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NAHEP

# National Agricultural Higher Education Project (NAHEP)

(Investments in Agricultural Education are  
the best weapons of Indian Economy)

AT A GLANCE

Start Date  
July 16, 2017

Project Period  
2017 to 2022

## National Agricultural Higher Education Project

INDIAN COUNCIL OF AGRICULTURAL RESEARCH  
Krishi Anusandhan Bhavan-II, Pusa, New Delhi, India

<http://nahep.icar.gov.in>

Computation

Created under



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## Call 1 Geographical Distribution of Project Beneficiaries (28)

### • CAAST (09)

1. BCKV, Mohanpur (West Bengal)
2. CIFE, Mumbai (Maharashtra)
3. CSAUA&T, Kanpur (Uttar Pradesh)
4. MPKV, Rahuri (Maharashtra)
5. IVRI, Izatnagar (Uttar Pradesh)
6. NAU, Navsari (Gujarat)
7. IARI, New Delhi
8. UAS, Bangalore (Karnataka)
9. PAU, Ludhiana (Punjab)

### • IDP (08)

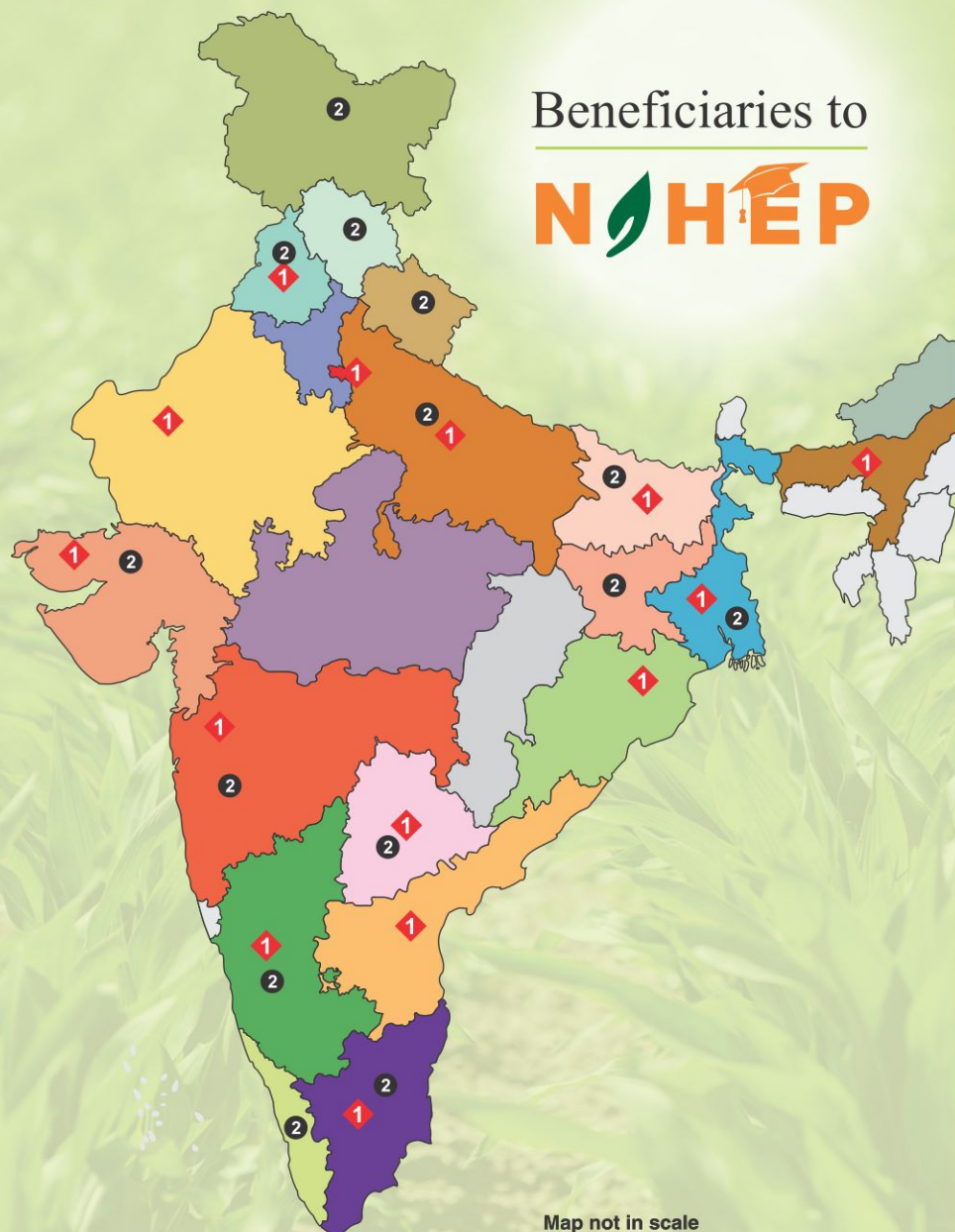
1. NDRI, Karnal (Haryana)
2. CCS HAU, Hissar (Haryana)
3. MPUAT, Udaipur (Rajasthan)
4. AAU, Jorhat (Assam)
5. OUAT, Bhubaneswar (Odisha)
6. JAU, Junagadh (Gujarat)
7. ANGRAU, Lam, Guntur (Andhra Pradesh)
8. TANUVAS, Chennai (Tamil Nadu)

### • IG (10)

1. BASU, Patna (Bihar)
2. SKRAU, Bikaner (Rajasthan)
3. Dr. PDKV, Akola (Maharashtra)
4. MPHU, Karnal (Haryana)
5. Kamdhenu University, Gandhinagar (Gujarat)
6. AU, Kota (Rajasthan)
7. PJTSAU, Hyderabad (Telangana)
8. PVNRTVV, Hyderabad (Telangana)
9. AU, Jodhpur (Rajasthan)
10. SVVU, Tirupati (Andhra Pradesh)

### • Component 2 (01)

1. IASRI/NIAP, New Delhi & NAARM, Hyderabad





## Call 2 Geographical Distribution of Project Beneficiaries (17)

- **CAAST (5)**
  1. AAU, Anand (Gujarat)
  2. BAU, Ranchi (Jharkhand)
  3. CSK HPKV, Palampur (Himachal Pradesh)
  4. KAU, Thissur (Kerala)
  5. VNMKV, Parbhani (Maharashtra)
- **IDP (05)**
  1. SKUAST, Srinagar (Jammu & Kashmir)
  2. GADVASU, Ludhiana (Punjab)
  3. GBPUAT, Pantnagar (Uttarakhand)
  4. TNAU, Coimbatore (Tamil Nadu)
  5. UAS, Dharwad (Karnataka)
- **IG (07)**
  1. Dr. RPCAU, Pusa Samstipur (Bihar)
  2. NDUAT, Kumarganj, Ayodhya (Uttar Pradesh)
  3. UAS, Raichur (Karnataka)
  4. RLBCAU, Jhansi (Uttar Pradesh)
  5. SKLTSHU, Hyderabad, Telangana
  6. UBKV, Kolkata (West Bengal)
  7. WBUAFS, Kolkata (West Bengal)



**National Agricultural Higher Education Project (NAHEP)** addresses *quality* by supporting interested Agricultural Universities (AUs) to propose and implement technically sound and verifiable investments that increase faculty performance, attract better students to these AUs, improve student learning outcomes and raise their prospects for future employability, particularly in the private sector. Relevance is being addressed through:

- Greater alignment of academic curricula and course contents with the skills sets being demanded in the agriculture and allied services sector.
- Expanded certificate-level vocational courses to fill the gap for trained technical personnel, especially in market-led extension.

Both quality and relevance would be augmented through investments in ICAR that improve its ability to set and enforce standards across the ICAR-AU System and build international cooperation to the benefit of agricultural higher education.

- **Start Date: July 16, 2017**
- **Out lay: Rs. 1100 Crore (USD 165 Million)**
- **Share: 50:50 (World Bank and GOI)**

### PROJECT DEVELOPMENT OBJECTIVE (PDO)

To support participating Agricultural Universities and ICAR in providing more relevant and higher quality education to students.

#### Project Beneficiaries

- State Agricultural Universities (64)
- Deemed Universities (4)
- Central Universities with Agricultural Faculty (4) and



- Central Agricultural Universities (3)

#### The Students would benefit through

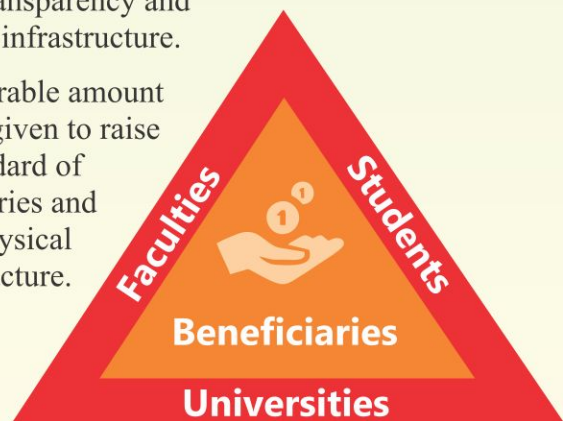
- A movement from teaching centric to learning centric education, leveraging ICT and external partnerships
- Piloting effective stakeholder participation in curricula development, pedagogy options and course evaluation
- Increased equity in educational access through vocational and technical certificate programs; and
- An overall improvement in the learning and academic environment that would both expand and sharpen their skill set needed for future employment.

#### The Faculties would benefit through

- Increased collaboration among Indian AUs and with other universities globally to raise research quality and its linkage to educational quality and relevance
- Training and capacity-building to improve the delivery of education and its learning outcomes.

#### The Universities would benefit through

- Productive campus culture, better governance, better transparency and updated infrastructure.
- Considerable amount will be given to raise the standard of laboratories and other physical infrastructure.



## PROJECT DESCRIPTION

### Component 1

#### Support to Agricultural Universities (USD 146.4 million)

This component finances investments by participating AUs to improve the quality and relevance of agricultural education and research towards agricultural transformation. The component competitively awards significant additional resources to participating AUs and finances goods, works, non-consulting services, trainings and consultants' services. This component is further divided into three sub-components.

#### Sub-component 1 (a): Institutional Development Plan (IDP)

**Objectives:** To enhance the institutional and system management effectiveness, improve learning outcomes, employability and entrepreneurship of agricultural students, and student and faculty development.

#### Out Lay: (USD 69.4 million)

This sub-component provides Institutional Development Grants to selected participating AUs for the implementation of Institutional Development Plans. It targets reform-ready AUs and support competitively selected and performance-based IDPs. The IDPs seek to improve: (a) learning outcomes and future employment for AU students; and (b) faculty teaching performance and research effectiveness. Through the IDPs, the AUs would identify and prioritize key challenges, propose interventions to respond to these challenges, and set timelines and indicators for measuring achievement of greater quality and relevance attributable to these interventions. The participating AUs, through the



IDPs, seek to foster both technical and financial partnerships.

NAHEP finances each IDP through an Institutional Development Grant directly to the participating AU. Activities financed under each IDP include:

### IDP

- **Mainly for Under Graduate students**
- **Eligibility: Accredited AUs**
- **Develop entrepreneurship in UG students and employability**

- Capacity building and training for agreed governance reforms that promote AU autonomy and sustained accreditation
- Updated infrastructure (i.e., minor civil works, goods) for research and teaching
- Faculty development (i.e., training, consultants' services)
- Networking with industry and other learning institutions, both national and international
- Increased vocational and technical education through the launching of certificate programs
- More effective student job placement
- Own-revenue generation for Agricultural Universities.

Each IDP also specifies a Twinning Plan with a recognized high-performing university, either in India or abroad.



**Sub-component 1(b):** Centre of Advance Agricultural Science & Technologies (CAAST)

**Objectives:** To support inter-disciplinary advanced centres for innovative approaches to teaching, research, extension and capacity building in the specialized area for holistic development and integrating agricultural education with employment and entrepreneurship.

**Out Lay:** (USD 46.2 million)

This sub-component provides CAAST Grants to selected participating AUs for the establishment of centers for Advance Agricultural Science and Technology. The subcomponent supports competitively selected CAAST proposals from reform-ready AUs to establish multi-disciplinary centers for teaching, research and extension on critical and emerging agricultural topics. Multi-

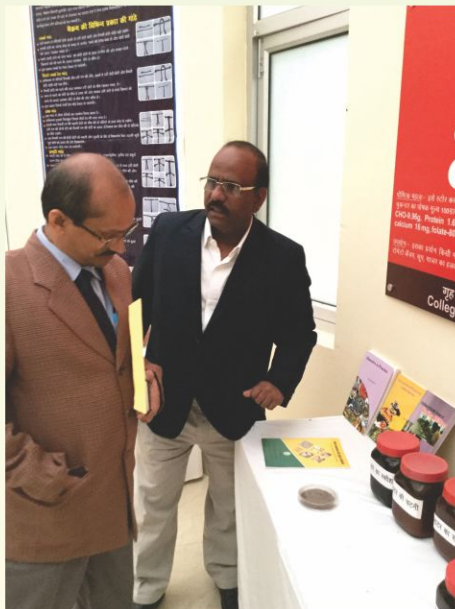
### CAAST

- **For M.Sc & Ph.D students**
- **Eligibility: Accredited AUs**
- **Scientific Entrepreneurship, Research Competitiveness, Employability and commercialization of Technology**





stakeholder consultations inform the geographic locations and core themes for the proposed CAASTs, after which participating AUs compete for CAAST funding. The sub-component finances: (a) research and teaching equipment (i.e., goods); (b) faculty and scientist development fellowships, (c) student scholarships, primarily at the post-graduate level and (d) costs associated with twinning arrangements with similar centers (e.g., universities, research centers) both outside and within India (i.e., training, consultants' services, and non-consulting services).



NAHEP is finance for CAAST sub-Component on the following thematic areas

### Themes

- **Conservation Agriculture**
- **Precision Farming/Farm mechanisation**
- **Secondary Agriculture**
- **Speciality Agriculture**
- **Renewable Energy Sources**
- **Integrated Farming System**
- **Agricultural Market Intelligence**
- **Good Agricultural Practices**
- **Hitech/protected Cultivation**
- **Climate Resilient Agriculture**
- **Food Safety**
- **Big Data Analytics**
- **Genomics-assisted Breeding, etc**

### Subcomponent 1(c): Innovative Grants (IG)

**Objectives:** The Agricultural Universities are being supported through this component specifically to meet their requirement for quality assurance so as to enable them to attain ICAR accreditation. Also, the project support necessary infrastructure to the beneficiary universities in adhering to and implementation of ICAR Model Act.

**Out Lay:** (USD 30.8 million)

This sub-component provides Innovation Grants to selected participating AUs for the carrying out of Innovation Plans. The Innovation Plans support technical assistance and consultant services, including those required to: (a) make AUs reform ready (i.e., attain accreditation); and (b) promote mentoring of non-accredited AUs by existing reform-ready AUs and other interstate and



international academic partnerships.

**Reform readiness:** The Education Division/ ICAR uses the voluntary accreditation processes a determinant of AU reform readiness. Accreditation confirms that the given AU: (a) has clearly defined and appropriate objectives (i.e., leadership); (b) has established an enabling environment that makes achievements of these objectives possible (i.e., governance); (c) is substantially accomplishing its objectives (i.e., effectiveness); and (d) is organized, staffed and supported to ensure its continuation (i.e., sustainability). ICAR awards accreditation at three levels – university, college, and program – and basis its decision to accredit a given AU on three sources of evidence:

- **Faculty/Students Up-gradation.**
- **Make Agricultural Universities reform ready (i.e., to attain accreditation) accreditation.**

(a) AU self-examination; (b) institutional peer review; and (c) final decision by the ICAR

## Component 2

### Investment in ICAR Leadership in Agricultural Higher Education (USD 10.4 million)

For institutional reforms within ICAR in order to enhance ICAR's effectiveness in coordinating, guiding and managing agricultural higher education and its interactions with AUs and key stakeholders nationwide through interventions that increase the quality and relevance of agricultural higher education. As ICAR is responsible for national coordination and quality assurance of agricultural higher education, the component leverages ICAR's comparative advantage in assessing systemic challenges across the ICAR-AU System and incubating solutions.

The component finances goods, training, consultant services and non-consulting services and incremental operating costs and include:

- (a) Assessing options in the administration and award of ICAR's technical and financial assistance to AUs.





- (b) Structuring dialogue with State governments to catalyse their participation in raising the quality and relevance of agricultural higher education
- (c) Providing assistance to participating AUs for the development of IDPs, CAASTs and Innovation Plans.
- (d) Establishing partnerships with globally recognized agricultural higher education institutions.
- (e) Developing digital information systems for agricultural data collection, analysis and dissemination.
- (f) Improving curricula review processes and methods to consolidate and disseminate global best-practices in agricultural education.
- (g) Improving the all-India entrance examination in agriculture, including an on-line national examination system.
- (h) Adopting next-generation management systems covering information, procurement, contract and financial management areas.
- (i) Coordinating an External Advisory Panel of renowned agricultural education experts.
- (j) Assisting agricultural universities to strengthen their linkages with industry
- (k) Promoting the establishment of centers for career development at agricultural universities.

### Component 3

#### Project Management and Learning (USD 8.0 million)

This component finances goods, works, non-consulting services, training and workshops, and consultants' services for the Project (other than those financed under subprojects) and incremental operating costs. The component strengthens ICAR's

management capacity for project implementation, including: (a) the establishment/ maintenance of a Project Implementation Unit, a Steering Committee, a Technical Committee and a Monitoring and Evaluation Cell to ensure compliance with the Project's procurement, financial management, safeguards and reporting requirements, and the carrying out of the administration, supervision, monitoring and evaluation of IDP Grants, CAAST Grants and Innovation Grants and/or proposals therefor; (b) the provision of training to ICAR and participating AUs to achieve and sustain increased quality, relevance and effectiveness of agricultural higher education. The component would also finance the dissemination and communication of project interventions and outcomes.

#### Project Financing

The total project cost is USD 165.0 million over a five-year implementation period. NAHEP financed by an IBRD loan (USD 82.5 million) and the GoI (USD 82.5 million). Details project financing is given below:

#### Project Cost and Financing

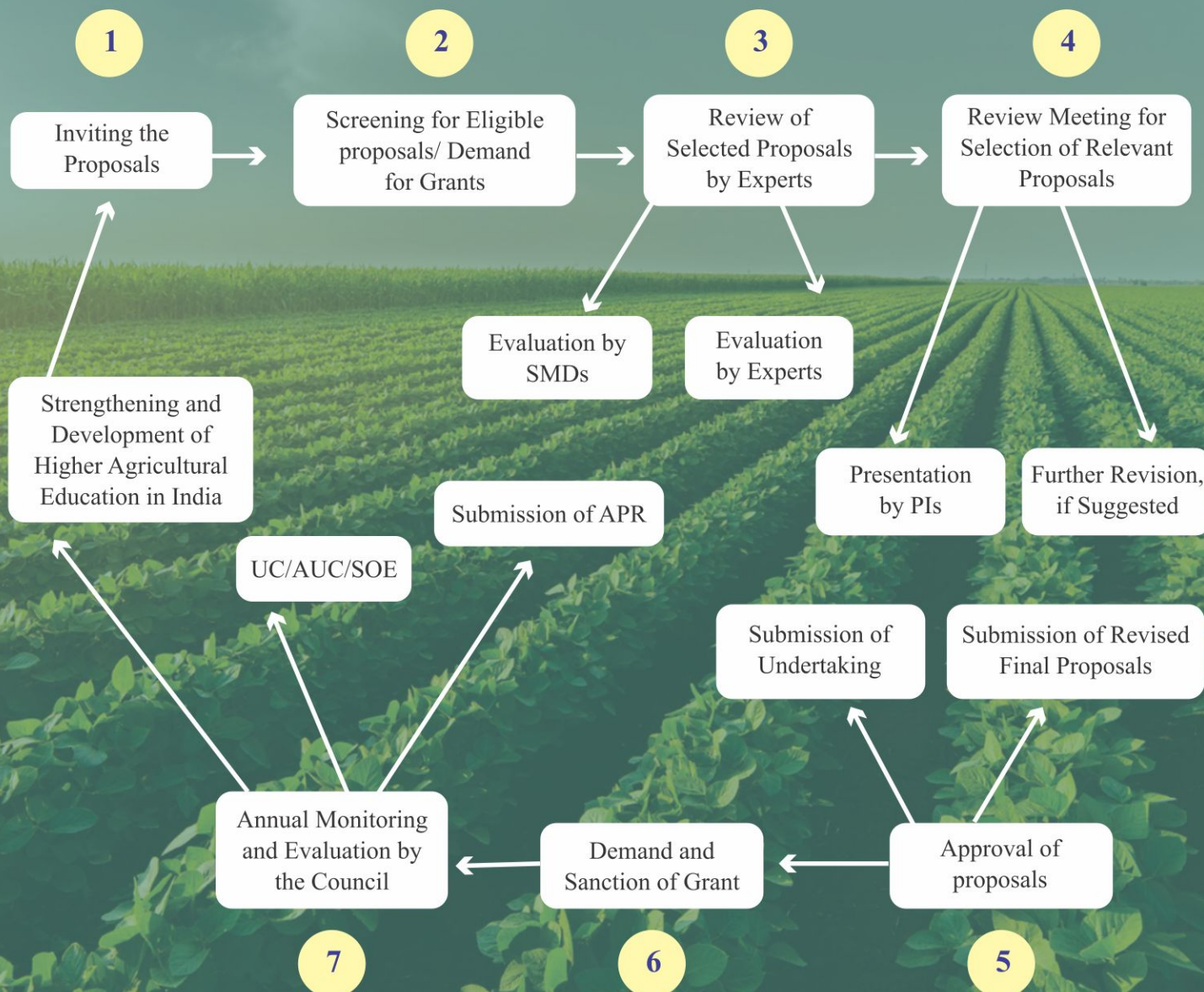
NAHEP (Components)	Total	Total %	IBRD	GoI
Support to Agricultural Universities	146.4	89%	73.2	73.21
a. Support to AUs	69.4	42%	34.7	34.71
b. Support to CAASTs	46.2	28%	23.1	23.11
c. ICAR Innovation Grants to AUs	30.8	19%	15.4	15.4
Investment in ICAR Leadership in Ag. Higher Ed.	10.4	6%	5.2	5.2
Project Management and Learning	8.0	5%	3.9	4.1
Front-end Fee	0.2		0.2	
<b>TOTAL</b>	<b>165.0</b>	<b>100%</b>	<b>82.5</b>	<b>82.5</b>



# GOVERNANCE STRUCTURE AT PIU LEVEL



# GENERALIZED PERT FOR ALL THE COMPONENTS OF THE SCHEME





## Monitoring and Evaluation (M&E)

Monitoring and Evaluation (M&E) is one of the integral component of the National Agricultural Higher Education Projects (NAHEP). Among multiple activities, M&E is one of the key functions of Project Implementation Unit (PIU), established at the Education Division of ICAR. In order to manage day-to-day M&E activities of NAHEP, a **Central monitoring and evaluation cell** has been established within PIU.

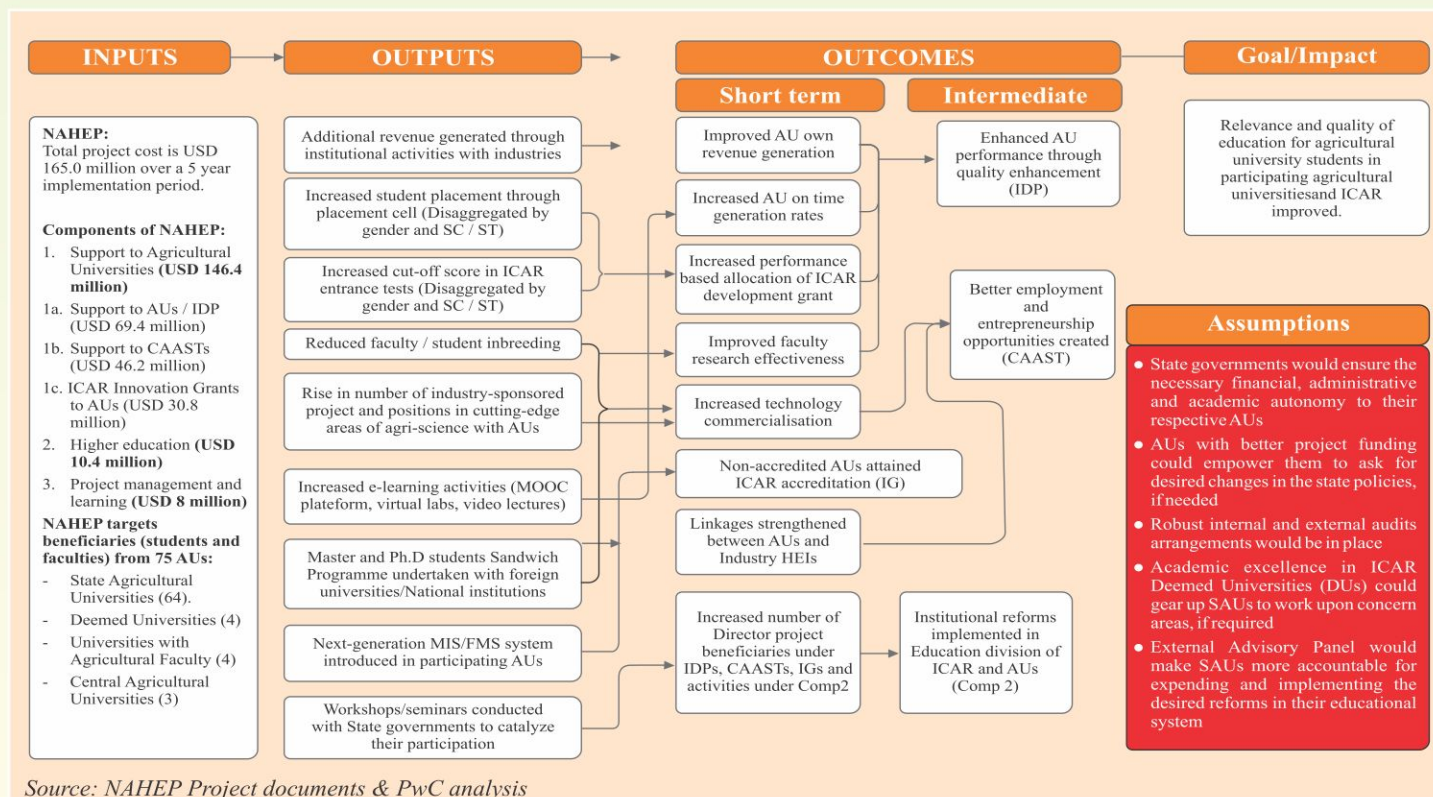
The Central M&E unit at PIU comprises of National Coordinator - M&E, M&E consultants (external agency), domain experts and research associates. This unit has prepared **M&E framework** in consultation with World Bank (WB) and National Coordinators of key components of NAHEP. M&E

cell of NAHEP has also been developing the **Project Monitoring and Tracking System (PMTS)** for M&E-related support to the PIU.

Considering the NAHEP requirement, PME representatives / Nodal officers at awarded Agricultural Universities (AUs) have been assigned to manage day to day M&E activities of assigned project (of respective component) and work in tandem with M&E consultants at PIU- NAHEP.

### *The purpose of M&E System of NAHEP*

- Ensure the effective project operation such that planned activities are being implemented as per schedule and they are congruent with the Results framework (RF) and Project development objectives (PDOs)





- Create learning environment and identify any likely shortfall in the expected performance and share the successes
- Evolve appropriate remedial action(s)
- Facilitate the participating AUs to adopt the remedial actions, if needed
- Create baseline data on outcomes so that it assists in midterm and final evaluation of the project impact.

Basis results Framework of M&E mentioned in PAD, M&E framework has been designed for the NAHEP. Furthermore, the programme logic (or the theory of change, ToC) has also been developed which gives **good indication of understanding or perception of how the programme or intervention will work and achieve its objectives and impacts on intended beneficiaries.** The figure mentioned above indicates how the result chain of an intervention is translated into indicators of measuring inputs, activities, outputs, and the programme outcomes.

### Environmental Safeguards

The project is categorized as 'Category B' as per the environmental safeguard policy of the World Bank, as the interventions like 'Institutional Development Plans that would update infrastructure for research and teaching' (under sub-component 1a) may have negative impact on the surrounding environment. The interventions proposed under sub-components 1b and 1c 'CAASTs' and 'Innovation Grants' offers scope for enhancing the positive impacts on environment through integration of pro-environmental measures.

**Environmental Assessment study:** As a safeguard requirement ICAR-PIU has conducted an Environment Assessment study and prepared an Environment Management Framework (EMF). An online survey is conducted targeting the faculty and students to understand the safeguards status and

assessing the capacity of the universities for implementing safeguards.

*The key findings of the survey are:*

- *Relevance of the current curriculum to the local agro ecological problems, sustainable production systems and climate change resilience is moderate*
- *Shortage of faculty and lack of trainings are key barriers in delivering quality education*
- *AUs compliance with laboratory standards is medium In addition to this desk reviews are conducted to understand the safeguard requirements for laboratories, constructions etc.*

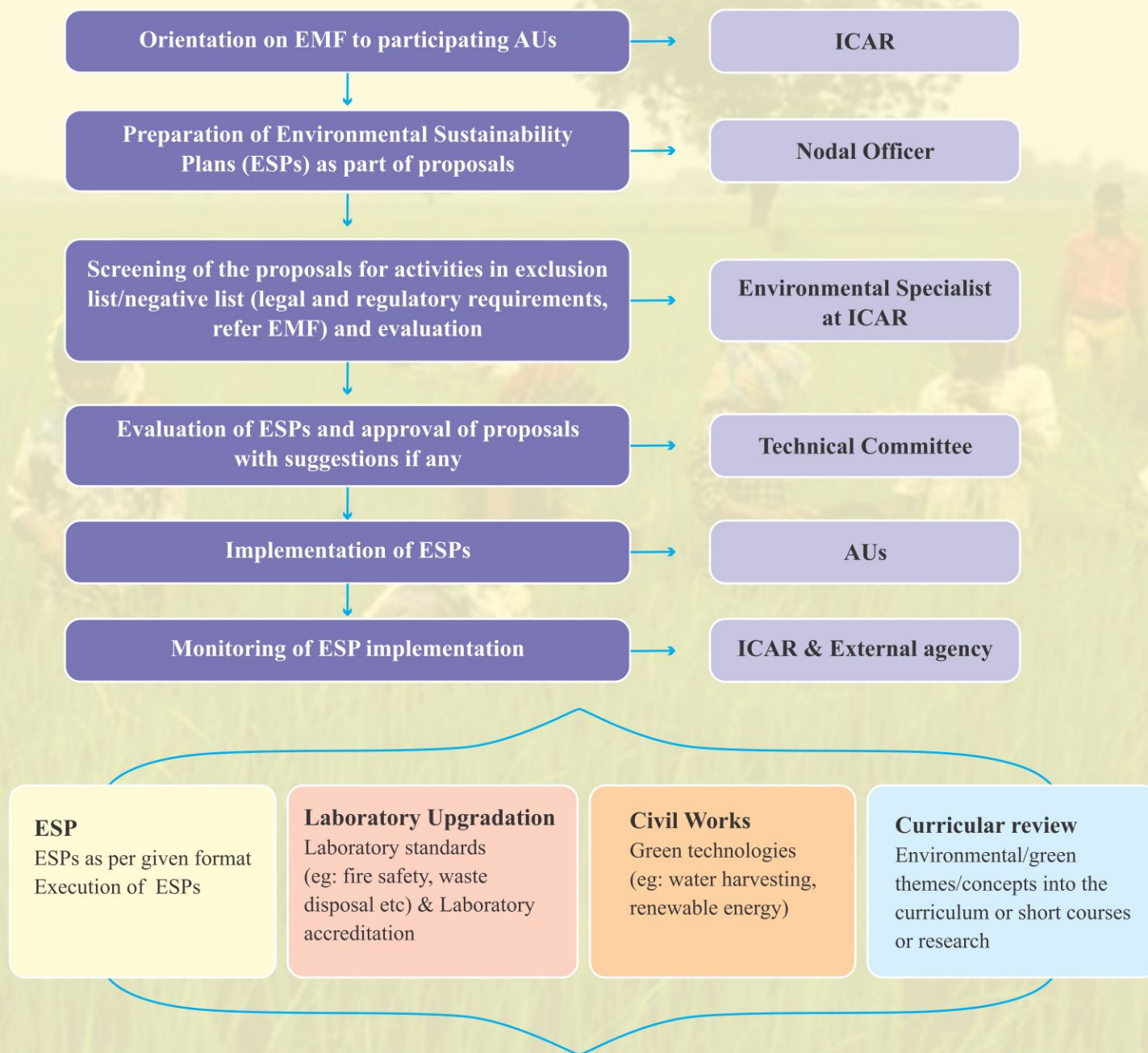
**Environment Management Framework:** Based on the environment assessment an Environment Management Framework is prepared for the project. The purpose of Environment Management is to **'ensure the environmental sustainability of the project interventions and to integrate the key environmental concerns in agriculture into education and research'**. The approach involves:

- Integration of Environmental Sustainability Plans (ESPs) into the Institutional Development Plans (sub-component 1a) and innovation grants proposals (sub-component 1c) – which will cover the safeguard requirements, key risks and mitigations.
- Integrating environmental sustainability concerns into CAAST
- Suggestions for greening the agricultural curricula and associated research and extension

The EMF presents the 'legal and regulatory framework'- a compilation of applicable acts, rules and regulations of GoI and identifies potential environmental risks and presents the mitigation measures along with an exclusion list. The scope for integrating concerns of environmental sustainability is also discussed.



## The EMF procedures involve:



Note: For detailed ESP, please visit website:<https://nahep.icar.gov.in/>

## Social Safeguards

In any International Finance Corporation (IFC) project, **Social safeguard** policies are essential tools to prevent, mitigate and minimize undue harm to people during the development process. When identifying and designing a project, **safeguards** should help assess the potential **social** risks and impacts (positive or negative) associated with a development intervention. As an International Development Association (IDA) supported project the same policy has been applicable to National Agricultural Higher Education Project (NAHEP). Based on the nature, scale and significance of expected impacts, the project is categorized as “Category B” as per the Operation Policy (OP) of the World Bank.

**Social Impacts and Safeguard policy:** The project is finance limited construction activities such as establishing/upgrading higher education facilities such as classrooms, library buildings, etc. with in the existing premises. No civil work involving compulsory land acquisition or involuntary resettlement. Therefore, the World Bank's Operational Policy on Involuntary Resettlement (Op/BP 4.12) has not been triggered. The project institutions, especially those in low-income states, are located in states and communities inhabited by tribal communities. Therefore, the World Bank Operational Policy (OP/BP 4.10) has been triggered. As a social safeguard requirement ICAR- PIU has conducted a Social Assessment Study using mostly qualitative research methodology, including an online survey with the primary stakeholders, the students and faculties from various social backgrounds, including ST and SC group.

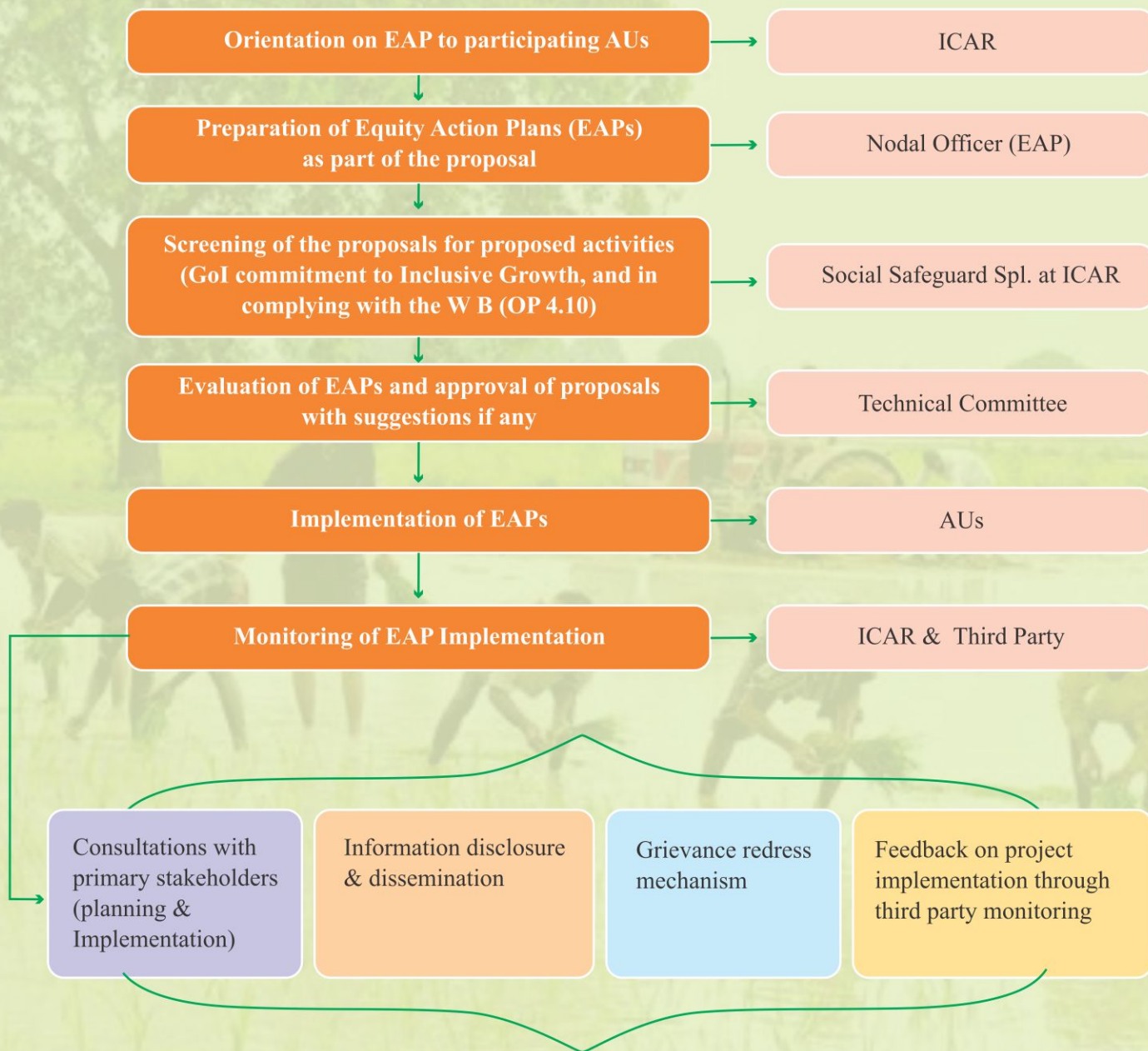
## The summary of the recommended actions are

- I. Improving the learning efficiency, skill- sets of the students, especially those from socially and economically vulnerable groups including ST and SC
- ii. Supporting faculty to improve their knowledge levels, pedagogical skills, and sensitivity to gender equality and social inclusion issues in agriculture educational institutions
- iii. Encouraging institutions of excellence to organize annual technology innovation forums to enable students from various colleges share experiences and innovations
- iv. Promoting membership amongst students and teachers(to aid needy students and younger faculty members)
- v. Supporting research scholars as part of Institutional Development Plans

**Equity Action Plan (EAP):** Based on the recommended actions, an Equity Action Plan (EAP) is prepared in line with the Government of India's commitment to Inclusive Growth, and in complying with the World Bank's Operational Policy (OP 4.10). The Objective of the EAP is: *“To ensure that all students and faculty in the project institutions have equal opportunity to avail the benefits of the Project with substantial improvement in the performance of students with special attention to the needy and ST and SC categories.”* All project assisted institutions are responsible for preparing and implementing the Equity Action Plan(EAP) as an integral part of project implementation for NAHEP.



## The Equity Action Plan involves:



## Procurement Principles

Procurement policies and procedures of the World Bank as outlined in the Procurement Guidelines and Consultant Guidelines shall be applicable. It is mandatory that all procurement activities to be carried out under the project by any IA/IP, prior to being procured, are included in the procurement plan which shall be subject to bank review and prior clearance.

### 1. Procurement Plan--STEP

Procurement Plan is a starting point of Procurement in a project. STEP is “Systematic Tracking of Exchanges in Procurement”. STEP is an online system to help the World Bank and borrowers plan and track procurement activities under Bank-financed projects. STEP enables auto publication of approved procurement plan, publication notices and contract award information in the Bank's external website, UNDB online, World Bank Finances App, and World Bank Procurement App. Participating AUs shall prepare a procurement plan based on the projected activities in the Project Implementation Plan and submit it to PIU for their review and acceptance through STEP. Upon vetting by PIU this shall be sent to WB through STEP (tracking system) for Bank review and online clearance. Procurement activities to be updated in STEP duly uploading Procurement Documents.

### 2. Procurement review

The Procurement plan mentions the contracts which are subject to Bank's prior

review or post review. The contracts above the agreed threshold limit are prior reviewed by the bank. All other contracts are subject to post review. Procurement review refers to reviewing and auditing of files and documents relating to the procurement of goods, works and non-consulting and consultancy services. Procurement review is basically carried out to ascertain whether the agreed procurement procedures were correctly and completely followed both in letter and spirit.

### 3. Guiding Principles of Procurement

Mandatory Compliance with:

- Loan Agreement between the Borrower & WB
- WB Procurement Guidelines :
  - “Procurement Guidelines” for Procurement of Goods, Works and Non-Consultant Services
  - “Selection and Employment of Consultants”
- Department SOP (schedule of power)





#### 4. Threshold Limits for procurement

Category	Method of Procurement	Threshold (USD Equivalent)	Prior review threshold
Goods and Non-consulting services	ICB	>3,000,000	All Direct contracts above USD 10,000 and all other contracts equal to or greater than USD 1 million equivalent
	LIB	wherever agreed by Bank	
	NCB	Up to 3,000,000 (with NCB conditions)	
	Shopping	Up to 100,000	
	DC	As per para 3.7 of Guidelines	
	Force Account	As per para 3.9 of Guidelines	
	Framework Agreements	As per para 3.6 of Guidelines	
	Community Participation	As per para 3.19 of Guidelines	
Works	ICB	>40,000,000	All Direct contracts above USD 10,000 and all other contracts equal to or greater than USD 10 million equivalent
	NCB	Up to 40,000,000	
	Shopping	Up to 100,000	
	DC	As per para 3.7 of Guidelines	
	Force Account	As per para 3.9 of Guidelines	
	Community Participation	As per para. 3.19 of Guidelines	
Consultants' Services	CQS/LCS	Up to 300,000	All Single source selection contracts above USD 10000 and all other contracts equal to or greater than USD 500,000 equivalent for firms; and equal to or greater than USD 200,000 equivalent for individuals
	SSS	As per para 3.9-3.11 of Guidelines	
	Individuals	As per Section V of	
	QCBS/QBS/FBS	Guidelines for all other cases	
	(I) International shortlist	>800,000	
	(ii) Shortlist may comprise	Up to 800,000	

## 5. Procurement Methods under NAHEP (for Goods/Works)

### 1 International Competitive Bidding (ICB)

ICB is the most efficient/ economic and preferred method of procurement to be adopted, where import of goods or likely participation of foreign firm is involved. Must for all contracts above US\$ 30,00,000. or items sourced from abroad. Publication in U N Development Business online (UNDB online) /World Bank – Automatically published through STEP when uploaded. Advertisement in at least one News Paper of National Circulation.- publication on client's web site shall also be done. Use of Standard Bidding Documents, Bid evaluation and Award of contract.

### 2 National Competitive Bidding (NCB)

- For Contracts Up to US\$ 3,000,000 used where foreign competition unlikely. Advertisement in at least one Newspaper of national circulation. Publication on client's web site shall also be done. All other as in ICB

### 3 Shopping (National & International)

- For small amount of off-the shelf goods or standardized goods
- Applicable for contracts Up to 1,00,000
- covers procurement of most of the items under NAHEP
- Simple, rapid and least competitive procurement
- Requires minimum 3 quotations.
- For international shopping minimum 3 quotations are required from 2 different countries
- GeM is allowed in lieu of shopping up to US\$ 100,000, provided there are at least three (3) suppliers for the item on GeM and the purchaser uses RFQ feature

## 4 Direct Contracting

Contracting without competition (single source). Appropriate under following circumstances:

- extension of existing contract for goods/works
- additional purchases from original Supplier
- proprietary equipment
- natural disasters

Publish contract in *UNDB* : Done automatically when uploaded in STEP

## 5 Methods and Value thresholds for Consultancy Services

### i. Quality and Cost based Selection (QCBS):-

QCBS is a method of selection through competition among qualified shortlisted firms based on the quality of the proposals and the cost of the services provided. It is the most commonly recommended method for selection of consultant for most types of services.

### ii. Other methods of selecting a consultant includes

- a) Quality Based Selection (QBS)
- b) Fixed Budget (FBS)
- c) Least Cost Selection (LCS)
- d) Consultant's Qualifications (CQS)
- e) Single Source Selection (SSS): Single-source selection of consultants does not provide the benefits of competition in regard to quality and cost, lacks transparency in selection Therefore, single-source selection shall be used only in exceptional cases.

### iii. Selection of Individual Consultants

Consultants shall be selected through comparison of qualifications of at least three candidates among those who have expressed interest in the assignment in response to advertisement or have been approached directly by the Client

NB: For details please refer Procurement manual



Committees

I. National Steering Committee (NSC) (12 Members)

The national apex body for management of all aspects of the project.

1. Secretary (DARE) & DG (ICAR)	Chairperson
2. Financial Advisor (DARE/ICAR)	Member
3. Secretary (ICAR)	Member
4. Representative of Ministry of Agriculture	Member
5. Representative of Ministry of Skill Development	Member
6. Representative of University Grants Commission	Member
7. Vice-Chancellor of CAU/AU	Member
8. Director of a Deemed University (ICAR)	Member
9. Representative from Industry	Member
10. Representative from Public Sector	Member
11. National Director (NAHEP)	Member Secretary

Terms of Reference

- 1. To provide overall policy guidance and oversee NAHEP
- 2. To approve annual work plan and budget of NAHEP, and to monitor NAHEP progress
- 3. To advise on conflict resolution and to resolve outstanding issues.

