
UNIT 1 TEACHING LEARNING PROCESS

Structure

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1.1 INTRODUCTION

Dear learner, in the previous block, we discussed the meaning, components, philosophy, objectives, functions, scope, and principles of extension education. By studying these concepts, we understood that extension education is the process of teaching people how to live better by learning ways that facilitate overall development. Since teaching and learning are always the keys to education, you must understand at least the basics of the teaching-learning process and be able to apply them in your development work.

After studying this unit you should be able to:

- discuss the meaning, concepts, and steps in extension teaching;
- describe the concepts of learning, learning experience, learning situations, and principles of learning; and
- summarize the importance of the teaching-learning process with implications related to extension and development work.

1.2 TEACHING IN EXTENSION

The development and progress that we aim for is based on what we know, what we think, what we actually did, and, what we can do with our physical, technological, and human resources. To make development progress, we must not stop at the present conditions of living and we must take the necessary actions to improve them. In this process, we must identify and perpetuate only the useful and successful developmental initiatives from the past, exercise concern only for the promising developmental ideas in the present, and focus on all of these practices on achieving a better and sustainable development for the future. We gain our ability to substitute the 'good and new' developmental ideas for the 'old and outdated' through learning. Learning is most effective when done under the influence of skilfully organized teaching. The result of teaching and learning, if formal, is called education for development, and, if informal, they are referred to as extension education for development, globally.

What is Extension Teaching?

Various psychologists defined teaching in different ways:

- Teaching is an intimate contact between a more mature personality, and a less mature one, which is designed to further the education of the latter (H.C. Morrison).
- Teaching is an interactive process primarily involving classroom talk, which takes place between teacher and pupil, and occurs during certain definable activities (Edmund Amidon).
- Teaching is a task of a teacher, which is performed for the development of a child (T.F. Greens).

Teaching in the context of extension and development can be thought of as providing purposeful direction, and, the management of the learning process. Note that extension teaching is not giving knowledge or skills to people or communities; extension teaching is the process of providing opportunities for people or communities to produce relatively permanent change through their engagement in learning experiences that are provided by extension and development workers.

1.2.1 Steps in Extension Teaching

The following steps are involved in the extension teaching process (Fig.1.1)

- Attention
- Interest
- Desire
- Conviction
- Action
- Satisfaction

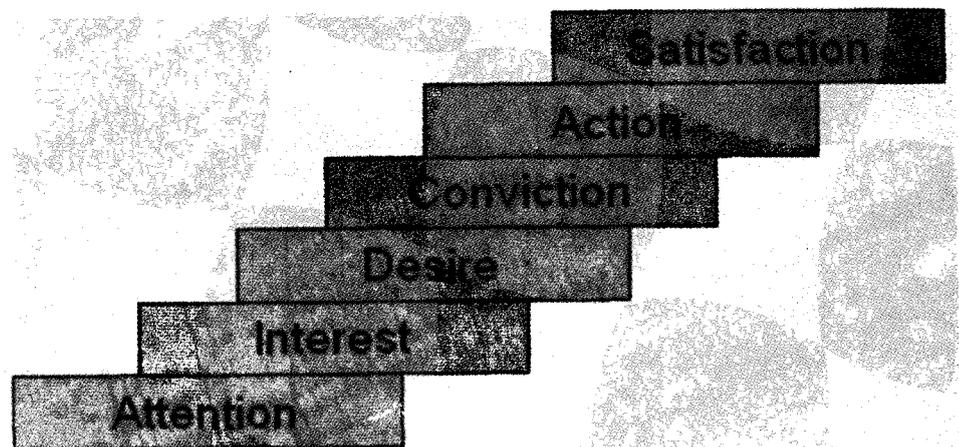


Fig.1.1: Steps in Extension Teaching (Wilson and Gallup, 1955)

Attention: Your first task as an extension and development professional is to attract the attention of people to new and better ideas for development. People are to be made aware until their attention is focused on the desirable development change. Therefore, attention is the starting point to arousal of the interest. Research

findings suggest that the attention of people is attracted by various senses in the following proportions (Reddy, 1998):

- Seeing - 87.0%
- Hearing - 7.0%
- Smell - 3.5 %
- Touch - 1.5 %
- Taste - 1.0 %.

