



EXPERT COMMITTEE

Prof. M. C. Reddeppa Reddy (Chairperson)
Former Director, Department of Adult
Education, Sri Venkateswara University,
Tirupati

Prof. C. B. Sharma, Director,
School of Education, IGNOU, New Delhi

Dr. R. K. Bhatt
Former Director, Directorate of Adult
Education, New Delhi

Prof. D. Usha Rani
Former Director, Center for Extension
Studies, Sri Venkateswara University,
Tirupati

Prof. D. Venkateshwarlu
Former Director, School of Education
IGNOU, New Delhi

Dr. Niradhar Dey
Associate Professor, School of Education
IGNOU, New Delhi

Dr. Ajith Kumar, C
Assistant Professor, School of Education
IGNOU, New Delhi

Prof. N. K. Ambasht
Former Chairman, National Institute of
Open Schooling, New Delhi

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& Programmes, IIPS, Mumbai

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Islamia, New Delhi

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IGNOU, New Delhi

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IGNOU, New Delhi

Dr. Anjuli Suhane
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IGNOU, New Delhi

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Mrs. Poonam Bhushan

Dr. Eisha Kannadi

Dr. B. L. Meena

Dr. Neel Kamal Sharan

Course Coordinator (Course MAE-004): Dr. M. V. Lakshmi Reddy

COURSE PREPARATION TEAM

Block-5 Preparation Team

Unit-17 Prof. D. Usha Rani, Former Director, Center for Extension Studies, Sri Venkateswara University, Tirupati

Unit-18: Prof. M. C. Reddeppa Reddy, Former Director, Department of Adult Education, Sri Venkateswara University, Tirupati

Content, Format and Language Editing: Dr. M. V. Lakshmi Reddy, Associate Professor,
School of Education, IGNOU, New Delhi.

PRODUCTION TEAM

Mrs. Seema Bhatia
Assistant Registrar,
MPDD, IGNOU

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Block**5****EXTENSION STRATEGIES AND SERVICES /
PRACTICES**

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COURSE MAE-004: EXTENSION EDUCATION AND DEVELOPMENT

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- Unit 17 Extension Education Services in India – Phases and Movements
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BLOCK 5 EXTENSION STRATEGIES AND SERVICES / PRACTICES

Introduction to Block 5

In course MAE-004, Block 1 presented an introduction to extension education and development, Block-2 discussed various dynamics of extension and development, Block 3 highlighted problems and issues in development, and Block 4 focused on planning, management and evaluation of both extension and development. Block 5 here deals with the extension strategies and services/practices. This Block has the following two units.

Unit 17 titled “*Extension Education Services in India – Phases and Movements*” highlights practical dimensions of extension including development of extension in higher education as a part of policy mandate of extension as third dimension in higher education. It emphasizes the extension education through NIOS and SOSs as well. Further, it focuses on new approaches to extension services in India as community social responsibility of educational institutions as per NEP 2020. It also presents important aspects of field organisational practices in extension including extension program planning and evaluation.

Unit 18 titled “*Extension Education Strategies*” describes different target groups of extension. It discusses key aspects to be considered in planning an extension education strategy in general and specific extension education strategies such as models-based strategies of extension and strategies-based on approaches to extension education. Further, it presents a range of opportunities available for lifelong learning through extension.

After working through this Block, you will be able to:

- Discuss different dimensions of extension education services including those of extension as third dimension in higher education and extension education at school level;
- Appreciate new approaches to extension services in India as Community Social Responsibility of educational institutions as per NEP 2020;
- Identify different target groups of extension and develop an understanding of extension works needed for different target groups;
- Examine the relevance of diverse extension education strategies; and
- Analyse field organisational practices in extension and explore various opportunities available for lifelong learning through extension.

UNIT-17 EXTENSION EDUCATION

SERVICES IN INDIA: PHASES AND MOVEMENTS

Structure

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17.0 INTRODUCTION

In Unit-1 of Block-1 of this course, i.e. MAE-004, we dealt in detail about the concept of 'extension' including its origin, expansion and diversification. You can recall from Unit-1 that *four main elements* which form part of the process of extension viz. i) knowledge and skills, ii) technical advice and information, iii) motivation, involvement and self-confidence, and iv) farmers' and peoples' organization for practice. These four elements have been further reduced into the following *three broad components or activities of extension*:

- Extension Education
- Extension Services
- Extension Work

These three components have also been explained in detail therein. Furthermore, we have also discussed the differences among formal education, informal education, non-formal education and extension in detail.

As you are thus aware that the word ‘extension’ is derived from the Latin roots ‘ex’ - meaning ‘out’ and ‘tensio’ meaning ‘stretching’. Stretching out is the meaning of extension. The word ‘extension’ came to be used originally in the USA in 1914. In other words, the word extension signifies a system of education, service, work or an activity extended beyond formal system of education. Education is an integral part of extension. The basic concept of extension is that it is education. Extension means that type of education that is stretched out to the people in rural and remote areas, and beyond the limits of the educational institutions to which the formal type of education is normally confined.

Extension in India: Origin and Growth

The extension is one of the oldest disciplines in India, since our cultural heritage, traditions, values, and indigenous techno-know-how have been passed on over many centuries and attributed to the enlightened sages/saints, orators, performing artists who extended both knowledge as well as information first orally through the great ‘oral-aural tradition’ and then in written forms from one generation to the next. Many voluntary leaders, social reformers, and missionaries were thus involved in extension work during pre-independence India.

Post-independence Era: The Etawah Project (U.P.) was first initiated as a pilot project in 1945. By 1948 it was put into action initially in 64 villages and later expanded to 97 villages which aimed at intensive work on the rural reconstruction front – development of Panchayats, spread of improved farming methods, and providing educational facilities for village improvement (Albert Mayer, 1948).

S. K. Dey initiated the Nilokheri Experiment in 1948 in Kurukshetra to rehabilitate 7,000 displaced persons from Pakistan and later integrated them with 100 surrounding villages which came up to be rural-cum-urban township (Dey, 1948).

For the overall development of the rural people Community Development Project was initiated on 2 October 1952 and the National Extension Service in 1953. It included multiple programs on agriculture, animal husbandry, irrigation, public health, literacy, education, social problems, and village industries through 98 rural reconstruction and development work.

Over the decades, extension has been evolving and today it has attained the stature of a distinct professional discipline with its own teaching, research, and field (practice) activities. Besides running Under & Postgraduate and Ph.D. programs in Extension, the general Universities and institutes of Higher Education are also addressing a broad spectrum of social problems (adult literacy and education problems at school level). Many short-term courses, extension lectures, and even life-long learning programs are being conducted under its ambit. Extension is a science that is growing at a phenomenal pace improving not only education but also vocations, enterprises, and lives of all of its clients.

Extension thus involves working with all people – men and women, boys and girls – to address their felt needs and wants. Extension as education extends the benefits of advancements in science, technology, etc. for all people in remote and disadvantaged areas requiring facilitation and support

in all matters of their needs, as per their choice and interest. Extension is thus helping a person, a group, a community, a section of society or select people help themselves in fulfilling their needs, which has different dimensions in its practice.

In this Unit, the focus of our discussion will be on extension education services.

17.1 LEARNING OBJECTIVES

After working through this Unit, we expect you to be able to:

- Discuss different dimensions of extension education services;
- Explain significance of extension as third dimension in higher education and as extension education at school level through NIOS and SOSs;
- Appreciate new approaches to extension services in India as Community Social Responsibility of educational institutions as per NEP 2020; and
- Analyse field organisational practices in extension.

17.2 PRACTICAL DIMENSIONS OF EXTENSION

Extension has become an important part of development and a crucial link connecting the research outcomes with institutions and people. Initially extension approach was adopted in India in the field of agriculture (lab-to-land) which has sown the seeds for green revolution and production of large quantity of food grains. This success was subsequently followed by many other departments like Dairy with the end result of white revolution, meaning production of large quantity of milk. Some of the departments have taken it on mission mode to achieve the results fast in a time bound manner by following intensive approach. The success made by other departments gave strength to education sector to follow such an experiment in its own area. Hence, came outreach or extension in education also. The objective of this approach is to take the knowledge on various aspects which are important in the day-to-day life of a common man to his door step so that he becomes aware of and follows in his life for his own functional improvement and lead a life with horizontal and vertical mobility (Goswami, 2020, p.7).

Extension has the following important practical dimensions.

- Extension is an Intervention:* After a thorough diagnosis of the problem or issue at hand, extension is a premeditated, well-planned, programmed, systematically designed intervention to effect a change, e.g. University or institutional Helpline on Women's issues, Blood Donation campaigns, or AIDS awareness campaigns, etc.
- Intervention is affected through Communication:* The tool for inducing change is communication. It is a conscious attempt to give and gain information. Good communication is the essence of good extension work. Extension is therefore a communication intervention also. Communication intervention aims at changing people, not the situations. Communication may be direct face-to-face communication or indirect entailing the use of

mass media; it may be one-way or two-way, written or oral, involving individual, group, or mass methods of communication. Present-day social media like the Internet, What's App, Facebook, Twitter, Snap chat may also be used for effective communication and dissemination of messages.

