



UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

NOTIFICATION

On the recommendations of Academic Council made in its 24th (1/2025) meeting held on 26.08.2025, the Syndicate in its 72nd (4/2025) meeting held on 12.09.2025 has approved the revised curricula of following programs for implementation w.e.f. Fall 2025.

- | | | |
|-----|---------------------------|-------------|
| I. | MS in Rural Development | (Annex-'A') |
| II. | Ph.D in Rural Development | (Annex-'B') |


(WAQAR AHMAD)
Additional Registrar (General)

Dated: 06.11.2025

No. SU/Acad/25/ 1202

Distribution:

- Chairman, Department of Agricultural Extension & Rural Studies
- Controller of Examinations
- Director Academics

C.C:

- Principal College of Agriculture
 - Director, QEC
 - Secretary to the Vice-Chancellor
 - PA to Registrar
- Notification File

MS Rural Development

Vision of the Department:

The vision of the Department of Agriculture Extension & Rural Studies is to become a leading development center at national and international level. The department also seeks to strengthen the linkages/collaborations with multiple national and international development and outreach organizations and farming community

Mission of the Department:

Mission of the Department of Agriculture Extension & Rural Studies is to improve agriculture productivity, rural economy and livelihoods of the rural communities by addressing socio-economic problems and preparing professionals in the field of agriculture extension and rural development. The Department is also producing trained manpower for technology dissemination and its effective utilization by various stakeholders for sustainable agriculture and rural development.

Program Educational Objectives (PEOs) of the Department

After graduation the graduates will be able to:

- Plan, conduct, monitor and evaluate extension programs successfully as professional extension workers.
- Identify the problems, plan and conduct extension strategies and suggest innovative technologies for the farmer's communities.
- Prepare and deliver effective message with the help of traditional and modern ICTs tools and blended/integrated teaching strategies.

Program Learning Outcomes (PLOs) of the Department

After graduation the graduates will demonstrate:

Knowledge: Knowledge and understanding of major extension concepts.

Problem Analysis: Ability to identify, design and analyze real word problems for getting desired outcome conclusion using extension principles.

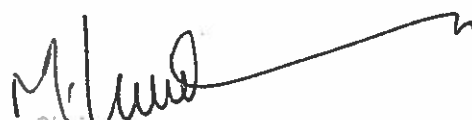
Investigation: Ability to investigate farming problems using appropriate methodology to infer valid conclusions.

Modern Tool Usage: Ability to choosing latest extension techniques and tools for the solution of farming problems.

Ethics: Ethical principal for fulfilling responsibilities and cultural norms needed to be practiced while working with community.

Individual and Team Work: Ability to work efficiently as an individual or in a team, on multifaceted and /or multidisciplinary settings.

Communication: Ability to have effective oral and written communication about extension outreach concepts.



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1. Program Structure- MS Rural Development

Duration	Minimum 1.5-Years (3-Semesters), Maximum 4-Years (8-Semesters)														
Entry Requirements:	<p>i. BS/B.Sc. (Hons.) or equivalent degree program (16 years of education) in any discipline of Agriculture, Rural Development, Food Science, Animal Sciences, DVM, Rural Home Economics, Biological Sciences, Environmental Sciences or Allied Health Sciences</p> <p>ii. BS/B.Sc. (Hons.) or equivalent degree program (16 years of education) in Social work, Sociology, Economics, Anthropology & Linguistics, Education, History & Pakistan Studies, Computer Science & Information Technology, Mass Communication, Islamic Studies, Library & Information Sciences, Statistics, Mathematics, Business Administration and Management Sciences</p>														
Intra-disciplinary fields allowed for admission	BS/B.Sc. (Hons.) or equivalent degree program (16 years of education) in the field of Development Studies, Skill Development, Community Development, Rural Planning														
Degree Completion- Requirements:	<p><i>For Disciplinary Fields:</i></p> <table> <tr> <td>Credit Hours of Course Work (Compulsory + Elective)</td> <td>28</td> </tr> <tr> <td>Credit Hours of Thesis</td> <td>06</td> </tr> <tr> <td>Total Credit Hours of Program:</td> <td>34</td> </tr> </table> <p><i>For Intra-Disciplinary Admission:</i></p> <table> <tr> <td>Credit Hours of Course Work (Compulsory + Elective)</td> <td>28</td> </tr> <tr> <td>Credit Hours of Thesis</td> <td>06</td> </tr> <tr> <td>Total Credit Hours of Program:</td> <td>34</td> </tr> <tr> <td>Credit Hours of Deficiency Courses</td> <td>06</td> </tr> </table>	Credit Hours of Course Work (Compulsory + Elective)	28	Credit Hours of Thesis	06	Total Credit Hours of Program:	34	Credit Hours of Course Work (Compulsory + Elective)	28	Credit Hours of Thesis	06	Total Credit Hours of Program:	34	Credit Hours of Deficiency Courses	06
Credit Hours of Course Work (Compulsory + Elective)	28														
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Total Credit Hours of Program:	34														
Credit Hours of Deficiency Courses	06														
Program Mode (select one)	Thesis Track Only														
Specialization (if any)	Not Applicable														

* In case of admission on intra-disciplinary basis the candidate will be required to pass a separate GRE-Subject/equivalent test (at least 50% marks) in addition to University Entry Test.

Note: Admissions for spring semester 2025 offered after approval and grant of NOC from HEC.


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2. List of Mandatory/Compulsory/Core Courses:

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	RDVP-7101	Introduction to Development Studies	3(3-0)	Nil
2.	RDVP-7102	Dynamics of Growth, Income Distribution & Poverty	3(3-0)	Nil
3.	RDVP-7103	Food, Agriculture and Rural Development in Pakistan	3(3-0)	Nil
4.	STAT-7154	Statistical Methods for Development Studies	3(3-0)	Nil
5.	RDVP-7112	Special Problem	1(1+0)	Nil
6.	RDVP-7113	Seminar	1(1+0)	Nil
7.	URCG-5129 URCG-5131	Understanding of Holy Quran/Fehm-e-Quran-I Ethics-I	1(1-0) 1(0-1)	Nil
8.	URCG-5130 URCG-5132	Understanding of Holy Quran/Fehm-e-Quran-II Ethics-II	1(1-0) 1(0-1)	Nil

3. List of Deficiency Courses of Level-6: (for intra-disciplinary admissions only)

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	AEXT-6401	Extension Program Development	3(2+1)	Nil
2.	AEXT-6403	Rural Development Programs in Pakistan	3(2+1)	Nil
3.	AEXT-6406	Community Development Issues & Strategies	3(3+0)	Nil
4.	AEXT-6420	Program Evaluation in Agricultural Extension	3(2+1)	Nil

* Deficiency courses will be offered from B.Sc. (Hons.) Agricultural Extension scheme of studies

