



**Proceedings of the Training Workshop for
PROMOTING THE NEW EXTENSIONIST LEARNING KIT
5-6 October 2017, MANAGE, Hyderabad, India**

Centre for Research on Innovation and Science Policy (CRISP)
National Institute of Agricultural Extension Management (MANAGE)
Agricultural Extension in South Asia (AESAs)
Indian Agricultural Extension Network (IAEN)

Background

The New Extensionist offers a global view of extension and advisory services (EAS) that reinvents and clearly articulates the role of EAS in the rapidly-changing rural context. It argues for an expanded role for EAS within Agricultural Innovation Systems (AIS) and development of new capacities at different levels to play this role. The New Extension Learning Kit (NELK) was developed as a knowledge resource to support development of these capacities. NELK contains 15 modules designed for self-directed, face-to-face, or blended learning and can be a useful tool (but not exclusively) for individual extension field staff, managers, lecturers and non-governmental organisations (NGOs), and other training institutions.

However, many of the intended users are not aware of the NELK. There are others who may be aware of it but lack the confidence to use and promote this in training and educational programmes aimed at enhancing capacities of extension professionals. This training organised during 5-6 October, 2017, as a collaborative effort between CRISP, MANAGE, IAEN and AESA, was aimed at promoting NELK among key personnel engaged in training and education of extension professionals in India.



Programme

The 2-day program had 25 participants (See Annexure I for List of participants) who were key trainers/faculty engaged in capacity development of extension professionals within their organisations. The organisations ranged from those in government, such as State Extension Management and Training Institute (SAMETI), Directorate of Extension, Extension Education Institutes (EEI), Division of Extension Education; ICAR institutes; ATMA and SAUs; to non-governmental organisations such as PRADAN, BAIF, Deshpande Foundation, Reliance Foundation, and so on.

Participants were selected from different organisations and states of India. The focus was on familiarising participants with the New Extensionist and the different modules, including the use of presentations, lecture guide and workbook in imparting knowledge. Eleven select modules were chosen for the programme (See Annexure II for programme details).

The programme was organized at MANAGE, Hyderabad. Internal resource persons included Dr Saravanan Raj and Dr Suchiradipta Bhattacharjee from MANAGE, and Dr Rasheed Sulaiman V and Ms Nimisha Mittal from CRISP/AESA.

External resource persons included Dr PVK Sasidhar from IGNOU, New Delhi; Dr S. Ramkumar from Rajiv Gandhi Institute of Veterinary Education and Research (RIVER), Puducherry; and Dr P. Sethuraman Sivakumar from Central Tuber Crops Research Institute (ICAR-CTCRI), Thiruvananthapuram.

Day 1

Introductory Session

Saravanan Raj, Director (Agricultural Extension) extended a formal welcome to the diverse group of participants to MANAGE. This was followed by self-introduction by the participants. Rasheed Sulaiman V, Director, CRISP and Focal Point AESA gave a brief outline of the workshop, the rationale for organising the same, and how the different sessions are organised.

Rasheed also briefed the audience on the role of GFRAS in providing advocacy and leadership for Rural Advisory Services (RAS) and how the New Extensionist Learning Kit (NELK) is intended to support development of new capacities among RAS providers. He explained how the traditional role of extension has been changing over the years and why the emerging roles go beyond technology dissemination and are vital for farmer support. The emerging roles include: organizing farmers, facilitating access to credit and inputs, supporting policy advocacy, convening innovation platforms, networking and partnership development.

The “New Extensionist” Position Paper from GFRAS has clearly articulated the different types of capacities (both technical and functional) needed at different levels. Based on the 12 core competencies identified by GFRAS (at the individual level), GFRAS has developed the New Extensionist Learning Kit. Rasheed also presented the expected outputs and outcomes of this workshop (Table 1).

Table 1: Expected outputs and outcomes of the training workshop

Expected Outputs	Expected Outcomes
<p>The participants gain:</p> <ul style="list-style-type: none"> • <u>Better awareness</u> on the importance of developing new competencies/strengthening existing competencies (articulated in the modules) among their clients (extension students/extension staff) • <u>Enhanced knowledge</u> on the different dimensions of the different competencies articulated in the modules • <u>Sufficient or enhanced motivation</u> to use the content and the methodology (e.g., different tests/exercises/slides, etc.) in their teaching/training course • <u>Greater confidence</u> in adapting the new contents in their teaching/training programmes 	<p><i>Participants will actually use the content of the NELK (and the knowledge and confidence gained from this training workshop) in several ways in their work setting. These may include:</i></p> <ul style="list-style-type: none"> • Organising similar training for colleagues in their own organisation • Designing new courses by adapting the content and methodology to their work setting • Including the content and methodology in existing courses/training modules <p>And many more.....</p>



In her special address, Mrs. Usha Rani, IAS, Director General, MANAGE, emphasised the need for extension professionals to acquire new capacities in order to deal with the emerging challenges given climate change impacts and market uncertainties. Extension professionals need to perform new functions beyond their traditional functions, like conducting demonstrations and organising trainings. The agricultural sector is looking to extension professionals to support farmers towards better and more reliable markets, and also to engage in capacity development of other knowledge and information intermediaries.

Technical Sessions

Session 1: Introduction to NELK

This session began with a card exercise. Participants were asked to answer three questions (one question on one color card) on capacity development needs of the extension functionaries:

- a) What is the most important capacity that needs to be developed or strengthened?
- b) How are these capacities currently enhanced?
- c) What are the limitations that constrain present capacity development?



The important capacities identified during this session ranged from professionalization, networking and collaboration, problem solving and communication skills, project management, skills related to reporting and technical writing, etc. Capacities are currently being enhanced through workshops, trainings, field visits and learning by doing. However, some constraints such as irrelevant trainings, lack of

focus on soft skills, lack of information and awareness, as well as attitudinal barriers are limiting these capacity development efforts. This exercise set the background for a more interactive mode of participation. Participants were encouraged to share their own experiences and concerns henceforth, as relevant to each session.

Box 1: Observations from the participants

- Dr Sethuraman felt that all the ICAR institutions have an HRD nodal officer who has to facilitate development of HRD in their respective institutions; but the progress achieved has been meager or inadequate so far. Institute-level IRC meetings also try to identify the HRD skill gaps in order to address it through effective interventions.
- Citing experience from the Department of Agriculture, Maharashtra, a participant shared that the department maintains a database of employees and conducts TNA exercises to identify capacity development needs.
- Similarly in EEs, the trainings focus on plugging skill gaps. However, often such functionaries who got trained to perform a certain set of skills get transferred to other positions, which thus render all these efforts, futile.
- There is lack of interest on the part of personnel in attending training programmes as well as instances of others being denied opportunities to attend training programmes due to internal politics within organisations.
- According to Dr Prakash Kumar Rathod, the main drawback with the extension educators in the SAUs is that they are only interested in filling score cards rather than in effectively participating in these trainings. SAU staff frequently attend trainings irrelevant to them, as they see it as a leisure activity to spend some time with their friends.
- Quite often, the focus and interventions are getting restricted to developing the capacity at individual level rather than at the organizational level.

- Dr Sethuraman also raised the demand for an active role for AESA as an information platform to broadcast on various upcoming training programmes for the benefit of all extension practitioners.

Rasheed gave an outline of the way in which each module has been designed in the NELK. Each module has four separate parts: Lecture Guide, Manual, Workbook and a PowerPoint presentation (ppt). While the manual gives a detailed account of the different concepts and its theoretical background, the workbook contains practical exercises. The PowerPoint presentations are intended to supplement the manuals with precise information. The lecture guides contain the answers to the exercises and quizzes dealt with in the workbook.

Session 2: Extension Methods and Tools

This session was intended to provide a glimpse of the second module of the NELK, 'Extension Methods and Tools'. Rasheed briefed the participants on the different study units in this module, such as value of extension, value of science, and value of profession. Further

he commented that selecting the right approaches and tools is a formidable challenge for extension functionaries as it would eventually determine the outcome of interventions. For example, designing of an ICT intervention in a particular state would depend on the ICT penetration and skill level of the people in that state. A training programme designed for rural women will often be different in



terms of content and methodology from the one organized for rural youth. Just as a physician selects the most appropriate diagnostic tools and treatment options for a patient, an extension professional should have the capacity to select the right approaches and tools while supporting rural communities in dealing with new challenges, he emphasized.

Some of the participants raised queries regarding session planning for the training programmes that they intend to organize. Also some were of the opinion that trainings should be demand driven, and made sustainable by adding value to it rather than simply conducting supply-led trainings.

Box 2: Some concerns and demands from the participants regarding the use of NELK:

- Do the contents of the NELK get updated regularly? If not, there is a need to do so as the competency demands are dynamic and expanding or changing quickly.
- Is there a provision for giving feedback/raising doubts on the online platform of GFRAS?
- There is need for inclusion of sound business planning models for the Farmer Producer Organisations in the module.
- There is need for contextualizing the modules for its better local adaptation and wider dissemination, by translation into local languages.

Session 3: Basic Knowledge Management in Extension

Saravanan Raj presented Module 6: 'Basic Knowledge Management in Extension'. To set the tone for the discussion, he started the session with a group exercise. Participants were divided into three groups and each group was assigned to discuss and come out with answers to the present changes in extension with respect to:

1. Research-Extension-Farmer Linkage;
2. Knowledge;
3. Use of ICTs.



Post-discussion, the participants shared their conclusions. With respect to the research-extension-farmer linkages, the participants identified the following: changing roles of extension functionaries, strengthened linkages, participation of a wider set of actors, and changing focus of the linkages from production to marketing. With reference to knowledge management the following were identified – increased accessibility to knowledge and information, emergence of new sources of knowledge, customized demand led knowledge delivery, intermediary role of the extensionist, etc. The main findings with regard to use of ICTs were: cost minimization, dynamic access to required content, storage and retrieval opportunities and wider dissemination of knowledge. Saravanan took the participants quickly through the various study units contained in the module. One of the participants felt that there should be a policy framework at the institutional level for capacity development of officials in the use of ICTs.

Session 4: Community Mobilisation

Nimisha Mittal presented Module 8 on 'Community Mobilization'. To set the context for the presentation, Nimisha started with an individual card exercise. All the participants were given three cards and were requested to answer three specific questions:

1. What is community mobilization (CM)?
2. How can community mobilization be achieved?
3. What is its relevance to EAS?

Most of the participants identified CM as the process of group formation along with empowerment, enabling people in the community to identify their own problems for their own development, and thereby making it possible for them to solve these problems in a



participatory manner. Ideas on the strategies to achieve CM included: traditional methods such as rapport building, group formation, participatory approaches, trust building, and the use of new approaches including social media. Again the relevance of CM to EAS was identified so as to provide sustainable interventions along with cost effectiveness to achieve better impact. Following this, she gave a brief outline of

the various sessions of the module and its contents. One of the participants reasoned that CM is important not only for the farmers but also for the extension workers as it would facilitate a better working environment for them. He also drew attention to the fact that the strength of NGOs are based not just on their ability for CM-based approaches but also for other developmental activities. Another participant supported this point of view and added that gaining the trust of the people in addition to context-based approaches are crucial for the success of field level extension.

