Extension Teaching Learning Process And Methods

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Abstract

Extension educators and persons who live in rural regions may be able to better communicate with one another by using a variety of extension pedagogical strategies. These are methods for getting people in rural areas interested in and prepared to have a good experience with cutting-edge technologies. Knowing the ins and outs of several methods is essential for picking the right one for any particular job. In the field of education and extension, there are a number of different sorts of teaching methods to consider. The majority of people nowadays recognize the importance of finishing school. No one, regardless of background or income, doesn't want to improve themselves intellectually and professionally. To guarantee that their pupils successfully absorb and use the vast body of knowledge and information provided by their instructors, educational institutions, organizations, enterprises, and individual teachers must develop effective extension teaching approaches. The major purpose of this research is to examine the efficacy of instructional strategies that emphasize extension. Most importantly, one must consider extension programs, extension teaching aims, extension teaching method kinds, extension teaching method range, and selection. These methods of lifelong education are designed to help people become the best versions of themselves. People leave school at a young age for a wide range of reasons, and many of them do not have fully developed intellectual talents. Lack of English proficiency, ineffective use of technology for doing normal activities, and so on all fall within this category. Extension education helps individuals achieve more stability and security despite these obstacles since everyone wants to improve their living standards.

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

Introduction

When we talk about "education," we mean creating a setting where people's attitudes, values, and habits might change for the better. Everything that has to do with or is about human beings may be classified as social. By concentrating on developing stronger relationships between and within communities, extension education aims to foster intragroup and intergroup behaviors. Through exposure to and participation in cultural

practices, an individual's inner and outer emotional, cognitive, and behavioral qualities gradually converge with those of the larger community. A person's upbringing has a significant effect on his adulthood, particularly the norms, standards, and assessment criteria he is exposed to. Educators in the field of extension have a role in influencing positive cultural shifts. Extension education's primary goal is to get useful knowledge into the hands of those who can put it to good use.From kindergarten on up to college, there exists a clear and logical progression via a grading scale and a set of recognized levels. Such a general or foundational education is often disseminated in lecture halls and standardized classrooms. (Cole 1981) However, "non-formal education" is used to describe any kind of organized, methodical, and regular educational activity that is carried out outside the formal system in order to make provision of particular types of learning to specific sub-groups in the population, who are unable to benefit from the formal system. People of various ages who were unable to complete their formal education may benefit from these programs because of the non-traditional methods of training they use. Adult education and extended education are common terms for this kind of non-standard schooling. Some of the ways in which it influences people's actions are listed below. This includes mental and emotional shifts as well as physical ones.

Extension Education

1. Principles of education, or the steps involved in furthering one's schooling.

2. If the student is engaged and understands the course's objectives, then the course will be beneficial.

3. The importance of inspiring curiosity in students cannot be overstated.

4. It's important for the teacher and student to get along well and communicate freely. The school's physical setting should encourage and facilitate learning.

5. In order to help students feel like they have a stake in their education, instructors should assign them projects.

6. The instructor has to make advantage of the students' prior knowledge.

7. The best teachers are those who are both knowledgeable and enthusiastic about their subjects.

8. Instructing should be done by a wide range of qualified people.

9. Because of recent developments in the field, it is imperative that the teacher revise his previous work.

People should prioritise working for the greater good of society. Individuals who fail to complete high school, who do not enrol in postsecondary institutions, or who withdraw from their degree programmes before graduating run the danger of never realising their full intellectual potential. These students enrol in vocational schools because, like the rest of us, they desire a better standard of living and the satisfaction that comes from knowing their work really makes a difference in the world. (Dahama and Bhatnagar 1985)

That workers may increase their own productivity and efficiency by having access to resources that will help them do so. Crafts and artistic endeavours, as well as more traditional trades like plumbing, electricity, carpentry, and welding, have long required individuals to hone their abilities to a professional level. A high degree of productivity is expected of construction workers, as it is in any sector that makes extensive use of equipment and resources. (B. S 2019)

With the hope of expanding their horizons and getting them out into the world more. No matter how high or low you are on the social ladder, you are still dependent on the interactions with other people to fulfil your role in society. People get through in life with the support of their friends, family, and neighbours.

So that more people may take use of them, which will help the economy and people's lives. It's no secret that the lowest-income and least-educated members of society often lack even the most fundamental educational experiences and skills. One of the primary motivations for making an investment in one's professional development is the pursuit of a higher quality of life. As they develop into well-rounded people, they may also improve their creative abilities.

A good education and the ability to make decisions for oneself are meant to help individuals become contributing members of society. Extension education and the techniques employed to deliver it may improve people's knowledge, competence, and independence. Everyone has a duty to make a positive difference in the lives of those around them and in the world at large, even though most people go to work to provide for their own families. (Brown and Armstrong 1984)

By enhancing people's social lives, cultural lives, leisure lives, intellectual lives, and spiritual lives, among other spheres of existence. Educators aim to instil in their students a wide range of qualities via extension programmes and pedagogical practises, including the ability to communicate effectively with others, a love of learning, and an interest in probing the mysteries of existence. To succeed in life, you must master these subjects well. (Behr 1988)2

Extension Methods

Individual Counselling

Individual counselling services are provided one-on-one and may help people with a broad range of problems and difficulties. Counseling services range from those aimed at individuals struggling with personal concerns like anger and depression to those designed to help whole families recover from traumatic events. The counselor's duty is to use all of their resources to build trusting, constructive relationships with their clients. The major role of the counsellor is to provide support for the client to create goals and work through barriers in order to achieve a life that is both more meaningful and more productive for the client. (Vanaja 2004)

Training Events for Groups

Participating in a variety of different physical exercises and workouts with the intention of enhancing one's overall preparedness is what is meant when we talk about "training." Other forms of training activities, such as single training sessions, demonstrations, field days, and winter schools, may be prepared for groups utilising a number of different approaches. These are some of the many sorts of training activities that are possible. There are primarily two methods for a person to get training and prepare themselves: the first way is to remain in the classroom, and the second way is to go out into the field. Participants get the chance to encounter real-world circumstances, learn by doing, and learn from one another when they take part in field-based training activities as a group and participate in these activities together. Working in the field calls for a big amount of interaction and observation, and both of these activities help a person to enhance both his knowledge and his abilities. Working in the field demands a substantial amount of interaction and observation. (Wenjiang 2012)

Demonstration Plots

Proven technologies that are new to a certain area or client base may be shown in demonstrations. When a new approach or procedure must be introduced to those who have never seen it before, demonstration plots are used. Situations like this call for the use of demonstration plots to make the methods and processes clear to the people. Putting on demonstrations is an essential part of planning agricultural fairs and field days, two types of extension activities. The study of food and nutrition is seen as an integral part of the area of Home Science, which may be found in many schools. Students need demonstration plots in order to learn about the many stages of the culinary process. This is done so that when

the students graduate, they will have the knowledge and skills to successfully complete the processes on their own. (Neeraja 2011)

Methods Of Teaching

Lecturing

The lecture technique is typically thought of as the primary style of teaching in schools, yet it is only one among several. When used to classrooms with a larger student enrolment, the lecture method is helpful to the institution in terms of convenience and cost efficiency. Due to the large numbers of students (sometimes hundreds) in a single lecture hall, lecturing has become the norm for most college courses. This is because lecturing allows professors to address the largest number of people at once in the most general manner, while still conveying the information that they feel is most important to convey, according to the lesson plan. The lecture method provides the educator with a platform to expose students to material that has not been published or is otherwise difficult to obtain. It's possible that the pupils' lack of active participation during the lecture is hindering their education. This method facilitates interaction amongst a big group of individuals, but it also requires consistent work on the part of the teacher to become aware of student concerns and to promote verbal input. If the teacher has good oral and writing communication skills, they might use it to pique students' curiosity about a subject. (Heidgerken 1965)

Demonstrating

In the classroom, demonstration is the practise of instructing by showing, rather than telling. Coaching is a kind of this practise, as is the Lecture-cum-Demonstration strategy. Knowledge transfer and performance modelling are combined into a single method of instruction in this pedagogical model. The science instructor in our example may do an experiment in front of the class to demonstrate how to conceptualise the topic at hand. A demonstration is an effective method for demonstrating a fact because it combines visual evidence with the accompanying logical argument.Demonstrations are similar to stories and examples in that they help students establish connections between the material and their own lives. This is due to the fact that students benefit greatly from seeing the practical applications of the information being presented via demonstrations. The experience of learning facts via the memorization of a list is one that is distant and impersonal to the learner, whereas the experience of learning information through the use of examples is one that is more personal to the learner. Students' attention and memory for newly learned

material is greatly boosted by hands-on demonstrations. The reason for this is because by using examples, students are able to create connections between the theoretical concepts they are learning and their practical implementations. However, lecturers often put more emphasis on the delivery of knowledge than on the development of connective learning skills. (Behr 1988)

To make learning more interesting, one strategy is to use a variety of teaching forms and resources, which is possible when using the demonstration technique. Because of this, many senses of the students are piqued, leading to the development of new avenues for education. This method is very useful for teachers since it can be adapted to suit either classroom instruction or private study. Having this feature is a plus, which is why it is so helpful overall. However, teaching by example may work well in certain contexts, such as when students need teachers to tailor their lessons to their specific strengths and weaknesses in subjects like math, science, and the arts. (Gatto 2001)

Classroom Discussion

Discussion between classmates is the most common kind of classroom interaction between teachers and students. This kind of instruction is democratic in that it gives each student an opportunity to participate and express their ideas. Teacher-led or student-led discussions are equally acceptable in a classroom setting. Conversation may follow a presentation or demonstration. There are several positive outcomes associated with classroom discussions, including improved learning, more exposure to new ideas, greater retention of material, higher confidence levels, and enhanced self-esteem. Students may or may not have enough time for in-depth, thought-provoking discussion during class time, depending on the course's content and format. The aims of an assisted classroom discussion, however, do not change. (Salvucci 2020)

Conclusion

Tasks for the Classroom Conducting research is one method for figuring out how to improve student learning based on the conditions of your own classroom. We have a lot of knowledge about effective teaching in general, but every classroom is unique in its subject, level, students' abilities and learning styles, teachers' expertise and methods, and a host of other aspects. Because of this, it is almost difficult to draw broad conclusions about what makes for effective education. Teachers may best guarantee their students get the most from their classes by doing research into different teaching methods to identify those that provide the best outcomes. Technology studies need the use of any and all available

research methodology, educational model, and pedagogical family. Teachers have their own unique sets of strengths and weaknesses, so they naturally gravitate toward pedagogical approaches that both highlight and compensate for their own particular tendencies. The educator is well-versed in the nature of the knowledge that has to be developed in this scenario. There are other times when teachers will give their students a research strategy in an effort to get them to come up with their own interpretations and learn more about the subject. Thanks to the institutionalised simplicity of procedures, students are able to have access to research methodologies on their own level.

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