- iii) *Change is effected voluntarily:* For example, the choice of a particular brand of toothpaste by an individual is purely voluntary. The individual is not forced or coerced into change, e.g. a parent forcing a teenager to take up science after completion of the tenth standard. Strategies like motivation, persuasion, bringing awareness on the issue at hand, and providing information and knowledge to the clients are used to effect voluntary change.
- iv) *Altruistic Orientations the major premise:* Extension is based on the premise of the desire to help the socio-economically disadvantaged. There are no hidden agendas or selfish motives behind affecting change in the client.
- v) *Target Group-centred:* The extension 'client' comprises both the individual and the group which are of heterogeneous type. However, it does not promote any private interests but is aimed at changing and developing the society or the collectives.
- vi) *Technological applications:* Technology involves translation and application of science to industrial and practical use. It entails the use of machines, tools, devices, instruments, innovations, procedures, and techniques to attain specific needs and accomplish tangible ends. The premise rests on the fact that in the advent of innovations, there is a 'gap' between the existing technological knowledge of the client and the available knowledge. The extensionist 'bridges' this knowledge gap. Technological change is a very difficult, time-consuming process but inevitable. The speed of change is variable. For any new technology/innovation to be adopted it has to be:
 - Relatively advantageous – means that the new technology should be superior to the practices being followed by the people.
 - Economically feasible – especially for the clients from low socio-economic groups who may not have the means and resources to invest in more expensive technologies.
 - Socially acceptable – and should not interfere with the social networks, norms and neighbourhood relationships, family structure, roles of members of the society, e.g. women's role in the family or as a homemaker.
 - Culturally compatible – with the existing social and religious values and beliefs of the group.

The "Extensionist" masters the various technologies, educates the clients, and thereby motivates them to use innovations.

- vii) *Research input the basis:* Since the situation and condition of the clients in rural as well as urban settings have to be ameliorated, the need for research into issues and problems crops up. A thorough research is conducted

into areas of deprivation and needs of the client; technology deficits; and subject matter for the development and transfer of suitable technologies and innovation for the extension clients.

- viii) *Professionalism*: Extension as a field has all the qualities to be called a profession since it has a body of specialized knowledge, practitioners with long and formal training, who are performing socially accepted service under the code of ethics which places the interest of clients above most practitioners.

Check Your Progress

Notes: a) Write the answer in the space given below the question.

b) Check your answer with the one given under “Answers to ‘Check Your Progress’ Questions” of this Unit.

1. Mention some of the important practical dimensions of extension.

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17.3 EXTENSION AS THIRD DIMENSION IN HIGHER EDUCATION

Extension connotes helping people help themselves. Extension is teaching people what they want as well as how to work out ways of satisfying these wants ...Extension is bringing about desirable changes in the knowledge, attitudes, and skills of the people (Reddy, 1991). Human behavior is modified by the process of education so that it is closer in agreement with some model or ideal determined by the values of the society (Skinner, et. al.,1961).

As we are aware, when any new technology is introduced, innovation, or invention is made, usually a ‘gap’ is created between the existing technological knowledge of the client and the new body of knowledge. Here comes the role of extension. The Extension Worker helps in ‘bridging’ this knowledge gap. They educate the clients and motivate them to use innovations. Interestingly this ‘plugging in of knowledge’ can be traced back to the very origins of man in the rock paintings of prehistoric times, guiding generations about various species of animals, the art of hunting, rituals performed, and the relation of man with the elements of nature.

17.3.1 Development of Extension in Higher Education

Goswami (2020) nicely sums up the development of extension in higher education. In the formal education system, the word “Extension” was first time used in Britain during mid of the 19th century in the form of “University Extension”. In 1850, the British author William Sewell used it in his report entitled “suggestions for the extension of the university” but the first use of it in a

practical way was done by James Stuart of Trinity College, Cambridge University in 1867-68. He used it to deliver lectures to people at “Women Association and Working Men’s Clubs” of North England. Due to all his efforts in extension, he is known as the “Father of University Extension”. Later, Cambridge University in 1873, London University in 1876 and Oxford University in 1878 developed extension system to work for community development. In the eighth decade of the 19th century, the USA used the word “Extension” as “Extension education” to cater to the problem of migration of its people from rural to urban areas, which had started in the latter half of the 19th century. In 1914, the USA passed the Smith Leaver Act to the integration of cooperative extension service, which organized out of school education. As a result of this, the rural people of the USA were able to bring about developments and progress in farming and housing. Later, these types of education come to be known as “Agricultural Extension Education” (pp.9-10).

In India, the word ‘Extension’ was formally used in agricultural institutions, which was later acknowledged by other higher educational institutes too. India has a rich and diverse history of extension activities for community welfare and awareness. We have a cultural heritage and tradition of sharing knowledge and information from one generation to the other through various modes like folk song, performing art, play, and the great “Oral-Aural Tradition”. Our country had many eminent leaders like Mahatma Gandhi, Gurudev Rabindranath Tagore, and many others who advocated the importance of Extension for the development of society. Similarly, many nongovernmental organizations working in the area of community development have adopted Extension approach to carry out their activities (p.10).

In pre-independent India, the extension efforts were largely local attempts, driven mainly by a few individuals and organizations like “Seva Gram” by Mahatma Gandhi in 1920, “Shree Niketan” by Gurudev Rabindranath Tagore in 1921, “Marthandam Project” by Dr. Spencer Hatch in 1928, “Baroda Village Reconstruction Project” by Dr. B.T. Krishnamachari in 1932, “Indian Village Services” of Dr. W.H. Weiser in 1945, “Firka Development Project” of the Government of Madras in 1946. All these were area-specific approaches and therefore, had a limited impact (p.10).

Immediately after India got independence major focus of the government was to increase agricultural production as well as community development. The Government acknowledged the relevance of Extension services which were funded and delivered by the government organizations. In the First Five year Plan (1951-56) Community Development Programme (1952) and National Extension Service (1953) were committed to provide a number of services in areas like agriculture, literacy, health, animal husbandry and village industries to all sections of society. Later, the Extension approach was shifted from purely agricultural and community development to technological development and area-specific extension activities initiated under various programmes and projects such as Intensive Agricultural District Programme (1960), Intensive Agricultural Area Programme (1964), High Yielding Variety Programme (1966) and Farmers Training Centers (1967). All these initiatives in the area of agriculture brought the Green Revolution in India. The success made in this direction attracted academicians to replicate it in higher education for community development. Hence, Extension was introduced as the third dimension of

higher education giving the same level of importance to Teaching and Research respectively (pp.10-11).

Reaching the Unreached: Extension through Distance Education

Above all, the erstwhile Institutes of Correspondence Courses (ICCs) in conventional Universities since 1960s played crucial role in extending the benefits of higher education to the needy clientele groups. However, establishment of Indira Gandhi National Open University (IGNOU) in 1985 heralded new era by way of extending the higher education services through open and distance learning mode. Subsequently, the ICCs have been renamed as Directorates of Distance Education (DDEs).

Of late, it is important to note that, in addition to involvement of dual mode and single mode Higher Education Institutions in distance education, schooling system has also been playing its significant role in extending the benefits of education the needy school students. National Institute of Open Schooling (NIOS) and State Open Schools (SOSs) in India stand vivid example of extension education in the form of open schooling at school level.

What makes IGNOU and NIOS so special?

Open and distance learning must in no way be considered inferior to the formal system if it is to emerge as a credible alternative. “Quality assurance in the ODLS is not negotiable”. Learning is essentially progressive and open learning is learner-centred, which is considered progressive than the teacher-centred. Both IGNOU and NIOS have done remarkably well in using Information and Communication Technology (ICT). Their online registration for Admission and Examinations bears testimony to this. This is a truly interactive process that enables students to fill up forms online. Similarly, the Online Payment Gateway introduced by both IGNOU and NIOS is a welcome step. The computer units of both IGNOU and NIOS take care of huge students’ data through their effective Database Management System.

Other Salient Features of IGNOU and NIOS: Both IGNOU and NIOS “strive to select the best brains. One faculty member in each subject coordinates the entire program of preparation and evaluation of Self Instructional/Learning Materials (SIMs/SLMs)”. Here, SIM/SLM denotes Self Instructional/Learning Materials. Further, steps have been taken to make the geographic spread of study centres (Learner Support Centres – LSCs) more rational.

In Section 17.4, we will focus our discussion on extension education through NIOS and SOSs.

17.4 EXTENSION EDUCATION THROUGH NIOS AND SOSS

The National Institute of Open Schooling (NIOS), which has emerged as the largest Open Schooling system in the world, has a pivotal role to play in the promotion and development of Open Schooling in the country. However, NIOS alone can’t cater to the needs of all regions of our multi-lingual and multicultural country (India). The Open Schooling system has therefore been strengthened to promote it in all the States of the country to “reach the unreached”. NIOS has,

therefore, been pursuing the State Education Departments to set up State Open Schools (SOSs), as may be required. In this regard, the NIOS has also been providing professional and technical support services to States to set up State Open Schools to cater to the educational requirements of the students.

The National Institute of Open Schooling (NIOS) formerly known as National Open School (NOS) was established in November 1989 as an autonomous organization in pursuance of the National Policy on Education 1986 by the Ministry of Education (MOE), Government of India. NIOS provides several Vocational, Life Enrichment, and community-oriented courses besides General and Academic Courses at the Secondary and Senior Secondary levels. It also offers Elementary level Courses through its Open Basic Education Programmes (OBE). The government of India through a gazette notification vested NIOS with the authority to examine and certify learners registered with it up to pre-degree level courses whether Academic, Technical, or Vocational. NIOS is an autonomous organization registered under the Societies Registration Act (1860). Policies of NIOS are framed through its General Body headed by the Union Minister of Human Resources Development, now renamed the Ministry of Education.

Main Objectives: The NIOS plays a very important role in the National System of Education and it has its distinct characteristics. The main objectives of NIOS are (<https://dsel.education.gov.in/nios>):

- To provide professional advice to the Government of India, and to the States, regarding proper development of Open and Distance Learning System at school level in response to requests from the concerned Government/s or suo moto;
- To develop need-based Academic and Vocational Education Programmes for livelihood and lifelong learning up to pre-degree level;
- To attain excellence in developing quality Open and Distance Curricula and courseware for learners;
- To accredit institutions for developing effective learner support system to facilitate learning up to pre-degree level;
- To strengthen the Open and Distance Learning System through research and development activities; and
- To promote open schooling at national and global level by networking, capacity building, sharing of resources and quality assurance.

