

Agricultural Extension Programme Management

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**Global Forum for Rural Advisory
Services (GFRAS)**



About Module

- Manual (11 Study Units), Workbook, Lecture Guide & PPT.
- Module aimed at self-directed / face to-face /blended learning.



Unit 1: Theories & practice of extension management

- Theories & principles
- Functions

Unit 2: Approaches to management strategies

- Publicly funded extension systems
 - **Older systems : Uganda (Ministry of Ag.)**
 - **Modern extension systems (Zimbabwe -FSRE)**
- Privately funded extension systems
 - **Netherlands**
 - **Australia**
 - **Sasakawa in Africa**



Extension

Change in Roles, Approaches & Models

Change in Roles

- Only public sector to public, private, and PPP - Pluralistic system.

Change in Approaches

- **Colonial:** IVRI, NDRI, Madras Veterinary College etc.
- **Diverse Top-down:** Commodity institutions and schemes under 5 year plans.
- **Unified Top-down:** T&V during 1970s-80s
- **Diverse Bottom-up:** Established in some parts & just begun in other places.

Change in Models

- **Tech. Transfer for Development** (*Persuasive + Paternalistic*): T&V.
- **Advisory Development Work** (*Persuasive + Participatory*): NGOs.
- **HRD** (*Educational + Paternalistic*): Universities / ICAR Institutes
- **Facilitation for Development** (*Educational + Participatory*): Operation Flood Programme.



Livestock Service Delivery : Global Scenario

- **Most of the Developing & Under Developed Countries 1950s -1970s - State was the principal agent with little/no participation by the private sector.**
- **South-Asia including India: Public sector was the direct provider of the services and the services are delivered either **free of charge or with heavy subsidies.****
- **East-Asia and Pacific: Public sector still plays a more direct role especially in Cambodia, Vietnam, Philippines etc. (**Malaysia is an exception – Privatization for most services**).**
- **Sub-Saharan Africa : 1980's - Public sector, but now, many countries have privatized or transferred under ppp .**



Livestock Extension Services

Public Extension Services

(Low Subtractability & Low Excludability)

- Disease surveillance
- Quarantine
- Food hygiene
- Inspection
- Pure extension advise (long-term)
- Extension information through mass media

Common Pool Extension Services

(High Subtractability & Low Excludability)

- Modern technologies
- Commonly available / used inputs
- Artificial insemination

Toll Extension Services

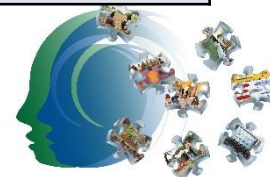
(Low Subtractability & High Excludability)

- Disease diagnosis
- Artificial insemination
- Pure extension advise (short-term)
- Livestock farm management
- Livestock market information
- Specialized client specific information
(Contract broiler farming)

Private Extension Services

(High Subtractability & High Excludability)

- Curative health services
- Provision of drugs for treatment
- Artificial insemination
- Modern technologies