The famous extension saying is, '*seeing is believing*'. Thus, seeing and hearing are the major senses involved to attract attention and increase learning.

Interest: Once attention is captured, extension and development professionals can bring the audience's attention to developmental needs and arouse their interest in further consideration of ideas. Extension and development professionals should make them understand how development contributes to the overall wellbeing of the total community.

Desire: It concerns about the continuation of the audience's interest in the developmental ideas or better practices, until that interest becomes a desire, or, a motivating force.

Conviction: In this step, people know what action is necessary and just how to take that action. The extension worker also makes sure that people visualize the action in terms of their own situation and acquire confidence in their own ability to participate in the people-centred developmental initiatives.

Action: Unless this conviction is converted into action, the efforts of extension for development will go unrewarded. It is the job of extension and development agents to make it easy for the people to act. For example, if the adoption of a new high yielding wheat variety is the action needed by farmers, that variety should be available within the reach of farming communities, along with other recommended package of practices. If the action does not quickly follow desire and conviction, the new idea may fade away. Therefore, this phase should never be ignored.

Satisfaction: Satisfaction is the end product of extension teaching process. Follow up by extension and development workers helps people to learn and evaluate the development progress. The saying, '*a satisfied customer is the best advertisement*', also applies to extension and development work. Satisfaction helps the people to continue development work with increased attention, interest, desire, conviction, and action

Note that the six steps in teaching discussed above often blend with each other and lose their clear cut identity. As an extension and development worker, you need to arrange the learning situations in all the six teaching steps with the help of suitable extension teaching methods and audiovisual aids. The different teaching methods and audio-visual aids are not equally suited for every step in teaching. Every method and aid under certain circumstances makes a contribution to each step. It depends on the extension and development worker how he, or, she handles the situation. Please refer to Units 2 and 3 of this block for details on extension teaching methods and audio-visual aids.

subject's repeated experiences in that situation, provided that the behaviour change cannot be explained on the basis of the subject's native response tendencies, maturation, or temporary states.

What is Learning in Extension?

Various psychologists defined learning in different ways.

- Learning is modification of behaviour through experience (Gates).
- Learning involves the acquisition of habits, knowledge, and attitude (Crow and Crow).
- Learning is a process of progressive behaviour adaptation (Skinner).
- Learning is a process by which a person becomes changed in his / her behaviour through self activity (Leagans).

Learning vs. Extension and Development

Learning, in the context of extension and development, can be stated as the relatively permanent change in the behaviour, or, behaviour potential of people as a result of extension teaching efforts. This can be compared with the other primary processes producing relatively permanent change *viz.*, maturation, that results from biological growth and development. Therefore, when we see a relatively permanent change in others, or ourselves, we know that the primary cause was either maturation (biology) or learning (experience). As extension and development workers, there is nothing we can do to alter an individual's biology; however, we can provide an opportunity for individuals to engage in learning experiences that will lead to relatively permanent change.

Activity 2: Ask some of your colleagues what they mean by learning? Compare their views with those given in this unit, and identify the common features.

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Check Your Progress 2

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

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

1) What do you mean by learning in the context of extension and development?

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1.4 THE LEARNING EXPERIENCE

In the previous two sections we learnt that through extension teaching and learning, we can alter people's behaviour by providing them opportunities to engage in learning experiences that will lead to relatively permanent change. Therefore, the crucial point in the process of teaching and learning, regardless of its content, form, or objectives, is to enable learners to have an effective learning experience. This is the criterion by which all teaching and learning must be judged.

What is a Learning Experience?

'A learning experience is the mental and, or, physical reaction that a learner makes to seeing, or, hearing, or, doing the things to be learned through which s(he) gains meanings and understandings useful in solving new problems' (Leagans).

An effective learning experience is one that results in a maximum of desirable changes in behaviour on the part of the learner.

"Tell me and I will forget.

Show me and I may remember.

Involve me and I will understand."