Anybody irrespective of caste, creed, and location can seek enrolment in the courses/programs offered by NIOS. Its prioritized target groups are:

- Rural and urban people
- Disadvantaged groups
- Underprivileged sections of society
- Unemployed and partly employed people
- School dropouts

- People with special needs i.e., physically and mentally challenged persons
- Minorities

Programmes and Activities: NIOS carries out six major sets of activities. They are:

- Providing academic education at the Open Basic Education level
- Providing academic education at the Secondary and the Senior Secondary levels
- Teacher Education (D.ED. Programme for the training of untrained elementary teachers as mandated by RTE Act, 2009)
- Vocational Education
- Research and Training
- Learner support services

The Indian Scenario: Post-independent India has witnessed a massive growth in the number of private, aided schools. This is in addition to the primary and secondary schools coming directly under the government system. The aided schools in many states received grants from the government for recurring expenditures etc. This sort of private provision for conventional classroom-based secondary education served a useful purpose for many years but could not help the underprivileged sections of society since its reach was limited. The Commonwealth of Learning (COL) felt that private agencies could take an active interest in providing open schools at scale. The COL has started a dialogue on this issue with the International Finance Corporation (IFC) which is the World Bank's unit for encouraging private sector investment in public goods. Be that as it may, the ever-growing numbers of children in developing countries can't wait for more and more schools to be constructed to get on with their education in the formal system. Even now, the drop-out rates for learners in schools after the primary and secondary stages are quite alarming. If the state governments in India mean business, they must mobilize all resources, especially from the private sector, to make open schooling more accessible and attractive. With international recognition and presence, NIOS provides "access to sustainable and learner-centred quality school education, skill up-gradation and training through open and distance learning organizations, resulting in an inclusive learning society, human resource development, national integration, and global understanding".

The National Consortium for Open Schooling (NCOS) was launched in September 1997, to facilitate better cooperation, coordination, collaboration, and determining standards in the Open and Distance Learning (ODL) system at the school education level in the country. The Secretariat of NCOS is located in NIOS. To meet the educational challenges, the Framework of NCOS has been modified by including its Vision, Mission, Constitution, and Perspective.

The mission and objectives of NIOS find features that are fairly comprehensive and ambitious. For example, NIOS provides a dynamic flexible system of open

schooling for developing a knowledge society, acts as a national resource centre, develops a professional support network using current technologies, and imparts need-based vocational education for making the students entrepreneurs and not simply job seekers. In addition, NIOS strives to the promotion of open schooling at the national and global levels through advocacy and consultancy programs. Capacity building of 12 open schooling functionaries by way of training and attachment programs is also envisaged. NIOS has adopted the spirit of open and distance learning and its new paradigm, namely from teacher-centred to learner-centred, from the teacher as an instructor to the teacher as facilitator, from oral instruction to technology-aided instruction, from fixed time to any time learning, from education as a one-time activity to education as a lifelong activity. NIOS offers the following courses:

- 1) Open Basic Education (OBE) for children up to 14 years of age, adolescents, and adults at A, B, and C levels that are equivalent to Class III, V, and VII of the formal school system.
- 2) Secondary Education Course, Class X.
- 3) Senior Secondary Education Course, class XII. A Study of the Development of the State Open Schools (SOSs) in India Commonwealth of Learning CC BY SA 2011.
- 4) Vocational Education Programmes.
- 5) Life Enrichment Programmes.

17.5 NEW APPROACHES TO EXTENSION SERVICES IN INDIA AS COMMUNITY SOCIAL RESPONSIBILITY OF EDUCATIONAL INSTITUTIONS AS PER NEP 2020

The global education development agenda reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015, seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning among all so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved effectively.

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country’s rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

17.5.1 India's Current Approach

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education to higher education. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country.

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy (i.e. NEP 2020). A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Principles of NEP 2020: A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;
- Flexibility, so that learners can choose their learning trajectories and programs, and thereby choose their paths in life according to their talents and interests;
- Multidisciplinary and holistic education across the sciences, social arts, humanities, and sports for a multidisciplinary world to ensure the unity and integrity of all knowledge.

The Vision of this Policy: This Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instil among the learners a deep-rooted

pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

The world is undergoing rapid changes in the knowledge landscape. With the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for skilled labour, particularly involving mathematics, computer science, and data science, in conjunction with multi-disciplinary abilities across the sciences, social sciences, and humanities, will be in rapidly increasing demand.

Indeed, with the quickly changing employment and global ecosystem, it is becoming increasingly important that children not only learn but learn how to learn. Education must thus, move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multi-disciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.

The aim must be for India to have an education system that ensures equitable access to the highest-quality education for all learners regardless of social and economic background. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education while remaining consistent with India's traditions and value systems.

The rich heritage of ancient Indian knowledge has been a guiding light for this Policy. The aim of education in ancient India was not just the acquisition of knowledge, as preparation for life in this world or life beyond schooling, but for complete realization and liberation of the self.

The teacher and the teacher's condition must and will be at the centre of these changes. The new education policy must help reinstate teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their jobs as effectively as possible.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with a particular focus on historically marginalized, disadvantaged, and under-represented groups. Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion, and equality.

These elements must, of course, be incorporated in an Indian manner and style, taking into account the local and global needs of the country, and with respect for and deference to its rich diversity and culture. An instilling of knowledge of all of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration – and thus, consequently, its continued progress and ascent.

17.5.2 Community Social Responsibility of Educational Institutions

Corporate Social Responsibility (CSR) refers to a company's commitment to operate ethically and contribute positively to society beyond its core business operations and legal requirements. It involves integrating social, environmental, and ethical concerns into the company's mission and values. The essence of CSR lies in businesses proactively managing their impact on various stakeholders, including customers, employees, communities, and the environment, while striving for sustainable development. Key aspects of CSR include philanthropy, environmental sustainability, ethical business practices, community engagement, and promoting social well-being. Adopting CSR practices demonstrates a company's commitment to acting responsibly and making a positive difference in the world.

Community Social Responsibility (CSR) of educational institutions refers to their commitment and actions towards contributing positively to the communities they serve. Here are some key aspects and examples of CSR activities that educational institutions can engage in.

1. Community Engagement Programmes:
 - Organizing outreach programs such as health camps, literacy campaigns, and community service projects involving students, faculty, and staff.
 - Encouraging students and staff to volunteer their time and skills for community development activities.
 - Establishing partnerships with local NGOs, government agencies, and community organizations to address local issues.
2. Educational Initiatives:
 - Offering skill development workshops, vocational training, and continuing education programs to community members.
 - Providing adult literacy classes and non-formal education programs for underprivileged adults in the community.
 - Providing scholarships, grants, and financial aid to deserving students from marginalized backgrounds in the community.
3. Environmental Sustainability:
 - Implementing environmental sustainability practices within the institution (e.g., recycling programs, energy conservation, and water management).
 - Organizing awareness campaigns and workshops on environmental conservation and sustainable living for the community.
4. Health and Well-being:
 - Partnering with healthcare providers to offer health check-ups, vaccinations, and health awareness programs to the community.

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Practices**

- Providing counselling services and workshops on mental health and well-being for students, staff, and community members.
5. Cultural and Social Development:
- Hosting cultural festivals, art exhibitions, and performances that celebrate diversity and promote cultural understanding within the community.
 - Providing sports facilities and organizing sports events that engage community members of all ages.
6. Technology and Innovation:
- Offering computer literacy programs and access to digital resources for community members, especially in rural and underserved areas.
 - Establishing innovation hubs or maker spaces that foster creativity and entrepreneurial skills among community youth.
7. Ethical Practices and Governance:
- Maintaining transparency in financial transactions and governance practices.
 - Incorporating ethical values and principles into the curriculum to promote responsible citizenship and social justice.
8. Disaster Relief and Emergency Response:
- Developing and implementing disaster preparedness and response plans in collaboration with local authorities.
 - Providing immediate relief and support to communities affected by natural disasters and emergencies.

These initiatives foster a sense of civic responsibility among students and cultivate a culture of compassion, empathy, and global citizenship within the institution and beyond.

Check Your Progress

Notes: a) Write the answer in the space given below the question.

b) Check your answer with the one given under “Answers to ‘Check Your Progress’ Questions” of this Unit.

2. What are the new approaches to extension services in India under the Community Social Responsibility (CSR) framework of educational institutions as per NEP 2020?

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17.6 FIELD ORGANISATIONAL PRACTICES IN EXTENSION: IMPORTANT ASPECTS

Field organisational practices in extension require thorough consideration by all educational institutions of different methods, principles, assumptions and aspects of extension programme planning vis-à-vis organisation of field practices in extension by them. In this regard, it is worth to refresh your learning by revisiting: i) “Block-1 Introduction to Extension Education and Development” of this course (i.e. MAE-004 Extension Education and Development) particularly ‘Unit 1 Extension Education: Concept, Principles, Philosophy and Approaches’, and ‘Unit 3 Extension Methods and Media’ under it; and ii) “Block-4 Extension and Development: Planning, Management and Evaluation”. In this context, they need to give special emphasis on the following, among other things.

17.6.1 Extension Methods and Approaches

As you are aware, based on your previous learning from this course (See Units 1 and 3 of Block 1), there are several methods and approaches for extension work. However, the following deserve special consideration:

- The individual/household approach;
- The group approach – meetings, field days, demonstrations, support to groups;
- The institution/school-based approach;
- Mass extension methods; and
- Effective utilisation of resources available for extension.

Further, a combination of extension methods is more effective than just confining to one method. In an area where tenure is communal or land management is based on communal efforts, a group approach is likely to be more effective than an individual approach. Meetings, field days, and approaches to schools and other relevant institutions may also be good options. In communities where group work is common, and groups have already been organized for various tasks, a group approach may also be more feasible than an individual approach.

Extension work can also be carried out at meetings, either organized specifically to discuss agro-forestry issues or by making use of meetings that were already organized for some other purpose but where some discussion on agro-forestry can be accommodated. Meetings are effective venues for receiving information from the community, discussing issues of communal or individual interest, and spreading new ideas.

Field days and demonstrations are best organized on individual farms. There are two kinds of demonstration: result demonstrations and method demonstrations. Result demonstrations show farmers the results of a practice that has been in use for some time and are intended to arouse the farmer’s interest in the practice. They can also be used to compare older practices or techniques with new ones. Method demonstrations show farmers how a particular activity or task is carried out, e.g. how to plant a tree.

17.6.2 Extension Programme Planning and Evaluation

In “Block-4 Extension and Development: Planning, Management and Evaluation” we dealt in detail about ‘Planning and Developing Extension Programme’ (See Unit 13). Nevertheless, in order to sharpen our understanding of the extension program planning process in the context of extension education services, we need to revisit them for serious consideration as follows.

A) Assumptions on Extension Planning: The concept of extension planning is based on several assumptions. Boyle (1965) has listed the following assumptions in this regard:

- Planning change is a necessary prerequisite for effective social progress of individuals and communities.
- The most desirable change is properly determined and democratically achieved.
- Extension education programs, if properly planned and implemented, can make a significant contribution to planned change.
- It is possible to select, organize, and administer a program that can make potential contribution to the social and economic progress of people.
- People and communities need the guidance, leadership, and help of extension educators to solve their problems in a planned and systematic way.

B) Principles of program planning: After a critical analysis of the program planning principles available in extension literature, Sandhu (1965) identified a set of principles that may be applicable in developing countries. The wording and sequence of these principles have been purposely kept the same as given by Kelsey and Hearne (1949) so far as possible, in order to maintain uniformity and to avoid further confusion and are presented as follows:

- a) ***Principle of analysis of the facts in a situation:*** It is important to take into account the conditions that exist at a particular point of time. This implies that factors such as land, crops, economic trends, social structure, economic status of the people, their habits, traditions, and culture— rather everything about the area in which the job is to be done and its people – may be considered while planning an extension program for an area. These factors may be viewed in terms of established long-term objectives and relevant policies.
- b) ***Principle of selection of problems based on people’s interests and needs:*** Sound program building selects problems based on people’s needs. It is necessary to select pressing problems of widest concern. The choice of problems must be from among those highlighted by an analysis of the facts regarding what is felt as unfelt needs. To be effective, extension work must begin with the interests of the families. It must meet interests and use them as a springboard for developing further interests.

- c) ***Principle of permanence with flexibility:*** Any good program must be forward-looking and permanent. Permanence means anticipating years of related and well-organized effort. Without flexibility, the program may not meet the needs of the people. A program should be prepared well in advance of its execution but not too far ahead of time. Ordinary events may subject it to change in part though not in total and experience has shown that particular items will need to be changed to meet unforeseen contingencies or emergencies.
- d) ***Principle of emphasis on balance of interests:*** A good program should cover the majority of people's important interests. It must be comprehensive enough to embrace all groups, creeds, and races at all levels and community, block, state, national, and international problems. It is futile to deal with only one phase of life in a community as an end in itself.
- e) ***Principle of definite plan of work:*** No matter how well a program is thought through, it is of no use unless carried out. This implies good organization and careful planning for action. A plan of work is an outline of a procedure so arranged as to enable efficient execution of the entire program. It is the answer to what, where, when, and how the job will be done. In carrying out program plans, different leaders and groups may work on various phases, i.e., the women in the community may work on one segment, the men on a second segment, and youth club members on a third, and so on. Organization should be used as a tool to accomplish these purposes, never as an end in itself.
- f) ***Principle of educational process:*** The people who do the planning may participate in local surveys and neighbourhood observations. This provides an opportunity for them to learn more about their community and area and increases their interest. The extension worker has the responsibility of providing local leaders with the knowledge, skills, and attitudes they must have if they are to help in educationally serving the people. Essentially, learning takes place through the experiences the learner has and the responses he makes to the stimuli of his environment.
- g) ***Principle of continuous process:*** Since program planning is viewed as an educational process and since education is seen as a continuous process, therefore it logically holds that extension program planning is a continuous process. There is no question of exhausting new knowledge, either in the subject matter with which we deal or in the methods of teaching. With the constant flux of agricultural technology, extension education is faced with an increasingly more difficult job as it tries to serve the needs and interests of the people. For sustained progress, it is essential to close the gap between research discovery and practical application. Tomorrow's problem will not be the same as today. So extension must make periodic adjustments in its plans to meet the changing problems. Extension must also be alert to the change that is going on in the field of Science and Technology.

- h) Principle of coordinating a process:** Extension program planning coordinates the efforts of all interested leaders, groups, and agencies and considers the use of resources. It obtains the interest and cooperation of many people by showing them why things need to be done. This is important in working with and for people.
- i) Principle of involvement of local people and their institutions:** The involvement of local people and their institutions is very essential for the success of any program aimed at their development. People become interested and give better support to the program when they are involved in the planning process.
- j) Principle of provision for evaluation of results:** Since extension program planning involves decision-making procedures, evaluation of results is very important to make valued and intelligent decisions aimed at achieving the stated objectives.

C) Rationale of programme planning

Rationale of programme planning can be considered from the following points.

- 1. Progress requires a design:** Effective education is a result of design, not drifts; it results from a plan– not from trial and error. The experience of workers in education and other educational agencies has been that progress is made most effectively when a plan of action is set forth and followed.
- 2. Planning gives direction:** There are no tests for directing the people's learning in extension. This argues the difficulty of designing a plan and underscores the fact that planning is one of the most important jobs of extension workers.

For example, in planning or constructing a course of study, its coordinator and/or the teachers involved in it should be guided by five major factors:

- (a) The purpose of offering the course, its aims;
- (b) The characteristics and needs of those who are to take the course; the target group or clientele;
- (c) The educational environment of these persons; the background or the context;
- (d) The sources of information available; and
- (e) The requirements or demands of the vocation or other uses to which the learning is to be put.

These factors apply to the development of extension programs as well as to the curriculum of the public schools involved in the programs. The factors that apply to the study of a situation will be considered more closely a little later.

- 3. Effective learning requires a plan:** There must be consciously directed efforts on the part of the programme designer and the teachers to give guidance to the learning process. The direction of this guidance and teaching

effort can best be stated in terms of objectives. They must be developed by involving the people to be taught and must be capable of attainment by and with the people concerned.

D) Aspects of extension program planning process

The following aspects of extension program planning require serious consideration while involved into it.

- a) ***Its planning happens at different levels:*** Program planning as a dynamic process occurs at different levels – national (strategic plans), state (long-term and annual plans of work), and block (localised or locale-specific).

Planning at the block level takes place when:

- The long-time plan or projected plan is being developed;
- The schematic budget is being planned;
- The annual plan of work is being developed;
- Detailed plans for individual learning experiences are developed with a major project.

Planning is a decision-making process and so is extension program planning. In extension program planning, scientific facts are put to value judgments of the people through the implementation of a rational planning model to decide on a program that will be carried out through the extension teaching activities.

- b) ***It requires advanced thinking:*** If we could know ‘where we are’ and ‘where we are to go’ we could better judge ‘what to do’ and ‘how to do’. This statement lies at the heart of the nature of planning. The planning does not take place in a vacuum or automatically. It has to be made to happen. The most basic fact giving rise to planning is that effective rural development results from choice, not from chance; it results from design, not from drift. Good extension program planning is an intellectual activity since it usually involves the study and use of facts and principles.

- c) ***It requires skill and ability on the part of planners:*** Planning effective extension education programs requires several high-level professional skills. Needed abilities include understanding and skills in the following broad areas:

- Understanding the nature and role of extension education organization.
- Knowledge and understanding of the technology related to the subject with which the program is concerned.
- Ability to clarify the objectives of a program and their usefulness in guiding its execution.
- Skill at seeing the relationship between principles and practice.
- Skill at inquiry and human relationships.

- d) ***Its activities are built around content:*** A program regarding any extension activity can only be built based on content. Without some express purpose, there can be no planning. Extension program planning is built around available technology, the people, their resources, problems, needs, and interests.
- e) ***It involves social action:*** Extension program planning involves interaction among the social groups and particularly if the decisions so taken in the form of a program affect them or others, as the case may be. Interaction assumes some type of communication between two or more groups of people in the planning process. So when the extension staff involving specialists and people's representatives decides on the program content for extension teaching it involves social planning.
- f) ***It involves collaborative effort:*** Extension program planning is a collaborative effort involving the identification, assessment, and evaluation of needs, problems, resources, priorities, and solutions.
- g) ***It is both systemic and systematic:*** Extension program planning is both systemic and systematic in its nature as its procedures and processes are interrelated, ordered, and linked progressively to form a collective whole. It includes several sub-processes, such as planning, designing, implementing, evaluation, etc. and also systems at different levels.
- h) ***Its end product is an extension program:*** The first consideration for anyone concerned with a process or set of procedures for planning is to identify the primary purpose of the planning process. Many have suggested that the purpose of planning is to educate those who participate. According to Vanderberg (1965), 'the primary purpose of any planning, first and foremost, is that of developing a sound, defensible and progressive course of action or plan'.

E) Monitoring and Evaluation of Extension Programme

Here, we need to revisit "Unit 16 Monitoring and Evaluation in Extension and Development" of Block 4 of this course. We can realize that the same methods and techniques can be suitably adapted by the educational institutions in the context of extension education programme monitoring and evaluation at different levels.

