

Unit-3

**MODELS FOR  
PROGRAMME DEVELOPMENT**



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## MODELS FOR PROGRAM DEVELOPMENT

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### 3.1 Introduction

It is a fact that the importance of extension programme planning can not be denied. Hence, extension personnel need to know how to develop a programme. A numbers of models have been developed by the extension educationists over the period to be used for programme development. But these programmes are not the blue prints to be followed blindly. Rather these can only serve as a guide to develop an extension programme as the local situation demands. In this unit seven different models of programme development are discussed for the guidance of extension workers. It is hoped that these will sharp the faculties of the extension workers and guide them to develop sound extension programme for the benefit of Pakistani farmers.

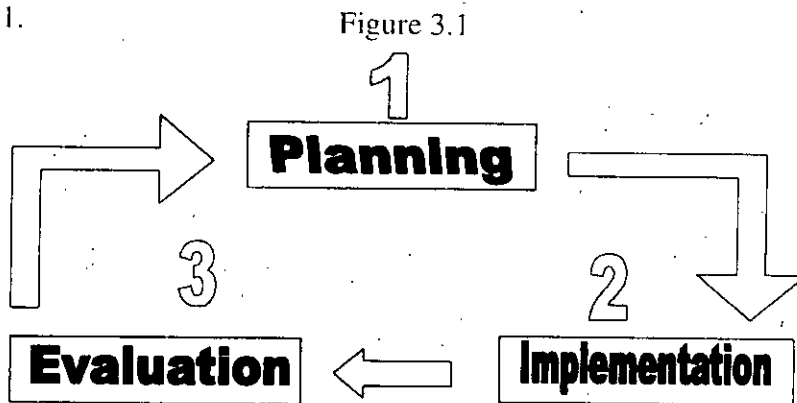
### 3.2 Objectives.

After studying this unit, students will be able to:

1. compare the various models used for building extension programmes,
2. analyze strengths and weaknesses of different models of extension programme,
3. develop a model for building an extension programme,

### 3.3. Three-step model of Extension Programme Development

Bembridge presented this model in 1991. It is consisted of three steps as depicted in figure 3.1.



Three step model of extension programme development

Figure 3.1. A brief description of this model is as follows:

### **3.3.1 Planning**

The first major step in this model is planning. According to Bembridge (1991, p.59) planning refers to the sequence of activities through which the extension worker acquires an understanding of and commitments of extension service, its mission, philosophy, objectives, its structure and management. Planning also involves identifying target groups, assessment of their needs, problems in collaboration with the local farmers.

### **3.3.2 Implementation**

As described by the Bembridge – the pioneer of this model--, the implementation includes the designing of extension programme based on the expressed needs of the farmers, specifying extension strategies and developing plans for action and carrying it out practically into the field.

### **3.3.3 Evaluation**

It is the final step involved in this programme development. Bembridge advocates that evaluation involves specifying ways of measuring programme results in the light of programme objectives. Its findings are especially helpful and useful for revision of programme as well as planning new ones.

## **3.4 Five Step model of Extension Programme Development**

This model was developed by Apel and Cammozzi (1996, p. 63). The pioneer of this model realize that programme development in itself is a perplex, variable phenomenon and stated that "we have laid out programme planning as a series of steps, often these steps occur simultaneously. The planner must remain flexible and adapt to changing needs. Very often there is not an orderly progression in the steps since the trainer must respond to needs and new developments as they occur" (Apel and Cammozzi 1996, p. 63).

As the name indicates, this model comprise 5 steps (see figure 3.2.). This model envisages the programme development process as a circular one with natural progression of steps.