~ Chinese Proverb

You can infer from the above definition and proverb that an effective learning experience involves far more than simply being physically present in a learning situation, or placing oneself in a position to learn. It is what a learner does in the learning situation that is the important aspect of learning. Learning therefore, takes place through the experience which the learner has, i.e., through the reactions s(he) makes to the content which is to be learned. Hence, it should be emphasized again, that it is what the learner does, not what the instructor does, that is important in a learning situation. A learning experience, then, is not the same as merely attending a meeting, or, a class, or, a demonstration.

Different Learning Experiences

The learning experience can be demonstrated, for example, by activities such as reading a book, attending a class, listening to an extension specialist, or observing extension work. Undoubtedly, these activities constitute experiences that offer opportunities for learning, but exposing oneself to them does not ensure that learning will actually result. These actions are usually not enough, by themselves. For example, while listening to an extension specialist explain new research findings to village level workers, two participants may have very different learning experiences, even though they have an equal need for the material and an equal opportunity to learn. Worker A gives undivided attention to the new facts as the specialist presents to understand the relationship of the new facts to each other, to those (s)he already knows about, and to the problems back in his/her village area. S(he) asks questions to clarify points that are not clear. As a consequence of this kind of mental action, this worker understands the new ideas and feels that (s)he can help farmers. S(he) has high praise for both the content and method used by the specialist and wants to find out even more about the subject. In short, worker A clearly has an effective learning experience. In contrast,

worker B participates quite differently and, consequently, has a very different reaction to the specialist's presentation. Worker B allows his/her thoughts to range widely over many subjects, giving the speaker only fleeting, and, often, interrupted attention. Because of this, worker B learns very few of the new facts presented and does not recognize their basic significance. S(he) learns little or nothing (Source : Leagans, 1961) .

1.4.1 How to Make Effective Learning Experiences

From the foregoing discussion, we realized that a major problem in changing a development programme into action is that of deciding on the kinds of learning experiences that are effective and most likely to help the learner attain the objectives specified for the extension teaching. Then how does one provide effective learning experiences? There are several useful research-based guidelines to make learning experiences effective, irrespective of methods employed by extension and development workers. It is important, therefore, that the following guidelines are be considered by extension and development workers like you, to set up learning experiences.

- i) *Learners must have experiences that give them an opportunity to practice the kinds of behaviour implied by the objective* : when extension and development programme objective imply either mental or manual skills, the opportunity must be provided for learners to practice those skills, since practice is the most effective way for effectively developing skills.

Example: The health extension specialist can teach a trainee health assistant how to administer injections to patients, but only through continued practice will the trainee become skilled in this.

- ii) *Learning experiences implied by an objective must be satisfying to the learner when he, or, she carries them out.*

Example: Not only is it important that people be asked to utilize the mass transport system by explaining the benefits, viz., low cost, reduction of traffic and pollution, but the people must find it satisfying in terms of convenience. If they first try public mass transport system and find the experience unsatisfying, the expected learning is not likely to take place, and the practice is not likely to be continued.

- iii) *Outcomes expected from the learning experience should be within the range of both mental and physical abilities of the learner:* Extension teaching must begin where the learner is. There must be time, opportunity, financial resources, and necessary materials available for action by the learner. If the learning experience involves the kind of action which the person is not yet able to make, then it fails in its purpose. The extension teachers need to know much about their learners' economic, social, and physical situation to avoid drawbacks.

- iv) *Many learning experiences can be used to attain the same educational objective:* There could be a number of experiences that could be used to attain a good objective. This is one of the most fortunate aspects of the educational process.

v) *A single learning experience can contribute to the attainment of more than one objective:* This fact also is fortunate for those who attempt to promote learning.

Example: While collecting livestock census, a livestock extension worker concurrently observes the socio-economic conditions of farmers, availability of feed and fodder, health of the animals, and their interrelationships for livestock development.

vi) *Learning experiences must be such that the extension worker can provide them effectively:* If an instructor is unable to master his, or, her method, or, technology, or teaching aids, s(he) is professionally incompetent to provide an effective learning experience.

Example: if an extension worker attempts to use the campaign method to disseminate family planning measures and is not successful as a campaign leader, s(he) is not likely to provide an effective learning experience for the learners.

By studying these guidelines and the discussion on learning experience in this section, we can conclude that the process of selecting learning experiences and providing them properly is not a mechanical, but a highly professional and creative process.

