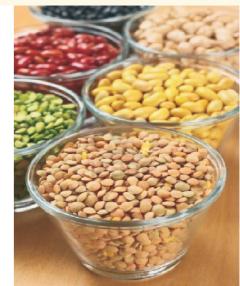**Guidelines to the Students**

Technology enabled
Distance learning Programmes
2014-15

Distance Learning Centre
Directorate of entrepreneurship
Kerala Veterinary and Animal Sciences University

Kerala Veterinary and Animal Sciences University
Pookode, Wayanad

Technology enabled Distance learning Programmes
2014-15

Guidelines to the Students

Directorate of Entrepreneurship
Distance Learning Centre
www.kvasu.acin

Message from Vice Chancellor

Taking in to account the growing importance of technology in education, I am very happy to inform you that Kerala Veterinary and Animal Sciences University, Pookode is offering Technology enabled Distance learning programmes in the areas of Livestock agri entrepreneurship, food security management and Farm Journalism.

The stagnation of employment in developed countries and apparent early recovery in developing countries has renewed perceptions of a global shift in employment to the developing world. Major changes like Liberalization, Globalization and Privatization have opened up avenues for graduates to enter in to new generation occupations and employability skills.

Kerala Veterinary and animal Sciences University is launching various distance learning programmes under technology enabled mode. University's School of New Media and Research and Distance learning Centre will offer these programmes under technology enabled mode. As part of Technology enabled programme, video conferencing and shared class room facilities will be installed at the colleges and research institutions of the University. Students can attend contact classes from their home or work places where internet access is available. Amrita University's acclaimed software will be used for this purpose. Students can login from their computers and interact with the teachers. University is planning to start two technology enable distance learning courses in the area of 'One health and Ethno-Veterinary medicine'.

Innovative teaching makes class room interactive and interesting thereby igniting and inspiring the minds of students. There exists a huge gap in curriculum, teaching methods, research resources and pedagogical issues between India and developed countries. I am sure KVASU's technology enabled distance learning programmes pave the way for creating value addition to graduates in the areas of education and career.

Wishing you all success,

Sincerely,

(Dr.B.Ashok, IAS)
Vice Chancellor

Pookode
27th January 2014

Message from DAR

I welcome you to the Technology enabled Distance learning programme of Kerala Veterinary and Animal Sciences University. Learning is a continuous process. We aspire to be a cutting-edge university, to anticipate the needs of the future and meet them here and to create a physical environment that supports teaching, learning, and research.

Distance Learning is of paramount importance for expansion of Higher Education in our country, specifically when the higher education sector is undergoing a major transformation. The institutions of higher learning play a vital role in meeting the needs and demands of the rapidly growing economy of our country as underlined in the reports of the Knowledge Commission. University's Distance learning Centre of KVASU offers distance education programme as a part of its effort to bring education to masses and fulfill the growing demand for professionals. Our main focus is ensuring that students receive education that is relevant to the industry and the highly competitive global marketplace. By integrating a highly researched curriculum with industry relevant concepts and practices, the University offers a unique blend of theoretical and cutting edge functional inputs to the students. Continuous efforts are being made to widen the access by offering high quality innovative and need based programmes at different levels especially for the disadvantaged and marginalized segments of society at affordable cost by using different forms of media and technology.

The University is in the process of further expansion and enrichment to make it a vibrant institution which would cater to the emerging needs of higher learning and the growing economy. In a State like Kerala and Distance Learning is of crucial importance and can be instrumental in taking higher education to the unreached and under-privileged sections of the society. In this age of information and technology, we need to constantly upgrade our manpower and technological resources. Application of new technology is an area of priority to us which will be helpful in making Open and Distance Learning more effective. In this process, extensive use of Information and Communication Technology (ICT) shall be undertaken to provide opportunities of higher education to a large segment of the population of the State. With the application of ICT, multimedia packages shall be developed to make the distance learning as effective as any other mode of learning and to cater specific needs of learners. KVASU in association with Amrita University is trying to introduce the next generation learning system called AVIEW.

We will put in our best efforts to make learning more effective by application of new technology and innovations in the field of Distance Learning. I am sure that our collective efforts would achieve the goals that we have set for ourselves.
Hope you will find our programs rewarding, informative and fulfilling.

Sincerely
Dr.M.R.Saseendranath
Director (Academics and Research), KVASU

Message from Director of Entrepreneurship

Livestock, Agriculture and the allied fields are transposing its roles in the changing context of the world- specific to the time, territory and technology. It is important that the professionals working in these sectors are able to realize the changes so as to contribute their potentials in a meaningful manner. Quite often our professionals working in the sector are hesitant in taking decisions, or reluctant to lead in the changing scenario for want of a holistic understanding on the livestock- agri sector. As the globe witness the accelerated pace of the technologies sweeping through sectors and redefining the humans of the present day in terms of technology- man, Livestock and agri- sector is also not spared. Today's society is product of networking, biotechnology and globalization. It is important that our practicing professionals understand, learn and apply knowledge on these changes and its contribute to a sustainable world.

The efforts of KVASU, true to its motto of " ideas in action" as a higher learning Centre is now engaging in meeting the aspirations of a different set of learners. The concern for the University for many of those professionals is evident from our humble effort of disseminating the knowledge to learners who are often busy in their own livelihood activity, do not have time to come to a centre regularly and undergo a formal education course. But as mentioned earlier the changes are vital to be understood if the Livestock-agri sector has to be sustainable and enterprising. This suitability is not only relevant and significant to the farmers but also to the humanity which is ensuring Food security as the new Mantra. Poverty alleviation, mitigating malnutrition and dignified meal for health are different sides of this sustainability. Entrepreneurship-approach contributes to Food security. The course on Live stock Agri-entrepreneurship is designed with care to incorporate the less visible but crucial elements in farming venture. Climate change, liberalization, biotechnological implications, application of ICTs, import export regulations, IPR are some of the examples of the content that matters, which you can explore through this course. Considering the powerful part of the media , efforts are made to redefine the role of journalism in rural development especially in agriculture. Knowledge needed for these are worked out in the course on Farm Journalism.

The University has opted for the technology enabled mode of learning for these courses. Regular interactions and discussions are to enrich the semester-wise learning process. The ultimate aim of these courses is not to focus on "examination system" but on an " education system" that can carve out the best practices in the learners of our course. As the first batch of students of the courses I have great privilege in welcoming you to be a participant in the University's new endeavour of reaching the needy. These are the first two courses under the Distance Learning Centre of the Directorate of Entrepreneurship. I also take this opportunity to appreciate the Course Director of these two courses who had taken keen interest and worked incessantly to make these courses a reality.
Wish you a great learning experience.

Prof. (Dr) S. Ramkumar MVSc, PhD (UK
Director of Entreneurship

KERALA VETERINARY & ANIMAL SCIENCES UNIVERSITY
Pookode, Lakkidi.P.O., Wayanad, Kerala
www.kvasu.ac.in

KVASU to focus on technology enabled learning

In the era of Globalization, Technology enabled distance learning programmes are acquiring momentum in the World. Taking in to account the importance of Technology in learning, Kerala Veterinary and animal Sciences University is offering distance learning programmes under technology enabled mode. They include Post graduate Diploma in Livestock-Agri Entrepreneurship and Food security management and Farm journalism. University's School of New Media and Research and Distance learning Centre will offer these programmes.

As part of Technology enabled programme, video conferencing and shared class room facilities' will be installed at the colleges and research institutions of the University. Students can attend contact classes from their home or work places where internet access is available. Amrita University's AVIEW- launched by Amrita University, Ministry of Human resource Development and IIT, Mumbai Amrita Virtual Interactive E learning world soft ware will be used for this purpose. University's web portal wwwkvasu.ac.in and Malayalam farm portal www.kasavu.in will also act as learning platforms, Web Channel, Radio Channel and publications will augment the learning process. Evaluation will be based on Term end examinations, assignments and project work. In an increasing global environment your learning experience and qualifications will enhance your career and personal life as well as the lives of your family, friends and those in the broader community who depend on skilled hands and active minds. You can always contact us through e mail dlearn@kvasu.ac.in. or dlearnhelpdesk@kvasu.ac.in

I wish you every success in your chosen program at KVASU.

Mannuthy

27th January 2014

Dr.T.P.Sethumadhavan,
Course Director,
Technology enabled distance learning programme,
Kerala Veterinary and Animal Sciences University, Mannuthy, Thrissur

Kerala Veterinary and Animal Sciences University
Distance Learning Centre
Technology enabled Distance learning Programme 2014-15
www.kvasu.acin

Instructions to Students

1. The Distance learning programme of the University will be in Technology enabled mode. KVASU is offering one year Post graduate Diploma in Livestock Agri Entrepreneurship and Security Management and six months Post Graduate Certificate in Farm Journalism under technology enabled mode. Detailed semester wise programme is appended herewith separately.

2. Students will be supported with adequate and appropriate study or reading materials for the programme at the time of admission.

3. Contact classes will be in technology enabled morning. Students will get access to attend the classes through online. Separate instructions and guidelines will be given to the students in this regard.

4. The mode of evaluation of the programme is based on assignments, project work and term end examination.

5. Students registered for the Post Graduate Certificate in Farm journalism will have to submit the assignments during the end of first semester and Students of Post Graduate Diploma in Livestock Agri Entrepreneurship and Food Security management can submit the assignment by the end of second semester.

6. Assignments have to be submitted to the course co-ordinator within the stipulated time period which will informed in advance

7. Minimum marks for pass will be 60 percent. 60 marks will be allocated for theory examinations and rest 40 will be for assignments. A separate minimum of 60 percent in theory and practical examination is required for pass.

8. Candidates who submitted assignments can only appear for theory examination

9. Satisfactory grade for Project work is mandatory for course completion

10. Students will have facility to access the library facilities available in the campuses

11. The student is responsible for information communicated to him/her from KVASU through their email account, so be sure to check it frequently.

12. The instructors will be using the students email account for all course-related communication.

13. The students e-mail account is the primary means of University communication covering a range of topics such as emergency notices, billing for university charges, account purge notices, and other academic instructions

14. While sending messages or replying to the instructor, be sure to follow any relevant instructions.

15. If the student has any difficulty accessing the account, contact the **dlearnhelpdesk@kvasu.ac.in** and that it is bought to the notice of the course instructor. So that the problem is connected and you are getting adequate operators with regard to the contact of the course.

16. Contact info- **dlearn@kvasu.ac.in**

Distance education at a Glance

Strategies for Learning at a Distance

1. Profile of the Distant Student

The primary role of the student is to learn. Under the best of circumstances, this challenging task requires motivation, planning, and the ability to analyze and apply the information being taught. In a distance education setting, the process of student learning is more complex for several reasons

Many distance-education students are older, have jobs, and families. They must coordinate the different areas of their lives which influence each other, their families, jobs, spare time, and studies.

- Distant students have a variety of reasons for taking courses. Some students are interested in obtaining a degree to qualify for a better job. Many take courses to broaden their education and are not really interested in completing a degree.
- In distance education, the learner is usually isolated. The motivational factors arising from the contact or competition with other students is absent. The student also lacks the immediate support of a teacher who is present and able to motivate and, if necessary, give attention to actual needs and difficulties that crop up during study.
- Distant students and their teachers often have little in common in terms of background and day-to-day experiences and therefore, it takes longer for student-teacher rapport to develop. Without face-to-face contact distant students may feel ill at ease with their teacher as an "individual" and uncomfortable with their learning situation.
- In distance education settings, technology is typically the conduit through which information and communication flow. Until the teacher and students become comfortable with the technical delivery system, communication will be inhibited.

2. Distant Students' Development as Learners

Students may have some difficulty determining what the demands of a course of academic study actually are because they do not have the support of an immediate peer group, ready access to the instructor, or familiarity with the technology being used for delivery of the distance-education course. They may be unsure of themselves and their learning. Students who are not confident about their learning tend to concentrate on memorizing facts and details in order to complete assignments and write exams. There are two approaches in learning content –surface& deep approach. The following gives comparison of the approaches.

Surface approach:

- o Focus on the "signs" (e.g., the text or instruction itself).
- o Focus on discrete elements.
- o Memorize information and procedures for tests.
- o Unreflectively associate concepts and facts.
- o Fail to distinguish principles from evidence, new information from old.
- o Treat assignments as something imposed by the instructor.
- o External emphasis focusing on the demands of assignments and exams leading to a knowledge that is cut-off from everyday reality.

- **Deep Approach:**
  - o Focus on what is "signified" (e.g., the instructor?s arguments).
  - o Relate and distinguish new ideas and previous knowledge.
  - o Relate concepts to everyday experience.
  - o Relate and distinguish evidence and argument.
  - o Organize and structure content.
  - o Internal emphasis focusing on how instructional material relates to everyday reality.

Distant students need to become more selective and focused in their learning in order to master new information. The focus of their learning needs to shift them from a ?surface approach? to a deep approach. Morgan (1991) summarizes this approach as follows:

3. Improving Distant Learning

The shift from surface? to deep? learning is not automatic. Brundage, Keane, and Mackneson (1993) suggest that adult students and their instructors must face and overcome a number of challenges before learning takes place including: becoming and staying responsible for themselves; "owning" their strengths, desires, skills, and needs; maintaining and increasing self-esteem; relating to others; clarifying what is learned; redefining what legitimate knowledge is; and dealing with content. These challenges are considered in relation to distance education:

- **"Becoming and staying responsible for them"**. High motivation is required to complete distant courses because the day-to-day contact with teachers and other students is typically lacking. Instructors can help motivate distant students by providing consistent and timely feedback, encouraging discussion among students, being well prepared for class, and by encouraging and reinforcing effective student study habits.
- **"Owning one's strengths, desires, skills, needs"**. Students need to recognize their strengths and limitations. They also need to understand their learning goals and objectives. The instructor can help distant students to explore their strengths/limitations and their learning goals/objectives by assuming a facilitative role in the learning process. Providing opportunities for students to share their

personal learning goals and objectives for a course helps to make learning more meaningful and increases motivation.

- **"Maintaining and increasing self-esteem"**. Distant students may be less confident of their ability to do well in a course. They are balancing many responsibilities including employment and raising children. Often their involvement in distance education is unknown to those they work with and ignored by family members. Student performance is enhanced if learners set aside time for their instructional activities and if they receive family support in their academic endeavors. The instructor can maintain student self-esteem by providing timely feedback. It is critical for teachers to respond to students Questions, assignments, and concerns in a personalized and pleasant manner, using appropriate technology such phone or fax, or computer. Informative comments that elaborate on the individual student's performance and suggest areas for improvement are especially helpful.
- **"Relating to others"**. Students often learn most effectively when they have the opportunity to interact with other students. Interaction among students typically leads to group problem solving. When students are unable to meet together, appropriate interactive technology such as E-mail should be provided to encourage small group and individual communication. Assignments in which students work together and then report back or present to the class as a whole, encourage student-to-student interaction. Ensure clear directions and realistic goals for group assignments (Burge, 1993).
- **"Clarifying what is learned"**. Distant students need to reflect on what they are learning. They need to examine the existing knowledge frameworks in their heads and how these are being added to or changed by incoming information. Examinations, papers, and class presentations provide opportunities for student and teacher to evaluate learning. However, less formal methods of evaluation will also help the students and teacher to understand learning. For example, periodically during the course the instructor can ask students to write a brief reflection on what they have learned and then provide an opportunity for them to share their insights with other class members.
- **"Redefining what legitimate knowledge is"**. Brundage, Keane, and Mackneson (1993) suggest that adult learners may find it difficult to accept that their own experience and reflections are legitimate knowledge. If the instructor takes a facilitative rather than authoritative role, students will see their own experience as valuable and important to their further learning. Burge (1993) suggests having learners use first-person language to help them claim ownership of personal values, experiences, and insights.
- **"Dealing with content"**. Student learning is enhanced when content is related to examples. Instructors tend to teach using examples that were used when they received their training. For distance learning to be effective, however, instructors must discover examples that are relevant to their distant students. Encourage students to find or develop examples that are relevant to them or their community.

Teaching and learning at a distance is demanding. However, learning will be more meaningful and deeper for distant students, if the students and their instructor share

responsibility for developing learning goals and objectives; actively interact with class members; promote reflection on experience; relate new information to examples that make sense to learners; maintain self-esteem; and evaluate what is being learned. This is the challenge and the opportunity provided by distance education.

Learning is a continuous process, a gradual of which we acquire intently through family and social participants even at a younger age of time. As we advance towards applying their principles to acquire formal education, learning is within a fixed mode/ part time through schools or college. The ultimate problem of this is usually a certificate that help use to enter into a career defining our grants in life

However there are lots of changes that happen around us – some have implication for general intern, source with specific application to the jobs that we are interested. But the jobs that we are tied up, often observes the process of understanding there. We as people of positives are instead in committed jobs which demands time and away from our past. This is where the technology enabled and mode of distance learning plays a powerful role.It is within the backgrounds, that KVASU in its broader objective of conveying knowledge from the portals of its learning components to people who desire then in various parts of the jobs has launched the distance learning mode.

