



UNIVERSITY OF SARGODHA  
OFFICE OF THE REGISTRAR  
(ACAD BRANCH)

**NOTIFICATION**

On the recommendations of Academic Council made in its 24<sup>th</sup> (1/2025) meeting held on 26.08.2025, the Syndicate in its 72<sup>nd</sup> (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:**

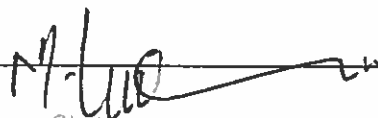
- Chairman, Department of Agricultural Extension & Rural Studies
- Controller of Examinations
- Director Academics

**C.C:**

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

**Ph.D. Rural Development****Program Structure:**

<b>Duration</b>	Minimum 3-Years (6-Semesters), Maximum 8-Years (16-Semesters)
<b>Entry Requirements:</b>	<p>The candidates having CGPA <math>\geq 3.0</math> out of 4.0 (in the semester system) or minimum 60% marks (in the annual system) in MS/M.Sc.(Hons.)/MPhil degree etc. (with 18-year education with minimum 24 and 06 credit hrs for course and research work, respectively) in any discipline of <u>Agriculture, Social, Biological, Environmental &amp; Allied Health Sciences</u>* from the HEC recognized institutions shall be eligible for admission.</p> <p>The candidates shall only be considered eligible who shall pass:</p> <ol style="list-style-type: none"> <li>The entry test equivalent to GRE/HAT General Test (minimum 60% marks) conducted by the University and interview conducted by the Graduate Program Committee of the relevant Department/College/Institute/School of the University.</li> <li>The applicants having minimum 60% GRE/HAT General Test Score issued by the HEC accredited test bodies shall be exempted from the University test for admissions in PhD program.</li> <li>In addition to GRE/HAT General Test, the university may conduct subject test for admission to PhD program with the approval of the Vice Chancellor on the recommendations of University Admission Committee.</li> </ol> <p>As part of the application for admission to PhD programs, applicants shall be required to submit a statement of purpose, which shall form an integral part of the application. The Graduate Program Committee shall use the information provided to ascertain the preparedness and interest of the candidate in pursuing doctoral studies whether the department has desired resources to supervise the doctoral research of the candidates in the sub- specialty in which the applicant is interested. A statement of purpose shall, at least, included the following:</p> <ol style="list-style-type: none"> <li>Title of the potential research proposal</li> <li>Clear articulation of the current understanding of the intended field and ideas for the potential research</li> <li>Explanation of the intended impact of the proposed research</li> </ol>
<b>Intra-disciplinary fields allowed for admission</b>	MS/M.Sc. (Hons.) or equivalent degree program (18 years of education) in the field of Development Studies, Skill Development, Community Development, Rural Planning

  
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<b>Degree Completion Requirements:</b>	<b><u>For disciplinary admission</u></b>	
	<b>Total Credit Hours of Course Work:</b>	<b>25</b>
	<b>Credit Hours of Compulsory Courses:</b>	<b>16</b>
	<b>Credit Hours of Elective Courses:</b>	<b>09</b>
	<b><u>For intra-disciplinary admission:</u></b>	
	<b>Total Credit hours of Course Work:</b>	<b>25</b>
	<b>Credit hours of Compulsory Courses:</b>	<b>16</b>
	<b>Credit hours of Elective Courses:</b>	<b>09</b>
	<b>Minimum Credit hours of deficiency Courses:</b>	<b>06</b>
	<i>Note:</i>	
	<i>Deficiency courses will be offered from M.Sc. (Hons.) Agricultural Extension or MS Rural Development courses as per decision of the Graduate Program Committee of the department.</i>	
<b>Specialization (if any)</b>	<b>Not Applicable</b>	

\*i. MS/M.Sc. (Hons.) or equivalent degree program (18 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

\*ii. MS/M.Sc. (Hons.) or equivalent degree program (18 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



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## 1. List of Mandatory/Compulsory/Core Courses:

Sr. No.	Course Code	Course Title	Credit Hours	Pre-requisite
1.	RDVP-8101	Rural Development Theory, Policy and Practice	3(3-0)	--
2.	RDVP-8102	Dynamics of Rural Development	3(3-0)	--
3.	RDVP-8103	Globalization and Rural Development	3(3-0)	--
4.	STAT-8134	Advanced Statistical Methods for Development Studies	3(3-0)	STAT-7154
5.	RDVP-8111	Special Problem	1(0+1)	--
6.	RDVP-8112	Seminar	1(0+1)	--
7.	URCG-5129 URCG-5131	Understanding of Holy Quran/Fehm-e-Quran-I Ethics-I	1(1-0) 1(0-1)	--
8.	URCG-5130 URCG-5132	Understanding of Holy Quran/Fehm-e-Quran-II Ethics-II	1(1-0) 1(0-1)	--

## 2. List of Deficiency Courses of Level-7:(for intra-disciplinary admissions only)

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	RDVP-7102	Dynamics of Growth, Income Distribution & Poverty	3(3-0)	Nil
2.	RDVP-7103	Agricultural and Rural Development in Pakistan	3(3-0)	Nil
3.	RDVP-7105	Sustainable Rural Development	3(3-0)	Nil
4.	AEXT-7110	Participatory Approaches to Agricultural Extension & Rural Development	3(2+1)	Nil

## 3. List of Elective Courses:

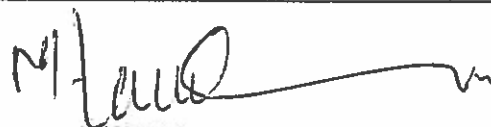
Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	RDVP-8104	Structure and Issues of Rural Economy	3(3-0)	Nil
2.	RDVP-8105	Economics of Rural Land and Water Resources	3(3-0)	Nil
3.	RDVP-8106	Rural Institutions and Development	3(3-0)	Nil
4.	RDVP-8107	Research Methodologies for Rural Development	3(2-1)	Nil
5.	RDVP-8108	Agrarian Reforms and Rural Development	3(3-0)	Nil
6.	RDVP-8109	Public Policy and Governance	3(3-0)	Nil
7.	RDVP-8110	Religion, Politics and Rural Development	3(3-0)	Nil

Thesis:

1.	Nil	Thesis	0
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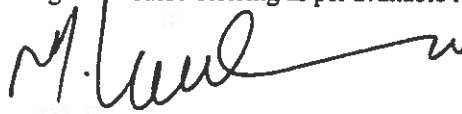
**Program Summary:**

Category	Minimum No of Courses	Minimum No of Credit Hours
Deficiency Courses (for intra-disciplinary admissions only)	02	06
Compulsory Courses	06	14
Elective Courses	03	09
Thesis	-	0

  
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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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List of Compulsory Courses

RDVP-8101 Rural Development Theory, Policy and Practice ✓ 3(3-0)

**Contents:**

Interpretation of the Rural Development Problem, Defining Rural Development and its rational, rural development process and its elements, current issues of rural development around the globe especially developing countries special focus on Pakistan, indicators of rural development, approaches to rural Development, Integrated rural development, Rural Development Policy and its evolution, rural development paradigms in Pakistan, current rural development policy in Pakistan, current rural development practices, participatory rural planning and development, local partnerships for rural development.

**Recommended Books**

1. M. Behnassi et al. 2011. (eds.). Global Food Insecurity: Rethinking Agricultural and Rural Development Paradigm and Policy. Springer Science + Business Media.
2. Adisa, R.S. 2012. Rural development in the 21<sup>st</sup> century as a global necessity. In Rural Development – contemporary issues and practices. InTech publishers, Rijeka, Croatia.
3. McAreavey, R. 2009. Rural Development Theory and Practice. Taylor and Francis Publishers.
4. Singh, K. 2009. Rural Development: Principles, Policies, and Management. SAGE Publications.
5. Crush, J. 2005. Power of Development. Routledge Publishers.

  
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RDVP-8102

Dynamics of Rural Development

3(3-0)

**Contents:**

Rural Sociology, Social Change, social mobilization, its process and strategies, essentials of social mobilization, stages of social mobilization, social movements, Drivers of social change, peace building, conflict management in rural society, measuring levels of rural development, policy instrument for rural development, major determinants of rural development, Role and functions of different organizations in rural development in Pakistan, civil society and rural development

**Recommended Books:**

1. Nayak, K.B. 2008. Rural Development and Underdevelopment. Sarup & Sons New Delhi.
2. Prem, J.K. 2005. Education for Rural Development. Vista International Publishing House Delhi.
3. Misra, S.N. 2004. Rural Development through Agro-Industries. Anmol Publication Private Ltd. New Delhi
4. Reddy, G.R. and P. Subrahmanyam. 2003. Dynamics of Sustainable Rural Development. Serials Publication, New Delhi.
5. Lewis, D., and N. Kanji. 2009. Non-Governmental Organizations and Development, Abingdon, UK: Routledge.

