a better way.</td>
</tr>
<tr>
<td>Result Demonstration</td>
<td>: a way of showing people the value of a new practice by showing its distinctly superior result.</td>
</tr>
<tr>
<td>Group Meeting</td>
<td>: a method of democratically arriving at certain decisions from a group of individuals by taking into consideration all their points of view.</td>
</tr>
<tr>
<td>Study Tour, or Exposure Visits</td>
<td>: in a study tour, a group of interested people, accompanied and guided by one or more extension agents, moves out of their neighbourhood to study and learn about significant improvements.</td>
</tr>
<tr>
<td>Mass Contact Methods</td>
<td>: in mass contact methods, the extension worker communicates with a vast and heterogeneous mass of people without taking into consideration their individual or group identity.</td>
</tr>
<tr>
<td>Leaflet</td>
<td>: a leaflet is a single sheet of paper used to present information on only one developmental idea in a concise manner, using simple language.</td>
</tr>
<tr>
<td>Folder</td>
<td>: a folder is a single piece of paper folded once or twice, and, when opened, the material is presented in sequence.</td>
</tr>
<tr>
<td>Pamphlet</td>
<td>: a pamphlet is a 2-12 page publication, printed in 2-3 colours with some action pictures, giving full information about a topic in greater length than in a folders and leaflets.</td>
</tr>
<tr>
<td>Bulletin</td>
<td>: a bulletin is a 12-20 page publication with the primary objective of giving complete information which the intended readers can apply to their own situation.</td>
</tr>
<tr>
<td>Booklet</td>
<td>: when the extension material is exceeds 20 pages and is less than 50 pages, it is called booklet.</td>
</tr>
</tbody>
</table>
Circular Letter: this is a letter written by an extension worker, and sent to many people periodically, or, on special occasions.

Mass Meeting: this is held to communicate interesting and useful information to a large number of individuals at a time.

Campaign: a campaign is an intensive teaching activity undertaken at an opportune moment for a brief period, focussing attention in a concerted manner towards a particular problem, so as to stimulate the widest possible interest in the community.

Exhibition: an exhibition is a systematic display of models, specimens, charts, photographs, pictures, posters, information, etc., in a sequence around a development theme to create awareness and interest among a community.

2.11 REFERENCES AND SELECTED READINGS


2.12 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Check Your Progress 1

1) Extension teaching methods are the tools and techniques used to create situations in which communication can take place between the extension workers and people.
2) The major functions of extension teaching methods are: to provide communication so that learner may see, hear, and do the things to be learnt; to provide stimulation that causes the desired mental and physical action on the part of the learner; and, to take the learner through one or more steps of the teaching-learning process.

Check Your Progress 2

i) Extension teaching methods, according to use are: individual, group, and mass contact methods.

ii) Extension teaching methods according to forms are: written, spoken, and objective or visual methods.

2) Examples of teaching methods.

i) Individual contact methods: farm and home visits, office visit.

ii) Group contact methods: lecture, demonstrations.

iii) Mass contact methods: campaign, meetings.

iv) Written methods: leaflet, bulletin.

v) Spoken methods: meetings, radio.

vi) Objective/visual methods: result demonstration, pictures.

Check Your Progress 3

1) Individual contact methods help in building rapport with people, facilitate gaining firsthand knowledge of developmental problems, help in selecting administrators and local leaders, and help in changing the attitude of the people.

Check Your Progress 4

1) The advantages of group contact methods are: enable face-to-face contact with a number of individuals at a time; can reach a select target group of people; facilitate sharing of knowledge and experience, and thereby, strengthen learning by the group; satisfy the basic urge of people for social contact.

2) Result demonstration is an educational test to prove the advantages of recommended practices, and to demonstrate their applicability to the local condition. It is a method of motivating the people to adopt a new practice by showing its distinctly superior result. It is conducted by an individual member of a community under the direct supervision of an extension worker. Method demonstration is relatively short demonstration given before a group of people by extension worker to show how to carry out entirely new practice or an old practice in a better way. It is essentially skill training, where the emphasis is on effectively carrying out a job, which shall improve upon the result.

Check Your Progress 5

1) Mass contact methods facilitate quick communication, and are suitable for creating general awareness, transferring knowledge, changing opinions.
Extension Teaching Methods and Audio Visual Aids

2) A campaign is an intensive teaching activity undertaken at an opportune moment for a brief period, focussing attention in a concerted manner towards a particular problem so as to stimulate the widest possible interest in the community. The duration of the campaign may be for a single day for, say, ‘tree plantation’, for a few days, as in ‘voter registration’, or, for several months at fixed dates and time as in the ‘pulse polio’ campaign.

Check Your Progress 6

1) Teaching methods for: (i) attention stage - pictures, news stories (ii) interest stage - meetings, radio talks (iii) desire stage - demonstrations, exhibitions.

2) Factors to be considered while selecting extension teaching methods are: level of education and size of the audience; teaching objective; subject matter; extension organization’s credibility; size of the extension staff; availability of media, etc.