AID 1025-1 (7-71) (FACE SHEET)

PD-AAD-094-E1 3860281-3

NONCAPITAL PROJECT PAPER (PROP)

I. PROJECT IDENTIFICATION

1. PROJECT TITLE

AGRICULTURAL UNIVERSITIES DEVELOPMENT

A.I.D. Reference Center Room 1656 NS

APPENDIX ATTACHED ☒ YES ☐ NO 22 p.

2. PROJECT NO. (M.O. 1095.2) 386-11-110-281

3. RECIPIENT (specify)

☒ COUNTRY INDIA

☐ REGIONAL ☐ INTERREGIONAL

4. LIFE OF PROJECT

BEGINS FY 1964

ENDS FY 1975

5. SUBMISSION

☐ ORIGINAL DATE

☒ REV. NO. Two DATE

CONTR./PASA NO.

II. FUNDING ($000) AND MAN MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL $	C. PERSONNEL (1) $	C. PERSONNEL (2) MM	D. PARTICIPANTS (1) $	D. PARTICIPANTS (2) MM	E. COMMODITIES $	F. OTHER COSTS $	G. PASA/CONTR. (1) $ b/	G. PASA/CONTR. (2) MM b/	H. LOCAL EXCHANGE CURRENCY RATE $ US ____ (U.S. OWNED) (1) U.S. GRANT LOAN	(2) COOP COUNTRY (A) JOINT a/	(B) BUDGET
1. PRIOR THRU ACTUAL FY	17652	11967	3539	4243	a/	1442		17338	3439	1575	7156	
2. OPR FY 72	2536	1462	485	1026	1850	48		2499	473		1285	
3. BUDGET FY 73	2400	1492	492	870	1649	38		2364	480		1241	
4. BUDGET +1 FY 74	2043	946	263	1040	1981	57		2007	251		902	
5. BUDGET +2 FY												
6. BUDGET +3 FY												
7. ALL SUBQ. FY	2089	861	244	1166	2223	62		2017	220		942	
8. GRAND TOTAL	26720	16728	5023	8345	7703	1647		26225	4803	1575	11526	

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT

III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER DP/P:JJoldersma:AG/UD:RRRessle AG:RNewberg — TITLE — DATE 3/21/72

2. CLEARANCE OFFICER DP/P:GWEvans CO:TKMartindale D(A):LPOechsli DD(A):CSGulick — TITLE — DATE 3/21/72

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL

2. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF	SIGNATURE	DATE

3. APPROVAL AAs OR OFFICE DIRECTORS

SIGNATURE — DATE

TITLE

4. APPROVAL A/AID (See M.O. 1025.1 VI C)

SIGNATURE — DATE

ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

a/ Not available.

b/ Memorandum (non-add) column. Figure for all contract costs (i.e., personnel, participants and commodities).

c/ M/s for contract personnel only.

d/ Trust Fund rupees - Based on the assumption that the current Trust Fund Account will be replenished.

e/ Total M/s from FY 72 onwards.

A. The Project Goal

1. Goal Statement

The goal of AID in the sector of Indian Agricultural Development is two fold: to provide the conditions necessary for a sustained increase in agricultural production of about five percent per annum over the next decade, and to enable as large a section of the rural population as possible, including small cultivators, the farmers in dry areas, and agricultural laborers, to participate in development and share its benefits. AID's goal is the same as that of the Government of India (GOI)[1/], which mobilizes the vast majority of resources needed to accomplish these objectives.

Where AID's projects and sub-projects in the agriculture sector relate to a particular state or states, the Logical Frameworks for those activities will have to specify the rate of goal achievement expected in those states, since the rate of achievement can be expected to vary from Punjab to Orissa to Tamil Nadu.

2. Measurement of Goal Achievement

To measure the achievement of this goal on the national or state level is not difficult: the regular GOI production statistics will verify progress towards the aim of maximizing production, and other social indicators (records of income distribution, pumpsets energized in dryland areas, amount of credit extended to small farmers, legislation in favor of ag. laborers, etc.) will help determine if imbalances are decreasing. However, to determine AID's contribution to these twin aims is more difficult. It must be measured in terms of the contribution which each of the joint GOI/AID projects in the agriculture sector make to goal achievement: agricultural universities, production problems (intensive agriculture, high yielding varieties, etc.), soil and water management, and agricultural services and inputs (high yielding seeds, rice research, rural electricity, fertilizer, pesticides, ag. economics).

The contribution of the Agricultural Universities Development project to the achievement of the sector goal (linkage between Purpose and Goal) is clear and need not be discussed at length (although a quantitative measure of this contribution cannot be devised):

1/ As most recently stated on p. 10 of the Draft Indian UNDP Country Program, dated 28 December 1971, prepared by the Ministry of Finance.

1) Most of the highly trained agriculture manpower needed by the states to achieve the sector goal will come from these agricultural universities.

2) Much important research needed by the states to achieve the sector goal will be done by these agricultural universities.

3) Extension education, coordinated and partially undertaken by the universities, will pass the benefits of new research to the farmers of the states.

3. Assumptions of Goal Achievement

a. Future Five Year Plans of the Government of India continue to emphasize agricultural production.

b. Weather conditions remain normal.

c. Adequate inputs (fertilizer, pesticides, credit, etc.) are available to support the projected agricultural growth rate.

d. Central and State Government policies and administration are directed towards encouraging and facilitating agricultural production.

B. The Project Purpose

1. Statement of the Purpose

The Government of India has a target of establishing a service oriented agricultural university in each state. The purpose of this joint GOI/AID project is the establishment and development of the first eight of these universities. This project is designed to establish agricultural universities which will:

a. Provide the necessary number and quality of personnel trained in agricultural sciences to serve the agricultural needs of the state, and

b. Effectively integrate this training capability with state programs of research and extension education.

This PROP revision comes towards the end of the life of the AUD project (which was preceded by the Ag Ed Project from 1956 to 1964). A proper perspective on the timing of this document can be gained from a list of the dates on which AID began assistance and plans to terminate assistance under this project:

Indian Univ.	U.S. Univ.	Assistance Began	Termination Date (Physical work)
Uttar Pradesh	Illinois	1964	1973
Punjab	Ohio State	1964	1973
Mysore	Tennessee	1964	1974
Andhra Pradesh	Kansas State	1964	1975
Madhya Pradesh	Illinois	1964	1976
Orissa	Missouri	1964	1976 or earlier
Rajasthan	Ohio State	1964	1976 or earlier
Maharashtra	Penn State	1967	1976

2. Conditions Expected at the End of the Project

The following nine conditions are expected to be achieved by the end of the project in varying degrees at the eight universities:

1. A long range development plan is used as the basis for program implementation.

2. Public financial support is adequate.

3. Administrative performance is effective.

4. Integration of extension education, research and teaching is operating at the department level.

5. Curriculum and teaching methods are problem oriented and relevant to current needs.

6. A sound, state-wide research program meets the research needs of the state.

7. An active, relevant extension education program is underway throughout the state.

8. Graduates are filling the agricultural manpower needs of the state.

9. Effective professional linkages with Indian and foreign agricultural institutions are established.

3. Basic Assumptions

a. The university staffs are favorable to adapting the land grant (service-oriented) university philosophy and techniques.

b. The Boards of Management and the State and Central Governments are fully committed to service-oriented agricultural universities.

c. The State and Central Governments provide funds, including foreign exchange, to finance approved development plans and current operating costs.

C. Project Outputs at each of the eight assisted universities:

Kinds of Outputs	Magnitude of Outputs (Indicators)	Target Completion Date
India		
1. Buildings and physical facilities	1. As specified in long-range plan	1. Continuing
2. Staff	2. See each Logical Framework for number and training level required by each university	2. Continuing
3. Graduates	3. See each Logical Framework	3. Continuing
U.S.		
1. U.S. - trained staff	1. Ranging from 3 to 10 participants per year: See Table II.	1. See Table II
2. Trust Fund Rupee activities	2. One long-term specialist: See Table I, for number of specialists each year	2. During tour of respective specialists
3. Specialists' research, teaching, advise, examples, analysis, reports, etc.	3. In fields of long term and short term specialist: See Appendix and Table I for fields and numbers of specialists.	3. During tour of respective specialists.

Basic Assumptions at each of the eight assisted universities:

1. Recruitment and promotion policies are sound.
2. The university provides continuity of tenure for its staff.
3. Financial support is adequate.
4. Required administrative decisions and approvals are made and implemented on schedule.
5. U.S. specialists are well qualified.

The linkage between the Outputs and the Purpose/Conditions is crucial to the success of this project and must be analyzed on a case by case basis. Success or failure are both possible, and both have occurred. In other words, historical evidence shows that the set of outputs is correct: if an adequate quantity and quality of outputs are provided, the project purpose will be accomplished, as has largely occurred at PAU and UPAU. However, if one or more key outputs (such as key staff members or needed physical facilities) are inadequate, as they were at OUAT and are at UoU still today, progress towards the project purpose will be slow or may even be reversed.

Will AID's limited outputs make a significant contribution to the achievement of the Purpose/Conditions? The Indian universities and the GOI agree on the value of the participant training program, which has trained 50% or more of the staff members on some of the campuses, giving them technical expertise and valuable, first-hand experience with the workings of a land grant university. The Trust Fund rupee activities have helped to break through many crucial bottlenecks, providing quick access to resources for new and experimental ideas which might never have received funds through the traditional budgetary process. And the activities of the specialists have assisted the administration and professional staffs of the eight universities as they worked towards achievement of the nine conditions. In general, the departments where a good portion of the staff have had the benefits of the participant training program or served as counterparts with a U.S. university specialist reflect benefits from these inputs through significantly increased productivity.

Most of the progress towards the Purpose/Conditions has resulted and will result from the resources of the GOI. Since 1964 (and before, under the Agricultural Education Project), the U.S. university teams provided incremental assistance towards these aims at the eight universities. This assistance focussed each year on a few departments and university-wide areas, such as the research program or campus planning. Hence, evaluations by AID of progress toward achievement of the conditions expected at the end of the project should be based specifically on the role of the U.S. university team and its contributions (including participant training) in the fields which it assisted during the evaluation period. If

the evaluator so desires, he can make a separate analysis of the progress of the university as a whole towards the nine conditions. This progress will be in large measure the result of GOI inputs, but the complementary effects of the AID inputs will in several instances have a multiplying impact on the total performance.

D. Project Inputs at each of the eight assisted universities:

The major resources for the development of agricultural universities in India are, obviously, Indian. During the Fourth Five Year Plan (April 1969 to March 1974), the GOI is planning to channel 220 million rupees (equivalent 30 million dollars) through the ICAR to the agricultural universities. In addition, a large portion of the annual ICAR budget of 100-150 million rupees (equivalent 15 to 20 million dollars) for All-India coordinated research projects is expended through these universities. Further, the state governments are making available varying amounts to the universities, averaging for the Fourth Five Year Plan about 25 million rupees per university.

In this context, the USAID input is marginal, but it supplies critical, missing elements which Indian presently would be hard pressed to secure elsewhere in view of its need to conserve foreign exchange and in view of its still thin reservoir of trained manpower in many highly specialized fields. The level in numbers of long term and short term specialists and participants provided under the present six U.S. university contracts will be reduced over time to phase out by 1976 (see Tables I and II).

Kinds of Inputs	Magnitude of Inputs	Date Scheduled for Delivery
India		
1. ICAR and other Central govt. allocations, including foreign exchange	1. See each Logical Framework for amounts	1. Continuing
2. State Govt. allocations	2. See each Logical Framework for amounts	2. Continuing
3. Other rupee sources	3. See each Logical Framework for amounts	3. Continuing
U.S.		
1. U.S. university team	1. See Table I.	1. See Table I
2. Participants	2. See Table II.	2. See Table II
3. Dollars for teaching and demonstration aids	3. $1,000 per long-term specialist	3. During tour of respective specialist
4. Rupees for administration and demonstration projects	4. See page 1 (face sheet)	4. See page 1 (face sheet)
5. Central Panel of specialists and project manager (until IAUS-Integrated Agril. Univ. Services Project established in early FY 74)	5. See Table I.	5. See Table I.

Note: See page 1 (face sheet) for summary of dollar and rupee inputs.

Basic Assumptions at each of the eight assisted universities:

1. Nomination and clearance of qualified specialists is timely.
2. Participants are qualified for proposed training.
3. University provides proper conditions for effective performance.
4. A proper statute exists providing an adequate degree of autonomy.

How will AID Inputs be translated into Outputs? In the case of participants and rupee activities, the transformation is clear, but what Outputs do the U.S. university teams produce? What exactly do the specialists do on the campuses to which they are assigned? In the case of each specialist, the Indian university determines in its planning process (annual Working Paper) that a need exists for outside expertise in his field. The university then secures necessary approvals. When the specialist arrives, he is assigned a counterpart or counterparts in the department or area of his specialization, although he normally works with everyone interested in his field. His activities are varied, and vary from individual to individual: he may serve as an integral member of his department, advising graduate students, teaching, doing research, etc. Or he may act as an advisor to his department, advising on all research activities in his field, becoming involved in curriculum revision, assisting in preparation of course syllabuses, assisting the college and university in its planning exercises, etc. Or he may devote much time to demonstration activities, using the dollars and rupees available to him.

Increasingly greater flexibility will be sought in administering the contracts with the six American universities. Some specialists in certain fields stationed at one university will be made available on a consultant basis to other agricultural universities. Participant programs will include an increasingly larger proportion of thesis writing, research, and training at one of the advanced Indian agricultural institutions. Specialists will focus more on assisting with advanced, highly specialized research, extension, and/or teaching jobs and less on department-wide roles.