4. List of Elective Courses:

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	RDVP-7104	Sustainable Rural Development	3(2-1)	Nil
2.	RDVP-7105	Scientific and Academic Writing	3(3-0)	Nil
3.	RDVP-7106	Research Methodology for Rural Development	3(3-0)	Nil
4.	RDVP-7107	ICTs and Rural Development	3(2-1)	Nil
5.	RDVP-7108	Poverty Alleviation and Sustainable Development	3(3+0)	Nil
6.	RDVP-7109	Sustainable Agricultural & Rural Development	3(3+0)	Nil
7.	RDVP-7110	Participatory Approaches to Rural Development	3(2+1)	Nil
8.	RDVP-7111	Monitoring and Evaluation in Development Programs	3(2+1)	Nil

5. Thesis:

RDVP-7114	Thesis	6	
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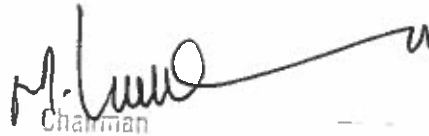
1. Program Summary:

Category	Minimum No of Courses	Minimum No of Credit Hours
Deficiency Courses (for intra-disciplinary admissions only)	02	06
Compulsory Courses	08	16
Elective Courses	04	12
Thesis	-	06

M. Iqbal
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Note:

- i. Mandatory and elective courses will be decided from the above lists, respectively, by the Department at the start of every semester following current HEC graduate policy and UoS graduate rules and regulations 2023. Further, maximum credit hours of deficiency courses will be decided by the Department.
- ii. The Regulations related to MS/M.Phil./M.Sc.(Hons) or equivalent approved by the Syndicate from time to time shall also be applicable.
- iii. Deficiency Courses are to be decided by Graduate Program Committee in start of each session.
- iv. Department can change the order of Core/Compulsory and Elective Courses as per availability of resources or demand.
- v. Department can change the course offering as per available resources but shall be uniform for one session.



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SEMESTER WISE BREAKUP**Semester-I**

Category	Course Code	Course Title	Credit Hours	Pre-requisite
Compulsory-1	RDVP -7101	Introduction to Development Studies	3(3-0)	--
Compulsory-2	RDVP -7102	Dynamics of Growth, Income Distribution & Poverty	3(3-0)	--
Compulsory-3	RDVP -7103	Food, Agriculture and Rural Development in Pakistan	3(3-0)	--
Elective-1	RDVP -7XXX	<i>To be selected from the list</i>	3(2+1)/ 3(3+0)	--
*Deficiency-1	AEXT-6XXX	<i>To be selected from the list</i>	3(2+1)/ 3(3+0)	--
Total			√12-15	

*For intra-disciplinary admitted candidates only.

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-requisite
Compulsory-4	STAT-7154	Statistical Methods for Development Studies	3(3+0)	--
Elective-2	RDVP -7XXX	<i>To be selected from the list</i>	3(2+1)/ 3(3+0)	--
Elective-3	RDVP -7XXX	<i>To be selected from the list</i>	3(2+1)/ 3(3+0)	--
Elective-4	RDVP-7XXX	<i>To be selected from the list</i>	3(2+1)/ 3(3+0)	--
*Deficiency-2	AEXT-6XXX	<i>To be selected from the list</i>	3(2+1)/ 3(3+0)	--
Total			12-15	

*For intra-disciplinary admitted candidates only.

Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-requisite
Compulsory-5	URCG-5129	Understanding of Holy Quran/Fehm-e-Quran-I	1(1-0)	
Compulsory-6	URCG-5130	Understanding of Holy Quran/Fehm-e-Quran-I	1(1-0)	
Compulsory-7	RDVP-7112	Special Problem	1(0+1)	--
Compulsory-8	RDVP-7113	Seminar	1(0+1)	--
Total			04	

Semester-IV

Course Code	Course Code	Course Title	Credit Hours
Compulsory-7	RDVP-7114	Thesis	6(0-6)



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DETAILED COURSE CONTENTS

List of Mandatory/Compulsory/Core Courses

RDVP-7101 Introduction to Development Studies 3(3-0)

Contents:

Various definitions and concepts of development, history of development, development process, measures of development, social and economic development, development as modernization, political economy and development, Methods/techniques of development, empowering rural society, development strategies, theories of development, state role in development process.

Recommended Books

1. Bhagwati, J., 2004. In defense of globalization, Oxford University Press.
2. Craig, D. and Porter, D., 2006. Development beyond neoliberalism: governance, poverty reduction, and political economy, Routledge.
3. Sen, A., 2001. Development as freedom, Oxford University Press.
4. Bornstein, E., 2005. The Spirit of Development: Protestant NGOs, Morality, and Economics in Zimbabwe: Stanford University Press.
5. Thomas, Alan 2000. Meanings and Views of Development,' in Poverty and Development into the 21st Century, Tim Allen and Alan Thomas (eds.), Oxford: Oxford University Press.
6. Rist, Gilbert 2008. Definitions of Development,' in The History of Development, London: Zed Books.


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RDVP-7102 Dynamics of Growth, Income Distribution and Poverty
Contents:

3(3-0)

Introduction to poverty, growth and development in general and rural development in specific; MDGs, dimensions of poverty, poverty measurement; analysis of extent and nature of poverty; concepts of inequality, relationship between poverty and inequality poverty and income distribution; poverty and development linkages, role of agriculture development in rural poverty reduction, Models of agricultural growth, Determinants of urban rural disparity, SME and rural poverty, food insecurity and rural poverty, poverty reduction programmes/strategies in Pakistan.

Recommended Books

1. Lodhi, A.H.A., S.M. Borras Jr., and C. Kay (eds.). 2007. Land, poverty and livelihoods in an Era of Globalization. Routledge Publishers, London and New York.
2. Bura N, Deshmukh J, Ranadive and Murthy KR. (Ed). 2006. Micro Credit, Poverty and Empowerment – Linking the Triad. Sage Publishers.
3. Potter, David. 2000. Democratization, Good Governance and Development, in Poverty and Development into the 21st Century, Tim Allen and Alan Thomas (eds.), Oxford: Oxford University Press
4. Thomas, Alan. 2000. Poverty and the End of Development. in Poverty and Development into the 21st Century, Tim Allen and Alan Thomas (eds.), Oxford: Oxford University Press.
5. Rist, Gilbert 2008. From the Struggle against Poverty to the Millennium Development Goals,' in The History of Development, London: Zed Books



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Contents

Introduction and importance of statistical methods for development studies, data and its types in the perspective of measurement scales and collection, Graphical representation of data, Selection of appropriate measure of central tendency and dispersion. Sampling (probability & non-probability) procedures used in Development studies. Statistical inference about mean and variance. Non-parametric Methods for testing of hypotheses, Correlation Analysis: Simple correlation, Multiple Correlation, Partial Correlation, Rank Correlation, Simple and Multiple regressions, Analysis of Count and Frequency data, Contingency Tables, Test of Independence

