

Teaching of Individual Extension method and Communication

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Abstract. The objectives of Extension Education are educational in nature. The effort of the change agent is to change the knowledge, skill and attitudes of the farmers so that their personality undergoes change. This changed 'man' is expected to make use of modern advances in Science for solving the problems surrounding him. It is therefore, necessary to understand the teaching and learning processes in extension education. This will enable both to make use of the individual approach fruitful. In this study, the concept of extension education, its importance, scope, purpose and objectives are disclosed. However, the extension teaching and communication were also highlighted; most especially the use of mass media in extension like the radio, interview, audio cassettes, films, television and video as well as printed media in extension education were employed. More so, farm visits and other individual methods like telephone calls and informal contacts were also discussed in brief. The methodology of this work is based on classification of extension teaching method. Lastly, some check list questions were provided in (A) and (B), so as to enable the teacher/learner to know what is been expected in the teaching/learning of an individual extension method via communication.

Keywords: Extension Education, Extension Teaching/Learning, Individual extension

method, Extension Communication, Farm Visits.

1. Introduction/Background

Extension education is education for the betterment of people and for changing their behaviour i.e. knowledge, skill and attitude. It is the dissemination of useful research findings and ideas among rural people to bring out desirable changes in their social and cultural behaviour. Moreover, it is an applied science consisting of contents derived from researches, accumulated field experiences and relevant principles drawn from the behavioural sciences. (M.A.I.B 2016)

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. All extension methods are suited to different purposes. It is important for the extension agent to consider the range of individual at his disposal and to select the method appropriate to the situation. It is also important to remember the educational purpose of extension work, and to ensure that the method selected is used to promote the farmers' better understanding of the technology involved. However, most obstacles occurred in a situation where by the agent failed to comprehend the context of his task; which affects the farmer

directly and whole farming system at large. Also, lack of proper follow-up / farm visits by the agent to the farmer, to check whether he/she has understood and implement correctly the approach taught to him by the extension worker. In this vein, individual extension method involves the agent in a face-to-face relationship with the farmer, and this relationship should be one of mutual confidence and respect. The agent, therefore, must think carefully about his use of individual method and ensure that his relationship with the farmer is sensitively developed. Individual or face-to-face methods are probably the most universally used extension methods in both developed and developing countries. The extension agent meets the farmer at home or on the farm and discusses issues of mutual interest, giving the farmer both information and advice. The atmosphere of the meeting is usually informal and relaxed, and the farmer is able to benefit from the agent's individual attention. Individual meetings are probably the most important aspect of all extension work and invaluable for building confidence between the agent and the farmer. Learning is very much an individual process and the individual attention of the extension agent are important supports for a farmer. The personal influence of the extension worker can be a critical factor in helping a farmer through difficult decisions, and can also be instrumental in getting the farmer to participate in extension activities. A farmer is often likely to listen to the advice given by the extension agent and will be grateful for this individual attention.

Importance of Extension Education

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

Scope of Extension Education

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

- Increasing efficiency in agricultural production.
- Increasing efficiency in marketing, distribution and utilization of agricultural inputs and outputs
- Conservation, development and use of natural resources.
- Proper farm and home management
- Better family living.
- Youth development.
- Leadership development.
- Community and rural development.
- Improving public affairs for all round development.

Purpose

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

Specific Objectives

- To provide knowledge and help for better management of farms and increase incomes.
- To encourage the farmers to grow his own food, eat well and live well.
- To promote better social, natural recreational intellectual and spiritual life among the people.

2. Literature

Extension teaching is the process of arranging situations in which the important things learned are called to the attention of the learners, their interest developed, desire aroused, and action promoted. The principles of extension teaching is one which need to be followed for making the extension teaching effective are discussed here:

Extension Teaching Requires Specific and Clearly Defined Objectives:

While deciding the objectives of teaching, following aspects are to be considered: a. People to be taught. b. Behavioural changes to be developed in people. c. Content or subject matter to bring the desired change in behaviour. d. The life situation in which the action is going to take place. Extension Teaching Requires a Suitable Learning Situation which consists of the following five inter-related elements: a. Instructor (Extension Worker) b. Learners (Farmers, Women, Youth) c. Subject Matter (i.e. Agriculture, Horticulture, Social Forestry) d. Teaching Materials (Seeds, Plants, Audio-visual aids).