Technology enabled learning

Students around the world will get a rare opportunity to associate with top class American Universities. Recently American Universities like Harvard and Massachusetts Institute of Technology (MIT) announced a non profitable partnership company **edX** worth 30 million US dollars to offer free online courses. Moreover Universities coming under Ivy League like Stanford, Princeton, Yale, Michigan, Pennsylvania and Chicago formed a new commercial company **Coursera** with 16 million US dollar under venture capital fund. During March 2012 MIT started an open online learning project **MITx**. 1,20000 students have enrolled for the course on Circuits and Electronics. Meanwhile 200000 students have enrolled for the course on Artificial intelligence by Stanford Universities.

Through online courses, students can associate with top class universities and enroll the courses free of cost. Moreover they can access online education with video lesson segments, embedded quizzes and enjoy immediate feedback and student placed learning situations quickly. Major courses coming under online distance education stream are engineering, humanities, developmental studies, computer science, software, teaching methods, methodologies, etc. Most of the courses are of one year duration. MIT and Harvard officials claimed that the new online classes offer opportunities for students and researchers and the courses will be rated much when compared to low ranked colleges. Those who complete the course will get a certificate of mastery and a grade, but will not get an official credit.

Stanford engineering every where has modules on programming methodology, Abstractions and Paradigms (www.see.stanford.edu). Coursera has subjects from various Universities such as University of Pennsylvania, Princeton and Michigan (www.coursera.org). Courses may range from Introduction to Sociology to the ways vaccines work.

In the era of globalization where global village concept is getting momentum in the education sector, these online education programmes of best rated US Universities will be really a boom for students from Asian countries especially from India. Moreover they will get free access to world class universities and their certificate will be rated high in the career market. Advanced teaching methods and methodologies will help to improve skill development and work efficiency among college teachers.

University of Texas recently launched Synchronous Massive Online Classes (**SMOC**) enrolling around 10000 students Worldwide. University started the programme with introductory psychology classes through synchronous technologies. It is just like a late night Television show and a real time research experiment. Professors lecture in to a camera and students watch on their computers or mobile devices in real time. This paves the way for shifting the static model of higher education to a new technology mode where students get more options which forces schools and professors to compete for their attention. Unlike Massive open online courses (**MOOC**) which can be watched whenever, the SMOC requires students, professors and teaching assistants to be online at the same time. MOOC which started two years ago attracted more than five million students around the world and prompted dozens of top Universities to launch classes in conjunction with companies like Coursera and EdX.

SMOC is not a free education just like MOOC. Texas University charges US students 550 US dollars for enrollment. International students have to pay 900 US dollars. New York University is also trying to exploit the potential of internet to disrupt the higher education.

SMOC classes are live. Studio will be like a live demonstrating room. .Professor will sit behind the table. A small audience in the studio will make the atmosphere feel more electric. In between relaxed banter, the professors show video clippings of experiments and divide the online audience in to groups in chat rooms to discuss what they saw. To grade the students, a quiz will be given at the beginning of every class. Among tools developed for the course is an algorithm to detect cheating by measuring how students answer the quizzes.

Collaborating institutions(Proposed)- AVIEW of Amrita University, IIT, Mumbai and Ministry of Human resources Development, Indira Gandhi National Open University, New Delhi, NAARM, Hyderabad, MANAGE, Hyderabad, Tamil Nadu Veterinary and Animal Sciences University, University of Western Australia, University of Edinburgh, University of Sydney, University of Connecticut, USA and World University Network.

Technical collaborators-Amrita University, Keltron, Doordarsan Kendra, Trivandrum

Post graduate diploma in Livestock-Agri Entrepreneurship and food security Management (PGD in LEFM) under technology enabled distance mode

1. Title of the Programme- Post graduate diploma in Livestock-Agri Entrepreneurship and food security Management(PGD in LEFM)

2. Justification of the Proposal

In the globalised era where food security and food safety issues are emerging, livestock and agri entrepreneurship is getting momentum in the country. Recent trends reveal that the trend is more towards commercialization from subsistence level. Moreover market potential for livestock and agri based products can be exploited only in tune with the food safety and standards act prevalent in the country. Veterinary, agriculture, fisheries, dairy science and allied graduates working in Government, public sector, industry, banks,etc need orientation towards the recent trends in Livestock-Agri Entrepreneurship and food security Management. So Post graduate diploma in Livestock-Agri Entrepreneurship and food security Management (PGD in LEFM) has been proposed as a distance education programme. This will help to develop entrepreneurial talent among practicing Veterinary, Agriculture, Dairy science and Technology, Fisheries, Horticulture and Home Science graduates. It will help them to implement Entrepreneurship development programmes, strategic planning, implementation & monitoring of the programmes and to address the food security and food safety issues affecting agriculture and allied sectors. PGD in LEFM will help them to work as entrepreneurship managers. Candidates working under Government/public/private sector/NGO can apply for this programme. Moreover specialization in livestock agri entrepreneurship and food security management will help them to acquire better jobs within the country and abroad. As part of the programme they will be assigned to do a project work in their respective fields.

3. Mode- Technology enabled distance learning mode
4. Faculty- Distance learning mode required only Five days of contact classes per semester which can be managed by existing KVASU staff and guest faculty
5. Duration- 12 months in two semesters. During each semester candidate has to attend contact classes for 5 days.
6. Degree/Diploma/certificate awarded- Post graduate Diploma
7. Total number of courses -10(5 courses per semester and each course with 3 credits)
8. Number of Major courses-3 per semester
9. Number of Minor/electives-2 courses per semester
10. Total number of credits-15 per semester
11. Department/School offering the programme-School of New Media and Research of Directorate of Entrepreneurship, KVASU, Mannuthy, Thrissur & Pookode, Wayanad
12. Year of start- January2014
13. Eligibility- BVSc&AH/ BTech Dairy Science and Technology, BSc(Agriculture)/ BSc(Horticulture)/BFSc/ BSc(Co-operation & Banking) or BSc Home science.

14. Total fee per semester-Rs 20000 per semester

15. Educational Qualifications- BVSc&AH/ BTech Dairy Science and Technology, BSc(Agriculture)/ BSc(Horticulture)/BFSc/ BSc(Co-operation & Banking) or BSc Home science.
16. Mode of evaluation- As per KVASU rules (Semester end examinations, assignments and Project work)
17. Courses

Abstract of the courses-Semester wise

Post graduate diploma in Livestock-Agri Entrepreneurship and food security Management (PGD in LEFM)
Abstract of the courses- 1st Semester

Sl No	Title of the Course	Course code	Major/elective	Total credits
1	Sustainable livestock Development	LEFM-1	Major	3+0
2	Entrepreneurship Development	LEFM-2	Major	3+0
3	Food security and Food safety Management	LEFM-4	Major	3+0
4	Project Management-1	LEFM-7	Elective/minor	3+0
5	Food retail management-1	LEFM-9	Elective/minor	3+0

Abstract of the courses- 2nd Semester

Sl No	Title of the Course	Course code	Major/elective	Total credits
1	Agribusiness Environment and Policy	LEFM-3	Major	3+0
2	Principles of Management	LEFM-5	Major	3+0
3	Marketing Management	LEFM-6	Major	3+0
4	Project Management-2	LEFM-8	Elective/minor	3+0
5	Supply chain management-2	LEFM-10	Elective/minor	3+0

Core course LEF 1: Sustainable livestock Development   (3+0)

Unit No.	Unit title	Unit contents
	Block 1-Sustainable livestock Development	
1	Role of Livestock in Sustainable rural livelihood security	Role and functions
2	Livestock biodiversity	Genetic biodiversity, Conservation, Indian breeds, Breeding policy
3	Mixed farming systems, Crop plus livestock interactions	Mixed farming, Crop livestock interactions

	Block 2- sustainable livestock production systems	
1	Good management practices for sustainable livestock production	GMP standards
2	Nutrient management for sustainable livestock production	Feeding management
4	Biotechnological advances in sustainable livestock development	Biotechnological advancements in livestock sector
	Block 3-Research, development and policy issues in sustainable livestock development	
1	Research and development issues in sustainable livestock development	Research issues, Farmer friendly approach
2	Indigenous technical knowledge in sustainable livestock development	ITK documentation
3	**Waste Management** and Strategies for sustainable development	Waste management- issues and approaches, strategies, case studies, and Need based strategies