Recommended Books

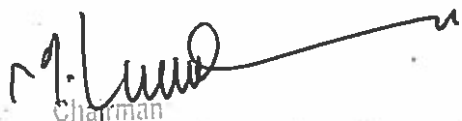
1. Mead,R. (1995). *The Design of Experiments*; Cambridge University Press, Cambridge
2. Steel,R.G. D., Torrie, J.H. & Dicky, D.A. (1983). *Principles and Procedures of Statistics: A Biometrical Approach*. (3rded.); McGraw Hill, New York, USA.
3. Tabachnick, B. G., & Fidell, L. S. (1996). *Using Multivariate Statistics*; New York: HarperCollins College Publishers.
4. Agresti. A. (2002). *An Introduction to Categorical Data Analysis*; New York: Wiley
5. Chatterjee, S.; & Ali.S.H.(2004). *Regression Analysis by Examples*. (4thed.); New York, Wiley
6. Jerrold H. Z. (2009). *Biostatistical Analysis*, (4thed.); Dorling Kindersley India.
7. Cox D.R. (2000). *The Theory of the Design of Experiments*; Chapman and Hall, USA
8. Gomez.K.A, & Gomez A.A. (1976). *Statistical procedures for agricultural research*; The international Rice Research Institute.
9. Richard A. J., & Wichern, D.W. (2007). *Applied multivariate statistical analysis*. (6thed.); Pearson Education International.


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RDVP-7112 Special Problem ✓

1(1-0)

The special problem is intended to instruct students on proper techniques for scientific research and methodologies. The students are expected to prepare directed assignment and collect information and material related to current research interest. Special problem means an assignment that is expected to be temporary and is designated as a special assignment by the academic supervisor in its sole discretion. The main purpose of special problem is to increase the learning capabilities of students. The more we use our brains, the more they develop. Students learn a lot more when they read or practice something by themselves. Similarly, the purpose of assignments is to increase the practical skills of students. The main objectives of special problem assigned to students are: to enhance the knowledge of a subject helps to develop writing skills and to enhance time management and organizing skills. It enhances your planning and organizing skills: The special problem makes you do your work by prioritizing the needs and time frames. It helps you in completing all your tasks very peacefully instead of creating any panic. Scopes for improvement: Special problem writing work gives students a lot of scopes to improve themselves.



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RDVP-7113 Seminar

1(1-0)

The seminar is intended to instruct students on proper techniques for presentation of scientific material. Each student is expected to prepare and present a scientific seminar and to submit written documentation supporting that seminar. A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. Seminars provide a chance to interact with experts from the specific field. Discussing about the relevant topics of the particular subject, students tend to learn about the latest information and new skills related to the concerned subject. Seminars are important and beneficial for those who have difficulty learning in a typical classroom setting where reading and writing are required. There is often a sense of friendship associated with seminar attendance, because everyone is attending with a like interest in learning about a subject important to them. Attending a seminar has numerous benefits, including improving communication skills, gaining expert knowledge, networking with others and renewing motivation and confidence.



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Course Title: Understanding of Quran – I

Course Book: Muallim ul Quran (Volume 1, 2 & 3) by Dr Ubaid ur Rahman

Credit Hours: 1 (0-1)

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

By the end of this course, students will be able to:

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs (unit 1 to 5 of Muallim ul Quran Book) and then sentences having present tense (first half of unit 6 of Muallim ul Quran Book).
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles) , compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath –based sentences.
5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40 % of each page of the holy Quran.

Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

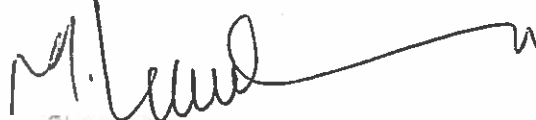


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Course Outline:

Weeks	Lectures (1.5 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Rules
1.	1.	1	1-6	Writing the meaning of Quranic words Lesson 1-8	Proper Noun Masculine & Feminine
	2.	1	9-14	Writing the meaning of Quranic words 9-14	Two kinds of plural Concept of (و) "And" Common Noun
2.	1.	1	15-17	Writing the meaning of Quranic words, phrases & translation of Sentences 15-17	Demonstrative Noun (This & That for Masculine (هذه) Demonstrative Noun (This & That for Feminine) (ذلك- تلك)
	2.	1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words , phrases & translation of Sentences 17-19 Quiz	Laam for emphasis (لام التأكيد) Superlative Degree like أكبر Revision of all Quranic Sentences
3.	1.	Unit 2	1-3	Writing the meaning of Quranic words, phrases & translation of Sentences 1-3	Emphatic Particle إن Preposition "For" (اللام) Preposition (في)
	2.	2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition (على- من- إلى)
4.	1.	2	7-9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition (الباء) Absolute Negation Particle Exceptive Particle (لا النافية) (إلا) (ما النافية) (للجنس)
	2.	2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction (أن), Was (كان), Vocative Particle (حرف النداء)

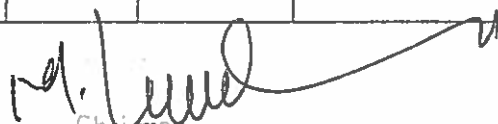


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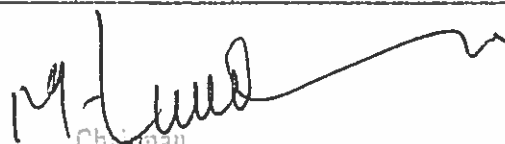
5.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصوف)
	2.	3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	Quranic Possessive Construction (مضاف ومضاف إليه)
6.	1.	3	6-7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضاف ومضاف إليه)
	2.	3	8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم المفعول), Dual (مثنى)
7.	1.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He (هو المنفصل) Possessive Pronoun His (المتصل)
	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3-4	Possessive Pronoun with prepositions like في بيته Pronoun "His" with prepositions like له، منه، فيه
8.	1.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You (أنت المنفصل) Possessive Pronoun Your (المتصل) Possessive Pronoun with prepositions like في بيتك Pronoun "your" with prepositions like لك، منك، فيك
	2.	Mid Term			


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9.	1.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She (هي المنفصل) Possessive Pronoun Her ها المتصل) Possessive Pronoun with prepositions like في بيتها Pronoun "Her" with prepositions like لها
	2.	4	13-16	Writing the meaning of Quranic phrases & sentences 13-16	Personal Pronoun I (أنا المنفصل) Possessive Pronoun Her ي المتصل) Possessive Pronoun with prepositions like في بيتي Pronoun "My" with prepositions like لي
10.	1	4	17 & Revision Unit 4	Revision of all Quranic sentences of Unit 4 Quiz	Adverb (حل)
	2.	Unit 5	1-2	Writing the meaning of Quranic phrases & sentences 1-2	Masculine Plural جمع المذكر السالم و جمع المذكر السالم المسبوق بحرف الجر
11.	1.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المذكر السالم المسبوق بالإضافة
	2.	5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم المنفصل) Possessive Pronoun Their هم المتصل)
12.	1.	5	7-8	Writing the meaning of Quranic phrases, sentences & verses 7-8	Possessive Pronoun with prepositions like في بيتهم Pronoun "Their" with prepositions like لهم
	2.	5	9-11	Writing the meaning of Quranic phrases, sentences & verses 9-11	Personal Pronoun You (أنتم المنفصل) Possessive Pronoun Your كم المتصل) Possessive Pronoun with prepositions