Session 5: Risk Management and Adaptation

P. Sethuraman Sivakumar dealt with the 13th module on 'Risk Management and Adaptation in RAS' by illustrating basic concepts in the module and going into detail on how the assessment of risk (socioeconomic, political and climate) is important in RAS. He also

explained the approaches for managing risk, such as mitigation, transfer, coping and better risk preparedness. He differentiated between vulnerability, adaptive capacity, exposure and mitigation, as well as explained their inter-relationship. He also introduced the participants to the use of Risk Assessment Matrix, which the participants could use to assign severity and likelihood levels to hazards. The risk matrix



is useful because it can be adapted for different scenarios by modifying the meaning of the outcome levels. , He went on to explain the linkages between risk perception and human behaviour. This session had a fruitful discussion on the use of primary and secondary data for climate change studies and its implications. The presentation also elicited demand from the participants for more knowledge and understanding on statistical modelling of climate risk.

Session 6: Adult Learning for Behavioural Change

Sivakumar also presented Module 5 on ‘Adult Learning for Behavioural Change’ wherein he emphasised the module’s usefulness for basic learning and communication theories in extension. He highlighted the effectiveness of scales for measuring the behavioral elements of participants, such as the Barsch learning scale.

Box 3: Feedback session: Day 1

Most participants commented that the modules seemed very informative but there is a need to contextualise these to the local situation while applying them. They also felt that more case studies and audio visual components must be included while introducing the module. Moreover the modules need to be adapted to different end users, and more practical exercises must be included while teaching these modules. One of the participants observed that NELK is an answer to the long felt demands for resource materials, but these modules need to be more clearly contextualized and the new material must be clearly distinguished from those concepts refined over a period of time.

Day 2

Day 2 started with a quick recap by Aparna Radhakrishnan. She summarised the learnings derived from each of the different sessions in the previous day.

Session 7: Agricultural Entrepreneurship, and Session 8: The Role of Extension in Value Chains

S. Ramkumar presented modules 10 and 11, viz. ‘Agricultural Entrepreneurship’ and ‘The Role of Extension in Value Chains’. He took the participants on a journey depicting the context in which agripreneurship emerged in India. The extensionist is expected to perform



the role of an agripreneurship facilitator even though it is a formidable task. The best way to train farmers on entrepreneurship is by showcasing the stories of successful agripreneurs. If farmers are not convinced about the enterprise from the experience of their own peers, then they will hesitate to venture into such a business. He quoted several examples from his own experiences as the Director of

Entrepreneurship at the Kerala Veterinary and Animal Sciences University. He specially referred to the case of development of a high yielding poultry breed, Gramasree (technology) by the university, and the technology out scaling by the entrepreneurship wing. He said that the entrepreneur is someone who challenges the status quo and earnestly wants change to happen. He also showed a number of relevant books/reference materials, which can be thought provoking for agripreneurs. He also mentioned various AESA blogs on entrepreneurship and business incubation as useful material.

This session was quite interactive with participants having good interaction and clarifications from the speaker. He also mentioned the entrepreneurial coefficient to identify potential agripreneurs and threw light on the other indicators. A card exercise was conducted after the presentation in which participants were asked to answer the following questions:

1. What are the activities undertaken by your institute to promote entrepreneurship?
2. What are the challenges that your institution faces to promote entrepreneurship?
3. What is the scope of activities to promote entrepreneurship?

Table 2 displays answers of the participants from the GOs and NGOs on entrepreneurship promotion within their organizations.

Table 2: Responses on entrepreneurship promotion

Questions	Governmental organizations	Non-Governmental organizations
Present activities	Promotion of FPOs under ATMA Market-led approaches ICT support Fodder promotion Capacity development Market intelligence	Training for FPOs Successful case studies as blogs and good practices Lecturers Market linkage Training
Challenges	Insufficient manpower Licensing issues Market networking Conflict Lack of funding No scaling up of activities Lack of awareness	Cultural differences Dropout of entrepreneurs Lack of awareness Lack of ecosystem
Scope of activities	Business incubation Value addition Skill certification Testing competencies	Handholding support Networking Employment to rural women Rural development

Ramkumar distinguished the concepts of innovator and entrepreneur, and the schemes for women entrepreneurship. Discussions focused on the potential investors and sources of finance for grooming entrepreneurs. He also presented the outline of the Module on 'Role of Extension in Value Chains' and its important features.

