



NATIONAL BOARD FOR TECHNICAL EDUCATION

PLOT B BIDA ROAD, P.M.B. 2239, KADUNA, NIGERIA

HIGHER NATIONAL DIPLOMA

IN

**AGRICULTURAL EXTENSION AND RURAL
DEVELOPMENT**

CURRICULUM AND COURSE SPECIFICATIONS

JUNE, 2026

PREFACE

The transformation of Nigeria's agricultural sector remains central to the nation's aspirations for sustainable economic growth, food security, job creation, industrial development, and poverty reduction. As agriculture continues to evolve in response to technological advancements, climate change, emerging global market demands, and the need for increased productivity across agricultural value chains, it has become imperative to ensure that curricula in Nigerian tertiary institutions remain relevant, responsive, and aligned with contemporary industry requirements. It is against this backdrop that we embarked on the comprehensive review and modernization of Agricultural curricula for Nigerian tertiary institutions. The review process was designed to address identified skills gaps, integrate emerging technologies and innovations, strengthen entrepreneurship and employability competencies, promote climate-smart agriculture, and align training programmes with the industry expectations and global best practices. The successful execution of this important project was made possible through the invaluable support and commitment of key stakeholders. I wish to express profound appreciation to the Honourable Minister of Education for providing the policy direction and leadership that facilitated this initiative. I also extend sincere gratitude to the Honourable Minister of Agriculture and Food Security and the Honourable Minister of Livestock Development for their unwavering support, technical contributions, and commitment to strengthening agricultural education and workforce development in Nigeria. Special appreciation goes to the Tertiary Education Trust Fund (TETFund) for providing the special intervention grant that enabled the conduct of nationwide skills gap analyses and supported the series of national curriculum review and development workshops. The findings from the skills gap studies provided critical evidence and industry insights that guided the review process and ensured that the curricula reflect current and future workforce requirements within the agricultural sector.

I also acknowledge with gratitude the immense contributions of the Sector Skills Council for Agriculture, whose expertise and industry perspectives greatly enriched the curriculum development process. Equally commendable are the efforts of members of the Implementation Committee, resource persons, industry experts, professional bodies, French Embassy in Nigeria, regulatory agencies, academic institutions, employers, development partners, and other stakeholders who devoted their time, knowledge, and experience to the various workshops and technical sessions. The revised curricula represent a collective national effort to produce graduates equipped with relevant knowledge, practical skills, digital competencies, entrepreneurial capabilities, and professional attitudes required to drive innovation and productivity across Nigeria's agronomy, forestry, fisheries and livestock sectors. It is my expectation that Institutions offering these programmes will faithfully implement the curricula and continue to collaborate with industry to ensure sustained relevance and quality. I commend all stakeholders for their dedication and contributions to this landmark achievement and look forward to the successful implementation of these curricula for the benefit of our dear nation.

Professor Idris M. Bugaje, FNSE
Chairman, Implementation Committee
EXECUTIVE SECRETARY
National Board for Technical Education (NBTE), Kaduna

ACKNOWLEDGEMENT

The National Board for Technical Education (NBTE) expresses its profound appreciation to all individuals and organizations whose invaluable support, expertise, and commitment made the successful review and modernization of the Agricultural Education curricula for Nigerian tertiary institutions possible. Our sincere gratitude goes to the Honourable Minister of Education for providing the policy direction and leadership that made this national initiative possible. We also appreciate the Honourable Minister of Agriculture and Food Security and the Honourable Minister of Livestock Development for their technical guidance, collaboration, and unwavering commitment to strengthening agricultural education and workforce development in Nigeria. The Board is particularly grateful to the Tertiary Education Trust Fund (TETFund) for providing the special intervention grant that funded the nationwide skills gap analyses, stakeholder engagements, curriculum review exercises, validation meetings, and development workshops. The evidence generated through these studies provided a solid foundation for developing curricula that are relevant, industry-driven, and responsive to national and global agricultural priorities.

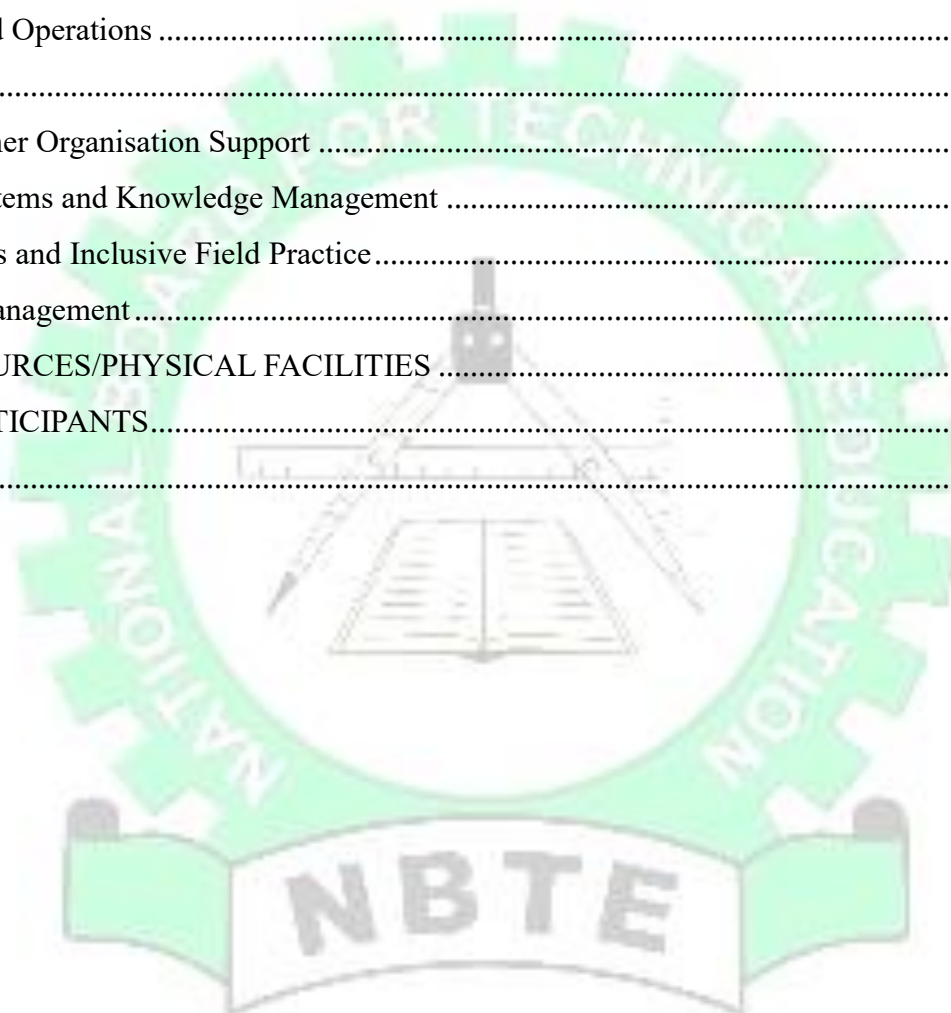
Special appreciation is extended to the curriculum specialists, resource persons, academic experts, professional bodies, regulatory agencies, employers, industry practitioners, development partners, and representatives of public and private sector organizations who participated actively in the skills gap studies, technical sessions, validation exercises, and curriculum development workshops. Their diverse expertise and practical insights greatly enriched the quality and relevance of the curricula. We further appreciate the support of the French Embassy in Nigeria and other development partners for their collaboration in promoting excellence and innovation in technical and vocational education within the agricultural sector. Finally, NBTE expresses its gratitude to all tertiary institutions, researchers, facilitators, rapporteurs, technical staff, and administrative personnel whose commitment and hard work contributed to the successful completion of this important national assignment. The Board acknowledges that this achievement is the result of a collective effort and remains confident that the effective implementation of these curricula will contribute significantly to producing competent, innovative, and entrepreneurial graduates capable of advancing sustainable agricultural development, food security, and economic prosperity in Nigeria.



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GENERAL INFORMATION

1.0 TITLE OF THE PROGRAMME

The title of the programme is Higher National Diploma (HND) in Agricultural Extension and Rural Development.

2.0 PROGRAMME GOAL

The Higher National Diploma (HND) programme in Agricultural Extension and Rural Development is designed to produce competent diplomates with adequate knowledge, practical skills, and professional attitudes required for effective agricultural extension service, rural development facilitation, farmer education, technology dissemination, community mobilisation, and sustainable livelihood improvement.

3.0 OBJECTIVES OF THE PROGRAMME

At the end of the programme, diplomates should be able to:

- i. Apply the principles and methods of agricultural extension in farmer education and advisory service delivery;
- ii. Conduct community diagnosis, needs assessment, and rural development planning using participatory tools;
- iii. Promote the adoption of improved agricultural technologies among farmers and rural communities;
- iv. Communicate climate-smart agricultural practices to farmers and rural stakeholders;
- v. Facilitate farmer group formation, cooperative development, and community mobilisation;
- vi. Apply gender-responsive and youth-inclusive approaches in agricultural extension and rural development;
- vii. Use digital tools for farmer registration, advisory messaging, feedback collection, field reporting, and extension documentation;
- viii. Prepare and maintain farm records, basic accounts, field reports, and extension documents;
- ix. Support farm business advisory services and agripreneurship development among farmers and rural entrepreneurs;
- x. Explain rural social structures, farmer behaviour, local institutions, and community leadership systems;
- xi. Manage conflicts among farmers, farmer groups, cooperatives, and rural stakeholders using appropriate resolution techniques;
- xii. Plan, implement, monitor, and evaluate agricultural extension and rural development programmes;
- xiii. Organise field demonstrations, seminars, field trips, farmer training sessions, and community-based extension activities;
- xiv. Collaborate effectively with research institutes, extension agencies, farmer organisations, cooperatives, NGOs, and rural institutions;
- xv. Conduct basic research and prepare project reports in agricultural extension and rural development;
- xvi. Promote food security, rural livelihood improvement, climate resilience, and sustainable agricultural development.

4.0 ENTRY REQUIREMENTS

The general entry requirements into the Higher National Diploma (HND) in Agricultural Extension and Rural Development are:

- i. Candidates with National Diploma in Agricultural Extension and Rural Development with at least Lower Credit, from accredited Institutions.
- ii. Must have undergone one (1) year post-ND industrial training experience;
- iii. Candidates with a **Pass** at the ND Level with two (2) or more years post-ND cognate work experience may be considered for admission.
- iv. Credit pass in five 'O'level subjects in not more than two sittings in the following subjects, English, Mathematics, Biology/Agricultural science and any two relevant subjects.

5.0 STRUCTURE/DURATION OF THE PROGRAMME

The HND Agricultural Extension and Rural Development is a terminal programme structured to last for two (2) years (four semesters) of classroom work, laboratory, field trip and workshop practices in relevant MDAs or Units.

Each semester shall be for 17 weeks, made up as follows:

- i) 15 contact weeks of teaching (i.e., lectures and practical sessions etc.) and
- ii) 2 weeks for registration, tests, quizzes and examinations.

6.0 CURRICULUM

The HND Agricultural Extension and Rural Development programme consists of four (4) main components:

- a. General studies/General education courses
- b. Foundation courses
- c. Professional courses
- d. Project work

7.0 STAFFING REQUIREMENTS

7.1 Core Teaching Staff

A minimum of four (4) Core Lecturers who should be Lecturer II or above staff, with a minimum qualification of HND/B.Sc in Agricultural Extension and Rural Development, Agricultural Extension and Rural Sociology or related programmes.

7.2 Headship of the Department

The Head of Department shall not be below HND or First degree and Master's degree in Agricultural Extension, Agricultural Extension and Rural Development and Rural Sociology or related fields. He or she shall not be below the rank of a Senior Lecturer, must be registered with the relevant professional body and must have a minimum of twelve (12) years' experience in both academic and industry.

7.3 Technical Staff

There should be technical staff;

i) Technologist

A technologist is a highly skilled professional trained at the Higher National Diploma (HND) level. They possess advanced technical and practical knowledge in their field and are capable of supervising operations, managing projects, operating modern equipment, and applying technology to solve practical problems. In agriculture, technologists help in farm management, research support, and the application of improved technologies.

ii) Technician

A technician is a middle-level manpower trained at the National Diploma (ND) level. Technicians are responsible for carrying out technical tasks, operating tools and equipment, and assisting technologists and professionals in practical activities. In agriculture, they assist in crop production, livestock management, farm maintenance, and data collection.

iii) Farm Assistants

Farm assistants are support workers who help in daily farm operations under supervision. They perform basic practical activities such as planting, weeding, feeding animals, harvesting, cleaning farm tools, and maintaining farm records. They contribute to the smooth running of farm activities and help improve productivity.

7.4 CAREER AND ACADEMIC PROSPECTS

Holders of the HND Agricultural Extension and Rural Development are eligible for direct admission into relevant post graduate programmes and can work in public or private establishments or organizations such as:

- i. Agricultural Development Programmes;
- ii. Ministries of Agriculture and Rural Development;
- iii. Ministries of Livestock Development;
- iv. Agricultural Extension Agencies;
- v. Research Institutes;
- vi. Farmer Organisations and Cooperatives;
- vii. Non-Governmental Organisations;

- viii. Community and Rural Development Agencies;
- ix. Agribusiness and Farm Advisory Firms;
- x. Agricultural Input and Service Companies;
- xi. Climate-Smart Agriculture Projects;
- xii. Agricultural Training and Educational Institutions;
- xiii. Development Partner Organisations;
- xiv. Local Government Agriculture Departments; or
- xv. Establish their own agricultural advisory, farm management, agribusiness, or rural development enterprises.

8.0 CERTIFICATION

A diplomate of this Programme shall be awarded the Higher National Diploma (HND) in Agricultural Extension and Rural Development.

9.0 AWARD OF HIGHER NATIONAL DIPLOMA (HND)

The Higher National Diploma certificate in Agricultural Extension and Rural Development shall be awarded by the authority of the Academic Board of the institution under the following conditions:

- i) Satisfactory performance in all prescribed course work/assignments, tests/quizzes, workshop practice, laboratory work, field trips, etc.;
- ii) Satisfactory performance in all semester examinations;
- iii) Satisfactory completion of written project/seminar papers.

9.1 Conditions for the Award of HND:

Institutions offering accredited programmes will award the Higher National Diploma to candidates who successfully completed the programme after passing the prescribed course-work, examinations, diploma project etc. Courses shall be graded as follows:

MARK RANGE	LETTER GRADE	WEIGHTING
75% and above	A	4.00
70% – 74%	AB	3.50
65% – 69%	B	3.25
60% – 64%	BC	3.00
55% – 59%	C	2.75
50% – 54%	CD	2.50
45% – 49%	D	2.25
40% – 44%	E	2.00
Below 40%	F	0.00

9.2 Classification of Diplomas:

Diploma Certificates shall be awarded based on the following classifications:

CGPA	CLASS OF DIPLOMA
CGPA 3.50 and above	Distinction
CGPA 3.00-3.49	Upper Credit
CGPA 2.50-2.99	Lower Credit
CGPA 2.00-2.49	Pass

10.0 ACCREDITATION OF PROGRAMME

The HND Agricultural Extension and Rural Development shall be accredited by the NBTE before the diplomates are awarded the certificates. Details about the process of accrediting a programme for the award of HND are available from the Board's website web.nbte.gov.ng or through correspondence to: The Executive Secretary, NBTE, Plot 'B' Bida Road, P.M.B 2239, Kaduna, Nigeria.

11.0 LOGBOOK

A personal logbook for each course is to be kept by the students. It shall contain all the recordings of the day-to-day, weekly and semester practical works/activities from day one to the end of the programme. This is to be checked, marked appropriately and endorsed by all lecturers concerned at the end of every week.

12.0 FINAL YEAR PROJECTS

Final year students are expected to carry out project work, either on individual or group basis (not more than 2 per group). The project topics should as much as possible be related to the programme and serve as useful tools for further Research and/or Development. Projects should be properly supervised, and their reports well presented. The Institution should develop formats for presenting and grading projects. The formats should be adopted as applied to each stakeholder.

13.0 GUIDANCE NOTES FOR TEACHERS OF THE PROGRAMME

13.1 The new curriculum is drawn in unit courses. This is in keeping with the provisions of the National Policy on Education which stress the need to introduce the semester credit units which will enable a student, who so wishes, to transfer the units already completed in an institution of similar standard from which he/she is transferring.

13.2 In designing the units, the principle of the modular system by product has been adopted, thus making each of the professional modules, when completed provides the student with technician operative skills, which can be used for employment purposes.

13.3 As the success of the credit unit system depends on the articulation of programmes between the institution and industry, the Curriculum content has been written in performance objectives, so that the expected performance of the student is clear to all students who successfully completed some of the courses or the diplomates of the programme. There is a slight departure in the presentation of

the performance-based curriculum which requires the conditions under which the performance is expected to be carried out and the criteria for the acceptable levels of performance. It is a deliberate attempt to further involve the staff of the department teaching the programme to write their own curriculum stating the conditions existing in their institution under which the performance can take place and follow that with the criteria for determining an acceptable level of performance. Departmental submission on the final curriculum may be vetted by the Academic Board of the institution. Our aim is to continue to see to it that a solid internal Evaluation system exists in each institution for ensuring minimum standard and quality of education in the programmes offered throughout the polytechnic system.

13.4 The teaching of THEORETICAL and practical work should, as much as possible, be integrated. Practical exercises, especially those in professional courses and laboratory work should not be taught in isolation from the THEORETICAL. For each course, there should be a balance of THEORETICAL to practice in the ratio of 50:50 or 60:40 or the reverse.

14.0 GUIDELINES ON MANDATORY SKILLS QUALIFICATIONS (MSQ)

Please, refer to NBTE guidelines for implementation of MSQ in Polytechnics. This can be downloaded from NBTE website (web.nbte.gov.ng)



CURRICULUM TABLE

Year I - Semester I

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 301	Use of English III	2	0	0	2	2
2.	MSQ 311	Mandatory Skill Qualification	1	0	1	2	2
3.	APT 318	Livestock Farm Practice I	1	0	3	4	4
4.	CPT 313	Agro-Climatology and Climate-Smart Agriculture	1	0	3	4	4
5.	CPT 315	Crop Farm Practice I	1	0	3	4	4
6.	SST 311	Soil Biology	1	0	3	4	4
7.	AED 311	Gender-Responsive Extension and Social Inclusion	1	0	2	3	3
8.	AED 312	Agricultural Extension Methods	1	0	2	3	3
9.	AED 313	Community and Rural Development	1	0	2	3	3
10.	AED 314	Communication Skills for Extension Agents	1	0	1	2	2
11.	AED 315	Information and Communication Technologies for Agriculture and Digital Extension Systems	1	0	3	4	4
TOTAL			12	0	23	35	35

Year I Semester II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 302	Communication in English III	2	0	0	2	2
2.	ENT 326	Practice of Entrepreneurship I	2	0	2	4	4
3.	MSQ 321	Practice of Quality Assurance Assessment	1	0	1	2	2
4.	ABM 327	Resource and Environmental Economics	1	0	2	3	3
5.	APT 324	Livestock Farm Practice II	0	0	4	4	4
6.	CPT 324	Crop Farm Practice II and Precision Agriculture Tools	1	0	3	4	4
7.	AED 321	Agricultural Innovation and Dissemination Systems	1	0	2	3	3
8.	AED 322	Climate Change Communication and Adaptation Advisory	1	0	2	3	3
9.	AED 323	Mobile Advisory Systems and Digital Content Development	1	0	2	3	3
10.	AED 324	Field Practical I (Community Diagnosis and Demonstration)	0	0	4	4	4
TOTAL			10	0	22	32	32

Year II- Semester I

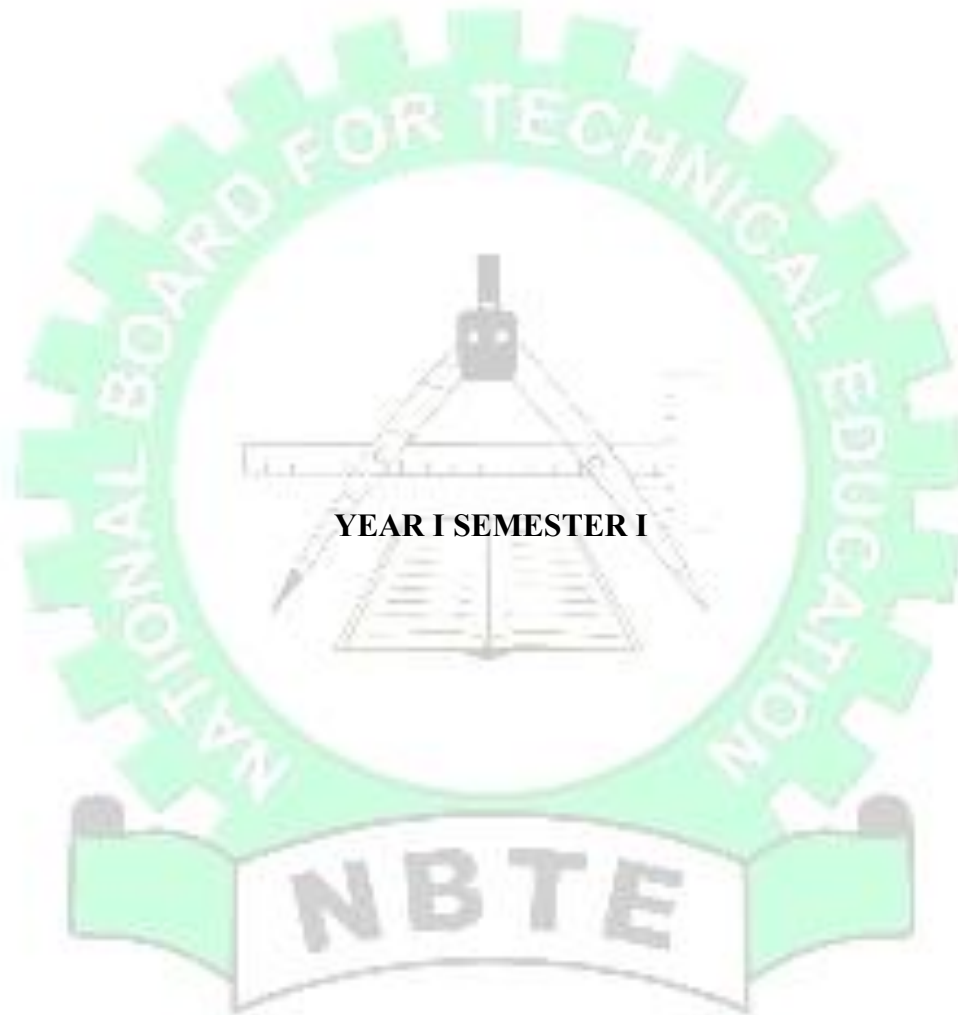
S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	ENT 416	Practice of Entrepreneurship II	2	0	2	4	4
2.	CPT 414	Crop Farm Practice III	1	0	2	3	3
3.	SST 411	Soil Conservation	1	0	3	4	4
4.	AGR 401	Research Methodology and Scientific Writing	1	0	1	2	2
5.	AED 411	Farm Records and Accounting	1	0	2	3	3
6.	AED 412	Agricultural Policy, Institutions and Rural Development	1	0	1	2	2
7.	AED 413	Farm Business Advisory and Agripreneurship Support	1	0	2	3	3
8.	AED 414	Extension Administration, Personnel Management and Leadership	1	0	2	3	3
9.	AED 415	Extension Programme Planning, Implementation, Supervision and Evaluation	1	0	2	3	3
10.	AED 416	Field Practical II (Participatory Extension Practice)	0	0	3	3	3
11.	AED 417	Applied Statistics for Extension Research	1	0	2	3	3
TOTAL			11	0	22	33	33

Year II- Semester II

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	CPT 426	Farm Mechanisation and Precision Agriculture Technology	1	0	3	4	4
2.	AED 421	Cooperative Development and Group Dynamics	1	0	2	3	3
3.	AED 422	Farm Planning	1	0	2	3	3
4.	AED 423	Extension Administration and Operations	1	0	1	2	2
5.	AED 424	Rural Sociology	1	0	1	2	2
6.	AED 425	Conflict Resolution and Farmer Organisation Support	1	0	2	3	3
7.	AED 426	Agricultural Information Systems and Knowledge Management	1	0	2	3	3
8.	AED 427	Participatory Gender Analysis and Inclusive Field Practice	1	0	2	3	3
9.	AED 428	Case Studies in Extension Management	1	0	1	2	2
10.	AED 429	Project	0	0	4	4	4
TOTAL			9	0	20	29	29

Keys:

L – Lecture (Hours/week), T – Tutorial (Hours/week), P – Practical (Hours/week), CU – Credit Unit, CH – Credit Hours



GENDER-RESPONSIVE EXTENSION AND SOCIAL INCLUSION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: GENDER-RESPONSIVE EXTENSION AND SOCIAL INCLUSION	COURSE CODE: AED 311	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required to promote gender-responsive extension, social inclusion, equitable farmer participation, inclusive advisory planning, and fair access to agricultural services.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand gender-responsive extension and social inclusion; 2.0 Know gender and social barriers to farmer access; 3.0 Understand inclusive extension in productivity and livelihoods; 4.0 Know gender analysis tools for farmer needs and constraints; 5.0 Understand the participation of women, youths, and vulnerable groups; 6.0 Know the design of inclusive extension plans; 7.0 Understand extension services using inclusion criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: GENDER-RESPONSIVE EXTENSION AND SOCIAL INCLUSION			COURSE CODE: AED 311		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required to promote gender-responsive extension, social inclusion, equitable farmer participation, inclusive advisory planning, and fair access to agricultural services.						
General Objective 1.0: Understand gender-responsive extension and social inclusion.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define gender-responsive extension and social inclusion. 1.2 Explain key principles of inclusive agricultural extension. 1.3 Describe the importance of equity in farmer advisory services. 1.4 Explain the relationship between gender inclusion and rural development. 1.5 Explain the relevance of social	• Explain gender-responsive extension using local farming examples. • Explain principles of equity, access, participation, and fairness. • Explain the importance of inclusion in farmer advisory services. • Describe links between gender inclusion and development. • Discuss social inclusion in extension practice.	Textbooks Lecture notes Slides Manuals Charts Diagrams Posters Laptop Projector Videos	• Identify gender groups within selected farming communities. • Observe participation patterns in extension activities. • Record examples of inclusive and non-inclusive practices. • Prepare a gender-inclusion field note. • Present inclusion	• Orient students on ethical community observation. • Guide observation of gender participation patterns. • Supervise recording of inclusive and non-inclusive practices. • Provide field-note formats for gender-inclusion documentation. • Moderate presentation of inclusion observations.	Notebooks Pens Clipboards Checklists Forms Templates Smartphones Camera Recorder Boots First aid ID cards

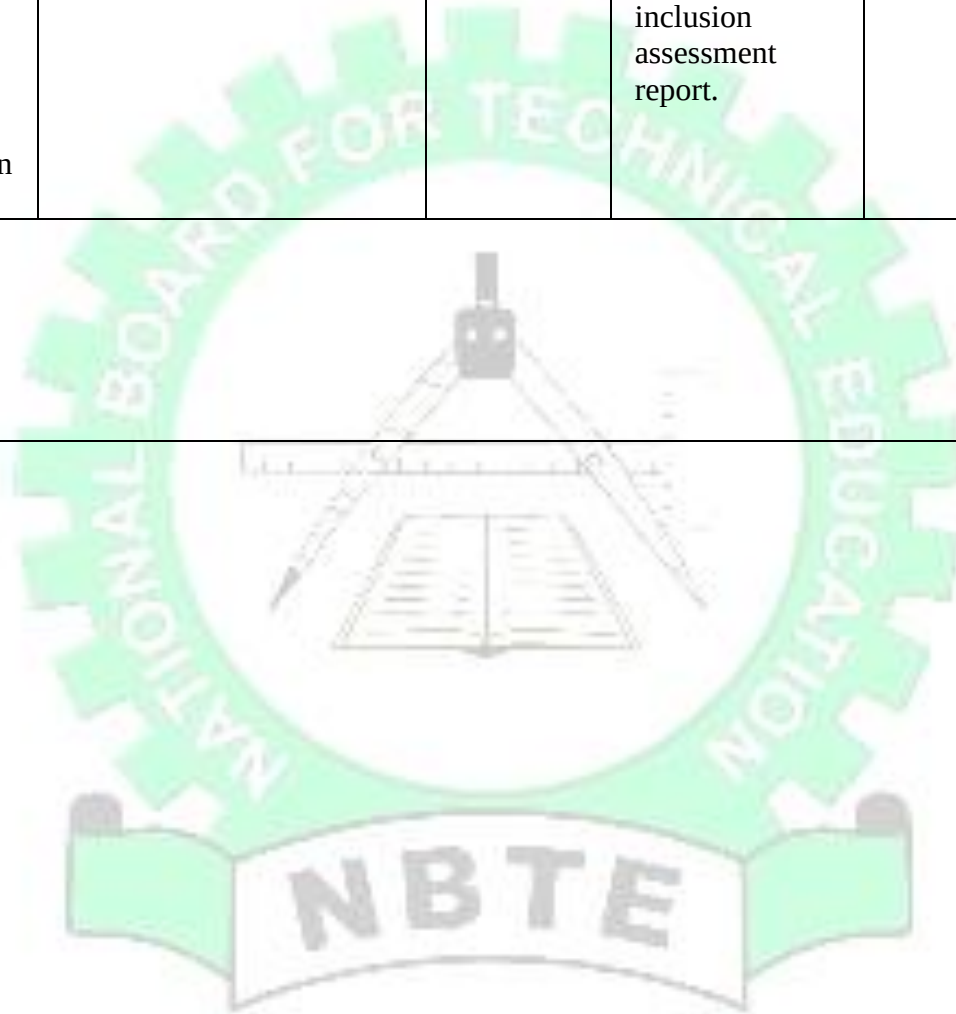
	inclusion in extension practice.			observations for class review.		
General Objective 2.0: Know gender and social barriers to farmer access.						
3-4	2.1 Explain gender barriers affecting access to extension services. 2.2 Explain social barriers affecting land, credit, technology, and markets. 2.3 Explain cultural factors limiting farmer participation. 2.4 Describe barriers affecting women, youths, persons with disabilities, and vulnerable groups. 2.5 Explain the effects of access barriers on agricultural development.	• Outline examples of gender and social barriers in rural farming. • Explain barriers affecting land, credit, technology, and market access. • Discuss cultural factors that limit farmer participation. • Discuss analysis of barriers facing vulnerable farmer groups. • Discuss effects of access barriers on development.	Textbooks Lecture notes Slides Guides Case lets Charts Pictures Laptop Projector Videos	• Interview farmers on access barriers. • Record barriers affecting women and youths. • Document constraints affecting persons with disabilities. • Classify barriers by land, credit, technology, and market access. • Prepare an access-barrier matrix.	Guide students to: • Interview farmers on access barriers. • Record barriers affecting women and youths. • Supervise documentation of disability-related constraints. • Demonstrate barrier classification procedures. • Provide access-barrier matrix templates.	Notebooks Pens Clipboards Questionnaires Checklists Templates Smartphones Recorder Camera Boots First aid ID cards
General Objective 3.0: Understand inclusive extension in productivity and livelihoods.						
5-6	3.1 Explain inclusive extension in agricultural productivity improvement. 3.2 Explain how	• Explain inclusive extension using productivity examples. • Describe how inclusion supports household livelihoods.	Textbooks Lecture notes Slides Manuals Caselets	• Review inclusive extension activities in a community. • Identify	• Guide students to: - Review inclusive extension activities. - Direct identification of	Farmers Women Youths Checklists Forms Registers

	inclusion supports rural livelihoods. 3.3 Explain the contribution of inclusive advisory services to community development. 3.4 Describe the role of inclusion in technology adoption and food security. 3.5 Explain inclusive extension outcomes in rural communities.	• Discuss analysis of inclusive advisory services in community development. • Discuss inclusion, technology adoption, and food security. • Discuss inclusive extension outcomes.	Reports Charts Laptop Projector Videos	productivity benefits linked to participation. • Record livelihood benefits from advisory services. • Prepare an inclusion-benefit chart. • Present findings on inclusive extension outcomes.	productivity benefits. • Coach recording of livelihood benefits. • Provide inclusion-benefit chart formats. • Moderate presentation of inclusive extension findings.	Smartphones Recorder Camera Flipchart Markers Tape
General Objective 4.0: Know gender analysis tools for farmer needs and constraints.						
7-8	4.1 Explain gender analysis tools used in extension planning. 4.2 Explain tools for identifying farmer needs, roles, and constraints. 4.3 Explain opportunities available to rural farmer groups. 4.4 Describe gender analysis tools for different field	• Describe gender analysis tools with extension examples. • Describe tools for identifying needs, roles, and constraints. • Discuss analysis of opportunities available to farmer groups. • Discuss comparison of gender analysis tools for field situations. • Discuss tool suitability for extension work.	Textbooks Lecture notes Slides Guides Matrices Charts Caselets Laptop Projector Videos	• Use activity-profile tools during field practice. • Apply access-and-control analysis tools. • Map farmer roles and responsibilities. • Identify gender-based constraints and opportunities. • Prepare a	Guide students to: • Demonstrate activity-profile tool use. • Access-and-control analysis practice. • Supervise mapping of farmer roles and responsibilities. • Coach identification of constraints and opportunities.	Matrices Cards Templates Notebooks Pens Clipboards Smartphones Camera Recorder Flipchart Markers Stickers

	situations. 4.5 Explain the suitability of gender analysis tools for extension work.			gender-analysis summary.	• Review gender-analysis summaries.	
General Objective 5.0: Understand the participation of women, youths, and vulnerable groups.						
9-10	5.1 Explain participation strategies for women and youths. 5.2 Explain approaches for involving persons with disabilities and vulnerable groups. 5.3 Explain factors that encourage equitable participation. 5.4 Describe participatory methods suitable for inclusive extension programmes. 5.5 Explain participation strategies for different farmer groups.	• Explain participation strategies for women and youths. • Describe approaches for involving persons with disabilities and vulnerable groups. • Discuss analysis of factors that encourage equitable participation. • Discuss participatory methods for inclusive programmes. • Discuss participation strategies for farmer groups.	Textbooks Lecture notes Slides Guides Posters Caselets Charts Laptop Projector Videos	• Mobilise women and youths for advisory activities. • Facilitate inclusive group discussions. • Support participation of vulnerable farmer groups. • Record participation levels during activities. • Prepare an inclusive participation report.	Guide students to: • Carryout model inclusive mobilisation procedures. • Supervise inclusive group-discussion practice. • Guide support for vulnerable farmer groups. • Demonstrate participation-recording procedures. • Review inclusive participation reports.	Flipchart Markers Cards Registers Checklists Forms Smartphones Recorder Camera Boots First aid ID cards
General Objective 6.0: Know the design of inclusive extension plans.						
11-12	6.1 Explain components of	• Describe components of inclusive extension plans.	Textbooks Lecture	• Draft an inclusive	• Guide integration of gender needs	Templates Work plans

	inclusive extension plans. 6.2 Explain planning strategies for gender needs and youth participation. 6.3 Describe climate risks and digital access gaps in extension planning. 6.4 Explain inclusive planning options for rural communities. 6.5 Design an inclusive extension plan for a selected advisory scenario.	• Explain planning strategies for gender needs and youth participation. • Discuss analysis of climate risks and digital access gaps. • Discuss inclusive planning options for rural communities. • Support design of inclusive extension plans.	notes Slides Guides Templates Work plans Caselets Laptop Projector Internet	extension activity plan. • Integrate gender needs into a field plan. • Include youth participation strategies in a work plan. • Add climate-risk and digital-access considerations. • Present an inclusive extension plan.	into field plans. • Coach inclusion of youth participation strategies. • Supervise addition of climate-risk and digital-access considerations. • Moderate presentation of inclusive extension plans.	Schedules Smartphones Laptops Tablets Data Wi-Fi Hotspot Chargers Power bank Extension
General Objective 7.0: Understand extension services using inclusion criteria.						
13-15	7.1 Explain criteria for assessing equity and accessibility in extension services. 7.2 Explain participation and cultural relevance in extension delivery. 7.3 Describe social inclusion indicators in advisory programmes. 7.4 Explain extension	• Des equity and accessibility assessment criteria. • Discuss analysis of participation and cultural relevance. • Discuss social inclusion indicators. • Discuss evaluation of services using inclusion criteria. • Facilitate appraisal of improvement options for inclusive delivery.	Textbooks Lecture notes Slides Manuals Checklists Scorecards Caselets Laptop Projector Videos	• Assess accessibility of an extension activity. • Evaluate participation of different farmer groups. • Check cultural relevance of advisory messages. • Score social inclusion in	• Guide evaluation of farmer-group participation. • Supervise review of cultural relevance in advisory messages. • Demonstrate social-inclusion scoring procedures. • Review inclusion assessment	Checklists Scorecards Templates Forms Registers Matrices Smartphones Spreadsheets Camera Boots First aid ID cards

	services using inclusion and accessibility criteria. 7.5 Explain improvement options for inclusive extension delivery.			extension services. • Prepare an inclusion assessment report.	reports.	
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						