  
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**RDVP-8103 Globalization and Rural Development**

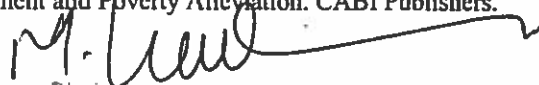
**3(3-0)**

**Contents:**

Aid and development, development in the perspectives of globalization, globalization with the perspective of North/South, Globalization and agricultural policy reforms in developing countries, globalization and resistance, sustainable globalization, impact of globalization on rural development, emerging issues in rural community development in developing countries, rural transformation and people's entitlements, rural economy in the era of globalization, rural poverty alleviation in the era of globalization, Key challenges in development in the world, climate change, migration, globalization and social exclusion/inclusion.

**Recommended Books**

1. Tonts, M., and M.A.B. Siddique. 2011. Globalization, Agriculture and Development: Perspectives from the Asia-Pacific. Edward Elgar Pub Publisher, USA, UK.
2. Stiglitz, J., 2002. Globalization and its discontents, Penguin.
3. Wolf, M., 2005. Why Globalization Works, Yale University Press.
4. Hoogvelt, A., 2001. Globalization and the postcolonial world: the new political economy of development, John Hopkins University Press.
5. McGrew Anthony 2000. Sustainable Globalization? The Global Politics of Development and Exclusion in the New World Order,' in Poverty and Development into the 21st Century, Tim Allen and Alan Thomas (eds.), Oxford: Oxford University Press.
6. Potter, Robert B. 2008. Global Convergence, Divergence and Development,' in The Companion to Development Studies, Vandana Desai and Robert Potter (eds.), London: Hodder Education
7. Jerry W. Robinson, Jr., Gary Paul Green. 2010. Introduction to Community Development: Theory, Practice, and Service-Learning. SAGE Publishers.
8. Palanithurai, G. and R. Ramesh. 2011. Globalization and Rural Development. Concept Publishing Company.
9. Bigman, D. 2002. Globalization and the Developing Countries: Emerging Strategies for Rural Development and Poverty Alleviation. CABI Publishers.



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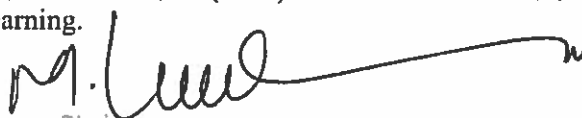
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**STAT-8134 Advanced Statistical Methods for Development Studies****3(3-0)****Contents:**

Review of Some Basics of concepts of statistics (Central Tendency and Dispersion), Selection of appropriate graphical methods for data presentation for research data in development studies. Probability and Non-probability sampling Simple random sampling, Cluster Sampling, stratified random sampling, Systematic sampling, Selecting an appropriate sampling technique and sample size, Cronbach's Alpha. Statistical inference for research data in development studies. Analysis of Contingency tables, Chi-square test of association, kendall's coefficient of concordance, Nonparametric methods for statistical inference. Introduction to Multivariate analysis, Principal Component analysis, Factor analysis.

**Recommended Books**

1. Rao, G.N. (2007). *Statistics for Agricultural Sciences*, (2<sup>nd</sup>ed.); BS Publication, Giriraj Lane, Sultan Bazar, Hyderabad, India.
2. Howell, D. (2012). *Statistical methods for Psychology*; Cengage Learning.
3. Hollander, M.; Wolfe, D.A.; & Chicken, E. (2013). *Nonparametric statistical methods*; John Willey & Sons.
4. Cohen, J.; Cohen, P.; West, S.G.; & Aiken, L. S. (2013). *Applied multiple regression/correlation analysis for the behavioral science*; Routledge.
5. Hinton, P.R. (2013). *Statistics explained: A guide for social sciences students*; Routledge.
6. Gravetter F.; & Wallnau, L. (2013). *Essentials of statistics for the behavioral sciences*; Cengage Learning.



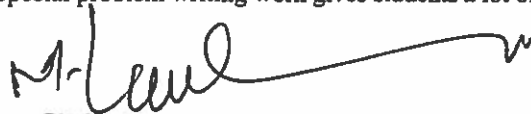
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RDVP-8111

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-8112

Seminar

1(1-0)

The seminar 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)

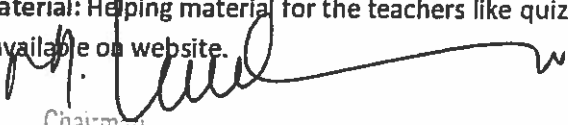
**Course Learning Outcomes:**

*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 - هذا) 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) أكبر 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)

*M. K. Singh*  
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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 (متى)
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	

*M. Hussain*  
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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 ليا،
	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 (حال)
	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

*M. L. L.*

					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 ، ( /إلا، أن، بل، كأن ) ( ألا، أليس، اليوم، يومئذ، سبحانه، ما بينهما، قل، إذن، بنس، نعم، كلا، ما أدر الك، حسب، أعلم ب، مصير، مرجع، ديننا(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:*

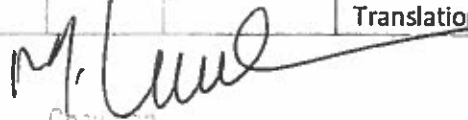
1. Directly comprehend hundreds of Quranic sentences & verses.
2. Understand at least 80 to 85 % of each page of the holy Quran.
3. Understand common verses across different Quranic topics.
4. Achieve proficiency in the basic and advance linguistic aspects of the Arabic language.
5. Understand the difference 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 يعنون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعنون
2.	1.	6	9-10	Understanding & Translation of Verses	Present Tense صيغة مفرد منكر مخاطب (تعبد) وجمع منكر مخاطب (تعنون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع منكر مخاطب (تعنون)

  
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				صيغة المتكلم (أعيد)	
3.	1.	6	13	Understanding & Translation of Verses	Present Tense صيغة جمع المتكلم (نعيد)
	2.	6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع , لا تعبد , لا تعبنوا
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 عبنوا
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبنوا
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبنوا
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبنوا
11.	1.		3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبننا

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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 عيتم
	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عيتم
14.	1,	7	5-6	Understanding & Translation of Verses Quiz	Past Tense صيغة المتكلم والمخاطب عيتم ، عيتم
	2.	7	7	Understanding & Translation of Verses	Past Tense صيغة المزنث للغائب عيتم
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 (Akhlaq-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 (Akhlaq-e-Razilah)**

- 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. Ger, 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: Embuing 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

M. L. ...

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-5132~~

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

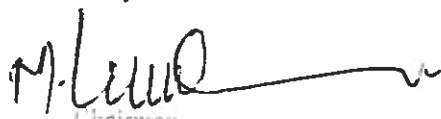
- Respect for sacred scriptures, personalities, places of worship, and religious symbols
- Promotion of tolerance and broadmindedness
- Encouragement of dialogue and harmony
- Benevolence towards humanity
- Establishment of justice and fairness
- Patience, forbearance, and forgiveness

Textbook

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

Suggested Readings

1. Barash, 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., & Perkinson, J. (2013). *A Cross-Cultural Dialogue on Ethical Leadership*. Wilfrid Laurier University Press.
7. Confucius. (1998). *The Analects*. Oxford University Press.



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Assam

Deficiency Courses

RDVP-7102 Dynamics of Growth, Income Distribution and Poverty

3(3-0)

**Contents:**

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. Borrás 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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RDVP-7103 Agricultural and Rural Development in Pakistan


3(3-0)

**Contents:**

Conceptual view of Sustainable Agriculture, Importance and Role of Agricultural Extension in Rural Development, Monitoring and evaluation of sustainable agricultural practices, Agricultural Research and Development Systems, Paradigm shift in rural development through agricultural extension, agricultural rural development strategies in developing countries with special focus on Pakistan, Agricultural Knowledge and Information Systems for Rural Development, Structural and Organizational Issues of Agriculture Sector with New dynamics in Rural Development (Privatization, Decentralization, Pluralism, Public-private partnership etc.), Elements Related to Agriculture Favouring Rural Development, Role of Agricultural Communication in Rural Development

**Recommended Books**

1. Adisa, R.S. 2012. Rural development in the 21<sup>st</sup> century as a global necessity. In Rural Development – contemporary issues and practices. InTech publishers, Rijeka, Croatia.
2. Singh, K. 2009. Rural Development: Principles, Policies, and Management. SAGE Publications.
3. Hoffmann, V., M. Gerster-Bentaya, A. Christinck and M. Lemma (Eds.). 2009. Handbook: Rural Extension Volume 1. Basic Issues and Concepts. Margraf Publishers GmbH. Weikersheim.
4. Chauhan, J. 2012. Communication and Extension Management, Anjaliprakashan, Kanpur, India.
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.

  
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RDVP-7105 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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Coimbatore

**AEXT-7110 Participatory Approaches to Agricultural Extension & 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*

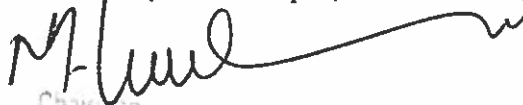
1. Rural poverty; concepts, causes, biases, problems and opportunities
2. The changing role of the professionals; sitting, asking, listening and learning from the poor
3. Rural development; basic elements of rural development. Self-reliant participatory development: concept, philosophy, objectives and 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. Bhowe, J.S.G.R. 2003. NGOs and Rural Development: Theory and Practice. Ashok Kumar Mittal Concept Publishing Co., India.
3. Burkey, 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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Sardar Vallabhbhai Patel University of Sardar Vallabhbhai Patel

List of Elective Courses

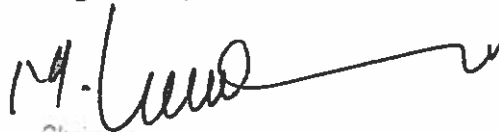
RDVP-8104 Structure and Issues of Rural Economy 3(3-0)

**Contents:**

Agrarian transformation and rural economy, agricultural support services, link between agricultural development with rural economy, models of agricultural growth, determinants of rural/urban disparity, linking farm with non-farm income, agricultural technology transfer, policy issues in agricultural development, land tenure system in Pakistan, land acquisition and rural economy, rural enterprise development, micro-credit strategies and rural development, Islamic finance and rural development, value chain/supply chain/ value addition, its process and management, agro-based industry and rural development

**Recommended Books**

1. Archibugi, F and P. Nijkamp, ed. 1989. Economy and Ecology: Towards Sustainable Development. Dordrecht, The Netherlands: Kluwer Academic Publishers.
2. Todaro, M. P. and S.C. Smith. 2003. Economic Development (Eighth Edition). Pearson Education, Singapore.
3. Dil, A. 2000. Hunger, Poverty and Development. Froze Sons, Lahore, Pakistan.



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RDVP-8105 Economics of Rural Land and Water Resources

3(3-0)

**Contents:**

Introduction to land economics, principles of land utilization, land resources evaluation, man-land relationship, present and future land requirements, present land use and its problems. Institutional arrangements affecting land use and reclamation. Conservation and improvement. Planning, Zoning and efficient use of land resources; land reforms. Water as a scarce resource, water markets, principles of water pricing, Estimation of alternative water use returns, water policy and resources allocation problems; water resource development, planning and management. Surface and ground water resources in Pakistan; Methods of water application and water use efficiency. Water losses and measures. Investment strategies for irrigation; water logging and salinity issues; drainage of irrigated soils; environmental, social and political dimensions of water use.

**Recommended Books:**

1. Ashfaq, M. Griffith, G. and Hussain, I. 2009. Economics of Water Resources in Pakistan. Pak TM Publishers, Pakistan.
2. Griffin, R. C. 2006. Water Resource Economics: the analysis of scarcity, policies and projects. MIT Press.
3. Ahmad, N. 1993. Water Resources of Pakistan and Their Utilization (Latest Edition).
4. Newson, M. 1997. Land, Water and Development. Rout Ledge, London.



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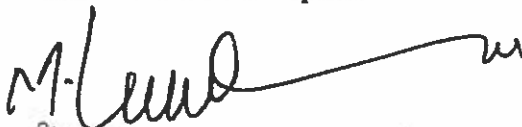
RDVP-8106 Rural Institutions and Development 3(3-0)

**Contents:**

Rural formal and informal rural institutions and their role in development process, formal and informal local groups and organizations, Institutions and Public Policies for rural development, NGOs and their role in rural development in developing world, steps of social organizations, formation of group, global social stratification, social conflicts and community development, problem solving and decision making process, organization and management, institutional sustainability and its framework, capacity building for development work, planning for rural development, rationale and importance of monitoring and evaluation in community organizations.

