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**TIPAN**

Transformation and  
Integration of the  
Provincial  
Agricultural  
Network



Northwest Frontier Province, Pakistan

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Office of International Agriculture  
University of Illinois at Urbana-Champaign

In collaboration with  
Southern Illinois University at Carbondale

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END OF TOUR REPORT - MARTIN V. WAANANEN  
AGRICULTURAL TEACHING PROGRAM SPECIALIST  
AUGUST 1, 1985 - JULY 31, 1987

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

and

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

A Report of Contract No. 391-0488

by  
Office of International Agriculture  
University of Illinois at Urbana-Champaign  
Southern Illinois University at Carbondale

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END OF TOUR REPORT  
MARTIN V. WAANANEN  
AGRICULTURAL TEACHING PROGRAM SPECIALIST

I. THE ASSIGNMENT

A. Contract Objectives Related to the Teaching Program

As stated in the contract, the specific objectives of the TIPAN Project which relate directly to the teaching program are to:

- "1. Assist AU in the complete revision of its curriculum and teaching program.
2. Support the development and equipping of a Learning Resources Center and a Continuing Education Center.
3. Assist in the development of an organizational structure to reflect the new role and orientation of AU."

Beginning in about October 1985, the following contract objective also became directly related to the duties of the Teaching Specialist:

- "1. Strengthen the capacity of the merged AU system personnel by arranging for degree training in the US, third countries and international research centers."

B. Scope of Work

The assignment for the Teaching Specialist is further reflected in the contract scope of work for the Teaching program under "Life of Project Activities" and under "Phase I activities."

i. Life of Project Activities

"The Contractor shall assist the AU Vice Chancellor and his staff with the introduction of a completely revised teaching policy that expands the sources of entering students and reserved seats for various ethnic, geographic, and social groups. Women will be enrolled to increase the number of female agricultural professionals in the province. The curriculum will be completely revised to include core courses for all students during the first two years, some specialization in the third year, and complete specialization in the fourth year. New courses will be added, some existing courses will be dropped, and those continuing will be strengthened. A two-term system with internal, continuous evaluation and a grade-point average scheme will be adopted. Students will be counseled and chosen to be educated either for the research and meducational systems of the Province and nation or for employment in the provincial extension service, other public agencies serving agriculture, or the private sector. The M.Sc. courses will be offered to superior

students who intend to work in agricultural research and education. All graduates will have marketable skills and practical experience gained through summer internships and work/study programs."

ii. Phase I Activities

"The Teaching Directorate will be established and the new B.Sc. curriculum, featuring two-term modules will be introduced year by year over the four-year institutional development program in Phase I. An academic advisement system will be established, and a system of internal examinations will also be put into place. Student intern and work programs will be introduced, career counseling will be offered and job placement service will be initiated. Faculty development seminars will enhance the teaching, research and communications skills of the staff. The first class under B.Sc. curriculum will graduate in June 1988. Attention will be given to enriching the current B.Sc. and M.Sc. curricula, and a new M.Sc. curriculum will be developed for implementation in Year I of Phase II. Other activities will include preparation and implementation of enrollment of women, an intensive preparation program for Baluchistan students, institutionalization of a program to evaluate teaching performance, expansion of the student sports and recreation programs, and initiation of a program to gather and maintain current information on graduates of the University."

C. Specific Responsibilities

The specific responsibility of the Agricultural Teaching Program Specialist as stated in the contract are as follows:

"The Agricultural Teaching Program Specialist shall assist the AU Director of Training to strengthen and revise the overall teaching program of the University. Specifically, this specialist shall:

- (a) work with faculty deans, department heads, and faculty in establishing the teaching directorate, introducing the new B.Sc. curriculum, strengthening the current B.Sc. and M.Sc. curricula, planning for the new M.Sc. curriculum, and establishing the term and internal examination system;
- (b) participate in faculty development seminars, and in selection of teaching faculty for degree and non-degree training;
- (c) serve as consultant to the Director of Teaching and the Dean of Women in implementing the program for women;
- (d) assist with the development of special programs including the intensified program for Baluchistan students, and English language courses for potential participants;
- (e) make recommendations for the purchase of textbooks and other teaching program commodities;

(f) assist AU colleagues in the development of a system evaluating teaching performance;

(g) participate in the on-going monitoring and evaluation of the Contractor's Master Work Plan;

(h) assist AU colleagues in the development and implementation of new student programs to include:

- a. academic advisement,
- b. student internships,
- c. work programs,
- d. career counseling,
- e. job placement;

(i) work closely with the Research Directorate to ensure that research and teaching goals and activities are coordinated; and

(j) provide information on instructional needs to the A/E contractor during design and construction of AU facilities."

#### D. Additional Responsibilities

In October 1985, the responsibility for administering the participant training program in the field was added to the Teaching Specialist's responsibilities. The training program activities were closely related to the activities regarding the English language courses for potential participants so this was a logical addition. Unfortunately, these additional responsibilities proved to be very time consuming and, in effect, this meant almost two full-time jobs for one person.

#### E. The Logical Framework

The Logical Framework in the project design summary gives additional goals in relation to the teaching program. The specific outputs are as follows:

- AU staff strengthened and expanded  
(Increase from 110 to 208)
- Quality of AU teaching, research and outreach staff improved  
(70 Ph.D.'s and 70 M.Sc.'s trained)
- AU administration improved  
(Five new senior administrative positions established and 12 short-term training programs in administration and management completed)

- Curricula, courses and teaching techniques for the B.Sc. and M.Sc. programs upgraded and expanded resulting in higher quality graduates  
(12 curricula for fields and sub-fields of specialization and eight new courses for core program developed and institutionalized)
- Student body expanded  
(From 683 to about 1200 by end of Phase III)
- Learning Resources Center established (one)
- AU Campus physical plant expanded

## II. THE ACCOMPLISHMENTS

### A. The Teaching Directorate

The teaching program at NWFP Agricultural University has been strengthened and revised. The deans, department chairmen, and faculty have established the initial part of the teaching directorate, introduced the new B.Sc. curriculum, strengthened the conventional B.Sc. and M.Sc. curriculum, planned for the new M.Sc. curriculum, and established the term and internal examination system.

The position of Director of Teaching and the person to fill the position were approved by the Syndicate in the fourth quarter of 1985. Dr. Hafiz Inayatullah became the first Director of Teaching. In a related appointment, Dr. Naseer Hussain was named Controller of Examinations. The role of the Director of Teaching has grown in accordance with the long-range structural and organizational changes outlined in the PC-1 and the project paper.

The teaching program at NWFP AU has undergone a change from the conventional external examination system with a narrow curriculum for men only, to a term system with internal examinations, a broader curriculum, and admission of women students. The change has been to a four-year program with a core curriculum in the first and second years, followed by specialization in the third and fourth year.

This change is nearly complete and beginning in 1987-88, the first, second, third, and fourth-year students will be under the term system. The quality of instruction has been improved concurrently by vastly improved library resources, better facilities and equipment, faculty development programs, improved course preparation, and improved teaching techniques.

The University developed a time schedule for the courses taught under the term system. When this is combined with a detailed room schedule, the administration will have a better basis for planning and coordinating classroom use and teaching assignments.

For the first time, the University now has a transcript form that can be used and given to students (Appendix A).

#### B. Curriculum Development

All of the courses proposed in the Design Team Report have been offered through the first year, second year, and first-half of the third year. The second-half of the third year was started in March 1987 but the university was closed on March 17. An attempt is being made to offer some of the second-half courses through a special summer session (see Appendix B).

The fourth-year specialization courses were developed by each department and the course outlines were submitted to the Director of Teaching. The Director will now have a complete set of course outlines for all courses offered at NWFP AU. The course outlines are similar to a sample course outline that was provided and includes information on course prefix and number, name of instructor, textbook required, reference books, course objectives, lecture topics, number of examinations, and grading system used. These outlines will be helpful in various ways.

Revisions are now planned for two core courses. Crop Production and Improvement will be divided into two two-credit courses, and will no longer be team taught. Introduction to Plant Sciences will become two two-credit courses to be taught by Agronomy and Horticulture.

Attention has been given to dropping or revising other core courses and adding others. A system is in place for making such changes. A committee consisting of the directors of all Boards of Study plus the Director of Teaching has been proposed to review and recommend curriculum changes.

New courses in English are being offered to help improve English language skills. Other specialized courses in such areas as typing, computer use, and statistics are offered to faculty members who are interested in improving their skills.

#### C. Faculty Development

Considerable effort was given to faculty development programs, in addition to the training programs which are reported in item L. A Seminar Series was conducted in 1985-86 and in 1986-87. The intent was to have weekly seminars on a given day and at a given time. Although the seminars were not tied to a specific theme, the objective was to provide useful information and to provide an enrichment dimension for faculty development. Speakers included scientists from the U.S., NWFP AU faculty

members who returned from training programs, NWFP AU faculty members with special progress to report, and scientists from other universities or government organizations of Pakistan.

Various seminars, meetings, and individual conferences were held to improve instruction. The topics ranged from Preparing Instructional Objectives to Assigning Course Grades. Publications related to improvement of instruction were distributed to teach members of the teaching faculty. Two faculty members on short-term study tours in the U.S. attended the workshop at Southern Illinois University. These persons shared what they had learned with other teachers at NWFP AU.

Faculty members from the campus, as well as many from off-campus in the merged system, attended computer training classes, classes on research methods and reporting research results, typing classes, special English classes, and technical report writing classes.

A number of the teachers and researchers have attended workshops held in Pakistan. These have included teaching workshops, farming systems, workshops, technical writing workshops, and computer training workshops.

#### D. Program for Women

One of the major objectives of the NWFP AU is to extend opportunities in higher education in agriculture to women. This is important because of the role of women in the farm production processes in the NWFP.

About 25 years ago a few women earned degrees in agriculture from the College of Agriculture but since then, and as late as 1984, no women were enrolled in agriculture at NWFP AU. In 1984-85, five women enrolled at NWFP AU; in 1985-86, three women; and in 1986-87, ten women.

There are now five women faculty members (three in IDS, one in Math, and one in Soils). Several departments have female secretaries. The TIPAN Project employs three women in the main office.

The presence of women on the campus is increasing. Improvements have been made in facilities for women but more needs to be done. The future campus plans include excellent facilities for women.

The women students appear to be adjusting well and seem to be more relaxed and comfortable than in the initial year. Special activities include film and video cassette viewing. The women make their own arrangements and operate the equipment by themselves.

A proposal was submitted for a position of Assistant to the Director of Teaching. After a period of two years, this position would be changed to Dean of Women. This person would help in recruitment of women students, assist in the educational program for women students, help to integrate the women students into all facets of the campus, and assist

with the internship program. It is expected that the women students will participate fully in all of the regular educational programs arranged for the men.

#### E. Development of Special Programs

The students at NWFP AU follow a daily study schedule that is quite different in concept from that found in a U.S. university. For the most part, the students go to a classroom and attend lectures for a period of several hours without a break. The lectures are scheduled from 8:00 a.m. to 2:20 p.m., but most students are free after 12:00 noon. This means there is a lot of time for extracurricular activities.

Considerable attention was given to providing for such activities. Special essay contests, speech contests, quiz competition, sports activities, and film showings were planned and implemented. Unfortunately, the frequent student disturbances and university closures interfered with these activities. The activities helped to reduce the students disturbances but did not stop them entirely.

The film showings were difficult at first because of obsolete equipment. Also, the planned arrangement with the University of Illinois Film Center had to be abandoned because of the difficulties encountered in shipment of films. An excellent arrangement was finalized with the British Council Library and the French Cultural Center for use of their films.

The admission of Baluchistan students is usually delayed because of the delay in getting F.Sc. results. Nevertheless, the number of Baluchistan students at NWFP AU increased from 19 in 1985-86 to 29 in 1986-87. Special efforts have been made to increase participation by Baluchistan students.

English language courses for potential participants were arranged and approximately 195 individuals attended one or more English classes from October 1985 to May 1987. A summary of the English classes is given in Appendix C. The average gain in TOEFL score per hour of instruction exceeded 0.30 whereas the average expected gain suggested by the Academy for Educational Development is 0.125.

The development of student clubs or societies was strongly encouraged by the Vice Chancellor. The Khyber Soil Society was formed and is a very active group. The primary goals of the society are professional and leadership development.

The Agronomy Society is another group that was formed in 1986-87. Other subject matter areas are planning to form societies and they are already holding informal meetings.

#### F. Purchase of Textbooks and Journals and Equipment

Textbooks have now been received for the first year, second year, and third year courses, and ordered for the fourth year courses. The number of textbooks ordered for the fourth year is close to 4,000. A special form was developed for use by the departments for submitting their textbook and reference book requests.

Various teaching aids are now available for use by the teachers. Prior to September 1985 very little, if any, use had been made of overhead projectors, for example. Now overhead projectors are rather widely used for teaching. A new film projector is in use and the film inventory consists of 22 educational films donated by the UIUC Film Center. Slide projectors are also in use and more slide sets are on order for teaching use. A TV and VCR are available including various video cassettes for classroom use as well as for use in outreach and research.

Scientific journals were ordered and to date approximately 43 different journals have been received. Each department was asked to select up to five journals in their subject matter area. These journal orders supplement the journals already subscribed to by the University.

Several excellent journal collections were donated by scientists in the U.S. who knew about the TIPAN Project or knew someone at the University.

The textbooks, journals, and teaching aids will help to improve the quality of teaching, improve learning, and make the educational process more interesting.

#### G. Evaluating Teaching Performance

Student evaluation of teaching performance is now an accepted practice in most agricultural colleges in the U.S. but is a new policy at NWFP AU. Although student evaluation of teaching is not yet campus-wide at NWFP AU, it has been tried and found acceptable in a number of departments.

The form used for student evaluation is a modified form of one that is used in the U.S. (Appendix D).

Guidelines for a system of peer evaluation being considered at the University of Illinois will also be considered at NWFP AU with the possibility of adopting a peer evaluation system.

The teaching evaluation plans have been hampered by the interrupted semester schedules and the frequent university closures.

## H. New Student Programs

All graduates of NWFP AU are expected to have practical experience gained through summer internships. Considerable emphasis was given during the first year to planning for an internship program. Although school closures during the academic year 1985-86 extended the second term completion into July, the first internship program at NWFP AU was implemented and completed in July-August, 1986. Over 100 second year students were placed at four locations in the NWFP for hands-on experience in agriculture. The program was very successful and well received by the students as well as the cooperators. Plans are in place for another internship program for 1987.

An advisory program was implemented for third-year students to assist them in their areas of specialization. Until the third year, students participate in a tutorial program which in reality is an advisory program. Every student is assigned to a faculty member for guidance in all student and academic matters. This means that from the first day at the University, students have someone to turn to for assistance. In addition to the faculty advising, the students are under pressure to join one of the many student political groups represented on campus. The recruitment process is similar in some ways to the fraternity rush in the U.S. but much more intense. The student political leaders represent their members in all student affairs, including such things as pressuring the teachers to change grades or make other concessions. This aspect of the educational system is most discouraging and damaging, and is not well known and is not considered serious by the casual observer.

Student work/study programs are not yet a viable program at NWFP AU. All of the students are given scholarship assistance to meet their financial needs. Working to earn their way through college is not considered necessary by the students.

Career counseling is done informally and students seek out teachers or persons they know well. The introductory course now offered gives students a broad overview of the choices available for specialization. Attention needs to be given to career counseling but it must be done carefully and in the context of present practices.

Job placement on a more formal basis has been discussed. The students are now given some assistance by their department but, for the most part, students must find their own jobs. Plans were made to invite employers to the campus, one at a time, to meet with students. The school closure meant cancellation of those plans. In the future, an organized job placement program needs to be established.

Study tours are an important part of the learning process and greater care and planning were given to the study trips last year.

## I. Coordination of Teaching, Research, and Outreach Goals

The integration of agricultural research in NWFP with agricultural education at the university level is expected to improve the quality of education offered and the research undertaken by the university and strengthen linkages with agricultural extension. This integration means that many persons in this new system will be carrying dual roles. It also means that new working relationships must be established. Consequently, the goals in teaching must be coordinated with those in research and outreach.

Efforts to accomplish this have included faculty seminars, encouragement of travel to the campus and to the outlying stations, expanded use of Library facilities and resources, coordination of student research with the on-going research system, and frequent meetings between the teaching, research, and outreach administrators.

The participant training program, and especially the English language program, has helped to integrate the off-campus and on-campus personnel. The daily contact in the English classes promotes understanding and cooperation between these groups. Another factor which helps in coordinating the efforts of these groups is the fact that almost all of the off-campus faculty are graduates of what is now NWFP AU. Close ties already exist.

## J. Design and Construction of AU Facilities

During the final review of the design of the new AU facilities, all departments were asked to carefully check the plans as they relate to the teaching program. Everything from student housing to teaching laboratories was reviewed and some changes were suggested.

The beginning of construction has been delayed which tends to dampen enthusiasm of the faculty. Better facilities are needed and more space will help improve teaching and research.

## K. Learning Resources Center

The Learning Resources Center is a concept which includes the Library, the Computer Center, and the Communication Services Unit. Each of these units is to serve teaching, research, and outreach.

The Library has been improved significantly in the past two years. The number of holdings has grown by at least 8,000 volumes. Students in all courses have access to modern textbooks and journals. More textbooks are on order.

The librarian is at the University of Hawaii working toward a master's degree. The IDS librarian attended a computer training course in Bangkok and has agreed to help with a computer program for the main library.

The Library now has an excellent Reading Room which is widely used by the students. A Listening Laboratory was established for use by students from the English language classes but it is available for all students. Better equipment is needed as well as information and training on how to utilize the Listening Laboratory.

The Communication Services Unit is now in a preliminary stage but it is a beginning and it is being used. Faculty members can check out overhead projectors, slide projectors, a film projector, a TV, a VCR, films, slide/tape sets, and video cassettes.

A lot of work needs to be done but Dr. Seiders, Outreach Specialist, has prepared a proposal that can soon be implemented for a more complete Communication Services Unit. Two persons are now in the U.S. for master's degree training in journalism and they will return to assume important positions in this unit.

The Computer Center is one of the most important and critical units on the campus. It provides an immediate and highly visible entry into modern technology. Faculty and students can learn skills that are useful and applicable to teaching, research, and outreach.

The Computer Center is constantly in use and the 16 computers make it possible to provide hands-on learning for almost everyone interested in learning.

#### L. Participant Training Program

##### 1. Long-Term Training

Phase I of the project calls for long-term overseas degree training for 89 individuals, with 38 to be from the NWFP AU and 51 to be from off-campus or new hire.

The program to date is summarized in Table 1. The table shows that 33 persons are currently enrolled in advanced degree training programs in the U.S. Three persons out of the 33 are expected to complete their programs and return to NWFP AU in 1987.

Although over 30 admission applications have been submitted for Fall 1987 admission, only 12 are currently under active consideration. Others will be considered if their May 9 TOEFL scores are 550 or above.

English language training has been a major part of the background preparation of potential participants. The English language training courses are summarized in Appendix C.

Institutional and international TOEFL tests have been arranged as part of the participant training program. A summary of these test dates and locations and the number of persons taking the test is given in Appendix E. Every opportunity possible has been provided for potential participants who wanted to take the TOEFL.

Table 1: Summary of Participant Training Program,  
TIFAN Project, as of June 30, 1987

Faculty/Unit	Persons now in the U.S				Positions Remaining				Admission Applic. Submitted			
	Ph.D.		M.S.		Ph.D.		M.S.		Ph.D.		M.S.	
	No.	Mo.	No.	Mo.	No.	Mo.	No.	Mo.	No.	Mo.	No.	Mo.
Gen. Admin.	1	36	-	-	1	29	1	24	1	36	1	24
Plant Sci.	12	428	1	24	5	98	13	178	20	720	-	-
Eng.App & F.T.	5	178	-	-	0	0	4	47	3	108	1	24
An. Husbandry	4	142	1	24	2	0	7	122	3	108	-	-
Rur.Soc. Sci.	3	96	3	71	3	84	6	104	-	-	1	24
Learning Res.	-	-	3	72	1	36	5	111	-	-	1	24
Cont. Ed.	-	-	-	-	4	126	3	63	-	-	3	63
Total	25	880	8	191	16	373	39	649	27	972	7	159

## 2. Short-Term Training

The contract calls for up to 46 faculty and staff to attend up to 188 person months of short-term training programs overseas during Phase I. As of June 30, 1987 a total of 22 persons had completed approximately 100 months of short-term training and 10 persons were in the U.S. for a total of approximately 47 months, making a grand total of 32 persons and 147 months of training. Arrangements have been completed for another participant to go in August for approximately five months. There are as many as 25 other nominees for technical, non-degree training, with only 14 positions and 41 months of training remaining in Phase I.

The details of both the long-term and short-term training are reported in the "Participant Training Monthly Progress Report" prepared by Dr. John Santas, Training Officer.

## III. MAJOR CONSTRAINTS

### A. University closure

One of the major constraints to progress in the teaching program is clearly the intermittent university closure. The University was closed from January 28 to February 26, 1986 and disrupted the term schedule. There was another brief closure in January 1987 followed by an indefinite closure on March 17, 1987. The closures are beyond the control of the university. Whatever the reasons for the closures, the impact on the educational programs is severe. Students are unable to complete their studies and faculty members become unsettled.

Progress on the project objectives becomes increasingly difficult. Until greater stability is achieved, efforts to obtain improvements in the teaching program will continue to be frustrating.

#### B. Discipline

Lack of discipline on the campus is cited by the teachers as a major problem. This issue is closely related to the issue of university closure. A recent newspaper article had the headline "Who Rules the Campus?". Students have enormous influence on the campus. The students reportedly have direct ties to national political parties and are supported by them. The students thrive on strong arm tactics and are often heavily armed. Under these conditions cheating is common. Maintaining quality education is extremely difficult. Some U.S. consultants naively suggest that NWFP AU administrators should put their feet down and draw the line regarding student discipline. The real answer appears to lie in the national political arena.

#### C. Facilities and Support Services

The conditions under which it is necessary to work are much different from those in most U.S. universities. This is to be expected but it should also be understood by persons who review progress on the project. It took a great deal of effort to get the TIPAN offices functional. Now there are copy machines, word processors, air conditioners, and an experienced support staff. These were not available when we started.

Still there are power outages, shortages of needed office supplies, and poor telephone connections. A new communication system was supposed to be in place in late 1985 or early 1986. It is still not in place. Messages on campus must be hand delivered. Telephone calls to Islamabad are time consuming and frequently are cut off in the midst of a call.

#### D. Space

A shortage of space is a common problem almost everywhere but it is particularly acute at NWFP AU. For the teaching program, it meant that the newly established Communications Services Unit had to be located in the former projection booth of the Auditorium. Access to this area is a problem. The steps are steep and narrow. It is almost impossible to get equipment such as a TV to this area. It is not conducive to the kind of traffic that is expected and needed to a unit that handles instructional materials.

Other examples of space shortages could be cited. These problems will be solved when construction is completed but for the past two years it has been a problem and will likely be a problem for at least another two years.

#### E. Improvement of Teaching Workshop

The short-term consultant, Dr. William George, Associate Dean, University of Illinois, spent much of his TDY time planning an improvement of instruction workshop. The Director of Teaching and the Teaching Specialist then developed detailed plans for implementation.

The workshop was not approved for funding by USAID and consequently the workshop was cancelled. The workshop timing was critical and it would have been a major step in the teaching improvement program.

#### F. Dual Assignment

The field administration of the participant training program was not given as one of the responsibilities of the Teaching Specialist. This was an added responsibility voluntarily accepted. The amount of time required to administer the training program is much greater than originally anticipated. This has cut into the time available for the Teaching Specialist responsibilities, and has meant at least 600 hours of extra work.

#### G. Staffing

Improvements in the teaching program have been hampered to a certain extent by the shortage of qualified teaching staff. With almost one-fourth of the teaching staff in degree training programs overseas, it has been difficult to provide qualified teachers for all courses. Also, substitute teachers are not always well-accepted by the students.

#### H. Participant Training

It has not been possible to fully select persons for training according to subject matter specialization as would be desirable. In practice, the persons selected for training have often been those with seniority and the necessary English language skills. As the project moves forward it is likely to become even more difficult to find persons who can meet the minimum requirements for graduate school admission and also fulfill the subject matter requirements.

#### I. Teaching Directorate

The Director of Teaching was required to carry an unusually heavy workload which meant that he had inadequate time for his duties as Director of Teaching. The new duties of Director of Teaching were simply added to his existing duties as Chairman of the Department of Horticulture and the teacher of three courses. The stress and strain of this workload resulted in his hospitalization in early 1987. He is still recovering from that hospitalization.

## J. Technical Assistance

The workload of all team members, including the teaching specialist, was impacted by a drastic reduction in technical assistance. Only five long-term advisors were authorized rather than nine as originally planned. The number of short-term advisors was also reduced from a planned average of four per month to only one per month.

In the teaching program, this meant that assistance in curriculum development, specialized courses, specialized teaching materials, and related teaching activities from the various subject matter specialists was not available except in a limited way. The Learning Resources Specialist, the Communications Production Specialist, and the Rural Social Sciences Specialist positions, for example, were not filled.

## IV. RECOMMENDATIONS

### A. Responsibilities

The workload assigned to the Teaching Specialist is unreasonable if the participant training responsibility is included. The participant training should be assigned as a full-time, or at least a half-time, job to an additional long-term advisor. Participant training involves more than record keeping and logistics and should be administered by a senior administrator.

### B. Teaching Directorate

The Director of Teaching should be relieved of his chairmanship of the Department of Horticulture and of his teaching duties so that he can devote full-time to his Director duties. He should also be sent to the U.S. for a few months of training in the administration of teaching programs.

NWFP Agricultural University Peshawar

Name \_\_\_\_\_ Id. No. \_\_\_\_\_ Place of Birth \_\_\_\_\_ Date of Birth \_\_\_\_\_ Father's Name \_\_\_\_\_  
 Nationality \_\_\_\_\_ Yr. H.S. Grad. \_\_\_\_\_ Last Inst. \_\_\_\_\_ AU Adm. Date \_\_\_\_\_ Major \_\_\_\_\_  
 Title of Degree \_\_\_\_\_ Date of Degree \_\_\_\_\_ Department \_\_\_\_\_

Dept	Course No.	Course Title	Term Hrs	Gr.

Sem. Grade

Dept	Course No.	Course Title	Term Hrs	Gr.

Sem. Grade

CGPA

Dept	Course No.	Course Title	Term Hrs	Gr.

Sem. Grade

CGPA

Dept	Course No.	Course Title	Term Hrs	Gr.

