

# **Extension Techniques for Livestock Development**

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**Dr. Chitranjan Sharma**



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## **PREFACE**

The aim of writing this book is to introduce the students pursuing studies in graduate, post-graduate and doctorate courses in veterinary and animal husbandry extension, dairy extension, agriculture extension, etc about various extension techniques used for livestock development. It is also useful for field veterinarians, para-veterinarians and extension / rural workers engaged in the field of livestock and rural development and various practices of veterinary and animal husbandry extension systems. This book begins with the introduction of extension education to the new reader followed by various rural and animal husbandry development programmes initiated for development of veterinary and animal husbandry sector by Government of India.

This book also covers basic principles of teaching and learning for better impact of transfer of technology. Knowledge of various audio-visual aids and extension teaching methods will help the extension personnel in better presentation of subject matter to their ultimate clientele. Similarly information related to diffusion and adoption process will help in understanding livestock innovations adoption pattern by the beneficiaries. Formulation of livestock and rural development programmes may be helpful for improvement and development of livestock of that area. Besides this, analysis techniques of development programmes have been briefly explained in the book.

The book is self explanatory and will also be highly beneficial for the pass out students who have completed their graduation, post-graduation and doctorate of veterinary sciences, dairy sciences and other related fields when they come in profession of transfer of veterinary/animal husbandry techniques. This book will help field extension workers to better communicate to ultimate beneficiaries as these people have thorough knowledge of animal husbandry technologies.

**Author**

## **ABOUT THE BOOK**

Livestock becomes the primary source of income for rural families specially under recurring drought conditions or by failure of field crops due to other natural calamities. India's huge livestock population have low production potential as compared to the global average. Even after achieving the highest milk production level in the world a number of aspects still require proper attention to be dealt with. The potentiality of these aspects can be harnessed through trained extension personals who can play a vital role in transfer of new technologies to the livestock owners by motivating, improving their knowledge, skill and their adoption.

This book will surely be helpful for graduates, post graduates, and Ph. D. students pursuing studies in veterinary animal husbandry, dairy, agriculture and other related sciences as it provides them the basic information about extension education, veterinary extension work in India, principles of teaching and learning, audio-visual aids, extension teaching methods, communication, diffusion and adoption process, adoption stages and innovation decision process, adoption categories and innovation attributes, programme planning and programme evaluation.

This book can act as a text book for veterinary extension workers in assessing the field problems, programme designing, implementing and analysis of work for better adoption of technologies by the livestock owners.

## **ABOUT THE AUTHOR**

**Dr. Chitranjan Sharma** currently working as Associate Professor (Extension Education) Directorate of Extension Education, Maharana Pratap University of Agriculture & Technology, Udaipur (Rajasthan). He has 19 years of experience in working extension Education and also have 7 years experience of research work. He has completed 5 research projects on people's participation in watershed activities, their gain in knowledge, adoption of technologies and constraints faced by them. His 24 research papers have been published in different forms. He is now looking after the planning, monitoring and reporting the activities of Krishi Vigyan Kendra's of MPUAT service area.

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## Extension Education

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The word ‘Extension’ is derived from the Latin roots, ‘*tensio*’ meaning ‘stretching, and ‘*ex*’ meaning ‘out’. Thus the term ‘Extension Education’ means that type of education which is ‘stretched out’ into the villages and fields beyond the limits of the schools and colleges to which the formal type of education is normally confined. That the word ‘Extension’ came to be used in this sense originally in the U.S.A. is evident from the meaning given to it in Webster’s Dictionary as a “branch of a University for students who cannot attend the University proper”. In other words, the word ‘Extension’ used in this context signifies *an out-of- school system of education.*

### Concept of Extension

The term extension education was first used by Cambridge University in 1873, with an objective to take educational advantage of the University to ordinary people. At the result of this, The Land Grant Colleges in the United States of America formally established the Agricultural Extension work by integrating different activities of the colleges. After this, it was spread to other parts of the world as well to the India. The concept of Extension was then applied to various fields. This has led to the development of disciplines like agriculture extension, livestock extension, fisheries extension, home science extension.