**Recommended Books**

1. Desai, Vandana 2008. The Role of Non-governmental Organizations (NGOs), in The Companion to Development Studies, Vandana Desai and Robert Potter (eds.), London: Hodder Education.
2. Jerry W. Robinson, Jr., Gary Paul Green. 2010. Introduction to Community Development: Theory, Practice, and Service-Learning. SAGE Publishers.
3. Ledwith, M., and Jo. Campling. 2005. Community Development: A Critical Approach. Policy Press.
4. Singh, K. 2009. Rural Development: Principles, Policies, and Management. SAGE Publications.
5. Foster, P. and J.R. Sheffield. 2005. Education and Rural Development. Routledge Publishers.
6. Pareek, U. 2005. Education and Rural Development. ICFAI Publishers.

  
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RDVP-8107                      Research Methodologies for Rural Development

3(2+1)

**Contents:**

**Theory**

Concepts of research, research ethics, Purposes of research, Types/kinds of research, Research process and its steps, Concepts of Qualitative and Quantitative research, conducting qualitative research, Research designs used in social science research, Appraisal techniques, Concept of sampling and sampling process, Interviewing, Research instruments (Questionnaire, interview schedule, interview guide etc.), Developing a research report, Data collection and analysis

**Practical**

The scholar will develop a questionnaire/interview schedule/interview guide for data collection. The student(s) will collect data on limited scale, analyze and submit the research report.

**Suggested Books:**

1. Keith, F. P. (2009). *Introduction to Research Method in Education*; SAGE publishers, London.
2. Brennan, B. (2013). *Qualitative Research Methods for Media Studies* (1<sup>st</sup>ed.); Simultaneous Publications, UK.
3. Kumar, G.A.K., Mohanty, A.K., & Prasad, A.M. (2013). *Research Methods in Agricultural Extension*; National Institute of Agricultural Extension Management, Rajendranagar, Hyderabad – 500 030, Andhra Pradesh, India. [www.manage.gov.in](http://www.manage.gov.in)
4. Field, A. 2009. *Discovering Statistics Using SPSS* (3<sup>rd</sup> edition). SAGE publications LTD.
5. Wallwork, A. 2011. *English for writing Research Papers*. Springer New York Dordrecht Heidelberg London.
6. Best J.W., and J.V. Kahn. 2009. *Research in Education* (20<sup>th</sup> edition). PHI Learning Private LTD.
7. Seidman, I. 2006. *Interviewing as Qualitative Research. A Guide for Researchers in Education and the Social Sciences*. 3<sup>rd</sup> Edition. Teachers College, Columbia University, New York and London.
8. Berg, B.L. 2001. *Qualitative Research Methods for The Social Sciences*. (4<sup>th</sup> Edition). Pearson Education Company, USA.
9. McMillan, J. H. (2010). *Educational Research: Fundamentals for the Consumer* (5<sup>th</sup>ed.); Harper Collins College Publishers, USA.
10. Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practices*, (2<sup>nd</sup>ed.); University of South Florida, USA.
11. O' Leary, Z. (2005). *Essential Guide to do Research*; SAGE Publishers, New Delhi. India.



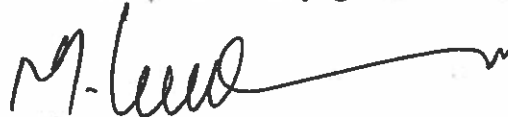
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Sangli

**Contents:**

Concept of land reforms; justification/rational and significance of land Reforms; objectives (political social and economic) of land reforms, components of a land reform strategy, history of land reforms, land reforms in Pakistan, from land reform to agrarian reform, agrarian reforms defined, types of land reforms, the structure of third world agrarian system, uni-modal and bimodal strategies of agrarian change, agrarian transition, urban bias, evaluation criteria/success of land reforms, Agrarian transformation system, rural bias and industrialization, rural industrialization, its burdens and benefits, subsistence agricultural & rural development, agrarian reforms, rural development & poverty nexus, the socio-political milieu and rural development and operational guidelines & framework for agrarian reforms and rural development policy.

