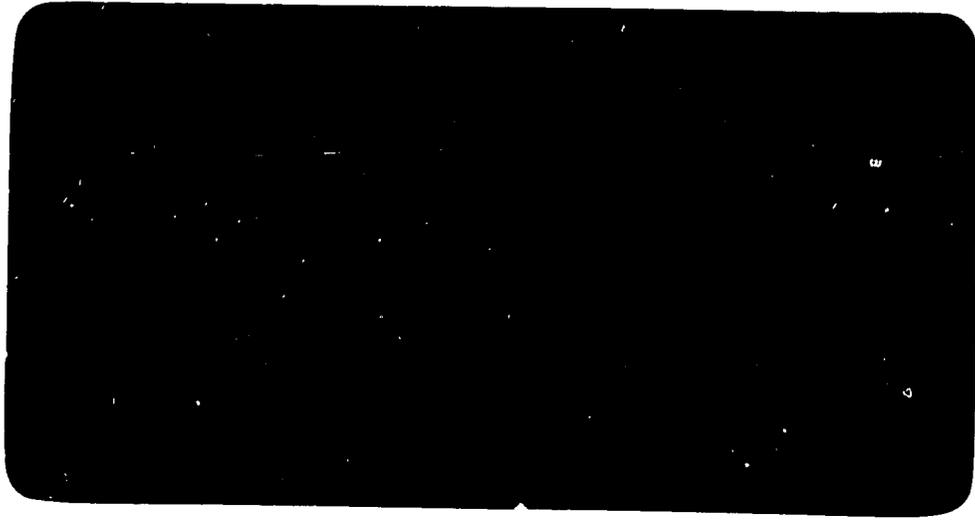
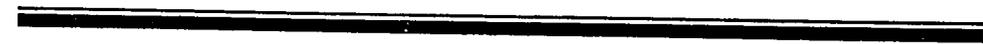


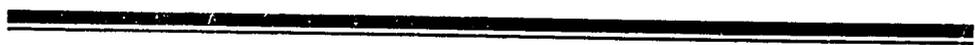
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TIPAN 

Transformation and
Integration of the
Provincial
Agricultural
Network

Northwest Frontier Province, Pakistan



Office of International Agriculture
University of Illinois at Urbana-Champaign

In collaboration with
Southern Illinois University at Carbondale



CONSULTANT'S REPORT - FREDERICK C. FLIEGEL

RURAL SOCIAL SCIENCES

NOVEMBER-DECEMBER 1985

Submitted to
the Northwest Frontier Province
Agricultural University
Peshawar, NWFP, Pakistan

and

the U.S. Agency for International Development
Mission to Pakistan

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University of Illinois at Urbana-Champaign

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TIPAN CONSULTANT'S REPORT

Frederick C. Fliegel, Professor of Rural Sociology and Sociology,
University of Illinois, Urbana-Champaign

ITINERARY: Ar. Islamabad, 0550, 10 November, 1985
Ar. Peshawar, 0905, 10 November, 1985
Lv. Peshawar, 1525, 30 November, 1985
Lv. Islamabad, 0845, 2 December, 1985

OBJECTIVES/SCOPE OF WORK:

1. Gather situational information for selection of a long-term adviser to the Dean of Rural Social Sciences.
2. Develop a detailed personnel upgrading plan for Rural Social Sciences.
3. Work with the Director and staff of the Institute of Development Studies to more fully integrate the Institute and the entire NWFP AU.
4. Review the curricula in all departments of the Faculty of Rural Social Sciences with special attention to Rural Sociology.
5. Conduct at least three seminars on topics related to Rural Sociology and Development.
6. Make suggestions for possible research topics in the area of Rural Sociology and Extension Education.

INDIVIDUALS CONTACTED:

Contact was established with virtually all members of the staff of the Institute of Development Studies and of the Department of Agricultural Economics, Extension Education, and Rural Sociology. Those staff members on study or sick leave could not be contacted, of course. More limited

contacts were made with the Departments of English and Mathematics, Statistics, and Physics through brief conversations with the respective Chairmen.