As assistance to individual universities under this project is terminated, an evaluation similar to the type carried out at the Punjab Agricultural University (though somewhat more limited in scope and depth) is planned to determine the extent of accomplishment of project purposes and potential of the institution to serve broader regional and national needs in specialized academic areas.

The U.S. universities working with the more advanced Indian agricultural universities are increasing their interests in developing closer and more permanent working relationships as the Indian institutions near self sustaining growth. We would hope that the relationship between the Indian [illegible] and the U.S. institutions would devel op to a point where these institutions

would want to continue their relationship after the USAID assistance is discontinued by exchanging professors and graduate students, supporting these with their own resources, or other resources that may become available, eliminating the need for additional USAID assistance.

The fifth AID Input -- the Central Panel. During FY 1972 and FY 1973, this project will begin to experiment with a new approach to agricultural universities development. This change has been necessitiated by the expansion of the network of Indian agricultural universities from eight to sixteen since 1968. This new approach will be the subject of a new project IAUS (Integrated Agr. University Services), which soon will be submitted to AID/W for approval. At this stage, it is thought that this project would contain the following elements:

1. Assisting ICAR to expand its coordinating and advisory functions through a central panel of specialists;

2. Assisting a few centers of excellence at the agricultural universities selected by the ICAR within its master plan for rational development of a network of advanced training and research centers, and

3. Assisting the new universities through provision of training at the centers of excellence through consultancy services from the Indian and American members on the Central Panel, and through limited staff training in the U.S.

USAID will continue to maintain close liaison with the IBRD and the FAO regarding their proposed assistance to the agricultural universities in Assam and Bihar; next in priority may be Maharashtra, and perhaps also Kerala, Tamil Nadu, and Gujarat. Coordination between ICAR, USAID, and IBRD/FAO will assure optimum use of inputs and will avoid overlapping or gaps in the assistance pattern.

NOTE: M.O. 1025.1 on PROPS states that if the present PROP for a project is not organized in the new format, the PROP revision shall be recast in the new format, and contain parts (A) Goal, (B) Purpose, (C) Outputs, and (D) Inputs. Parts (E) Rationale, and (F) Course of Action are not to be included in a PROP revision -- the M.O. states that this information should be included in an appendix if a Mission desires to include it. Hence, USAID has omitted these two sections, but has included some discussion on course of action in the sections on linkages between Inputs-Outputs and between Outputs-Purpose/Conditions. The Appendix also relates to Course of Action. AID/W files contain much prose from USAID on the "Rationale"; this need not be repeated.

Appendix:

A State by State Analysis of AID Assistance

The following U. S. universities are assisting eight Indian Agricultural Universities under specific AID contracts:

1. PAU, Punjab - Ohio State University
2. UPAU, Uttar Pradesh - University of Illinois
3. MUAS, Mysore - University of Tennessee
4. APAU, Andhra Pradesh - Kansas State University
5. JNAU, Madhya Pradesh - University of Illinois
6. UoU, Rajasthan - Ohio State University
7. OUAT, Orissa - University of Missouri
8. MPKV, Maharashtra - Pennsylvania State University

The Punjab Agricultural University - established in October 1962, has made excellent progress in adapting land grant university concepts. The agronomic and agricultural engineering programs of the university are particularly strong, supported by a good College of Basic Sciences and Humanities. The College of Home Science has excellent facilities and an active program. An assessment of progress of the PAU was completed by a joint Indo-American team in March 1970. The results of this assessment are being used by the University in identifying areas that need strengthening. The University was weakened by the bifurcation resulting when the Hissar Campus of the PAU became the Haryana Agricultural University. This bifurcation left most of the strength in animal science at the HAU, making it necessary for PAU to rebuild a program in this area. A high quality nucleus staff is located at PAU and physical facilities are under construction to reinforce this area of activity.

During the remainder of the project life at PAU (FYs 72-73), it is anticipated that four man-years of specialists services, 11 consultants and training for 24 participants will be utilized in strengthening highly technical subjects of the university.

The PAU has achieved the level of capability where it is a prime candidate to have developed on its campus a center of concentration to serve the region and nation as well as the state in the areas of plant breeding, agricultural economics, agricultural engineering and home science.

The Uttar Pradesh Agricultural University - the oldest of the agricultural universities, having begun operations in 1960, has overcome many hurdles in development and is identified as an outstanding agricultural university. State-wide responsibilities for agricultural research and extension education programs have not been assigned to UPAU. It should be noted that the

State of Uttar Pradesh is a large and complex state with a population of nearly 90 million. More recently, the UPAU is doing an excellent job of carrying out its presently assigned responsibilities for research and extension including work with other state and Center organizations working in the State.

The university has been forced to depend in part on its large commercial farm to generate funds for capital improvements and operating expenses. Even with serious limitations, the university is a good illustration of what can be done when major aspects of teaching, research and extension education are integrated and a dependable flow of funds can be committed for implementing new activities. Without question, the performance of UPAU has had considerable influence on activities planned at many other universities. During the remaining two years of the project at UPAU, it is anticipated that eleven man-years of specialists, five consultants and training for 14 participants will be utilized. This technical assistance will be focussed in the areas of water technology, horticulture, food processing, communications and other highly specialized fields. The UPAU can be considered a candidate to have developed on its campus a center of concentration to serve regional and national needs in plant breeding, soil and water technology, animal husbandry, agricultural economics, and communications.

The Mysore University of Agricultural Sciences - established in May 1963, did a good job in pre-planning its development including construction of the required physical facilities to provide a unified campus on a new site. Construction although delayed somewhat, is now underway and the new site is being developed rapidly. The university has an outlying campus of the College of Agriculture at Dharwar and a new College of Fisheries at Mangalore. Special emphasis is being given to the development of the College of Fisheries to provide a within-India center for servicing the staff training requirements of the other agricultural universities and the fishery enterprise in India. During the remaining three years, it is anticipated that 10 man-years of specialists' services, 12 consultants and training for 23 participants will be required to complete the project inputs. During this time special attention will be focussed on fisheries and veterinary/animal science. This university should be a candidate to have developed on its campus a center of concentration to serve the region and nation in the areas of inland fisheries, marine fisheries, microbiology and plant pathology.

The Andhra Pradesh Agricultural University - established in December 1963, has three campuses, Rajendranagar, Tirupati, and Bapatla. Although the university has shown fair progress, politically associated disturbances have existed almost continuously since the university was formed. Recent developments indicate these disturbances are being brought under control with the result that progress should be more rapid. During the remaining four years, it is anticipated that 16 man-years of specialists' services,

14 consultants and training for 41 participants will be utilized. The APAU areas of developing strength include dairy technology, irrigation, agrostology and dry land farming.

The Jawaharlal Nehru Agricultural University - was established in February 1963 as the agricultural university in Madhya Pradesh. Six colleges of agriculture and two colleges of veterinary science and animal husbandry became constituent units of the university at the time the act was passed. In 1967, a college of agricultural engineering was added to the main university campus at Jabalpur.

The University was given state-wide responsibility for agricultural research and the research stations, numbering over a dozen, along with their staff were transferred in December 1964. An extension education and service program wing has also been created in the university. At present, the university has three faculties, viz., agriculture, agricultural engineering and veterinary science and animal husbandry.

Major attention has been given to reorganization and strengthening of the teaching program, to consolidation and coordination of research, to strengthening the extension education program, and to the integration of teaching, research and extension education in all fields of agriculture and allied sciences. Although lack of sufficient funds has reduced the rate of development of the university, significant progress has been made in improving the professional competence of the faculty. Considerable progress has also been made in providing additional field and laboratory facilities.

Major problems still requiring specific attention are: (1) further consolidation of the academic program by conversion of branch campuses into several research-cum-training centers, (2) development of more effective and efficient infrastructure of supporting services, (3) resolving the status of basic sciences and humanities in the university's organizational structure and deciding the future of English as a medium of instruction, (4) development of a more job-oriented curriculum with more actual practical experience for under-graduates and perhaps for non-degree students, (5) revision of the statutes and the make up of the Board of Management in light of experience and emerging needs and opportunities, (6) development of more continuity in staffing of key administrative positions, and (7) increasing faculty participation in planning and evaluation of programs and establishing institutional policies and priorities. It is anticipated that 20 man-years of specialists' services, 22 consultants and training for 48 participants will be required during the remaining five years to attain a reasonable level of competence and performance within the university. Special emphasis will be given to resolving the major problems previously listed.

The University of Udaipur - was created in 1963 following revision of the original act to incorporate the original Rajasthan Agricultural University with the M. B. College of Basic Sciences and Humanities. Thus, at the time of reorganization in 1963, the university included a College of Agriculture, Udaipur, S. K. N. College of Agriculture, Jobner, College of Veterinary and Animal Science, Bikaner, and the M. B. College of Basic Sciences and Humanities, Udaipur. A College of Technology and Agricultural Engineering was added in 1964 and the College of Home Science was authorized as a unit of the College of Agriculture during 1966.

