

Paper Code and Title: H12EE Extension Education

Module Code and Title: H12EE21 Classification of Extension Teaching Methods

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CLASSIFICATION OF EXTENSION TEACHING METHODS

After going through this unit, you will be in a position to:

- Know the definition and meaning of extension teaching methods
- Classify and explain the functions of extension teaching methods
- Plan and use the extension teaching methods effectively
- Describe the factors influencing the selection of extension teaching methods

Definition and Meaning

An extension teaching method may be defined as a sequence of progressive steps, undertaken to create situations that are conducive to effective learning. The purpose of using an extension teaching method is to create opportunities to establish rapport over a subject matter between the communicator and learner (s), awaken interest, achieve comprehension and / or skills, provide persuasion, and even repetition, to motivate action on the part of the learner(s), in line with the objectives of the communicator.

According to Leagans (1961), extension teaching, methods are the devices used to create situations in which communication can take place between an instructor and the learner.

The basic objective of extension teaching is to create opportunities for effective learning in order to secure changes in the minds and actions of the learners. For this, extension teaching has evolved, through experience, certain basic and proven methods to encourage farm people to accept and adopt improved practices.

However, variations in extension audience, of age, educational level, experience, interests, intensity of need, level of living, values, and socioeconomic status, make the job of extension teaching more challenging.

As Ensminger (1975) said, before an extension worker can become efficient in the use of methods, he must know what methods are available, when to use a given method, and become effective in using each.

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But, practically no extension worker can have the ability to use all methods with equal skill. Moreover, no method can be considered as the best for all situations and objectives. No two situations are alike. No one method can reach all the audience. Hence, there is always need for different method (s).

Behavioural changes required on the part of learners may also require several exposures with the same methods, different methods or a combination of methods, Research suggests a combination of methods or media - mix for effective technology transfer.

Functions of Extension Teaching Methods

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

Advantages of Extension Teaching Methods

- It stimulates and guides learning activities towards goal.
- Specify desired changes in the behaviour of people
- Assist the clientele to gain an understanding of ideas the agent is trying to impact or sell them.

Limitations

- Requires a lot of time for preparations
- Problem of individual differences, and
- Not all clientele (farmers) may be attentive to teaching

Classification of Extension Teaching Methods

One way of classifying the extension methods is according to their use & nature of contact. In other words, whether they are used for contacting people individually, in groups or in

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masses. Based upon the nature of contact, they are divided into individual, group & mass-contact methods.

Individual contact methods: These extension methods provide opportunities for face-to-face or person-to-person contact between the rural people & the extension workers. These methods are very effective in teaching new skills. They also create goodwill between farmers & the extension workers.

Group contact methods: Under this category, the rural people or farmers are contacted in a group. This group usually consists of 20 to 25 persons. These groups are usually formed around a common interest. These methods also involve a face-to-face contact with the people. They also provide an opportunity for the exchange of ideas, for discussions on problems & technical recommendations & finally for deciding the future course of action.

Mass contact methods: An extension worker has to approach a large number of people for disseminating new information & helping them to use it. This can be done through mass-contact methods conveniently. These methods are more useful for making people aware of the new agricultural technology quickly

Classification according to use

Wilson and Gallup (1955) classified extension teaching methods according to their use (individual, group and mass contact methods,) and form (spoken, written, visual, spoken and visual) and it is presented in Table 1.

Table 1. Classification of extension methods according to use

| Individual contact | Group contact | Mass contact |
|---|--|--|
| Farm and home visits Personal letters Office call Flag method Agrl. clinics Result demonstration | Group meetings Method demonstrations Study tour Peripatetic team meeting Medium forum Agrl. Games Result demonstration Meetings | a. Broadcast media Radio, recordings, Televisions b. Printed media Farm journals, Extension pamphlets, bulletin, leaflet, circular letter, folder c. Screen media Slides, film strips, movies, video d. Others: Exhibition, |

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| | | | |
|--|--|---------------------|---------|
| | | Campaigns, fairs | Farmers |
|--|--|---------------------|---------|

Classification according to form

Another classification of extension teaching methods which is very common in extension publications according to their form is presented in Table 2.