Activity 3: Enquire about different learning experiences that your colleagues have had in different learning situations. Compare them with your experiences.

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Check Your Progress 3

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

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

1) What do you mean by the term, learning experience?

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2) What are the guidelines for providing effective learning experiences?

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1.5 LEARNING SITUATION

In the previous section, we said that an effective learning experience can only be gained in a well structured and skilfully executed learning situation. Therefore, the essential role of the extension and development worker is to create learning situations that stimulate and guide learning activity. After the objectives of the learning experiences have been decided, the problem, then, is to arrange a learning situation which will provide the opportunity and stimulation that cause the desired mental and physical action on the part of the learners. Arranging a learning situation is the function of extension and development workers. The task is a highly professional one that calls for deep insight into the extension educational process, and great skills in teaching and the use of teaching methods. Teaching methods must be wisely selected, properly combined, and skilfully executed in order to convey the subject matter to learners in a way that they really learn. Please refer to Unit 2 for a detailed discussion on extension teaching methods.

What is a Learning Situation?

A learning situation is a condition or, an environment in which all the elements necessary for promoting learning are present (Fig. 1.2 and 1.3). These elements are given below.

- i) Learner (community/beneficiaries of development)
- ii) Instructor (extension and development worker)
- iii) Subject matter (development ideas useful to the community)
- iv) Physical facilities (appropriate environment)
- v) Teaching methods and aids (instructional material)

As an instructor, the role of the extension and development worker is to manipulate the other four elements so that the learners have an effective learning experience.

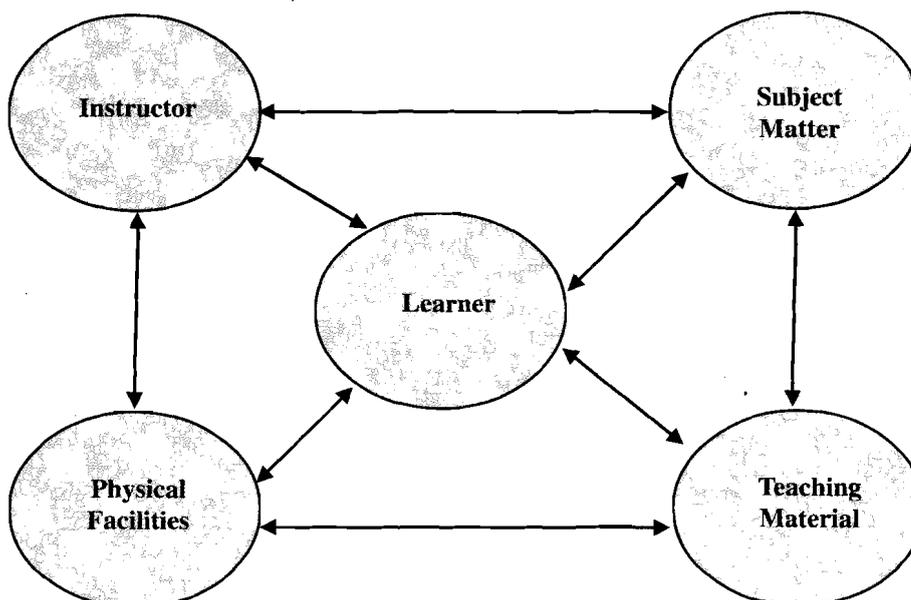


Fig.1.2: Elements of Learning Situation



Fig. 1.3: A Learning Situation in Health & Family Welfare Extension

1.5.1 Learner

From Fig.1.2, you can understand that the learner is the central element in the learning situation, since the entire purpose is to make him or her learn. Learning on the part of learner, therefore, becomes the objective, while the other four elements become the means for achieving this end. Learning by learners depends upon their:

- need for information
- interest
- level of aspiration
- nature and level of understanding
- capability to attach desired meanings
- ability to use information.

1.5.2 Instructor

The quality of the learning will depend upon the quality of the conditions created by the instructor. A successful extension and development worker or instructor is one who takes into account the following important considerations:

- selection of learning experiences that suit the abilities and needs of the learners, and the needs of the community at large
- skill in the use of extension methods and aids
- understanding of learners, their needs and abilities
- ability to react appropriately to the feelings, emotions, and attitudes of learners
- ability to encourage the learners' participation in the learning situation
- ability to arrange and manage the learning situation so as to prevent, or minimize distractions within and outside the learning situation.
- good composure, sincerity, and human relations
- clear objectives, and knowledge of the subject matter
- good communication skills and democratic leadership.

Good Extension Worker/Instructor

A good extension worker is the one who has deep faith in people / community, a broad and forward vision of extension educational process, a thorough and current knowledge of useful technology, a willingness to serve people beyond the minimum requirements and the one who is effective in bringing together people, technology and teaching methods with optimum effect in promoting development.

In short, the effective extension worker is the one who can create and manage learning situations in which learners have effective learning experiences.

1.5.3 Subject Matter

The subject matter is the content of any teaching and learning process. The transfer of the subject matter will be easy and effective if it fulfils the following:

- valid and correct, based on empirical facts
- applicable in practical development situations
- organized according to the needs, interests, and the level of understanding of the learner
- timely and appropriate
- important and related to specific teaching objectives.

1.5.4 Teaching Material

Without the help of suitable teaching methods and aids, the subject matter cannot be effectively transferred to learners. Proper selection and skilful handling of teaching aids facilitate the creation of a desirable learning situation. Therefore, the teaching methods and aids should be:

- simple and easy to handle
- suitable to the subject matter
- readily available
- in good working condition
- diversified, flexible, and suited to the environment and needs of the learners.

1.5.5 Physical Facilities

Physical facilities, viz., place, light, ventilation, seating arrangements, etc., must be satisfying both to the instructor and learners. It is the responsibility of the instructor to ensure that suitable physical facilities are available for creating good learning situation.

Activity 4: Enquire about learning situations that have been created by your colleagues, or in which they have participated. Compare them with your experiences.

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Activity 5: Study the Fig. 1.3 under this section, identify and write the elements of learning situation.

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Check Your Progress 4

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

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

1) Write what do you mean by the term, learning situation?

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2) What are the elements of a learning situation?

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3) What are the characteristics of good subject matter in a learning situation?

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4) What are examples of subject matter for different extension learning situations?

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1.6 THE PRINCIPLES OF LEARNING

As an extension and development worker, you are expected to know the following basic principles of learning which can be applied in extension and development work.

- i) *The principle of association* - learning is continuous and therefore, you must know the state of the learners' minds and capacity, and begin teaching at their level for better learning. New development ideas must be related to those already known to the community, and, often, you must repeat new ideas from time to time to emphasize their importance.
- ii) *The principle of clarity* - learning should be purposeful, and, as extension and development professionals, we deem that '*seeing is believing*'. So, your clients will realize the importance, or value, of a practice only when they can actually see the results in practice. Teach the community when there is need for the knowledge, and then retention will be greater. Practice must be continuously evaluated and redirected. Objectives must be clear to you, and to the learner.
- iii) *The principle of self activity* - learning engages the maximum number of senses.
- iv) *The principle of rewards* - learning must be challenging and satisfying.
- v) *The principle of practice* - learning must result in functional understanding.
- vi) *The principle of nurturing environment* - learning is affected by the physical and social environment. Congenial environment creates a favourable background for successful learning.
- vii) *The principle of variable learning ability* - learning abilities varies widely among individuals. Some may be slow learners, and some could be fast learners. You should be skilled in different levels of communication, and select your subject matter so as to suit the learning ability of learners.
- viii) *The principle of multiple exposure* - learning is a gradual process and needs multiple exposure for change to occur. You are aware that the ultimate aim of learning is for people to adopt improved practices, or new developmental ideas. No single attempt or method can carry information to all the people. By using a combination of teaching methods, your teaching will have a cumulative effect on the learners. The percentages of learning and adoption will be higher with multiple exposures.
- ix) *The principle of learning capacity* - the assumption on which extension education programmes are based is that adults have the capacity to learn. Learning ability, starting at the age of six, rapidly grows until the age of 20, and then it begins to level off until around 50. The rate of learning declines at the rate of about one percent a year after the age of 35. The main reasons attributed for this decline is physical problems, low external motivation, habits, and the impact of a particular ideology. Among the tools that create suitable physical situations for adult learners are the good audio-visual aids, clarity in teaching with an appropriate speed, step by step presentation of topic, repetition, and, providing rewards and motivation.

