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AID 1020-25 (7-68) PROJECT APPRAISAL REPORT (PAR) (U448) 3156 M.O. 1024.14

SECURITY CLASSIFICATION 7 4 001 PROJECT NUMBER Agricultural University Development

002 PAR MO. DAY YR. 003 U.S. OBLIGATION SPAN 004 PROJECT TITLE Maharashtra

AS OF: INDIA FY. NIE SA THRU FY.

008 COOPERATING COUNTRY - REGION - AID/W OFFICE

A.I.D. Reference Center Room 1656 NS

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL 166	CONTRACT (NO. & AMT)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AMT	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 19)	252	252	-	-	147	-	104	-	1	-	-
PROPOSED OPERATIONAL YEAR (FY 19)					-						

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : Operational Year Program :

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	a.	TYPE CODE	d.	e.
1. U.S. CONTRACTOR 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER:	0. PARTICIPATING AGENCY 1. UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL & ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER:	IMPLEMENTING AGENCY	1 b. c.	CONTRACT/ AID/PASA- VOLAG NO.	LEAVE BLANK FOR AID/W USE
		Pennsylvania State University			

PART I - PROJECT IMPACT

I-A. GENERAL NARRATIVE STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

This summary narrative should begin with a brief (one or two paragraph) statement of the principal events in the history of the project since the last PAR. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

- (1) overall performance and effectiveness of project implementation in achieving stated project targets;
- (2) the contribution to achievement of sector and goal plans;
- (3) anticipated results compared to costs, i.e., efficiency in resource utilization;
- (4) the continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

Include in the above outline, as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can best be done after the rest of PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced appraisal of the project's impact. The narrative can refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed, or if the project is too new to have achieved significant results, this Part should so state.

Effective Agricultural Universities are organized to respond to the changing requirements in the developing countries by providing the type of future leaders and scientists needed to cope with these changes. The future of India depends upon the availability of a sufficient number of qualified and motivated leaders who can

DD - John Funari

May 27, 1969

MISSION DIRECTOR APPROVAL → SIGNATURE UNCLASSIFIED DATE

PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

Part I-A.

develop policy and who can solve the problems of production, distribution and consumption that are exposed with the changing times and needs. Successful Agricultural Universities can be expected to provide their share of competent personnel to direct these centers of knowledge, supply the needed answers and translate and transfer that information to the publics concerned. These matured institutions should be able to continue their functions after the termination of project assistance.

The PAR for the Maharashtra Agricultural University has been prepared by USAID personnel who included reference material supplied by the Chief of Party and the Pennsylvania State University team. Scores and comments for Parts IB-2 and IC-1 place the University in perspective with the other Indian Agricultural Universities in the total program. All other scores and discussions are based on the University's status within the political, cultural and economic climate of Maharashtra.

Maharashtra is the third largest State in India. It has an area of 118,717 sq. miles. Within its borders are 26 districts and over 47 million people. The State was created through realignment in 1960.

The Maharashtra Agricultural University Act was passed on September 6, 1967 and the Pennsylvania State University signed this contract on October 17, 1967.

The Vice Chancellor, Padma Shree H.G. Patil was inaugurated into office on March 29, 1968. The transfer of eleven colleges to the University was consummated on June 1, 1968. These colleges are: Seven Government Colleges of Agriculture, two Government Colleges of Veterinary Science and two private Colleges of Agriculture.

The University site at Rahuri was announced by the Chief Minister, V.P. Naik on July 7, 1968.

The overall efficiency, effectiveness and significance of the project is good. The transfer of the constituent and affiliated colleges was timely and resulted in an amicable transition to the trimester and internal examination system starting with the first year students.

The Pennsylvania State University has supplied the type of specialist needed to help the MAU develop curricula, schedules and phasing of the new system of teaching.

The faculty members in all eleven colleges were and continue to be cooperative in developing curricula and courses attendant to the new university system. The overall plans of University development have been progressing in an orderly manner.