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					like في بيتكم
13.	1.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	Pronoun "Your" with prepositions like لكم Personal Pronoun We (نحن المنفصل) Possessive Pronoun Our نا (المتصل)
	2.	5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions like في بيتنا Pronoun "Our" with prepositions like لنا
14.	1.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those (هؤلاء- أولئك)
	2.	5	19-23	Writing the meaning of Quranic sentences & Verses 19-23	ما / إلا، إن / إلا، إنما، ليس، ما ، (أ/أم، أن، بل، كان) ما بينهما، قل، إذن، بنس، نعم، كلا، ما أدراك، حسب، أعلم ب، مصير، مرجع، دينا(تمييز)
15.	1.	5	Revision Unit 5	Quiz	
	2.	5	1-3 (till Page 16)	Writing the meaning of Quranic Verbs & Translation of Quranic Sentences & Verses (1-3)	Introduction of Present Tense(فعل مضارع) & Verbal Sentence (جملة فعلية) Present Tense الفعل المضارع صيغة المفرد يعلم
16.	1.	6	3 (From Page 17) & 4-5	Translation of Quranic Sentences & Verses 3-5	Present Tense الفعل المضارع صيغة المفرد يعلم
	2.	6	6	Translation of Quranic Sentences & Verses	Present Tense الفعل المضارع صيغة الجمع يعلمون


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Course Title: Understanding of Quran – II
Course Book: Muallim ul Quran (Volume 3, 4 & 5) by Dr Ubaid ur Rahman
Credit Hours: 1 (0-1)
Contact Hours: 3 per week
Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

By the end of this course, students will be able to:

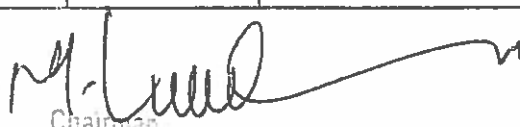
1. Directly comprehend hundreds of Quranic sentences & verses.
2. Understand at least 80 to 85 % of each page of the holy Quran.
3. Understand common verses across different Quranic topics.
4. Achieve proficiency in the basic and advance linguistic aspects of the Arabic language.
5. Understand the difference between Quranic verbs in various forms, such as present, past and imperative.
6. Develop the ability to understand long verses of the holy Quran independently and then comprehend their interpretation.

Provision of material, content and books:

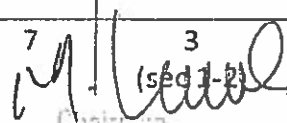
- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:


Weeks	Lectures	Units	Lessons	Assignments/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعبدون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعبدون
2.	1.	6	9-10	Understanding & Translation of Verses	Present Tense صيغة مفرد منكر مخاطب (تعبد) وجمع منكر مخاطب (تعبدون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع منكر مخاطب (تعبدون)


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					صيغة المتكلم (أعبد)
3.	1.	6	13	Understanding & Translation of Verses	Present Tense صيغة جمع المتكلم (نعبد)
	2.	6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع , لا تعبد، لا تعبدوا
4.	1.	6	16-17	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصدر مؤول)
	2.	6	18-19	Understanding & Translation of Verses	Laam uttaleel (لام التعليل) & Laam ul jhood(لام الجود)
5.	1.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
	2.	6	Revision (Unit 6)	Quiz	
6.	1.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
	2.	6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
7.	1.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
	2.	6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
8.	1.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المفرد للغائب
	2.	MID-TERM			
9.	1.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
11.	1.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدا


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	2.	7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا
12.	1.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا
	2.	7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا
13.	1.	7	4 (sec 1-2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عبتم
	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عبتم
14.	1.	7	5-6	Understanding & Translation of Verses Quiz	Past Tense صيغة المتكلم والمخاطب عبتت ، عبتت
	2.	7	7	Understanding & Translation of Verses	Past Tense صيغة المؤنث للغائب عبتت
15.	1.	7	8	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للمفرد ✓
	2.	7	9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول الجمع
16.	1.	8	1-4	Understanding & Translation of Verses	Imperative Verb for singular فعل الأمر للمفرد
	2.	7	5-8	Understanding & Translation of Verses	Imperative Verb for plural فعل الأمر للجمع


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Ethics-I

URCG-5131

1 (0-1)

1-Course Description

The Ethics-I course is designed to provide students with a comprehensive understanding of ethical principles, practices, and theories in various societal contexts. Throughout this degree program, students will explore the complexities of ethical theories of semitic and non-semitic religions along with decision-making and develop critical thinking skills to navigate moral dilemmas. This course will also enable the students to interact with others religious identities with humanistic, inclusive and holistic approach

2- Learning Objectives

This course aims to:

1. Introduce students to the fundamental concepts, scope, and importance of ethics.
2. Explore the relationship between law, morality, and social values.
3. Develop a clear understanding of virtuous and immoral ethics and their impact on individual and collective life.
4. Study the role of major religious figures in the moral development of human society and enable students to apply ethical principles for personal development, conflict resolution, and social harmony.

3- Learning Outcomes

By the end of the course, students will be able to:

1. Students will be able to identify and analyze major ethical theories, values, and their scope in social and individual life.
2. Differentiate between law and ethics, and analyze their interrelationship.
3. Identify types of virtuous and immoral ethics and assess their social impacts.
4. Examine the ethical teachings of major religions and their relevance in contemporary society.
5. Apply ethical principles to address modern challenges in personal and professional life.