- x) *The principle of active process* - to learn new skills, the learner must practice them and relate them to each other, as well as to a particular problem. For this purpose they should change their attitude as well. As an extension and development worker, you can create an atmosphere for learning, but your clients will have to learn by themselves. Hence, learning is an individual or personal choice.
- xi) *The principle of theory and practice* - the 'why' and 'how' of an idea are explained by theory. Often, though the learner understands theory, (s)he cannot use it in practice. Sometimes, (s)he knows how to do it, but does not know the theory behind it. As an extension and development worker, you should balance theory and practice for better learning by the learners.
- xii) *The principle of effective communication* - as an extension and development worker, you should have good communication skills in order to share your knowledge with your clients, and bring about the desired change. You can acquire this skill provided you have real interest in teaching. Better learning can be achieved by integrating suitable audio visual aids in teaching-learning process.

1.7 THE ROLE OF TEACHING - LEARNING PROCESS IN DEVELOPMENT

The teaching - learning process is the heart of extension education, and the fulfilment of the aims and objectives of development depends on it. It is the most powerful instrument in education for bringing about desired changes in the people. Teaching and learning are closely related terms, and, in the teaching - learning process, the teacher (an extension and development worker, like you), the learner, the curriculum (extension education content / subject matter), and other variables (teaching methods, audio-visual aids, physical facilities, etc) are organized in a systematic way to obtain pre-determined goals.

The great task of extension teaching is to help people gain a clear vision of what can and should be done for development, and then, to assist them with the ways and means of attaining people-centred development.

Extension and development professionals need to create opportunities and situations in which people gain the abilities and the stimulation necessary for successfully meeting their needs and interests in such a way that it is possible to attain sustainable development. The great task of the extension teaching - learning process is to help people gain a clear vision of what can and should be done for development, and then, assist them with the ways and means of attaining development. This requires opening the minds of people to great vistas of development knowledge as well as the actions required to attain sustainable development. As the extension teaching-learning process is made more effective, development work becomes more successful in closing the gap between the discoveries of knowledge through research, and using these findings for development. Helping the all-round development of people, society, and country as a whole, is the central challenge for extension and development workers. Physical and economic accomplishments are sterile without the development of people. These are only by products, or, a result of people's development. Therefore, the extension teaching-learning process must broaden the horizon of people, and encourage them to participate in people centred development.

Teaching-Learning in Organized Forms are Most Educative

In recent years, a significant initiative in many developing and underdeveloped countries is the implementation of organized extension and development programmes. These programmes differ somewhat in name, form, scope and emphasis on different sub-sectors of development, but, in general, their purpose is the same – to help people to help themselves for their development as well as, for the development of country as a whole. Successful development programmes in democratic societies use the process of extension education as the activating force. These programmes have effectively used the principle of organized forms of promoting learning for educating its stakeholders.

Examples: The Green Revolution programme for agriculture development and food security and the Operation Flood programme for dairy development, etc. have used the principle of organized forms of promoting learning in India. Similarly the micro credit movement in Bangladesh, promoted organized micro credit learning experiences for development to millions of poor people.

Check Your Progress 5

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 about the role of the organized teaching-learning process in development.

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1.8 LET US SUM UP

Dear learner, in this unit we started by looking at the meaning of teaching in the context of extension and development, and understood that extension teaching is the process of providing opportunities for the people or community to produce relatively permanent change through their engagement in learning experiences. We discussed six steps in extension teaching, and learnt that we need to arrange the learning situations in all the teaching steps with the help of suitable extension teaching methods and audio-visual aids. We examined the concept of learning in the context of extension and development, and understood it as the relatively permanent change in the behaviour, or, behaviour potential of people as a result of extension teaching efforts. We also studied the concepts of learning experience and how to make effective learning experiences, and understood that an effective learning experience is the one that results in a maximum of desirable change in behaviour on the part of the learner. We discussed the concept and elements of the learning situation and the principles of learning. In the end, we examined the role of the teaching-learning process in development and concluded that the

fulfilment of the aims and objectives of extension education depends on the teaching - learning process.

