

Self Assessment Report

B. Sc. (Hons.) Agriculture Extension Degree Programme



Department of Agriculture Extension
Pir Mehr Ali Shah

ARID AGRICULTURE UNIVERSITY
RAWALPINDI
PAKISTAN

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(Fall 2008-9 to Spring 2010)

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INTRODUCTION

Pir Mehr Ali Shah Arid Agriculture University was established in 1994 which was previously a college named as Barani Agriculture College. The college started functioning in 1979 in order to facilitate the arid zone area's pupils on account of ameliorating the unsympathetic agricultural conditions. Initially, the course was offered as a supporting course for the students of B. Sc. (Hons.) Agriculture But, in 2003, the dire need of Agric. Extension specialization was felt, so, the Department of Agricultural Extension started functioning in full swing from 2003, Currently, on the basis of dire need, M. Sc. (Hons.) degree has also been started. Since then its enlargement and advancement, in terms of faculty, students and up gradation have been laudable. The graduating students are entering into many scientific and social arenas as Extension agents in many forms and cadres.

The program of Agricultural Extension is premeditated to provide necessary skills in understanding extension oriented activities in Agriculture and its allied areas. Its curriculum highlights the emerging issues of new and economically important agriculture and livestock in Pakistan. Moreover, the Department is committed to quality teaching and research in the area of Agricultural Extension.

With the latest development in the field of Agricultural Extension, the Department regularly updates its curriculum. The Department provides a variety of study programs such as Communication and Journalism, writing of technical reports and scientific articles, adoption of innovations, administration and supervision, evaluation and monitoring etc to cultivate students' professional skills and vision.

Now, briefly, this Self Assessment Report (SAR) is based on eight criteria. The criterion-1 outlines the program mission and objectives. Criterion-2 provides information about the curriculum development. Criterion-3 enlists the laboratories and other relevant information. The criterion-4 is significant to the information about students' support and advising. The last four criteria provide information about process control, faculty characteristics and institutional facilities and support provided by the university.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Criterion-1 Program Mission, Objectives and Outcomes

The self assessment is based on a number of criteria. To meet each criterion several standards must be satisfied. This section describes how the standards of the Criterion 1 are met.

Standard 1-1: The programme must have documented measurable objectives that support institution mission statements.

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Mission Statement of the Department of Agricultural Extension

The mission of Department of Agricultural Extension is clear and different from rest of the agriculture Departments because its research is empirical and mostly being done in the actual field. Therefore, our students have to pay more attention. In order to cope with the rough and tough field impediments, we are striving to equip them with quality teaching, communication skills and interviewing skills, conduction of quality oriented superior research and extend knowledge for the amelioration of agriculture. These all efforts, surely, provides self-sufficiency in quality food by reducing losses in crop yields due to many factors and reduce the losses by adopting recommended practices and improved varieties. It enables farming community to tackle ups and downs in agriculture in our country.

Documented measurable objectives

The Strategic objectives of the Department are as under:

1. To train the students regarding Extension oriented skills.
2. To equip Agricultural Extension discipline on modern and innovative lines for teaching and research for the graduate students.
3. To impart basic and applied high quality knowledge and skills in the field of Agricultural Extension applying highly advanced communication, monitoring, and evaluation capabilities.
4. To guide students pertaining to research which is helpful on economic and scientific basis in the current and future scenario.
5. To strengthen the discipline with integration of knowledge and approach of related fields such as economics, social sciences, psychology and mass communication.

Main elements of strategic plan to achieve mission and objectives

1. Development of a sound teaching system based on the experience and vision gathered from scientific reports, campaigns, world reviews, literature, innovations, seminars, conferences, proceedings, symposia etc for the award of degrees.
2. Designing and constantly updating the curricula involving core subjects, elective subjects, specialized areas, internship programs and study tours.
3. Setting up of well equipped specialized audio-visual laboratory.
4. Publication of scientific papers, books, manuals etc.
5. Development of linkages with national and international research organizations to foster research.

The assessment of program objectives through different criteria is presented in Table 1.

Table 1. PROGRAM OBJECTIVES ASSESSMENT

S. No	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	To develop and strengthen professional oral and written Communication skills	On the basis of choosing solutions of the problems prevailing in the country and arid zone area entirely.	Continuous observation and interaction	Induction of additional faculty members along with improvement of teaching techniques	Teaching methods have been made more participatory with focus on learning
2	To equip the Department pertaining to the new and scientifically sanctioned Agricultural areas for incomparable teaching and training for students	Back ground information and status of knowledge of students through entry tests and students feed back	At the time of admission or semester	Some basic courses need to be included in the curriculum	Revision of curriculum as per requirement on national and international standards
3	To communicate basic and the applied knowledge to the graduate students	Back ground information and status of knowledge of students through entry tests and students feedback	At the time of admission or semester	Some basic courses need to be included in the curriculum	Revision of curriculum as per requirement on national and international standards
4	Guidance to all the enrolled students in research / internship	Assessing interest of students, students feed back	Before start of projects	Students to make presentations and reports	Presentations, seminars, group discussion, communication skills development
5	Integration of related fields	Through entry tests, interviews research own interest	Subject / courses attachment before start	Related subjects to be recommended for studies	Enhancement of knowledge and vision

Programme Learning Outcomes

It is expected that majority of the Agricultural Extension students should be capable of:

1. Effective communication skills like face to face communication skills, effective presentation skills, group discussions, result and method demonstration, role playing etc.
2. The permanent and visiting teachers are continuously reading relevant materials including magazines, grey literature, books, journals, special issues etc and also attending seminars and workshops, and time to time being discussing various issues pertaining to Agricultural Extension and rural advisory services with the experts to strengthen their knowledge in order to enhance their capabilities for the purpose of effective teaching and training.
3. The Faculty members are studying various texts and research papers; and most importantly availing the opportunity of Internet to improve their training and teaching skills. Moreover, by the help of exposure visits (personal or official) faculty members are improving their knowledge and skills.
4. The students are striving to complete the scientific empirical tasks being given by the course teachers for the well being of the farmers particularly and country generally.
5. As a matter of fact, for the professional teacher one subject is not sufficient to broaden his vision and skills, therefore, in order to enlarge his learning, faculty members are used to studying various subjects to fit the subject in many spheres of life with the integration of rural affairs like Education, Economics, Sociology, Applied Statistics, Psychology exclusively adult (Farmer) and Media studies etc.

Relationship between programme outcomes and objectives are given in table 2.

Standard 1-2: The program must have documented outcomes for graduating students. It must be documented that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

Table 2 shows that outcomes of the programme are aligned with each objective

Table 2: Programme outcomes and their relationship with objectives

		Objectives				
Outcomes		1	2	3	4	5
	1	++	+++	+++	+	++
	2	+++	++	+++	++	++
	3	+++	+++	++	+	++
	4	++	+++	++	+	++
	5	+++	+	++	+++	+++

+ = moderately satisfactory

++ = satisfactory

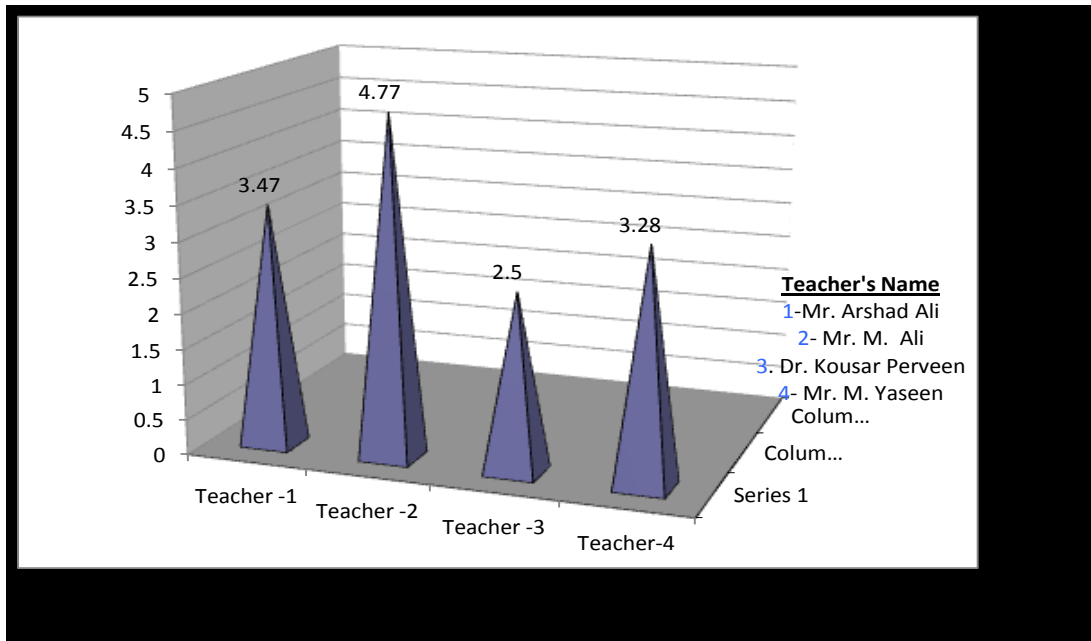
+++ = highly satisfactory

A number of surveys based on the QAA questionnaires were initiated to assess the program outcomes/graduates of the Department.

Program Assessment Results

Teachers' Evaluation

Still, there are two teachers (regular) in the Department and in every semester (Fall-Spring); more visiting teachers are hired on per lecture basis. The results were compiled from the surveys, conducted recently for the second time. The teachers were evaluated by the students at the end of the each semester in line with Proforma-10. The teachers are represented as 1, 2, 3 and 4 with mentioning of their names. The overall compiled results showed that teacher-2 is on the top scoring 4.77 points out of 4 while teacher 1 stood at second and earned 4.77 scores following by teacher 4 with 3.28 points. The teacher 3 earned 2.5 points and stood last.



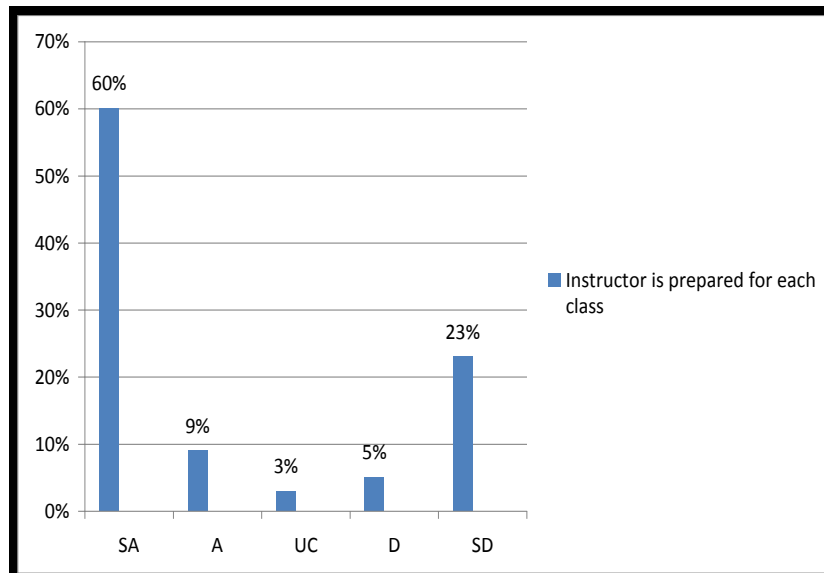
SA= Strongly Agree, A=Agree, UC= Uncertain, D= Disagree, SD= Strongly Disagree

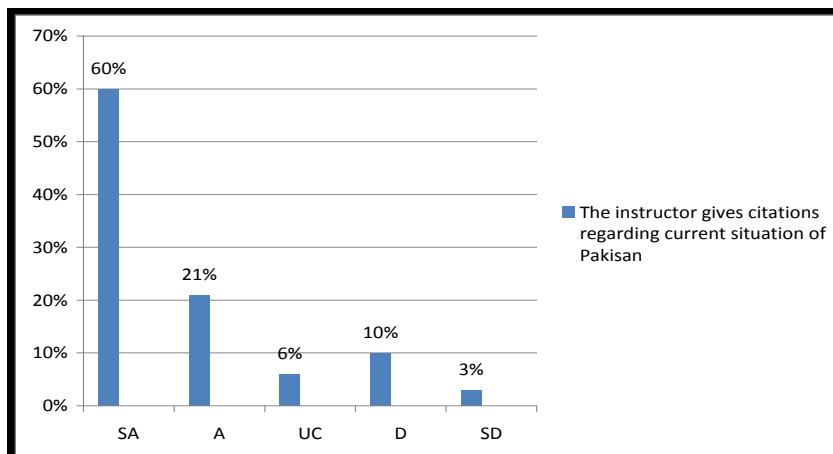
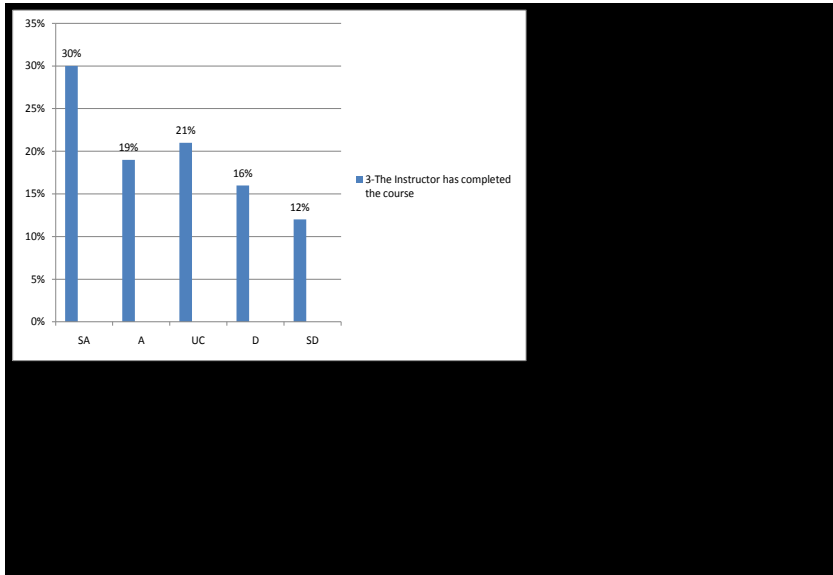
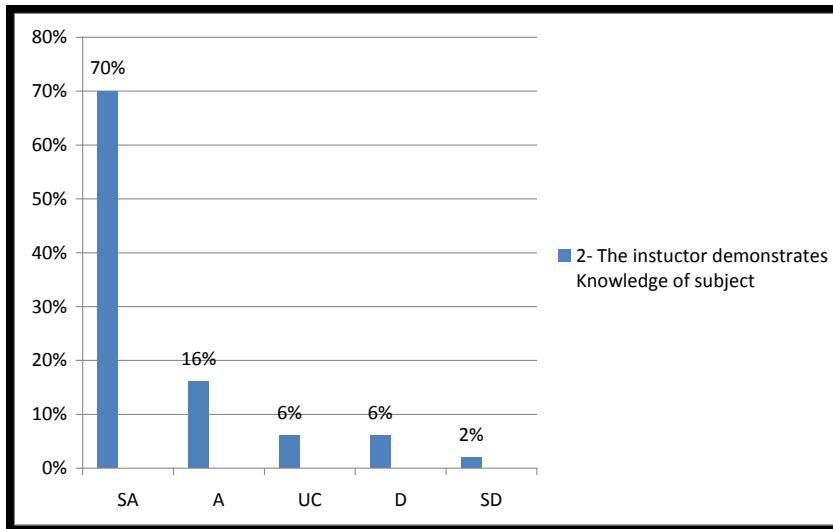
Student Course Evaluation

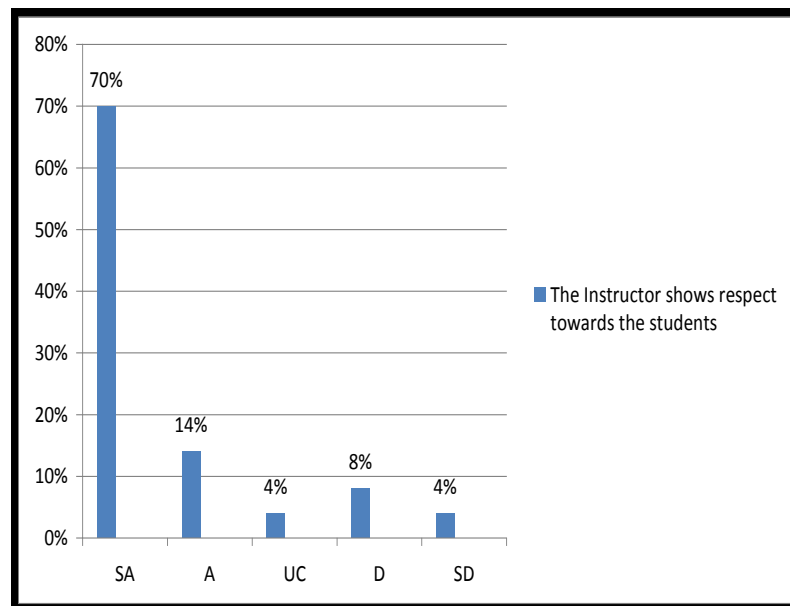
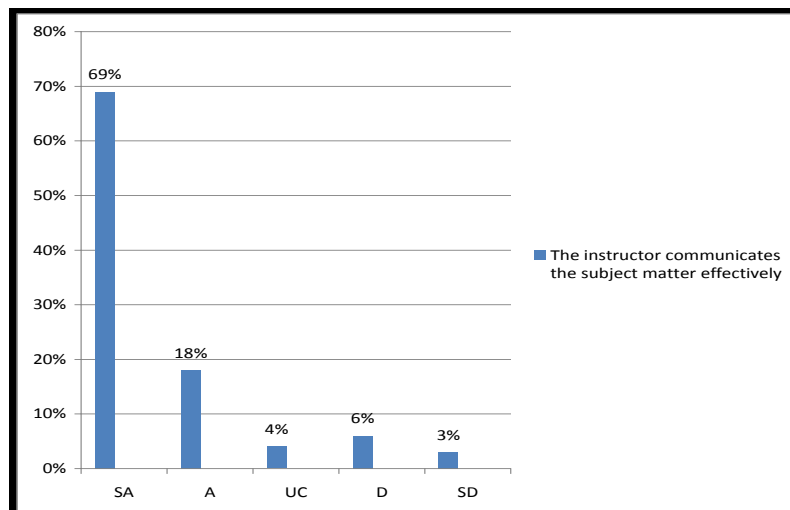
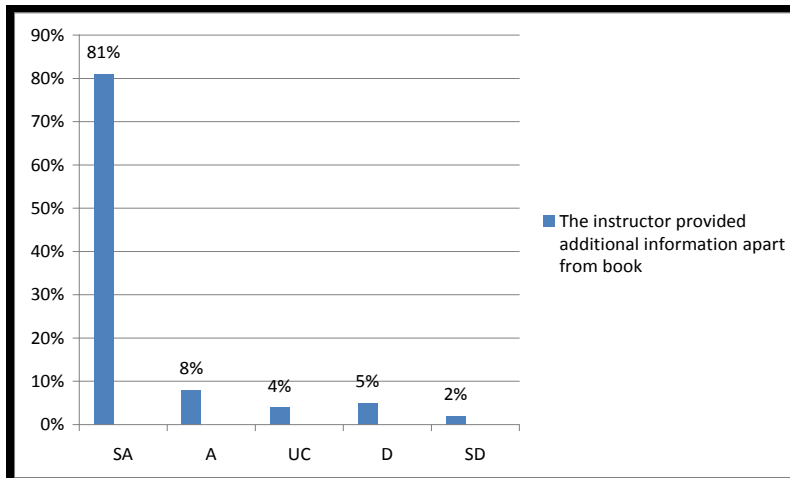
Detail of individual performance of each teacher is obvious from Bar graph presented as under.

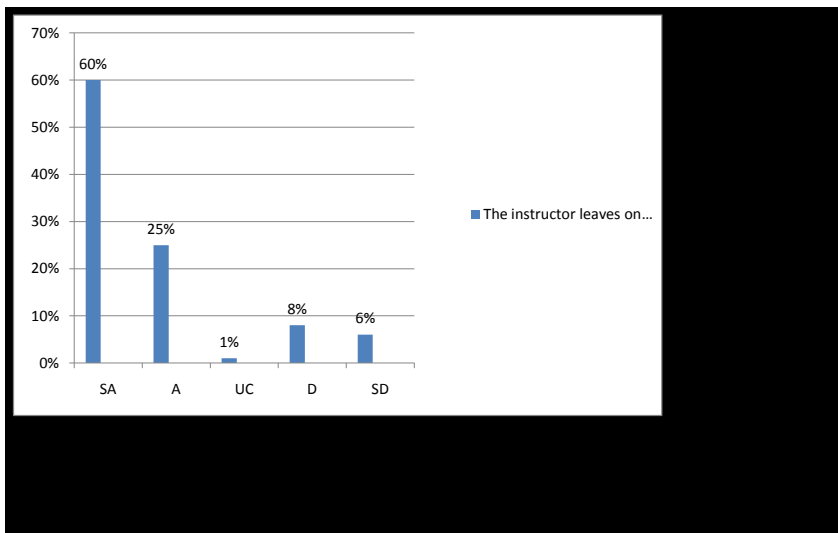
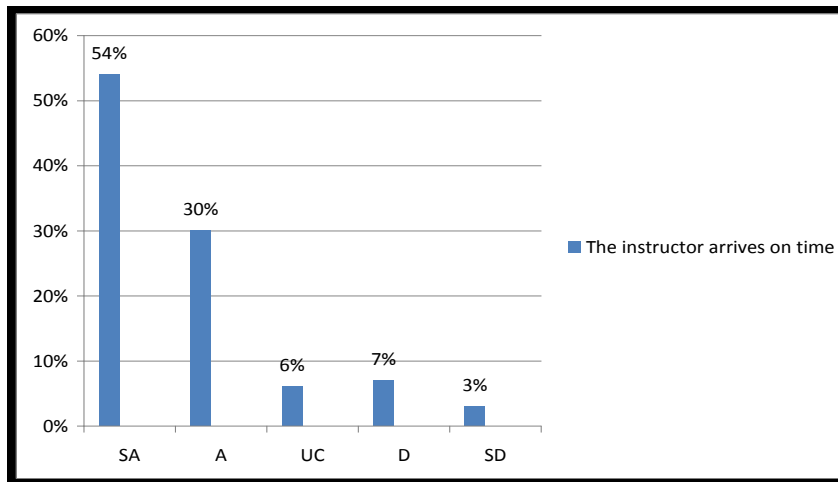
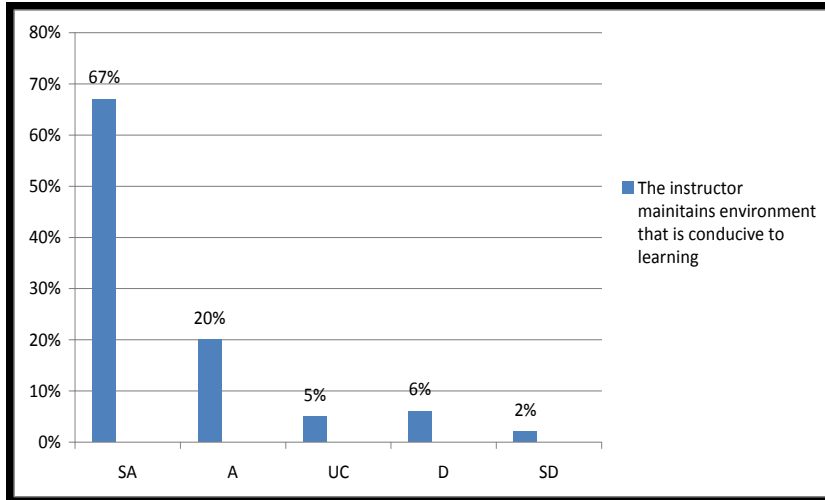
Teacher 1 (AEE-502)

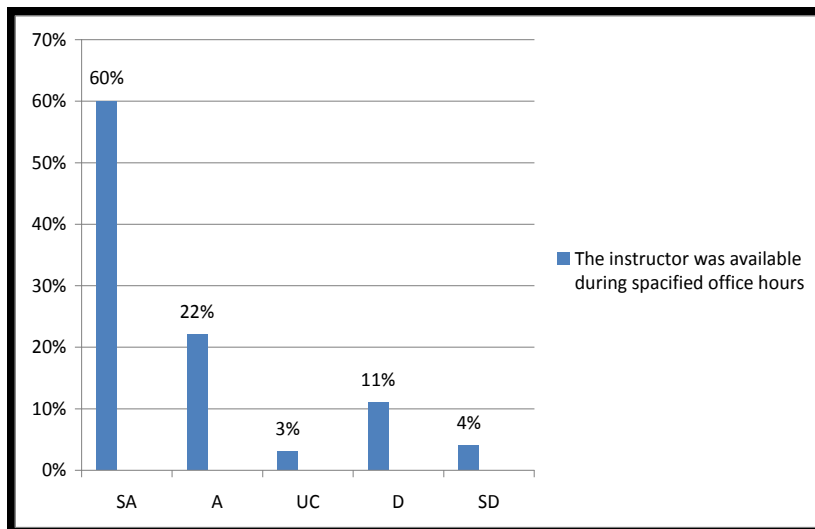
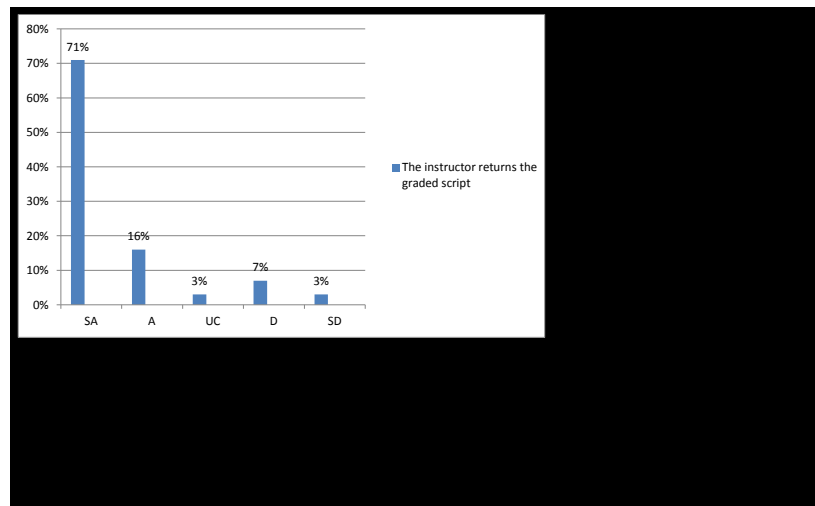
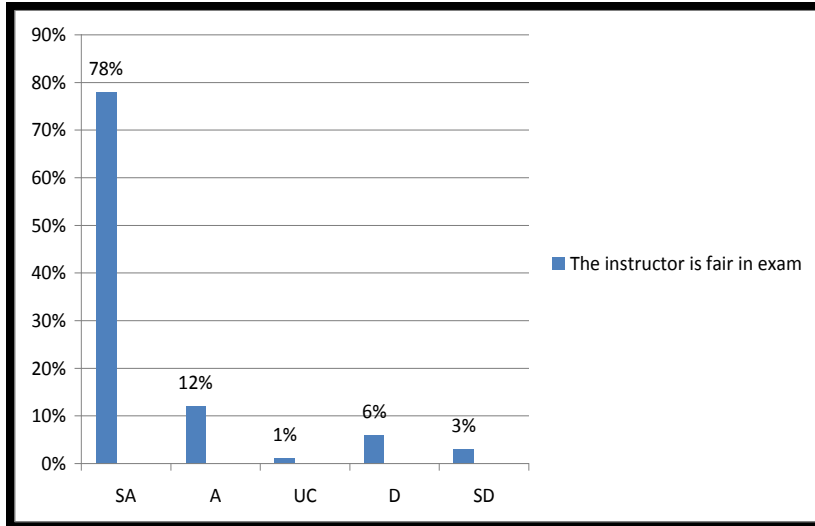
The sum and substance of the results regarding Teacher 1 reflects that more than half of the students constituting 60% strongly agreed about the preparation of teacher for each class. Furthermore, Teacher demonstrates knowledge of subject stood at 70% following citations pertaining to Pakistan recorded 60%. In addition, more than 69% students responded that teacher communicates subject matter effectively.

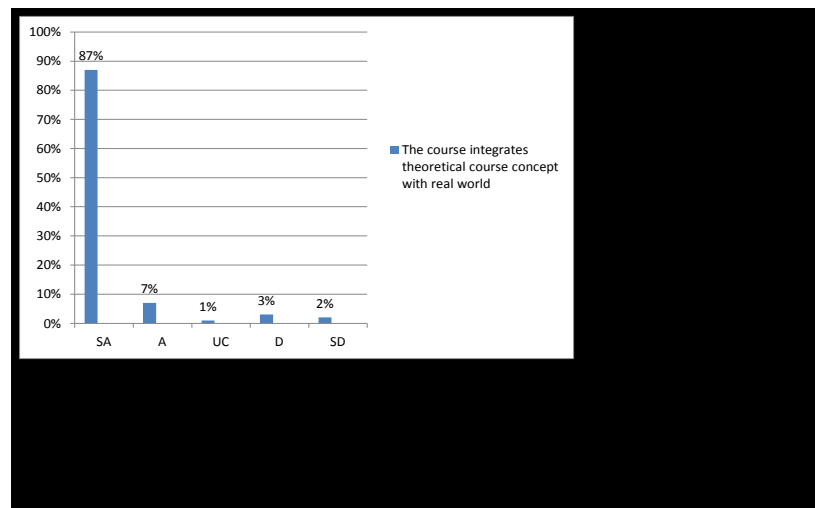
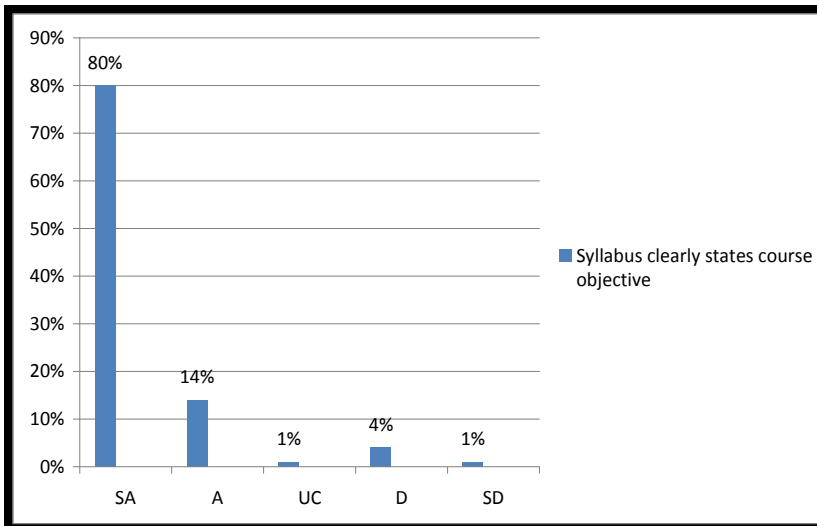
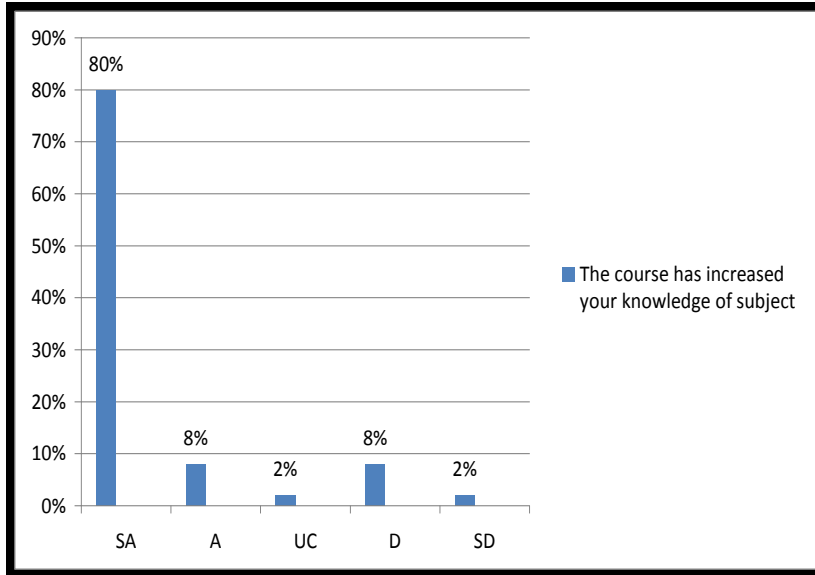


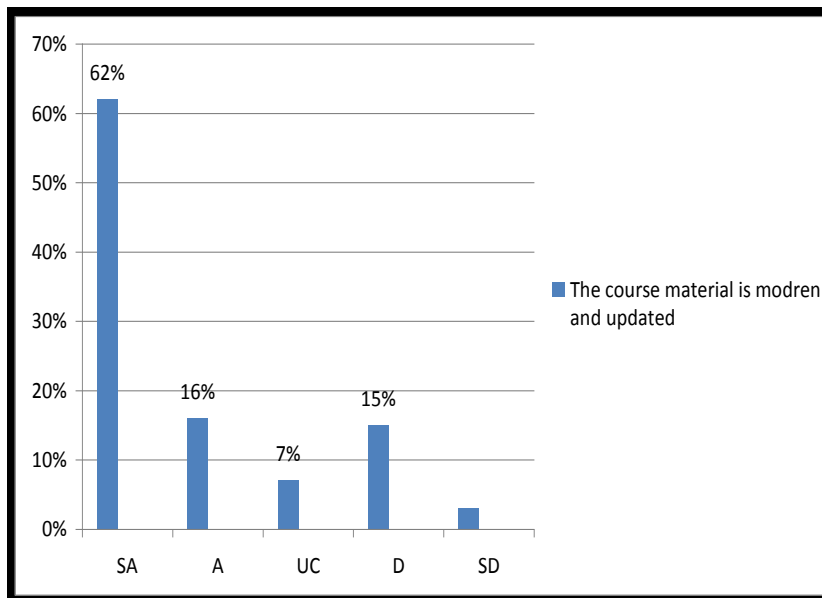
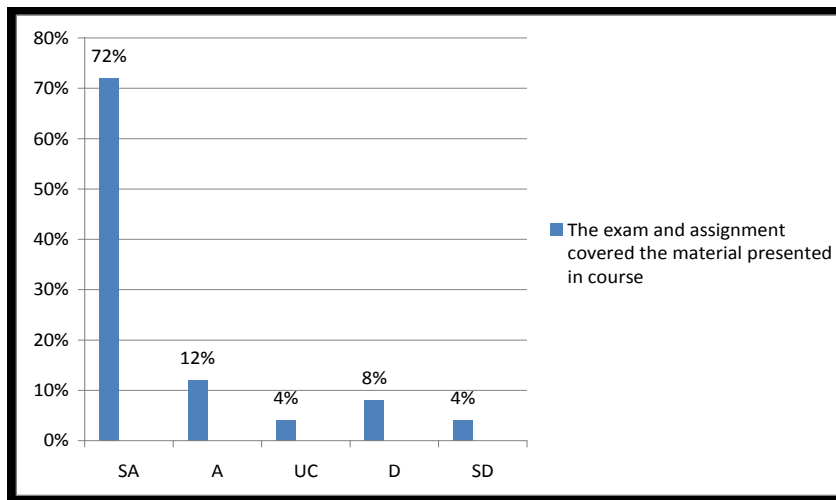












General Comments of the Students about this teacher

Weaknesses:

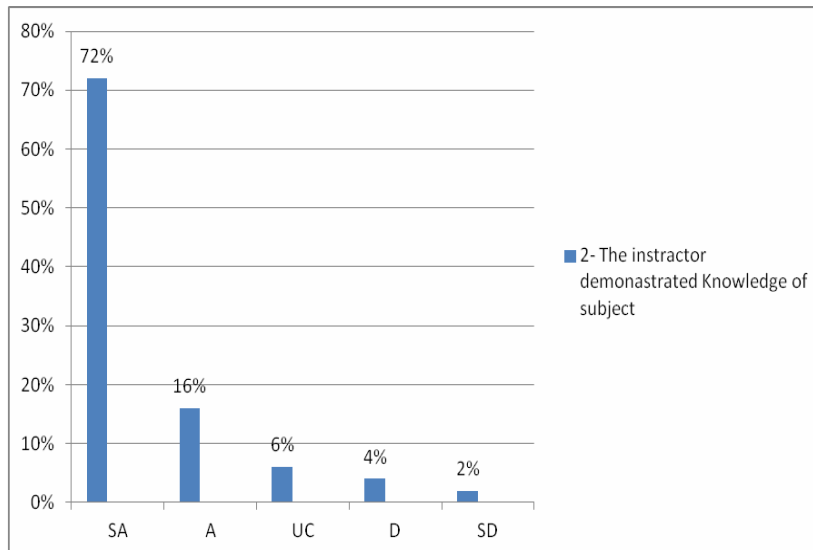
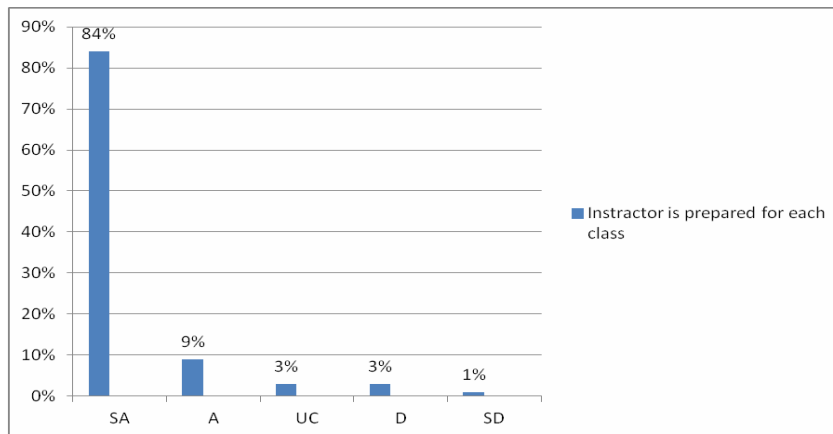
- Teacher must motivate the students to involve in group discussion.
- Teacher should avoid dictation.
- Teacher should develop self motivation for effective teaching.
- Teacher should arrange exposure visits and opportunity to directly contact with farming community.

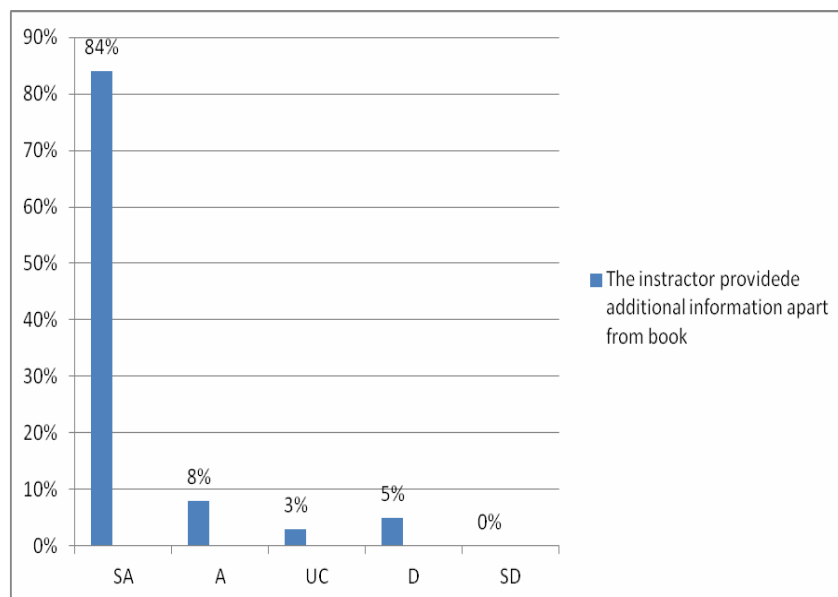
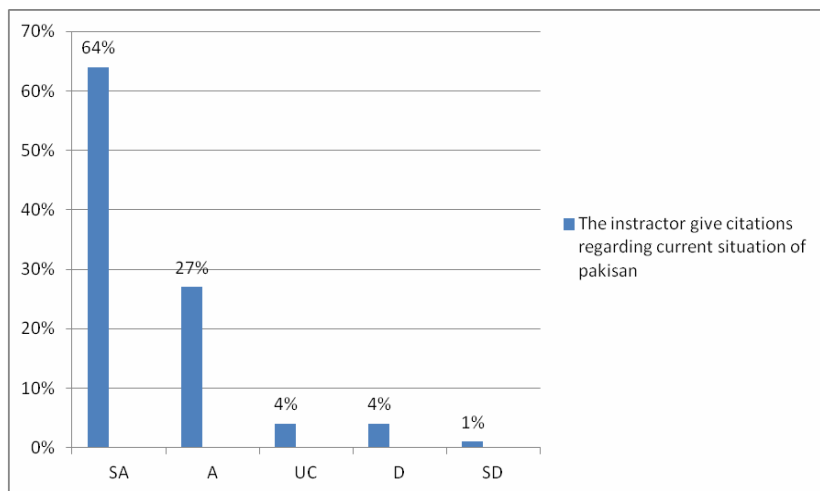
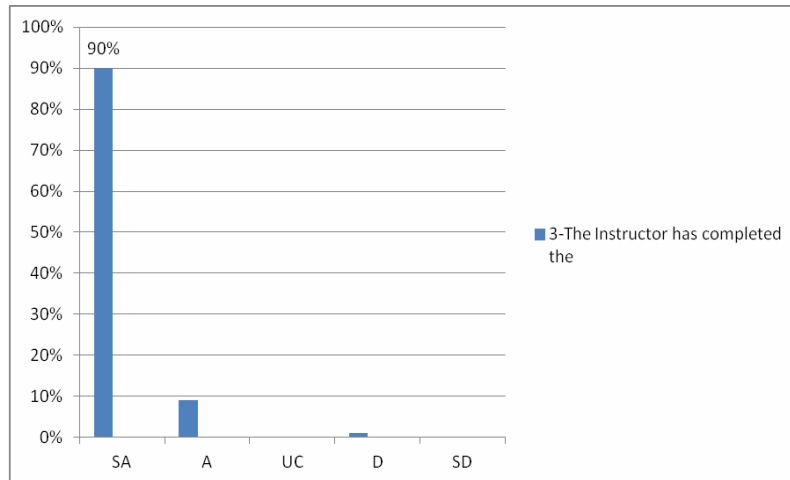
Strengths:

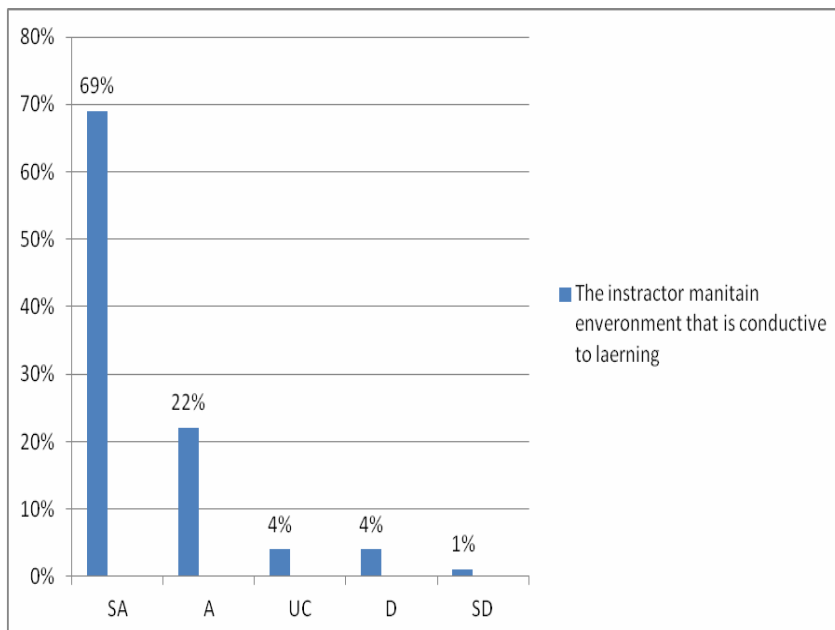
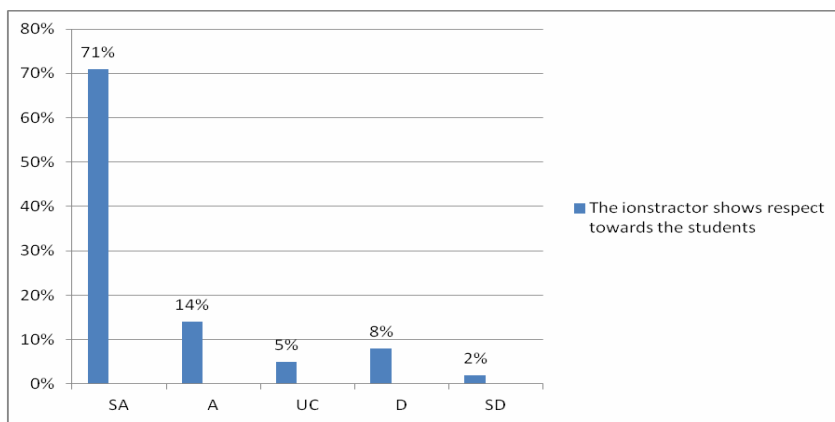
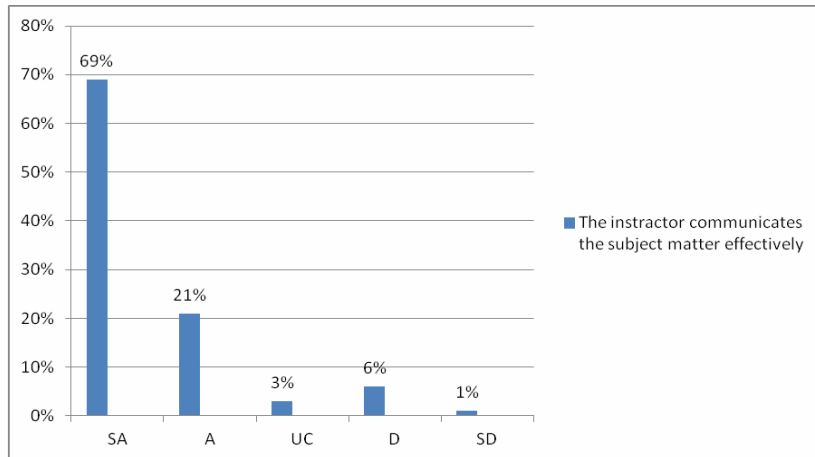
- The attitude of teacher is well.
- Teacher listen our problems patiently.
- Teacher always respects the students.

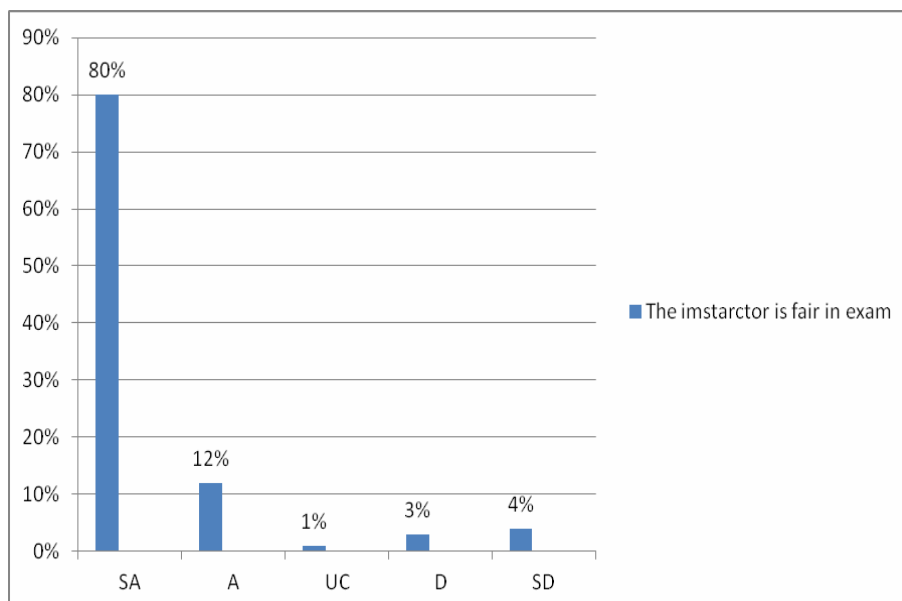
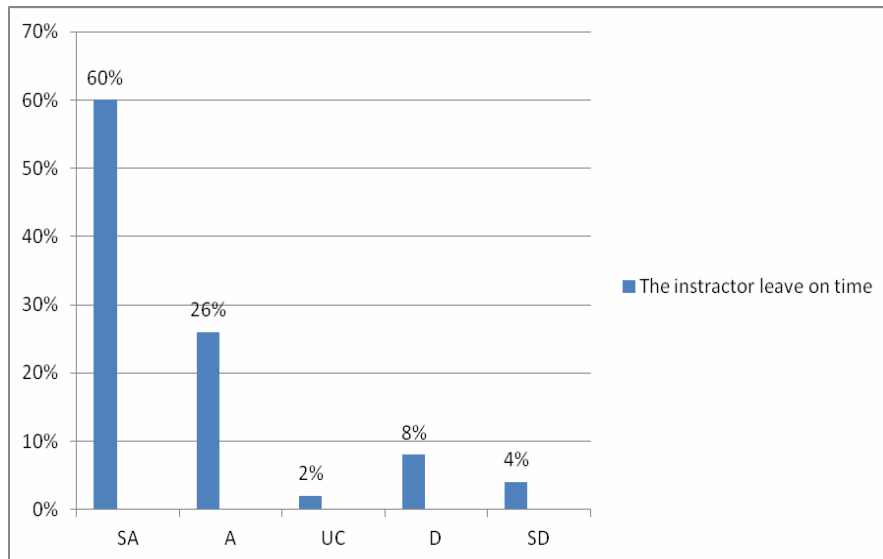
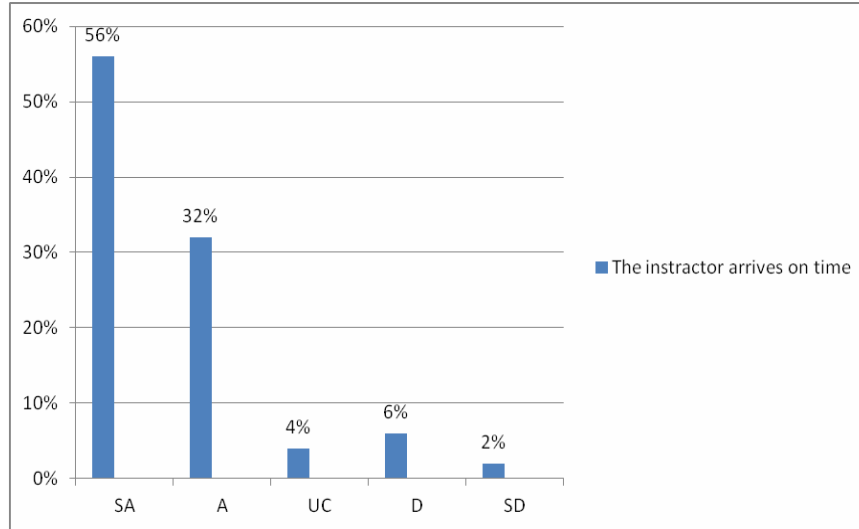
Teacher 2 (AEE-605)

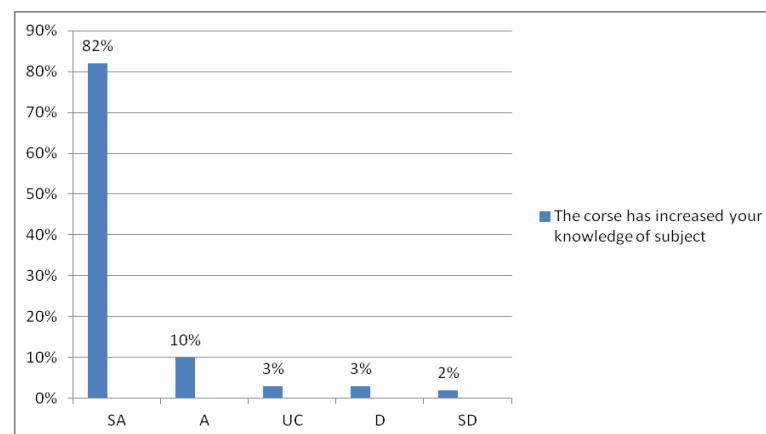
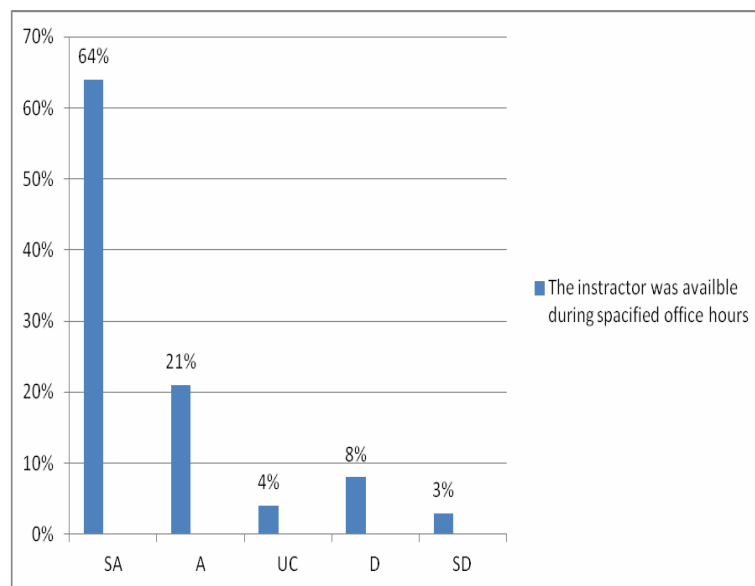
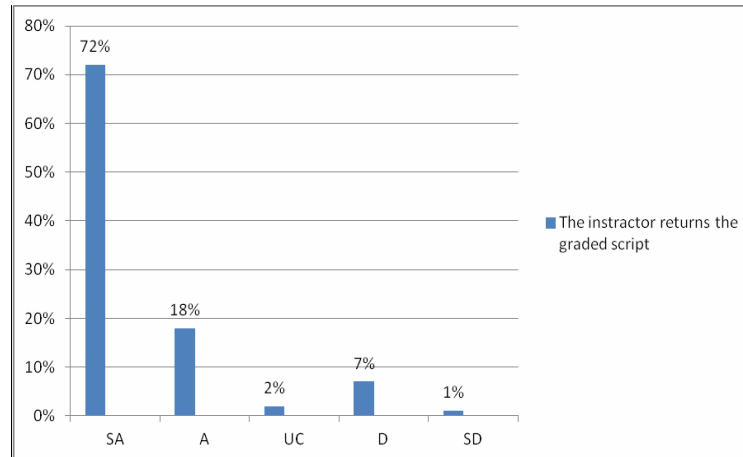
The courses of the respective teachers were also evaluated as per Proforma 10 for rest of the Instructors and the results illustrates that the course (s) taught by the teacher 2 remained at top. Preparation for each class accounted to 84% and completion of course remained 94%. Similarly, assessment depicts 82% of the results increased their knowledge of the subject.