Table 2. Classification according to form

| Written | Spoken | Visual | Spoken and Visual |
|------------------|---------------|---------------------|--------------------------|
| Bulletins | Meetings | Result | Method |
| Leaflets | Farm and home | Demonstration | Demonstrations |
| Personal letters | Visits | Exhibits | Result |
| Circular letters | Office calls | Posters | Demonstration |
| Farm journals | Radio and | Charts | Television |
| | Recordings | Slides, film strips | Movies |
| | Flag methods | Flash cards | Puppets |
| | Agri. clinics | Flannel graphs | Campaigns |
| | | Bulletin boards | |

Classification according to function

A. Telling

- a. Lecture
- b. Conference
- c. Panel and forum
- d. Recordings
- e. Farm and home visits

B. Showing

- a. Written words
- b. Picture and motion pictures
- c. Posters, charts and exhibits etc.
- d. Demonstration
- e. Tours

C. Doing

- a. Practical
- b. On the Job training

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- c. Demonstrations
- d. Guided experiences
- e. Performances

Classification according to the stages of innovation decision process

A. Knowledge

- a. Radio and Television
- b. Printed matter
- c. Posters and wall newspaper
- d. Circular letters

B. Persuasion

- a. All types of meetings
- b. Training courses
- c. Method demonstration
- d. Printed matters

C. Decision

- a. Result demonstration
- b. Farm and home visit
- c. Office calls
- d. Friends and relatives

D. Action

- a. Result demonstration
- b. Personal visits
- c. Local leaders

Classification according to the stage of learning process

A. Attention

All mass contact methods

B. Interest

- a. Meetings
- b. Tours
- c. Demonstrations
- d. Appeal to values
- e. Personal visits

C. Desire

- a. Demonstration
- b. Circular letters
- c. Meetings

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- d. Local leaders
- D. Conviction
 - a. Result demonstrations
 - b. Personal visits
 - c. Friends and relatives
- E. Action
 - a. News-stories and other printed matters
 - b. Farm and home visits
 - c. Local leaders
- F. Satisfaction
 - a. Personal contacts
 - b. News-stories
 - c. Field days

Classification according to the learning objectives is given in Table 3.

Table 3. According to learning objectives

| Knowledge | Skills | Attitude |
|--|--|--|
| 1. Printed matters 2. Lectures 3. Guided discussion 4. Tours 5. Case studies | 1. Farm and home visit 2. Case studies 3. Supervised practices | 1. Training courses 2. Demonstrations 3. Lecture by the experts 4. Film shows |

Classification according to adopter categories is given in Table 4.

Table 4. According to adopter categories

| Innovators | Early adopters | Early majority | Late majority | Laggards |
|-------------------|-----------------------|-----------------------|----------------------|------------------|
| 1. All mass | 1. Farm and home | 1. Result | 1. Result | 1. Local leaders |

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| | | | | |
|----------------|----------------------------------|--|---|---------------------------|
| contact method | visit | demonstration | demonstration | 2.Friends and relative |
| 2. Office call | 2. Demonstrations 3. Meetings | 2. Posters 3. Tours and field days 4. Exhibition, film shows | 2. Friends and relatives 3. Tours 4. Exhibition, film shows | 3.Tours |

Planning and Use of Extension Teaching Methods

A proper understanding of the capabilities and limitations of extension methods is essential for their selection and efficient use. Lack of proper selection and inefficient use leads to the following consequences.

- a) The benefit of extension programme will not reach as many people as it should have.
- b) Considerable delay in changing the behaviour of the people.
- c) Many innovations might be rejected by the people,
- d) Indifferent responses may lead to the frustration of the extension worker.
- e) People might lose confidence in the extension programme.
- f) Wastage of resources.
- g) Difficulty in the execution of further development work .

Selection of Extension Teaching Methods

The selection of appropriate methods is not easy. There is no single thumb-rule for selection. In order to get most effective results, the extension worker should (i) select the suitable methods (ii) have a suitable combination of selected methods and (iii) use them in proper sequence so as to have repetition in a variety of ways.

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The following factors should be considered in the selection of extension teaching methods.