Core Course LEFM 2: Entrepreneurship Development (3+0)

I. Entrepreneurship Development- I	1. Introduction to entrepreneurship	Concept and type of entrepreneur, entrepreneur v/s manager, nature function and importance of entrepreneur, role of entrepreneur in Indian economy
	2. Entrepreneurship in agriculture	Major areas of entrepreneurship in farm sector, location of agri business enterprise, steps for starting an agribusiness industry, selection of types of organization incentives and subsidies offered by state and central government related to agribusiness, sickness in agribusiness industry: reasons and remedies
	3. Rural Entrepreneurship	Concept, rural entrepreneurial environment, problems of rural entrepreneur, entrepreneurship in village industry, strategies for rural entrepreneurship development,

	4.	Development of Entrepreneurship skills	Development of Entrepreneurial skills, Preparation of Business plan and Project- Data Collection, Sampling, Processing and, Forecasting, Economics of production, Setting up of an Enterprise, Entrepreneurship development programmes
II. Entrepreneurship Development- Planning	5.	The business plan	Creativity and business idea, environmental analysis, search and scanning, defining the structure of a business plan, identify objectives and target audience of a business plan, critical elements of an effective business plan, preparation of a profitable and sustainable agri-business plan
	6.	Industry and competitive analysis	Evaluating an industry environment, Identifying characteristics of an opportunity rich environment, critical requirements for initiating ventures in mature industries, framework for assessing the competitive advantage.
	7.	New venture strategy	Critical economic drivers for revenue and cost, customer value proportion and mechanism for measuring the value, describe, existing value chain, venture's role and impact on it, critical customers, product differentiation, and product positioning for venture, develop strategy to bring product/service to customer base.
	8.	Managing venture growth	Identify Mechanism and requirement for growth of a venture, effective organizational structures, and importance of control for early stage ventures, methodology for planning and executing growth of venture the operational challenges for entrepreneurship and reviewing alternate operation strategies for an organization to change in market place.
III. Entrepreneurship Development- Operations	9.	Operating an agri enterprise	The operational challenges for entrepreneurship, review alternative operations strategies for adapting an organization to changes in the market place.

	10. Financial management:	Sources of risk, venture capital, fixed capital, working capital and basic awareness of financial services such as leasing and factoring.
	11. Market management issues	Concept and application of product life cycle, advertising and publicity, sales and distribution management, rural marketing strategies, consortium marketing, competitive bidding, tender marketing, negotiating with principal customers, marketing assistance, subsidies and other fiscal and monitory incentives
	12. Industrial issues	Industrial relations and disputes, Factory act, payments of wages act
IV. Role of government in Entrepreneurship and Performance appraisal	13. Schemes and policies	TRYSEM, DOWCRA, five year plans, KVIC other schemes
	14. Understanding rural industrial sector	Small scale, handloom, agro based industries, rural artisans, handicrafts and sericulture.
	15. Institutions promoting Agripreneurship	SFAC venture funds, role of MSME, ACB scheme, District industry centers, commercial banks and state financial corporation, small industry service institute (SSIs), small industries development bank of India (SIDBI), national bank for agriculture and rural development (NABARD), national small industries cooperation (NSIC), schemes for rural entrepreneurship development
	16. Performance appraisal	Management performance assessment and control, critical analysis of success and failure of agri enterprise, the four entrepreneur pitfall.

Core course LEFM 3: Agribusiness Environment and Policy   **(3+0)**

Unit No.	Unit title	Unit contents
	Block 1: Economic Environment	
1.	Agriculture and Indian Economy	Role of Agriculture in Indian Economy, development of Indian agriculture, problems and policy changes farm production, agro-processing, Agricultural marketing, agri-finance, Economic reforms,

2.	Agribusiness	Definition and nature, component of agribusiness management, changing dimension of agribusiness, Structure of Agriculture-Linkage among sub-system, Infrastructure
3.	Resources in Agriculture	Land, labour, biodiversity, livestock, fisheries
4.	Emerging trends in agriculture and livestock sector	Diversification, Agro-industry interface, Issues related trade, quality, gender and sustainability, ICT
	Block 2. Socio-cultural environment	
5.	Indian farmers traditions, beliefs and practices	
6.	Social environment	Pattern and impact on decision making, Demographic, social attitudes, educational levels, social concerns,
7.	Ethics and moral standards	Nature and importance, Corporate and Social responsibilities, scope and purpose of business ethics, ethics in business functional areas, industrial espionage, solving ethical problems, governance mechanism
	Block 3: Technological environment	
8.	Agricultural research, education and extension	Agricultural research, education and extension infrastructure (public and private) in India
9.	Technological development and changes	
10.	Transfer of technology	Cost of technology, availability of technology and extension system
	Bock 4: Agribusiness Policies	
11.	Introduction to Agri-business policies	concept and formulation; and new dimensions in Agribusiness environment and policy
12.	Marketing and pricing policies	Agricultural price and marketing policies; public distribution system and other Policies
	Block 5: Business Laws	
13.	Marketing related Acts	Essential Commodities Act, APMC Act, Consumer Protection Act, RTI Act, MRTP Act- major provisions and implications.
14.	Trade related issues	IPR laws, WTO and its obligations, international movements of agricultural products, quarantine requirements for international business, ASEAN agreement

Core Course LEFM 4.Food security and Food safety Management (3+O)

Block title	Unit title	Unit contents
Food security concept and issues	Food security issues	Population dynamics, organizational support, production status, issues and approaches
Food security-Strategies	**National mission on food security**	Subsistence and commercial farming, corporate farming, integrated farming
Food Safety and Quality Management Systems	1. **Introduction to Food Safety**	Introduction, hazards to safe food, contamination and spoilage, hygiene, sources of contamination, protecting food from contamination, role of food processing industry.
	2. **Food Safety System**	Introduction, changes in the pattern of food consumption, the increased risk of food born infection, inadequacy of the existing methods to control risk, need for food safety management systems, emerging trends in food safety: food legislation, customer audits for food and food products, food safety management systems
	3. **Total Quality Management**	Introduction, why quality management? Understanding, quality and product need for the safety and health industry, the approach towards safety, safety management, assessment and elimination of risks, statistical quality control, safety and health management systems.
	4. **Project Management**	Phases, 7-S of project management, the project as conversion process, the relationship between project management and line management, role of strategy in project management, time planning, project structures, the role of teams, control systems, project completion and hand over

Risk Analysis	5. An Introduction to Risk Analysis	Changing international environment, increasing demand for safe and wholesome food, risk analysis in context to food safety, structure of risk analysis, carrying out of risk analysis, risk analysis at national and international levels, challenges and benefits in the application of risk analysis
	6. Risk Management	Definition, perspective on risk, definition of key risk management terms, general principles of food safety risk management, a general risk management framework, role of food chain professional in risk management.
	7. Risk Assessment	Principles of food safety risk assessment, scientific approaches for assessing risk, responsibilities of risk managers, in commissioning and guiding a risk assessment, general criteria of risk assessment, risk assessment methodology, risk assessment for chemical and biological hazards, biotechnology risk assessment, sensitivity analysis, validation
	8. Risk Communication	Introduction, goals, key communication stages during food safety risk analysis, roles and responsibilities for risk communication, elements of effective risk communication, principles of risk communication, practical aspects of risk communication
HACCP	9. History, Background and Structure	Introduction, food chain steps, food hazards, biological hazards, chemical and physical hazards, history of HACCP, benefits and barriers in implementing HACCP, HACCP principles, process of HACCP certification.

	10. HACCP Pre-requisites and good hygiene practices	Environmental hygiene, design and facilities in establishment, premises and rooms, equipments, utilities, control of operations, personal health and hygiene, pest control, training
	11. Principles and Implementation of HCCAP	Identification of hazards and control measures, determination of significant hazards, critical control points, establishing the critical limits, monitoring system, corrective actions, verification procedures, documentation and record keeping, general errors in HACCP plans, quantitative approach in HACCP, when to implement HACCP plan? Development of System /Case Studies
Other Food Safety Practices	12. Good Agriculture Practices, Good Animal Husbandry Practices and Good Manufacturing Practices	GAP: Concept, principles, objectives, potential benefits, challenges, elements of GAP. GAHP: Concept, benefits, producers attitude, management responsibilities, GHAP programme includes- food safety elements, product quality elements GMP: Definition, good manufacturing practices in food industry including: personal, plant and grounds, sanitary operations, sanitary facilities and controls, process and controls, warehousing and distribution Maximum defect action level.
	13. Good Retail Practices, Good Transport Practices and Nutrition Labelling	GRS: Risk categorization of retail food establishments, operational aspects to be controlled, crucial practices, Key areas w.r.t GRP in a typical meat retail organization: receiving, storage, fabrication, grinding, sausage, processing, packaging, display GTP: considerations during design of GTP, Categories of GTP hazard, design of food transportation units, dedicated transport, documentation and records, transportation spills and salvage, temperature control. Nutrition labelling: Guidelines, food labels information, nutrition panel format, nutrition panel footnote, nutrition content claims, traceability records.