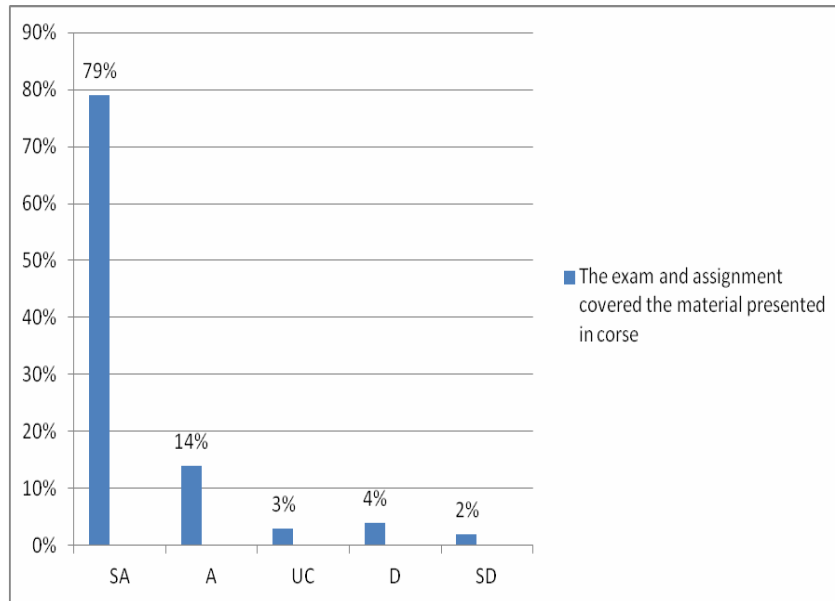
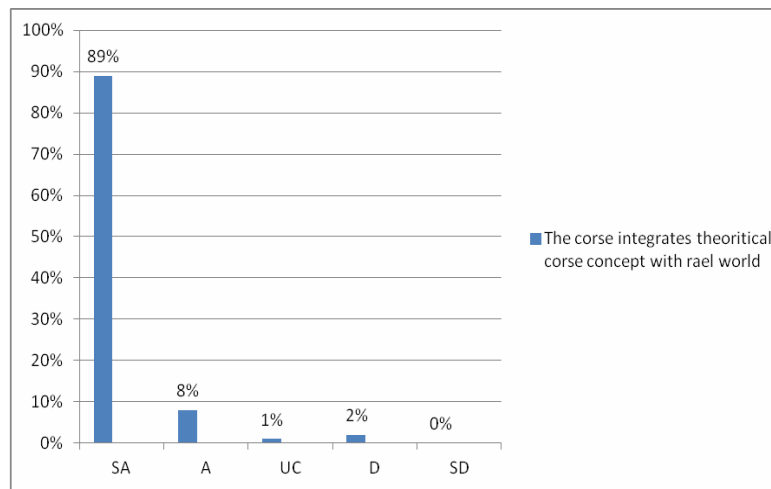
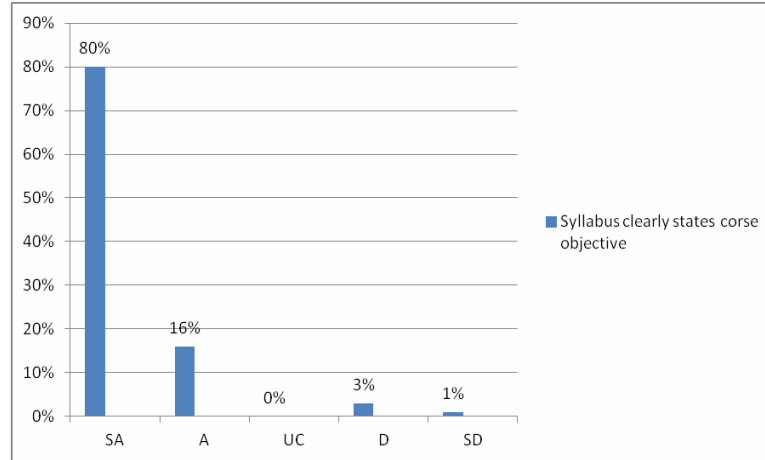


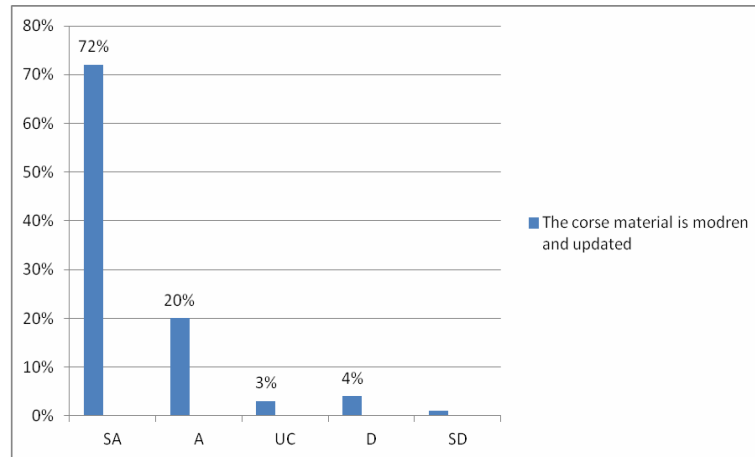












General Comments of the Students about this teacher

Weaknesses:

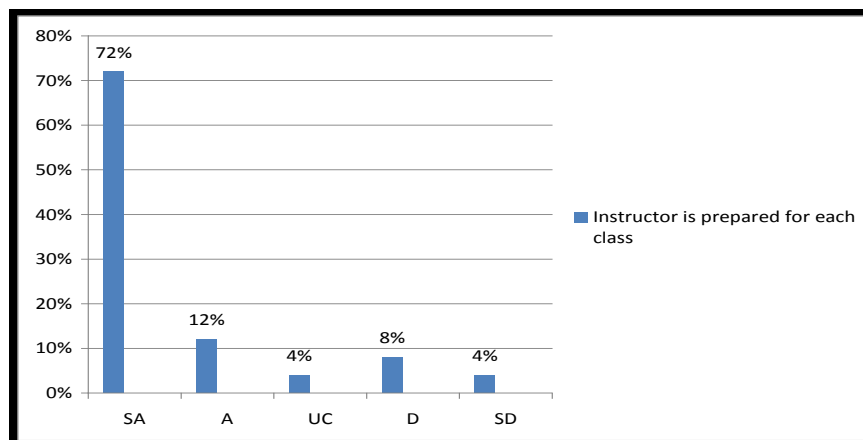
- Teacher must do lenient marking.
- Teacher should not quote plenty of examples.
- Teacher should not take extra time.
- Teacher should be co-operative in terms of numbers and paper guess.

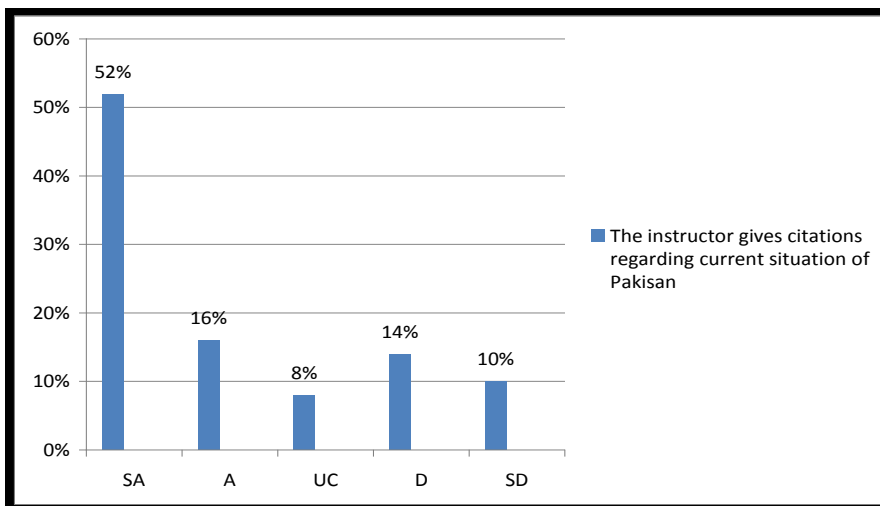
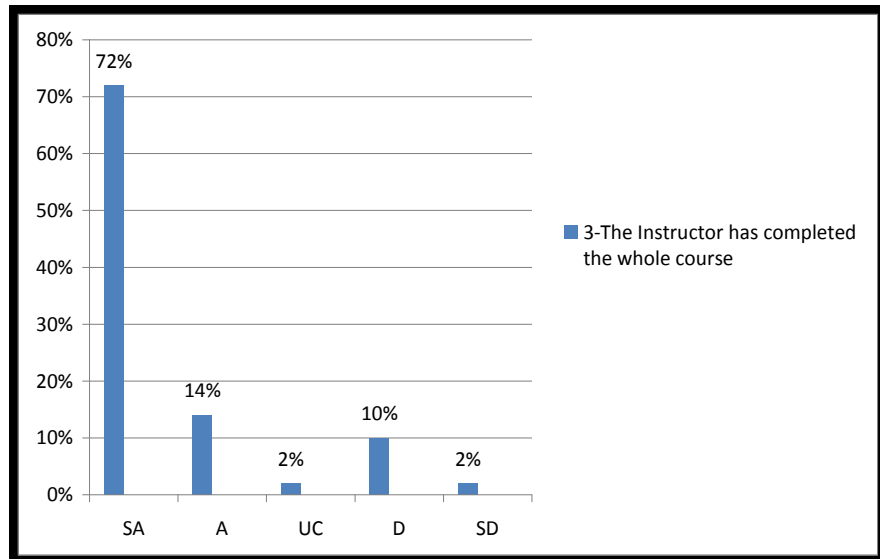
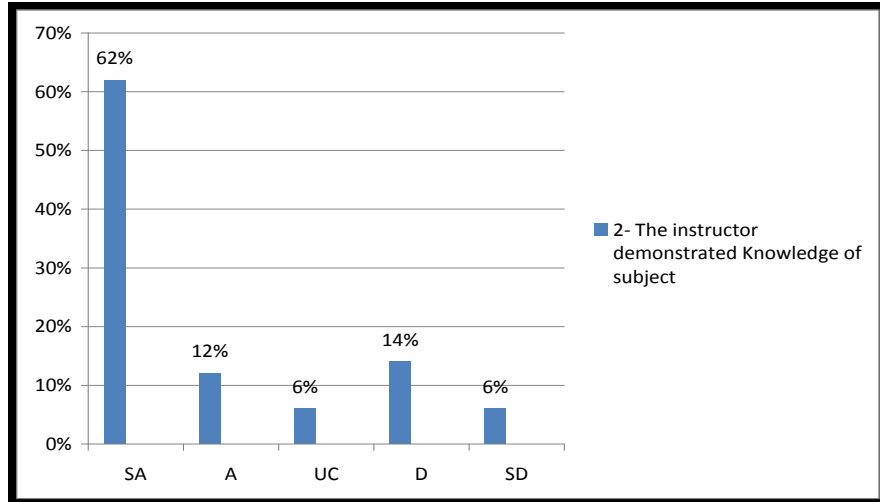
Strengths:

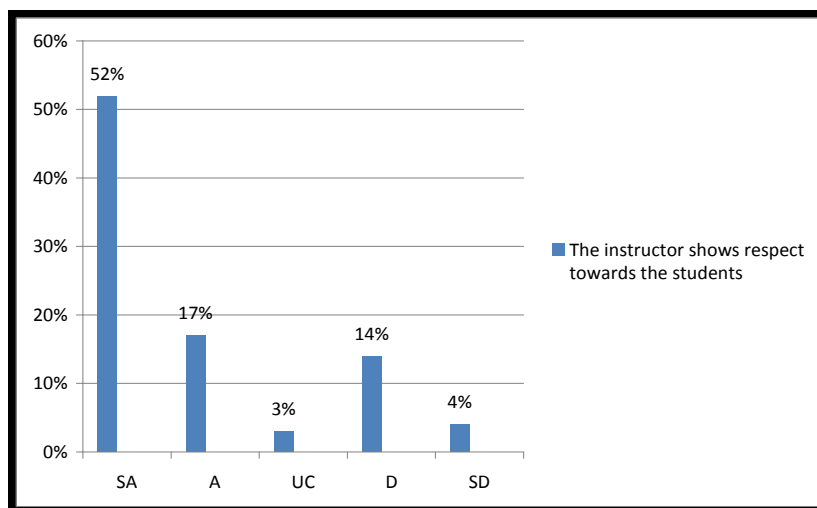
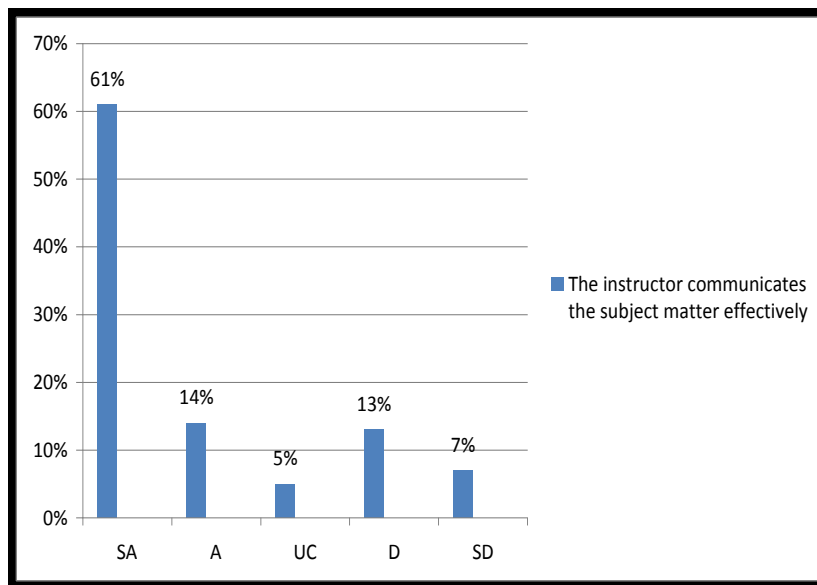
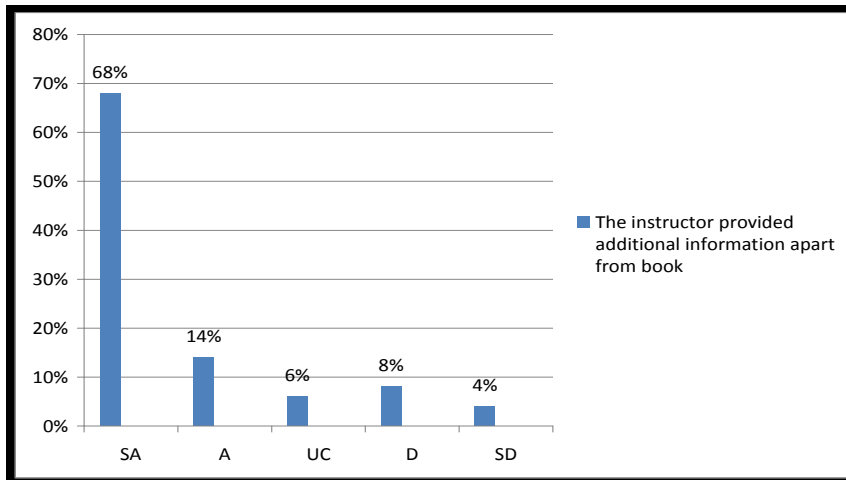
- The attitude of teacher motivates us to select the major.
- Teacher is doing too much for the Department and students.
- Teacher always gives and takes respects from the students.
- Teacher listen patiently our problems even in hurry.

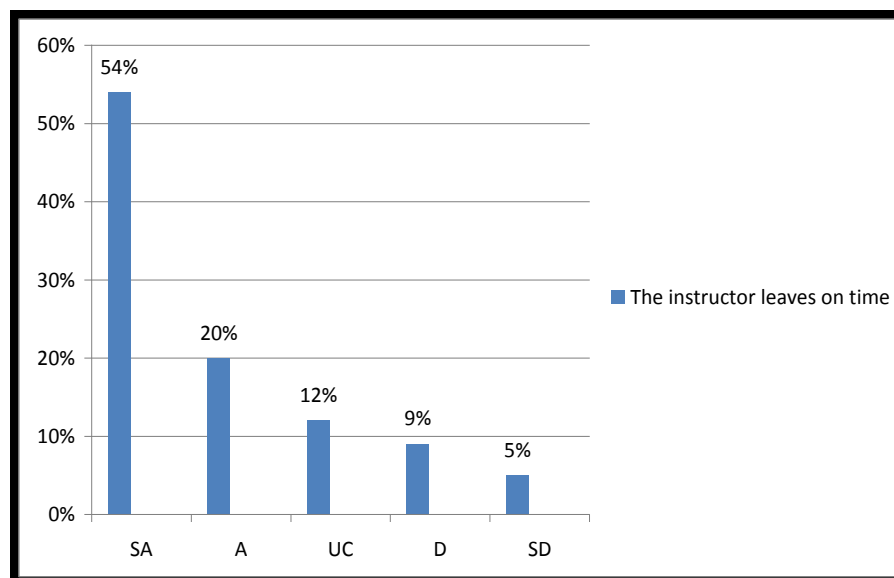
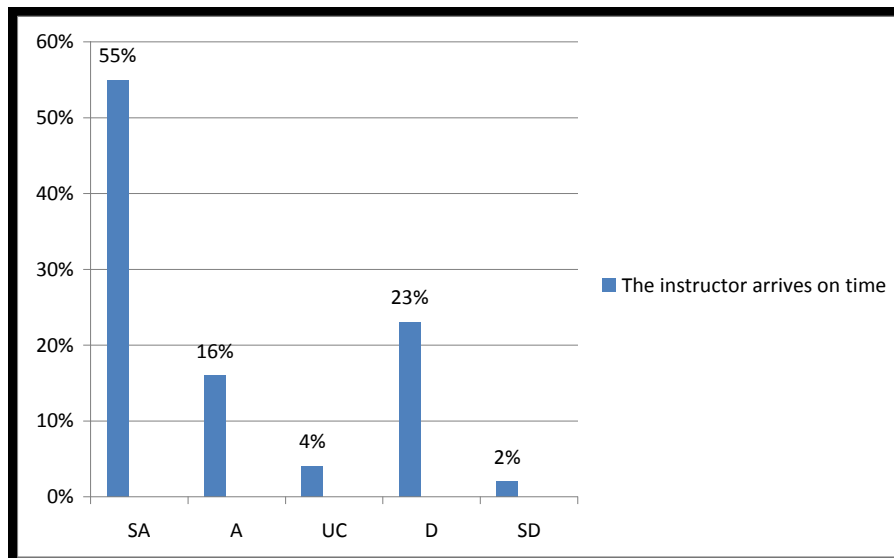
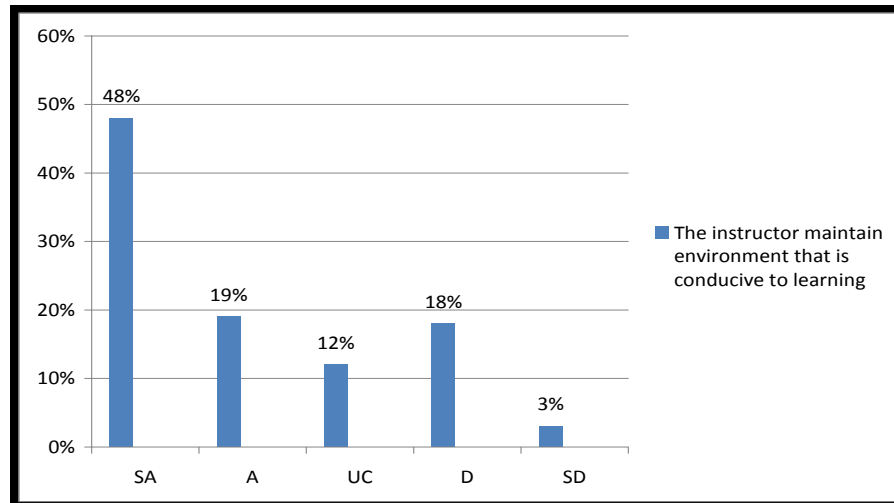
Teacher 3 (AEE-603)

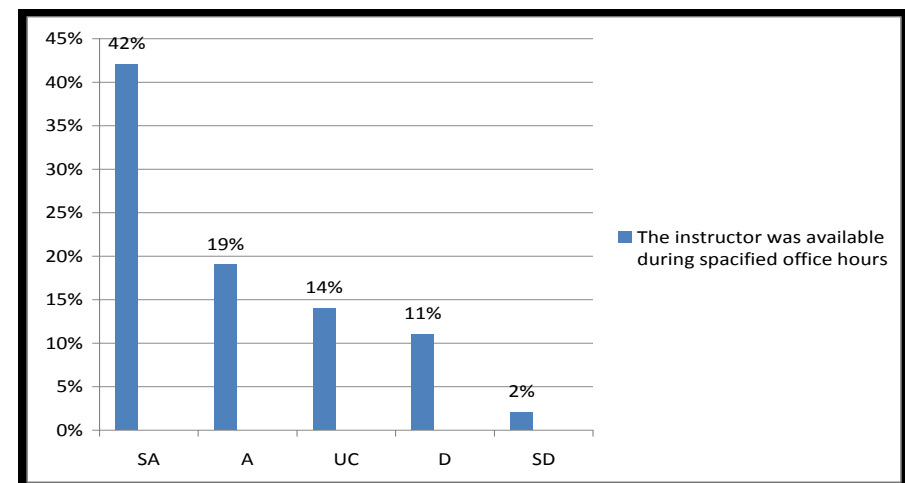
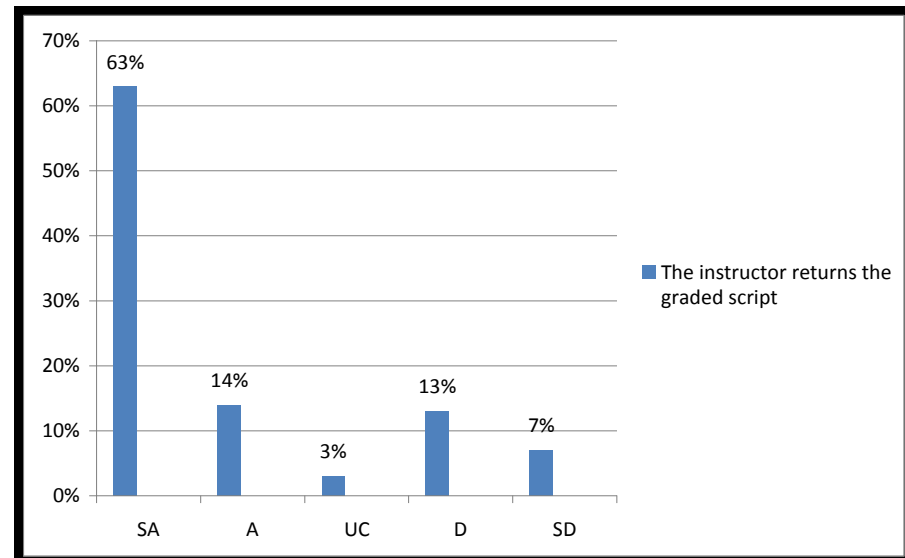
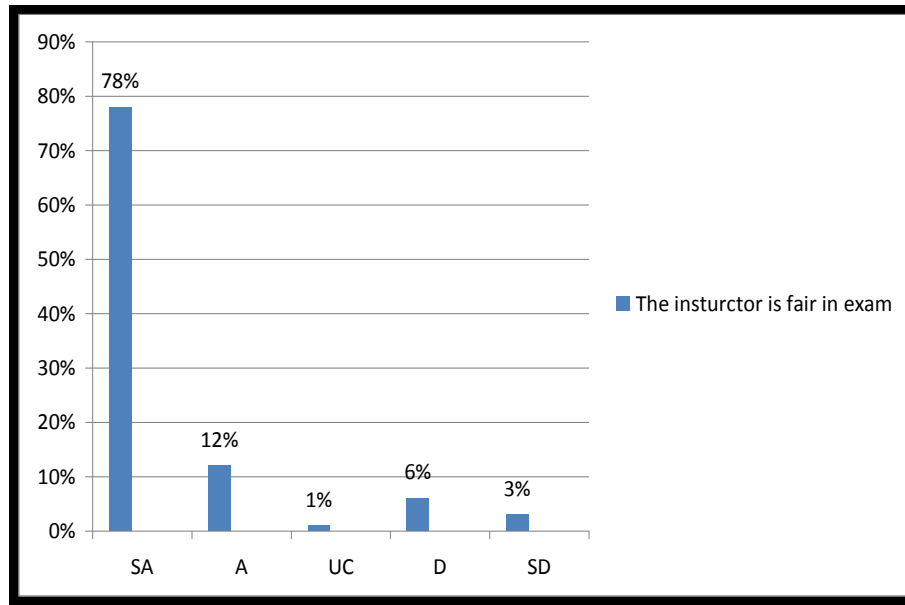
Overall the Teacher No. 3 remained at bottom by securing 2.5 points and the appraisal shows that 72% of the students were strongly agreed about her preparation with 68% reflected the additional material provided apart from books. The assessment continues with the figure of 78% which shadows her marking style which was fair and excellent quality.

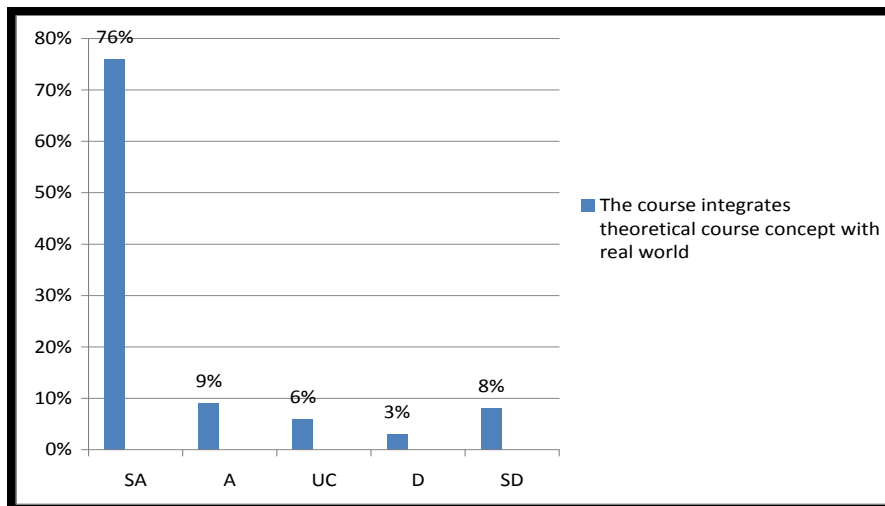
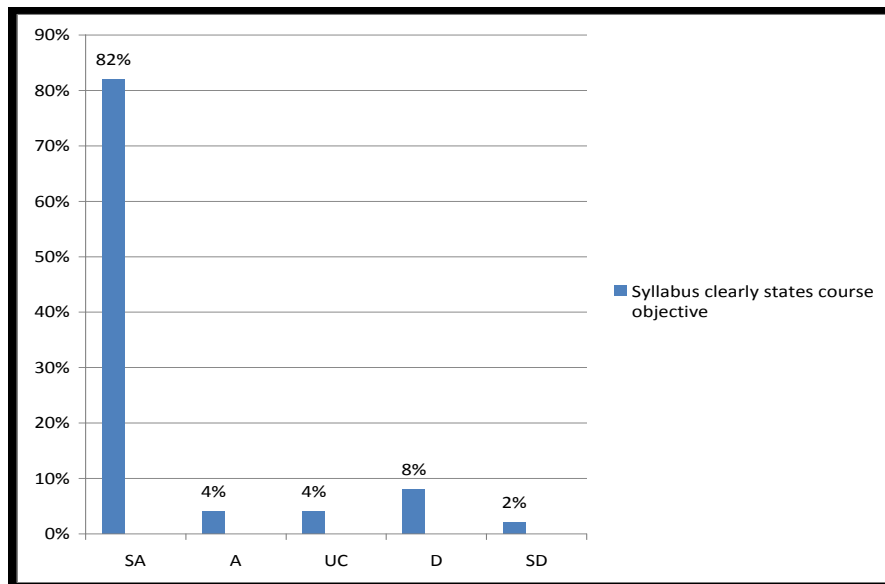
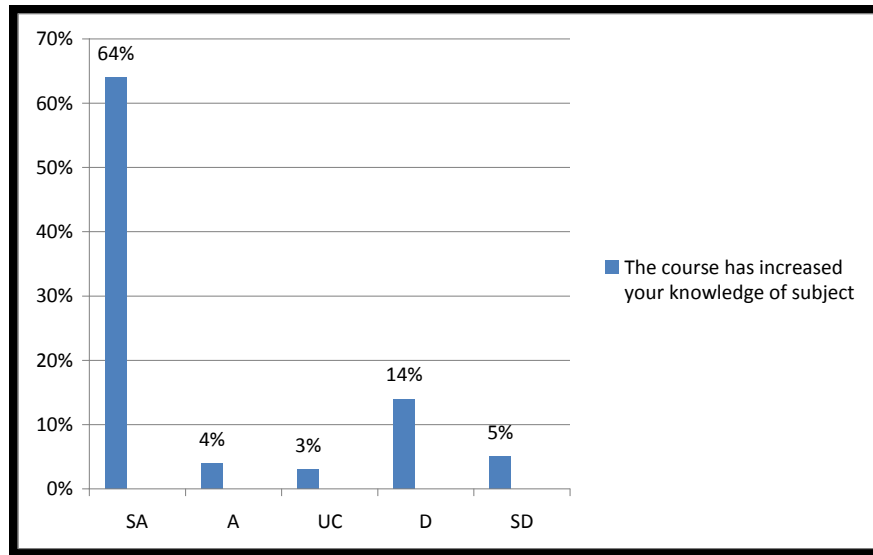


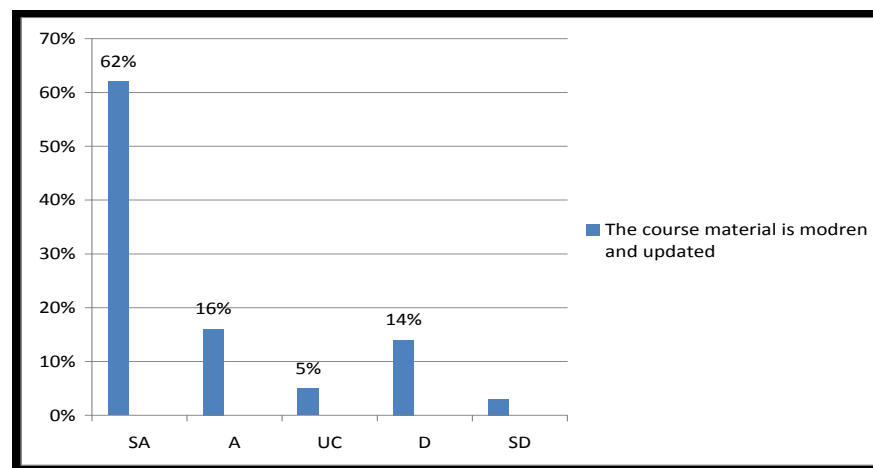
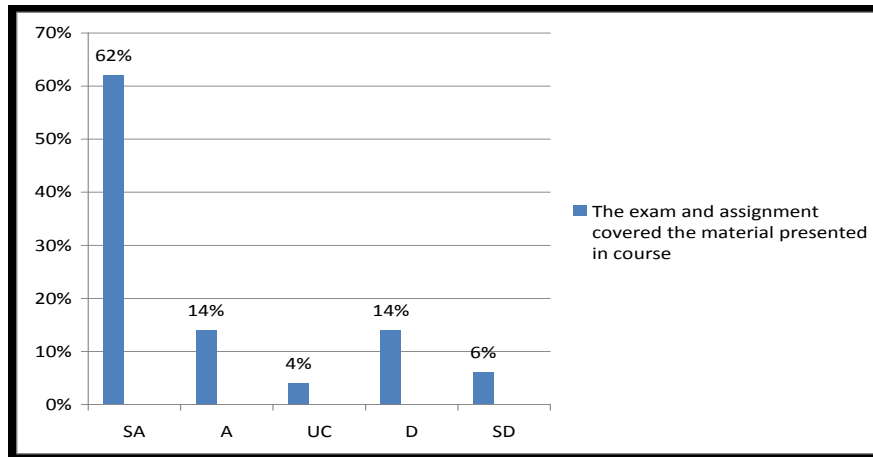












General Comments of the Students about this teacher

Weaknesses:

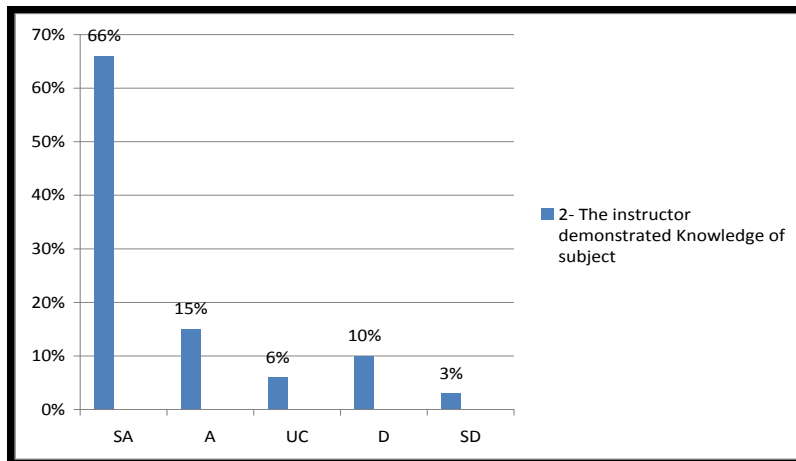
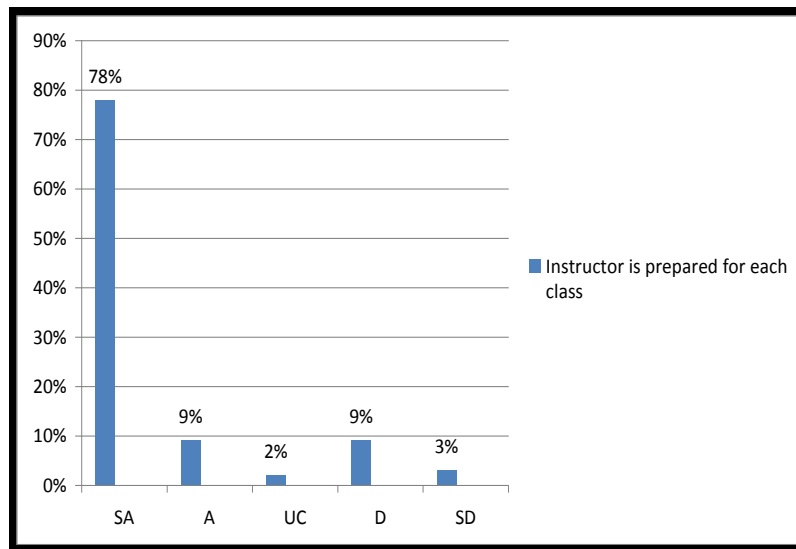
- Teacher must be cooperative.
- Teacher should change her attitude.
- Teacher should not do insult in front of the class.
- Teacher should be kind and avoid gender discrimination.
- Teacher mostly depends upon our presentations.

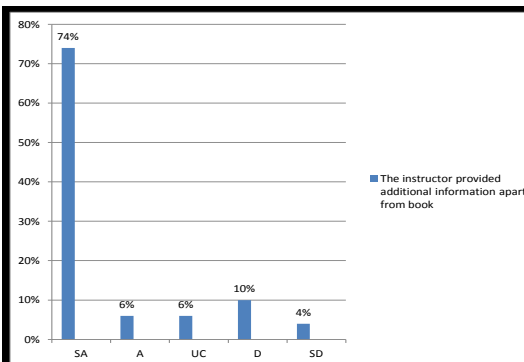
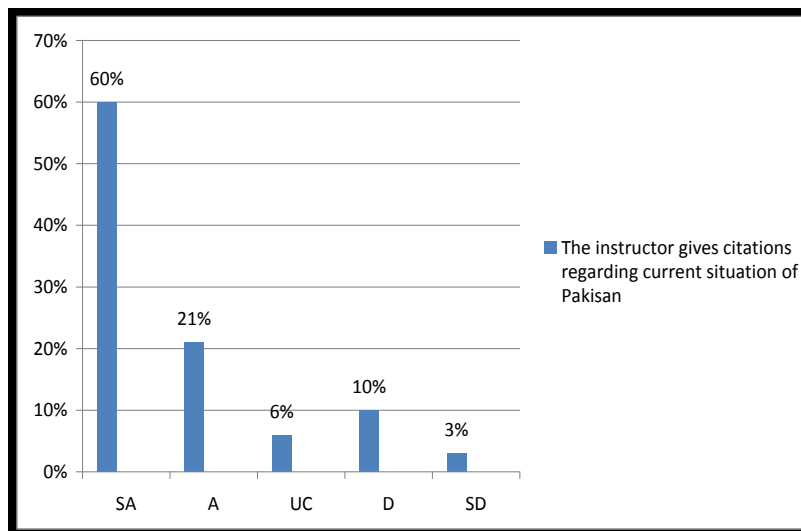
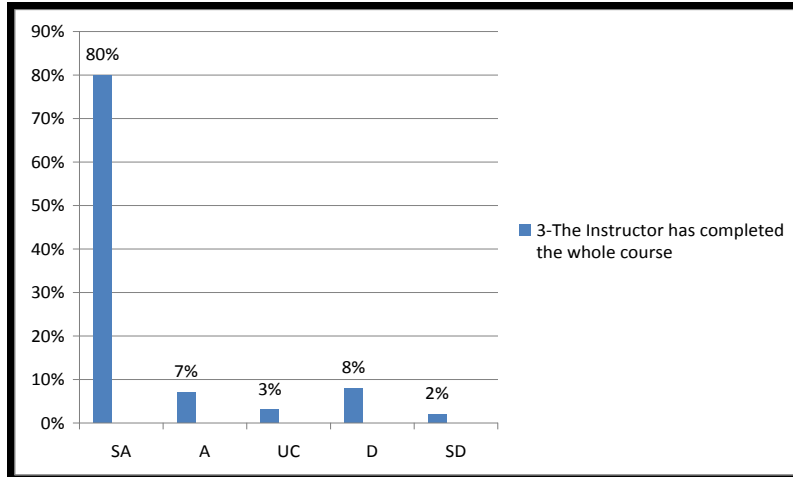
Strengths:

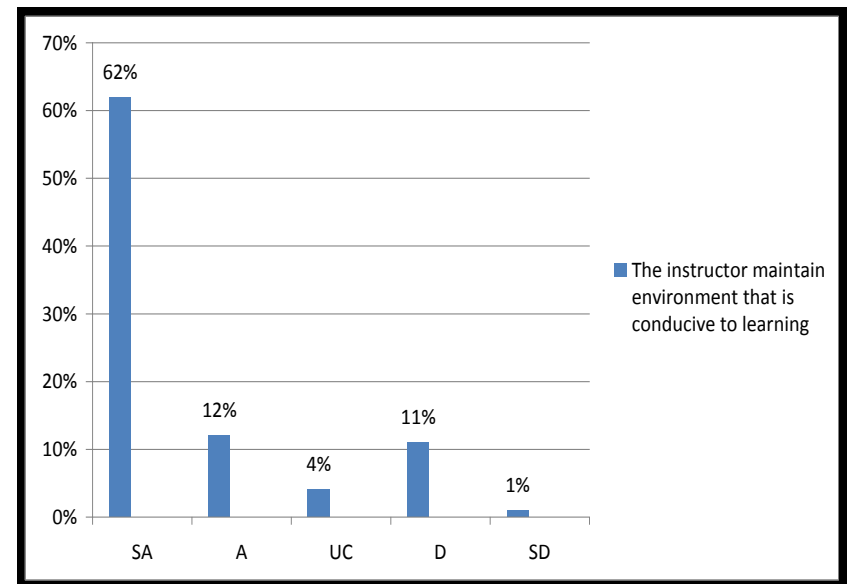
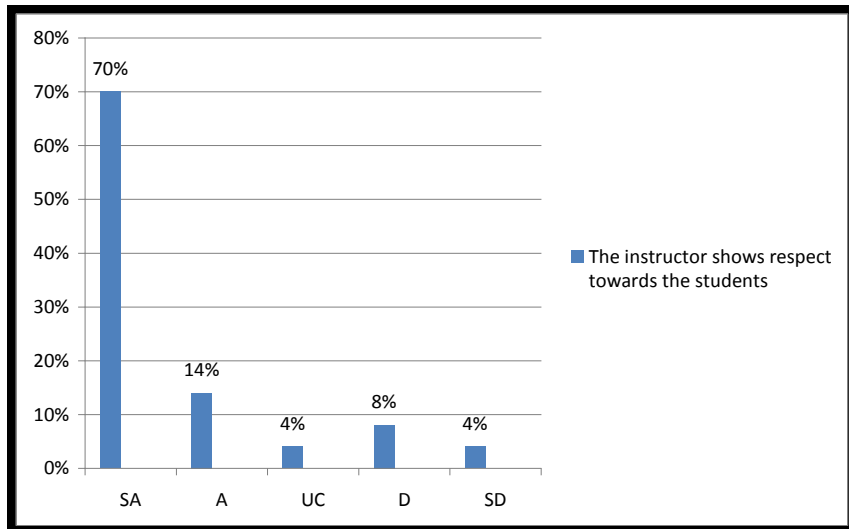
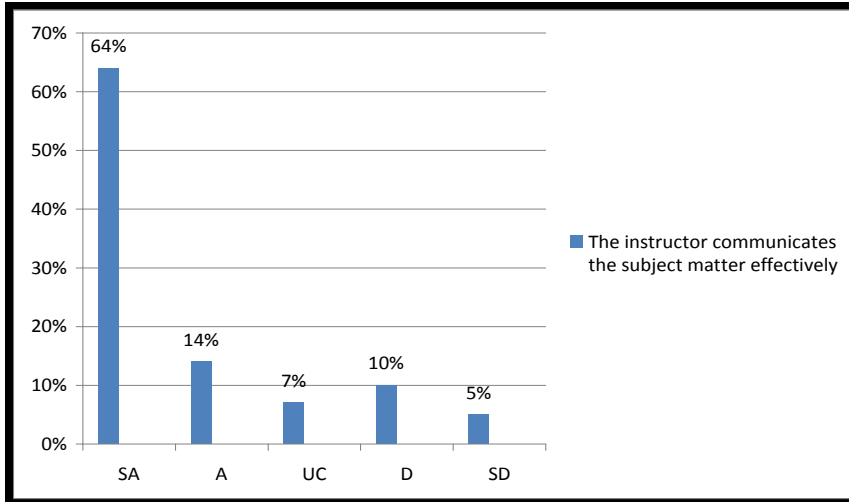
- Teacher is fair in exams.
- Teacher tries to teach well but cannot.

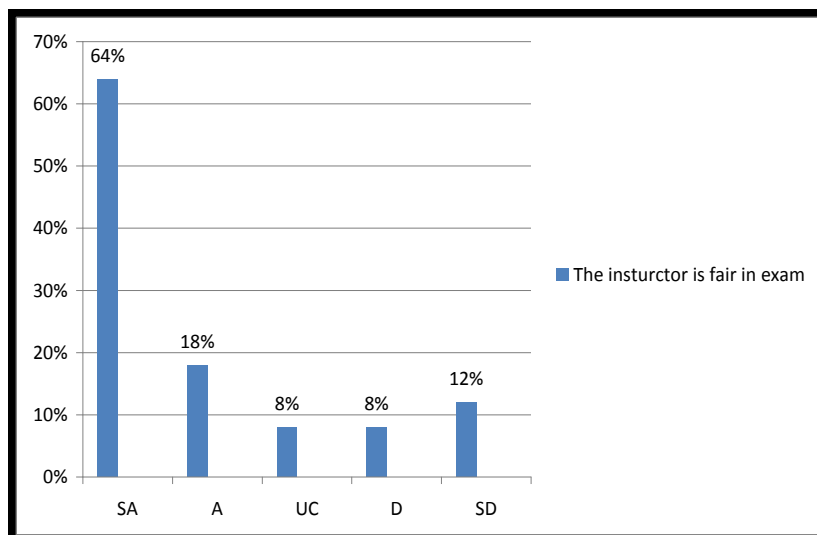
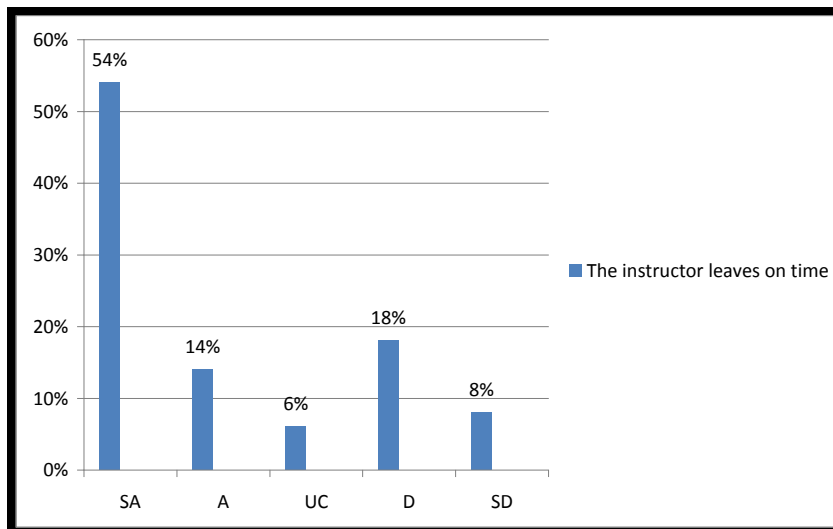
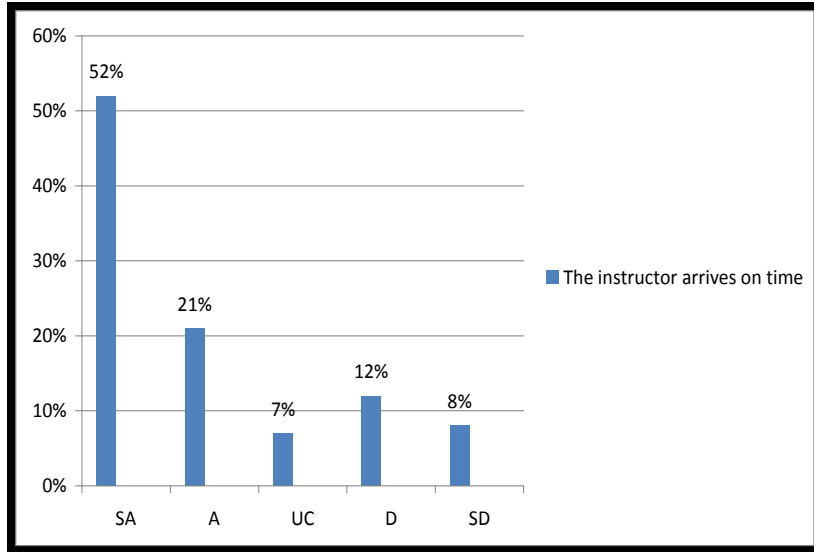
Teacher 4 (AEE-607)

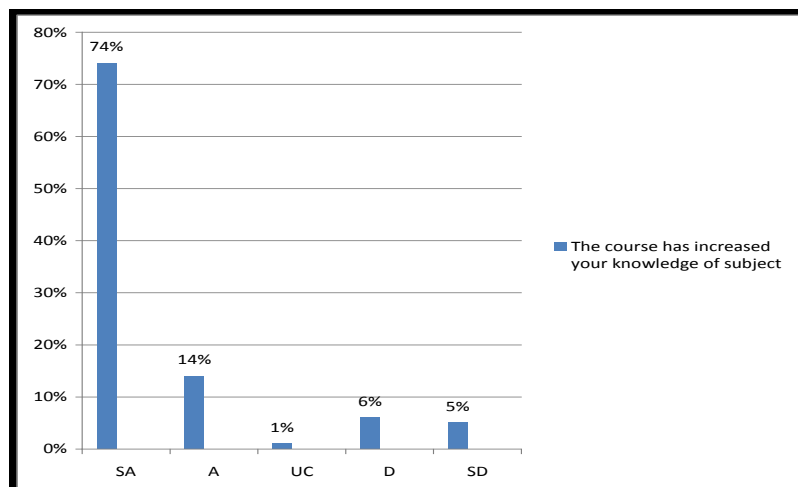
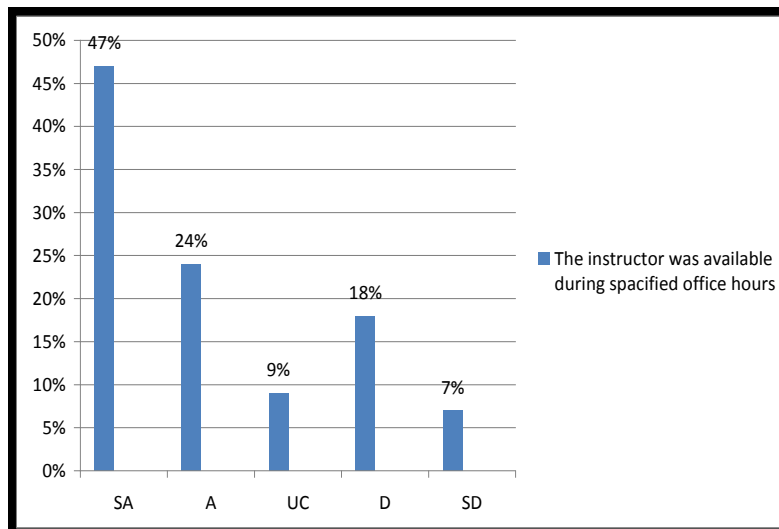
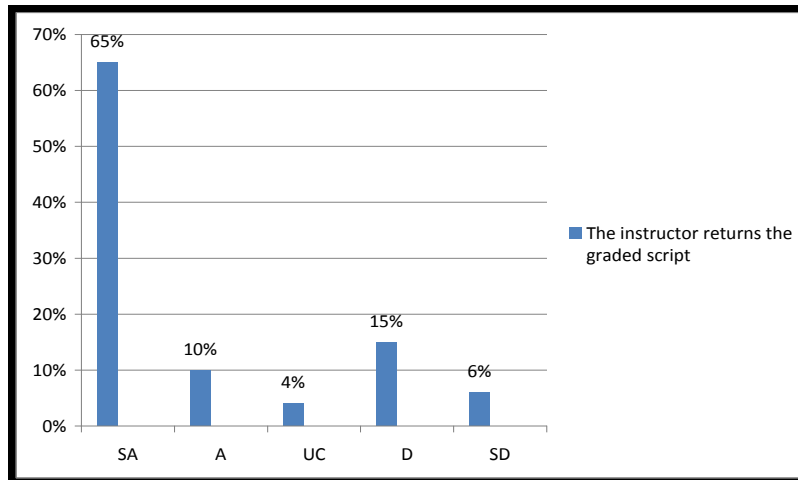
Finally, the Teacher No. 4 remained at 3rd by securing 3.28 points and the judgment depicts that more than 78% of the students were strongly agreed about her preparation with 74% reflected the additional material provided apart from books. The assessment continues with the figure of 64% which shadows her marking style which was fair and excellent quality.

