

ABSTRACT

Title:	Evaluation of Existing Agricultural Extension Curricula in The Universities of Pakistan
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The study aimed to evaluate the agricultural extension curricula taught in the agricultural universities of Pakistan. It was found that the curriculum was perceived as good on all the sub scales of objectives of the curriculum, organization and presentation, stimulation and interest in the curriculum, teaching methods and learning environment, assignments and practical work, evaluation system, confidence level with respect to curricula, and overall quality of the curricula. The curriculum content and structure was rated as good with respect to scope and topics, technical merit, and relevance, while it was rated as fair with respect to adaptability. While the faculty members were found enthusiastic in their delivery of instructions, but many students considered that the teachers were not able to provide a good understanding of the topic before moving on to new material. The faculty members were slightly more confident in students' ability to perform than the students themselves.

It was concluded that although faculty members were fully aware of the objectives of the curricula of agricultural extension programs, however, the students

were mostly undecided about it. Similarly, the quality of the technical content was a big concern for faculty members as well as students. It was also concluded that the curriculum encouraged higher level thinking skills, helped students see relevance in topics for their practical use, developed students' confidence in that they could achieve much in this subject area, and motivated the students to learn more. But, there was found a need to incorporate more real life examples and practical work in the curricula. Furthermore, the curricula must be updated with laboratory equipments and technology according to modern standards. There was a need to return the marked/graded scripts, etc. in time and proper feedback be given for assessment.

It was suggested that the students should be made aware of the objectives of the curriculum, while covering the local needs. There was a need to further improve the quality of the contents with stress on real life examples and relevant in topics for their practical use. The teachers should make sure that the class has a good understanding of the topic before moving on to new materials. Laboratory sessions should be fully set up. The students should have adequate lab time for practice. The curriculum in extension education should contain material that could help extension personnel to operate modern machines and equipments along with their practical implementations in the field.