3. Four Paradigms of Agricultural Extension

Any particular extension system can be described in terms of both how communication takes place and why it takes place. It is not the case that paternalistic systems are always persuasive, nor is it the case that participatory projects are necessarily educational. Instead there are four possible combinations, each of which represents a different extension paradigm, as follows (NAFES 2005)

- Technology transfer (persuasive + paternalistic): This paradigm was prevalent in colonial times and reappeared in the 1970s and 1980s when the "Training and Visit" system was established across Asia. Technology transfer involves a top-down approach that delivers specific recommendations to farmers about the practices they should adopt.
- Advisory work (persuasive + participatory): This paradigm can be seen today where government organizations or private consulting companies respond to farmers' inquiries with technical prescriptions. It also takes the form of projects managed by donor agencies and NGOs that use participatory approaches to promote predetermined packages of technology.
- Human resource development (educational + paternalistic): This paradigm dominated the earliest days of

extension in Europe and North America, when universities gave training to rural people who were too poor to attend full-time courses. It continues today in the outreach activities of colleges around the world. Top-down teaching methods are employed, but students are expected to make their own decisions about how to use the knowledge they acquire.

- Facilitation for empowerment (educational + participatory): This paradigm involves methods such as experiential learning and farmer-to-farmer exchanges. Knowledge is gained through interactive processes and the participants are encouraged to make their own decisions. The best known examples in Asia are projects that use Farmer Field Schools (FFS) or participatory technology development (PTD).

4. Communication

Communication simply means the sharing of ideas and information - forms a large part of the extension agent's job. By passing on ideas, advice and information, he hopes to influence the decisions of farmers. He may also wish to encourage farmers to communicate with one another; the sharing of problems and ideas is an important stage in planning group or village activities. The agent must also be able to communicate with superior officers and research workers about the situation faced by farmers in his area.

Agricultural communication has emerged to contribute to in-depth examinations of the communication processes among various actors within and external to the agricultural system. This field refers to the participatory extension model as a form of public relations-rooted two-way symmetric communication based on mutual respect, understanding, and influence between an organization and its stakeholders. (Robert L. H, 2005).

There are many ways in which extension agents and farmers communicate. In this article, some few principles of communication will be looked at, and the use of mass media and audio-visual aids for communication in extension work will

be discussed. Any act of communication, be it a speech at a public meeting, a written report, a radio broadcast or a question from a farmer, includes four important elements: - the *source*, or where the information or idea comes from; - the *message*, which is the information or idea that is communicated; - the *channel*, which is the way the message is transmitted; - the *receiver*, who is the person for whom the message is intended. Extension Teaching Requires Effective Communication, and to be effective, it must take into consideration proper functioning of the elements of communication process.

a. Communicator b. Message c. Channel d. Treatment e. Audience

Effective communication can motivate people to act. Communication is only successful when the receiver can interpret the information that the source has put into the message. An extension agent may give what he feels is a clear and concise talk, or an artist may be satisfied that he has designed a poster that conveys over the desired message, but there is no guarantee that those for whom the talk and poster are intended will interpret the message correctly.

Agricultural communication can take three modes—face-to-face training, training "products" such as manuals and videos, or information and communication technologies (ICTs), such as radio and short message system (SMS). The most effective systems facilitate two-way communication and often combine different modes. (International Finance Corporation 2013).