Considerably more intensive conversations were conducted with Dr. Nurul Islam Mian, Director of IDS and Dean of the Faculty of Rural Social Sciences, and with Dr. Jameel Siddiqi, Chairman of the Department of Agricultural Economics, Extension Education, and Rural Sociology. Among the faculty and staff, substantial contact was established with Janbaz Khan, Senior Research Specialist in IDS, Malik Arshad Salim, Research Specialist in IDS, and Mir Kallan Shah, Noor Shahi Din, and Khalida Shahnaz, all Junior Research Specialists in IDS. Contacts with faculty in the Department of Agricultural Economics, Extension Education, and Rural Sociology, other than the Chairman, were entirely in group situations and thus less intense.

RESULTS/ACCOMPLISHMENTS:

Progress was made on all of the points listed in the Scope of Work. Some of the points listed are rather broad and will take years to be fully accomplished, of course, but others are more specific and were thus more fully accomplished. What follows is a narrative account and deals with the objectives in the order listed, plus some other activities which were requested on site.

Since I had earlier declared a personal interest in serving as the long-term adviser to the Dean of the Faculty of Rural Social Sciences, I pursued the objective of assessing the requirements of that position with more than usual interest. My interest has not been diminished, because I perceive some substantial plus factors in the situation and I think that

the negative factors can be dealt with. The earlier indication that the long-term adviser should probably be a rural sociologist was confirmed by the firmly expressed desire of both the Dean and the Chairman of the Department of Agricultural Economics, Extension Education, and Rural Sociology, to develop a teaching and research program in rural sociology. The Dean, Dr. Mian, does not wish to take the responsibility for developing such a program himself because he lacks the expertise. At the same time, the Dean is not willing to wait for Dr. Siddiqi, the Chairman of the teaching department directly concerned, to take the initiative in developing such a program. And Dr. Siddiqi, while interested in program development, does not feel that he has access to the means to bring such a development about. Thus it seems logical to suppose that a rural sociologist as long-term adviser could work toward bridging the gap between the two units with one objective being that of establishing a teaching and research program in rural sociology. Among the positive factors in the situation is the fact that both of the administrators directly involved, Dr. Mian and Dr. Siddiqi, take the position that development of a program in rural sociology would have to involve personnel from both the IDS and the Department of Agricultural Economics (etc.). Thus there is some basic agreement on the basis of which a system of joint appointments or joint responsibilities might be worked out. The Departments would gain by access to the research facilities of IDS, and the Institute would gain by developing a teaching program in rural sociology at the AU which could be instrumental in diversifying the disciplinary mix now in place. Dr. Mian, in his role as Director of IDS, has been working for sometime now to supplement his basic staff of economists with representatives of other social science disciplines (thus far only one sociologist and one political

scientist, both Junior Research Specialists, have been added to the staff). Another plus factor is the fact that several IDS staff members have expressed an interest in doing some teaching.

I did not develop a "detailed personnel upgrading plan" for the Faculty of Rural Social Sciences, but I did explore the plans for training with several staff members who have been nominated and several others who expect to be nominated. I was able to help Janbaz Khan, Senior Research Specialist in IDS, fill out his application for Ph.D. work in rural sociology at UTUC, as well as to formally establish that he did wish to pursue a degree in rural sociology rather than agricultural economics. I also held some preliminary discussions with Noor Shahi Din, Junior Research Specialist in IDS, with respect to his hope to be nominated for M.Sc. training in rural sociology. Shahi Din holds an M.A. in sociology from Karachi University, has only about one year of experience in research, but shows promise for further training in another couple of years. I also devoted considerable effort to helping Shahi Din design a study which should occupy him for much of the next year or so. Discussions with Malik Arshad Salim, Research Specialist at IDS, helped to clarify his nomination for Ph.D. training. The nomination to pursue training in the area of development studies, while his background is in English, was apparently a function of change in AU administration, and Malik now expects to be nominated for work in Educational Administration, which is at least consistent with his interests and his recent experience at the Agricultural University.