The university has reached a plateau at a moderate level of development. The semester system and internal grading has been adopted in the agricultural complex and some action has been taken to apply these practices to the College of Arts and Science (M. B. College). Staff members up-graded through participant training have provided a foundation of adequately prepared faculty in the majority of the older agricultural departments. One of the four research farms has been transferred to the university. The extension education program has been limited to a few districts adjacent to the university. Extension training centers remain under state control. Complete integration of teaching, research and extension within the university has not been effectively implemented, faculty morals and productivity are low, fiscal management is weak and financial support is inadequate. The university's development has, without question, been hampered by many barriers outside the control of either the university or the USAID. Thus, USAID is withholding additional assistance pending a resolution of several outstanding problems. Assuming that these problems are satisfactorily resolved, it is anticipated that any additional assistance will be provided from the "to be determined" category of inputs under this project and from the resources provided for IAUS. Special emphasis will be given to research management, agricultural engineering (water/soil management), educational methods, research methodology, plant protection, marketing and home science.

The Orissa University of Agriculture and Technology - created by Act in 1962, has been among the slow starters even though the Government of Orissa took action in creating the agricultural university well ahead of most other states. The Act consolidated the existing college of agriculture and college of veterinary and animal husbandry, resulting in a single campus university complex. Later, two additional colleges were added: (1) Agricultural Engineering and Technology and (2) Basic Sciences. Thus, the potential for a fine university exists with significant advantages most of the other developing agricultural universities do not have.

The progress of OUAT has been disappointing, yet significant steps have been taken in the past 12 to 18 months which set the stage for significant improvement. These include: (1) appointment of some well qualified second-level administrators, (2) identification and transfer of a large state farm for research, (3) transfer of staff from the State Government to the University, (4) approval of amendments to the act and statutes through the Board of Management. In addition the state has taken steps to (1) transfer the bulk of the agricultural research program of the state to the university, (2) allocation of state funds in a block grant.

A long range development plan for OUAT was prepared in June 1970. Technical assistance planned for the future will be integrated with the OUAT long range plan. It is anticipated 18 man-years of specialists' services, 17 consultants and training for 42 participants will be required prior to planned termination of the project in 1976 to attain a reasonable level of competence and performance within the university. Special emphasis will be given to research development, specialized fields of veterinary medicine, agricultural engineering, improvement of academic programs and refinement of administrative/service functions.

Provision of assistance to Maharashtra Agricultural University, originally established in 1967, has been extremely complicated. Originally all colleges of agriculture and veterinary medicine in Maharashtra were made constituent colleges of the new university. In addition the new university was to establish its central campus on a new site located at Rahuri. In 1970 the original act was superseded by a new act creating two agricultural universities to serve the state, namely: Mahatma Phule Krishi Vidyapeeth (MPKV) located at Rahuri, and Punjabrao Krishi Vidyapeeth (PKV) located at Akola. USAID assistance has been restricted to the MPKV following the creation of two universities in the state. Careful att[illegible]n is being focussed on obtaining actions necessary to make most [illegible]ective use of limited Indian resources through properly planned and coordinated development of the two agricultural universities at the state level. In addition, it is recognized that the simultaneous development of staff and construction of physical facilities at the MPKV site in Rahuri is of primary importance. Therefore, during the initial years of the project, technical assistance has been limited to two or three specialists supported by a few consultants and participant training.

As the campus develops at Rahuri, an increasing number of specialists can be used effectively. During the next five years, it is estimated that 19 man-years of specialists' services, 20 consultants and training for 48 participants will be required. Specialists' and consultants' services will be needed in the general area of agriculture

and animal husbandry, selected areas of basic sciences and humanities, agricultural technology, agricultural extension, post graduate curriculum development and general university administration. Specific needs will be dependent upon the competence of Indian faculty members being recruited for key positions in the university. Special efforts will be made to supplement participant training with recruitment of competent Indian personnel to obtain the faculty competence necessary for a sound university program.