Session 9: Introduction to Facilitation for Development

Suchiradipta Bhattacharjee presented the 7th Module on 'Facilitation for Development'. She focused on the need for facilitation arising from the presence of multiple stakeholders in the agricultural sector. She started with the need for negotiation by citing a case as an example, where facilitation is required. Subsequently, in a card exercise participants were asked to answer three questions on facilitation.

Box 4: Q&A from the card exercise on facilitation

Q: What are the most effective ways of facilitation?

A: Demonstration, discussions, use of ICTs (SMS, welcome email), focus group discussion and rapport building.

Q: How do you vary the methods based on the audience?

A: Methods would vary depending on the audience, socioeconomic characteristics, cultural background, language and time factors, group discussion and group communication. One of the participants classified the methods based on the nature of the audience, such as farmer level and policymakers/decision maker level.

Q: What are the most important attributes of a facilitator?

A: Empathy, time management, listening skills, non-verbal communication, neutrality in discussions, patience, etc.

Suchiradipta introduced many tools, one being stakeholder analysis, which can prove useful in understanding the community prior to an intervention. She cited the case of SRI in Tripura, where the Department of Agriculture officials successfully negotiated and facilitated agricultural jobs under the labour scheme of MGNREGA contractual works. In the discussion which followed her



presentation, participants pointed out the need for successful facilitation and the role of facilitators in engaging different participants. A participant commented that the role of teachers has gradually changed to that of a facilitator as they provide information on various learning resources rather than through direct supply of the learning content. Participants felt that facilitation skills are required when one is working with both the farm level and research level actors. According to one participant, this was the most important module in the NELK as it directly deals with the everyday activities of an extensionist.



Box 5: Introduction to Indian Agricultural Extension Network (IAEN)

Dr P. Chandrasekhra, Director (Agricultural Extension), MANAGE, spoke about the genesis of IAEN as an informal network, and how it is bringing together various practitioners and researchers in extension in India on a single platform. Several ideas related to formalising and registering the network and bringing more participation from different sectors and states were also discussed. Participants shared the experience of the Indian Veterinary Extension Forum and Social Fish - the network of social scientists working in the fisheries sector. The subsequent discussions focused on integrating such networks into IAEN.

Session 10: Agricultural Extension Programme Management

PVK Sashidhar handled the session on Module 3: 'Agricultural Extension Programme Management'. He cited the example of IGNOU and how the Department of Extension designed the various distance learning programmes while introducing the varied content in this module. He summarized the importance for a need analysis of the clients, before designing the programme itself.

Session 11: Developing Capacity for Evaluation of Rural Extension and Advisory Services

PVK Sasidhar introduced Module 14: 'Developing Capacity for Evaluation of Rural Extension and Advisory Services'. He started with a card exercise in which the participants were asked to name a project or programme where they/their organisation had been involved in evaluation, and what was the methodology they used and the utility of Monitoring and Evaluation (M&E). Participants responded to the questions



based on their background and experience. Sasidhar presented the module, building on the shared experiences of the participants, and he emphasized the need for evaluation, the means and ways to conduct M&E as well as the critical factors to be considered. He also shared his ideas on the various indicators that can be used to conduct M&E studies.

Session 12: Farmer Organisation Development

Ms Nimisha Mittal introduced the 9th Module on 'Farmer Organisation Development'. She started her session by asking the following questions to the participants.

1. What are FOs?
2. Why there is a need for FOs?
3. What are the types of FOs?

Most of the participants had a good understanding on the different aspects of FO and responded actively. Subsequently, a card exercise was conducted in which participants

listed out various internal and external threats to the FOs and the strategies to overcome these threats.

