

What is Education?

What is the meaning of education? Why are you a teacher? What is education any way? What does it mean to educate another human being especially a child? All these are important questions. The word "educate" comes from the Latin 'educere', meaning "to lead out", "to bring out". To educate means to bring out of the child, the student, that spirit of learning and wonder, the desire to know, that thirsts for knowledge.

True education is the harmonious development of the physical, mental, moral and social faculties, the four dimensions of life. The illiterate of 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn. The world may not be dividing into the weak and the strong or the successes and failures. But it may be dividing into learners and non-learners. Education is the cheapest, most read and most reliable path to economic advancement under present conditions. If education is the door to economic, social, and personal advancement, then literacy-the ability to read-may very well be the key to that door and teachers stand as the gatekeepers to the doors.

Definitions of Education:

Webster defines education as the process of education or teaching to develop the knowledge, skill, or character of the student

1. Education is the process of bringing desirable change into the behavior of human beings.
2. It can also be defined as the process of imparting or acquiring knowledge and habits through instruction or study.
3. Sociologist Rodney Stark declares that, "education is the cheapest, most rapid, and most reliable path to economic advancement under present conditions."
4. Education is the harmonious development of the physical, mental, moral (spiritual), and social faculties, the four dimensions of life, for a life of dedicated service.

Meaning and Types of Education

Meaning:

Education is the process of bringing desirable change into the behavior of human beings. It can also be defined as the "Process of imparting or acquiring knowledge or habits through instruction or study". The behavioral changes must be directed towards a desirable end. They should be acceptable socially, culturally and comically and result in a change in knowledge, skill, attitude and understanding.

With the development of society; education has taken many shapes, such as child education, adult education, technical education, health education, physical education and so on. The other broad classification could be:

1. Formal Education

2. Non formal education and

3. Informal Education

Type of Education

Formal Education:

Formal education is generally imparted in well organized institutions like school, college other research institutions or specially organized school. These institutions have definite procedure of work and are generally governed by various rules and regulations.

Informal Education:

In this type of education there is no definite course of procedure no rules and regulations. E.g. education given by parent, extension education.

SR . NO	Formal	Informal
1	There are definite rules and regulations and generally they are in written form. Disobeying of this result to severe consequences.	There are no rules and regulations and hence the question of disobeying does not arise.
2	There is definite time and fixed place for teaching. The procedure of teaching is also fixed.	It can be given at any time. No fix procedure for teaching.
3	There is fix syllabus about the subject matter.	There is no fix syllabus.
4	The level of educational qualifications, experience and age of learner is almost same	There is considerable difference in the level of age, experience and educational qualification.

Difference between Formal and Informal Education:

In a village generally primary school acts as an educational institution. The basic knowledge like reading, writing, arithmetic etc. is imparted to rural children in school.

At present primary education in the villages is looked after by the Zilla Parishad.

Formal Education is:

1. Institutional activity.
2. Chronologically graded hierarchically structured.
3. Uniform.
4. Subject oriented.
5. Full time.
6. Leads to certificates, diplomas, degrees

Non Formal Education is:

1. Flexible.
2. Life environment and learner oriented.
3. Diversified in content and method.
4. Non-authoritarian and 5. Built on learner participation.
6. It mobilizes local resources.
7. It enriches human and environmental a potential.

E.g. Agricultural Extension.

Extension Education

Definition and Concepts:

The term extension was first used in the United States of America in the first decade of this century to con notes the extension of knowledge from land grant colleges to the farmers through the process of informal education. In India, extension work was primarily started by F.L. Brayne (1920) in Punjab the term community development and extension education became more popular with the launching of community development projects in 1952 and with the establishment of the national extension service in 1953, Since then, community Development has been regarded as a programme for all-round development of the rural people and extension education as the means to achieve this objective

Definition and Concepts:

