
UNIT 1 CONCEPTS, PHILOSOPHY AND PRINCIPLES OF EXTENSION

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1.0 AIMS AND OBJECTIVES

The unit aims at introducing you to concepts, philosophy and principles of extension. We shall make you familiar with the definitions of extension given by various authors, academicians and experts along with their views on extension. This unit will also aim at clarifying the general and specific objectives of extension.

After studying this unit, you should be able to :

- Write various definitions of extension given by different authors, academicians and experts along with their views on its concept.
- State the concepts of extension under different context.
- Differentiate and clarify the term extension as a discipline, work, profession and service.
- State the philosophy of extension.
- Describe the principles of extension for effective execution of extension programme.
- List out the general and specific objectives of extension.

1.1 INTRODUCTION

Extension has been considered as the most acceptable strategy for rural development in a country like India. Extension aims at bringing about a change in human behaviour where communication acts as an essential means of providing and exchanging ideas and facts. The first target of extension has been the rural people whose behaviour is changed in respect of knowledge, skills and attitudes and hence extension is a form of education for them. The concept of extension which started as out of school system of education for rural people has undergone changes in its aims, objectives and target population. It has been considered as a process, a method, a system and an art it is a social science for bringing out change in human behaviour. The major objective of extension is to change the knowledge, attitude, skills and practices of the rural people for increased production and income thereby, improving their standard of living. The principles of extension are governed by its philosophy on the one hand and the socio economic and political situation on the other. In this unit we shall discuss the meaning, definition, and concept of extension. We shall also discuss objectives, philosophy and principles of extension.

1.2 MEANING AND CONCEPT OF EXTENSION

The word 'Extension' is derived from the Latin roots "ex" meaning "out" "tensio" meaning "stretching". Extension is that type of education which is stretched out to the people in the

rural areas far and near, beyond the limits of the educations to which the formal type of education is usually confined.

The concept of Extension Education which originated in British Universities was intended to take the benefits of University education to the places where ordinary people live and work. This was described by adding the word 'Extension' as a qualifying adjective to the noun 'education'. Cambridge University introduced the term Extension Education for the first time in 1873. The dictionary (Websters Collegiate Dictionary) meaning of the word 'extension' is the act of extending or the state of being "extended". Extension education is the extension of the results of research to the persons who are in need of it. In the context of diffusion of agricultural information to the farmers, Vorhees (1894) was the first to use the word 'Extension'. In fact in the United States of America, extension work started when Dr. Seaman A. Knapp organized educational campaigns to control boll-weevil during the period from late 1880s to the first decade of 1900. Formally, the term Agricultural Extension was adopted in the United States of America when the Smith Lever Act of 1914 was passed. With this Act a nation-wide Cooperative Federal State Country programme was formed and its national responsibility was given to the Land-grant Colleges and Universities.

Extension means to extend or to spread or to disseminate useful information and ideas to rural people to bring out desirable changes in human behaviour. It brings out three types of changes in human behaviour.

- a) Changes in knowledge or things known
- b) Changes in skills or things done.
- c) Changes in attitudes or things felt.

In the first type of change an increased amount of useful information or understanding is provided to the people. It may be regarding the package of practices of wheat, methods of applying fertilizers or details about the marketing of agricultural products. In the second type of change, new or improved skills, abilities and habits of the people are improved, such as how to avoid loss of vitamins while cooking the vegetables, how to harvest and transport vegetables for the market or spraying the correct type of insecticide for killing a particular crop pest. The third change is developing desirable attitudes and ideas in rural people, such as to make people believe that balanced diet is useful for human body, changing attitudes towards girl child, widow remarriage, family planning etc.

Education is an integral part of extension. Extension is pursued in agriculture and many other disciplines to educate, motivate and change the behaviour of the people. This particular branch of science is also known as extension education.

Extension Education is the strategy and method for achieving sustainable development. It is a system of service and education designed to meet the needs of the people. It is the democratic approach for development, which has been adopted in all democratic countries including India, where participation of the people in the development process is voluntary. The behaviour of the people, the knowledge, attitudes and skills have to be changed not by ordering or coercing, but by educating and motivating them for effective participation in development.

1.3 DEFINITIONS OF EXTENSION

Extension is an out-of-school system of education in which adults and young people learn by doing. According to Esminger (1957), extension is education and that its purpose is to change attitudes and practices of people with whom the work is done.

The National Commission on Agriculture (1976) refers to extension as an informal out of school education and services for the members of the farm family and others directly or indirectly engaged in farm production, to enable them to adopt improved practices in production, management, conservation and marketing. It further states that agricultural extension is not

only imparting knowledge and securing adoption of a particular improved practice but also aims at changing the outlook of the farmer to the point where he will be receptive to his own initiative, and continuously seek means of improving his farm occupation, home and family life in totality.

Extension or agricultural extension is a method, or a series of methods, by which the technical know-how of science is carried to and included in the practices of the cultivators (Dahama, O.P. 1967)

Bhatnagar and Desai (1987) gave a simple definition of extension. According to them extension is to bring the desirable changes in the behaviour — knowledge, skills, attitude, understanding, goals and confidence — of the people through mutual learning.

Like other disciplines, extension is formally taught in colleges and universities leading to the award of degrees. Research is also carried out in extension. What is unique for extension, is the application of the knowledge of this discipline in socio-economic transformation of the rural communities. Thus extension can also be defined as the science of making people innovative.

The foregoing paragraphs on the definitions and concept of "extension" provide a solid base for conceiving it as a well developed and organised behavioural science and the application of it as a kind of education for bringing out desirable changes in the human behaviour of the people for whom the work is done. The concept, however, varies largely under different contexts. Several extension professionals and development administrators have observed that the concept of extension which was borrowed from United States and other Western Countries, is not applicable to India and other developing and under developed countries.

In the context of rural development 'extension' is considered as a continuous process designed to make rural people aware of their problems and indicating to them the ways and means by which they can solve them. It involves not only educating rural people in determining their problems and methods of solving them but also inspiring them to bring about positive changes in their quality of life.

Check Your Progress 1

- Notes :
- Write your answers in the space provided.
 - Check your answers with those given at the end of this unit.

1) Fill-up the gaps.

- _____ is an integral part of Extension.
- Extension tries to bring out three types of changes i.e.
 - Changes in _____
 - Changes in _____
 - Changes in _____

1.4 PHILOSOPHY OF EXTENSION

Philosophy is a view of life and its various components; the what, the how, the wherefore of existence and the what ought to be. Man's view of 'what ought to be' indicates what kind of person he is and what his philosophy is'. According to Kelsey and Hearne (1967) the basic philosophy of extension is to teach people how to think, not what to think. In stating the philosophy of extension, Bhatnagar and Desai (1987) said that extension is an educational, cooperative, collaborative, democratic, persuasive and never ending process that generates harmony, leadership, effective communication, participation and involvement of the people in organizing self-help activities and projects.

Philosophy is a body of general principles or laws of a field of knowledge. An individual, after considering pros and cons, decides on certain principles to guide his life. These principles play a vital role in deciding what is good or bad in the life of an individual.

Extension education philosophy is based on the hypothesis that rural people are intelligent, are interested in obtaining new information and at the same time have a keen desire to utilise this information for their individual and social welfare. Extension work is developed on the principle of helping the rural people to help themselves to stand on their own feet. The basic philosophy of extension is directed towards changing the outlook of man by educating him. Education is not a mere transfer of information. It is to transform the people by bringing about desired changes in their knowledge, attitudes and skills through educational efforts for long lasting results.

1.5 PRINCIPLES OF EXTENSION

Principles are generalized guidelines which form the basis for decision and action in a consistent way. The principle can be defined as "a statement of policy to guide decisions and actions in a proper manner". A principle is a sufficiently proven or trusted observation.