The overall objective of the unit on the teaching - learning process is to enable you to create and manage learning situations that provide effective learning experiences in extension and development work. Indeed, this task calls for a totally professional approach on your part. Therefore, to become a professional extension and development worker, you must constantly work at the tasks of analyzing problems in development: knowing your audience, gaining new development technologies to extend, gaining further understanding of the teaching-learning process, and developing greater skill in selecting, combining, and using the methods of extension education.

1.9 KEYWORDS

- Teaching** : Teaching is an intimate contact between a more mature personality and a less mature one, which is designed to further the education of the latter.
- Extension Teaching** : The process of providing opportunities for people to produce relatively permanent change through the engagement in learning experiences.
- Learning** : A process by which a person becomes changed in his, or her behaviour through self activity.
- Learning Experience:** The mental, and, or, physical reaction a learner has to seeing, or hearing, or doing the things to be learned through which she, or he gains meaning and understandings that are useful in solving new problems.
- Learning Situation** : The condition, or environment in which all the elements necessary for promoting learning are present.
- Teaching-Learning Process** : In the teaching-learning process, the teacher (extension and development worker), the learner (people, or community), the curriculum (extension education content / subject matter), and other variables (teaching methods, audio visual aids, physical facilities, etc.) are organized in a systematic way to attain a pre-determined goal.

1.10 REFERENCES AND SELECTED READINGS

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1.11 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Check Your Progress 1

- 1) We gain our ability to substitute the 'good and new' developmental ideas for the 'old and outdated' through learning. Learning is most effective when done under the influence of skilfully organized teaching. The result of teaching and learning, if formal, is called education for development, and, if informal, they are referred to as extension education for development, globally.
- 2) Teaching, in the context of extension and development, is the process of providing opportunities for the people to produce relatively permanent change through their engagement in learning experiences.
- 3) The six steps in the extension teaching learning process are: attention, interest, desire, conviction, action, and satisfaction.

Check Your Progress 2

- 1) Learning in the context of extension and development can be stated as the relatively permanent change in the behaviour, or behaviour potential of people as a result of extension teaching efforts.

Check Your Progress 3

- 1) A learning experience is the mental and, or, physical reaction a learner makes to seeing, or hearing, or doing the things to be learned, which results in a maximum of desirable change in behaviour.
- 2) The guidelines include: learners must have experiences that give them an opportunity to practice the kinds of behaviour implied by the objective: learning experiences implied by an objective must be satisfying to the learner when (s)he carries them out; outcomes expected from the learning experience should be within the range of both mental and physical abilities of the learner; many learning experiences that can be used to attain the same educational objective; a single learning experience can contribute to the attainment of more than one objective; and, learning experiences must be such that the extension worker can provide them effectively.

Check Your Progress 4

- 1) A learning situation is a condition or environment in which all the elements necessary for promoting learning are present.
- 2) The elements of learning situation are: learner, instructor, subject matter, physical facilities, and teaching methods and aids.
- 3) The characteristics of good subject matter in a learning situation are: valid and correct - based on facts; applicable in practical development situations; well organized according to perceived needs, interests, and the level of understanding of the learner; timely and appropriate; and, important and related to a particular specific teaching objective.

- 4) Examples of subject matter for different extension learning situations are:
- a) livestock extension: advantages of full-hand milking, benefits of artificial insemination over natural service, etc.
 - b) agricultural extension: the system of rice intensification, integrated pest management practices, etc.
 - c) home science extension: how to bathe babies, how to make nutritious food with commonly available food ingredients, etc.
 - d) health extension: how to conduct the pulse polio programme on campaign mode, benefits of family planning, etc.
 - e) primary education extension: benefits of the mid-day meal scheme to reduce school drop outs, advantages of the *Sarva Shiksha Abhiyan* scheme, etc.

Check Your Progress 5

- 1) Successful development programmes in democratic societies use the process of extension education as the activating force. These programmes have effectively used the principle of organized forms of promoting learning for educating its stakeholders. Examples include: the Green Revolution programme for agriculture development and food security; the Operation Flood programme for dairy development; the Pulse Polio programme to eradicate Polio disease, etc.