Efforts to more fully integrate the IDS with the university as a whole, as well as efforts to review curriculum, were focussed on trying to develop a discussion document intended to lead toward development of an

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M.Sc. program in Rural Sociology. The discussion document, Attachment A, is a substantial revision of a draft program prepared by Noor Shahi Din at the request of Dr. Mian. The general outlines of this proposed program were also discussed with Dr. Jameel Siddiqi and his staff, though I would not say that they have yet had a chance to critique it in any detail. The proposed M.Sc. program is designed to utilize courses now taught in Dr. Siddiqi's department to the extent possible, as well as utilize staff from both IDS and the teaching department, with the intent of blending the two units together to a degree.

Further on curriculum, I discussed with most of those with whom I had contact the potential for converting research materials into supplements to existing course texts. There seems to be substantial potential to move in that direction, though it will require a good bit of effort on sheer writing and data presentation. Teaching materials with Pakistani content seem to be sorely lacking in a number of courses as now taught. I also discussed with teaching faculty the desirability of obtaining more nearly contemporary textbooks and reference materials, whether those originated in Pakistan, other Third World countries, or the U.S. I can't say that I made much progress on that score, but I got the strong impression that social scientists at the AU will need some considerable help in selecting both textbooks and reference materials. I don't see a short-run solution to this problem unless help could be obtained from an experienced social science acquisitions librarian. A long-term adviser could of course help, and bringing in current journals will help in bringing contemporary reference materials to the attention of faculty.

I did conduct three seminars, as requested. The approximate titles were: Integrated Rural Development, a Brazilian example; A Research Design

for Analyzing the Impact of Agricultural Technology on Rural Society; and Literacy and Agricultural Development - Cause or Effect? These seminars were well attended, in my opinion, by quite a variety of faculty and students. Question and answer sessions followed the presentations in all cases and I felt that some points had been put across. One of my objectives in the several seminars was to illustrate the use of some current statistical techniques and I felt that I was able to do that without losing the audience. Upgrading the analytical techniques now in use in the social sciences at the AU will require considerable effort, but I feel that people are receptive to such upgrading. Here again a long-term adviser could be useful in working with individuals on design and analysis. I also made a brief presentation on diffusion research to students in the Department of Agricultural Economics, Extension Education, and Rural Sociology.

I did make suggestions for possible research topics in a number of conversations with social science faculty. The most extensive of these conversations were with Noor Shahi Din, in which, at Dr. Mian's request, I helped to design a new research project. Shahi Din intends to follow through on those conversations by correspondence, but that may or may not happen. He is looking for help, that much is clear.

In addition to the above, I had discussions with Dr. Mian, Dr. Waananen, and Dr. Santas with the objective of working out a revised post-doctoral program for Dr. Mian. The report concerning that activity is attached as Attachment B. The revised plan calls for Dr. Mian to spend approximately one month in the U.S., rather than three months. The suggested dates are early to mid-July extending to early to mid-August, 1986.

I discussed the possibility of an INTERPAKS case study with Dr. Wm. Seiders. Having been forewarned by Dr. Rodda that USAID would not favor using TIPAN resources to assist in such an effort, we discussed the strategy for pursuing such a goal. Dr. Seiders continues to be interested in working on such a case study as part of his effort to establish a baseline against which to measure progress of the TIPAN effort. I will discuss funding matters with INTERPAKS staff at UIUC. Dr. Seiders and I agree that it would be highly appropriate to involve IDS staff in doing a case study. I plan to discuss that possible involvement with Dr. Mian in July, when he is on the UIUC campus. At that time a complete report on the first INTERPAKS Case Study in Malawi should be available and it should be easier to demonstrate what such a case study is all about. The INTERPAKS expectation is that I would assume responsibility for putting together the pieces of the case study, if it turns out that I come here on a long-term basis. The general conclusion that Dr. Seiders and I reached was that both the AU and USAID could be approached about a case study with the results of the Malawi case in hand, i.e., that an approach with product in hand might be more effective than abstract discussions.

Finally, with considerable help from Joe Marion and Wm. Seiders, I took some pictures of the AU campus, farm, and related activities which had been requested by Bonnie Irwin UIUC Office of International Agriculture to help her illustrate some of the publications for which she is responsible.

