

## **2. PRINCIPLES, PHILOSOPHY PROCESSES AND OBJECTIVES OF EXTENSION**

According to Mildred Horton (1952), the four great principles underlying extension services are:

1. The individual is supreme in democracy.
2. The home is a fundamental unit in a civilization.
3. The family is the first training group of the human race.
4. The foundation of any permanent civilization must rest on the partnership of man and the land.

Our objective in extension work is to help people reach higher levels of living-physically, mentally and spiritually. To reach these higher levels of living, people must be educated and trained to meet their responsibilities in relation to God, to their neighbours and to themselves. They must also know how to meet the responsibilities imposed by their environment. So we work with them as individuals, as families in the home, and with their environment.

### **Principles underlying the Philosophy of Extension**

1. Extension is an organisation to plan, execute and evaluate programmes with the people, and not for the people.
2. Extension is an organisation set up to teach people and motivate them to action, not to dictate what people should do.
3. Extension should help people to help themselves.
4. Extension should be based on felt needs and enlightened desires of the people.
5. Extension should reach the people where they are.
6. Extension aims and objectives should not be rigid but it should be flexible (Time, date etc.)
7. Extension should change the people and not the subject matter.
8. Extension should work in harmony with the culture of the people.
9. Democratic procedures must be adopted in the formulation and execution of the programmes (group ideas only)

10. The designated programmes should give greatest benefit to greatest number of people in a society.

### **Philosophy of Extension**

Philosophy is the pursuit of wisdom, a body of general principles or laws of a field of knowledge. Philosophy of a particular discipline would furnish the principles or guidelines with which to shape or mould the programmes or activities relating to that discipline.

The philosophy of extension work is based on the importance of an individual in the promotion of progress for rural people and for the nation. Extension Educators should work with people to help them, develop themselves and achieve superior well-being.

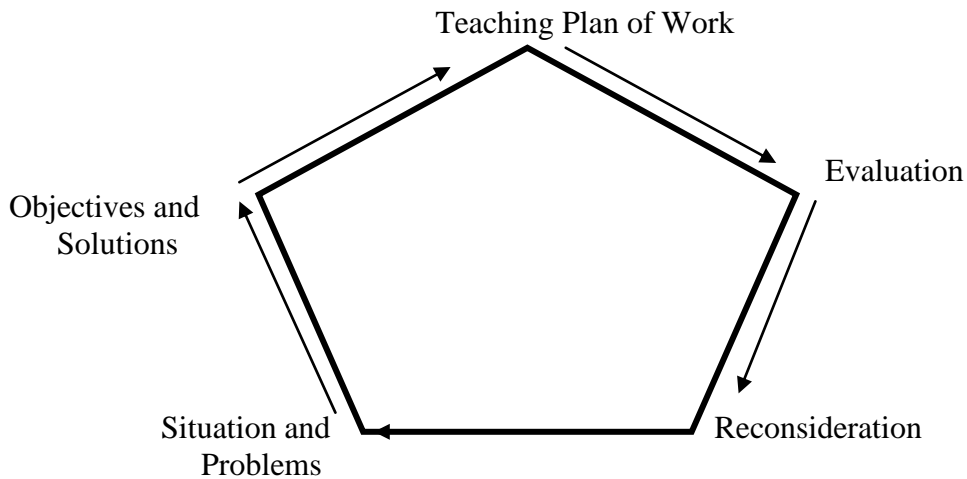
The basic philosophy of extension work that is directed at conversion of the whole man determines the approach that must be adopted for its implementation. Compulsion or even a beneficent act does not necessarily improve the man. The only way to secure cooperation of a person for betterment is to educate him. Therefore the primary aim is to transform the people by bringing about desired changes in their knowledge, attitude and skills.

According to Kelsey and Hearne (1967) the basic philosophy of extension education is to teach people how to think, not what to think. Extension's specific job is furnishing the inspiration, supplying specific advice the technical help, and counseling to see that the people as individuals, families, groups and communities work together as a unit in "blueprinting" their own problems, charting their own courses, and that they launch forth to achieve their objectives. Sound extension philosophy is always looking ahead.

### **Extension Educational Process**

An effective extension educational programme involves five essential and interrelated steps. This concept of the extension educational process is intended only to clarify the steps necessary in carrying out a planned educational effort. It does not imply that these steps are definitely separate from each other. Experience shows that planning, teaching and evaluation take place continuously, in varying degrees, throughout all phases of extension activities.