Thus, we can clearly understand that due consideration of the above discussed aspects will help in promoting effective field organisational practices in extension education services.

Check Your Progress

Notes: a) Write the answer in the space given below the question.

b) Check your answer with the one given under "Answers to 'Check Your Progress' Questions" of this Unit.

3. What are the key aspects of field organizational practices in extension?

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17.7 LET US SUM UP

The concept of extension as a third dimension in higher education signifies its evolution beyond traditional roles of teaching and research to actively engage with communities and address societal challenges. Historically, extension in higher education has developed as universities and colleges recognized their role in contributing to community development, promoting lifelong learning, and fostering civic responsibility among students and faculty. This extension approach involves applying academic knowledge and expertise to real-world issues, collaborating with external stakeholders, and enhancing the relevance and impact of higher education institutions in society.

Extension education through entities like the National Institute of Open Schooling (NIOS) and State Open Schools (SOSs) play a crucial role in reaching diverse learners, including those unable to access traditional schooling. These platforms offer flexible learning opportunities, vocational education, and skill development programs that cater to the educational needs of learners across different age groups and backgrounds. Moreover, new approaches to extension services in India, as outlined in the National Education Policy (NEP) 2020, emphasize the Community Social Responsibility (CSR) of educational institutions. This entails integrating sustainable practices, promoting inclusive education, and engaging in partnerships with local communities to address socio-economic challenges effectively.

Field organizational practices in extension focus on employing participatory methods, community-based research, and interactive workshops to engage stakeholders and address local needs. Effective program planning and evaluation are integral, involving needs assessments, goal setting, curriculum development, and systematic evaluation frameworks to measure outcomes and ensure program effectiveness. These practices underscore the importance of capacity building, innovation, and ethical practices in fostering meaningful community engagement and advancing educational objectives within higher education institutions.

17.8 ANSWERS TO ‘CHECK YOUR PROGRESS’ QUESTIONS

- 1) Following are important dimensions of extension.
 - i) Extension is an Intervention
 - ii) Intervention is affected through communication
 - iii) Change is effected voluntarily
 - iv) Altruistic orientations, the major premise

- v) Target group-centred
 - vi) Technological applications
 - vii) Research input the basis
 - viii) Professionalism
- 2) Under NEP 2020, Indian educational institutions are encouraged to adopt new approaches to extension services aligned with Community Social Responsibility (CSR). These include:
- i. *Sustainability Initiatives*: Implementing eco-friendly practices, promoting environmental awareness, and sustainable development.
 - ii. *Inclusive Education*: Ensuring equitable access to education for marginalized groups, promoting diversity, and inclusion.
 - iii. *Partnerships and Collaboration*: Establishing partnerships with local communities, NGOs, and businesses to address societal needs collectively.
 - iv. *Ethical Practices*: Integrating ethical values and social justice principles into educational practices and institutional governance.
- 3) Field organizational practices in extension encompass various aspects essential for effective program delivery and community engagement:
- i. *Methods and Approaches*: Utilizing participatory methods, community-based research, and interactive workshops to engage stakeholders.
 - ii. *Program Planning*: Conducting needs assessments, setting clear objectives, developing curriculum and activities tailored to community needs.
 - iii. *Evaluation and Impact Assessment*: Implementing systematic evaluation frameworks to measure program outcomes, assess impact, and guide future initiatives.
 - iv. *Capacity Development*: Building the capacity of educators and community members through training, skill development, and knowledge exchange.
 - v. *Adaptation and Innovation*: Adapting programs to local contexts, fostering innovation in educational practices, and promoting continuous improvement based on feedback and evaluation results.

17.9 REFERENCES AND SUGGESTED READINGS

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17.10 UNIT-END EXERCISES

In your own interest, you may prepare the answers to the following questions which may be useful as a part of your preparation for your term-end examinations.

1. How has extension evolved as a third dimension in higher education, and what are its key objectives?
2. What are the historical milestones in the development of extension in higher education, and how has it transformed over time?
3. What role does NIOS and SOSs play in extending education to diverse learners, and how do they cater to the educational needs of marginalized groups?
4. What are the new approaches to extension services adopted by educational institutions in India under the Community Social Responsibility framework of NEP 2020?
5. How does India's current approach to extension services reflect its commitment to community social responsibility, as outlined in NEP 2020?
6. What are the key aspects of field organizational practices in extension related to methods, approaches, program planning, and evaluation?

17.11 UNIT-END ACTIVITY

If you like to further enhance your interest, you may attempt to perform the following activity.

- 1) Make an attempt to organise a 'Community Health and Wellness Campaign' with an objective to promote health awareness and wellness practices among residents of a rural community of your choice.

Some tips:

- a) Conduct a needs assessment through surveys and interviews with community members and local health officials to identify the primary health concerns and challenges faced by the community; and
- b) Form partnerships with local clinics, hospitals, and other health organizations as well as all local health providers to develop an effective health promotion strategy. Also involve relevant educational institutions and others as a part of collaborative efforts to address the collective health and wellness concerns.

UNIT-18 EXTENSION EDUCATION STRATEGIES

Structure

- 18.0 Introduction
- 18.1 Learning Objectives
- 18.2 Different Target Groups of Extension
- 18.3 Extension Education Strategies
 - 18.3.1 Extension Education Strategy: Key Aspects/Considerations
 - 18.3.2 Models-based Strategies of Extension
 - 18.3.3 Strategies-based on Approaches to Extension Education
- 18.4 Opportunities for Lifelong Learning through Extension
- 18.5 Let Us Sum Up
- 18.6 Answers to ‘Check Your Progress’ Questions
- 18.7 References and Suggested Readings
- 18.8 Unit-End Exercises
- 18.9 Unit-End Activities

18.0 INTRODUCTION

In Unit-1 titled ‘Extension Education: Concept, Principles, Philosophy and Approaches’ of Block-1 of this Course (MAE-004) you have been acquainted with the concept of extension education (See Sub-Section 1.2.1), three components of Extension viz. Extension Education, Extension Service and Extension Work (See sub-sub-section 1.2.2.2), and three Approaches to Extension Education, viz. Systems approach, General-Clientele approach, and Selected-Clientele approach (See Section 1.4). In Unit-3 of Block-1 itself, you studied about ‘Extension Methods and Media’. Further, in Unit-6 under Block-2 of this course, you have learnt about ‘Evolution of Extension Models’. It highlights different models of extension namely first-line extension model, conventional top-down or bureaucratic model, universities extension model, community model or community-driven model and integrated model i.e. public-private partnership model with due emphasis on different aspects of these models. Thus, you are well aware of the concepts of extension education, approaches, methods and models of extension.

In this Unit (i.e. Unit-18), we will focus our discussion on extension education strategies and various opportunities that are available for Lifelong Learning through Extension. In the present day complex society, every human problem is being tackled through mass communication, public relations, psychology, sociology, scientific and technical applications. Thus, extension education covers all these areas of knowledge and many more which gives an

inherent incentive to the people for new values, attitudes and scientific skills that they acquire and apply for their own benefit.

The Government, non-government organizations and educational institutions are functioning as the centers of generation, preservation and transmission of knowledge. They perform an important role in the development of human resources specially providing manpower through extension education programmes for the overall development of the nation. Of them, the universities/ colleges through their Extension Education Departments design and deliver appropriate programmes for the disadvantaged communities in rural and remote areas, besides the enrolled students. They can also contribute effectively through their various departments by optimally involving their teachers and students in the community service projects. The purpose of this unit is to explain about the different strategies for organizing extension and field-outreach activities and discuss various opportunities available for lifelong learning through extension.

18.1 LEARNING OBJECTIVES

After going through this Unit, we expect you to be able to:

- Identify different target groups of extension;
- Develop an understanding of extension works needed for different target groups;
- Examine the relevance of diverse extension education strategies; and
- Discuss various opportunities available for lifelong learning through extension.

18.2 DIFFERENT TARGET GROUPS OF EXTENSION

In contrast to the general population, a target group is comprised of people who can take some explicit action to help to solve an identified problem to be addressed by an Extension program. Additionally, a target group is, sometimes, the people who are affected most by that problem. At first glance, the questions are of whom to deliver your Extension program to and what information to be shared. However, by making sure that you are delivering the right message to the right people you determine how successful you will be at addressing a problem through your planned extension program. When planning a program, an Extension professional conducts a needs assessment and links it with their target audience (Boone, et al., 2002). Theories of communication inform us that information spreads more quickly and new behaviors are adopted more readily in groups in which people are very similar (Rogers, 2003).

It is important to recognize that potential and current Extension clientele comprises of diverse people, who may be differentiated into smaller groups that allow for more meaningful and impactful programming. These smaller groups should ideally share similarities pertaining to the problem you are working to solve. Once you identify the needs your program will address, your responsibility is to identify who needs to play a part in reaching your goals.

Not everyone will be in a position to act on a particular problem, and resources are not typically so abundant that Extension organizations can afford to reach everyone in a given location. A target group:

- is some part of the population that has the opportunity to take some action or otherwise is able to influence the problem you are working to solve;
- is the group of people whose needs you are trying to meet;
- is possibly, but not always, the people most affected by the problem;
- can change over time and with the evolution of a program, and should be revisited regularly.

Some examples of target groups within specific extension focus areas include:

- Small farmers who grow a particular crop (Agriculture);
- Youth in the ages 15–24 years (Education and Leadership);
- Working adult population with disability (Support systems); and
- Commercial landscape professionals in the country (Horticulture).