ATTACHMENT B

REVISED POST-DOCTORAL PROGRAM FOR DR. NURUL ISLAM MIAN

At Dr. Mian's request the earlier plan for an 11-week program which was to have been implemented in January, 1986 was postponed. On the occasion of this visit (November 1985) Dr. Mian requested that the total program be reduced to a total of approximately four weeks. The four-week possibility was discussed with TIPAN staff, including John Santas, and there seemed to be general agreement that a stay in the U.S. of approximately four weeks would be sufficient to achieve the objectives of the post-doctoral program as specified in earlier correspondence between Seiders and Santas (letter to Santas dated 8 September, 1985; response from Santas dated 3 October, 1985).

In keeping with earlier suggestions for activities while in the U.S., the following specifies at least part of a program for the four-week stay:

1. It is proposed that Dr. Mian arrive in Champaign-Urbana at some point between July 1 and July 15, 1986, and that the bulk of his time be spent on the UIUC campus.

2. Dr. Mian would like to present as many as three seminars while on campus. Since the summer period is disrupted by vacations it may be difficult to attract audiences, but some presentations should be possible in any case. A presentation to INTERPAKS staff should be possible, a presentation to the Department of Agricultural Economics faculty and graduate students might be arranged, it may be possible to use the International Agriculture seminar series for a presentation, and a presentation to the South Asian Studies Program faculty may also be possible. Dr. Mian had earlier indicated a preference for several topics:

Development of Agriculture in Pakistan, Marketing Systems in Pakistan, General Development Experience in Pakistan, and The Pakistan Economy.

3. Contact with UIUC department Heads and Deans can be arranged with the objective of assessing administrative practices and procedures.

4. Two to three days should be set aside for contact with the Survey Research Laboratory staff because of the commonalities between that entity and the Institute of Development Studies. It will probably be desirable to visit the SRL facility at UI-Chicago because many of the functions of the lab have been shifted from Urbana-Champaign to Chicago. One of the objectives of contact with the SRL would be to consider the possibility the IDS could provide research support to the NWFP AU such as is provided by the SRL to the University of Illinois.

5. It will probably be useful to arrange for contact with INTERPAKS staff in addition to the contact afforded by a seminar. The interdisciplinary nature of the INTERPAKS program has much in common with the direction being taken in plans being implemented at IDS.

6. Contact with Fliegel should be possible since he will be on campus during the summer.

7. Dr. Waananen had suggested that Dr. Mian might benefit from attending the summer meetings of the American Agricultural Economics Association, to be held in Reno, Nevada, July 27-30, 1986. This suggestion was greeted with enthusiasm by Dr. Mian and should therefore be included in his program. It would provide Dr. Mian an opportunity to meet with agricultural economists and other social scientists from a wide range of institutions.

8. Visits to campuses other than those of the University of Illinois may well not be possible in view of the shortened length of stay.

ATTACHMENT A

TENTATIVE OUTLINE FOR AN M.Sc. PROGRAM IN RURAL SOCIOLOGY AT THE NWFP AGRICULTURAL UNIVERSITY (Intended as a starting point for discussion).

Background

No postgraduate training in rural sociology is available at the Agricultural University at this time, nor is rural sociology offered as a field of specialization at the undergraduate level. There seems to be general agreement among social scientists at the university that post graduate training in rural sociology is desirable, though it can be argued that an undergraduate specialization should be developed first, to be followed by development of the postgraduate program.

The tentative outline of a postgraduate program which follows is based on the assumption that prior development of an undergraduate specialization may not be necessary. That assumption is based on two further assumptions: first, it is assumed that there is no job market for B.Sc. graduates with a specialization in Rural Sociology, thus such a specialization could not be justified in its own right; and second, in keeping with common practice among rural sociology programs in the U.S., it is assumed that a research oriented M.Sc. program can be mounted on the basis of fairly modest social science training at the undergraduate level. Specifically, it is suggested that pre-requisites for admission to the proposed M.Sc. program in Rural Sociology, in addition to the basic requirement of a Bachelor's degree, be as follows:

1. At least two social science courses at the undergraduate level, one of which must be a course in rural sociology or sociology.
2. At least one undergraduate course in mathematics.