Sem. Grade

CGPA

Dept	Course No.	Course Title	Term Hrs	Gr.

Sem. Grade

CGPA

Dept	Course No.	Course Title	Term Hrs	Gr.

Sem. Grade

CGPA

Thesis Title :

Dept	Course No.	Course Title	Term Hrs	Gr.

Sem. Grade

CGPA

Controller of Examination

7/6

OFFICE OF THE CONTROLLER OF EXAMINATION  
N.W.F.P. AGRICULTURAL UNIVERSITY  
PESHAWAR

INFORMATION CONCERNING STUDENT ACADEMIC RECORD (TRANSCRIPT)

GENERAL INFORMATION

Transcripts of student records are official only when they bear the University seal and the Controller of Examination's signature. These records are confidential and are issued only at the request of the student or appropriate officials.

COURSE NUMBERS AND SYMBOLS

300-499 — "Beginning" — Primarily for Freshmen and Sophomores.

500-599 — "Intermediate" — Primarily for Sophomores, Juniors and Seniors.

600-799 — "Advanced" -- Restricted to Juniors, Seniors and Graduates. These courses carry graduate credit.

800-999 — "Graduate" — Restricted to Graduate Students only.

Courses numbered 600 and above carry graduate credit for graduate students, except where otherwise specified in the Graduate School Bulletin. Courses numbered below 600 are not added in the semester and cumulative totals for graduate students.

All courses carry a capital letter suffix as follows :

F — Indicates first semester of a two-semester course.

G — Indicates second semester of a two-semester course.

D — Indicates a single semester course.

ACADEMIC STANDING

A student's academic standing is shown by a code number. This code number precedes the cumulative grade entries on the record card. These code numbers may be interpreted as follows :

0 — Not subject to probation or dismissal regulations.

1 — In good standing.

2 — On probation.

4 — Not eligible to re-enroll unless reinstated.

GRADING SYSTEM

GRADE	GRADE POINT PER UNIT
A+	4.00
A	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	<del>1.67</del> 1.67
D	1.00
E	0

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28 April 1987

MEMORANDUM

TO : Hafiz Inayatullah  
FROM : Martin Waananen  
SUBJECT : Summer Session 1987

In order to provide a meaningful summer program for the 1st, 2nd, and 3rd year students at NWFP AU as requested by Dr. G.M. Khattak, Vice Chancellor, I have prepared a proposal that I hope will be helpful to you in planning a special summer session for 1987. This plan would require selection of 7 sites and obtaining 21 teachers for 5 weeks.

Although I have suggested certain courses, there is flexibility to use other courses. For example, if English teachers are not available, some other course could be offered. Likewise, the dates suggested can be changed. However, the proposal given would provide instruction equivalent to the number of lecture hours for the course if it was offered during a regular term.

I hope that this plan, or some version of it, can be implemented this summer. It would help to keep the semester system on schedule, especially if another summer session would be held next year. Otherwise, the semester system students will be behind by one semester. This would also help restore credibility in the new teaching program at NWFP AU.

cc: R.G. Cragle

MVW:ama

Proposal for 5-Week Summer Session  
 MWFP Agricultural University  
 June 13 - July 16, 1987

Location	Number of Students	1st Year			2nd Year			3rd Year		
		Course/Instructor			Course/Instructor			Course/Instructor		
A	60	Intro. to Ag. Econ. (3)	Animal & Plant Genetics (3)	English (2)						
B	60	Intro. to Ag. Econ.	Animal & Plant Genetics	English						
C	60	Intro. to Ag. Econ.	Animal & Plant Genetics	English						
D	55				Animal Hygiene & Disease Prevention (3)	Crop Prod. & Improvement (4)	Intro. to Food Tech. (3)			
E	55				Animal Hygiene & Disease Prevention	Crop Prod. & Improvement	Intro. to Food Tech.			
F	50							Farm Forestry Practices (3)	Intro. to Rural Sociology (3)	Food Tech. Food Safety & Environ. Sanitation (3)
G	50							Farm Forestry Practices	Intro. to Rural Sociology	Food Tech. Food Safety & Environ. Sanitation

Time Schedule for 5-Week Summer Session  
NWFP Agricultural University  
June 13 - July 16, 1987

1st Year

	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
7:30 - 9:00	Ag. Ec.					
9:10 - 10:40	APG	APG	APG	APG	APG	APG
10:50 - 12:00	English	English	English	English	English	English

2nd Year

7:30 - 9:00	AHDP	AHDP	AHDP	AHDP	AHDP	AHDP
9:10 - 11:00	CPI	CPI	CPI	CPI	CPI	CPI
11:10 - 12:40	F.T.	F.T.	F.T.	F.T.	F.T.	F.T.