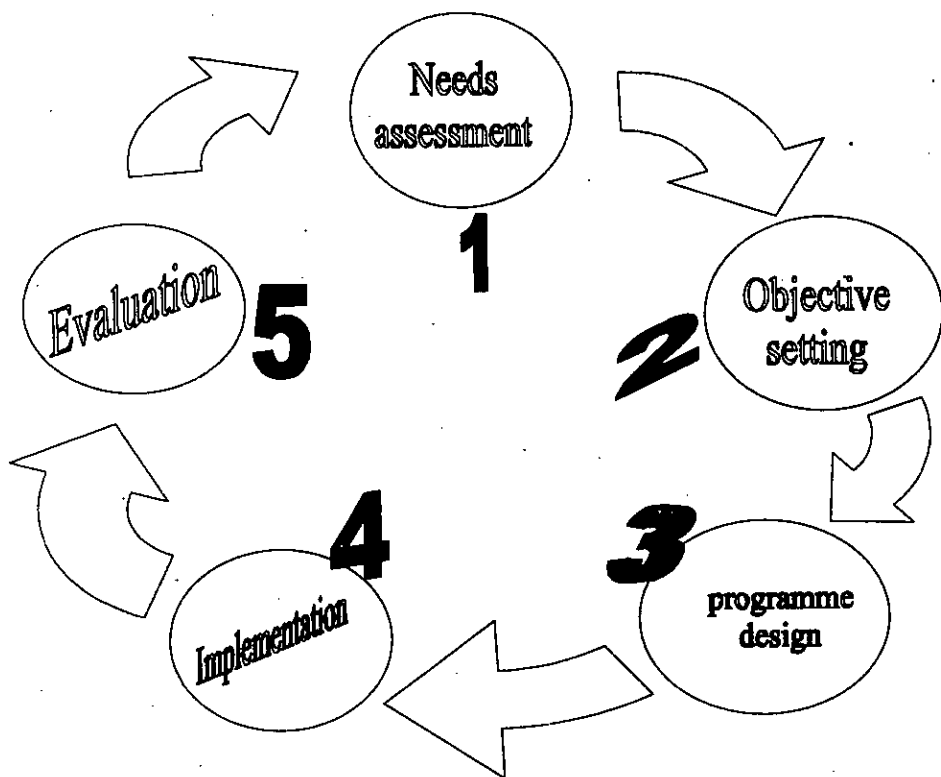


Figure 3.2. Five step model of extension programme development

A brief description of these 5 steps are as follows:

### **3.4.1 Needs assessment**

A need as defined by Houle (1972) is ‘a condition or situation in which some thing necessary or desirable is required or wanted’ by a person or group of persons. It is often difficult to conduct a comprehensive need assessment and many people—involved in extension work—think that they already know the needs of the farmers and it mere wastage of time and resources to undertake a

comprehensive needs assessment. You being an extension worker must remember that even if you talk with just two other people, your views and ideas will be expanded. Hence, an extension worker must know the needs of farming community before designing a programme for them. Information concerning social, economic and agricultural needs of the farmers must be collected and analyzed. For example, an extension worker needs to know the cropping pattern, farmers per acre yield of various crops, land resources, factors responsible for low yield in his area, etc. Information may be collected through formal interviews, surveys, filling out questionnaires or informally talking with people. After collecting necessary information, extension worker must analyze the data for prioritizing the needs of the farmers. Apel and Cammozzi are of the view that during the initial stages of the needs analysis, an extension worker should talk with the farmers to ascertain which needs are important to address. It also helps to establish good relations with the local people and also establish trust between the farmers.

### ***3.4.2 Objective setting***

Once the needs of the farmers are identified and analyzed them, extension worker needs to formulate programme objectives. Remember, clear objectives are very important for giving your programme a direction and purpose. The objectives of extension programme (how to write objectives of extension programme is dealt in detail in unit No.6) should be very specific. For example, if you are designing extension programmes to increase yield of wheat crop in your area, specify how much increase in per acre yield of wheat is intended.

### ***3.4.3 Designing programme***

If an extension worker has conducted comprehensive needs assessment and have written objectives clearly, then this step becomes easy for him. This step deals with the selection of instructional material and design. For example, if extension



programme is for increasing yield of wheat crop, then extension worker needs to decide what would be the content of his teaching to the farmer. Let it put in this way that what aspect of wheat cultivation he would be elaborating and focusing on and the teaching methodology as well.

#### **3.4.4 Implementation**

This is the phase of programme development where the planned programme is executed or implemented practically in the field. This is where extension worker is practically involved in teaching farmers. This adult teaching process in extension is named as facilitation. Keep this in mind that facilitation is always adaptive and flexible. Although you have a clear agenda and programme content but be flexible enough to build in new processes and methodology as required by the changing needs of the farmers. Apel and Commozzi recorded that very often when a group of farmers are together, there is synergy that occurs as a result of interaction and innovative and exciting ideas come forward. Hence, an extension worker must be able to respond to the changing needs as the extension programme progresses.

#### **3.4.5 Evaluation.**

Evaluation is an important rather critical part of an extension programme. This is final step in extension programme development. Specify the ways to determine the success of your programme. This is where you know whether or not you were successful in reaching your programme objectives. If not why?

### **3.5 Seven step model of Extension Programme Development – I**

A seven step model for designing an extension education programmes is presented in the following lines:

1. Situation analysis.
2. Organization for planning.

3. Programme planning process.
4. The planned programme.
5. The plan of work.
6. Execution of plan of work.
7. Appraisal of accomplishment.

