Department of Rural Development and Agricultural Extension

Syllabi for two MSc programs:

1. MSc in Agricultural Extension and Communication, and
2. MSc in Rural Livelihoods and Food Security)

## MSc in Agricultural Extension and Communication

# 1.1 Course/module breakdown

1. **Regular program**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 Semester 1** | |  |  |  |  |  |  |
| **Module** | **Course Title** | **Course Code** | **CrHr** | **CP** | **No of weeks** | **Delivery** | **Duration** |
| 01 | Agricultural Extension Project Management and Analysis | AgExC 4011 | 3(2+1) | 6 | 16 | Parallel | 1- 16 weeks |
| Rural Institutions and Organizational Management(E) | AgExC 4012 | 2(2+0) | 4 | 4 | Block | 1-4 weeks |
| Rural sociology for Development (E) | AgExC 4013 | 2(2+0) | 4 | 4 | Block | 1-4 weeks |
| 02 | Innovation System Management | AgExC 4021 | 3 (2+1) | 6 | 16 | Parallel | 1-16 weeks |
| Agricultural Extension Management | AgExC 4022 | 3 (2+1) | 6 | 16 | Parallel | 1-16 weeks |
| Agricultural Marketing Extension | AgExC 4023 | 2 (2+0) | 4 | 4 | Block | 13-16 week |
|  | Training for Capacity Building in Development (E) | AgExC 4024 | 2(2+0) | 4 | 4 | Block | 1-4 weeks |
|  | Community Mobilization and Empowerment (E) | AgExC 4025 | 2(2+0) | 4 | 4 | Block | 8-12 weeks |
| **Total** | | | **15** | **30** |  |  |  |

***(E) is an elective course and at least one elective course must be audited in every semester of Year 1***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 Semester 2** | |  |  |  |  |  |  |
| **Module** | **Course Title** | **Course Code** | **CrHr** | **CP** | **No of weeks** | **Delivery** | **Duration** |
| 03 | Communication Skills in Agricultural Extension | AgExC 4031 | 2 (2+0) | 4 | 16 | Parallel | 1-16 weeks |
| Communication for Innovation | AgExC 4032 | 2 (2+0) | 4 | 16 | Parallel | 1-16 weeks |
| Communication strategies for social change | AgExC 4033 | 2 (2+0) | 4 | 4 | Block | 13-16 weeks |
| Agricultural Knowledge and Media Management | AgExC 4034 | 3 (2+1) | 6 | 16 | Parallel | 1-16 weeks |
|  | Information Communication Technologies for Agricultural Extension (E) | AgExC 4035 | 2 (2+0) | 4 | 4 | Block | 8-12 weeks |
|  | Agricultural communication and Leadership(E) | AgExC 4036 | 2 (2+0) | 4 | 4 | Block | 8-12 weeks |
| 04 | Research Methods for Agricultural Extension and Communication | AgExC 4041 | 3 (2+1) | 6 | 16 | Parallel | 1-16 weeks |
| Graduate Seminar in Agricultural Extension and Communication | AgExC 4042 | 1(0+1) | 2 | 16 | Parallel | 1-16 weeks |
| **Total** | | | **15** | **30** |  |  |  |

***(E) is an elective course and at least one elective course must be audited in every semester of Year 1***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 2 Semester 1 &2** | |  |  |  |  |  |  |
| **Module** | **Course Title** | **Course Code** | **CrHr** | **CP** | **No of weeks** | **Delivery** | **Duration** |
| 05 | M.Sc. Thesis in Agricultural Extension and Communication | AgExC 5011 | 6 (0+18) | 60 | 2\*16 | Parallel | 2\*Week 1-16 |
| **Total** | | | **6** | **60** |  |  |  |

# Course description

**1.2.1. Agricultural Extension Project Management and Analysis**

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| --- | --- | --- | --- | --- | --- |
| Universityof Gondar  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Agricultural Extension Project Management and Analysis** | | | | |
| **Course Code** | AgExC 4011 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Agricultural Development | | | | |
| **Module No.** | 01 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 6 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 30 | 18 | 82 | 162 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 1 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |
| **Course Description** | For the effective implementation of agricultural extension system; a number of programs and projects have been designed in developing countries like Ethiopia to improve the agriculture and ultimately the livelihood of the rural people. These projects and programs demand project management and analysis. Thus, under this course extension Project concept; identification of costs and benefits of rural development projects; basic analysis of project selection, project management, project monitoring and evaluation, development of a project; logical framework and evaluation of the worth of extension projects will be covered. | | | | |
| **Course Objectives** | At the end this course, students will be able to   * Understand the concept of agricultural extension project * Identify the different techniques project preparation * Identify different aspects of agricultural extension project * assess the full cycle of agricultural projects; * apply logical framework analysis in agricultural extension projects; * analyze and suggest future directions of agricultural extension project   develop an ideal project | | | | |
| **Schedule** | Course outline | | | | |
|  | Chapter One: Introduction to Agricultural Extension Project   * 1. The Concept of Project   2. Differentiating Project and Program   3. Project cycle in Agricultural Extension   4. Logical framework as planning aid   5. Key terms and steps logical frame   6. Structure of logical framework   7. Advantage and limitation of logical framework | | | | |
|  | Chapter Two: Aspects of Extension Project Preparation and Analysis  2.1. Technical Aspects  2.2 Commercial /Demand and Market/ Aspects  2.3. Institutional-Organizational-Managerial Aspects  2.4. Financial Aspects  2.5. Economic Aspects  2.6. Social Aspects  2.7. Environmental aspect analysis | | | | |
|  | Chapter Three: Agricultural extension project Cost and Benefits  3.1 Objectives, cost and benefits  3.2 Financial and economic analsysi of cost and benefits  3.3 Diffent classification of costs and benefits  3.4 Project impact evaluation  3.4.1 with and without appoach  3.4.2 Before and after approach | | | | |
|  | Chapter Four: Social and Economic Analysis  4.1. Purpose of Economic Analysis  4.1.1 Identification of winners and losers: who enjoys the music? Who pays the piper?  4.1.2 Environmental impact  4.2. Numéraire  4.3. Economic and social cost benefit analysis  4.4. Two approaches of measuring economic costs & benefits of a project  4.5. Economic export and import parity price | | | | |
|  | Chapter Five: Measuring Agricultural Extension Project Worth  5.1. Undiscounted measures of project worth  5.1.1. Ranking by inspection  5.1.2. Payback Period  5.1.3. Rate of return on investment  5.2. Discounted measure of project worth  5.2.1. Net present values  5.2.2. Internal Rate of Return (IRR)  5.2.3. Benefit Cost Ratio  5.2.4. Net Benefit - investment Ratio  5.2.4. sensitivity analysis  5.3 Comparisons Among Discounted Measures | | | | |

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Project proposal 20%
* Individual presentation 20%
* Test 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**References**

Singh, A.K. (2001) Agricultural Extension: Impact & Assessment. Agrobies: Vinay Offset Press.

Bellas, A. and Zerbe, R. O., 2000. *A primer for Cost benefit Analysis.* Harper Collins*, NY.*

Belli, P., 1996. *Hand Book on Economic Analysis of Investment Projects*. World Bank, Operations Policy Department.

Chandra, P., 1980. Projects***:*** *Preparation, Appraisal and Impremtation****.*** Tata McGraw-Hill publishing company Limited, New Dahi.

Gittinger, J.P., 1982. *Economic Analysis of Agricultural Projects*, The Johns Hopkins University Press, 2nd edition, Baltimore and London.

Kanshahu A.I., 1996. *Planning and Implementing Sustainable Projects in Developing Countries: theory, practice and economics*. AgBe Publishing, Holland.

Square, L. and van der Tak, H.G., 1992. *Economic Analysis of Projects. 7th ed.*, The Johns Hopkins University Press, Baltimore and London.

Thirlwall, A. P., 2003, *Economic Growth and Development: With Special Reference to Developing Economies. 7th ed., Macmillan.*

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Rural Institutions and Organizational Management**

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| --- | --- | --- | --- | --- | --- |
| Universityof Gondar  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | Rural Institutions and Organizational Management | | | | |
| **Course Code** | AgExC 4012 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Agricultural Development | | | | |
| **Module No.** | 01 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 4 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 1 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Elective | | | | |
| **Course description** | This course is designed to explain the roles, types of rural institutions and organization for rural development. It also enable the students to introduce the concept of management, management functions; power, authority and responsibility; decision making, centralization and decentralization; motivation theories; leadership theories; administration in extension, theory and principles in extension administration, linkage between organizational structure and extension practices, social and ethical responsibilities of organization role of international organization in rural development, managing organizational changes. Service delivery and good governance. | | | | |
| **Course objective** | At the end of this course, students will be able to;   * Understanding the conceptual issues in institution and organization; * Discuss the role of rural institutions for agricultural and rural development; * Evaluate the past and contemporary management theories and approaches; * Explain the role of good governance for organizational management and effective service delivery. | | | | |
| **Schedule** | **Course outline** | | | | |
|  | Chapter One: Introduction to Rural Institutions   * 1. Definitional issues in Rural institutions and organization   2. The different types of rural institutions   3. Rural finance, Credit and Cooperatives   4. Rural Institutions and Development   5. Characteristics of Institutions in Rural Society | | | | |
|  | Chapter Two: Overview of Organizational Management   * 1. Definitions and evolution of management   2. Principles, level and skills in Management   3. Contemporary Managerial roles and behaviors | | | | |
|  | Chapter Three: Management Functions  3.1 The Planning Function  3.2 The Organizing Function  3.3 The Leading/Leadership Function  3.4 The Controlling Function | | | | |
|  | Chapter Four: Decentralization, Coordination and Power  4.1 The Interplay Between Power and Authority  4.2 The Two sides of Delegation  4.3 The Role of Decentralization in Management | | | | |
|  | Chapter Five: Ethics and responsibility in Management  5.1 Why Ethics and Responsibly in Management?  5.2 Ethics and Responsibility In Rural Development  5.3 Determinants of Ethics and Responsibility | | | | |
|  | Chapter Six: Managing Change in Rural Development  6.1 The Need for Change in Rural sector  6.2 Factors of Change and Resistance In rural economy  6.3 Managing Change in Rural Sector | | | | |

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Individual presentation 20%
* Group presentation 20%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**References**

Davies,A. (1997). Managing for change: how to run community development projects. Intermediate technology publications, London

FAO (1984). Extension reference manual, Rome

Gray, J. L. and Starke, F. A. (1984). Organizational Behavior: Concepts and Applications. Bell & Howell Company, Columbus.

Hampton, R. (1981). Contemporary Management. McGraw-Hill, New York.

Hampton,R.(1981). Contemporary management. McGraw-Hill, New York.

Handy. C. (1983). Organization and Management. Penguin Group Pub., London.

Kapoor and Marany (1985). Organization and Management: Theory and Practice.

Kast, F. E. and Rosen Weis, J. E. (1986). Organization and Management.

Rollinson, D. and Broadfield, A. (2002). Organizational Behavior and Analysis: An Integrated Approach. Pearson Education Limited, Harlow.

Rollinson, D. and Broadfield, A.(2002). Organisational behaviour and analysis: an integrated approach. Pearson education Limited, Harlow.

Van den Ban, A.W. and Hawkins, H.S. (1988). Agricultural extension. Marston Books Services Ltd, Oxford.

Williams and Hober (1986). Human Behavior in Organizations. South-Western Publishing Co., Cincinnati.