1. Extension Education deals with practical items of information which is useful for rural people which solve their daily problems, specially those relations to agricultural production. (Thorat)
2. Extension Education is an integral behavioral science which contributes towards the understanding and formulation of methods and procedures for bringing planned change in human behavior.
3. Extension education is education for the betterment of people and for changing their behavior i.e. knowledge, skill and attitude.
4. Extension education is the dissemination of useful research findings and ideas among rural people to bring out desirable changes in their social and cultural behavior.
5. Extension education is an applied science consisting of contents derived from researches, accumulated field experiences and relevant principles drawn from the behavioral sciences synthesized with useful technology, in a body of philosophy, principles, contents, and methods focused on the problems of out of school education for adults and youths. (Lagans. J.P.)
6. Extension education is an applied behavioral science, the knowledge of which is to be applied for desirable changes in the behavioral complex of the people.
7. Extension is an education and its purpose is to change the attitude and its purpose is to change the attitude and practices of the people with whom the work is done.
8. Extension education is a science which deals with various strategies of change in the behavioral patterns of human beings through technological and scientific innovation for the improvement of their standard of living.
9. Extension is to teach a person how to think, not what to think, and to teach people, to determine accurately their own needs to find solution to their own problems and to help them acquire knowledge and develop convictions in that direction.
10. Extension is an out-of school system of education in which adults and young people learn by doing. It is a partnership between government, the land grant colleges and the people, which provides services and education designed to meet the needs of the people

Philosophy of Extension Education

Philosophy:

Philosophy is a body of general principles or laws of a field of knowledge; it provides guidelines for performing the activities in life in a particular way. Different individuals have different philosophies of life, e.g. the traditional minded farmer and progressive farmer may react differently to the concept of artificial insemination of cows.

Philosophy of extension education includes the principles or guidelines with which to shape or mould the developmental programmes relating to that field. It provides to extension worker the basis for working out the programmes and the policies to be

adopted in extension work. The philosophy of extension is explained in the following statements:

1. Extension has a philosophy of culture:

- a. It respects culture of people.
- b. It brings about cultural change through cultural development.

2. Extension has philosophy of social progress:

- a. Its works is based on needs and desires of the people
- b. It facilitates change and help people to adjust with them.

3. Extension has philosophy of education for all:

- a. Disseminates useful knowledge to all people.
- b. Regardless of personal, social and economic characteristics.

4. Extension has philosophy concerning teaching:

- a. It teaches by doing:
 - i) Hearing – doubtful ii) Seeing – possibly doubtful iii) Do – believe
- b. It reaches people to practice themselves.
- c. Teaching is inadequate till the knowledge is put into practice.

5. Extension has philosophy of leadership:

- a. Teaches, educates, and stimulates people through local leaders.
- b. Utilizes assistance of voluntary leaders.
- c. Locates, trains and uses functional leaders.
- d. Extension trusts in what it can get others to do.

6. Extension has philosophy of local responsibility:

- a. Encourages people to contribute increasingly in their own affairs.
- b. Prepares suitable leaders to determine programmes and plans.

7. Extension has philosophy about truth:

- a. Sells only proven facts.
- b. Realise that going beyond truth will loose people's faith in extension.

c. Continuously seeks new truth as today's whole truth may be tomorrow's partial truth.

8. Extension has philosophy of democracy:

- a. Functions only with voluntary co-operation of the people.
- b. Co-operation with the individuals, groups and institutions interested in common welfare.
- c. Selects and solves the problems based on the felt needs through group action.
- d. Democratic in organization.

9. Extension has philosophy of a dignity of individual and his profession:

- a. Believes that each individual is endowed certain inalienable rights.
- b. Dignifies the farm, home and family.
- c. Holds that changed man is more important than the changed practice.

10. Extension personnel have philosophical characteristics:

- a. Extension personnel have the right attitude, integrity and high sense of service.
- b. Extension personnel have deep faith that man does not live with bread alone.

Importance, scope & objectives of Extension Education

Importance:

1. Extension uses democratic methods in educating the farmers.
2. Extension Helps in adoption of innovations.
3. Extension helps in studying and solving the rural problems.
4. Extension increases farm yields and improve the standard of living of farmers
5. Extension makes good communities better and progressive.
6. Extension contributes to national development programmes

Scope:

It includes all activities of rural development. So extension programmes should be dynamic and flexible. The areas indicating scope of Extension are listed below:

1. Increasing efficiency in agricultural production.
2. Increasing efficiency in marketing, distribution and utilization of agricultural inputs and outputs
3. Conservation, development and use of natural resources.
4. Proper farm and home management
5. Better family living.
6. Youth development.
7. Leadership development.
8. Community and rural development.
9. Improving public affairs for all round development.