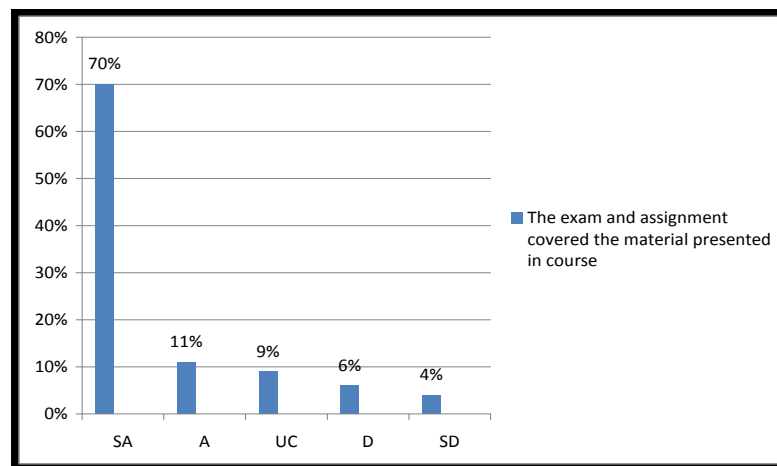
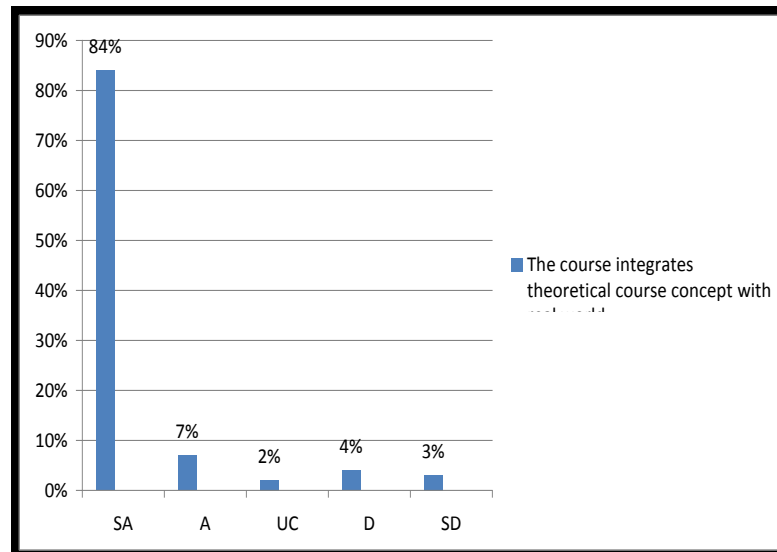
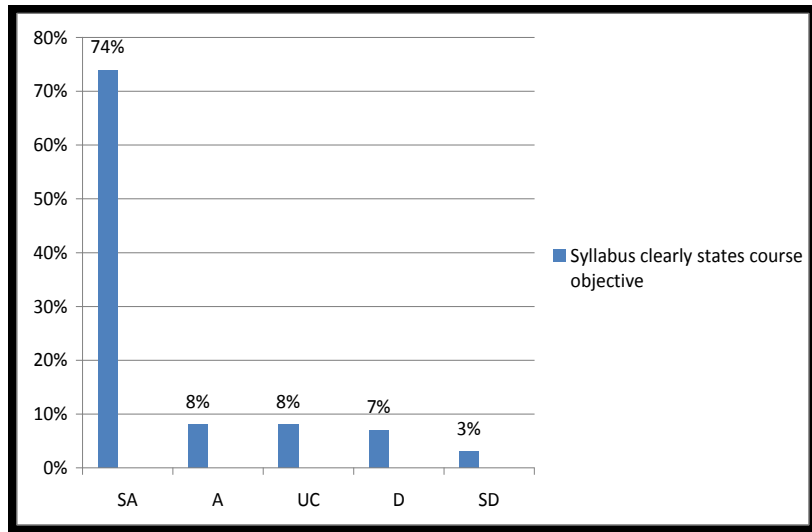


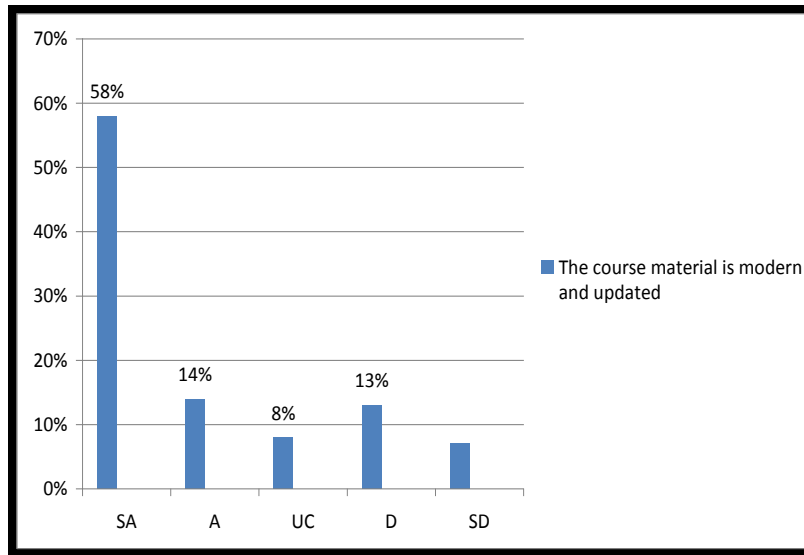












General Comments of the Students about this teacher

Weaknesses:

- Teacher does not relax and continuously teaches.
- Teacher should encourage class participation.
- Teacher should arrive on time.

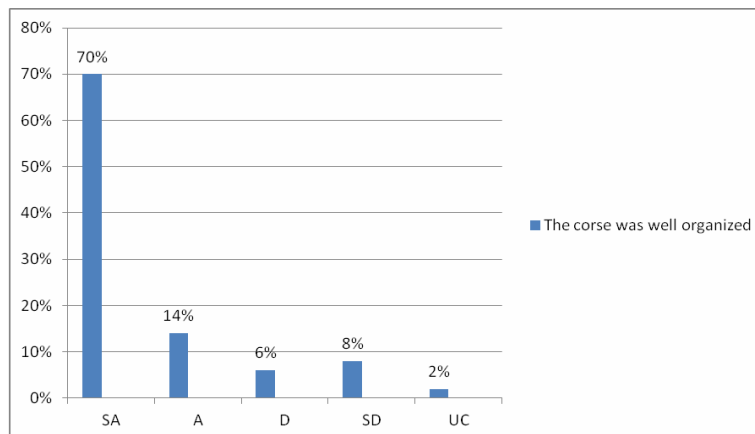
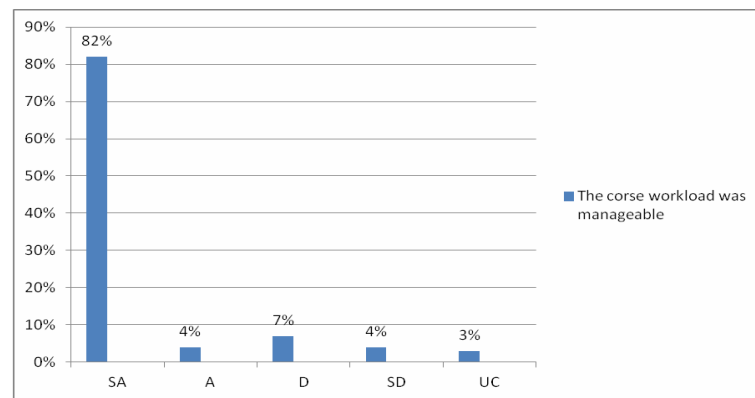
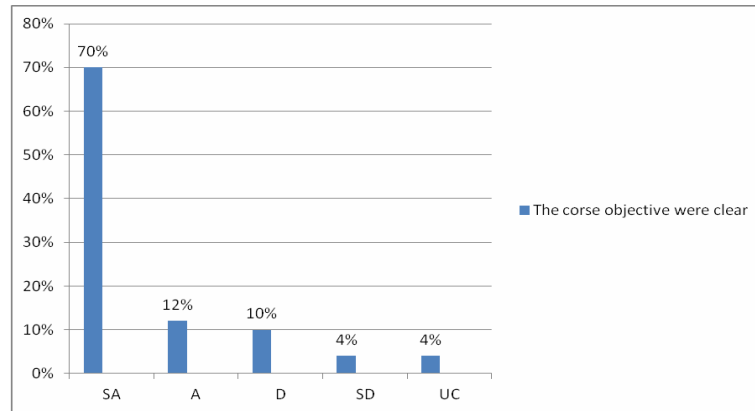
Strengths:

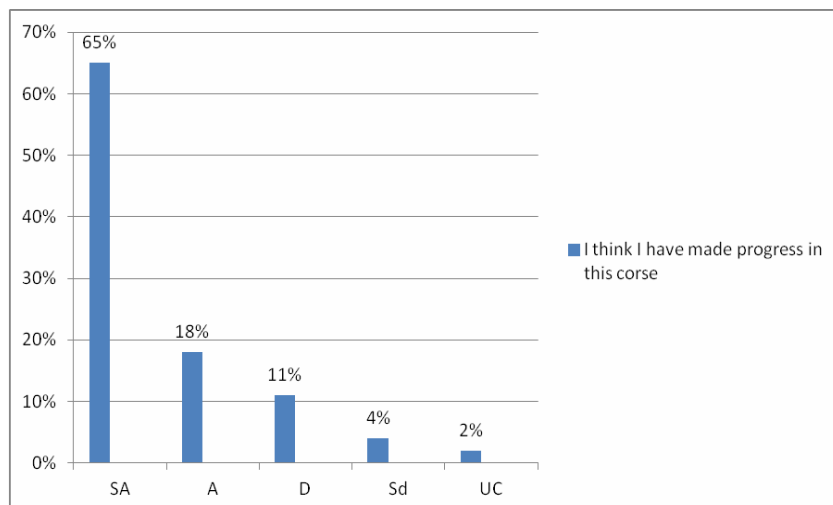
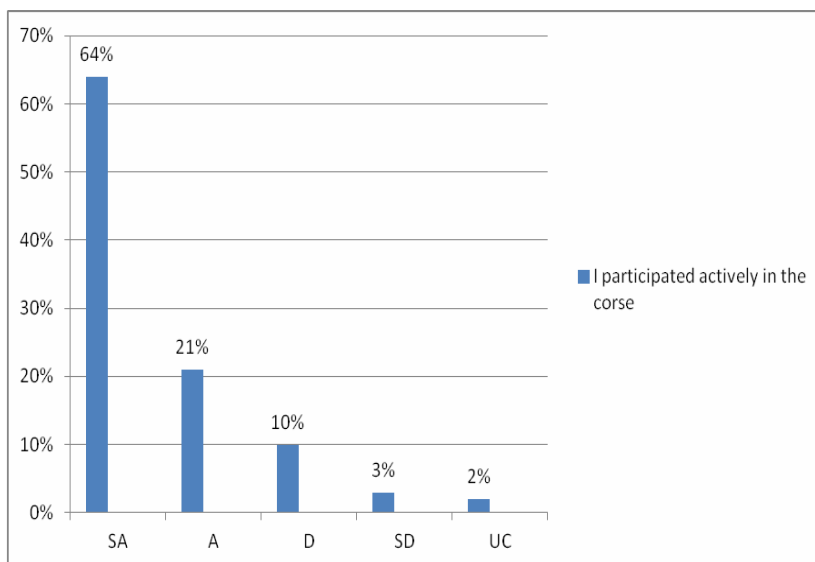
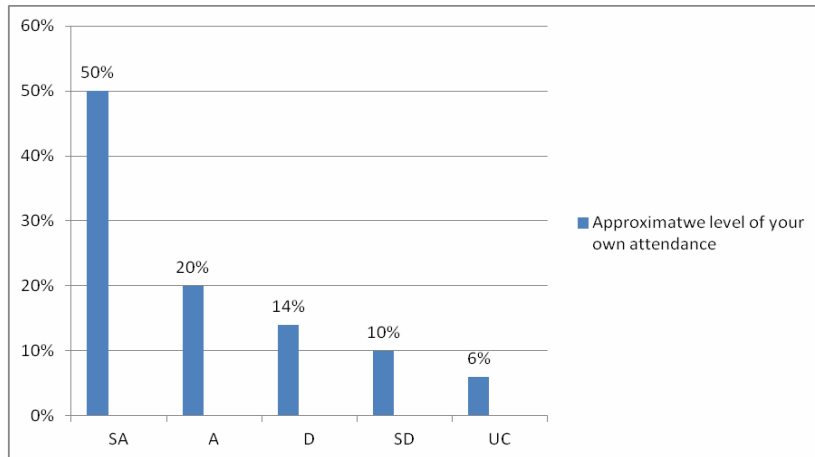
- The behavior of teacher is nice.
- Teacher is co-operative.
- Teacher encourages in the presentation.

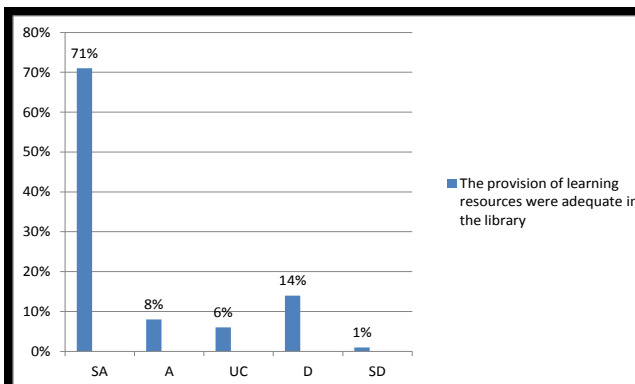
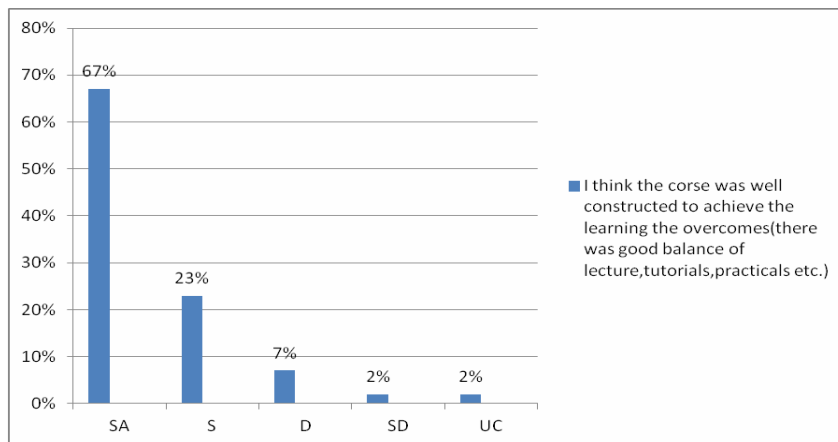
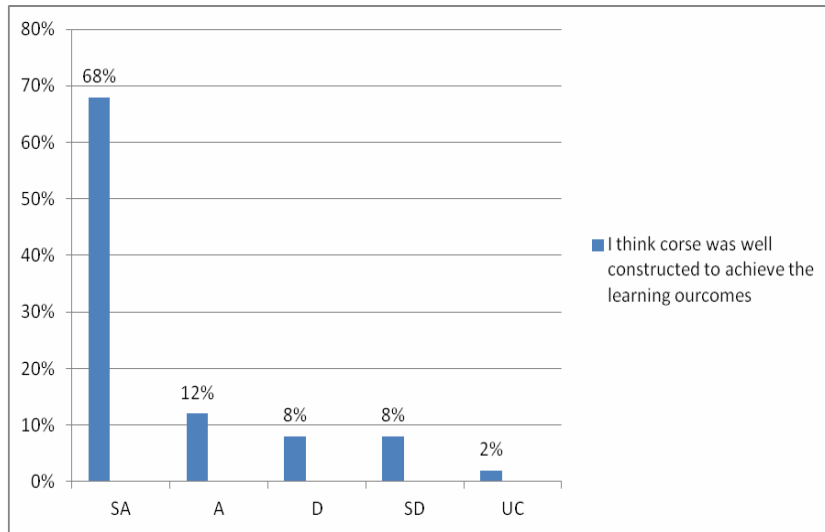
STUDENTS COURSE EVALUATION

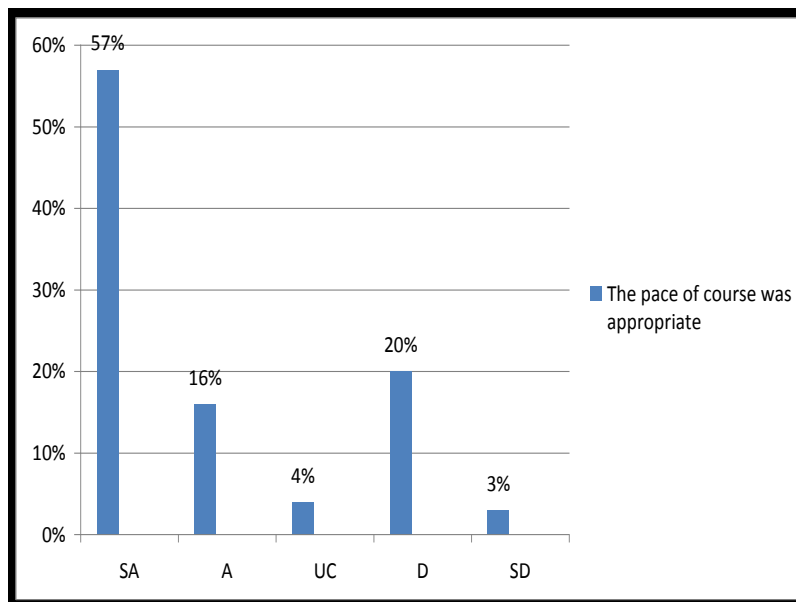
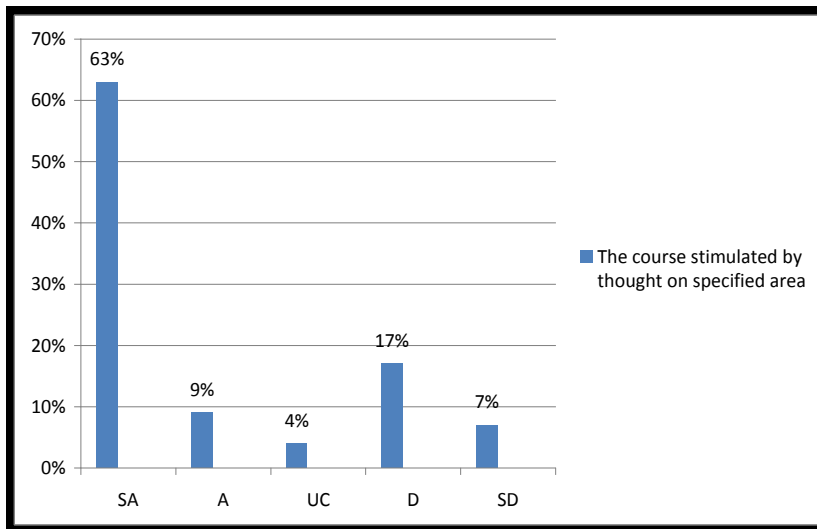
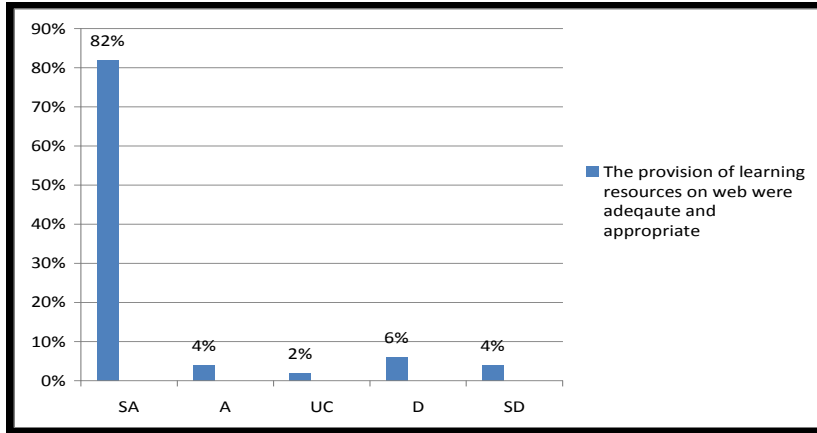
AEE-605

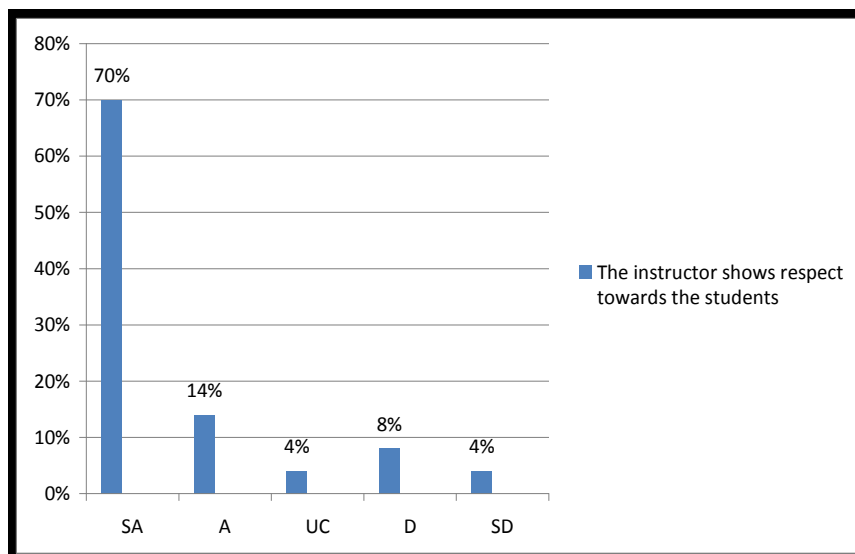
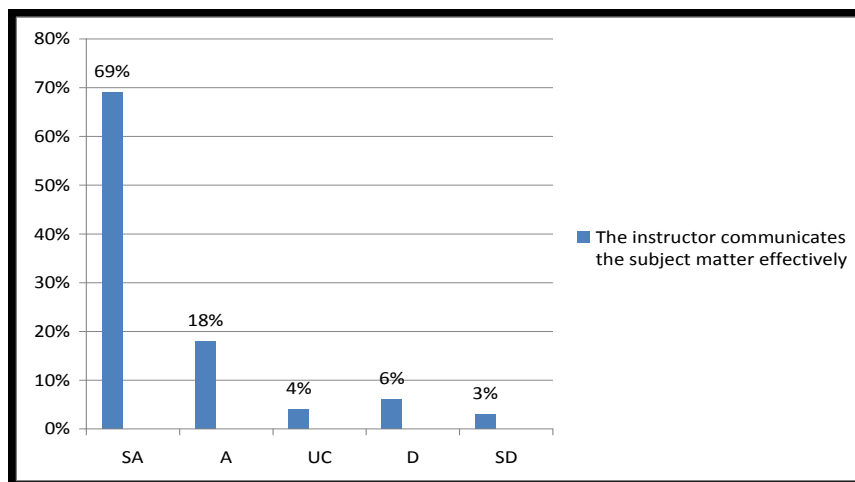
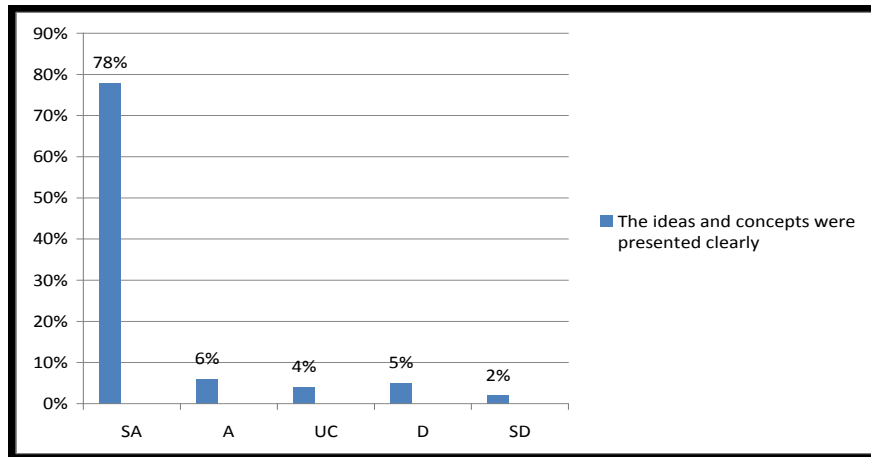
It is crystal clear from the repercussions that an overwhelming majority consisting of 70% said that course objectives were clear to them. As far as load is concerned more than 82% of the students (respondents) highlighted that course workload was manageable. It is worthy to mention here that more than 82% students remarked that teacher incorporates new things in our course which is praiseworthy. Cutting it short, it was excellent course from all point of view because in every parameter more than 50% students ticked on strongly agreed.

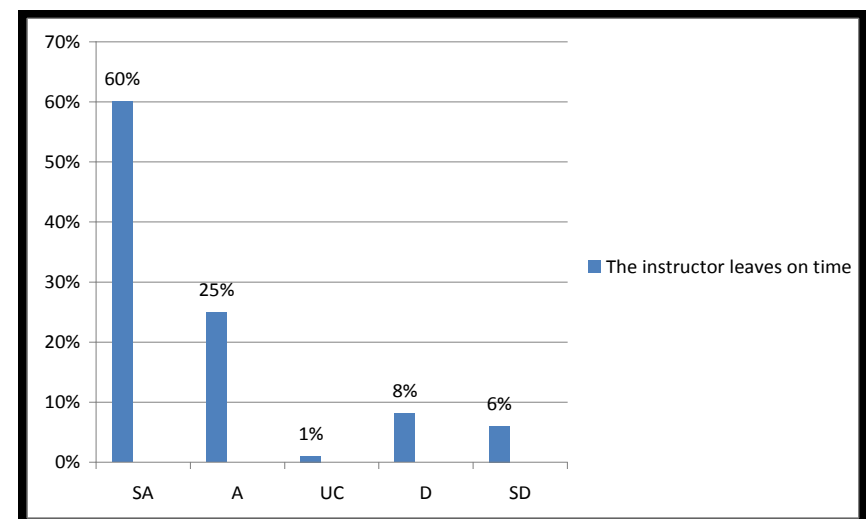
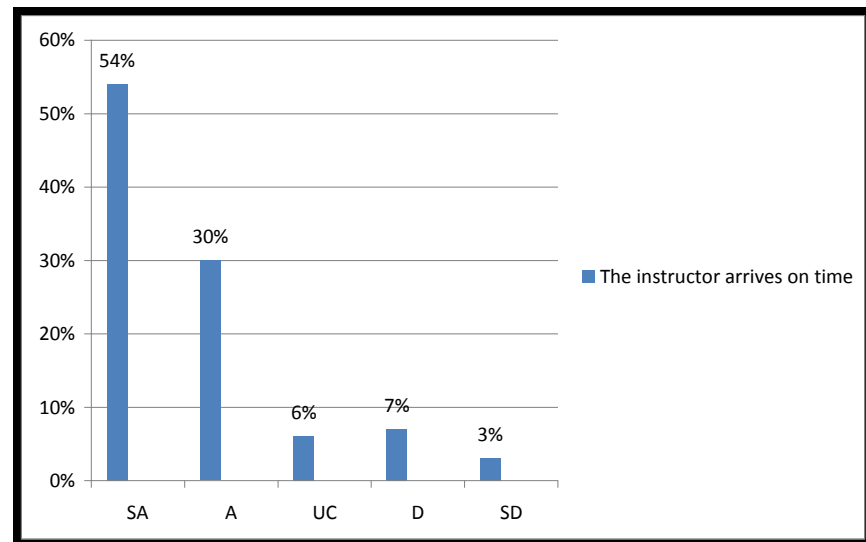
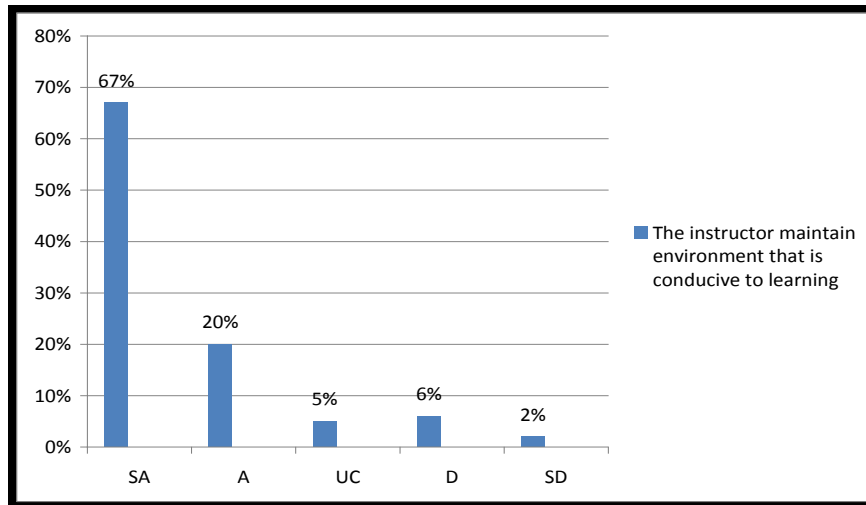


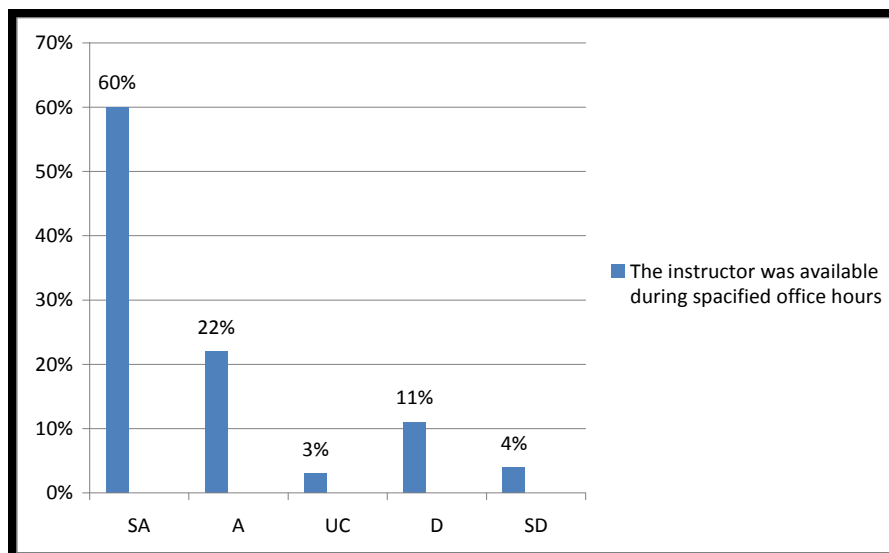
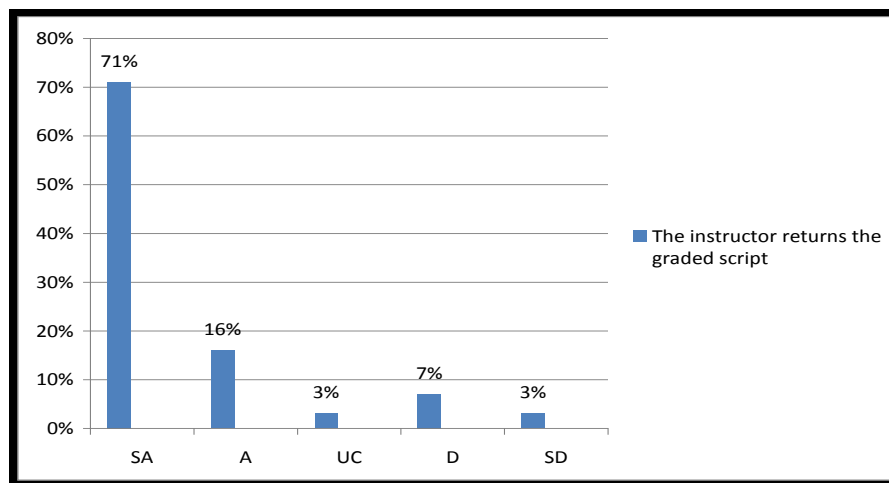
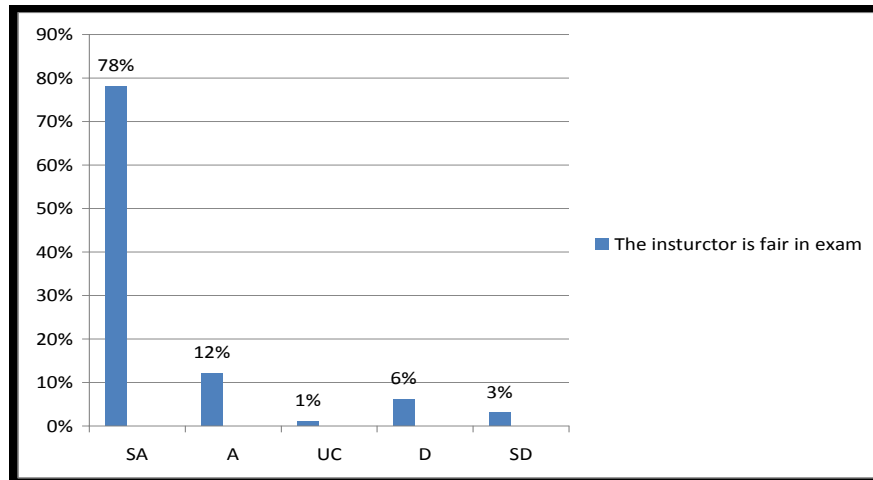


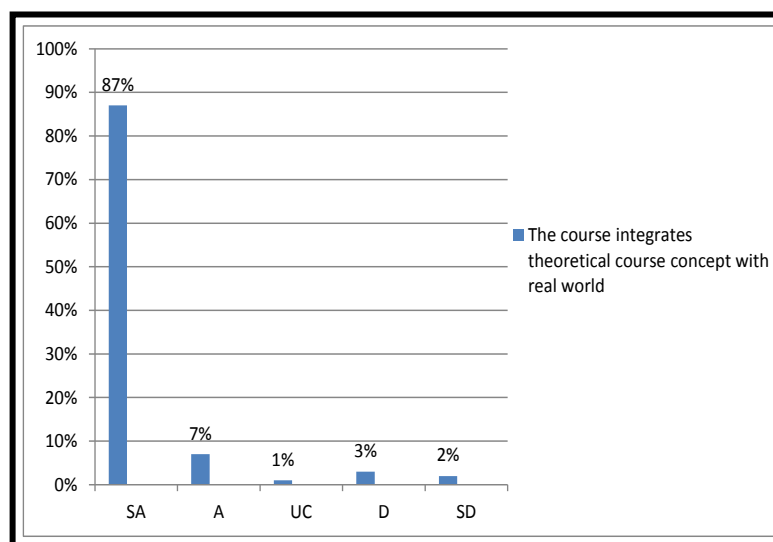
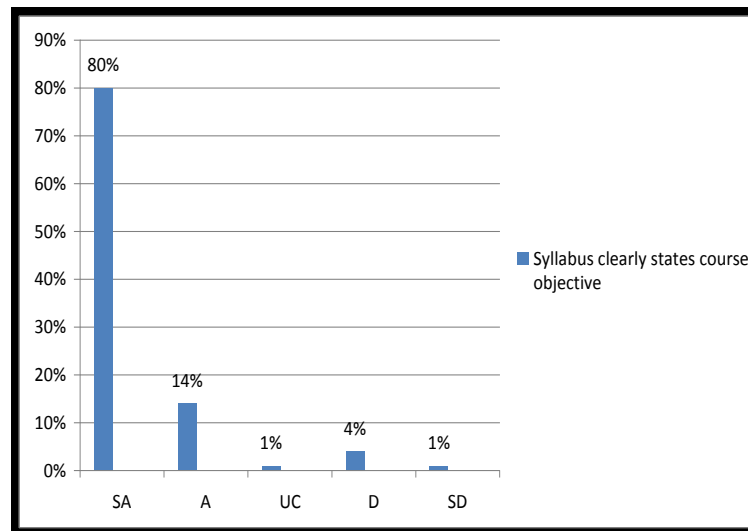
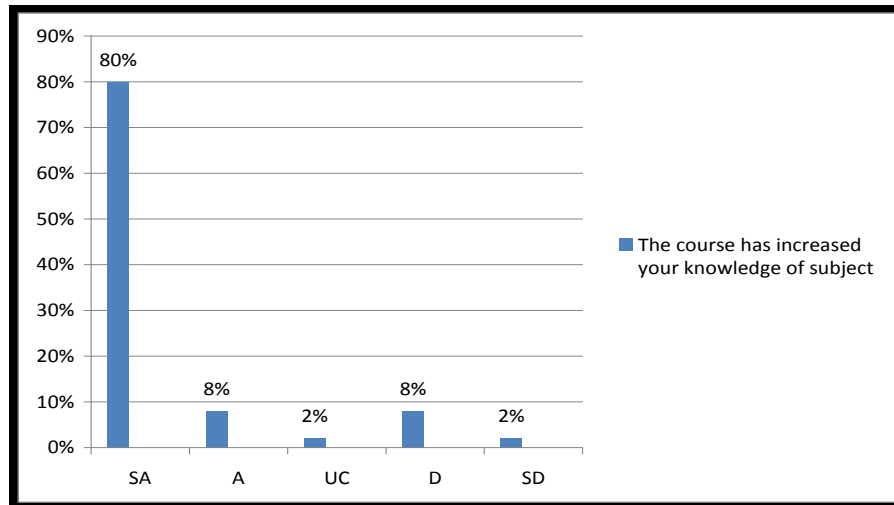


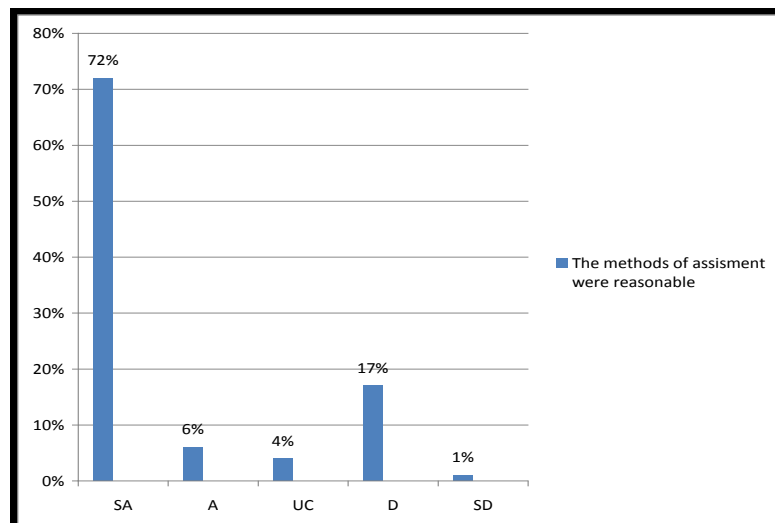
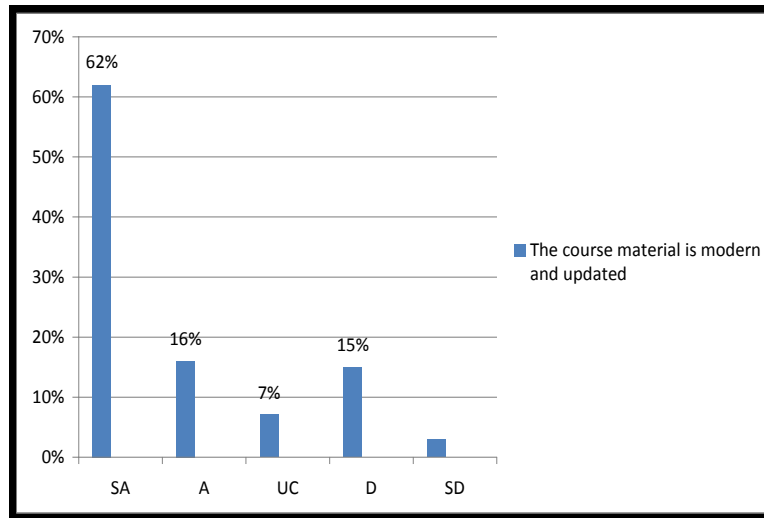
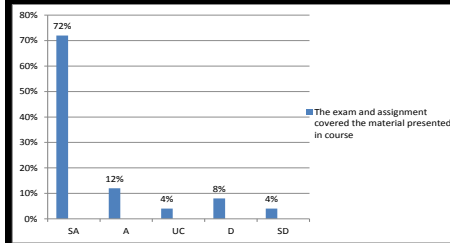


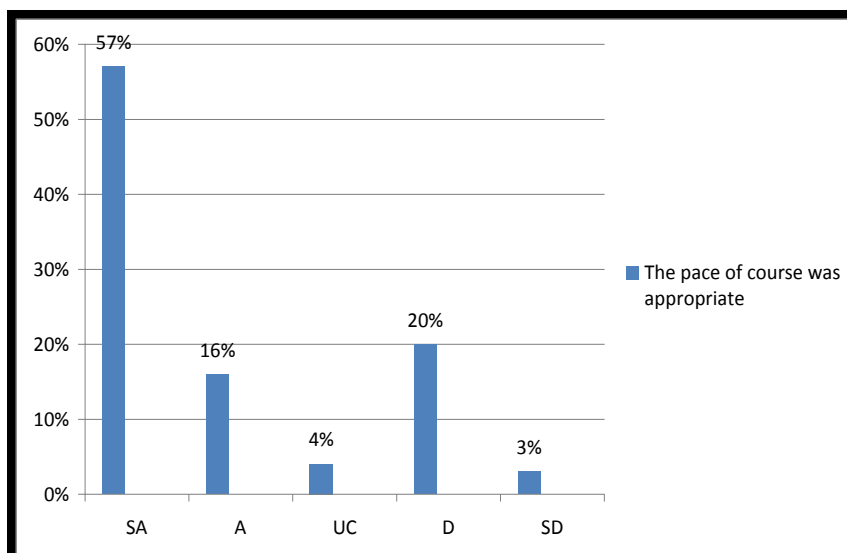
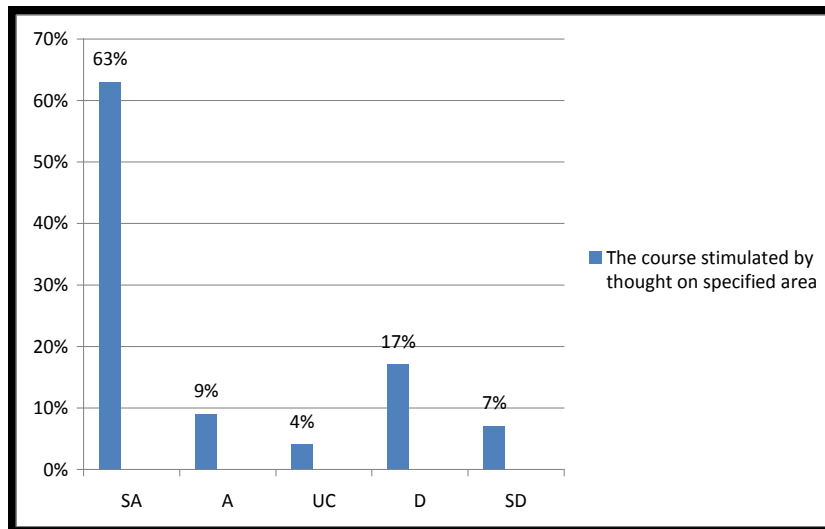
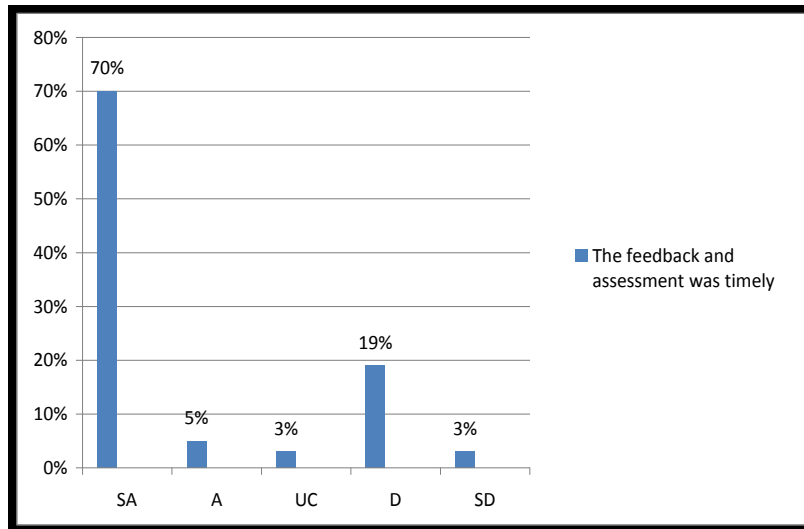


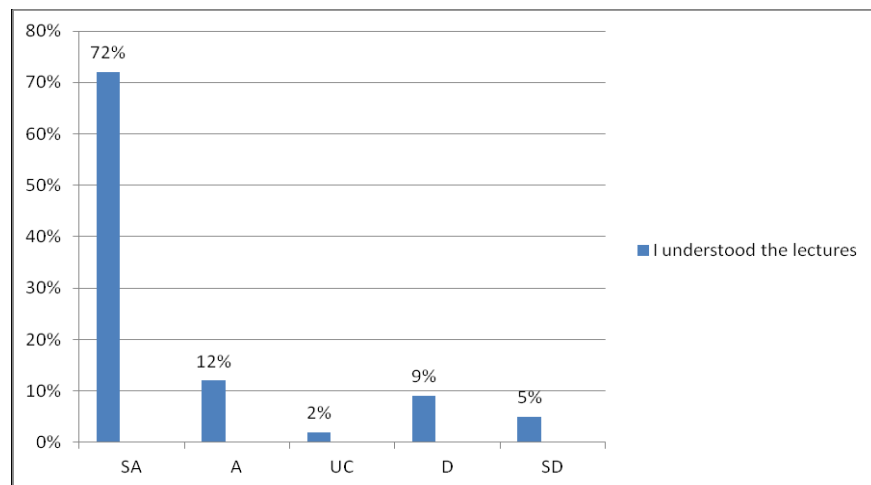
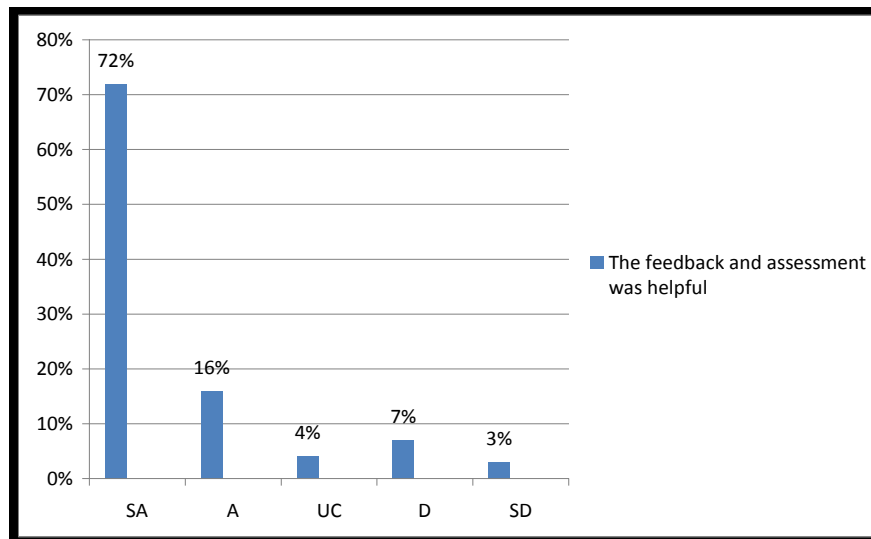
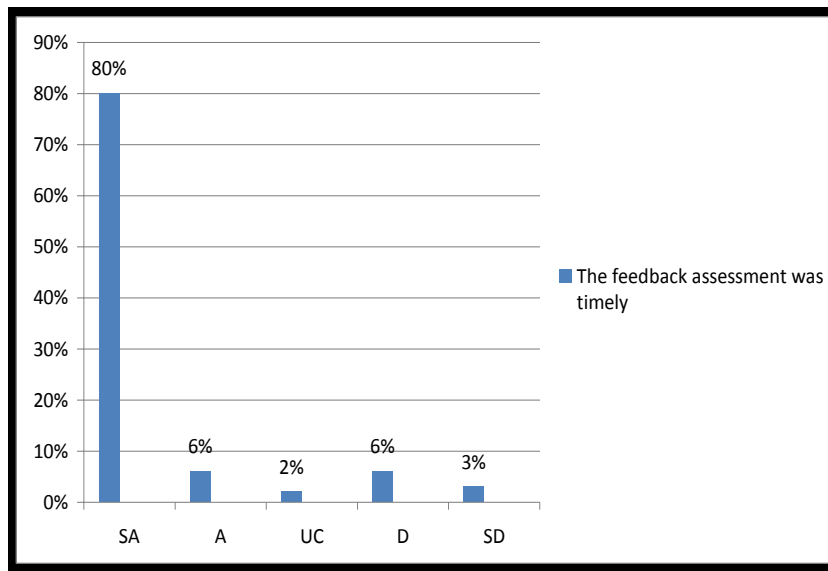


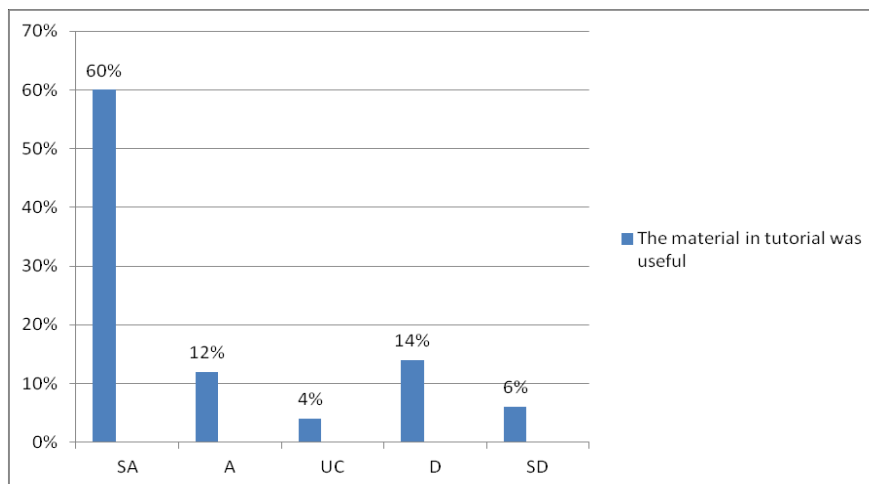
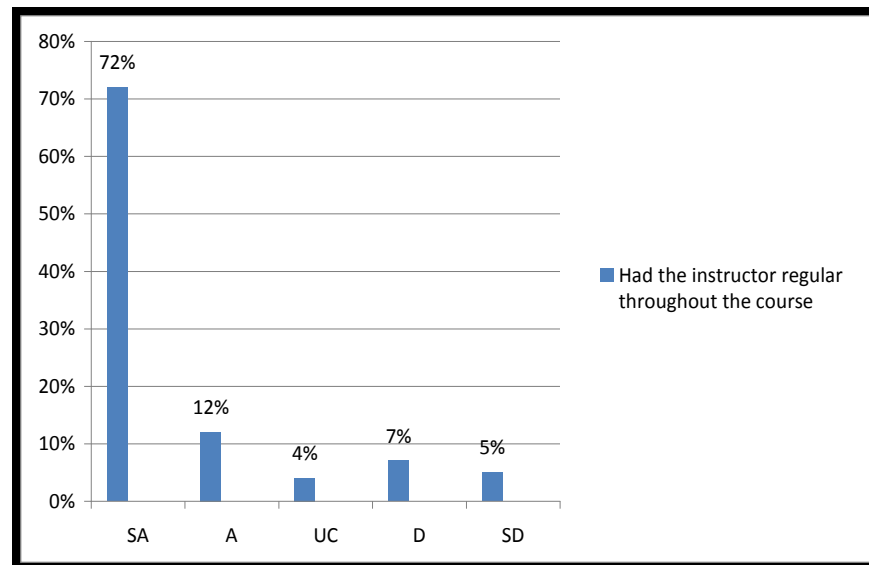
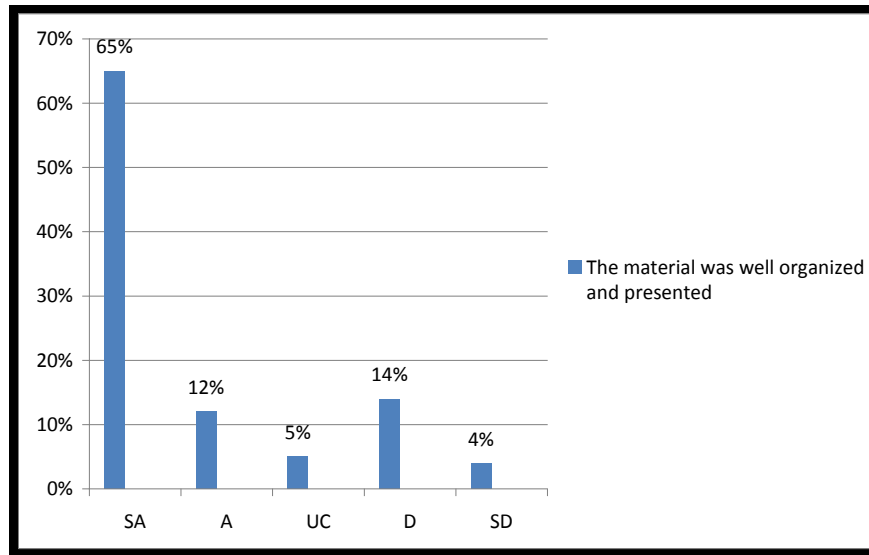


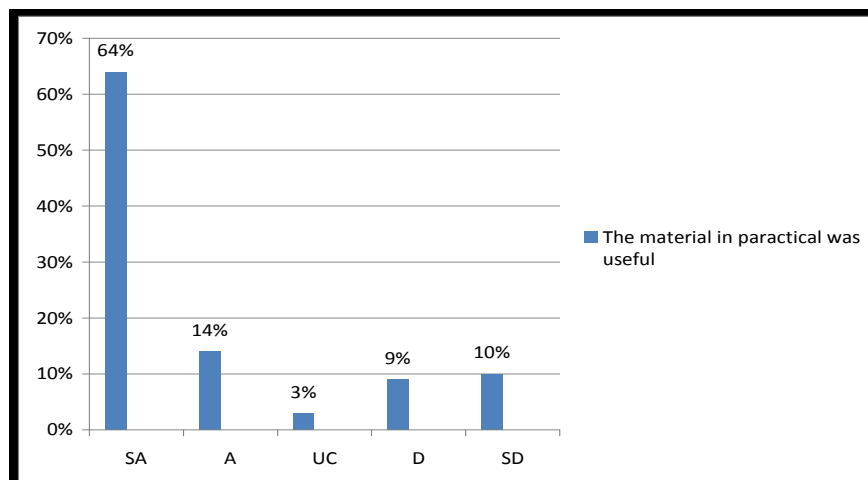
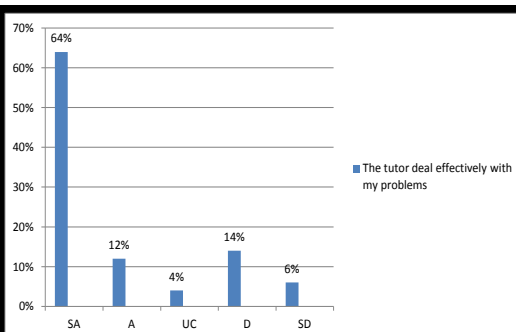
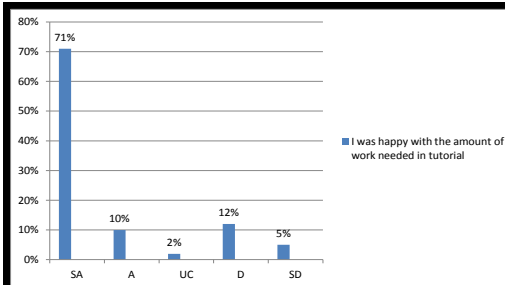