PART I-B - PROJECT EFFECTIVENESS

009

I-B-1 - OUTPUT REPORT AND FORECAST - (See detailed instructions)

1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTS TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
	<ol style="list-style-type: none"> 1. Develop within the University an administrative organization with a large degree of autonomy capable of directing all professional as well as supporting functions of an institution dealing with agricultural teaching, research, and extension education at undergraduate and graduate levels. 2. Introduce teaching techniques that require students to learn by thinking and doing and which train them to perform definite jobs in agriculture. 3. Integrate State research programs with the University and direct research work toward solving problems impeding Indian agricultural production. 4. Develop a cooperative state extension education program receiving leadership and guidance from the University. 	NA	NA	NA	NA	NA

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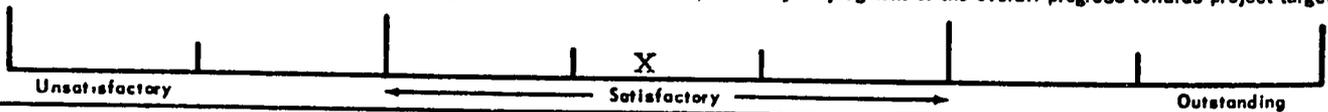
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PART I-B - Continued

010

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



PART I-C - PROJECT SIGNIFICANCE

011

C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID/W USE ONLY)	SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)			
	(1) Assist India to achieve self-sufficiency in food production.	3	NA
	(2) Help achieve adequate supply and distribution of essential agricultural inputs, accompanied by the appropriate technology.	3	NA
	(3) Help develop the indigenous institutions, technical skills and management capability necessary to assure the full application of these inputs.	3	NA
	(4) Help develop appropriate processing, marketing and distribution mechanisms for the agricultural products.	2	NA

For goals where column c. is rated 3 or 2 and column d. is rated 1, explain in the space for narrative. The narrative should also indicate the extent to which the potential impacts rated 3 or 2 in column c. are dependent on factors external to the achievement of the project targets, i.e., is there a substantial risk of the anticipated impact being forestalled by factors not involved in the achievement of project targets. If possible and relevant, it also would be useful to mention in the narrative your reading of any current indicators that longer-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each explanatory note must be identified by the number of the entry (col. b) to which it pertains.

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 I):

The University is less than one year old and most of the University Administrators have been in office a short time, therefore, it is impossible to grade the impact of the project.

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PART I-C - Continued

C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	N
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
021 <u>NARRATIVE FOR PART I-C.2</u> Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):	

017 - It is absolutely necessary to gather all the facts from as many people as possible before pressing for action on the part of State Government officials. It is sometimes embarrassing to find that the University has gotten commitments from people who are really not in authority.

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

022 A-1 - **INDIVIDUAL ACTIONS** (See detailed instructions M.O. 1026.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting period as reflected in the Project Implementation Plan, Part I.

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	1. Establish Basic Policies of administration.		X	
	2. Establish Basic Plans for the academic structure.		X	
	3. Establish Basic Program for organization.		X	
	4. Conduct Teaching seminars.		X	
	5. Develop syllabi.		X	
	6. Install internal examinations.		X	
	7. Transfer research stations to the University.		X	
	8. Establish a time schedule for the transfer of extension activities from the State Department to the University.	X		
	8. The University administration and the Department of Agriculture have been unable to establish a time schedule for the transfer of extension education activities to the University. There is an indication that action will be taken on this matter in the near future.			

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

In general, project implementation is (place an "X" in one block):

(a) On schedule	x
(b) Ahead of schedule	
(c) Behind schedule	
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
(3) Technicians	
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country	
(7) Commodities (FFF)	
(8) Other (specify):	

BLOCK (c): If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.

II-B - RESOURCE INPUTS

This section appraises the effectiveness of U.S. resource inputs. There follow illustrative lists of factors, grouped under Implementing Agency, Participant Training and Commodities, that might influence the effectiveness of each of these types of project resources. In the blocks after only those factors which significantly affect project accomplishments, write the letter P if effect is positive or satisfactory, or the letter N if effect is negative or less than satisfactory.

1. FACTORS-IMPLEMENTING AGENCY (Contract/Participating Agency/Voluntary Agency)

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	
		033 Promptness of required reports	
025 Adequacy of technical knowledge		034 Adherence to work schedule	P
026 Understanding of project purposes	P	035 Working relations with Americans	
027 Project planning and management	P	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation	P	037 Adaptation to local working and living environment	P
029 Effective use of participant training element		038 Home office backstopping and substantive interest	
030 Ability to train and utilize local staff		039 Timely recruiting of qualified technicians	
031 Adherence to AID administrative and other requirements		040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
		052 Appropriateness of original selection	
PREDEPARTURE			
042 English language ability		053 Relevance of training for present project purposes	
043 Availability of host country funding		054 Appropriateness of post-training placement	
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation		057 Adequacy of performance	
047 Quality of general orientation		058 Continuance on project	
048 Participants' collaboration in planning content of program		059 Availability of necessary facilities and equipment	
049 Collaboration by participants' supervisors in planning training		060 Mission or contractor follow-up activity	
050 Participants' availability for training		061 Other (describe):	
051 Other (describe):			

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PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	X	064 NO COMMODITY ELEMENT	
					072 Control measures against damage and deterioration in shipment.
065					073 Control measures against deterioration in storage.
066					074 Readiness and availability of facilities.
067					075 Appropriateness of use of commodities.
068					076 Maintenance and spares support.
069					077 Adequacy of property records, accounting and controls.
070					078 Other (Describe):
071					

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-251 as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

The implementation performance has been excellent in the short period of time that the Pennsylvania State University and the Maharashtra Agricultural University have been working as a team. There has been a cooperative relationship between all concerned. Strong leadership in the University is evident.

b. Implementing Agency

There was a careful selection of the team leader which has brought respect of the faculty of Maharashtra Agricultural University for the personnel of the Pennsylvania State University.

c. Participant Training

Participant selection, availability and funding have not been problems. It is too early to determine the placement of returned participants since all of them are still in the United States.

d. Commodities

This is a new sub-project and only teaching and demonstration equipment have been secured by the contractor. Apparently, the constituent colleges have had no problem in maintaining Indian purchased equipment in an operational condition.

* No new commodities received as yet.

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PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

SPECIFIC OPERATIONAL FACTORS:	
080 Coordination and cooperation within and between ministries.	
081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	P
082 Availability of reliable data for project planning, control and evaluation.	
083 Competence and/or continuity in executive leadership of project.	
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	N
086 Existence and adequacy of a project-related LDC organization.	P
087 Resolution of procedural and bureaucratic problems.	
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	P
089 Maintenance of facilities and equipment.	P
090 Resolution of tribal, class or caste problems.	
091 Receptivity to change and innovation.	P
092 Political conditions specific to project.	
093 Capacity to transform ideas into actions, i.e., ability to implement project plans.	P
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	P
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	
098 Other: U.S. Personnel Clearance	N
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	P
100 Planning and management skills.	P
101 Amount of technician man years available.	P
102 Continuity of staff.	
103 Willingness to work in rural areas.	
104 Pay and allowances.	
105 Other:	

In the space below for narrative provide a succinct discussion and overall appraisal of the quality of country performance related to this project, particularly over the past year. Consider important trends and prospects. See Detailed Instructions for an illustrative list of considerations to be covered.

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 I):

Excellent progress is being made in the transfer of the instructional aspects of the eleven colleges to the University. Workshops and seminars, changes in curricula and syllabi have been carefully planned and executed.

085 - The Maharashtra Legislature has recently passed a Bill creating a second Agricultural University in that State. This action may pose a problem for the Indian Council of Agricultural Research in their long range planning.

098 - Delays within the GOI in granting country clearance for nominated specialists and consultants has impaired the effectiveness of the Pennsylvania State University team in placing consultants during the past year. Careful scheduling between Pennsylvania State University and Maharashtra Agricultural University has materially lessened the damage that could have been created.

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PART IV - PROGRAMMING IMPLICATIONS

IV-A - EFFECT ON PURPOSE AND DESIGN

Indicate in a brief narrative whether the Mission experience to date with this project and/or changing country circumstances call for some adjustment in project purposes or design, and why, and the approximate cost implications. Cover any of the following considerations or others that may be relevant. (See Detailed Instructions for additional illustrative considerations.) Relevant experience or country situations that were described earlier can simply be referenced. The spelling out of specific changes should be left to the appropriate programming documents, but a brief indication of the type of change contemplated should be given here to clarify the need for change.

For example, changes might be indicated if they would:

1. better achieve program/project purposes;
2. address more critical or higher priority purposes within a goal plan;
3. produce desired results at less cost;
4. give more assurance of lasting institutional development upon U.S. withdrawal.

107 NARRATIVE FOR PART IV-A (Continue on form AID 1020-25 I):

The purpose and design of the project continues to be sound.

IV-B - PROPOSED ACTION

108 This project should be (Place an "X" in appropriate block(s)):

1. Continued as presently scheduled in PIP.	
2. Continued with minor changes in the PIP, with the same or similar level of effort requiring submission of an amended PIP to AID/W.	X
3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow.	
4. Extended beyond its present schedule to (Date): Mo. ___ Day ___ Yr. ___. Explain in narrative, PROP will follow.	
5. Substantively revised. PROP will follow.	
6. Evaluated in depth to determine its effectiveness, future scope, and duration.	
7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. ___. Explain in narrative.	
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B: