

**Undergraduate Level Courses in Agricultural Extension
Proposed by the MANAGE Committee on Extension
Curricula in 2018**



PREFACE

While preparing the revised MSc and PhD Agricultural Extension curricula during 2018, the Sub-Committee on Agricultural Extension, constituted by the ICAR Broad Subject Matter Area (BSMA) Committee for Social Sciences, also developed a curriculum for Undergraduate Extension Teaching for the BSc Agriculture Programme. Though the preparation of undergraduate curricula falls under the mandate of the Deans Committee constituted by the ICAR, the BSMA committee decided to consider this as well during its deliberations, as students' prior knowledge gained through UG curricula must also be taken into account when developing relevant courses at the MSc and PhD levels. As the BSMA was concerned with the PG and PhD curricula reforms, the courses proposed at the UG level were presented as an Annexure to the BSMA Report.

While developing these courses, the committee first identified the core competencies required at different levels and worked backwards from those areas, organising them into courses. This proposed UG Curricula was primarily developed by the Committee constituted by the National Institute of Agricultural Extension Management (MANAGE) that comprised, Saravanan Raj (MANAGE); Rasheed Sulaiman V (CRISP-AESA); P S Sivakumar (ICAR-CTCRI); Mahesh Chander (ICAR-IVRI); M A Ansari (GBPUAT); M. Chandragowda (ICAR-ATARI, Bengaluru); P V K Sasidhar (IGNOU); P S Ananthan (ICAR-CIFE); Ritu Chakravarty (ICAR-NDRI); Sagar Wadkar (VAMNICOM); and Souvik Ghosh (Visva Bharati). This committee worked together with the ICAR-BSMA sub-committee for Agricultural Extension. The recommendations of the ICAR-BSMA committee for the MSc and PhD level programmes were subsequently approved by the ICAR.

On behalf of the MANAGE Committee, we thank Ms V Usha Rani, IAS, Director General, MANAGE and Dr I S Rao and Dr Kalpana Sastry, who served as Convenor and Chair, ICAR-BSMA (Social Sciences).

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1. UG LEVEL COURSES AT A GLANCE

The committee proposed the following four courses for consideration in the UG curricula in Agricultural Extension (Table 1).

Table 1: Proposed courses in Agricultural Extension at the UG level

No	Course Title	Credits
1.	Development Communication and Innovation	1+1
2.	Extension Approaches, Tools, and Methods	1+1
3.	Development Programme Planning	2+1
4.	Agripreneurship and Value Chain Development	2+1
Total		10(6+4)

2. SUMMARY OF PROPOSED COURSES AT THE UG LEVEL

Each course is organised under different blocks and units (Table 2)

Table 2: Block and units under each course

I DEVELOPMENT COMMUNICATION AND INNOVATION (1+1)		
No	Blocks	Units
1	Understanding Human Behaviour	1. Changing Human Behaviour
2	Development: Concept, Meaning and Theories	1. Development 2. Paradigms of Development
3	Development Communication	1. Communication 2. Development Communication 3. Media and Development Communication
4	Diffusion and Adoption of Innovations	1. Diffusion of Innovation 2. Adoption
II EXTENSION APPROACHES TOOLS AND METHODS (1+1)		
No	Blocks	Units
1	Extension Approaches	1. Extension & Advisory Services 2. Development Approaches 3. Development Programmes 4. Extension Approaches 5. Extension Education System in India
2	Dimensions of Extension and Advisory Services	1. Adult Education 2. Community Mobilisation 3. Facilitation Skills for Empowerment 4. Risk Management 5. Core Competencies
3	Extension Teaching Methods	1. Extension Teaching Methods 2. Individual Contact Method

		3. Group Contact Method
		4. Mass Contact Method
		5. Media Mix Strategies
III	DEVELOPMENT PROGRAMME PLANNING (2+1)	
No	Blocks	Units
1	Development Programme Planning	1. Programme Planning: An Overview 2. Needs Assessment
2	Participatory Development	1. Participatory Programme Planning 2. Participatory Methods
3	Appraisal Monitoring and Evaluation	1. Appraisal 2. Monitoring 3. Evaluation
4	Case Studies	1. Case Study-1 2. Case Study-2 3. Case Study-3 4. Case Study-4
IV	AGRIPRENEURSHIP AND VALUE CHAIN DEVELOPMENT (2+1)	
No	Blocks	Units
1	Agricultural Entrepreneurship Development	1. Basics of Agricultural Entrepreneurship 1. Approaches for Developing Agricultural Entrepreneurships 2. Extension and Advisory Services In Agricultural Entrepreneurship Development
2	Entrepreneurial Ecosystem for Agricultural Entrepreneurships	1. Business Planning 2. Basics of Entrepreneurial Ecosystem for Agricultural Entrepreneurship 3. Emerging Perspectives in Agricultural Entrepreneurship Development
3	Extension and Value Chain	1. Agricultural Supply Chains and Value Chains 2. Actors and Regulators in the Value Chain 3. Value Chain and Extension Advisory Services 4. Analysis of Value Chain
TOTAL CREDITS		10 6+4)

3. DETAILED COURSE OUTLINE

3.1 DEVELOPMENT COMMUNICATION AND INNOVATION (Credits: 1+1)

Why this Course?

Behaviour change is one of the most challenging aspects of an extension professional's job. It is your job to help farmers and other small entrepreneurs make changes that can increase their production, benefit the environment, or help to increase their earnings. However, change is difficult. In agricultural extension, social and cultural norms and values sometimes have a stronger impact on people's behaviour than the validity of a new technology or the effectiveness of a message. As an extension agent, you need to understand the social and cultural contexts and norms of a social group. This will ensure that you can develop efficient training and communication strategies and promote change.

The role of Communication is critical for facilitating development. The application of communication principles, theories, and approaches to enhance development, especially in rural areas, is therefore of paramount importance. Extension professionals/change agents should have fairly good knowledge and skills in providing communication support for development interventions. Here, communication will be used as an empowering tool, enabling change agents to identify the development needs of different stakeholders and support them in planning and implementing appropriate development-support communications.

Aims of the course

- ❖ To orient the students on the social and cultural contexts of rural society and other personal factors influencing human behaviour
- ❖ To develop a comprehensive understanding of different paradigms of development
- ❖ To explain different approaches to Development Communication
- ❖ To orient students on the concept of diffusion and adoption of innovations

The course is organised as follows:

No	Blocks	Units
1	Understanding Human Behaviour	1. Changing Human Behaviour
2	Development: Concept, Meaning and Theories	1. Development 2. Paradigms of Development
3	Development Communication	1. Communication 2. Development Communication 3. Media and Development Communication
4	Diffusion and Adoption of Innovations	1. Diffusion of Innovation 2. Adoption

Learning Outcomes

By the end of this course, the learners will be able to:

- Understand the social and cultural contexts of rural society and other personal factors influencing human behaviour
- Describe the concept, meaning and importance of development – major paradigms and perspectives of development: National, Regional and Global perspectives

- Appreciate the significance of Communication, Development Communication, and understand the role of communication in the development process
- Demonstrate skills in using different media for development communication
- Identify Communication and Media strategies for supporting development interventions
- Analyse the role of media campaigns for facilitating community mobilisation for development activities/ programmes

BLOCK 1. UNDERSTANDING HUMAN BEHAVIOUR

Unit 1: Changing Human Behaviour

Why Behavioural Change? Changing farms or changing farmers - Behaviour - Definition- Social and cultural norms influencing human behaviour- social groups - social stratification - culture, social structure and institutions - Perception - psychological field - process of human perception - Meaning- Group **and group process** - **Motivation**, Theories of Motivation, Intelligence. **Learning-** Cognitive, affective, psychomotor domains- Contribution of **Rural sociology and Educational psychology** in improving extension practice

BLOCK 2: DEVELOPMENT: CONCEPT, MEANING AND THEORIES

Unit 1: Development

Definition, Meaning and concept; Development as a process, strategy and goal; Approaches to Development

Unit 2: Paradigms of Development

Theories of Development, Major **Paradigms** of Development, **Participatory** Development, and **Case Studies** of Development

BLOCK 3: DEVELOPMENT COMMUNICATION

Unit 1: Communication

Definition, Role and Importance; Process of Communication, Elements and levels of communication; Models and Barriers to Communication; Effective communication, **Directions in Communication-** Upward, downward and horizontal communication- **Development support Communication**

Unit 2: Development Communication

Definition, concept and importance; Genesis and historical importance; Philosophy and Approaches to Development Communication; Designing messages, strategies and campaigns for Agriculture innovations

Unit 3: Media and Development Communication

Traditional Media (Radio, Print, TV; Indoor and Outdoor media); **New media** – ICTs: Information sources, Access, Affordability and Potential in development communication. **ICT initiatives** undertaken in India and abroad

BLOCK 4: DIFFUSION AND ADOPTION OF INNOVATIONS

Unit 1: Diffusion of Innovation

Definition, Elements and Process- Changing perspectives on innovation

Unit 2: Adoption

Definition, Stages in the Adoption process; Innovation – Decision process; Adopter categories and their characteristics; Factors influencing the adoption process, Perceived attributes of Innovation

PRACTICALS

1. Field visit to nearby villages: Interact with farmers to understand their development concerns, problems and needs
2. Interviews/ Interaction with different stakeholders for prioritisation of development issues
3. Designing and developing appropriate development interventions
4. Discussion and case studies of successful adoption of innovations

TEACHING METHODS/ACTIVITIES

- Lecture + Discussion
- Assignment (Reading/Writing)
- Publications Review
- Case Studies/ Success stories
- Group Work/ Presentations
- Field Visits, Observation and Discussion

RESOURCES

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3.2 EXTENSION APPROACHES, TOOLS AND METHODS (Credit: 1+1)

Why this Course?

An extension professional should know the history of extension in India, as well as lessons from the implementation of various extension programmes, including ongoing ones. They must be aware of the varied dimensions of extension, increasingly called Extension and Advisory Services (EAS) and the changing tools and approaches to extension, to assess and select the appropriate tools and approaches to suit the conditions they work in

Aims of this course

- ❖ To orient the learners about different extension approaches in the agriculture sector
- ❖ To enable the learners to understand the Extension System in India
- ❖ To educate the learners about various extension tools and methods, and develop the capacity to use them
- ❖ To analyse and appreciate development interventions by various agencies in India through enlisting various development programmes

The course is organised as follows:

No	Blocks	Units
1	Extension Approaches	1. Extension & Advisory Services
		2. Development Approaches
		3. Development Programmes
		4. Extension Approaches
		5. Extension Education System in India
2	Dimensions of Extension and Advisory Services	1. Adult Education
		2. Community Mobilisation
		3. Facilitation Skills for Empowerment
		4. Risk Management
		5. Core Competencies
3	Extension Teaching Methods	1. Extension Teaching Methods
		2. Individual Contact Method
		3. Group Contact Method
		4. Mass Contact Method
		5. Media Mix Strategies

Learning Outcomes

After successful completion of this course, the students are expected to be able to:

- Describe different Extension Approaches and appreciate their importance in agriculture
- Assess/evaluate various development interventions by different agencies in India
- Critically analyse and understand various development programmes implemented in India by various agencies/ institutions
- Explain different dimensions of Extension and Advisory services in India
- Educate about different Extension Teaching Methods and Tools, and develop learners' capacities to use them in the field

BLOCK 1: EXTENSION APPROACHES

Unit 1: Extension & Advisory Services

Why Extension? Genesis and Evolution of Extension- Meaning and Importance of Extension Advisory Services (EAS); Define and differentiate between Education and Extension Education; Formal, Informal and Non-formal Education; Principles and Philosophy of Extension Education: New Challenges before EAS

Unit 2: Development Approaches

Development: Definition, Meaning and Concept; Development as a Process, Strategy, and Goal; Approaches to Development; Paradigms of Development: Theories and Models of Development, Major Paradigms of Development. Participatory development

Unit 3: Development Programmes

Agriculture Development Programmes, Rural Development Programmes, Women Development Programmes, Social Justice and Poverty alleviation programmes: IADP, IAAP, NES, IRDP, DWCRA, TRYSEM, ITDA, SGSY, NRLM, MNREGA, etc.; Extension programmes launched by ICAR: HYVP, KVK, T&V, LLP, IVLP, NATP, NAIP, NAHEP, etc.

Unit 4: Extension Approaches

Package Approach, Area Approach, Community Development Approach, NES, Local Self-Governance Approach, Commodity-based Approach, Farming Systems Approach, Participatory Approach, Sustainable Development Approach, Entrepreneurship Development, Value Chain Extension, etc.

Unit 5: Extension Education System in India

Extension System in India: Historical as well as Current systems; New trends in Extension and Advisory Services: Participatory approaches in extension, Market-led extension, Farmers-led extension, ATMA, Farmers Producer Organisations (FPOs), Private Extension systems, e-Extension, Extension by NGOs, etc.

BLOCK 2: DIMENSIONS OF EXTENSION AND ADVISORY SERVICES

Unit 1: Adult Education

Process and Principles of learning, Adult Education: Meaning and significance for Extension education

Unit 2: Community Mobilisation

Meaning, Concept and Strategies

Unit 3: Facilitation

Meaning, Definition and Process; Skills and strategies required for facilitation

Unit 4: Risk Management

Concept, Meaning and importance; Strategies for risk management

Unit 5: Core Competencies

Core competencies required for an extension worker

BLOCK 3: EXTENSION TEACHING METHODS

Unit 1: Extension Teaching Methods

Extension Education Process, Extension Teaching and Learning Process, Principles of teaching and learning; Extension Teaching Methods: Meaning, Functions & Classification according to Use and Form

Unit 2: Individual Contact Method

Meaning and Definition, Strengths and Weaknesses of Individual contact Methods; Different types of Individual contact Methods such as Farm & Home Visit, Personal letter, Field flag method, etc.

Unit 3: Group Contact Method

Meaning & Definition, Strengths and Weaknesses of Group contact Methods; Different types of Group contact Methods such as Group Discussion/ Panel Discussion/ FGD, Method/ Result Demonstration, Buzz Group, Forums, Workshop, etc.

Unit 4: Mass Contact Method

Meaning & Definition, Strengths and Weaknesses of Mass contact Methods; Different types of Mass contact Methods such as Circular letter, Campaign, Exhibition, Farmers Fair, Radio, Television, Print media (Newspaper and Farm magazines), Web-based resources, etc.

Unit 5: Media Mix Strategies

Concept, Meaning and Factors Affecting the Selection of Teaching Methods in the Formulation of Extension Strategy

PRACTICALS

1. Field visit to nearby villages: Interact with farmers/ farm women to understand their agriculture-related needs and problems
2. Acquaintance with the National Agriculture Research System (ARS) and Extension systems of an SAU/ Research Institute
3. Visit to DRDA/BDO/ Panchayat Raj institutions to study their approach and functioning
4. Developing Communication and Presentation Skills: Group/ Individual Exercises
5. Conducting Group Meetings/ Group Discussion: Group/ Individual Exercises
6. Writing for Media: Radio/ Community Radio, Television, Farm magazines and Newsletters. Acquaintance with the production process of each media, and developing scripts for

different media (Radio, TV, Popular Article, etc.) and different formats, Arranging exposure visits to Community Radio station, Television studio and Newspaper organisations

7. Preparation of Extension literature: Charts, Leaflet, Posters, Folders, Flipbook, Flash cards, Circular Letter, etc.
8. Extension Teaching: Simulated micro teaching sessions for learners
9. Exposure to and discussion about various ICT initiatives: Discussion on various ICT initiatives undertaken; different models implemented and lessons learned, etc.

TEACHING METHODS/ ACTIVITIES

- Lecture
- Brainstorming/ Discussion
- Assignment (Reading/Writing)
- Student presentations for developing Communication and Presentation skills
- Individual/ Group Works related to different media
- Individual/ Group Works related to the preparation of extension literature
- Field Visit

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3.3 DEVELOPMENT PROGRAMME PLANNING (Credit 2+1)

Why this course?

The needs of farmers should be the central concern of extension professionals who formulate, implement, monitor, and evaluate agricultural extension programmes. Then the questions are:

- How to formulate programmes based on the identified needs of farmers?
- What are the steps in programme planning?
- How to involve farmers in participatory development?
- What are the tools to identify the needs of the farmers?
- What are the methods of monitoring and evaluation of extension programmes and projects?

In short, the essence of this course, Development Programme Planning, is to answer the above questions and help you understand these concepts.

Aims of this course

- ❖ To understand the concepts of participatory development planning, monitoring and evaluation
- ❖ To discuss the development programme planning process, needs assessment and stakeholders' participation in development
- ❖ To help you formulate a sound development programme, its monitoring and evaluation

The course is organised as follows:

No	Blocks	Units
1	Development Programme Planning	1. Programme Planning: An Overview
		2. Needs Assessment
2	Participatory Development	1. Participatory Programme Planning
		2. Participatory Methods
3	Appraisal Monitoring and Evaluation	4. Appraisal
		5. Monitoring
		6. Evaluation
4	Case Studies	5. Case Study-1
		6. Case Study-2
		7. Case Study-3
		8. Case Study-4

Learning Outcomes

After successful completion of this course, the students are expected to be able to:

- Acquire perspectives, knowledge and skills in the formulation, monitoring and evaluation of a good agriculture extension and development programme.
- Explain participatory programme development and its implementation based on needs assessment
- Involve stakeholders in development and
- Gain insights into the skilful application of various monitoring and evaluation tools.

BLOCK 1: DEVELOPMENT PROGRAMME PLANNING

Unit 1: Programme Planning-An Overview

Development Programme Planning – Meaning, Objectives; **Understanding the Meaning of Different Terms** - Programme, Plan, Programme planning, Extension programme, Situation, Aim, Objectives, Goal, Problem, Solution, Calendar of Work, etc.; **Need Identification in Programme Planning; Types of Extension Programmes** - reactive or proactive; **Principles of Outcomes Focused Programme Planning; Programme Planning Process with example**

Unit 2: Needs Assessment

Need and Needs Assessment – Meaning and concept; **Types of Development Needs** - felt needs, ascribed needs, and normative needs; **Needs Assessment** -characteristics of needs assessment, why do a needs assessment? Information Collected in Needs Assessment; **Methods of Needs Assessment** - Group Dynamics Methods, Social Networking Method, Survey Method, Social Indicator Method; **Selection of Needs Assessment Method; How to Conduct Needs Assessment?** -Phase 1 - Explore What is? Phase 2 – Gather and Analyse Data, Phase 3 – Make Decisions.

BLOCK 2: PARTICIPATORY DEVELOPMENT

Unit 1: Participatory Programme Planning

Participation – Meaning and Benefits; Stakeholders Participation in Development - Identify Key Stakeholders, Examine Stakeholders' Interests and Impact of the Project, Assess Stakeholders' Power and Interests, Outline a Stakeholder Participation Strategy; **Rapid Rural Appraisal (RRA); Participatory Rural Appraisal (PRA)** - Meaning and Objectives of PRA, PRA Principles, Distinguishing Features of PRA; **RRA Vs PRA**

Unit 2: Participatory Methods

Classification of PRA Methods: Space Related/Spatial PRA Methods (Social Map, Transect Walk, Resource Map, Mobility Map); **Time Related PRA Methods** (Time Line, Trend Analysis, Seasonal Calendar /Seasonal Analysis); **Relation Related PRA Methods** (Cause Effect Diagram /Problem Tree, Venn Diagram).

BLOCK 2: APPRAISAL MONITORING AND EVALUATION

Unit1: Appraisal

Projects: Meaning and Concept; **Difference between a Project and a Programme; Project Preparation; Project Cycle Management; Project Appraisal Techniques**

Unit 2: Monitoring

Meaning and Scope of Monitoring; Monitoring -What, Why, When and by Whom; **Basic Concepts and Elements in Monitoring; Types of Monitoring; Techniques of Monitoring; Approaches and Types of Monitoring Indicators** - Approaches to Monitoring Indicators, Types of Monitoring Indicators; **Indicators of Monitoring In Development Programmes-** Capability Indicators, Performance Indicators; **Monitoring and Progress Reporting**

Unit 3: Evaluation

What is Evaluation? Appraisal vs Monitoring vs Evaluation vs Impact Assessment – Major differences; What Are We Evaluating?; Evaluation - Types And Designs - Types of Evaluation, Evaluation Designs; Evaluation - Data Collection Methods - Conventional Methods, Participatory Methods; Evaluation Approaches; Challenges in Programme Evaluation

BLOCK 4: CASE STUDIES

Having studied the basic concepts of development planning, it is appropriate that students should become familiar with case studies from diverse Indian states to understand how development programmes are formulated, monitored and evaluated effectively.

PRACTICALS

1. Visit the webpage of four state governments. Study the latest agriculture development programme initiative and write briefly about their aim, objective, goal, problem and solution aimed by the programmes
2. Visit a nearby agriculture development department office and enquire about different types of extension programmes. Submit a report with your observations
3. Visit a nearby development department and ask how they are assessing community needs in the *Gram Sabha*. Write your observations
4. Survey a community in your nearby locality, identify any developmental gaps or needs. Write briefly about the goal, concern, indicators and sources of data to address the need
5. Visit a nearby village and interact with farmers about major agricultural problems. Based on your interaction and observations, formulate objectives and activities for a sound extension programme to solve 3 priority problems
6. Visit a nearby development project site, talk to different stakeholder(s) about the impact of the project and their influence on it. Write your report with observations on the following
 - Stakeholders Type (Primary / Secondary);
 - Impact (What is the impact of the project on them? (Low, Medium, High);
 - Influence (What is their influence on the project? (Low, Medium, High);
 - What is important to the stakeholders?
 - How could the stakeholders contribute to the project?
 - What obstacles can stakeholders create for the project?
 - What strategy do you suggest for engaging the stakeholders in the project?
 - Any other observation?
7. Discuss with nearby development department functionaries about the areas in which they have so far applied RRA/PRA. Write your observations
8. Visit a nearby village, conduct different PRA exercises as a team and submit a report

TEACHING METHODS/ACTIVITIES

- Lecture
- Assignment (Reading/Writing)
- Student's Book/Publication Review
- Guest lectures
- Field visits and presentations on exercises (Group work)

- Case Analysis
- Short attachments to a nearby development organisation

RESOURCES

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3.4 AGRIPRENEURSHIP AND VALUE CHAIN DEVELOPMENT (Credit 2+1)

Why this Course?