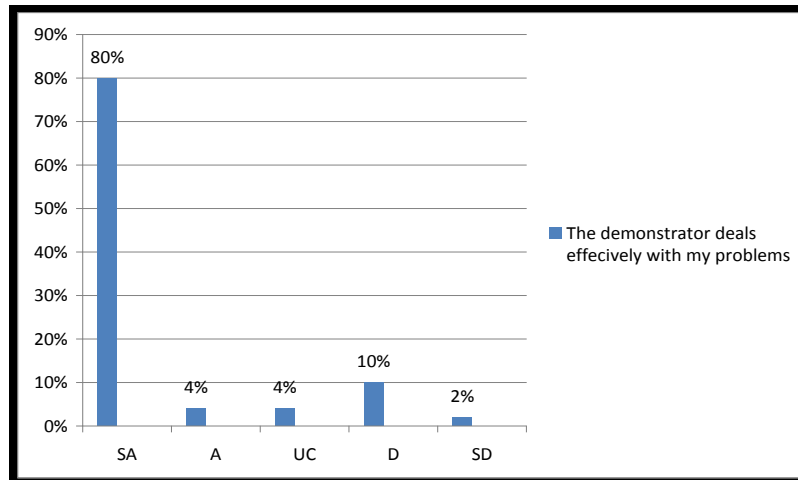






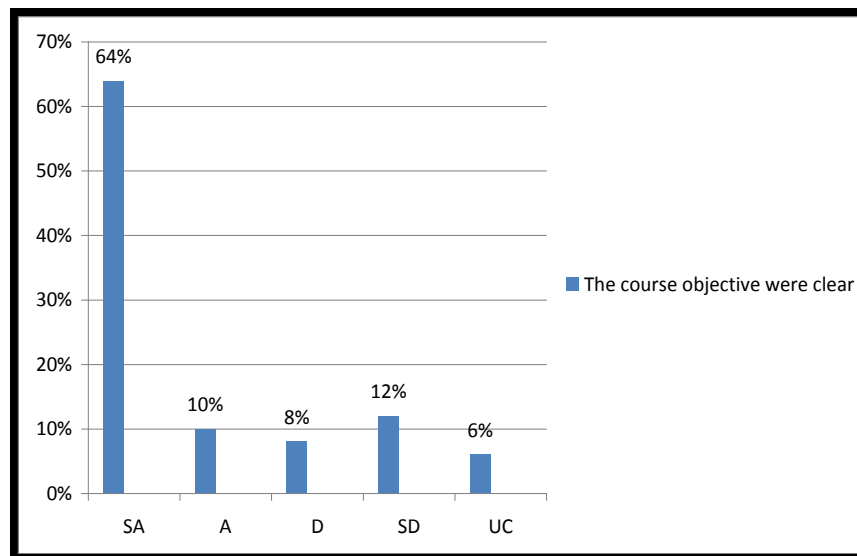


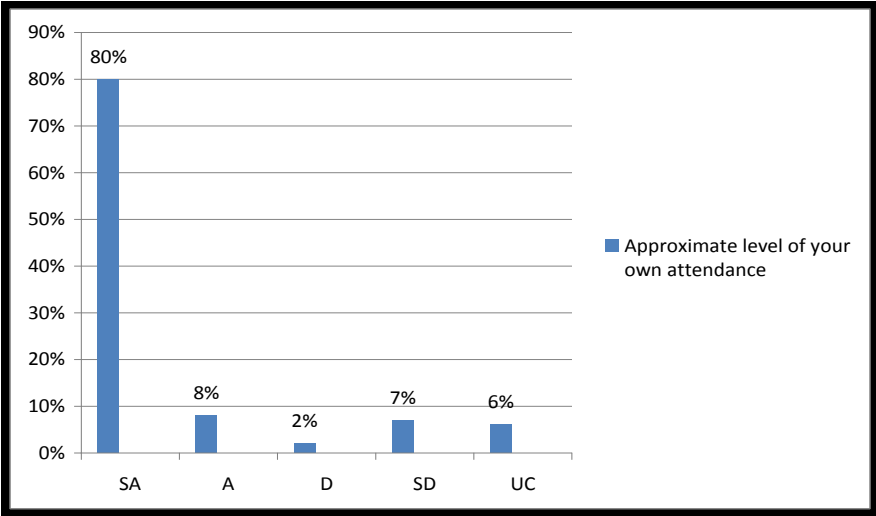
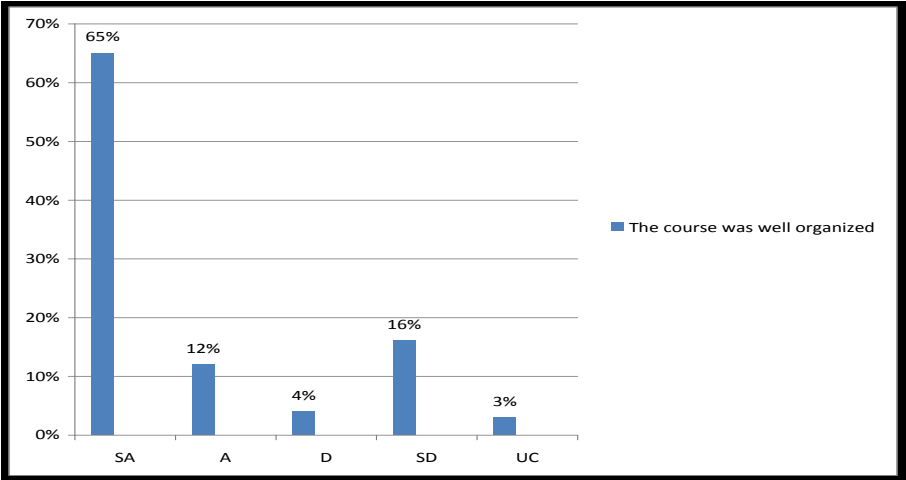
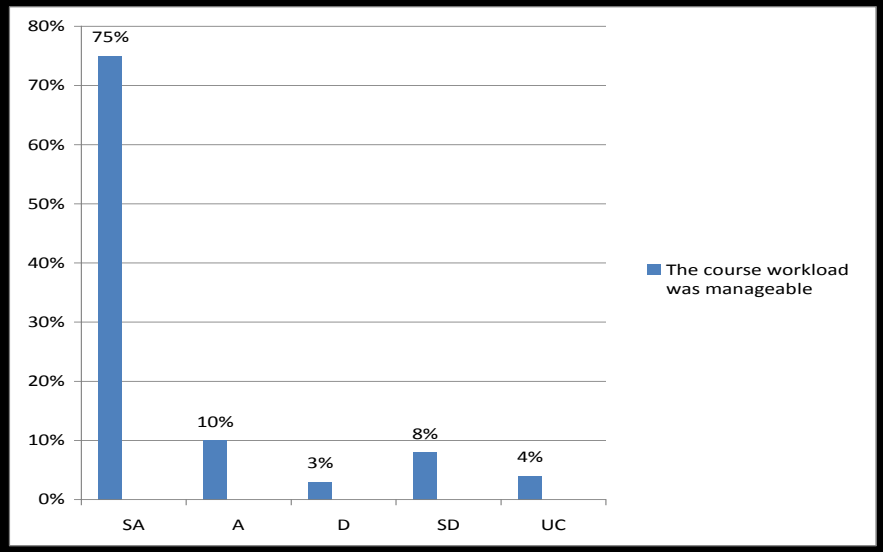


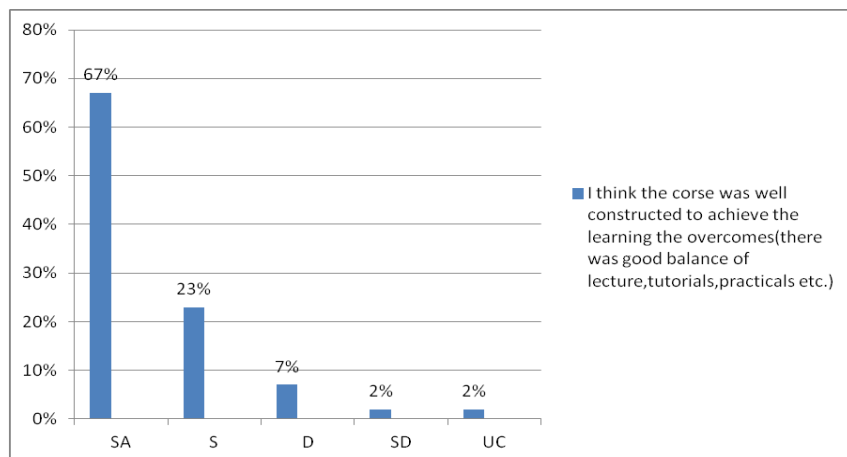
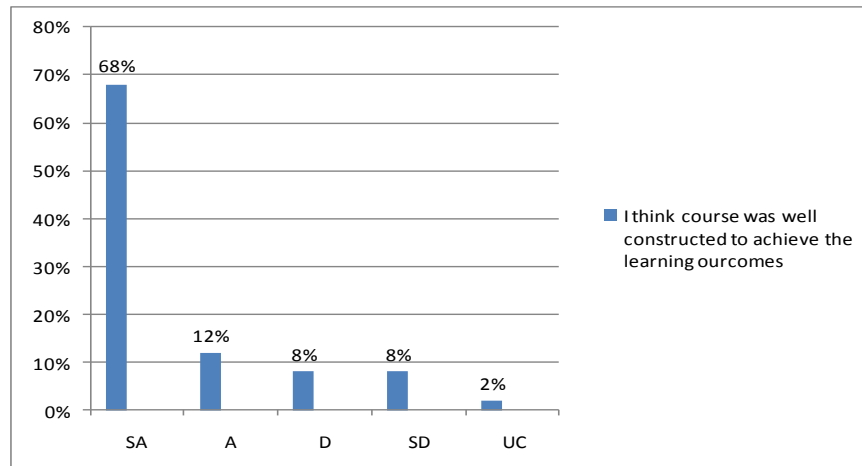
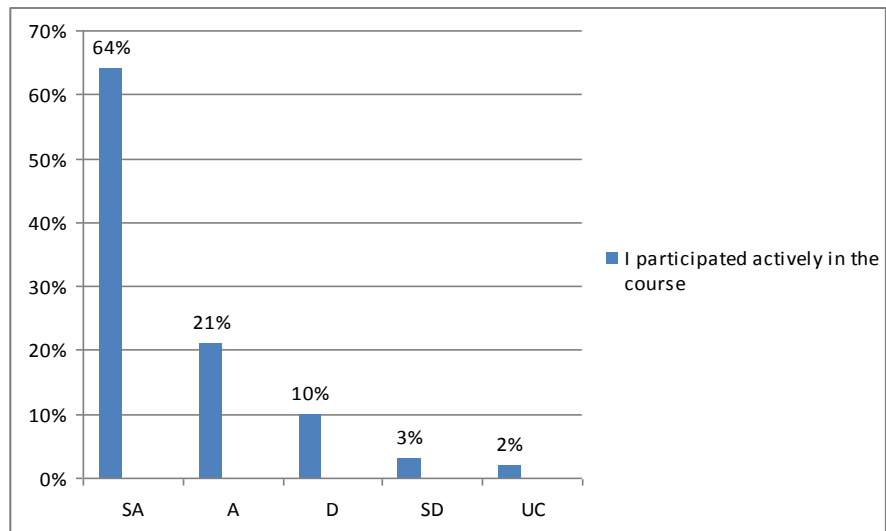


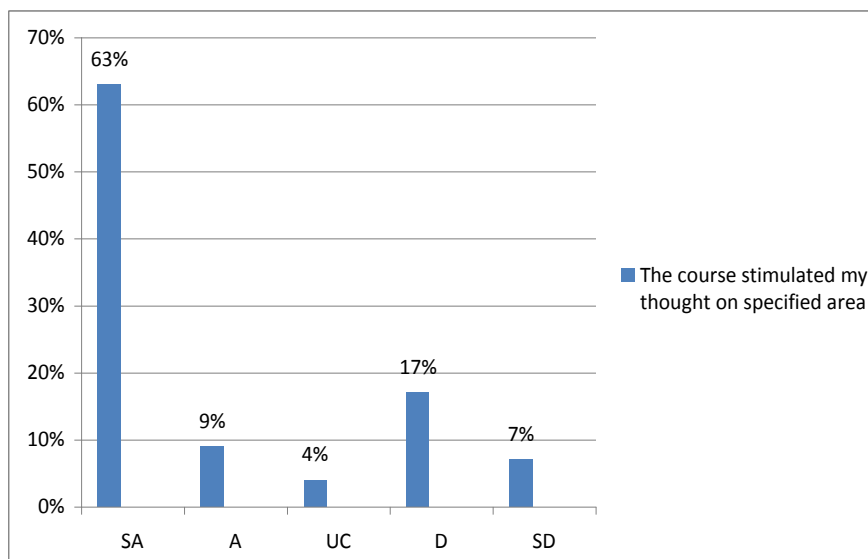
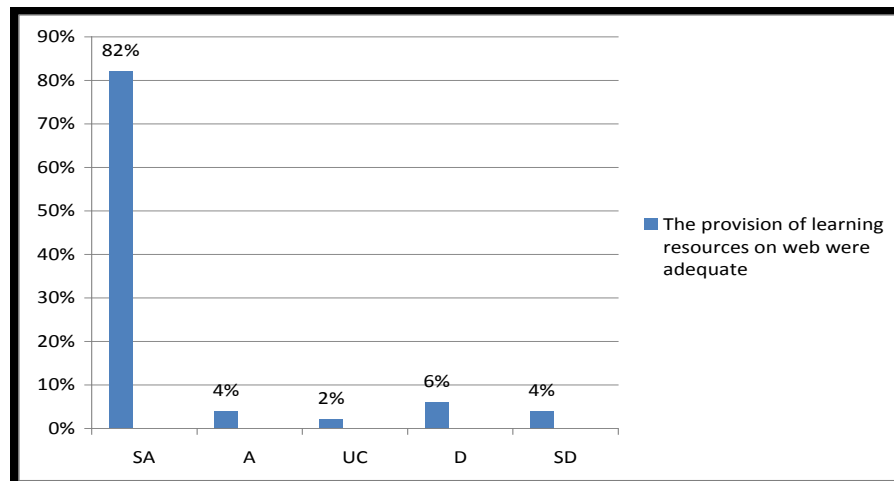
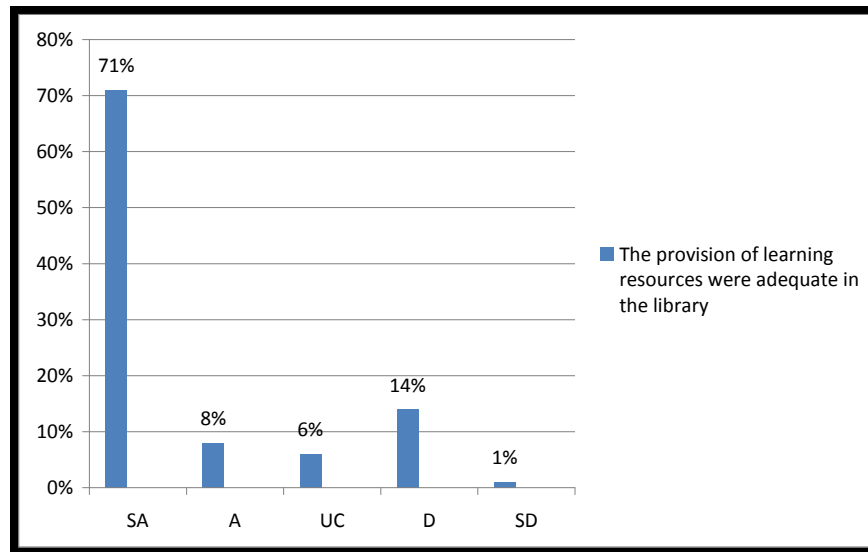
AEE-603

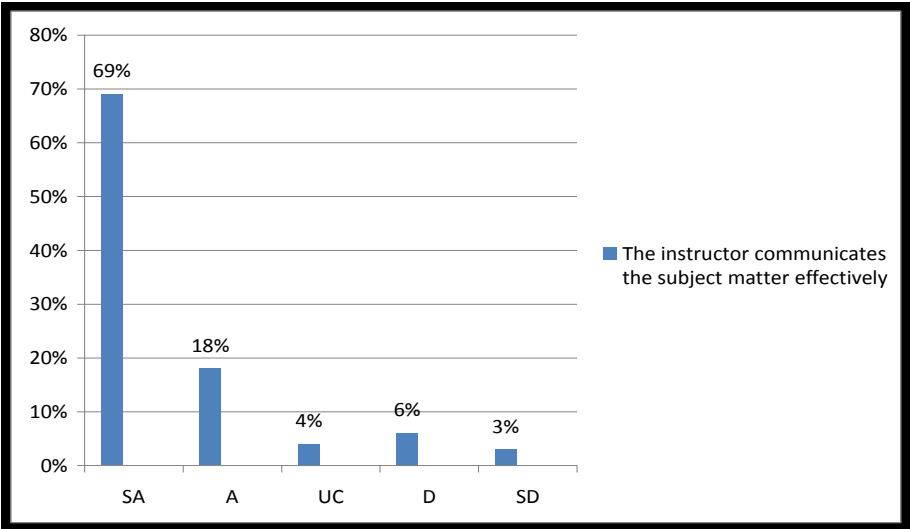
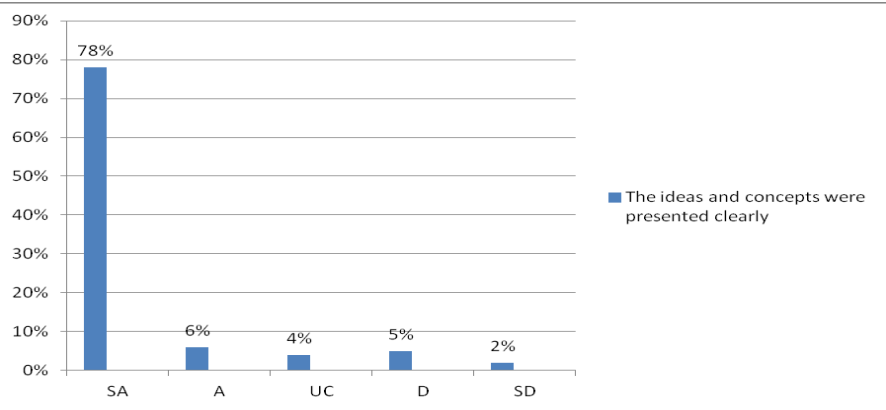
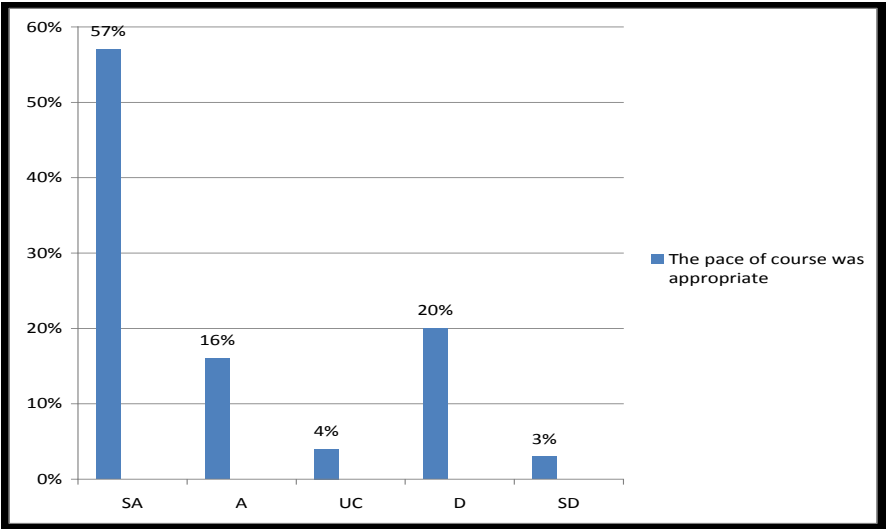
In this course, the results reveal that course objectives were clear to more than 64% of the students from the whole class. More than 80% of the students had regular attendance in this course. Only 7% commented that this course has some sort of motivation for their ideas.

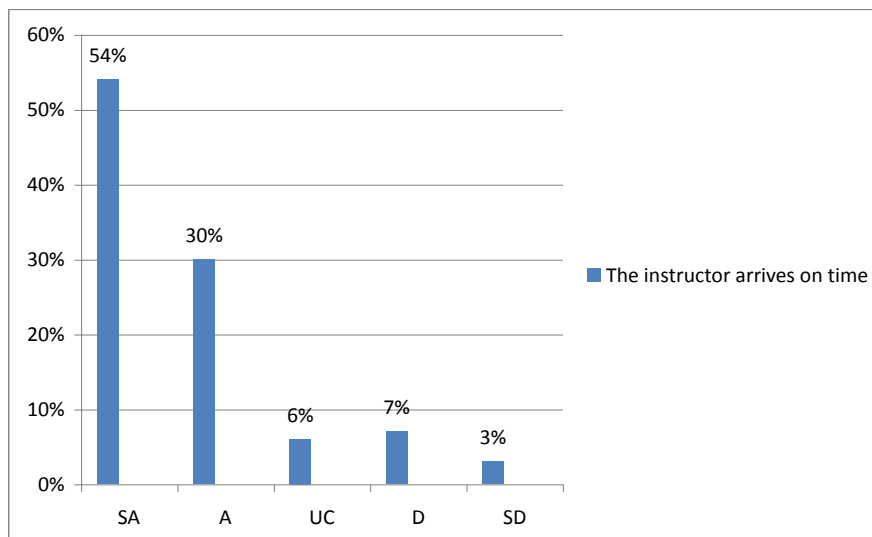
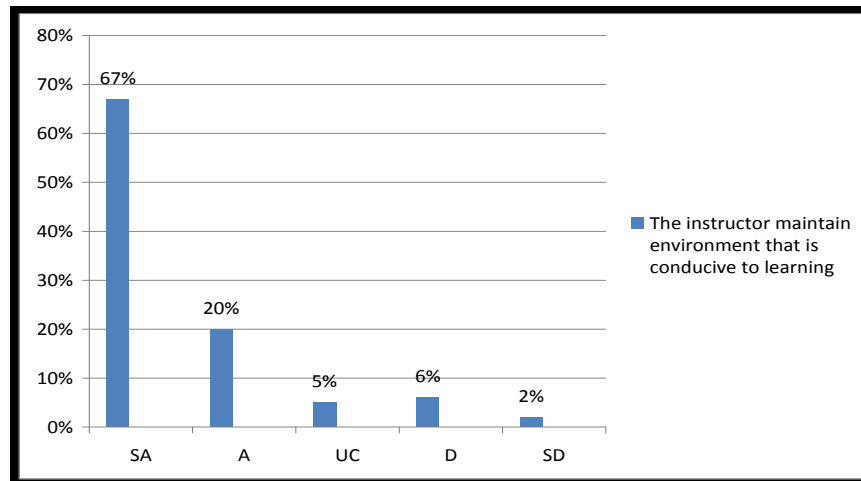
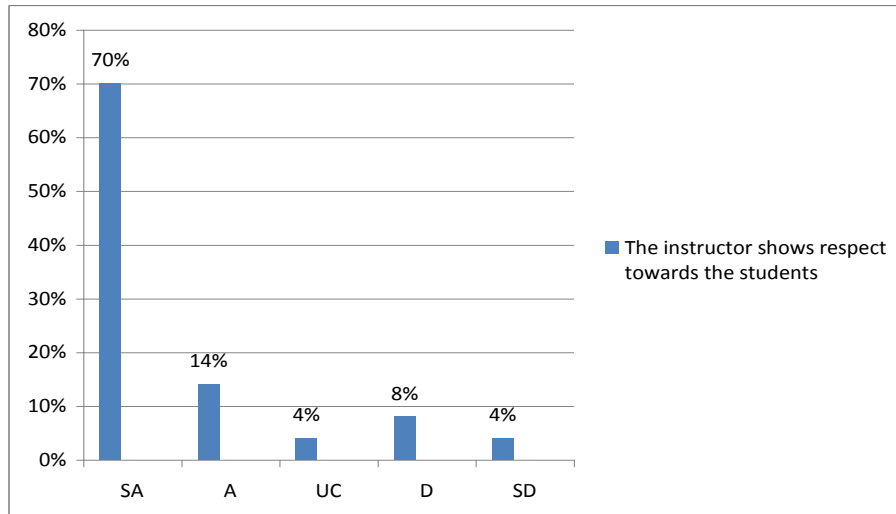


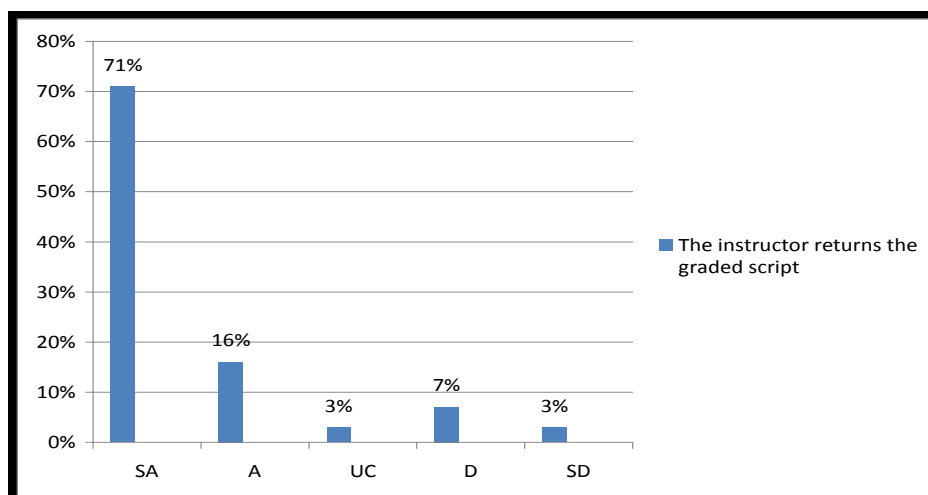
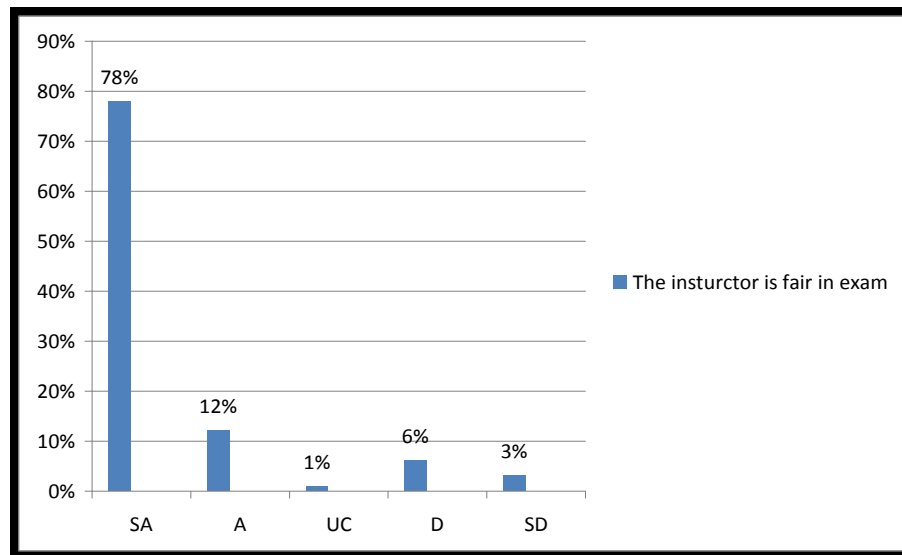
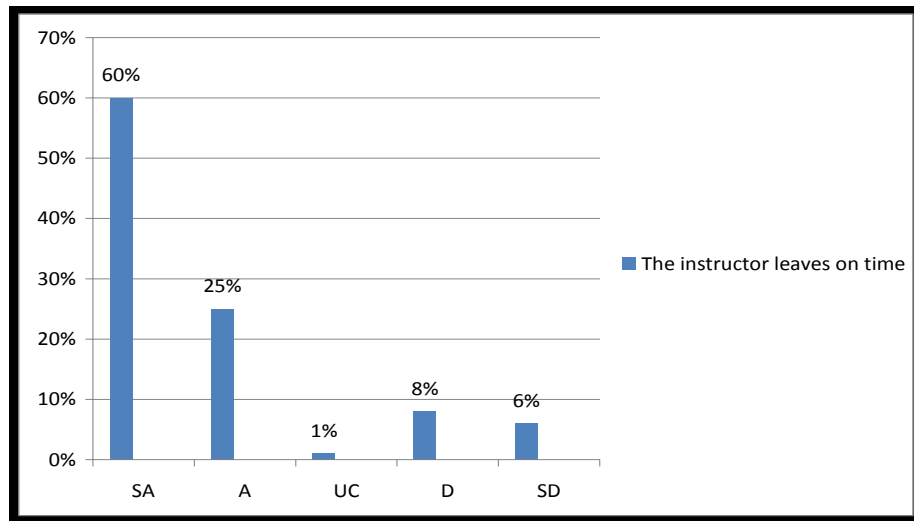


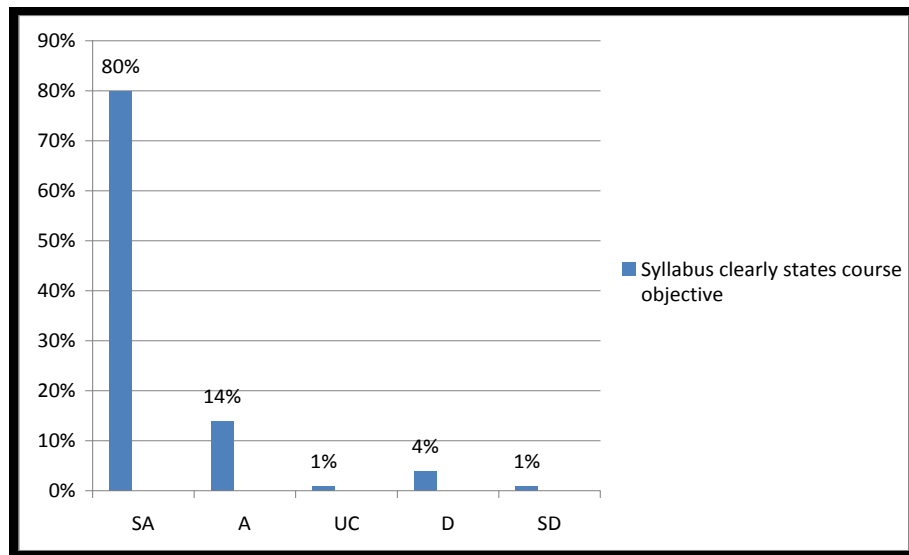
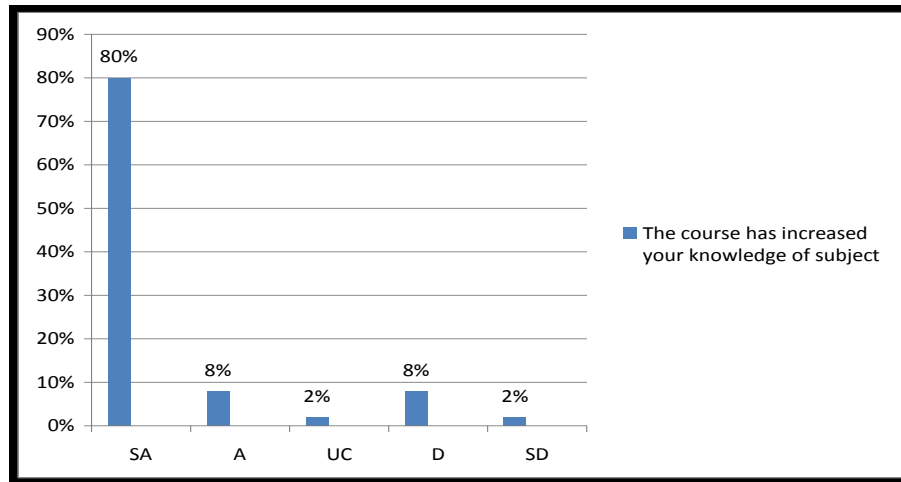
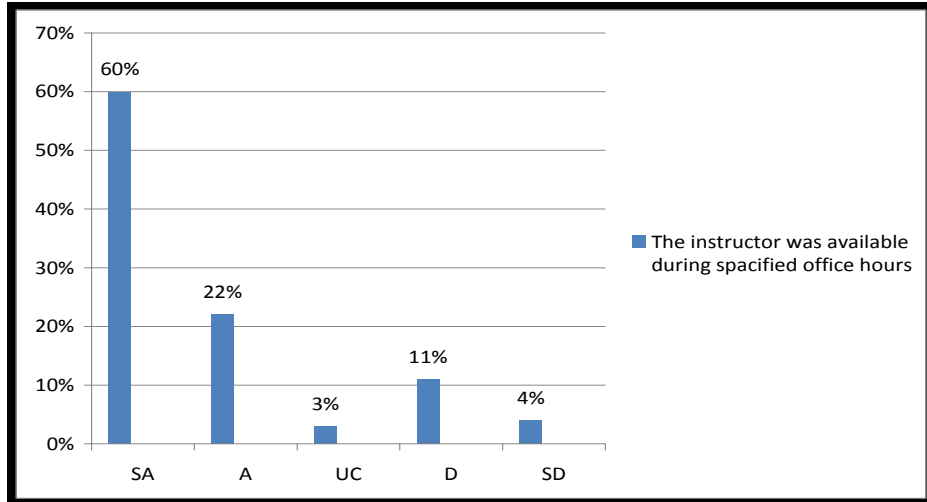


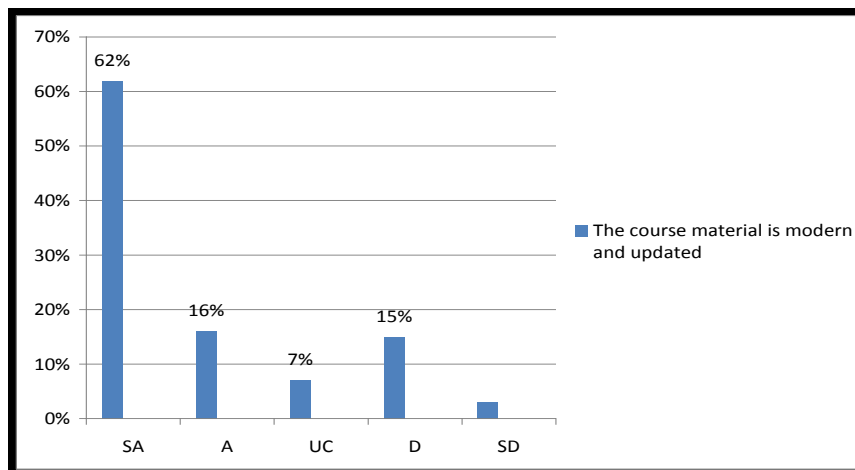
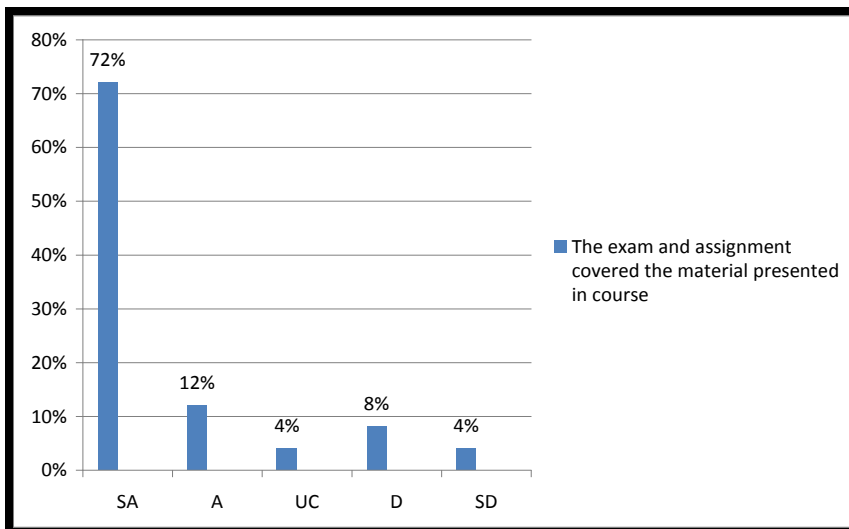
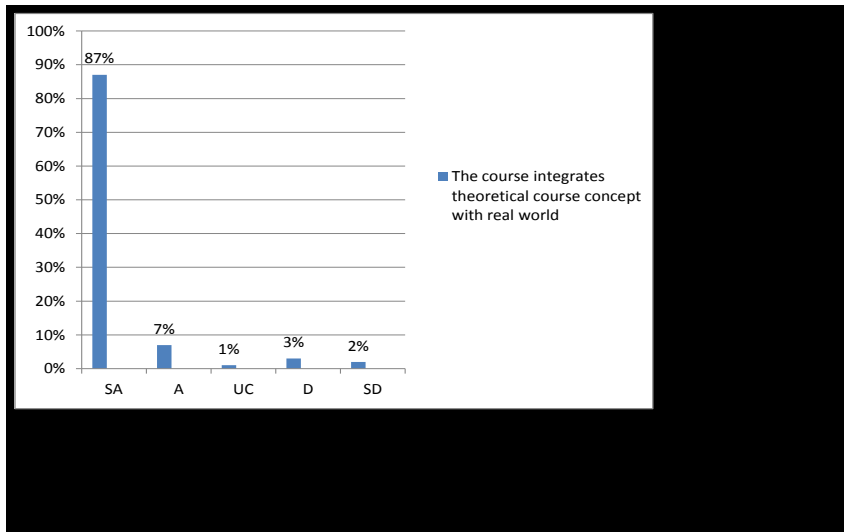


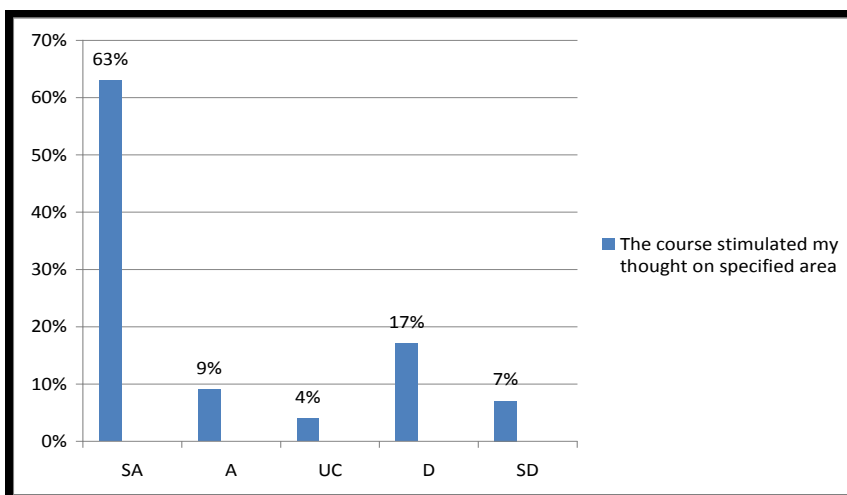
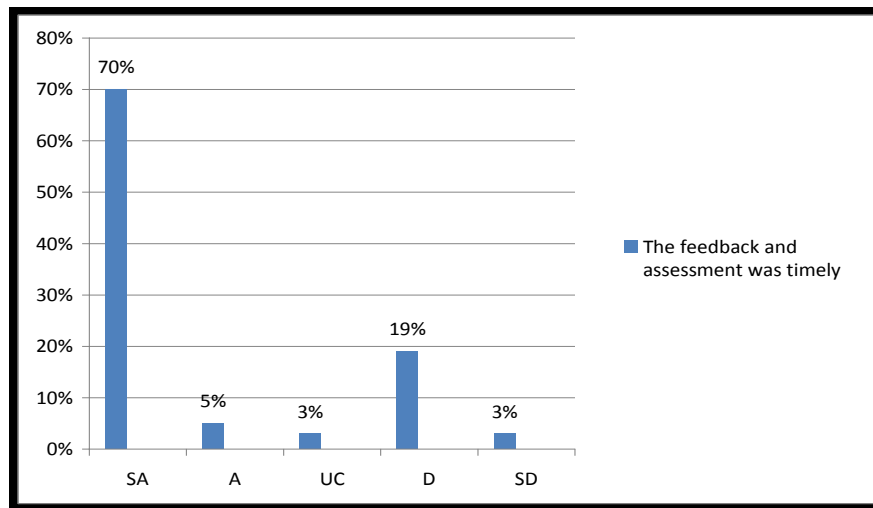
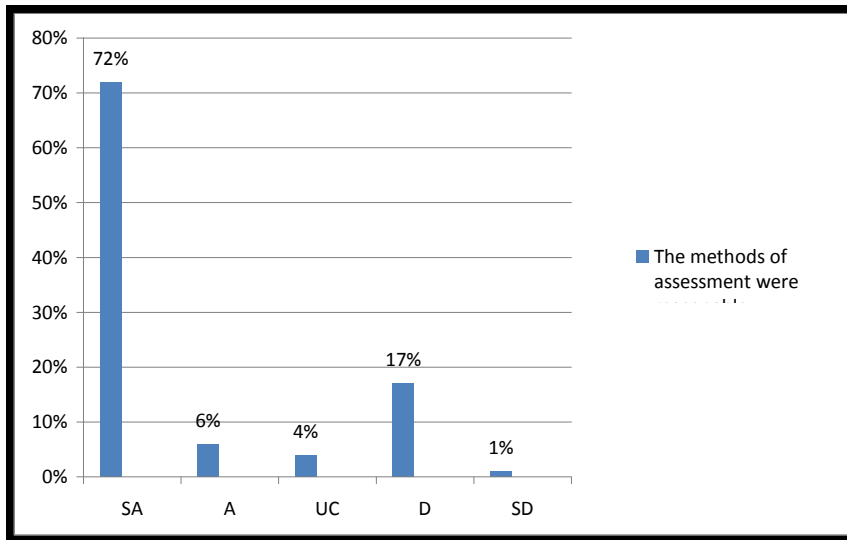


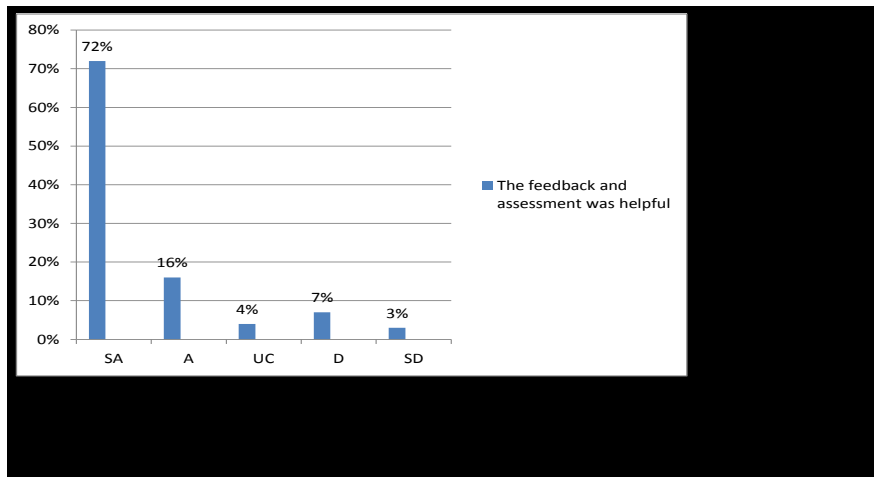
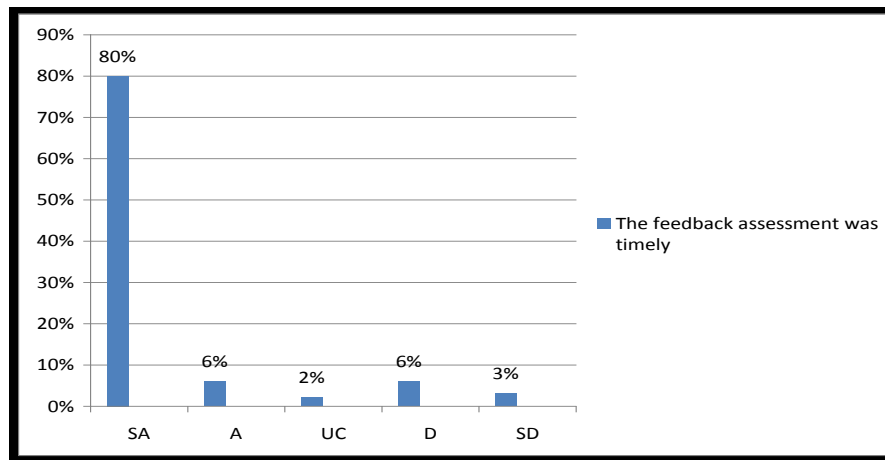
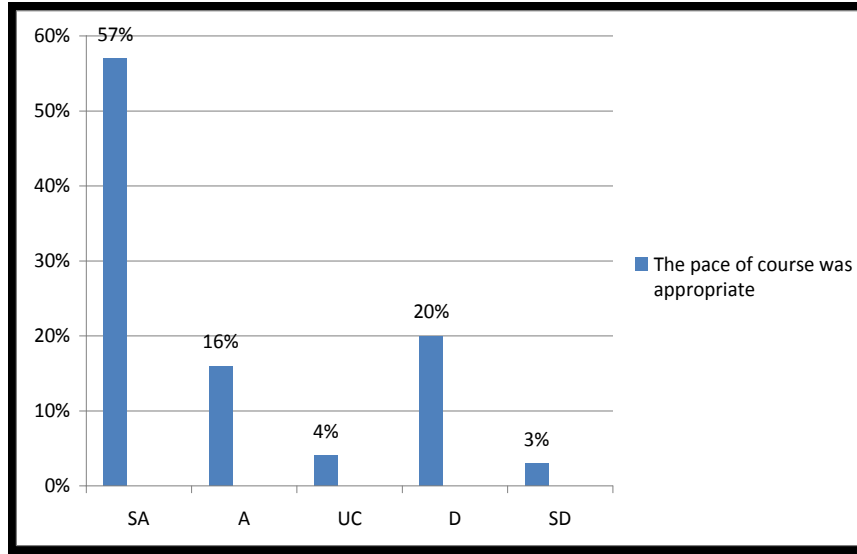


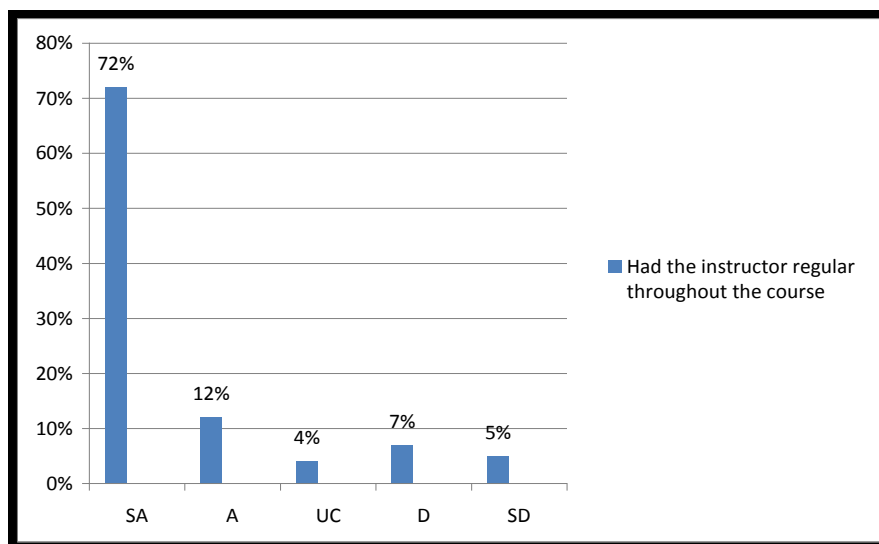
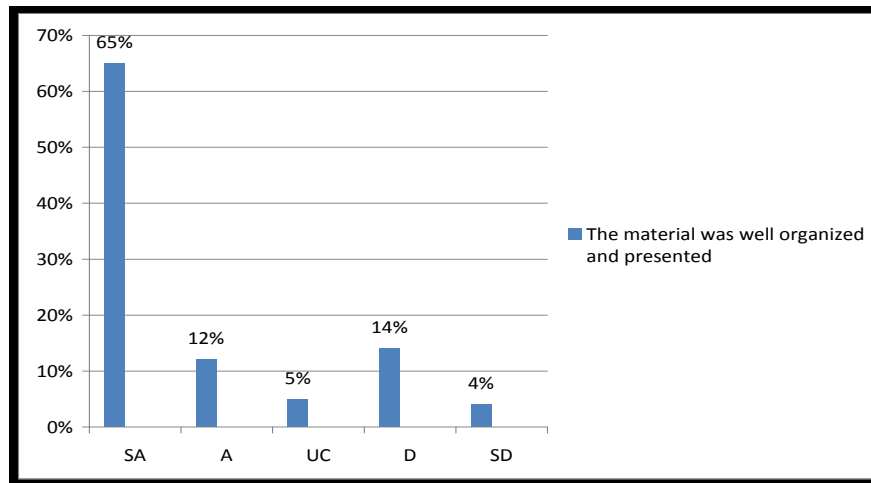
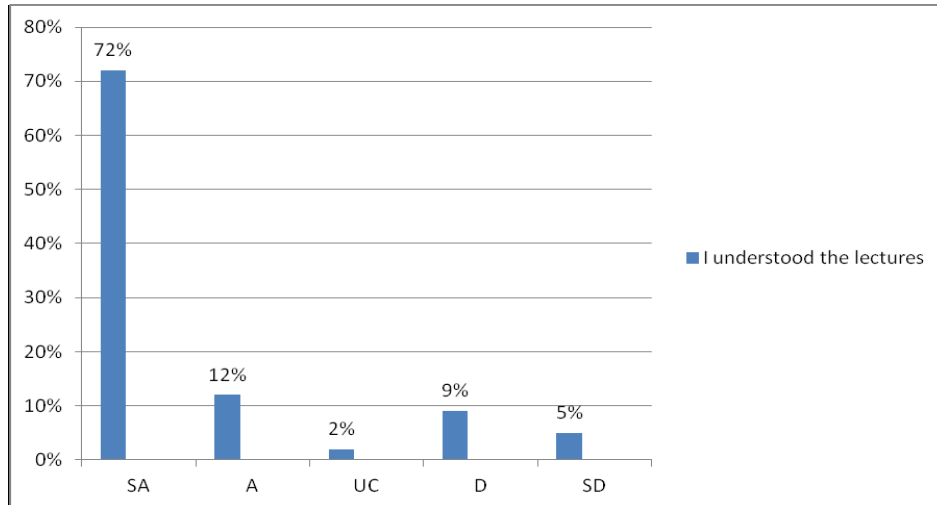


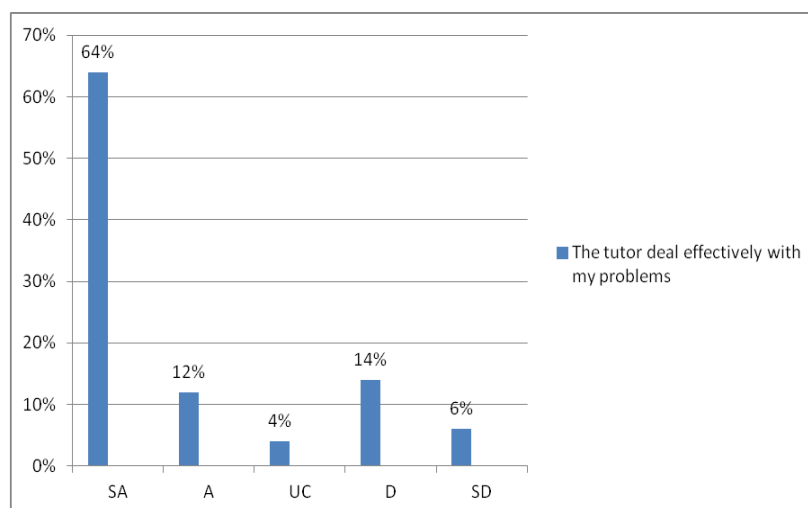
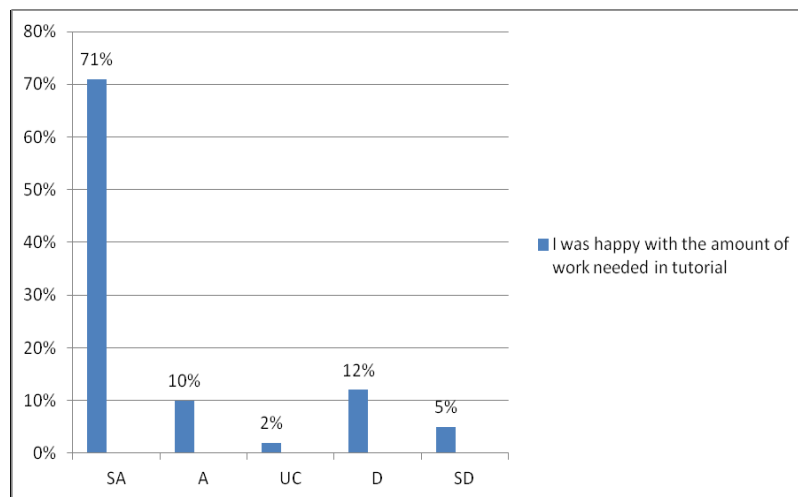
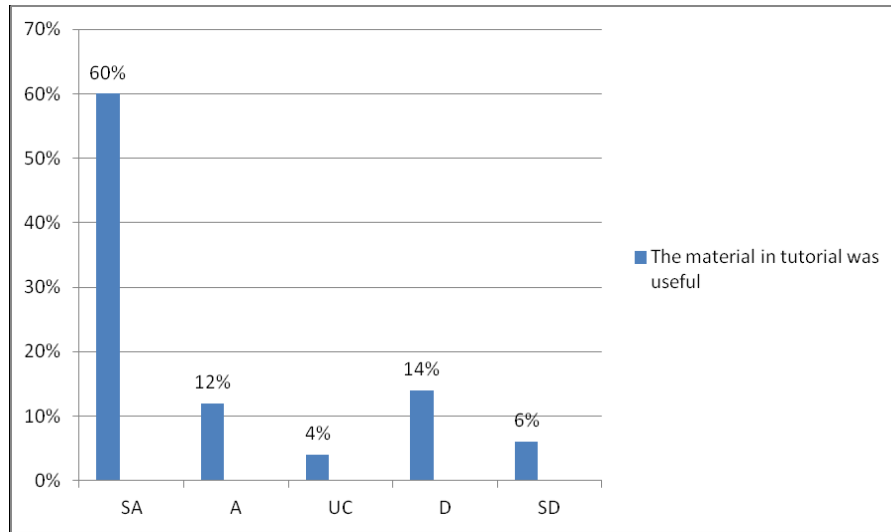