Williams, J. C., Dubrin, A. J. and Sisk, H. L. (1985). Management and Organization. South-Western Publishing Co., Cincinnati.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Rural Sociology for Development**

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| Universityof Gondar  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Rural Sociology for Development** | | | | |
| **Course Code** | AgExC 4013 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Agricultural Development | | | | |
| **Module No.** | 01 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 4 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 16 | 60 | 108 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 1 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Elective | | | | |
| **Course Description** | The course “Rural Sociology” is designed to give fundamental knowledge, skill and insight about rural society to the students of Agricultural Extension and communication. The main components of the course include: - the history, development, concept, scope, and theories of sociology and rural sociology. In addition it addresses society and culture, culture and nutrition, socialization, social stratification, social movements, social mobility, and social movement in community nutrition, in the rural context. | | | | |
| **Course Objectives** | The general aim of this course is to equip students with the knowledge, skill and basic insights of rural sociology, cultural variation and social changes in rural setting. Specifically, at the end of this course, students will be able to:   * explain the concepts of sociology and rural sociology * discuss the historical background, scope and importance of rural sociology. * analyze theoretical perspectives in sociology * describe the relation of sociology with other social science * Differentiate the characteristics of rural and urban society. * analyze the concepts of culture * Identify food taboos, aversions and cravings that contribute to malnutrition * Explain food production and utilization trends associated with different cultures * describe culture and socialization * explain the concepts of social groups, social stratification, , social values, social control and attitudes * explain the functions of social institutions in rural areas * explain the concept of social change * discuss the causes and theories of social change * explain the concept of social movement * Describe the various stages of social movement * Discuss the role of social mobilization for community nutrition,   Identify the types of social mobility | | | | |
| **Schedule** | **Course outline** | | | | |
|  | **Chapter1. Overview of Sociology**  1.1 Definition, scope and importance of rural sociology  1.2 The development of sociology,  1.3 Importance/significances of studying sociology  1.4 The major theoretical perspectives in sociology  1.5 Methods of Sociological Research | | | | |
|  | **Chapter 2: Origin and Scope of Rural Sociology**  2.1 [Definition of Rural Sociology](#_Toc292948020)  2.2 [Origins of Rural Sociology](#_Toc292948021)  2.3 Scope and Importance of Rural Sociology  2.4 The Concept of Rural and Difference  2.5.1 Rural-urban linkage  2.5.2 Rural-Urban Continuum Debate  2.5.3 The Urban Bias thesis | | | | |
|  | **Chapter2. Culture and Development**  2.1 The Concept of culture  2.1 Characteristics of culture   * 1. Universality, Generality and Particularity of Culture   2.4 Cultural Variation and Change.   * + 1. Food Culture     2. Community nutrition   2.5 Attitudes toward Cultural Variation  2.5.1. Ethnocentrism  2.5.2. Cultural relativism  2.5.3 Xero-centrism  2.6 Culture and Development  2.7. Ethnographic field work | | | | |
|  | **Chapter 3. Social Groups, Organizations and Social Networks**  **In rural societies**  3.1 Social Groups and Group Processes  3.2 Factors Influencing Group Interaction  3.3 Social Organization and Social Networks | | | | |
|  | **Chapter 4. Social Structure and Institutions Of Rural Society**  4.1 social process and social structure  4.2 Social Stratification  4.3 Rural Social Institutions  4.3.1The Rural Family  4.3.2 Rural Religious Institutions  4.3.3Rural School (Education)  4.3.4 Rural Leadership and political Institutions  4.2.5 Rural economic institutions | | | | |
|  | **Chapter 5. Socialization**  5.1 The concept of socialization  5.2 human biological bases for socialization  5.4 Types and patterns of socialization  5.5 Agents of Socialization  5.6 Multiple and Contradictory Influences of Socialization | | | | |
|  | **Chapter.6 Social Change, Social Movements and Social Mobility in Rural Society**  6.1 Meaning of social change  6.2 Factors of social change,  6.3 Rate of social change and theories of social change  6.4 Social Movements   * + 1. Definitions and stages of social movement   6.4.2 Theories of Social Movement  6.4.3 The role Social mobilization in nutrition intervention  6.5 Social Mobility | | | | |

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Conducting Ethnographic field survey 30%
* Presentation of the survey result 10%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**References**

Smith,T and Zope,P(1970)Principles of Inductive Rural Sociology.Philadelphia:F.A Davis

Company

Hurd,Geoffery and others(1973)Human Societies: An Introduction to

Sociology.London:Routleage and Kegan Paul Ltd

Kon,I.S(ed)(1979)A History of Classical Sociology.Moscow:Progress Publishers

Lamm,Robert P.and Schaefer,Richard T.(1983)Sociology. New York:Mc Graw Hill

Lenski,Gerhard and Lenski,Jean(1982)Human Societies: An Introduction to Micro

Sociology (4th ed).New York:Mc Graw Hill

Poostchi,Iraj(1986)Rural Development and Developing Countries:An Interdisciplinary

Introductory Approach.Canada:The Alger Press Ltd

Raj,Hans(1987)Introduction to Sociology with Objective Questions(2nd ed)New

Delhi:Surjeet Publications

Maxwell, Milton A,Sutherland,Robert L.and Wood Ward Julian L.(1961)Introductory

Sociology (6th ed).Chicago:J.B.Lippincott Company

Schaefer,Richard T.(2000)Sociology:A Brief Introduction(3rd ed).Boston:Mc Graw Hill

Sorokin,Pitirim and Zimmerman Carle C.(1969)principles of Rural-Urban

Sociology.New York:Henery Holt and Company

www.catdir.loc.gov/catdir/samples/cam034/81021558.The Imperfect peasant Economy

[www.econpapers.repec.org/paper/cwmwpaper/6.htm.Poverty](http://www.econpapers.repec.org/paper/cwmwpaper/6.htm.Poverty) Trap in a Tributary Mode of

Production: The Peasant Economy in Ethiopia

[www.nutrition.tufts.edu/docs/pdf/famine/lives.Saving](http://www.nutrition.tufts.edu/docs/pdf/famine/lives.Saving) Lives and Livelihoods: the fundamentals

of a Livelihoods Strategy

[www.planipolis.iiep.unesco.org/upload/Ethiopia.Ethiopia:Sustainable](http://www.planipolis.iiep.unesco.org/upload/Ethiopia.Ethiopia:Sustainable) Development and Poverty Reduction Program.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**APPROVED**

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Name of Instructor/Tutor Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Course Chair Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Postgraduate Coordinator Signature

* + 1. **Innovation System Management**

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| --- | --- | --- | --- | --- | --- |
| Universityof Gondar  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Innovation System Management** | | | | |
| **Course Code** | AgExC 4021 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Agricultural Extension | | | | |
| **Module No.** | 02 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 6 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 30 | 16 | 84 | 162 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 1 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |

**COURSE OBJECTIVES**

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

* Explain the concepts: innovation, system, innovation process/ system, management innovation process/systems management within the agricultural and rural development context
* know the background to the innovation process/systems management perspective including the importance of networks/partnerships within agricultural and rural development context
* Identify and foster innovative networks/partnerships between/among institutions/organizations involved in agricultural and rural development
* facilitate in a practical manner innovation processes and innovation process management, and including information exchange between/among institutions/organizations involved in agricultural and rural development
* Identify the challenges of networking and their implications and underlining the need for partnering the institutions/organizations to play their respective roles while respecting the individual rights of their institutions/organizations.

**COURSE DESCRIPTION**

The course equips students with knowledge and skills and fosters an appropriate attitudinal environment for innovation process/ systems management for agricultural and rural development. It covers: key concepts related to innovation process/ systems management within the context of agricultural and rural development. It provides a background to the innovation process/systems management perspective to agricultural and rural development including the importance of networks/partnerships and fostering information exchange information exchange between/among institutions/organizations involved in agricultural and rural development for effective implementation of innovative agricultural and rural development programmes. Offers (practical) skills for facilitating innovation processes and innovation management, and information exchange through contemporary and appropriate agricultural and information between/among institutions/organizations involved in agricultural and rural development and the target communities. It highlights the challenges and implications of networking underlining the need for partnering the institutions/organizations to play their respective roles.

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Individual presentation 20%
* Group presentation 20%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

1. The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail by Clayton M. Christensen, Harvard Business Review Press.
2. Extension, Communication & Management (1999) by Ray G.L , Kalyani Publication, INDIA.
3. Communication by Rayudu C.S, Published by Himalaya Publishing House Pvt. Ltd, INDIA.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Agricultural Extension Management**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| University of Gondar  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Agricultural Extension Management** | | | | |
| **Course Code** | AgExC 4022 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Agricultural Extension | | | | |
| **Module No.** | 02 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 6 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 30 | 18 | 82 | 162 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 1 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |

**COURSE OBJECTIVES**

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

* understand the fundamentals (concepts, objectives and principles) of Agricultural extension
* identify an appropriate extension method under a given farming system situation
* identify the role of agricultural extension in economic and agricultural development
* plan, implement, monitor and evaluate agricultural extension programmes

**COURSE DESCRIPTION**

**Theory**

Historical perspectives of Agricultural Extension in the world; implementation and challenges of agricultural extension in Ethiopia; Classification and critical analysis of extension methods; the role of agricultural extension in agricultural development, economic development, and policy formulation; teaching as a process of facilitating learning, developing an instructional plan for FTC teaching; planning, conducting and making follow up of various extension methods; Research-Extension linkage; Concepts and principles of extension program management; extension program design process, monitoring and evaluation, gender analysis and planning in Agricultural Extension.

**Practical**

Each student will develop an instructional plan for a given extension-teaching situation with special emphasis to local Farmers Training Centers (FTC). The student(s) will be involved in micro teaching/field situation concerning agricultural extension teaching in an FTC in a nearby FTC. Critical review of the extension approaches.

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* review extension approaches and practices in Ethiopian 30%
* presentation of major findings 10%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

1. Bashir, E. (Ed.) 1997. Extension Methods (2nd Edition). National Book Foundation, Islamabad.

2. Sharma, S.R. 1998. Extension Education. Omsons Publications, New Delhi, India.

3. Swanson, B.E. et al 1997. Improving Agricultural Extension; A reference manual, FAO, Rome.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Agricultural Marketing Extension**

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| --- | --- | --- | --- | --- | --- |
| University of Gondar  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Agricultural Marketing Extension** | | | | |
| **Course Code** | AgExC 4023 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Agricultural Extension | | | | |
| **Module No.** | 02 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 4 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 1 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |

**COURSE OBJECTIVES**

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

* know the functions performed and appreciate the importance and complexity of the agricultural and food marketing system;
* analyze contemporary global and local development issues in technology transfer
* Apply the basic economic concepts and analytical tools to know the market forces that affect prices and use these tools to evaluate markets, prices and current agricultural marketing issues.
* identify marketing problems faced by farmers, their lack of expertise in this field or knowledge of appropriate sources of assistance
* develop analytical skills used to evaluate marketability of different agricultural technologies for further dissemination to end users

**COURSE DESCRIPTION**

This course is designed for students who better understand key agricultural extension issues and concerns in the context of commercialization of agriculture. The course includes the study of commodity specific extension kiosk; concept of value addition; concept of market led agricultural extension; emergence of market led extension, paradigm shift in agricultural extension; production driven to market led extension approach; Comparative analysis of production led and market led agricultural extension in the contemporary world; opportunities and challenges to market led agricultural extension; market intelligence (concept, focus areas, sources); market structure; business consideration of a farm enterprise, recent technological development in Agriculture; globalization and its implication for Agricultural extension; privatization of extension service, contemporary extension service and its implication to commercialization of agriculture; Media strategy for Agricultural marketing extension.

|  |  |
| --- | --- |
|  | Course contents |
|  | Chapter One: Introduction   * 1. Basic Concepts in Agricultural Marketing   2. What is agricultural Marketing Extension?   3. Paradigm shift from Production-led Extension to Market-led Extension   4. Changing role of Modern Agricultural Extension Service |
|  | Chapter Two: Agricultural Marketing Information Service (AMIS)  2.1 Introduction  2.2 Agricultural Marketing Information Service: Definitional Issues  2.3 The role of Marketing Information service for Agriculture |
|  | Chapter Three: Smallholder Commercialization and Extension  3.1 Defining smallholder agriculture/ producers  3.2 What is Commercialization  3.3 The role of commercialization for agricultural Development  3.4 Commercialization and Extension Service |
|  | Chapter Four: Agricultural Marketing Price and Information  4.1 Sources of Marketing Information  4.2 Agricultural price determination  4.3 Information, Price and Rural Marketing  4.4 Price Spread Analysis  4.5 Price Efficiency/Allocative Efficiency |
|  | Chapter Five: Public Private Linkages In Market Led Extension  5.1 Why partnership in Marketing Led Extension?  5.2 The role of private sector for marketing extension |

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation is mandatory.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Individual presentation 20%
* Group presentation 20%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

1. Introduction To Agribusiness Marketing By George J. Seperich, Published by: Prentice Hall, INDIA.
2. Rural and Agricultural Marketing: Partha Sarathi Senapati, Educreation, Publication, INDIA.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Training for Capacity Building in Development**

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| University of Gondar  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Training for Capacity Building in Development** | | | | |
| **Course Code** | AgExC 4024 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Agricultural Extension | | | | |
| **Module No.** | 01 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 4 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 1 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Elective | | | | |

**COURSE OBJECTIVES**

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

* Know the theories and practices relevant to capacity development in organizations.
* know the elements and mechanisms of capacity development

Understand the concepts, theories and applications of capacity development

Realize the importance of capacity development and means in the context of development

Familiarize with different capacity development techniques

**COURSE DESCRIPTION**

This course deals with the fundamental concepts, elements, theories, and mechanisms of capacity development in organizations. It covers the core functions of human resource development and the development of an understanding of workplace competency standards. In specific terms the course deals with concept of capacity development; Historical antecedents in capacity development; Capacity assessment; Levels and dimensions of capacity development: broader system or societal level, Entity or organizational level, Group of people or individual level; Human resource development, Organizational and institutional capacity development, Policy and legal frameworks; McKinsey’s framework for capacity development; Theories of social change in the context of capacity development; Farmers’ Training Centers in rural capacity development; Women empowerment (economic, social, political, self), Elements of capacity development: Knowledge building, Leadership development, Network Building, Valuing community and the capacity of the community, Supporting information; Theories of community capacity development: Human capital theory, New public management theory, Social exclusion theory, Community based organizations enhancing community capacity; Role of ICT in strengthening rural community life.

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation is mandatory.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Conducting need assessment 20%
* Preparing training materials and redelivering trainings 20%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Community Mobilization and Empowerment**

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| Gondar University  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Community Mobilization and Empowerment** | | | | |
| **Course Code** | AgExC 4025 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Agricultural Extension | | | | |
| **Module No.** | 02 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 4 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 1 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Elective | | | | |

**COURSE OBJECTIVES**

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

* understand community mobilization as it relates to the dissemination of relevant agricultural technologies, management of community resources, and successful local good practices
* incorporate community mobilization principles into local development initiatives
* Develop locally specific strategies that hold promise for vulnerable groups based on local demographics, organizational goals, and community assets.
* realize the key concepts related to gender and human rights considerations in local development planning
* create a common vision of how the most vulnerable in Ethiopian rural communities can be empowered through mobilization
* know how to carry out community mobilization and facilitate people’s participation in the local development process

**COURSE DESCRIPTION**

Concept of community mobilization; historical perspectives of Community Mobilization; Challenges of Community Mobilization, Community Mobilization for Empowerment: concepts, frameworks, Steps for Community Mobilization for Empowerment; Benefits of Community Mobilization for Key Stakeholders; Connecting community mobilization to socio-ecological model of community resources; Community mobilization skills; women empowerment, Empowerment Challenges in Ethiopia, Understanding Empowerment, and its relevance to community development, concept of community development; Theories of community development (center-periphery theory, diffusion theory, growth pole theory) and their relevance to community development; identifying community problems: stakeholder analysis, SWOT analysis, problem tree analysis; prioritizing community needs, linking to resource requirement; community participation and mobilization; Gender analysis and planning

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation is mandatory.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Individual presentation 20%
* Group presentation 20%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

* Guy, Lydia. *An Introduction to Community Development*. Olympia: Washington Coaliton of Sexual Assault Programs, 2007.
* Lee, David, Lydia Guy, Brad Perry, Chad Keoni Sniffen, and Stacy Alamo Mixson. “Sexual Violence Prevention.” *The Prevention Researcher*, 2007.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Communication Skills in Agricultural Extension**

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| Gondar University  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Communication Skills in Agricultural Extension** | | | | |
| **Course Code** | AgExC 4031 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Communication | | | | |
| **Module No.** | 03 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 4 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 2 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |

**COURSE OBJECTIVES**

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

* Define concepts of extension communication with respect to agricultural technology transfer
* Identify the types of extension communication methods and their application to technology transfer
* identify communications methods relevant to agricultural technology transfer
* know personal and group communication skills
* Demonstrate their communication skills for rural communication

**COURSE DESCRIPTION**

The course will equip the students with Concept, purpose and scope of communication in Agricultural Extension, communication skills for scale up emerging technologies; strategies for rural communication; methods of extension communication and their applications, mass communication, Face-to-Face communication, communication process, formulating and implementing communication strategies, Preparing and delivering public speech, Improving facilitation and Presentation skills, group dynamics, conflict in communication.

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Individual presentation 20%
* Group presentation 20%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

1. Calvert, P. (Ed.) 2000. The Communicator's Handbook: Tools, Techniques and Technology (4th Edition). Maupin House Publishing.

2. Murphy, H. A., Hildebrandt, H. P. and J. P. Thomas. 2000. Effective Business Communication. International Series. NBF, Islamabad.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Communication for innovation**

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| Gondar University  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **communication for innovation** | | | | |
| **Course Code** | AgExC 4032 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Communication | | | | |
| **Module No.** | 03 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 4 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 2 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |

**COURSE OBJECTIVES**

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

* Build a critical understanding of innovation and communication theory in the diverse contexts of international and local development.
* Explain the concept and the different models of innovation and communication
* Understand the design, planning and management of information and knowledge interventions.
* Provide a focus on practical application of new knowledge and skills to support innovation and change.

**COURSE DESCRIPTION**

Concept, Meaning, Process and Factors affecting Communication, principles/practices of innovation; emerging views of communication and innovation; need for innovation brokers; changing perspectives on innovation; innovation strategy development and implementation; models of Communication and their relevance to innovation, Key Communicators, and their roles in Agricultural development process, Communication barriers for innovation, Organizational Communication, Interpersonal Communication Skills, Strength and weakness of Innovation Theories(Extension Theory, diffusion theory, Innovation Decision Process theory; rate of adoption theory; theory of reasoned action, consumer behavior theory), innovation process; Attributes of Innovation.

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Individual presentation 20%
* Group presentation 20%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

1. Jalihal KA & Veerabhadraiah V. 2007. Fundamentals of Extension Education and Management in Extension. Concept Publ. Co.
2. Ray GL. 2005. Extension Communication and Management. Kalyani Publication, India.
3. Rogers, E.M. 1995. Diffusion of Innovations. The Free Press. New York.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Communication Strategies for Social Change**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Gondar University  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Communication Strategies for Social Change** | | | | |
| **Course Code** | AgExC 4033 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Communication | | | | |
| **Module No.** | 03 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 4 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 2 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |

**COURSE OBJECTIVES**

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

* Explain the concept, history and principles of human communication
* Discuss the roles of communication for social change
* Discuss basic concepts, types, and features of mass communication
* Identify the limitations of mass communication
* Apply different communication tools for social change
* Use appropriate communication strategies for conflict resolution
* Disseminate information and knowledge on effective approaches to rural development through the use of relevant and appropriate communication tools and processes
* Assist the community by employing effective communication strategies to adopt new technologies

**COURSE DESCRIPTION**

The course deals with Concepts, functions and history of human communication; the process of human communication, principles of effective communication, environment of communication, levels of communication (Interpersonal communication, group communication; mass communication: concept and definition, features of mass communication, audiences, types of mass media, effects of mass communication, limitations of mass communication), , communication for education, communication for decision-making/problem solving, communication for conflict resolution, communication for social mobilization, behavioral change communication, communication and governance, communication and values building; social, cultural and economic barriers to communication.

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Individual presentation 20%
* Group presentation 20%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

Lussier N.Robert, 2005. Human relation in organization; application and skills building (6th edition). Mc.Graw-hill/Irwin.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Agricultural Knowledge and Media Management**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| University of Gondar  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Agricultural Knowledge and Media Management** | | | | |
| **Course Code** | AgExC 4034 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Communication | | | | |
| **Module No.** | 03 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 6 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 42 | 28 | 16 | 76 | 162 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 2 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |

**COURSE OBJECTIVES**

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

* Know the fundamental concepts of knowledge and its creation, acquisition, representation, dissemination, use and re-use, and management.
* Describe different methods and techniques for managing agricultural knowledge
* Analyze the application of agricultural extension media and media data, explore case studies and try to resolve media challenges.
* Critically evaluate current trends in agricultural knowledge management and their manifestation in business and industry.
* Encourage the use of Traditional Media in Agricultural Extension
* Explain the types and Role of Mass Media in Agricultural extension

**COURSE DESCRIPTION**

The course deals with concepts and approaches to knowledge management, rationale of knowledge management, Knowledge economy; knowledge typologies: indigenous knowledge and social learning; Forms of knowledge: indigenous knowledge and scientific knowledge; dynamics of knowledge process, cons and pros of indigenous and scientific knowledge; Knowledge management Life cycles for knowledge management systems, Knowledge acquisition, Knowledge modeling, Knowledge and technology transfer, Knowledge management for innovation; Knowledge transfer and sharing, Knowledge intensive organization and innovations, identification and documentation of good practices and scaling up; means of sharing good practices, Use of Visual aids, audio-visual aids.

**Practical**

Students will plan and practice the use extension media i.e., audio, visual or audio-visual) individually or in groups. They will also maintain a practical notebook regarding preparation of extension media designs.

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Review knowledge management practice in the agriculture sector 20%
* Presentation of major findings 20% [
* Identification and properly demonstrate Audio visual aids 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

* Irma Becerra-Fernandez, Avelino Gonzalez, Rajiv Sabherwal (2004). Knowledge Management Challenges, Solutions, and Technologies , Prentice Hall.
* Elias M. Awad, Hassan M. Ghaziri (2004). Knowledge Management. Prentice Hall. ISBN: 0-13-034820-1.
* Ian Watson (2002). Applying Knowledge Management: Techniques for Building Corporate Memories. Morgan Kaufmann. ISBN: 1558607609.
* Madanmohan Rao (2004). Knowledge Management Tools and Techniques: Practitioners and Experts Evaluate KM Solutions. Butterworth-Heinemann. ISBN: 0750678186.
* Amrit Tiwana (2002). The Knowledge Management Toolkit: Orchestrating IT, Strategy, and Knowledge Platforms (2nd Edition). Prentice Hall. ISBN: 013009224X.
* Stuart Barnes (ed) (2002). Knowledge Management Systems Theory and Practice. Thomson Learning
* Mierzejewska, Bozena Izabela & Hollifield (2006), Theoretical Approaches in Media Management Research, Lawrence Erlbaum Associates, New Jersey.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Information Communication Technologies for Agricultural Extension**

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| Gondar University  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Information Communication Technologies for Agricultural Extension** | | | | |
| **Course Code** | AgExC 4035 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Communication | | | | |
| **Module No.** | 03 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 4 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 2 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Elective | | | | |

**COURSE OBJECTIVES**

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

* Identify the major areas of ICT application for rural development
* Implement ICT in agricultural extension
* Explain the roles of ICT for rural development
* Use ICT for documentation and disseminating of knowledge
* Encourage and Assist the farmers to use ICT for Agricultural production

**COURSE DESCRIPTION**

This course is designed to equip the students to identify major areas of ICT application, types of ICT (devices, networks, mobiles, services and applications; these range from innovative Internet-era technologies and sensors to other pre-existing aids such as fixed telephones, televisions, radios and satellites), role of ICT for rural development, improved information and communication processes, innovative ways to use ICTs in the rural areas, ICT to agricultural challenges, E-agriculture.

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Individual presentation 20%
* Group presentation 20%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**References**

KLEPSC.and ABSHER C. 1997. Information technologies used in extension services of some central and eastern european countries, and USA. First european conference for information technology in agriculture, Copenhagen, 15-18 June,1997.