4-Course Structure

1. Interactive lectures, Group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz

Course Contents

Unit 1: Introduction and Fundamentals of Ethics

1. Literal and terminological definition of ethics
2. Literal and terminological definition of values
3. Relationship between law and ethics
4. Need, importance, and scope of ethics

Unit 2: Types of Ethics and Their Impact on Society

- Virtuous ethics: concept, types, benefits, and outcomes
- Immoral ethics: concept, types, and harms
- Role of ethics in social refinement and establishment of peace

Unit 3: Virtuous Ethics (Akhlāq-e-Hasanah)

- Concept, need, and importance of virtuous ethics
- Scope of virtuous ethics in the light of religions
- Major virtues in revealed and non-revealed religions
- Impact of virtuous ethics on individual and collective life

Unit 4: Immoral Ethics (Akhlāq-e-Ruzilah)

- Concept of immoral ethics
- Social problems caused by immoral ethics
- Practical consequences of immoral ethics
- Major vices in revealed and non-revealed religions

Unit 5: Role of World Religious Figures in Moral Development

- Prophet Moses (AS): introduction, miracles, and role in moral refinement
- Prophet Jesus (AS): introduction, miracles, and role in moral refinement
- Prophet Muhammad (ﷺ): introduction, miracles, and role in moral refinement

Textbook

1. Izutsu, T. (2002). *Ethico-Religious Concepts in the Qur'an*. McGill-Queen's University Press.

Suggested Readings

1. Gert, B. (2005). *Morality: Its Nature and Justification*. Oxford University Press.
2. MacIntyre, A. (2007). *After Virtue: A Study in Moral Theory*. University of Notre Dame Press.
3. Al-Ghazali, Abu Hamid (2001). *The Alchemy of Happiness*. Islamic Texts Society.
4. Nasr, S. H. (1994). *The Heart of Islam: Enduring Values for Humanity*. Harper One.
5. Beauchamp, T. L., & Childress, J. P. (2019). *Principles of Biomedical Ethics*. Oxford University Press.
6. Hasan, Z. (2010). *Ethics in Islam: Key Concepts and Contemporary Challenges*. Islamic Research Institute

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Ethics-II

URCG-5132

1 (0-1)

1- Course Description

The course *Ethics-II* is designed to provide students with a deeper understanding of ethical principles and practices from both Semitic and non-Semitic religions, as well as their application in professional and social contexts. Students will engage with Jewish, Christian, Islamic, Hindu, Buddhist, Sikh, Confucian, and Jain ethical traditions. The course emphasizes moral reasoning, decision-making, tolerance, and peacebuilding. It aims to cultivate an inclusive, humanistic, and holistic approach towards ethical living and interfaith engagement.

2- Learning Objectives

The course objectives are to:

1. Understand the fundamental principles and theories of ethics.
2. Introduce the ethical and moral teachings of Judaism, Christianity, Islam, and Hinduism.
3. Explore the ethical teachings of non-Semitic religions such as Buddhism, Sikhism, Confucianism, and Jainism.
4. Develop critical thinking skills to evaluate ethical arguments and theories.
5. Promote ethical leadership and interfaith harmony.

3- Learning Outcomes

By the end of this course, students will be able to:

1. Identify and analyze major ethical theories and teachings from world religions.
2. Understand the role of religions in improving moral values and social behavior.
3. Demonstrate ethical decision-making in various personal and professional contexts.
4. Recognize the impact of ethical decisions on individuals, communities, and society.
5. Apply skills of ethical leadership, including communication, conflict resolution, and inclusive engagement.

4- Course Structure

1. Interactive lectures, Group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz

~~Course Title: Ethics-II (For Non-Muslim Students) Course Code: URCG-5130~~ X

Course Contents

Unit 1: Ethical Teachings of Semitic Religions

- Judaism and its ethical teachings
- Christianity and its ethical teachings
- Islam and its ethical teachings

Unit 2: Ethical Teachings of Non-Semitic Religions

- Hinduism and its ethical teachings
- Sikhism and Buddhism: ethical values and practices
- Confucian and Jain ethical traditions

Unit 3: Professional Ethics

- Ethics for students and teachers
- Ethics in doctor-patient relationships
- Ethics in trader-customer interactions

Unit 4: Concept and Significance of Tolerance

- Definition, need, and importance of tolerance
- Teachings of Semitic religions on tolerance and their contemporary relevance
- Teachings of non-Semitic religions on tolerance and their contemporary relevance

Unit 5: Foundational Values and Ethics for Peacebuilding in Society

- Respect for sacred scriptures, personalities, places of worship, and religious symbols
- Promotion of tolerance and broadmindedness
- Encouragement of dialogue and harmony
- Benevolence towards humanity
- Establishment of justice and fairness
- Patience, forbearance, and forgiveness

Textbook

- Kidder, R. M. (2009). *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. Harper.

Suggested Readings

1. Barsh, D. P., & Webel, C. P. (2014). *Peace and Conflict Studies*. Sage.
2. Smart, N. (1998). *The World's Religions*. Cambridge University Press.
3. Nasr, S. H. (2003). *The Heart of Islam: Enduring Values for Humanity*. HarperOne.
4. Sharma, A. (2006). *Hindu Ethics: Purity, Abortion, and Euthanasia*. SUNY Press.
5. Harvey, P. (2000). *An Introduction to Buddhist Ethics: Foundations, Values and Issues*. Cambridge University Press.
6. Coward, H., & Perkinsen, J. (2013). *A Cross-Cultural Dialogue on Ethical Leadership*. Wilfrid Laurier University Press.
7. Confucius. (1998). *The Analects*. Oxford University Press.

M. L. L. L.

List of Deficiency Courses of Level-6 (for intra-disciplinary admissions only)

AEXT-6401

Extension Program Development

3(2+1)

This course has been designed so that students will be able to learn the concepts of program development, program planning, why planning is important for professionals and difference between planned and unplanned activities. The course also describes why all stakeholders need to participate in the planning process. The students will learn the principles of effective program development, program monitoring and evaluation, analysis of various program development tools and models. A successful program plan begins with a strong logic model that connects program goals to expected outcomes. Also, including stakeholders in the process—both local organizations and community leaders interested in the goals of the program—is a key to develop buy-in at the beginning of program development. Finally, the students will be able to develop an effective extension program for respondents.

Contents

1. Program development; purpose, concept, scope, significance and assumptions
2. Characteristics and principles of program planning and development
3. Program development approaches and models
4. Steps in program development: Situation analysis and needs assessment, statements of Mission, vision, core values and objectives of any organization, and plan of work. Planning, implementing, monitoring and evaluating the programs

Practical


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

Recommended Texts

1. Ray, G.L. (2006) *Extension Communication and Management*. Kalyani Publishers.
2. Santha G. (2010). *Extension Education and Rural Development*. Delhi, India.

Suggested Readings

1. Caffarella, R. S. (2001). *Planning programs for adult learners. A practical guide for educators, Trainers, and staff developers*. (2nd ed.). Jossey-Bass Publishers.
2. Dasgupta, D. (2008). *Extension Education; Core Contents & Emerging Areas*, India
3. Singh, D. (2012). *Agriculture Extension and Rural Development*, India.


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AEXT-6403

Rural Development Programs in Pakistan

3(2+1)

Rural development is a complex phenomenon and despite a long history of efforts claimed by a number of government and related agencies, visible changes in rural scene are far too meager and fragmentary to present a total impact. Attempts for rural development have been going on for the last four decades in the country. The primary purpose of this course is to point out the functions of rural development programs, objectives, problems, scope, and teaching system of rural development. The main focus of this course is to assess the rural development concepts and its relationship with extension education. Further to describe important programs those were designed for local and rural development during the past seven decades since independence. At the completion of this course, the students will be able to describe the philosophy of rural development programs, identify the key rural development programs and evaluate critically Government plans and policies related to rural development.