### 3.5.1 Situation Analysis

Situation analysis in extension programme development means a process by which a complete set of circumstances are observed and separated into smaller, more manageable parts and components. Those involved in planning the local extension education programme, need the best possible understanding of the situation.

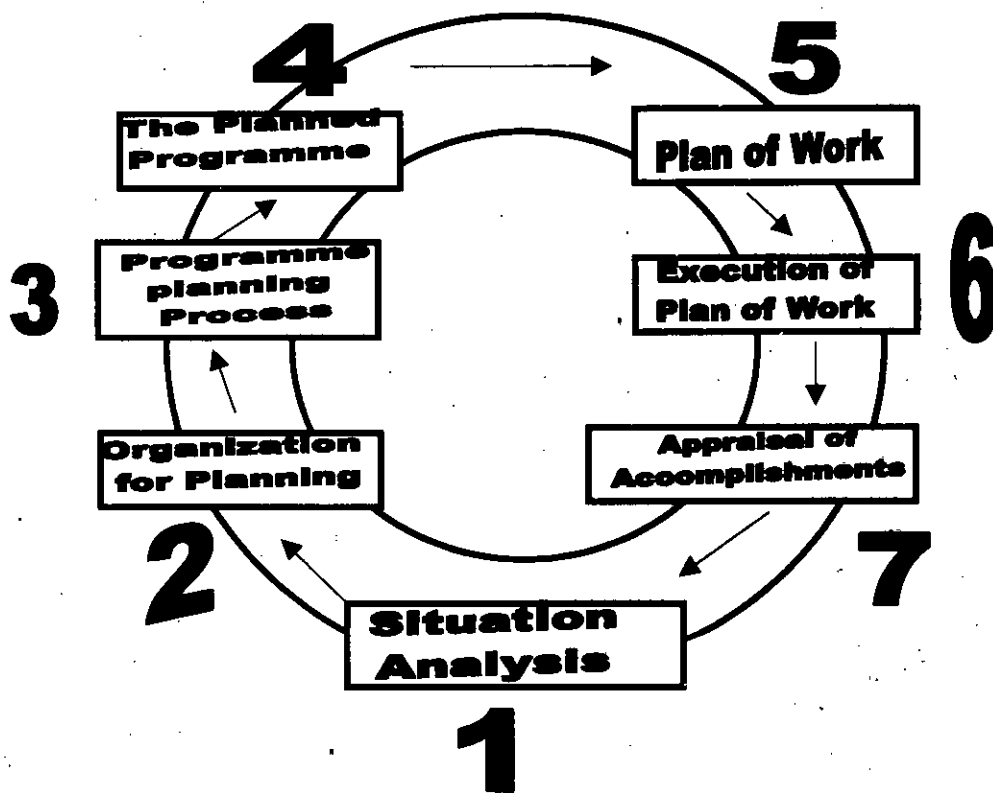


Figure 3.3 Seven step model of extension programme development (FAO, 1972, P. 186)

### ***3.5.2 Organization for Planning.***

Effective organization provides a means of involving people in the programme planning process. Involvement of people is a basic element of extension education. Involvement represents the things that you do as an extension educator, in order to get participation from others in the programme planning process. Internationally, people are putting forth arguments to ensure the participation of local people almost in every activity. This is especially true in extension education programmes. Extension educators must understand the rationale of involving people. It will strengthen their faculties to involve people at grass root level.

### ***3.5.3 Programme Planning Process***

The ideal programme planning process includes a sequence of steps carried out in consultation with the groups and individuals mentioned in the preceding section.

It is necessary that:

- Rural people should ready to undertake programmes that will satisfy their needs, although they might not aware of all their basic needs. For example, they may want to get higher price of cotton. Extension worker can guide farmers that through the application of latest cotton production technology, they can get more production and ultimately more income at existing price for cotton.
- Determine relative importance of various recognized needs, and decide on priorities. This must be done in consultation with the people whose cooperation is required in conducting the programme.
- Identify the problems involved in satisfying the needs given high priority.
- Determine possible solutions of problems or alternative courses of action  
Solutions may come out the experience of the people themselves or they

may be suggested by the extension agent or specialist.

- Agree upon objectives

This is a joint function of extension workers and the rural people involved. In order to be of value, objectives must.

- i. Identify needs and wants
- ii. Specify the specific behavioural changes to be sought.
- iii. Identify the people involved; indicate the changes to be made and the subject matter to be used.
- iv. Select those objectives that are practical in terms of staff materials, and other available resources.

