

Unit-6

**WRITING OBJECTIVES
OF
EXTENSION PROGRAMMES**

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6.1 Introduction

Extension programme objectives are based on the identified and prioritized needs of the farmers. Objectives take the form of improvements to be brought in the prevailing situation and are formulated jointly by the extension worker and the farmers. Extension worker must clarify it to the farmers how the objectives (if achieved) will satisfy their needs and problems concerning agriculture. Writing objectives is not that simple as it looks. It is an art which is gained through experience and training. Extension worker needs to know how to formulate sound objectives for developing better extension programmes.

This unit concentrates on developing and refining the ability of our prospective extension worker to write good objectives. It starts with clarifying the concept of objectives, the need and importance of setting the objectives. It explains the components of instructional objectives and action words to be used for stating objectives. The process of formulating objectives is elaborated with the help of an example for the guidance of extension workers. Criteria for judging the objectives commonly known as SMART is also discussed in detail to help the extension worker to assess their objectives by themselves. At the end some activities along with self assessment exercises are suggested for the students to work.

6.2 Objectives

After studying this unit, students will be able to:

1. describe the importance of objectives for extension programme,
2. identify the action words for formulating objectives,
3. explain the ingredients of objectives of extension programme,
4. formulate objectives of an extension programme as and when required.

6.3 Objectives Defined

Kelsey and Hearne (1963) define objectives as, 'expression of ends towards which our efforts are directed'. An objective in extension simply means, 'a

direction of movement'. It is also defined as, 'the product to be reached through educational procedures'. FAO (1972) defined objective as, 'the criteria by which content is outlined, materials selected, teaching procedures and learning experience developed and progress toward accomplishment and accomplishments are evaluated'.

6.4 Need and Importance of Writing Objectives for Agricultural Extension Programme Development

Objectives of an extension programme are based on the identified needs of the farmers. Objectives set the direction for extension workers to move ahead. It leads the extension worker as well as farmers toward final destination. If an extension programme is void of sound objectives, then any road is the right road. Whatever, energies and efforts are put in extension programme development prove fruitless if an extension worker is not clear about objectives and no wind can be favourable to him to reach the destination. Hence, objectives occupy central position in extension programme development. It serves as criteria by which teaching material is selected, content is outlined, and teaching methodology is finalized. It also provides basis for developing indicators for evaluating extension programmes. In a way, objectives can be rightly regarded as life blood of extension programme development. Therefore, a great deal of efforts be put in designing extension programme objectives. The success of an extension programme depends greatly on how well the objectives are formulated. The following section focuses on the use of action words for designing extension programme objectives.

6.5 Using Action Words for Stating Objectives

As mentioned in the preceding section, extension programme objectives are based on the identified and prioritized needs of the farmers. Writing extension objectives is a skill. Objectives must be sound and well written. These should be

immune to different interpretations. Only those action words should be used which are open to fewer interpretations. For example, following words may be used in stating extension programme objectives:

To differentiate

To comprehend

To solve

To construct

To list

To conduct

To use

To compare

To contrast

To perform

To describe

To identify

To write

Following is the list of words that are open to many interpretations and convey different connotations and must be avoided.

To know

To understand

To really understand

To appreciate

To enjoy

To grasp the importance of

To believe

To have faith in

The list of action words given above should in no way be taken as final. Rather, they should be considered as a guide and similar other words can be added depending upon the experience of extension workers. However, sometimes it becomes virtually impossible to state an important objective in behavioural terms. In such cases, the objectives though not specific enough but still provides a direction for the extension worker and the farmers to achieve the destination.

6.6 Formulation of Objectives for Extension Programmes

Clear objectives are important for providing a direction and purpose to extension worker and local people. While formulating objectives, try to identify the achievable results for which you will be concentrating your efforts in extension programmes. The formulation of objectives of an extension programme requires a considerable skill on the part of extension worker. A good way to start thinking about objectives is to ask yourself what the end result should be after the termination of an extension programme. Think about what will make your programme successful. For the guidance of our prospective extension workers a strategy is suggested below to design sound objectives of extension programmes. The strategy that extension programme objectives must be Specific, Measurable, Attractive and Achievable, Realistic and Time bound and is know as SMART strategy.

S	Specific	An objective must be clearly worded. The objective formulated more clearly is helpful for the extension worker as well as for the farmers to better understand it.
M	Measurable	State programme objective in measurable terms. Quantify your objective. It helps to know whether or not the objective(s) were achieved.
A	Attractive	Farmers will undertake the task with energy and enthusiasm which they think is important and appealing to them. Make your programme objectives as attractive to the clientele as possible.
R	Realistic	Objectives should be achievable in terms of available resources of time, manpower and funds.
T	Time bound	Fix the termination date. An objective with a life-line is never achieved.