Swaminathan, M.S. (1993) (ed.) *Information technology: Reaching the unreached.* Chennai:Macmillan India.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Agricultural Communication and Leadership**

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| University of Gondar  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Agricultural Communication and Leadership** | | | | |
| **Course Code** | AgExC 4036 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Communication | | | | |
| **Module No.** | 03 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 4 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 2 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Elective | | | | |

**COURSE OBJECTIVES**

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

* Build a critical understanding of communication theory in the diverse contexts of international and local development.
* Explain the concepts and different models of communication
* Develop effective technical report writing and speech preparation skills
* Discuss the importance of personal leadership development
* Manage changes in the organizations

**COURSE DESCRIPTION**

This course will acquaint students on the concept, theories, principles and practices of communication; emerging views of communication; Key Communicators, and their roles in Agricultural development process, Organizational and Interpersonal Communication Skills. Students will also enhance their written and oral communication skills by presenting their views and opinions to the class through debates, speeches, and interviews in order to be effective leaders in today’s society. Students will gain the concept, philosophies, theories and styles of leadership; leadership and leader behaviors, responsibility of extension workers in leadership development; ethics and responsibility in management; managing Change in organizations and resistance to change.

|  |  |
| --- | --- |
|  | **Course contents** |
|  | 1.1. The Concept of Communication |
|  | 1.2. The Theories of Communication |
|  | 1.3. Effective Communication Techniques |
|  | 1.4. Written communication |
|  | 1.5. Effective technical report writing skills |
|  | 1.6. Verbal Communication |
|  | 1.7. Public Speaking |
|  | 1.8. Preparing a Speech |
|  | 1.9. Effective Prepared Speaking Techniques |
|  | **Chapter Two. Interpersonal and organizational communications** |
|  | 2.1. Types of Communication |
|  | 2.2. Key communicators and their roles in development |
|  | 2.3.Organizational Communication |
|  | 2.4. Ethics in the Workplace |
|  | 2.5. Diversity in the Workforce |
|  | 2.6. Conflict and Resolution |
|  | **Chapter 3: Leadership and Personal Development** |
|  | 3.1. The Concept and Definition of leadership |
|  | 3.2. Personality and Leadership Styles |
|  | 3.3. Philosophies of Leadership |
|  | 3.4. Leadership and leader behaviors |
|  | 3.5. Responsibility of extension workers in leadership dev’t |
|  | **Chapter Four: Ethics and responsibility in Management** |
|  | 4.1 Why Ethics and Responsibly in Management |
|  | 4.2 Ethics and Responsibility In Rural Development |
|  | 4.3 Determinants of Ethics and Responsibility |
|  | **Chapter five: Managing Change in Rural Development** |
|  | 5.1. The Need for Change in Rural sector |
|  | 5.2. Factors of Change and Resistance In rural economy |
|  | 5.3. Managing Change in Rural Sector |

**Practical**

Students will plan and practice the effective technical report writing techniques, prepare and present public speech.

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Effective report writing and preparing speech assignment 20%
* Individual presentation 20%
* Term paper 20%
* Final exam 40%
* **Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

1. Calvert, P. (Ed.) 2000. The Communicator's Handbook: Tools, Techniques and Technology (4th Edition). Maupin House Publishing.
2. Davies,A. (1997). Managing for change: how to run community development projects. Intermediate technology publications, London
3. Jalihal KA & Veerabhadraiah V. 2007. Fundamentals of Extension Education and Management in Extension. Concept Publ. Co.
4. Ray GL. 2005. Extension Communication and Management. Kalyani Publication, India.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Research Methods for Agricultural Extension and Communication**

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| --- | --- | --- | --- | --- | --- |
| Gondar University  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Research Methods for Agricultural Extension and Communication** | | | | |
| **Course Code** | AgExC 4041 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Research Methods for AgExC | | | | |
| **Module No.** | 04 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 6 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 30 | 16 | 84 | 162 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 2 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |

**COURSE OBJECTIVES**

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

* know the epistemology of research, research approaches and methods
* Know different forms of participatory and action research for agricultural extension
* Researching communication system for facilitating change
* Analyze the potentials and limitations of disciplinary and participatory research for agricultural extension and communication

**COURSE DESCRIPTION**

**THEORY**

Epistemology of research; research approaches and methods - qualitative and quantitative methods, disciplinary and interdisciplinary approaches, participatory and action researches in innovation systems; research hypotheses; sampling techniques and data collection; data analysis; regression and correlation; time series analysis

**PRACTICAL**

Assessing disciplinary and participatory research methods in Amhara Region; analyzing their pros and cons differences

**MODE OF DELIVERY**

Introductory lectures, discussion, questioning and answering, readings, assignments, individual and /or group works and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* Proposal development 30%
* presentation 10%
* Term paper 20%
* Final exam 40%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

1. Foundation of Behavioural Research by Fred.N. Kerlinger

2. Scientific Survey and Social Research by Pauline V.Young

3. Research Method in Extension Education by Suwnati Mulay

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **Graduate Seminar in Agricultural Extension and Communication**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Gondar University  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **Graduate Seminar in Agricultural Extension and Communication** | | | | |
| **Course Code** | AgExC 4042 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | **Research Methods for AgExC** | | | | |
| **Module No.** | 04 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 2 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 0 | 0 | 16 | 38 | 54 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year 1 Semester 2 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |

**COURSE OBJECTIVES**

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

* To introduce students to simple techniques of presentation and communication
* To help them learn the methods of reviewing, analyzing, compiling and presenting most recent research works and findings

**COURSE DESCRIPTION**

MSc student in the program will select relevant scientific topic in consultation with the seminar advisor; sets the structural contents of the work; make exhaustive literature review on the selected seminar topic and analyze scientifically; summarize the review and present the relevant data in tables and figures; the candidate presents his/her observations and review facts (related to his/her field of specialization but not from his/her dissertation) to the audience within the registered time frame or semester.

**MODE OF DELIVERY**

Reviewing, analyzing, compiling and presenting most recent research works and findings.

**ASSESSMENT METHODS**

Evaluation will be carried out based on continuous assessment which comprises:

* presentation 50%
* quality of paper 50%

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

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Name of Instructor/Tutor Signature

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Name of Course Chair Signature

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Name of Postgraduate Coordinator Signature

* + 1. **M.Sc. Thesis in Agricultural Extension and Communication**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| University of Gondar  Master Study Program in  **Agricultural Extension and Communication (AgExC)** | | | | | |
| **Course Title** | **M.Sc. Thesis in Agricultural Extension and Communication** | | | | |
| **Course Code** | AgExC 5011 | | | | |
| **MSc Program** | Agricultural Extension and Communication (AgExC) | | | | |
| **Module Name** | Thesis in AgExC | | | | |
| **Module No.** | 05 | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 60 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 0 | 0 | 192 | 1428 | 1620 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in AgExC first year students | | | | |
| **Year /Semester** | Year II Semester 1&2 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |

**COURSE OBJECTIVES**

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

* To introduce MSc student with identification of concrete researchable problems and development of sound research proposals
* To practice students to carryout research independently, analyze and discuss research findings, publish thesis manuscript, present and defend their research results

**COURSE DESCRIPTION**

MSc student in the program is required to identify a research problem relevant to the subject concerned and on national priority. Formulation of the research proposal should be according to the standard research methodology and in consultation with the advisory committee. The problem should reflect the current advances in the field and should have objectives intended for new findings and/or for confirmation of known facts for the Ethiopian conditions or on issues of global importance. After the approval, the candidate is expected to execute the proposal and come up with the findings in the form of thesis manuscript.

**MODE OF DELIVERY**

Reviewing, readings, and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on successful defense of their Thesis

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**Approved**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Instructor/Tutor Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Course Chair Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Postgraduate Coordinator Signature

# 2, MSc in Rural Livelihoods and Food Security

# Course/module breakdown

1. **Regular program**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year I Semester I** | | | | | | |
| **Module** | **Course Title** | **Course Code** | **Cr. Hr** | **ECTS** | **Delivery** | **Duration** |
| 01 | Rural Livelihoods and Vulnerability Analysis | RLFS4011 | 3 | 6 | Parallel | 1- 16 weeks |
| Food and Nutrition Security | RLFS4012 | 3 | 6 | Parallel | 1-16 weeks |
| Gender in Rural Livelihoods (E) | RLFS4015 | 2 | 4 | Block | 13-16 weeks |
| Agricultural Production and Market System(E) | RLFS4017 | 2 | 4 | Block | 13-16 weeks |
| 02 | Development Theories and Practices | RLFS4021 | 3 | 6 | Block | 1-4 weeks |
| Project Planning and Management | RLFS4022 | 3 | 6 | Parallel | 1-16 weeks |
| Total | | | 14 | 28 |  |  |

(E) is an elective course and at least one elective course has to be given in every semester of year 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year I Semester II** | | | | | | |
| **Module** | **Course Title** | **Course Code** | **CrHr** | **ECTS** | **Delivery** | **Duration** |
| 01 | Climate Change, Resilience and Food Security | RLFS4013 | 3 | 5 | Parallel | 1- 16 weeks |
| Rural Entrepreneurial and Management | RLFS4014 | 3 | 6 | Parallel | 1- 16 weeks |
| 02 | Rural Institutions and Service Delivery | RLFS4023 | 2 | 4 | Block | 1-4 weeks |
| Knowledge Management and Information System | RLFS4016 | 2 | 5 | Block | 13-16 week |
| 02 | Community Mobilization and Empowerment (E) | RLFS4024 | 2 | 4 | Block | 1-4 weeks |
| GIS and Remote Sensing (E) | RLFS4025 | 2 | 4 | Block | 1-4 weeks |
| 03 | Research Methods in Rural Livelihoods and Food Security | RLFS4031 | 3 | 6 | Parallel | 1-16 weeks |
| Graduate Seminar on Rural Livelihood and Food Security | RLFS4032 | 1 | 2 | Parallel | 1-16 weeks |
| **Total** | | | 16 | 32 |  |  |

(E) is an elective course and at least one elective course must be audited in every semester of Year 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year II Semester I&II** | | | | | | |
| **Module** | **Course Title** | **Course Code** | **CrHr** | **ECTS** | **Delivery** | **Duration** |
| 04 | M.Sc. Thesis on Rural Livelihoods and Food Security | RLFS4041 | 6 (0+18) | 60 | Parallel | 2\*Week 1-16 |
| **Total** | | | 6 | 60 |  |  |

## Course Syllabus

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
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|  |  | | | | |
| **Rural Livelihoods and Vulnerability Analysis** | | | | | |
|  |  | | | | |
|  |  | | | | |
| Program | M.Sc. in Rural Livelihoods and Food Security | | | | |
| Degree program | M.Sc. | | | | |
| Module Name and Number | Rural Livelihoods and Food Security (01) | | | | |
| Course Title | Rural Livelihoods and Vulnerability Analysis | | | | |
| Course code | RLFS4011 | | | | |
| Course Team Leader |  | | | | |
| Course delivery system | Parallel | | | | |
| Target group | Year I | | | | |
| Year and semester | Year I: Semester I | | | | |
| Prerequisite | None | | | | |
| Status of the Course | Compulsory | | | | |
| ECTS | 6 ECTS | | | | |
| Contact Hours (study hour distribution) | Lectures | Tutorials | Practical | Home study | Total Study hours |
| **48** | **0** | **0** | **114** | **162** |
| Course Description/Course Contents | This course is designed to equip students with the basics of rural livelihood and vulnerability. The course will enable them to analyze rural livelihoods in different vulnerability contexts and use different analysis techniques. | | | | |
| Course main Objectives | At the end of this course, students will be able to explain the basics concepts of rural livelihoods and vulnerability and apply different techniques and tools of analysis. | | | | |
| Supportive Objectives | To meet the course objectives, students will able to:   * Explain the basics of rural livelihoods * Explain the relationship between rural livelihoods and vulnerability * Describe rural livelihood strategies * Apply analytical techniquesfor livelihoods and vulnerability | | | | |

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/ Date** | **Time/Duration** | **Topic/ Sub topic** | **Key Activities (class)** | **Required reading/ Assignment** |
|  |  | **Chapter 1: Concept of Rural Livelihoods**   * 1. Definition of basic terms(Livelihoods, Asset, Vulnerability, Sustainable Livelihoods, Livelihood Diversification )   Livelihood as Integrating concept  Livelihood Assets  Dynamics of Rural Livelihoods  Rural Livelihood and Vulnerability |  |  |
|  |  | **2. Strategies of Rural Livelihoods**  2.1. Agricultural Based Livelihoods  2.1.1. Agricultural Diversification  2.1.2. Agricultural Intensification/ Extensification  2.1.3. Agricultural Specialization  2.2. Non-farm and Off-farm Livelihoods Strategies  2.3. Migration as Livelihood Strategies |  |  |
|  |  | **3. Livelihood Analytical Approaches and Techniques**  3.1. Livelihood Approaches  3.2. Sustainable Livelihood Frameworks  3.3. Methodological Overview of Livelihood Analysis  3.4. Livelihood Analysis Techniques (LAT)  3.5. Tools of Livelihood Analysis |  | *Field visit with report* |
|  |  | **4. Analysis of Livelihoods**  4.1.Livelihood Profiling  4.1.1. Livelihood Zoning  4.1.2. Livelihood Profiling with Zones  4.2. Analysis of Livelihood Assets  4.3. Livelihoods and Institutions  4.4. Analysis of Livelihood Strategies and outcomes  4.5. Livelihood Impact Appraisal |  |  |
|  |  | **5. Vulnerability Analysis**  5.1. Terminologies of Vulnerability  5.2. Vulnerability Context and Livelihoods  5.3. Sources of Vulnerability  5.4. Vulnerability Theories  5.5. Vulnerability Index |  |  |

**Mode of Assessment**

|  |  |
| --- | --- |
| Term paper | 20% |
| Paper Presentation | 15% |
| Paper/ Article/ Book Review | 15% |
| Final exam | 50% |

**Additional References**

**COURSE POLICY**

All students are expected to abide by the code of conduct of students (article \_\_\_\_\_\_ of The Nationally Harmonized Legislations) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to writing activities. Students will be active participants in the course. You need to ask questions and raise issues. You are expected to do all the assignments you are supposed to accomplish. You are required to do the assignments provided according to the time table indicated and the Instructor will give out the directions, if necessary.