AGRICULTURAL EXTENSION METHODS

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: AGRICULTURAL EXTENSION METHODS	COURSE CODE: AED 312	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required to understand agricultural extension principles, apply extension methods, use digital advisory tools, communicate climate-smart practices, and support inclusive farmer participation.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand extension principles; 2.0 Know extension methods for farmer education and mobilization; 3.0 Understand extension in dissemination, adoption, and livelihoods; 4.0 Understand extension methods in contact situations; 5.0 Understand farmers' needs and local conditions; 6.0 Know digital tools for registration, messaging, feedback, and reporting; 7.0 Know how to develop inclusive extension plans; 8.0 Understand Adult Learning Principles (Andragogy) for soil health advisory services; 9.0 Understand participatory extension methods for promoting soil health technology.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: AGRICULTURAL EXTENSION METHODS			COURSE CODE: AED 312		CONTACT HOURS: 3HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required to understand agricultural extension principles, apply extension methods, use digital advisory tools, communicate climate-smart practices, and support inclusive farmer participation.						
General Objective 1.0: Understand extension principles.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Explain the meaning and scope of agricultural extension. 1.2 Describe the philosophy of agricultural extension. 1.3 Explain the major principles guiding extension practice. 1.4 Distinguish agricultural extension from agricultural education and communication. 1.5 Explain the relevance of extension principles to rural advisory work.	• Explain agricultural extension using examples from crop and livestock advisory services. • Explain extension philosophy with farmer empowerment and self-help examples. • Discuss major principles used in extension practice. • Distinguish extension,	Textbooks Lecture notes Extension charts Slides Journals Manuals Policies Laptop Projector Videos	• Identify extension activities in a selected farming community. • Observe principles applied during advisory interactions. • Record examples of farmer support and advisory delivery. • Prepare a short profile of local extension services. • Present field observations on extension principles.	• Orient students on observing extension activities in the field. • Guide students to recognise principles displayed during advisory interactions. • Supervise field-note writing on farmer support and advisory delivery. • Provide a template for profiling local extension services. • Moderate student presentations on field observations.	Clipboards Checklists Forms Templates Smartphones Camera Recorder Boots First aid ID cards

		education, and communication using a classroom chart. • Discuss the relevance of extension principles to rural communities.				
General Objective 2.0: Know extension methods for farmer education and mobilisation.						
3-4	2.1 Describe individual, group, and mass extension methods. 2.2 Describe the uses of extension methods in farmer education. 2.3 Explain the role of extension methods in community mobilisation. 2.4 Explain selected extension methods used in rural development. 2.5 Describe extension methods for different farmer groups.	• Explain examples of individual, group, and mass extension methods. • Explain how different methods support farmer learning and behaviour change. • Discuss the use of extension methods in community mobilisation. • Distinguish method suitability using rural case examples.	Textbooks Lecture notes Method charts Slides Posters Diagrams Flipcharts Laptop Projector Videos	• Select appropriate extension methods for selected farmer groups. • Prepare simple materials for group education. • Organize a simulated farmer education session. • Use posters or flipcharts, videos and other electronic devices during a group session. • Record farmer responses during the simulated activity. • Prepare a brief	• Guide students in selecting methods for different farmer groups. • Demonstrate preparation of simple farmer education materials. • Supervise simulated farmer education sessions. • Show proper use of posters and flipcharts in advisory delivery. • Coach students on recording farmer responses during sessions. • Review reports on method suitability and learning	Clipboards Posters Flipcharts Leaflets Markers Tape Cards Transport Venue Permission

				report on method suitability.	outcomes.	
General Objective 3.0: Understand extension in dissemination, adoption, and livelihoods.						
5-6	3.1 Explain the role of extension in technology dissemination. 3.2 Explain factors influencing farmers' adoption of technologies. 3.3 Explain the contribution of extension to food security. 3.4 Explain the role of extension in climate resilience. 3.5 Explain the contribution of extension to rural livelihood improvement.	• Discuss technology dissemination using improved seed and livestock practice examples. • Discuss factors influencing adoption with farmer-based scenarios. • Discuss how extension supports food security. • Discuss climate resilience messages used in advisory services. • Discuss evaluation of extension contributions to rural livelihoods.	Textbooks Lecture notes Food charts Slides Journals Reports Caselets Laptop Projector Videos	• Identify technologies promoted through extension activities. • Interview farmers on adoption decisions. • Record local examples of climate-smart practices. • Collect farmer views on extension benefits. • Prepare a field summary on technology adoption and livelihood improvement.	Guide students to: • Identify promoted technologies in local communities. • Coach students on asking farmers about adoption decisions. • Direct students to document climate-smart practices in the field. • Supervise collection of farmer views on extension benefits. • Review field summaries on adoption and livelihood improvement.	Notebooks Pens Clipboards Feedback forms Registers Scorecards Smartphones Recorder Camera Boots First aid ID cards
General Objective 4.0: Understand extension methods in contact situations.						
7-8	4.1 Explain individual contact methods in extension work.	• Describe individual contact methods	Textbooks Lecture notes Method charts	• Conduct a simulated individual	• Supervise simulated individual advisory visits.	Notebooks Pens Clipboards

	4.2 Explain group contact methods used in farmer education. 4.3 Explain mass contact methods for agricultural information delivery. 4.4 Explain the strengths and limitations of contact methods. 4.5 Describe appropriate methods for specific extension scenarios.	such as farm visits and office calls. • Describe group contact methods such as meetings and demonstrations. • Describe mass contact methods such as radio, posters, and mobile messages. • Discuss strengths and limitations of selected methods.	Slides Scripts Posters Messages Laptop Projector Videos	advisory visit. • Facilitate a group discussion on a farm problem. • Prepare a short mass advisory message. • Use a demonstration approach to explain a farm practice. • Evaluate the effectiveness of selected contact methods. • Prepare a practical report on extension method application.	• Coach students on managing farmer group discussions. • Guide students in preparing short advisory messages. • Demonstrate procedures for explaining farm practices practically. • Lead students to review the effectiveness of selected methods. • Assess practical reports on method application.	Posters Flipcharts Demonstration kits WhatsApp SMS Camera Transport Venue Permission
General Objective 5.0: Understand farmers' needs and local conditions.						
9-10	5.1 Explain farmers' advisory needs in extension practice. 5.2 Describe communication barriers affecting farmer understanding. 5.3 Explain factors influencing adoption decisions. 5.4 Explain local	• Explain farmers' advisory needs using crop and livestock problems. • Explain communication barriers using language and literacy examples.	Textbooks Lecture notes Charts Slides Checklists Questionnaires Caselets Laptop Projector Videos	• Conduct farmer needs interviews. • Administer communication-barrier checklists. • Record adoption factors affecting selected practices. • Observe local conditions influencing	• Brief students on farmer interview procedures. • Provide checklists for identifying communication barriers. • Guide students to record adoption factors in the field. • Supervise	Notebooks Pens Clipboards Interviews Checklists Matrices Smartphones Recorder Camera Boots First aid

	conditions affecting extension delivery. 5.5 Outline farmers' needs using urgency and feasibility criteria.	• Discuss factors influencing adoption decisions. • Discuss how local conditions affect extension delivery.		extension delivery. • Rank farmers' needs using participatory techniques. • Prepare a needs-analysis report.	observation of local extension conditions. • Demonstrate participatory ranking techniques for needs prioritization. • Review needs-analysis reports for relevance and clarity.	ID cards
General Objective 6.0: Know digital tools for registration, messaging, feedback, and reporting.						
11	6.1 Describe digital tools used in extension service delivery. 6.2 Explain procedures for farmer registration using digital tools. 6.3 Describe digital advisory messaging methods. 6.4 Explain digital feedback collection procedures. 6.5 Explain the use of digital tools for field reporting.	• Outline digital tools used in farmer advisory and reporting. • Explain digital farmer registration procedures step by step. • Explain advisory messaging through SMS and WhatsApp examples. • Describe feedback collection through digital forms. • Discuss digital	Textbooks Lecture notes Slides Guides Apps Websites Platforms Laptop Projector Videos	• Register sample farmers using a digital form. • Send advisory messages through mobile platforms. • Collect feedback using digital tools. • Capture field data using mobile devices. • Prepare a digital field report. • Present digital reporting outputs for review.	• Demonstrate farmer registration using a digital form. • Guide students in sending advisory messages through mobile platforms. • Supervise feedback collection using digital tools. • Coach students on capturing field data with mobile devices. • Support students in preparing digital field reports. • Moderate presentation of digital reporting	Smartphones Tablets Laptops SMS WhatsApp USSD Forms KoboCollect ODK Chargers Power bank Extension

		reporting for extension accountability.			outputs.	
General Objective 7.0: Know how to develop inclusive extension plans.						
12-13	7.1 Explain inclusive extension planning. 7.2 Explain gender and youth participation in extension work. 7.3 Explain climate risks affecting extension planning. 7.4 Explain community priorities for inclusive advisory delivery. 7.5 Explain the quality of inclusive extension plans using planning criteria.	• Explain inclusive extension planning using community-based examples. • Describe gender and youth participation issues in rural advisory work. • Describe climate risks affecting advisory planning. • Discuss analysis of community priorities for extension planning. • Describe criteria for judging inclusive extension plans.	Textbooks Lecture notes Planning guides Slides Policies Reports Caselets Laptop Projector Videos	• Identify gender needs and youth participation opportunities. • Record climate risks affecting selected farming communities. • Consult farmers on community extension priorities. • Prepare an inclusive extension plan. • Present the plan for peer review. • Revise the plan using feedback.	• Guide students to identify gender and youth participation issues. • Supervise recording of climate risks in selected communities. • Coach students on consulting farmers about community priorities. • Provide a template for preparing inclusive extension plans. • Moderate peer review of students' plans. • Guide students to revise plans using received feedback.	Templates Work plans Checklists Flipchart Markers Cards Farmers Leaders Groups Transport Venue Permission
General Objective 8.0: Understand Adult Learning Principles (Andragogy) for Soil Health Advisory Services						
14	8.1 Explain adult learning principles 8.2 Explain the differences between pedagogy and	• Discuss adult learning principles • Discuss the differences	LCD Projector, Flip charts, Videos	• Conduct a mock farmer training session. • Prepare a participatory	Guide students to: • Conduct a mock farmer training session. • Prepare a	Flip charts, Marker pens, Training manuals

	andragogy. 8.3 Explain experiential learning. 8.4 Explain learning styles. 8.5 Explain suitable farmer learning approaches. 8.6 Explain participatory lesson plans.	between pedagogy and andragogy. •Describe experiential learning. •Describe learning styles. •Discuss suitable farmer learning approaches. •Describe participatory lesson plans.		lesson plan.	participatory lesson plan.	
General Objective: Understand Participatory Extension Methods for promoting Soil Health Technology						
15	9.1 Explain participatory extension approaches. 9.2 Explain Farmer Field School (FFS). 9.3 Explain Community-Based Advisor (CBA) approach. 9.4 Explain demonstration methods. 9.5 Explain focus group discussions.	•Discuss participatory extension approaches. •Describe Farmer Field School (FFS). •Describe Community-Based Advisor (CBA) approach. •Explain demonstration methods •Describe focus group discussions.	LCD Projector, Demonstration farm, PRA manuals	•Facilitate farmer discussions. •Conduct participatory soil health assessment. •Promote peer-to-peer learning.	Guide students to: •Facilitate farmer discussions. •Conduct participatory soil health assessment. •Promote peer-to-peer learning.	Farm tools, GPS, Flip charts, Soil assessment forms
COURSE ASSESSMENT						

Coursework:	10%
Tests:	10%
Practical:	40%
Examination:	40%
Total:	100%



COMMUNITY AND RURAL DEVELOPMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: COMMUNITY AND RURAL DEVELOPMENT	COURSE CODE: AED 313	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required to understand community structures, support rural development initiatives, and encourage inclusive community participation.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand community and rural development; 2.0 Know rural institutions, groups, and leadership structures; 3.0 Understand community participation in extension and rural transformation; 4.0 Know participatory tools for community diagnosis and planning; 5.0 Understand rural needs, constraints, structures, and priorities; 6.0 Know climate risks affecting rural livelihoods; 7.0 Know how to develop inclusive rural development plans.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: COMMUNITY AND RURAL DEVELOPMENT			COURSE CODE: AED 313		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required to understand community structures, support rural development initiatives, and encourage inclusive community participation.						
General Objective 1.0: Understand community and rural development.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Describe community development and rural development. 1.2 Explain the scope of community and rural development. 1.3 Describe the principles guiding community development practice. 1.4 Distinguish community development from rural development. 1.5 Explain the relevance of	• Explain community and rural development using local examples. • Explain the scope of community and rural development with diagrams. • Explain development principles through participatory rural cases. • Distinguish between community development and rural development using a summary chart. • Explain development principles in relation to agricultural	Textbooks Lecture notes Slides Guides Charts Diagrams Maps Posters Laptop Projector Videos	• Identify community development activities in a selected rural area. • Observe rural development issues during a community visit. • Record examples of development needs and local initiatives. • Prepare a brief community development profile. • Present field observations on community	• Orient students on field observation and respectful community conduct. • Guide students to recognise visible rural development issues. • Supervise recording of development needs and local initiatives. • Provide a template for preparing a community profile. • Moderate student presentations on community observations.	Notebooks Pens Clipboards Checklists Forms Templates Smartphones Recorder Camera Boots First aid ID cards

	community development principles to agricultural extension. 1.6 Describe the steps involved in community and rural development programmes	extension work.		development practice.		
General Objective 2.0: Know rural institutions, groups, and leadership structures.						
3-4	2.1 Describe institutions involved in rural community development. 2.2 Describe rural groups and their development functions. 2.3 Explain leadership structures in rural communities. 2.4 Explain the types of leadership structures 2.5 Distinguish between formal and informal community leadership	• Discuss institutions involved in rural development. • Explain the functions of farmer groups, women groups, youth groups, and cooperatives. • Explain community leadership structures using an organogram. • Distinguish between formal and informal leadership channels. • Discuss institutional roles in rural development planning.	Textbooks Lecture notes Slides Manuals Profiles Registers Organograms Caselets Laptop Projector Videos	• Locate key institutions in a selected rural community. • Identify farmer groups, youth groups, women groups, and associations. • Map leadership structures within a community. • Prepare a stakeholder register for development planning. • Present a chart of community institutions and leadership roles.	• Direct students on proper community-entry channels for locating institutions. • Guide students to recognise different rural groups and associations. • Demonstrate simple mapping of community leadership structures. • Provide a stakeholder-register format for field use. • Moderate presentation of institutional and leadership charts.	Notebooks Pens Clipboards Maps Cards Markers Leaders Groups Institutions Transport Venue Permission

	structures. 2.6 Explain the roles of institutions and groups in development planning.					
General Objective 3.0: Understand community participation in extension and rural transformation.						
5-6	3.1 Explain the concept of community participation. 3.2 Describe levels of participation in rural development. 3.3 Explain the role of participation in agricultural extension. 3.4 Describe barriers to effective community participation. 3.5 Explain the contribution of participation to rural transformation.	• Explain the meaning of community participation with rural examples. • Explain levels of participation using a participation ladder. • Examine participation in extension activities. • Discuss barriers such as culture, exclusion, poverty, and poor mobilisation. • Discuss how participation supports rural transformation.	Textbooks Lecture notes Slides Guides Journals Reports Policies Caselets Laptop Projector Videos	• Facilitate a simulated community participation session. • Record participation patterns among community members. • Use group discussion to gather community views. • Identify barriers affecting participation in field settings. • Prepare a participation summary report.	• Coordinate simulated community participation sessions. • Show students how to record participation patterns. • Coach students on facilitating group discussions. • Guide students to document participation barriers in the field. • Review participation reports for clarity and evidence.	Notebooks Pens Clipboards Flipchart Markers Tape Cards Registers Forms Checklists Boots First aid ID cards
General Objective 4.0: Know participatory tools for community diagnosis and planning.						
7-8	4.1 Describe participatory tools used in community	• Explain participatory tools used in community diagnosis.	Textbooks Lecture notes Toolkits Slides	• Prepare a community diagnosis checklist.	• Provide a checklist format for community diagnosis.	Notebooks Pens Clipboards Maps

	diagnosis. 4.2 Describe procedures for community needs assessment. 4.3 Explain the use of mapping, ranking, and seasonal calendars. 4.4 Explain the suitability of participatory tools for rural planning. 4.5 Explain appropriate tool selection for different development scenarios.	• Explain needs-assessment procedures using rural cases. • Explain mapping, ranking, and seasonal calendar techniques. • Discuss tool suitability for rural planning. • Discuss tool selection for different development situations.	Maps Matrices Timelines Cards Laptop Projector Videos	• Conduct a simple needs-assessment exercise. • Use community mapping to identify resources and constraints. • Apply ranking techniques to prioritise community needs. • Develop a rural development planning matrix. • Present participatory diagnosis findings.	• Supervise needs-assessment practice with selected groups. • Demonstrate community mapping with participatory materials. • Coach students on using ranking techniques during diagnosis. • Guide students in preparing a development planning matrix. • Moderate presentations of participatory diagnosis findings.	Matrices Calendars Cards Flipchart Markers Tape Transport Venue Permission
General Objective 5.0: Understand rural needs, constraints, structures, and priorities.						
9-11	5.1 Describe rural community needs in agricultural and livelihood contexts. 5.2 Explain resource constraints affecting rural development. 5.3 Describe social structures	• Explain rural needs using agriculture, infrastructure, and livelihood examples. • Discuss resource constraints affecting community development. • Explain how social structures influence community	Textbooks Lecture notes Slides Guides Checklists Profiles Matrices Reports Laptop Projector Videos	• Conduct interviews on community needs and constraints. • Observe social structures affecting rural development. • Record local resources available for	• Brief students on respectful interview procedures. • Guide students to observe social structures during field visits. • Supervise recording of local resources and constraints. • Coach students to	Notebooks Pens Clipboards Checklists Matrices Profiles Registers Smartphones Recorder Camera Farmers

	influencing development priorities. 5.4 Explain community problems and available resources. 5.5 Explain prioritization of development needs using urgency, feasibility, and relevance criteria.	priorities. • Discuss community problems and available resources. • Explain prioritization using urgency, feasibility, and relevance criteria.		development activities. • Categorise community needs by sector. • Rank development priorities with community input. • Prepare a community needs profile.	group needs into development sectors. • Demonstrate participatory ranking of development priorities. • Review community needs profiles for completeness.	Leaders Groups
General Objective 6.0: Know climate risks affecting rural livelihoods.						
12-13	6.1 Describe major climate risks affecting rural communities. 6.2 Explain the effects of climate risks on rural livelihoods. 6.3 Describe the effects of climate risks on food security and infrastructure. 6.4 Explain community vulnerability to climate-related	• Explain examples of drought, flooding, heat stress, erosion, and pest outbreaks. • Explain how climate risks affect farming, income, and household welfare. • Explain climate effects on food security and rural infrastructure. • Discuss community vulnerability using risk examples. • Discuss adaptation strategies for	Textbooks Lecture notes Slides Reports Risk maps Weather charts Hazard guides Caselets Laptop Projector Videos	• Identify climate risks in a selected rural community. • Record climate-related effects on livelihoods and infrastructure. • Prepare a simple climate-risk map. • Collect community views on adaptation practices. • Assess local resilience measures used by farmers.	• Guide students to recognise climate risks during field visits. • Supervise recording of climate effects on livelihoods and infrastructure. • Demonstrate preparation of a simple climate-risk map. • Coach students on collecting community views about adaptation practices.	Notebooks Pens Clipboards Risk maps Weather charts Hazard cards Smartphones Camera Recorder Boots First aid ID cards

	hazards. 6.5 Explain adaptation strategies for improving community resilience.	resilience building.		• Present findings on climate risks and community resilience.	• Support students in reviewing local resilience measures. • Moderate presentation of climate-risk findings.	
General Objective 7.0: Know how to develop inclusive rural development plans.						
14-15	7.1 Explain inclusive rural development planning. 7.2 Describe gender and youth participation in rural development. 7.3 Explain local resources for community development planning. 7.4 Describe community priorities for inclusive planning. 7.5 Explain rural development plans using inclusion, feasibility, and sustainability criteria.	• Explain inclusive planning using rural development examples. • Explain gender and youth participation issues in community development. • Discuss local resources for development planning. • Discuss analysis of community priorities for inclusive planning. • Explain criteria for judging inclusion, feasibility, and sustainability.	Textbooks Lecture notes Planning guides Slides Policies Reports Caselets Templates Laptop Projector Videos	• Identify gender needs and youth participation opportunities. • Record local resources for rural development planning. • Consult community members on priority development issues. • Prepare an inclusive rural development plan. • Present the plan for peer review. • Revise the plan using feedback.	• Guide students to identify gender needs and youth participation opportunities. • Supervise recording of local resources for planning. • Coach students on consulting community members about priorities. • Provide a template for inclusive rural development planning. • Moderate peer review of development plans. • Guide revision of plans based on feedback.	Templates Work plans Checklists Matrices Flipchart Markers Cards Farmers Leaders Youth Women Transport Venue Permission

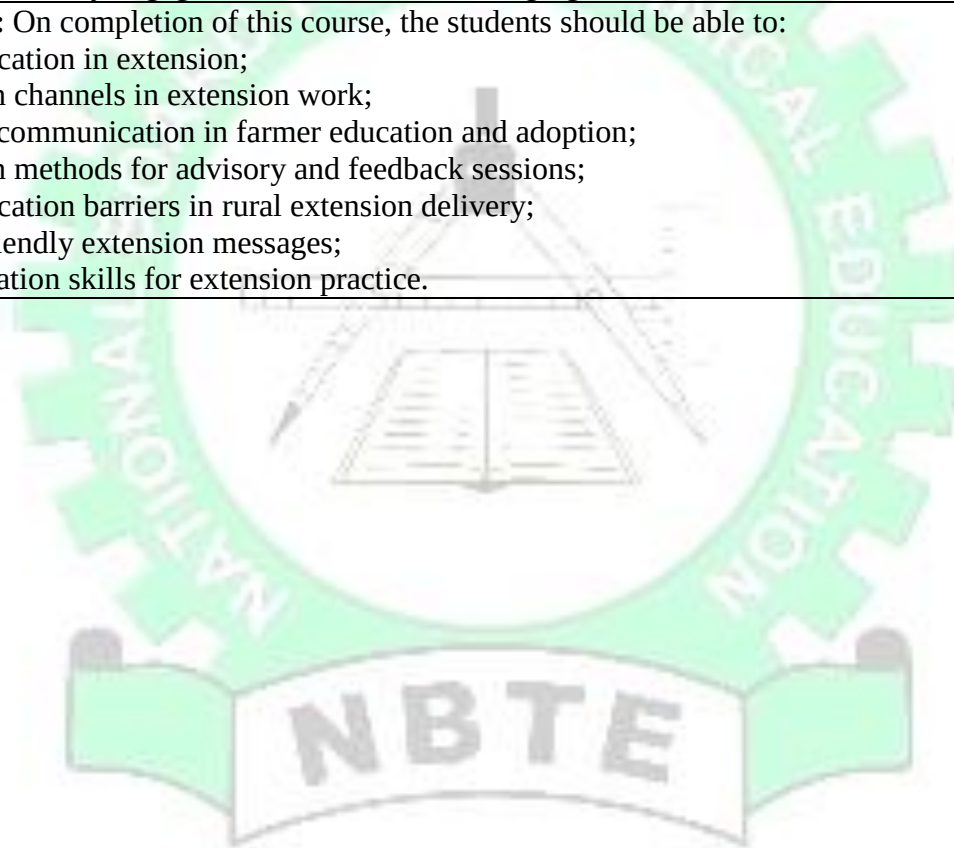
COURSE ASSESSMENT

Coursework:	10%
Tests:	10%
Practical:	40%
Examination:	40%
Total:	100%



COMMUNICATION SKILLS FOR EXTENSION AGENTS

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: COMMUNICATION SKILLS FOR EXTENSION AGENTS	COURSE CODE: AED 314	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for effective farmer communication, extension messaging, digital advisory engagement, climate-risk messaging, and inclusive rural interaction.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand communication in extension; 2.0 Know communication channels in extension work; 3.0 Understand effective communication in farmer education and adoption; 4.0 Know communication methods for advisory and feedback sessions; 5.0 Understand communication barriers in rural extension delivery; 6.0 Understand farmer-friendly extension messages; 7.0 Know key communication skills for extension practice.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: COMMUNICATION SKILLS FOR EXTENSION AGENTS		COURSE CODE: AED 314		CONTACT HOURS: 2 HOURS/WEEK		
		CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: I		PRE-REQUISITE: NIL		PRACTICAL: 1 HOUR/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for effective farmer communication, extension messaging, digital advisory engagement, climate-risk messaging, and inclusive rural interaction.						
General Objective 1.0: Understand communication in extension.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define communication in agricultural extension. 1.2 Explain the communication process in farmer advisory work. 1.3 Describe principles of effective extension communication. 1.4 Explain the relevance of communication principles to extension delivery, e.g sender, message, channel, receiver, and feedback (merged 1.4 with 1.5 and cancel 1.6)	•Explain communication concepts using farmer advisory examples. •Explain the communication process with flow charts. •Discuss communication principles through extension scenarios. •Explain communication elements in sample messages. •Discuss the relevance of communication to	Textbooks Lecture notes Slides Manuals Charts Diagrams Posters Laptop Projector Videos	•Identify communication elements in an advisory situation. •Observe message flow during simulated farmer interaction. •Record feedback exchange between sender and receiver. •Prepare a communication-process chart for extension practice. •Present field examples of effective communication.	•Orient students on observing communication elements. •Demonstrate message flow using role-play activities. •Guide students in recording feedback exchanges. •Provide chart formats for communication-process mapping. •Moderate student presentations on communication examples.	Notebooks Pens Clipboards Message cards Role cards Charts Smartphones Recorder Camera ID cards First aid Boots

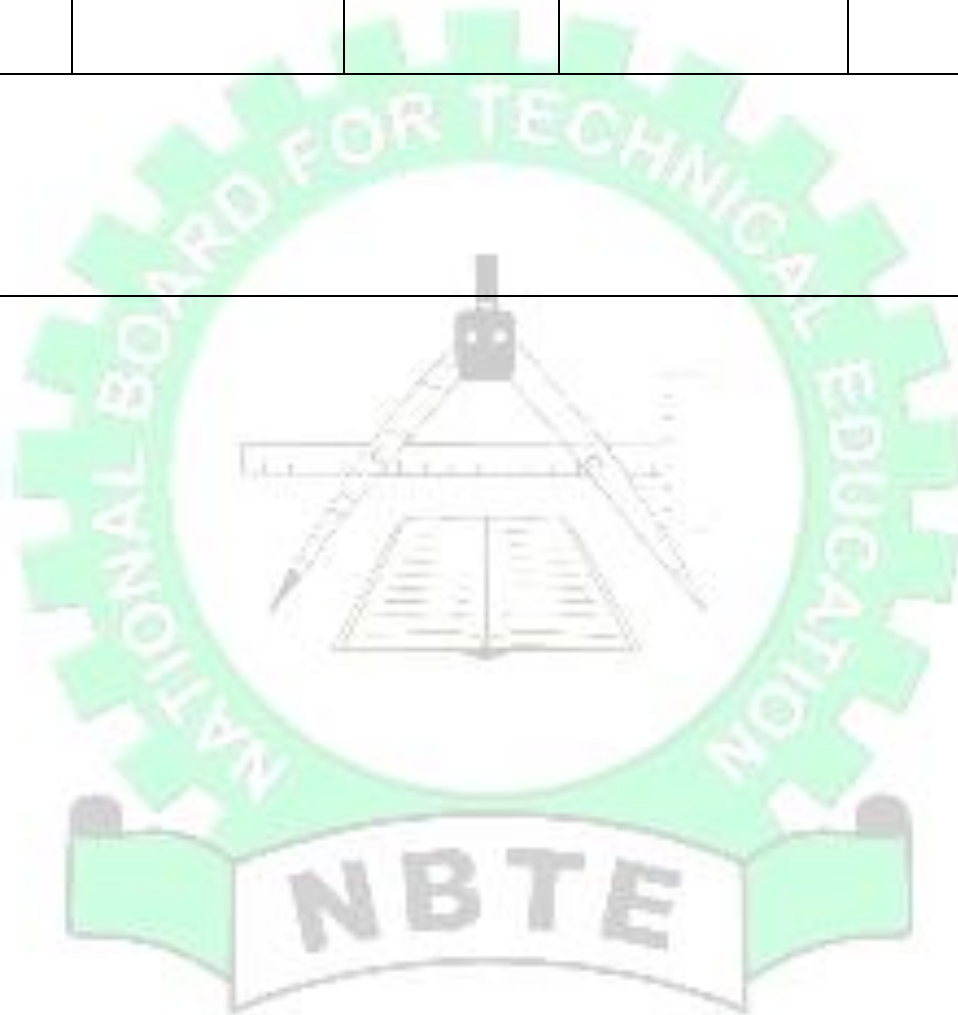
		extension delivery.				
General Objective 2.0: Know communication channels in extension work.						
3-4	2.1 Describe major communication channels in agricultural extension. 2.2 Describe individual, group, mass, and digital communication channels. 2.3 Explain uses of selected channels in farmer education. 2.4 Explain traditional channels and digital advisory channels. 2.5 Explain channel suitability for different farmer groups.	• Outline examples of individual, group, mass, and digital channels. • Explain the uses of selected channels in farmer advisory work. • Explain channel selection using farmer-group situations. • Discuss traditional and digital channels. • Discuss channel suitability for different audiences.	Textbooks Lecture notes Slides Guides Charts Posters Diagrams Laptop Projector Videos Websites Apps Platforms	• Select suitable channels for farmer advisory services. • Use individual contact methods in a simulated advisory visit. • Facilitate a group communication activity with peers. • Operate a digital platform for advisory messaging. • Prepare a channel-selection guide for extension work.	• Provide channel-selection scenarios for student practice. • Coach students during simulated advisory visits. • Supervise group communication exercises. • Demonstrate digital platform use for advisory messaging. • Review student channel-selection guides.	Notebooks Pens Clipboards Posters Flipcharts Lecture notes WhatsApp Email Slides Smartphones Recorder Camera
General Objective 3.0: Understand effective communication in farmer education and adoption.						
5-6	3.1 Explain the importance of communication in farmer education. 3.2 Describe the role of communication in technology adoption. 3.3 Explain how communication	• Discuss the importance of communication in farmer education. • Explain the link between communication and technology adoption.	Textbooks Lecture notes Slides Guides Journals Reports Caselets Laptop Projector	• Deliver a short farmer education message. • Demonstrate communication of a new agricultural practice. • Collect feedback on message	• Supervise student delivery of farmer education messages. • Model explanation of new agricultural practices. • Guide students in collecting message feedback.	Notebooks Pens Clipboards Message scripts Posters Flipcharts Feedback forms

	supports rural development. 3.4 Explain the influence of communication on farmer behaviour change. 3.5 Explain the contribution of communication to food security and livelihoods.	• Examine communication in rural development activities. • Discuss farmer behaviour change through advisory messages. • Use case examples to show communication benefits for food security.	Videos	understanding. • Prepare an adoption-support message for farmers. • Present a summary of communication benefits in extension.	• Coach students in preparing adoption-support messages. • Moderate presentations on communication benefits.	Checklists Templates ID cards First aid Boots
General Objective 4.0: Know communication methods for advisory and feedback sessions.						
7-8	4.1 Describe communication methods used in advisory services. 4.2 Explain procedures for farmer meetings and demonstrations. 4.3 Describe advisory, meeting, demonstration, and feedback methods. 4.4 Explain factors guiding method selection in extension work. 4.5 Explain the effectiveness of selected	• Explain communication methods used in farmer advisory services. • Explain procedures for meetings and demonstrations. • Discuss different extension communication methods. • Discuss factors affecting method selection. • Provide criteria for judging	Textbooks Lecture notes Slides Manuals Charts Diagrams Posters Laptop Projector Videos	• Conduct a simulated farmer advisory visit. • Facilitate a mock community meeting. • Perform a method demonstration for farmers. • Manage a feedback session after message delivery. • Record outcomes of communication-method practice.	• Coach students during simulated advisory visits. • Supervise mock community meeting activities. • Demonstrate steps for method demonstration. • Guide students in managing feedback sessions. • Review records of method-practice outcomes.	Notebooks Pens Clipboards Flipchart Markers Tape Samples Posters Models Venue Transport Permission

	communication methods.	communication-method effectiveness.				
General Objective 5.0: Understand communication barriers in rural extension delivery.						
9-10	5.1 Describe communication barriers in rural extension delivery. 5.2 Explain how language, culture, literacy, and noise affect messages. 5.3 Describe the following: physical, semantic, psychological, and technical barriers. 5.4 Explain the effects of barriers on farmer understanding. 5.5 Outline strategies for reducing communication barriers.	• Explain common communication barriers in rural advisory work. • Discuss how language, culture, literacy, and noise affect messages. • Explain physical, semantic, psychological, and technical barriers. • Discuss barrier effects on farmer understanding. • Discuss barrier-reduction strategies.	Textbooks Lecture notes Slides Guides Charts Diagrams Posters Caselets Reports Manuals Laptop Projector Videos	• Detect communication barriers during simulated advisory practice. • Record causes of miscommunication in farmer interaction. • Use clarification questions to improve message understanding. • Apply simple language in explaining advisory messages. • Prepare a barrier-reduction report for extension delivery.	• Direct students to recognise barriers during practice sessions. • Show students how to record causes of miscommunication. • Model clarification questions for farmer interaction. • Coach students on using simple farmer-friendly language. • Review barrier-reduction reports and provide feedback.	Notebooks Pens Clipboards Checklists Forms Templates Message cards Role cards Scripts ID cards First aid Boots
General Objective 6.0: Understand farmer-friendly extension messages.						
11-12	6.1 Describe features of farmer-friendly extension messages. 6.2 Explain message requirements for climate-smart agriculture.	• Explain features of farmer-friendly extension messages. • Explain climate-smart message requirements	Textbooks Lecture notes Slides Manuals CSA guides Weather charts	• Design a climate-smart advisory message for farmers. • Prepare SMS or WhatsApp messages for	• Coach students in designing climate-smart advisory messages. • Guide students to prepare short digital advisory messages.	Smartphones Tablets Laptops Canva Camera Recorder SMS

	6.3 Explain audience needs for digital advisory messages. 6.4 Distinguish between oral, written, visual, and digital message formats. 6.5 Explain message clarity, accuracy, relevance, and inclusiveness.	using examples. • Discuss audience needs for digital messages. • Explain message formats through sample advisory materials. • Discuss message quality using set criteria.	Posters Websites Apps Platforms Laptop Projector Videos	digital advisory. • Create a poster message for community mobilisation. • Adapt messages for women, youth, and low-literacy farmers. • Present a message package for peer review.	• Demonstrate poster-message development for mobilisation. • Support students in adapting messages for diverse farmer groups. • Moderate peer review of message packages.	WhatsApp Posters Markers Cards Flipchart
General Objective 7.0: Know key communication skills for extension practice.						
13-15	7.1 Explain verbal, non-verbal, written, audio-visual, and digital communication skills. 7.2 Explain professional conduct in extension communication. 7.3 Distinguish appropriate communication skills for different advisory contexts. 7.4 Explain digital etiquette and message management in extension practice. 7.5 Explain	• Describe major communication skills needed by extension agents. • Clarify professional conduct during farmer communication. • Clarify matching of skills with advisory contexts. • Explain digital etiquette and message management procedures. • Discuss skill effectiveness	Textbooks Lecture notes Slides Guides Charts Posters Diagrams Platforms Tutorials Videos Laptop Projector Speakers	• Demonstrate verbal and non-verbal communication during advisory practice. • Write an advisory note for field communication. • Operate audio-visual tools during message delivery. • Use digital platforms for extension communication. • Produce a report on communication skill performance.	• Model verbal and non-verbal communication techniques. • Coach students write advisory notes. • Train students on using audio-visual tools. • Supervise digital platform use for extension communication. • Review reports on communication skill performance.	Microphone Speakers Posters Smartphones Laptops Projector Checklists Forms Templates ID cards First aid Boots

	communication skill effectiveness using feedback and participation indicators.	using feedback indicators.				
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						



INFORMATION AND COMMUNICATION TECHNOLOGIES FOR AGRICULTURE AND DIGITAL EXTENSION SYSTEMS

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: INFORMATION AND COMMUNICATION TECHNOLOGIES FOR AGRICULTURE AND DIGITAL EXTENSION SYSTEMS	COURSE CODE: AED 315	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNIT: 4	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for digital advisory services, mobile data collection, farmer registration, e-extension content, climate-smart messaging, and inclusive digital engagement.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand Information communication technology for Agriculture (ICT4Ag) in extension and rural development; 2.0 Know digital tools for advisory, data collection, and reporting; 3.0 Understand digital extension systems for farmer information access; 4.0 Understand mobile and web tools for registration, data, messaging, and reporting; 5.0 Understand the design of digital extension messages for key platforms; 6.0 Know KoboCollect, ODK, spreadsheets, and mobile platforms; 7.0 Understand the use of digital extension approaches for inclusive rural use.		

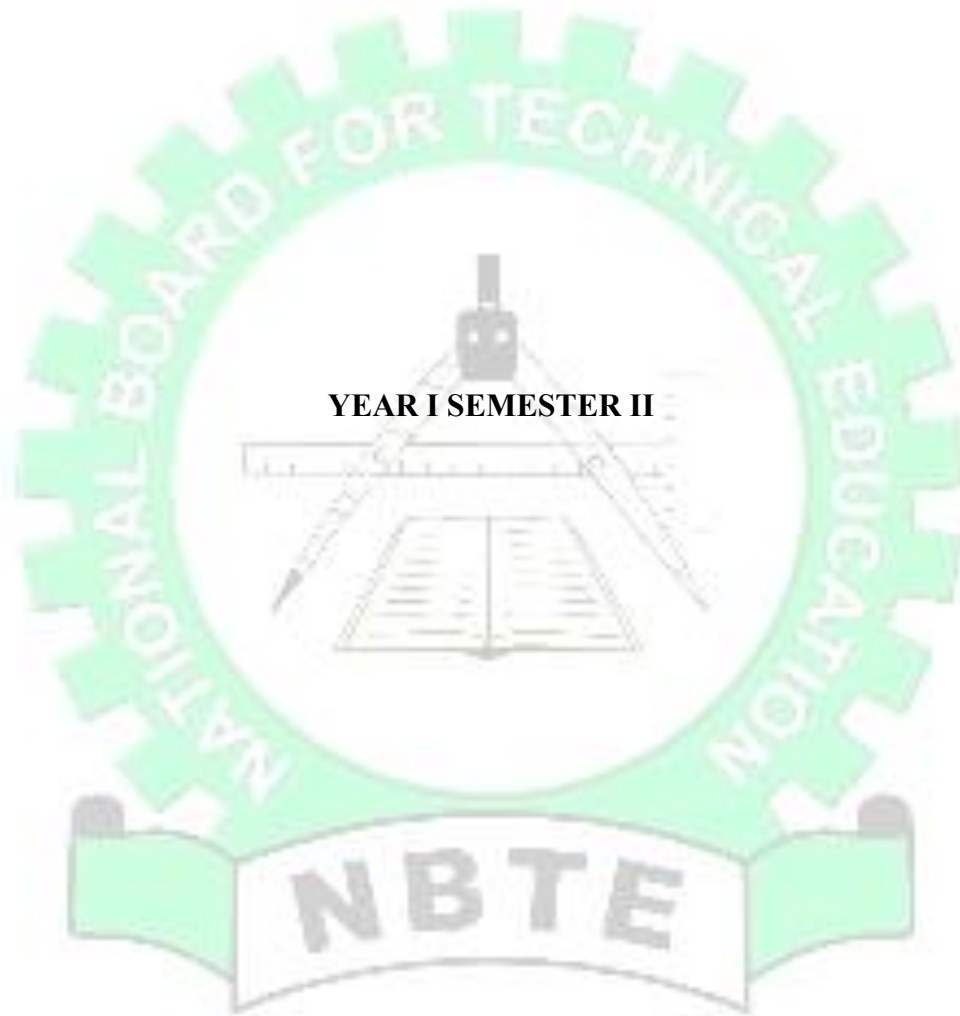
PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: INFORMATION AND COMMUNICATION TECHNOLOGIES FOR AGRICULTURE AND DIGITAL EXTENSION SYSTEMS			COURSE CODE: AED 315		CONTACT HOURS: 4 HOURS/WEEK	
			CREDIT UNIT: 4		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 3 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for digital advisory services, mobile data collection, farmer registration, e-extension content, climate-smart messaging, and inclusive digital engagement.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
General Objective 1.0: Understand ICT4Ag in extension and rural development.						
1-2	1.1 Define ICT4Ag in agricultural extension. 1.2 Explain the scope of ICT4Ag in rural advisory services. 1.3 Explain the relevance of ICT4Ag to farmer communication. 1.4 Distinguish digital extension from conventional extension. 1.5 Explain the contribution of ICT4Ag to rural development.	• Explain ICT4Ag concepts using extension-based examples. • Discuss the scope of digital tools in advisory delivery. • Clarify the relevance of ICT4Ag to farmer communication. • Discuss digital and conventional extension approaches. • Discuss the contribution of ICT4Ag to rural development.	Textbooks Lecture notes Slides Manuals Charts Diagrams Posters Laptop Projector Videos	• Identify ICT4Ag examples in extension activities. • Observe digital tools used in advisory situations. • Record ICT applications in rural communication. • Prepare a simple ICT4Ag concept chart. • Present examples of ICT4Ag use in extension.	• Orient students on observing ICT use in advisory work. • Demonstrate examples of digital extension tools. • Guide students in recording ICT applications. • Provide formats for ICT4Ag concept charts. • Moderate presentations on ICT4Ag examples.	Smartphones Tablets Laptops Notebooks Pens Clipboards Projector Internet Hotspot ID cards First aid Boots
General Objective 2.0: Know digital tools for advisory, data collection, and reporting.						

3-4	2.1 Describe digital tools for farmer advisory services. 2.2 Describe digital tools for field data collection. 2.3 Explain digital tools for field reporting. 2.4 Describe tools for communication, data, reporting, and information sharing. 2.5 Explain tool suitability for different extension tasks.	• Outline examples of digital advisory and data tools. • Explain the functions of selected mobile data tools. • Explain field reporting tools with sample formats. • Clarify grouping of tools according to extension purpose. • Discuss tool suitability for field tasks.	Textbooks Lecture notes Slides Guides Websites Apps Platforms Laptop Tablets Mobile phones Projector Videos	• Select digital tools for farmer advisory situations. • Operate mobile tools for field data tasks. • Use reporting templates on digital devices. • Prepare a tool-selection table for extension work. • Present a tool-use justification to peers.	• Provide tool-selection scenarios for student practice. • Demonstrate mobile tool operation for field tasks. • Supervise use of reporting templates on devices. • Guide students in preparing tool-selection tables. • Moderate peer presentations on tool justification.	Smartphones Tablets Laptops Forms Templates Spreadsheets Internet Hotspot Projector Chargers Power bank Extension
General Objective 3.0: Understand digital extension systems for farmer information access.						
5-6	3.1 Explain the importance of digital extension systems. 3.2 Describe how digital systems improve access to agricultural information. 3.3 Explain the role of digital systems in timely advisory delivery. 3.4 Describe the qualities of farmer-friendly digital	• Clarify the importance of digital extension systems. • Explain information access through mobile and web platforms. • Discuss timely advisory delivery through digital systems. • Discuss farmer-friendly digital	Textbooks Lecture notes Slides Guides Journals Reports Caselets Laptop Projector Videos	• Retrieve agricultural information from digital platforms. • Send timely advisory information through mobile channels. • Adapt information into farmer-friendly language. • Collect feedback	• Demonstrate retrieval of agricultural information online. • Guide students to send mobile advisory information. • Coach students in simplifying digital information. • Supervise feedback	Websites Apps Platforms SMS WhatsApp Email Feedback forms Checklists Templates Smartphones Internet Projector

	information. 3.5 Explain the contribution of digital extension systems to farmer learning.	information. • Use case examples to show digital support for farmer learning.		on digital advisory usefulness. • Prepare a summary of digital information benefits.	collection on advisory usefulness. • Review summaries of digital information benefits.	
General Objective 4.0: Understand mobile and web tools for registration, data, messaging, and reporting.						
7-8	4.1 Explain mobile and web-based tools for extension operations. 4.2 Explain procedures for digital farmer registration. 4.3 Explain mobile field data collection procedures. 4.4 Explain digital advisory messaging and reporting workflows. 4.5 Explain data quality requirements in digital extension reporting.	• Describe mobile and web-based tools used in extension operations. • Describe steps involved in digital farmer registration. • Describe procedures for collecting field data with mobile devices. • Discuss advisory messaging and reporting workflows. • Discuss data quality requirements in digital reporting.	Textbooks Lecture notes Slides Manuals Websites Apps Platforms Laptop Projector Videos	• Register farmers using a mobile form. • Collect field data using mobile devices. • Send advisory messages through digital channels. • Complete a digital extension report. • Upload field records to an online platform.	• Demonstrate digital farmer registration procedures. • Supervise mobile field data collection practice. • Guide students in sending advisory messages. • Coach students on completing digital reports. • Monitor field-record upload to online platforms.	Smartphones Tablets Laptops Kobo Collect ODK Spreadsheets SMS WhatsApp Email Chargers Power bank Extension
General Objective 5.0: Understand the design of digital extension messages for key platforms.						
9-10	5.1 Explain features of simple digital	• Describe features of simple digital	Textbooks Lecture	• Design an SMS advisory	• Coach students in designing SMS	Smartphones Laptops

	extension messages. 5.2 Explain message requirements for SMS and WhatsApp advisories. 5.3 Explain message formats for radio feedback, audio, video, and social media. 5.4 Explain audience needs for digital extension messages. 5.5 Explain message clarity, accuracy, brevity, and relevance.	extension messages. • Describe SMS and WhatsApp message requirements using examples. • Clarify message formats for radio, audio, video, and social media. • Discuss audience needs for digital messages. • Discuss message quality using message criteria.	notes Slides Guides Samples Scripts Storyboards Laptop Projector Videos	message for farmers. • Create a WhatsApp advisory message. • Prepare an audio script for extension delivery. • Produce a short video message outline. • Develop a social media message for farmer education.	advisory messages. • Guide students to create WhatsApp advisory messages. • Demonstrate preparation of audio scripts. • Support students in producing video message outlines. • Review social media messages for farmer education.	Tablets Canva Camera Recorder SMS WhatsApp Radio Markers Cards Flipchart
General Objective 6.0: Know KoboCollect, ODK, spreadsheets, and mobile platforms.						
11-12	6.1 Explain the functions of KoboCollect and Open Data Kit (ODK) in extension fieldwork. 6.2 Explain spreadsheet use for field data organisation. 6.3 Explain mobile phone functions for advisory communication. 6.4 Explain online platforms used for extension field	• Describe the functions of KoboCollect and ODK in field activities. • Describe spreadsheet use for organising extension data. • Discuss mobile phone functions for advisory communication. • Describe online platforms used for	Textbooks Lecture notes Slides Manuals KoboCollect ODK Spreadsheets Laptop Projector Internet	• Create a KoboCollect form for field data. • Prepare an ODK form for farmer information. • Enter field data into a spreadsheet. • Use mobile phones for farmer feedback collection. • Submit extension	• Demonstrate KoboCollect form creation. • Guide students in preparing ODK forms. • Supervise spreadsheet data entry practice. • Coach students on mobile feedback collection. • Monitor online submission of field data.	Smartphones Tablets Laptops KoboCollect ODK Spreadsheets Data Wi-Fi Hotspot Chargers Power bank Extension

	activities. 6.5 Explain accuracy and security requirements in digital field records.	field activities. • Discuss accuracy and security in digital field records.		field data through an online platform.		
General Objective 7.0: Understand the use of digital extension approaches for inclusive rural use.						
13-15	7.1 Explain accessibility needs in digital extension delivery. 7.2 Describe gender and youth inclusion in digital advisory services. 7.3 Explain climate relevance in digital extension messages. 7.4 Explain farmer feedback mechanisms in digital systems. 7.5 Explain rural usability of selected digital extension approaches.	• Clarify accessibility needs in digital extension delivery. • Explain gender and youth inclusion in advisory services. • Discuss climate relevance in digital messages. • Describe feedback mechanisms in digital extension systems.	Textbooks Lecture notes Slides Guides Checklists Profiles Caselets Weather charts CSA guides Posters Laptop Projector Videos	• Adapt digital messages for low-literacy farmers. • Prepare inclusive advisory messages for women and youth. • Create climate-relevant digital advisory content. • Collect farmer feedback through mobile channels. • Test digital messages for rural usability.	• Coach students in adapting messages for low-literacy farmers. • Guide students to prepare inclusive advisory messages. • Supervise creation of climate-relevant advisory content. • Demonstrate mobile feedback collection procedures. • Review usability tests for digital messages.	Smartphones Tablets Laptops SMS WhatsApp USSD Checklists Scorecards Forms ID cards First aid Boots
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						



AGRICULTURAL INNOVATION AND DISSEMINATION SYSTEMS

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: AGRICULTURAL INNOVATION AND DISSEMINATION SYSTEMS	COURSE CODE: AED 321	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required to understand agricultural innovations and dissemination approaches.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand agricultural innovations in extension and rural development; 2.0 Know systems, channels, and actors involved in agricultural innovation dissemination; 3.0 Understand innovation dissemination in adoption, productivity, and livelihoods; 4.0 Understand dissemination methods for technology introduction; 5.0 Understand factors affecting innovation adoption; 6.0 Know digital and community-based dissemination strategies; 7.0 Understand innovation dissemination approaches using key criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: AGRICULTURAL INNOVATION AND DISSEMINATION SYSTEMS			COURSE CODE: AED 321		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required to understand agricultural innovations and dissemination approaches.						
General Objective 1.0: Understand agricultural innovations in extension and rural development.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define agricultural innovation in extension practice. 1.2 Explain major types of agricultural innovations. 1.3 Explain the importance of innovation in rural development. 1.4 Explain technical, managerial, institutional, and social innovations. 1.5 Explain the relevance of agricultural innovations to farmers’ livelihoods.	• Explain agricultural innovation using local farming examples. • Discuss major innovation types with crop, livestock, and processing examples. • Explain the development value of agricultural innovations. • Discuss different innovation categories. • Discuss innovation	Textbooks Lecture notes Slides Manuals Charts Diagrams Posters Laptop Projector Videos	• Identify agricultural innovations in selected communities. • Classify innovations by type and purpose. • Observe farmer use of selected innovations. • Record examples of local and research-based innovations. • Present innovation examples for class review.	• Orient students on field observation procedures. • Demonstrate classification of innovations by type. • Guide observation of farmer use of innovations. • Supervise recording of local and research-based innovations. • Moderate class review of innovation examples.	Clipboards Samples Pictures Catalogues Smartphones Camera Recorder Boots Gloves First aid

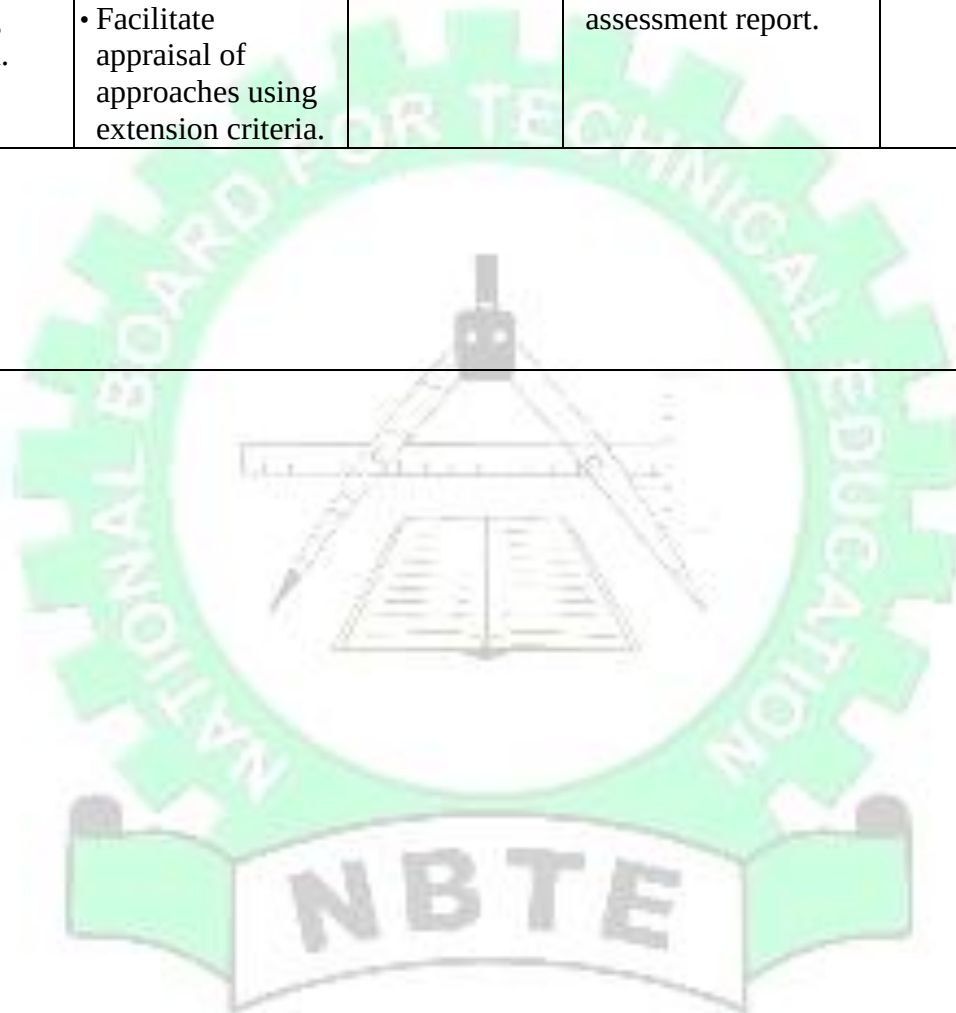
		relevance to farmer livelihoods.				
General Objective 2.0: Know systems, channels, and actors involved in agricultural innovation dissemination.						
3-4	2.1 Explain innovation dissemination systems. 2.2 Explain major dissemination channels in extension. 2.3 Explain the roles of actors in innovation dissemination. 2.4 Explain individual, group, mass, and digital channels. 2.5 Explain the suitability of dissemination channels for farmer groups.	• Discuss innovation dissemination systems. • Describe dissemination channels using extension scenarios. • Discuss roles of research institutes, extension agents, input dealers, and farmers. • Discuss individual, group, mass, and digital channels. • Discuss channel suitability for different farmer groups.	Textbooks Lecture notes Slides Guides Posters Radio scripts Samples Laptop Projector Videos	• Map actors involved in innovation dissemination. • Identify channels used for selected innovations. • Prepare a dissemination channel chart. • Match channels with farmer categories. • Present a channel selection summary.	• Provide actor-mapping templates. • Guide identification of dissemination channels. • Demonstrate preparation of channel charts. • Coach matching of channels with farmer categories. • Moderate presentation of channel selection summaries.	Templates Cards Markers Posters Radio Phone Smartphones Laptop Projector Flipchart Tape Stickers
General Objective 3.0: Understand innovation dissemination in adoption, productivity, and livelihoods.						
5-6	3.1 Explain technology adoption in agricultural extension. 3.2 Explain the link	• Discuss technology adoption using farmer-based examples.	Textbooks Lecture notes Slides Manuals Caselets	• Observe adoption of selected technologies. • Record productivity benefits reported by	• Guide field observation of technology adoption. • Coach recording of	Clipboards Checklists Forms Templates Smartphones

	between dissemination and productivity improvement. 3.3 Explain the contribution of innovation to rural livelihood development. 3.4 Describe the role of dissemination in food security. 3.5 Explain the importance of innovation uptake in rural transformation.	• Describe links between dissemination and productivity improvement. • Discuss innovation benefits for livelihoods. • Discuss dissemination and food security. • Use case examples to show innovation uptake and rural transformation.	Reports Profiles Laptop Projector Videos	farmers. • Identify livelihood benefits from innovations. • Prepare a simple adoption benefit profile. • Present adoption observations for review.	productivity benefits. • Direct identification of livelihood benefits. • Provide adoption benefit profile templates. • Moderate review of adoption observations.	Camera Recorder Transport Venue Permission
General Objective 4.0: Understand dissemination methods for technology introduction.						
7-8	4.1 Explain dissemination methods used in agricultural extension. 4.2 Explain procedures for introducing technologies to farmers. 4.3 Explain demonstrations, field days, meetings, media, and digital methods. 4.4 Describe method	• Describe dissemination methods with extension examples. • Explain technology introduction procedures. • Discuss comparison of demonstration, field day, meeting, media, and digital	Textbooks Lecture notes Slides Guides Charts Posters Diagrams Laptop Projector Videos	• Plan a dissemination activity for a selected technology. • Conduct a simulated technology introduction session. • Use demonstration methods to explain an innovation. • Apply group discussion during innovation dissemination. • Prepare a dissemination	• Provide dissemination activity planning templates. • Supervise simulated technology introduction sessions. • Demonstrate innovation explanation procedures. • Guide group discussion during	Posters Flipcharts Lecture notes Samples Models Pictures Smartphones Camera Projector Boots Gloves First aid

	selection for different community situations. 4.5 Explain the effectiveness of dissemination methods in farmer education.	methods. • Discuss analysis of method selection for community situations. • Discuss method effectiveness in farmer education.		activity report.	dissemination practice. • Review dissemination activity reports.	
General Objective 5.0: Understand factors affecting innovation adoption.						
9-10	5.1 Explain factors affecting innovation adoption. 5.2 Explain social and economic factors influencing adoption. 5.3 Describe cultural and institutional factors affecting farmer decisions. 5.4 Explain communication barriers affecting adoption. 5.5 Explain adoption factors in different rural settings.	• Discuss factors affecting innovation adoption • Discuss social and economic adoption factors. • Discuss analysis of cultural and institutional influences. • Discuss communication barriers affecting adoption. • Discuss adoption factors across rural settings.	Textbooks Lecture notes Slides Manuals Caselets Charts Pictures Laptop Projector Videos	• Interview farmers on adoption decisions. • Record social and economic adoption factors. • Identify cultural and institutional barriers. • Prepare an adoption factor matrix. • Present adoption findings for review.	• Coach farmer interview procedures. • Guide recording of social and economic factors. • Direct identification of cultural and institutional barriers. • Provide adoption matrix templates. • Moderate presentation of adoption findings.	Notebooks Pens Clipboards Checklists Forms Templates Smartphones Recorder Camera Boots Gloves ID cards
General Objective 6.0: Know digital and community-based dissemination strategies.						
11-12	6.1 Explain digital dissemination strategies. 6.2 Explain community-	• Describe digital dissemination strategies using mobile examples.	Textbooks Lecture notes Slides Manuals	• Create a digital dissemination message. • Prepare a community	• Demonstrate digital message creation. • Guide preparation	Smartphones Tablets Laptops WhatsApp

	based dissemination strategies. 6.3 Explain analysis of climate-smart agricultural innovation messages. 6.4 Explain digital channels for climate-smart innovation dissemination. 6.5 Describe the design of simple dissemination strategies for selected innovations.	• Explain community-based dissemination with farmer group scenarios. • Discuss analysis of climate-smart innovation messages. • Discuss digital channels for climate-smart dissemination. • Describe the design of simple dissemination strategies for selected innovations.	WhatsApp SMS Radio Laptop Projector Internet	dissemination plan. • Develop a climate-smart innovation poster. • Share advisory content through mobile platforms. • Submit a dissemination strategy portfolio.	of community dissemination plans. • Coach development of climate-smart posters. • Supervise mobile platform sharing practice. • Review dissemination strategy portfolios.	SMS Canva Data Wi-Fi Hotspot Chargers Power bank Extension
General Objective 7.0: Understand innovation dissemination approaches using key criteria.						
13-15	7.1 Explain the roles of farmer in innovation dissemination. 7.2 Describe gender and youth inclusion in dissemination approaches. 7.3 Explain climate suitability of selected innovations. 7.4 Explain field usability of dissemination	• Explain farmer relevance using field-based examples. • Discuss gender and youth inclusion in dissemination approaches. • Discuss climate suitability of innovations. • Discuss field	Textbooks Lecture notes Slides Guides Checklists Scorecards Caselets Laptop Projector Videos	• Assess relevance of an innovation to farmers. • Check gender and youth participation in dissemination activities. • Evaluate climate suitability of selected innovations. • Test field usability of a dissemination approach.	• Provide innovation relevance checklists. • Guide assessment of gender and youth participation. • Demonstrate climate suitability review procedures. • Supervise field usability testing. • Review innovation dissemination	Checklists Scorecards Templates Weather charts Risk maps Posters Smartphones Camera Spreadsheets Boots Gloves First aid

	approaches. 7.5 Describe innovation dissemination approaches using extension criteria.	usability of dissemination approaches. • Facilitate appraisal of approaches using extension criteria.		• Prepare an innovation dissemination assessment report.	assessment reports.	
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COURSE ASSESSMENT**Coursework: 10%****Tests: 10%****Practical: 40%****Examination: 40%****Total: 100%**

CLIMATE CHANGE COMMUNICATION AND ADAPTATION ADVISORY

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: CLIMATE CHANGE COMMUNICATION AND ADAPTATION ADVISORY	COURSE CODE: AED 322	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required to communicate climate risks, support farmer adaptation, use early warning information, apply digital advisory tools, and promote inclusive climate-smart agriculture.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand climate change effects on agriculture and livelihoods; 2.0 Know climate risks affecting agriculture and food security; 3.0 Understand climate communication for farmer decisions and resilience; 4.0 Know climate-smart advisory methods in climate-risk management; 5.0 Understand farmers' climate-information needs and adaptation constraints; 6.0 Know the design of farmer-friendly climate-risk messages; 7.0 Know adaptation advisory approaches using key criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: CLIMATE CHANGE COMMUNICATION AND ADAPTATION ADVISORY		COURSE CODE: AED 322		CONTACT HOURS: 3 HOURS/WEEK		
		CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK		
YEAR: I SEMESTER: II		PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required to communicate climate risks, support farmer adaptation, use early warning information, apply digital advisory tools, and promote inclusive climate-smart agriculture.						
General Objective 1.0: Understand climate change effects on agriculture and livelihoods.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define climate change and climate variability in agriculture. 1.2 Explain major causes of climate change. 1.3 Explain effects of climate change on crop and livestock production. 1.4 Explain climate effects on rural livelihoods and food systems. 1.5 Explain the relevance of climate knowledge to agricultural extension.	•Explain climate change concepts using local farming examples. •Explain natural and human causes of climate change. •Describe climate effects on crops and livestock. •Discuss livelihood and food security effects. •Discuss the importance of climate knowledge in extension.	Textbooks Lecture notes Slides Manuals Charts Diagrams Posters Laptop Projector Videos	•Identify visible climate effects in selected farming areas. •Observe crop and livestock responses to weather stress. •Record local examples of climate-related farm losses. •Prepare a climate-effect field note. •Present	•Orient students on field observation procedures. •Guide observation of crop and livestock stress indicators. •Supervise recording of climate-related farm losses. •Provide field-note formats for climate-effect documentation. •Moderate class review of climate observations.	Notebooks Pens Clipboards Rain gauge Thermometer Weather chart Smartphones Camera Recorder Boots Gloves First aid

				climate observations for class review.		
General Objective 2.0: Know climate risks affecting agriculture and food security.						
3-4	2.1 Explain climate risks affecting crop production. 2.2 Explain climate risks affecting livestock management. 2.3 Explain climate risks affecting natural resources and food security. 2.4 Explain drought, flooding, heat stress, pest outbreak, and erosion risks. 2.5 Explain priority climate risks in different farming systems.	• Outline common climate-risk examples from rural communities. • Explain climate risks affecting crop enterprises. • Discuss climate risks affecting livestock and natural resources. • Discuss comparison of major climate hazards. • Discuss prioritising climate risks in farming systems.	Textbooks Lecture notes Slides Guides Risk maps Weather charts Caselets Laptop Projector Videos	• Map climate risks in a selected community. • Identify crop and livestock hazards during fieldwork. • Rank climate risks by frequency and severity. • Prepare a climate-risk chart. • Present risk-priority findings.	• Provide climate-risk mapping templates. • Guide identification of crop and livestock hazards. • Demonstrate risk-ranking procedures. • Supervise preparation of climate-risk charts. • Moderate presentation of risk-priority findings.	Templates Cards Markers Risk maps Weather chart Rain gauge Smartphones GPS Camera Flipchart Tape Stickers
General Objective 3.0: Understand climate communication for farmer decisions and resilience.						
5-6	3.1 Explain climate communication in agricultural extension. 3.2 Explain the role of climate information in farmer decision-making. 3.3 Explain climate communication in	• Explain climate communication using extension advisory examples. • Describe how climate information supports farmer	Textbooks Lecture notes Slides Manuals Scripts Posters	• Review climate information used by farmers. • Identify communication channels	• Guide review of farmer climate information sources. • Direct identification of climate communication channels. • Coach recording of farmer responses to advisories.	Radio Posters Megaphone Checklists Forms Templates Smartphones Recorder

	disaster preparedness. 3.4 Explain the contributions of climate communication to rural resilience. 3.5 Describe communication channels for climate advisory delivery.	decisions. • Discuss analysis of climate communication in disaster preparedness. • Discuss rural resilience and timely advisories. • Discuss climate advisory channels.	Messages Laptop Projector Videos	used for climate advisories. • Record farmer responses to climate messages. • Prepare a climate communication channel profile. • Present climate communication observations.	• Provide channel-profile templates. • Moderate presentation of communication observations.	Camera Transport Venue Permission
General Objective 4.0: Know climate-smart advisory methods in climate-risk management.						
7-8	4.1 Describe climate-smart advisory methods. 4.2 Describe advisory methods for drought and flood preparedness. 4.3 Explain pest response, soil conservation, and water management advisories. 4.4 Describe different climate-smart practices for crop and livestock systems. 4.5 Describe climate-smart practices for crop and	• Explain climate-smart advisory methods with local examples. • Explain drought and flood preparedness advisories. • Discuss analysis of pest response, soil conservation, and water management. • Discuss comparison of crop	Textbooks Lecture notes Slides Guides Charts Posters Diagrams Laptop Projector Videos	• Demonstrate drought-management advisory practices. • Demonstrate flood-preparedness advisory steps. • Apply pest response and soil conservation messages. • Use water-	• Demonstrate drought advisory procedures. • Model flood-preparedness advisory steps. • Guide pest response and soil conservation messaging. • Supervise use of water-management advisory tools. • Review climate-smart advisory reports.	Posters Samples Models Hoe Watering can Sprayer Smartphones Camera Projector Boots Gloves First aid

	livestock systems. 4.6 Explain suitability of climate-smart methods for local farming conditions.	and livestock climate-smart practices. • Discuss suitability of methods for local conditions.		management advisory tools during practice. • Prepare a climate-smart advisory report.		
General Objective 5.0: Understand farmers' climate-information needs and adaptation constraints.						
9-10	5.1 Describe farmers' climate-information needs. 5.2 Explain adaptation constraints affecting rural farmers. 5.3 Describe local coping strategies used by farmers. 5.4 Explain communication barriers affecting climate advisory delivery. 5.5 Explain climate-information needs across gender and youth groups.	• Explain farmers' climate-information needs. • Explain common adaptation constraints in rural farming communities. • Discuss analysis of local coping strategies. • Discuss communication barriers in climate advisory delivery. • Discuss climate-information needs across farmer groups.	Textbooks Lecture notes Slides Manuals Caselets Charts Pictures Laptop Projector Videos	• Interview farmers on climate-information needs. • Record adaptation constraints affecting farmers. • Document local coping strategies. • Identify communication barriers during field interaction. • Prepare a climate-needs assessment matrix.	• Coach farmer interview procedures. • Guide recording of adaptation constraints. • Supervise documentation of local coping strategies. • Direct identification of communication barriers. • Provide climate-needs matrix templates.	Notebooks Pens Clipboards Checklists Forms Templates Smartphones Recorder Camera Boots Gloves ID cards
General Objective 6.0: Know the design of farmer-friendly climate-risk messages.						
11-12	6.1 Describe farmer-friendly	• Explain farmer-	Textbook	• Create an	• Demonstrate SMS	Smartphones

	climate-risk messages. 6.2 Explain message design for SMS, radio, WhatsApp, and meetings. 6.3 Describe message clarity, timing, language, and action points. 6.4 Explain the suitability of communication channels for different farmer groups. 6.5 Describe the design of climate-risk messages for selected advisory situations.	friendly climate-risk messages using examples. • Explain message design for SMS, radio, WhatsApp, and meetings. • Discuss analysis of clarity, timing, language, and action points. • Discuss channel suitability for farmer groups. • Describe design of climate-risk messages for advisory situations.	s Lecture notes Slides Manuals WhatsApp SMS Radio Laptop Projector Internet	SMS climate-risk message. • Prepare a radio advisory script. • Design a WhatsApp climate advisory post. • Deliver a climate message during a simulated community meeting. • Compile a climate-message portfolio.	message creation. • Guide preparation of radio advisory scripts. • Coach WhatsApp advisory post design. • Supervise simulated community climate-message delivery. • Review climate-message portfolios.	Tablets Laptops WhatsApp SMS Canva Data Wi-Fi Hotspot Chargers Power bank Extension
General Objective 7.0: Know adaptation advisory approaches using key criteria.						
13-15	7.1 Explain criteria for assessing adaptation advisory approaches. 7.2 Explain accuracy and timeliness in climate advisory delivery. 7.3 Describe gender and youth inclusion in adaptation advisory services. 7.4 Explain practical field relevance of adaptation	• Explain adaptation advisory assessment criteria. • Discuss analysis of accuracy and timeliness in advisory delivery. • Discuss gender and youth inclusion in adaptation advisory services. • Discuss field	Textbook s Lecture notes Slides Guides Checklist s Scorecards Caselets Laptop	• Assess accuracy of a climate advisory message. • Check timeliness of early warning information. • Evaluate gender and youth	• Guide review of early warning timeliness. • Supervise assessment of gender and youth participation. • Demonstrate field relevance review procedures. • Review adaptation advisory assessment reports.	Checklists Scorecards Templates Weather charts Risk maps Posters Smartphones Camera Spreadsheets Boots Gloves

	advisory approaches. 7.5 Explain adaptation advisory approaches using extension criteria.	relevance of adaptation approaches. • Facilitate appraisal of advisory approaches using extension criteria.	Projector Videos	participation in advisory activities. • Test field relevance of an adaptation advisory approach. • Prepare an adaptation advisory assessment report.		First aid
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						

MOBILE ADVISORY SYSTEMS AND DIGITAL CONTENT DEVELOPMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: MOBILE ADVISORY SYSTEMS AND DIGITAL CONTENT DEVELOPMENT	COURSE CODE: AED 323	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: I SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for mobile advisory services, digital content creation, farmer engagement, climate-smart messaging, digital feedback, and inclusive e-extension delivery.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand mobile advisory systems in extension; 2.0 Know digital platforms for advisory, sharing, feedback, and reporting; 3.0 Understand mobile advisory systems for timely farmer information; 4.0 Know mobile tools for registration, messaging, feedback, and communication; 5.0 Know the design of farmer-friendly digital content for key platforms; 6.0 Understand digital platforms for extension delivery and interaction; 7.0 Understand mobile advisory systems using key criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: MOBILE ADVISORY SYSTEMS AND DIGITAL CONTENT DEVELOPMENT			COURSE CODE: AED 323		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: I SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for mobile advisory services, digital content creation, farmer engagement, climate-smart messaging, digital feedback, and inclusive e-extension delivery.						
General Objective 1.0: Understand mobile advisory systems in extension.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define mobile advisory systems in agricultural extension. 1.2 Explain the scope of mobile advisory services in rural development. 1.3 Explain the importance of mobile advisory systems for farmer support. 1.4 Explain mobile advisory systems with conventional advisory approaches. 1.5 Explain the relevance of mobile advisory systems to extension delivery.	• Explain mobile advisory systems using practical extension examples. • Discuss the scope of mobile advisory services in rural development. • Discuss the importance of mobile advisory systems for farmer support. • Discuss distinctions in mobile and conventional advisory	Textbooks Lecture notes Slides Manuals Phones Apps Platforms Websites Charts Diagrams Posters Laptop Projector Internet	• Identify mobile advisory services used in extension practice. • Explore mobile advisory examples from rural communities. • Prepare a simple mobile advisory service profile. • Compare mobile and conventional advisory examples. • Present the relevance of mobile advisory systems to farmer support.	Guide students to: • Identify mobile advisory services. • Demonstrate how to explore mobile advisory examples. • Provide profile formats for mobile advisory services. • Compare advisory service examples. • Moderate presentations on mobile advisory relevance.	Smartphones Tablets Laptops Data Wi-Fi Hotspot Notebooks Pens Clipboards Chargers Power bank Extension