Contents

1. Concept, Philosophy, importance and objectives of rural development.
2. Main approaches/programs of rural development in Pakistan i.e. V-AID, Basic Democracies, rural works program, IRDP, social action program, village cooperatives, supervised credit schemes
3. Participatory rural development projects, community-based organizations.
4. Current rural development programs; rural support programs and rural development programs of NGO's. A critical analysis of current government plans and policies for rural development.
5. Emerging trends of rural development in Pakistan

Practical

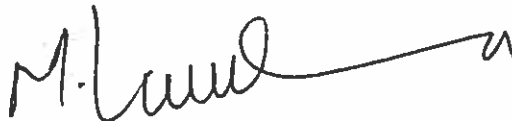
1. Each student will be assigned a project related to any important aspect of rural development.
2. After completing the project, each student will write, submit, and present a comprehensive report on the given problem.

Recommended Texts

1. Bapatla, A.P, (2001). Extension Education; Adivi Reddy Sri Lakshmi press.
2. Narasaiah, M.L. (2003). Approaches to Rural Development; Discovery Publishing House New Delhi (India).

Suggested Readings

1. Ison, R. & Russell, D. (2004). Agricultural Extension and Rural Development: Breaking out of Knowledge Transfer Traditions; Cambridge University Press.
2. Singh, D. (2012). Agriculture Extension and Rural Development; Discovery Publishing House New Delhi (India).



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AEXT-6406

Community Development Issues and Strategies

3(3+0)

Contents:

Concept and definition of community, types of communities, working with community, community development characteristics and its approaches, knowing your community, group formation, community self-reliance and sustainability, participatory community learning techniques, community mapping, community social structure, economic features of a community, methods/ techniques and strategies of community development, principles of community development, community development framework, community development process (organize, analyze, communicate, plan, implement, evaluate and celebrate), factors which sustain community development, developing community based organizations, directive and community driven approaches, Community-based participatory research (CBPR): Rapid Rural Appraisal (RRA), Participatory Learning and Action (PLA), Participatory Action Research (PAR), Participatory Rural Appraisal (PRA); Community capacity building; social capital development. civil society-based community development; community assessment and mobilization; communication of innovation; community dialogue.

Suggested books:

1. Green, G., & Haines, A. (2016). *The Community Development Process*. SAGE Publications, Inc, <https://doi.org/10.4135/9781483398631>
2. Ohmer, M. L., & DeMasi, K. (2009). *Consensus organizing: A community development workbook: A comprehensive guide to designing, implementing, and evaluating community change initiatives*. SAGE Publications, Inc., <https://doi.org/10.4135/9781452274744>
3. Ziakas, V. (2016). *Fostering the social utility of events: An integrative framework for the strategic use of events in community development*. *Current Issues in Tourism*, 19(11), 1136-1157.
4. Herbert-Cheshire, L. (2000). *Contemporary strategies for rural community development in Australia: a governmentality perspective*. *Journal of rural studies*, 16(2), 203-215.
5. Ledwith, M. (2020). *Community development: A critical approach*. Policy Press.
6. Phillips, R., & Pittman, R. (2008). *An introduction to community development*. Routledge.
7. Lemann, N. (1994). *The myth of community development*. *New York Times Magazine*, 9(1), 27-31.

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AEXT-6420

Program Evaluation in Agricultural Extension

3(2+1)

The main purpose of this course is to study the concepts of evaluation in agricultural extension programs. Evaluation is considered as standard of performance in any organization. There is always a room to evaluate the performance of any program or organization to validate that the program going well as it was planned initially and the goals, objectives, mission and vision of the program or organization have been accomplished. If the designed goals and objectives of the program do not achieved; then the program need to be reviewed and evaluation will tell the stakeholders whether the program will continue or may be shutdown. At the completion of this course, the students will be able to define basic concepts of evaluation, identify the types and forms of evaluation, analyze various evaluation techniques and develop plan of evaluation for a program or organization.

Contents

1. Concept, purposes, uses, and philosophy behind program evaluation
2. Evaluation process and its steps
3. Importance of evaluation
4. Types of evaluation
5. Qualitative v/s Quantitative evaluation
6. Developing a plan for evaluation
7. Evaluation techniques
8. Reporting evaluation results

Practical

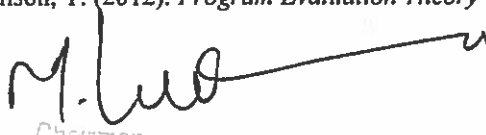
1. The student(s) is required to submit an evaluation plan of any social/development program. The plan will then be presented before the class for critical analysis.

Recommended Texts

1. Wholey, J. S. Harty, H. P., & Newcomer, K. E. (2004). *Handbook of Practical Program Evaluation*; Jossey-Bass Publishers, USA.
2. Worthen, B. R., Sanders, J. R., & Fitzpatrick, J. L. (2003). *Program Evaluation: Alternative approaches and practical guidelines* (3rded.); Allyn & Bacon, USA.

Suggested Readings

1. David, R.; Bruce, T & Deborah, P. (2013). *Program Evaluation: An introduction* (5thed.); Wads Worth publishers: USA.
2. Mertens, D. M. & Wilson, T. (2012). *Program Evaluation Theory and Practice*; Guilford Publications, New York.



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List of Elective Courses

RDVP-7104

Sustainable Rural Development

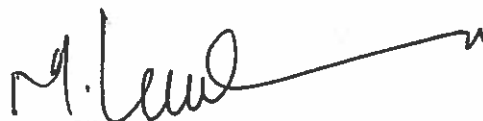
3(3-0)

Contents:

Concepts and definitions of sustainability and sustainable livelihoods, linkage of sustainable livelihoods with rural poverty and rural development, Sustainable livelihood framework, global change and sustainable development, natural resource management, rural society and sustainable development, Islamic perspectives on sustainable rural development, Islamic terms related to sustainability, principles of sustainability (Islamic perspective), Islamic values and sustainable rural development, North-South issues in sustainable rural development, issues related to food security for sustainable rural development.

Recommended Books

1. Scoones, I. 1998. Sustainable rural livelihoods: a framework for analysis. Institute of Development Studies, Indiana University.
2. Ponniah, A., R. Puskur, S. Workneh and D. Hoekstra. 2008. Concepts and practices in agricultural extension in developing countries: A source book. IFPRI (International Food Policy Research Institute), Washington, DC, USA, and ILRI (International Livestock Research Institute), Nairobi, Kenya.
3. Al-Jayyousi, O.R. 2010. Islam and Sustainable Development, New Worldviews. GOWER.
4. Devereux, S., Vaitla, B., Swan, S.H., 2008. *Seasons of hunger: Fighting cycles of quiet starvation among the world's rural poor*, Pluto Press.
5. Devereux, S. R. Sabates-Wheeler and R. Longhurst. 2011. Seasonality, rural livelihoods and development. Routledge Publishers.
6. Helmore, K., and Singh, N. 2001. Sustainable Livelihoods: Building on the Wealth of the Poor. Connecticut, USA: Kumarian Press.
7. Ellis, F. 2000. Rural Livelihoods and Diversity in Developing Countries. Oxford University Press.



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RDVP-7105

Scientific and Academic Writing

3(2-1)

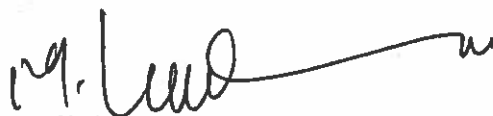
Contents:

- **Theory:** Writing as means of communication in academic and scientific fields, Parts (structure and contents) of a scholarly manuscript, from title to appendix, Differences between scientific and general writing, writing a Research proposal or synopsis and thesis/dissertation, technical articles and research papers, how to write a research paper?
- **Introduction to American Psychological Association (APA) writing manual for social science research, Council of Biological Editors (CBE) style manual**

Practical: Every student will be required to write technical articles/reports on given topics, present their topic in the class, Moreover, will critically evaluate and edit reports prepared by other students, each student will present in class

Recommended Books

1. Hofman, A. H. (2009). *Scientific Writing and Communication: Papers, Proposals, and Presentations*; Oxford University Press, USA.
2. APA. (2006). *Publication Manual of the American Psychological Association* (6thed.); American Psychological Association, USA.
3. Council, S. E. (2006). *Scientific Style and Format: the Council of Science Editors Manual for Authors, Editors, and Publishers*; CSE, Scientific Style and Format.
4. Wallwork, A. (2011). *English for writing Research Papers*; Springer New York Dordrecht Heidelberg London.
5. Gustavii, B. (2008). *How to write and illustrate scientific papers?* (2nded.); Cambridge University Press, UK.



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RDVP-7106 Research Methodology for Rural Development 3(2-1)

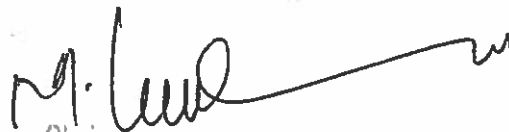
Contents:

Theory: Research process, components of a research proposal, concepts and types of research, quantitative and qualitative research methods, sampling and statistical techniques, appraisal techniques, planning a rural development project, approaches and techniques/tools of data collection, technical report writing, statistical analysis and research design in rural development.

Practical: The students will be engaged to prepare and present their brief research proposals/project and plan and conduct pilot studies.

Recommended Books:

1. Field, A. 2009. *Discovering Statistics Using SPSS* (3rd edition). SAGE publications LTD.
2. Wallwork, A. 2011. *English for writing Research Papers*. Springer New York Dordrecht Heidelberg London.
3. Best, J.W., and J.V. Kahn. 2009. *Research in Education* (20th edition). PHI Learning Private LTD.
4. Seidman, I. 2006. *Interviewing as Qualitative Research. A Guide for Researchers in Education and the Social Sciences*. 3rd Edition. Teachers College, Columbia University, New York and London.
5. Berg, B.L. 2001. *Qualitative Research Methods for The Social Sciences*. (4th Edition). Pearson Education Company, USA.



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RDVP-7107
Contents:

ICTs and Rural Development

3(3-0)

Concept, types and functions of communication, communication process, concept, nature and scope of ICTs, concept, nature and scope of rural communication, challenges and barriers to rural communication, opportunities of rural communication within the scope of ICTs, potential role of ICTs for rural development and outreach community work, mass media and rural development work, application of ICTs and its role in rural development work in Pakistan, Management information system for rural development, Data science and rural development strategies, ICT development for rural connectedness, ICTs and food security, ICT policy in rural development strategies in Pakistan.

Recommended Books:

1. Multani, S.K. (2007). ICT in Rural Development: An overview. ICFAI University Press.
2. Tomas, M. & Karel, C. (2012). ICT for Agriculture, Rural development and Environment; Czech Centre for Science and Society; Wireless info.
3. Prasad, K. (2009). Communication for development: Reinventing theory and invention; Vol. 1 (Understanding of Development Communication) B.R. World of Books; New Delhi, India.
4. Moetsabi, T., C. Anyaegbunam, and P. Mefalopulos et al., (2004). Participatory Rural Communication Appraisal Starting with the People: A Handbook. Southern African Development Community. Centre of Communication for Development. FAO.



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RDVP-7108

Poverty Alleviation and Sustainable Development

3(3+0)

Poverty and un-sustainability are linked. The only feasible way out of current crisis is to integrate resources. The linkage among environment/agriculture, poverty and social capital are complex and in many cases, poorly understood. The developing countries have been criticized for their inability to reduce poverty and contribute to sustainable agricultural development. There is a need for improving of social capital to integrate environment and people to alleviate poverty and receive to sustainable development. At the completion of this course, the students will be able to describe the basic concepts of poverty alleviation and sustainable development. Analyze the role of agricultural extension in poverty alleviation and evaluate the development efforts.

Contents


1. Definition of poverty its indicators and reasons
2. Technology, natural resources, income generating activities and rural poverty reduction.
3. Employment, wages & the rural poor
4. Rural employment: pattern & trends, rural public works, Skills formation
5. Market prices & access to inputs, services and credit
6. Agricultural policy reforms
7. Capacity development of farm families to promote socio-economic conditions in agricultural development
8. Development of under privileged areas
9. Reducing poverty by enhancing the role of indigenous knowledge and technology
10. Enhancing pace of poverty reduction in farm families
11. Sustainable agriculture & rural development
12. Innovative approaches: Grameen Bank, Akhuwat Foundation etc. Factors affecting poverty alleviation in Pakistan

Recommended Texts

1. Ashok, K. (2010). *Extension Strategies for Agriculture and Rural Development*; Daya Publishing House, India.
2. Singh, R. S. (2005). *Poverty Alleviation in the Third World*; APH Publishing Corporation, New Delhi, India.
3. Ison, R. & David, R. (2000). *Agricultural Extension and Rural Development: Breaking Out of Knowledge*; Cambridge University Press, UK.

Suggested Readings

1. Sahibzada, M. (1999). *Poverty Alleviation in Pakistan: Present Scenario and Future Strategy*; Institute of Policy Studies, Islamabad.
2. Shepherd, A. (1998). *Sustainable Rural Development*; McMillan Press, USA.