Principles of extension have accordingly been derived from experiences gained in various parts of the world in the fields of extension service and rural development. These have been derived from the past rural development programmes of India both Government and non-Government and also from the United States, Cooperative Extension Service. Experiences from England, Japan, Israel, etc. have also contributed to these principles. These principles of extension are discussed below:

1.5.1 Principle of Cultural Differences

Extension education takes into consideration the culture, tradition, habits and customs of the local people. The educational methods should be in line with the culture of the people to make extension education effective. A blue-print of work designed for one part of the globe cannot be applied affectively to another part, mainly because of the cultural differences. These differences can be perceived in the way of life of the people, their attitudes, values, habits and customs. Each programme must take into consideration all these factors. Desirable changes in behaviour are accomplished when the process employed for organized systematic learning are affective in transmitting the necessary knowledge in a manner appropriate to the organizational and cultural patterns of the participants.

There is a lot of difference in the culture and thinking of the people of U.P., Kerala and Tamil Nadu. Instead of using the same extension methods in all the States, it will be wise to study the history, culture, values, organisations and leadership patterns of these areas and then make appropriate changes in the educational methods. Of course it is more difficult to recognise the attitudes, values, beliefs and traditions than to see the cultivation methods, use of improved implements and farm size etc. The extension worker has to recognise this difference between different cultures and use it in increasing the effectiveness of his work.

1.5.2 Principle of Cultural Change

The culture of people undergoes change while doing extension work. This principle can be summed up in the words of Earl Moncur:

"As each culture is unique and each particular situation within which a change is occurring, or is to be made, is unique, it is not possible to lay down prescription for what to identify and to describe the process which occurs so that each particular individual or team charged with responsibility for planning, execution or adjusting to some type of change, may be able to act in terms of the process".

To sum up, the extension worker should demonstrate the beneficial results of the useful ideas on the fields of some farmers. This will serve as a faith building measure. Those who will watch

these demonstrations and get convinced, will pass on this message to others. This is necessary for the realization of the useful role an extension worker has to play. It is only then that the farmers will come forward to discuss their difficulties with the extension worker and their level of understanding will improve. In turn, the extension workers have to take into account changing needs of the people and accordingly change their ways of intervention.

1.5.3 Principle of Grass-roots Organizations

In order to achieve desired success, it is necessary that the extension worker gets started at the grass-roots level where the people are. The extension programmes have to take into account the local situation and local problems. It is, therefore, necessary that the study of the situation, needs, interests and problems of the people is undertaken by the extension worker to set realistic objectives for an extension programme. One should also not lose sight of different groups which work within a rural community.

In some places, the extension programmes are thrust upon the people without any relevance to the interest of these small groups. Unless the farmers feel that the ideas coming to them are useful they will not come forward to adopt them. The programmes based on the needs and interest of these small groups would give better results in extension work. The establishment of Panchayat at village, block and district levels will be an effective mechanism through which the felt needs of the people will get reflected in extension work. The extension worker will have to work in close coordination with these grass-roots level organisations.

1.5.4 Principle of Cooperation and Participation

Cooperation is the basis for existence of an extension service. Many members of the village community will willingly cooperate in carrying out a project in which they helped to decide to undertake. People must participate in the development of a programme and must feel that it is their own programme.

The idea behind the extension work is the coming together of the rural people for social upliftment. The extension programmes should be the people's programme with Government aid. All should cooperate and help each other in this process. Many things are learnt while doing a particular work. Good extension worker helps the rural people in identifying their problems and then helping them in solving these problems. People will not feel attached to the work which is thrust upon them without their consultation. While constructing a school building or an approach road, if the people participate in kind or labour they develop a sense of belonging towards that project. The extension worker can obtain the participation of the people by requesting the social leader to preside at a meeting and accept the role of an audience or facilitator and help in fulfilling the objectives of the meeting.

1.5.5 Principle of Interests and Needs

In order to be effective, extension work must begin with the interests and needs of the people. To identify the real needs and interests of the people is a challenging task. Many times the interests of the rural people are not the interest of the extension worker. Even though he sees the needs of the people better than they do themselves, he must begin with the interests and needs as they (the people) see them.

In such cases the extension worker should give priority to the felt needs of the people. While doing this he should create an atmosphere of confidence, which would help in converting the unfelt needs of the people into the felt needs in the future. The extension worker is also learning while giving the learning experience to the people. An Extension Worker must start from the experience and traditions of the people and leads them towards their development.