AGRICULTURAL UNIVERSITIES DEVELOPMENT PROJECT

TECHNICIANS/CONSULTANTS

INDIVIDUALS/MAN-MONTHS

(PHYSICAL PLAN)

Sub-Project	FY 1964-69 Tech No/MM	FY 1964-69 Cons No/MM	FY 70 Tech No/MM	FY 70 Cons No/MM	FY 71 Tech No/MM	FY 71 Cons No/MM	FY 72 Tech No/MM	FY 72 Cons No/MM	FY 73 Tech No/MM	FY 73 Cons No/MM	FY 74 Tech No/MM	FY 74 Cons No/MM	FY 75 Tech No/MM	FY 75 Cons No/MM	FY 76 Tech No/MM	FY 76 Cons No/MM
PAU-OSU	18/308	12/35	4/36	4/14	2/26	4/12	3/24	6/19	2/24	5/15	0	0				
UPAU-ILL	18/455*	24/73*	7/80	7/17	7/83	3/13	9/82	2/16	6/48	3/ 9	3/ 4	0				
MUAS-TENN	13/323	9/25	8/80	6/15	7/69	1/ 3	7/33	4/ 8	4/48	4/12	4/36	4/12				
APAU-KSU	16/322	12/40	8/82	4/ 8	7/83	4/ 7	7/58	2/ 4	4/42	4/12	5/54	4/12	3/36	4/12		
JNAU-ILL	10/219	22/60	7/76	6/14	6/72	3/ 7	6/57	2/ 6	4/38	6/21	4/48	4/12	4/48	5/15	4/48	5/15
OUAT-ND	10/290	3/ 5	3/30	2/12	3/35	1/ 1	5/27	2/ 6	5/51	3/ 9	4/42	4/12	4/48	4/12	4/48	4/12
UoU-OSU	12/313	4/ 9	5/56	3/ 8	4/39	0	1/12	0	0	0	0**	0**	0	0	0	0
MAU-PSU	3/ 24	5/15	4/27	3/ 9	4/27	1/ 3	5/36	4/12	4/48	3/ 9	4/42	4/12	4/48	4/12	4/48	5/15
CENTER***(AND TO BE DETERMINED	-	-	-	-	-	-	3/36	4/12	8/48	16/64	8/72**	**	**	**	**	**
Total man-years equiv.	100/2234 (187.7)	91/262 (21.8)	46/467 (89.0)	35/97 (8.0)	40/434 (36.3)	17/46 (4.0)	46/365 (30.4)	26/73 (6.2)	37/347 (28.9)	44/151 (10.2)	32/298 (24.8)	20/60 (5.0)	15/180 (15.0)	17/51 (4.3)	12/144 (12.0)	14/42 (3.5)

* Includes inputs of 5/111 tech. and 5/17 cons. services provided in earlier period of 1959-63.

** Additional inputs to center and for centers of concentration will be included in new PROP for Project II (Intg. Ag University Services)

*** Includes one Direct Hire staff position, one contract position (New Delhi based), and one contract position in the U.S.

AGRICULTURAL UNIVERSITIES DEVELOPMENT PROJECT

PARTICIPANT TRAINING

(New Starts) 1/

Sub-Project	FY 61-69		FY 70		FY 71		FY 72		FY 73		FY 74		FY 75		FY 76
	Deg	N/Deg	Deg	N/Deg	Deg	N/Deg	Deg	N/Deg	Deg	N/Deg	Deg	N/Deg	Deg	N/Deg	N/Deg
PAU-OSU 2/	31	11	3	7	9	9	11	8	0	5					
UNAU-ILL	33	14	3	4	7	3	6	3	0	5					
MAS-TENN	35	7	7	2	8	2	9	-	8	2	0	4			
APAU-KSU	29	16	5	3	8	3	5	4	10	4	8	4	0	6	
JNAU-ILL	17	28	11	2	9	1	8	3	10	3	8	4	8	2	2
OSAT-MO	30	13	9	0	9	0	4	2	9	2	8	3	6	4	4
UoU-OSU	33	11	6	4	9	1	0	0	0	0	0	0	0	0	0
MAU-PSU	5		11	0	6	0	10	-	10	2	10	2	10	2	2
CENTER							-	-	35	14	*	*	*	*	*
	213	100	55	22	65	19	53	20	82	37	34	17	24	14	8

1/ Estimates: Non-Degree Average 6 man-months; Degree Average 36 man-months per participant. Excludes participants continuing training.

2/ Includes participants from Hissar Campus (HAU) thru FY '71.

* Additional inputs to center and for centers of concentration will be included in new PROP for Project II.

Proj No. 3860281
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SUBJECT – Nature and Reason for Revision No. 1 of AUD PROP

REFERENCE –

The basic reason for the attached revision of the AUD PROP is that Project Authorization lapsed on July 1, 1970 and has not been subsequently extended though June 8, 1971, a first round Revision No. 1 was submitted to AID/W. Since then, there have been significant conceptual advances both in Washington and in Delhi regarding the future of AID assistance to the Indian agricultural universities. Hence, we are now submitting a second round Revision No. 1 as part of a package; the second part of the package, which will be forwarded later, is a new PROP, AUD II, which we prefer to call, Integrated Agricultural University Services (IAUS). The IAUS PROP will project fairly unique future assistance plans. Revision No. 1, then, becomes a transition document, giving details on the phase-out of the current AUD project.