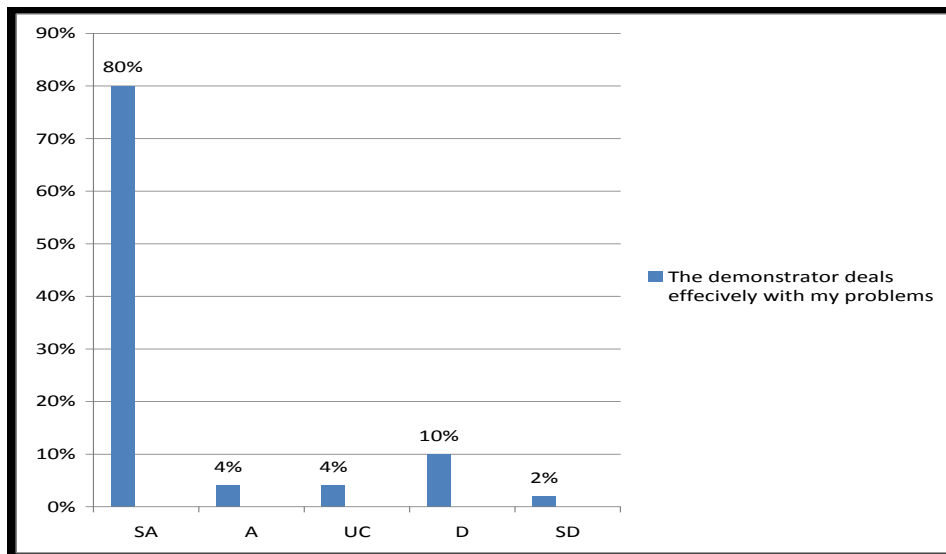
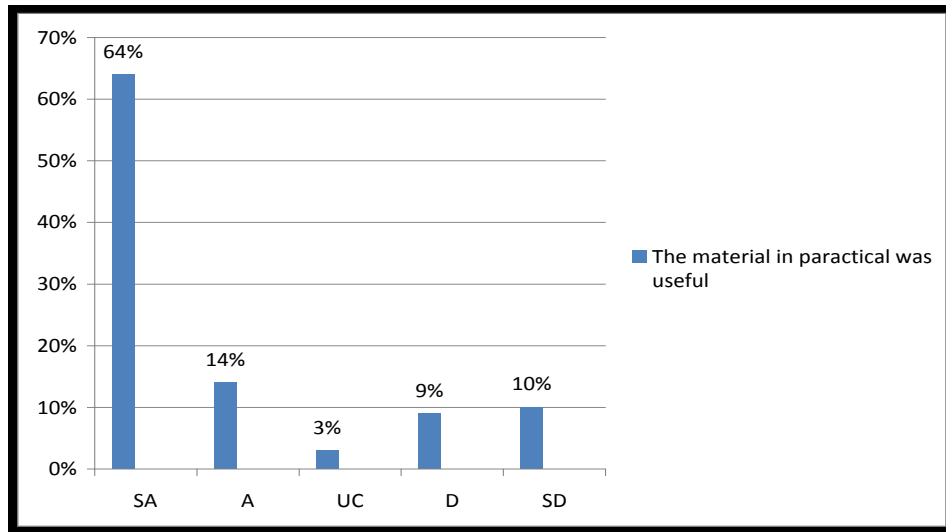






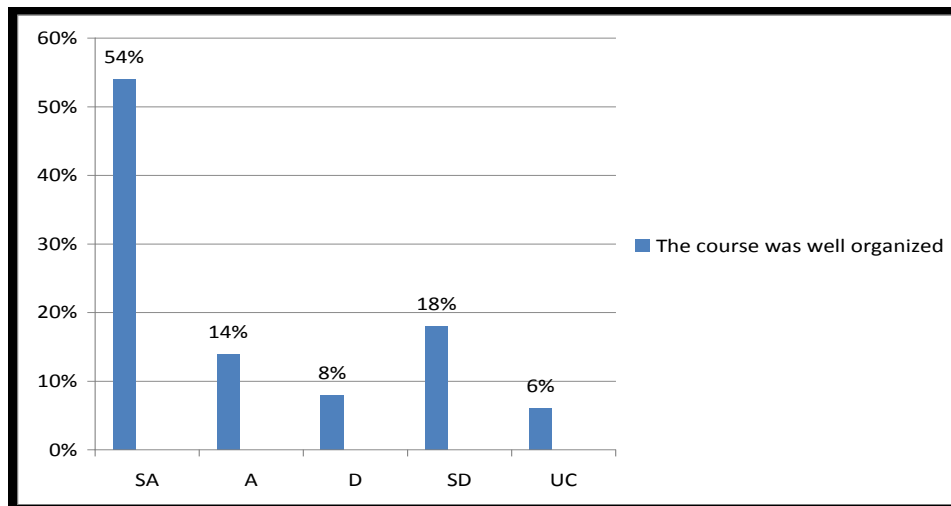
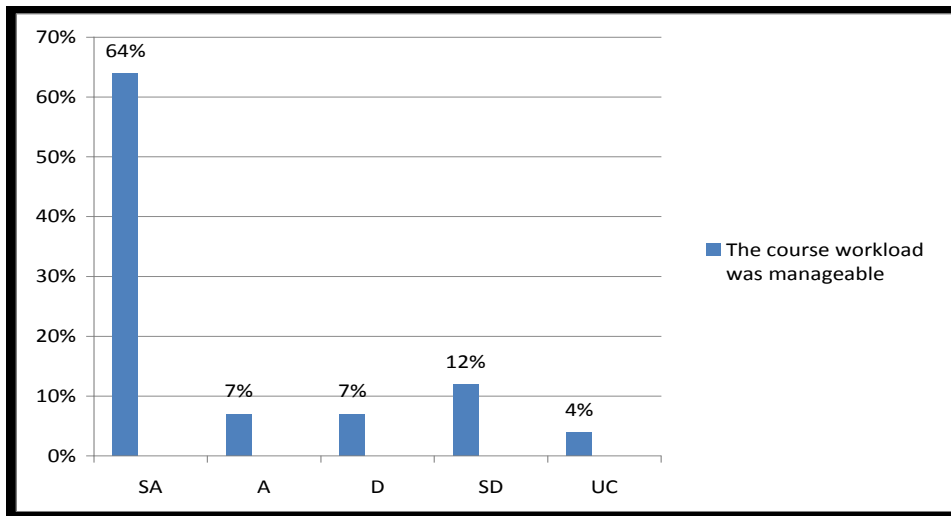
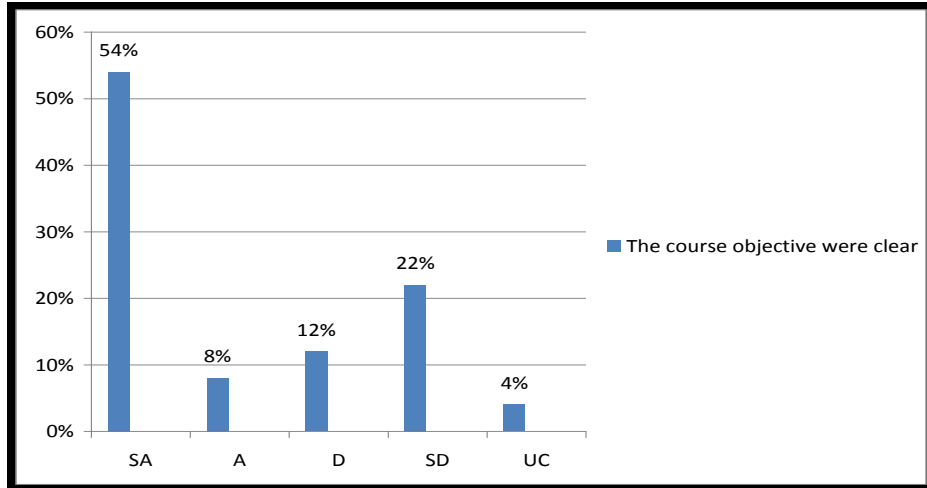


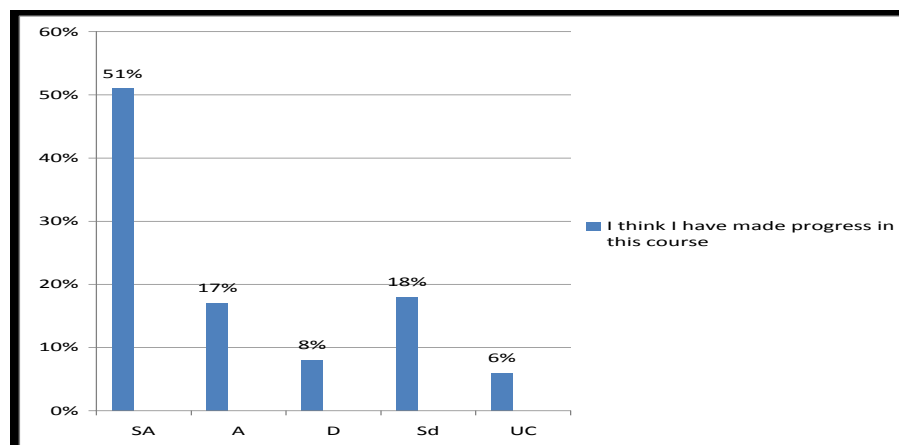
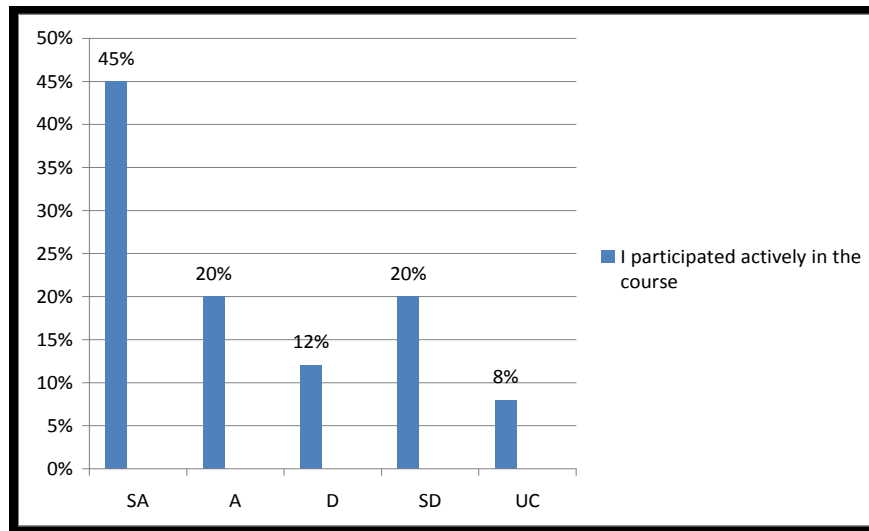
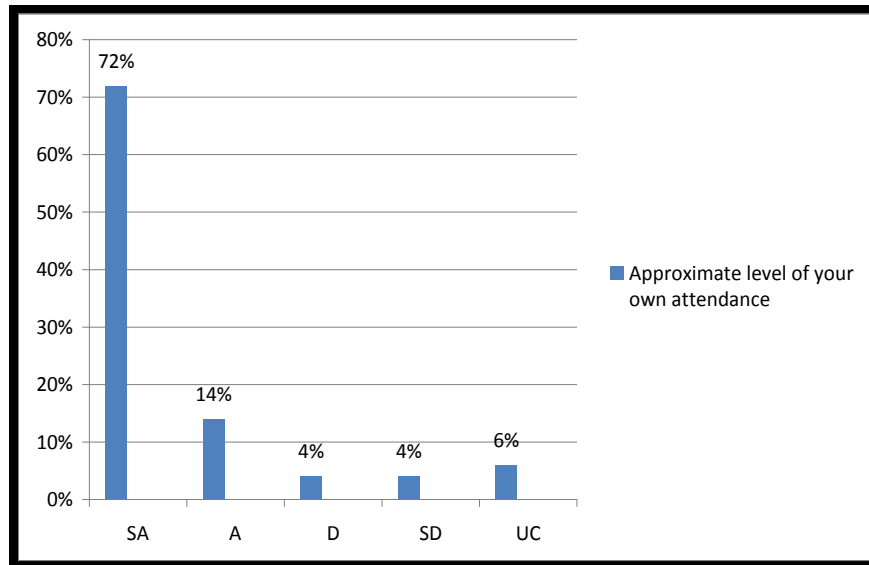


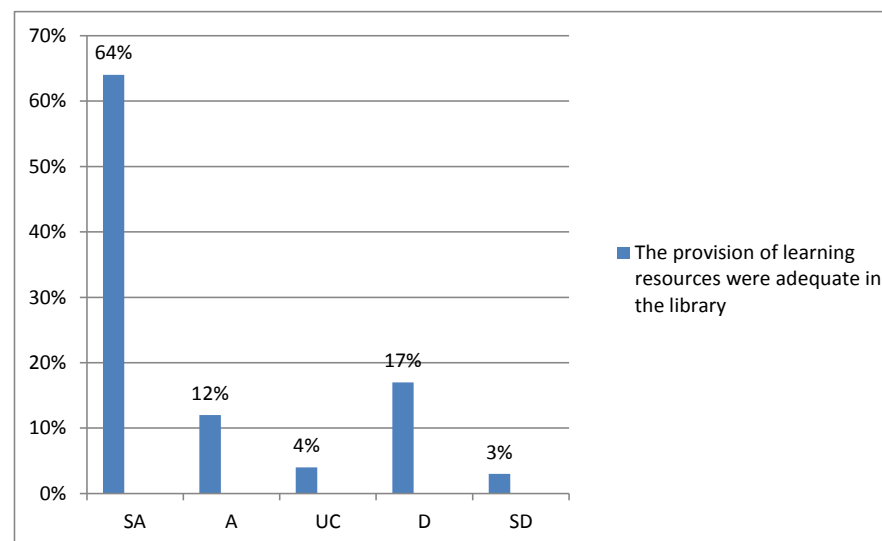
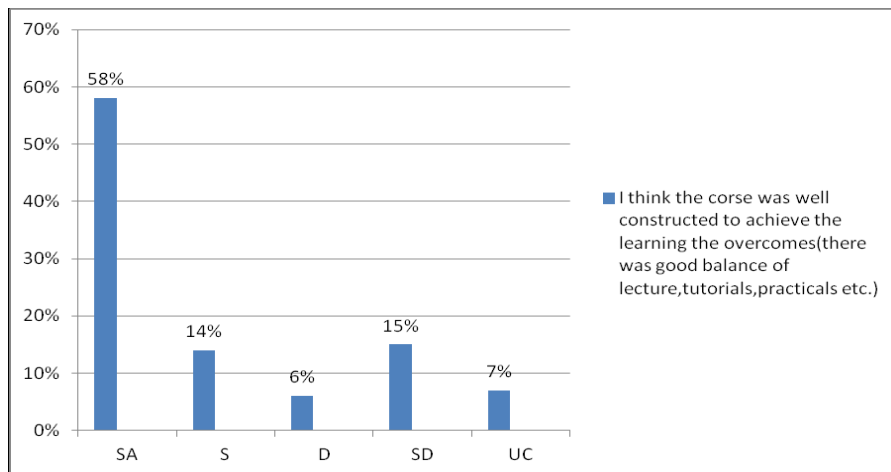
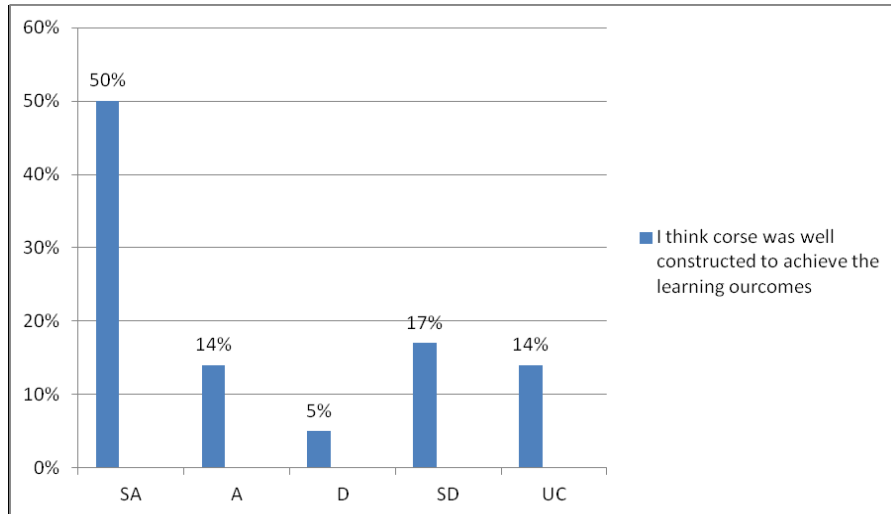


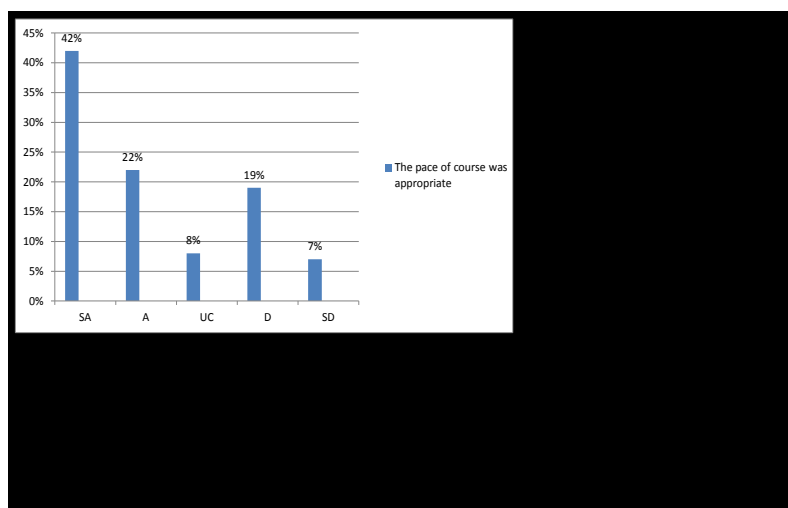
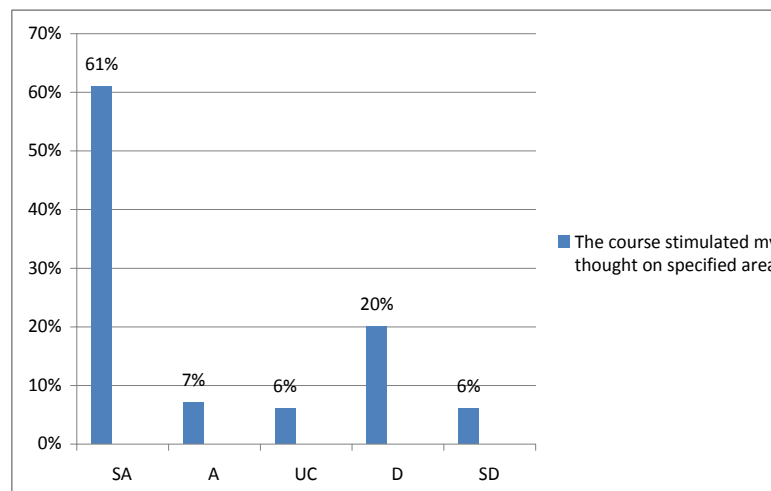
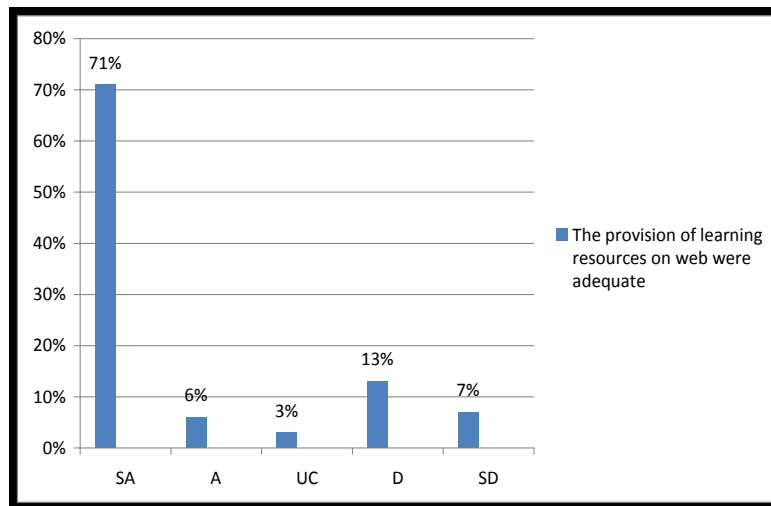
AEE-502

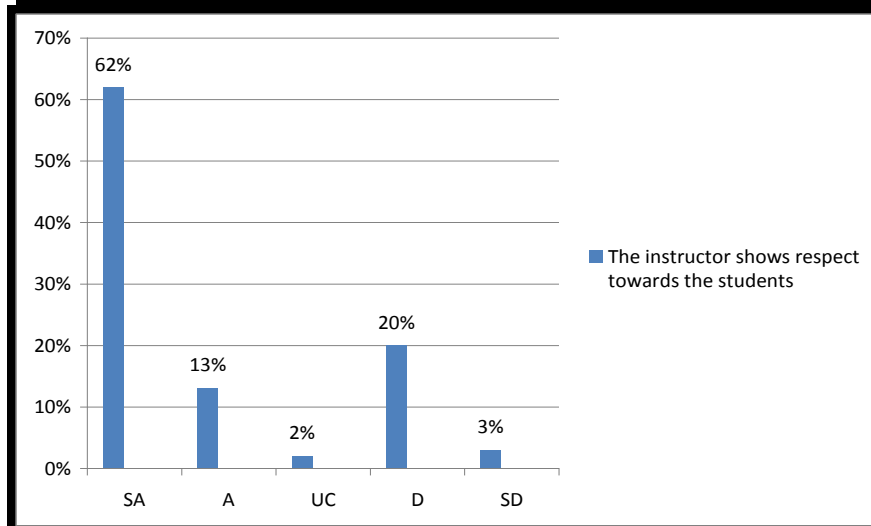
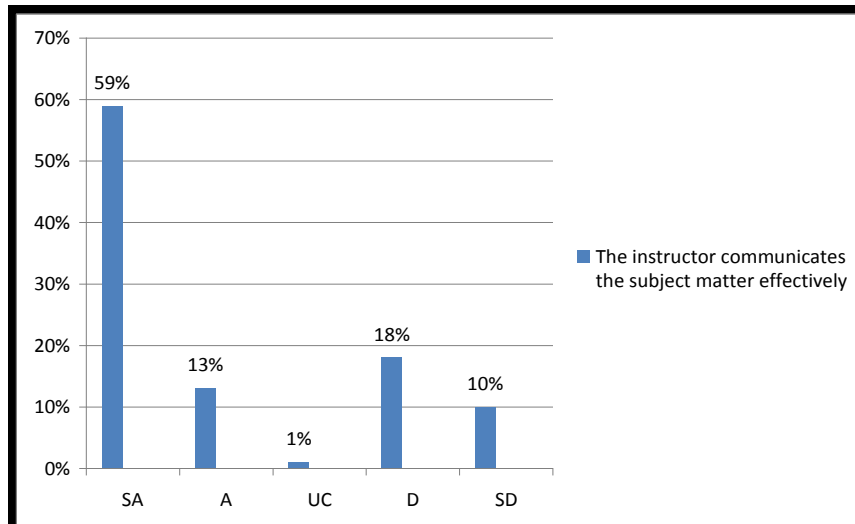
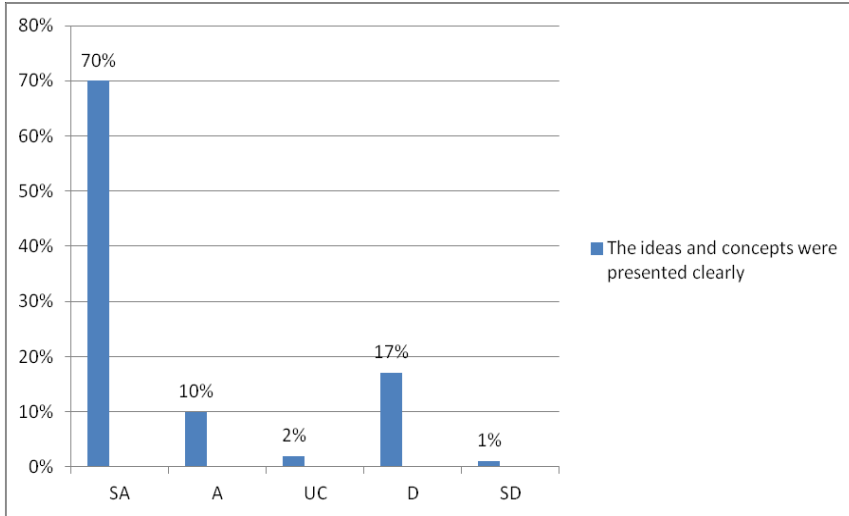
The overall performance in this course was satisfactory on the basis of student's assessment. Only 22% of the total students were strongly disagreed that course objectives were clear. The percentage 72% depicts that method of course assessment was good.

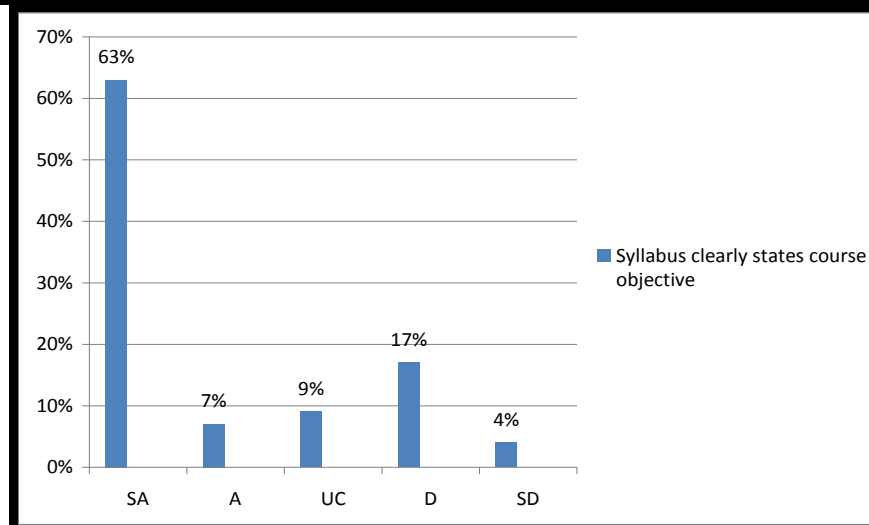
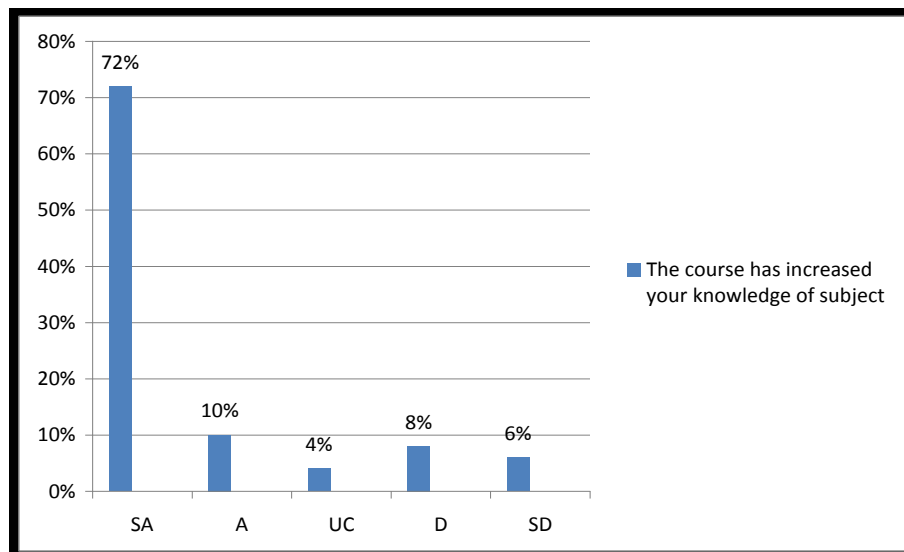
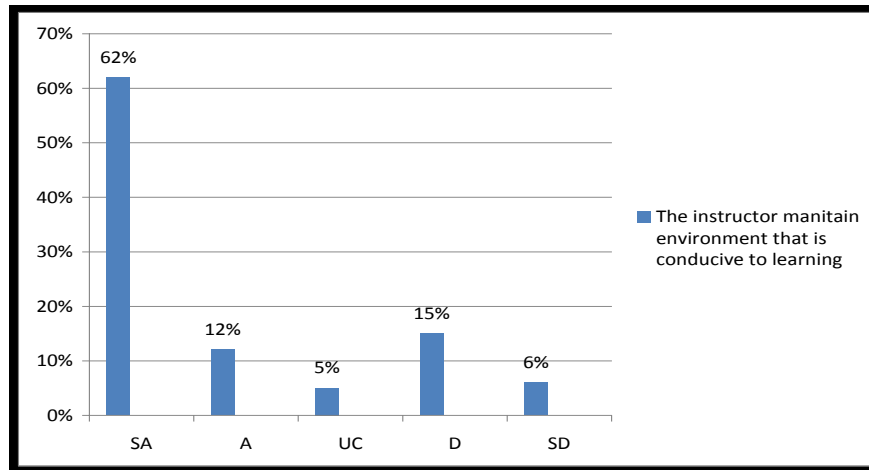


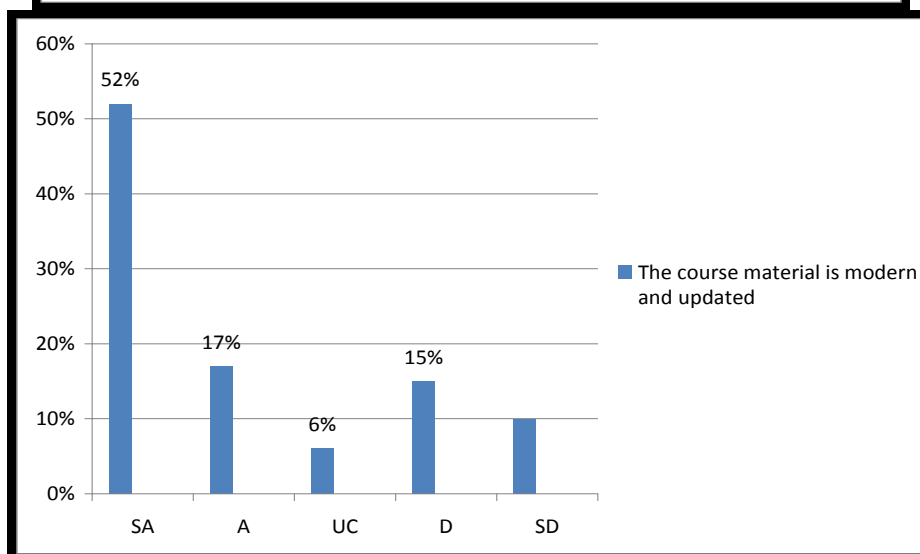
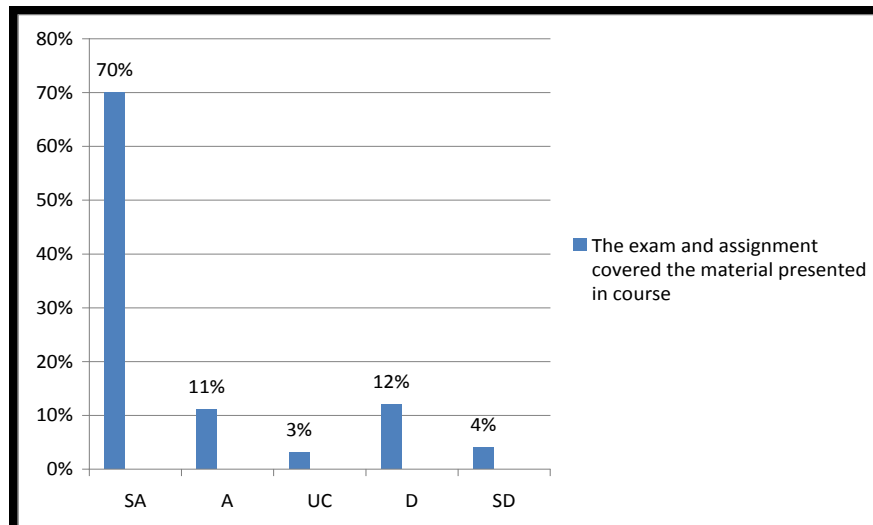
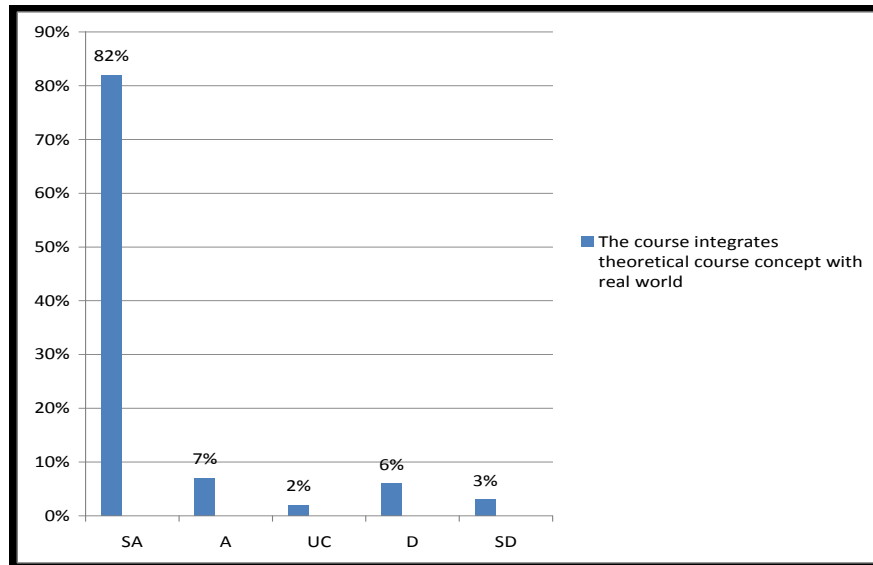


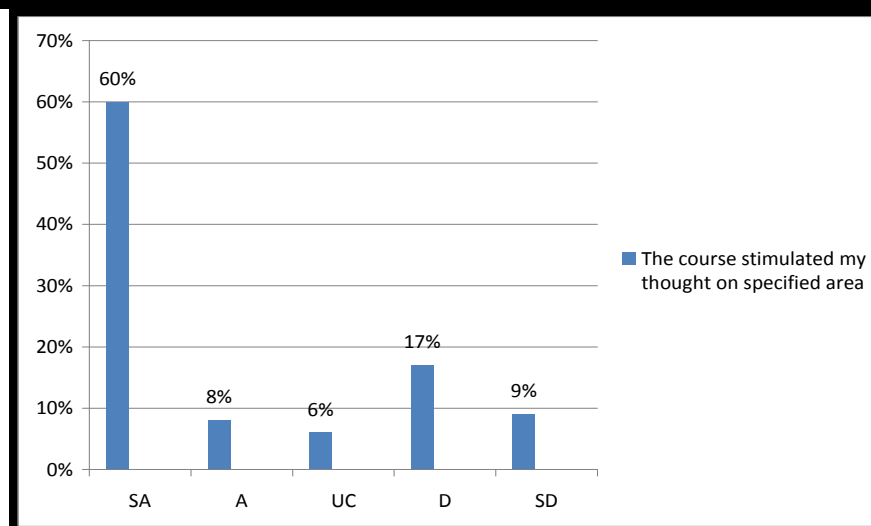
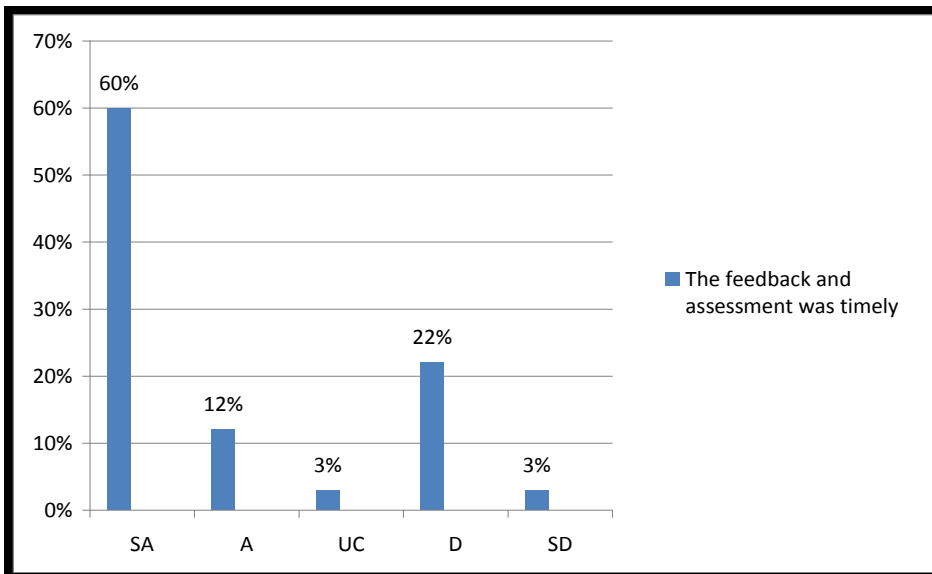
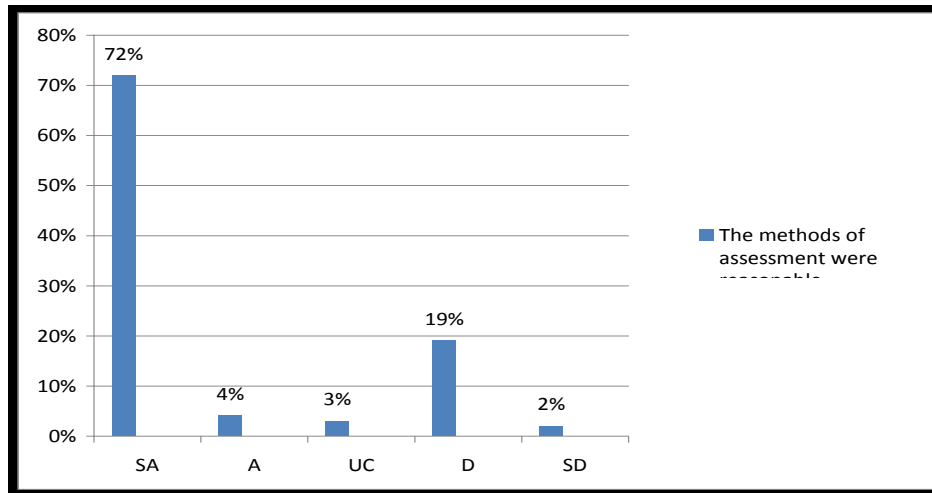


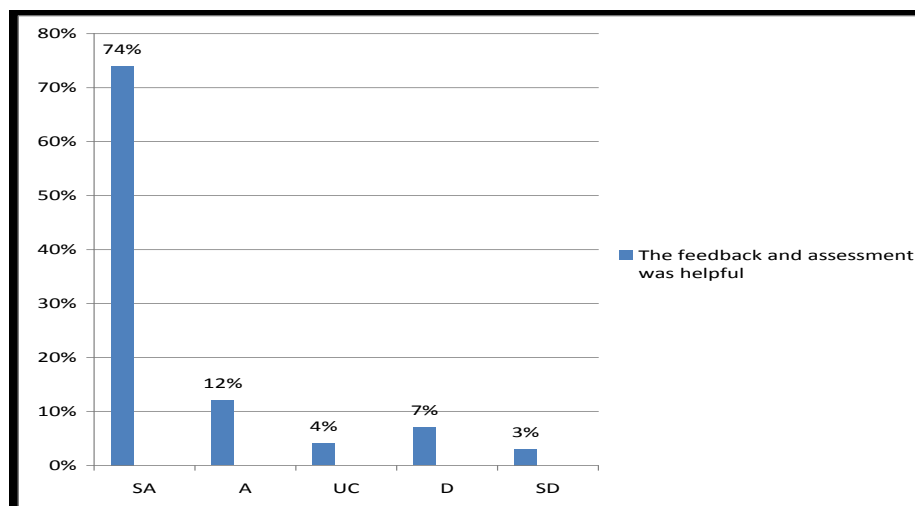
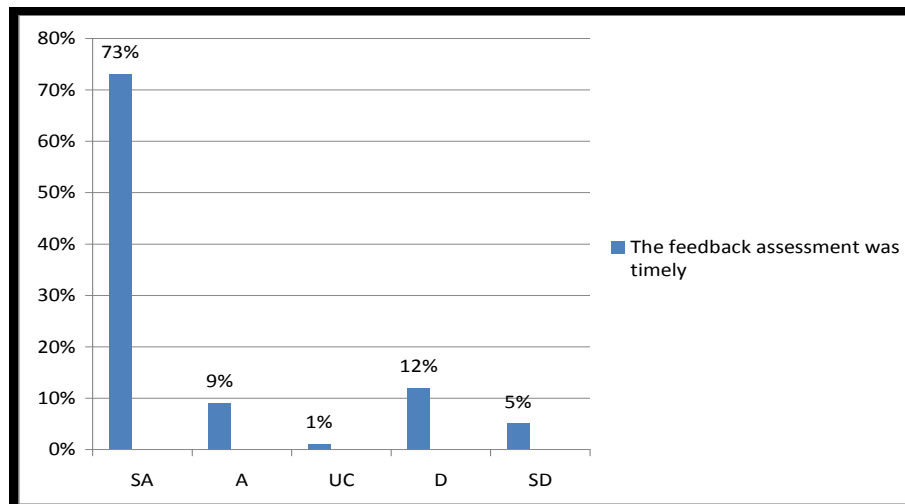
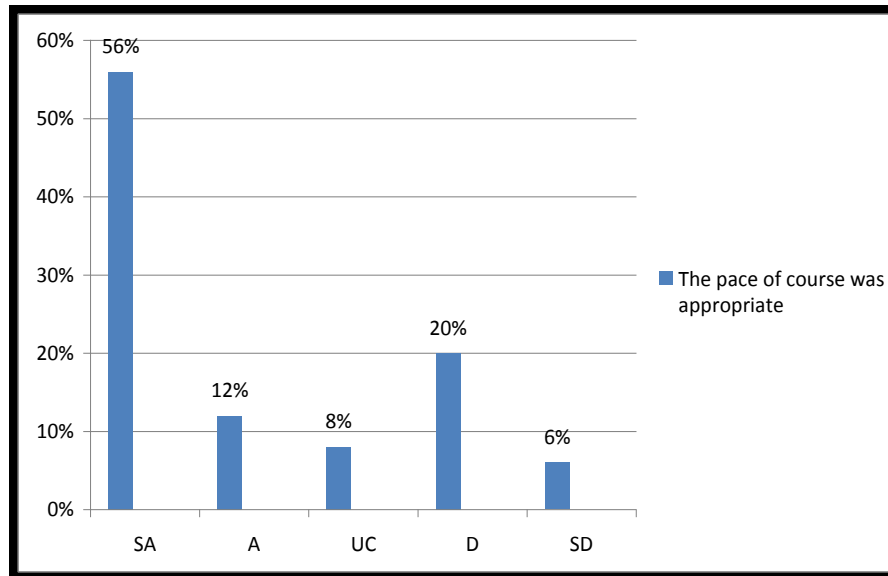


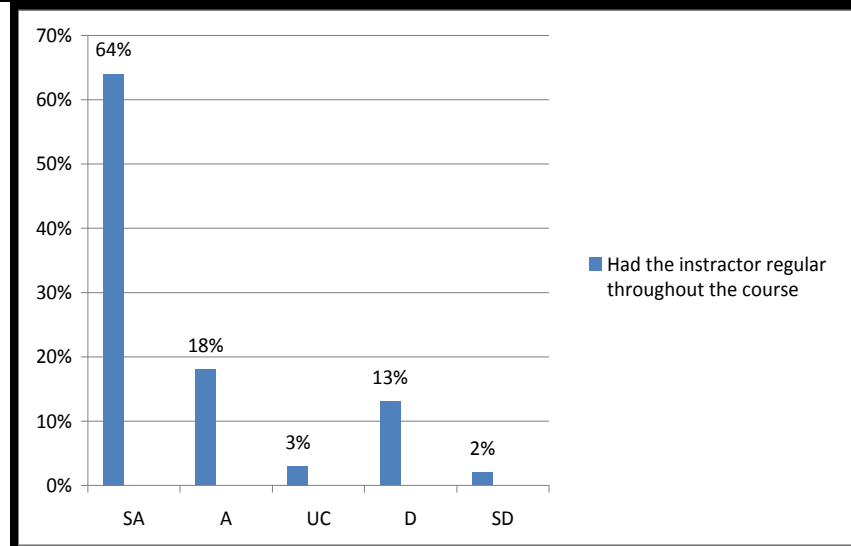
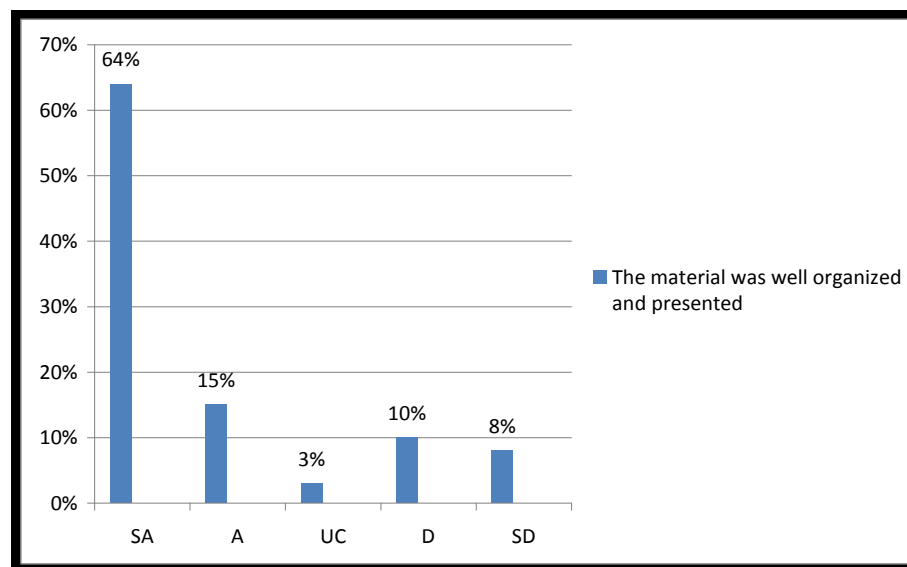
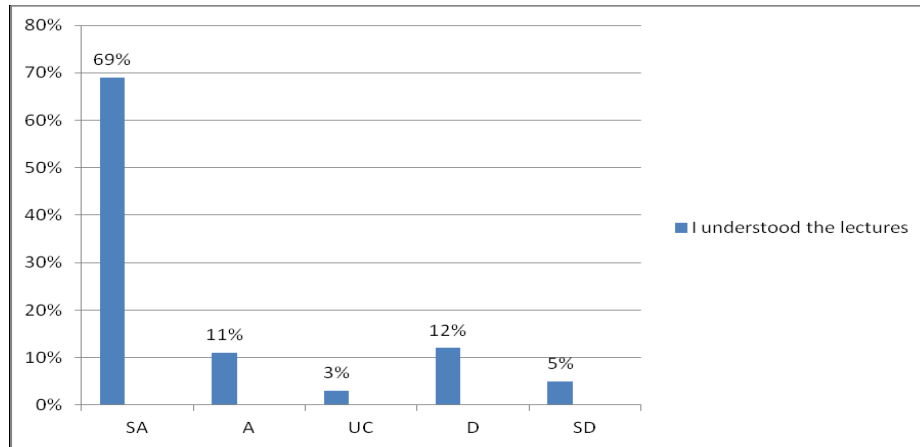


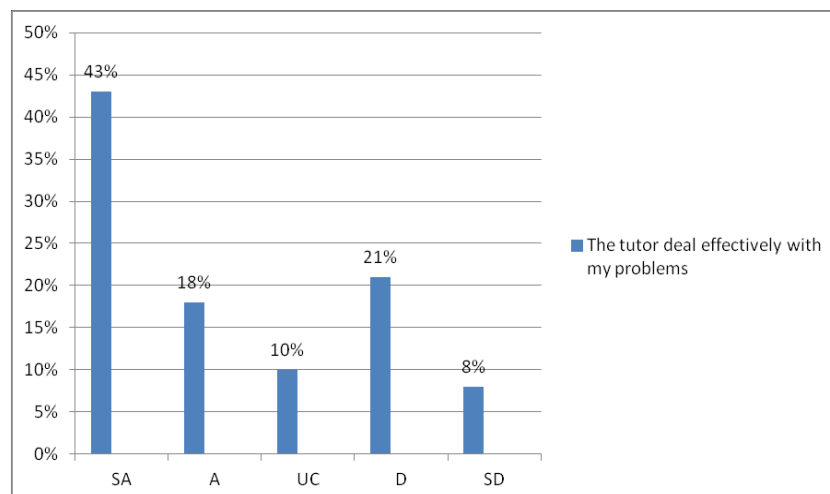
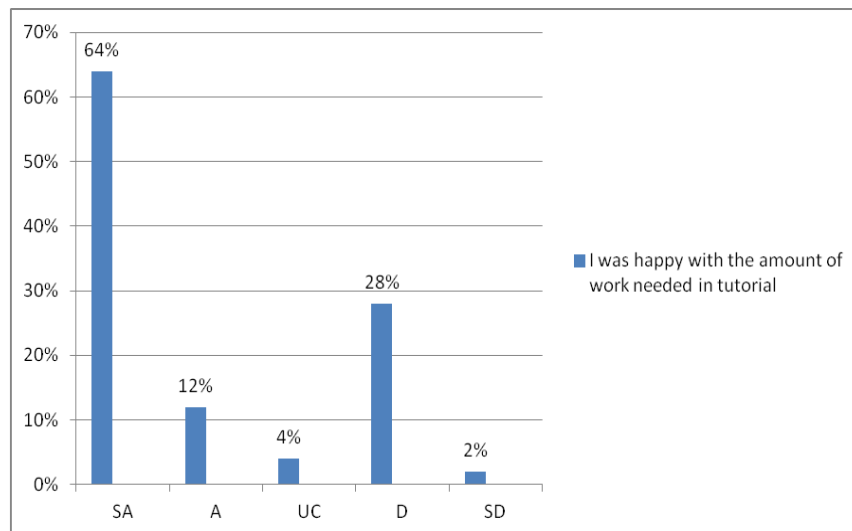
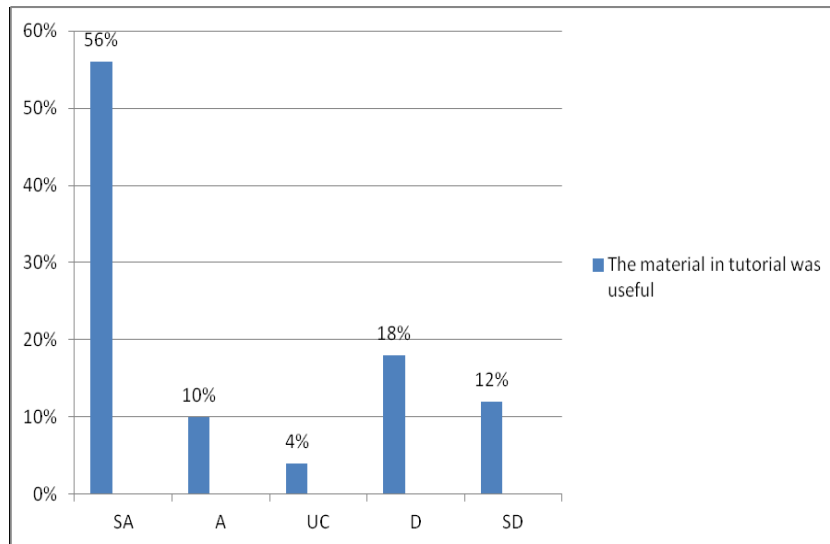


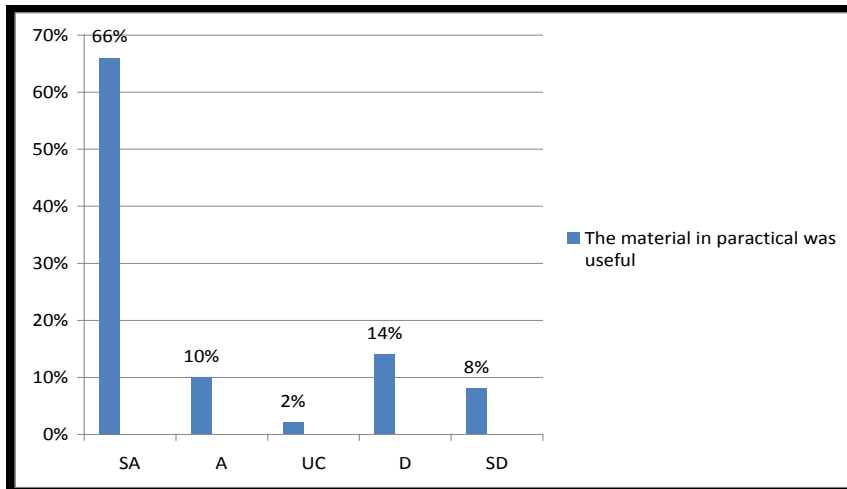








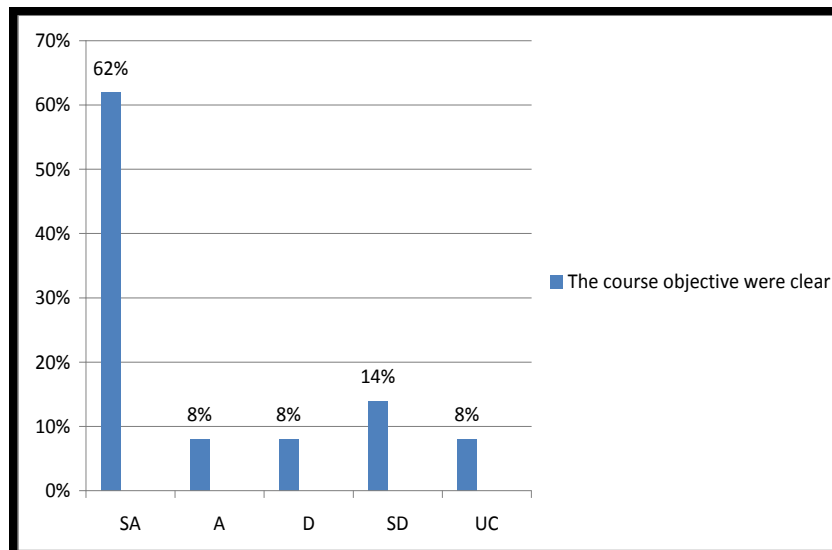


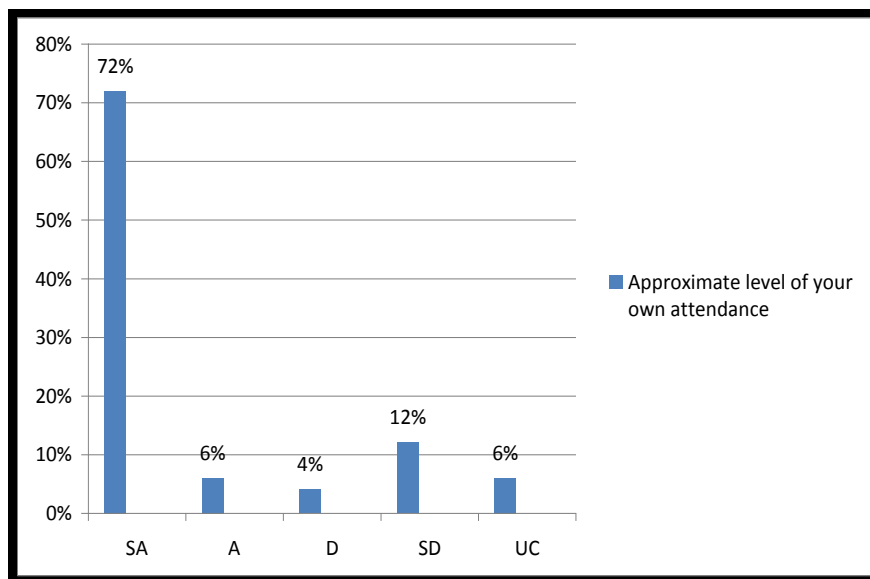
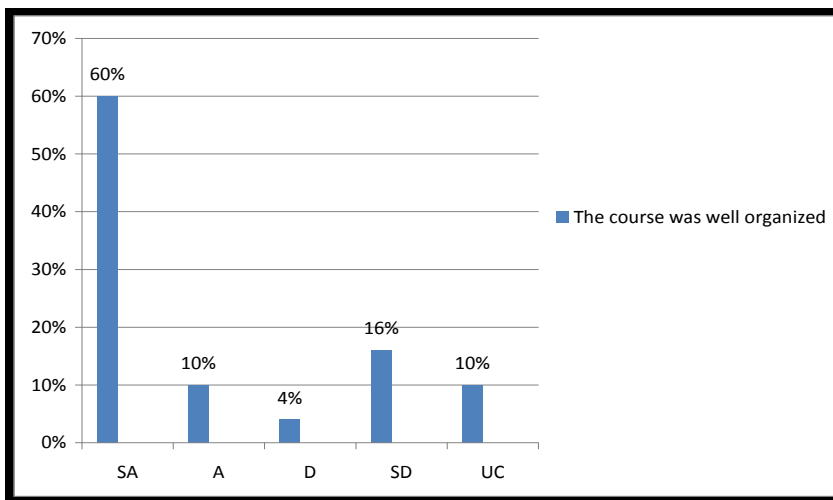
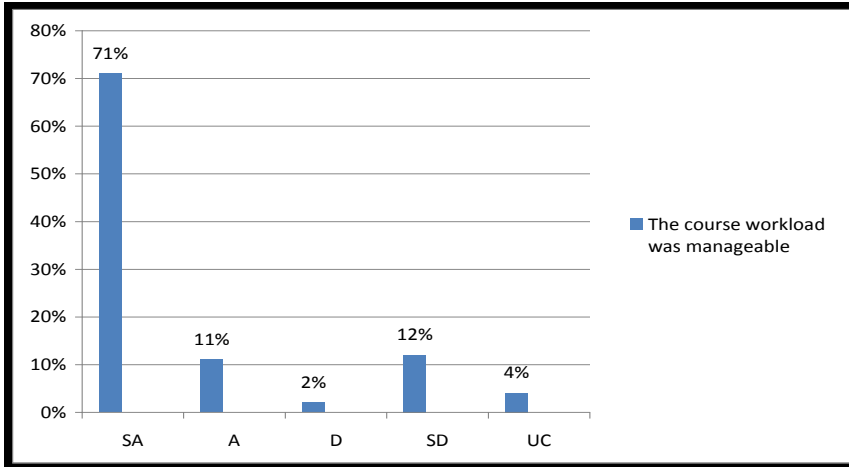


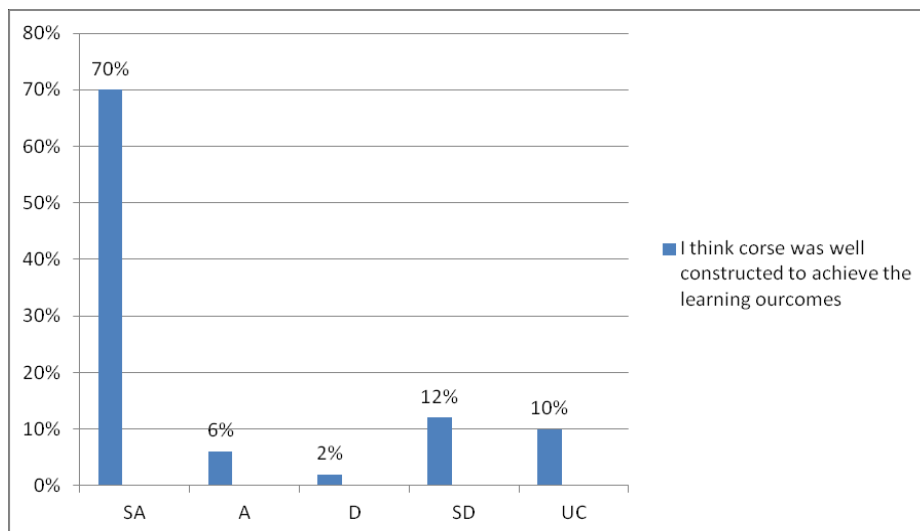
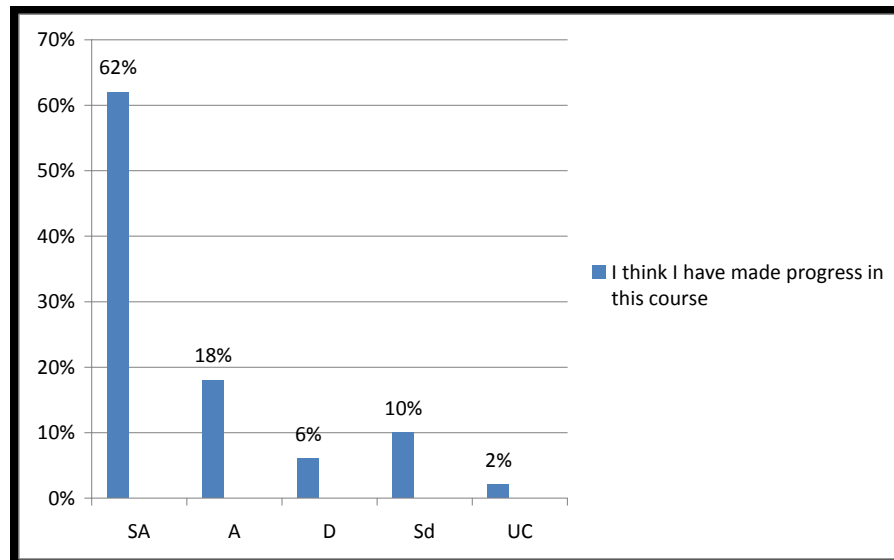
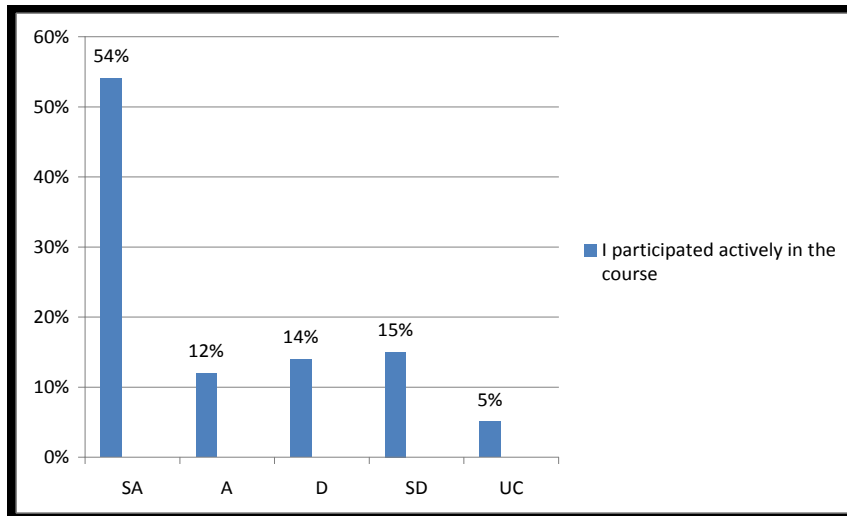
SA= Strongly Agree, A=Agree, UC= Uncertain, D= Disagree, SD= Strongly Disagree

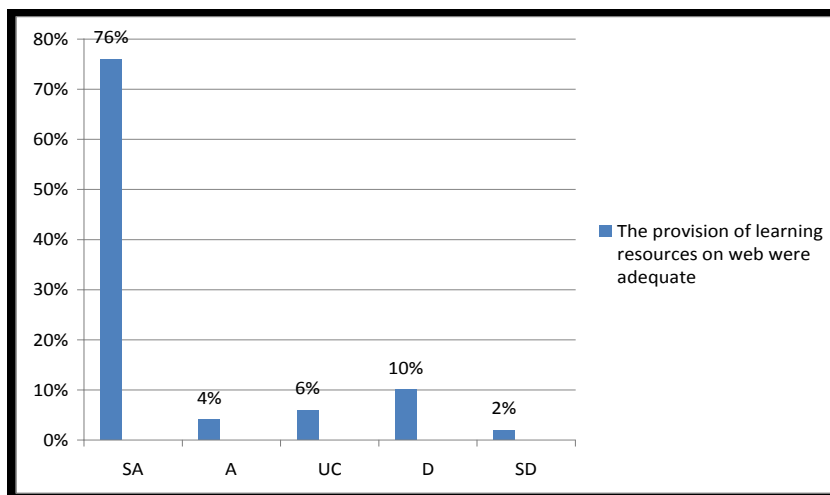
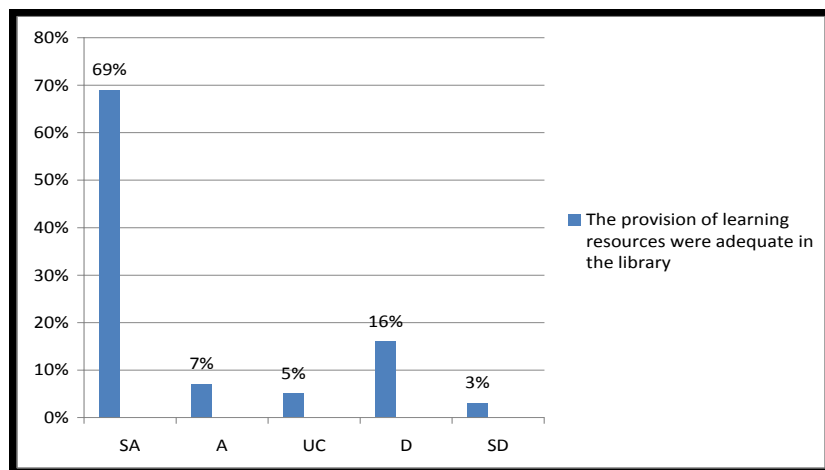
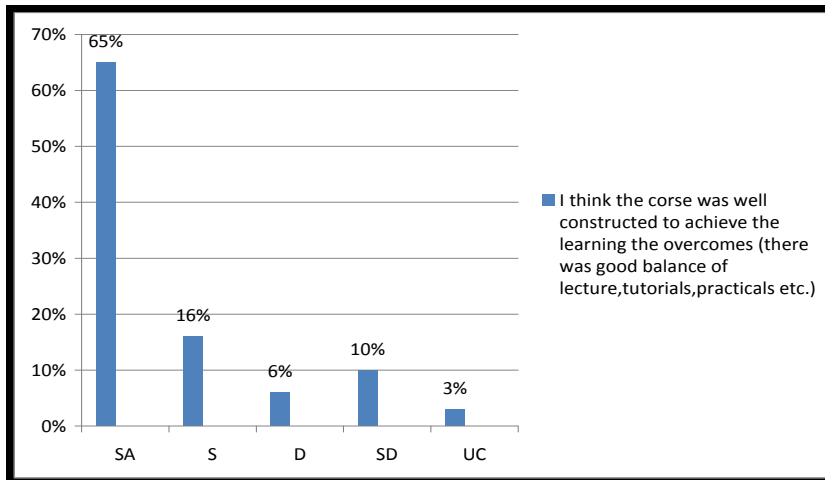
AEE-607

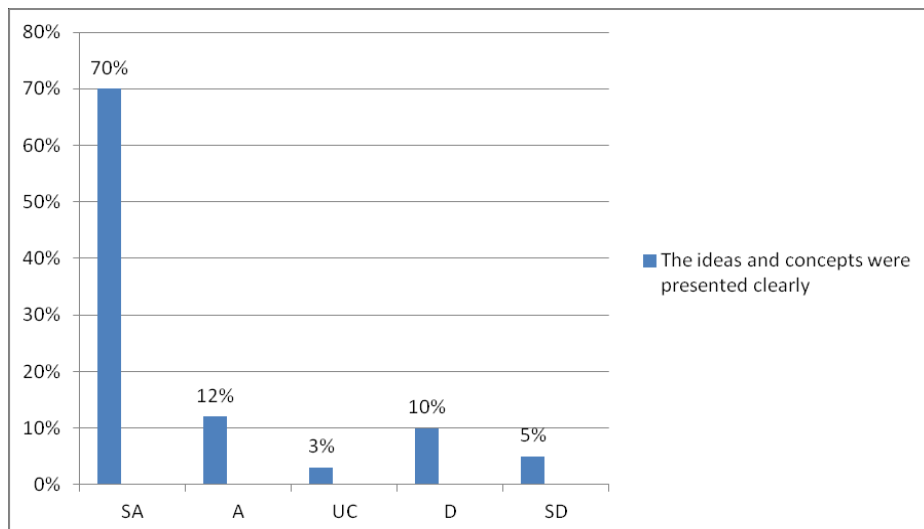
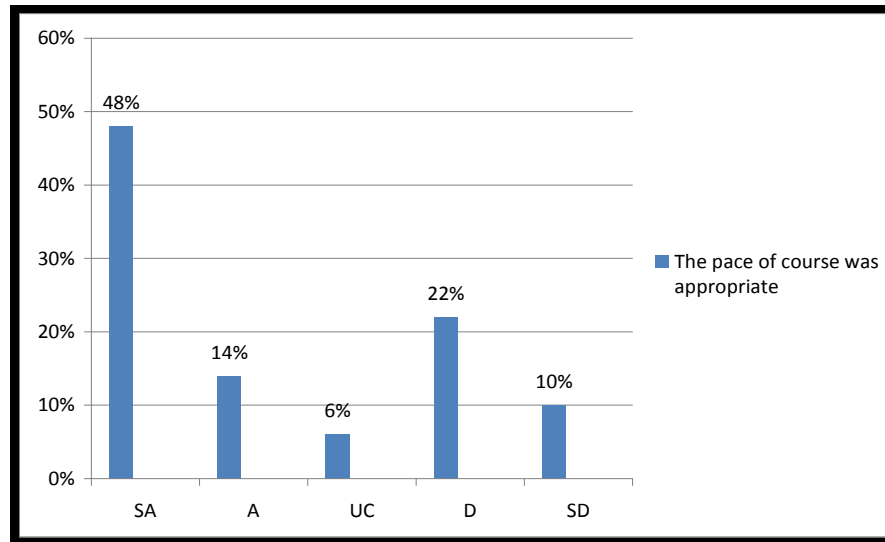
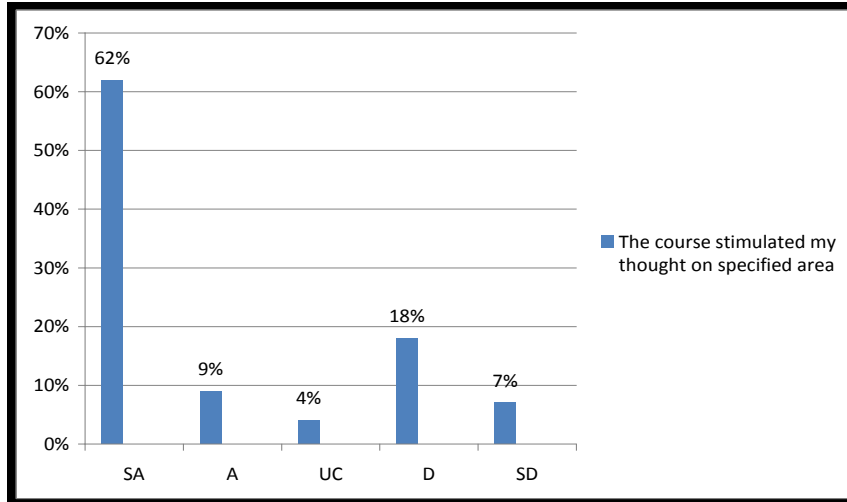
The line graphs in this course shows that 14% of the students were strongly disagreed that course objectives were clear to them. On the other side of the coin, an overwhelming majority comprising 71% replied that course load was easily manageable. More than 82% has assessed that this course has increased their level of knowledge.

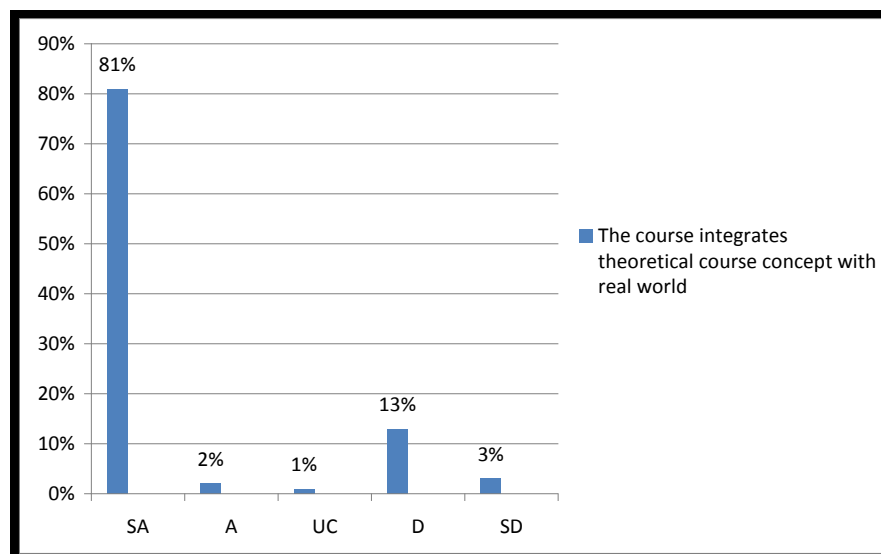
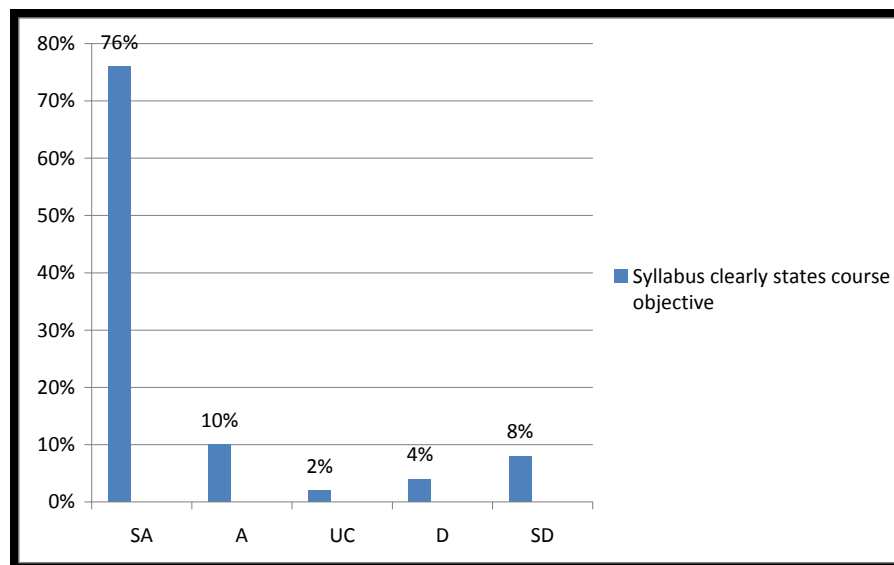
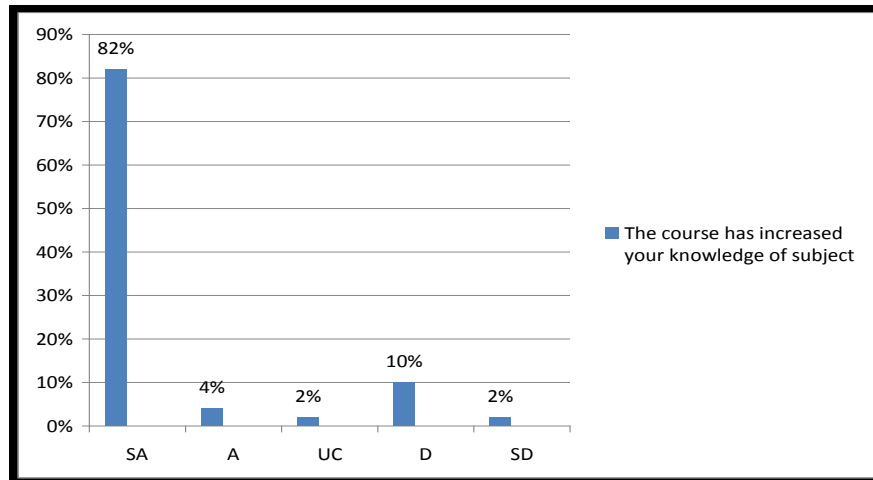


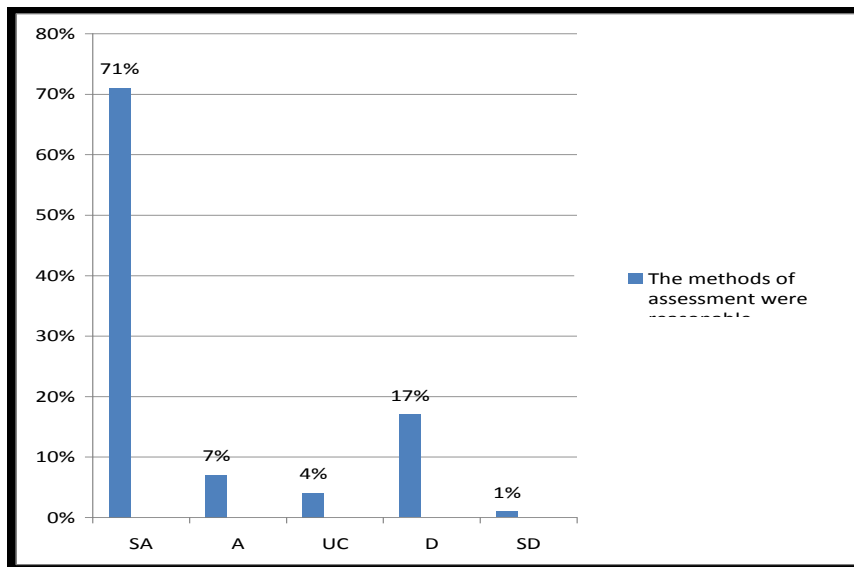
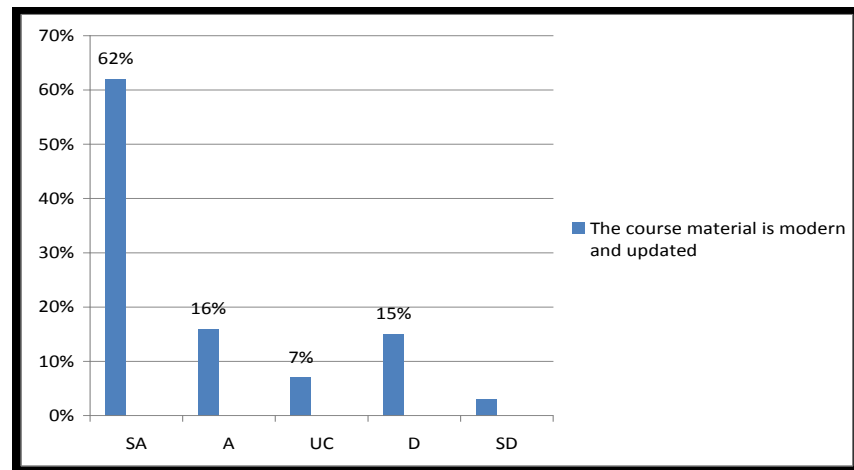
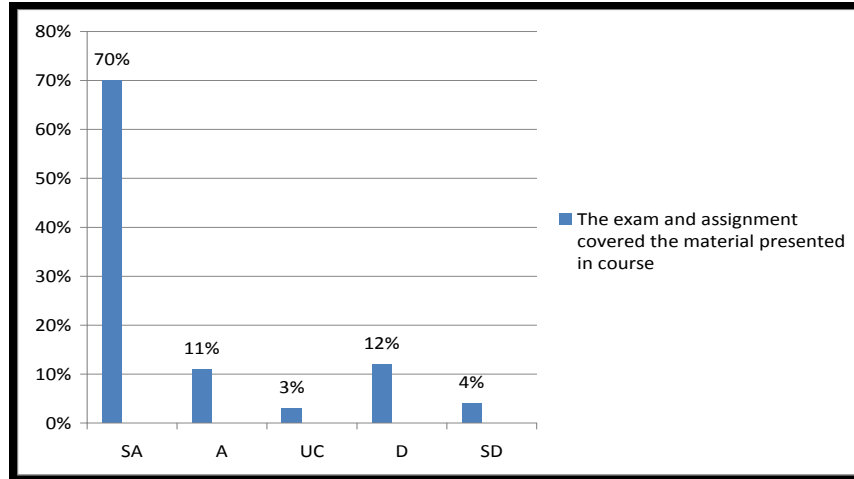


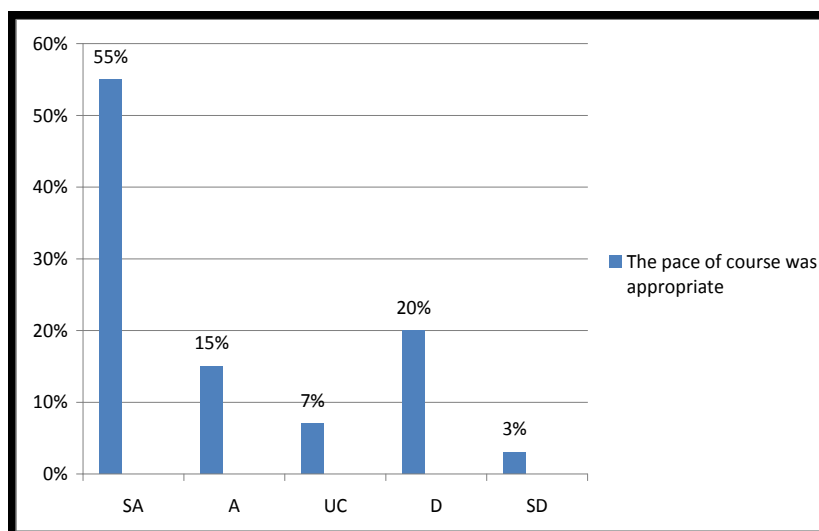
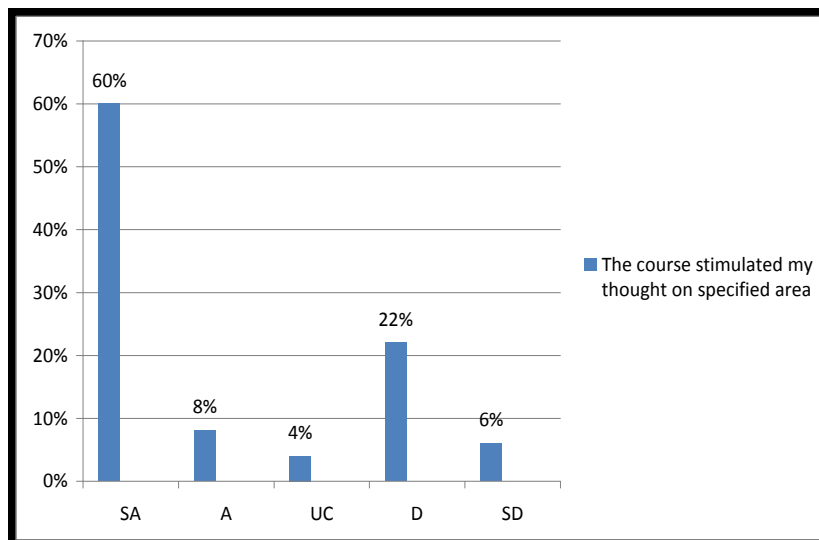
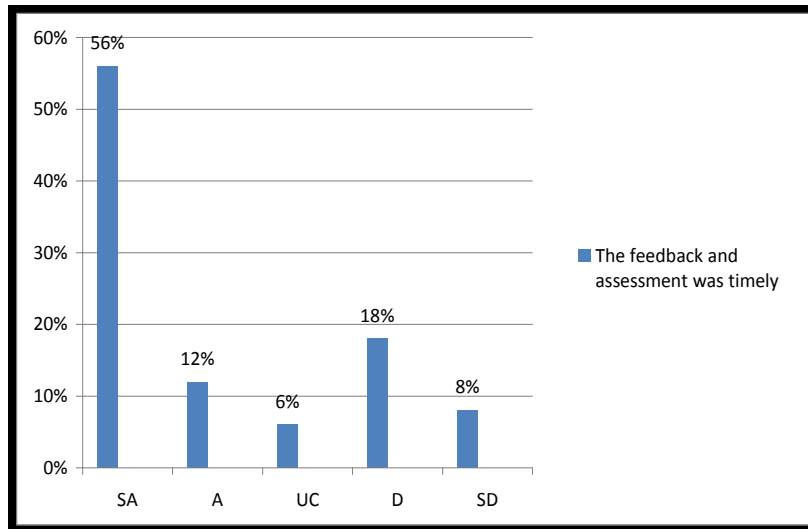


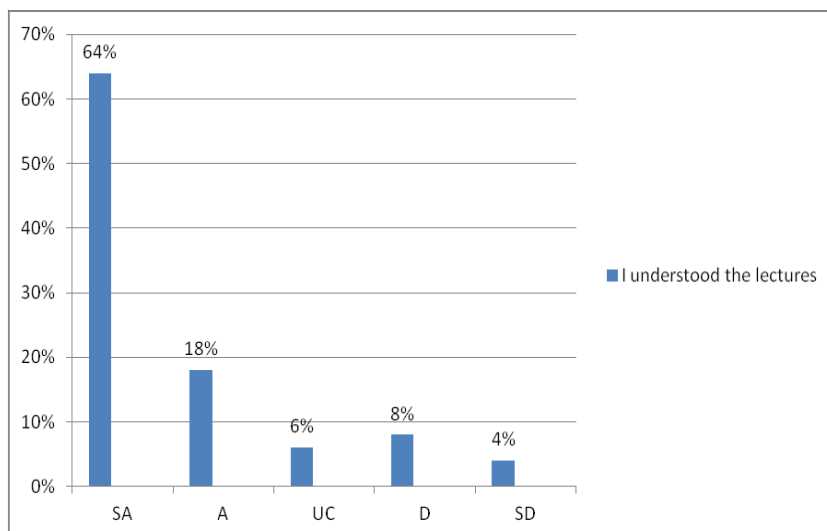
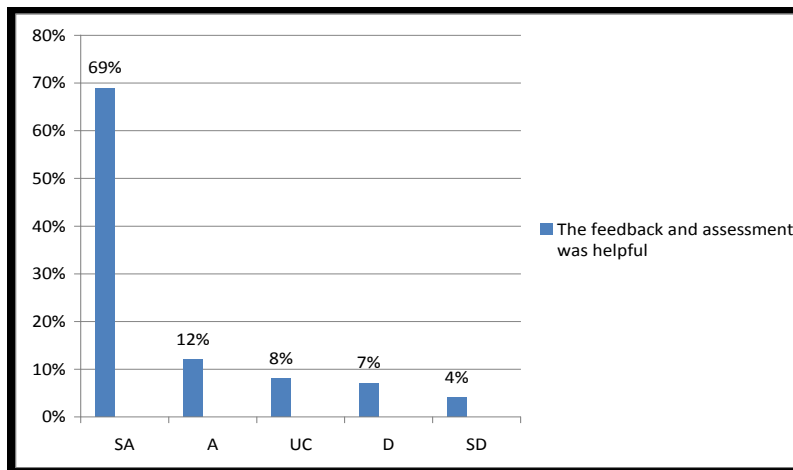
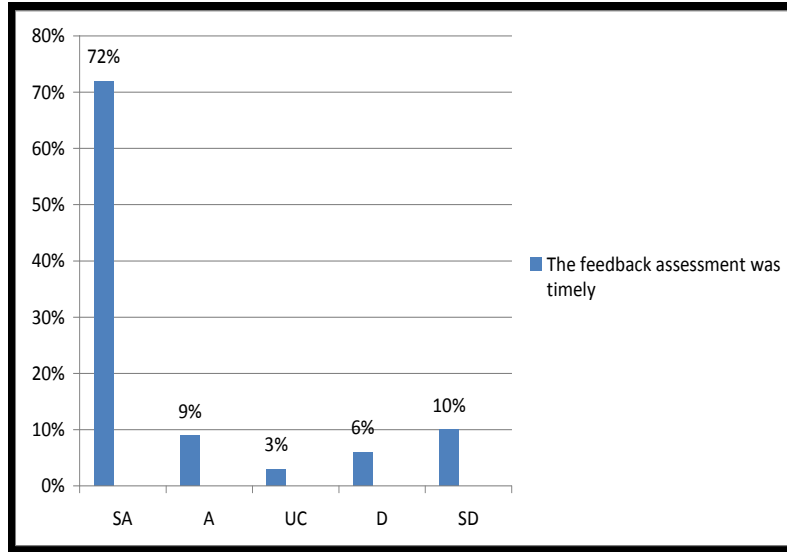


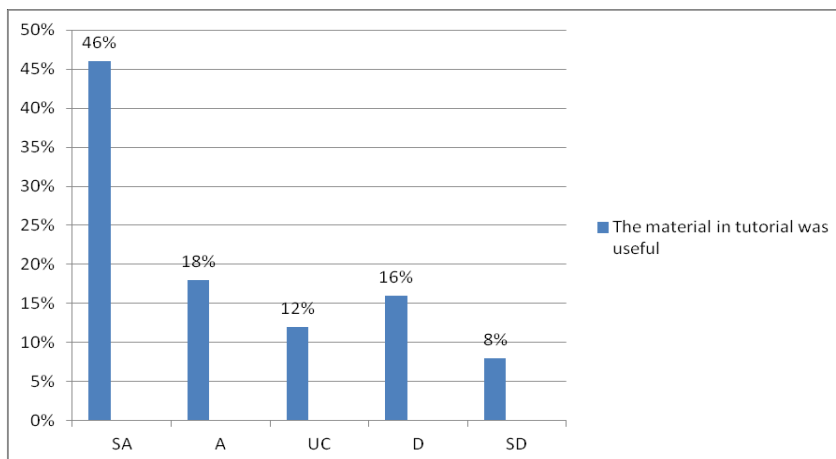
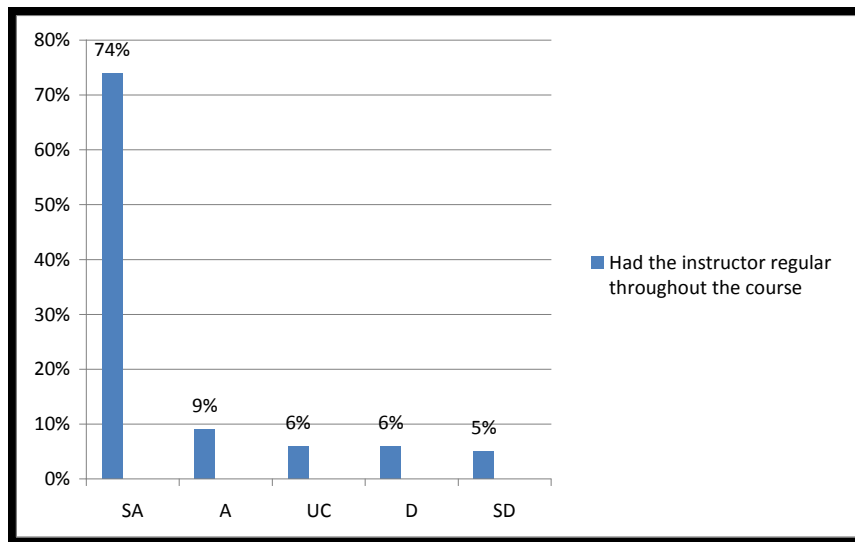
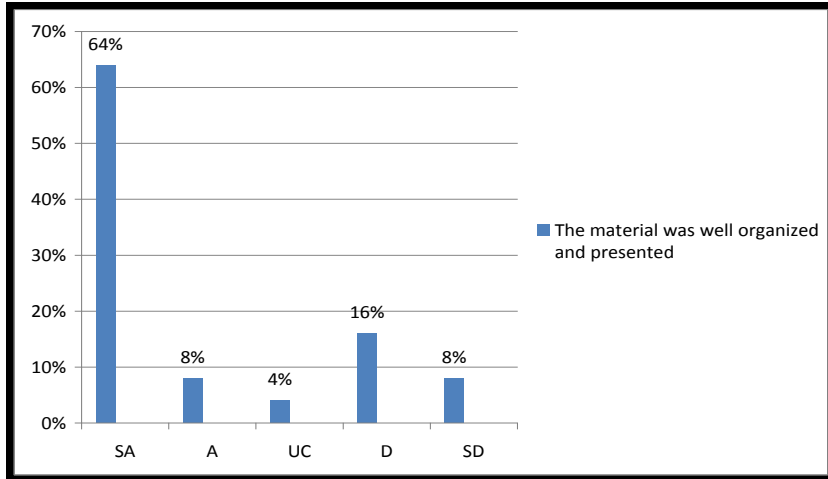


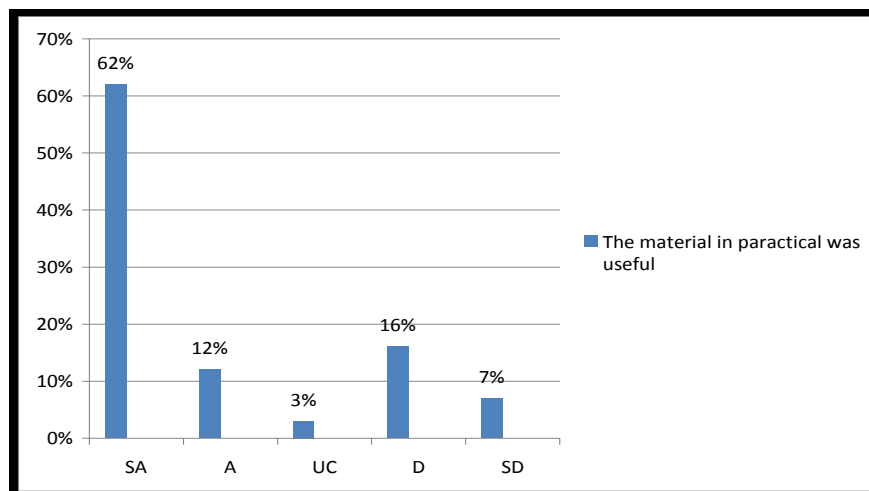
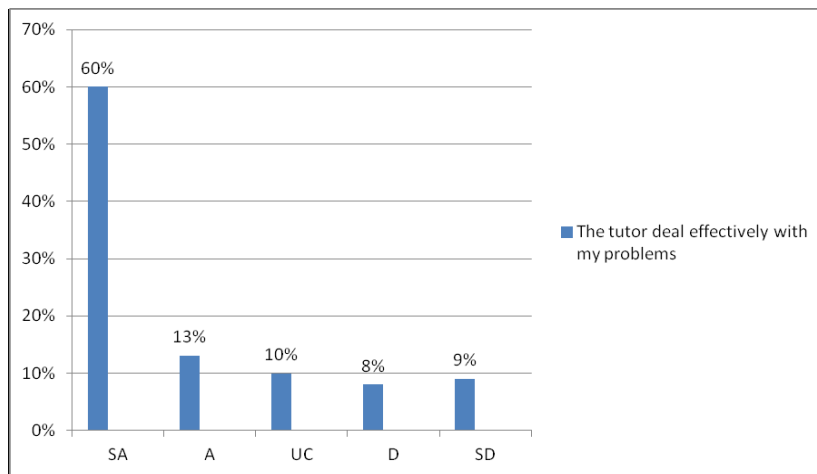
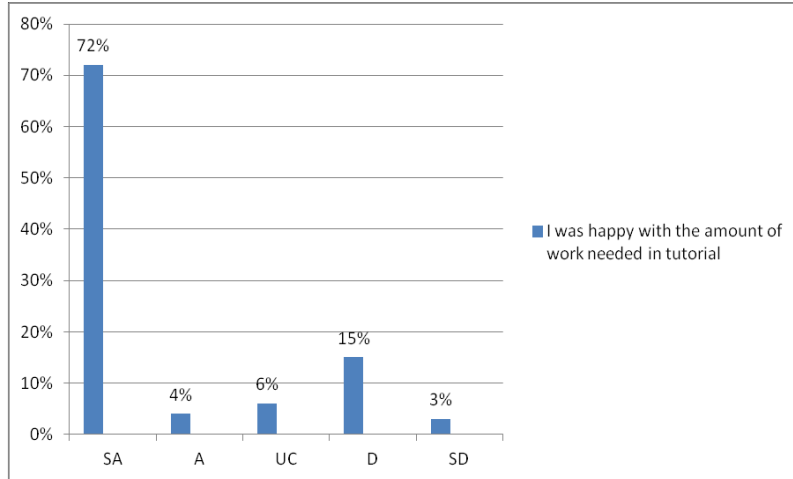


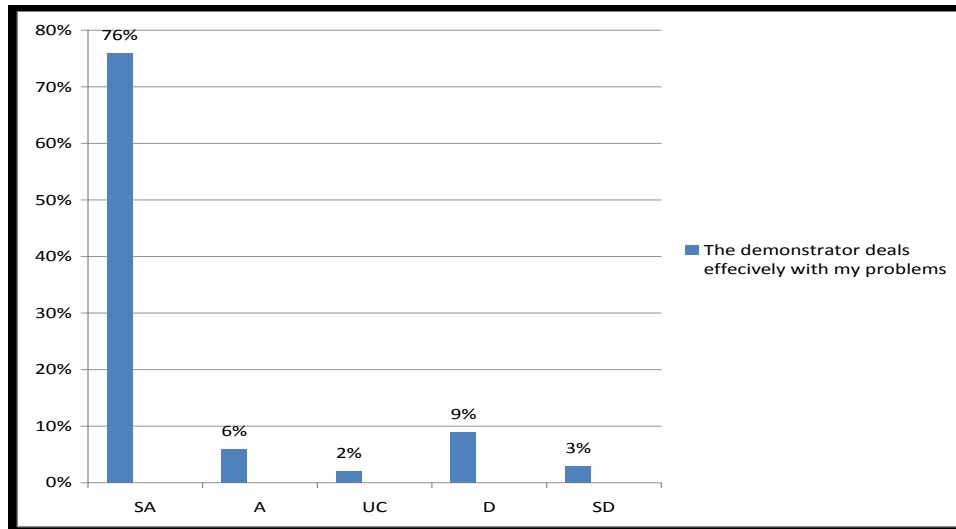










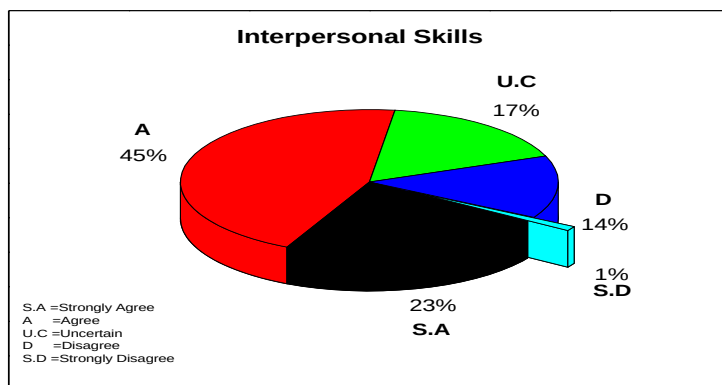
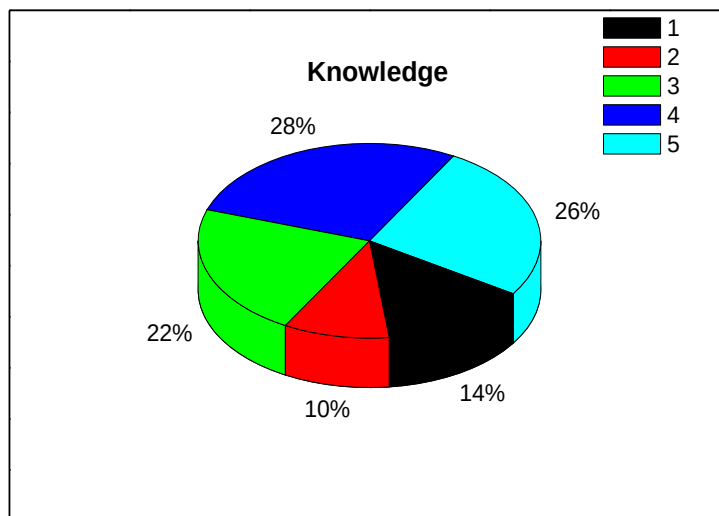


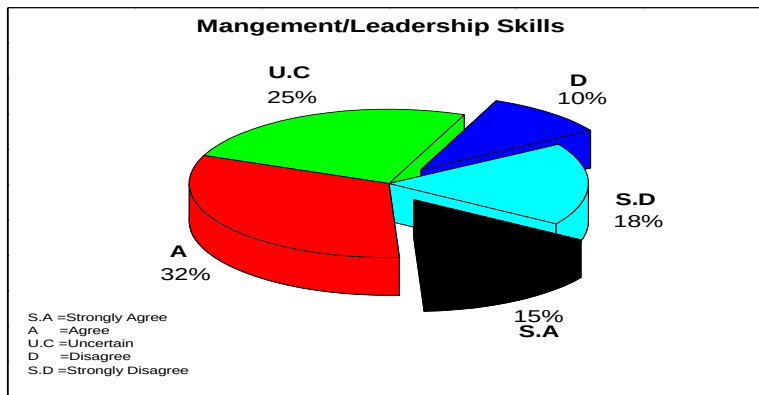
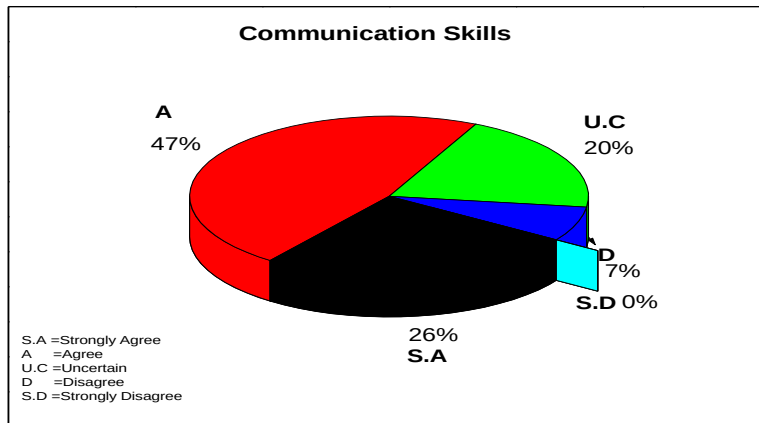
SA= Strongly Agree, A=Agree, UC= Uncertain, D= Disagree, SD= Strongly Disagree

Alumni survey results

Since majority of the Agricultural Extension graduates are entering in Public and Private sector organizations. Questionnaires were sent to them for their feedback.

The Alumni survey was conducted as per Proforma 7 and the overall results of program assessment by the Alumni are presented in figures given below.



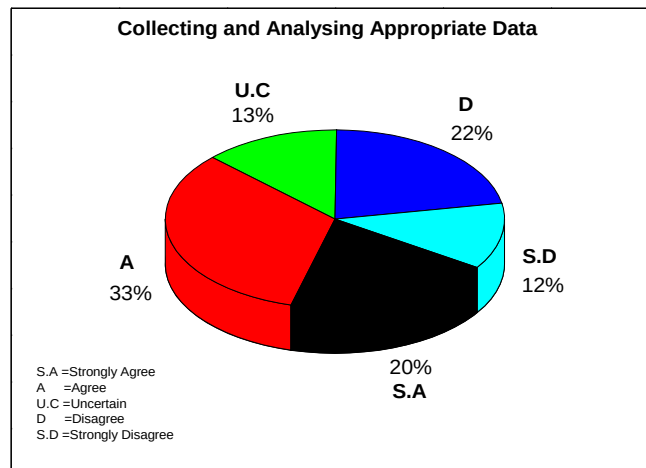
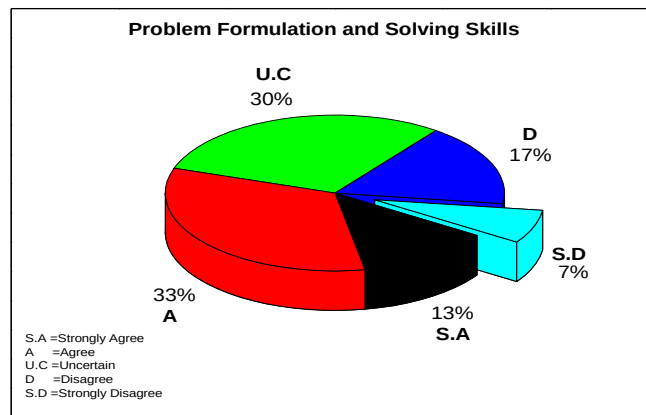
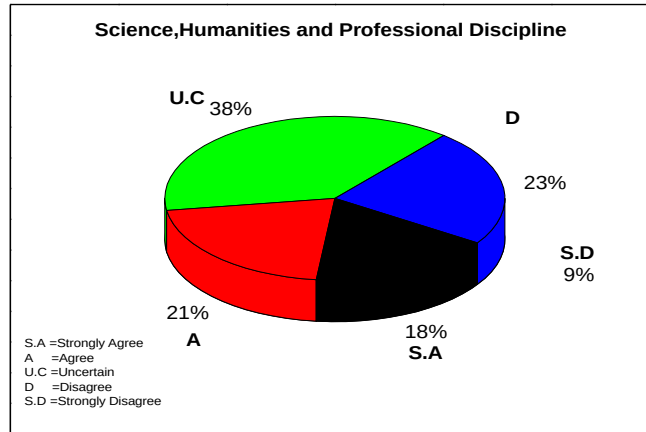


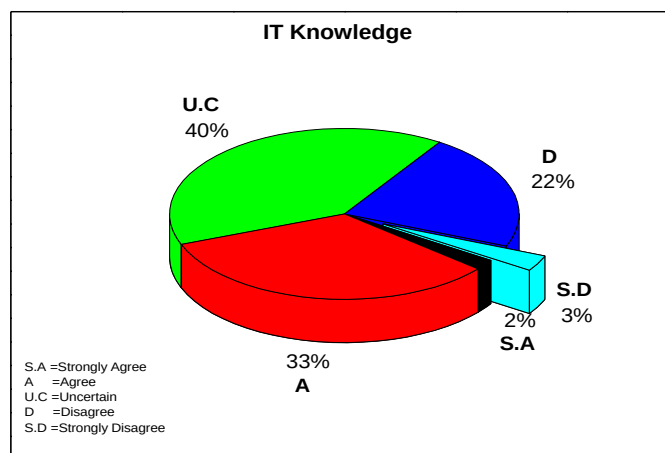
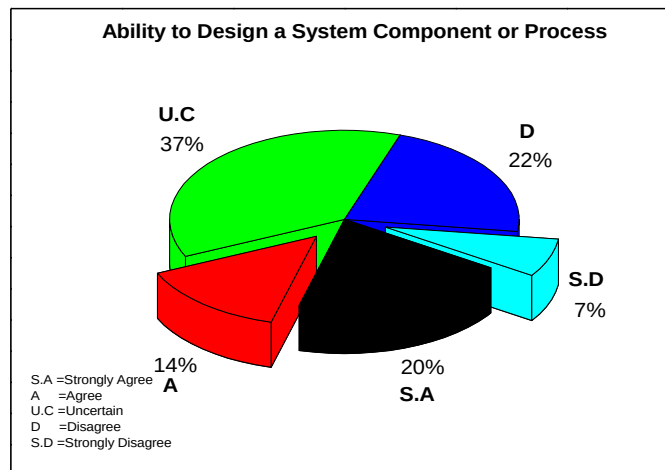
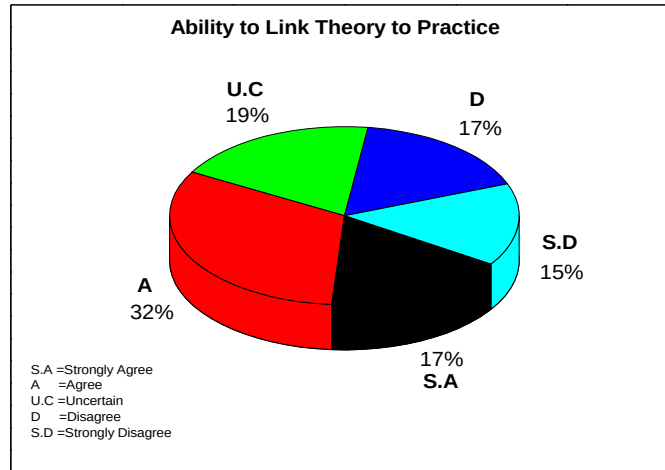
Results of the Alumni Survey Proforma

S. D = Strongly Disagree **S. A** = Strongly agreed **A** = Agreed **D** = Disagree **U.C** = Uncertain

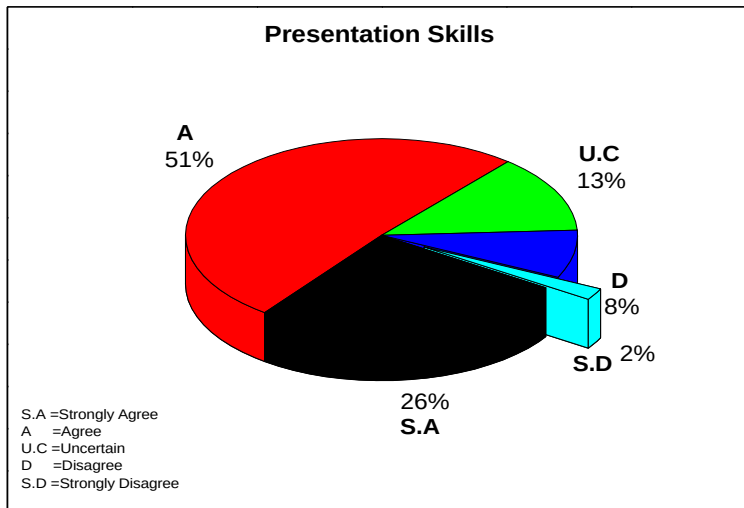
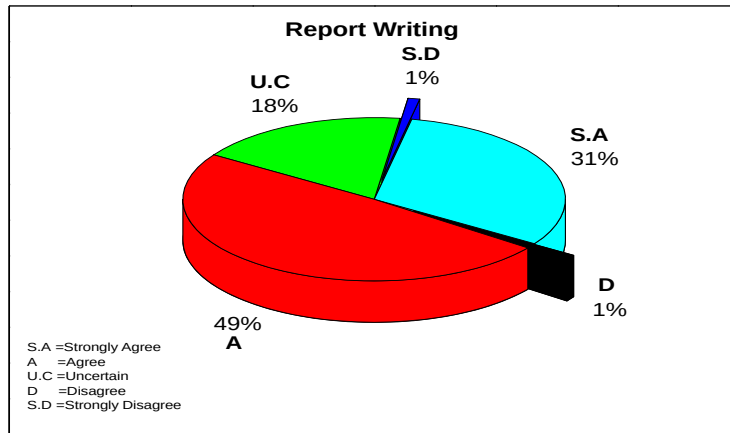
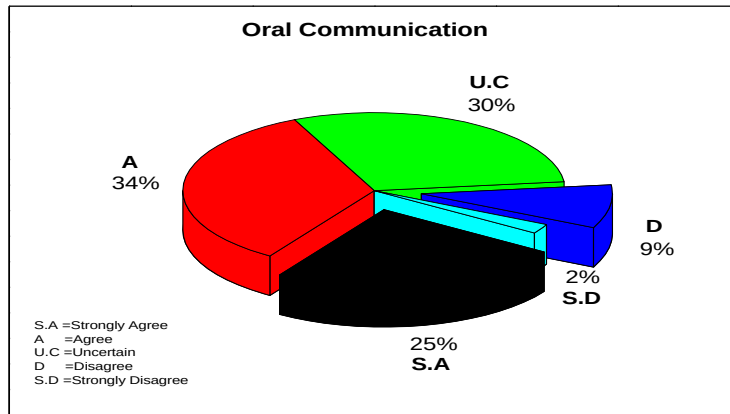
It is flagrant from the pie chart, about knowledge that 27 % of the students were agreed, while 21 % and 29% students were disagree and uncertain respectively. The chart regarding communications skills showed that 47% of the students were agreed and 7% were disagreed and uncertain (20%). The chart regarding interpersonal skills showed that 23% of the students were strongly agreed while 14 % were disagreed and 17% were uncertain. Management/ leadership skills chart revealed that 32 % of the students were agreed and 10% were disagreed and uncertain (25%). The results of individual parameters are given in the following figures.