The major target groups of Adult, Continuing Education and Extension suggested by the UGC (2002) under Tenth Plan period were the groups, who are students in the colleges and university system; who have passed out of the university system and need to return for up-gradation or for the acquisition of new skills (these groups could be from industry and services); who are already in service or the under-employed or the unemployed who need to enhance their employability; who would normally not be entrants into the university system; Women, SC/ST, disadvantaged groups, street children, bonded labour, child workers, etc.; the Neo-literates, Continuing Education learners, Out of school youth, and the Senior Citizens.

Check Your Progress

Notes: a) Write the answer in the space given below the question.

b) Check your answer with the one given under “Answers to ‘Check Your Progress’ Questions” of this Unit.

1. Who are the target groups of extension education programme?

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18.3 EXTENSION EDUCATION STRATEGIES

In view of Unit-1 of Block-1, Unit-3 of Block-1 and Unit-6 of Block-2 that you studied, you are well aware of approaches, methods and models of extension.

As stated elsewhere above, Unit-6 under Block-2 of this course focused on 'Evolution of Extension Models'. In this section (18.3), we will deal with extension education strategies.

18.3.1 Extension Education Strategy: Key Aspects/ Considerations

Extension education is a system of educational outreach and delivery that provides learning opportunities to people who are not enrolled in an institutionalized programme nor do they attend any institution on regular basis. Extension educators design their programs around the specific needs of their target groups or the communities and work with local partners to deliver the programmes. They need to formulate a strategy or strategies to achieve the set objectives or goals.

*An extension education strategy is a design for bringing education through extension to the concerned or identified target group(s) or communities. It includes all the choices you make about extension of education – whom do you want to reach, where you go, when you get there, what you will do, what you need to take with you, how you will prepare for the conditions you will meet, how you will adapt/adopt and so on along the way. All the choices you make form part of the strategy you design to accomplish the goals. An extension education strategy is that which provides for effective and flexible use of different models, approaches and methods in way(s) appropriate to achieve the set objectives for the clientele or target groups. Thus, the extension education strategy is 'a plan of action items for achieving goals and encompasses the direction and scope of an organization/ institution over the long term', while the approach determines 'action item(s) in dealing with complication' and the method sets 'a way of doing things in a specific or orderly manner for achieving goals'. According to Axinn (1988), 'extension approach' is defined as a style of action, embodying the philosophy of an extension system, which determines the direction, and nature/style of the various aspects of that system, such as its structure, leadership, program, methods and techniques, resources, and linkages. It consists of a series of procedures for planning, organizing and managing the extension institution as well as for implementing practical extension work by staff. An extension education strategy is thus a mix of *approaches* that deal with general philosophies of extension education, and methods that deal with more practical nuts and bolts.*

In sub-section 18.3.2 below, we focus our discussion on models-based strategies of extension education.

18.3.2 Models-based Strategies of Extension

As discussed under sub-sub-section 1.2.2.2 of Unit-1 of Block-1, there are three components of Extension viz. Extension Education, Extension Service and Extension Work. Extension models show 'how the program is structured and organized' at the local level to achieve the 'set of objectives' (Seevers and Graham, 2012). Here, we will focus on models-based extension strategies. We must aware that no one model of extension is appropriate for all target groups. Each model has its relevance to specific target group(s). However, it is always a combination of models of extension that serves as an effective strategy to meet

the needs of diverse target groups. Towards this end, it is essential to understand different models of extension. Some of these extension models are: i) Extension Education Models; ii) Extension Service - Transfer of Technology Models; and iii) Extension Program Planning Models for carrying out the extension work.

A) Extension Education Models-based Strategy: This strategy can be better understood if we understand the models of extension education. There are three models which provide us broader understanding of extension education. These are: 1) Ohio Model of Extension Education, 2) MMSAEEC Model, and 3) Anderson's Online Learning Model. Let us discuss these models hereunder.

1. ***Ohio Model of Extension Education:*** This model was developed by Scott, et. al. in 2006 at Ohio University, Columbus. They focused on providing overall background and knowledge necessary for successful future in extension or extension related courses. Ten core competencies viz., 1) Extension knowledge, leadership, and management, 2) Technology, 3) Communications, 4) Program planning, implementation, and evaluation, 5) Applied research, 6) Diversity and pluralism, 7) Marketing and public relations, 8) Theories of human development and learning, 9) Risk management and 10) Community development process and diffusion were identified based on the research literature and the essential skills required for employment by state Extension organizations.
2. ***MMSAEEC (Memorial Middle School Agricultural Extension and Education Centre) Model:*** This model was developed by Peter and Brenda (2010) of Mexico State University, which provides youth engagement-learning opportunities through project-based learning. This project ran from 2010-2015. More than 10,000 youth benefited from this model. MMSAEEC seeks to deliver programs high in content, context, and engagement. Content is influenced by Science, Technology, Engineering, and Mathematics (STEM) curriculum and cross-curricular teaching opportunities with teachers through the core disciplines. Context is guided by the mission of the center to deliver programs in agriculture and natural resources, specifically agro-ecology, ecological monitoring, and restoration, and emerging issues in agriculture and natural resources. Content and context are enhanced through the engagement of students using a traditional classroom setting, labs, a greenhouse, the campus landscape, and educational sites located in the diverse Rocky Mountain/Great Plain acetone. The MMSAEEC model adheres to the Extension philosophy of practicing scholarship, engagement, and becoming more productively involved in community and mission of providing useful and practical information relating to agriculture.
3. ***Anderson's Online Learning Model:*** Anderson (2011) stated that 'Online learning as a subset of distance education has always been concerned with provision of access to educational experience that is, at least more flexible in time and in space as campus-based education'. The two major human actors, learners and teachers, and their interactions are with each other and with the content. Learners

can, of course, interact directly with content that they find in multiple formats, and especially on the Web; however, many choose to have their learning sequenced, directed, and evaluated with the assistance of a teacher. This interaction can take place within a community of inquiry, using a variety of Net-based synchronous and asynchronous activities.

Though these models of extension education are independent and have their significance in the given contexts, they can be effectively combined to evolve appropriate strategy/strategies of extension education to cover diverse categories of target groups in different contexts.

B) Extension Service and Transfer of Technology Models-based Strategy:

While extension education is one type of extension, extension service including technology transfer is another type of extension. Extension service covers the areas like health, agriculture, family welfare, etc., where as the technology transfer plays a crucial role in extending the above services effectively. Transfer of technology is the process of transferring technology from the person or organization that owns or holds to other person or organization. Under these, we have: 1) Top-down Technology Transfer Model, 2) The Feedback Technology Transfer Model, 3) Farmer-back-to-Farmer Model, 4) Farmer-First-Farmer-Last (FFFL) Model, 5) Beyond Farmer First (BFF) Model and 6) Agriflection: A Learning Model for Agricultural Extension.

1. ***Top-down Technology Transfer Model:*** Technology transfer is a one-way process where technologies developed by scientists are passed on to extension services to be transferred to the users. The weakness of this model is that it does not involve farmers in identifying the constraints and adapting the research to local conditions. This model has failed in areas where the farming system is complex.
2. ***The Feedback Technology Transfer Model:*** The feedback model is an attempt to overcome the weaknesses of the top-down model. In this model the response of users to the new technology is gathered. However, this feedback is considered to be weak as the users remain passive recipients of technology and the feedback function solely rests with the extension service. An improved version of this model is the modified feedback technology transfer model, in which importance is given to identification of farmer target groups in the recommendation domain.
3. ***Farmer-Back-to-Farmer Model:*** The farmer-back-to-farmer model is designed to improve two-way communication. In this model, farmers and extension personnel are actively involved in the research process. It is based on the assumption that in FSR/E (i.e. Farming Systems Research/Extension) research must begin and end with the farmer. The model involves: diagnosis to define problems; interdisciplinary team research to develop potential solutions; on-farm and experiment station testing and adaptation of proposed solutions to farmer's conditions, and farmer evaluation; and adaptation of the technology and monitoring of its adoption. The degree of farmer participation and

integration between on-station and on-farm research is high in this model compared with the modified feedback model.

4. ***Farmer-First-Farmer-Last (FFFL) Model:*** It was proposed by Chambers and Ghildyal (1985). Research problems and priorities are identified by the needs and opportunities of farm families rather than by the professional preferences of the scientist. This model generates varieties of choices to enable farmers to vary, and diversify their farming system. This is said to be based on the principle that greater attention needs to be paid to on-farm conditions and that farmers need to play a more active role in agricultural experimentation.
5. ***Beyond Farmer First (BFF) Model:*** This model was proposed by Scones and Thompson (1994). It points to where the farmer-first approach lacks certain analytical depth and presents more radical programme that incorporates socio-politically differentiated views of development. The model highlights gender, ethnicity, class, age and relation having important implications for research and extension practice. It emphasizes that different types of local and non-local people hold many divergent, sometimes conflicting, interests and goals, as well as differential access to vital resources.
6. ***Agriflection: A Learning Model for Agricultural Extension:*** The Agriflection model (Steven Worth, 2006) proposes that farmers should be engaged in genuine partnerships with researchers, extension workers, funders and policy-makers for the purpose of learning. The first learning is about what farmers do, why they do it, and how they can make their current farming systems more profitable and sustainable. In following this approach, farmers are full partners in research and innovation that can create technologies (including hard technologies, methods and processes) that can directly impact on the profitability and sustainability of participating farmers. This frames a prosperity pathway and, by engaging with learning, a farmer begins to travel the pathway.

We can clearly notice that some of these models are improved over the other models, some other models are more innovative and collaborative, among others, in their nature. While conceptualizing a strategy for extension service or technology transfer by combining these models, it is essential to keep their relevance and relative merits in mind.

- C. **Extension Program Planning Models-based Strategy:** EPP Models help in most efficient return on investment of public funds for accountability purposes and encourage greater efficiency in providing solutions to client problems and allow extension personnel a greater range for flexibility and adaptability. These models are used for carrying out the extension work.