	14. Traceability Studies	Concept, rationale and objective of traceability, traceability and codex, components, limitations in implementation, alternatives to the traceability, recommended steps for the application of traceability, India's experience with traceability, the vision.
	15. Retailer standards	BRC Standards (Food and BRC Standards IOP) An Overview, IFS: International Food Standard, SQF :1000 SQF: 2000, Global Gap and India Gap
Management Systems, Auditing and Accreditation	16. Introduction to Management Systems	History of ISO 9000, quality management principles, ISO 9000:2005-fundamentals and vocabulary, ISO 9001:2000-requirements, steps for implementing quality management systems, benefits, ISO 9004:2000-guidelines for performance improvement, , self assessment model, clauses
	17. Auditing	Concept, principles of auditing, managing an auditing programme, competence, and evaluations of auditors
	18. Laboratory management system Standards and Accreditation	Lab QMS (Quality management system), International standards for laboratory QMS, management requirements, technical requirements, laboratory accreditation- NABL, APLAC, ILAC.

Core Course LEFM 5: Principles of Management (3+0)

Block title	Unit title	Unit contents
1. Introduction to Management	1. Concept and Evolution of Management	Nature, Scope and Significance of Management, Evolution of Management

	2. Approaches and theories of Management	Thought, Approaches to Management,
	3. Functions of Managers	Functions of a Manager,
2. Functions of Management	4. Planning	Planning - Types, Steps, Course Objective, Process, Strategies, Policies, MBO, Strategic Planning Process, SWOT analysis,
	5. Organizing	Organizing – Structure & Process, Line Staff, Authority & responsibility.
	6. Staffing	Selection process,
	7. Directing and Controlling	Directing – Training, Communication & motivation,
	8. Controlling	Significance, Process, Techniques, Standards & Benchmarks, Management Audit.

Core course LEFM 6: Marketing Management (3+0)

Block title	Unit title	Unit contents
1. Introduction to Marketing Management	1. Concepts of Marketing	Marketing concepts; evolution of marketing, difference between marketing and sales, concept and types of market, Marketing Environment; importance of marketing, Marketing management
	2. Marketing Potential and Forecasting	Marketing potential and forecasting, Market Information System, Marketing Research
	3. Planning and Organization of Marketing	Marketing Mix, Strategic Marketing, Branding , Market Segmentation, Targeting, and Positioning; Buyer Behaviour, Marketing Information System, Marketing Organization and Control
2. Marketing strategy	4. Product strategy	Classification of Products; Product Life Cycle; New Product Development; Product Line and Product Mix; Packaging and labelling
	5. Pricing strategy	Factors affecting prices; Pricing Policies and Strategies; Pricing Methods.
	6. Channel and distribution strategy	Types of Distribution Channels; Functions of Channel Members; Channel Management Decisions.

	7. Promotion strategy	Promotion Mix; Introduction to Advertising, Personal Selling, Sales Promotion, Publicity and Public Relations and Direct marketing, managing integrated marketing promotion, Customer Relationship Management.
3. Agricultural Marketing: An Overview	8. Introduction to Agricultural Marketing	Meaning and scope of Agricultural Marketing, agricultural marketing and economic development; Historical Development of Agricultural Marketing. Its functions, Activities and objectives Structure of Agricultural Markets. Relative importance of different markets
	9. Importance of Agricultural Marketing	Importance of Marketing in Agricultural Development and Growth. Focus on Marketing under increasing production and productivity. Marketed and Marketable surplus Ratios of Agricultural commodities.
	10. Agricultural produce markets and Marketing Environment	The influence of socio-economic and Macro environmental forces on agricultural marketing system, the policies related to development and Regulation of Agricultural produce Markets and its influence on marketing functionaries, Marketing Costs, Margins efficiency and Marketing Environment, Marketing Infrastructure
	11. Government and marketing intervention	State trading, Market intervention, buffer stocking, Public distribution system, price intervention and policies
4. Agricultural Marketing Management	12. Principles and Practices of Agricultural Marketing	Agricultural market structure – meaning, components and dynamics of market structure; marketing strategy – meaning & significance, formulation of marketing strategy; agribusiness marketing environment, design of marketing mix, market segmentation and targeting, determinants of consumer's behaviour.
	13. Product Management and Pricing practices	product management process and decisions, new product development – significance and classification of new product, stages and estimation of demand of new product; product life cycle Determinants of price, objectives of pricing policies and pricing methods.

	14. Promotion and Distribution Management	Advertising planning and execution; sales promotion; grading and standardization. Distribution management - storage and warehousing and transportation management for agricultural products; marketing agencies/intermediaries – roles and functions; distribution channels involved in agribusiness.
	15. Agricultural Input marketing	Marketing of fertilizers, seeds, pesticides, farm equipment and machinery, etc.
5. Marketing of services	16. Concept of Marketing of services	Conceptual framework, services and service system, Key features of agricultural services, Actors within the agricultural service system, functional relationship, services marketing, designing service strategy
	17. Financial services	Marketing of financial services: Indian scene
	18. Storage and transportation services	Management of Storage and transportation services for agri-commodities
	19. Educational and technical support services	Marketing of educational services, Marketing of technical support services, Implications for agri-clinics.
	20. Agriculture extension services	Market led extension

Elective courses LEFM 7& LEFM 8: Project Management 1 & 2 (3+0) each

Block title	Unit title	Unit contents
Elective course-LEFM-7 *I. Project Management: An overview*	1. **Introduction to project**	Concept, characteristics of project, categories of project, nature of agro industrial project, project identification, defining project scope and deliverables,
	2. **Project life cycle**	Project life cycle, phases in project preparation: Identification, preparation and analysis, appraisal, implementation, monitoring and evaluation, critical success factors in project implementation.

	3. **Project Preparation**	Roles and responsibilities of project manager, appointing the project manager, fixing the zero date, finalization of project implementation schedule, terms of reference and project boundaries.
	4. **Project costs and benefits**	Identification of costs and benefits, feasibility report- market, technical, financial, economic, financing arrangements, preparation of cost estimates
II. **Project formulation**	5. **Project rapid analysis and rapid rural analysis**	
	6. **Project Planning**	Development of project plan objective, concept of planning, purpose of a plan, importance of planning process, types of planning, resources in planning, essentials of planning and its application, planning tools/
	7. **Planning Tools**	Network methods: Bar charts, CPM, PERT, precedence network, line of balance, computer used planning
	8. **Modeling the project system**	Work break down structure, process mapping, and building in the check points- using the gates system, time and cost planning: *tools and techniques*, resource allocation.
	9. **Analyzing Plan**	Logical frame work analysis, time plan analysis, cost plan analysis, quality plan analysis, risk and contingency analysis, strategic investment decisions.
Elective course-LEFM-8 *III. Interpersonal dynamics in project management*	10. **Project leadership**	Concept, studies of leaderships, styles, project leadership, leadership competencies.
	11. **Problem solving and decision making**	Individual skills, motivation and attitude, problem frame work, problem solving tools, decision trees, decision support system, and cause-effect-cause analysis.

	12. Team and organization	Role of teams, pure project organization, matrix management, structure selection, life cycle of team, managing team and effective team work.
	13. Project communication	Communication problems, communication process, informal communication, listening, nonverbal communication, written communication, project meeting, role of technology, communication links
IV. Project Implementation and evaluation	14. Project control	Control system, control of major constraints- time and cost, environmental constraints, project management software and information system, change control, control of work of development project- intellectual property, managing and controlling suppliers and contractors
	15. Tools and techniques	Financial and economic appraisal evaluation techniques, Discounted and undiscounted techniques
	16. Project closure and performance	Project handover, reasons for project closure, final project cost records and other project documentation, disposal of surplus material stocks, performance indicators, performance improvement, CM and DM companies for better project management.
	17. Social responsibility	Land acquisition, rehabilitation of land looser, employment of sons of the soil, environment care, safety
	18. Continues improvement through project	Survival through change, continues improvement in productivity, manufacturing, trendsetters, product quality through project, product integrity

Elective courses LEFM 9&LEFM 10: Food Retail and Supply Chain Management 1&2 (3+0) each

Block title	Unit title	Unit contents
Elective Course LEFM-9 *I. Food Retail Management-I*	1. Introduction to retailing	Concept, nature, scope, economy and roles of service in retail industry, functions of retailing, factors behind the change in Indian retailing scenario

	2. Food retailing	Introduction to international food market, India's competitive position in the world food trade, foreign investment in global food industry, food retailing, understanding food preference of Indian consumers, food consumption and expenditure pattern, demographic and psychographic factors affecting food pattern of Indian consumer
	3. Retail institutions and management	Theories of institutional change, wheel of retailing, general merchandise retailers, non retail formats, decision process, developing retail strategy, implementing the retail strategy.
II. Food Retail Management-II	4. Retailing environment	Consumer behavior: *types of buying decisions, the buying process, social factors influencing buying decisions, Internal strengths and weakness* Market segmentation: *criteria for evaluating market segments, approaches for segmenting, composite segmentation approaches.*
	5. Retailing Strategy	Financial Strategy: *strategic profit model, setting performance of the profit path.* Human resource strategy: *competitive advantage through HRM, designing the organization structure of a retail firm, motivating retail employees* Marketing strategy: *target market and retail format, building a sustainable competitive advantage, growth strategy and global strategy*
	6. Trends in food retailing	Principle trends in food whole selling, and retailing food selling the changing nature of food stores, competition and pricing in food retailing, market implications of new retail development, value chain and value addition across the chin in food retail,
III. Setting up Retail	7. Store	Shopping centers, city or town

Chain/ Store		**location and site evaluation**	locations, other retail location opportunities, location and retail strategy, factors affecting attractiveness of a site, estimating demand for new location.
	8.	**Store layout**	Design and visual merchandizing, objectives of a good store design, store layout, space planning, merchandize presentation technique, atmosphere.
	9.	**Managing retail operations and sales**	Managing retailer's finances, merchandize buying and handling, merchandize pricing, handling logistics, transportation, distribution. Management of sales, promotion and publicity, advertisement strategies, types of retail selling, recruiting and selecting store staff, sales person selection, training , evaluation and monitoring of store employees and giving feedback.
	10.	**Customer relationship management and consumer protection**	Strategic advantage through customer service, customer evaluation of service quality, understanding customer needs, setting service standards, legal and ethical issues in retailing, RIP, MRIP, consumer rights and duties, consumer exploitation and its remedies.
Elective courseLEFM-10 IV. Supply chain - Planning & activities	11.	**Introduction to Supply chain**	Definition, importance, objectives, constituents, types: *raw, ripe, internal, extended, self monitored, outsourced, production oriented, financial oriented, market oriented, value chain/complete,* SCM activities.
	12.	**SCM: Business environment**	Conceptual Model of supply chain management, evolution of SCM, traditional agri supply chain management approach, modern supply chain management approach, elements in SCM
	13.	**Demand management**	Types of demand, demand planning and organizing, forecasting, operations management in supply chain, basic principles of manufacturing management

	14. Procurement management	Purchasing cycle, types of purchases, contract/corporate farming, classification of purchases, goods or services, traditional inventory management, material requirements planning, Describe the impact purchased products and services have on final product assembly or total service package, including ship-to-stock, just in time (JIT), vendor management inventory.
	15. Logistics management	Elements of logistics management, distribution management, distribution strategies, transportation management, fleet management, service innovation, warehousing, packaging for logistics, third party logistics (TPL/3PL), GPS technology
V. Supply chain Management- Suppliers perspective	**16. Supplier selection & communication**	Define and develop selection criteria such as rating programs, external certification standards, etc., and identify and manage their impact on various internal processes of the organization. Design and implement techniques for communicating with suppliers including scheduled meetings, routine and emergency reporting procedures, presenting explicit expectations, confirming awareness of criticality, etc.
	17. Supplier performance	Define and describe common measures of supplier performance (e.g. quality, price, delivery, service levels) and metrics (e.g. defect rates, functional performance, timeliness, responsiveness, availability of technical support), Receiving inspection and supplier performance rating

	18. Supplier improvement, certification and alliances	Design and conduct supplier audits, evaluate corrective and preventive action plans, provide feedback, and monitor for process improvement. Design and implement supplier certification programs, including process reviews and performance evaluations, and identify strategies for developing customer-supplier partnerships and alliances.
	19. ICT and performance measurement in SCM	IT application in SCM, advance planning and scheduling, SCM in electronic business, role of knowledge in SCM, Measurements and controls in agri supply chain management, bench marking: definition concept and forms

Course Directors

Dr.T.P.Sethumadhavan
Course Director
Directorate of Entrepreneurship
 Kerala Veterinary and Animal Sciences University
Mannuthy, Thrissur-680651

    Dr.Jiji.R.S
    Associate Professor
    Department of Veterinary and Animal Husbandry Extension
    College of Veterinary and Animal Sciences
    Kerala Veterinary and Animal Sciences University
    Mannuthy, Thrissur-680651
    (**Associate Course Director**)

    Dr.Deepa Ananth
    Assistant Professor
    Directorate of Entrepreneurship
    Kerala Veterinary and Animal Sciences University
    Mannuthy, Thrissur-680651
    (**Associate Course Director**)

Post graduate Certificate course in Farm journalism under technology enabled distance mode

1 Title of the Programme- Post graduate Certificate course in Farm journalism
2 Justification of the Proposal

In the era of ICT and globalization, Farm media plays a key role in knowledge dissemination among farmers, entrepreneurs and other stake holders. Officers working under Animal husbandry, Agriculture, Fisheries, Dairy Development departments/public sector/universities should be equipped to handle advances in Farm journalism to cater knowledge dissemination through the media. It will help them to effectively utilize the media for technology transfer/knowledge dissemination services. Candidates working under Government/public/private sector/NGO can also apply for this programme. So Post graduate Certificate course in Farm journalism has been proposed as a distance education programme. This will help to develop journalistic skills among practicing Veterinary, Agriculture, Dairy science and Technology, Fisheries, Horticulture and Home Science graduates. It will help them to facilitate knowledge dissemination through different farm media to address the food security and food safety issues affecting agriculture and allied sectors. PG Certificate course in FJ will help them to work as media/public relations managers. Candidates working under Government/public/private sector/NGO can apply for this programme. Moreover specialization in Farm journalism will help them to acquire better jobs within the country and abroad. As part of the programme they will be assigned to do a project work in their respective fields.

3   Mode- Technology enabled distance learning mode
4. Faculty- Distance learning mode required only Five days of contact classes per semester which can be managed by existing KVASU staff and guest faculty
5. Duration- 6 months. During the period of study candidate has to attend contact classes for 5 days.
6. Degree/Diploma/certificate awarded- Post graduate Certificate course
7. Total number of courses -5 (5 courses per semester and each course with 3 credits)
8. Number of Major courses-3 per semester
9. Number of Minor/electives-2 courses per semester
10. Total number of credits-15 per semester
11. Department/School offering the programme-School of New Media and Research of Directorate of Entrepreneurship, KVASU, Mannuthy, Thrissur & Pookode, Wayanad
12. Mode of selection-open selection
13. Year of start- January 2014
14. Eligibility- BVSc&AH/ BTech Dairy Science and Technology, BSc(Agriculture)/ BSc(Horticulture)/BFSc/ BSc(Co-operation & Banking), BSc Home science, any graduate
15. Total fee per semester-Rs 30000(Rupees Thirty Thousand only)

16. Educational Qualifications- BVSc&AH/ BTech Dairy Science and Technology, BSc(Agriculture)/ BSc(Horticulture)/BFSc/ BSc(Co-operation & Banking),BSc
17. Home science or Graduate in any discipline.
18. Mode of evaluation- as per KVASU rules (Semester end examinations, assignments and Project work)
19. Courses

Post graduate Certificate course in Farm Journalism

Abstract of the courses- 1st Semester
Total Credits-15+0, any three major and two minor courses.

Sl No	Title of the Course	Course code	Major/elective	Total credits
1	Sustainable livestock Development	FJ-1	Major	3+0
2	Role of Farm media in livestock development	FJ-2	Major	3+0
3	New media and research	FJ-3	Major	3+0
4	Models of Communication relevant to journalism	FJ-4	Elective/minor	3+0
5	Entrepreneurship Development	FJ-5	Elective/minor	3+0
6	Agribusiness and Environment Policy	FJ-6	Elective/Minor	3+0

18. Core course FJ-1: Sustainable livestock Development   (3+0)

Unit No.	Unit title	Unit contents
	Block 1-Sustainable livestock Development	
1	Role of Livestock in Sustainable rural livelihood security	Role and functions
2	Livestock biodiversity	Genetic biodiversity, Conservation, Indian breeds, Breeding policy
3	Mixed farming systems, Crop plus livestock interactions	Mixed farming, Crop livestock interactions
	Block 2- sustainable livestock production systems	
1	Good management practices for sustainable livestock production	GMP standards
2	Nutrient management for sustainable livestock production	Feeding management

4	Biotechnological advances in sustainable livestock development	Biotechnological advancements in livestock sector
	Block 3-Research, development and policy issues in sustainable livestock development	
1	Research and development issues in sustainable livestock development	Research issues, Farmer friendly approach
2	Indigenous technical knowledge in sustainable livestock development	ITK documentation
3	**Waste Management** and Strategies for sustainable development	Waste management- issues and approaches, strategies, case studies, and Need based strategies

Core course-FJ-2 Role of Farm media in livestock development (3+0)

Unit No.	Unit title	Unit contents
	Block 1-History and scope of farm journalism	
1	Different divisions of Farm journalism	Print, Audio and Audio Visual media, SWOT analysis
2	Knowledge dissemination processes	Knowledge transfer, Methodologies
3	Technology transfer	Innovative technologies of KVASU, Case study and methodology
	Block 2- content development for the farm media	
1	Developing content for the print media	Developing the content based on stakeholders approach
2	Developing content for the electronic media	Principles, priorities and strategies
3	Developing content for book, booklet, leaflet and folder publication	Chapterisation, identifying the title, preparation of proposals, product differentiation
4	Developing content or the web media	Basics of computer writing, editing,
	Block 3-Art of writing	
1	Principles of writing for the farm media	Sustainability issues, market led extension programmes, ABC principle, 5Ws and H, Kiss principle, farm media ethics

2	Content analysis of livestock based information in farm media	Modes of presentation, relevancy, seasonality, timeliness, readability
3	writing script for Radio and Television	Priorities, methodologies, models
4	Art of reporting scientific information	Principles of writing for the scientific journals

Core course-FJ-3 New media and research (3+0)

Unit No.	Unit title	Unit contents
	Block 1-Role of ICT in Farm media	
1	ICT applications in Agri, Livestock and allied sectors	National Mission on ICT, ICT models in Agri and livestock sectors
2	Emerging trends in Farm journalism	Web journalism, photo journalism, ICT based applications in Print and electronic media
3	Technology transfer through ICT based farm media	Knowledge dissemination though ICT based farm media-
4	Blogging, web logs, Web books	How to create blogs, publication of web books, websites, uploading news in the website
5	Website links	Useful websites and information
	Block 2- Video Conferencing	
1	Principles and methods of Video conferencing, applications	Processes and applications, Practical utility, Different models, Case study, Role of NIC in organizing ICT applications and video conferencing
2	Tele conferencing, Audio conferencing	Processes and applications, Practical utility, Different models, Case study
	Web conferencing, chat, application sharing	Processes and applications, Practical utility, Different models, Case study
4	Knowledge dissemination through smart phones/cellular phones	Mc Kinsey report, Mobile phone based technology, Processes and applications, Practical utility, Different models, Case study
	Block 3- e learning	
1	Principles of e learning	Principles and methodology
2	National mission on information and communication technology through e learning	Activities, institutional support

3	AVIEW and other educational software	Amrita Online Gurukul, e learning, case studies
	Block 4-Role of electronic media in knowledge dissemination	
1	History of Radio and Television, Farm radio, Field broadcasting and Farm telecasting	Case studies and methodologies
2	Initiatives and models in Telecast and Broadcast media	Case studies, Farm & Home, Krishidarsan,Prasarbharathi Corporation

Core Course FJ-4: Models of Communication relevant to journalism (3+0)

Block Title	Unit Title	Unit Contents
I. *Overview of Business Communication*	**1. Introduction to communication**	Definition, meaning, role, classification, purpose, Channels: formal & informal
	2. Types of communication	Down wards, upwards, latent or horizontal, diagonal or crosswise, static and dynamic, advantages, limitation and importance.
	3. Principles of good communication	Clarity, completeness, conciseness, consideration, correctness, courtesy, careful use of body language, use of grapevine strategically, feedback, elimination of noise
	4. Communication Barriers	Physical, cultural, language semantic, emotional/ psychological, socio-psychological, organizational, personal barriers, ways to overcome the barriers.
	5. Rural Communication	Development communication, rural advertising: social, developmental, occupational, healthcare messages, audience participation based communication, participatory extension education: Village fairs, haats, e auctioning. Electronic communication
	6.Models of Communication	Different models of communication
	7.Mass media and communication	Types of mass media and communication strategies

	8.**Synchronous and Asynchronous methods of communication**	Differentiation, advantages& Methodologies

Elective Course FJ-5 Entrepreneurship Development (3+0)

I. Entrepreneurship Development- I	17. Introduction to entrepreneurship	Concept and type of entrepreneur, entrepreneur v/s manager, nature function and importance of entrepreneur, role of entrepreneur in Indian economy
	18. Entrepreneurship in agriculture	Major areas of entrepreneurship in farm sector, location of agri business enterprise, steps for starting an agribusiness industry, selection of types of organization incentives and subsidies offered by state and central government related to agribusiness, sickness in agribusiness industry: reasons and remedies
	19. Rural Entrepreneurship	Concept, rural entrepreneurial environment, problems of rural entrepreneur, entrepreneurship in village industry, strategies for rural entrepreneurship development,
	20. Development of Entrepreneurship skills	Development of Entrepreneurial skills, Preparation of Business plan and Project- Data Collection, Sampling, Processing and, Forecasting, Economics of production, Setting up of an Enterprise, Entrepreneurship development programmes
II. Entrepreneurship Development- Planning	21. The business plan	Creativity and business idea, environmental analysis, search and scanning, defining the structure of a business plan, identify objectives and target audience of a business plan, critical elements of an effective business plan, preparation of a profitable and sustainable agri-business plan

	22. Industry and competitive analysis	Evaluating an industry environment, Identifying characteristics of an opportunity rich environment, critical requirements for initiating ventures in mature industries, framework for assessing the competitive advantage.
	23. New venture strategy	Critical economic drivers for revenue and cost, customer value proportion and mechanism for measuring the value, describe, existing value chain, venture's role and impact on it, critical customers, product differentiation, and product positioning for venture, develop strategy to bring product/service to customer base.
	24. Managing venture growth	Identify Mechanism and requirement for growth of a venture, effective organizational structures, and importance of control for early stage ventures, methodology for planning and executing growth of venture the operational challenges for entrepreneurship and reviewing alternate operation strategies for an organization to change in market place.

Elective course FJ-6: Agribusiness Environment and Policy   **(3+0)**

Unit No.	Unit title	Unit contents
	Block 1: Economic Environment	
15.	Agriculture and Indian Economy	Role of Agriculture in Indian Economy, development of Indian agriculture, problems and policy changes farm production, agro-processing, Agricultural marketing, agri-finance, Economic reforms,
16.	Agribusiness	Definition and nature, component of agribusiness management, changing dimension of agribusiness, Structure of Agriculture-Linkage among sub-system, Infrastructure
17.	Resources in Agriculture	Land, labour, biodiversity, livestock, fisheries
18.	Emerging trends in agriculture and livestock sector	Diversification, Agro-industry interface, Issues related trade, quality, gender and sustainability, ICT

	Block 2. Socio-cultural environment	
19.	Indian farmers traditions, beliefs and practices	Traditions, believes and practices
20.	Social environment	Pattern and impact on decision making, Demographic, social attitudes, educational levels, social concerns,
21.	Ethics and moral standards	Nature and importance, Corporate and Social responsibilities, scope and purpose of business ethics, ethics in business functional areas, industrial espionage, solving ethical problems, governance mechanism
	Block 3: Technological environment	
22.	Agricultural research, education and extension	Agricultural research, education and extension infrastructure (public and private) in India
23.	Technological development and changes	
24.	Transfer of technology	Cost of technology, availability of technology and extension system
	Bock 4: Agribusiness Policies	
25.	Introduction to Agri-business policies	concept and formulation; and new dimensions in Agribusiness environment and policy
26.	Marketing and pricing policies	Agricultural price and marketing policies; public distribution system and other Policies

