

established as is clear from the following points :

- Evaluation provides sound basis for the careful planning of future extension programme.
- It ensures the accountability of all those involved in extension programme.
- It provides for the rational evidence to the public and help them to know whether or not the funds are being used rationally in the best interest of the local people and for their betterment.
- It also gives confidence and assurance to those who are performing their duties effectively and efficiently.
- It also provides justification for the concerted efforts to be made for the uplift of the farming community.

## **9.6 Types of Programme Evaluation**

A brief description of various types of programme evaluation are described below:

### **i. Adversary –Oriented Evaluation**

In this type of evaluation, the evaluator tries to get both sides (positive and negative views) argued, one side by advocates (those in favour) and other by adversaries (those who oppose it).

### **ii. Autocratic Evaluation**

This is the type of evaluation in which the valuator retains ownership of the evaluation study and reports findings to the sponsoring agency and in academic journals.

### **iii. Bureaucratic Evaluation**

This is the type of evaluation in which the bureaucratic agency sponsoring the evaluation, not the evaluator, controls the evaluation information and "owns" the evaluation report.

### **iv. Consumer-Oriented Evaluation**

Evaluation conducted to find out the views of consumers through checklists and consumers criteria.

### **v. Context Evaluation**

Evaluation designed to serve planning decisions. Determining what needs are to be addressed in an extension education programme helps in defining objectives for the programme. It is a type of management-oriented Evaluation.

### **vi. Democratic Evaluation**

This is the type of evaluation in which the evaluator performs an information service to the whole community, with neither the evaluator nor sponsoring agency having any special claim on the findings.

### **vii. Expertise-Oriented Evaluation**

It is the type of evaluator which depends primarily upon professional expertise to judge an evaluation object.

### **viii. External Evaluation**

Evaluation conducted by an evaluator from outside the organization with in which the object of the study is housed.

### **ix. Formative Evaluation:**

Evaluation designed and used to improve an object, especially when it is still being developed.

**x. Good-Free Evaluation**

Evaluation of outcomes in which the evaluator functions without knowledge of the purposes or goals of the objective. The rationale for this type of evaluation can be summarized as follows: The goals of an evaluation object are sometimes little more than rhetoric and seldom reveal its objectives. In addition, many important programme outcomes do not fall in the category of goals or objectives any way. The most important function of goal-free evaluation is to reduce bias and increase objectivity. In this type of evaluation the evaluator purposefully avoids becoming aware of the programme goals. He focuses on actual outcomes rather than intended programme outcomes. He has minimal contact with the programme manager.

**xi. Illuminative Evaluation.**

It is the type of naturalistic and participant oriented evaluation. It involves intensive study of an extension education programme as a whole. Its purpose is to illuminate problems, issues, and significant programme features.

**xii. Input Evaluation**

Evaluation designed to serve structuring decisions. Determining what resources are available, what alternative strategies for the programme should be considered, and what plan seems to have the best potential for meeting needs facilitates design for programme procedures. It is a type of management-oriented Evaluation.

**xiii. Internal Evaluation**

Evaluation conducted by a staff member from within the organization being studied.

**xiv. Management – Oriented Evaluation**

The management – oriented evaluation in extension education is meant to serve decision-makers. Its rationale is that evaluative information is an

essential part of decision making.

**xv. Materials Evaluation**

Evaluation that assesses the merit or worth of content related physical items, including books, films, tapes, other instructional products.

**xvi. Meta Evaluation:**

Evaluation of an evaluation.

**xvii. Monitoring**

The kinds of activities involved in monitoring vary widely from periodic checks of compliance with policy to relatively straight forward 'tracking' of service delivered and 'counting' of clients (Patton, 1982 P 44).

**xviii. Naturalistic and Participant –Oriented Evaluation**

This type of evaluation is aimed at observing and identifying all (as many as possible) of the concerns, issues, and consequences integral to extension educational enterprise. It enforces the involvement in the evaluation of those who are participants in the object being evaluated. The evaluation portrays the different values and needs of all individuals and groups served by the programme.

**xix. Objective –Oriented Evaluation**

The distinguishing feature of on objective –oriented evaluation is that the purposes of some agricultural extension education activity are specified, and then evaluation focuses on the extent to which these purposes are achieved.

**xx. Participatory Monitoring and Evaluation**

Participatory monitoring and evaluation (PM & E) is a learning tool that helps participatory groups to strengthen their problem –solving capacity and achieve self reliance. It is the basis of ensuring effectiveness of participatory development. Its purpose is to support the learning of the group of learners in order that they could transform their own life. The trend of PME can only be promoted and practiced if concrete efforts are made to encourage

conditions which will support the active role of learners (farmers) and their field educators (extension workers) in integrating evaluation as an on-going part of extension education efforts.

**xxi. Process Evaluation**

Evaluation designed to serve implementing decisions. How well is the programme being implemented? What revisions are needed? Once these questions are answered, procedures can be monitored, controlled, and refined. It is a management-oriented evaluation.

**xxii. Product Evaluation**

Evaluation designed to serve recycling decisions. What results are obtained? How well were needs reduced? What should be done with the programme after it has run its course? The questions are important in judging programme attainments. This is a management – oriented evaluation.

**xxiii. Programme Evaluation**

Evaluation that assesses activities which provide services on a continuing basis. .

**xxiv. Project Evaluation**

Evaluation that assesses activities that are forwarded for a defined period of time to perform a specified task. Some examples are a three day training workshop, or a two year development effort.

**xxv. Qualitative Evaluation**

Evaluation in which the evaluator presents facts in narrative forms.

**xxvi. Quantitative Evaluation**

Evaluation in which the evaluator presents facts in numerical forms.

**xxvii. Summative Evaluation:**

Evaluation designed to present conclusions about the merit or worth of an object and recommendations about whether it should be retained, altered, or eliminated: