

# National Agriculture Education Accreditation Council



## Report of the Accreditation Inspection Committee (AIC)



Sindh Agriculture University Tandojam



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## **1. EXECUTIVE SUMMARY**

A three member committee comprising of Prof. (R) Fazal Karim, Ex-Dean Faculty of Agriculture Social Sciences, Sindh Agriculture University (SAU), Tandu Jam, Dr. Yameen Memon, Chief Executive, Management & Development Center (MDC), Hyderabad, Sindh and Mr. Naseer Alam Khan, Secretary, NAEAC visited Sindh Agriculture University Tandojam campus on 19 and 20 March, 2013 to carryout accreditation of the B.Sc. and M.Sc. (Hons.) degree programs in the Department of Agricultural Education, Extension and Short Courses. Prior to undertaking the visit to the campus, the committee thoroughly reviewed the self-assessment report prepared by the faculty of members of Quality Enhancement Committee of the Department and the evaluation manual of the NAEAC. The review and evaluation process was carried out as per the TORs provided to the committee.

The meeting of the committee started with a recitation from holy Quraan by Prof. Fazal Karim. The accreditation exercise was facilitated by Dr. Zaheeruddin Mirani, Chairman, Department of Agricultural Education, Extension & Short Courses and his colleagues, Dr. Fateh Muhammad Soomro, Dr. Saban Shah Bukhari, Mr. Munawar Ali Khushk, Mr. M.Ismail Kumbhar, Mr. Shamshad Sipio, Mr. Manzoor Ahmed Narejo and Mr. Jaleel Ahmed Ibupoto in a conducive environment for two full days. The review process began with an elaborate presentation by Dr. Zaheeruddin Mirani, Chairman of the Department, who comprehensively covered all the important areas related to accreditation of academic programs. He informed the committee that since its inception in 1981, the department has produced on an average 40 graduates per year, who are employed in public and private sector organizations. He further, added that postgraduate programme was started in 1984-85 and more than 1000 postgraduate students has so far been produced, Currently 39 students of B.Sc (Agri) Hons. and 56 students of M.Sc. (Agri.) Hons. have been enrolled. The committee also visited the infrastructure. The department has two dedicated class rooms one post graduate common room with library, one committee room, eight faculty offices, one shared computer lab. The department requires sufficient space to settle the faculty members and supporting staff. There is no common room for the teachers. The building which was originally designed for the department of Agricultural Education Extension and Short Courses along with an auditorium of 275 seats (Dr. A. M. Shaikh Auditorium) in 1982. However, the building has been handed over to Directorate of Quality Enhancement Cell and Directorate of Advanced Studies and Research. The committee had a detail interaction with the faculty to get their views about the strengths and weakness of the programmes. Moreover, the committee also spent sufficient time with the students to obtain their views about the adequacy and relevance of the curriculum and its delivery besides knowing the difficulties and



shortcomings in the ongoing programmes of the department. The committee had a very lively discussion with the students.

## 2. COMPOSITION OF AIC

### 2.1. AIC Committee

- |  |                  |
|--|------------------|
| • Prof. Fazal Karim<br>Ex-Dean, FASS SAU Tandojam                                      | Convener         |
| • Dr. Yameen Memon, Advisor, Management and Development<br>Foundation Hyderabad, Sindh | Member           |
| • Mr. Naseer Alam Khan<br>Secretary – NAEAC, HEC, Islamabad                            | Member/Secretary |

### 2.2. TORs of AIC

- To validate the self-assessment report (SAR) of degree programs-B.Sc and M.Sc (Hons.) prepared by the department/discipline.
- To carryout external evaluation of the degree programs in a transparent, neutral, holistic and participatory manner for accreditation and rating of degree programs **based on the evaluation criteria of NAEAC.**
- To submit synthesized and concise analytical report (7-8 pages) consisting of short introduction, brief criterion-wise analysis, **self-explanatory SWOT analysis and explicit actionable recommendations along with completely filled-in and signed evaluation manual (toolkit)** based on the validation of SAR and interaction with the Chairman, faculty members, students and support staff and alumni as well as detail on-site visit of physical infrastructure, facilities and other teaching- learning resources available for the offering of degree programs.
- To submit clear, precise and justified actionable accreditation and rating recommendations about the degree programs to the Chairman NAEAC.



### **3. History and Background of Degree Programs**

Sindh Agriculture University Tandojam was established in 1977 which was formerly a college named as Sindh Agricultural College. The department of agricultural education, extension and short courses was established as a requirement of PC-I of Third Education Project approved by the Government of Pakistan 1977-78 and building of the department along with an Auditorium of 275 seats was inaugurated in 1981. Initially, two general courses were offered to the students of all disciplines. Later on the department started offering B.Sc. and M.Sc. (Agri) Hons. Degree Programs. Since its inception the department has so far produced more than 100 B.Sc. (Agri.) hons. and M.Sc (Agri.) Hons. graduates.

### **4. Mission and Objectives of Degree Programs**

#### **4.1 Vision**

The Department of Agricultural Education, Extension and Short Courses is a community of agricultural professionals committed to enhancing knowledge and developing skills among its students and agricultural professionals for achieving their professional commitments and goals and bring change in their professional lives through interactive learning, application, and engagement.

#### **4.2 Mission**

The Department of Agricultural Education, Extension and Short Courses is committed to provide advanced teaching and research environment to its students and faculty members and provide professional and technical support and services in Agriculture to its stakeholders and to maintain a comfortable, safe, and functional environment to become the best department through learning, application, and engagement.

#### **4.3 Objectives**

- To provide quality education through experiential learning in Agriculture
- To conduct seminars, workshops, and trainings for Agriculture Professionals
- To conduct research on Agriculture and Rural Development, Socio-Economic Surveys, Technology Transfer, Program Evaluation, etc.
- To develop linkages with public and private extension systems and research organizations.



- To provide a common platform for students through career counseling and placement services.
- To provide Outreach Services to Farming Communities through Agricultural Advisory Services.

## **5. CRITERION WISE ANALYSIS**

### **5.1. Strength and Quality of Faculty**

The committee was told that the Department of Agricultural Education, Extension and Short Courses has 09 permanent faculty members comprising one Professor, 03 Associate Professors and five Assistant Professors. The posts of lecturers are lying vacant. The faculty members have a service experience of 15- 20 years and possess adequate capacity to effectively deliver the curriculum.

Most of the faculty uses interactive pedagogy and encourages students' participation in discussion. Multi-media are not available in the class rooms and the faculty relies on lecturing combined with the use of white boards. During interaction with the students, the committee observed that they were generally satisfied with curriculum delivery except for few shortcomings like less practical, less use of AV aids and multimedia etc. The average teaching load per faculty member ranges from 9 to 18 credit hours. Course outlines are issued by the faculty in beginning of each semester. Progress on the coverage of the course outlines, is closely monitored by the Chairman of the department.

### **5.2. Curricula Design and Development**

The Department has patterned its curriculum for the B.Sc. (Hons.) and M.Sc. (Hons.) programs according to curriculum issued by the HEC. The curricula are properly packaged to deepen the understanding of students in agricultural extension. Emphasis is being laid on development of analytical and communication skills of the students required for an extension worker. The curricula are in harmony with the stated goals and objectives of both the programs. However, books recommended were not available.

General courses are taught during the first four semesters while major courses are offered during the next four semesters (5<sup>th</sup> to 8<sup>th</sup>). It was further pointed out by the students that there is only two introductory courses in extension education which is quite insufficient to provide adequate background to the students to make up their minds for opting Agri. Education Extension as a



major. They suggested to include one more courses to be studied before 5<sup>th</sup> semester. The committee emphasized the need to conduct a thorough review of the existing curricula with the participation of all stakeholders. Hopefully, as a result of this exercise, the faculty would revisit and update the contents of each course and address the issues of overlaps, redundancy and other shortcomings.

### **5.3. Infrastructure and Learning Resources**

**Class room/ A.V Lab.:** There are two dedicated class rooms. The class rooms are not equipped with the teaching aids/equipment. There is no computer and A.V aid Lab. in the department. Class rooms are not equipped with multimedia. The department requires sufficient space for computer and A.V aid labs. Internet facility already available to post graduate students. Auditorium with good seating arrangement is also needed for organizing seminars, workshops, symposia and short courses which are mandatory for the department.

**Library and Computer Lab:** The departmental library should have a rich collection of text and reference books on all the subjects that form a part of the curriculum. New books prescribed by the faculty should be acquired and added to the library. The committee observed shortage of relevant books in the departmental library. However, Chairman informed that he made many requests to the authority for availability of the books / generals. Most of the books mentioned in the schemes of studies of under-graduate and post-graduate degrees were not available. Budgetary allocations should be enhanced to expand departmental library by adding adequate copies of the latest text and reference books. To meet the growing demands of the students, computer lab. should be established and upgraded on a regular basis.

**Hostel Accommodation:** During interaction with the students, the committee was informed that the hostel facilities in the university and other physical infrastructure in the department are quite insufficient. 05-07 students are accommodated in one room. Therefore, the university administration needs to pay due attention to this issue.

**Cultural and Co-curricular Activities:** Since a large body of the students belongs to low/medium income rural families, their exposure to cultural and co-curricular activities seems critical to their success in practical life. At present there existed no society of students in the department which could organize such co-curricular activities. The students need to be motivated and encouraged to participate actively in co- curricular activities..





**Developing Application Skills:** The objective of developing application skills can be achieved through practical work assigned to the students. Special exposure visits are not a part of the curriculum delivery process. However additional efforts are required on this area to improve the practical skills of the students.

**Class Attendance/Discipline:** Class attendance is regularly taken by the faculty, students failing to meet the minimum requirement (75%) are barred from appearing in the final examination. However in some cases when the students do not meet the minimum attendance requirement, the teachers are to take extra classes to make up the deficiency. Improved quality of teaching and a regular practice of having lively discussions and giving quizzes are likely to develop student's interest in attending classes. Though class assignments weigh in the final score

**Class Assignments:** Class assignments are of great significance particularly for self learning of the students and need to be adopted as a regular practice. The topics for class assignments should be carefully selected and feedback to the students should also be provided so that they may know their shortcomings.

#### **5.4. Research and Consultancy Activities**

**M.Sc. (Hons.) Thesis Research:** The students enrolled in the M.Sc. (Hons.) program have to complete thesis research and successfully defend it before an external examiner. Thesis research carries 20 credit hours and helps in building analytical skills of the students. The students are encouraged to seek guidance/assistance from the faculty as and when required.

The faculty should be encouraged to prepare research proposals and submit to donor agencies for funding. At present two research projects are going on which are funded by Pakistan Science Foundation and Higher Education Commission Islamabad. One research project is submitted to HEC is in the final stage of approval.

#### **5.5. Governance and Leadership**

The faculty appeared to be satisfied with their performance. A good working relationship and cohesion among the faculty members was observed, which indicates good governance. However, as regard the opportunities for professional development and growth, most of the teachers were not satisfied with the opportunities for postgraduate studies and trainings. There is a dire need to provide opportunities to the faculty members for higher studies in the country or abroad.





## **6. SWOT ANALYSIS**

### **6.1. Strengths**

- Highly qualified and experienced faculty.
- Strong coordination/cohesion among the faculty members that indicates good governance.
- Academic programs are being run successfully even with meager resources.
- Increasing enrollment in B.Sc. and M.Sc. (Agri.) Hons. Degree programs.
- Faculty and its leadership willing to receive and implement constructive suggestions in order to improve its performance and the overall academic standards.

### **6.2 Weaknesses**

- Shortage of faculty
- Less focus on faculty research and publications.
- Lack of infrastructure and equipment.
- Shortage of relevant books and reference material in the departmental and main library
- Insufficient operational budget for the department

### **6.3 Opportunities**

- Expanding demand for quality education in the field of agricultural extension.
- Numerous national and international organizations are working around; their expertise can be effectively and efficiently utilized for quality education.
- The NGOs doing extension work in the area can be the main employers of the graduates in Agri. Extension.

### **6.4 Threats**

- Competition among different disciplines within the university to take major subjects.
- Competition with other disciplines such as agronomy, entomology and plant protection for appointment on agriculture extension, and research organizations.

## **7. ACTIONABLE RECOMMENDATIONS**

- Priority should be given to provide opportunities to the young faculty for post graduate studies in agriculture extension in the country or abroad to upgrade their knowledge and skill in agriculture extension.



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- Refresher courses in pedagogical skills and innovative teaching learning methods should be organized on a regular basis for the new/young faculty.
  - Young faculty should be provided opportunities and incentives to prepare research proposals for attracting research grants from various donor agencies in the country and abroad.
  - Scheme of studies for B.Sc. and M.Sc. (agri.) Hons. degree program should be reviewed and revised by involving all stockholders. An effort should be made to remove overlaps/duplication and redundancy of contents.
  - The faculty research needs to be strengthened. The faculty should special attention to post-graduate research undertaken by the students besides focusing on faculty research. The research topics should be identified carefully, for which experienced persons could be involved.
  - Attention should be given to arrange practical classes to give hands on training to the students to improve their practical skills.
  - More field exposure should be given to the students through arranging field trips and study tours to farmers' field.
  - Departmental library should be upgraded and latest books and reference material should be made available for the students
  - Students' access to computer and internet should be enhanced through establishing a well equipped computer lab in the department.
  - Infrastructure (lecture rooms, AV lab., computer lab., library, seminar rooms etc.) and AV equipment should be provided to make the academic and research programs effective.
  - Operational budget of the department should be enhanced to a reasonable extent, keeping in view the actual demands.
  - Difficulties of students relating to hostel accommodations, transport, medical treatment, sports etc should be properly addressed by the University management.



## **Annexure-1: PROFILE OF TEACHING AND SUPPORT STAFF**

### **Faculty**

<b>N<sup>o</sup></b>	<b>Name and Designation</b>	<b>Qualification</b>	<b>Teaching Experience (Years)</b>
1	Dr. Fateh Muhammad Soomro, Professor	PhD (USA)	28
2	Dr. Syed Saban Shah Bukhari Associate Professor	PhD (USA) & Post Doc (USA)	28
3	Dr. Zaheerudin Mirani, Associate Professor	PhD (USA)	18
4	Dr. Aijaz Ali Khooharo, Associate Professor	PhD (PK)	18
5	Mr. Munawar Ali Khushk, Assistant Professor	MA (USA)	25
6	Mr. Mohd Ismail Kumbhar, Assistant Professor	M.Sc (Agri.) Hons	18
7	Mr. Jaleel Ahmed Ibupoto, Assistant Professor	M.Sc (Agri.) Hons	18
8	Mr. Shamshad Hussain Sipio, Assistant Professor	M.Sc (Agri.) Hons	25
9	Mr. Manzoor Ali Narejo, Assistant Professor	M.Sc (Agri.) Hons	18

### **Supporting Staff**

<b>N<sup>o</sup></b>	<b>Name and Designation</b>	<b>Qualification</b>	<b>Experience (Years)</b>
1.	Mr. Ghulam Asghar Siyal (Senior Clerk)	M.A	30
2.	Mr. Muhammad Munir Ansari (Senior Clerk)	M.A.	29
3.	Muhammad Iqbal (Naib Qasid)	Matric	28
4.	Muhammad Haroon Memon (Helper)	Matric	25
5.	Muhammad Somar (Chokidar)	Matric	20
6.	Akbar Ali Lashari (Naib Qasid)	Matric	22
7.	Niaz Ali Solangi (Lab Attendant)	Matric	23
8.	Muhammad Usman Ababsi (Naib Qasid)	Matric	25



## **Annexue-2: Infrastructure**

- Two Dedicated classrooms available at the ground floor
- One Post Graduate Common/teaching room along with the library available
- One Committee Room
- Eight Faculty Offices
- Shared Computer Lab
- Wi-Fi internet is provided to all the faculty staff and students majoring in AEE

## **Annexue-3: INVENTORY OF APPARATUS AND EQUIPMENT**

<b>N<sup>o</sup></b>	<b>Item</b>	<b>Quantity</b>
1.	Computer (Pentium-IV)	02
2.	Multimedia	1
3.	Over Head Projector	2
4.	Printer HP LaserJet	3
5.	LCD for computer	3
6.	Tape Recorder	3
7.	VCR	1
8.	Slide Project	2
9.	Opaque Projector	1



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## **Annexture-4: COMPLETED AND ONGOING RESEARCH PROJECTS DURING LAST THREE YEARS**

### **2 Research Projects are Ongoing (2012-13)**

- Study of the Long Term Impact of Farmer's Field School for Cotton Regarding Integrated Pest Management Practices in Sindh and Punjab Provinces of Pakistan. Funded by Pakistan Science Foundation, Islamabad Worth of Rs. 1.8 Million
- Impact of Fresh Water on the Environment and Socio-Economic Conditions of the Coastal Areas of Sindh Province. Funded by Higher Education Commission, Islamabad Worth of Rs. 0.85 Million.

### **One Research Project is Submitted and is in the final stage of approval**

- Analysis of the Factors Impeding the Rate of Adoption of Sustainable Agricultural Technologies in Sindh, Punjab, and Khyber Pukhtoonkha Provinces of Pakistan. Submitted to Higher Education Commission, Islamabad. Worth of Rs. 8.3 Million.



## **Annexture-5: LIST OF BOOKS IN AGRICULTURAL EXTENSION & SHORT COURSES IN DEPARTMENTAL LIBRARY**

<b>N<sup>o</sup></b>	<b>Name of Book</b>	<b>Author of Book</b>
1.	Human Resource Management	R. Wayne Mondy, Rober M. Noe
2.	Becoming of Critically reflective Teacher	Stephen D. Brookfield
3.	Methods for Diagnosing research system constraints and assessing the impact of Agri. Research	Ruben G. Echeverria 1990
4.	Educational Research Fundamental of the consumer	James H. MC Millan
5.	An evaluation of the outcomes of a leadership development program	Cyntia D.Mccayley, Martha W. Hughes James
6.	Understanding statistics in Behavioral Science	Robert R. Pagano
7.	Thinking Ecologically	Marian R. Chertow, Daniel C.Esty
8.	Encyclopedia of educational research	Robert L. EBEL
9.	Agri. And the citizen	Colin R.W Spedding
10.	Education for critical consciousness	Seabury
11.	Leadership for global citizenship	Barbara C. Crosby
12.	Leadership in administration of vocational and technical education	Ralph C. Wenpich, J. William Wenpich
13.	Leadership for the common good	John M. Bryson, Barbara C. Crosby
14.	Authentic leadership	Robert W. Terry
15.	Program evaluation	Blaine R. Worthen, James R. Sanders, Jody L. Fitzpatrick
16.	Diffusion of innovation	Everett M. Rogers
17.	Introduction to psychology	James W. kalat
18.	Teaching as technology rich environment	VC. Panday
19.	Modern educational technology	Anuradha Sharma
20.	Strategic planning fro public and non-profit organization	John M. Bryson
21.	Sociology	Reece Mc Gee
22.	Hand book of qualitative research	Norman K. Denzin, Yvonna S. Lincoln
23.	Utilization focused evaluation	Michael Quinn Patton
24.	Education for the intercultural experience	R. Michael Paice
25.	Focus groups	Richard A. Krueger
26.	Leadership	Peter G. Northouse
27.	Planned change in farming system	Robert Tripp
28.	First line management	Steinmetz Todd
29.	Methods in social research	Goode , Hatt
30.	Methods of social research	Kenneth D. Bailey
31.	Qualitative Evaluation methods	Michael Quinn Patton



**DEPARTMENT OF AGRICULTURAL EDUCATION EXTENSION & SHORT COURSES**  
**FACULTY OF AGRICULTURAL SOCIAL SCIENCES**  
**SINDH AGRICULTURE UNIVERSITY TANDOJAM**



32.	Adult education association professional development series	Boyle
33.	Designing and managing program	Peter M. Kettner, Robert M. Moroney, Lawrence L. Martin
34.	Leadership By Maccoby	The Gamesman
35.	Education of Development	Psacharpouls and Woodhal
36.	Farming System Socio-economic Monitoring and Workshop	Fazal Kareem
37.	Catalog	Marcel Dekker, Inc.
38.	Technical Education in Pakistan	Mir Muhammad Ali
39.	The New Scientific dictionary	Shamsuddin Tunio
40.	The distance teaching Universities	Carveville Rmble & Kenth Hery
41.	Values and moral development in Higher Education	Gerald Collier, John Wilson & peter Tomlinson
42.	The history of elementary education	Samud Chester Parker
43.	Measurement & Evaluation in teaching 5 <sup>th</sup> Ed.	Collier Macmillan
44.	The education of the country men	H. M. Burton
45.	Crisis into Chocus	E.M.S Namboo Diripad.
46.	In outline of Educational Psychology	Barness & Noble
47.	The computer revolution in Education	HNN Jones. Eilleen Scanlon. T, M O'Shea
48.	Classroom Management	Daniel L. Duke
49.	Planning Adult learning users, practices & Direction	William M. Rivera
50.	Mobility of Farm worker	Ruth Gasson
51.	Basic Needs & Rural Development	M.A.K Beg, S.M Anwer, M. Kazim
52.	Project Appraisal Monitoring & Evaluation process	Ch. Muhammad Hussain
53.	Principles and Methods in Adult Education	A.D. Mueller, Ph.D
54.	Interpretation Reporting	Curtis D. Mac Dougall
55.	Statistical Inference for Educational Researchers	Malcoln J. Slakter
56.	Social Theory	M. Iqra Chaudary
57.	Development of Technical Education in Sindh	Mir Muhammad Ali
58.	A Geographical Atlas of World Weeds	Leroy Holm, Fuam V. Pancho Ponald, L. Plucknett, P. Herberger
59.	International Encyclopedia of the social sciences	David L. Zillez
60.	International Conference on population, planning for national welfare and Development	Dr. Anwawr Iqbal Qureshi
61.	Shah Jo Risalo	Dr. Garbakshani
62.	International Seminar on Dry land Agriculture in Pakistan	Proceedings FFS
63.	Educational Measurement & Evaluation	Tahir Sons, Ali Ost Siddiqi
64.	Basic Services for children a continuing search for learning priorities	United Nation Education
65.	Training Materials	Los Basnos, Laguna
66.	Education for International Understanding the Indian Experience	Aurobindo Marg





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67.	Good Schools for Young Children	Leeper/ Dales/ Skipper
68.	Computer Application in Food Production and Agricultural Engineering-II	Balasubrahmanian
69.	Agri. Decision Making	Peggy F. Barliett
70.	Examination Reform in India	H. S Srivartava
71.	The History of Education	Barnes & Noble
72.	An Intro farming System	Michael Haines
73.	Education and Productive Work in Africa.	Neida
74.	The logic of Education	P.H Hirst R.S Peters
75.	Schools Organization & Management	Fida Hussain Khokhar
76.	Education & Polity	Ian Birch, Mike Lally, Keith Pund.
77.	Training for Agriculture and Rural Development	W.E and Rau and W.I Lindley
78.	Education and Training an Overview	Educaitonl Expert Mrs. Farzana Irfan Mughal
79.	Super Vision in Teacher Education	Edgar Stones
80.	Pakistan Journal of Agriculture & Engineering Veterinary Sciences	Dr. A.Q Mughal V.C Dr. S.D Tunio
81.	Educational Reform in Perce	Joudithe Bizot
82.	Croom Helm Communication Social	P.J Hills and Margaret M. Lara
83.	Teaching of English	Prof. Mohammad Sharif Tahir
84.	Institution Building	D. Woods Thomas Harry R. Pottt William L. Miller Adrian F. Avein
85.	Visual Aids in Nutrition Education	Alan C. Holmer
86.	Becoming Critical	Stephen Kemmis
87.	An Out Line of Educational Psychology	Pinther Pyan, Aleck, West Chrow, Smith
88.	Farmers of The work	Edmuned Des. Brunner Irwin T. Sanders and Dowglas
89.	Educational Psychology	Rudolf Pintner
90.	Conducting on Farm animal Research	Pervaiz Amir and Hendrik C. Knipscheer
91.	Building Multi disciplined training networks for rural development	UNESCO
92.	Milking Mouhiner	F.R. Lowe
93.	Relevance of Education to Rural development	UNESCO
94.	The evolution of Educaiton though	Emile Durkheim
95.	International Semindr on Fertilizer use efficiency	Fauji Fertilizer Company Ltd.
96.	Intertional Seminar on Productivity thru Agrill. Extension	Fauji fertilizer company Ltd.
97.	Pakistan Technology Policies and Plans	Shoukat Ho Baloch, S. Zaheer A. Gillani
98.	Youth, Educaiton and Employment	Keith Watson
99.	Sindh Land of Legends	Moinuddin
100.	Education and Teaching Education in Pakistan	Dr. R. A. Shah



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101.	Investment Projects in Agri.	Mc. Donald P. Benjamin
102.	Sindh the sugar land	M. Zainuddin
103.	Training for Agri. And Rural Development (1979)	FAO, ILO and UNESCO
104.	The God Father-II	Mario Puzo
105.	When Your Parent Drink Too Much	Eric Ryerson
106.	Casual Peeps at Sophia	Allama I.I. Kazi
107.	Educaiton Staff Development	Alex Main
108.	Statistics in Psychology and Educaiton	Henry E. Garrett
109.	In service Training and Educational Development	David Hopkins
110.	Introduciton to Psychology	Hilgard and Alkison
111.	Enploring Agriculture	Donahue and Christiansen
112.	Year book of Higher Education	Marquis Academic Media
113.	Statistical Intereence for Educaito Research	Malcolm J. Slakter
114.	Basic Needs and Rural Development	M.A.K Beg, S.M Anwer and M. Azim
115.	Plantation Agriculture	P.P Countenay
116.	A Dictionary of Education	P.J Hills
117.	Student supervisor	Kathy Ford, Alam Jones
118.	Farm Business Management	Hanery N. Castle, Nabbubg G. Beaker, Frederick J. Smith
119.	Planning Continuing professional development	Frankie Todd
120.	Youth Work	Tony Jeffs, Mark Smith
121.	Training for agriculture and rural development	FAO, ILO, UNESCO
122.	Counseling young people	Ellen Noonan
123.	Cognitive Development and Education	Johann Turner
124.	Demography fro Agri. Planners	FAO
125.	Pakistan Society	M. Iqbal Chaudhry
126.	Human Behavior in the Social Environment	Ralph E. Anderson, IRL Carter
127.	Americans Global Interest	Edward K. Hamilton
128.	Element of the structure of Agriculture Education in the Philippines	Samuel T. Mancebo
129.	The Management of Agriculture School and Colleges	FAO
130.	Education and Psychology	Kieran Egan
131.	Education and Disciplines	R.G Woods
132.	Manpower Projects and Strategies	Kind Yoon-Tai, Yun Chung-II
133.	Word Perfect (T.M) 5.0	Eric Alderman, Michael Pfister
134.	Pricing policy for Development Management	Gerald M. Meier
135.	Distance learning Systems and structures (Training Manual)	UNESCO, Bangkok
136.	A University Linkage for Health and Education in the Development World.	The Aga Khan University