3. At least one undergraduate course in statistics.

For prospective students not able to meet the above basic requirements it may be possible to work out a procedure for provisional acceptance into the program and admission to the University in order to take such undergraduate courses as needed for full acceptance.

General Format

It is proposed that the M.Sc. program have a duration of two academic years with the intervening summer to be substantially devoted to field work (see Research Practicum, below).

It is proposed that each of the courses in the program require four contact hours per week. Two to three of the contact hours would be devoted to lectures. The remaining one to two contact hours would, for all courses, be devoted to laboratory exercises, discussion, or student recitation/presentation, the precise format depending on the nature of the particular course. The intent here, of course, is to encourage student-teacher interaction and student participation generally.

The proposed M.Sc. program draws on existing courses to the extent possible, e.g., courses in Extension Education and in Agricultural Economics. In the event that students admitted to the program have already taken one or more of the courses proposed for the program, other courses may be substituted. For example, additional courses in mathematics and/or statistics would be highly desirable. For those existing courses now taught in a three contact hour format, it is proposed that one additional contact hour be provided for the M.Sc. candidates, that additional hour to be devoted to laboratory/discussion.

The proposed M.Sc. program offers a modest array of individual courses covering a substantial part of the basic subject matter of concern to rural

sociologists. In addition, the suggested program includes three two-semester sequences of courses, intended to provide some depth in selected areas. The first of these sequences is the Research Practicum, which will be described separately below. The other two sequences are intended to provide an opportunity for a limited degree of specialization, recognizing that at least at the outset no substantial specialization will be possible. To the extent that enrollments increase over time, and faculty resources permit, further specialization would be possible. The first of the suggested subject matter sequences is focused on Development/Social Change, the rationale for which is assumed to be self evident. The second sequence, as suggested below, is in Social Demography. That sequence is suggested on grounds that population growth, migration, changes in labor force composition, refugee problems, and so on, are so critical to development in the NWFP that some specialty training at the M.Sc. level can easily be justified. It is also the case that no training in demography is available at AU/NWFP at this time.

The two-semester Research Practicum suggested for this program is scheduled to begin in the second semester of the first year. This course scheduling is intended to provide some grounding in the discipline before beginning the research training, and to permit utilization of the summer between year 1 and year 2 for field work. In the first semester of this course students would be taught elements of research design, sampling, questionnaire construction, and so on, and the students would be expected to work with their instructor to jointly design a research project. During the summer following that semester the students would be expected to go into the field with their instructor and gather the recommended data. Then, in the following fall semester the course format would focus on data

analysis (statistics) and on report writing. Each student would be expected to share in the task of coding the data gathered during the summer, entering the data into the computer, and data analysis. The data from the student project would provide the material for teaching both descriptive and analytical statistics. Each student would be expected to select one aspect of the total project, carry out the requisite analysis, and write a report. The latter part of that semester would stress instruction in data presentation (graphs, tables, charts, etc.) and in report writing. Laboratory sessions at that point in the semester would stress students' presentations of their work and critiques of that work. Some supplemental instruction in writing and one-on-one clinical sessions on writing might well be required.

In addition to the research experience provided by the Practicum, each student will be expected to write a thesis. Thesis topics will be selected by the students, with the approval of those professors designated to guide the thesis work. The thesis may be based on primary or secondary data, depending on the nature of the topic. It may be appropriate for students to utilize datasets existing at the NWFP AU, with permission of those responsible for the studies to which the datasets pertain. The equivalent of two courses is reserved in the third and fourth semesters of the proposed program to provide time for students to complete work on their theses by the end of the second year.

The proposed M.Sc. program assumes the presence at NWFP AU of at least two rural sociologists (or equivalent) holding Ph.D. degrees. Faculty resources in Statistics and English may be used to supplement instruction. It is recognized that two specialists does not provide a critical mass for establishment and maintenance of a quality teaching and research program in

rural sociology. Therefore, addition of at least one and preferably two qualified rural sociologists should be planned for at an early date.

Establishing a viable teaching and research program in rural sociology also assumes substantial additions to currently available reference materials in libraries. Students would be expected to draw on those materials for their routine course work and especially for the design of their project in the Research Practicum and their theses. Acquiring library reference materials which have a bearing on Pakistan and other developing countries is particularly important.

The suggested course sequence, immediately below, is sparse and inflexible. It is assumed that it will take some time to build student enrollment and acquire additional faculty. At a later point it may be possible to add further courses, thus permitting students some choice and permitting both students and faculty to pursue more specialized interests. One conspicuous weakness in the program is the absence of any course in social anthropology. In view of the importance of tribal groups in the NWFP it will probably be desirable to add instruction in both the concepts and methods of social anthropology at an early date. It will in any case be important to build library resources in social anthropology, especially with reference to studies of tribal people, and to use those materials in the teaching program as a whole. The research approach of social anthropologists will probably become more critical to the success of the entire program if farming systems research is conducted at the NWFP AU.

Another weakness in the suggested course outline is the absence of seminars. In part the emphasis on discussion and participation in all courses may offset the lack of seminars. Assuming small enrollments it may also be possible to offer some of the courses in a seminar rather than

lecture/discussion format. At a later date, however, it may also be desirable to add a seminar or two, especially in the second year, to encourage students to assume the role of professionals, presenting their views and learning to defend their views.

Suggested course sequence

First Year

Semester I

1. History of Social Thought

A review of the major classical writers from Ibn-Khaldun through Weber and Marx.

2. Rural Social Organization

Study of the major organizational forms found in rural society, both formal and informal, study of rural-urban differences in both structure and function, special emphasis on social stratification in rural society.

3. Social Psychology (Existing course)

An introduction to personality formation, learning theory, human development processes, attitude formation, and, in general, the interaction between individual and society.

4. Social Demography I

An introduction to demographic methods of assessing fertility, mortality, morbidity, population growth rates, and so on.

Semester II

5. Contemporary Sociological Theory

An overview of recent macro and micro perspectives on societal perspectives; the structural-functional approach, conflict theory, and so on.

6. Social Institutions

An analysis of the major social institutions in both rural and urban societies; the family, educational institutions, religious institutions, economic and political institutions, etc., with special reference to Pakistan.

7. Social Demography 2 (Rural Demography)

An analysis of population dynamics in rural Pakistan; changes in population composition, labor force composition, occupational changes over time, in and out-migration, the implications of population dynamics for agriculture in Pakistan, and so on.

8. Research Practicum 1

Elements of research design in the social sciences leading up to design of a student conducted research project to be carried out in the summer and fall semester immediately following.

Summer between Year 1 and Year 2

Three to four weeks of student fieldwork to gather data for the research project designed in the Practicum; fieldwork to be guided by the course instructor.

Second Year

Semester III

9. Research Practicum 2

Instruction on data preparation, processing, analysis, and research report writing, with each student responsible for one segment of analysis and writing in the research project.

10. Economic Development of Agriculture (Existing course)

A review of major development theories stemming from economics, agricultural economics, and the social sciences generally; step and stage theories, modernization theories, dependency theories, with special reference to Pakistan. Material not now included in the undergraduate course may be included in the fourth contact hour for postgraduate students. It may also be desirable to revise and update the existing course to include some of the more recent approaches.

11. Rural Development Problems and Programs of Pakistan

A review of the major policies and programs intended to enhance development, the problems addressed by them, the success or failure of these several programs in Pakistan. Emphasis will be placed on comparison of the Pakistani experience with development programs and policies in other countries.

12. Thesis Research

Semester IV

13. Socioeconomic Change Processes in Agriculture

Review of the literature on technological change in agriculture, emphasis on diffusion theory and research, with special reference to agriculture in Pakistan and other developing countries.

14. Program Planning and Evaluation in Agricultural Extension

(Existing course)

Intended to teach students how to plan and implement an Extension program, and then devise a means for monitoring and evaluation of such a program. In the fourth contact hour added to this course for M.Sc. students only, the emphasis will be on evaluation of programs other than Extension.

15. Community Development

A review of theories of community, their structure and function, leadership processes in the community setting, and means of intervening in communities to bring about change. Special emphasis will be placed on rural communities in Pakistan and other developing countries.

16. Thesis Writing