

1.1 Introduction

This unit aims at clarifying the basic terminology involved in the process of Extension Programme Development. The need and importance is also highlighted in this unit. It describes the mission, vision and objectives of extension service in Pakistan. The philosophy of extension service is discussed in some detail to clarify the beliefs of extension workers concerning extension work in general and about extension programme development in particular. This unit is specifically meant for realizing the following specific objectives:

1.2 Objectives

After studying this unit, students will be able to:

- 1 describe the mission of extension service in Pakistan,
- 2 list the basic concepts involved in extension programme,
- 3 explain the need and importance of extension programme development,
- 4 describe the philosophy of designing extension programmes.

1.3 Mission Statement

Everyone involved in the process of extension education especially those who are our future prospective extension personnel must understand the mission of extension service in our country. Let us consult dictionary to capture its meaning. According to Collins Gem, the word mission means 'specific task or duty' and sending or being sent on some service'. In this context, the mission in extension means that extension personnel are supposed to perform certain duties that revolves around one central theme named as the mission. The mission of extension service is as follows:

The mission of agricultural extension service in Pakistan is to empower farmers to improve their levels of living through educational procedures concentrating on their needs and farming problems.

This means that extension service in Pakistan aims at building on the strength of agriculture, natural resource, farming family, farming community and enabling farmers to shape their future through research based extension education programmes. It recognizes that "knowledge is power" and help farmers where they live and work. Extension service focuses on enabling farmers to identify their problems relating to farming and that they can do something for their solutions through changing their ways of feeling, thinking and acting. Hence, its mission is to bring change in the knowledge, skills and attitude leading towards more productive, happier and fuller lives.

1.4 Goals/Objectives of Extension

One school of thought uses the two terms 'goals and objectives' as synonyms and mean 'aims', 'purposes', 'targets' or 'ends' to them whereas these terms mean different things to others. Much confusion exists over the use of terminology. Hence, it seems worthwhile to make distinction between the two terms (to draw a line between goal and objectives is beyond the scope of this book). The term 'goal' means a statement of the desired condition or the outcome, the programme is intended to bring about. In other words, it is the destination to be reached whereas objectives mean "direction of movement" to achieve the goals.

The objectives of an extension service are of prime importance for specifying what the organization is supposed to accomplish. While mentioning the aim and objective of Department of Agriculture Extension – state owned extension service - , the Government of Punjab (1987, p. 2) has described the aim of Agricultural

Extension as 'achieving improvement in agricultural production through better coordination, education of the farming community, particularly the small and average farmers to adopt the latest production technology', ultimately increasing national production and well-being of the farmers. Govt. of Pakistan, in the sixth five-year plan promised for increasing agricultural productivity and recorded that:

Extension service would be modernized and its services would be diversified, so that, a swift and effective communication of new ideas, techniques and research is established within the farmers in the field.

Presently, across the country, modified version of T & V is operating under the ministry of agriculture. The public sector extension service was re-organized with the initiation of the T and V system. The following main objectives guided the re-organization (Government of Punjab 1987, pp. 3-4).

1. Reorganization and strengthening of the agricultural extension service on the basis of the Training and Visit system by providing one Field Assistant (FA) for 1100 farm families as an upper limit and one FA per Union Council as the lower limit. One Agricultural Officer (AO) will supervise 8 field assistants.
2. To establish demonstration centers/ plots one per Union Council by each FA (under the supervision of his AO) in each crop season viz *Rabi* and *Kharif*, and to provide inputs for the same to demonstrate latest technology to the farmers.
3. To improve the mobility of the extension staff by providing cycles for FAs, motor cycles for AOs and vehicles for supervisory and training staff.
4. To strengthen the in-service and on-the-job training for extension workers in the fortnightly training programme.

1.5 Programme Development (Defined)

Programme development / planning is extremely important in extension educational work. Being Extension Officers, one's primary responsibility is to uplift the social, economic well being and living standard of people with whom one is working. In other words, one is supposed to change the behaviour of the people (i.e. change in attitude, change in knowledge and change in skills). Bringing change is not an easy job to accomplish. This can only be done through sound extension programming. But, unless one is aware of and understands it, will not be able to do sound extension planning. Hence, let us consider and clarify the key concepts related to programme development in extension education.

1.5.1 Extension Programme

The term "programme" has many connotations and is used to convey many divergent meanings, thoughts, ideas, and practices. For example, Boyle (1981, p.5) says "a product resulting from all the programming activities in which the professional educator and learner is involved". Forest and Baker (1994, p. 86) stated that, "a programme is a set of purposeful, planned, and interrelated experiences to reach our educational objectives and to solve problems".

1.5.2 Programme Development

According to Boyle (1981, p.5), Programme Development means, a deliberate series of actions and decisions through which representatives of the people affected by the potential programme are involved with a programmer to:

- develop an organizational structure for analyzing, interpreting, and making decisions about problems or situations that should be changed,
- effectively utilize resources in the study and analysis of the people and their communities,

- establish priorities on the problems and situation for which desirable changes should be identified in the plan of action,
- identify desired outcomes to be attained through the programme with people and communities,
- identify resources and support for effective promotion and implementation of the programme,
- design an instructional plan that provides for extensive involvement of the learners in appropriate learning experiences,
- implementing the plan of action that is designed to provide appropriate learning opportunities such as conferences, meetings, workshops, individual consultations, and radio and television programmes,
- develop appropriate accountability approaches so as to make effective judgments about the value of the programme.