1.5.6 Principle of Learning by Doing

Learning becomes perfect, when people get involved in actually doing the work. Learning by doing is most effective in changing people's behaviour. This develops confidence as it involves maximum number of sensory organs. People should learn what to do, why to do, how

to do and with what result. Extension work is based on the principles of 'learning by doing' and 'seeing is believing'. Extension workers are continually reminded that learning is an active affair and people learn better by doing. But this 'doing' must be carefully planned and guided by the teachers with specific goals in mind. Farmers, like other people, hesitate to believe and act on the theories, or even facts, until they see with their own eyes the proof of these in material form. That is why demonstrations have great significance in extension. The motive for improvement must come from the people, and they must practice the new ideas by actually doing them. It is learning by doing which is most effective in changing people's behaviour and developing confidence to use the new methods in future.

1.5.7 Principle of Leadership

You must be aware that it is very difficult for most countries to provide sufficient number of extension workers to meet their full demands. The extension workers are, therefore, short in number. It may not be possible for an extension worker to visit all the farmers individually. Much can be done through the local leaders. It is said that there is one leader in every ten persons. After identifying these leaders they should be trained and encouraged to do extension work.

Local leaders are the custodians of local thought and action. The involvement of local leaders and legitimization by them are essential for the success of a program.

A good rule in extension work is "Never do anything yourself that you can get someone to do for you". The involvement of leaders in extension programmes is the one single factor that determines the success or failure of these programmes. There is no dearth of local leaders. All communities have leaders or potential leaders. It is a question of searching them out and creating an environment which will permit and encourage their development and performance. In the promotion of change however, it is neither right nor wise to disregard old organised group leaders. Old leaders, if they are trusted can open as well as close the gates to new types of community action.

A new agricultural practice will be adopted more easily if it is recommended by a recognized farmer. Family planning practices can be taken up by the followers if the leader himself sets up an example by providing a lead in adopting these practices. The local leaders can also be used to spread new ideas in the villages. Damle (1956) has stated that the opinion leaders and information controllers are very effective in communicating ideas to the illiterates.

1.5.8 Principle of Whole Family Approach

You know that family is the primary unit of a society. The target for extension work should, therefore, be the family. That is, developing the family as a whole economically and socially. Not only the farmers, the farm women and farm youth are also to be involved in extension programmes. Women and youth not only perform much of the labour involved, but have a great influence in decision making. The active participation of all members of the family can be promoted through the small agricultural units and local groups of adult farmers, home makers and farm youth organized at the village level. They should be involved in problem solving group discussions, local fairs, field days and agricultural shows, etc. All members of the family have to be approached equally by involving all of them. This is for of the following reasons:

- The extension programmes affect all members of the family.
- The family members have great influence in decision making.
- It creates mutual understanding.
- It aids in money management.
- It balances farm and family needs.
- It educates the younger members.
- It provides an activity outlet for all.

- It unifies related aspects, such as social, economic and culture of the family.
- It assures family service to the community and society.

1.5.9 Principle of Trained Specialists

Like other sciences, agriculture, animal husbandry and the home science are moving forward rapidly. Therefore, maintaining competency in any one of these fields is a continuous job. It is very difficult for an extension worker to know the latest findings of research in all the branches of science to deal with his day-to-day activity. As stated by Mosher (1958), It is impossible for any field agent to be really an expert in all the problems for which he is called upon to help. To supplement his abilities, and to keep field agents informed, both about new developments and market trends, it has been found necessary to have field agents supported by subject matter specialists. A subject matter extension specialist is responsible for keeping his knowledge up-to-date on research development, for training field extension staff in the latest techniques and recommend practices in his field of specialization.

If there are no trained specialist behind the extension worker then extension cannot thrive. These specialists are the link between research and application of the research on farmers' fields. They have the responsibility of solving the problems of the extension workers in other subjects. The subject matter specialist should have a broad out look and they should know other subject matter fields related to family problems, so that they can concentrate on the welfare of the whole family.

1.5.10 Principle of Democratic Approach

Extension work is democratic both in philosophy and procedure It aims to operate through discussion and suggestion. Facts about a situation are shared with the people. All possible alternative solutions are placed before the participants and their merits are highlighted through mutual discussion. Ultimately, the people are left free to decide their line of action, the methods to be adopted in the local situation with their own resources and available Government assistance.

1.5.11 Principle of Use of Local Resources

We generally observe that a number of local resources, both human and material are not put to their full use. The adult and the youth are usually without work during the slack season. Under these conditions, it is the duty of the extension staff to mobilize and organize the local resources of men and material and the social groups for joint and cooperative action. As far as possible, efforts should be made to plan and execute all programmes locally. It is not very difficult to identify the local resources for executing various programmes. It, then helps to make self-development as the habit of the people which is a pre-requisite for any nation to progress.

1.5.12 Principle of Aided Self-help

The main job of extension worker is to motivate the people and to make efforts for self improvement. Learning is more effective when the learner accepts major responsibility for his own learning. But they may lack the resources to achieve their objectives. Extension agencies should provide them the necessary aid to help in their efforts towards change. Boyle (1965) has suggested that local people provided with effective leadership, pertinent facts systematically analyzed and well understood, are able to contribute to the identification of major problems, concerns and opportunities for further social and economic development.

1.5.13 Principle of Adaptability

You know that village consists of different people and groups. Extension work and extension teaching methods must be flexible and adapted to suit these local variations. This is necessary because the people, their situation, their resources and constraints vary from place to place and from time to time.

Several technologies generated at the research station fail to provide desired results when applied at the farmers' field due to different agro-climatic, socio-cultural and economic conditions prevailing in the villages. In view of this the recommendation should be advocated only after testing their adaptability under the local situations. High yielding cross-bred cattle are not adapted under dry hot climate with resource poor farmers. Extension worker must critically examine the recommendations for their adaptability before advocating them to the farmers.

1.5.14 Principles of Use of Teaching Methods

Village people differ in their level of understanding and knowledge and therefore, only one extension method will not be useful in providing information to all. It has been proved by observations, experience and systematic studies that a combination of a number of suitable extension methods leads to higher success in the adoption and diffusion of technology among the people as compared with only one or two extension methods used by the extension staff. Written material will not be of use for those who cannot read it. Radio program will be of use only for those who listen to radio and demonstrations will be of use to those who see them. Research shows that the use of more than one extension method carries the message effectively to people.

The use of teaching methods must have flexibility to be adopted to the members of a community who differ in age, economic status, proneness to change etc. When the methods employed to introduce proposed changes accomplish learning systematically and when a variety of techniques are utilized to facilitate the acquisition of knowledge from which systematic learning results, then the alternations in behaviour that occur will have a greater degree of permanency (Verner, 1960).

1.5.15 Principle of Evaluation

To know, where we are, we must start from where we took off. Evaluation is the map or chart to provide direction. For this, it is necessary to review the development made so far and see whether the extension work is proceeding in the right direction. If it is not, then it is necessary to take corrective measures. The purpose of evaluation is to mitigate our error in making decisions by providing a factual basis for drawing conclusions and making sound judgements.

You have been told that extension work is educational in nature and therefore, its effectiveness should be measured by measuring the change in people resulting from the teaching process. The results of such evaluations would help the extension workers in improving the quality of programmes in future.

1.5.16 Principle of Satisfaction

The development programme should lead to the satisfaction of the participants. The success of the extension work lies in the satisfaction of the people. Tyler (1959) felt that one of the better sources of motivation is the satisfaction that human beings derive from their own activity, especially the activity that is meaningful. When a person receives satisfaction as the result of his participation in an extension programme, he seeks further help from extension agency.

Apart from what we discussed above, there are four more principles on which the extension service rests. These principles are :

- the citizen is the sovereign in the democracy
- the home is the fundamental unit of civilisation
- the family is the first training group of the human race
- the average farm is endowed with great resources and facilities.

These are the principles of extension work. They are not universally applied in all the parts of the world due to differences in the types of farming, background and culture of people in different parts. However, they can be applied under new circumstances. In the first instance,

they may be tried experimentally and trusted to see how well they work and how they can be properly modified to fit the conditions of the people.

Check Your Progress 2

Notes : a) Write your answer in the space provided.

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

1) Indicate if the following statements are true or false, by putting a tick mark (✓) in the relevant box.

- | | | |
|--|--------------------------|--------------------------|
| a) The basic philosophy of Extension is directed towards changing the outlook of man by educating him. | True | False |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Education is a mere transfer of information. | True | False |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Same extension methods can be used in all the states. | True | False |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Extension workers and farmers are having same culture. | True | False |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| e) To be successful, extension work must start where the people are (grass-root level). | True | False |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Panchayats have three-tier system; namely, Village Panchayat, Block Samiti and Zila Parishad. | True | False |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| g) The extension programs should be the Government programme. | True | False |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| h) The involvement of local leaders is important for the success of an extension programme. | True | False |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| i) The family should not be the target for extension work | True | False |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Extension teaching methods must be flexible and adapted to suit the local conditions. | True | False |
| | <input type="checkbox"/> | <input type="checkbox"/> |

2) List out any five Principles of Extension Education.

- i)
- ii)
- iii)
- iv)
- v)

1.6 OBJECTIVES OF EXTENSION

The general objective of extension is to raise the standard of living of the rural people by helping them in using their natural resources (like, land, water and livestock) in right way. Rural people are helped in planning and implementation of their family and village plans for increasing agricultural production and improving existing village crafts and industries. It should also help in providing minimum health, recreational, educational and housing facilities for improving family living conditions in the village.

According to National Commission on Agriculture (1976), agricultural extension aims at improving the efficiency of the human capital. The agricultural extension programme seeks to impart the necessary skills to the farmers for understanding improved agricultural operations.

to make available to them timely information on improved practices, in an easily understandable form, suited to their level of literacy and awareness, and to create in them a favourable attitude for innovation and change. Ban and Hawkins (1988), visualized extension as a process which helps farmers to analyze their present and expected future situation to become aware of problems that arise in such an analysis, increases existing knowledge, helps farmers acquire specific knowledge related to possible alternatives, to make a responsible choice which in their opinion is optimal for their situation, increases farmers motivation to implement their choice and helps to evaluate and improve their opinion — farming and decision making skills.

So we can say that the fundamental objective of extension is to develop the rural people economically, socially and culturally by means of education. The general objectives of extension are:-

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

The general objectives of extension are knowledge, attitude and skill development. We shall now discuss each one of them:

Knowledge Development : Acting in a manner designed to promote progress towards an objective or goal is intelligent behaviour. This proficiency will come with the increase in the knowledge of the clients. Harrison (1986) suggested that knowledge should be given for:-

- 1) Developing skills in information – getting and using information,
- 2) Developing the ability to relate information to place objectives into the groups to which they belong, to organize information, and to have an awareness of things belonging together.
- 3) Developing the ability to reason from the inductive and concrete to the analytical and abstract.
- 4) Developing the ability to generalize and make applications.
- 5) Developing the ability to interpret and solve problems; and
- 6) Finding pleasure in learning and developing the desire to keep on learning.

Intellectual development also includes the development of command of the fundamental knowledge and skills basic to learning and to life. Learning to receive and express ideas and understanding of the scientific approach to the solutions of the problems of life is also a part of this domain.

Attitude Development : Attitude has been defined by Klausmeier (1961) as a learned, emotionally toned, predisposition to react, in a consistent way, favourable or unfavourable towards a person, object or idea. Bills (1955) indicated the importance of attitude of learning by stating that, since needs, values and attitudes are such important determinants of perception, education must seek to help students to know what needs, values and attitudes are important to them and to consider these fully and in relation to each other. An extension educator should try to relate new knowledge to the clients' past experiences, attitudes and values by concentration on the following factors :

- 1) Positive past experience prepares the learner for future relationship of the various elements.

- 2) People's responses to a situation can be understood by studying their cultural values.
- 3) Attitude change is a slow process; it cannot be changed immediately even with factual information.
- 4) Forced change in behaviour without changing attitudes, beliefs, needs and values will only be a temporary change.
- 5) To establish attitudes in adults almost any medium might be effective, but to change attitudes of adults, enriched messages, represented by the direct purposeful experiences will probably be most effective.