The National Commission on Agriculture (1976) refers to extension as an out of school education and services for the members of the farm family and others directly or indirectly engaged in farm production to enable them to adopt improved

practices in production, management, conservation and marketing. Several authors defined extension in number of ways emphasizing the importance of one or the other aspect of extension.

Extension involves the conscious use of communication of information to help people to form sound opinions and make good decisions (van den Ban and Hawkins 1996). Extension is also defined as a professional communication intervention deployed by an institution to induce change in voluntary behaviour with a presumed public or collective activity (Roling, 1988).

### **Objectives of Extension**

The fundamental objective of extension is the development of the people or “the Destination Man” mentioned in the context of Community Development in India. M. C. Burritt, a master farmer and formerly Director of Extension, New York State said, “It is the function of the Extension Service to teach people to determine accurately their own problems, to help them to acquire knowledge and to inspire them to action, but it must be their own action out of their own knowledge and convictions”.

The general objectives of the extension are as follows-

1. To assist people to discover and analyze their problems, their felt needs and unfelt needs.
2. To develop leadership among people and help them in organising groups to solve their problems.
3. To disseminate information based on research and / or ‘practical experience, in such a manner that the people would accept it and put it into actual practice.
4. To keep the research workers informed of the peoples’ ‘problems from time to time, so that they may offer solutions based on necessary research.

The major objectives of Extension may also be categorized as follows:

- i. Material - increase production, income.
- ii. Educational - change the outlook of people or develop the individuals.

- iii. Social and cultural - development of the community.

The broader function of extension work to help people to solve their own problems through the application of scientific knowledge is now generally accepted. Extension is largely educational in nature and approach. Hence, the words "extension" and "extension education" are used interchangeably.

Education is a process of bringing desirable changes into the behaviour of human beings. These changes must be desirable to the society at large. The education is effective when it results in changes in all the following behavioural components as specified by Paul Leagans, 1960:

- |                                       |                             |
|---------------------------------------|-----------------------------|
| i. Knowledge                          | - What an individual knows? |
| ii. Attitudes                         | - What he thinks?           |
| iii. Skills (both Physical & Mental)- | What he can do?             |
| iv. Action                            | - What he actually does?    |

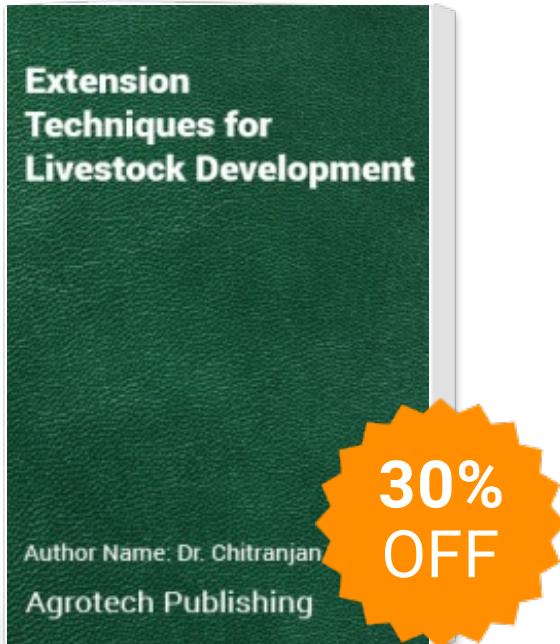
## **Philosophy of Extension Education**

Philosophy, in the original and wider sense, in the pursuit of wisdom, or knowledge of thing and their causes, both theoretical and practical. It is also defined as moral wisdom. The practical implication is that the philosophy of a particular discipline would furnish the principles of guidelines with which to shape or mould the programmes or activities relating to that discipline. The philosophy of extension education can be explained as expressed by Mildred Horton in the following lines:

- i. The individual is supreme in a democracy
- ii. The home is the fundamental unit in a civilization
- iii. The family is the first training group of the human race
- iv. The foundation of any permanent civilization must rest on the partnership of man and land (nature).

The basic philosophy of extension education, according to Kelsey and Hearne, 1967, is "to teach people how to think and not what to think".

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