Mass Media in Extension Mass media are those channels of communication which can expose large numbers of people to the same information at the same time. They include media which convey information by sound (radio, audio cassettes); moving pictures (television, film, video); and print (posters, newspapers, leaflets). The attraction of mass media to extension services is the high speed and low cost with which information can be communicated to people over a wide area. Although the cost of producing and transmitting a radio programme may seem high, when that cost is divided between the millions of people who may hear the programme, it is in fact a very cheap way of providing information. The cost of

an hour's radio broadcast per farmer who listens can be less than one-hundredth of the cost of an hour's contact with an extension agent. However, mass media cannot do all the jobs of an extension agent. They cannot offer personal advice and support, teach practical skills, or answer questions immediately. Their low cost suggests that they should be used for the tasks to which they are well suited. These include the following: - Spreading awareness of new ideas and creating interest in farming innovations. - Giving timely warnings about possible pest and disease outbreaks, and urgent advice on what action to take. - Multiplying the impact of extension activities. A demonstration will only be attended by a small number of farmers, but the results will reach many more if they are reported in newspapers and on the radio. - Sharing experiences with other individuals and communities. The success of a village in establishing a local tree plantation might stimulate other villages to do the same if it is broadcast over the radio. Farmers are also often interested in hearing about the problems of other farmers and how they have overcome them. - Answering questions, and advising on problems common to a large number of farmers. - Reinforcing or repeating information and advice. Information heard at a meeting or passed on by an extension agent can soon be forgotten. It will be remembered more easily if it is reinforced by mass media. - Using a variety of sources that are credible to farmers. Instead of hearing advice from the extension agent only, through mass media farmers can be brought into contact with successful farmers from other areas, respected political figures and agricultural specialists. Mass media communication requires specialist professional skills. Few extension agents will ever be required to produce radio programmes or to make films. However, extension agents can contribute to the successful use of mass media by providing material to media producers, in the form of newspaper stories, photographs, recorded interviews with farmers, items of information about extension activities or ideas for new extension films; and by using mass media in their extension work, for example, by distributing posters and leaflets or by encouraging farmers to listen to farm broadcasts.

Principles of Media Use

For extension through mass media to be effective, farmers must: - have access to the medium; - be exposed to the message: they may have radios, but do they listen to farm broadcasts?; - pay attention to the message: information must be attractively presented and relevant to farmers' interests; - understand the message. Mass media messages are short-lived and the audience may pay attention for only a short time, particularly where the content is educational or instructional. If too much information is included, much of it will soon be forgotten. This means that information provided through mass media should be: **Simple** and short. **Repeated**, to increase understanding and help the audience to remember. **Structured**, in a way that aids memory. **Coordinated** with other media and with advice given by extension agents. It is important that what the farmers hear and see via mass media matches what extension agents tell them. A poster on a shop wall in Malawi, containing several complex messages Dialogue is also an important part of communication. With mass media, however, there is little opportunity for a genuine dialogue between farmers and those who produce the material.

Consequently, media producers are not in a good position to determine farmers' precise information needs, or to check whether their messages are understood correctly. One solution to this problem is for the producers to carry out research into farmers' existing knowledge, attitudes, practices, and problems concerning farming topics, and for mass media messages to be pretested. This means that a preliminary version of the message is given to a small number of farmers so that, if they have any difficulties interpreting it, revisions can be made before the final version is prepared. Extension agents can help media producers by keeping them informed of farmers' concerns and information needs, and by reporting any failure to understand the content of the products of mass media. People who produce radio programmes' posters and films are usually more educated than farmers and are not normally in regular daily contact with rural people. They

cannot, therefore, easily anticipate how well farmers will interpret the material they produce.