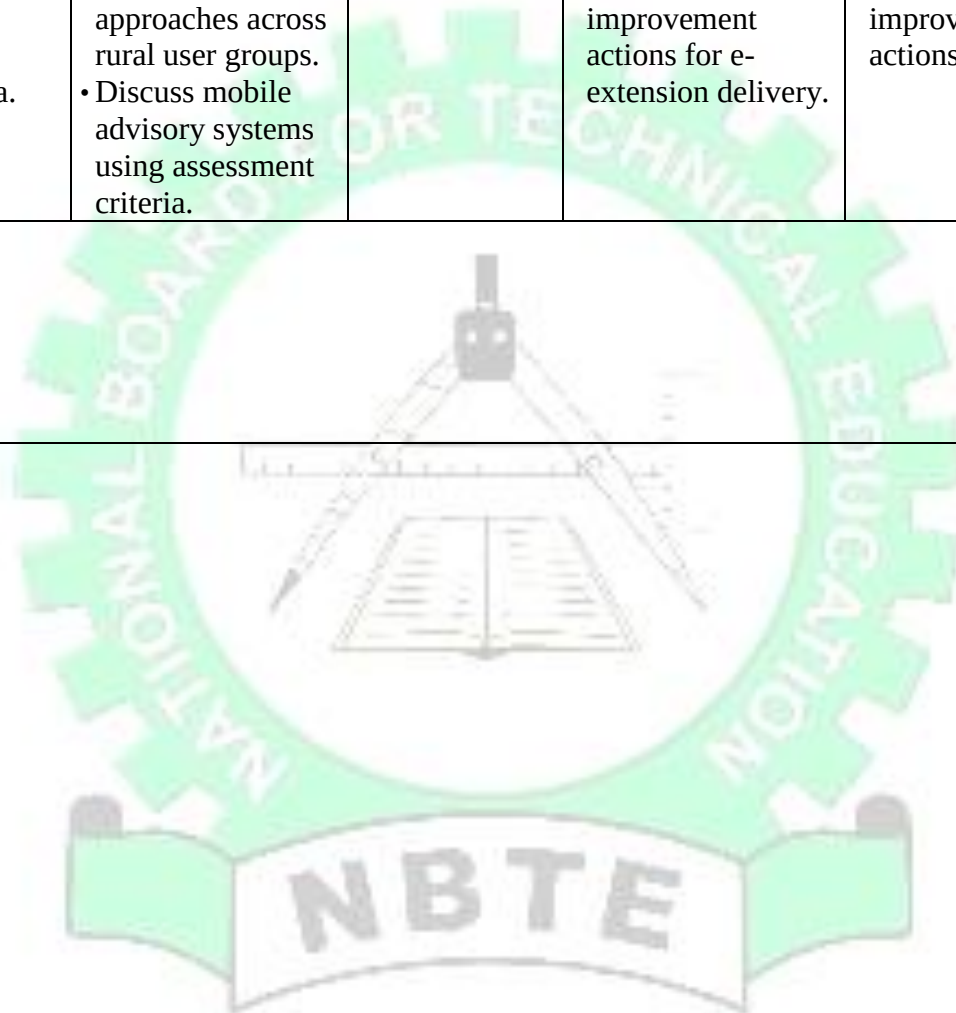
		approaches. • Discuss the relevance of mobile advisory systems to extension delivery.				
General Objective 2.0: Know digital platforms for advisory, sharing, feedback, and reporting.						
3-4	2.1 Explain digital platforms used for farmer advisory services such as WhatsApp, Facebook, SMS, Radio etc. 2.2 Explain platforms for content sharing and extension reporting. 2.3 Explain feedback collection through digital platforms. 2.4 Explain platform suitability for different farmer groups. 2.5 Explain platform effectiveness for advisory communication.	• Describe major digital platforms used in farmer advisory services. • Describe platforms for content sharing and reporting. • Discuss digital feedback collection procedures. • Discuss platform suitability for farmer groups. • Discuss platform effectiveness in advisory communication.	Textbooks Lecture notes Slides Guides WhatsApp Facebook SMS Radio Forms Dashboards Templates Laptop Projector Internet	• Select digital platforms for farmer advisory activities. • Use selected platforms for content sharing practice. • Set up a feedback collection channel. • Prepare a platform suitability checklist. • Present a platform selection report.	Guide students to: • Select digital platforms. • Supervise content sharing practice on selected platforms. • Demonstrate feedback channel setup procedures. • Provide checklist formats for platform suitability review. • Moderate presentations on platform selection reports.	WhatsApp SMS Facebook Telegram Forms Dashboards Spreadsheets Smartphones Laptops Internet Pens Files Folders
General Objective 3.0: Understand mobile advisory systems for timely farmer information.						
5-6	3.1 Explain how mobile advisory systems improve access to agricultural	• Describe how mobile advisory systems improve information	Textbooks Lecture notes Slides Manuals	• Review examples of timely agricultural advisory	• Guide review of timely advisory message examples. • Coach students in	Messages Alerts Bulletins Guides

	information. 3.2 Explain qualities of timely and farmer-friendly advisory information. 3.3 Explain the relationship between mobile advisory access and farmer decision-making. 3.4 Explain timely and delayed advisory information in farming situations. 3.5 Explain the usefulness of mobile advisory systems for rural farmers.	access. • Describe qualities of timely and farmer-friendly advisory information. • Discuss links between advisory access and farmer decision-making. • Discuss comparison of timely and delayed advisory information. • Discuss the usefulness of mobile advisory systems.	Messages Bulletins Alerts Guides Forecasts Advisories Calendars Laptop Projector Internet	messages. • Prepare farmer-friendly information summaries. • Match advisory messages with farmer decision needs. • Compare timely and delayed advisory responses. • Present a summary of mobile advisory usefulness.	preparing farmer-friendly summaries. • Demonstrate matching of messages with farmer decision needs. • Moderate comparison of advisory response timing. • Review summaries on mobile advisory usefulness.	Forecasts Calendars Advisories Smartphones Tablets Laptops Notebooks Pens Clipboards
General Objective 4.0: Know mobile tools for registration, messaging, feedback, and communication.						
7-8	4.1 Explain mobile tools used for farmer registration. 4.2 Explain advisory messaging procedures through mobile tools. 4.3 Explain methods for collecting farmer feedback through mobile platforms. 4.4 Explain mobile tools used for field communication and	• Describe mobile tools used for farmer registration. • Describe advisory messaging procedures through mobile tools. • Discuss farmer feedback collection methods.	Textbooks Lecture notes Slides Guides Forms Registers Templates ODK KoboCollect Spreadsheets Apps Laptop Projector	• Register farmers using a mobile data form. • Send advisory messages through a mobile platform. • Collect farmer feedback using digital forms. • Prepare a mobile field communication report.	• Demonstrate farmer registration using mobile forms. • Supervise advisory message sending through mobile platforms. • Guide students in collecting farmer feedback digitally. • Provide formats for mobile field communication	ODK KoboCollect Forms Spreadsheets SMS WhatsApp USSD Email Smartphones Tablets Laptops Chargers Power bank

	reporting. 4.5 Explain data privacy and ethical issues in mobile advisory practice.	• Discuss review of mobile tools for field communication and reporting. • Discuss data privacy and ethical issues in mobile advisory practice.	Internet	• Apply ethical procedures during mobile data handling.	reports. • Model ethical procedures for mobile data handling.	Extension
General Objective 5.0: Know the design of farmer-friendly digital content for key platforms.						
9-10	5.1 Explain features of farmer-friendly digital content. 5.2 Explain content design principles for SMS, WhatsApp, radio, audio, video and social media. 5.3 Explain audience needs for digital content development. 5.4 Describe content formats for different advisory services. 5.5 Explain digital content for clarity, accuracy, relevance and usability.	• Describe features of farmer-friendly digital content. • Explain content design principles for different digital formats. • Discuss audience needs for content development. • Discuss comparison of content formats for advisory situations. • Discuss digital content using quality criteria.	Textbooks Lecture notes Slides Guides Scripts Storyboards Samples Templates Audio Video Images Posters Laptop Projector Internet	• Write short SMS advisory messages. • Develop WhatsApp advisory content for farmers. • Record a short audio advisory message. • Prepare a simple video or social media advisory post. • Review digital content using quality criteria.	• Coach students in writing short SMS advisory messages. • Guide students in developing WhatsApp advisory content. • Demonstrate audio advisory recording procedures. • Supervise preparation of video or social media advisory posts. • Provide criteria for reviewing digital content quality.	Canva Camera Recorder Templates SMS WhatsApp Radio Facebook Smartphones Laptops Internet Scripts Storyboards Markers
General Objective 6.0: Understand digital platforms for extension delivery and interaction.						
11-12	6.1 Explain mobile devices used for extension content	• Describe mobile devices used for extension content	Textbooks Lecture notes Slides	• Deliver extension content using a mobile device.	• Demonstrate delivery of extension content	Smartphones Tablets Laptops

	delivery. 6.2 Explain procedures for digital content delivery and farmer interaction. 6.3 Explain farmer responses from digital advisory interactions. 6.4 Explain digital interaction records for advisory improvement. 6.5 Explain mobile device use for extension content delivery.	delivery. • Describe procedures for digital content delivery and farmer interaction. • Discuss farmer responses from digital advisory interactions. • Discuss review of digital interaction records for advisory improvement. • Discuss mobile device use for content delivery.	Manuals Phones Tablets Laptops Speakers Messages Feedback Records Reports Projector Internet Videos	• Interact with farmers through a selected digital platform. • Record farmer responses from digital engagement. • Prepare an interaction summary sheet. • Present a digital content delivery report.	through mobile devices. • Supervise farmer interaction practice on digital platforms. • Guide students in recording farmer responses. • Provide an interaction summary sheet format. • Moderate presentation of digital delivery reports.	Speakers Messages Forms Feedback Reports Data Wi-Fi Hotspot Chargers Power bank Extension
General Objective 7.0: Understand mobile advisory systems using key criteria.						
13-15	7.1 Describe criteria for assessing mobile advisory systems. 7.2 Explain accessibility, climate relevance, gender inclusion, farmer feedback and rural usability indicators. 7.3 Explain evidence from mobile advisory activities. 7.4 Explain mobile advisory approaches	• Present criteria for assessing mobile advisory systems. • Discuss accessibility climate relevance gender inclusion feedback and usability indicators. • Discuss evidence from mobile advisory activities.	Textbooks Lecture notes Slides Guides Rubrics Checklists Scorecards Indicators Gender-guides Access-guides Feedback-tools Laptop	• Develop a mobile advisory assessment checklist. • Collect farmer feedback on mobile advisory usability. • Assess advisory content for climate relevance and inclusion. • Prepare an evaluation	• Provide assessment checklist formats for student use. • Coach students in collecting farmer feedback on usability. • Guide students in assessing climate relevance and inclusion. • Review evaluation summaries with recommendations.	Checklists Rubrics Scorecards Indicators Forms Surveys Templates Reports Smartphones Laptops Tablets ID cards Permission First aid

	across rural user groups. 7.5 Explain mobile advisory systems using approved assessment criteria.	• Discuss comparison of mobile advisory approaches across rural user groups. • Discuss mobile advisory systems using assessment criteria.	Projector Internet	summary with recommendations. • Present improvement actions for e-extension delivery.	• Moderate presentation of e-extension improvement actions.	
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						



FIELD PRACTICAL I (COMMUNITY DIAGNOSIS AND DEMONSTRATION)

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: FIELD PRACTICAL I (COMMUNITY DIAGNOSIS AND DEMONSTRATION)	COURSE CODE: AED 324	CONTACT HOURS: 4 HOURS/WEEK
	CREDIT UNIT: 4	THEORETICAL:
YEAR: I SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 4 HOURS/WEEK
GOAL: This course is designed to equip students with the skills required for community diagnosis, field demonstration, farmer needs assessment, digital field reporting, climate-smart advisory practice, and inclusive community participation.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the purpose and process of community diagnosis in extension; 2.0 Know tools used for community profiling, needs assessment, and field demonstration; 3.0 Understand farmer participation in identifying community problems and extension priorities; 4.0 Apply participatory methods in community diagnosis, farmer interaction, and field demonstration; 5.0 Understand community data for extension planning; 6.0 Demonstrate field techniques for farmer education and reporting; 7.0 Develop inclusive community diagnosis reports.		

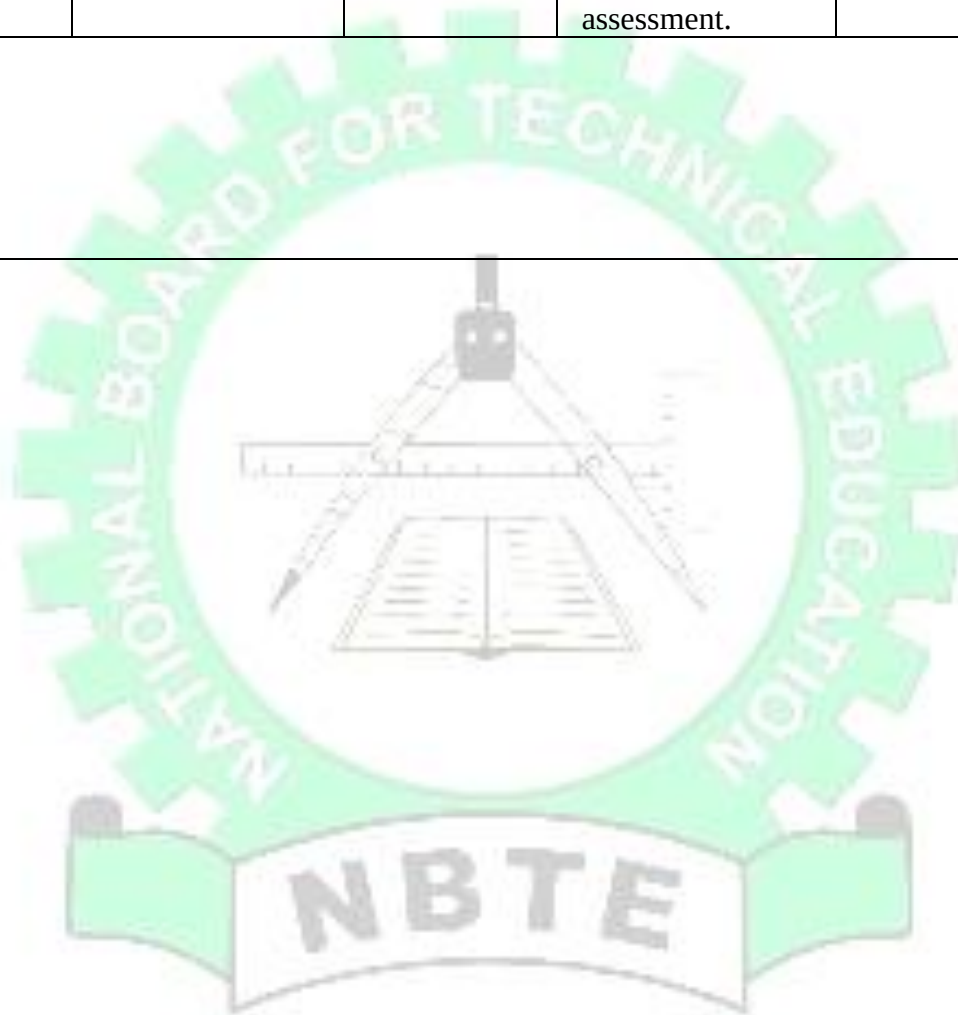
PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: FIELD PRACTICAL I (COMMUNITY DIAGNOSIS AND DEMONSTRATION)			COURSE CODE: AED 324		CONTACT HOURS: 4 HOURS/WEEK	
			CREDIT UNIT: 4		THEORETICAL:	
YEAR: I SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 4 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the skills required for community diagnosis, field demonstration, farmer needs assessment, digital field reporting, climate-smart advisory practice, and inclusive community participation.						
General Objective 1.0: Understand the purpose and process of community diagnosis in extension.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2				•Identify selected communities for diagnosis. •Observe community features relevant to extension planning. •Record preliminary community information. •Prepare a simple community diagnosis outline. •Present diagnosis steps for class review.	•Orient students on community selection procedures. •Guide observation of community features. •Supervise recording of preliminary community information. •Provide templates for community diagnosis outlines. •Moderate presentation of diagnosis steps.	Notebooks Pens Clipboards Checklists Templates Forms Smartphones Camera Recorder Boots First aid ID cards
General Objective 2.0: Know tools used for community profiling, needs assessment, and field demonstration.						
3-4				• Use community	• Demonstrate use of	Checklists

				profile checklists during field practice. • Apply farmer needs-assessment tools. • Use observation guides for field diagnosis. • Prepare a field demonstration checklist. • Compile tools for community diagnosis activities.	community profile checklists. • Guide application of farmer needs-assessment tools. • Supervise use of observation guides in the field. • Provide formats for field demonstration checklists. • Review compiled diagnosis tools.	Forms Registers Maps Cards Markers Smartphones GPS Camera Flipchart Tape Stickers
General Objective 3.0: Understand farmer participation in identifying community problems and extension priorities.						
5-6				• Mobilise farmers for problem identification sessions. • Facilitate participatory discussions with farmers. • Record farmer-stated problems and priorities. • Rank community problems with farmer groups. • Prepare a participation	• Model farmer mobilisation procedures. • Supervise participatory discussion practice. • Guide recording of farmer-stated problems and priorities. • Demonstrate participatory ranking procedures. • Review participation summaries.	Farmers Leaders Groups Flipchart Markers Cards Registers Checklists Templates Boots First aid ID cards

				summary.		
General Objective 4.0: Apply participatory methods in community diagnosis, farmer interaction, and field demonstration.						
7-8				• Conduct transect walks in selected communities. • Use problem-ranking tools with farmers. • Apply group discussion methods during diagnosis. • Demonstrate selected agricultural practices to farmers. • Prepare field notes on participatory activities.	• Organise transect-walk practice. • Guide use of problem-ranking tools. • Supervise group discussion methods during diagnosis. • Demonstrate procedures for farmer learning activities. • Review field notes on participatory activities.	Matrices Cards Templates Notebooks Pens Clipboards Seeds Tools Inputs Smartphones Camera Recorder
General Objective 5.0: Understand community data for extension planning.						
9-10				• Collect data on farmer needs. • Record production constraints in selected communities. • Document climate risks affecting farmers. • Identify available local resources. • Prepare a	• Coach farmer-needs data collection. • Guide recording of production constraints. • Supervise documentation of climate risks. • Direct identification of available local resources. • Review community	Questionnaires Checklists Forms Smartphones KoboCollect ODK Notebooks Pens Clipboards Boots First aid ID cards

				community data summary.	data summaries.	
General Objective 6.0: Demonstrate field techniques for farmer education and reporting.						
11-12				• Set up field demonstration activities. • Demonstrate selected agricultural technologies. • Use digital tools for field reporting. • Record farmer feedback during demonstrations. • Prepare a demonstration activity report.	• Organise field demonstration activities. • Supervise demonstration of selected technologies. • Guide use of digital tools for field reporting. • Coach recording of farmer feedback during demonstrations. • Review demonstration activity reports.	Seeds Seedlings Sprayer Inputs Smartphones Tablets Laptops Data Wi-Fi Hotspot Chargers Power bank Extension
General Objective 7.0: Develop inclusive community diagnosis reports.						
13-15				• Compile community diagnosis findings. • Integrate gender and youth data into reports. • Include climate risks and farmer priorities. • Produce an inclusive	• Guide compilation of diagnosis findings. • Supervise integration of gender and youth data. • Coach inclusion of climate risks and farmer priorities. • Review inclusive diagnosis reports.	Templates Reports Checklists Forms Registers Matrices Laptops Spreadsheets Printer Flipchart Markers Tape

				diagnosis report. • Present report findings for assessment.	• Moderate presentation of report findings.	
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						





YEAR II SEMESTER I

FARM RECORDS AND ACCOUNTING

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: FARM RECORDS AND ACCOUNTING	COURSE CODE: AED 411	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for farm record keeping, basic accounting, financial documentation, digital farm records, climate-risk cost tracking, and inclusive farm business reporting.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the meaning, purpose, and importance of farm records and accounting in extension; 2.0 Know types of farm records used in enterprise management; 3.0 Understand accurate records for farm planning and decisions; 4.0 Understand farm accounting principles for income, expenditure, assets, and inputs; 5.0 Understand farm records for cost, returns, and performance; 6.0 Know digital tools for farm records and reporting; 7.0 Know farm records using key criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: FARM RECORDS AND ACCOUNTING			COURSE CODE: AED 411		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for farm record keeping, basic accounting, financial documentation, digital farm records, climate-risk cost tracking, and inclusive farm business reporting.						
General Objective 1.0: Understand the meaning, purpose, and importance of farm records and accounting in extension.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define farm records and farm accounting in agricultural extension. 1.2 Explain the purpose of farm record keeping in farming. 1.3 Explain the relationship between farm records and accounting information. 1.4 Explain the importance of farm records in advisory decision-making. 1.5 Explain the value of farm records for extension service delivery.	• Explain farm records and accounting using farm business examples. • Explain the purpose of record keeping in planning and management. • Describe links between farm records and accounting information. • Discuss record use in advisory decisions. • Discuss the value of records in extension service	Textbooks Lecture notes Slides Manuals Charts Templates Samples Laptop Projector Videos	• Identify examples of farm records used in crop and livestock enterprises. • Examine sample record books used by farmers. • Prepare a simple list of basic farm records. • Sort farm records according to their uses. • Report the importance of records in farm advisory work.	• Guide students to identify common farm record examples. • Demonstrate how to examine sample farm record books. • Supervise preparation of basic farm record lists. • Guide sorting of farm records according to their uses. • Review students’ reports on farm record importance.	Notebooks Pens Clipboards Record books Forms Templates Smartphones Camera Recorder First aid ID cards Permission

		delivery.				
General Objective 2.0: Know types of farm records used in enterprise management.						
3-4	2.1 Explain major types of farm records used in agricultural enterprises. 2.2 Explain records used in crop livestock and mixed farming systems. 2.3 Explain the functions of production financial labour input and sales records. 2.4 Explain manual and digital farm record systems. 2.5 Explain the suitability of different records for rural enterprises.	• Outline major types of farm records used in agricultural enterprises. • Describe crop livestock and mixed farm record examples. • Describe functions of production financial labour input and sales records. • Describe manual and digital record systems using sample formats. • Discuss judge record suitability for rural enterprises.	Textbooks Lecture notes Slides Guides Ledgers Registers Templates Charts Samples Diagrams Laptop Projector Videos	• Prepare a crop production record. • Prepare a livestock performance record. • Complete a farm input record. • Complete a labour record. • Complete a sales record. • Compile a simple farm inventory record.	• Provide crop production record templates. • Guide completion of livestock performance records. • Demonstrate entry of farm input information. • Supervise completion of labour and sales records. • Review farm inventory sheets prepared by students.	Crop sheets Livestock sheets Input forms Sales forms Ledgers Cashbooks Receipts Smartphones Laptops Spreadsheets Pens Rulers Folders
General Objective 3.0: Understand accurate records for farm planning and decisions.						
5-6	3.1 Explain the role of accurate records in farm planning. 3.2 Describe how farm records support credit access and financial documentation.	• Explain record accuracy using farm planning examples. • Explain how financial records support credit	Textbooks Lecture notes Slides Manuals Casestudies Reports Samples	• Review sample records for farm planning information. • Organise farm records needed for a credit	• Guide review of sample records for planning information. • Demonstrate organisation of records for credit	Ledgers Receipts Invoices Registers Calculators Worksheets Templates

	3.3 Explain the use of farm records in profit assessment. 3.4 Explain farm records in relation to farm decision-making and enterprise improvement. 3.5 Explain the effects of poor records on farm business performance.	access. • Discuss record use in profit assessment. • Discuss record-based farm decision-making. • Use case examples to show effects of poor record keeping.	Charts Flowcharts Templates Laptop Projector Videos	application. • Extract income and cost details from sample records. • Identify farm decisions supported by records. • Present findings on record usefulness.	support. • Supervise extraction of income and cost details. • Coach students to identify decisions supported by records. • Moderate presentation of findings on record usefulness.	Laptops Spreadsheets Projector Pens Folders Files
General Objective 4.0: Understand farm accounting principles for income, expenditure, assets, and inputs.						
7-8	4.1 Explain basic accounting principles used in farm enterprises. 4.2 Explain the classification of farm income, expenditure, assets, liabilities, labour, inputs and outputs. 4.3 Describe procedures for recording farm transactions in cashbooks and ledgers. 4.4 Explain relationships between farm costs, inputs, outputs and returns. 4.5 Explain the	• Explain accounting principles using farm enterprise examples. • Explain grouping of farm transactions into accounting classes. • Describe procedures for recording transactions in cashbooks and ledgers. • Explain relationships between costs outputs and	Textbooks Lecture notes Slides Guides Cashbooks Ledgers Receipts Invoices Charts Samples Templates Laptop Projector Videos	• Record farm income in a cashbook. • Record farm expenditure in a cashbook. • Enter farm assets and liabilities in simple ledgers. • Record labour inputs and farm outputs. • Prepare a simple farm financial statement.	• Demonstrate income and expenditure recording procedures. • Guide students in entering assets and liabilities. • Supervise recording of labour inputs and farm outputs. • Coach students in preparing simple financial statements. • Assess students' accuracy in accounting entries.	Cashbooks Ledgers Receipts Invoices Worksheets Templates Calculators Laptops Spreadsheets Printer Pens Rulers Files

	correctness of simple farm accounting entries.	returns.				
General Objective 5.0: Understand farm records for cost, returns, and performance.						
9-11	5.1 Describe indicators used in farm record analysis. 5.2 Explain cost returns profit productivity and resource-use indicators. 5.3 Explain farm records for enterprise performance. 5.4 Differentiate performance across selected farm enterprises. 5.5 Explain farm records for profitability and advisory decision-making.	• Outline indicators used in farm record analysis. • Explain cost return profit productivity and resource-use indicators. • Discuss analysis of enterprise performance from records. • Discuss comparison of selected farm enterprises. • Discuss profitability and advisory usefulness.	Textbooks Lecture notes Slides Guides Datasets Scorecards Templates Charts Graphs Tables Laptop Projector Spreadsheet	• Calculate total farm costs. • Calculate total farm returns. • Determine farm profit or loss. • Compute simple productivity indicators. • Compare enterprise performance from sample records. • Prepare a farm performance summary.	• Demonstrate calculation of costs returns and profit. • Guide students to compute productivity indicators. • Supervise comparison of enterprise performance. • Provide templates for farm performance summaries. • Review students' farm performance analysis.	Calculators Worksheets Scorecards Ledgers Registers Receipts Laptops Spreadsheets Projector Pens Rulers Folders
General Objective 6.0: Know digital tools for farm records and reporting.						
12-13	6.1 Explain spreadsheet tools used for farm record keeping. 6.2 Explain the benefits of digital farm records and financial reporting. 6.3 Explain data-entry	• Describe spreadsheet tools used for farm record keeping. • Discuss benefits of digital records and financial reports.	Textbooks Lecture notes Slides Tutorials Spreadsheets Apps Templates Laptop	• Create a farm record spreadsheet. • Enter farm income and expenditure data. • Use simple formulas for totals	• Demonstrate spreadsheet creation for farm records. • Guide students in entering income and expenditure data. • Coach students on using formulas for	Spreadsheets Apps Templates Laptops Smartphones Internet Chargers Power bank

	requirements for digital farm records. 6.4 Explain the suitability of simple digital tools for rural farm businesses.	• Discuss data-entry requirements. • Discuss tool suitability for rural farm businesses.	Projector Internet Manuals Samples Reports	and profit. • Generate a basic farm report. • Save and share digital farm records.	totals and profit. • Supervise generation of simple digital farm reports. • Assess saving and sharing of digital records.	Extension Datasets Forms Reports
General Objective 7.0: Know farm records using key criteria.						
14-15	7.1 Explain criteria for assessing farm record quality. 7.2 Explain climate-risk cost tracking in farm records. 7.3 Explain gender and labour information in farm business records. 7.4 Explain farm records for financial usefulness and extension advisory value.	• Outline criteria for assessing farm record quality. • Discuss climate-risk cost tracking with farm examples. • Discuss gender and labour information in records. • Discuss evaluation of records for financial and advisory usefulness.	Textbooks Lecture notes Slides Guides Rubrics Checklists Scorecards Charts Samples Templates Laptop Projector Videos	• Check farm records for accuracy and completeness. • Identify climate-related costs in farm records. • Review labour and gender participation information. • Prepare a record-improvement checklist. • Present advisory recommendations from farm records.	• Guide students to audit farm records for accuracy. • Demonstrate identification of climate-related costs. • Coach students to review of labour and gender participation information. • Provide checklist formats for record improvement. • Moderate presentation of advisory recommendations.	Checklists Rubrics Scorecards Ledgers Forms Reports Laptops Projector Spreadsheets Pens Folders Files
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						

AGRICULTURAL POLICY, INSTITUTIONS AND RURAL DEVELOPMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: AGRICULTURAL POLICY, INSTITUTIONS AND RURAL DEVELOPMENT	COURSE CODE: AED 412	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required to understand agricultural policies, assess rural institutions, support policy implementation, promote climate-smart development, and encourage inclusive rural transformation.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand agricultural policy in rural development; 2.0 Know policies and institutions affecting farmers; 3.0 Understand institutions in extension delivery and rural transformation; 4.0 Know basic policy analysis tools to extension and rural development issues; 5.0 Understand policy effects on production, markets, and livelihoods; 6.0 Understand rural institutions using key criteria; 7.0 Know policy-informed rural development advisory plans.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: AGRICULTURAL POLICY, INSTITUTIONS AND RURAL DEVELOPMENT			COURSE CODE: AED 412		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required to understand agricultural policies, assess rural institutions, support policy implementation, promote climate-smart development, and encourage inclusive rural transformation.						
General Objective 1.0: Understand agricultural policy in rural development.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define agricultural policy in relation to rural development. 1.2 Explain the scope of agricultural policy in extension practice. 1.3 Describe the importance of agricultural policy in rural transformation. 1.4 Explain the relationship between agricultural policy and rural livelihood improvement. 1.5 Explain the relevance of agricultural policy to extension service delivery.	• Discuss the meaning of agricultural policy using rural development examples. • Discuss the scope of agricultural policy in extension practice. • Outline the importance of policy in rural transformation. • Discuss links between policy and rural livelihoods. • Discuss policy relevance to extension service	Textbooks Lecture notes Slides Manuals Policies Guidelines Plans Briefs Charts Diagrams Flowcharts Laptop Projector Videos	• Review selected agricultural policy documents. • Identify rural development issues addressed by policies. • Prepare a simple policy summary sheet. • Identify policy relevance to farmer support. • Report links between policy and extension service delivery.	• Guide students in reviewing agricultural policy documents. • Direct students to identify rural development issues in policies. • Provide a policy summary format for student use. • Moderate identification on policy relevance to farmer support. • Guide student to review reports on the links between policy and extension delivery.	Policies Guidelines Summaries Briefs Notebooks Pens Clipboards Smartphones Camera Recorder ID cards Permission First aid

		delivery.				
General Objective 2.0: Know policies and institutions affecting farmers.						
3-4	2.1 Explain major agricultural policies and rural development programmes affecting farmers. 2.2 Explain the roles of ministries, agencies, cooperatives, NGOs and farmer organisations. 2.3 Explain the classification of rural institutions according to mandate and service functions. 2.4 Differentiate public private and community-based institutions in rural development. 2.5 Explain the relevance of selected institutions to farmer support.	• Outline examples of agricultural policies and rural development programmes. • Outline the roles of ministries agencies cooperatives NGOs and farmer organisations. • Explain grouping of rural institutions by mandate and service functions. • Distinguish public private and community-based institutions using examples. • Discuss review of institutional relevance to farmer support.	Textbooks Lecture notes Slides Guides Directories Profiles Registers Reports Charts Maps Organograms Laptop Projector Videos	• Identify rural institutions operating in a selected community. • Prepare a profile of selected agricultural institutions. • Map linkages among agencies farmers and groups. • Record services provided by rural institutions. • Present an institutional support chart.	• Guide students to identify rural institutions in selected communities. • Provide profile templates for agricultural institutions. • Demonstrate institutional linkage mapping procedures. • Coach students in recording services provided by rural institutions. • Moderate presentations of institutional support charts.	Directories Registers Profiles Reports Maps Cards Markers Charts Notebooks Pens Clipboards Smartphones Camera Recorder
General Objective 3.0: Understand institutions in extension delivery and rural transformation.						
5-6	3.1 Explain the role of institutions in extension delivery. 3.2 Explain institutional support services	• Describe institutional roles in extension delivery using field examples.	Textbooks Lecture notes Slides Manuals Reports	• Interview institutional representatives on farmer support roles.	• Brief students on interview procedures for institutional representatives.	Interview guides Checklists Forms Templates

	available to farmers. 3.3 Explain institutional contributions to food security and rural transformation. 3.4 Explain institutional collaboration relation to extension effectiveness. 3.5 Explain institutional performance indicators in farmer support.	• Outline support services provided by agricultural institutions. • Discuss institutional contributions to food security. • Discuss how institutional collaboration improves extension effectiveness. • Discuss institutional performance indicators.	Caselets Policies Profiles Charts Diagrams Matrices Laptop Projector Videos	• Observe institutional service delivery activities. • Document extension support services provided to farmers. • Prepare an institutional performance checklist. • Summarise institutional contributions to rural development.	• Supervise observation of institutional service delivery activities. • Guide documentation of extension support services. • Provide a checklist format for institutional performance review. • Review summaries on institutional contributions to rural development.	Notebooks Pens Clipboards Smartphones Recorder Camera ID cards Permission First aid
General Objective 4.0: Know basic policy analysis tools to extension and rural development issues.						
7-8	4.1 Explain basic policy analysis tools used in agricultural extension. 4.2 Explain policy problem identification and stakeholder analysis procedures. 4.3 Explain policy objectives, implementation arrangements and expected outcomes.	• Describe basic policy analysis tools used in extension practice. • Explain policy problem identification and stakeholder analysis procedures. • Discuss policy objectives implementation arrangements and	Textbooks Lecture notes Slides Guides Checklists Matrices Scorecards Rubrics Policies Briefs Reports Plans Laptop Projector	• Use a policy analysis checklist. • Identify a selected agricultural policy issue. • Prepare a stakeholder analysis table. • Compare two policy options for a rural problem.	• Demonstrate use of a policy analysis checklist. • Guide students in analysing selected agricultural policy issues. • Provide a stakeholder analysis table format. • Supervise comparison of policy options for	Checklists Matrices Scorecards Rubrics Policies Briefs Reports Plans Laptops Spreadsheets Projector Pens Rulers Folders

	4.4 Explain policy options for rural development challenges. 4.5 Explain policy relevance to farmer needs and extension priorities.	outcomes. • Discuss comparison of policy options for rural development challenges. • Discuss policy relevance to farmer needs.	Videos	• Develop a short policy advisory note.	rural problems. • Review short policy advisory notes prepared by students.	
General Objective 5.0: Understand policy effects on production, markets, and livelihoods.						
9-11	5.1 Explain policy effects on agricultural production and input use. 5.2 Explain policy influences on markets credit access and resource use. 5.3 Explain livelihood effects of selected agricultural policies. 5.4 Explain benefits and constraints of policy implementation. 5.5 Explain policy outcomes using field evidence and farmer responses.	• Describe policy effects on production and input use. • Discuss policy influences on markets credit access and resource use. • Discuss livelihood effects of selected policies. • Discuss comparison of policy benefits and implementation constraints. • Discuss policy outcomes using evidence and farmer responses.	Textbooks Lecture notes Slides Manuals Reports Caselets Datasets Policies Charts Graphs Tables Maps Laptop Projector Spreadsheet	• Collect farmer views on policy effects. • Record effects on input supply, market access and credit. • Prepare a policy impact matrix. • Explain field evidence on rural livelihoods. • Present findings on policy effects.	• Coach students on collecting farmer views about policy effects. • Guide recording of effects on inputs markets and credit. • Provide a policy impact matrix format. • Supervise analysis of field evidence on livelihoods. • Moderate presentations on policy effects.	Interview guides Questionnaires Checklists Forms Matrices Worksheets Scorecards Smartphones Recorder Camera Laptop Notebooks Pens Folders
General Objective 6.0: Know rural institutions using key criteria.						
12-13	6.1 Describe criteria for assessing rural	• Outline criteria for assessing rural	Textbooks Lecture notes	• Apply an institutional	• Demonstrate use of institutional	Checklists Rubrics

	institutions. 6.2 Explain climate responsiveness and inclusive service delivery in institutions. 6.3 Explain accountability and farmer participation mechanisms. 6.4 Explain comparison of institutional service delivery approaches. 6.5 Explain rural institutions using equity, accountability and participation indicators.	institutions. • Discuss climate responsiveness and inclusive service delivery. • Discuss accountability and farmer participation mechanisms. • Discuss comparison of institutional service delivery approaches. • Discuss institutions using equity accountability and participation indicators.	Slides Guides Checklists Rubrics Scorecards Indicators Forecasts Reports Advisories Laptop Projector Videos	assessment checklist. • Observe institutional service delivery procedures. • Record evidence of climate response gender inclusion and accountability. • Score institutional performance using indicators. • Recommend institutional improvement actions.	assessment checklists. • Supervise observation of institutional service delivery procedures. • Guide students to record evidence of inclusion climate response and accountability. • Coach students in scoring institutional performance. • Review recommended institutional improvement actions.	Scorecards Indicators Notebooks Pens Clipboards Smartphones Recorder Camera ID cards Permission First aid
General Objective 7.0: Understand policy-informed rural development advisory plans.						
14-15	7.1 Describe components of policy-informed rural development advisory plans. 7.2 Explain how farmer needs and climate risks inform advisory planning. 7.3 Explain digital systems and inclusion requirements in rural advisory plans.	• Outline components of policy-informed rural development advisory plans. • Explain links among farmer needs climate risks and advisory planning. • Discuss digital systems and	Textbooks Lecture notes Slides Guides Work plans Templates Calendars Checklists Spreadsheets Apps Platforms Laptop	• Prepare a policy-informed rural advisory plan. • Integrate farmer needs, climate risks and inclusion strategies. • Use digital tools to organise and plan information. • Present advisory	• Provide a template for policy-informed advisory planning. • Guide integration of farmer needs climate risks and inclusion strategies. • Demonstrate use of digital tools for plan organisation. • Moderate presentations of	Work plans Templates Calendars Checklists Spreadsheets Apps Platforms Internet Laptops Smartphones Projector Pens

	7.4 Explain advisory plan quality using relevance feasibility and inclusiveness criteria. 7.5 Explain implementation considerations for policy-informed rural development plans.	inclusion requirements. • Discuss review of plan quality using relevance feasibility and inclusiveness criteria. • Discuss implementation considerations for advisory plans.	Projector Internet	plan for review. • Revise advisory plan based on feedback.	advisory plans. • Support revision of advisory plans based on feedback.	Folders Files
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						

FARM BUSINESS ADVISORY AND AGRIPRENEURSHIP SUPPORT

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: FARM BUSINESS ADVISORY AND AGRIPRENEURSHIP SUPPORT	COURSE CODE: AED 413	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for farm business advisory, agripreneurship support, enterprise planning, market assessment, digital business records, climate-smart enterprise management, and inclusive rural business development.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand farm business advisory and agripreneurship support; 2.0 Know components of farm enterprises and agribusiness planning; 3.0 Understand farm business advisory for income and rural development; 4.0 Know business advisory tools for enterprise and market planning; 5.0 Understand farm enterprise performance and business potential; 6.0 Know the design of agripreneurship support plans; 7.0 Understand farm business advisory services using key criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: FARM BUSINESS ADVISORY AND AGRIPRENEURSHIP SUPPORT			COURSE CODE: AED 413		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for farm business advisory, agripreneurship support, enterprise planning, market assessment, digital business records, climate-smart enterprise management, and inclusive rural business development.						
General Objective 1.0: Understand farm business advisory and agripreneurship support.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define farm business advisory. 1.2 Explain agripreneurship support in rural enterprise development. 1.3 Describe the scope of farm business advisory services. 1.4 Distinguish farm business advisory from general extension advisory. 1.5 Explain the importance of advisory support in farm enterprise growth.	• Explain farm business advisory using local agribusiness examples. • Explain agripreneurship support with rural enterprise cases. • Explain the scope of advisory services for farm enterprises. • Explain distinctions in business advisory from	Textbooks Lecture notes Slides Manuals Charts Diagrams Posters Journals Reports Guides Laptop Projector Internet	• Identify farm business advisory situations in farming communities. • Observe agripreneurship support needs among farmers. • Record examples of farm enterprise advisory services. • Compare business advisory and production advisory activities. • Prepare brief notes on the importance of farm advisory support.	• Guide students to identify farm business advisory situations. • Orient students on observing agripreneurship support needs. • Demonstrate how to record farm enterprise advisory examples. • Coach students to compare business and production advisory activities. • Review brief notes on farm advisory support.	Notebooks Pens Clipboards Checklists Forms Templates Smartphones Camera Recorder Boots First aid ID cards

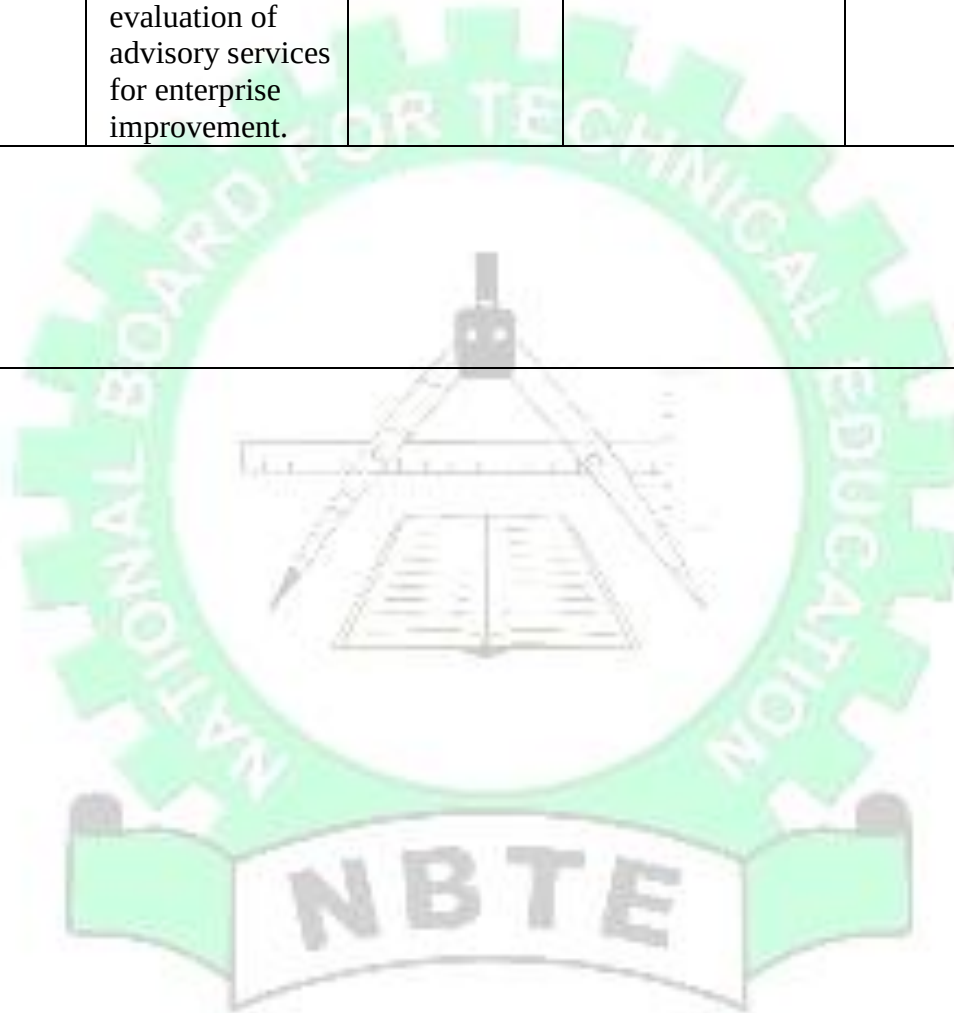
		general extension support. • Discuss the value of advisory support in enterprise growth.				
General Objective 2.0: Know components of farm enterprises and agribusiness planning.						
3-4	2.1 Describe components of farm enterprises. 2.2 Explain agribusiness planning processes. 2.3 Describe market linkage systems in rural agribusiness. 2.4 Differentiate crop, livestock, and mixed farm enterprises. 2.5 Describe entrepreneurship opportunities in rural communities.	• Present major components of farm enterprises. • Explain agribusiness planning processes using sample plans. • Explain market linkage systems with commodity examples. • Discuss crop, livestock, and mixed enterprises. • Coach students to determine rural entrepreneurship opportunities.	Textbooks Lecture notes Slides Manuals Templates Samples Guides Price-lists Catalogues Reports Laptop Projector Videos	• Identify components of selected farm enterprises. • Prepare a simple agribusiness planning outline. • Map market linkages for selected farm products. • Classify farm enterprises by type and purpose. • Select viable rural entrepreneurship opportunities.	• Guide identifying of farm enterprise components. • Provide formats for agribusiness planning outlines. • Demonstrate market linkage mapping for farm products. • Coach students to classify farm enterprises. • Support selection of viable entrepreneurship opportunities.	Templates Guides Samples Price-lists Registers Catalogues Smartphones Internet Camera Notebooks Pens Markers
General Objective 3.0: Understand farm business advisory for income and rural development.						
5-6	3.1 Explain the role of farm business advisory	• Explain how business	Textbooks Lecture notes	• Collect examples of income-	• Guide collection of income-generation	Forms Checklists

	in income generation. 3.2 Describe employment opportunities created by agripreneurship. 3.3 Explain the link between farm enterprise growth and food security. 3.4 Explain the contribution of agribusiness advisory to rural development. 3.5 Explain the relevance of advisory support to sustainable livelihoods.	advisory improves farm income. • Explain employment opportunities in agripreneurship. • Discuss the link between enterprise growth and food security. • Discuss advisory contributions to rural development. • Discuss assessment of advisory support for sustainable livelihoods.	Slides Manuals Casestudies Profiles Reports Budgets Records Statements Laptop Projector Videos	generating farm enterprises. • Document agripreneurship employment opportunities. • Record food security benefits of selected enterprises. • Prepare notes on rural development contributions. • Present field evidence on livelihood improvement.	examples. • Coach documentation of employment opportunities. • Demonstrate recording of food security benefits. • Support preparation of rural development notes. • Moderate presentations on livelihood evidence.	Templates Budgets Records Statements Smartphones Recorder Camera Notebooks Pens Clipboards
General Objective 4.0: Apply business advisory tools for enterprise and market planning.						
7-8	4.1 Describe enterprise selection tools for farm business advisory. 4.2 Explain farm budgeting procedures. 4.3 Describe calculate basic pricing elements for farm products. 4.4 Explain market assessment procedures for farm enterprises.	• Explain enterprise selection tools for advisory work. • Explain farm budgeting procedures with sample figures. • Describe calculation of	Textbooks Lecture notes Slides Guides Budgets Price-lists Records Calculators Worksheets Examples Laptop	• Use enterprise selection tools for a farm business case. • Prepare a simple farm enterprise budget. • Compute prices for selected farm products. • Conduct market	• Demonstrate use of enterprise selection tools. • Supervise preparation of farm enterprise budgets. • Guide pricing computation for farm products. • Coach students during market	Budgets Price-lists Records Calculators Worksheets Spreadsheets Laptops Smartphones Internet Notebooks Pens

	4.5 Describe suitable advisory tools for enterprise decisions.	basic pricing elements. • Discuss market assessment procedures. • Coach students to select tools for enterprise decisions.	Projector Spreadsheet	assessment for a selected enterprise. • Prepare an advisory note on enterprise choice.	assessment activities. • Review advisory notes on enterprise choice.	Rulers
General Objective 5.0: Understand farm enterprise performance and business potential.						
9-10	5.1 Describe indicators of farm enterprise performance. 5.2 Explain market opportunity analysis for farm businesses. 5.3 Explain business risks and resource constraints. 5.4 Explain comparison of enterprise costs, returns, and profit potential. 5.5 Explain enterprise records for advisory decisions.	• Describe indicators of farm enterprise performance. • Explain market opportunity analysis with local examples. • Discuss analysis of risks and resource constraints. • Discuss comparison of costs, returns, and profit potential. • Discuss records for advisory decisions.	Textbooks Lecture notes Slides Guides Records Reports Indicators Price-lists Trends Catalogues Laptop Projector Spreadsheet	• Collect enterprise performance data from farm records. • Prepare a market opportunity summary. • Identify risks and constraints in selected enterprises. • Calculate costs, returns, and profit potential. • Prepare advisory recommendations from enterprise records.	• Guide collection of enterprise performance data. • Provide formats for market opportunity summaries. • Coach identification of risks and constraints. • Demonstrate cost, return, and profit calculations. • Review advisory recommendations from records.	Records Forms Checklists Budgets Calculators Worksheets Laptops Spreadsheet Internet Notebooks Pens Clipboards
General Objective 6.0: Know the design of agripreneurship support plans.						
11-12	6.1 Describe components of agripreneurship	• Explain components of	Textbooks Lecture notes	• Prepare an agripreneurship	• Provide formats for agripreneurship plan	Spreadsheets Sheets

	support plans. 6.2 Explain digital records used in farm business planning. 6.3 Explain climate-smart practices for enterprise management. 6.4 Explain inclusive participation strategies for rural businesses. 6.5 Explain simple plan elements for agripreneurship support.	agripreneurship support plans. • Explain digital record systems used in farm business planning. • Discuss analysis of climate-smart enterprise practices. • Coach students to select inclusive participation strategies.	Slides Manuals Templates Samples Guides Spreadsheets Sheets Apps Calendars Advisories Guides	support plan outline. • Create digital records for a selected farm enterprise. • Integrate climate-smart practices in enterprise plans. • Develop women and youth participation strategies. • Present a simple agripreneurship support plan.	outlines. • Demonstrate digital record creation for farm enterprises. • Guide inclusion of climate-smart practices in plans. • Coach students on integration of women and youth participation strategies. • Moderate presentation of agripreneurship support plans.	Apps Templates Guides Samples Calendars Advisories Checklists Laptops Smartphones Internet
General Objective 7.0: Understand farm business advisory services using key criteria.						
13-15	7.1 Describe criteria for evaluating farm business advisory services. 7.2 Explain indicators of profitability and sustainability. 7.3 Explain digital relevance in farm business advisory. 7.4 Explain comparison of gender and youth engagement in agripreneurship services. 7.5 Explain advisory	• Present criteria for evaluating farm business advisory services. • Clarify indicators of profitability and sustainability. • Discuss analysis of digital relevance in advisory services. • Discuss comparison of	Textbooks Lecture notes Slides Guides Rubrics Checklists Indicators Statements Budgets Reports Laptop Projector Spreadsheet	• Assess advisory services using evaluation checklists. • Measure profitability and sustainability indicators. • Review digital tools used in advisory delivery. • Evaluate gender and youth engagement in farm businesses. • Prepare a farm	• Provide evaluation checklist formats for student use. • Guide measurement of profitability and sustainability indicators. • Coach review of digital tools in advisory delivery. • Support evaluation of gender and youth engagement. • Review farm business advisory evaluation reports.	Checklists Rubrics Indicators Budgets Statements Reports Laptops Projector Internet Pens Notebooks Markers

	services for enterprise improvement.	gender and youth engagement. • Discuss evaluation of advisory services for enterprise improvement.		business advisory evaluation report.		
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						



EXTENSION ADMINISTRATION, PERSONNEL MANAGEMENT AND LEADERSHIP

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: EXTENSION ADMINISTRATION, PERSONNEL MANAGEMENT AND LEADERSHIP	COURSE CODE: AED 414	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for extension administration, leadership practice, team coordination, digital field supervision, climate-responsive decision-making, and inclusive extension service delivery.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand extension administration and leadership; 2.0 Know administrative structures and leadership functions; 3.0 Understand leadership in extension delivery and staff performance; 4.0 Understand administrative procedures in planning and managing extension activities; 5.0 Understand leadership challenges in extension organisations; 6.0 Know digital tools for coordination, supervision, and reporting; 7.0 Know extension leadership practices using key criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: EXTENSION ADMINISTRATION, PERSONNEL MANAGEMENT AND LEADERSHIP			COURSE CODE: AED 414	CONTACT HOURS: 3 HOURS/WEEK		
			CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK		
YEAR: II SEMESTER: I			PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for extension administration, leadership practice, team coordination, digital field supervision, climate-responsive decision-making and inclusive extension service delivery.						
General Objective 1.0: Understand extension administration and leadership.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define extension administration and leadership in agricultural extension. 1.2 Explain the scope of extension administration in rural advisory work. 1.3 Explain principles guiding extension administration and leadership. 1.4 Explain comparison of administration and leadership in extension service delivery. 1.5 Explain the relevance of administration and leadership to extension effectiveness.	• Explain definitions of extension administration and leadership using extension examples. • Describe the scope of extension administration in rural advisory work. • Outline principles guiding extension administration and leadership. • Discuss	Textbooks Lecture notes Slides Manuals Charts Diagrams Organograms Posters Journals Reports Policies Caselets Laptop Projector Videos	• Identify administrative tasks in an extension organisation. • Prepare a simple extension administration organogram. • Observe leadership roles in a simulated extension office. • Record examples of administrative and leadership duties. • Prepare a summary of extension	• Guide students to identify administrative tasks in extension organisations. • Provide organogram formats for extension administration structures. • Supervise observation of leadership roles during simulation. • Coach students in recording administrative and leadership duties. • Review summaries of extension	Notebooks Pens Clipboards Organograms Schedules Registers Templates Smartphones Camera Recorder ID cards Permission First aid

		distinctions in administration from leadership in extension delivery. • Discuss the relevance of administration and leadership to extension effectiveness.		administration functions.	administration functions.	
General Objective 2.0: Know administrative structures and leadership functions.						
3-4	2.1 Describe administrative structures used in extension organisations. 2.2 Explain major leadership styles in extension work (e.g autocratic, democratic, laissez faire etc) 2.3 Explain the classification of management functions used in extension organisations. 2.4 Explain the relationship between leadership style and staff performance. 2.5 Explain the suitability of leadership styles for different extension situations.	• Outline administrative structures used in extension organisations. • Describe major leadership styles in extension work. • Discuss grouping of management functions used in extension organisations. • Discuss review of links between leadership style and staff performance.	Textbooks Lecture notes Slides Guides Caselets Profiles Scenarios Charts Organograms Flowcharts Diagrams Laptop Projector Videos	• Draw an organisational chart for an extension unit. • Classify leadership styles from selected case situations. • Prepare a duty list for extension management functions. • Simulate a team coordination meeting. • Present a leadership style profile.	• Demonstrate preparation of organisational charts for extension units. • Guide students to classify leadership styles from case situations. • Provide duty list formats for management functions. • Moderate simulated team coordination meetings. • Review leadership style profiles prepared by students.	Organograms Duty-lists Schedules Registers Scenarios Profiles Cards Rubrics Smartphones Recorder Camera Pens Folders Files

		• Discuss leadership style suitability for different situations.				
General Objective 3.0: Understand leadership in extension delivery and staff performance.						
5-6	3.1 Explain the role of leadership in extension service delivery. 3.2 Explain leadership contributions to staff performance and motivation. 3.3 Explain leadership support for farmer groups and rural advisory services. 3.4 Relate effective leadership to rural development outcomes. 3.5 Explain leadership indicators for extension service improvement.	• Discuss leadership roles in extension service delivery using field examples. • Outline leadership contributions to staff performance and motivation. • Discuss leadership support for farmer groups. • Explain links between leadership effectiveness and rural development outcomes. • Discuss leadership indicators for service	Textbooks Lecture notes Slides Manuals Reports Caselets Policies Profiles Charts Matrices Diagrams Laptop Projector Videos	• Interview extension personnel on leadership support roles. • Observe staff coordination during extension activity planning. • Document leadership support provided to farmer groups. • Prepare a service delivery checklist. • Summarise leadership contributions to rural development.	• Brief students on interview procedures for extension personnel. • Supervise observation of staff coordination during planning. • Guide documentation of leadership support to farmer groups. • Provide a service delivery checklist format. • Review summaries on leadership contributions to rural development.	Interview-guides Checklists Forms Templates Notebooks Pens Clipboards Smartphones Recorder Camera ID cards Permission First aid

		improvement.				
General Objective 4.0: Apply administrative procedures in planning and managing extension activities.						
7-8	4.1 Describe administrative procedures used in extension activity planning. 4.2 Explain procedures for organising and assigning extension duties. 4.3 Explain supervision and reporting procedures in field extension work. 4.4 Explain comparison of reporting formats used for extension activities. 4.5 Explain administrative procedures for improving extension coordination.	• Explain administrative procedures used in extension activity planning. • Demonstrate procedures for organising and assigning extension duties. • Discuss supervision and reporting procedures. • Discuss comparison of reporting formats used for extension activities. • Discuss administrative procedures for coordination improvement.	Textbooks Lecture notes Slides Guides Workplans Schedules Reports Templates Charts Flowcharts Calendars Laptop Projector Videos	• Prepare an extension activity workplan. • Assign duties to members of a simulated extension team. • Supervise a simulated field advisory activity. • Complete an extension activity report. • Update an activity tracking log.	• Provide a workplan template for extension activity planning. • Guide students in assigning duties to simulated extension team members. • Supervise students during simulated field advisory activities. • Demonstrate completion of extension activity reports. • Coach students on updating activity tracking logs.	Workplans Schedules Calendars Templates Reports Logs Registers Forms Laptops Smartphones Spreadsheet Pens Folders Files
General Objective 5.0: Understand leadership challenges in extension organisations.						
9-11	5.1 Describe leadership challenges affecting extension personnel and	• Explain leadership challenges	Textbooks Lecture notes Slides	• Identify leadership challenges in a case situation.	• Guide students to identify leadership challenges in case	Scenarios Profiles Cards

	farmer groups. 5.2 Explain causes of leadership challenges in field operations. 5.3 Explain effects of weak leadership on rural advisory systems. 5.4 Explain comparison of strategies for managing team and farmer group challenges. 5.5 Describe solutions for improving leadership performance in extension work.	affecting extension personnel and farmer groups. • Discuss causes of leadership challenges in field operations. • Discuss effects of weak leadership on advisory systems. • Discuss comparison of strategies for managing team and farmer group challenges. • Discuss solutions for improving leadership performance.	Manuals Caselets Scenarios Profiles Reports Matrices Scorecards Rubrics Checklists Laptop Projector Videos	• Classify challenges into personnel group and operational issues. • Role-play conflict handling in extension teams. • Prepare a leadership problem-solving matrix. • Recommend actions for improving extension leadership.	situations. • Coach students to classify challenges by personnel group and operational issues. • Moderate role-play on conflict handling in extension teams. • Provide a problem-solving matrix format. • Review recommended actions for improving extension leadership.	Rubrics Matrices Checklists Scorecards Notebooks Pens Clipboards Smartphones Recorder Camera
General Objective 6.0: Know digital tools for coordination, supervision, and reporting.						
12-13	6.1 Describe digital tools used for extension administration and supervision. 6.2 Explain digital procedures for staff coordination and	• Outline digital tools used for extension administration and supervision. • Describe digital procedures for	Textbooks Lecture notes Slides Guides Apps Platforms Forms	• Set up a digital staff coordination group. • Complete a digital field activity report. • Enter supervision	• Demonstrate set up of digital staff coordination groups. • Guide students in completing digital field activity reports. • Supervise entry of	WhatsApp Forms Spreadsheets Dashboards Laptops Smartphones Internet

	activity reporting. 6.3 Explain digital systems for field supervision and performance tracking. 6.4 Explain comparison of digital tools for communication reporting and monitoring. 6.5 Explain ethical and data security issues in digital extension administration.	staff coordination and activity reporting. • Discuss digital systems for supervision and performance tracking. • Discuss comparison of digital tools for communication reporting and monitoring. • Explain ethical and data security issues in digital extension administration.	Dashboards Laptop Projector Internet Videos Manuals Policies Protocols	records into a spreadsheet. • Track team performance using a simple dashboard. • Submit a digital extension supervision summary.	supervision records into spreadsheets. • Coach students on tracking team performance with dashboards. • Review digital extension supervision summaries.	Projector Templates Logs Reports Checklists Chargers Power bank Extension
General Objective 7.0: Know extension leadership practices using key criteria.						
14-15	7.1 Explain indicators for evaluating extension leadership practices. 7.2 Explain accountability, climate responsiveness, gender inclusion and teamwork indicators. 7.3 Explain evidence of effective service delivery in extension leadership.	• Describe indicators for evaluating extension leadership practices. • Explain accountability climate responsiveness gender	Textbooks Lecture notes Slides Guides Indicators Rubrics Scorecards Checklists Forecasts Advisories Reports	• Develop an extension leadership assessment checklist. • Score leadership practices using selected indicators. • Collect feedback on teamwork and	• Provide a checklist format for leadership assessment. • Guide students in scoring leadership practices with indicators. • Coach students on collecting feedback about teamwork and	Checklists Indicators Rubrics Scorecards Forms Templates Feedback-sheets Laptops Smartphones Projector

	7.4 Explain comparison of leadership practices across selected extension situations. 7.5 Explain extension leadership practices using accountability inclusion and service indicators.	inclusion and teamwork indicators. • Discuss evidence of service effectiveness. • Discuss comparison of leadership practices across selected situations. • Discuss leadership practices using approved indicators.	Laptop Projector Internet	service effectiveness. • Prepare a leadership evaluation report. • Present an improvement plan for extension leadership.	service effectiveness. • Review leadership evaluation reports prepared by students. • Moderate presentations of improvement plans.	Pens Folders Files
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						

EXTENSION PROGRAMME PLANNING, IMPLEMENTATION, SUPERVISION AND EVALUATION

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: EXTENSION PROGRAMME PLANNING, IMPLEMENTATION, SUPERVISION AND EVALUATION	COURSE CODE: AED 415	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for extension programme planning, field implementation, monitoring, evaluation, digital reporting, climate-smart advisory planning, and inclusive farmer participation.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the meaning, principles, and stages of extension programme planning; 2.0 Know components of extension programme implementation, monitoring, and evaluation; 3.0 Understand programme planning in farmer education and adoption; 4.0 Understand participatory planning for farmer needs and priorities; 5.0 Understand programme resources, challenges, risks, and outcomes; 6.0 Know the design of extension programme plans; 7.0 Understand extension programmes using key criteria; 8.0 Know supervision tools for field monitoring and service improvement.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: EXTENSION PROGRAMME PLANNING, IMPLEMENTATION, SUPERVISION AND EVALUATION			COURSE CODE: AED 415		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for extension programme planning, field implementation, monitoring, evaluation, digital reporting, climate-smart advisory planning, and inclusive farmer participation.						
General Objective 1.0: Understand the meaning, principles, and stages of extension programme planning.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define extension programme planning in agricultural extension. 1.2 Explain principles guiding extension programme planning. 1.3 Describe stages involved in extension programme planning. 1.4 Explain comparison of short-term and long-term extension programme plans. 1.5 Explain the relevance of planning to extension programme success.	• Explain extension programme planning using rural advisory examples. • Discuss planning principles that support effective extension work. • Outline the stages involved in extension programme planning. • Explain distinctions in short-term and long-term plans. • Discuss the relevance of planning to programme success.	Textbooks Lecture notes Slides Manuals Work plans Calendars Templates Charts Flowcharts Diagrams Timelines Posters Laptop Projector Videos	• Identify stages of an extension programme plan. • Prepare a simple programme planning outline. • Arrange planning steps in logical sequence. • Complete a planning template for an extension problem. • Present a draft planning framework.	• Guide students to identify stages of programme planning. • Provide planning outline formats for practical use. • Demonstrate sequencing of planning steps. • Supervise completion of programme planning templates. • Moderate presentation of draft planning frameworks.	Templates Workplans Calendars Checklists Notebooks Pens Clipboards Smartphones Laptop Projector Files Folders Markers

General Objective 2.0: Know components of extension programme implementation, monitoring and evaluation.						
3-4	2.1 Explain components of extension programme implementation. 2.2 Explain monitoring and evaluation components in extension programmes. 2.3 Explain the relationship between implementation, monitoring and evaluation. 2.4 Explain indicators used for programme monitoring and evaluation. 2.5 Explain the importance of elements of extension administration in programme planning and implementation.	• Describe major components of implementation monitoring and evaluation. • Describe monitoring and evaluation components using programme examples. • Explain links among implementation monitoring and evaluation. • Discuss indicators used for M&E. • Discuss coordination in programme implementation.	Textbooks Lecture notes Slides Guides Indicators Checklists Scorecards Reports Charts Matrices Flowcharts Laptop Projector Videos	• Identify implementation monitoring and evaluation components. • Prepare an implementation component chart. • Select indicators for a sample extension programme. • Develop a simple monitoring checklist. • Prepare an M&E component summary.	• Guide students to identify key programme components. • Provide formats for implementation component charts. • Coach students in selecting indicators for sample programmes. • Demonstrate preparation of monitoring checklists. • Review M&E component summaries prepared by students.	Indicators Checklists Scorecards Templates Forms Registers Reports Smartphones Spreadsheet Laptop Pens Files Folders
General Objective 3.0: Understand programme planning in farmer education and adoption.						
5-6	3.1 Explain the importance of programme planning in farmer education. 3.2 Explain how planning supports technology adoption and climate resilience. 3.3 Explain links between	• Discuss the importance of planning in farmer education. • Describe how planning supports adoption and climate resilience. • Discuss links	Textbooks Lecture notes Slides Manuals Reports Policies Caselets Journals	• Observe planned and unplanned extension activity examples. • Prepare a farmer education activity plan. • Link programme activities to	• Guide observation of planned and unplanned activity examples. • Provide farmer education activity plan templates. • Coach students in linking activities	Templates Workplans Schedules Checklists Forecasts Advisories Risk-maps Notebooks Pens

	programme planning and rural development. 3.4 Explain comparison of planned and unplanned extension activities. 3.5 Explain planning contributions to farmer participation and programme outcomes.	between planning and rural development. • Discuss comparison of planned and unplanned extension activities. • Discuss planning contributions to programme outcomes.	Forecasts Advisories Guides Laptop Projector Videos	adoption and resilience needs. • Record planning benefits from field examples. • Present a summary of planning relevance.	to adoption and resilience needs. • Show students how to record planning benefits from field examples. • Moderate presentation of planning relevance summaries.	Clipboards Smartphones Camera Recorder
General Objective 4.0: Apply participatory planning for farmer needs and priorities.						
7-8	4.1 Explain participatory planning methods used in extension programmes. 4.2 Explain farmer needs identification in programme planning. 4.3 Explain priority-setting procedures in participatory extension planning. 4.4 Explain comparison of extension activities selected for different farmer needs. 4.5 Explain participatory planning methods for farmer ownership and relevance.	• Describe participatory planning methods used in extension programmes. • Discuss farmer needs identification procedures. • Discuss priority-setting procedures. • Discuss comparison of extension activities for different farmer needs. • Discuss participatory methods for ownership and relevance.	Textbooks Lecture notes Slides Guides PRA-tools Ranking-cards Matrices Checklists Charts Diagrams Maps Laptop Projector Videos	• Conduct a farmer needs identification exercise. • Facilitate a participatory priority-setting session. • Select extension activities for identified farmer needs. • Prepare a problem priority matrix. • Present a participatory planning output.	• Coach students during farmer needs identification exercises. • Supervise participatory priority-setting sessions. • Guide students in selecting extension activities for identified needs. • Provide a problem priority matrix format. • Moderate presentation of participatory	Ranking-cards Matrices Checklists Maps Notebooks Pens Clipboards Flipchart Markers Tape Cards ID cards First aid Permission

					planning outputs.	
General Objective 5.0: Understand programme resources, challenges, risks, and outcomes.						
9-11	5.1 Explain resources required for extension programme implementation. 5.2 Explain farmer participation indicators in extension programmes. 5.3 Explain implementation challenges affecting extension programme delivery. 5.4 Explain climate risks and expected outcomes in programme planning. 5.5 Explain resource use and participation evidence for programme improvement.	• Discuss resources required for extension programme implementation. • Describe farmer participation indicators using extension examples. • Discuss implementation challenges. • Discuss assessment of climate risks and expected outcomes. • Discuss resource use and participation evidence.	Textbooks Lecture notes Slides Manuals Matrices Scorecards Rubrics Checklists Forecasts Advisories Risk-guides Laptop Projector Videos	• Prepare a programme resource list. • Measure farmer participation using selected indicators. • Identify implementation challenges from a case study. • Prepare a climate-risk and outcome matrix. • Recommend solutions for implementation improvement.	• Guide students in preparing programme resource lists. • Demonstrate measurement of farmer participation indicators. • Moderate case review on implementation challenges. • Provide a climate-risk and outcome matrix format. • Review recommended solutions for implementation improvement.	Matrices Scorecards Checklists Rubrics Budgets Schedules Work plans Templates Smartphones Laptop Spreadsheet Notebooks Pens Clipboards
General Objective 6.0: Know the design of extension programme plans.						
12-13	6.1 Describe components of a simple extension programme plan. 6.2 Explain how digital tools support programme planning and reporting. 6.3 Explain climate-smart	• Outline components of a simple extension programme plan. • Describe Explain how digital tools support programme planning and	Textbooks Lecture notes Slides Guides Spreadsheets Forms Dashboards	• Design a simple extension programme plan. • Use a spreadsheet to prepare a programme budget. • Integrate climate-smart advisory need	• Provide programme plan templates for student use. • Demonstrate spreadsheet use for programme budgeting.	Spreadsheets Forms Apps Dashboards Templates Budgets Workplans Schedules

	advisory needs in programme design. 6.4 Explain gender inclusion and community priorities in extension plans. 6.5 Explain the quality of extension programme plans using planning criteria.	reporting. • Discuss climate-smart advisory needs. • Discuss review of gender inclusion and community priorities. • Discuss programme plan quality using criteria.	Apps Templates Workplans Budgets Schedules Laptop Projector Internet	activities in the plan. • Integrate gender and community priorities into programme activities. • Submit a digital programme planning report.	• Guide students in adding climate-smart advisory activities. • Coach students on integrating gender and community priorities. • Review digital programme planning reports.	Laptops Smartphones Internet Projector Chargers Power bank Extension
General Objective 7.0: Understand extension programmes using key criteria.						
14	7.1 Explain criteria for evaluating extension programmes. 7.2 Explain the relevance, effectiveness, efficiency, sustainability and accountability indicators. 7.3 Explain farmer impact evidence from extension programme activities. 7.4 Explain comparison of evaluation findings across selected programme situations. 7.5 Explain extension programme performance using approved criteria.	• Describe criteria for evaluating extension programmes. • Explain relevance effectiveness efficiency sustainability and accountability indicators. • Discuss farmer impact evidence. • Discuss comparison of evaluation findings across programme situations. • Discuss programme performance using approved criteria.	Textbooks Lecture notes Slides Guides Indicators Rubrics Scorecards Checklists Reports Caselets Journals Policies Laptop Projector Internet	• Develop an extension programme evaluation checklist. • Score programme performance using selected indicators. • Collect farmer feedback on programme usefulness. • Prepare an evaluation report with recommendations. • Present programme improvement actions.	• Provide checklist formats for programme evaluation. • Guide students in scoring programme performance with indicators. • Coach students on collecting farmer feedback. • Review evaluation reports with recommendations. • Moderate presentations of programme improvement actions.	Checklists Indicators Rubrics Scorecards Forms Feedback-sheets Templates Reports Laptops Smartphones Projector Pens Files Folders

General Objective 8.0: Know supervision tools for field monitoring and service improvement.						
15	8.1 Explain the meaning and purpose of extension supervision in agricultural extension and rural development. 8.2 Explain the major tools used in extension supervision. 8.3 Explain the roles of supervisors in field monitoring and personnel coordination. 8.4 Explain the importance of farmer feedback in extension supervision. 8.5 Describe the use of supervision reports in improving extension service delivery.	• Describe the concept and importance of extension supervision. • Describe common extension supervision tools such as checklists, schedules, feedback forms, and reporting templates. • Describe the role of supervision in monitoring field activities and extension personnel. • Discuss farmer feedback as a tool for assessing extension service quality.	Textbooks Lecture notes Slides Guides Indicators Rubrics Scorecards Checklists Reports Caselets Journals Policies Laptop Projector Internet	• Apply field monitoring checklists during extension supervision. • Prepare staff schedules for field extension activities. • Use farmer feedback forms during community advisory visits. • Complete supervision report templates after field monitoring. • Demonstrate the use of digital tools for extension supervision reporting	• Demonstrate how to use field monitoring checklists. • Guide students in preparing staff duty schedules. • Organize role-play exercises on farmer feedback collection. • Assign students to complete sample supervision reports. • Supervise students during simulated field monitoring activities. • Evaluate students' practical reports and presentations. • Guide students in reviewing sample supervision reports	Checklists Indicators Rubrics Scorecards Forms Feedback-sheets Templates Reports Laptops Smartphones Projector Pens Files Folders
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						

FIELD PRACTICAL II (PARTICIPATORY EXTENSION PRACTICE)

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: FIELD PRACTICAL II (PARTICIPATORY EXTENSION PRACTICE)	COURSE CODE: AED 416	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 0
YEAR: II SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 3 HOURS/WEEK
GOAL: This course is designed to equip students with the skills required for participatory extension practice, farmer engagement, field facilitation, digital field reporting, climate-smart advisory support, and inclusive community-based extension delivery.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know participatory extension practice; 2.0 Know participatory tools used in farmer engagement and field facilitation; 3.0 Understand farmer participation in extension planning and adoption; 4.0 Apply participatory methods in farmer engagement and advisory activities; 5.0 Understand field information for participatory extension planning; 6.0 Demonstrate participatory facilitation and digital reporting skills; 7.0 Evaluate participatory extension activities using key criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: FIELD PRACTICAL II (PARTICIPATORY EXTENSION PRACTICE)		COURSE CODE: AED 416		CONTACT HOURS: 3 HOURS/WEEK		
		CREDIT UNIT: 3		THEORETICAL: 0		
YEAR: II SEMESTER: I		PRE-REQUISITE: NIL		PRACTICAL: 3 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the skills required for participatory extension practice, farmer engagement, field facilitation, digital field reporting, climate-smart advisory support, and inclusive community-based extension delivery.						
General Objective 1.0: Understand participatory extension practice.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2				- Identify participatory extension situations in rural communities. - Observe farmer engagement processes during field activities. - Record examples of participatory advisory practice. - Compare participatory and non-participatory field interactions. - Prepare a brief field note on participation in extension	- Guide students to identify participatory situations in communities. - Orient students on observing farmer engagement processes. - Demonstrate how to record participatory advisory examples. - Coach students in comparing field interaction approaches. - Review brief field notes on participation in	Notebooks Pens Clipboards Checklists Forms Templates Smartphones Camera Recorder Boots First aid ID cards

				delivery.	extension delivery.	
General Objective 2.0: Know participatory tools used in farmer engagement and field facilitation.						
3-4				• Use community maps during field diagnosis. • Conduct ranking exercises with farmer groups. • Carry out a transect walk in a selected community. • Facilitate a focus group discussion on farmer needs. • Select suitable tools for field demonstration planning.	• Demonstrate use of community maps for field diagnosis. • Supervise ranking exercises with farmer groups. • Guide students during community transect walks. • Model focus group facilitation on farmer needs. • Support tool selection for field demonstration planning.	Maps Cards Markers Stickers Flipchart Tape Boards Smartphones Camera Recorder Boots First aid ID cards
General Objective 3.0: Understand farmer participation in extension planning and adoption.						
5-6				• Record farmer inputs during planning sessions. • Document farmer responses to Explaind technologies. • Collect farmer feedback on climate-smart practices. • Prepare a participation	• Coach students in recording farmer inputs during planning sessions. • Guide documentation of farmer responses to technologies. • Supervise feedback collection on climate-smart practices. • Provide formats for	Registers Forms Checklists Templates Forecasts Advisories Calendars Smartphones Recorder Camera Notebooks Pens Markers

				record for group activities. • Present field evidence on farmer participation.	participation records. • Moderate presentations on participation evidence.	
General Objective 4.0: Apply participatory methods in farmer engagement and advisory activities.						
7-8				• Facilitate farmer meetings using participatory methods. • Conduct group discussions with farmer groups. • Demonstrate improved practices during field sessions. • Apply advisory methods in community-based activities. • Prepare a field report on methods used.	• Supervise farmer meeting facilitation practice. • Coach students during farmer group discussions. • Demonstrate procedures for improved practice demonstrations. • Guide application of advisory methods in communities. • Review field reports on methods used.	Seeds Samples Posters Models Flipchart Markers Cards Smartphones Camera Recorder Boots Gloves First aid
General Objective 5.0: Understand field information for participatory extension planning.						
9-10				• Collect field data on farmer needs. • Tabulate production constraints from farmer groups. • Map climate risks	• Guide field data collection on farmer needs. • Demonstrate tabulation of production constraints.	Forms Checklists Registers Templates Maps Cards Markers

				and local resources. • Record digital access and gender participation data. • Prepare advisory notes from field information.	• Supervise climate-risk and resource mapping. • Coach students in recording digital access and gender data. • Review advisory notes from field information.	Smartphones GPS Camera Notebooks Pens Clipboards
General Objective 6.0: Demonstrate participatory facilitation and digital reporting skills.						
11-12				• Lead field diagnosis with farmer groups. • Facilitate farmer education sessions. • Manage demonstration activities with farmers. • Collect farmer feedback using digital tools. • Submit digital field reports.	• Supervise students during field diagnosis activities. • Coach students in farmer education facilitation. • Guide demonstration management with farmer groups. • Demonstrate digital feedback collection procedures. • Review submitted digital field reports.	KoboCollect ODK Sheets WhatsApp Checklists Forms Registers Smartphones Laptops Internet Chargers Power bank Extension
General Objective 7.0: Evaluate participatory extension activities using key criteria.						
13-15				• Assess participatory activities using evaluation checklists. • Measure farmer	• Provide evaluation checklist formats for student use. • Guide measurement of farmer relevance and community	Checklists Rubrics Indicators Scorecards Reports Tables

				relevance and community impact. • Review activities for climate and gender responsiveness. • Prepare improvement recommendations from field evidence. • Present a participatory extension evaluation report.	impact. • Coach review of climate and gender responsiveness. • Support preparation of evidence-based recommendations. • Moderate presentation of evaluation reports.	Templates Laptops Projector Internet Pens Notebooks Markers
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						

APPLIED STATISTICS FOR EXTENSION RESEARCH

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: APPLIED STATISTICS FOR EXTENSION RESEARCH	COURSE CODE: AED 417	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: I	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for statistical reasoning, extension data analysis, digital data handling, climate-risk interpretation, and inclusive evidence-based advisory practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand applied statistics in extension research; 2.0 Know statistical concepts used in extension studies; 3.0 Understand statistics in evidence-based advisory services and rural development planning; 4.0 Know basic statistical methods to extension data; 5.0 Understand extension data on needs, constraints, risks, and participation; 6.0 Know tools for data entry, analysis, presentation, and reporting; 7.0 Understand statistical findings using key criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: APPLIED STATISTICS FOR EXTENSION RESEARCH			COURSE CODE: AED 417		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: I			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for statistical reasoning, extension data analysis, digital data handling, climate-risk interpretation, and inclusive evidence-based advisory practice.						
General Objective 1.0: Understand applied statistics in extension research.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define applied statistics in extension research. 1.2 Explain the scope of statistics in agricultural extension studies. 1.3 Explain the relevance of statistics to farmer advisory work. 1.4 Distinguish raw data from organised statistical information. 1.5 Explain the role of applied statistics in extension decision-making.	• Explain applied statistics using extension research examples. • Discuss the scope of statistics in farm and community studies. • Discuss the relevance of statistics to farmer advisory services. • Explain distinctions between raw data from organised information. • Discuss the role of statistics in extension decisions.	Textbooks Lecture notes Slides Manuals Charts Diagrams Tables Graphs Journals Reports Guides Laptop Projector Internet	• Identify extension research situations requiring statistics. • Identify data needs from farmers and rural groups. • Sort data examples into raw and organised forms. • Prepare a simple data-use chart for extension decisions. • Present examples of statistical use in advisory practice.	• Guide students to identify statistical situations in extension research. • Coach students in identifying data needs from farmers and groups. • Demonstrate sorting of raw and organised data examples. • Provide a data-use chart format for student practice. • Moderate presentations on statistical use in advisory practice.	Notebooks Pens Clipboards Datasets Records Forms Templates Smartphones Laptops Projector Reports Guides Samples

General Objective 2.0: Know statistical concepts used in extension studies.						
3-4	2.1 Define population, sample, variable, and parameter. 2.2 Explain measurement scales used in extension data. 2.3 Explain descriptive and inferential statistics. 2.4 Distinguish qualitative data from quantitative data. 2.5 Explain basic statistical terms in extension studies.	• Explain major statistical concepts used in extension studies. • Explain measurement scales using farm-based examples. • Describe descriptive and inferential statistics with simple cases. • Explain distinctions in qualitative and quantitative data. • Describe interpretation of statistical terms in extension contexts.	Textbooks Lecture notes Slides Manuals Glossary Charts Examples Tables Journals Reports Guides Laptop Projector Internet	• Classify data by type and measurement scale. • Code variables from farmer survey examples. • Prepare a data dictionary for a simple survey. • Group statistical terms according to their uses. • Present a concept chart for extension research data.	• Guide students in classifying data types and measurement scales. • Demonstrate variable coding from farmer survey examples. • Provide a data dictionary template for student use. • Coach students in grouping statistical terms by use. • Moderate concept chart presentations.	Datasets Codebooks Forms Templates Notebooks Pens Markers Cards Laptops Spreadsheets Projector Glossary Samples Guides
General Objective 3.0: Understand statistics in evidence-based advisory services and rural development planning.						
5-6	3.1 Explain the importance of statistics in advisory services. 3.2 Describe the use of statistics in rural development planning. 3.3 Explain statistical evidence for farmer	• Explain the importance of statistics in advisory service delivery. • Explain statistical use in rural development planning. • Discuss	Textbooks Lecture notes Slides Manuals Reports Plans Indicators Records Charts Tables	• Review extension records for planning information. • Extract statistical evidence from sample reports. • Prepare a planning table from extension data.	• Guide review of extension records for planning information. • Demonstrate extraction of evidence from sample reports. • Provide a planning table format for	Records Reports Datasets Indicators Tables Templates Checklists Laptops Spreadsheets Projector

	support decisions. 3.4 Explain the relationship between data quality and advisory accuracy. 3.5 Explain the value of reliable statistics in extension programme planning.	interpretation of evidence for farmer support decisions. • Discuss analysis of data quality and advisory accuracy. • Discuss the value of reliable statistics.	Graphs Laptop Projector Internet	• Check data quality using reliability, validity and accuracy criteria. • Present statistical evidence for advisory decisions.	student use. • Coach students in checking data quality. • Moderate presentations on evidence-based advisory decisions.	Pens Notebooks Markers
General Objective 4.0: Know basic statistical methods to extension data.						
7-8	4.1 Explain frequency distribution for extension data. 4.2 Explain measures of central tendency (Mean, median and mode) 4.3 Describe measures of dispersion. 4.4 Explain percentages, ratios, and rates in extension records. 4.5 Describe tables and charts generated from extension data.	• Explain frequency distribution using farmer data examples. • Discuss computation of mean, median, and mode. • Explain range and standard deviation using simple data. • Discuss analysis of percentages, ratios, and rates. • Explain interpretation of tables and charts from extension data.	Textbooks Lecture notes Slides Manuals Calculators Formulae Worksheets Tables Charts Graphs Laptop Projector Spreadsheet	• Prepare frequency tables from farmer data. • Calculate mean, median, and mode. • Compute range and simple variation values. • Calculate percentages, ratios, and rates. • Generate tables and charts from extension data.	• Demonstrate frequency table preparation from farmer data. • Supervise calculation of mean, median, and mode. • Guide computation of range and simple variation values. • Coach students in calculating percentages, ratios, and rates. • Support generation of tables and charts.	Calculators Worksheets Formulae Datasets Tables Templates Laptops Spreadsheets Projector Pens Notebooks Rulers
General Objective 5.0: Understand extension data on needs, constraints, risks, and participation.						
9-10	5.1 Describe variables related to farmer	• Explain variables linked to farmer	Textbooks Lecture notes	• Enter farmer-needs data into a	• Demonstrate spreadsheet entry for	Datasets Forms

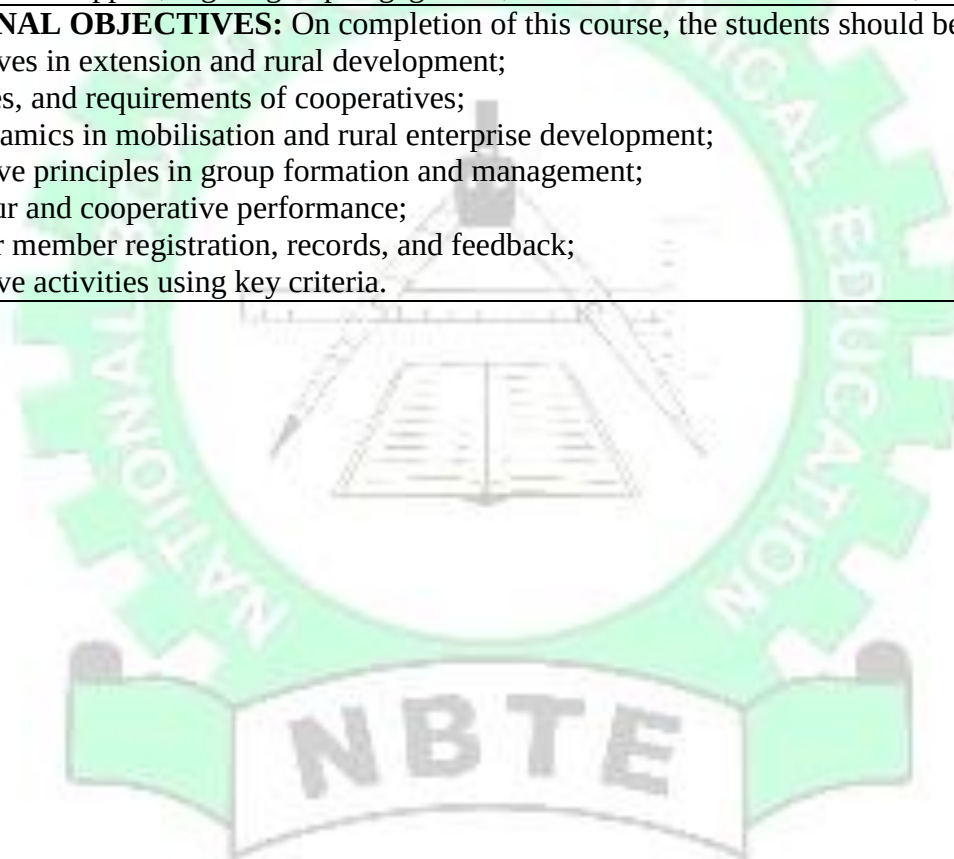
	needs and production constraints. 5.2 Explain climate-risk and gender-participation indicators. 5.3 Explain extension service delivery data using simple statistics. 5.4 Explain comparison of data patterns across farmer groups and communities. 5.5 Interpret findings for extension advisory improvement.	needs and constraints. • Discuss climate-risk and gender-participation indicators. • Discuss analysis of service delivery data. • Discuss comparison of data patterns across groups and communities. • Coach students to interpret findings for advisory improvement.	Slides Guides Datasets Indicators Reports Records Forecasts Risk-maps Advisories Laptop Projector Spreadsheet	spreadsheet. • Tabulate production constraint data. • Summarise climate-risk and gender-participation data. • Compare data patterns across farmer groups. • Prepare an advisory interpretation note.	farmer-needs data. • Guide tabulation of production constraint data. • Coach students in summarising climate and gender data. • Lead comparison of data patterns across farmer groups. • Review advisory interpretation notes.	Templates Registers Forecasts Advisories Calendars Laptops Spreadsheets Projector Pens Notebooks Markers
General Objective 6.0: Know tools for data entry, analysis, presentation, and reporting.						
11-12	6.1 Describe used for extension data analysis. 6.2 Explain procedures for data entry and cleaning. 6.3 Describe methods for presenting statistical outputs. 6.4 Explain spreadsheet outputs for simple extension reports. 6.5 Explain digital statistical tools for	• Describe (statistical database application) tools used for extension data analysis. • Describe procedures for data entry and cleaning. • Explain methods for presenting statistical outputs. • Discuss outputs for reports.	Textbooks Lecture notes Slides Guides Excel Sheets SPSS Jamovi Templates Tables Charts Dashboards Laptop Projector	• Enter survey data into (a databases application e.g. Excel spreadsheet, SPSS). • Clean incomplete or inconsistent entries. • Compute basic statistics • Create tables and charts for reporting. • Prepare a simple	• Supervise survey data entry into (a database application Excel, SPSS). • Guide students in cleaning incomplete entries. • Demonstrate the basic statistical functions. • Support creation of tables and charts. • Review simple statistical reports.	Excel Sheets SPSS Jamovi Datasets Codebooks Templates Laptops Projector Internet Chargers Power bank Extension

	reporting accuracy.	• Discuss assessment of digital tools for reporting accuracy.	Internet	statistical report.		
General Objective 7.0: Understand statistical findings using key criteria.						
13-15	7.1 Describe criteria for evaluating statistical findings. 7.2 Explain accuracy, relevance, climate sensitivity, and gender inclusion indicators. 7.3 Explain statistical findings for extension decision-making. 7.4 Explain comparison of valid and weak statistical conclusions. 7.5 Explain statistical findings for advisory usefulness.	• Explain criteria for evaluating statistical findings. • Explain accuracy, relevance, climate sensitivity, and gender inclusion indicators. • Discuss analysis of findings for extension decisions. • Discuss comparison of valid and weak statistical conclusions. • Discuss findings for advisory usefulness.	Textbooks Lecture notes Slides Guides Rubrics Checklists Indicators Scorecards Reports Tables Charts Summaries Laptop Projector Spreadsheet	• Review statistical findings using a checklist. • Check findings for accuracy and relevance. • Assess findings for climate and gender sensitivity. • Prepare recommendations from statistical evidence. • Present an evidence-based advisory summary.	• Provide evaluation checklist formats for student use. • Coach students in checking findings for accuracy and relevance. • Guide assessment of climate and gender sensitivity. • Support preparation of evidence-based recommendations. • Moderate presentations of advisory summaries.	Checklists Rubrics Indicators Scorecards Reports Tables Charts Summaries Laptops Statistical database software Projector Pens Notebooks Markers
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						



COOPERATIVE DEVELOPMENT AND GROUP DYNAMICS

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: COOPERATIVE DEVELOPMENT AND GROUP DYNAMICS	COURSE CODE: AED 421	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for cooperative formation, group management, farmer organisation support, digital group engagement, climate-smart collective action, and inclusive rural participation.		
GENERAL INSTRUCTIONAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand cooperatives in extension and rural development; 2.0 Know types, structures, and requirements of cooperatives; 3.0 Appreciate group dynamics in mobilisation and rural enterprise development; 4.0 Understand cooperative principles in group formation and management; 5.0 Know group behaviour and cooperative performance; 6.0 Know digital tools for member registration, records, and feedback; 7.0 Understand cooperative activities using key criteria.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: COOPERATIVE DEVELOPMENT AND GROUP DYNAMICS			COURSE CODE: AED 421		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for cooperative formation, group management, farmer Organisation support, digital group engagement, climate-smart collective action, and inclusive rural participation.						
General Objective 1.0: Understand cooperatives in extension and rural development.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define agricultural cooperatives in relation to extension and rural development. 1.2 Explain the principles and values guiding cooperative development. 1.3 Explain the importance of cooperatives in farmer support and rural enterprises. 1.4 Distinguish cooperatives from informal farmer groups and associations. 1.5 Explain the relevance of cooperatives to	• Explain agricultural cooperatives using farmer-group and rural enterprise examples. • Discuss cooperative principles such as voluntary membership, democracy, equity, and mutual benefit. • Discuss the contribution of cooperatives to farmer support and enterprise growth.	Textbooks Lecture notes Slides Manuals Charts Diagrams Posters Journals Policies Bye-laws Laptop Projector Internet	• Identify agricultural cooperatives in selected rural communities. • Collect information on cooperative purpose, membership, and services. • Prepare a basic profile of selected farmer cooperatives. • Record member benefits and cooperative activities. • Present observations on	• Guide students to locate agricultural cooperatives in selected communities. • Supervise collection of information on cooperative purpose, membership, and services. • Provide a profile format for organizing cooperative field information. • Coach students on documenting member benefits and group activities. • Moderate student	Notebooks Pens Clipboards Checklists Profile forms Registers Smartphones Camera Recorder Boots First aid ID cards

	collective action and agricultural service access.	• Discuss cooperatives with informal farmer groups and associations. • Discuss the relevance of cooperatives to inputs, credit, markets, and advisory services.		the importance of cooperatives in rural development.	presentations on cooperative importance in rural development.	
General Objective 2.0: Know types, structures, and requirements of cooperatives.						
3-4	2.1 Explain major types of agricultural cooperatives. 2.2 Explain the structure and functions of farmer cooperatives. 2.3 Describe basic legal requirements for cooperative formation. 2.4 Explain comparison of service, marketing, credit, processing, and multipurpose cooperatives. 2.5 Explain the suitability of cooperative types for different farmer needs.	• Describe major types of agricultural cooperatives used in rural communities. • Explain cooperative structures and functions with Organisational charts. • Explain basic legal requirements for forming and registering cooperatives. • Discuss different cooperative types using practical	Textbooks Lecture notes Slides Cooperative manuals Charts Diagrams Organograms Cooperative laws Bye-laws Policies Laptop Projector Internet	• Classify cooperatives according to purpose, structure, and membership. • Prepare an organogram for a selected cooperative. • Draft basic membership rules for a farmer cooperative. • Compile documents required for cooperative registration. • Present a chart showing cooperative types	• Guide students to group cooperatives by purpose, structure, and membership. • Demonstrate how to prepare a simple cooperative organogram. • Coach students on drafting membership rules for farmer cooperatives. • Provide samples of documents required for cooperative registration. • Review student charts on cooperative types	Notebooks Pens Clipboards Forms Registers Bye-laws Templates Smartphones Laptop Printer ID cards First aid Boots

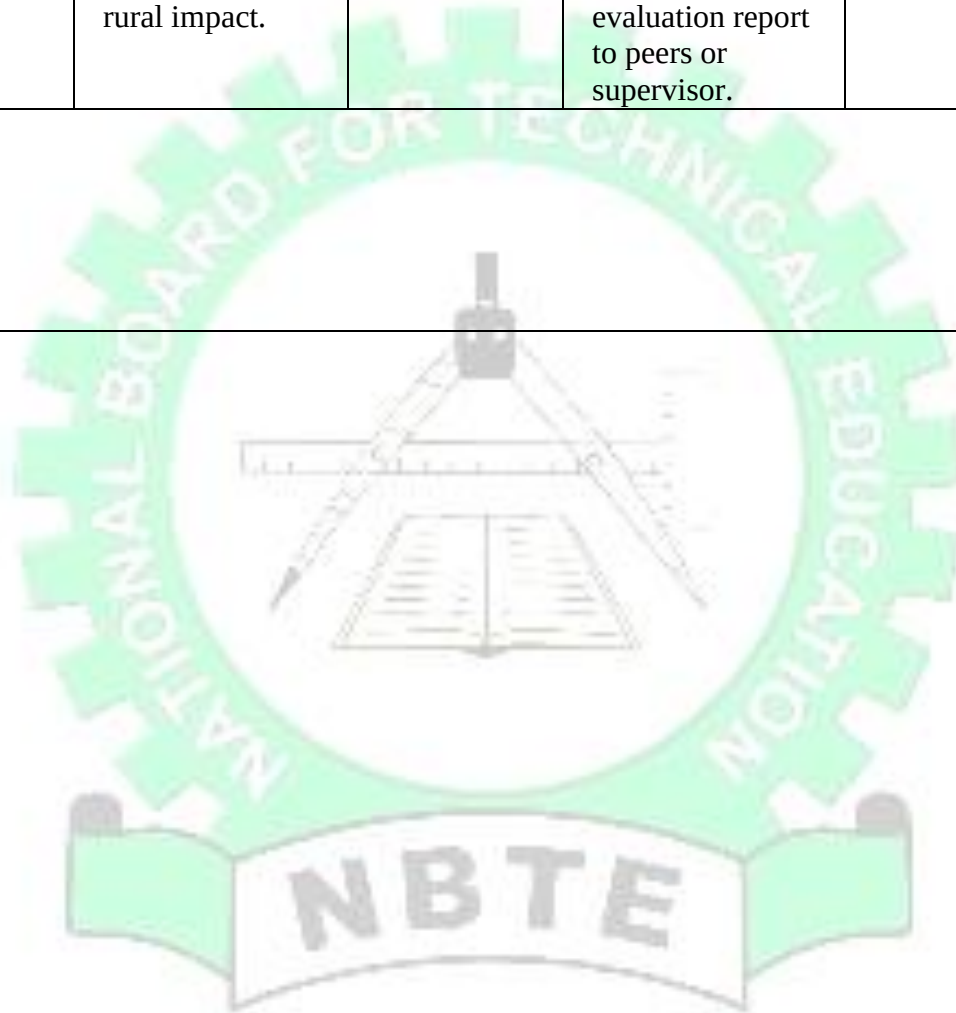
		examples. • Discuss matching of cooperative types with selected farmer needs.		and functions.	and functions.	
General Objective 3.0: Appreciate group dynamics in mobilisation and rural enterprise development.						
5-6	3.1 Explain the meaning of group dynamics in farmer Organisations. 3.2 Explain factors that influence farmer mobilisation and collective action. 3.3 Explain leadership roles in cooperative development and rural enterprise. 3.4 Explain connections involving group cohesion with participation and performance. 3.5 Explain the importance of group dynamics in sustainable farmer Organisations.	• Describe group dynamics using farmer Organisation examples. • Discuss factors that encourage farmer mobilisation and collective action. • Discuss leadership roles in cooperative development and rural enterprise growth. • Discuss connections involving group cohesion with participation and performance. • Discuss the importance of group dynamics in cooperative	Textbooks Lecture notes Slides Group manuals Charts Diagrams Role cards Journals Reports Caselets Laptop Projector Videos	• Observe group interaction during a cooperative meeting or simulation. • Record participation patterns among cooperative members. • Map leadership roles within a farmer group. • Facilitate a group discussion on collective action. • Prepare a brief field note on group dynamics and cooperation.	• Orient students on observing interaction patterns during group activities. • Show students how to record participation levels among members. • Guide students to map leadership roles in farmer groups. • Supervise group discussion practice on collective action. • Review field notes on group dynamics and cooperation.	Notebooks Pens Clipboards Flipchart Markers Role cards Observation forms Checklists Registers Boots First aid ID cards

		sustainability.				
General Objective 4.0: Understand cooperative principles in group formation and management.						
7-8	4.1 Explain procedures for cooperative group formation. 4.2 Explain membership management requirements in farmer cooperatives. 4.3 Outline meeting procedures used in cooperative administration. 4.4 Explain comparison of consensus and voting methods in group decision-making. 4.5 Explain the importance of cooperative principles in transparent group management.	• Describe cooperative formation procedures using community-based examples. • Outline membership management requirements in farmer cooperatives. • Describe meeting procedures such as agenda, quorum, motions, and minutes. • Discuss consensus and voting methods through scenarios. • Discuss the use of cooperative principles for transparent management.	Textbooks Lecture notes Slides Meeting manuals Charts Diagrams Samples Bye-laws Minutes Registers Laptop Projector Videos	• Prepare a cooperative formation plan for a farmer group. • Create a membership register for a simulated cooperative. • Develop an agenda for a cooperative meeting. • Conduct a simulated cooperative meeting. • Prepare minutes and resolutions from a meeting simulation.	• Provide a format for developing cooperative formation plans. • Demonstrate how to create and update a membership register. • Coach students on preparing meeting agenda items. • Supervise simulated cooperative meeting sessions. • Review minutes and resolutions prepared from meeting simulations.	Agenda Minutes Attendance Registers Templates Forms Checklists Laptop Smartphones Recorder ID cards First aid Boots
General Objective 5.0: Know group behaviour and cooperative performance.						
9-10	5.1 Describe common group behaviours in farmer Organisations.	• Discuss common group behaviours found in farmer	Textbooks Lecture notes Slides	• Identify group behaviour patterns in a case study or	• Guide students to recognize group behaviour patterns	Scorecards Checklists Matrices

	5.2 Explain leadership patterns affecting cooperative performance. 5.3 Explain causes of conflict and low participation in cooperatives. 5.4 Describe indicators used for assessing cooperative performance. 5.5 Explain conflict-management strategies suitable for farmer groups.	Organisations. • Explain leadership patterns that affect cooperative performance. • Explain causes of conflict and low participation in cooperatives. • Discuss indicators for cooperative performance assessment. • Discuss conflict-management strategies using case examples.	Leadership manuals Charts Matrices Scorecards Journals Reports Casestudies Laptop Projector Videos	field setting. • Record leadership patterns and participation levels. • Classify conflict issues according to source and severity. • Use a scorecard to rate cooperative performance. • Prepare conflict resolution and participation strategies for improvement.	in practical cases. • Show students how to document leadership and participation levels. • Coach students to group conflict issues by source and severity. • Demonstrate use of a scorecard for cooperative performance rating. • Review conflict-management and participation-improvement plans.	Forms Registers Templates Cards Flipchart Markers Boards First aid ID cards
General Objective 6.0: Know digital tools for member registration, records, and feedback.						
11-12	6.1 Describe digital tools used in cooperative management. 6.2 Explain the relevance of digital tools to member registration and record keeping. 6.3 Describe digital communication methods used for farmer group engagement. 6.4 Describe data privacy	• Describe digital tools used for cooperative management and member engagement. • Explain the relevance of digital tools to registration and record keeping. • Explain digital communication	Textbooks Lecture notes Slides Digital manuals Apps Platforms Spreadsheets Laptop Projector Internet Guides Reports	• Register cooperative members using a digital form. • Create a simple digital membership register. • Send group messages through mobile platforms. • Document meeting	• Demonstrate digital registration using simple forms or spreadsheets. • Guide students in creating a digital membership register. • Supervise group messaging practice through mobile platforms. • Coach students on	Smartphones Tablets Laptops Google Forms Spreadsheets WhatsApp Internet Hotspot Power bank ID cards First aid Chargers

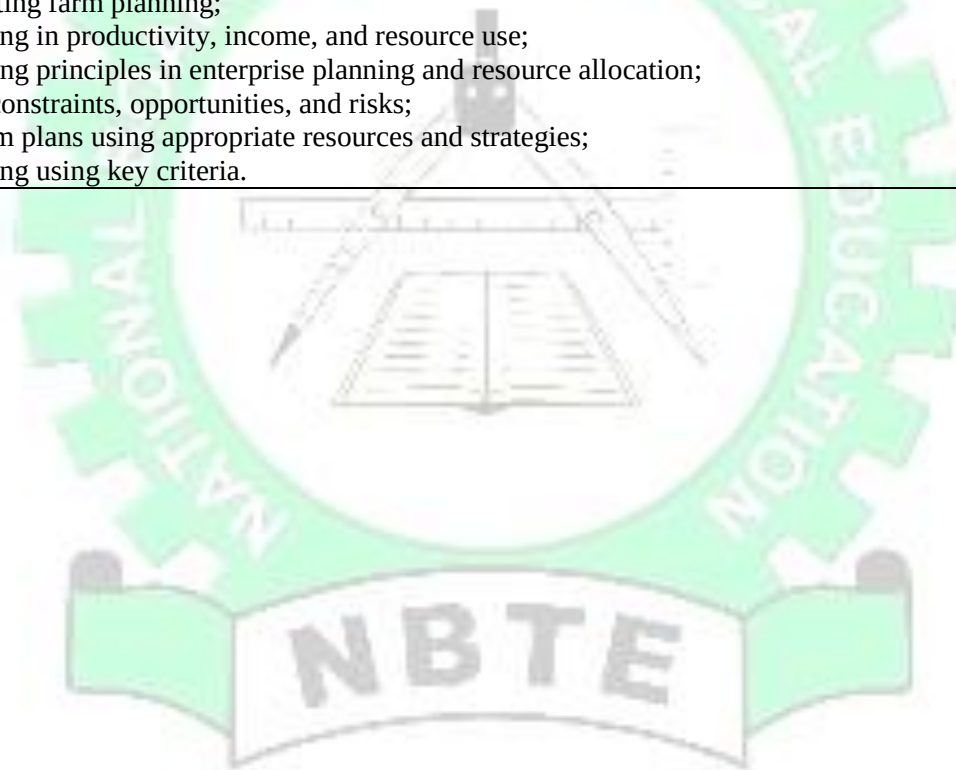
	and accuracy issues in digital cooperative records. 6.5 Explain the suitability of digital tools for rural cooperative administration.	methods for farmer group engagement. • Discuss data privacy and accuracy issues. • Discuss digital tool suitability in rural cooperative administration.	Templates	attendance and minutes digitally. • Collect member feedback using digital tools. • Prepare a digital cooperative activity report.	digital attendance and minutes documentation. • Demonstrate feedback collection using mobile forms. • Review digital cooperative activity reports.	
General Objective 7.0: Understand cooperative activities using key criteria.						
13-15	7.1 Explain criteria for evaluating cooperative activities. 7.2 Explain transparency and accountability in cooperative operations. 7.3 Describe climate-responsive collective action in farmer cooperatives. 7.4 Explain gender inclusion and youth participation in cooperative activities. 7.5 Explain strategies for improving cooperative sustainability and rural development impact.	• Explain criteria for evaluating cooperative activities and services. • Explain transparency and accountability issues in cooperative operations. • Discuss climate-responsive collective action in cooperatives. • Discuss gender inclusion and youth participation in farmer groups. • Support students in proposing	Textbooks Lecture notes Slides Evaluation manuals Charts Scorecards Rubrics Journals Reports Policies Laptop Projector Internet	• Assess cooperative activities using evaluation criteria. • Collect member feedback on transparency and service delivery. • Check gender and youth participation in cooperative activities. • Document climate-responsive collective actions by farmer groups. • Prepare an improvement plan for cooperative	• Provide evaluation criteria for cooperative activity assessment. • Coach students on collecting member feedback on transparency and services. • Guide students in checking gender and youth participation. • Support documentation of climate-responsive collective actions. • Review cooperative sustainability improvement plans. • Moderate presentation of	Checklists Scorecards Rubrics Feedback forms Registers Templates Smartphones Camera Laptop Boots First aid ID cards

		strategies for cooperative sustainability and rural impact.		sustainability. • Present a cooperative evaluation report to peers or supervisor.	cooperative evaluation reports.	
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						



FARM PLANNING

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: FARM PLANNING	COURSE CODE: AED 422	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for farm planning, resource allocation, enterprise selection, digital farm documentation, climate-smart decision-making, and inclusive farm development.		
GENERAL INSTRUCTIONAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand farm planning in extension and rural development; 2.0 Know key factors affecting farm planning; 3.0 Understand farm planning in productivity, income, and resource use; 4.0 Understand farm planning principles in enterprise planning and resource allocation; 5.0 Know farm resources, constraints, opportunities, and risks; 6.0 Know the design of farm plans using appropriate resources and strategies; 7.0 Understand farm planning using key criteria.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: FARM PLANNING		COURSE CODE: AED 422		CONTACT HOURS: 3 HOURS/WEEK		
		CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK		
YEAR: II SEMESTER: II		PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for farm planning, resource allocation, enterprise selection, digital farm documentation, climate-smart decision-making, and inclusive farm development.						
General Objective 1.0: Understand farm planning in extension and rural development.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define farm planning in relation to agricultural extension and rural development. 1.2 Explain the scope of farm planning in crop, livestock, and mixed farming systems. 1.3 Explain the importance of farm planning in resource use and enterprise management. 1.4 Distinguish farm planning from farm budgeting and farm record	• Explain farm planning using crop, livestock, and mixed-farm examples. • Discuss the scope of farm planning in agricultural extension practice. • Describe the importance of planning in resource use and enterprise management. • Discuss farm planning with budgeting and record keeping. • Discuss the relevance of farm planning to rural	Textbooks Lecture notes Slides Planning manuals Charts Diagrams Farm maps Journals Reports Policies Laptop Projector Internet	• Identify farm-planning activities in selected farm situations. • Collect basic information on farm enterprises and resources. • Prepare a simple farm profile for planning purposes. • Record planning needs for crop, livestock, or mixed farms. • Present observations on the importance of farm planning.	• Guide students to recognize farm-planning activities in practical situations. • Supervise collection of information on farm enterprises and resources. • Provide a farm-profile format for planning exercises. • Coach students on recording planning needs for selected farms. • Moderate student presentations on farm-planning importance.	Notebooks Pens Clipboards Farm forms Checklists Templates Smartphones Camera Recorder Boots First aid ID cards

	keeping. 1.5 Explain the relevance of farm planning to rural livelihood improvement.	livelihoods.				
General Objective 2.0: Know key factors affecting farm planning.						
3-4	2.1 Explain major factors affecting farm planning decisions. 2.2 Explain how land, labour, capital, and inputs influence farm planning. 2.3 Describe the effects of markets, technology, and climate conditions on farm planning. 2.4 Explain comparison of internal and external factors affecting farm plans. 2.5 Explain the suitability of farm resources for selected enterprises.	• Describe major factors that influence farm planning decisions. • Describe the influence of land, labour, capital, and inputs on planning. • Discuss how markets, technology, and climate conditions affect farm choices. • Discuss internal and external planning factors. • Discuss matching of farm resources with suitable enterprises.	Textbooks Lecture notes Slides Planning guides Charts Resource maps Diagrams Market reports Climate reports Journals Laptop Projector Internet	• Identify available land, labour, capital, inputs, and technology for a farm case. • Inspect farm resources needed for selected enterprises. • Record market and climate factors affecting farm decisions. • Classify farm-planning factors as internal or external. • Prepare a resource-suitability checklist for farm planning.	• Guide students to identify available farm resources in a case exercise. • Supervise inspection of resources required for selected enterprises. • Coach students on recording market and climate factors. • Demonstrate classification of internal and external planning factors. • Review resource-suitability checklists prepared by students.	Notebooks Pens Clipboards Checklists Resource forms Market sheets Smartphones Spreadsheet Internet Boots First aid ID cards
General Objective 3.0: Understand farm planning in productivity, income, and resource use.						
5-6	3.1 Explain the	• Describe how farm	Textbooks	• Observe evidence	• Orient students on	Notebooks

	contribution of farm planning to productivity improvement. 3.2 Explain the relationship between farm planning and income generation. 3.3 Explain the role of farm planning in food security and household welfare. 3.4 Relate farm planning to sustainable land, water, and input use. 3.5 Explain the importance of farm planning in sustainable rural development.	planning improves productivity and farm Organisation. • Describe the relationship between planning and income generation. • Discuss the role of planned farming in food security and household welfare. • Discuss connections involving planning with sustainable resource use. • Discuss farm planning as a tool for rural development.	Lecture notes Slides Farm manuals Charts Diagrams Pictures Journals Reports Caselets Laptop Projector Videos	of planned and unplanned farm activities. • Record examples of productivity and income effects on selected farms. • Document sustainable and unsustainable resource-use practices. • Prepare a brief note linking farm planning with food security. • Present field examples of the benefits of farm planning.	observing planned and unplanned farm activities. • Show students how to document productivity and income effects. • Guide students to record sustainable and unsustainable resource-use practices. • Coach students on preparing notes linking planning with food security. • Moderate presentations on benefits of farm planning.	Pens Clipboards Checklists Field forms Templates Smartphones Camera Recorder Boots First aid ID cards
General Objective 4.0: Understand farm planning principles in enterprise planning and resource allocation.						
7-8	4.1 Explain principles of enterprise selection in farm planning. 4.2 Explain procedures for allocating farm resources to enterprises. 4.3 Explain basic	• Describe enterprise-selection principles using practical farm cases. • Describe procedures for allocating resources to farm enterprises. • Describe basic farm	Textbooks Lecture notes Slides Budget guides Budgets Schedules Templates Price lists Enterprise	• Select suitable farm enterprises for a given farm case. • Allocate land, labour, capital, inputs, and time to selected enterprises.	• Guide students to select suitable farm enterprises from case information. • Supervise allocation of land, labour, capital, inputs, and time. • Demonstrate	Templates Budgets Schedules Price lists Input lists Calculators Laptop Spreadsheet Smartphones

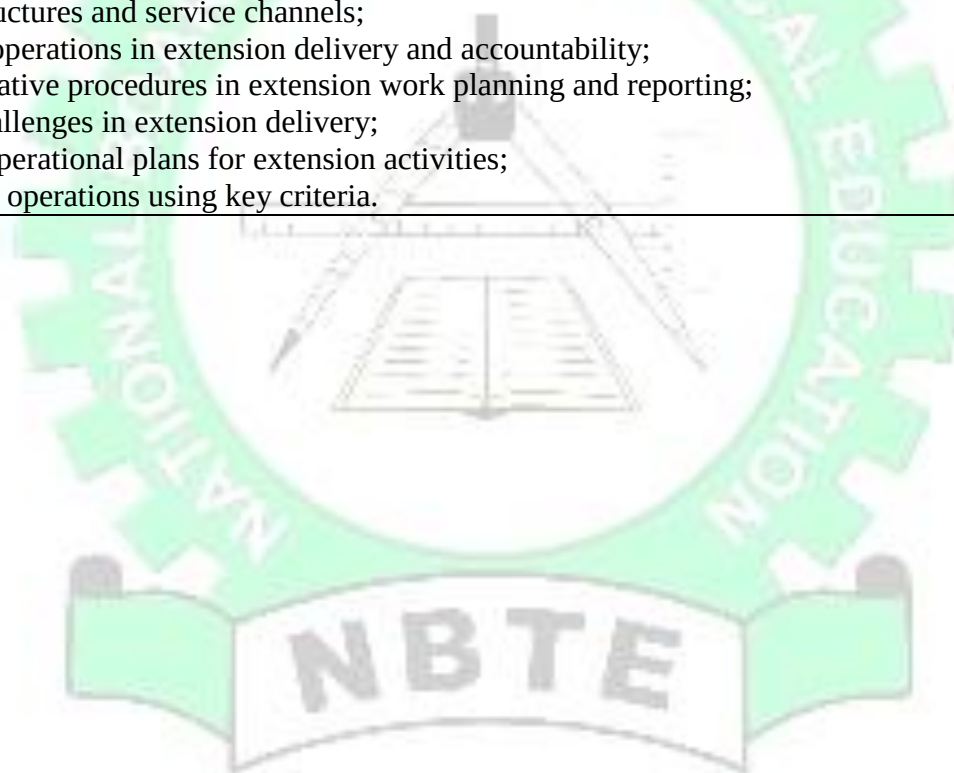
	budgeting procedures for farm enterprises. 4.4 Explain production scheduling requirements for crop and livestock activities. 4.5 Explain the relationship among enterprise choice, resource allocation, budgeting, and scheduling.	budgeting with sample figures. • Discuss production scheduling requirements. • Discuss connections involving enterprise choice with resources, budgets, and schedules.	guides Caselets Laptop Projector Spreadsheet	• Prepare a simple enterprise budget. • Develop a crop or livestock production schedule. • Present a practical farm enterprise plan for review.	preparation of a simple enterprise budget. • Coach students on developing crop and livestock production schedules. • Review student farm enterprise plans and provide feedback.	ID cards First aid Boots
General Objective 5.0: Explain farm resources, constraints, opportunities, and risks.						
9-10	5.1 Describe farm resources required for effective farm planning. 5.2 Explain production constraints affecting farm performance. 5.3 Explain market opportunities for selected farm enterprises. 5.4 Explain climate risks affecting farm planning decisions. 5.5 Explain household	• Discuss farm resources required for effective planning. • Discuss analysis of production constraints in farm cases. • Describe market opportunities for selected farm enterprises. • Discuss climate risks affecting farm decisions. • Support students in judging household	Textbooks Lecture notes Slides Enterprise manuals Charts Matrices Maps Market reports Climate data Caselets Laptop Projector Internet	• Collect data on farm resources and production constraints. • Record market opportunities for selected enterprises. • Identify climate risks affecting planned farm activities. • Rank household needs and farm priorities. • Prepare a farm constraints and	• Supervise collection of data on resources and constraints. • Guide students to document market opportunities for enterprises. • Coach students on identifying climate risks in farm planning. • Demonstrate ranking of household needs and priorities. • Review farm constraints and	Matrices Checklists Scorecards Forms Templates Market sheets Smartphones Internet Spreadsheet Boots First aid ID cards

	needs in relation to farm planning priorities.	needs and planning priorities.		opportunities matrix.	opportunities matrices.	
General Objective 6.0: Know the design of farm plans using appropriate resources and strategies.						
11-12	6.1 Explain the components of a simple farm plan. 6.2 Explain the use of digital records in farm planning. 6.3 Explain climate-smart practices suitable for farm planning. 6.4 Explain gender and youth participation in farm planning. 6.5 Explain the suitability of available resources for inclusive farm development.	- Describe the components of a simple farm plan using template. - Describe the use of digital records in farm planning and reporting. - Discuss climate-smart practices suitable for farm enterprises. - Discuss gender and youth participation in planning. - Discuss available resources for inclusive farm development.	Textbooks Lecture notes Slides Planning guides Spreadsheets Apps Templates Weather data CSA guides Posters Laptop Projector Internet	- Create a simple digital farm record template. - Prepare a farm plan using available resources. - Integrate climate-smart practices in a farm plan. - Add gender and youth participation strategies to a farm plan. - Present a draft inclusive farm plan for peer review.	- Demonstrate creation of digital farm record templates. - Guide students in preparing farm plans from available resources. - Coach students on including climate-smart practices in farm plans. - Support students in adding gender and youth participation strategies. - Moderate peer review of draft inclusive farm plans.	Laptop Smartphones Tablets Spreadsheets Apps Templates Farm maps Budgets Schedules ID cards First aid Chargers
General Objective 7.0: Understand farm planning using key criteria.						
13-15	7.1 Explain criteria for evaluating farm planning. 7.2 Explain profitability and sustainability indicators in farm planning.	- Describe criteria for evaluating farm plans using sample plans. - Describe analysis of profitability and sustainability indicators.	Textbooks Lecture notes Slides Evaluation guides Rubrics Scorecards Charts	- Assess a farm plan using evaluation criteria. - Calculate simple profitability indicators from farm-plan data.	- Provide evaluation criteria for farm-plan assessment. - Coach students on calculating simple profitability indicators. - Guide students to	Rubrics Scorecards Checklists Calculators Templates Spreadsheets Laptop Smartphones