**Suggested Books:**

1. Sobhan, R. (1993). *Agrarian reform and social transformation: preconditions and development*. Zed Books.
2. El-Ghonemy, M. R. (2006). *The political economy of rural poverty: the case for land reform*. Routledge.
3. Rosset, P., Patel, R., & Courville, M. (Eds.). (2006). *Promised land: competing visions of agrarian reform*. Food First Books.
4. Akram-Lodhi, A. H. (2007). Land reform, rural social relations and the peasantry. *Journal of Agrarian Change*, 7(4), 554-562.
5. Ghimire, K. B. (2001). *Land reform and peasant livelihoods: the social dynamics of rural poverty and agrarian reforms in developing countries*. ITDG Publishing.
6. Lipton, M. (2009). *Land reform in developing countries: Property rights and property wrongs*. Routledge.



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College of Agr. Engg. & Vet. Sci. of Sargodha  
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RDVP -8109

Public Policy and Governance

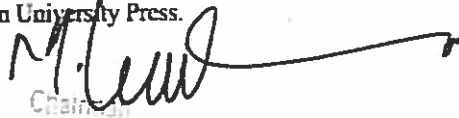
3(3+0)

**Contents:**

Basic concepts, process, theories and function of governance and key actors. Public policy and its process, global context of Pakistan's public policy based on the society-centered theories, institutions and state-centered theories. Processes of governance; theories and principles of improving governance and democracy; impact of globalization on global governance; institutional reform; capacity building; accountability; public policy and policy making process in Pakistan; the character of the 16 Pakistan's welfare state and the main pillars of Pakistan's social policy; the global context of public policy in a manner that distinguishes between economic, political and culture dimensions of globalization; define 'explanatory theory'; liberal pluralism, elite theory, and class analysis; explaining and understanding public policy: state as an actor theory; institutional rational choice theory. Identify which theoretical perspective is being used when reading an article based on one of the state-centred perspectives on public policy.

**Suggested Books:**

1. Richards, D., & Smith, M. J. (2002). Governance and public policy in the United Kingdom. Oxford University Press.
2. Bogason, P. (2000). Public policy and local governance: Institutions in postmodern society.
3. Mok, K. H., & Forrest, R. (Eds.). (2008). Changing governance and public policy in East Asia. Routledge.
4. Hupe, P., & Hill, M. (2021). Implementing public policy: An introduction to the study of operational governance. *Implementing Public Policy*, 1-100.
5. Atkinson, M. M., Marchildon, G. P., Phillips, P. W., Rasmussen, K. A., Béland, D., & McNutt, K. (2013). Governance and public policy in Canada: A view from the provinces. University of Toronto Press.
6. Heinrich, C. J., & Lynn, L. E. (Eds.). (2000). Governance and performance: New perspectives. Georgetown University Press.

  
Chairman  
Dept. of Governance, Planning and Rural Studies  
College of Agriculture, University of Sargodha  
Sargodha

RDVP-8110

Religion, Politics and Rural Development


3(3+0)

**Contents:**

Concept of religion and development, religion, social exclusion and development, economic development to human development, relearning religion (connecting theory with practice), Islamic concept of development, Religion as an agent of development, Working with different religious traditions, Faith-based Organizations (FBOs) and development, FBOs and NGOs in a comparative perspective of development, Religion, Gender and Development nexus, religion and health, religion and human rights, religion and peace-building, religion and environment. Islamic terms related to sustainability, principles of sustainability (Islamic perspective), Islamic values and sustainable development.

**Suggested books:**

1. Bompani B. and Frahm-Arp M. (2010), *Development and Politics from Below, Exploring Religious Spaces in the African State*, Palgrave-MacMillan, London.
2. Clarke G. & Jennings M. (2008) *Development, Civil Society and Faith-Based Organizations. Bridging the Sacred and the Secular.*
3. Bornstein E. (2003) *The spirit of development: Protestant NGOs, morality, and economics in Zimbabwe.*
4. Marshall K. & Van Saanen M. (2007), *Development and Faith. Where Mind, Heart, and Soul Work Together.*
5. Deneulin S. and Bano M. (2009) *Religion in Development: Rewriting the Secular Spirit*, Zed Books.
6. Tyndale W.R. (2006). *Visions of Development. Faith-Based Initiatives.*
7. Ter Haar G. (2011) *Religion and Development: Ways of Transforming the World.*
8. Benthall J. (2006). *Islamic Aid in a north Malian enclave in Anthropology Today.*

  
Chairman  
Cent of Agriculture, Extension and Rural Studies  
College of Agriculture, University of Sardar Vallabhbhai Patel  
Surat