Radio

Radio is a particularly useful mass medium for extension. Battery-operated radios are now common features in rural communities. Information can reach households directly and instantly throughout a region or country. Urgent news or warnings can be communicated far more quickly than through posters, extension agents or newspapers. Yet, despite radio's mass audience, a good presenter can make programmes seem very informal and personal, giving the impression that an individual listener is being spoken to directly. Radio is one of the best media for spreading awareness of new ideas to large numbers of people and can be used to publicize extension activities. It can also enable one community or group to share its experiences with others. There are, however, a number of limitations to the use of radio in extension work. Batteries are expensive and often difficult to obtain in rural areas, and there may be few repair facilities for radio sets that break down. From the listener's point of view, radio is an inflexible medium: a programme is transmitted at a specific time of day and if a farmer does not switch on the radio in time, there is no further opportunity to hear it. There is no record of the message. A farmer cannot stop the programme and go back to a point that was not quite understood or heard properly, and after the broadcast there is nothing to remind the farmer of the information heard. A further limitation is the casual way in which people generally listen to the radio. They often listen while they are doing something else, such as eating, preparing food, or working in the field. For this reason, radio is not a good medium for putting over long, complex items of information. A popular format in many countries, therefore, is for short items of farming news and information to be presented between musical records. Radio drama, in which advice is given indirectly through a story or play, is also popular. This can hold attention and interest for longer than a single voice giving a formal talk. Finally, there is little feedback from the audience, except with a live broadcast where it is possible for listeners to telephone in their questions or points of view directly to the programme presenter. Where

there is only one national radio station, it may be difficult to design programmes that meet particular local needs. Moreover, it may not be possible to cater for variations in agricultural practices and recommendations in different areas. However, the growth in recent years of regional and local radio stations does make it possible for locally relevant information to be broadcast, and for extension agents to become more closely involved in making radio programmes. Local radio stations may be willing to allow extension agents to have a regular weekly programme; if so, they will usually offer some basic training in recording and broadcasting skills. Farm broadcasts will only be attractive to farmers if they are topical and relevant to their farming problems. Extension agents can help to make them attractive by sending information and stories to the producers, and by inviting them to their area to interview farmers who have successfully improved their farms, or to report on demonstrations, shows and other extension activities. Ways by which extension agents can achieve a more effective use of radio include: **Recording** farming broadcasts on a cassette recorder for playing back to farmers later. This could greatly increase the number of farmers who hear the programmes. **Encouraging** farmers to listen to broadcasts, either in their own homes or in groups. Radio farm forums have been set up in a number of countries; a group meets regularly, often with an extension agent, to listen to farm broadcasts. After each programme, they discuss the contents, answer each other's queries as best they can, and decide whether any action can be taken in response to the information they have heard. **Stimulating** the habit of listening to farming broadcasts, and the expectation of gaining useful information from the radio. This can be done by the extension agent listening to the programmes and talking about the contents in his contacts with farmers. Many extension agents will at some time have an opportunity to speak over the radio. They may be asked to interview farmers in their area or perhaps give a short talk themselves. The following guidelines for radio talks and interviews may be useful.

Radio talks - Decide on the purpose of the talk; in other words, what you want people to know, learn or feel at the end of it. - Attract attention in

the first few seconds. - Speak in everyday language, just as you would in a conversation, and not as though you are giving a lecture. - Repeat the main points carefully to help the listeners to understand and remember. - Give specific examples to illustrate your main points. - Limit your talk to three minutes; the listeners will not concentrate on one voice speaking on a single topic for much longer than that. - Make the talk practical by suggesting action that the listeners might take. - Include a variety of topics and styles if you are given more than three minutes. A short talk could be followed by an interview or some item of farming news.

Interviews - Discuss the topic, and the questions you intend to ask, with the interviewee beforehand. - Relax the interviewee with a chat before beginning to record the interview. - Avoid introducing questions or points that the interviewee is not expecting. - Use a conversational style; the interview should sound like an informal discussion. - Draw out the main points from the interviewee, and avoid speaking at length yourself; listeners are interested in the interviewee rather than you. - Keep questions short; use questions beginning "Why"?, "What?", "How?" to avoid simple one-word answers, such as "Yes" or "No".

Audio cassettes Audio cassettes are more flexible to use than radio, but as a mass medium they have their limitations. Cassette recorders are less common in rural areas than radio and are thus less familiar to villagers as sources of information. The cassette also has to be distributed physically, in contrast to the broadcast signal which makes radio such an instant medium. However, agents involved in many projects have found audio cassettes to be a useful extension tool, particularly where information is too specific to one area for it to be broadcast by radio. The advantages of cassettes over radio are (a) that the tape can be stopped and replayed; (b) the listeners do not have to listen at a specific time of day; and (c) the same tape can be used over and over again, with new information being recorded and unwanted information being removed.