22. Whether sufficient thought and discussion was made before finalizing the programme-yes
23. Has syllabus been compared with similar programmes in India and abroad- Yes
24. List of equipments/furniture-----

Receipt and Expenditure statement for 1&2 Semesters

Sl No	Item	Receipt Lakhs RS	Expenditure
1	Fee from 100 students@Rs30000 for 2 semesters	3000000	
2	Content development &Cost of publication for 500 students		900000
3	TA and Honorarium for Guest faculty		200000
4	Expenditure on food and accommodation for contact classes		200,000
5	POL and Overhead charges		100000
6	Infrastructure facilities like furniture, computer.A/C.etc		100000

7	Expenditure(Item No-2 to 6)		1500000
8	Institutional Charges @25%		750000
9	Surplus income generated and to be paid to the University		750000
10	Total Expenditure including surplus income(Item no-7 to 9)		3000000

Course Directors

Dr.T.P.Sethumadhavan
Course Director
Directorate of Entrepreneurship
 Kerala Veterinary and Animal Sciences University
Mannuthy, Thrissur-680651

    Dr.Sabin George
    Asst Professor
    Department of Livestock Production Management
    College of Veterinary and Animal Sciences
    Kerala Veterinary and Animal Sciences University
    Mannuthy, Thrissur-680651
    (Associate Course Director)

    Dr.R.Senthilkumar
    Asst Professor
    Department of Veterinary and Animal Husbandry Extension
    College of Veterinary and Animal Sciences
    Kerala Veterinary and Animal Sciences University
    Pookode, Wayanad
    (Associate Course Director)

PROGRAMME SCHEDULE - PG CERTIFICATE PROGRAMME IN FARM JOURNALISM

Duration of the programme	6 months
Period of the Programme	January 27 to July 11
Admission	January 27,2014 at 10.00 AM
Orientation	January 27,2014 at 2 PM to 4 PM
Last date of Submission of Assignment	April, 30, 2014
Contact Class	May -12,13,14,15 -2014 (4 days)
Submission of Project	June 30, 2014
Date of Examinations	July 7,2014 to July 11,2014 (5 days)

PROGRAMME SCHEDULE - PG DIPLOMA IN LIVESTOCK AGRI – ENTREPRENEURSHIP AND FOOD SECURITY MANAGEMENT

Duration of the programme	12 months (2 semesters)
Period of the Programme	January 27, 2014 to January 9, 2015

Semester -I

Period of the 1st semester	January 27, 2014 to July 11, 2014
Last date of Submission of Assignment	April 30, 2014
Contact Classes	May -12,13,14,15-2014 (4 days)
Date of Examinations	July 7,2014 to July 11,2014

Semester -II

Period of 2nd semester	August 1,2014 to January 9,2015
Last date of Submission of Assignment	November 30,2014
Contact Classes	December -09,10,11,12 -2014 (4 days)
Last date of submission of Project	December 30,2014
Date of Examinations	January 5,2015 to January 9,2015 (5 days)

Assignments for the first Semester

1. Post graduate diploma in Livestock-Agri Entrepreneurship and food security Management (PGD in LEFM) under technology enabled distance mode

Abstract of the courses- 1st Semester

Sl No	Title of the Course	Course code	Major/elective	Total credits
1	Sustainable livestock Development	LEFM-1	Major	3+0
2	Entrepreneurship Development	LEFM-2	Major	3+0
3	Food security and Food safety Management	LEFM-4	Major	3+0
4	Project Management-1	LEFM-7	Elective/minor	3+0
5	Food retail management-1	LEFM-9	Elective/minor	3+0

Sustainable livestock Development-LEFM-1

1 Sustainability of livestock-based based farming systems in India. Prospects and challenges of Mixed farming in India
2. Significance of technologies in various livestock farming systems. Biotechnological advancement in livestock development

Entrepreneurship Development- LEFM-2

1. Start up projects in livestock sector
2. Livestock sector as an Agri business venture
3. Fund management in livestock Entrepreneurship
4. Socio- Psychological factors that decide the success of a livestock entrepreneur

Food security and Food safety Management-LEFM-4

1. Food safety and standards act 2006- Prospects and Challenges
2. Tracing the food safety of "Farm to Fork" of any one livestock commodity
3. GMP and GRP in livestock products marketing
4. Prospects of livestock sector in addressing the Food security in India

Project Management-1- LEFM-7
1. Planning a specific livestock/agri development programme for a village of your choice.
2. Developing a programme in livestock development, within the emerging issues
3. Challenges in implementing projects in which the implementer was not a participant
2. Importance of monitoring and evaluation of projects

Food retail management-1- LEFM-9

1. Consumer behavior and food retailing
2. Importance of branding in marketing of livestock products
3. Innovative Market strategies in livestock sector

2.Post graduate Certificate course in Farm journalism under technology enabled distance mode

Sl No	Title of the Course	Course code	Major/elective	Total credits
1	Sustainable livestock Development	FJ-1	Major	3+0
2	Role of Farm media in livestock development	FJ-2	Major	3+0
3	New media and research	FJ-3	Major	3+0
4	Models of Communication relevant to journalism	FJ-4	Elective/minor	3+0
5	Entrepreneurship Development	FJ-5	Elective/minor	3+0
6	Agribusiness and Environment Policy	FJ-6	Elective/Minor	3+0

Sustainable livestock Development FJ-1

1 Popular and emerging livestock farming systems in India
2. Challenges of technology transfer from innovators to farmers. Biotechnological advancement in livestock development

Role of Farm media in livestock development FJ-2
1. "Writing for farmers": the scope and limitations in newspapers, radio, farm journals and television
Principles of writing and importance of content development for the print media
2. Content analysis of livestock based information in Radio and Television in Kerala

New media and research FJ-3
1.ICT applications in Agriculture and allied sectors
2.e learning- prospects and challenges in India
3. Securing the scope of farm journalism within the media revolution

Models of Communication relevant to journalism FJ-4
1 Communication as an empowerment tool in farming .
Importance of development communication for rural areas
2. Synchronous and Asynchronous technologies

Entrepreneurship Development FJ-5

1. Start up projects in livestock sector
2. Livestock sector as an Agri business venture

Agribusiness and Environment Policy FJ-6
   1. Implications of the present policies for the livestock farmers: an overview
   2. National Agricultural policy and Market led production
   3. Impact of ASEAN agreement on livestock and products trade.

4. **Post graduate Certificate course in Farm Journalism**
5. **Abstract of the courses- 1st Semester**
6. **Total Credits-15+0, any three major and two minor courses.**
7.

Sl No	Title of the Course	Course code	Major/elective	Total credits	Elective course selected	
1	Sustainable livestock Development	FJ-1	Major	3+0		
2	Role of Farm media in livestock development	FJ-2	Major	3+0		
3	New media and research	FJ-3	Major	3+0		
4	Models of Communication relevant to journalism	FJ-4	Elective/minor	3+0	Y	N
5	Entrepreneurship Development	FJ-5	Elective/minor	3+0	Y	N
6	Agribusiness and Environment Policy	FJ-6	Elective/Minor	3+0	Y	N

Please select any two minor/elective

Y	N

courses by ticking one

Name and admission number of the Student-

Course Director

Contact info :

Dr.M.R.Saseendranath
Director (Academics and Research)
Kerala Veterinary and Animal Sciences University
Pookode, Wayanad
dar@kvasu.ac.in

Dr.S.Ramkumar
Director of Entrepreneurship
Directorate of Entrepreneurship
Kerala Veterinary and Animal Sciences University
Pookode, Wayanad
de@kvasu.ac.in

Dr.T.P.Sethumadhavan
Course Director
Distance Learning Centre
Directorate of Entrepreneurship
Kerala Veterinary and Animal Sciences University
Mannuthy, Thrissur
sethu@kvasu.ac.in

D learn help desk
dlearn@kvasu.ac.in
dleanhelpdesk@kvasu.ac.in

Registrar	0493 6256650
Director of Entrepreneurship	0493 6209281, 0493 6209280. 9446052800
Director, Academics and Research	0493 6209260, 0493 6209261
Distance learning Centre	04872756644
Course Director	9846108992

www.kvasu.ac.in, www.kasavu.in