If these PROPs are approved by AID/W, the history of AID assistance to Indian agricultural education would assume the following outline:

I. 1956-1964: Agricultural Education Research and Extension Project. AID assisted a large number of agricultural colleges in nearly every state of India. Five U.S. universities each assisted a number of colleges in a given region. This project concluded when the GOI accepted the "Land Grant" university concept and assistance was redirected to enhance development of agricultural universities in India.

Attachment:

PAGE 1 OF 3 PAGES

DRAFTED BY	OFFICE	PHONE NO.	DATE	APPROVED BY:
DP/P:JJoldersma:hlk AG/UD:RRRenne	DP/P	516	3/6/72	D(A):LPOechsli

AND OTHER CLEARANCES

DP/P:GWEvans AG:RNewberg DD(A):CSGulick
CO:TLMartindale AG/UD:NHPollock

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II. 1964-1976: Agricultural Universities Development Project. The focus of AID assistance narrowed: Assistance to the several agricultural colleges ceased and in an attempt to develop a few outstanding institutions, the new project assisted the first seven agricultural universities (and an eighth, established in 1967) to develop their staff, administration, facilities and various teaching, research, and extension programs to serve entire states through a single coordinated integrated system under the state agricultural university, modeled after the U.S. land grant universities.

III. 1973-1979: Integrated Agricultural University Services Project. In 1969-71, eight additional agricultural universities were established. As a result, the form of AID assistance needs to be narrowed still further, because assistance to all sixteen agricultural universities using the sister U.S. university team contract program without sizeable increases in funds would spread assistance too thin and achieve needed results too slowly. Also, the GOI has begun to feel increasingly confident in their own ability to help stimulate agricultural university development. Hence, AID proposes a three-fold program to meet this new situation.

A. Assist ICAR to expand its coordinating and advisory functions through a central panel of specialists; some of whom might be located on one or another campus;

B. Assist a few centers of excellence at the agricultural universities which were selected by the ICAR within its master plan for rational development of a network of advanced regional training and research centers; and

C. Assist the newer and less developed universities through provision of training at the centers of excellence, through consultancy services from the Indian and American members on the Central Panel, and through limited staff training in the U.S.

In order to carry out this program, AID proposes in the current Agricultural Universities Development Project to concentrate its resources on:

(1) providing special assistance to certain agricultural universities thru suitable arrangements with ICAR to increase their advanced training, research and extension services capabilities in high priority substantive areas;

(2) phasing out, beginning in FY 73, the so-called sisterhood [redacted]

contract relationship between the U.S. and Indian universities in its present context; and

(3) testing in FY 1972 and FY 1973 utilization of consultancy services of a central panel of Indian and American specialists to assist the agricultural universities.

In the Integrated Agricultural University Services Project, beginning in FY 1974, AID proposes to concentrate on assisting development of the newer and less developed agricultural universities and establishing an integrated all India University development system with a combination of: (1) consultancy services of a central panel of Indian and American members, (2) limited number of specialists assigned to individual universities in selected high priority fields, and (3) limited staff training in the U.S. with increasing proportions each year undertaken at Indian agricultural universities. Of major importance in achievement of these new initiatives, will be transfer of increasing responsibility for management of U.S. inputs to the Indian agencies.

KEATING

Department of State **TELEGRAM**

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AIDAC

SUB: PROP INTEGRATED AGRICULTURE UNIVERSITY SERVICES (AUD II)

ASIA-10

REF: NEW DELHI 3359

1. ALTHOUGH THERE IS GENERAL AGREEMENT ON CONTINUED US INVOLVEMENT IN UNIVERSITIES PROJECT, GOI REVIEWING AND REASSESSING VERY CAREFULLY ALTERNATIVE IN NEW PROJECT FRAMEWORK. GOI HAS NOT REACHED A CONSENSUS ON SOME IMPORTANT POINTS PARTICULARLY CONTROL PANEL AND DIMENSIONS OF FUTURE ASSISTANCE WHICH ARE TO BE TRIED IN FY 73 AND IT IS EXPECTED WILL BE BASIS FOR NEW PROP.

2. WRITING A PROP AT THIS STAGE COULD LEAD TO MISUNDERSTANDINGS WHICH WOULD BE DIFFICULT TO CORRECT IN THE FUTURE.

3. HOPEFUL THAT PROP REALISTICALLY REFLECTING BOTH VIEWPOINTS CAN BE SUBMITTED MID SEPTEMBER.KEATING