Box 6: Participant responses on threats to FOs and how to cope with these

Threats: Poor operational structure, limited credit facilities, poor human resource development, illiteracy, corruption, elite capture of power and political interference.

Strategies: Better governance structure, support services, policy support, trust building, capacity building programmes, and networking.

Valedictory Session

Mrs. Usha Rani, IAS, DG, MANAGE, presided over the valedictory function. Saravanan Raj thanked all the participants and appreciated their keen interest and participation in the training workshop. He sought quick feedback from the participants on the programme (Box 7 below).



Box 7:: Participant Feedback

Madhubabu commented that the contents were very useful to train the trainees of EEs, especially the module on Extension Evaluation. He also laid emphasis on adding more themes to the modules.

Ram Dhan Jat highlighted the need for adding more value to the contents of the module by converting it into audio visual clips and audio clips.

Ananthan said that the module should have new versions and there was a need to contextualize it not only for different regions, but also for extension functionaries working with different sectors (crop production, livestock, fisheries).

Mandeep commented that the contents are considerably useful for the professionals of DoA to conduct various capacity development programmes. Likewise, he underscored its importance in the context of doubling the farmer's income by 2020.

Aparna felt that though the modules are useful, there is a need for its regular revision. Also in the GFRAS online platform there should be scope for clarification of doubts on the module and for giving feedback.

Mrs. Usha Rani appreciated the keen interest of the participants and distributed certificates to all the participants. In her closing remarks, Nimisha Mittal thanked GFRAS & GiZ for funding the programme and MANAGE for hosting this workshop.

More details of this training workshop can be accessed at:
<http://crispindia.org/index.php/events/>.

**Training Workshop for Promoting
'The New Extensionist Learning Kit'
5-6 October 2017, Hyderabad**

PROGRAMME

Session No.	Time	Description	Facilitators
Day 1: October 5 2017			
Opening Session	0930-1030	Registration of participants Welcome Address Address by the DG, MANAGE Introduction to the Workshop	Saravanan Raj V Usha Rani, IAS Rasheed Sulaiman V
1030-1100		Tea Break and Group Photograph	
Sessions 1 and 2	1100-1230	Introduction to the New Extensionist Learning Kit (NELK) Module 2: Extension approaches and tools	Rasheed Sulaiman V, CRISP
1230-1330		Lunch Break	
Session 3	1330-1415	Module 6: Basic knowledge management and extension	Saravanan Raj, MANAGE
Session 4	1415-1500	Module 8: Community mobilization	Nimisha Mittal, CRISP
1500-1530		Tea Break	
Sessions 5 and 6	1530-1700	Module 5: Adult learning for behavioral change Module 13: Risk management and adaptation in RAS	P Sethuraman Sivakumar, ICAR-CTCRI
Day 2: October 6 2017			
Sessions 7 and 8	0930-1100	Module 10: The role of extension in value chains Module 11: Agricultural entrepreneurship	S Ramkumar, RIVER/Government of Puduchery
1100-1115		Tea Break	
Session 9	1115-1200	Module 7: Introduction to facilitation for development	Suchiradipta Bhattacharjee, MANAGE
Session 10	1200-1245	Module 3: Agricultural extension programme management	PVK Sasidhar, IGNOU
1245-1345		Lunch Break	
Session 11	1345-1430	Module 14: Developing capacity for evaluation of rural extension and advisory services	PVK Sasidhar, IGNOU
Session 12	1430-1515	Module 9: Farmer organisational development	Nimisha Mittal, CRISP
1515-1530		Tea Break	
Closing Session	1530-1630	Certificate distribution Feedback & Closing Remarks	Nimisha Mittal, CRISP

List of Participants
Training Workshop for
PROMOTING THE NEW EXTENSIONIST LEARNING KIT
5-6 October 2017, MANAGE, Hyderabad, India

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