Information can be recorded on cassettes in a studio, where many copies can then be made for distribution, or it can be recorded on a blank cassette in the field. The possibility of recording

farm radio programmes for playing back later has already been mentioned. Cassettes can also be used for: **Updating** the extension agents' technical information. Pre-recorded cassettes, distributed by the extension organization, are a good way of keeping extension agents in touch with new technical developments in agriculture. **Sharing** experiences between farmers' groups and between communities. An extension agent can record interviews and statements in one village and play them back in others. **Providing** a commentary to accompany filmstrips and slide sets. **Stimulating** discussion in farmers' groups or in training centres by presenting various points of view on a topic, or from a recorded drama. Cassette recorders are light and fairly robust. However, they should be kept as free from dust as possible and the recording heads kept clean by using a suitable cleaning fluid, such as white spirit.

Film The main advantage of film as a mass medium for extension is that it is visual; the audience can see as well as hear the information it contains. It is easier to hold an audience's attention when they have something to look at. It also makes it possible to explain things that are difficult to describe in words, for example, the colour and shape of an insect pest or the correct way to transplant seedlings. Moreover, by using close-up shots and slow motion, action can be shown in far greater detail than it is to see possible watching a live demonstration. Scenes from different places and times can be brought together in order to teach processes that cannot normally be seen directly. The causes of erosion, for example, can be demonstrated dramatically by showing how a hilltop stripped of trees no longer prevents rain-water running down the slope, creating gullies and removing topsoil. Similarly, the benefits of regular weeding can be shown by filming crops in two contrasting fields at different stages of growth. Once a film has been made, many copies can be produced with the result that thousands can then watch the film at the same time. Because films require this cumbersome equipment, it is not practical for the extension agent to show them in villages unless he has motor transport. It is more common for mobile cinema vans to bring films to rural areas, or for films to be shown in schools

and rural training centres where equipment is available.

Printed media Printed media can combine words, pictures and diagrams to convey accurate and clear information. Their great advantage is that they can be looked at for as long as the viewer wishes, and can be referred to again and again. This makes them ideal as permanent reminders of extension messages. However, they are only useful in areas where a reasonable proportion of the population can read. Printed media used in extension include posters, leaflets, circular letters, newspapers and magazines. **Posters** are useful for publicizing forthcoming events and for reinforcing messages that farmers receive through other media. They should be displayed in prominent places where a lot of people regularly pass by. The most effective posters carry a simple message, catch people's attention and are easy to interpret. **Leaflets** can summarize the main points of a talk or demonstration, or provide detailed information that would not be remembered simply by hearing it, such as fertilizer application rates or names of seed varieties. **Circular letters** are used to publicize local extension activities, to give timely information on local farm problems and to summarize results of demonstrations so that the many farmers who cannot attend them may still benefit. **Newspapers** are not widely available in rural areas. However, local leaders often read newspapers, and a regular column on agricultural topics is useful to create awareness of new ideas and to inform people of what other groups or communities are doing.

Distance education. It has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance.

Extension Teaching Extension Teaching Requires Both Content and Method, in which Content means the subject matter. Method means the delivery system. Content should be relevant and method should be appropriate. Extension Teaching must be looked upon as an Intentional Process. It should be properly planned on the basis of existing situation and available research findings. There is no scope for haphazard thinking and action. Extension Teaching must Result in Effective Learning. That is, the topic taught should be understood by

the learners. As per the situation, combinations and teaching methods should be done. It should lead to maximum behavioural change among the farmers.

Extension Teaching Requires Careful Evaluation of Results. This means, the changes brought about in the behaviour of people need to be assessed. Later, steps need to be taken to meet to the deficiencies identified in the process.