This means that programme development is a conscious effort to bring a change (improvement) in the social, cultural, economic conditions for the people. The situation--knowledge, attitudes, skills - needed to change should be described and identified. Hence, these changes become the central point in any extension programme to focus upon.

1.5.3 Programme Planning

Planning as described by the Forest and Baker (1994, 86) means, "a dynamic act of reflecting about, thinking about, and choosing among various options regarding the destination (goals and objectives) and the route or journey (educational experience) we should follow to reach these destinations".

According to another definition, it is an intentional effort carefully designed to attain specific and predetermined goals assumed to be important for the people.

1.5.4. Work Plan

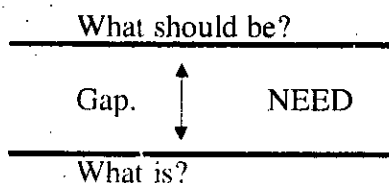
The work plan is defined as:

- is an outline of activities arranged to enable the efficient execution of entire programme or,
- is a course of action designed to produce some specific results or outcomes? or
- a schedule of activities to be undertaken. It answers the questions like, how, when, where and by whom activities are to be undertaken.

1.6 Need & Importance of Programme Development in Agricultural Extension

Improvement/progress is the result of the use of effective instructional designs and not from accident. Planning makes sure that all people involved know their responsibilities and how to carry them out, advance preparation of teaching aids, checking on supplies and equipment to assure their availability well in advance of the time they are needed. Further more, the significance of extension programming is evident from the following points:

- Progress is the output of some predetermined ends/goals and not by chance. For their attainment conscious efforts need to be made. The formulation of objectives stems through the differentiation between “what is” and “what ought to be”. In order to fill the gap between what is and what should be, we need careful planning.



- Extension programme planning contributes to the effectiveness of extension officers/workers as professionals.

- It provides clear, concise written statement of the situation, client problems, and fix priorities. Hence, it sets the directions to hit the perplexing situation in a scientific manner.
- It helps to have only one overall meaningful programme rather than numerous unrelated trivial ones.
- It provides an opportunity to all those involved in to learn, thus develop leadership skills in the community that will likely contribute to inculcate the sense of self-help, independence and decision making.

1.7 Philosophy of Agricultural Extension Programme Development

It seems desirable to clarify the concept of philosophy before discussing the philosophy of agricultural extension. The dictionary meanings of this term are as under:

- The investigation of causes and laws underlying reality,
- Inquiry into the nature of things based on logical reasoning rather than empirical methods or,
- The critique and analysis of fundamental beliefs as they come to be conceptualized and formulated.

For the present discussion, the term philosophy means the study how we acquire our beliefs. Philosophy concentrates on studying human beliefs about the nature of reality, types of knowledge to be acquired and values. The branch of philosophy which deals with the question about the reality like what is real or what is the nature of reality is known as metaphysics. The branch of philosophy which deals with the question like what is true knowledge and how can it be acquired is named as epistemology. The third branch of philosophy which deals with the question like what is good value or guiding values is called axiology.

Our beliefs have a bearing on our thinking, feeling and acting. For example, the beliefs of an extension worker concerning programme development will influence how he should design an extension education programme. That is why it is imperative for our extension personnel to know the philosophy of extension programming, which is as follows:

Learning is an active process. This belief focuses on the involvement of farmers in the process of extension education. Extension programmes are designed to hit the problems faced by the farmers. Farmers' participation must be ensured at each and every step of extension programme development. Their opinion must be given due weightage. To make it clear, let us consider two schools of thoughts about the participation of farmers in programme development. One school of thought does not believe in the active involvement of farmers in it and argues that they have a set of needs which will be met as a result of the completion of the programme and believe that the programme development be left on experts. Whereas others believe that farmers should be involved in the programme development process. They argue that a farmer is not only learning an answer to a problem but also learns the problem-solving process which enables the farmers to solve their problems even after the termination of extension education programme. This means that a sense of self-help is developed among the farmers to do something for the solution of their problem. Hence the belief in extension worker about the involvement of farmers in designing the extension programme influences his actions while designing an extension education programme. The philosophy of extension programme development realizes the significance of involvement of farmers in the process of extension programme development.

Farmers must be involved in each and every step of programme development i.e. situation analysis, needs assessment, determination of objectives, developing plan of work, implementation and its evaluation. Furthermore, extension workers must

use participatory teaching learning techniques (such as group discussions, demonstrations, etc) to ensure their participation. These techniques not only involve farmer actively in teaching learning process but are also effective means for changing farmers attitudes as well. It leads to change the ways of thinking and feeling of the farmers which is one of the major jobs of an extension workers as he is required to 'teach farmers not what to think, but how to think'.

1.8 Activities

1. Visit the office of an extension worker in your area and discuss with him the followings:

a. Objectives of Extension Education Programme running by him in the area.

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b. Reasons for Designing and Executing the Programme in the area.

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1.9 Self-Assessment Exercises

1. Define and distinguish the following terms.

- a. Extension Programme Vs Extension Programme Development
- b. Objectives Vs. Goals
- c. Need Vs. Want
- d. Mission Vs. Vision of Extension

2. Elaborate the significance of extension programme development

3. Do you think the beliefs of an extension worker about the extension work will effect his action? Support your answer with examples.