Unit 3: Leadership, motivation & group dynamics

- Leadership
- Motivation theories
- Work group dynamics

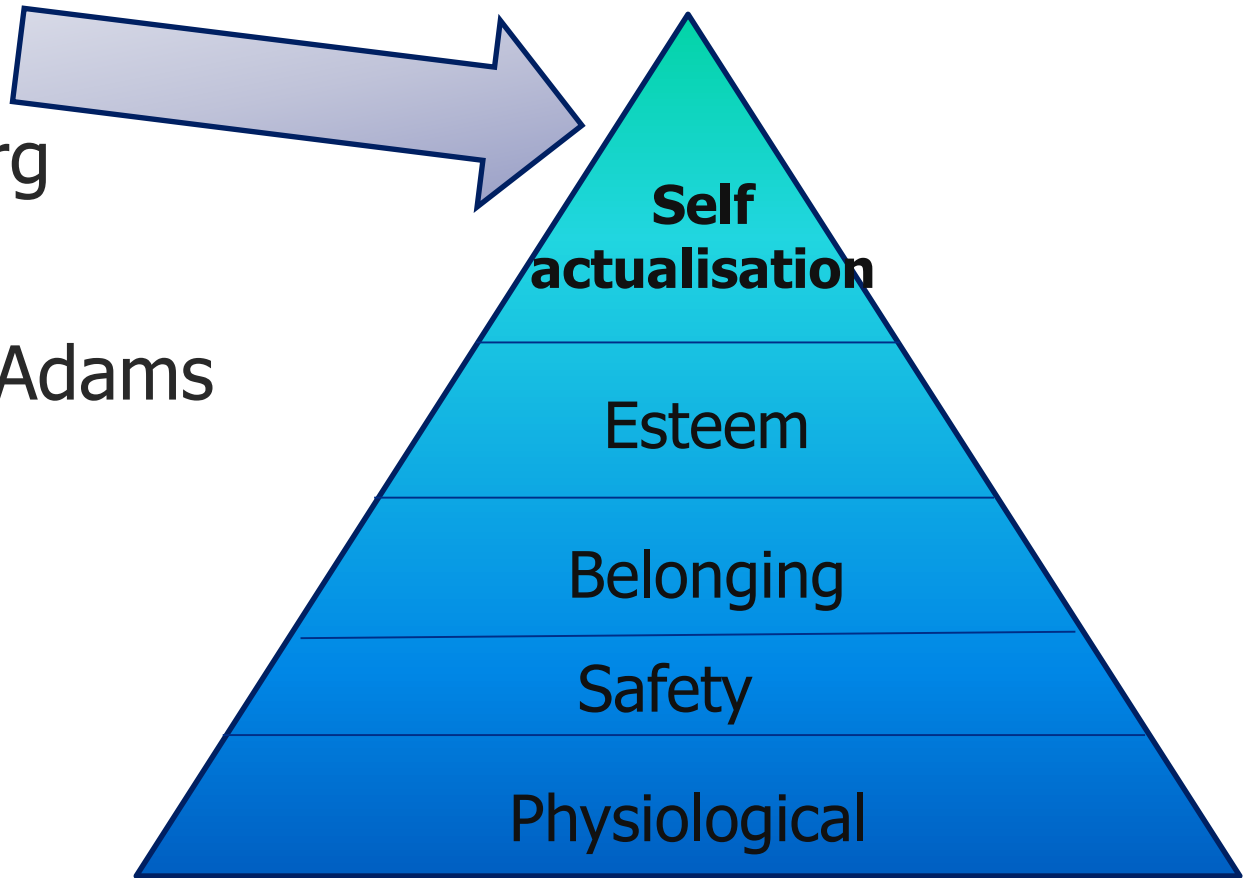
Unit 4: Extension program planning

- Importance of program planning, types, assumptions & principles.
- Programme development cycle & steps



Motivation theories

- Maslow
- Herzberg
- Vroom
- Stacey Adams



Unit 5: Managing organisational change & conflict resolution

Unit 6: Involvement of farmers & tools in programme planning

- Importance of involvement & methods
- Tools in programme planning
 - **NASs**
 - **Resource mobilisation**



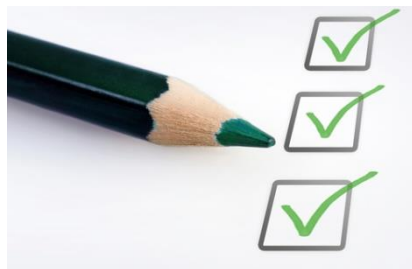
Tools in programme planning



1.
Needs
assessment



2.
Resource
mobilisation



3.
Action plan



Urban Planning and Development in Open and Distance Learning: Findings from Needs Assessment Study in India