7.3 Explain climate resilience features in planned farm activities.	• Describe climate resilience features in farm plans.	Journals Reports Caselets Laptop Projector Internet	• Check climate-resilience features in planned activities.	check climate-resilience features in farm plans.	Projector Boots First aid ID cards
7.4 Describe gender inclusion and practical implementation issues in farm planning.	• Discuss gender inclusion and implementation issues.		• Review gender inclusion and implementation feasibility.	• Support review of gender inclusion and implementation feasibility.	
7.5 Outline improvements for farm planning effectiveness and rural development impact.	• Discuss improvements for farm plan effectiveness and rural development impact.		• Prepare an improved farm plan for presentation.	• Review improved farm plans and provide feedback.	
			• Present farm-plan evaluation findings to peers or supervisor.	• Moderate presentation of farm-plan evaluation findings.	
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%					

EXTENSION ADMINISTRATION AND OPERATIONS

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: EXTENSION ADMINISTRATION AND OPERATIONS	COURSE CODE: AED 423	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for extension administration, operational planning, field supervision, digital reporting, climate-responsive service delivery, and inclusive extension operations.		
GENERAL INSTRUCTIONAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand extension administration and operations; 2.0 Know operational structures and service channels; 3.0 Appreciate effective operations in extension delivery and accountability; 4.0 Understand administrative procedures in extension work planning and reporting; 5.0 Know operational challenges in extension delivery; 6.0 Know the design of operational plans for extension activities; 7.0 Understand extension operations using key criteria.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: EXTENSION ADMINISTRATION AND OPERATIONS			COURSE CODE: AED 423		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for extension administration, operational planning, field supervision, digital reporting, climate-responsive service delivery, and inclusive extension operations.						
General Objective 1.0: Understand extension administration and operations.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define extension administration and operations in agricultural extension. 1.2 Explain the scope of extension administration in advisory service delivery. 1.3 Describe the importance of operational management in extension organisations. 1.4 Distinguish administrative functions from field operational functions.	• Explain extension administration and operations using advisory-service examples. • Discuss the scope of administrative and operational responsibilities in extension work. • Describe the importance of operational management in farmer support services. • Discuss administrative functions with field operations. • Discuss the	Textbooks Lecture notes Slides Admin manuals Charts Organograms Diagrams Policies Reports Caselets Laptop Projector Internet	•Identify administrative and operational activities in extension organisations. •Prepare a simple list of extension operational duties. •Sketch the flow of extension service delivery. •Record examples of administrative and field operational functions. •Present observations on the importance of extension	• Guide students to recognize administrative and operational activities. • Provide a duty-list format for extension operational activities. • Demonstrate how to sketch extension service-delivery flow. • Coach students on recording administrative and field operational functions. • Moderate student presentations on	Notebooks Pens Clipboards Checklists Duty lists Templates Smartphones Camera Recorder ID cards First aid Boots

	1.5 Explain the relevance of administration and operations to rural development.	relevance of extension operations to rural development.		operations.	extension operational relevance.	
General Objective 2.0: Know operational structures and service channels.						
3-4	2.1 Explain major operational structures in extension organisations. 2.2 Explain procedures used in extension service operations. 2.3 Explain personnel roles in field extension administration. 2.4 Explain comparison of individual, group, community, and digital service channels. 2.5 Explain the suitability of service channels for different farmer needs.	- Describe common operational structures in extension organisations. - Describe procedures used in coordinating extension service operations. - Explain personnel roles across supervisory and field levels. - Discuss service channels used in extension delivery. - Explain matching of service channels with farmer advisory needs.	Textbooks Lecture notes Slides Operation guides Organograms Flowcharts Diagrams Manuals Policies Reports Laptop Projector Internet	- Map an extension operational structure. - Prepare a personnel-role chart for field operations. - Trace service channels used for farmer support. - Classify service channels according to advisory purpose. - Prepare an operational structure note for review.	- Guide students in mapping operational structures. - Provide role-chart formats for field personnel. - Demonstrate tracing of farmer-support service channels. - Coach students to classify service channels by purpose. - Review operational structure notes and give feedback.	Organograms Flowcharts Role charts Checklists Templates Registers Laptop Smartphones Internet ID cards First aid Boots
General Objective 3.0: Appreciate effective operations in extension delivery and accountability.						
5-6	3.1 Explain the contribution of effective	Describe how effective operations improve extension	Textbooks Lecture notes Slides	Observe examples of effective and weak extension	Orient students on observing extension operational	Notebooks Pens Clipboards

	operations to extension service delivery. 3.2 Explain the relationship between operations and farmer support. 3.3 Explain the role of accountability in extension operations. 3.4 Explain effective operations to rural development outcomes. 3.5 Explain the importance of coordinated operations in extension organisations.	service delivery. • Describe the link between operational coordination and farmer support. • Discuss accountability requirements in field extension operations. • Discuss connections involving extension operations with rural development outcomes. • Discuss the value of coordinated operations in extension organisations.	Admin guides Charts Diagrams Models Reports Journals Caselets Laptop Projector Videos	operations. • Record farmer-support activities linked to operational planning. • Identify accountability practices in extension field activities. • Prepare a note on operational contribution to rural development. • Present field examples of effective extension operations.	practices. • Show students how to record farmer-support activities. • Guide students to identify accountability practices in field operations. • Coach students on preparing notes linking operations with rural development. • Moderate presentations on effective extension operations.	Checklists Field forms Templates Smartphones Camera Recorder Boots First aid ID cards
General Objective 4.0: Understand administrative procedures in extension work planning and reporting.						
7-8	4.1 Explain procedures for preparing extension work plan. 4.2 Describe field scheduling requirements in extension operations. 4.3 Describe resource	• Explain work plan preparation using extension activity examples. • Explain field scheduling requirements for advisory services. • Describe resource deployment	Textbooks Lecture notes Slides Work plan guides Schedules Templates Reports Manuals Caselets	• Prepare a simple extension work plan. • Develop a field activity schedule. • Allocate personnel and resources to extension activities.	• Guide students in preparing simple extension work plan. • Coach students on developing field activity schedules. • Supervise allocation of personnel and	Work plan Schedules Templates Checklists Registers Forms Laptop Spreadsheet Smartphones ID cards

	deployment procedures for advisory activities. 4.4 Explain supervision and reporting procedures in field operations. 4.5 Explain the relationship among work plans, schedules, resources, supervision, and reports.	procedures for extension activities. • Discuss supervision and reporting procedures. • Discuss connections involving work plans with schedules, resources, supervision, and reports.	Policies Laptop Projector Spreadsheet	• Complete a simple supervision checklist. • Prepare a field operation report for review.	resources to activities. • Provide a supervision-checklist format for practice. • Review field operation reports and provide feedback.	First aid Boots
General Objective 5.0: Know operational challenges in extension delivery.						
9-10	5.1 Describe operational challenges affecting extension personnel. 5.2 Explain farmer coverage and field logistics constraints. 5.3 Describe digital reporting problems in extension operations. 5.4 Explain the effects of operational challenges on advisory delivery.	• Discuss operational challenges affecting extension personnel. • Discuss analysis of farmer coverage and logistics constraints. • Explain common digital reporting problems in field extension. • Discuss how operational challenges affect advisory delivery.	Textbooks Lecture notes Slides Operation manuals Charts Matrices Maps Reports Caselets Journals Laptop Projector Internet	• Collect information on extension operational challenges. • Prepare a farmer-coverage and logistics problem list. • Identify digital reporting difficulties in a field scenario. • Rank operational challenges by urgency and effect.	• Supervise collection of information on operational challenges. • Guide students to prepare coverage and logistics problem lists. • Coach students on identifying digital reporting difficulties. • Demonstrate ranking of operational challenges by	Matrices Checklists Scorecards Forms Templates Maps Smartphones Internet Spreadsheet Boots First aid ID cards

				Prepare an operational challenge matrix.	- urgency and effect. - Review operational challenge matrices and provide comments.	
General Objective 6.0: Know the design of operational plans for extension activities.						
11-12	6.1 Explain the components of an extension operational plan. 6.2 Describe the use of digital tools in operational planning and reporting. 6.3 Describe climate advisory needs in extension operations. 6.4 Explain inclusive service approaches for different farmer groups. 6.5 Explain the suitability of operational plans for field implementation.	- Explain components of an extension operational plan using templates. - Describe the use of digital tools in planning and reporting. - Explain climate advisory needs that influence extension operations. - Discuss inclusive service approaches for farmer groups. - Discuss operational plans for field implementation.	Textbooks Lecture notes Slides Planning guides Spreadsheets Apps Templates Weather data CSA guides Advisories Laptop Projector Internet	- Create a simple digital reporting template. - Prepare an operational plan for an extension activity. - Include climate advisory needs in an operational plan. - Add gender and youth inclusion strategies to service delivery. - Present a draft operational plan for peer review.	- Demonstrate creation of simple digital reporting templates. - Guide students in preparing operational plans for extension activities. - Coach students on including climate advisory needs in operational plans. - Support students in adding gender and youth inclusion strategies. - Moderate peer review of draft operational plans.	Laptop Smartphones Tablets Spreadsheets Apps Templates Work plans Schedules Reports ID cards First aid Chargers
General Objective 7.0: Understand extension operations using key criteria.						
13-15	7.1 Explain criteria for evaluating extension operations.	Explain criteria for evaluating extension operations using	Textbooks Lecture notes Slides Evaluation	Assess an extension operation using evaluation	Provide evaluation criteria for extension operation assessment.	Rubrics Scorecards Checklists Calculators

	7.2 Explain efficiency and accountability indicators in extension operations. 7.3 Explain climate responsiveness in extension service delivery. 7.4 Describe gender inclusion and farmer satisfaction in extension operations. 7.5 Outline improvements for extension operational effectiveness and service impact.	sample reports. • Discuss analysis of efficiency and accountability indicators. • Explain climate responsiveness features in advisory operations. • Discuss gender inclusion and farmer satisfaction indicators. • Outline improvements for operational effectiveness.	guides Rubrics Scorecards Charts Reports Journals Caselets Laptop Projector Internet	criteria. • Calculate simple efficiency indicators from operational data. • Check climate-responsive features in extension operations. • Review gender inclusion and farmer satisfaction evidence. • Prepare an improved operational plan for presentation. • Present operational evaluation findings to peers or supervisor.	• Coach students on calculating simple efficiency indicators. • Guide students to check climate-responsive features in operations. • Support review of gender inclusion and farmer satisfaction evidence. • Review improved operational plans and provide feedback. • Moderate presentation of operational evaluation findings.	Templates Spreadsheets Laptop Smartphones Projector Boots First aid ID cards
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						

RURAL SOCIOLOGY

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: RURAL SOCIOLOGY	COURSE CODE: AED 424	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required to understand rural society, social institutions, farmer behaviour, community change, climate-related social issues, and inclusive rural development.		
GENERAL INSTRUCTIONAL OBJECTIVES: At the end of the course, students should be able to: 1.0 Understand rural sociology in extension and rural development; 2.0 Know rural social institutions and leadership structures; 3.0 Understand rural sociology in farmer behaviour, technology adoption, and social change; 4.0 Understand sociological concepts to rural community diagnosis, farmer interaction and extension delivery; 5.0 Understand rural social problems affecting productivity and community development; 6.0 Understand social factors influencing extension programmes; 7.0 Know inclusive rural engagement plans.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: RURAL SOCIOLOGY		COURSE CODE: AED 424		CONTACT HOURS: 2 HOURS/WEEK		
		CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK		
YEAR: II SEMESTER: II		PRE-REQUISITE: NIL		PRACTICAL: 1 HOUR/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required to understand rural society, social institutions, farmer behaviour, community change, climate-related social issues, and inclusive rural development.						
GENERAL OBJECTIVE 1.0: Understand rural sociology in extension and rural development.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define rural sociology in relation to agricultural extension. 1.2 Explain the scope of rural sociology in rural development. 1.3 Explain rural social systems and community life. 1.4 Explain comparison of rural and urban social characteristics. 1.5 Explain the relevance of rural sociology to extension practice.	• Explain rural sociology using farming-community examples. • Describe the scope of rural sociology with rural development cases. • Discuss rural social systems and community relationships. • Discuss comparison of rural and urban social features with charts. • Discuss rural	Textbooks Lecture notes Slides Charts Diagrams Maps Journals Reports Caselets Laptop Projector Videos	• Identify rural social features in selected community cases. • Prepare a simple rural social profile. • Map relationships affecting farming activities. • Record examples of rural values and norms. • Present observations on rural social life.	• Guide students in identifying rural social features. • Provide profile templates for rural social analysis. • Demonstrate simple social relationship mapping. • Supervise recording of rural values and norms. • Moderate presentation of field observations.	Notebooks Pens Clipboards Checklists Registers Templates Maps Cards Markers Smartphones Recorder Camera Boots First aid ID cards

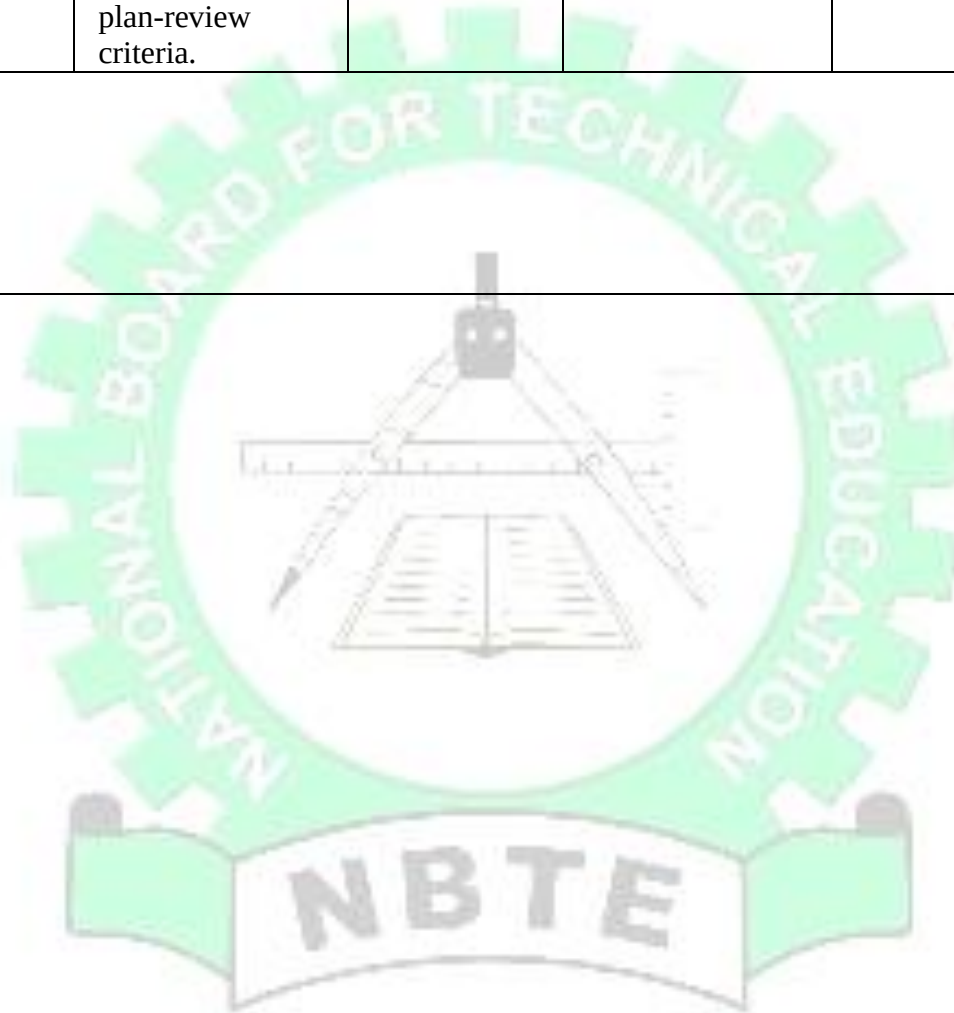
		sociology in relation to extension service delivery.				
GENERAL OBJECTIVE 2.0: Know rural social institutions and leadership structures.						
3-4	2.1 Describe major rural social institutions. 2.2 Explain rural groups and leadership structures. 2.3 Explain norms and values affecting farming communities. 2.4 Differentiate formal and informal rural institutions. 2.5 Explain institutional influence on agricultural activities. 2.6 Explain the different settlement pattern	• Describe rural institutions using local community examples. • Describe group and leadership structures in farming communities. • Discuss the effects of norms and values on farming behaviour. • Discuss formal and informal institutions using caselets. • Discuss review of institutional roles in agriculture.	Textbooks Lecture notes Slides Profiles Organograms Caselets Charts Diagrams Maps Laptop Projector Videos	• Locate rural institutions in a selected community. • Identify farmer groups and leadership structures. • Prepare an institutional profile. • Prepare settlement pattern profile • Record norms affecting agricultural activities. • Develop a simple leadership map.	• Direct students in locating community institutions. • Guide preparation of farmer-group Identification. • Provide institutional profile formats. • Supervise documentation of agricultural norms. • Demonstrate leadership mapping procedures.	Notebooks Pens Clipboards Leaders Farmers Groups Checklists Registers Templates Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 3.0: Understand rural sociology in farmer behaviour, technology adoption, and social change.						
5-6	3.1 Explain farmer behaviour from a sociological perspective 3.2 Explain social factors influencing	• Describe farmer behaviour using sociological examples. • Describe social factors	Textbooks Lecture notes Slides Journals Reports Caselets	• Interview farmers on adoption behaviour. • Record social factors influencing	• Coach students on farmer interview techniques. • Guide recording of adoption factors. • Provide adoption chart	Notebooks Pens Clipboards Interview guide Checklists

	technology adoption. 3.3 Explain social change and their types 3.4 Explain how social relationships affect farmer decisions. 3.5 Explain the contribution of rural sociology to community change.	influencing technology adoption. • Discuss mobilisation as a tool for social change. • Discuss analysis of social relationships and farmer decisions. • Discuss assessment of rural sociology in community transformation.	Charts Diagrams Adoption models Laptop Projector Videos	technology use. • Prepare an adoption-influence chart. • Conduct group discussion on community change. • Observe community social change • Present findings on farmer behaviour.	formats. • Facilitate group discussion practice. • Moderate presentations on farmer behaviour.	Templates Flipchart Markers Cards Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 4.0: Understand sociological concepts to rural community diagnosis, farmer interaction and extension delivery.						
7-8	4.1 Explain sociological concepts used in community diagnosis. 4.2 Explain farmer interaction patterns in rural communities. 4.3 Explain social issues affecting extension delivery. 4.4 Explain community diagnosis procedures. 4.5 Explain the relevance of sociological concepts to advisory	• Explain sociological concepts with rural diagnosis examples. • Discuss farmer interaction patterns and communication channels. • Discuss analysis of social issues in extension delivery. • Explain	Textbooks Lecture notes Slides Templates Checklists Casestudies Charts Maps Diagrams Laptop Projector Videos	• Use sociological concepts during community diagnosis. • Conduct respectful farmer interaction exercises. • Prepare community diagnosis notes. • Apply observation guides in rural settings.	• Demonstrate application of sociological concepts. • Model respectful farmer interaction procedures. • Provide diagnosis note formats. • Supervise use of observation guides. • Review reports on social issues.	Notebooks Pens Clipboards Observation guide Interview guide Templates Farmers Leaders Groups Smartphones Recorder Camera Boots

	services.	community diagnosis procedures using templates. • Discuss review of sociological concepts in advisory practice.		• Report social issues affecting extension delivery.		First aid ID cards
GENERAL OBJECTIVE 5.0: Understand rural social problems affecting productivity and community development.						
9-10	5.1 Explain rural social problems affecting agriculture. 5.2 Explain social problems linked to climate adaptation. 5.3 Explain constraints affecting resource use in rural communities. 5.4 Explain the effects of rural social problems on productivity. 5.5 Explain community development implications of social problems.	• Describe rural social problems using practical examples. • Discuss social dimensions of climate adaptation. • Discuss analysis of resource-use constraints. • Discuss effects of social problems on productivity. • Discuss assessment of development implications.	Textbooks Lecture notes Slides Reports Caselets Charts Journals Policies Manuals Laptop Projector Videos	• Identify rural social problems in field cases. • Record climate-related social issues. • Prepare a resource-use constraint matrix. • Collect community views on productivity problems. • Present social-problem analysis.	• Guide students in identifying field social problems. • Supervise documentation of climate-related issues. • Provide constraint matrix templates. • Coach students on collecting community views. • Moderate social-problem presentations.	Notebooks Pens Clipboards Checklists Matrices Templates Rain gauge Weather records Risk cards Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 6.0: Understand social factors influencing extension programmes.						
11-12	6.1 Explain cultural influences on extension programmes. 6.2 Explain gender	• Discuss cultural influences with community examples. • Discuss gender	Textbooks Lecture notes Slides Gender tools Youth profiles	• Assess cultural factors during field interaction. • Record gender and youth	• Guide assessment of cultural factors. • Supervise recording of participation patterns. • Provide social	Notebooks Pens Clipboards Checklists Gender tools

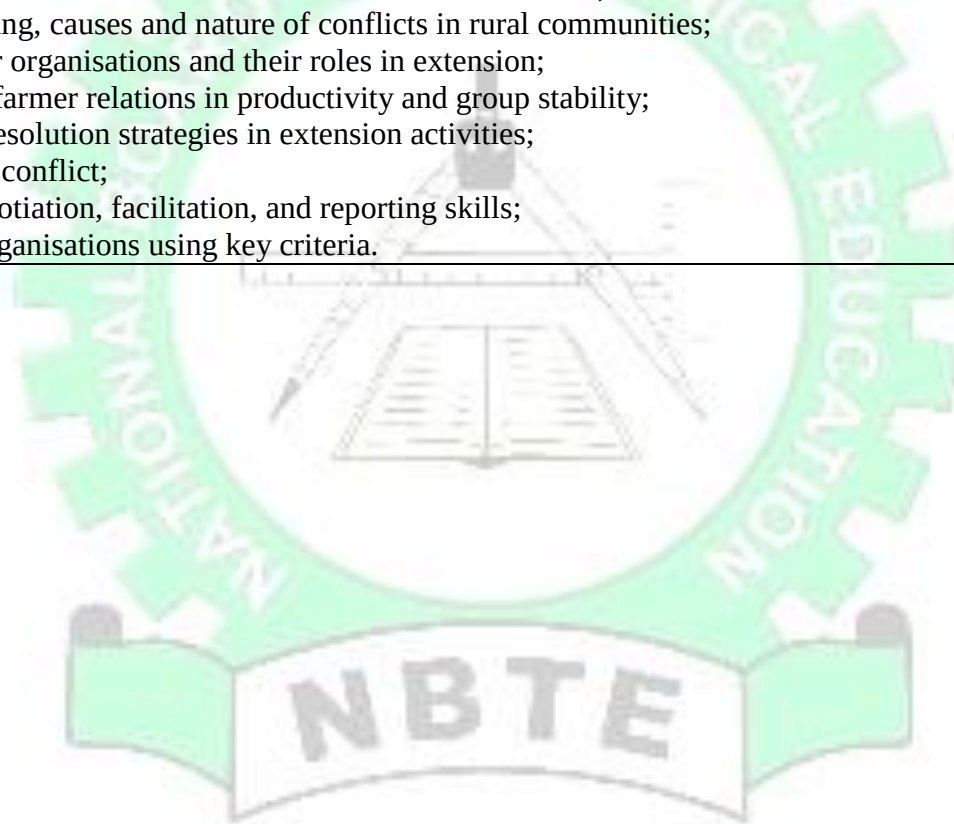
	influences on extension programmes. 6.3 Describe gender and youth participation issues. 6.4 Explain the effects of social class on extension access. 6.5 Explain institutional influence on advisory services. 6.6 Explain extension programmes using social inclusion criteria.	and youth issues in extension participation. • Discuss analysis of social class and access barriers. • Describe institutional influence on advisory delivery. • Discuss evaluation using inclusion criteria.	Caselets Charts Diagrams Maps Laptop Projector Videos	participation patterns. • Prepare a social inclusion checklist. • Map institutional access barriers. • Present evaluation findings on inclusion.	inclusion checklist formats. • Demonstrate access-barrier mapping. • Moderate presentation of inclusion findings.	Profiles Cards Markers Maps Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 7.0: Know inclusive rural engagement plans.						
13-15	7.1 Explain the components of inclusive rural engagement plans. 7.2 Describe planning considerations for social structures and community priorities. 7.3 Explain climate risks and digital access gaps in rural engagement. 7.4 Explain gender needs in rural advisory planning. 7.5 Outline the criteria	• Describe components of inclusive engagement plans. • Discuss planning considerations for rural social structures. • Discuss analysis of climate risks and digital access gaps. • Describe gender-responsive planning	Textbooks Lecture notes Slides Templates Guidelines Caselets Risk charts Reports Maps Laptop Projector Videos	• Prepare an inclusive rural engagement plan. • Integrate social structures into planning activities. • Include climate risks and digital access needs. • Reflect gender and youth priorities in plans. • Defend rural engagement	• Provide engagement-plan templates. • Guide integration of social structures. • Coach students on climate and digital access inclusion. • Review gender and youth priorities in plans. • Moderate peer defence of engagement plans.	Templates Checklists Workplans Smartphones Laptop Projector Flipchart Markers Cards Profiles Reports Registers Boots First aid ID cards

	for reviewing inclusive engagement plans.	considerations. • Discuss development of plan-review criteria.		plans before peers.		
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						



CONFLICT RESOLUTION AND FARMER ORGANISATION SUPPORT

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: CONFLICT RESOLUTION AND FARMER ORGANISATION SUPPORT	COURSE CODE: AED 425	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for managing rural conflicts, strengthening farmer organisations, promoting group cooperation, supporting inclusive participation, and improving extension service delivery.		
GENERAL INSTRUCTIONAL OBJECTIVES: At the end of the course, students should be able to: 1.0 Understand the meaning, causes and nature of conflicts in rural communities; 2.0 Know types of farmer organisations and their roles in extension; 3.0 Understand peaceful farmer relations in productivity and group stability; 4.0 Understand conflict resolution strategies in extension activities; 5.0 Know causes of rural conflict; 6.0 Know mediation, negotiation, facilitation, and reporting skills; 7.0 Understand farmer organisations using key criteria.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: CONFLICT RESOLUTION AND FARMER ORGANISATION SUPPORT			COURSE CODE: AED 425		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for managing rural conflicts, strengthening farmer Organisations, promoting group cooperation, supporting inclusive participation, and improving extension service delivery.						
GENERAL OBJECTIVE 1.0: Understand the meaning, causes and nature of conflicts in rural communities.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define conflict in rural farming communities. 1.2 Explain the nature of conflict in agricultural extension settings. 1.3 Describe common causes of rural conflicts. 1.4 Describe conflict stages and patterns in farming communities. 1.5 Explain the effects of conflict on farm households and extension activities.	• Explain conflict concepts using rural farming examples. • Describe the nature of conflict in extension situations. • Describe common causes of conflict through caselets. • Discuss conflict stages and patterns with charts. • Discuss review of conflict effects on households and advisory work.	Textbooks Lecture notes Slides Charts Diagrams Models Journals Manuals Caselets Laptop Projector Videos	• Identify conflict situations in selected rural cases. • Record visible signs of disagreement among farmer groups. • Prepare a simple conflict profile. • Map parties involved in a rural conflict. • Present observations on conflict effects.	• Guide students in identifying conflict situations. • Demonstrate procedures for recording conflict signs. • Provide conflict profile templates. • Supervise stakeholder mapping for conflict cases. • Moderate presentation of field observations.	Notebooks Pens Clipboards Checklists Registers Templates Flipchart Markers Cards Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 2.0: Know types of farmer organisations and their roles in extension.						
3-4	2.1 Explain major types of farmer	• Describe types of farmer organisations	Textbooks Lecture notes	• Locate farmer Organisations in a	• Direct students to locate farmer	Notebooks Pens

	organisations. 2.2 Explain the structure of farmer groups. 2.3 Explain the roles of farmer organisations in extension delivery. 2.4 Explain comparison between formal and informal farmer organisations. 2.5 Explain the contribution of farmer organisations to rural development.	using local examples. - Describe group structures with organograms. - Discuss roles of farmer organisations in advisory services. - Discuss comparison of formal and informal groups using case examples. - Discuss assessment of farmer organisations in rural development.	Slides Bye-laws Profiles Organograms Journals Manuals Reports Laptop Projector Videos	selected community. - Identify farmer group structures and functions. - Prepare a farmer Organisation profile. - Record group roles in extension activities. - Present findings on farmer Organisations.	Organisations. - Guide listing of group structures and functions. - Provide Organisation profile formats. - Supervise documentation of group roles. - Moderate presentations on farmer Organisations.	Clipboards Registers Bye-laws Minutes Checklists Templates Profiles Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 3.0: Understand peaceful farmer relations in productivity and group stability.						
5-6	3.1 Explain peaceful farmer relations in rural communities. 3.2 Explain the benefits of peaceful coexistence among farmers. 3.3 Explain the link between peace and agricultural productivity. 3.4 Explain the role of trust in group	- Describe peaceful relations using community examples. - Describe cooperation benefits with farmer-group cases. - Discuss analysis of peace and productivity linkages. - Discuss trust as a	Textbooks Lecture notes Slides Charts Diagrams Posters Journals Reports Caselets Laptop Projector Videos	- Observe cooperation patterns in farmer groups. - Record examples of peaceful group interaction. - Prepare a group stability checklist. - Conduct discussion on peaceful farmer relations.	- Guide observation of cooperation patterns. - Supervise documentation of peaceful interaction. - Provide stability checklist formats. - Facilitate discussion on peaceful relations. - Review reports on peace and	Notebooks Pens Clipboards Flipchart Markers Cards Checklists Templates Reports Smartphones Recorder Camera Boots

	stability. 3.5 Explain the value of peaceful relations in rural development.	basis for group stability. • Discuss review of peaceful relations in rural development.		• Report how peace supports productivity.	productivity.	First aid ID cards
GENERAL OBJECTIVE 4.0: Understand conflict resolution strategies in extension activities.						
7-8	4.1 Explain conflict resolution strategies used among farmer groups. 4.2 Describe negotiation procedures in rural conflicts. 4.3 Explain mediation steps in resolving conflicts. 4.4 Explain dialogue methods for community conflict resolution. 4.5 Explain the suitability of resolution strategies for extension activities.	• Describe resolution techniques using farmer-group cases. • Describe negotiation procedures with role scenarios. • Discuss analysis of mediation steps in cooperative disputes. • Describe dialogue methods for community issues. • Discuss assessment of suitable resolution techniques.	Textbooks Lecture notes Slides Caselets Scenarios Guidelines Charts Diagrams Posters Laptop Projector Videos	• Conduct a conflict resolution role play. • Practise negotiation in farmer-group scenarios. • Mediate a simulated cooperative disagreement. • Facilitate dialogue during group exercises. • Prepare a resolution strategy action plan.	• Organize conflict resolution role plays. • Coach students during negotiation practice. • Supervise simulated mediation exercises. • Model dialogue facilitation procedures. • Review resolution action plans.	Scenarios Guidelines Checklists Flipchart Markers Cards Action plans Templates Reports Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 5.0: Know causes of rural conflict.						
9-10	5.1 Explain conflict actors in rural communities. 5.2 Explain farmer-	• Describe conflict actors using stakeholder examples.	Textbooks Lecture notes Slides Caselets	• Map actors in selected conflict cases. • Record causes of	• Demonstrate actor mapping procedures. • Guide recording of	Notebooks Pens Clipboards Maps

	pastoralist conflict causes. 5.3 Explain leadership and resource-related conflict issues. 5.4 Describe institutional causes of rural conflict. 5.5 Explain climate and land-use factors in rural conflict.	• Describe farmer-pastoralist conflict causes with cases. • Discuss analysis of leadership and resource conflicts. • Discuss institutional causes of rural conflict. • Discuss assessment of climate and land-use factors.	Maps Reports Risk charts Weather records Guidelines Laptop Projector Videos	farmer-pastoralist conflict. • Prepare a conflict-cause matrix. • Collect views on resource-use disputes. • Present conflict analysis findings.	conflict causes. • Provide conflict-cause matrix templates. • Coach students on collecting community views. • Moderate conflict analysis presentations.	Cards Markers Matrices Checklists Templates Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 6.0: Know mediation, negotiation, facilitation, and reporting skills.						
11-12	6.1 Explain mediation and negotiation skills in conflict resolution. 6.2 Explain group facilitation procedures. 6.3 Explain meeting coordination requirements in farmer Organisations. 6.4 Explain digital conflict reporting procedures. 6.5 Explain reporting tools for conflict documentation.	• Describe mediation and negotiation skills with examples. • Describe group facilitation procedures. • Discuss meeting coordination requirements. • Discuss analysis of digital conflict reporting procedures. • Discuss review of conflict reporting tools.	Textbooks Lecture notes Slides Agenda Minutes Registers Forms Apps Dashboards Laptop Projector Videos	• Mediate a simulated farmer-group conflict. • Negotiate solutions in role-play exercises. • Facilitate a farmer-pastoralist meeting. • Prepare meeting minutes and attendance records. • Submit a digital conflict report.	• Supervise simulated mediation activities. • Coach negotiation role-play exercises. • Guide farmer-meeting facilitation practice. • Demonstrate minutes and attendance documentation. • Train students on digital conflict reporting.	Agenda Minutes Attendance Smartphones Forms Spreadsheets Flipchart Markers Cards Templates Registers Reports Boots First aid ID cards
GENERAL OBJECTIVE 7.0: Understand farmer organisations using key criteria.						