1. ***The Contingency-Based Program Planning Model (CBPP):*** The CBPP Model describes how the planner carries out their mission. This model suggests that the program developer can carry out their task in one of three ways or approaches viz., a) Directive, b) Non-Directive, and c) Collaborative.

- a) *Directive Approach:* The directive approach places the major burden of implementation on the planner. The planner makes decisions for the target group in this approach. This approach is often used when time and funding are limited and there is an urgency to implement a new program. There is little place for committees or group process in this approach.
 - b) *Non-directive Approach:* In the non-directive approach, the participants in the new program (often learners) take on a large part of the responsibility for the program implementation. They discern the learning need and develop their own goals and objectives. There are a number of popular models of the non-directive approach. They are: i) Action learning, ii) Problem-based learning, iii) Goal-based scenarios, and iv) Self-directed learning.
 - c) *Collaborative Approach:* This approach calls for considerable participation on the part of the participants or all the stakeholders. The new program becomes a 'joint venture' and the Program developer serves as a facilitator to the process. Often the planner will focus on the process more than the content of the new program. The planner must provide numerous methods of accomplishing the participants' goals and objectives. All the parties involved must work together collaboratively.
2. **Targeting Outcomes of Programs (TOP) Model:** The TOP Model was refined in 1995 by Bennett Claude and Kay Rockwell from Bennett's (1975) hierarchy, a foundational model for evaluating program outcomes referenced frequently in Extension. The TOP Model is oriented towards achieving specifically targeted outcomes. Within this model, the program planning and program performance (implementation) sides of the model are mirror images of each other. This inversion of planning and performance distinguishes the TOP Model from other frequently referenced models.
 3. **ASK ME Extension model:** The 'ASK ME' framework for training design and delivery of Agriculture Extension and Education has five elements: A (Audience) – Assess the relevant needs and wants of the target groups; S (Solutions) – Identify solutions; K (Key message) – Identify the 'key message' related to the solution; M (Message) – Form and delivery; and E (Evaluation) – Evaluate continually to learn and to improve the delivery.

The above models need to be appropriately considered while developing a strategy for extension work from the points of view of the nature of work involved, the targeted outcomes, what approaches are relevant, who carries out the work, and how are the outcomes going to be evaluated and so on.

- D. **Strategies based on Specific Models of Extension:** The other extension models that are followed in India are: 1) Agricultural Technology Management Agency (ATMA) Model, 2) AMUL Model, and 3. e-Choupal model and are discussed hereunder.

1. **Agricultural Technology Management Agency (ATMA) Model:** This ATMA model was introduced at the district level to integrate extension programs across the line departments (i.e., more of a farming systems approach); link research and extension activities within each district, and decentralize decision-making through 'bottom-up' planning procedures that would directly involve farmers and the private sector in planning and implementing extension programs at the block and district-levels.
2. **AMUL Model:** Under this model, the entire value chain—from procurement, to processing and marketing—is controlled by the farmer's cooperative, which is directly linked to the final customer. There are no middlemen; the cooperative collects the milk directly at the producers' doorsteps. The model envisages that democratic elections are held every three years, to elect the members of the management committees who, in turn, elect the chairman. This ensures an active participation of farmers in decision-making, as well as transparency and democratic management. Membership is open to anyone who owns at least one cow and is able to provide at least 700 liters of milk per year. The final price of Amul products are decided by Gujarat Cooperative Milk Marketing Federation (GCMMF), which conducts market surveys on aspects including the costs of milk, labor, processing, packaging, advertising, transportation and taxes. The success of AMUL model gives us a way to replicate this model with many agriculture commodities such as vegetable, fruits and commercial crops, etc.
3. **e-Choupal:** ITC's Agri-Business Division launched 'e-Choupal' in June 2000 in which village internet kiosks managed by farmers—called sanchalakas—themselves, enable the agricultural community access ready information in their local language on the weather and market prices, disseminate knowledge on scientific farm practices and risk management, facilitate the sale of farm inputs (now with embedded knowledge) and purchase farm produce from the farmers' doorsteps (decision making is now information-based).

18.3.3 Strategies Based on Approaches to Extension Education

Strategies are to be developed by considering different combinations of approaches that are followed in an environment, whereas the extension strategy is to be a location-specific. In this direction, *Food and Agriculture Organization* (FAO) has supported the extension approaches and methodologies issued by the Extension, Education and Communication Service—SDRE (1988) authored by George Axinn and entitled 'Guide on Alternative Extension Approaches' by FAO at various times. It described eight different extension approaches namely: a) The general extension approach; b) The agriculture extension approach; c) Commodity specialized approach; d) Training and visit approach; e) The agriculture extension participatory approach; f) The project approach; g) The cost sharing approach; and h) The educational institute approach. Reddy (2009a) has suggested the following approaches viz., 1) Field/Community Trip approach, 2) Excursion approach, 3) Project approach, 4) Institutional approach and 5) Curricular approach which are relevant for different contexts of extension

situation. This calls for an understanding of various approaches to extension education. An extension approach seeks to integrate extension education with the learning context relevant for extension and field out-reach by the university departments. Approaches that are relevant to formulating approaches-based extension strategies are described below.

1. **Field/Community Trip Approach:** Field trip provides first hand experiences of what students are studying and investigating in a more significant and functional manner. For example, the better way of truly understanding and appreciating the process or a thing by the students is by going directly to those places and personally witnessing the various basic issues of the community viz., Poverty, Social disharmony, Ill-health, Illiteracy, Gender discrimination, etc. Such exercise helps the students in learning the process and identifying problem areas precisely. In most of the field trips, a problem is given out to the students. They are expected to conduct a survey and present a detailed study report to the teacher. The teacher has to do the following: a) Identifies a problem related to the students' needs; b) Locates the area where the study is to be done; c) Distributes detailed outlines of the study in advance; d) Leads them to the place of visit; e) Helps in locating the right persons whom to contact; f) Helps in filling in the tools and checking of records; and g) Helps the students to work out a report.
2. **Excursion Approach:** After working in the class for a long period, the teacher would arrange a visit to reach out a place, a field or a firm to observe its problems to find solutions or their redresses. It can be combined with a picnic. The visit could be planned in advance. The areas to be covered and objectives of the visit have to be decided. The visit could be related to the subject, which is to be taught to the students. This visit will bring a rich experience to the students. The most common forms of activity are: a) Individual work, b) Small groups and project work, c) Class projects, d) Exhibitions and Surveys, and e) Class visits.
3. **Project Approach:** The project is a unit of educative work proceeding in social environment. It is learning by living that is, learning through association, cooperation and activity. It is learning by focusing on doing and problem solving. There are three different types of projects, namely, a) *Activity Projects*, (Producer, Consumer, Solution and Drill); b) *Research Projects* (Historical, Experimental, Case study and Survey); and c) *Extension Projects* (Education, Social, Vocational, and Career-oriented). In this approach, a teacher can devise a project and give its outlines to the students to formulate a full-fledged project. The teacher can ask the student to prepare an outline of a project and indicate the scope of the proposed project. The students could then work on the project and its various details. They can be asked either individually or in groups to carry out the project. The teacher can evaluate the student's work for the award of marks based on the project report.
4. **Institutional Approach:** The Centers/Departments of Adult and Continuing Education and Extension are started in the universities at par with post-graduate teaching departments. These departments are the nodal centers to conduct extension and field out-reach activities particularly adult education centers, Post-literacy/ Continuing education centers, Population

Education and Science for the people programmes for the benefit of the rural and urban communities. These departments are now structured and institutionalized to carry out the extension work, community service and developmental programmes. Similarly, various government departments viz., rural development, women welfare, panchayat raj etc., are reaching out their target groups through their extension workers working in the fields of agriculture (agricultural extension workers), health workers (Community Health Workers - CHWs, Auxiliary Nurse Midwife - ANMs, Multi-Purpose Health Workers - MPHs, Integrated Child Development Services - ICDS workers), education (literacy volunteers) etc., in the rural areas and providing relevant information to the needy people.

5. **Curricular Approach:** Educationally, the curricular work needs to be integrated with the development activities in the community since the subject matter studied can then be applied to life situations. Students will become deeply interested in what they are studying and understand the realities, as they exist. Integration of curricular activities with the community service is possible by introducing a compulsory 100 marks paper at the first-degree level, the performance in which the weightage is to be given for admission into higher degree and for employment. Every university department has to plan, execute and evaluate the community projects by following the suitable measures. The departments, as a part of their community-outreach strategy, can also adopt a suitable approach or a combination of approaches suitable to the location/community.

The success of any extension strategy or model tends to be directly related to the extent to which its approach fits the programme goals for which it was established (Axinn, 1988, p.135). The above mentioned strategies based on extension models and approaches are followed in different strategies of extension work depending upon their suitability to the given context. Further, each of the above approaches and strategies will be purposeful in a particular location and context; not all of them may be suitable or appropriate in every situation. No one strategy or model or approach is usually sufficient to achieve the targeted results but a combination of two or more is more likely to be complimentary and necessary to fulfill the aims of extension. Therefore, it is suggested that every institution or organization must find a particular extension strategy or approach, which will be suitable in a particular location or situation.

18.4 OPPORTUNITIES FOR LIFELONG LEARNING THROUGH EXTENSION

There are different extension education opportunities available for lifelong learning. These are grouped by Reddy (2009b) based on the: 1) type of learning, 2) type of target groups involved, 3) modes of learning, and 4) agencies involved in lifelong learning.