Extension Learning It is the process by which an individual, through his own efforts and abilities, changes his behaviours. With a view to provide effective learning experience to rural people, the extension worker should know the characteristics of learning. These are called as Principles of learning. They are as follows: Learning is Growth Like and Continuous: In this regards, the extension worker should try to understand the level of the farmer and should try to develop his understanding. The things already known by and also new ideas should be clarified. The new ideas may be presented intermittently to emphasis their importance. Learning should be Meaningful. The reason is that, the extension worker should place the objectives of learning very clearly and meaningfully before the farmers. While doing this, it should be seen that the subject does not go over the heads of the farmers. The extension education programme should be within the physical and economic limits of the people. Learning should be able to Make Use of Maximum Number of Sense Organs while Learning. Because seeing hearing, touching, smelling and testing are the five senses through which an individual learns new idea. Extension believes in ‘**Learning by doing**’ and ‘**seeing is believing**’. So, demonstrations, visual aids, and other symbols should use by the extension worker, to make the learning experience more effective. Learning should be Challenging and Satisfying. This implies that, abilities acquiring through learning should help the farmer to solve the problems, to overcome the difficulties and gradually lead to a more satisfying life. Learning should Develop Functional Understanding of Learners. Because, only acquiring knowledge is not enough, it must be understood and applied in real life situation. To develop the functional understanding of the farmers, it is necessary that he should

understand the whole subject, as well as different topics and their inter-relationships. Learning is affected by Physical and Social Environment. Good physical and social environment creates a favourable back ground for effective learning. The student should be required to spend minimum energy in adjusting with the environment. The teacher should create a suitable environment. Learning Ability Varies Widely Among Individuals. The teaching should be tailored according to the level of understanding of the farmers. So also, the subject should be within the capacity of the farmers’ ability to learn. Learning is a gradual process, requiring several exposures before Change is noticed. The new ideas have to be vividly presented through different media in order to make the learning meaningful. Research shows that for convincing the necessity of innovation, it has to be presented at least six to eight times through different media. The Adults have Learning Capacity. The rate of learning declines about one percent a year, after the age of 35 years. The main reason for this is declining physical ability, especially functioning of sense organs. Reluctance to learning, fear of failure, old habits and impact of particular ideology are also the reasons for it. The extension workers should show the things clearly, speak clearly by choosing words carefully, proceed step by step, repeat important ideas, encourage good ideas, and avoid ridicule. Learning is an Active Process on the Part of Learner. The kind of learning which takes place is a result of the kind of experience one has. The experiences must be compelling and directed on the part of learners. The farmer himself will have to practice the skills to learn them, change the present attitude to create new attitude, and appreciate new things. Learning is group facilitates this. Learning Requires Effective Communication. Learning becomes effective if the extension worker puts the message in an interesting way with the help of appropriate audio-visual aids and teaching methods. Theory and Practice should be related in Learning. As far as possible, the farmers should be taught both, theory as well as practice. A proper balance in these two helps in acquiring high professional competency.

Farm visits Farm visits are the most common form of personal contact between the agent and

the farmer and often constitute over 50 percent of the agent's extension activities. Because they take up so much of the agent's time, it is important to be clear about the purpose of such visits and to plan them carefully. Farm visits can: - familiarize the extension agent with the farmer and his family; - enable him to give specific advice or information to the farmer; - build up the agent's knowledge of the area, and of the kinds of problems which farmers face; - permit him to explain a new recommended practice or follow up and observe results to date; - arouse general interest among the farmers and stimulate their involvement in extension activities. At times, the extension agent will make a farm visit spontaneously if he happens to be passing by and it is convenient to drop in. Such informal visits may have no specific purpose but are a useful way of maintaining contact and gradually building links with farmers. Even if the agent just drops in to greet the farmer and his family, this short visit can do a lot to foster mutual respect and friendship. Usually, however, farm visits will be part of the agent's general plan of work and will be programmed into his monthly schedule of activities.

Planning the visit First, it is important to be very clear about the purpose of the visit. Before a visit, the extension agent should review the file on the farm to be visited and consult any other information available on the farmer. He must be fully informed on the relevant details of the farm he is visiting and should summarize the situation in a few notes before setting off. He must try to avoid showing ignorance of the farmer and his farming activities, or the need to consult his file during the visit. In addition, the visit should be planned to fit in with other local extension activities. For example, if a demonstration or meeting is planned for the morning, then it may be possible to programme a number of individual farm visits for the afternoon. Whenever possible, the agent should make an appointment at a time convenient to the farmer, to ensure that the farmer will be there and that the journey will not be wasted. If an appointment is made in advance, the farmer will also have time to prepare for the visit and to think about the issues to be discussed with the agent. *Check list* - Make an appointment if

possible. - Decide the purpose of the visit. - Review previous records and information. - Prepare specialist subject matter that might be required. - Schedule the visit into the overall work plan.

Making the visit

The agent must always remember the basic educational purpose of extension and his role in this process. The agent's role is not just one of transmitting new knowledge or recommendations; he must also devote time during visits to building up the farmer's confidence and interest. One of the first points to think about when making a farm visit is how to start a conversation. The first few minutes of contact are extremely important for establishing a good relationship, particularly if it is the first meeting. Methods of establishing rapport and of initiating conversation differ from culture to culture. Small talk in order to break the ice is often an important first step, and gives both sides a chance to relax and to get to know each other a little before more serious matters are discussed. Time must be spent in greeting the farmer and his family and an informal chat will not be wasted. Similarly, local customs should be followed as regards accepting hospitality. If visitors are expected to drink tea or coffee with the host, then the agent should do so, while taking care not to acquire a reputation of one who spends all his time drinking tea or coffee during visits. The agent should then choose the moment when more formal business can be discussed. The choice of the discussion topic is also an important decision for the extension worker. If he is sensitive to the farmer's needs, he will discuss matters relevant to these needs. Moreover, he will discuss these topics at the farmer's level and in language that the farmer is accustomed to use. In this respect, the agent should be a good listener as well as a good talker, and he should encourage farmers to explain and discuss issues at their own pace and in their own words. It is important for the agent to find a reason to praise farmers for some aspect of farm management in order to encourage their involvement and make them feel that they also have knowledge to contribute. The visit may cover a whole range of activities. The farmer may need further explanation or information about a particular new practice and

it may be necessary to demonstrate this. If further technical information is required, this can be noted and, at a later date, an appropriate information bulletin can be sent. The agent may also brief the farmer generally on government agricultural policy, or describe the range of extension activities in the area and encourage the farmer to get involved. Some visits may also be of an emergency nature when the agent will be expected to give on-the-spot advice concerning a particular problem. Finally, the agent should always be alert during farm visits for ways to promote the involvement of other family members, including spouses and young people, in other local extension activities such as a youth club or a food preparation demonstration. If possible, it is useful to set up a system to keep a record of the content of farm visits; this could be simply a notebook in which the essential details of each visit (date, purpose, problems, decisions, etc.) are recorded. Such a farm record system is very useful in helping the agent to keep a more detailed account of each visit and it is invaluable when a new agent is taking over. The records are also very useful in evaluating farmers' progress.

Check-list - Be punctual for the visit. - Greet the farmer and this family. - Praise the farmer's work. - Encourage the farmer to explain and discuss any problems. - Provide any technical or other information required. - Record the details of the visit. - Plan with the farmer the time and purpose of the next meeting.

Recording and follow-up

The purpose of any farm visit will be lost if its content and conclusion are not recorded and no follow-up action taken. During the visit, the agent will almost certainly make a series of notes and observations. On the first available office day, these notes should be neatly transcribed on an individual card kept at the extension office. After each visit, the agent should record the date, the purpose, the conclusions or recommendations arising from the visit, as well as any other additional information or observations which he feels will be helpful. The agent must not store this information in his head, since, if he is transferred, the incoming agent will be left with a gap in information and will find it difficult to catch up with the situation. Finally, the agent should arrange for any follow-up that may have

been agreed with the farmer. This could involve the sending of further specialist information, or arranging for a specialist colleague to visit the farmer concerned. Whatever the case, it is vitally important that the agent follow up on any issues or problems that he was not able to deal with in person. Failure to do so will disappoint the farmer and lessen his confidence in the agent. It is very important to maintain the confidence and trust that can often take years to build up. He should also schedule his next visit to the farmer in his work programme.