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Abstract: *The objectives of this study are two fold – to assess the demand for the urban planning and development programme in open and distance learning (ODL) and to identify the major content to be covered under the programme. The study was undertaken following the survey method and data was collected from 120 respondents. The key survey questions focused on: need and reasons for urban planning and development education through ODL; entry level qualifications; job/career prospects; duration of the programme, and suggestions on broad course contents. The results revealed that, the majority of respondents felt the need for a one year post-graduate level ODL programme on urban planning and development with associated reasons. The important career prospects perceived by respondents include: promotional opportunities in the current job; employment in urban development institutions/programmes/projects, and; self employment. The important content areas suggested by the respondents include: urban development – concept, theories, and evolution; urban development in India and selected other countries; urban planning and governance; challenges in urban development and management of urban services; urban development policies and programmes; planning, monitoring and evaluation of urban programmes/projects. In the light of the findings of the study and related discussion, it is recommended to develop a post-graduate level programme on urban planning and development in ODL and online modes to meet the continuing education needs of various stakeholders in the urban development sector.*

Keywords: Open and distance learning, Urban planning and development, Need assessment, India

Introduction

Urbanization is a process by which people instead of living in predominantly dispersed agricultural villages, start living in towns and cities dominated by industrial and service functionaries (Mishra, 1998). Globally it is projected that two-thirds of the population will live in urban areas by 2025. India is the second largest urban system in the world with more than 30 per cent of urban population. Population residing in urban areas in India, according to the 1901 census, was 11.4 per cent (Singh, 1978). This count increased to 17.4 per cent according to 2001 census, and crossed 30 per cent as per 2011 census, 40.76 per cent (Datta, 2006; Census of India, 2011; Business Standard, 2012). A survey by UN State of the World Population Report, by 2030, 40.76 per cent of the population will live in urban areas.

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Scope for animal welfare education in open and distance learning: findings from a needs assessment study in India

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Summary

The objectives of this study were twofold: to assess the demand for animal welfare education by open and distance learning (ODL) and to identify content to be covered in an ODL animal welfare programme. Through email, personal interviews and online surveys, data were collected from 161 respondents. The key survey questions were on: the need and reasons for providing animal welfare education through ODL; entry-level qualifications; job/career prospects; duration of the programme, and suggestions on course content. The majority of respondents felt that there was a need for a one-year ODL academic programme on animal welfare. In the light of the findings of this study and related discussions, the authors recommend that online and ODL programmes in animal welfare be developed to meet the continuing educational needs of veterinary students, working veterinarians, para-veterinarians and other stakeholders closely related to animal welfare.

Keywords

Animal welfare – India – Needs assessment – Open and distance learning.

Introduction

‘The greatness of a nation and its moral progress can be measured by the way its animals are treated’ – Mahatma Gandhi.

In recent decades, ethical concerns about the quality of the lives of animals have increasingly become the subject of public policy and controversy. Consequently, society has turned to science for guidance, and animal welfare has become a scientific study (1, 2). Thus, unlike many other disciplines, the field of animal welfare owes its existence primarily to the curiosity of its scientific practitioners (3). The field of animal welfare has emerged as a result of the ethical concerns existing in society (3). Animal welfare education is a multidisciplinary field that is growing rapidly, with the core components being ethics, and welfare standards (4).

The livestock sector is one of the fastest-growing sectors in Indian agriculture. Its contribution represented 26.84% of total agricultural output in 2011–2012. This is compared to 16% in 1970–1971, showing an annual growth rate of 4.3%, higher than the 2.8% growth in the overall agricultural sector (5, 6). Intensification of livestock production has brought these consistent growth rates, along with a great change in the dynamics of traditional animal–human relationships. Changes in societal values, changes in the relationship between animals and humans and the changing demands of the general public have invoked an urgent need to consider animal welfare practices. Livestock production has to be more humane, taking account of ethics and community values (7, 8).

Veterinarians and para-veterinarians play an important role as intermediaries between animals, their owners, and the public in protecting animal well-being. To assume their

Needs
 Assessment
 in ODL



DEMAND ANALYSIS FOR TANZANIA

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Needs Assessment Livestock Sector Challenges in Africa

Unit 7: Time management

- Good time management and defining goals
- Analysing energy allocation
- Importance of self review in management