Objectives: are expressions of the ends towards which our efforts are directed.

1. To raise the standard of living of the rural people by helping them in right use of their resources.
2. To help in planning and implementing the family and village plans for increasing production in various occupations.
3. To provide facilities for better family living. **Specific Objectives**

1. To provide knowledge and help for better management of farms and increase incomes.
2. To encourage the farmers to grow his own food, eat well and live well.
3. To promote better social, natural recreational intellectual and spiritual life among the people.
4. To help rural families in better appreciation of SWOT in the village.
5. To open new opportunities for developing talents and leadership of rural people.
6. To build rural citizens who are:
 1. Proud of their occupation
 2. Independent in thinking.
 3. Constructive in outlook.
 4. Capable, efficient and self-reliant in character
 5. Having love of home and country in their heart

Principles of Extension Education

Principles:

A principle is a statement of policy to guide decision and action in a consistent manner (Mathews).

A principle is a universal truth that has been observed and found to be truth and a settled rule of action.

The principles of extension education are given hereunder:

1. Principle of cultural difference:

1. People differ in thinking, living and culture.
2. Extension education methods should be in line with these differences.
3. It is difficult to recognize non-material culture than material culture.
4. The blueprint of extension programme for one area may not suit to other areas.
5. Changes will have to be made in the programmes according to changing situations.

2. Principle of cultural change:

1. Culture undergoes change due to extension.
2. Change occurs otherwise also.
3. Extension Workers should gain the confidence of people.
4. Extension workers should organize result demonstration.
5. After increasing production, the Extension workers should concentrate on marketing.
6. Extension workers have to change to meet the cultural changes among the people.

3. Principle of grass-root organization:

1. Extension workers should pay attention to all the groups' needs and interests.

2. Imposed innovations have no relevance to groups.
3. People will accept the innovations only when they find those useful.

4. Principle of interests and needs:

1. People and extension workers should work together.
2. Co-operation and help of each other needed for social upliftment.

5. Principle of interests and needs:

1. People should voluntarily participate.
2. Work should start from interests and needs of people.
3. Fulfillment of needs create interests.
4. First concentrate on felt needs and then develop felt needs.

6. Principle of participation:

1. Attachment will not develop by offering ready made things.
2. Participation develops leadership and increases confidence.
3. Involving leaders increases people's participation.

7. Principle of adaptability in the use of teaching methods:

1. People differ in knowledge and understanding.
2. Method should vary accordingly.
3. Use of more than one method is beneficial.
4. If needed new methods must be devised to meet new situations.

8. Principle of leadership:

1. Extension workers should utilize local leadership for increasing speed of work.
2. Identification, training and encouragement of leaders is necessary.

9. Principle trained specialists:

1. Agricultural and other sciences are developing speedily.
2. Maintaining competency in any of these sciences is a continuous process.
3. Without specialist's support the extension cannot strive.
4. SMS is responsible to solve the extension workers problems.
5. Subjects Matter Specialist (SMS) is a link between research and application of research.
6. SMS should have broad outlook and be well versed.

10. Principle of satisfaction:

1. The extension programme should give satisfaction to the people.
2. People will not participate if they do not get satisfaction.

11. Principle of whole family approach:

1. Extension work should reach all the family members.
2. Neglecting any member may result in rejection of innovations e.g. Hybrid maize in U.P.

12. Principle of evaluation:

1. Determining the research results in unbiased way is necessary.
2. Intermittent review of progress is necessary.
3. Corrective measures are needed if the direction is found wrong
4. Behavioural changes should be measured.
5. Evaluation helps in improving the quality of work.