Note on class attendance and participation: students are expected to attend class regularly. I will take attendance on random days during the semester to ensure that students are coming to class, and if they miss classes repeatedly, their grade will be affected. If students miss more than 15% of the class attendance they will not sit for exams. Students are expected to come to the class on time. I will not allow any student enter if you late more than five minutes. I will often ask questions during my lectures and active participation in class is essential.

Cell phone: Cell phones must be disabled before entering to the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class.

You are responsible for all class announcements and changes. All issues discussed for all class or derived from other sources (where I proved you to read) may be the subject of assignment or final exam question items. Please follow the instruction given in each contents of your course guidebook to complete all the assignments provided whether they are to be performed individually or in group.

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/ Date** | **Time/Duration** | **Topic/ Sub topic** | **Key Activities (class)** | **Required reading/ Assignment** |
|  |  | **Chapter 1: Introduction to Food Systems and Food Security Challenges**   * 1. The concept of a food system   2. Food System Challenges   3. Evolution of food security concepts   -food availability  -food accessibility  -food utilization  -stability and equity (vulnerability)  -food sovereignty   * 1. Food Security & other related concepts   2. Food insecurity nexuses poverty, hunger, famine   3. Nutrition security   -concepts and evolution  -malnutrition |  |  |
|  |  | **Chapter 2: Food Security Conceptual Frameworks**   * 1. Why need a framework   2. Systems-based food security frameworks   3. Domain-based food security frameworks   4. Nutrition framework |  |  |
|  |  | **Chapter 3: Food Security Assessment Approaches**   * 1. Overview of Assessment approaches (in normal & emergency contexts)   2. Measuring food availability   3. Measuring food access   4. Measuring food utilization   5. Measuring stability of food availability & access   6. Methods of nutrition assessment |  | *Field visit with report* |
|  |  | **Chapter 4: Food Security Programme (FSP)**   * 1. Historical Perspectives of Food Security/insecurity Programing in Ethiopia   2. DRR and Social Protection Programs   3. Productive Safety Net Program (PSNP)   4. Others FSP   5. Nutrition intervention strategies   6. Humanitarian Food Emergency Response Programs |  |  |
|  |  | **Chapter 5: Food Security Information System**  5.1 Early warnings in food security  5.2 Linking emergency aid to food and nutrition security |  |  |

**Mode of Assessment**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Food and Nutrition Security assessment (field work) | 20% | | Paper Presentation | 15% | | Paper/ Article/ Book Review 1 | 15% | | Final exam | 50% | |  |

**Main references**

Capaldo, J., Karfakis, P., Knowles, M., Smulders, M., 2010. A Model of Vulnerability to Food Insecurity.

Devereux, S., Vaitla, B., Swan, S.H., Hunger Watch (Organization), Action Against Hunger (Association), 2008. Seasons of hunger fighting cycles of quiet starvation among the world’s rural poor. Pluto Press in association with Action Against Hunger, ACF International Network, London.

Maxwell, S., Smith, M., others, 1992. Household food security: a conceptual review. Household Food Security: concepts, indicators, measurements. Edited by S. Maxwell and T. Frankenberger. Rome and New York: IFAD and UNICEF.

Rahmato, D., Pankhurst, A., van Uffelen, J.-G., 2013. Food security, safety nets and social protection in Ethiopia. African Books Collective.

Webb, P., Braun, J. von, others, 1994. Famine and food security in Ethiopia: lessons for Africa. Chichester (UK), John Wiley and Sons, 1994.

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| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

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| **Climate Change, Resilience and Food Security** | | | | | |
| Program | Rural Livelihoods and Food Security | | | | |
| Degree program | M.Sc. | | | | |
| Module Name and Number | Rural Livelihoods and Food Security (01) | | | | |
| Course Title | Climate Change, Resilience and Food Security | | | | |
| Course code | RLFS4013 | | | | |
| Course Team Leader |  | | | | |
| Course delivery system | Parallel | | | | |
| Target group | Year I | | | | |
| Year and semester | Year I: Semester II | | | | |
| Prerequisite | None | | | | |
| Status of the Course | Core | | | | |
| ECTS | 5 ECTS | | | | |
| Contact Hours (study hour distribution) | Lectures | Tutorials | Practical | Home study | Total Study hours |
| 48 | 0 | 0 | 87 | 135 |
| Course Description | The main aim of the course is to provide students with the necessary knowledge and skills to contribute effectively to management of climate, environmental and natural resources towards a food secure and sustainable future. It will also equip students with the ways of adapting to the changing climate and environment and how this can aid in achieving food security and sustainability though science and technological advancements, policy economic and social intervention. More over it enables students to capture the concepts, principles and measurement of resilience. | | | | |
| Course main Objectives | At the end of this course, students will be able to state the causes of climate change and its effect on food security. | | | | |
| Supportive Objectives | At the end of the course students should be able to:   * Describe what climate change is; * Identify the main effects of climate change on livelihoods * Describe potential impacts of climate change on food security; * Discuss how climate change effects fit into the array of food security determinants at local and global level. * Familiarize theories/frameworks on climate change, livelihoods and food security * Identify international/continental conventions on climate change, livelihoods and food security * Identify possible adaptation and mitigation strategies of climate change | | | | |

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/ Date** | **Time/Duration** | **Topic/ Sub topic** | **Key Activities (class)** | **Required reading/ Assignment** |
|  |  | **Chapter 1: Introduction to climate change**   * 1. Climate change: basics   2. Trends of climate change   3. Climate change effect on national to global contexts   4. Climate change related disaster risks |  |  |
|  |  | **Chapter 2: Climate change and Livelihoods**  2.1 Climate change - livelihoods nexuses  2.2. Impacts of Climate Change  2.2.1. Climate change on Agriculture  2.2.2. Climate change on Industry  2.2.3. Climate change effects on women livelihoods  2.3. Climate change and urban livelihoods |  |  |
|  |  | **Chapter 3:** Climate change and Food Security  3.1. Food security status: local to global perspective  3.2. Vulnerability to climate change and food security  3.4. Climate change versus food security dimensions  3.5. Climate change versus food systems |  |  |
|  |  | **Chapter 4: Climate change adaptation and mitigation Strategies**  4.1. Adaptation and mitigation strategies  4.1.1 Available policies  4.1.2 Climate Smart Agriculture  4.2.3 Indigenous adaptation and mitigation strategies  4.2.4 Climate change in Ethiopian  4.3 Climate change adaptation and Disaster Risk Reduction linkages |  |  |
|  |  | **Chapter Five: Analysis of Climate change**   * 1. Climate change modeling   2. Climate change, livelihoods and food security frameworks |  |  |
|  |  | **Chapter Six :** resilience  **6.1. Concepts of** resilience  **6.2. Principles of** resilience  6.3. Frameworks for resilience  6.4. Measurement of resilience  6.5. Implication resilience to Food Security |  |  |

**Mode of Assessment**

|  |  |
| --- | --- |
| Term paper | 20% |
| Paper Presentation | 15% |
| Paper/ Article/ Book Review | 15% |
| Final exam | 50% |

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Main References

Ericksen, P.J. (2007). *Conceptualizing food systems for global environmental change research,* Environmental Change Institute, Oxford University Centre for the Environment, Oxford, OX1 3QY, UK - available online at: [http://www.sciencedirect.com](asfunction:_level0.openWebpage,http://www.sciencedirect.com)

IPCC. (2007). *Climate Change 2007: Synthesis Report. Contribution of Working Group I,II, and III to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change.* Geneva, Switzerland, pp104.

Further readings

FAO. *E-Learning Tool - Community based adaptation to climate change:*

<http://www.fao.org/climatechange/67624/en/>

FAO. (2007). *EC-FAO Programme e-Learning course entitled: Food Security Concepts and Frameworks.* [*http://www.foodsec.org/dl/elcpages/food-security-courses.asp?pgLanguage=en&leftItemSelected=food-security-courses*](asfunction:_level0.openWebpage,http://www.foodsec.org/dl/elcpages/food-security-courses.asp?pgLanguage=en&leftItemSelected=food-security-courses)

FAO. (2008). *Climate change and food security: a framework document.* <http://www.fao.org/docrep/010/k2595e/k2595e00.htm>

FAO. (2009). *Profile for climate change.* [http://www.fao.org/docrep/012/i1323e/i1323e00.htm](asfunction:_level0.openWebpage,http://www.fao.org/docrep/012/i1323e/i1323e00.htm)

IFPRI. (2009). *Policy brief. Climate change, Impact on Agriculture and Costs of Adaptation*.

[http://unpan1.un.org/intradoc/groups/public/documents/icap/unpan037602.pdf](asfunction:_level0.openWebpage,http://unpan1.un.org/intradoc/groups/public/documents/icap/unpan037602.pdf)

Schmidhuber, J. & Tubiello, F.N. (2007). *Global Food Security under Climate Change*, PNAS. (access from <http://www.pnas.org/content/104/50/19703.abstract>)

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

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| **Rural Entrepreneurship and Small Business Management** | | | | | |
| Program | Rural Livelihoods and Food Security | | | | |
| Degree program | M.Sc. | | | | |
| Module Name and Number | Rural Livelihoods and Food Security (01) | | | | |
| Course Title | Rural Entrepreneurship and Small Business Management | | | | |
| Course code | RLFS4014 | | | | |
| Course Team Leader |  | | | | |
| Course delivery system | Parallel | | | | |
| Target group | Year I | | | | |
| Year and semester | Year I: Semester II | | | | |
| Prerequisite | None | | | | |
| Status of the Course | Core | | | | |
| ECTS | 6 | | | | |
| Contact Hours (study hour distribution) | Lectures | Tutorials | Practical | Home study | Total Study hours |
| 32 | 30 | 16 | 84 | 162 |
| Course Description | This course is designed to equip students with the basic knowledge and skill related with Rural Entrepreneurship and Small Business Management. It enables students to acquire basic concepts, principles, risk management in Small business | | | | |
| Course main Objectives | At the end of this course, students will be able to analyze the concepts of entrepreneurship | | | | |
| Supportive Objectives | At the end of the course students should be able to:   * Explain the concepts of entrepreneurship * Identifying and addressing the needs of entrepreneurs * Defining rural-focused entrepreneurial and small business strategies * Identify the types of entrepreneurship * State the challenges to begin business * Prepare a business plan * Development and management of business incubators * Identify possible adaptation and mitigation strategies of business risk * Describe operational and organizational structures for business * Apply critical thinking and technology skills to select appropriate to solve a business problem | | | | |

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/ Date** | **Time/**  **Duration** | **Topic/ Sub topic** | **Key Activities (class)** | **Required reading/ Assignment** |
|  |  | **Chapter 1: Introduction to Entrepreneurship**   * 1. Historical development of entrepreneurship   2. Concepts, forms and importance of entrepreneurship   3. Entrepreneurial types and traits   4. The role of small business on food security   5. Theories of entrepreneurship |  |  |
|  |  | **Chapter 2: Rural livelihood and entrepreneurial innovation**   |  |  | | --- | --- | |  |  |  * 1. Creativity as a prerequisite to innovation   2. Creative process   3. Innovation and entrepreneurship   4. Success factors of entrepreneurial ventures   5. The significances of rural entrepreneurial innovation  |  |  | | --- | --- | |  |  | |  |  |
|  |  | **Chapter 3: Rural Small Business Development**   * 1. Defining small business   2. Socio-economic and political aspects of small business   3. Methods of generating new ideas   4. Developing and using a business plan   5. Financial requirement for small business   6. Sources of finance for small business   7. Business ethics and social responsibility |  |  |
|  |  | **Chapter 4: Legal framework in small businesses**   * 1. Forms of ownership   2. proprietorship   3. Partnership   4. Corporation   5. State ownership enterprise   6. Cooperatives   7. Criterion for choosing the ownership form   8. Patent and copy right |  |  |
|  |  | **Chapter Five: Marketing in Small business**   * 1. Marketing perspectives   2. Marketing mix elements (7p’s)   3. Marketing segments   4. Marketing research |  |  |
|  |  | **Chapter Six: Business Risk management and insurance**   * 1. Risk and uncertainty   2. Dealing with risk and uncertainty   3. The role of insurance in business development   4. Risk management |  |  |