13-15	7.1 Explain criteria for evaluating farmer Organisations. 7.2 Describe indicators of leadership quality and participation. 7.3 Explain gender inclusion in farmer Organisations. 7.4 Explain climate responsiveness in group activities. 7.5 Explain conflict resolution capacity of farmer Organisations.	• Describe evaluation criteria for farmer Organisations. • Discuss leadership and participation indicators. • Discuss analysis of gender inclusion in groups. • Discuss assessment of climate responsiveness in group activities. • Describe evaluation of conflict resolution capacity.	Textbooks Lecture notes Slides Scorecards Checklists Rubrics Gender tools Youth profiles Caselets Laptop Projector Videos	• Assess a farmer Organisation using evaluation criteria. • Score leadership quality and member participation. • Record gender and youth inclusion evidence. • Evaluate climate responsiveness in group activities. • Prepare a farmer Organisation assessment report.	• Guide Organisation assessment using criteria. • Provide scoring tools for leadership and participation. • Supervise recording of inclusion evidence. • Coach students on climate responsiveness review. • Review farmer Organisation assessment reports.	Scorecards Checklists Rubrics Gender tools Youth profiles Forms Smartphones Laptop Camera Reports Registers Templates Boots First aid ID cards
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						

AGRICULTURAL INFORMATION SYSTEMS AND KNOWLEDGE MANAGEMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: AGRICULTURAL INFORMATION SYSTEMS AND KNOWLEDGE MANAGEMENT	COURSE CODE: AED 426	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for agricultural information management, knowledge sharing, digital data systems, climate-smart advisory support, and inclusive access to extension information.		
GENERAL INSTRUCTIONAL OBJECTIVES: At the end of the course, students should be able to: 1.0 Understand agricultural information systems in extension and rural development; 2.0 Know sources, types and channels of agricultural information used by farmers and extension agents; 3.0 Understand knowledge management, innovation, adoption, climate resilience and rural transformation in farmer advisory; 4.0 Know digital tools for agricultural information management; 5.0 Know agricultural information needs and access barriers; 6.0 Understand knowledge-sharing systems for farmer groups, extension agencies, and rural communities; 7.0 Understand agricultural information systems using key criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: AGRICULTURAL INFORMATION SYSTEMS AND KNOWLEDGE MANAGEMENT			COURSE CODE: AED 426		CONTACT HOURS: 3 HOURS/WEEK	
			CREDIT UNIT: 3		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 2 HOURS/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for agricultural information management, knowledge sharing, digital data systems, climate-smart advisory support, and inclusive access to extension information.						
GENERAL OBJECTIVE 1.0: Understand agricultural information systems in extension and rural development.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define agricultural information systems in extension practice. 1.2 Explain the scope of agricultural information systems. 1.3 Explain components of agricultural information systems. 1.4 Describe the importance of information systems in rural development. 1.5 Explain the importance of information	• Explain agricultural information systems using extension examples. • Describe the scope of information systems with diagrams. • Describe components of agricultural information systems. • Discuss the role of information systems in rural development. • Discuss assessment of information systems in advisory delivery.	Textbooks Lecture notes Slides Charts Diagrams Models Journals Manuals Reports Laptop Projector Videos	• Identify agricultural information systems used in extension work. • Identify components of selected information systems. • Prepare a simple information-flow chart. • Record examples of information use in rural advisory work. • Present observations on information-system importance.	• Guide students in identifying information systems. • Demonstrate listing of system components. • Provide information-flow chart templates. • Supervise recording of field examples. • Moderate presentations on system importance.	Notebooks Pens Clipboards Forms Registers Templates Smartphones Laptops Internet Spreadsheets Databases Apps Boots First aid ID cards

	systems in extension advisory.					
GENERAL OBJECTIVE 2.0: Know sources, types and channels of agricultural information used by farmers and extension agents.						
3-4	2.1 Explain major sources of agricultural information. 2.2 Describe types of information used by farmers. 2.3 Explain formal and informal information channels. 2.4 Explain comparison of traditional and digital information channels. 2.5 Explain the suitability of information channels for farmer advisory.	• Describe the major information sources using field examples. • Discuss information types needed by farmers. • Describe formal and informal information channels. • Discuss comparison of traditional and digital channels with examples. • Discuss assessment of channel suitability for advisory work.	Textbooks Lecture notes Slides Bulletins Newsletters Posters Journals Reports Manuals Laptop Projector Videos	• Locate agricultural information sources in a selected community. • Record information channels used by farmers. • Classify channels into formal, informal, traditional and digital groups. • Prepare an information-source register. • Present findings on farmers information access.	• Direct students to locate information sources. • Guide recording of farmer information channels. • Coach classification of information channels. • Provide information-source register formats. • Moderate presentations on information access.	Notebooks Pens Clipboards Bulletins Posters Radio Registers Checklists Templates Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 3.0: Understand knowledge management, innovation, adoption, climate resilience and rural transformation in farmer advisory.						
5-6	3.1 Explain knowledge management in extension services. 3.2 Describe	• Describe knowledge management with advisory examples. • Describe knowledge capture storage and	Textbooks Lecture notes Slides Caselets Profiles	• Capture farmer knowledge from a field scenario. • Organise advisory knowledge into	• Guide field knowledge capture activities. • Demonstrate Organisation of	Notebooks Pens Clipboards Stories Profiles

	knowledge capture, storage and sharing processes. 3.3 Explain the role of knowledge management in innovation adoption. 3.4 Explain knowledge use in climate-resilient advisory services. 3.5 Explain knowledge management contributions to rural transformation.	sharing processes. • Discuss analysis of knowledge management and adoption. • Discuss knowledge use in climate-resilient advisory services. • Discuss review of knowledge management in rural transformation.	Reports Risk charts Advisories Guidelines Laptop Projector Videos	simple records. • Share selected knowledge products with peers. • Prepare a climate-smart knowledge note. • Report how knowledge supports innovation adoption.	advisory records. • Facilitate peer knowledge-sharing sessions. • Coach students on preparation of climate-smart knowledge notes. • Review reports on knowledge and adoption.	Notes Advisories Calendars Guidelines Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 4.0: Know digital tools for agricultural information management.						
7-8	4.1 Explain digital tools for agricultural information management. 4.2 Explain procedures for digital data storage. 4.3 Explain farmer profiling requirements. 4.4 Explain	• Describe digital tools used in information management. • Describe concepts of digital data storage. • Describe farmer profiling requirements. • Discuss analysis of information retrieval procedures. • Discuss assessment	Textbooks Lecture notes Slides Spreadsheets Databases Apps Manuals Guides Caselets Laptop Projector Internet	• Create a simple farmer profile. • Enter agricultural data into a spreadsheet. • Store advisory records in a digital folder. • Retrieve selected farmer information from records. • Prepare a simple digital extension	• Demonstrate farmer-profile creation. • Supervise spreadsheet data entry. • Guide digital record storage procedures. • Coach students on information retrieval. • Review simple	Spreadsheets Databases Folders Laptops Smartphones Tablets Forms Profiles Reports Data Wi-Fi Hotspot Chargers

	information retrieval procedures in extension work. 4.5 Explain digital reporting tools for advisory services.	of digital reporting tools.		report.	digital extension reports.	Power bank Extension
GENERAL OBJECTIVE 5.0: Know agricultural information needs and access barriers.						
9-10	5.1 Explain farmers agricultural information needs. 5.2 Explain barriers to agricultural information access. 5.3 Explain digital access gaps among rural farmers. 5.4 Explain climate advisory information demands. 5.5 Explain farmer feedback for improving information delivery.	• Describe farmer information needs using examples. • Discuss barriers to agricultural information access. • Discuss analysis of rural digital access gaps. • Discuss assessment of climate advisory demands. • Describe use of farmer feedback for service improvement.	Textbooks Lecture notes Slides Checklists Questionnaires Rubrics Risk charts Advisories Forecasts Laptop Projector Videos	• Conduct an information-needs interview. • Record barriers to information access. • Prepare a digital-gap checklist. • Collect farmer feedback on advisory information. • Present analysis of information needs and gaps.	• Coach students during needs interviews. • Guide recording of access barriers. • Provide digital-gap checklist formats. • Supervise collection of farmer feedback. • Moderate presentations on information needs and gaps.	Notebooks Pens Clipboards Questionnaires Checklists Templates Smartphones Recorder Camera Forecasts Advisories Calendars Boots First aid ID cards
GENERAL OBJECTIVE 6.0: Understand knowledge-sharing systems for farmer groups, extension agencies, and rural communities.						
11-12	6.1 Explain knowledge-sharing systems for extension practice.	• Explain knowledge-sharing systems using farmer-group examples.	Textbooks Lecture notes Slides Forums	• Design a simple knowledge-sharing flow. • Create a farmer	• Provide knowledge-flow templates. • Guide group plan	Bulletins Posters Forums WhatsApp

	6.2 Describe components of community knowledge-sharing systems. 6.3 Explain platforms for farmer knowledge exchange system. 6.4 Explain knowledge-sharing needs of farmer groups. 6.5 Explain the usability of knowledge-sharing systems for rural communities.	• Describe components of community knowledge-sharing systems. • Describe platforms for farmer knowledge exchange. • Discuss analysis of farmer-group knowledge needs. • Discuss the usability of knowledge-sharing systems for rural communities .	Groups Bulletins WhatsApp Email Platforms Laptop Projector Internet	information-sharing group plan. • Prepare a community knowledge bulletin. • Set up a sample digital advisory channel. • Demonstrate knowledge-sharing procedures to peers.	development. • Coach students on the preparation of community bulletins. • Demonstrate digital advisory channel setup. • Supervise peer demonstration of knowledge-sharing procedures.	Email Platforms Flipchart Markers Cards Smartphones Laptop Projector Templates Plans Reports
GENERAL OBJECTIVE 7.0: Understand agricultural information systems using key criteria.						
13-15	7.1 Explain evaluation criteria for agricultural information systems. 7.2 Explain indicators of information accuracy accessibility and timeliness. 7.3 Explain climate relevance in advisory information	• Describe evaluation criteria for information systems. • Describe indicators of accuracy, accessibility and timeliness. • Discuss analysis of climate relevance in advisory systems. • Discuss assessment of gender inclusion and farmer usability. • Describe evidence-	Textbooks Lecture notes Slides Scorecards Checklists Rubrics Gender tools Youth profiles Caselets Laptop Projector Videos	• Evaluate an agricultural information system using criteria. • Score information accuracy, accessibility and timeliness. • Record evidence of climate relevance and inclusion. • Collect user feedback from farmers or peers.	• Guide evaluation of selected information systems. • Provide scoring tools for information quality. • Supervise recording of climate and inclusion evidence. • Coach students on user feedback	Scorecards Checklists Rubrics Gender tools Youth profiles Forms Smartphones Laptop Camera Reports Registers Templates Boots First aid

	systems. 7.4 Explain gender inclusion and farmer usability in information delivery. 7.5 Explain information systems using field-based evidence.	based evaluation of information systems.		• Prepare an information-system evaluation report.	collection. • Review information-system evaluation reports.	ID cards
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						

PARTICIPATORY GENDER ANALYSIS AND INCLUSIVE FIELD PRACTICE

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: PARTICIPATORY GENDER ANALYSIS AND INCLUSIVE FIELD PRACTICE	COURSE CODE: AED 427	CONTACT HOURS: 3 HOURS/WEEK
	CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for participatory gender analysis, inclusive field practice, equitable farmer engagement, gender-sensitive advisory planning, and socially inclusive extension delivery.		
GENERAL INSTRUCTIONAL OBJECTIVES: At the end of the course, students should be able to: 1.0 Understand participatory gender analysis in extension; 2.0 Know gender analysis tools used in rural field practice and extension planning; 3.0 Understand inclusive participation in farmer engagement and field diagnosis; 4.0 Know gender analysis tools to farmer roles and constraints; 5.0 Understand gender relations and access barriers in rural communities; 6.0 Understand inclusive field practice in extension activities; 7.0 Know extension activities using inclusion criteria.		

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: PARTICIPATORY GENDER ANALYSIS AND INCLUSIVE FIELD PRACTICE			COURSE CODE: AED 427	CONTACT HOURS: 3 HOURS/WEEK		
			CREDIT UNIT: 3	THEORETICAL: 1 HOUR/WEEK		
YEAR: II SEMESTER: II			PRE-REQUISITE: NIL	PRACTICAL: 2 HOURS/WEEK		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for participatory gender analysis, inclusive field practice, equitable farmer engagement, gender-sensitive advisory planning, and socially inclusive extension delivery.						
GENERAL OBJECTIVE 1.0: Understand participatory gender analysis in extension.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define participatory gender analysis in agricultural extension. 1.2 Explain the principles of participatory gender analysis. 1.3 Describe the importance of gender-sensitive extension practice. 1.4 Describe areas where gender affects farmer participation. 1.5 Explain the relevance of gender analysis to advisory planning.	• Explain participatory gender analysis using extension examples. • Describe the principles of participatory gender analysis. • Discuss the importance of gender-sensitive extension practice. • Discuss gender influence on farmer participation. • Discuss assessment of	Textbooks Lecture notes Slides Charts Diagrams Posters Journals Manuals Caselets Laptop Projector Videos	• Identify men, women, youth and vulnerable groups in a community. • Record gender roles in selected farm activities. • Prepare a simple gender participation profile. • Map gender differences in access to extension services. • Present observations on gender issues in	• Guide students in identifying farmer categories. • Demonstrate recording of gender roles in farming. • Provide gender profile templates. • Supervise mapping of access differences. • Moderate presentations on gender issues.	Notebooks Pens Clipboards Checklists Forms Templates Smartphones Recorder Camera Boots First aid ID cards

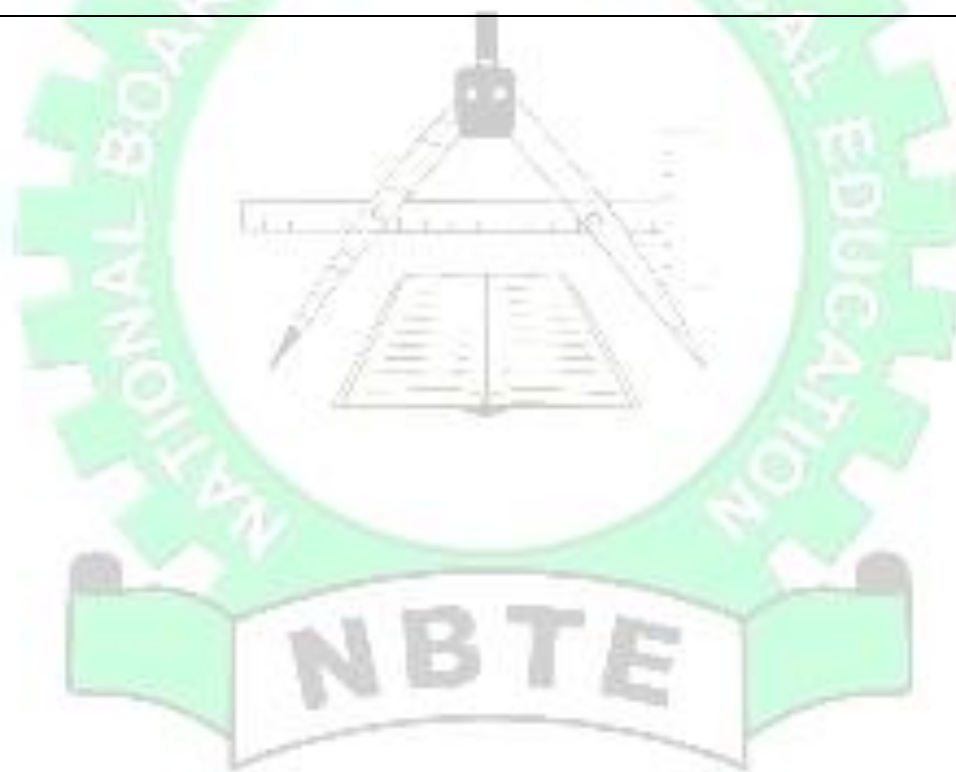
		gender analysis in advisory planning.		advisory work.		
GENERAL OBJECTIVE 2.0: Know gender analysis tools used in rural field practice and extension planning.						
3-4	2.1 Explain major gender analysis tools used in extension work. 2.2 Explain the functions of gender analysis tools. 2.3 Explain access and control analysis in rural households. 2.4 Explain comparison of gender role tools with resource mapping tools. 2.5 Explain tool suitability for extension planning.	- Describe major gender analysis tools with examples. - Describe the functions of selected tools. - Describe access and control analysis using household examples. - Discuss comparison of gender role tools and resource mapping tools. - Discuss assessment of tool suitability for extension planning.	Textbooks Lecture notes Slides Harvard tool Moser tool Role chart Matrices Diagrams Posters Laptop Projector Videos	- Select gender analysis tools for a field situation. - Prepare an access and control matrix. - Develop a gender role chart for farm tasks. - Apply a resource mapping tool in a simulated exercise. - Present selected tools and reasons for their use.	- Guide selection of appropriate gender tools. - Demonstrate preparation of access and control matrices. - Coach students in developing role charts. - Facilitate simulated resource mapping exercises. - Moderate tool-selection presentations.	Notebooks Pens Clipboards Matrices Role charts Maps Flipchart Markers Cards Smartphones Camera Recorder Boots First aid ID cards
GENERAL OBJECTIVE 3.0: Understand inclusive participation in farmer engagement and field diagnosis.						
5-6	3.1 Explain inclusive participation in farmer engagement. 3.2 Describe benefits of inclusive field diagnosis.	- Explain inclusive participation with community examples. - Discuss the benefits of	Textbooks Lecture notes Slides Caselets Profiles Guidelines	- Facilitate inclusive farmer group discussion. - Record contributions from different	- Supervise inclusive group discussion practice. - Show methods for recording group contributions.	Notebooks Pens Clipboards Flipchart Markers Cards

	3.3 Explain effects of exclusion on rural development. 3.4 Explain the role of inclusion in advisory effectiveness. 3.5 Explain participation approaches for different farmer groups.	inclusive field diagnosis. • Discuss analysis of exclusion effects on rural development. • Discuss assessment of inclusion in advisory effectiveness. • Describe participation approaches for different farmer groups.	Charts Diagrams Posters Laptop Projector Videos	farmer groups. • Use participatory ranking in a field exercise. • Document inclusion barriers during practice. • Prepare an inclusive participation report.	• Demonstrate participatory ranking procedures. • Guide documentation of inclusion barriers. • Review inclusive participation reports.	Checklists Registers Templates Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 4.0: Know gender analysis tools to farmer roles and constraints.						
7-8	4.1 Describe farmer roles in household and community production. 4.2 Explain farmer needs and constraints using gender categories. 4.3 Explain access to land, credit, inputs, markets and information. 4.4 Explain opportunities available to different farmer groups. 4.5 Explain gender analysis results for	• Explain farmer roles in household and community production. • Discuss farmer needs and constraints by gender categories. • Discuss analysis of access to key agricultural resources. • Discuss assessment of opportunities for different farmer	Textbooks Lecture notes Slides Access matrix Role chart Needs chart Manuals Caseloads Reports Laptop Projector Videos	• Conduct gender role analysis for selected farm tasks. • Use a needs identification tool with farmer groups. • Map access to resources among farmer categories. • Identify constraints and opportunities from field data. • Prepare a gender	• Guide role analysis for farm tasks. • Coach use of needs identification tools. • Supervise resource access mapping. • Support identification of constraints and opportunities. • Review gender analysis summaries.	Notebooks Pens Clipboards Matrices Needs charts Maps Forms Checklists Templates Smartphones Recorder Camera Boots First aid ID cards

	extension planning.	groups. • Explain the use of gender analysis results in planning.		analysis summary for extension planning.		
GENERAL OBJECTIVE 5.0: Understand gender relations and access barriers in rural communities.						
9-10	5.1 Describe gender relations affecting extension practice. 5.2 Explain youth participation in rural advisory activities. 5.3 Explain social barriers affecting vulnerable farmers. 5.4 Explain climate risks affecting women, youth and other groups. 5.5 Explain digital access gaps in rural communities.	• Explain gender relations affecting extension practice. • Explain youth participation in advisory activities. • Discuss analysis of social barriers affecting vulnerable farmers. • Discuss assessment of climate risks across farmer groups. • Describe evaluation of digital access gaps.	Textbooks Lecture notes Slides Risk charts Advisories Calendars Phones Apps Platforms Laptop Projector Videos	• Collect field data on gender relations and youth participation. • Document social barriers affecting selected farmer groups. • Record climate risks affecting different farmer categories. • Prepare a digital access checklist. • Present findings on gender climate and digital gaps.	• Supervise collection of gender and youth data. • Guide documentation of social barriers. • Coach recording of climate risk evidence. • Provide digital access checklist formats. • Moderate presentations on field findings.	Notebooks Pens Clipboards Calendars Forecasts Advisories Smartphones Apps Internet Checklists Forms Templates Boots First aid ID cards
GENERAL OBJECTIVE 6.0: Understand inclusive field practice in extension activities.						
11-12	6.1 Describe procedures for inclusive field practice. 6.2 Explain inclusive	• Explain inclusive field practice procedures. • Explain	Textbooks Lecture notes Slides Field guides	• Organise an inclusive farmer meeting. • Facilitate	• Guide organisation of inclusive farmer meetings. • Supervise	Notebooks Pens Clipboards Flipchart

	community diagnosis procedures. 6.3 Describe facilitation steps for farmer meetings and demonstrations. 6.4 Describe feedback collection methods in inclusive advisory work. 6.5 Explain reporting requirements for inclusive field practice.	community diagnosis procedures. - Describe facilitation steps for meetings and demonstrations. - Discuss analysis of feedback collection methods. - Discuss reporting requirements for inclusive field practice.	Diagnosis guides Meeting guides Demo guides Templates Samples Rubrics Laptop Projector Videos	community diagnosis with farmer groups. - Demonstrate an inclusive field advisory activity. - Collect feedback from different farmer categories. - Prepare an inclusive field report.	community diagnosis activities. - Coach inclusive advisory demonstrations. - Monitor feedback collection from farmer categories. - Review inclusive field reports.	Markers Cards Posters Samples Tools Smartphones Recorder Camera Boots First aid ID cards
GENERAL OBJECTIVE 7.0: Know extension activities using inclusion criteria.						
13-15	7.1 Describe criteria for gender-responsive extension evaluation. 7.2 Explain indicators of youth inclusion and accessibility. 7.3 Explain climate relevance in extension activities. 7.4 Explain social equity in advisory delivery. 7.5 Explain extension activities using inclusion evidence.	- Explain criteria for gender-responsive evaluation. - Explain indicators of youth inclusion and accessibility. - Discuss analysis of climate relevance in extension activities. - Discuss assessment of social equity in advisory delivery. - Describe	Textbooks Lecture notes Slides Scorecards Checklists Rubrics Gender tools Youth profiles Caseloads Laptop Projector Videos	- Evaluate an extension activity using inclusion criteria. - Score gender responsiveness and youth inclusion. - Record evidence of accessibility and climate relevance. - Recommend improvements for inclusive advisory delivery. - Produce an	- Guide evaluation of extension activities. - Provide scoring tools for inclusion assessment. - Supervise recording of inclusion evidence. - Coach students in recommending improvements. - Review inclusive extension evaluation reports.	Scorecards Checklists Rubrics Gender tools Youth profiles Forms Smartphones Laptop Camera Reports Registers Templates Boots First aid ID cards

		evidence-based evaluation of extension activities.		inclusive extension evaluation report.		
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						



CASE STUDIES IN EXTENSION MANAGEMENT

PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT		
COURSE TITLE: CASE STUDIES IN EXTENSION MANAGEMENT	COURSE CODE: AED 428	CONTACT HOURS: 2 HOURS/WEEK
	CREDIT UNIT: 2	THEORETICAL: 1 HOUR/WEEK
YEAR: II SEMESTER: II	PRE-REQUISITE: NIL	PRACTICAL: 1 HOUR/WEEK
GOAL: This course is designed to equip students with the knowledge and skills required for seminar presentation, case study analysis, extension management review, digital documentation, climate-smart reflection, and inclusive professional reporting.		
GENERAL INSTRUCTIONAL OBJECTIVES: At the end of the course, students should be able to: 1.0 Understand seminars and case studies in extension management training; 2.0 Know procedures for seminar preparation, case selection, presentation, and reporting; 3.0 Understand case studies in solving extension management problems; 4.0 Understand seminar skills for extension management cases; 5.0 Know case studies on extension and rural development challenges; 6.0 Understand oral presentation, digital documentation, and report writing skills; 7.0 Understand extension management cases using key criteria.		



PROGRAMME: HIGHER NATIONAL DIPLOMA IN AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT						
COURSE TITLE: CASE STUDIES IN EXTENSION MANAGEMENT			COURSE CODE: AED 428		CONTACT HOURS: 2 HOURS/WEEK	
			CREDIT UNIT: 2		THEORETICAL: 1 HOUR/WEEK	
YEAR: II SEMESTER: II			PRE-REQUISITE: NIL		PRACTICAL: 1 HOUR/WEEK	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with the knowledge and skills required for seminar presentation, case study analysis, extension management review, digital documentation, climate-smart reflection, and inclusive professional reporting.						
GENERAL OBJECTIVE 1.0: Understand seminars and case studies in extension management training.						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1-2	1.1 Define seminars and case studies in extension education. 1.2 Explain the role of seminars in professional extension training. 1.3 Describe the role of case studies in extension management learning. 1.4 Describe seminar and case-study applications in advisory practice. 1.5 Explain the relevance of seminars and case studies to extension training.	• Explain seminars and case studies using extension management examples. • Explain the role of seminars in professional training. • Discuss the use of case studies in extension management learning. • Explain examples of seminar and case-study applications. • Discuss assessment of seminar and case-	Textbooks Lecture notes Slides Charts Diagrams Posters Journals Manuals Caselets Laptop Projector Videos	• Identify seminar topics in agricultural extension. • Select case-study issues from extension practice. • Prepare a simple seminar topic outline. • Record key management lessons from a sample case. • Present the relevance of selected topics and cases.	• Guide students in identifying suitable seminar topics. • Support selection of extension management cases. • Provide topic-outline templates. • Demonstrate extraction of lessons from sample cases. • Moderate short presentations on selected topics and cases.	Notebooks Pens Clipboards Checklists Forms Templates Smartphones Recorder Camera Boots First aid ID cards

		study relevance.				
GENERAL OBJECTIVE 2.0: Know procedures for seminar preparation, case selection, presentation, and reporting.						
3-4	2.1 Describe procedures for seminar preparation. 2.2 Describe criteria for selecting extension management cases. 2.3 Explain steps in preparing professional presentations. 2.4 Differentiate seminar papers from case-study reports. 2.5 Explain reporting requirements for seminar and case-study work.	- Describe procedures for seminar preparation. - Explain case-selection criteria with extension examples. - Explain steps in preparing professional presentations. - Discuss comparison of seminar papers and case-study reports. - Discuss assessment of reporting requirements.	Textbooks Lecture notes Slides Guidelines Rubrics Samples Formats Templates Manuals Laptop Projector Videos	- Prepare a seminar workplan. - Select a relevant extension management case. - Develop a presentation outline. - Draft a seminar paper structure. - Prepare a case-study reporting template.	- Provide a seminar work plan format. - Guide case selection using relevant criteria. - Coach students on presentation outlining. - Demonstrate seminar paper structuring. - Review case-study reporting templates.	Guidelines Samples Templates Slides Projector Pointer Laptop Internet Recorder Checklists Rubrics Forms First aid ID cards Contacts
GENERAL OBJECTIVE 3.0: Understand case studies in solving extension management problems.						
5-6	3.1 Explain the value of case studies in problem-solving. 3.2 Describe practical extension management problems suitable for case analysis. 3.3 Explain how case evidence supports	- Explain problem-solving value of case studies. - Explain extension management problems suitable for case analysis. - Discuss analysis of case evidence for decisions.	Textbooks Lecture notes Slides Caselets Reports Scenarios Charts Diagrams Posters Laptop	- Review a case on extension management problems. - Identify management issues from a case study. - Extract evidence for decision-	- Guide case review activities. - Coach students in identifying management issues. - Demonstrate evidence extraction from case materials. - Facilitate solution-generation exercises.	Caselets Reports Scenarios Checklists Rubrics Templates Flipchart Markers Cards Laptop

	decision-making. 3.4 Explain the usefulness of case studies in improving advisory practice. 3.5 Explain case-study lessons for extension management improvement.	• Discuss assessment of case-study usefulness in advisory practice. • Describe evaluation of case-study lessons.	Projector Videos	making. • Suggest possible solutions to case problems. • Prepare a case-analysis summary.	• Review case-analysis summaries.	Projector Recorder First aid ID cards Contacts
GENERAL OBJECTIVE 4.0: Understand seminar skills for extension management cases.						
7-8	4.1 Describe seminar presentation skills for extension management. 4.2 Explain techniques for presenting field experiences clearly. 4.3 Explain communication requirements for management case presentations. 4.4 Explain visual aids used in seminar presentations. 4.5 Explain audience engagement techniques for seminar delivery.	• Explain seminar presentation skills. • Explain techniques for presenting field experiences. • Discuss analysis of communication requirements for case presentations. • Discuss assessment of visual aids for seminars. • Describe audience engagement techniques.	Textbooks Lecture notes Slides Samples Rubrics Guidelines Charts Posters Diagrams Laptop Projector Videos	• Deliver a short seminar presentation. • Use visual aids during presentation. • Present field experiences in logical sequence. • Respond to audience questions professionally. • Compile peer feedback on presentation performance.	• Supervise short seminar presentations. • Demonstrate effective use of visual aids. • Coach students on sequencing field experiences. • Moderate question-and-answer sessions. • Guide compilation of peer feedback.	Slides Projector Pointer Charts Posters Flipchart Laptop Recorder Camera Feedback forms Rubrics Templates First aid ID cards Contacts
GENERAL OBJECTIVE 5.0: Know case studies on extension and rural development challenges.						
9-10	5.1 Describe issues in extension delivery case studies.	• Discuss case issues in extension delivery.	Textbooks Lecture notes Slides	• Identify a case on extension delivery.	• Guide extension delivery case analysis.	Reports Caselets Scenarios

	5.2 Explain farmer participation issues in management cases. 5.3 Describe climate risks reflected in extension cases. 5.4 Explain digital system challenges in advisory delivery. 5.5 Explain rural development challenges from case evidence.	• Explain farmer participation issues using sample cases. • Discuss analysis of climate risks in extension cases. • Discuss assessment of digital system challenges. • Describe evaluation of rural development challenges.	Reports Caselets Scenarios Advisories Risk charts Calendars Laptop Projector Videos	• Document farmer participation issues from a case. • Record climate-risk evidence from case materials. • Identify digital reporting challenges. • Present case findings on rural development issues.	• Coach documentation of participation issues. • Demonstrate recording of climate-risk evidence. • Support identification of digital reporting challenges. • Moderate presentations on case findings.	Forecasts Calendars Advisories Smartphones Apps Internet Checklists Forms Templates First aid ID cards Contacts
GENERAL OBJECTIVE 6.0: Understand oral presentation, digital documentation, and report writing skills.						
11-12	6.1 Describe professional oral presentation standards. 6.2 Describe digital documentation procedures for seminar work. 6.3 Explain evidence-based discussion techniques. 6.4 Explain report-writing requirements for seminar and case-study work. 6.5 Explain professional communication standards in	• Explain professional presentation standards. • Describe digital documentation procedures. • Discuss analysis of evidence-based discussion techniques. • Discuss report-writing requirements. • Discuss evaluation of professional communication	Textbooks Lecture notes Slides Templates Samples Guidelines Apps Platforms Files Laptop Projector Videos	• Deliver an evidence-based seminar discussion. • Record seminar proceedings digitally. • Prepare a professional case-study report. • Use references to support seminar arguments. • Submit a documented seminar portfolio.	• Supervise evidence-based seminar discussions. • Train students on digital documentation procedures. • Guide preparation of case-study reports. • Coach students on supporting arguments with references. • Review seminar portfolios.	Laptop Smartphone Internet Recorder Camera Files Templates Samples Rubrics Journals Manuals Reports First aid ID cards Contacts

	extension management.	standards.				
GENERAL OBJECTIVE 7.0: Understand extension management cases using key criteria.						
13-15	7.1 Describe criteria for evaluating extension management cases. 7.2 Explain indicators of climate responsiveness in case studies. 7.3 Describe gender inclusion and digital application in management cases. 7.4 Explain practical field lessons from extension cases. 7.5 Explain the relevance of inclusion, climate and digital criteria.	• Describe criteria for evaluating extension management cases. • Explain indicators of climate responsiveness. • Discuss analysis of gender inclusion and digital application. • Discuss assessment of practical field lessons. • Describe evidence-based case evaluation.	Textbooks Lecture notes Slides Scorecards Checklists Rubrics Gender tools Youth profiles Caselets Laptop Projector Videos	• Evaluate an extension management case using set criteria. • Score climate responsiveness and gender inclusion. • Assess digital application in case management. • Recommend practical field lessons for extension work. • Produce a final seminar and case-study report.	• Guide case evaluation using set criteria. • Provide scoring tools for climate and inclusion assessment. • Supervise assessment of digital application. • Coach students in recommending practical field lessons. • Review final seminar and case-study reports.	Scorecards Checklists Rubrics Gender tools Youth profiles Forms Smartphones Laptop Camera Reports Registers Templates First aid ID cards Contacts
COURSE ASSESSMENT Coursework: 10% Tests: 10% Practical: 40% Examination: 40% Total: 100%						

LIST OF MINIMUM RESOURCES/PHYSICAL FACILITIES

S/N	TOOLS, MATERIALS and EQUIPMENT	QUANTITY
	A. Minimum Physical Facilities	
S/N	Description of items	Quantity
1.	Lecture rooms/classrooms	2
2.	Staff offices	6
3.	Departmental library/resource room	1
4.	Demonstration farm	1
5.	Crop production plots	1
6.	Nursery unit	1
7.	Poultry demonstration unit	1
8.	Livestock/ruminant demonstration unit	1
9.	Irrigation and drainage demonstration plot	1
10.	ICT and digital extension laboratory	1
11.	Extension communication/resource room	1
12.	Community development/PRA practice room	1
13.	Research and field data collection resource room	1
14.	Equipment store	1
15.	First aid and field safety point	1
	B. Farm Practice and Demonstration Tools	
1.	Hoes	10
2.	Cutlasses	10
3.	Rakes	10
4.	Shovels	10
5.	Seed planters	2
6.	Fertilizer applicators	2
7.	Watering cans	1
8.	Wheelbarrows	2
9.	Knapsack sprayers	4
10.	Sprayer pumps	4
11.	Nozzles	4
12.	Weighing scales	1

13.	Measuring tapes	2
	C. Climate and Weather Advisory Equipment	
1.	Meteorological station	1
2.	Manual weather instruments	1
3.	Digital weather instruments	1
4.	Rain gauges	1
5.	Thermometers	1
6.	Hygrometers	1
7.	Anemometers	1
8.	Sunshine recorders	1
9.	Water pumps	1
10.	Hoses	1
11.	Irrigation pipes	1
12.	Sprinklers	1
	D. Extension and Teaching Equipment	
1.	Audio-visual aids	2 sets
2.	Projectors	2
3.	Multimedia projection equipment	1 set
4.	Whiteboards	2
5.	Public address system	1 set
6.	Digital camera	2
7.	Video camera	2
8.	Portable microphone	2
9.	Flip chart stand	2
10.	Portable projection screen	2
11.	Smart board	2
	E. ICT and Digital Extension Equipment	
1.	Desktop computers	5
2.	Laptops	2
3.	Tablets	2
4.	Smartphones	1
5.	Internet modem/router	1

6.	Printer/scanner	1 each
7.	Power banks	2
8.	GPS-enabled mobile devices	1
9.	External storage devices	1
10.	Extension messaging platforms	2
	F. Research and Field Data Collection Equipment	
1.	Clipboards	2
2.	Field notebooks	10
3.	Digital voice recorders	3
4.	Measuring tapes	2
5.	GPS receivers	1
6.	Statistical calculators	2
7.	Survey tablets	2
8.	Questionnaires	2
9.	Interview guides	2
10.	Observation guides	2
11.	Data storage devices	2
	G. Community Development and PRA Equipment	
1.	Community mapping boards	2
2.	Resource mapping materials	2
3.	Flip charts	2
4.	Marker sets	2
5.	Facilitation cards	3
6.	Ranking matrices	2
7.	Seasonal calendar boards	2
8.	Stakeholder mapping templates	2
9.	Community planning templates	2
	H. Safety and Fieldwork Equipment	
1.	Safety boots	5 pairs
2.	Reflective jackets	5
3.	First aid boxes	1
4.	Raincoats	5

5.	Gloves	5 pairs
6.	Identification cards	2
7.	Field bags/backpacks	2
8.	Nose masks	5
9.	Aprons	5
	I. Wood Workshop Equipment	
1.	Saws	20
2.	Chisels	20
3.	Try squares	20
4.	Gauges	5
5.	Rules	20
6.	Screwdrivers	20
7.	Sets of drill bits	2
8.	Hammers	20
9.	Mallets	20
10.	Pincers	10
11.	Oil stones	5
12.	Planers	20
13.	Work benches	20
14.	Grass-cutting circular saw	1
15.	Plumb	5
16.	Surface planer	10
17.	Crowbar	2
18.	Thicknessing planer	10
19.	Drilling machine	1
20.	Mortising machine	1
21.	Grinding machine	1
22.	Wood chipper	5
23.	First aid kit	10
	J. Metal Workshop Equipment	
1.	Bench vices	11
2.	Torque wrench	2

3.	Avery weighing machine	1
4.	Work benches	11
5.	Stock and die set	2
6.	Drill sets	2
7.	Sheet metal shearing machine	2
8.	Anvils	2
9.	Pipe benders	1
10.	Blacksmith hearth	1
11.	Power sawing machine	1
12.	Tool boxes	2
13.	Box of drills	2
14.	Electric generator	1
15.	Battery chargers	1
16.	Grease gun	2
17.	Pipe cutters	2
18.	Scribers	10
19.	Steel rules	2
20.	Pipe screw threading tools	1
21.	Arc welder	6
22.	Electrodes	2
23.	Welding table	2
24.	Welding helmets	3 pairs
25.	Welding gloves	10
26.	Wire brush	2
27.	Carbon arc torch	3
28.	Chipping hammer	3
29.	Clamps	3
30.	Welding boots and screen	3
31.	Power hacksaw	3 pairs
K. Nursery Tools and Equipment		
1.	Watering cans	15
2.	Seed sower	5

3.	Plant lifters	5
4.	Assorted knapsack sprayers	10
5.	Secateurs	10
6.	Planting hoes	20
7.	Spades	5
8.	Pick axes	20
9.	Hand trowels	5
10.	Head pans	10
11.	Wheelbarrows	10
12.	Machetes	50
13.	Nursery trays	20
14.	Rammers and dibblers	10
15.	Irrigation facilities	1 set
16.	Ditching and draining machinery	1
17.	Sprinklers	2 sets
	L. Farm Machinery	
1.	Tractors	2
2.	Disc plough	2
3.	Disc harrow	2
4.	Disc ridger	2
5.	Four-wheel trailer	1
6.	Fertilizer spreader	1
7.	Stump jumper	1
8.	Rotavator	1
9.	Mould board ridger	1
10.	Manual maize planter	1
11.	Spike tooth harrow	1
12.	Rice planter	1
13.	Root cutter	1
14.	Seed drill	1
15.	Rotary slasher	1
16.	Boom sprayer	1

17.	Cereal thresher	1
18.	Incubator and hatcher	1
19.	Debeaker	1
20.	Egg candler	1
21.	Vaccinator	1
	M. Crop Processing and Storage Equipment	
1.	Rice milling machine	1
2.	Rice thresher	1
3.	Groundnut decorticator	1
4.	Garri grater	1
5.	Sorghum thresher	1
6.	Maize sheller	1
7.	Rice parboiling machine	1
8.	Hand oil press	1
9.	Moisture extraction unit	1
10.	Grain dryer	1
11.	Cassava peeler	1
12.	Cribs	1
13.	Tarpaulins	1
14.	Storage facilities	1
15.	Chemicals and produce stores	1
16.	Manure spreader	1
17.	Winnowing machine	1
	N. Pest Control Tools and Equipment	
1.	Motorised mist sprayer	2
2.	Handy sprayer	2
3.	ULV sprayer	2
4.	Assorted knapsack sprayers	4
5.	Hand sprayers	4
6.	Dusters	2
7.	Flood jet nozzles	2
8.	Hollow cone nozzles	2

	O. Animal Unit Equipment	
1.	Laying unit with cages	500 birds with cages
2.	Brooder house	500 birds capacity
3.	Deep litter house	500 birds capacity
4.	Piggery unit	30 pigs
5.	Goat unit	30 goats
6.	Sheep unit	20 sheep
7.	Beef cattle unit	20
8.	Dairy cattle unit	20
9.	Rabbitry unit	20
10.	Feed mill	1
11.	Milking parlour	1
12.	Milking machines	1
13.	Pasteurising equipment	1
14.	Cooling equipment	1
15.	Dairy cleaning equipment	1
16.	Slaughter slab	1
17.	Abattoir	1
18.	Weighing scales	2

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LIST OF ACRONYMS

Acronym/Abbreviation	Full Meaning
ABM	Agribusiness Management
ABU	Ahmadu Bello University
AED	Agricultural Extension and Rural Development
APT	Animal Production Technology
B.Sc	Bachelor of Science
B.Tech	Bachelor of Technology
CGPA	Cumulative Grade Point Average
CH	Credit Hours
CPT	Crop Production Technology
CSA	Climate-Smart Agriculture
CU	Credit Unit
ENT	Entrepreneurship
FGD	Focus Group Discussion
GNS	General Studies
GPS	Global Positioning System
HND	Higher National Diploma
IBB University	Ibrahim Badamasi Babangida University
ICT	Information and Communication Technology
ID	Identification / Identity
IITA	International Institute of Tropical Agriculture
KII	Key Informant Interview
L	Lecture
M.Sc	Master of Science
M.Tech	Master of Technology
MSQ	Mandatory Skill Qualification
NBTE	National Board for Technical Education
ND	National Diploma
NGOs	Non-Governmental Organisations
ODK	Open Data Kit
P	Practical

P.M.B.	Private Mail Bag
PRA	Participatory Rural Appraisal
S/N	Serial Number
SMS	Short Message Service
SPSS	Statistical Package for the Social Sciences
T	Tutorial
TVET	Technical and Vocational Education and Training
ULV	Ultra-Low Volume
USSD	Unstructured Supplementary Service Data