13. Principle of applied Science and Democracy:

1. People have freedom to accept or reject the technology.
2. Applied agricultural Science is a two way process.

14. Principle of Learning by doing:

Some more Other Principles:

1. The citizen is the Sovereign (Supreme) in the democracy.
2. Home is the fundamental unit of civilization.
3. Family is the first training group of the human race and 4. Average farm is endowed with great resources and facilities.

Rural Development

Rural Development in a democratic society is not a matter only of plans and statistics, targets and budgets, technology and methods, material aid and professional staff, agencies and organizations to administer them, but also one of using these mechanisms skillfully as educational means for changing mind, heart and actions of people to attain improvements economically, socially, potentially and morally. Man is endowed with internal desire for improvement. He needs only to be shown the paths clearly and convincingly and provided with necessary resources and help. In an organized Programme to promote rural development through Community Development and Panchayati Raj movements, the workers of the National Extension Service Organization constitute the connection link between the people and the institutions created to promote their economic, social and political development. Hence, upon the character quality training and skill of the workers largely rests the success the success of the Programme.

Objective of Rural Development

The main objective of the Rural Development is improving the living standards of rural people by utilizing the easily available natural and human resources. The other objectives of rural development programmers are as follow:

1. Development of agriculture and allied activities.
2. Development of village and cottage industries and handicrafts.
3. Development of socio-economic infrastructure which includes setting up of rural banks, co-operatives, schools etc.
4. Development of community services and facilities i.e. drinking water, electricity, rural roads, health services etc.
5. Development of Human resource mobilization.

Agricultural Development Programme

1. Intensive Agricultural District Programme (I A D P)
2. High Yielding Varieties Programme (H.Y.V.P.) (1964-65)
3. Institution Village Linkage Programme (I V L P) (1995-96)
4. Watershed Development Programme (W D P)
 - State Watershed Programme Implementation and Review Committee
 - Sanctioning of Watershed Project, Funding Mechanism and Flow of Funds
5. National Agriculture Technology Project (N A T P)
6. Agricultural Technology Management Agency (A T M A)
7. Agriculture Technology Information Center (A T I C)
8. National Horticulture Mission (N H M)
9. National Agricultural innovation Project (NAIP)

Extension Approach to Rural Development

The extension approach uses the extension teaching methods for educating the people. It believes that the extension service can transform static economy into a dynamic economy. While improving the quality of family and community life, it emphasizes the communication of information about innovative technical practices. It is mostly followed in America and Asia today and is referred to as the conventional or classical model of extension. This model was prepared by the Professors of the Land Grant Colleges who sought to make agricultural extension a separate scientific profession with its basic concepts, theory, principles and methodologies. The disciples who propagated this idea are the Americans and those who studied in the American Universities. They helped to establish this model in developing countries.

Objectives:

1. The main objective is to persuade and help farmers in increasing agricultural production by adopting improved agricultural practices.
2. It also aimed at improving the rural family life by educating the women and youth in the rural family life by educating the village people.

Integrated Rural Development Approach

The integrated development approach emphasizes the need of coordinating different agencies under a single management system of essential components (including education) required to get agricultural or rural development moving. The management system may be highly authoritarian; credit may be designed to provide an important role for local people in planning, decision making and implementation of the programmes. The main emphasis is on rational development and coordination of all principal factors required for agricultural and rural development. The community development for agricultural India could not achieve the desired impact in increasing agricultural productions. As a solution to this situation the Intensive Agriculture District Programme (IADP) was launched in selected districts. The IADP used the integrated development approach in tackling the problem of rural development.

Objectives:

In this Programme there was more emphasis on the package approach. In ten points included in the programme were:

1. Adequate farm credit through strengthened cooperatives.
2. Adequate supplies of fertilizers pesticides, improved seeds, implements and other essential production needs through strengthened service cooperatives.
3. Price incentives to participating farmers through assured price agreements for rice, wheat and millet.
4. Marketing arrangements and services to enable farmers to obtain a full market price for their marketed surplus.
5. Intensive educational, technical and farm management assistance made available in every village.
6. Participation of all interested farmers in farm planning for increased production.
7. Village planning for increased production and village improvement programme by strengthening village organizations and leaderships.
8. A public works programme using local labour and development works contributing directly to increased production.
9. Analysis and evaluation of the programme from its inception and
10. Coordination of all essential resources for maximum speed and effectiveness.