**Mode of Assessment**

|  |  |
| --- | --- |
| Term paper | 20% |
| Paper Presentation | 15% |
| Paper/ Article/ Book Review | 15% |
| Final exam | 50% |

**COURSE POLICY**

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| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
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| **Gender in Rural Livelihoods** | | | | | |
| Program | Rural Livelihoods and Food Security | | | | |
| Degree program | M.Sc. | | | | |
| Module Name and Number | Rural Livelihoods and Food Security (01) | | | | |
| Course Title | Gender in Rural Livelihoods | | | | |
| Course code | RLFS4015 | | | | |
| Course Team Leader |  | | | | |
| Course delivery system | Parallel | | | | |
| Target group | Year I | | | | |
| Year and semester | Year I: Semester I | | | | |
| Prerequisite | None | | | | |
| Status of the Course | Core | | | | |
| ECTS | 4 | | | | |
| Contact Hours (study hour distribution) | Lectures | Tutorials | Practical | Home study | Total Study hours |
| 32 | 0 | 0 | 76 | 108 |
| Course Description | The main aim of the course is to equip students with the necessary knowledge and skills on concepts of gender, gender in rural livelihoods, gender related interventions, the role of technology for addressing gender related problems, gender analysis and planning, gender analysis frameworks, approaches of gender in development, gender mainstreaming in development interventions. | | | | |
| Course main Objectives | At the end of this course, students will be able to apply gender analytical tools for gender planning and decision making. | | | | |
| Supportive Objectives | At the end of the course students should be able to:   * Explain basic Concepts of gender * Discuss on the approaches of gender in development * Familiarize with international, national conventions, laws for gender equality; * Describe the role of technology in addressing gender related problems. * Conduct gender analysis * Discuss the concepts of gender mainstreaming in development interventions * Identify possible strategies in addressing gender related problems | | | | |

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/ Date** | **Time/Duration** | **Topic/ Sub topic** | **Key Activities (class)** | **Required reading/ Assignment** |
|  |  | **Chapter 1:** Concepts related to Gender   * 1. Gender Vs Sex   2. Gender Equality Vs Equality   3. Practical Vs Strategic gender needs   4. Gender sensitivity |  |  |
|  |  | **Chapter 2:** Gender in Livelihoods  2.1 Role of gender in improving livelihoods  2.2 livelihood strategies of men and women |  |  |
|  |  | **Chapter 3: Approaches of** Gender in Development  3.1 Women in Development (WID)  3.2 Women and Development (WAD)  3.3 Gender and Development (GAD)  3.4 Gender Mainstreaming (GM) |  |  |
|  |  | **Chapter 4:** Gender Analysis and Tools  4.1 Concepts of gender analysis  4.2 Gender analysis frameworks  4.3 Comparing gender analysis frameworks |  |  |
|  |  | **Chapter Five: Addressing Gender Related Problems**   * 1. International and National Conventions and Laws in relation to gender   2. Gender assisted technologies |  |  |

**Mode of Assessment**

|  |  |
| --- | --- |
| Term paper | 20% |
| Paper Presentation | 15% |
| Paper/ Article/ Book Review | 15% |
| Final exam | 50% |

**COURSE POLICY**

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| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/ Date** | **Time/Duration** | **Topic/ Sub topic** | **Key Activities (class)** | **Required reading/ Assignment** |
|  |  | Chapter 1: **Overview of Historical Foundations for Knowledge** Management   * 1. Historical Foundations for Knowledge Management   2. Data, Information, and Knowledge   3. Types of Knowledge   4. Key attributes of knowledge management   5. Importance of Knowledge Management   6. Principles of Knowledge Management   7. Information Management   8. Information Management versus Knowledge Management |  |  |
|  |  | Chapter 2: Knowledge Management Cycle   * 1. Knowledge Management Cycle   2. Approaches toKnowledge Management cycles   3. Strategic Implications of the Knowledge Management Cycle   4. Practical Considerations for Managing Knowledge |  |  |
|  |  | **Chapter 3: Knowledge Capture and Codification**  3.1. Tacit Knowledge 3.2.Explicit Knowledge Codification  3.3.StrategicImplicationsofKnowledge CaptureandCodification  3.4.Practical Implications of Knowledge Capture and Codification  3.5. Trends of Knowledge Capture and Codification |  |  |
|  |  | **Chapter 4: Knowledge Sharing and Dissemination**  4.1. The Social Nature of Knowledge  4.2. Actors and Network Analysis  4.3. Obstacles to Knowledge Sharing  4.4.Organizational Learning and Social Capital  4.5. Strategic Implications of Knowledge Sharing  4.6. PracticalImplications of Knowledge Sharing |  |  |
|  |  | **Chapter Five: Knowledge Application**  5.1. Knowledge application at individual, group and organization levels  5.2. Knowledge application support technologies  5.3. Strategic and practical Implicationsof KnowledgeApplication |  |  |
|  |  | Chapter Six: Knowledge Management  6.1. Knowledge management perspectives  6.2. The knowledge asset-centric view and framework |  |  |
|  |  | **7. Knowledge Management Tools**  7.1. Definitions of Knowledge Management Tools  7.2. Knowledge Management techniques, tools and technologies  7.3. Knowledge Capture and Creation Tools  7.4. Knowledge Sharing and Dissemination Tools  7.5. Knowledge Acquisition and Application Tools |  |  |

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| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

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| **Agricultural Production and Market System** | | | | | |
| Program | Rural Livelihoods and Food Security | | | | |
| Degree program | M.Sc. | | | | |
| Module Name and Number | Rural Livelihoods and Food Security (01) | | | | |
| Course Title | Agricultural Production and Market System | | | | |
| Course code | RLFS4017 | | | | |
| Course Team Leader |  | | | | |
| Course delivery system | Parallel | | | | |
| Target group | Year I | | | | |
| Year and semester | Year I: Semester I | | | | |
| Prerequisite | None | | | | |
| Status of the Course | Elective | | | | |
| ECTS | 4 | | | | |
| Contact Hours (study hour distribution) | Lectures | Tutorials | Practical | Home study | Total Study hours |
| 32 | 0 | 0 | 76 | 108 |
| Course Description | This course mainly aimed to address agricultural production, access to input and output markets; crop and livestock production potentials and trends as well as the viable options for sustainable agricultural production. Overall, this course aims to highlight Ethiopia’s agricultural production potential and role for food security. | | | | |
| Course Objective | At the end of this course, students will be able to analyze the agricultural production system for sustainable rural livelihood. | | | | |
| Supportive Objectives | At the end of the course students should be able to:   * Characterize crop production for food security * Identify crop production potential and major constraints * Describe the role of livestock production for food security * Identify and assess the opportunities and challenges of the livestock sector * Discuss Ethiopia’s agricultural production status, extension system and its trend * Analyze the market system development and its constraints for agricultural production | | | | |

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/ Date** | **Time/Duration** | **Topic/ Sub topic** | **Key Activities (class)** | **Required reading/ Assignment** |
|  |  | **Chapter 1: Characterizing the Ethiopian Agricultural Production Contexts**  1.1. Introduction  1.2. Biophysical Conditions  1.3. Agro-ecologies and Farming Systems  1.4. Land Tenure Policy |  |  |
|  |  | **Chapter 2: Crop Production: risks and vulnerabilities**  2.1. Crop production: patterns and trends  2.2. Crop Diversification,  2.3. Agricultural policy and institutions  2.4.Agriculture labor |  |  |
|  |  | **Chapter 3: Livestock Production and Trends**  3.1. Ethiopia’s Livestock Sector development  3.2. Livestock species sustainability  3.3. Animal diseases and health management  3.4. Livestock policy  3.5. Constraints and Opportunities of Livestock Production |  |  |
|  |  | **Chapter 4: Options for Sustainable Agricultural Production**  4.1. Introduction  4.2 Seed genetic sustainability  4.3 Input (Improved Seed, Fertilizer, Chemicals)  4.4 Agricultural Extension |  |  |
|  |  | **Chapter 5: Agriculture Market System**  5.1 Concepts of agricultural marketing: distribution, price, transport, information  5.2 Agriculture value chain analysis  5.3 Export/import  5.3 Constraints of the agricultural market system in Ethiopia |  |  |
|  |  | **Chapter 6:** Agricultural Risk Management  6.1 Understanding the risk environment in agriculture  6.2 Assessing risk in agriculture  6.3 Agricultural risk management tools  6.4 Agricultural risk assessment and management strategy, policy and mainstreaming |  |  |

**Mode of Assessment**

|  |  |
| --- | --- |
| Term paper | 20% |
| Paper Presentation | 15% |
| Paper/ Article/ Book Review | 15% |
| Final exam | 50% |

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| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

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| **Development Theories and Practices** | | | | | |
| Program | M.Sc. in Rural Livelihoods and Food Security | | | | |
| Degree program | M.Sc. | | | | |
| Module Name and Number | Rural Development and Institutions (02) | | | | |
| Course Title | Development Theories and Practices | | | | |
| Course code | RLFS4021 | | | | |
| Course Team Leader |  | | | | |
| Course delivery system | Parallel | | | | |
| Target group | Year I | | | | |
| Year and semester | Year I: Semester I | | | | |
| Prerequisite | None | | | | |
| Status of the Course | Compulsory | | | | |
| ECTS | 6 ECTS | | | | |
| Contact Hours (study hour distribution) | Lectures | Tutorials | Practical | Home study | Total Study hours |
| **48** | **0** | **0** | **114** | **162** |
| Course Description/Course Contents | This course is designed to equip students with the basics of rural livelihood and vulnerability. The course will enable them to analyze rural livelihoods in different vulnerability contexts and use different analysis techniques. | | | | |
| Course main Objectives | At the end of this course, students will be able to explain the basics concepts of development and apply different theories and approaches for sustainable rural livelihood. | | | | |
| Supportive Objectives | To meet the course objectives, students will able to:   * Understand the broad and complex concepts of development, and the way in which development ideas get put into practice. * Familiarize with measurements of development * Conceptualize the theories and models of development * Analyze the development approach of Ethiopia from the perspective of various theories and models of development * Elaborate the links between poverty and environment * Explain the relationships between environment and development * Evaluate the role of sustainable development approach in relation to other development theories | | | | |

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/ Date** | **Time/Duration** | **Topic/ Sub topic** | **Key Activities (class)** | **Required reading/ Assignment** |
|  |  | **Chapter 1: The concept of development**   * 1. Definition of development   2. Factors of development   3. Measurement of development |  |  |
|  |  | **Chapter 2: Theories of development**   * 1. Classical and Neo-Liberal development theories   2. Modernization theory   3. Dependency theory   4. World-systems theory   5. Post-development theory   6. Contemporary thinking of development |  |  |
|  |  | **Chapter 3: Models of development**   * 1. Linear Model (Rostow’s Model of Economic Growth)   2. Structural change models   3. Socialism Soviet model of development   4. Maoism new Chinese- model of development |  | *Field visit with report* |
|  |  | **Chapter 4: Environment and development**   * 1. Perspectives on population and environment   2. Perspectives on modernization and environment   3. Perspectives on poverty and environment |  |  |
|  |  | **Chapter 5: Sustainable development approach**   * 1. Definition and concept of sustainable development   2. Evolution of sustainable development   3. Principles and dimensions ofsustainable development   4. Views on the concept of sustainable development   5. Challenges of Sustainable Development   6. Sustainable Livelihood Approach   7. The grass-root approach – Concepts of participation and empowerment |  |  |

**Mode of Assessment**

|  |  |
| --- | --- |
| Term paper | 20% |
| Paper Presentation | 15% |
| Paper/ Article/ Book Review | 15% |
| Final exam | 50% |

**Main Reference**

Emas, R. (2015). The concept of sustainable development: definition and defining principles. *Florida International University*.

Redclift,D. (1992) *Sustainable Development: Exploring the Contradiction*. New York: Routledge.

**COURSE POLICY**

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| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
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| Name | Signature |
| Head of Department | |

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**Project Planning and Management**

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| --- | --- | --- | --- | --- | --- |
| **Program** | Rural Livelihoods and Food Security | | | | |
| **Degree program** | M.Sc. | | | | |
| **Module Name and Number** | Rural Development and Institutions (02) | | | | |
| **Course Title** | Project Planning and Management | | | | |
| **Course Code** | RLFS4022 | | | | |
| **Course delivery system** | Parallel | | | | |
| **Target group** | Year I | | | | |
| **Year and Semester** | Year I Semester I | | | | |
| **Prerequisite** | None | | | | |
| **Status of the course** | Core | | | | |
| **ECTs** | 6 ECTs | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 16 | 114 | 162 |
| **Course description / course contents** | The course enables students to acquaint with the concepts of project planning and management. It is designed to equip students withthe principles and functions of management, cycle of project management, cost and benefit analysis, farm investments, and budgeting. | | | | |
| **Main objectives of the course** | At the end of the course, students will be able to apply project planning and managementanalytical techniques in relation to development project interventions. | | | | |
| **Supportive objectives** | At the end of the course, students will be able to:   * describe basic concepts of project planning and management * explain the principles and function of management * identify steps of project planning * develop an ideal project proposal * demonstrate project cycle * analyze different aspects of project * apply different tools / frameworks for project analysis | | | | |

Course schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week/ date | Time (Hr) | Topic / subtopic | Key activities | Required readings / assignment |
|  |  | **Chapter 1: Introduction to project planning and management**  Concepts of project, planning and management | Introduction with students and course syllabus |  |
|  |  | Chapter 2: **project planning**  Types of project planning  Characteristics of project planning  Steps of project planning  Elements of project planning | Brain storming, discussion, lecture |  |
|  |  | **Chapter 3: Project Management**  Principles of management  Functions of management | Brain storming, discussion, lecture, question and answer session |  |
|  |  | **Chapter 4: Cycle of Development Project**  Identification  Feasibility study  Appraisal  Implementation  Evaluation | Group discussion, lecture | Reading assignment on given references |
|  |  | **Chapter 5: Project planning and analysis**  Technical analysis  Institutional analysis  Financial analysis  Economic analysis  social analysis  Environmental analysis | Lecture, discussion, test |  |
|  |  | **Chapter 6: Financial management analysis**  Financial statements  Valuation and pricing  Export and import parity price  Cost and benefit analysis | Discussion, lecture, question and answer session | Group assignment supporting with references attached with course syllabus |
|  |  | **Chapter 7: Project management and information systems**  Information systems and project management  Project Monitoring and Evaluation  Logical Framework | Video show, interactive lecture |  |
|  |  | **Chapter 8: Sensitivity analysis and budgeting**  Sensitivity analysis  Farm investment  Budget estimation | Lecture, project group work |  |

Assessment schedule and weight

|  |  |  |  |
| --- | --- | --- | --- |
| No | Assessment techniques with due date | Competency to be assessed | Weight for each assessment |
| 1 | Individual assignment | Knowledge, skill, attitude | 10% |
| 2 | Test | Knowledge, skill, attitude | 10% |
| 3 | Group written assignment | Knowledge, skill | 20% |
| 4 | Group assignment presentation | Knowledge, skill, attitude | 10% |
| 5 | Final exam |  | 50% |
|  | Total |  | 100% |

**Grading**

Grading will be done as per the universities’ regulation.

**References**

Bellas, A. and Zerbe, R. O., 2000. *A primer for Cost benefit Analysis.* Harper Collins*, NY.*

Belli, P., 1996. *Hand Book on Economic Analysis of Investment Projects*. World Bank, Operations Policy Department.

Chandra, P., 1980. Projects***:*** *Preparation, Appraisal and Impremtation****.*** Tata McGraw-Hill publishing company Limited, New Dahi.

Gittinger, J.P., 1982. *Economic Analysis of Agricultural Projects*, The Johns Hopkins University Press, 2nd edition, Baltimore and London.

Kanshahu A.I., 1996. *Planning and Implementing Sustainable Projects in Developing Countries: theory, practice and economics*. AgBe Publishing, Holland.

Square, L. and van der Tak, H.G., 1992. *Economic Analysis of Projects. 7th ed.*, The Johns Hopkins University Press, Baltimore and London.

Thirlwall, A. P., 2003, *Economic Growth and Development: With Special Reference to Developing Economies. 7th ed., Macmillan.*

**Course policy**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time. Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class, as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**APPROVED**

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name  Head of Department | Signature |

**Rural Institutions and service delivery**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program** | Rural Livelihoods and Food Security | | | | |
| **Degree program** | M.Sc. | | | | |
| **Module Name and Number** | Rural Development and Institutions (02) | | | | |
| **Course Title** | Rural Institutions and service delivery | | | | |
| **Course Code** | RLFS4023 | | | | |
| **Course delivery system** | Parallel | | | | |
| **Target group** | Year I | | | | |
| **Year and Semester** | Year I Semester II | | | | |
| **Prerequisite** | None | | | | |
| **Status of the course** | Core | | | | |
| **ECTs** | 4 ECTs | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Course description / course contents** | This course is designed to equip students with the basic concepts of rural institutions and service delivery. The course also tries to give emphasis on different rural institutions and service delivery types, roles, status, strategies and barriers of rural institutions and service delivery. In addition, the course equips students how to form institutional linkages and strengthen service delivery. | | | | |
| **Main objectives of the course** | At the end of the course, students will be able to assist service delivery of institutions and organizations which enable to enhance basic competencies on how to improve livelihood and food security. | | | | |
| **Supportive objectives** | At the end of this course, students will be able to:   * Identify rural institution and service delivery * discuss the roles of rural institutions with the perspectives of rural livelihoods * explain effective service delivery systems * identify livelihood improving strategies in relation to rural institutions and service delivery * explain institutional linkages | | | | |

Course schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week/ date | Time (Hr) | Topic / subtopic | Key activities | Required readings / assignment |
|  |  | **Chapter 1: Introduction to rural institutions**  Concepts of rural institutions and service delivery | Introduction with students, syllabus introduction |  |
|  |  | **Chapter 2: Institutions and legal frameworks**  2.1. Infrastructures and institutions  2.2. Rights access to food |  |  |
|  |  | **Chapter 3: Types and roles of rural institutions**  3.1. Types of rural institutions  3.2. Roles of rural institutions | Brain storming, discussion, lecture |  |
|  |  | **Chapter 4: Institutional linkages – service delivery nexus**  4.1. Types of linkages  4.2. Service delivery for institutional linkages | Discussion, lecture, question and answer session, test |  |
|  |  | **Chapter5: Service delivery**  5.1. Types of service deliveries  5.2. Systems of service delivery |  |  |
|  |  | **Chapter 6: Challenges and opportunities of rural institutions** | Group discussion, lecture |  |

Assessment schedule and weight

|  |  |  |  |
| --- | --- | --- | --- |
| No | Assessment techniques with due date | Competency to be assessed | Weight for each assessment |
| 1 | Individual assignment | Knowledge, skill, attitude | 15% |
| 2 | Group work | Knowledge, skill, attitude | 25% |
| 3 | Group assignment presentation | Knowledge, skill, attitude | 10% |
| 4 | Final exam | Knowledge, skill, attitude | 50% |
|  | Total |  | 100% |

**GRADING**

Grading will be done as per the universities’ regulation.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**APPROVED**

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

**Community mobilization and empowerment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program** | Rural Livelihoods and Food Security | | | | |
| **Degree program** | M.Sc. | | | | |
| **Module Name and Number** | Rural Development and Institutions (02) | | | | |
| **Course Title** | Community mobilization and empowerment | | | | |
| **Course Code** | RLFS4024 | | | | |
| **Course delivery system** | Parallel | | | | |
| **Target group** | Year I | | | | |
| **Year and Semester** | Year I Semester II | | | | |
| **Prerequisite** | None | | | | |
| **Status of the course** | Elective | | | | |
| **ECTs** | 4 ECTs | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 0 | 76 | 108 |
| **Course description / course contents** | This course is designed to equip students on concepts and meanings of community mobilization and empowerment; theories of mobilization and employment with perspectives of community development (center-periphery theory, diffusion theory, growth pole theory); historical perspectives of community development; social and resource mobilization; community participation; guiding principles of community participation; steps and methods of community participation; importance / benefits of community participation and empowerment of communities; challenges of community participation and empowerment; empowering vulnerable or disadvantage groups (women); community problem analysis (SWOT, stakeholder, problem analysis). | | | | |
| **Main objectives of the course** | At the end of the course, students will be able to describe community mobilization and empowerment techniques. | | | | |
| **Supportive objectives** | At the end of this course, students will be able to:   * Define key concepts of community mobilization and empowerment * apply how to carry out community mobilization, resources and facilitate people’s participation in the local development process * Discuss methods of community mobilization as it relates to agricultural extension, dissemination of appropriate agricultural technologies and management of community resources. * Distinguish community mobilization principles in relation to food security initiatives. * Develop location specific strategies that hold promise for vulnerable groups based on locally available resources, demographics, and organizational goals. * apply techniques of empowerment of people in different contexts * analyze community problem | | | | |

Course schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week/ date | Time (Hr) | Topic / subtopic | Key activities | Required readings / assignment |
|  |  | **Chapter 1: Introduction to community mobilization**  Concepts of community mobilization and empowerment  Evolution of community mobilization | Introduction with students, syllabus introduction |  |
|  |  | **Chapter 2: Theories of mobilization and empowerment**  Theories of mobilization for community and empowerment development  Centre to periphery  Diffusion theory  Growth pole theory |  |  |
|  |  | **Chapter 3: Social and resource mobilization** | Brain storming, discussion, lecture, |  |
|  |  | **Chapter 4: Community participation**  Types of community participation  Guiding principles of community participation  Steps of community participation  Methods of community participation  Importance of community participation |  |  |
|  |  | **Chapter 5: Community empowerment**  Methods of empowerment  Empowering vulnerable groups | Group discussion, lecture |  |
|  |  | **Challenges of community mobilization and empowerment**  Techniques of problem analysis in a given community  SWOT analysis  Stakeholder analysis  Problem tree analysis |  |  |

Assessment schedule and weight

|  |  |  |  |
| --- | --- | --- | --- |
| No | Assessment techniques with due date | Competency to be assessed | Weight for each assessment |
| 1 | Individual assignment | Knowledge, skill, attitude | 15% |
| 2 | Group work | Knowledge, skill, attitude | 25% |
| 3 | Group assignment presentation | Knowledge, skill, attitude | 10% |
| 4 | Final exam | Knowledge, skill, attitude | 50% |
|  | Total |  | 100% |

**GRADING**

Grading will be done as per the universities’ regulation.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**APPROVED**

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GIS and Remote Sensing** | | | | | |
| Program | Rural Livelihoods and Food Security | | | | |
| Degree program | M.Sc. | | | | |
| Module Name and Number | Rural Development and Institutions (02) | | | | |
| Course Title | **GIS and Remote Sensing** | | | | |
| Course code | RLFS4025 | | | | |
| Course Team Leader |  | | | | |
| Course delivery system | Parallel | | | | |
| Target group | Year I | | | | |
| Year and semester | Year I: Semester II | | | | |
| Prerequisite | None | | | | |
| Status of the Course | Elective | | | | |
| ECTS | 4 | | | | |
| Contact Hours (study hour distribution) | Lectures | Tutorials | Practical | Home study | Total Study hours |
| 16 | 0 | 16 | 76 | 108 |
| Course Description | This course introduces different components of geospatial analysis and their applications of Geographic Information Systems (GIS), Remote Sensing (RS), Global Positioning System (GPS), and their integration in Climate Change and development. The course is intended to provide students with extensive training in particular image processing and GIS packages. It will also provide hands-on computer laboratory sessions re-enforce critical concepts. Working knowledge of personal computers and completion of a term project are required. | | | | |
| Course main Objectives | At the end of this course, students will be able to Use knowledge of Remote Sensing and Geographic Information Systems that are operating today. | | | | |
| Supportive Objectives | At the end of the course students should be able to:   * Gain applied experience in using RS and GIS through a number of case study exercises * Apply the methods and techniques that use GIS and Remote Sensing for analysis and monitoring of climate change, with applications in climate change impacts and adaptation | | | | |

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/ Date** | **Time/Duration** | **Topic/ Sub topic** | **Key Activities (class)** | **Required reading/ Assignment** |
|  |  | **Chapter 1: Basic Concepts of GIS and Mapping**  1.1 Basic Concepts of GIS  4.1.1 Geographic Information Systems (GIS)  4.1.2 Maps and GIS/ Producing maps  4.1.2.1 Map definition  4.1.2.2 Map Projection  1.2 Elements of GIS  1.3 Input for geospatial data  1.3.1 Geospatial data  1.3.2 Concepts and definition of data quality  1.3.2.1 Data quality and errors  1.3.2.2 Sources of Errors in GIS  1.4 Representation of geographic reality  1.4.1 Vector data representation 1.4.2 Raster Data representation  1.4.3 Integrating raster and vector data models  1.4.4 Modeling the spatial problems  1.5 Geodatabase and its development |  |  |
|  |  | **Chapter 2: Spatial Analysis**  2.1 Retrieval (re) classification and measurement operations  2.2 Overlay Operations (vector based, raster based,)  2.3 Neighberhood operations (Interpolation functions, topographic functions and search functions)  2.4 Connectivity operations (Contiguity functions, proximity functions (buffer zones, thiessn polygon, nearest feature identification), spread function, seek function, network functions, 3D function) |  |  |
|  |  | **Chapter 3: Introducing GIS Modeling**  3.1 Steps in GIS modeling  3.2 Agricultural non-point source (AGNPS) pollution model  3.2. sources of data for climate change monitoring and mode of analysis |  |  |
|  |  | **Chapter 4: Basic Principle of Remote sensing (RS)**  4.1Introduction 4.2 Electromagnetic energy spectrum  4.3 Sensors and platforms (Classification of RS systems)  4.4 Sensors for climate monitoring applications |  |  |
|  |  | **Chapter 5: Image pre-processing and classification**  5.1 Image pre-processing (Geometric, radiometric correction (linear contrast stretch, piecewise linear stretch, non-linear contraxt stretch))  5.2 Image enhancement (spatial filtering, statistical filtering, texture measures)  5.3 Spectral enhancement/ Image Transformation (indecis, PCA,Tasseled Cap transformation, Intensity-hue-saturation processing (IHS)  5.4 Image classification and interpretation (definitions, purposes, and approach, image classification, visual, supervised, and unsupervised, and classification accuracy assessment) |  |  |
|  |  | **Chapter 6: Global Positioning System (GPS)**  6.1 **Introduction**  6.2 **GPS components** (Space segment, Control segment, user Segment)  6.3 **Basic principles of GPS** |  |  |

**Mode of Assessment**

|  |  |
| --- | --- |
| Term paper | 20% |
| Paper Presentation | 15% |
| Paper/ Article/ Book Review | 15% |
| Final exam | 50% |

**COURSE POLICY**

All students are expected to abide by the code of conduct of students (article \_\_\_\_\_\_ of The Nationally Harmonized Legislations) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to writing activities. Students will be active participants in the course. You need to ask questions and raise issues. You are expected to do all the assignments you are supposed to accomplish. You are required to do the assignments provided according to the time table indicated and the Instructor will give out the directions, if necessary.

**Note on class attendance and participation:** students are expected to attend class regularly. I will take attendance on random days during the semester to ensure that students are coming to class, and if they miss classes repeatedly, their grade will be affected. If students miss more than 15% of the class attendance they will not sit for exams. Students are expected to come to the class on time. I will not allow any student enter if you late more than five minutes. I will often ask questions during my lectures and active participation in class is essential.

**Cell phone:** Cell phones must be disabled before entering to the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class.

You are responsible for all class announcements and changes. All issues discussed for all class or derived from other sources (where I proved you to read) may be the subject of assignment or final exam question items. Please follow the instruction given in each contents of your course guidebook to complete all the assignments provided whether they are to be performed individually or in group.

References

* Burrough, P.A. 1986. Principles of geographic information systems for land resources assessment. Clarendon Press Oxford
* Heywood I., Cornelius S., and Carver S. 1998. An introduction to Geographic Information Systems. Pearson education Asia Pte Ltd.
* LillesandT.M, and Kiefer R.W. 2004. Remote Sensing and Image Interpretation. 5th ed. John Wiley and Sons, Inc.
* Lo C.P., and Yeung K. W. A. 2005. Concepts and Techniques of Geographic Information Systems. Prentice-Hall of India Private Limited, New Delhi.

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

**Research Methods in Rural Livelihood and Food security**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program** | Rural Livelihoods and Food Security | | | | |
| **Degree program** | M.Sc | | | | |
| **Module Name and Number** | Research methods (03) | | | | |
| **Course Title** | Research Methods in Rural Livelihoods and Food Security | | | | |
| **Course Code** | RLFS4031 | | | | |
| **Course delivery system** | Parallel | | | | |
| **Target group** | Year I | | | | |
| **Year and Semester** | Year I Semester II | | | | |
| **Prerequisite** | None | | | | |
| **Status of the course** | Core | | | | |
| **ECTs** | 6 ECTs | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 32 | 0 | 16 | 114 | 162 |
| **Course description / course contents** | This course is intended to equip students with concepts, methods and process involved in conducting scientific research, including problem identification, data collection, processing, analysis and interpretation of both numerical and qualitative data in logical and meaningful terms. | | | | |
| **Main objectives of the course** | At the end of the course, students will be to apply scientific research methods in rural livelihoods and food security. | | | | |
| **Supportive objectives** | At the end of this course, students will be able to:   * identify different types of research philosophies * describe qualitative and quantitative research approaches * apply sampling techniques for rural livelihood and food security * identify type and sources of data * demonstrate methods of data collection and analysis * discus on inferential statistical tests for data analysis * apply regression for empirical or applied researches | | | | |

Course schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week/ date | Time / duration | Topic / subtopic | Key activities | Required readings / assignment |
|  |  | **Chapter 1: Scientific Research methods**  Concepts  Research philosophies  Epistemology  Ontology  Methodology | Introduction with students, syllabus introduction | Reading references |
|  |  | **Chapter 2: Research approaches**  2.1. Quantitative research  2.2. Qualitative research | Brain storming, discussion, lecture, |  |
|  |  | **Chapter 3: Scientific research process**  3.1. Problem identification  3.2. Research hypotheses  3.3. Research proposal development  3.4. Data collection instrument  preparation  3.5. Data collection  3.6. Data analysis and Interpretation  3.7. Report writing | Brain storming, discussion, lecture, question and answer session, test |  |
|  |  | **Chapter 4: Sampling techniques and procedures**  4.1. Sampling types  4.1.1. Probability sampling  4.1.2. Non-probability sampling  4.2. Sampling procedures | Group discussion, lecture | Reading assignment on given references |
|  |  | **Chapter 5: Application of econometric models for data analysis**  5.1. Regression  5.2. Correlation | Brain storming, discussion, lecture, question and answer session | Group assignment supporting with references attached with course syllabus |
|  |  | **Chapter 6: Scientific paper writing** | Document review | References |

Assessment schedule and weight

|  |  |  |  |
| --- | --- | --- | --- |
| No | Assessment techniques with due date | Competency to be assessed | Weight for each assessment |
| 1 | Individual assignment | Knowledge, skill, attitude | 15% |
| 2 | Group assignment on proposal development | Knowledge, skill, attitude | 25% |
| 3 | Group assignment presentation | Knowledge, skill, attitude | 10% |
| 4 | Final exam | Knowledge, skill, attitude | 50% |
|  | Total |  | 100% |

**GRADING**

Grading will be done as per the universities’ regulation.

**REFERENCES**

Greene, W. H., 2002. Econometric Analysis. 5th ed. New Jersey. Prentice-hall Inc.

Gujarati, D.N., 2003. Basic Econometrics. Published in Gary Burke.

Maddala, G. S., 1988. Introduction to Econometrics. 2nd ed. New York. Macmillan Inc.

Kothari, C.R., 2004. Research Methodology: Methods and Techniques, New Age International.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time. Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**APPROVED**

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

**Graduate Seminar in Rural Livelihood and Food Security**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program** | Rural Livelihoods and Food Security | | | | |
| **Degree program** | M.Sc. | | | | |
| **Module Name and Number** | Research methods (03) | | | | |
| **Course Title** | Graduate Seminar in Rural Livelihood and Food Security | | | | |
| **Course Code** | RLFS4032 | | | | |
| **Course delivery system** | Parallel | | | | |
| **Target group** | Year I | | | | |
| **Year and Semester** | Year I Semester II | | | | |
| **Prerequisite** | None | | | | |
| **Status of the course** | Core | | | | |
| **ECTs** | 2 ECTs | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 2 | 0 | 14 | 38 | 54 |
| **Course description / course contents** | The course is designed to acquaint students how review exhaustive literature on the selected seminar topic, scientific analysis, writing and reporting. It also enables the students to present seminar reports. | | | | |
| **Main objectives of the course** | At the end of the course, students will able to present seminar papers. | | | | |
| **Supportive objectives** | At the end of this course, students will be able to:   * apply reviewing, analyzing, compiling and presenting most recent research works and findings * demonstrate presentation and communication techniques | | | | |

Course schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week/ date | Time / duration | Topic / subtopic | Key activities | Required readings / assignment |
|  |  | Graduate seminar  Preliminaries  Introduction  Review  Methodologies  Results and discussion  Policy implications / way forward | Class lecture, discussions, question and answer sessions | References |
|  |  | Topic selection | Review, discussions, consultations |  |
|  |  | Consult respective instructor and review | Review |  |
|  |  | Review and report writing | Reading individually / in groups |  |
|  |  | Submission of the final seminar report to the assigned instructor |  |  |
|  |  | Seminar report presentation | Presentation |  |
|  |  | Evaluation of the submitted seminar report |  |  |

Assessment schedule and weight

|  |  |  |  |
| --- | --- | --- | --- |
| No | Assessment techniques with due date | Competency to be assessed | Weight for each assessment |
| 1 | Seminar presentation | Knowledge, skill, attitude | 40% |
| 2 | Paper evaluation | Knowledge, skill, attitude | 60% |
|  | Total |  | 100% |

**GRADING**

Grading will be done as per the universities’ regulation.

**COURSE POLICY**

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**APPROVED**

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |

**M.Sc. Thesis in Rural Livelihood and Food Security (RLFS)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MSc Program** | M.Sc. in Rural Livelihood and food security (RLFS) | | | | |
| **Module Name** | **M.Sc. Thesis** | | | | |
| **Module No.** | 04 | | | | |
| **Course Title** | **M.Sc. Thesis** Rural Livelihood and food security | | | | |
|  |  | | | | |
| **Course Code** | RLFS4041 | | | | |
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|  |  | | | | |
|  |  | | | | |
| **Course Chair** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **Instructor/Tutor** | **Name:** | | | | |
| **Office location:** | | | | |
| **Mobile:** ; **e-mail:** | | | | |
| **Consultation Hours:** | | | | |
| **ECTS Credits (CP)** | 60 | | | | |
| **Contact Hours (per semester)** | **Lecture** | **Tutorial** | **Lab/Practical** | **Home Study** | **Total** |
| 0 | 0 | 192 | 1428 | 1620 |
| **Lecture days, Hours & Room:** |  | | | | |
| **Tutorial/Lab days & Hours** |  | | | | |
| **Target Group:** | MSc in RLFS Second year students | | | | |
| **Year /Semester** | Year 2 Semester 1 and 2 | | | | |
| **Pre-requisites** |  | | | | |
| **Status of the course** | Compulsory | | | | |
| **COURSE DESCRIPTION** | MSc student in the program is required to identify a research problem relevant to the subject concerned and on national priority. Formulation of the research proposal should be according to the standard research methodology and in consultation with the advisory committee. The problem should reflect the current advances in the field and should have objectives intended for new findings and/or for confirmation of known facts for the Ethiopian conditions or on issues of global importance. After the approval, the candidate is expected to execute the proposal and come up with the findings in the form of thesis manuscript. | | | | |
| **COURSE OBJECTIVES** | At the end of this course, students will be able to:   * To introduce MSc student with identification of concrete researchable problems and development of sound research proposals * To practice students to carryout research independently, analyze and discuss research findings, publish thesis manuscript, present and defend their research results | | | | |

**MODE OF DELIVERY**

Reviewing, readings, and presentation.

**ASSESSMENT METHODS**

Evaluation will be carried out based on successful defense of their Thesis

**Total 100%**

**GRADING**

Grading will be done as per the universities’ regulation.

**COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. Students need to ask questions and raise issues. Students are expected to do all their assignments and to submit and present timely. Students are expected to attend classes regularly and they are urged to be in lecture or tutorial room at least 5 minutes before the starting time Students that do not attend 85% of the classes will not sit for the final exam. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. You are responsible for all class announcements and changes.

**APPROVED**

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| --- | --- |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Course Manager (a person/s who prepared the course guidebook) | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Name | Signature |
| Head of Department | |