The current agricultural scenario demands market-oriented production and processing of crops, livestock, and fishery commodities through stakeholder engagement to maximise farm household income. To implement this approach, extension professionals require special competencies in understanding agricultural value chains, technological processes, market forces, and consumer demands to develop sustainable entrepreneurship. This course will focus on equipping extension students with critical competencies to understand value chain actors, processes, and impacts, and to develop effective strategies for mapping, analysing, modifying, or developing agricultural value chains. It will also help students internalise the basics of agricultural entrepreneurship, models, and their impacts on farmers. The course will focus on developing students' competencies in planning, implementing, and assessing the impact of various agricultural entrepreneurship development models through stakeholder engagement.

Aims of this Course

- ❖ To orient students on the importance of Agricultural Markets, supply chains and value chain analysis
- ❖ To discuss ways of various agricultural entrepreneurship and business opportunities available as value chain actors
- ❖ To develop capacities for becoming managers of agri-ventures as actors in the agricultural value chains

The course is organised as follows:

No	Blocks	Units
1	Agricultural Entrepreneurship Development	1. Basics of Agricultural Entrepreneurship
		2. Approaches for Developing Agricultural Entrepreneurships
		3. Extension and Advisory Services In Agricultural Entrepreneurship Development
2	Entrepreneurial Ecosystem for Agricultural Entrepreneurships	1. Business Planning
		2. Basics of Entrepreneurial Ecosystem for Agricultural Entrepreneurship
		3. Emerging Perspectives in Agricultural Entrepreneurship Development
3	Extension and Value Chain	1. Agricultural Supply Chains and Value Chains
		2. Actors and Regulators in the Value Chain
		3. Value Chain and Extension Advisory Services
		4. Analysis of Value Chain

Learning Outcomes

After successful completion of this course, the students are expected to be able to:

- Critically evaluate the agripreneurship opportunities and market dynamics
- Engage in farming not merely as a producer but also as an agricultural value chain actor

- Analyse the agricultural markets and
- Understand the key business skills needed for running agribusinesses and managing the value chains

BLOCK 1: AGRICULTURAL ENTREPRENEURSHIP DEVELOPMENT

Unit 1: Basics of Agricultural Entrepreneurship

Agricultural entrepreneurship – meaning, drivers of agricultural entrepreneurship, characteristics, importance, types – agripreneurs, startups, small businesses, group/ community-based entrepreneurship – SHG, Farmer Producer Organisations; Entrepreneur and Manager; **Approaches for assessing characteristics of agripreneurs** – enterprising tendency, entrepreneurship intention, entrepreneurship orientation; **Critical competencies required for agripreneurs in managing the businesses** – technical, communication, financial, human

Unit 2: Approaches for Developing Agricultural Entrepreneurships

Agribusiness service providers; University/ research institute-based agricultural entrepreneurship development; **Agricultural technology transfer and commercialisation** – basics, technology transfer vs technology commercialisation, -extension and advisory, incubators, handholding, cluster approach

Unit 3: Extension and Advisory Services in Agricultural Entrepreneurship Development

Approaches for developing agricultural enterprises through extension and advisory services – individual, group and community based approaches; Specific **roles of extension agents** in creating agricultural entrepreneurs; **Pluralistic extension and extension agents** working with other agents; **Free and fee for extension services** for business upgrading for farmers/farmer groups; **Competencies** of extension professionals for creating entrepreneurs; **Capacity building systems** for enabling extension professions in developing competencies in entrepreneurship development

BLOCK 2: ENTREPRENEURIAL ECOSYSTEM FOR AGRICULTURAL ENTREPRENEURSHIPS

Unit 1: Business Planning

Basics of business planning - Feasibility report, business plan, bankable project and detailed project report – similarities and differences; **elements of business plan** – the team and its competencies, business idea, gaps, opportunities and risks, key products and services, target market and consumer segments, marketing plan, financial plan, intellectual property and others.

Unit 2: Basics of Entrepreneurial Ecosystem for Agricultural Entrepreneurship

Entrepreneurial ecosystem – meaning; elements – **Government policy support and schemes** for development of agricultural enterprises; **Sources of funding for agricultural entrepreneurship** – Debt and equity capital, grants and subsidies, angel investor, venture capitalist, bank lending, NABARD, and others; entrepreneurial culture, **Mentoring and handholding** – incubators; **Infrastructure** to support agricultural entrepreneurship – warehouse, cold storage and transportation and other support systems, technology development system, education and training, human capital and workforce, systems for assessing capacity requirement and capacity building, local and global markets and regulatory framework

Unit 3: Emerging Perspectives in Agricultural Entrepreneurship Development

Emerging perspectives – focus on startups and support mechanisms; **Gender equity** – approaches for promoting gender equity in entrepreneurship development; **Climate change oriented entrepreneurship** – carbon trading, climate-smart technology businesses; blockchains for value chain management.

BLOCK 3: EXTENSION AND VALUE CHAIN

Unit 1: Agricultural Supply Chains and Value Chains

Supply chains – meaning, structure, **Value chains** – meaning, importance, types; supply chains vs value chains; **Value chain development and value chain extension**

Unit 2: Actors and Regulators in Value Chain

Core actors in the agricultural value chain- farmers, collectors, processors, wholesalers, retailers, consumers; **Business development services in the agricultural value chain**- input suppliers, communication services, training and agricultural advisory services (extension), market information services, financial services and research support; **Key regulators in the agricultural value chain**

Unit 3: Value Chain and Extension Advisory Services

Types of farmers and extension agents in agricultural value chains; Importance of the **value chain approach for modern extension organisations**- End markets and levels in the value chain, Power dynamics and governance, Quality of relationships between actors in the value chain; **Limitations of value chains**; Making a value chain map matrix

Unit 4: Analysis of Value Chain

Steps in a value chain analysis; **Three dimensions of the value chain process**; **Participatory tools used in a value chain analysis**- Focus groups, Ranking and weighting, Historical calendars, Market mapping, Evaluation of Business development services, Market visits, Learning journeys, Semi-structured interview, Structured interviews, Direct observation; **Extension toolkits and approaches for value chain development**; **Value chain upgrading strategies on farmer and extension agent level.**

PRACTICALS

1. Field visit to any entrepreneurship promotion agency of the Government of India (e.g. Small Farmer Agribusiness Consortium, EDI, etc.)
2. Business plan preparation and presentation – covers all aspects of choosing the business idea, financial estimates, market planning and others) – 3-4 classes, including final presentation
3. Assessing the entrepreneurship potential of a prospective entrepreneur – enterprising tendency, entrepreneurship intention and entrepreneurship orientation scales administration and explain the processes (One class)
4. Field visit to market support system – warehouse, cold storage unit, regulatory market, etc. (One class)
5. Field visit to Banks and venture capitalists/ angel investors or other private investing agencies

6. Prioritising value chains for analysis (One class)
7. Value chain mapping using participatory approaches (Two practical classes)
8. Value chain assessment tools - Value chain governance and coordination, relationships and trust, analysing options for demand-driven upgrading: knowledge, skills, technology and support services, analysing costs and margins, analysing income distribution and analysing employment distribution (Two practical classes)
9. Field visit to successful agricultural entrepreneurs – agripreneur, startup, Farmer Producer Organisation, SHG business, large business to orient themselves with different types of agricultural entrepreneurship (two to three classes)
10. Field visit to technology business incubator

TEACHING METHODS/ACTIVITIES

- Lecture
- Assignment (Reading/Writing)
- Student's Book/Publication Review
- Student presentation
- Group Work
- Student's interview of agripreneurs
- Case Analysis
- Guest Lectures
- Short attachments

RESOURCES

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Sivakumar PS, Prakash P, Mukherjee A, Sheela I and Jaganathan D. 2018. **Business planning for agro-technology enterprises**. Thiruvananthapuram: ICAR- Central Tuber Crops Research Institute.