- 1) **Based on type of learning:** Based on the type of learning, the opportunities for lifelong learning are further grouped as i) Guided learning, and ii) Self-directed learning. These are described hereunder:
 - a) **Guided Learning:** Guided learning is a source for lifelong learning. It is an interaction between the teacher, the student, the means and

materials of instruction. The teacher guides or facilitates the process on the basis of his understanding of both student and materials so as to create learning experiences that will be meaningful to the student. There are many guided learning opportunities such as formal and non-formal education institutions, which will eventually provide opportunities for lifelong learning.

b) *Self-Directed Learning:* Self-directed learning is a key element in lifelong learning. It emphasizes the individuals' role in learning and his personal responsibility in it. Thus, the concept is based on premise that students' possess the potential for self-initiation and self-evaluation in learning. Under this method, a student performing effectively is one who perceives things to do, personalize learning, exercises self-discipline and makes use of human and other resources. The opportunities such as open learning, programmed learning and computer-assisted learning, etc., facilitate self-directed learning.

2. Based on type of target groups: Keeping in view the need for life-long learning and the type of target groups, the following types of programmes are considered to be relevant for providing opportunities for rural/urban/tribal communities:

- a. General basic education programmes and vocational programmes for all communities;
- b. Post-literacy and continuing education programmes for semi-literates and neo-literates;
- c. Development and Future-oriented programmes for farmers, workers, artisans, traders, etc.;
- d. Employment and career-oriented programmes for unemployed and under-employed youth; and
- e. Leisure-time activities for housewives and out of school youth.

3. Based on modes of Learning: Lifelong learning includes various modes, approaches and methods that individuals can adopt throughout their lives to enhance their skills, knowledge, and understanding. The various modes provide diverse opportunities for learning which, among others, include: a) Continuing education, b) Vocational education *and skill development activities*, c) Open/Distance education, and d) Virtual learning and *online* education. These are providing crucial opportunities for life-long education in our country (Reddy, 2009b).

a) *Continuing Education (CE)* is the provision of opportunities for the people to continue their learning. This implies that if CE is to facilitate the development of a learning society, then the state and the society must collectively ensure provision of a rich and sustainable educational environment with a wide range of resources and opportunities for learning not only through formal system but also through the non-formal and informal educational sectors. Continuing education is expected to make use of the following agencies/institutions/resources in the context of extending facilities for learning throughout life: i)

Mass media, ii) Cultural Institutions, iii) Libraries, iv) Supplementary reading materials and the literature produced by the extension departments.

- b) ***Vocational Education and Skill development activities*** conducted by different Skill Development departments for the neo-literates and out-of-school youth both in urban and rural areas. The network of these institutions in the country has been benefiting thousands of people. They are offering the special courses linking literacy with vocational training.
- c) ***Open/distance education system*** offers education to the students or the interested youth who are at a distance, physically separated in space and time from their teachers. It is a method of learning in which the teacher bears the responsibility of imparting knowledge and skill to a student who does not receive instruction orally, but who studies in a place and at a time determined by his individual circumstances.
- d) ***Virtual learning and online education*** is primarily Internet-based. Generally the World Wide Web (www) is the main communication tool though other un-integrated media like the e-mails are also used. Online learning may involve two distinct forms, namely, resource-based learning that is electronically delivered, and 'virtual classroom' learning using computer-based synchronous and asynchronous conferencing. Online learning makes use of Computer Mediated Communication (CMC) and it can be delivered in various ways including e-lectures, computer conferencing, online debates and role-plays. In this context, the various types of online courses, Massive Open Online Courses (MOOCs), which are providing lifelong learning opportunities in a big way and Open Educational Resources (OERs) are provide myriad opportunities to the people by introducing them to a global form of learning.

4. **Based on agencies of lifelong learning:** Opportunities for Continuing Lifelong Education/Learning are provided through the formal, non-formal and informal agencies (Reddy, 2009b).

- a. ***The formal agencies*** include schools, colleges, universities, polytechnics, and agricultural and other extension institutions, etc. These agencies are playing pivotal role in providing well-organized programmes either on full-time or part-time basis for the interested groups in different areas.
- b. ***The non-formal agencies*** such as open schools (e.g. National Institute of Open Schooling), Open Universities (e.g. Indira Gandhi National Open University and State Open Universities), and some colleges/universities, institutions of correspondence courses; Directorates of Distance Education, etc offer part-time courses, community-based programmes for the learners who are desirous of continuing their education. In addition, many other institutions such as Jan Shikshan Sansthan at district level and Literacy Mission Authorities at different levels are among many others providing lifelong learning opportunities for adult communities.

- c. **The informal agencies** providing opportunities are of two types: (i) Those providing Structured or Institutionalised or Institution-centric Programmes or services, and (ii) Those providing Un-structured or Non-Institutionalised Programmes outside institutional premises. Those of former type are international organisations, professional and trade associations, hospitals and health centres, government ministries, youth and workers' clubs, commercial firms, libraries, religious institutions, museums, zoos, etc. Those of latter type include mass media, computer programmes, books and magazines, advertisements/propaganda, gallery and museum collections, etc.

Check Your Progress

- Notes:** a) Write the answer in the space given below the question.
b) Check your answer with the one given under “Answers to ‘Check Your Progress’ Questions” of this Unit.

2. How do you categorize the strategies of extension education?

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3. What are the different types of opportunities available for lifelong learning through extension?

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18.5 LET US SUM UP

In this Unit, we have presented you an overview of different target groups of extension along with the extension education strategies and opportunities for lifelong learning through extension. We have highlighted models-based strategies of extension by emphasizing Extension Education Models-based Strategy; Extension Service and Transfer of Technology Models-based Strategy; and Extension Program Planning (EPP) Models-based Strategy for carrying out the extension work. In this context, we have touched upon examples from regional, national and international institutions. We have also focused on strategies based on approaches which are relevant for extension and field out-reach activities conducted by different universities and institutions. We have broadly discussed the opportunities available based on the type of learning, type of target groups involved, modes of learning, and the agencies involved in providing lifelong learning through extension.

18.6 ANSWERS TO 'CHECK YOUR PROGRESS' QUESTIONS

1. In extension education programme, a target group comprises people who can get benefitted by the explicit action to solve an identified problem. A target group is the people who are affected most by that problem and the extension education programme tries to deliver the solutions and share the related information for solving it. The major target groups suggested by the UGC (2002) under Tenth Plan period for Adult, Continuing Education and Extension were: i) Groups / students in the colleges and university system; ii) Groups, who have passed out of the university system and need to return for up- gradation or for the acquisition of new skills; iii) Groups, who are already in service or the under-employed or the unemployed who need to enhance their employability; iv) Groups which would normally not be entrants into the university system; v) Women, SC/ST, disadvantaged groups, street children, bonded labour, child workers, etc; vi) Neo-literates, Continuing Education learners, Out of school youth, and vii) Senior Citizens.
2. There are various extension models and approaches. The relevance of different models and approaches are required to be taken into consideration while formulating appropriate strategies. The approaches are useful in dealing with general philosophies of extension education, while the models and methods are useful in dealing with more practical nuts and bolts. By considering different models and approaches of extension, extension strategies can be categorized into the following broad types: 1) Models-based Strategies of Extension, which include a) Extension Education Models-based Strategy, b) Extension Service and Transfer of Technology Models-based Strategy and c) Extension Program Planning Models-based Strategy, and 2) Strategies Based on Approaches to Extension Education.
3. There are diverse opportunities for lifelong learning through the extension education. These are grouped based on the following:
 - i) *Based on type of learning:* Based on the type of learning, the opportunities for lifelong learning are grouped as i) Guided learning and ii) Self-directed learning. Guided learning is a source for lifelong learning. In this, the teacher guides or facilitates the process on the basis of his understanding of both student and materials so as to create learning experiences that will be meaningful to the student. Self-directed learning is a key element in lifelong learning and emphasizes the individuals' role in learning.
 - ii) *Based on type of target groups:* Based on the target groups involved, the lifelong education programmes include general basic education and vocational programmes for rural, tribal and urban communities, post-literacy programmes for semi- and neo-literates, development-oriented programmes for farmers, workers, artisans, traders, etc., and employment-oriented and career development programmes for unemployed and under-employed youth; and leisure-time activities for house-wives and out of school youth.

- iii) *Based on modes of learning:* Lifelong learning includes various modes, approaches and methods that individuals can adopt throughout their lives to enhance their skills, knowledge, and understanding. The various modes provide diverse opportunities for learning which, among others, include: a) Continuing education, b) Vocational education and skill development activities, c) Open/Distance education, and d) Virtual learning and online education. These are providing crucial opportunities for life-long education in our country.
- iv) *Based on agencies of lifelong learning:* Opportunities for Continuing Lifelong Education are provided through diverse types of institutions such as the formal (schools, colleges, universities), non-formal (open schools, open universities) and informal agencies (professional and trade associations, grassroots level bodies under government/ ministries, youth and workers' clubs and associations, libraries).

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18.8 UNIT-END EXERCISES

In your own interest, you may prepare the answers to the following questions which may be useful as a part of your preparation for your term-end examinations.

1. What are different types of target groups in extension education?
2. Mention the major target groups suggested by the UGC (2002) under Tenth Plan period for Adult, Continuing Education and Extension?
3. Describe the transfer of technology models for transferring of technology through extension.
4. Discuss various extension strategies that are relevant for extension education.
5. Elaborate various opportunities that are available for lifelong learning through extension education.

18.9 UNIT-END ACTIVITIES

If you like to further enhance your interest, you may attempt to perform the following activities.

1. Visit any one of the selected government departments of your state/country and try to understand extension services being provided to their target groups.
2. Visit any one of the non-governmental organisations in your state/country and interact with its chief functionary and field staff about their services to their chosen target groups.
3. Visit any one of the colleges/universities/departments neighboring to your home town; observe and report their extension services for the benefit of their selected target groups.