6.7 Levels and Types of Objectives

There are three levels/types of educational objectives:

1. Fundamental objectives
2. General objectives
3. Specific objectives

A brief description of these levels of objectives are given below:

6.7.1 Fundamental Objectives

These objectives are also called remote, basic or overall objectives. These are the all-inclusive objectives of a society. A fundamental objective of extension education is to teach people how to determine their own problems, help them

acquire knowledge about the problem, and motivate them to the extent that they will want to do something about the problems. Examples of such objectives are development of the individuals, of communities, of the society itself, and of a country: good life, better citizenship, and democracy.

6.7.2 General Objectives

These are more specific than fundamental objectives. These objectives are the bases for the long term programme which aims at better crops, homes, and income. Extension personnel try to make their clientele more efficient, improve their income and standard of living.

6.7.3 Specific Objectives

These are usually called working, field or educational objectives. These are the objectives where farmers needs are brought into focus one at a time. This is where teaching situations are set up and extension teaching takes place. These objectives may be stated either from extension worker's perspective or from the farmer's point of view.

6.8 Ingredients of an Instructional Objectives

Objectives are the clearer statements which specifies and let the others know what and extension programme and extension worker aims at. Hence, it should be formulated in a systematic manner. For an extension programme to be systematic, it should provide information about the following components:

- Audience to be reached—Objective must state clearly for whom the extension programme is developed (e.g. category of the farmer; cotton growers, wheat growers, citrus growers, dairy farmers, etc.)
- Subject matter to be covered—subject matter is the content to be taught to

the farmers (e.g. cotton technology, wheat technology, citrus technology, dairy technology, etc.)

- Specific change to be brought in the behaviour of the people—Indicate what type of specific change is tried to be brought in the behaviour of the farmers (e.g. change in the attitude, knowledge or skills of the farmers, etc.)

Examples of extension objectives

Following is an example of formulating extension objective for the guideline of students:

- *Fundamental objective*

To improve performance/share of agricultural sector in Pakistan's economy.

- *General objective*

To improve the performance of crop sector in Pakistan's Agricultural sector.

- *Specific objectives*

In order to achieve the general objective and ultimately the fundamental objectives, the extension worker's specific objective may include:

To educate the cotton growers living in cotton zone of the Punjab to:

1. cultivate new high yielding varieties of cotton.
2. compare the advantages and disadvantages of using recommended seed rate per acre for the cotton crop.
3. use weedicides to control weeds in cotton crop especially it-sit (*Trianthema portulacastrum*, *Poerharia procumbens*)
4. perform calibration for determining the amount of water to be used for spraying an insecticide per acre for controlling sucking insects of cotton.

5. use recommended number of irrigations for cotton.
6. use artificial fertilizer (i.e. NPK) in proper proportion.

In order to achieve the specific objectives, extension workers should bring about:

a. Change in attitude/perceptions of the cotton growers

Efforts of extension workers in this direction may include influencing the cotton growers to:

- i. recognize the need for good quality of cotton,
- ii. produce good quality of cotton,
- iii. control insect-pests of cotton,

b. Change in the Knowledge of Cotton Growers

In this connection, extension worker should provide the following information:

- i. How to produce good quality of cotton,
- ii. How to identify insect-pest of cotton,
- iii. How to control sucking insects of cotton,
- iv. How to control boll worms of cotton,

c. Change in Cotton Grower's Skills

Efforts towards this end may include demonstrating:

- i. How to calibrate before spraying?
- ii. How to operate spray machinery?
- iii. How to mix spray material to maintain recommended dose of L.D.50

6.9 Worksheet for Writing Objectives.

Following is the worksheet suggested by Robinson (1989, p.81) for designing instructional objectives

Constructing Instructional Objectives

	Description (learners will be able to describe action or performance)	Conditions (conditions under which performance will take place)	Criterion (level of performance; speed, accuracy, quality)
skills			

knowledge			

attitudes			

6.10 Activities

Situation

You are assigned the task to plan an extension education programme for the uplift of the farmers of your own village. For this purpose, you have already completed comprehensive need assessment exercise. Keeping in view the situation, perform the activities given below:

1. Formulate at least four objectives of your programmes.

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2. Identify the ingredients of your objectives

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3. Describe what changes will be accomplished in the knowledge, attitude and skills of the farmers with the realization of objectives at the termination of programme.

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6.11 Self-Assessment Exercises

Q. No. 1 Define and elaborate the term objectives.

Q. No. 2 Narrate the significance of formulating objectives in designing extension programme.

Q. No. 3 Enlist various action words used for writing extension programme objectives

Q. No. 4 Describe different levels of extension objectives. Explain with the help of examples.

Q. No. 5 What is meant by "SMART"? Elaborate it