Unit 8: Human resource management

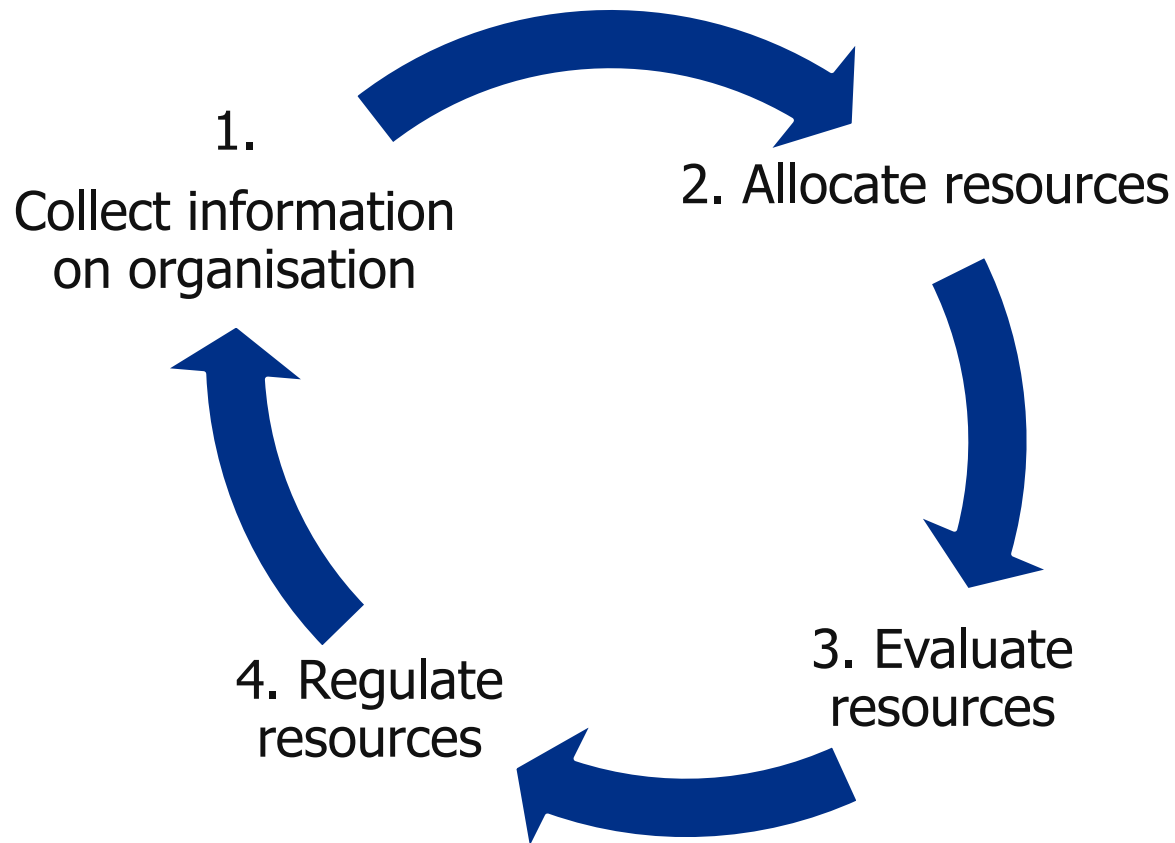
- HR functions & Organisational theories
- Legal issues in HRM