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RDVP-7109 Sustainable Agricultural & Rural Development

3(3+0)

There are very strong reasons why resources should now be put into rural development. More than half of the people of the world (Asia, Africa and Latin America) live in rural areas and gain part or all of their livelihoods from some form of agriculture. Most of these people are also still very poor and dependent on agricultural practices that have benefited little from modern technology. They live in isolated and often inhospitable places, with little access to the resources they need to improve their agriculture. Many lead their lives barely at subsistence level. Solely in terms of numbers of people, there is a very strong case for giving high priority to rural development (FAO). At the completion of this course, the students will be able to understand, review, synthesis and develop operational model for sustainable rural development, sustainable livelihoods and natural resource management.

Contents


1. Concepts and definitions of sustainability and sustainable livelihoods
2. Linkage of sustainable livelihoods
3. Rural poverty and rural development
4. Sustainable livelihood framework
5. Rural development through agricultural extension work in Pakistan
6. Global change and sustainable development
7. Natural resource management
8. Rural society and sustainable development
9. Islamic perspectives on sustainable rural development
10. Islamic terms related to sustainability
11. Principles of sustainability (Islamic perspective)
12. Islamic values and sustainable rural development
13. North-South issues in sustainable rural development
14. Issues related to food security for sustainable rural development.

Recommended Texts

8. Devereux, S., Vaitla, B., & Swan, S.H., (2008). *Seasons of hunger: Fighting cycles of quiet starvation among the world's rural poor*; Pluto Press.
9. Devereux, S. R.; & Longhurst, R.(2011). *Seasonality, rural livelihoods and development*; Routledge Publishers.
10. Helmore, K.; & Singh, N. (2001). *Sustainable Livelihoods: Building on the Wealth of the Pooors*; Connecticut, USA: Kumarian Press.
11. Narasaiah, M.L. 2003. *Approaches to Rural Development*. Discovery Publishing House New Delhi (India).

Suggested Readings

1. Ellis, F. (2000). *Rural Livelihoods and Diversity in Developing Countries*; Oxford University Press.
2. Scoones, I. (1998). *Sustainable rural livelihoods: a framework for analysis*; Institute of Development Studies. Indiana University


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RDVP-7110 Participatory Approaches to Rural Development 3(2-1)

After completion of the course, the students will be able to: analyse rural poverty, comprehend the philosophy of self-reliant participatory approach to rural development, learn and apply various participatory techniques and understand how to organize farmers for participatory development

Contents

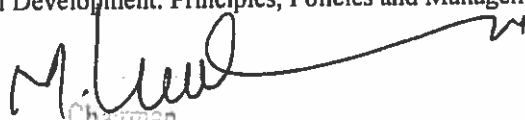
1. Rural poverty; concepts, causes, biases, problems and opportunities
2. The changing role of the professionals; sitting, asking, listening and learning from the poor
3. Rural development; basic elements of rural development. Self-reliant participatory development: concept, philosophy, objectives and basic principles
4. Participatory rural appraisal (PRA) and rapid rural appraisal (RRA)
5. Participatory tools and techniques. Participatory teaching and learning skills.
6. Community organization. Working with people; organizing farmers' groups.
7. Farmer-professional interaction, barriers to effective interaction.
8. Farmers' participation in technology development. Farmers' experimentation and agricultural development.
9. Nature and level of farmers' participation in agricultural extension and rural development.
10. Model for securing people's participation in rural development.
11. Improving the delivery of extension services to rural people.

Practical

Each student will select a village to practice participatory techniques learnt in the class room. He/she will organize a group of farmers, provide them opportunities for better interaction with each other and with professionals and finally submit a comprehensive report and give presentation in the class.

Suggested Readings

1. Balisacan, A.M. and N. Fuwa. 2007. Reasserting the Rural Development Agenda: Lesson Learned and Emerging Challenges in Asia. ISEAS Publishing Co., Singapur.
2. Bhowmik, J.S.G.R. 2003. NGOs and Rural Development: Theory and Practice. Ashok Kumar Mittal Concept Publishing Co., India.
3. Burkley, S. 1993. People First: A Guide to Self-reliant, Participatory Rural Development. Zed Books Ltd., London and New Jersey.
4. Dhawan, M.L. 2005. Rural Development Priorities, by Esha Books India.
5. Narayanasamy, N. 2009. Participatory Rural Appraisal: Principles methods and application. SAGE Publication Pvt. Ltd. India.
6. Singh, K. 2009. Rural Development: Principles, Policies and Management. Sage Publication, (Pvt) Ltd. India.



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RDVP-7111 Monitoring and Evaluation in Development Programs 3(2+1)

The main purpose of this course is to study the concepts of evaluation in development programs. Evaluation is considered as standard of performance in any organization. There is always a room to evaluate the performance of any program or organization to validate that the program going well as it was planned initially and the goals, objectives, mission and vision of the program or organization have been accomplished. If the designed goals and objectives of the program do not achieved; then the program need to be reviewed and evaluation will tell the stakeholders whether the program will continue or may be shutdown. The focus of this course is to highlight the evaluation practices in the world. At the completion of this course, the students will be able to synthesize and criticize the concepts, scope and role of monitoring and evaluation. To analyze the importance of evaluation for future programs and to develop data collection and analysis procedures for program evaluation

Contents

1. Basic principles and role of monitoring and evaluation
2. Evaluation standards
3. Concept, objectives, and types of monitoring and evaluation (formative and summative) Difference between outcome monitoring and outcome evaluation
4. Evaluation principles and frameworks, Evaluation process
5. Case studies & steps in conducting case studies
6. Multisite evaluation, its advantages and disadvantages
7. Participatory Monitoring and Evaluation
8. Determining the type and the sources of data to be collected for an evaluation study
9. Data collection methods
10. Designing instruments (evaluation questions), interview techniques
11. Testing reliability and validity of the instruments
12. Practical problems in data collection, Data analysis and interpretation
13. Writing monitoring and evaluation report
14. Utilization of evaluation results

Practical

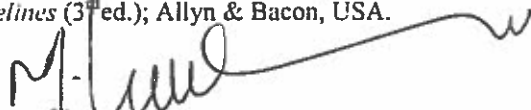
1. The students will be required to review critically monitoring and evaluation reports.
2. They have to identify strengths and weaknesses of the report(s).
3. Each student will select a program/project/activity for evaluation.
4. The student(s) will plan and conduct evaluation
5. The student (s) will submit the report to the concerned teacher.

Recommended Texts

1. Gudda, P. (2011). *A guide to project monitoring and evaluation*; Author House Publishers.
2. Wholey, J.S.; Harty, H. P. & Newcomer, K.E. (2010). *Handbook of Practical Program Evaluation*; Jossey-Boss Publishers, USA

Suggested Readings

1. Wholey, J. S. Harty, H. P., & Newcomer, K. E. (2004) *Handbook of Practical Program Evaluation*; Jossey-Bass publishers, USA.
2. Worthen, B. R.; Sanders, J. R.; & Fitzpatrick, J. L. (2003). *Program Evaluation; Alternative approaches and practical guidelines* (3rd ed.); Allyn & Bacon, USA.


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