#### ***3.5.4 The Planned Programme***

A planned programme should be recorded in written form and copies be made available to all cooperating groups. This is necessary to avoid later misunderstanding as to what was agreed and to serve as a criterion for measurement of achievement. A good written programme will normally contain:

- The names of persons who planned the programme and the procedure followed.
- A situation statement of needs, interests, and identified problems.
- Statement of agreed objectives.
- Provision for coordination with other groups, agencies and organizations.

#### ***3.5.5 Plan of Work***

The plan of work is a primary tool of the extension worker, which she prepares for her/his own use as an aid in attaining the objectives of the programme. A plan indicates specific action to be taken, by whom, when, and where, and what accomplishments are expected. It includes a list of the required resources and how they are to be procured.

The following are some guiding principles, which may prove helpful in preparing and using a plan of work.

- It should be based on the planned programme and includes the extension methods and other means to achieve the stated objectives.
- The plan of work should be revised as needed to reflect progress and changes in goals and objectives.
- It should include necessary procedures to accomplish programme objectives, establish calendars of activity, and designate responsibilities.
- The total extension job specified in the plan must be practical in terms of staff, time, and other available resources.
- The annual plan of work should be realistic in terms of possible accomplishments.
- It should incorporate appropriate evaluation procedures to appraise changes in the people reached.

### ***3.5.6 Execution/ Implementation of the Plan of Work.***

Programme action is the “heart or core” of the extension education process. It is where the people learn, improve skills, gain knowledge, and are led to change their attitudes.

Following are the two basic requirements for successful programme action.

- The first requirement for successful programme action is the sound technical knowledge on the part of the extension worker. For example, he should know the kind and amount of fertilizer most effective in rice production.
- The second is the use of extension teaching methods best suited to the subject matter to be taught to the people involved. For example, the result demonstration is effective in showing illiterate farmers how they may use fertilizer to increase rice yields.

### **3.5.7 Appraisal of Accomplishment**

Periodic evaluation in terms of objectives of the programme provides a basis for continuous improvement. Plans for evaluation need to be included in the plan of work. This may involve:

- An accurate description of the situation existing at a given time.
- A record of changes proposed and accomplished.
- The periodic description of the situation as it changes with time.
- Educational methods may also be evaluated to determine their individual and collective influence in inducing change.

The results of such evaluations are useful to be used in planning future programmes.

### **3.6 Seven step model of Extension Programme Development – II**

This is another model consisted of seven steps as well and can also be used for extension programme development. This model was developed by Robinson (1989, p.77). In this model needs assessment is considered as the first step. On the basis of the identified needs of the farmers, extension worker decide on the overall design and goals for the extension programme. Then extension worker sets the criteria or evidence that will demonstrate that farmers have learned some thing new. At the same time, extension worker is required to assess the resources available in term of time, staff and funds, etc. Extension worker determines which facilities are available how the rest will be managed. Then extension worker proceeds to the next stage, which is the setting of instructional objectives. Objectives must be brief, clearly written and specific enough to be attainable. After formulating the objectives, extension worker devise his teaching plan to be followed to impart skills to the farmers to enable them for the solution of their problems on self-help basis. At the same time, extension worker is required to specify the evaluation ways and procedures to let him and other people (especially the farmers) know what were the result of the programme whether or not the programme has achieved its objectives.