3rd Year

7:30 - 9:00	For	For	For	For	For	For
9:10 - 11:00	Rur.Soc.	Rur.Soc.	Rur.Soc.	Rur.Soc.	Rur.Soc.	Rur.Soc.
11:10 - 12:40	F.T. & F.S	F.T. & F.S.				

Note: 1. Some practicals can be arranged for the afternoon and these can be substituted for lecture at the ratio of 2 hrs. lab for 1 hr lecture.

2. Some lectures could be given in the afternoon or evening.

## Summary of English language classes

<u>Dates</u>	<u>Number of students</u>	<u>Number of sections</u>
Oct 30, 1985 - Jan 8, 1986	21	1
Nov 3, - Jan 6, 1986	17	1
Jan 23 - March 5, 1986	25	2
April 1 - May 15, 1986	37	2
Sept 17 - Nov 13, 1986	54	3
Nov 17, 1986 - Jan 15, 1987	46	3
Jan 18 - March 12, 1987	67	3
March 24 - May 7, 1987	21	1

In order to assist in the improvement of instruction at NWFP/AU, you are asked to give your evaluation of the course you have just completed. Please give this evaluation serious consideration and provide constructive criticism that will offer guidance in course improvement. The evaluations are voluntary and confidential and there will not be an identification of individual students. This form will be given to the Vice Chancellor who will give it to the instructor after your course grade has been determined. Please circle the number most appropriate, in your opinion, for each question. For example, if the instructor was always well prepared and organized for lectures, circle number 5. If he was never well organized or prepared, circle 1. If somewhere between these two extremes, circle the number that most closely reflects your opinion.

Course No. \_\_\_\_\_ Title: \_\_\_\_\_

Instructor \_\_\_\_\_

TO WHAT EXTENT:	<u>To a great extent</u>					<u>Not at all</u>
1. Was the instructor <u>prepared</u> for lectures?	5	4	3	2	1	
2. Did the instructor do a good job of <u>presenting</u> the lectures?	5	4	3	2	1	
3. Was the instructor <u>enthusiastic</u> about the subject matter of the lectures given?	5	4	3	2	1	
4. Were you satisfied with the instructor's <u>grading procedures</u> ?	5	4	3	2	1	
5. Was it possible to get personal <u>help</u> from the instructor if you wanted it?	5	4	3	2	1	
6. Did the instructor stimulate your <u>curiosity</u> about the subject?	5	4	3	2	1	
7. Was the instructor <u>receptive</u> to the expression of <u>student views</u> ?	5	4	3	2	1	
8. Did the instructor deal with all students <u>consistently and objectively</u> ?	5	4	3	2	1	
9. Were the <u>objectives</u> of the course <u>clearly defined</u> ?	5	4	3	2	1	
10. Was the subject matter presented at the appropriate <u>level of learning</u> ?	5	4	3	2	1	
11. How would you rate the <u>quality</u> of this course? (Check (✓) only one)						<ul style="list-style-type: none"> <li>- Excellent</li> <li>- Good</li> <li>- Average</li> <li>- Fair</li> <li>- Poor</li> </ul>
12. How would you rank this <u>instructor</u> in comparison to other instructors you have had at this university? (Check (✓) only one)						<ul style="list-style-type: none"> <li>- Near the top of the list</li> <li>- Higher than most</li> <li>- About the same as other average instructors</li> <li>- Lower than most</li> <li>- Near the bottom of the list</li> </ul>
13. What comments do you have about the <u>course</u> ?						

\_\_\_\_\_

\_\_\_\_\_

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As Revised  
May 17, 1987

Summary of TOEFL Tests,  
1985 - 87 TIPAN Project

Date	No. of persons	Location		Type	
		Islamabad	Peshawar	Institutional	International (Official)
Oct 21, 85	31		x	x	
22	46		x	x	
26	11	x			x
Nov 16	9	x			x
Jan 8, 86	50		x	x	
10	11	x			x results not available
Feb 20	50		x	x	
Mar 6	36		x	x	
8	41	x	x		x
May 7	33	x	x	x	x
May 10	35	x			
Jun 6	25	x			x results not available
Nov 12	50		x	x	
13	50		x	x	
15	13	x			x
Dec 8	38		x	x	
Jan 10, 87	52	x	x		x
21	37		x	x	Cancelled
Feb 13	1	x			x Special center
Mar 14	57	x	x		x
30	38		x	x	
Apr 1	7		x	x	
May 7	50		x	x	
9	50	x			x
Jun 5	6	x			x Special center

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