Check-list Record purpose of and decision resulting from visit. Arrange for any follow-up information or advice to be sent. Schedule the next visit to the farmer. Farm visits are perhaps the single most important aspect of the agent's work in terms of establishing rapport with the farmers in his area and of building the trust and confidence that are vital to the success of his work. However, farm visits take up a lot of time and only a few farmers can be reached. Farm visits are, therefore, a costly extension method and for this reason they must be carefully thought out and planned. The visits must make an impact and must lead to positive agricultural development if they are to justify their cost. Finally, the agent should beware of visiting some farmers repeatedly. This would not only severely limit the range of his activities, but could also arouse the resentment of other farmers who might feel excluded.

Office calls

Just as the extension agent visits the farmer, so he can expect that from time to time the farmer will visit him at his office. Such a visit is often a reflection of the interest which the agent may have aroused among the local farmers. The more confidence local farmers have in the extension agent, the more likely they are to visit him. Such office visits are less time consuming for the extension worker, and offer some of the advantages of a farm visit. While no extension agent would wish to be overwhelmed by such visits every day, he should encourage farmers to drop in if it is convenient for them to make the exchange of visits twoway. As with farm visits, office visits similarly have to be prepared. Although the agent may not know when a farmer is likely to drop in, he can at least arrange the extension office in such a way that the visitor

feels at ease and can understand the activities of the office. The arrangement could include: - ensuring that access to the extension office is adequately posted and the agent's name displayed; - having a notice-board clearly displayed upon which useful, up-to-date information can be pinned; - having one or two chairs where visitors can wait for appointments; - displaying any bulletins, circulars or other written extension literature that the visitor can read. For some farmers, a visit to the extension office may be a difficult experience. The agent should, therefore, try to put the farmer at ease, asking a few questions in order to get the farmer to explain his problems. The agent should be polite but purposeful, and try to find out the reason for the visit as quickly as possible. When he feels that the matter has been adequately discussed, the agent should tactfully terminate the interview in order not to let it drift aimlessly on. The agent should always escort the visitor out, and say goodbye. A note on these office visits should also be added to the farmer's record card, and any follow-up implemented.

The layout of an extension office is important

Letters Occasionally, the extension agent will correspond with a farmer by letter. Letters can be a follow-up inquiry resulting from an agent's farm visit, or sent because a farmer is unable to make a personal office visit. Drafting and replying to letters are very important skills for the extension worker and he should give every thought to them. Problems can arise with the use of words or complex technological language, or if the letter has been badly typed or written. In writing a letter to a farmer, the extension agent should try to put himself in the farmer's shoes. The letter should be in the local language, preferably not on impressively headed writing-paper, and should always contain some personal greeting to the farmer. Often, farmers will show such letters to their neighbours and thus it is important to create a favourable impression. The following points are important: - letters should be clear and concise, so as not to confuse the reader; - the information in the letter should be complete and relevant to the issues raised; - where possible, letters should be answered promptly. If time is needed to collect information for the reply, a short letter of acknowledgement should be sent; - a copy of the

letter must always be made and entered in the office file.

Other individual methods Telephone calls

Telephone calls and office visits serve a very similar purpose. It is improbable that the extension worker will deal with many of the farmers in his area (if at all) by telephone. If the telephone is used, however, it will not be for long discussion but for passing on specific advice or information. Whatever the reason, it is important for the agent to speak clearly, to note the main points discussed and to enter them on the farmer's record. *Informal contacts* Informal contacts will occur continually during the agent's stay in a particular area. Market days, holiday celebrations or religious events will bring him into contact with the farmers with whom he is working who will inevitably talk about their problems. By attending such events, the agent can become well acquainted with the area where he works and with the farmers and their problems, and he will be able to pass on ideas and information on an informal basis.

3. Methodology

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
Audio – refers to sense of hearing, Visual – refers to sense of seeing and Aid–instructional device. The audio visual aids are classified as under:

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

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

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

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