Knowledge

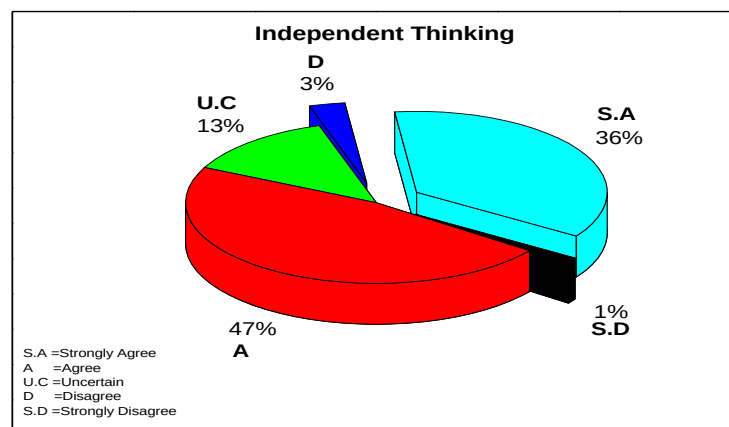
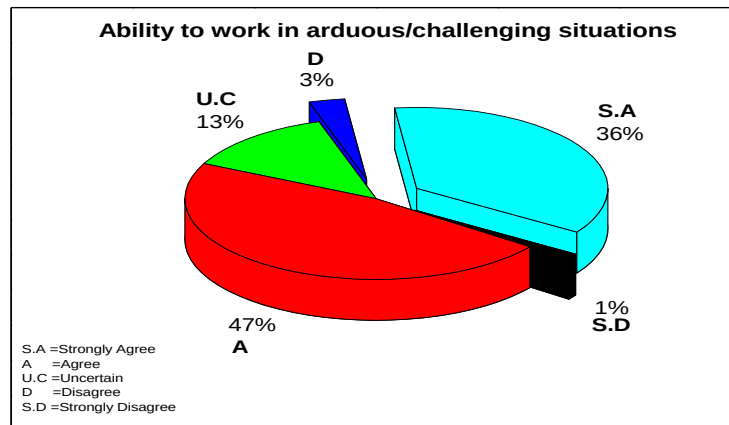
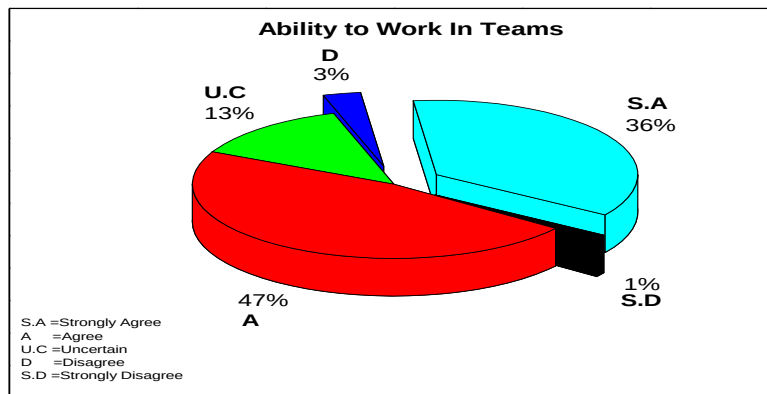


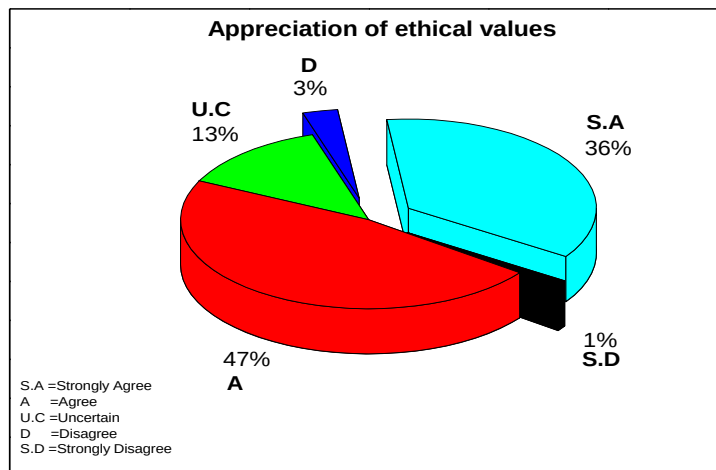


COMMUNICATION SKILLS

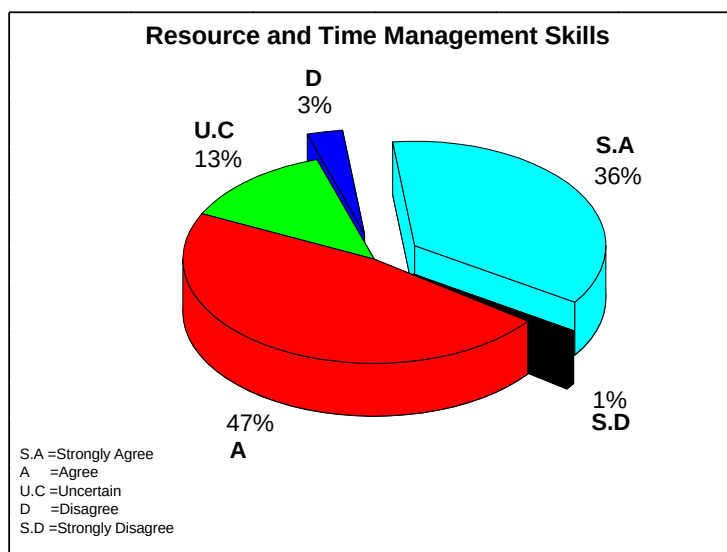


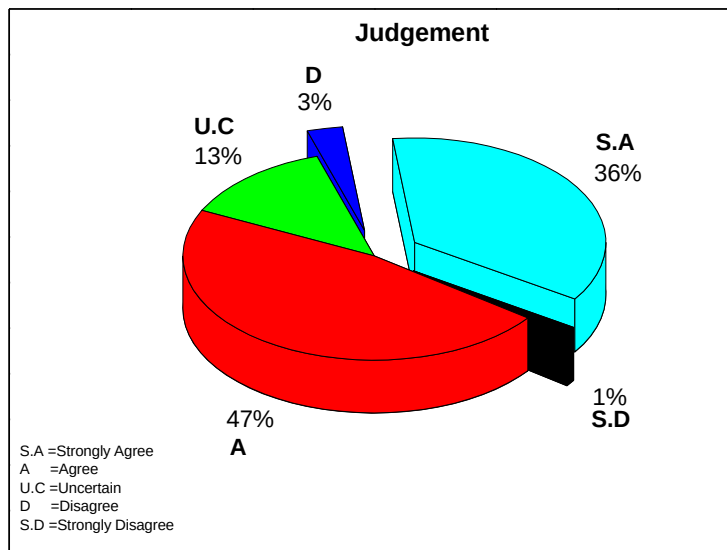
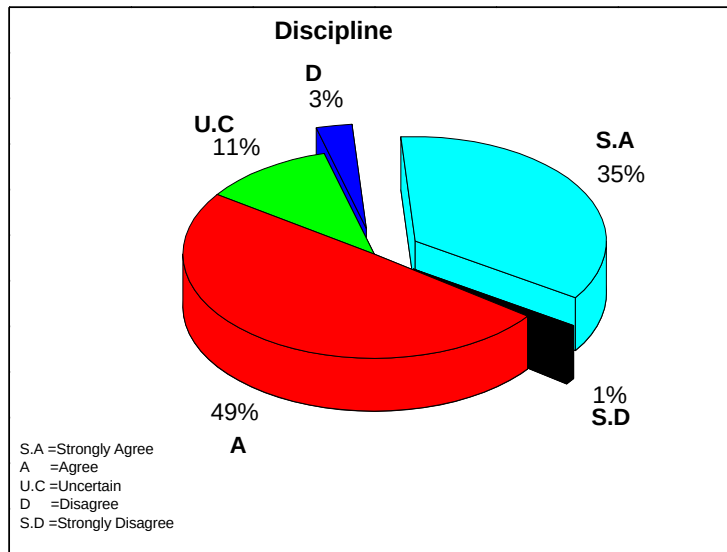
INTERPERSONAL SKILLS





Management/Leadership Skills





Skills and Capabilities Reflected in Performance as Extension Change Agents:

Our passed out graduate Students have been trying in almost every walk of life to prove their capabilities on the ground of degree they are holding. The assumption can be proved through feed back from their seniors and superiors. Our students have been trying to inculcate knowledge and information they have gained during their stay at University. They are now equipped with the current skills like effective communication

either oral or written. The personality of our students is entirely equipped with professional skills like conflict management, demonstration, empirical skills required for field experiments and application of results.

Strength of the Department:

Since the start of Agricultural Extension as a major subject for under graduate students like B. Sc. (Hons.) degree, it has irony that only two lecturer have been rendering their services with the help of visiting faculty members. A new lecturer in January 2008 was recruited. But still there is shortage of faculty members from Professors to lecturer's hierarchy. It is important to mention here that the main strength of the Department is the motivation of the existing teachers, with full acquaintance of command on their respective subjects, having vast knowledge of local agriculture production systems and prevailing problems. Faculty members have obtained local degrees but are experts in their fields without exaggeration. They have implemented their experience extraordinarily in this field. But, unfortunately, they are lacking Ph. D. degrees in their respective discipline. In fact, they want to have advanced degrees but due to scarcity of teaching faculty which can smoothly run the Department they cannot move for higher education. It is high time that a national or international professor should be given an opportunity to further strengthen the Department by the Higher Education Commission (HEC).

Weaknesses Identified in the Program:

Advanced teaching and research is being handicapped due to lack of important equipments as audio-visual aids including projected and non-projected aids for graduate students. Latest literature and reviews are hardly available. There is a need for short term foreign training to these faculty members.

Major Future Improvement Plans:

- To impart quality education in Agricultural Extension through audio visual aids and modern tools along with provision of latest literature, journals, books, reviews and access to internet.
- To extend facilities for farmers to directly or indirectly interact with the Specialists and develop liaison.
- To prepare hand-outs, brochures and pamphlets for the farmers.
- To equip the graduate laboratory with the modern and sophisticated aids.
- Human Resource Development in Agricultural Extension to meet future challenges for sustainable agriculture leading to self sufficiency in food.

- To emphasize problem oriented research on specific areas like adoption of recommended technologies, gap between research and farmers.
- Overall enhancement of knowledge and skills of faculty members in relation to the latest global advancements in this discipline through exchange programs, short trainings and collaborative research projects within and outside Pakistan.

QUANTITATIVE ASSESSMENT OF THE DEPARTMENT (Last three years)

Sr. #	Particular	No.	Remarks
i	Undergraduates (B.Sc. Hons.) produced	67	70% of them joined different institutes for higher education, 25% got employment and 5% did not continue their education.
ii	Students: Faculty rates	22:1	
iii	Technical : No Technical ratio	4:1	
iv	Average grade point	3	Fulfil HEC criteria

The evaluation process indicated high efficiency of system and satisfactory impact of outcomes. Almost all the graduate got jobs in various organizations (provincial department, universities, research organizations, banks and private firms, NGO's and Rural Support Programmes).

PRESENT PERFORMANCE MEASURES FOR RESEARCH ACTIVITIES

Faculty	Publications (National & International)	Others	Projects
Mr. Arshad Ali	00	0	0
Mr. Muhammad Ali	00	0	00

Evaluation of the Administrative Services offered by the Department:

- The Department maintains a ratio of 4:1 for the academic (technical) and administrative non-technical staff which fulfils the standard set by the HEC.
- Administrative meetings (departmental, university, academic council, and syndicate) are attended as and when required by the Chairman of the Department.
- Quick office disposal; no complaint pertaining to delay has ever received from authorities.
- Proper records of individual students etc. are maintained.

Students are reasonably happy about the administrative services provided by the Department.

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: B.Sc. (Hons.) Agriculture, Majoring in Agricultural Extension:

Purpose: All the courses for degree program were developed by a committee constituted by the Higher Education Commission, Pakistan. The committee consisted of experts and learned professors, subject-matter specialists from other universities and research organizations from Pakistan. When and if needed, curriculum for the Department of Agricultural Extension is revised/updated through different bodies. At Department level, Board of Studies, which comprised of senior faculty members, is responsible for updating the curriculum. This body is authorised to formulate syllabus and course contents. The Chairman of the Department is the convener of this body. The courses are then sent to the Faculty Board for approval. The Dean of the Faculty, who is also the Convener and Chairman, conducts meeting. As per University rules courses after the approval from the Faculty Board, are placed before the University Academic Council for their approval.

Definition of Credit Hour:

A student must complete a definite number of credit hours. One credit hour is one theory lecture or two hours laboratory (practical / week). One credit hour carries 20 marks.

Degree Plan:

Presently one degree program is organized by the Department.

B.Sc. (Hons) Agric. majoring in Agricultural Extension: The B.Sc. (Hons) degree program consists of 4 academic years/ 8 semesters.

Pre-requisites

Minimum Academic Requirements:

A person holding intermediate science certificate (Pre-Medical & Pre-Engineering) or an equivalent certificate from any recognized institute with at least second division or overall 45 % marks.

The candidates domiciled in the Barani Areas of Punjab are eligible for admission. The admission to the university is on merit which is determined on entry test and past academic performance. Merit is determined as per following formula:

Mid Examination	10%
Intermediate	50%
Entry Test	40%

Degree Requirements:

As a whole, a student has to study 140 credit hours. In first four semesters, students study minor courses (Agriculture Sciences, Information Technology and Veterinary Sciences etc.). After the completion of four semesters, students choose a specialized field (major) of study. In the next four semesters, courses of major specialized subject are taught including some other courses of other departments (refer Table on page no.100). The final semester includes internship of 15 credit hours. Students are placed in public and private institutes, NGO's and RSP's to learn Extension techniques practically.

Degrees are awarded after completing the required number of credit hours (courses) followed by internship report and its presentation.

Minimum Grade Point Average for obtaining the degree is 2.50. To remain on the roll of the university a student shall be required to maintain the following minimum GPA/CGPA in each semester.

Minimum Grade Point Average required being on the roll of the University

Semester	CGPA
First	0.75
Second	1.00
Third	1.25
Fourth	1.50
Fifth	1.75
Sixth	2.00
Seven	2.25
Eight	2.50

Examination & Weightage:**a) Theory**

In theory paper, students' evaluation is done by mid-term examination, assignments/quizzes and final examination. Both the mid-term and final examinations are compulsory. A student who misses the mid-term examination is not allowed a make-up examination and is awarded zero marks in that examination. In case a student does not appear in the final examination of a course, he/she will be deemed to have failed in that course. In theory, weightage to each component of examination is as prescribed here under:

Mid Examination	30%
Assignments	10%
Final Examination	60%

b) Practical

For practical examination (if applicable) 100% weightage is given to practical final examination

Eligibility for Examination:

A student is eligible to sit for the examination provided that he/she has attended not less than 75 % of the classes in theory and practical, separately. The minimum pass marks for each course are 40% for undergraduate.

SCHEME OF STUDIES FOR B. Sc. (Hons.) AGRICULTURE**First semester**

Course No.	Course Title	Credit Hours
AGR-301	Basic Agriculture	3(2-2)
AEC-301	Principles of Agricultural Economics	3(3-0)
ENG-301	Functional English	3(3-0)
HORT-301	Introduction to Horticulture	3(2-2)
IS-301/ ET-301	Islamic Studies/ Ethics	2(2-0)
MATH-301/ BIOL-301	Mathematics-I/ Biology-I	3(3-0) 3(2-2)
SS-301	Introduction to Soil Science	3(3-0)

Second semester

Course No.	Course Title	Credit Hours
AGR-302	Summer Crops	3(2-2)
ENG-302	Communication Skills	3(3-0)
FT-302	Introduction to Food Sciences Technology	2(2-0)
HORT-302	Principles of Horticultural Practices	2(1-2)
MATH-302/ BIOL-302	Mathematics-II/ Biology-II	3(3-0) 3(2-2)
RF-302	Introduction to Rangeland & Wildlife Management	3(2-2)
SS-302	Soil and Water Conservation	2(2-0)
SSH-302	Pakistan Studies	2(2-0)

Third semester

Course No.	Course Title	Credit Hours
AGR-401	Winter Crops	3(2-2)
AS-401	Animal Husbandry	3(2-2)
ENT-401	Introductory Entomology	2(1-2)
FT-401	Food Processing and Preservation	3(2-2)
IT-401	Introduction to Information Technology	3(1-4)
PBG-401	Introductory Genetics	2(1-2)
PP-401	Introduction to Plant Pathogens	2(1-2)
RF-401	Introduction to Agro forestry and Watersheds	2(1-2)

Fourth semester

Course No.	Course Title	Credit Hours
AGR-402	Field Crop Physiology	3(2-2)
ENT-402	Applied Entomology	3(2-2)
AEE-402	Introduction to Agricultural Extension Education	3(3-0)
AS-402	Poultry Husbandry	2(1-2)
PBG-402	Introductory Plant Breeding	3(2-2)
PP-402	Introduction to Plant Pathology	3(2-2)
STAT-402	Introduction to Statistics	3(3-0)

Fifth semester

Course No.	Course Title	Credit Hours
General Courses		
AEN-501	Farm Mechanization	2(1-2)
AGRO-501	Arid Zone Agriculture	2(2-0)
SOC-501	Rural Pestrals Sociology	2(2-0)
Major Courses		
AEE-501	Extension Programme development	3(2-2)
AEE -503	History and Philosophy of Agricultural Extension Education	3(3-0)
AEE -505	Rural development Programmes in Pakistan	3(2-2)
AEE -507	Rural youth and Women in Agricultural Development	3(2-2)
AEE -509	Effective Communication Skills in Agricultural Extension	3(2-2)

Sixth semester

Course No.	Course Title	Credit Hours
General Courses		
AEN-502	Conservation Engineering and Water Resources Development	2(1-2)
SS-508	Instrumentation and Laboratory Techniques	2(0-4)
Major Courses		
AEE -502	Agricultural Extension Methods	3(2-2)
AEE -504	Administration and Supervision	3(3-0)
AEE -506	Adult Learning and Continuing Education	3(3-0)
AEE -508	Communication and Journalism	3(2-2)
AEE -510	Audio-Visual Aid in Agricultural Extension	3(2-2)

Seventh semester

Course No.	Course Title	Credit Hours
General Courses		
STAT-601	Experimental Designs	2(1-2)
MGT-601	Introduction to Agri. Business Management	2(2-0)
Major Courses		
AEE -601	Human Resources Management	3(2-2)
AEE -603	Agricultural Technology Transfer	3(2-2)
AEE -605	Monitoring and Evaluation of Agricultural extension	4(3-2)
AEE -607	Introduction to Research Methods in Agricultural Extension	3(2-2)
AEE -609	Project Planning and Scientific Writing	2(1-2)

Eighth semester

Course No.	Course Title	Credit Hours
AEE-602	Internship	15(0-30)

Detailed course contents of undergraduate schemes of studies are given in annexure-I.

Standard 2.1: Assessment of the Agricultural Extension Curriculum

The assessment of curriculum given in the following table and the courses are cross tabulated according to the program outcomes.

COURSES vs PROGRAM OUTCOME

Course	Outcomes				
	1	2	3	4	5
Communication	xx	xxxx	xxxx	xxxx	xxxx
Administration and Supervision	xxx	xxx	xxx	xx	xxx
Audio-Visual Aids	xx	xxx	xxxx	xxx	xxx
Human Resources Management	xxx	xxx	xx	xxx	xx
Agricultural Technology Transfer	xxxx	xx	xx	xxx	xxxx

x = Relevant & satisfactory to some extent

x x = Relevant & satisfactory

x x x = Very relevant & satisfactory

x x x x = Highly relevant & highly satisfactory

- The curriculum fits very well and satisfies the core requirements for the program, as specified the respective accreditation body.
- The curriculum satisfied the general arts and professional and other discipline required for the program according to demands and requirements set by the Pakistan Higher Education Commission (HEC).

Standard 2-2: Detail of courses representing theoretical background, problem analysis and solution design.

Elements	Courses	Title of the courses
Theoretical backgrounds	AEE 402	Introduction to Agricultural Extension Education
	AEE 503	History and Philosophy of Agricultural Extension Education
	AEE 504	Administration and Supervision
	AEE 506	Adult Learning and Continuing Education
Problem analysis	AEE 505	Rural Development Programmes in Pakistan
	AEE 507	Rural Youth and Women in Agricultural Development
	AEE 508	Communication and Journalism
	AEE 601	Human Resource Management
	AEE 605	Monitoring and Evaluation in Agricultural Extension
	AEE 607	Introduction to Research Methods in Agri-Extension
Solution Design	AEE 501	Extension Programme Development
	AEE 502	Agricultural Extension Methods
	AEE 509	Effective Communication Skills in Agricultural Extension
	AEE 510	Audio-Visual Aids in Agricultural Extension

	AEE 603	Agricultural Technology Transfer
	AEE 609	Project Planning and Scientific Writing

Standard 2-6: Information Technology Component of the Curriculum Must Be Integrated

Throughout The Program:

While the curriculum was prepared, all aspects of information technology were considered and after a critical analysis, relevant aspects were integrated into the program as:

- Three computer (6 credit hours) and two courses of statistics (6 credit hours) based on computer practical usage were included in the curriculum to fulfill the I.T. requirements for the students of B. Sc. (Hons.) Agriculture degree.

Standard 2-7: Enhancing Oral and Written Communication Skills of the students

- The two courses regarding developing communication skills have been integrated in the curriculum of B. Sc. (Hons.) Agriculture level.
- Assignments are given to B. Sc. (Hons.) Agric. students on specific titles (part of the course) which are presented orally and are also submitted as written report, to increase their oral and written communication skills.
- As it is important to note that in every course students have to present at least one topic of their interest or on current topic in the form of presentation with the help of multimedia and or A. V. aids.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Criterion 3: Laboratories and Computer Facilities

There is only one laboratory in the Department. The facilities and shortcomings of these laboratories are listed as under.

- **Laboratory Title:** Audio-Visual Aid Laboratory for the Under-graduate students.
- **Location and Area:** Department of Agric. Extension, Faculty of Crop and Food Sciences, C-Block, 2nd Floor, Main Campus
- **Objectives:** Laboratory is used for: Practical exercises and demonstrations to students, group, buzz and huddle discussions regarding their major courses and role playing by the students.
- **Shortcomings:** Laboratory is not fully equipped with major audio-visual aids.
- **Safety Regulations:** Safety measures are not available against fire (Extinguishers), minor hazards and accidents, injuries (First Aid Kit). However, the University maintains a Medical Dispensary and some fire extinguish items near Dean, FC&FS office for such incidents.

Standard 3-1: Laboratory Manuals:

Laboratory manuals like Extension professional kits, Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA) manuals are not available. However, teachers are used to getting books from the main university library to prepare the lectures.

Standard 3-2: Support/Laboratory Personnel For Maintenance of Laboratory

Only one laboratory attendant is available to maintain laboratory etc. The laboratory attendant does not have the relevant knowledge regarding operating of A. V. aids. There is a need of one another Lab. Technician and camera men with sound Audio-Visual aid skills are required.

Standard 3-3: Computing Infrastructure and Facilities

- **Computing facilities support:** Still not available to all faculty members and the students.
- **Shortcoming in computing infrastructure:** Computers should be available to all faculty members and graduate students.
- **Safety Arrangements:** There are no proper safety arrangements and no security plan is available in case of emergency. The Department is located on the 2nd floor; there are no emergency exits for the lab. No fire extinguishers have been installed in the laboratory. No first aid kits/facilities provided in the laboratory/department yet.

CRITERION 4: STUDENT SUPPORT AND ADVISING

Criterion 4: Student Support and Advising

Our University organizes support programs for students and provides information regarding admission and scholarship schemes etc. Department in its own capacity arranges orientation and guided tours of the graduate Departmental students. Director Students Affairs is also there and arranges various extra-curricular activities and solves the students' problems. However currently there is no Parent/Teacher association.

Standard 4-1: Frequency of Courses

- Courses are taught as per criteria of HEC.
- At undergraduate level subjects/ courses are offered as per scheme of study provided by the HEC and approved by Academic Council.
- Elective courses are offered as per policy of HEC and the University.

Standard 4-2: Structure of the Courses

Both theoretical and field/practical aspects are focused to prepare the students for field challenges. Theoretical problems are explained and assignments are also given to the students whereas, practical are carried out in the lab and field (when required). Field visits and study tours to various professional organizations and NGO's are also organized to keep them update on the latest developments in the area and to stir up them for discussion through teacher/student interaction.

- Courses are structured and decided in the board of studies meeting.
- At commencement of each semester, faculty members interact frequently among themselves and with students. Students are welcome to ask questions in class and even after the class.
- Emphasis is always given for an effective interaction between each section of B.Sc. (Hons) classes.

Standard 4.3: Guidance to the students

Several steps have been taken to provide guidance to students by different ways such as:

- Students are informed about the program requirement through the Chairman office.
- Through the time to time personal communication of the teachers with the students.

- Monthly meetings are organized by the head of the Department for counseling of the students. In addition, students can also contact with the relevant teachers whenever they face any problem.
- It is necessary for the students to participate in the monthly meeting.
- In case of any problem, Director Student Affairs (DSA) appointed by the University, helps the students. Tutorial System in all Departments has also been introduced. Two periods on Thursday are reserved for extracurricular activities. Due to great significance, students are being motivated to participate in such activities. However, there is no such counseling or mentoring Cell in the Department or even the University.
- Student can interact with the teachers/scientist in other universities or research organizations whenever they needed and there is an open option for the students to get the membership in the professional societies but up to till now, there is not even a single Departmental society due to financial and administrative constraints.
- Realizing the need for exploring job opportunities for the university graduates, Directorate of Placement Bureau has been established which do help in many students' developmental matters and particularly advertising locally about scholarships and jobs.

CRITERION 5: PROCESS CONTROL

Criterion 5: Process Control

It includes student admission, students' registration, faculty recruitment activities, which are dealt by various statutory bodies and the University administration.

Standard 5.1: Program Admission Criteria

- The process of admission is well established and is followed under the relevant rules and criteria set by HEC. For this purpose an advertisement is published in the National renowned News Papers by the Registrar Office.
- Admission criteria for B.Sc. (Hons.) Agri. are F. Sc. (pre medical/pre engineering) with minimum of second division and entry test.
- Admission criteria are revised every year before the announcement of admissions.

Standard 5.2: Process of Registration

- The student's name, after completion of the admission process, is forwarded to the Registrar Office for proper registration in the specific program and the registration number is issued to the student.
- After the 4th semester students are allotted different majors (e.g. Agricultural Extension, Soil Science, Horticulture etc.) by the Dean Faculty of Crop and Food Sciences on the basis of their merit and priority.
- Students are evaluated through Mid, Final and Practical exams and through Assignments.
- Registration is done for one time for each degree but evaluation is done through the result of each semester. Only those students, who fulfill the criteria of the University, are promoted to the next semester.
- In general, the students are registered on competition bases keeping in view the academic and research standards.

Standard 5.3: Recruiting Process for Faculty

Recruitment policy followed by the University is the same as recommended by the HEC. Induction of all posts is done as per rule:

- Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the scrutiny committee, and call letters are issued to

the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as set by the University authority.

- The candidates are interviewed by the University Selection Board and Principal and alternate candidates are selected.
- Selection of candidates is approved by the Syndicate for issuing orders to join within a specified period.
- Induction of new candidates depends upon the number of approved vacancies. Standard set by HEC are followed.
- At present, no procedure exists for retaining highly qualified faculty members. However, the revised pay scales structure is quite attractive.
- HEC also supports appointment of highly qualified members as foreign faculty Professors, National Professors and deposes them in concerned departments of the University (Unfortunately, we are lacking to avail this facility or so called blessing from HEC).

Standard 5.4: Teaching and Delivery of Course Material

- To provide high quality teaching, Department periodically revises the curriculum in view of field requirements, innovations and new technology for grooming students and equipping national and International needs.
- With the emergence of new fields, new courses are introduced, and included in the curriculum.
- Students usually buy cheap Asian editions of technology books. These are also available in the University library, where documentation, copying and internet facilities are available.
- Notes are also prepared by the teachers and given to the students.
- Most of the lectures are supplemented by overhead projectors, charts, slides, and pictures.
- All efforts are being made that the courses and knowledge imparted meet the objectives and outcomes. The progress is regularly reviewed in the staff meetings or any special meeting whenever called.

Standard 5.5: Completion of Program Requirements

- The controller of examinations announces the date regarding commencement of examination. After each semester, the controller office notifies results of the students. The evaluation procedure consists of quizzes, mid and final examinations, practicals, assignments and reports, oral and technical

presentations. The minimum pass marks for each course is 40% for undergraduate and Master degree and 50 % for Ph.D. in theory and practical, separately.

- In theory, weightage to each component of examination is as prescribed here under:

Mid Examination 30%

Assignments 10%

Final Examination 60%

- Grade points are as follows

Marks obtained	Grade	Grade point	Remarks
80-100 %	A	4	Excellent
65-79 %	B	3	Good
50-64 %	C	2	Satisfactory
40-49 %	D	1	Pass
Below 40 %	F	0	Fail

- Gold medals are awarded to the students who secure highest marks. Degrees are awarded to the students on the annual convocation that is held every year.

CRITERION 6: FACULTY

Criterion 6: FACULTY

Standard 6.1: Full Time Faculty

TABLE 9. FACULTY DISTRIBUTION BY PROGRAM AREAS IN AGRICULTURAL EXTENSION

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D. degree
Communication skills	02	01	00
Extension Education	02	02	00
Diffusion/Technology Transfer	02	02	00
Monitoring and Evaluation	01	03	00
Total	07	08*	00

*= Regular and Visiting teachers

Standard 6.2: Effective Programs for Faculty Development

- Professional training and availability of adequate research and academic facilities are provided to the faculty members according to the available resources.
- Currently there is not even one teacher who is doing Ph. D or gone abroad for higher studies.
- Existing facilities include mainly internet access, which is available through local area network. In addition library facility with sometime latest books is also available.

Standard 6.3: Faculty member motivation

- Unfortunately, due to certain unavoidable circumstances, the senior members are not so motivated as could be. But still working with slight intrinsic motivation.
- The young faculty is mobilized by timely back up and appreciation by the senior faculty members. Avenues for research funding are provided through University research fund or other national and International bodies.

Faculty survey

Results of faculty survey were summarized and are given in figures on the following coming pages.

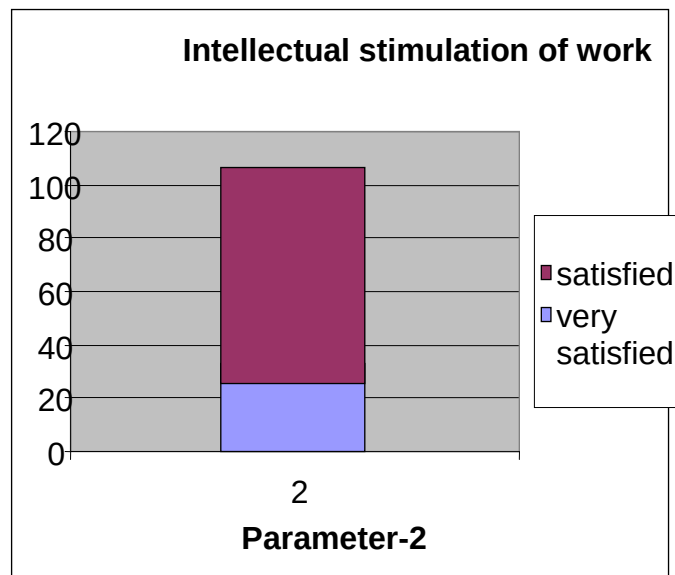
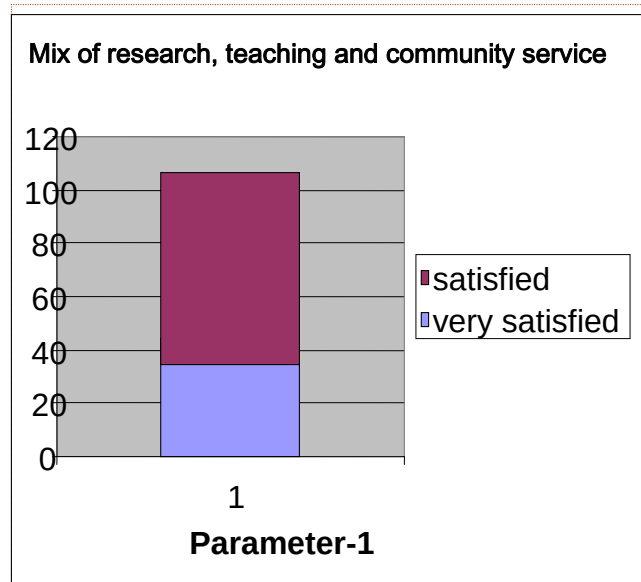
Results of Faculty Survey

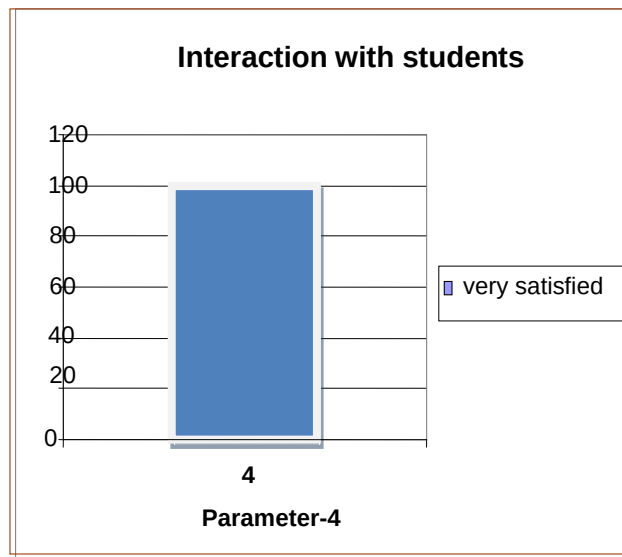
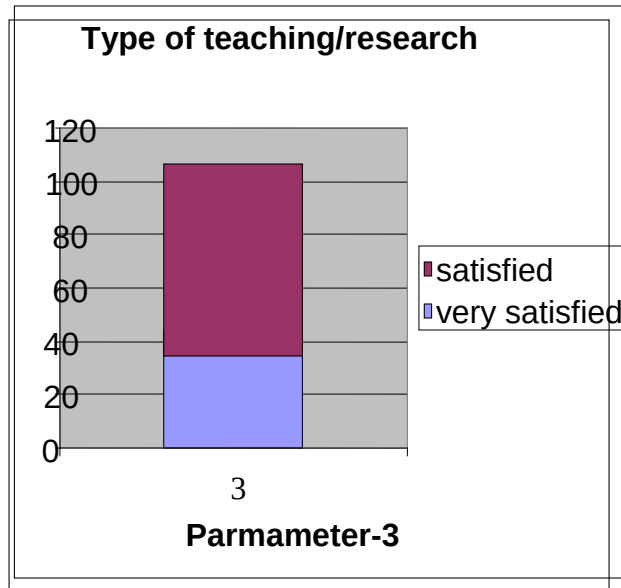
The results of the faculty survey are summarized as follows:

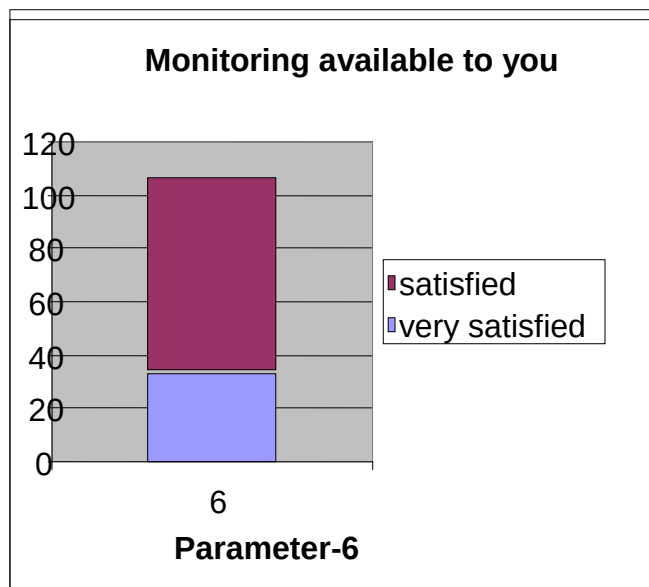
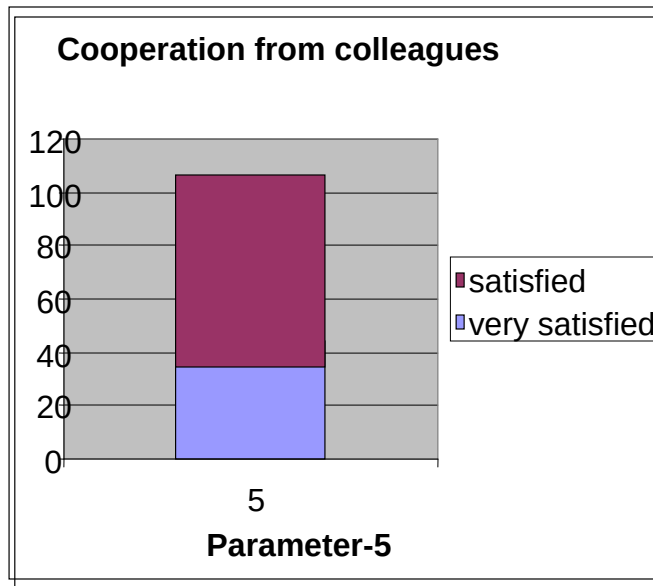
S #	Parameter	Mr. Arshad Ali	Mr. Muhammad Ali
1	Your mix of research, teaching and community service	B	A
2	The intellectual stimulation of your work	B	A
3	Type of teaching/research you currently do.	A	A
4	Your interaction with students	A	A
5	Cooperation you received from colleagues	B	B
6	The mentoring available to you	B	B
7	Administrative support from the Department	B	B
8	Providing clarity about the faculty promotion process	D	B
9	Your prospects for advancement and progress through ranks	B	D
10	Salary and compensation packages	A	B
11	Job security and stability at the department	B	B
12	Amount of time you have for yourself and family	D	D
13	The overall climate at the Department	B	B
14	Whether the Department is utilizing your experience and knowledge	A	A
15	What are the best programs/ factor currently available in your Department that enhances your motivation and job satisfaction.	Cooperative attitude of staff and the students	-
16	suggest programs/factors that could improves your motivation and job satisfaction	Further facilitation in provision of research/practical facilities as well as space	Co-operation, positive attitude, interaction, Handsome salary with accommodation, and promotion etc

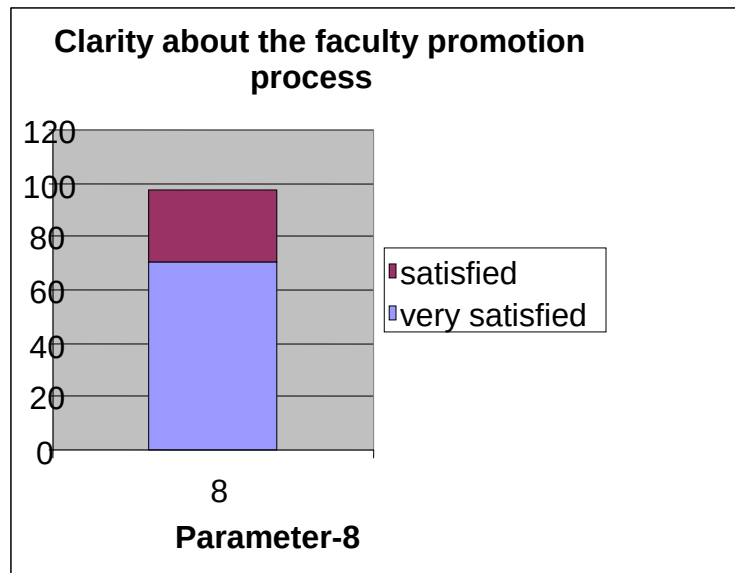
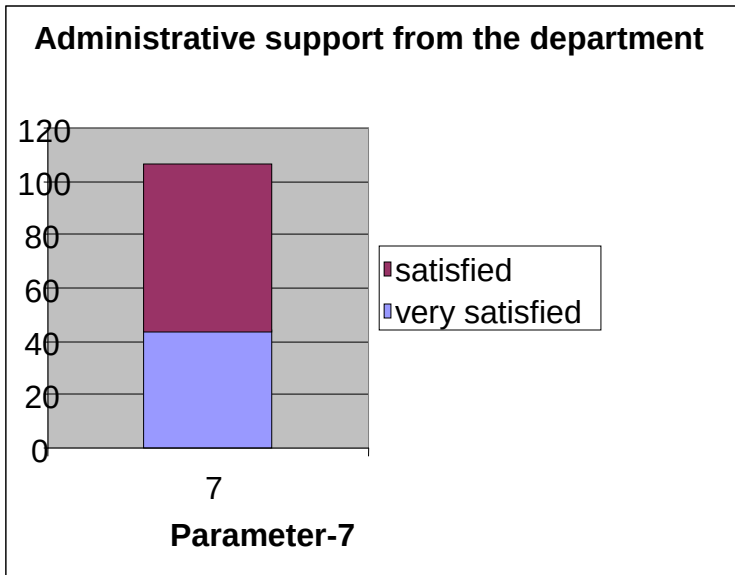
A: very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied

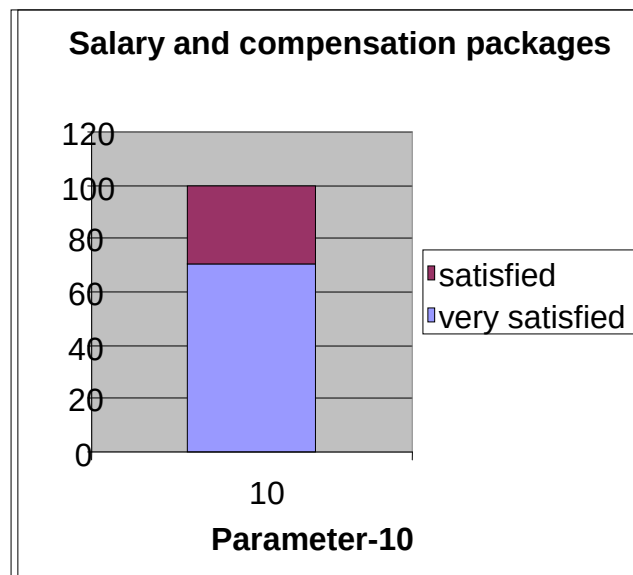
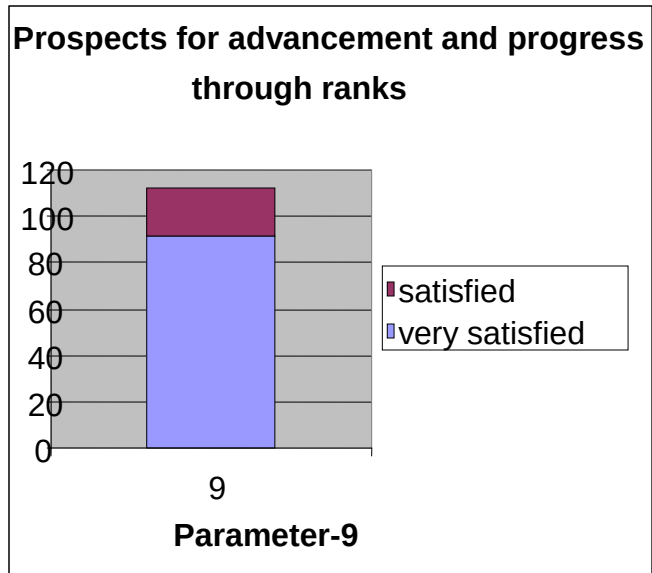
FACULTY SURVEY

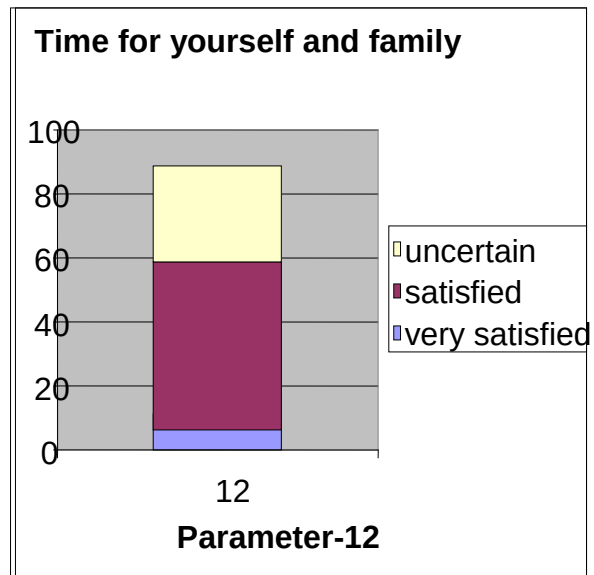
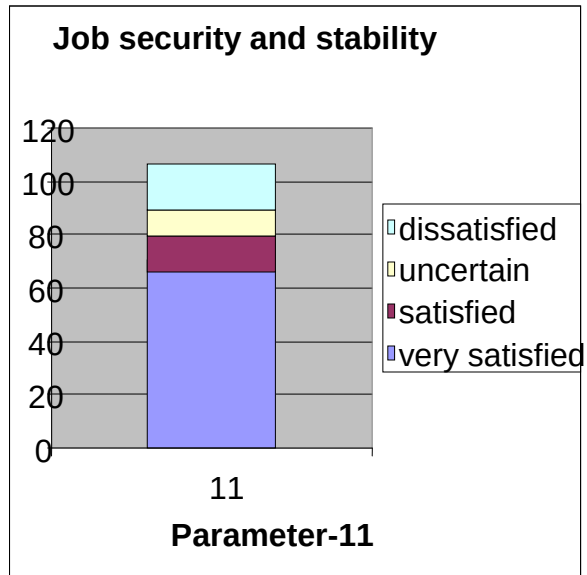




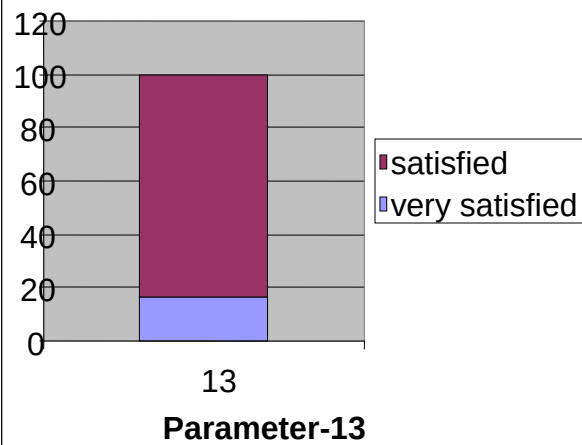




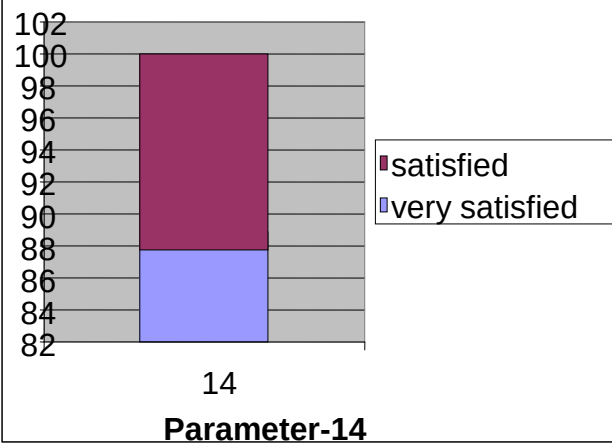




Overall climate at the Department



Utilization of experience and knowledge



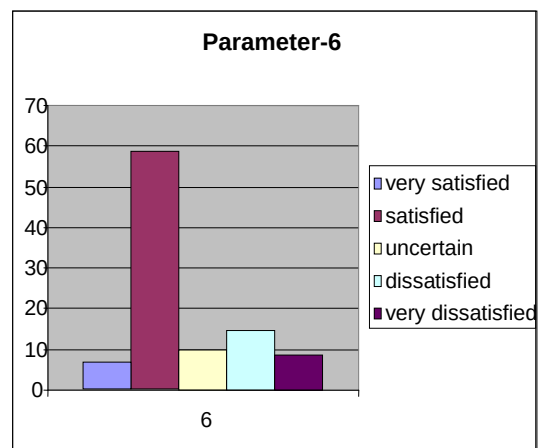
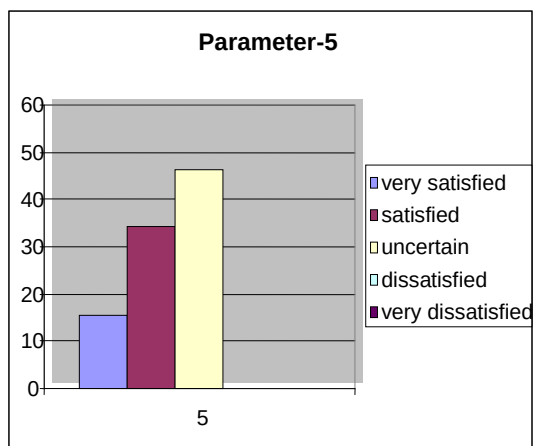
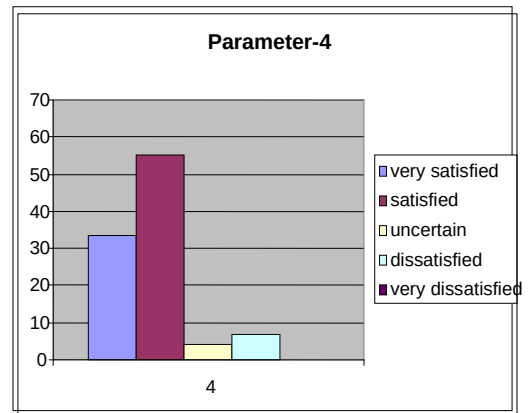
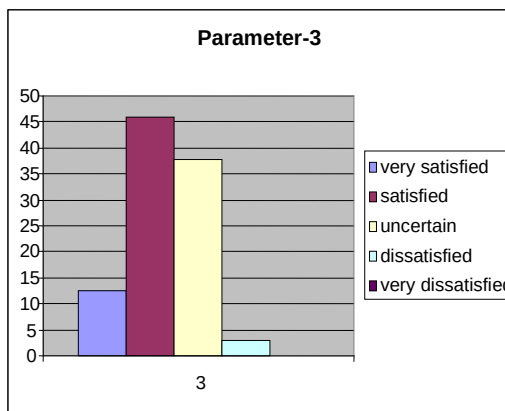
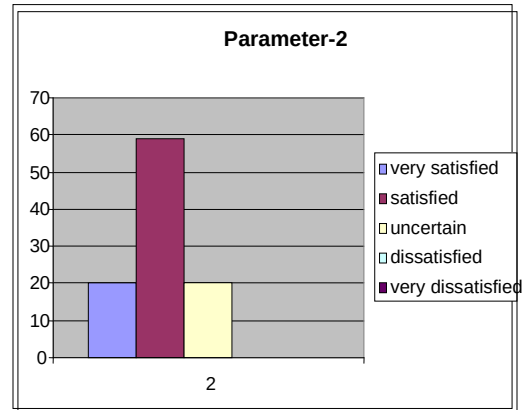
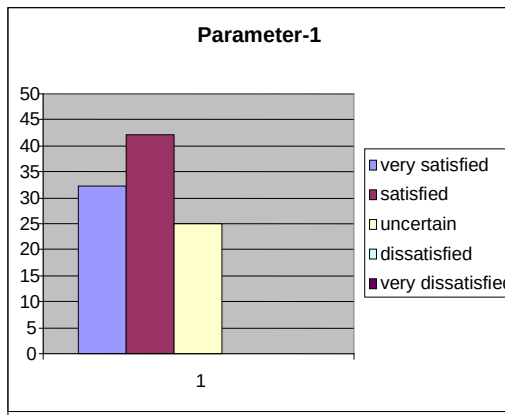
Survey of graduating students

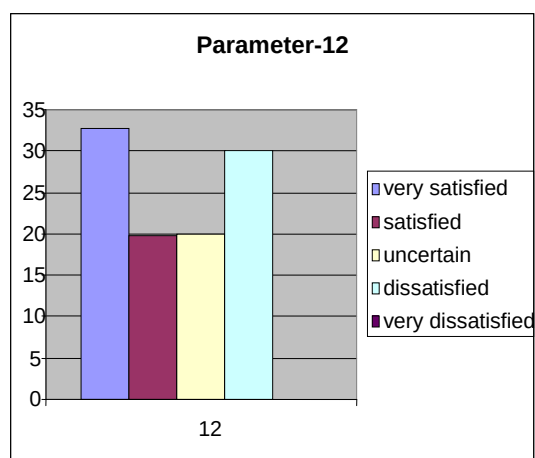
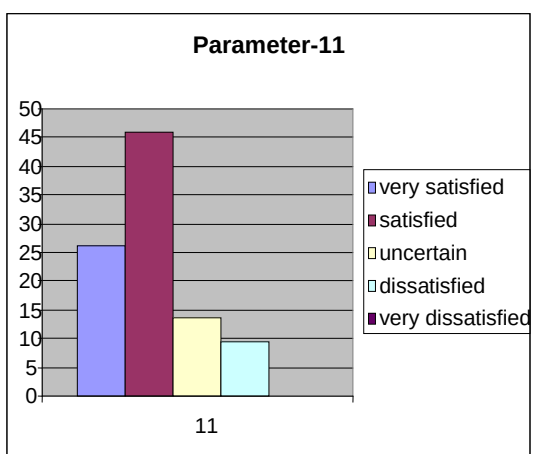
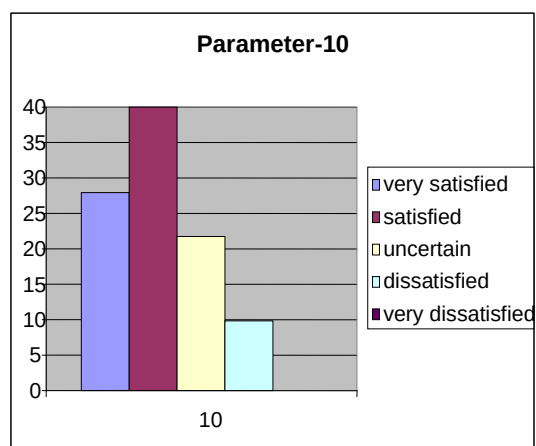
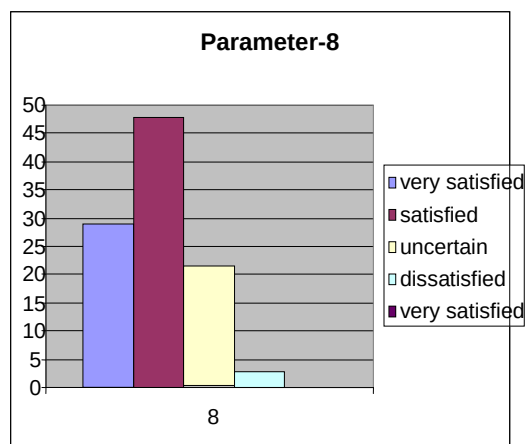
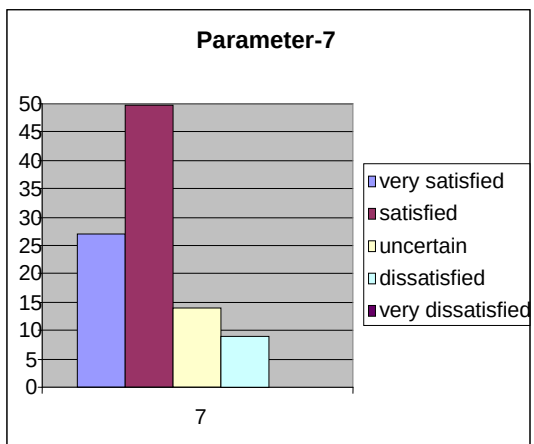
The graduating students in last semester were surveyed as per Proforma 3 before conferring the award of degree. The results of graduating students were summarized and shown in graph below.