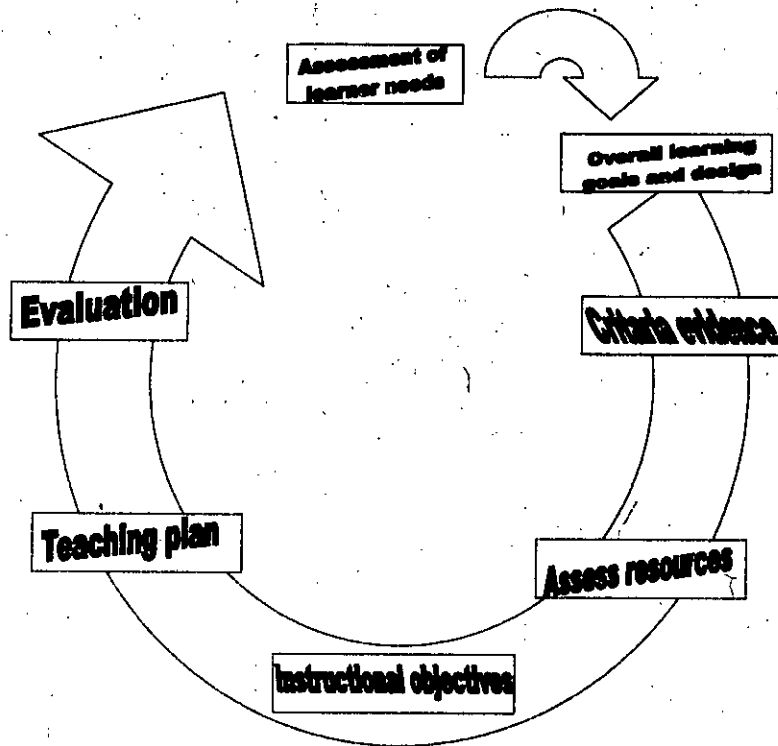


Figure 3.4 Seven step model of extension programme development – II

### 3.7 Minnesota Extension Programme Development Model (eight step model)

This model is consisted of eight steps as is evident form figure 3.5. This model is widely used in Cooperative extension service of America. It is a modified version of one developed by the programme development adhoc committee. Each of its step logically leads to the next. A brief description of each step is given below:

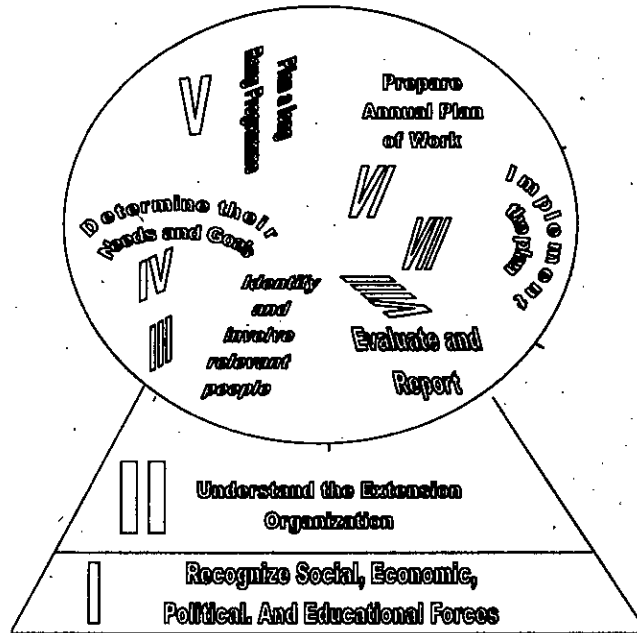


Figure 3.5. Eight step model of extension programme development

### ***3.7.1 Recognize the Social, Economic, Political and Educational Forces.***

This is the base of programme development. First step represents the environment in which extension service must function. Many forces in the environment influence programme development. Because these forces often can not be controlled, programme must adopt to and accommodate them.

### ***3.7.2 Understanding the Extension Organization.***

All extension professionals have a responsibility to understand extension service and its relationship to the public because they must explain and interpret the role organization to their various clientele groups. Extension service is unique in its organization of informal educational offerings and programme development methods. To gain satisfaction from extension work, a staff member must know and have a high degree of empathy with the organization.



All extension workers need to be familiar with the way the organization is structured in their state to carry out their mission. They also need to know the organizational arrangements existing in neighboring states. This also includes an understanding of the relationships existing among the categories of workers within the extension service.

### ***3.7.3 Identify and Involve Relevant People***

Clientele involvement in the programme development process is a major strength of extension service. Corey said, 'learning that changes behaviour substantially is most likely to result when a person himself tries to improve a situation that makes a difference to him'. The involvement of people with real needs situations have contributed to the effectiveness of the learning brought about by extension service.

Extension staff, working with their programme development advisory and legislative committee, must identify needs and set priorities for programme to be undertaken. An inventory of the potential audience by extension project and geographic area is considered as a first step in identifying relevant people.

A knowledge of the processes of social action and change, diffusion and adoption is useful in programme development. Involvement of people is the key to programming and results in the achievement of programme goals.

### ***3.7.4 Determine Their Needs and Goals***

The primary role of an extension staff member is to help effect desirable changes in the behaviour patterns of individuals, groups or communities. These changes include increased knowledge, understanding and new attitudes along with skills. Before the change can occur, the need of people must be identified and translated into goals and objectives. Learner's goals and educator's objectives set direction, programme emphasis and provide a guide to the expected changes in various stages of programme development.

### ***3.7.5 Plan a Long Range Programme***

The long range programme is a master strategy for the broad purposes of extension service. It is comparable to a curriculum in a formal school setting. In the long range programme document, the needs and problems identified by the people are interfaced with the resources and capabilities of the extension organization in an extended programme format, is usually three to four years. It is here that educational principles take precedence for the extension worker.

### ***3.7.6 Prepare Annual Plan of Work***

Each state has a slightly different format for an annual plan of work, but the purpose is the same—to outline a strategy to achieve a given series of objectives. In short, the plan of work designates who will do what, when, where and how.

### ***3.7.7 Implement the Plan.***

Plan implementation is associated with the educational activities outlined in the work plan. Those involved must carefully blend subject matter and educational methodology for a proper learning setting. The tasks to be performed for each activity must be identified, a strategy should be developed and responsibilities should be assigned. Monitoring the process through is completion and providing for reinforcement and feedback to the planners are essential. Instructional objectives are an important part of the implementation plan and serve as a direct refinement of the educational objectives. They specify that under what conditions and to what extent learning performance or a behaviour change is expected rotated to educational programme objectives.

A statement of good instructional objectives should:

- state what the clientele (learner) will do, not what the extension professional will do

- state what the learner will do as a result, not the subject matter to be treated
- specifically state the learning outcome realistically expected within the scope of the activity.
- include a verb (knows, understand, appreciate, demonstrates, applies, etc. in each objective.

After the instructional objective is determined, a format to carry out the learning activity is developed. This format is called the teaching plan. The teaching plan is a blueprint that identifies steps and procedures, who will be involved and related to timing and coordination. If a teaching plan is thoroughly worked out and communicated to all involved in a learning activity, the task of programme implementation is nearly fulfilled.

### **3.7.8 Evaluation and Reporting**

Many extension professional consider evaluation and reporting the weakest link in the programme development process. Much time is spent planning and implementing, but little time is spent formally evaluating and reporting. Evaluation may be 'formative', occurring as an educational programme progresses; or 'summative', finalizing at the conclusion of an educational event. Some reasons for programming evaluation include:

- To determine what happened  
Extension professionals can find new satisfactions in their jobs when evaluation techniques permit them to more accurately assess the outcomes of an educational programme.
- To improve future programme  
Careful measurement and analysis can allow the extension staff member to learn methods, techniques and devices that affect the success of programme.

- For accountability

The extension staff member can supply information response to the expectations of administrative or legislative bodies using information obtained through programme evaluation.

- Funding requires it.

Many Government contracts and agencies require evaluation as a part of a project.

Once evaluation results at any level have been determined, they should be reported. It is wise to share the results of any evaluation with learners to reinforce any changes that occurred and to encourage learner participation in other stages of programme development process.

Reporting is the payoff of an evaluation activity. This information and the subsequent judgements permit extension professionals and interested public persons to make better decisions about educational programme.

### **3.8 Eight step model of Extension Programme Development – II**

The extension programme development model developed by Supe (1998, PP 106-126.) is presented in figure 3.6. This model consists of two stages. Each stage comprises of four steps. First stage is called programme planning while 2<sup>nd</sup> stage is know as programme action. Programme planning stage consists of collecting facts, situation analysis, identify problems and decide on objectives and 2<sup>nd</sup> stage includes developing plan of work, executing plan, evaluation of progress and reconsideration. A brief description of these steps is presented in the following lines:

#### **3.8.1 Collect Facts**

Facts are the foundation stones upon which the community leaders and the problem committee build and carry out their programme. It is the responsibility of the change agent (extension worker) to assemble and interpret factual information for the use of the community leaders.

The local situation is the bench-mark from where people should start the process of programme planning. People are more concerned with facts that grow out of or are related to their own experiences. For instance, people are generally more interested in facts secured from a result demonstration held in their own village than in information from a demonstration or experiment station located many miles away.

The emphasis on placing a high value on the local situation does not minimize the importance of using facts secured from sources outside the community in which the work is being carried out. These facts are important, effective and they assist in determining a sound programme. The facts obtained from outside the local situation arouse interest and are valuable in deciding recommendations growing out of local experiences. For instance, a statement that wheat yields under irrigated conditions on the farm of a progressive farmer gave 15 monds of wheat per acre is the presentation of an important fact about a local situation. If this statement is followed by the report of 75 national demonstration results stating an average of 12 monds of wheat per acre, then the local fact just presented is more nearly clinched

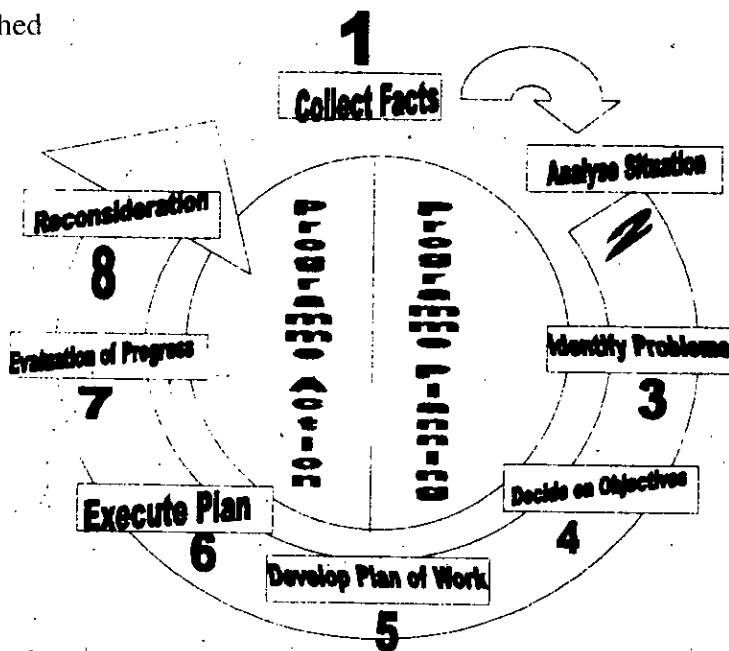


Figure 3.6 Eight step model of extension programme development (Supe 1998, p. ...)

The assembling of the facts pertaining to local situations is a continuous activity. It is important that facts about local situations be regularly recorded in the project file by the change agent. It will be convenient to maintain the record of facts each day in a daily diary. Afterwards this information may be transferred to the permanent project file for later reference. Facts may be secured from revenue records, local newspapers or magazines, by personal visits, records of demonstrations surveys, reports from key leaders, conferences and meetings and other sources.

### ***3.8.2 Analyze Situation***

After assembling the facts pertaining to local situation it is important to analyze these facts in such a way that they will be useful to individuals or committees. This analysis or interoperation means a translation of these facts into familiar language or terms. It also means an explanation of the meaning of facts as they apply to the local farm or community. Interpretation of facts involves careful reasoning backed up by experience and judgment. The change agents sometimes with the help of specialists or technicians and a committee of experienced farmers, are in the best position to interpret information in terms of local adaptation.

### ***3.8.3 Identify Problems***

Facts about local situations after analysis are helpful in identifying the problems. When facts are properly interpreted they help the change agents and leaders in showing the situation as it is. The facts arouse the interest of the people. They identify the problems and needs and indicate solutions to problems. They also point out weaknesses, indicate shortages and direct attention to undesirable trends.

### ***3.8.4 Decide on Objectives***

Objectives are expressions of the ends towards which efforts are directed. The objective has a definite meaning. One has to know that a great deal of thought and planning has to be put into efforts to reach the objective. The success or failure of a particular movement is judged in terms of whether or not the objective is reached. The success in reaching one objective affects other tasks and has an accumulated effect on the out come of the project. For instance, if an individual farmer decides his objective is raising 10 quintals of wheat per acre and if he cannot succeed then it has an effect on the total wheat production of the area and finally on the national income. If large numbers of farmers do not reach the desired objective of raising the wheat then it has an accumulated effect on the wheat yield of the area. In other words, objective is that which a person, group or agency sets before itself as an object or condition to be attained.

While stating the objectives it is necessary to test them for their usefulness in meeting the standards of educational attainments and for achieving the desired targets.

- a) The objectives should be clearly stated. They should identify the people concerned or to be concerned, the changes the people desire to make and the content or subject matter areas involved.
- b) The objectives should be achievable considering the people concerned and the available resources.
- c) The objectives should be developmental and they should lead to an expansion of interest and satisfactions.
- d) The objectives should be such that they can be evaluated and evidences of accomplishments can be identified.

### ***3.8.5 Develop Plan of Work***

Plan of work is a definite outline of procedure for solving the different problems of the extension programme. Such a plan identifies specifically the different jobs

that need to be done, the means to be used, the methods of using them and when each specific phase or part of the plan is to be executed in order to achieve the objectives. The plan of work should be a written statement of detailed action. It should guide teaching in different phases of the programme. It is a blueprint for the extension workers and the people to follow in moving forward on their programme. The plan of work is usually chalked out for a year and therefore, it is called as annual plan of work. The extension staff, lay leaders and appropriate subject matter specialists should be involved in development of the plan of work.

The major decisions involved in developing a plan of work are indicated here:

- Decide **WHAT** different things or jobs need to be done to accomplish the objectives. This will include such things as attitudes or interest that need to be developed, goals or purposes that need to be established and understanding and abilities that needs to be developed. These job requirements are required to be planned and executed in such a way that those participating will have motivated educational experience.
- Decide **HOW** best do each of the specific jobs that need be done in order to accomplish the objectives. This will involve making decisions on questions like, what type of learning experience needs to be provided and what teaching tools, devices and techniques need to be employed to do each of the jobs, etc.
- Decide **WHO** will be responsible for planning, preparing and executing each of the specific learning experiences and plans or jobs that need to be done. This will involve such decisions as what other group, agencies or organizations will be cooperating. Will a specialist be used and for what specific job? etc.
- Decide **WHEN** each specific phase or part of the plan including meeting to be held, news stories to be written, radio-broadcasts to be made, tours, demonstrations, etc., will be executed or carried to completion. This will



involve developing a detailed and complete calendar for the programme to be carried out relative to each of the overall problems of the extension programme. This calendar of work (activities and events) will include the chronological listing of scheduled major events and activities of importance to be undertaken by the extension staff during a given year and is included in the annual plan of work.

### ***3.8.6 Execute Plan***

Executing the plan means carrying through the previously planned educational jobs and learning situations as set forth in the plan of work and the teaching plans. This assumes that a programme is planned, and a plan of work is developed. This forms the base for programme execution.

The programme execution should be coordinated within the extension service and other agencies and organizations as set forth in the plan of work. Secondly, the calendar of activities and events should be followed as planned. A variety of appropriate techniques, methods and materials should be used as planned. The subject matter should be appropriate to be objective to be achieved and the people involve and used as planned in the teaching plan. Adequate and appropriate training and other assistance as planned should be given to lay leaders in assuming their planned and accepted responsibilities in the execution of the programme. The plan for sharing of programme action responsibilities by the extension staff, other professional people and lay people should be followed.

The execution of plan should be carried out as decided and unnecessary changes should not be made. If adjustments are to be made then they should be made on the basis of re evaluation, replanning and decision, and they should be accepted by all concerned.

### ***3.8.7 Evaluation of Progress***

Evaluation is the process of determining the extent to which objectives have been attained. The programme accomplishments are the changes in people and the changes in their economic and social situations resulting from the programme. Information which reveals the extent to which objectives are reached is needed to evaluate accomplishments. This will help in determining how far an activity has progressed and how much further it should be carried to accomplish objectives. The amount of accomplishment judged to be satisfactory should be determined in the light of the potential for improvement in the area, the complexity of the problem, objectives and the resources available.

### ***3.8.8 Reconsideration***

The findings of evaluation need to be used by applying it to future work. A report of the findings or information obtained in evaluation is purely a tool and not an objective. A report is written for clarifying the thinking of the evaluator and for presenting it to other persons. When a teacher takes a test in the class, he finds that he failed to teach certain topics in the class prior to the test. In this case the teacher need not write a report of what the test has shows, but has to reconsider the findings and apply them to a future situation. The teacher should try to make up his failure in the days ahead while teaching the course the next time. Secondly, he should try to present those ideas that he failed to present well in a different way to see if they are properly understood by the students

The important thing is that the evaluation process has not served its purpose unless the conclusion drawn from it has entered the continuing plans of the workers. In other words it is the reconsideration of the whole issue in the light of the findings of the evaluation. If it is found that the present activities of the worker fail in reaching certain objectives of certain defined people then the worker has not improved himself professionally. The value of his work will be

poor and he will have to attempt to modify his activities so that they might or will reach the objectives or the people. Thus, the findings of evaluation need to be presented either by talk with the local leader or in the form of a report for reconsideration. The way in which findings are presented for reconsideration is determined by the audience or by the reader. If they lack the training or background for interpreting the statistical table or discussions but are supposed to use the finding in their work, the finding should be entirely interpreted for them and presented to them in terms of activities or recommendations that they can understand. If the purpose of the presentation is to provide statistical proof for a decision or recommendation, the statistics need to be included in the presentation or publication. If the audience or readers are interested in the procedure involved in collecting the data, then that should be included. If the inclusion of such details detracts from the importance of the findings or confuses certain types of audience or readers, then it should be limited to the barest essentials. In many cases, the findings from surveys have to be presented in more than one way to meet the needs of several kinds of audiences or readers.

### 3.9 Activities

Visit the office of the Executive District Officer of Agriculture in your district and perform the following activities:

1. Describe the extension programme development model being followed in the area.

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2. Identify at least 4 strengths of the extension model being adopted in the area.

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3. Identify at least 4 weaknesses of the extension model being adopted in the area.

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**3.10 Self Assessment Exercises**

Q.No. 1. Identify the similarities and dissimilarities between the following extension models.

- a) Five step model
- b) Seven step model
- c) Eight step model

Q.No. 2. Describe the model being used in Minnesota for extension programme development.

Q.No. 3. Elaborate the salient features of seven-step model of extension programme development developed by FAO.