## Concept of Extension Educational process



**First step:** The first step consists of collection of facts and analysis of the situation. Facts about the people and their enterprises; the economic, social, cultural, physical and technological environment in which they live and work. These may be obtained by appropriate survey and establishing rapport with the people.

The responses obtained are to be analyzed with the local people to identify the problems and resources available in the community. For example, after a survey in a community and analysis of the data, the problem was identified as low income of the farm family from their crop production enterprise.

**Second step:** The next step is deciding on realistic objectives which may be accomplished by the community. A limited number of objectives should be selected by involving the local people. The objectives should be specific and clearly stated, and on completion should bring satisfaction to the community. Objectives should state the behavioural changes in people as well as economic and social outcomes desired.

In the example, the problem was identified as low income from the crop production enterprise. A deeper probe into the date revealed that low income was due to low yield of crops, which was attributed to the use of local seeds with low yield potential, application of little fertilizer and lack of protection measures. By taking into consideration the capacity and competency of the people in the community and the availability of resources, the objective was

set up to increase the crop yield by 20 per cent within a certain period of time. It was estimated that the increased yield shall bring increased income, which shall enhance the family welfare.

**Third step:** The third step is teaching, which involves choosing what should be taught (the content) and how the people should be taught the methods and aids to be used. It requires selecting research findings of economic and practical importance relevant to the community, and selection and combination of appropriate teaching methods and aids.

Based on the problems identified in the particular example, technologies like use of HYV seeds, application of fertilizer and plant protection chemicals were selected as teaching content. Result demonstration, method demonstration, farmers' training and farm publications were chosen as teaching methods, and tape recorder and slides were selected as teaching aids.

**Fourth step:** The fourth step is evaluating the teaching i.e, determining the extent to which the objectives have been reached. To evaluate the results of an educational programme objectively, it is desirable to conduct a re-survey. The evidence of changed behavior should be collected, which shall not only provide a measure of success, but shall also indicate the deficiencies, if any.

In the example, the re-survey after the fixed period of time, indicated that the crop yield had increased by 10 percent. It, therefore, indicated that there was a gap of 10 per cent in crop yield in comparison to the target (objective) of 20 per cent fixed earlier. The re-survey also indicated that there had been two important deficiencies in carrying out the extension educational program, such as, there was lack of proper water management and the farmers could not apply the fertilizer and plant protection chemicals as per recommendation due to lack of funds.

**Fifth step:** The fifth step is re-consideration of the entire extension educational programme on the light of the results of evaluation. The problems identified in the process of evaluation may become the starting point for the next phase of the extension educational programme, unless new problems have developed or new situations have arisen.

After re-consideration of the results of evaluation with the people, the following teaching objectives were again set up. For example, they were, training the farmers on proper water

management practices and putting up demonstrations on water management. The people were also advised to contact the banks for obtaining production credit in time to purchase critical inputs.

Thus, the continuous process of extension education shall go on, resulting in progress of the people from a less desirable to a more desirable situation.

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

**Fundamental objective:** The fundamental objective of extension is the development of the people or the "Destination man". In other words, it is to develop the rural people economically, socially and culturally by means of education.

Eg.: To increase socio-economic status and standard of living of Indian farming Community.

**General objectives (Function):** The general objectives of the extension are-

1. To assist people to discover and analyse their problems, their felt and unfelt needs.
2. To develop leadership among people and help them in organising groups to solve their problems.
3. To disseminate information based on research and /or practical experience, in such a manner that the people would accept it and put it into actual practice.
4. To keep the research workers informed of the peoples' problems from time to time, so that they may offer solutions based on necessary research.
5. To assist people in mobilising and utilizing the resources which they have and which they need from outside.

Eg.: To increase the a production and productivity of Paddy in India.

**Working objectives:** Is one which focuses on specific activity of a specific group in a selected geographic area.

Eg.: To increase the yield of PKM-1 of the tomato among the tomato growers of Madhukkarai block in Coimbatore District.

The major objectives of Extension may also be categorized as follows:

- i) Material - increase production, income.
- ii) Educational - change the outlook of people or develop the individuals.
- iii) Social and cultural - development of the community.