Unit 9: Coordination and control

- Pluralism in extension and coordination



Control process



Pluralism in extension

- Lack of commitment = major barrier
- Advantage: more resources for services



Unit 10: Management information systems

- Securing information systems & Ethics
- MIS in extension organisations

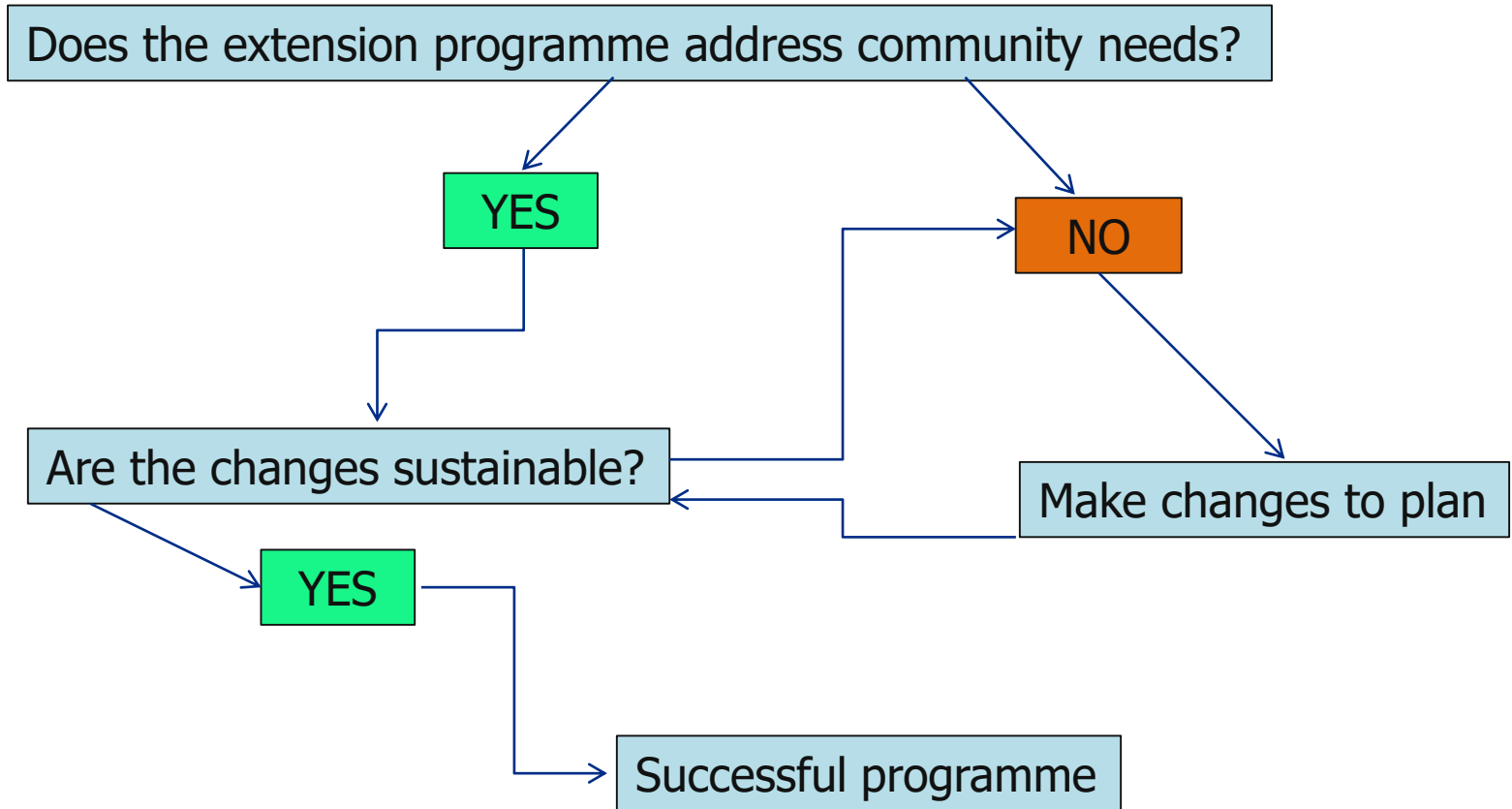
Unit 11: Monitoring & evaluation

- Principles, approaches, linking with outcomes, models / designs and types.

- Farm records
- National averages
- Production on farms
- Market trends



Monitoring and evaluating



Evaluation models

- Expert model
- Goal-free model
- Attainment of objectives model
- Management decision model
- Naturalistic model
- Experimental model
- Participatory evaluation model



Steps in evaluation

- Choose an extension project or activity
- Find out about background of target clients
- Analyse extension teaching methods
- Draw up an action plan
- Determine sample sizes and collect data
- Arrange and edit collected data
- Interpret facts
- Use findings to improve programme



Conclusion

- Programmed instruction aimed at self-directed learning:
 - **Encourage learners to practice what they have learned by completing activities, pre, post and summative assessment questions .**
 - **Answers in lecture guide support learners working on their own and assess their learning.**
- No support is required to complete activities.
- A useful resource for extension field staff, managers, teachers, researchers & PG students.

Thank you

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