Extension Teaching Methods

An Extension Worker is a Teacher. He must anticipate the varied learning situations with which he will be faced. He must plan his teaching activities. His teaching tools must be most appropriate to the teaching situations. Success in bring in about desired changes in the behaviour of learners frequently depends on the Teacher's skill in arranging the best learning situations and in using the most effective methods of teaching in that situation.

Definition of Teaching Methods:

"Teaching methods may be defined as the devices or tools used to create learning situation in which effective communication can take place between the teacher and the learner".

Functions of Extension Teaching Methods

1. To provide communication so that the learner may see, hear and do the things to be learnt.
2. To provide stimulation that causes the desired mental or physical action on the part of learners.

3. To take the learner through one or more steps of teaching, learning process e.g. Awareness, Interest, Evaluation, Trial, Adoption.

Classification of Extension Teaching Methods

1.			According to use	Indirect Influence
	a.		Individual contacts	
		i)	Farm and home visits;	

		ii)	Office calls
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Extension education is mainly concerned with the dissemination of useful and practical information relating to rural life and helping the rural people in the practical application of such knowledge to rural situations. The extension worker can achieve this objective. It has been shown by research that extension workers.

(i) Using only one extension teaching method were able to influence a little over 1/3rd of the village families to improve practice in various fields.

(ii) But where the workers used three methods, including demonstration, visual aids and the written words, almost 2/3rd of the families were influenced to use better practices.

(iii) Where five methods of teaching were used almost "9 out of 10" families changed and

(iv) Where nine methods were used 98% of the families were led to change their practices.

Before planning the strategy of extension teaching methods the extension worker should know the details of the methods available for use in the rural situation. From this point of view the extension teaching methods are classified and are presented in the following table:

Table 1: Classification of Extension Teaching Methods:

		iii)	Telephone calls;	
		iv)	Personal letters	
		v)	Result demonstration	
	b.		Group contacts	
		i)	Methods demonstration meetings	
		ii)	Leader training meetings	
		iii)	Lecture meetings	
		iv)	Conferences and discussion meetings	
		v)	Meetings at result demonstrations	
		vi)	Tours	
		vii)	Schools	
		viii)	Miscellaneous meetings	
	c.		Mass contacts	
		i)	Bulletins	
		ii)	Leaflets	
		iii)	News letters	
		iv)	Circular letters	
		v)	Radio	
		vi)	Television	
		vii)	Exhibits	
		viii)	Posters	
2.			According to form	INDIRECT INFLUENCE
	a.		Written	
		i)	Bulletins	
		ii)	Leaflets	
		iii)	News articles	

		iv)	Personal letters
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		v)	Circular letters
	b.		Spoken
		i)	General and special meetings of all kinds
		ii)	Farm and home visits
		iii)	Office calls
		iv)	Telephone calls
		v)	Radio
	c.		Visual or Objective
		i)	Result demonstrations
		ii)	Exhibits
		iii)	Posters
		iv)	Motion pictures, charts, slides, and other visual aids
	d.		Spoken and visual
		i)	Method demonstration motion
		ii)	Meetings at result demonstrations
		iii)	Meetings involving motion pictures, charts and other visual aids
		iv)	Television

While using the foregoing methods the extension worker uses these methods independently or takes the help of certain audio-visual aids. The word audio-visual comprises three words namely:

Audio	Visual	Audio-visual
Tape recorder	Flash cards	Cinema projector
Radio	Black board	Television
Recording	Pictures	Drama

Audio – refers to sense of hearing,
Visual – refers to sense of seeing and Aid – instructional device.

The audio visual aids are classified as under:

Projected aids	Non projected aids
Cinema Projector	Flash cards
Slide Projector	Flannel graph
Overhead Projector	Charts
Opaque Projector	Pictures
	Black board
	Bulletin board
	Models
	Posters
	Graphs
	Specimens
	Exhibits
	Photographs

Another method of classification is to divide the audio visual aids in to projected and non-projected aids.