



**JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE &  
TECHNOLOGY UNIVERSITY EXAMINATIONS 2012/2013**

**2<sup>ND</sup> YEAR 1<sup>ST</sup> SEMESTER EXAMINATION FOR THE DEGREE OF  
BACHELOR OF SCIENCE IN FOOD SECURITY**

**AGRI-BUSINESS MANAGEMENT**

**(REGULAR)**

**COURSE CODE: AAE 3211**

**COURSE TITLE: EXTENSION METHODS AND COMMUNITY OUTREACH**

**DATE: 21/8/13**

**TIME: 9.00 – 11.00 AM**

**DURATION: 2 HOURS**

**INSTRUCTIONS**

- 1. Answer ALL the THREE questions in Section A.**
- 2. Answer ANY TWO questions in Section B.**
- 3. Write answers Briefly and ELIGBLY.**

**SECTION A**                      **[30 MARKS]**

1. The primary principle of Extension education is based on the ease, simplicity, and problem solving form of learning. [10 Marks]
  - a) Briefly explain the principle of “cultural difference” as opposed to the principle of “whole family” in relation to extension education. [5 marks]
  - b) What is your understanding of the fact that “extension works with the people and not for the people?” [2 marks]
  - c) Briefly discuss the adage “extension is a two way link.” [3 marks]
  
2. The process which farmers undertake in deciding whether or not to use new ideas is known as the adoption process. [10 Marks]
  - a) Schematically, depict the similarity between the stages of cooperative extension services and steps in adult learning and in each case briefly explain what each stage entails. [3 marks]
  - b) What is the importance of the adoption process in selecting Extension methods. [2 marks]
  - c) State and briefly explain five leading questions which would help in understanding the importance of adoption process in selecting Extension methods. [5 marks]
  
3. Local Extension staff are responsible for which methods are used in local extension plans. [10 Marks]
  - a) Discuss any five factors often considered by Extension staff in deciding which methods are appropriate for local situations [5 marks]
  - b) Explain constraints encountered in designing appropriate methods for working with women farmers [2 marks]
  - c) In which situations would Individual visits extension method be effectively used and which are its limitations [3 marks]

**SECTION B**                      **[40 MARKS]**

4. Today, the objectives of rural youth programmes in agricultural extension have been expanded from what they used to be during the colonial era. The objectives could be divided into educational, economic, social and recreational objectives. These objectives were designed for the educational, social and economic empowerment of the youth. [20 Marks]
  - a) Distinguish between the educational as opposed to the economic objectives of rural youth programmes [7 marks]
  - b) Explain any three philosophies associated with rural youth programmes in agricultural extension [6 marks]
  - c) State and briefly explain the meaning of 4H-Club in contrast to the 4K-Club [7 marks]

5. An extension worker is basically a communicator. The communication skill on the part of the extension worker is the basis of all extension activity. Communication is pivotal in rural development because it caters for the needs of humans in different dimensions. [20 Marks]
- a) Briefly explain the need for effective communication. [6 marks]
  - b) Explain functions of communication to rural farmers and extension agents. [7 marks]
  - a) Describe how communication can influence change in behaviour of farmers. [7 marks]
6. In the past, the approach used in development activities in rural Africa often consisted of farmers being told what to do. The participatory model has changed this. [20 Marks]
- a) Use a tabular format to show the changes from the use of conventional to participatory approaches to development [8 marks]
  - b) Using the gender equality wheel, explain the gender dimension to participatory extension model [8 marks]
  - c) Define the following Extension Methods and Community Outreach terminologies [4 marks each]
    - i. Agricultural Extension Agent
    - ii. Gender Equity
    - iii. Laggards
    - iv. Farmer Field Schools