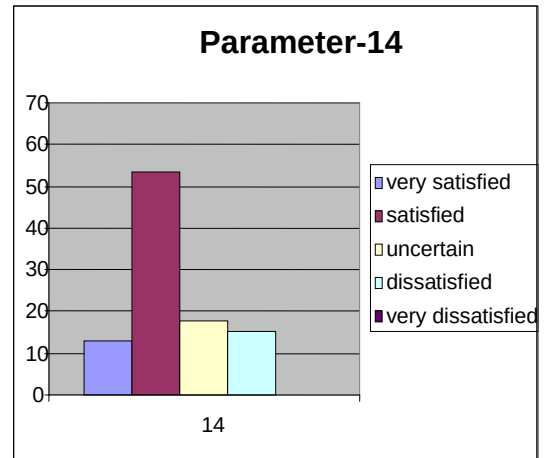
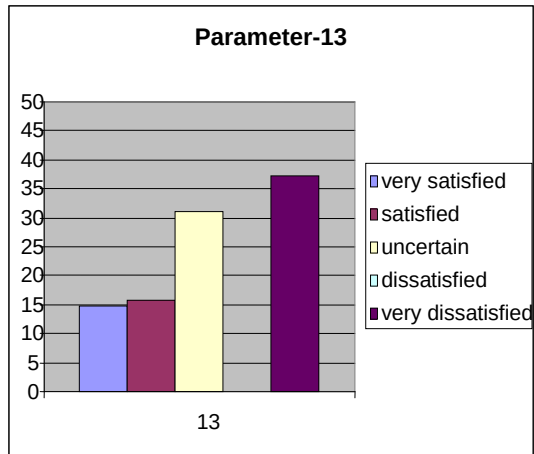
RESULTS OF GRADUATING STUDENTS SURVEY

Sr. No	Parameter	Very satisfied (%)	Satisfied (%)	Uncertain (%)	Dissatisfied (%)	Very dissatisfied (%)
1	The work in the program is too heavy and induces a lot of pressure	33	42	25	0	0
2	The program is effective in enhancing team working abilities	21	59	20	0	0
3	The program administration is effective in supporting learning	13	46	38	3	0
4	The program is effective in developing analytical and problem solving skills	33	58	4	5	0
5	The program is effective in developing independent thinking	18	34	48	0	0
6	The program is effective in developing written communication skills	07	59	10	15	9
7	The program is effective in developing planning abilities	24	53	14	09	0
8	The objectives of the program have fully achieved	29	48	21	02	0
9	Whether the contents of curriculum are advanced and meet program objectives	40	31	06	23	0
10	Faculty was able to meet the program objectives	33	38	25	04	0
11	The environment was conducive for learning	28	40	22	10	0
12	Whether the infrastructure of the department was good	30	20	20	30	0
13	Whether the program comprised of co-curricular and extra-curricular activities	15	16	31	0	38
14	Whether scholarships were available to students in case of hardship	13	53	18	10	0

GRADUATING STUDENTS SURVEY





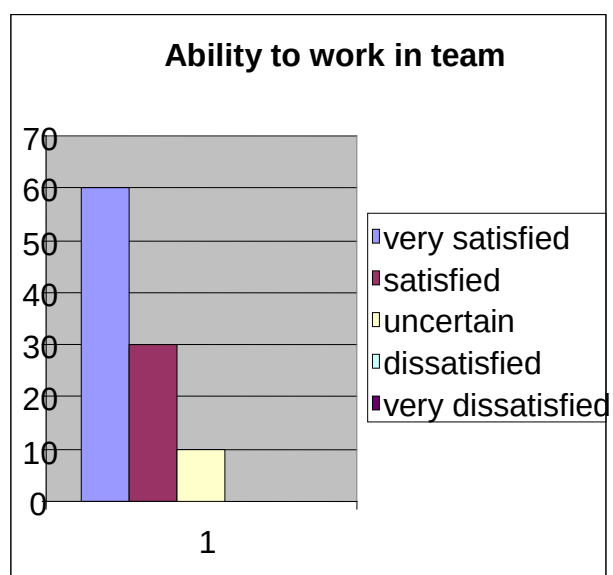


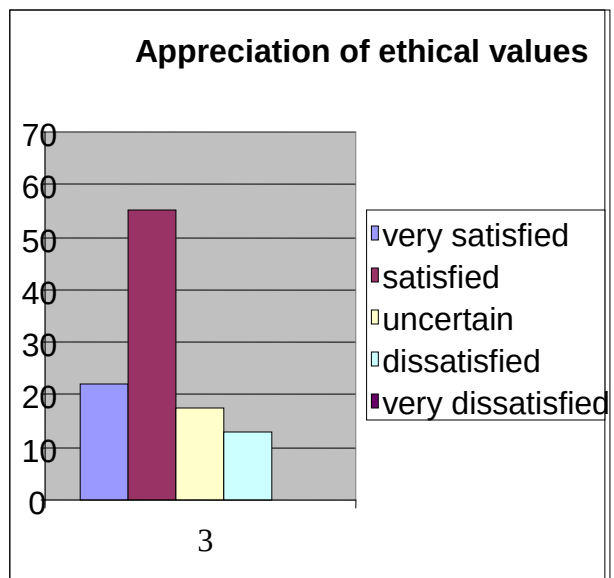
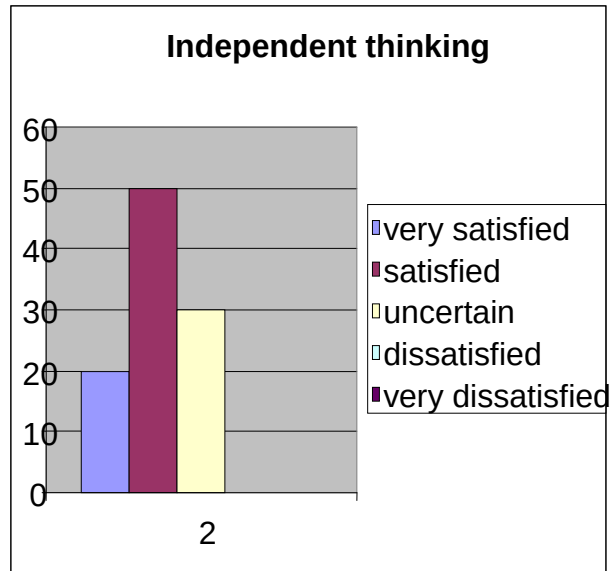
**RELATIONSHIPS BETWEEN CURRICULUM CONTENTS AND PROGRAMME
OBJECTIVES**

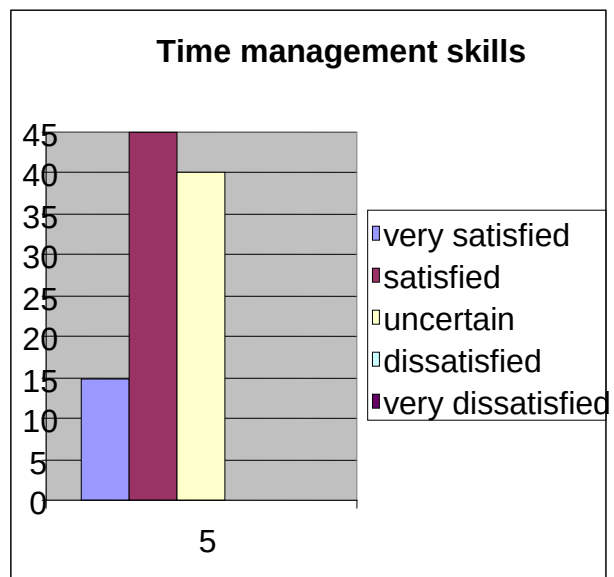
Answer question 9 if applicable

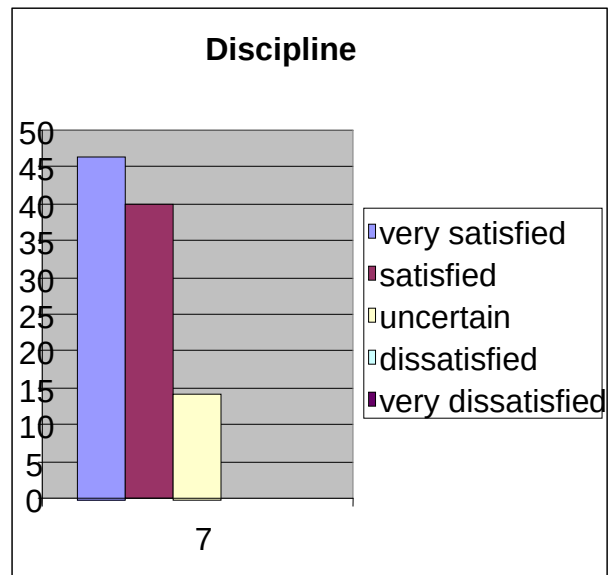
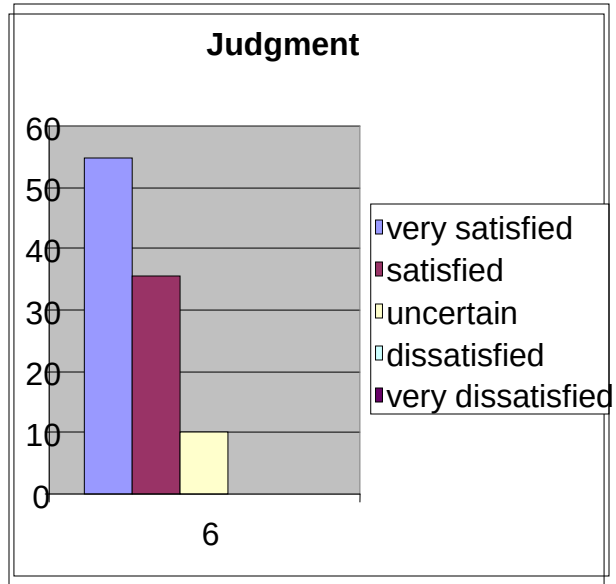
The internship experience is effective in enhancing:

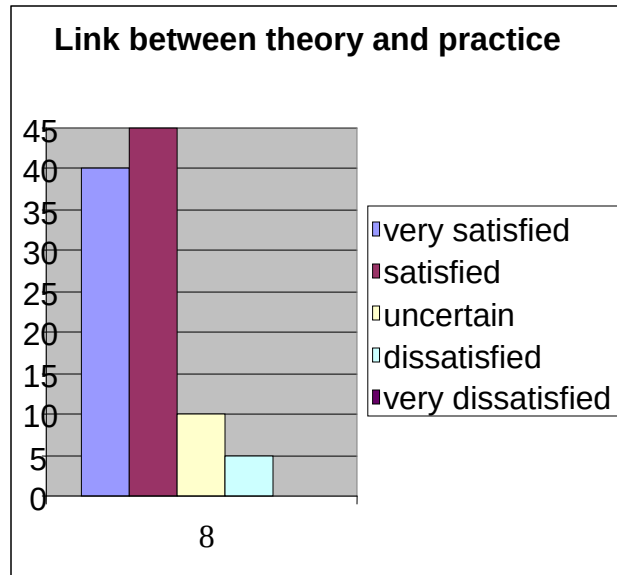
a	Ability to work in teams	60	30	10	0	0
b	Independent thinking	20	50	30	0	0
c	Appreciation of ethical values	22	55	13	12	0
d	Professional development	20	50	20	10	0
e	Time management skills	15	45	40	0	0
f	Judgment	55	35	10	0	0
g	Discipline	46	40	14	0	0
h	The link between theory and practice	40	45	10	5	0











CRITERION 7: INSTITUTIONAL FACILITIES

Criterion 7: Institutional Facilities

Standard 7-1: Infrastructure

The faculty has access to E-library which is very helpful for the high quality education and producing research of international standards. HEC has also provided link for accessing free journals and books which is commendable. Students also have access to the internet. However the Department has the following shortcomings/problems:

- Majority of the faculty members do not have access to the PCs. Computers are not provided by the University. Still only one computer is available which is being utilized for official purposes, downloading material from internet and mainly for A. V. aid lab.
- The internet services provided by the University are better now.
- Break of power intermittently, due to which research and academic work both are suffered.
- Modern projected and non-projected aids or equipments/apparatus are not available.
- Untrained supporting staff.
- Scanty budget for consumables.

Standard 7-2: Library Facilities

The University Central Library has now good number of books, journals and periodicals (exclusively related to Agric. Extension). On the other hand, it's a small library in term of space and facilities with no catalogue systems. It does not meet the standards of a University Library which should be improved on priority basis.

Standard 7.3: Class Room and Faculty Offices

Currently the only class room is not enough and the space is not only limited but also some basic facilities are lacking. Multimedia is not available for the lecture hall. This affects the quality of teaching and training.

CRITERION 8: INSTITUTIONAL SUPPORT

Criterion 8: Institutional Support

The University administration has been trying to strengthen all the departments and up gradation of departments and establishing new faculties and Institutes. The university is also trying to attract highly qualified faculty.

Standard 8-1: Support and Financial Resources

- At present Department is lacking enough budget to regulate the Department. Moreover, we have got separate identity in terms of separate class room, one Audio-visual lab and two offices for faculty members. It would be important to draw attention that we do not have rooms for Departmental record keeping where departmental records can be kept. A ray of hope we have got from authorities in terms of financial aid. There is a dire need to enhance budget to streamline the Department. Gradually, university should increase the financial resources which will be allocated to the department to establish a departmental library and computer facilities. Suggestions and factors that can contribute to the motivation of the faculty are given as follows:
- Ph. D scholarships should also be given as being bestowed to rest of the Departments.
- New furniture and fixture should also be given to the faculty members.
- Foreign Trainings should be arranged to train the at least existing faculty members.

Standard 8-2: High Quality Graduate Students and Research Scholars

We are longing to start M. Sc. and Ph. D programmes to facilitate the students who receive B. Sc. Degrees in Agric. Extension but unfortunately they can not continue due to unavailability of higher education facility in the existing Department. Therefore, it is requested that M. Sc. and Ph. D degrees should be started to lead our country towards the road to agricultural success. We cannot turn the face regarding facts prevailing in the country regarding scarcity of technical manpower in this field. Our country is deficient in terms of Extension specialists which is alarming and leading the region in many menaces. In rest of the Departments, these sorts of programmes have been offered every year which is good.

Standard 8-3: Financial Resources

In spite of all these pity things, we will remain thankful to our respected Chairman and who is also Dean and Worthy Vice Chancellor, who helped us a lot whatever they could do for the

improvement of the Department. These figures have always encourage every faculty member to do their best not only for the University but also for the amelioration of Country's economy. In fact, we need financial help to purchase books for the departmental library and other necessary items. Similarly, we need financial help to maintain our Audio-visual aid lab in a well manner but on the ground realty we have only two to three aids for the A. V Lab. No doubt, we do not need scientific instruments like, bottles, costly acids and other material. We need only projected, non-projected aids and A. V. Aids for practical purposes to enhance the professional capacity of our enrolled students. Proper recording system is not exception to all, it is the dire need of the time to install and establish a good recording system. Last but not least, we request to authorities in getting rid of these long standing problems.

SUMMARY, SUGGESTIONS AND CONCLUSION

SUMMARY, SUGGESTIONS AND CONCLUSION

The Self Assessment Report (SAR) of the Department of Agricultural Extension, Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi, reflects chronological developments since 1979 when Barani Agriculture College was established. With its limited and meager role from supporting under-graduate courses of college to University level in 1994, a full fledged Department of Agricultural Extension was established in 2003. Since then, the Department is having commendable contribution in several aspects. The Department provides a variety of courses such as Effective Communication skills, Extension programme development, Agricultural technology transfer, Technical report writing and has produced number of Agricultural social scientists-Extension workers who are currently rendering their services in numerous professional organizations like Agricultural departments of provinces (Extension), Micro and macro Banks, INGOs, NGDO, Non-governmental Organizations (NGOs), fertilizer companies, pesticide agencies, seed corporations and Rural Support Programmes (RSPs). Since the discipline deals with quality education and conduct empirical research so that effects of rural poverty are alleviated and enhancement of crops yield can be made farmer friendly. The program mission, objectives and outcomes are assessed and strategic plans are presented to achieve the desired goals, which are again measurable through definite standards. Programme outcomes appeared to be satisfactory.

- The teachers' assessments divulged that results are satisfactory. The scores of assessed four teachers ranged from 2.5 to 4.77, with an average of 4.2. The students' appraisal score ranged between 3.06 and 4.28 with a mean of 3.79 points on the rating scale which is ranging from 0 to 5.
- The results of Alumni survey showed satisfactory variable results pertaining to knowledge, interpersonal skills, conflict and other managerial and leadership skills.
- Weaknesses were identified which are related to space, equipments and some improvements have been suggested for further improvement.
- Employer's survey shadows that the graduated students have been performing well. They are competent enough to handle the critical situation, managerial and leadership skills, risk takers and having ability to apply the theories. Overall they have rated our products more than 83%.
- Curriculum design, development and organization are based upon set, well defined and approved criteria. Pre-requisites are fully observed, examinations are conducted as per schedules and academic schemes are fully prepared in advance. The number of courses, along with their titles and credit hours for each semester, course contents for degree programme is fully planned. Their efficacy was measured through different standards and it was found to range between satisfactory to highly satisfactory.
- The facilities and shortcomings in the Audio-Visual laboratory are discussed in detail. It was concluded that more computer facilities are needed to further strengthen the discipline on scientific lines.
- Proper steps are taken to guide the students for programme requirements, Inter and Group communication, meetings, Group discussions, tutorial system, study tours, and exposure visits, students-teacher interaction etc. They are well informed of relevant scientific societies, job opportunities and other such activities. Some improvements have been suggested.

- As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, University as well as Higher Education Commission have set forth proper rules, which are properly being followed.
- At present there are only two faculty members and almost both are well qualified in their fields.
- However, faculty members need motivation for advanced knowledge and research. Faculty survey results were variable but still satisfactory.
- Internship experience was highly effective and useful with more than 75% satisfactory results.
- Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitations are highlighted for further amelioration. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.

Cutting it short, performance of the Department can be further improved considering the following points.

1. More space in the Department is required and Class rooms need improvement to help in maintaining learning environment for student's active learning. Proper lightening and aeration can improve quality of learning and teaching as well.
2. Laboratory needs new equipments. Besides there is need for repair of the old assets so that the graduate students may carry out their research in the form of group discussion without any difficulty. Some work has been done on the request but still attention is required to improve the situation.
3. Faculty members have emphasized that salaries, perks and privileges can improve job performance.
4. At present there are no arrangements for professional and behavioral training of the supporting staff. Such trainings will improve their abilities for helping in the quality research and teaching. It would be worthy to mention here that proper man at proper place is not being practiced as it was also mentioned in the first cycle as well.
5. The survey has also recorded shortage of personal computers which creates many problems. Improvement in this area will also speed up the level of research and teaching.
6. The survey results have also revealed that faculty members are also in need of Professional degrees in the form of Ph. D and foreign trainings which will enable them to carryout various new programmes like M. Sc. (Hons.) degree and many other short courses for Farming community and other strata of the country. The HEC may be requested to arrange short term foreign trainings Department or discipline wise for improving skills and broadening vision of the existing faculty members.

Program Team Members

Prof. Dr. Muhammad Munir (Coordinator)

Mr. Muhammad Ali (Member)

Mr. Arshad Ali (Member)

ANNEXURE

ANNEXURE I:

DETAILED COURSE CONTENTS OF SCHEME OF STUDIES AGRICULTURAL EXTENSION

AEE 402 Introduction to Agricultural Extension Education 3(3-0)

THEORY

Agricultural Extension its definition, objectives and importance. Brief history/recent trends in Agricultural Extension. Organizational set-up in Pakistan. Role of private sector in Agricultural Development. Characteristics of Pakistani farmers. Farming problems and solutions thereof. Roles and duties of extension workers at various organizational levels. Principles of effective extension work.. Communication process and its components. Barriers to effective communication. The adoption and diffusions of agricultural innovations. Motivation techniques. Laws of adult learning. Rural youth and women in agricultural development: Extension, research and farmers linkages. Concept of evaluation in Agricultural Extension.

BOOKS RECOMMENDED:

1. Adams, M. E. 1988. Agricultural Extension in Developing Countries. Longman, Burnt Mill, Harlow, Essex, UK
2. Blackburn, D. J. 1989. Foundations and Changing Practices in Extension, University of Guelph, Guelph, Ontario, Canada.
3. Memon, R. A. and E. Bashir, (eds.) 1993 Extension Methods. National Book Foundation, Islamabad.
4. Van den Ban, A. W. and H. S. Hawkins, 1989. Agricultural Extension. Longman Scientific & Technical, Co-published in United States with John Wiley & Sons, Inc. New York.

THEORY

Purpose, concept, scope and significance of programme development.. Assumptions, characteristics and principles. Programme development models. Steps in programme development: Situation analysis, needs assessment, statement of objectives, plan of work. Planning, implementing, monitoring and evaluating programmes. Participation of stakeholders in Extension programme development.

PRACTICAL

The students will conduct situation analysis and needs assessment. They will plan extension programmes based on prioritized needs of extension clientele. They are required to submit a written report thereon.

BOOKS RECOMMENDED:

1. Swanson, B. E. et al 1997. Improving Agricultural Extension: A Reference Manual, FAO Rome.
2. Boyle, P. G. 1981. Planning Better Programs. McGraw-Hill Book Company, New York.
3. Beg, M. A. K.; S. M. Anwar and M. Azim.1980. Basic Needs and Rural Development 2 Volumes: Pakistan Academy for Rural Development, Peshawar.
4. Assifi, N.M. and James H. French, Guidelines for Planning Communication Support for Development, UNDP.
5. Khan, A.H. 1986. Rural Development in Pakistan Vanguard Books Ltd. 8-Davis Road, Lahore.
6. Kretzman. J. & McKnight. J. 1993. Building Communities from the Inside out: A path toward finding and mobilizing Community Assets. ACTA Publication Chicago. ILL.
7. Bennett, C. & Rockwell, K. 1994. Targeting Outcomes of Programmes. An Integrated Approach to Planning and Evaluation.

AEE 503 History and Philosophy of Agricultural Extension 3(3-0)
Education

THEORY

Historical perspective of Agricultural extension education in Pakistan. The past performance of various extension programmes, systems and models practiced in Pakistan. The emergence of private sector extension in Pakistan. Philosophy, its definition and branches. Philosophical foundation of agricultural extension education. Islamic bases and foundations of agricultural enterprises. Islamic philosophy of extension education. Creating awareness of quality assurance in the global perspective with special reference to WTO in trade liberalization and globalization. Decentralized extension; its strength and weaknesses.

PRACTICAL

BOOKS RECOMMENDED:

1. Adams, M. E. 1988. Agricultural Extension in Developing Countries, Longman Singapur Publishing Private, Ltd, Singapore.
2. Hussain, M. 1993. Agricultural Extension in Islamic Cultural Milieu, Islamabad: National Science Council.
3. Hussain, M. 1993. Agricultural Extension in Perspective. Lahore: Islamic Education Congress, 7-Friends Colony, Multan Road, Lahore.
4. Agricultural Extension - The Next Step. PRS No.13, World Bank, Washington DC, 1990.
5. Ornstein, A. C. & Levine, D. E. 1994. Foundations of Education, Houghton Mifflin Company.
6. Blackburn, D. J. 1989. Foundations and Changing Practices in Extension. Guelph, Ontario, Canada: University of Guelph.

THEORY

Concept, philosophy, importance and objectives of rural development. Main approaches/programmes of rural development in Pakistan i.e. V-AID, Basic democracies, rural works programme, IRDP, social action programme, participatory rural development projects, community based organizations. Current rural development programmes: rural support programmes and rural development programmes of various NGOs, Farmer Field School (FFS) etc. A critical analysis of govt. plans and policies for rural development. Main features of a suitable strategy for rural development in Pakistan. Future trends of rural development in Pakistan.

PRACTICAL

Each student will be assigned a project related to an important aspect of rural development. After completing the project each student will write and submit a comprehensive report on the given problem.

BOOKS RECOMMENDED:

1. Siddiqui A. Jameel 1980. A review of rural development programme - Pakistan. Deptt. of Agri. Economics, NWFP Agri University, Peshawar.
2. Khan A.H. 1985. Rural Development in Pakistan, Awami Press, Lahore.
3. Chambers R. 1993. Rural Development - Putting the Last First - John Wiley, New York.
4. Baig M.A.K. et al 1986, Int. Conference on Challenge of Rural Development in the Eighties. Pakistan Academy for Rural Development, Pakistan.
5. Burkey, S. 1993. People First: A Guide to Self-reliant Participatory Rural Development. Zed Books Ltd., London.
6. Hasan, I. 1989. Integrated Rural Development. New Delhi, India. Sterling Publishers Private Limited.
7. Katz, E. 1998. Towards Community Owned Extension. I.B.L. Lindau. Switzerland.
8. Narasaiah, M.L. 2003. Approaches to Rural Development. Discovery Publishing House New Delhi (India).

THEORY

Meanings, philosophy, and objectives of rural youth work. Characteristics, needs, and problems of rural youth in Pakistan. Participation of rural youth and women in agricultural development programmes. A review of important youth organizations in Pakistan. Critical analysis of the past and present youth organizations in Pakistan. Guidelines for organizing a youth programme. Selection of projects for the youth clubs, participation of rural schools in dissemination of agricultural information. Role of women in agricultural extension in Pakistan and other selected countries. Socio-cultural constraints in involving women in Agricultural Extension activities in Pakistan.

PRACTICAL

The students will be assigned projects for youth development in the given situation.

BOOKS RECOMMENDED:

1. Adams, M.E. 1988, Agricultural Extension in Developing Countries, Longman Singapore Publishing Private, Ltd, Singapore.
4. Swanson, B.E. 1984. Agricultural Extension: A Reference Manual, F.A.O. Rome.
5. Agricultural Extension - UNDP, New York (1991).
6. Global Consultation on Agricultural Extension, FAO, Dec. 1989, Rome Italy.
7. Government of the Punjab, 1988, Rural Youth.
8. Prawl, W., R. Medlin and J. Gross. 1984. Adult and Continuing Education through the Cooperative Extension Service. Columbia, Missouri. University of Missouri.
9. Waghmare, S. K. 1989. Teaching Extension Education. Metropolitan, New Delhi, India.

THEORY

Concept, purpose and scope of communication in Agri. Extension. Factors affecting communication fidelity. Types of communication i.e. written, verbal, and non-verbal. communication skills: Speaking, listening, writing and reading.

Speaking --- Face-to-face communication. Preparing and delivering a speech, Conducting discussions and interviews i. e. probing, counseling, appraisal, focus group interview, job interview. Conducting extension meetings. Improving facilitation skills.

Listening --- Reasons of poor listening. Tips for improving listening skills.

Writing --- Art of good writing. Writing for newspapers and magazines. Writing letters reports and articles frequently required for the job of an extension worker.

Reading ---- Reasons of poor reading; Tips for developing effective reading skills.

Extension education methods and audio visual aids.

PRACTICAL

Micro-teaching --- Students will plan and practice extension teaching in small groups. They will maintain a practical notebook regarding preparation of instructional designs.

Interviewing --- Students will interview farmers and extension workers to identify the problems.

Writing Skills --- Students will complete various entries of registers i.e. stock register, store book, etc. and will prepare different type of reports required for the job of extension worker.

BOOKS RECOMMENDED:

1. Calvert, P. (Ed.) 1990. The Communicator's Handbook: Techniques and Technology. Maupin House, Gainesville, U.S.A.
2. Rogers, E. M. and F. F. Shoemaker. (1971). Communication of innovations. A cross-cultural approach. Free Press, New York.
3. Murphy, H. A., Hidelbrandt, H. P. and J. P. Thomas. 2000. Effective Business Communication. International Series. NBF, Islamabad.

Characteristics of formal, informal and non-formal education. Teaching as a process of facilitating learning, preparing an instructional design for extension teaching. Planning, conducting and making follow up of various extension methods. Individual, group and mass contact methods. Participatory extension methods. Computer application in Agri. Extension (Cyber Extension).

PRACTICAL

Each student will plan an instructional design for a given extension teaching situation. He/She will be involved in micro teaching concerning agricultural extension work.

BOOKS RECOMMENDED:

1. Swansan, B.E. et al 1997. Improving Agricultural Extension; A reference Manual, FAO, Rome.
2. Memon, R.A. and E. Bashir (Ed) 1993, Extension Methods, National Book Foundation, Islamabad.
3. Swanson, B. E. 1984. Agri. Ext: A Reference Manual, FAO, Rome.
4. Adams M.E. 1982. Agri Extension in Developing Countries, Longman, UK.
5. Kelsey, H.D. & C.C. Hearne. 1963. Cooperative Extension Work, Ithaca, New York.
6. Sharma, S.R. 1998. Extension Education. Omsons Publications, New Delhi, India.

THEORY

Concept of Administration and Supervision vs. Administration Functions of an Extension supervision: personnel management i.e. recruitment. Selection, placement, training, counseling, Guidance, transfer, and promotion etc. Development and financing ext. programs, Relationship of supervision to administration. Criteria for effective supervision. Types of supervision. Basic principles applicable to extension for effective supervision. Appraisal and improvement of administrative and supervisory activities.

BOOKS RECOMMENDED:

1. Broad Well, M.M. 1990. The New Supervisor, 4th ed. Addison Wesley Publishing Co. Inc. New York: USA.
2. Kirpatrick, T.O. 1987. Supervision; A situational Approach, Kent Publishing Company. Boston: USA
3. Maunder, A.H. 1984. Agricultural Extension. A reference Manual F.A.O. Rome.

THEORY

Learning, adult learning, levels of learning, principles of adult learning, active learners vs. passive learners, farmers as adult learners. Domain of learning: cognitive. Affective and psychomotor domains. Implications of physical, mental emotional and social aspects for cognitive and psychomotor learning. Psychology and its applications in adult learning. Personality types and their effect on learning and human relationship. Information processing model. Sensory input. Pattern recognition and its theories. Motivation, issue of motivation, drive, incentive, balance or equilibrium. Theories of attention and motivation. Decision making principles of decision making. Educating farmers regarding problem solving and decision making. Evaluation of learners achievements. Continuing education, distance education, life long education, interaction of formal and non formal education.

BOOKS RECOMMENDED:

1. Bee, L.H. 1987, The Journey of Adulthood, Mechmillan, New York:
2. Morgan. C.T. and A.K Richard 1980. Introduction to Psychology. McGraw Hill Book Co., New York
3. Read, S.K. 1982. Cognition: Theory and Practice. Wadsworth, Inc. Selmont, California, USA.
4. Robinson, R.D. 1979, An Introduction to Helping Adults Learn and Change, Omnobook, Wisconsin, U.S.A.
5. Wade, C and C. Tarris. !998. Psychology (6th ed). Longman. New York
6. Grew, R.G. 1997. Psychology: An Introduction. Longman. New York.
7. Rashid, M.1999. Non-Formal Education. National Book Foundation, Islamabad.

THEORY

Concept, purpose, and scope of communication in agricultural extension. Communication Process: elements of communication process and their role in effective communication. Principles of communication. Communication models: linear models, circular models and convergence models. Forms of communication: interpersonal, intra-personal and impersonal. Written, verbal and non-verbal communication. Improving communication skills: writing, reading speaking and listening. Verbal message principles. Types of non-verbal expression and their role in making communication effective. Condition for communication success. Barriers to communication and measures to overcome these barriers. Group communication: factors affecting group communication. Preliminaries to public communication. Principles of public communication. Mass communication. Journalism ethic in journalism, barriers to journalism and use of journalism in agricultural extension.

PRACTICAL

Studies will be involved in developing extension messages to each other through alternative communication forms. They will be required to critically analyze each message delivery.

BOOKS RECOMMENDED:

1. Calvert, P. (ed). 1990. The Communicator's Handbook: Techniques and Technology. Gainesville. USA.
2. Merrill, J.e., J. Lee, and E.J. Friedlander, 1994. Modern Mass Media (2nd ed). Harper Collins College Publishers, New York.
3. Rosengren, K.E. 2000. Communication: an Introduction. Stage Publications, London.
4. Devioto, J.A. 1997. Human Communication: the basic course (7th ed). Longman, inc., New York.
5. Memon, R.A., and E. Bashir. 1993. Extension Methods. National Book Foundation, Islamabad.
6. Shahid, M.I. 1996. Mass Communication, Caravan Enterprises, Lahore, Pakistan.

THEORY

Concept and significance of using Audio-Visual Aids in Agricultural Extension education. Principles underlying the successful use of audio-visual aids. Strategies for using variety of A.V. aids for extension work. Types of Audio-Visual aids their selection, preparation, use and maintenance.

1. None-Projected Aids i.e. Maps. Graphics posters, cartoon, comics three dimensional adios etc.
2. Projected aids; i.e. film strips, Motion Pictures. Slides transparencies etc.
3. Electronic Media. i.e. Radio, Television, Audio & Visual cassettes, computers E-mails etc.

PRACTICAL

1. Students will prepare and present non-projected aids in the class.
2. Careful handling of projected aids, equipment & maintenance thereof.
3. Recording techniques.

BOOKS RECOMMENDED:

1. Barden, R & M. Hacker. 1990. Communication Technology. Delmar Publishing inc. New York: USA
2. Cable, R. 1970. Audio-Visual Hand Book. University of London Press Ltd.
3. Calvert, P. 1990. The Communicator's Hand Book, Gainesville, Maupin House, Florida: USA.

THEORY

Concept of Human Resource Management (HRM). Job design and analyses; personnel recruitment; selection; training and development; compensation and performance evaluation. Administration, management, leadership, supervision, authority, role, staffing, communication, conflict, control, motivation, negotiation, consultation and participation. Management theories. Organization Behaviour Analyses, Dimensions of human behaviour. Behaviour style patterns. Process of behaviour modification. Group meetings, group behaviour. Group conflict and management. Strategic management. Effective leadership styles.

PRACTICAL

The students will be required to analyse their own management style in class situation.

BOOKS RECOMMENDED:

1. Adams, M. E. 1982 Agricultural Extension in Developing countries. Longman. Burnt Mill, Harlow, Essex, UK.
2. Blackburn, D.J. 1989. Foundations and Changing Practices in Extension. University of Guelph Canada.
3. Clarc, R.C. (1977). Basic Concepts and Theories of Administration and Supervision. (3rd ed.). University of Wisconsin., Madison, Wisconsin.
4. Myers, I.B. (1987) introduction to type. A description of the theory and applications of the Myres – Briggs type indicators. Consulting psychologists press. Palo alto, California.
5. Swanson, B.e. 1984 agricultural Extension: a Reference Manual. F.A.O. Rome, Italy.
6. Dessler G. 2004. Human Resource Management. Prentice-Hall of India, New Delhi.
7. Joshi R. and S. K. Gupta. 2002. Human Resource Management. Kalyani Publishers, New Dehli.
8. Cascio, W. F. 1998. Human Resource Management. McGraw Hill International Edition. NBF, Islamabad.
9. Hellrigel, D. 2004 Organization Behavior 10 Ed. Thomson.
10. Robbins, S.P. 2000 Organization Behavior: Concepts **Controversies**, Applications Don Mills, Ontario, Canada: Pearson Education Canada

THEORY

Definition and importance of Technology Transfer. Characteristics of Promising Agricultural technology. Business considerations of a farm enterprise, and its technological aspects. Preparing feasibility reports of alternative farm enterprises. Choosing. Planning, and managing a selected enterprise. Recent technological developments in agriculture. Characteristics of technology generation, transfer, and utilization sub-systems in Pakistan with special reference to agricultural development.

PRACTICAL

Students will be required to undergo practical training aspects of various technologies learnt in theory classes.

BOOKS RECOMMENDED:

1. F.A.O. 1995. The Group Enterprise Resource Book. F.A.O. Rome, Italy.
2. Lionberger, H.F. and P.H. Gwin, 1991. Technology Transfer: From Researchers to User. University of Missouri, USA.
3. Wilson, K and G.E.B. Morren, Jr. 1990. Systems Approaches for improvement in Agriculture and Resource Management.
4. Zarii Digest - Various issues.

THEORY

Definition of evaluation. Types of evaluation. Formative evaluation, summative evaluation, and meta evaluation. Similarities and differences in extension evaluation and extension research. History, present status and future scope of extension evaluation. Alternative paradigms of research and evaluation. Quantitative Vs. qualitative evaluation. Evaluation objects and standards. Object description. Selecting questions and criteria to be addressed. Determining the type and the sources of data to be collected for an evaluation study. Sampling techniques. Information collection procedures. Data collection instruments, pre-testing of instruments. Testing reliability and validity of the instruments. Practical problems in data collection, data analysis and interpretation. Writing evaluation report.

PRACTICAL

Each student will select an extension programme for evaluation. He will plan and conduct an evaluation and submit the evaluation report to be concerned teacher.

BOOKS RECOMMENDED:

1. Cernea, M.M. and B.J Tepping 1977. A system for monitoring and Evaluation of Agricultural Extension Projects. The World Bank, Washington, D.C.
2. IRRI. 1990. Performance Objectives Manual. Los Banos, Laguna, Philippines.
3. Patton, M.Q. 1982. Practical Evaluation. Sage Publications, London, U.K:
4. Patton, M.Q. 1990. Qualitative Evaluation and Research Methods. Sage Publication. London. U.K.
5. Swanson, B.E. et.al.] 997. Improving Agricultural Extension. F.A.O. Rome, Italy.
6. Worthen, B.R. and J.R. Sanders. 1987. Educational Evaluation. Longman inc. New York.

THEORY

Need of research in agricultural extension education. Type of research. Planning Research; selecting a research problem, outlining a research plan, conducting pilot study; Data collection and analysis techniques. Writing the research report.

PRACTICAL

Students will plan and conduct research on assigned problem on limited scale (village level) and submit written research report.

BOOKS RECOMMENDED:

1. Borg. W.R. and M.D. Gall. 1991. Educational Research: An Introduction New York. Longman.
2. Leedy. P.D.1989. Practical Research: planning and design. New York: Macmillan.
3. Malik, W. 1990. A Systems Paradigm: A study of Agricultural Knowledge System in Pakistan. Islamabad: Leo Books
4. Pattan, M.Q. 1990. Qualitative Evaluation and Research Methods London: Sage Publications.

THEORY

Importance of writing as means of communication in professional and scientific fields. Differences between scientific and general audience writing. Alternative requirements and formats of synopsis, thesis, technical articles and research papers. Introduction to American Psychological Association (APA) and Council of Biological Editors (CBE) style manuals.

PRACTICAL

Every student will be required to write technical articles/reports on given topics and present in the class. Moreover, they will critically evaluate and edit reports prepared by other students and present it.

BOOKS RECOMMENDED:

1. Hashmi, N., 1989, Style Manual of Technical Writing. Pakistan Economic Analysis Net Work Project. Ministry of Food, Agriculture and Cooperative Govt. of Pakistan, Islamabad.
2. Kate, L.T. 1973. A Manual for Writers of Term Papers, Thesis and Dissertations (Fourth Ed), The University of Chicago Press, Chicago and London.
3. APA. 2001. Publication manual of the American Psychological Association (Fifth Edition). APA, USA.
4. CBE. Scientific style and format: The CBE Manual for authors, editors and publishers. 6th edition. CBE, USA.

PRACTICAL

The students will be attached singly or in groups with the field staff of the Department of Agriculture (Extension), nation building departments (NBDs), non-governmental organizations (NGOs), etc. In addition the students will pay study visits to various agricultural research stations and extension projects in the province/country with special reference to the following:

1. Field crop production and protection
2. Farm machinery/workshops (tractors, threshers, etc.)
3. Livestock and poultry management
4. Farm forestry
5. Seed farms etc.
6. Fish farming
7. Fruit and Vegetable production, preservation, processing (packages industry, cold storage, etc) and protection
8. Manures/chemical fertilizers
9. Soil reclamation and conservation (SCARP) projects
10. Water management/Irrigation department
11. Maintenance of official records.
12. Agriculture credit, business and marketing
13. Cooperatives
14. Rural support programmes/NGOs etc.

Every student will write a comprehensive report based on his/her field experiences, according to the following guidelines:

1. Introduction
2. Objectives of apprenticeship training programme
3. Daily activity report
4. Extension activities undertaken during training
5. Future plans for extension work in the area
6. Problems faced by field staff (host institutes/department), farmers and internee
7. Relationship of agricultural extension service with other nation building departments, agencies and stakeholders.
8. Suggestions for improvement of internship programme.
9. Suggestions for the improvement of agricultural extension service.

Books Recommended:

1. Manuals of Agriculture (Extension Services), published by the US AID Washington, D. C., USA.
2. Swanson B. E. et al (1997), Improving agricultural extension methods, A reference Manual, FAO Rome.

Annexure 2

Performa 2

Faculty Course Review Report

(To be filled by each teacher at the time of Course Completion)



For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Agricultural Extension	Faculty:	FC & FS		
Course Code:	AEE-605	Title:	Monitoring and Evaluation in Agri. Extension		
Session:	2010	Semester:	Autumn	Spring	Summer
Credit Value:	4(3-2)	Level:		Prerequisites:	
Name of Course Instructor:	Mr. Muhammad Ali	No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)					

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	13	7	6	-	-	-	-	-	-	13
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	No Grade		Withdrawal	Total
No. of Students										

Overview/Evaluation (Course Co-coordinator's

Comments) Feedback: first summarize, then comment on feedback received from: (These boxes will expand as you type in your answer.)

1) Students (Course Evaluation) Questionnaires
2) External Examiners or Moderators (if any)

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3) Students/ Staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

Name: Mr. Muhammad Ali Date: 14-02-2010
(Course Instructor)

Name: _____ Date: _____
(Head of Department)

Faculty Course Review Report

(To be filled by each teacher at the time of Course Completion)



For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Agricultural Extension	Faculty:	FC & FS		
Course Code:	AEE-502	Title:	Agricultural Extension Methods		
Session:	2010	Semester:	Autumn	Spring	Summer
Credit Value:	3(2-2)	Level:		Prerequisites:	
Name of Course Instructor:	Dr. Kausar Parveen	No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)					

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	12	3	7	2	-	-	-	-	-	12
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	No Grade		Withdrawal	Total
No. of Students										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from: (These boxes will expand as you type in your answer.)

1) Students (Course Evaluation) Questionnaires
2) External Examiners or Moderators (if any)

3) Students/ Staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

Name: Dr. Kausar Parveen Date: 20-07-2010
(Course Instructor)

Name: _____ Date: _____
(Head of Department)

Faculty Course Review Report

(To be filled by each teacher at the time of Course Completion)

For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Agricultural Extension		Faculty:	FC & FS	
Course Code:	AEE-607	Title:	Research Methods in Agri. Extension		
Session:	2009-10	Semester:	Autumn	Spring	Summer
Credit Value:	3(2-2)	Level:		Prerequisites:	
Name of Course Instructor:	Mr. Muhammad Yaseen	No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)					

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	14	6	7	-	1	-	-	-	-	14
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	No Grade		Withdrawal	Total
No. of Students										

Overview/Evaluation (Course Co-coordinator's Comments) Feedback: first summarize, then comment on feedback received from: (These boxes will expand as you type in your answer.)

1) Students (Course Evaluation) Questionnaires
2) External Examiners or Moderators (if any)

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3) Students/ Staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

Name: Mr. Muhammad Yaseen Date: 15-02-2010
(Course Instructor)

Name: _____ Date: _____
(Head of Department)

Faculty Course Review Report

(To be filled by each teacher at the time of Course Completion)



For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Agricultural Extension	Faculty:	FC & FS		
Course Code:	AEE-603	Title:	Agricultural Technology Transfer		
Session:	2009-10	Semester:	Autumn	Spring	Summer
Credit Value:	3(2-2)	Level:		Prerequisites:	
Name of Course Instructor:	Mr. Arshad Ali	No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)					

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	14	7	7	-	-	-	-	-	-	14
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	No Grade		Withdrawal	Total
No. of Students										

Overview/Evaluation (Course Co-coordinator's

Comments) Feedback: first summarize, then comment on feedback received from: (These boxes will expand as you type in your answer.)

1) Students (Course Evaluation) Questionnaires
2) External Examiners or Moderators (if any)

3) Students/ Staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

Name: Mr. Arshad Ali Date: 21-02-2010
(Course Instructor)

Name: _____ Date: _____
(Head of Department)



Faculty Resume

Name	Mr. Arshad Ali
Personal	Village Mirza Wali, P/O Kanjrur, Tehsil ShakarGarh, District Narowal 0300-7766281
Experience	4-12-2004 to date Lecturer, PMAS-AAU,RWP 26-012000-4-12-2004 Farm Manager, PMAS-AAU,RWP 10-01-1995-25-01-2000, Agri. Officer (Ext), Agriculture department 14-05-1992-09-01-1995, Lecturer, PMAS-AAU,RWP
Honor and Awards	
Memberships	
Graduate students Post docs Undergraduate Students Honor Students	
Service Activity	
Brief Statement of Research Interest	Adoption of diffusions
Publications	02
Research Grants and Contracts	
Other Research or Creative Accomplishments	
Selected Professional Presentations	

Faculty Resume



Name	Muhammad Ali
Personal	Department of Agricultural Extension, PMAS-Arid Agriculture University, Murree Road, Rawalpindi +92-333-6560689
Experience	16-01-08 to date, Lecturer, PMAS- AAU, RWP 23-08-2005-29-01-2007, Customer Services Officer, Khushhali Bank
Honor and Awards	XIV th star award 2003 Best Annual Snowfall Hiker and Trekker, 2002 President Rovers Scout. (PRS, Biggest award in Rovering in Pakistan) 2003 Higher Education Commission (HEC) awarded Scientific Talent Scheme scholarship (9 th Batch) 2004-2005
Memberships	Member, Pakistan Association of Agricultural Social Scientists (PAASS). Punjab Boy Scout Association, Punjab. Agricultural Extension Society (AES). University of Agriculture, Faisalabad
Graduate students Honor Students	2009-10 B. Sc. (Hons.) Mr. Faisal Raza Shah Mr. Hammad Raza Mr. M. Jamshaid Naveed Mr. Mureed Ahmed Mr. Nadeem Abbas Shah Mr. Nadir Manzoor Miss. Shumaila Sultana Mr. Kashif Riaz Rao Tariq Iqbal Mr. Ghulam Hussain Salman Mr. Rameez Akram Mr. Kashif Afzal
Service Activity	
Brief Statement of Research Interest	Evaluation and monitoring of different

	Extension programmes
Publications	03
Research Grants and Contracts	
Other Research or Creative Accomplishments	
Selected Professional Presentations	-Rural Development in Pakistan-An analysis -Advance Research Methods in Rural Development -Effective Communication Skills for Government professionals -Motivation skills for working professionals -Report writing skills -Personality development skills -Leadership and Management Skills -Audio-Visual aids in Agric. Extension -Effective Training skills -Extension methodologies for professionals -Rural Youth development in Pakistan -Monitoring and Evaluation - etc



Resume (Visiting Faculty)

Name	Dr. Kousar Perveen
Personal	House No. 257, Pakistan Town, Islamabad
Experience	Visiting Tutor, AIOU 1999 to date Consultant UNIFEM/UNDP 1990 Rural Women Agriculture Ext. and Training Expert FAO-UNDP 1989 to 1990 Dy. Associate Chief, Agric. Prices Commission, Islamabad 1982-1983 Agric. Economist, PARC, Islamabad 1978 to 1979 Research Officer/Livestock Economist UAF 1972-1974 Research Officer UAF 1972-1974
Honor and Awards	
Memberships	
Graduate students Post docs Undergraduate Students Honor Students	
Service Activity	Consultant
Brief Statement of Research Interest	Monitoring and Evaluation Rural Women Empowerment
Publications	02
Research Grants and Contracts	
Other Research or Creative Accomplishments	
Selected Professional Presentations	



Resume (Visiting Faculty)

Name	Mr. Muhammad Yaseen
Personal	Barani Agricultural Training Institute Dahgal, Rawalpindi 03336533416
Experience	Instructor= Feb. 2009 to date Barani Agricultural Training Institute Dahgal, Rawalpindi Social Organizer Feb. 2006 - Aug. 2006 NRSP, District Bhakkar, Field Unit Mankera
Honor and Awards	
Memberships	
Graduate students Post docs Undergraduate Students Honor Students	
Service Activity	
Brief Statement of Research Interest	Training of Trainers Agriculture Extension Social Mobilization
Publications	01
Research Grants and Contracts	
Other Research or Creative Accomplishments	
Selected Professional Presentations	

THE END