Skill Development : Most of the time, this objective is under-emphasized in programme planning. It is the duty of the extension worker to identify the skills essential for the solution of the identified problems. Skill learning needs consistent efforts on the part of the learner and the teacher.

The specific objectives of extension education are given as under:-

- 1) To provide the farmer the knowledge and help that will enable him to farm more efficiently in order to increase production, thereby increasing his income.
- 2) To encourage the farmer to grow his own food, eat well and live well.
- 3) To promote better social, recreational, intellectual and spiritual life among people.
- 4) To help the members of the farm family to a larger appreciation of the opportunities, the beauty and privileges of rural life and to know more about the world in which they live.
- 5) To open up new opportunities for rural people so that they may develop all their talents and leadership.
- 6) To build rural citizens who are proud of their occupation, independent in their thinking, constructive in their out-look, capable, efficient and self-reliant in character and have a love of home and country in their heart.

1.7 LET US SUM UP

In this unit we have discussed the concepts and definitions of extension given by various authors, academicians and experts. Extension has been conceived differently by different persons, viz., a process, an effort, an education, a system of education, a method or way, an applied science, a social science, an integrated behavioural science and a management science. The concept of extension differs from context to context. Persuasion and attitude change might be the sole conceptual objective in developed societies but in under developed and resource poor situations, extension cannot be isolated from land reforms, credit, arranging inputs and infrastructure and other development programmes. Therefore, extension is more of a management science.

The basic philosophy of extension is directed towards changing the outlook of human beings by educating them. Extension work is developed on the principle of helping the rural people to stand on their own feet. The philosophy is based on the hypothesis that rural people are intelligent, are interested in obtaining new information and at the same time have a keen desire to utilize this for their welfare. Principles of extension are derived from this philosophy on the basis of experiences gained in various parts of the world. The principles of extension given by various authors are: principle of cultural differences, principle of cultural change, principle of grass-root organization, principle of cooperation and participation, principle of interests and needs, principle of learning by doing, principle of leadership, principle of whole family approach, principle of trained specialist, principle of use of local resources, principle of democratic approach, principle of aided self-help, principle of adaptability, principle of use of teaching methods, principle of evaluation and principle of satisfaction.

The general objective of extension is to raise the standard of living of the rural people. It aims at the overall development of the target group. i.e., the economic, social, moral and spiritual development of the human population. The general objectives may also be listed in terms of knowledge, attitude and skill development. The specific objectives of extension would vary for different target groups. For the farmers, the specific objective would be to educate and help them in increasing agricultural production by adoption of the scientific technology. For the rural women the objective would be to educate them to increase their efficiency in household and other activities in which they are involved. In spite of these variations in specific objectives, the final objective of extension remains to bring about improvement in quality of life of the rural people.

Check Your Progress 3

- Notes :
- a) Write your answers in the space provided.
 - b) Check your answers with those given at the end of this unit.

1) Fill-up the gaps.

- a) The fundamental objective of Extension is to develop the rural people _____; _____; and _____ by means of education.
- b) _____ has been defined as a learned predisposition towards a person, object or idea.
- c) The general objectives of Extension can be listed as _____, _____, and _____, development.

2) List out the specific objectives of Extension.

- i)
- ii)
- iii)
- iv)
- v)
- vi)

1.8 KEY WORDS

Education : Education is the process of bringing desirable change into the behaviour of human beings. It can also be defined as the process of imparting or acquiring knowledge and habits through instruction or study.

Philosophy: Philosophy in the original and wider sense, is the pursuit of wisdom, or knowledge of things and their causes, both theoretical and practical. It is also defined as moral wisdom.

Principles : A principle is a statement of policy to guide decision and action in a consistent manner.

Objectives : Objectives are expression of the ends towards which our efforts are directed.

- iv) To help the members of the family to a larger appreciation of the opportunities, the beauty and privileges of rural life and to know more about the world in which they live.
- v) To open up new opportunities for rural people so that they may develop all their talents and leadership.
- vi) To build rural citizens who are proud of their occupation, independent in their thinking, constructive in their outlook, capable, efficient and self reliant in character and have a love for home and country in their heart.