Factors influencing the selection of extension teaching methods

a. The Audience: People differ greatly in their knowledge, attitudes, skills their positions in the diffusion process and in the adopter categories, their educational level, age, income level, social status, religious belief etc.,. These differences influence the teaching approaches. For e.g., we select personal visits for illiterates. For highly educated, the written materials have to be selected.

b. Size of audience The number of persons to be contacted will decide the method. For example, the group methods cannot be effectively used for the participant size exceeding thirty.

c. The teaching objective The educational changes expected as stated in the teaching objective of the extension programme. For example, if we want to change their attitude, we can select the group discussion. If our objective is to change the skills, the method demonstration has to be selected. Select the methods to meet the specific objectives.

d. The subject matter The nature of the subject matter will decide the methods. If the subject matter is a new simple technology, it can be conveyed, through the news article, whereas for complex technologies, face - to - face contact or audio-visual aids must be used.

e. The state of development of extension organisation If the organisation is new, it has to gain the confidence of people. Then, the result demonstration can be selected. The well established organisations can even use the circular letter.

f. Size of extension staff The size of staff in relation to the client will also decide the extension method. Large the number of staff will facilitate to have more direct contacts.

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g. Availability of media The availability of media such as television, film, radio, newspaper etc., will also have the influence in selecting the method.

h. Relative cost The cost involved to the method is also an important consideration in selection and use.

i. Extension workers familiarity The training of the extension worker for proper handling of the selected method. The teacher should know his own capabilities while making selection.

j. Needs, problems and technological level of the people.

k. The length of time The length of time the programme has been going on in the area and the length of time the extension worker has at his disposal.

l. The significance of the programme.

m. General local conditions such as seasonal work, weather conditions, availability of meeting places, organisations and leadership.

Thus, knowledge of behavioral sciences is essential for selection of teaching methods, since extension focuses first with learners and then upon the content to be taught. Research studies show that when maximum number of extension techniques is utilized, there is increase in the number of learners' behavioural changes.

Use of Extension Teaching Methods

Extension methods useful for extension teaching (AIDCAS)

A. Methods useful in getting attention

- a. Pictures related to the subject
- b. Demonstrations
- c. News Stories
- d. Slogans
- e. Poster
- f. Radio Talk

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- g. Cartoons
- f. Displays
- i. Exhibits
- j. Radio announcement
- k. Leaflets
- l. Banners
- m. Wall painting
- n. Heading
- o. Tom-Tom
- p. Public address system
- q. Personal Contact
- r. Awareness campaign

B. Methods useful in developing interest

- a. Meeting of various types
- b. Filmstrip and slide lectures
- c. Subject matter news items
- d. Radio talks
- e. bulletins and pamphlets
- f. Tours
- g. Result Demonstration
- h. Video
- i. Photographs
- j. Charts
- k. Personal Contact

C. Methods useful in creating desire

- a. Showing of real objects
- b. Showing the operation
- c. Circulars suggesting benefits
- d. Before and after pictures
- e. working models
- f. Samples and exhibits
- g. Sharing experiences of benefited farmers
- h. Success stories
- i. Charts
- j. Folders
- k. Field Trips \Study tour

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D. Methods of developing confidence

- a. Showing demonstration
- b. Field trips / Field days
- c. Discussion with Scientists \SMS
- d. Study tour
- e. Shorting experience of farmers

E. Methods useful in ensuring action

- a. Reminding circulars
- b. News stories and radio talk about action
- c. personal contacts
- d. Group decision making
- e. Leader contact
- f. Campaign

F. Methods useful in maintaining satisfaction

- a. Personal contacts/ continued contacts
- b. News Notes
- c. Personal mention
- d. Showing value of results obtained by others
- e. Personal/Circular letters
- f. Success stories

Table 5.Extension methods used in different stages of adoption process (AIETA)

| Stages | Extension methods |
|---------------|---|
| 1. Awareness | All printed materials, personal contact, film show, radio, T.V., posters, digital banners, local leaders, newspapers, mass awareness campaign, leaflets, banners, tom-tom, circular letters and slides. |

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|---------------|---|
| 2. Interest | Contact with extension workers, meetings, radio talk, leaflets, folders, bulletins and farm journals, films, slides, filmstrip, record cassettes, video training and television |
| 3. Evaluation | Demonstration and discussion, cassettes, field trips, printed material, sharing of farmers 'experience, field day. |
| 4. Trial | Personal contact by extension agents with individual farmers and .method and result demonstration. |
| 5. Adoption | Group discussion, demonstration, field trips, slides show, self-experience, printed material, training and campaign. |
-

Combination of Extension Teaching Methods

Extension field studies were conducted in U.S.A over a long period.. They show that people are influenced by extension education to make changes in behaviour in proportion to the number of different teaching methods with which they come in contact. As the number of extension methods used to disseminate information increases from 1 to 9, the number of farm families changing their behaviour increases from 35 % to 98%. Therefore, if widespread response is desired, people must be exposed to teaching methods in several different ways.

Table 6.Effectiveness of combination of extension methods

| S.No. | Methods | Percentage of families who change their behaviour |
|--------------|----------------|--|
| 1. | One method | 35% |
| 2. | Two methods | 64% |
| 3. | Five methods | 86% |

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4. Nine methods 98%

Factors influencing the combination of extension methods

Each extension method has its own merits and demerits. Hence, it is meaningless to ask the question like 'which is the best method'. But, it is sensible to ask 'what part each method can play in an extension programme'.

Generally it is recommended to combine different methods purposely. In other words, there is a best method for each purpose or function to be fulfilled. Sometimes different media will be used at the same time; for example, a lecture is supported with audio-visual aids. Sometimes they will be used in succession. Written materials are used to prepare farmers for a group discussion.

This multimedia is important not only to perform each important function in the communication process, but also to perform it through the most suitable medium. Moreover, it is possible to reach a wider audience. Thus, the illiterates can be reached through television and radio and educated through the print.

Advertising research has shown that the person who receives the same message through different media will pay more attention, because he recognises something which is already familiar from another context. The value of combining media has been clearly demonstrated in the studies of radio forums. An informative radio programme is broadcasted. After the informative radio broadcast, discussion on radio rural forums is held in small groups without the presence of extension worker and some conclusions are arrived at. The conclusions of the discussions plus the questions for which the group members would like to get answers are sent back to the producer of the radio programme. Then the questions are answered partly by letters and partly in the next radio programme.

By combining mass media with group discussion the organisers can merge the quick and accurate transmission of the mass media with the influence of group discussions. Combination of mass media and group discussion can be organised in other way as well.

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A panel of experts on radio can answer questions directly from a discussion group. In the same way, the group discussion meeting can be informed through newspaper before the meet. Their report can be published subsequently.

It is believed that combinations of modern communication technology such as video, satellite communication, micro-computers etc., with the rapid developments of group discussion methods have not been explored adequately by many extension services.

We should not think only the group and mass media combinations. The use of audio-visual aids to support talks and group discussions would also be thought of. The aids such as black board, flip charts, overhead projector, photographs, drawings, graphs, maps, slides, film, strips, film, radio, television, video tapes, CDs, DVDs, pen drives etc., are referred. DVDs are currently attracting considerable attention. It can be concluded that combination on mass media and group discussions can bring about substantial changes in behaviour if well organised. Many audio-visual aids can be used on a smaller scale to increase extension effectiveness. Messages presented through different aids must be synchronised carefully so that the target audience is not overloaded with information.

Using the Methods in Proper Sequence

To answer our teaching needs, our extension plans of work must include methods that, (a) enable our farmers to see, hear and do the thing to be learned; (b) enables us to reach large numbers of people and (c) create confidence - building situations.

Our completed plans should provide not only for doing each of these three things but must be so organised that the completed plan, as a unit does all three of these things.

Let us consider an example.

- A personal contact is made through an office call or farm visit.
- A leader is visited.
- A demonstration is established.
- A meeting is held to discuss the demonstration.
- The meeting is advertised by circular letters.
- A news story is written on the results of the demonstration as seen at the meeting.

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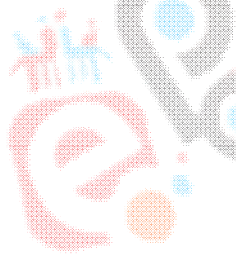
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- These happenings and results are broadcast over the radio.
- Pictures are taken and a “slide story” is shown at a meeting.

Here, one method helps another; many of them are used in combination and sequence to repeat the story. Organised follow-up teaching activity means more improvement in farm and home conditions

Conclusion

- Extension teaching methods are the devices used to create situations in which communication can take place between an instructor and the learner.
- The basic objective of extension teaching is to create opportunities for effective learning in order to secure changes in the minds and actions of the learners.
- A proper understanding of the capabilities and limitations of extension methods is essential for their selection and efficient use.
- Some factors influence the selection of extension teaching methods



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