Periodicity of Meeting

Twice a year

II. Project Management Committee (12 Members)

Direct executive responsibilities for sanctioning/ endorsing the proposed sub-projects and

overseeing of the effective and efficient implementation of the entire project, resource management and use, and for M&E of all the - supported activities. This Committee will be chaired by the DG ICAR, and the National Director, will be its Member-Secretary.

1. Secretary (DARE) & DG (ICAR)	Chairperson
2. Financial Advisor (DARE)	Member
3. Secretary (ICAR)	Member
4. Deputy Directors General, ICAR (2)	Members
5. Vice-Chancellors of CAU/AUs (2)	Members
6. Director of a Deemed University (ICAR)	Member
7. Representative from Industry (2)	Members
8. Project Director	Member
9. National Director (NAHEP)	Member Secretary

Terms of Reference

- 1. Will have the main executive responsibility for the overall management of NAHEP and for monitoring sub-project implementation by the Consortia that have received grants for implementing NAHEP sub-projects according to the agreed contracts.
- 2. Review project progress, approves annual work Programme and budget.
- 3. Provide the necessary information and guidance to the National Director, NAHEP and the Agricultural Higher Education Programme Committee (AHEPC) for the execution of the project.
- 4. Organize Annual National Workshopson PIU

progress, impact and constraints.

5. Help to internalize and, in time, expand coverage of new approaches being introduced under the project to other entities and activities of the ICAR and to some extent the entire NARS.

### Periodicity of Meeting

Minimum two meetings once a year

### III. Agricultural Higher Education Programme Committee (AHEPC) (17 Members)

The Committee will be responsible for awarding sub-projects and their effective and efficient implementation. The members for the AHEPC will be proposed by the PIU and approved by the PMC.

1. National Director (NAHEP)	Chairperson
2. Vice-Chancellors of SAU (3)	Members
3. Vice-Chancellor of CAU/Director DU (2)	Members
4. AICTE/IITs/IIMs (2)	Members
5. Education Specialists* (4)	Members
6. Representative from Industry (2)	Member
7. Asst. Director General (Education), ICAR (1)	Member
8. Project Director	Member-Secretary

(\* from different disciplines)

### Terms of Reference

1. To identify and approve sub-projects as per powers delegated by PMC.
2. To approve work plans, guide and overview the progress of the sub-projects under NAHEP.

### Periodicity of Meeting

Need based

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## Call I: List of ongoing projects

**Sub- component 1a:** Investment toward 21<sup>st</sup> Century Agricultural Universities through Institutional Development Plan (IDP)

Sl. No.	Name of University	Project Title	PI/Coordinator Name	Contact No.	email
1.	NDRI, Karnal	Incentivizing Dairy Education through Innovative Learning Approaches	Dr. S.K. Tomar	9896431072	sudhirndri@gmail.com
2.	CCS HAU, Hissar	Strengthening Institutional Capacity to Produce Skilled Professional for Market Driven Agriculture	Dr. S. K. Shehrawat	9416397658	drccshau@gmail.com
3.	MPUAT, Udaipur	Institutional Development Proposal (IDP) for strengthening undergraduate education in agriculture and allied fields	Dr. Ajay Sharma	9928082027	sharma_ajayk@yahoo.com
4.	AAU, Jorhat	Strengthening Assam Agricultural University with Education Quality Parameters for Production of 21st Century Ready Human Resource	Dr. Kishore Kumar Sharma	9435489157	drkksttb@yahoo.co.in
5.	OUAT Bhubaneswar	Branding the University for Excellence and Equity in Agricultural Education to Produce Skilled Graduates for Enhanced Employment and Entrepreneurship	Dr. Rama Chandra Dash	9437632319	ramadash@gmail.com
6.	JAU, Junagadh	Institutional Development Plan for Junagadh Agricultural University, Junagadh, Gujarat -	Dr. V.P. Chovatia	9879104661	dr@jau.in
7.	ANGRAU, Lam (Guntur)	Institutional Development Plan (IDP) of Acharya N G Ranga Agricultural University (ANGRAU), Andhra Pradesh	Dr. Krishna Prasadji	9618881023	deanagriangrau@gmail.com
8.	TANUVAS, Chennai	Institutional Development Plan of Tamil Nadu Veterinary and Animal Sciences University -	Dr. John Kirubaharan	9840278491	jjohnk@gmail.com

**Sub-component 1b: Investments in Centres for Advanced Agricultural Science and Technology (CAAST)**

Sl. No.	Name of University	Project Title	PI/Coordinator Name	Contact No.	email
1.	BCKV, Mohanpur	Centre for Advance Agricultural Science & Technology on Conservation Agriculture	Dr. Biswapati Mandal	9836381615	mandalbiswapati@rediffmail.com
2.	CIFE, Mumbai	Development of Energy Efficient and Environment Protective Aquaculture Technologies for Degraded Soils	Dr. Gopal Krishna	9869085260	gopalkrishna@cife.edu.in
3.	CSAUA&T, Kanpur	Centre for Advance Agricultural Science & Technology on Nutritional Crops	Dr. H.G. Prakash	9412156124	directoraes@csauk.ac.in
4.	MPKV, Rahuri	Centre for Advance Agricultural Science & Technology on Climate Smart Agriculture and Water Management	Dr. Sunil D. Gorantiwar	9881595081	gorantiwars@gmail.com
5.	IVRI, Izatnagar	Centre for Advance Agriculture Science & Technology on Advanced Centre for Livestock Health	Dr. A.K. Tiwari	9412510980	aktiwari71d@gmail.com
6.	NAU, Navsari	Establishment of Secondary Agriculture Unit for skill development in students and farmers at NAU, Navsari	Dr. T.R. Ahlawat	9879124272	tahlawat4@gmail.com
7.	IARI, New Delhi	Genomics Assisted Crop Improvement and Management	Dr. Viswanathan Chinnuswamy	9013885245	viswanathan@iari.res.in
8.	UAS, Bangalore	Centre for Next Generation Technologies in Adaptive Agriculture	Dr Rajendra Prasad	9452883308	srprasad1989@yahoo.co.in
9.	PAU, Ludhiana	School of Natural Resources Management for Sustainable Agriculture	Dr. O.P. Chaudhari	8196080649	opchoudhary@pau.edu



**Sub-component 1c: ICAR Innovation Grants to Agricultural Universities.**

<b>Sl. No.</b>	<b>Name of University</b>	<b>Project Title</b>	<b>PI/Coordinator Name</b>	<b>Contact No.</b>	<b>email</b>
1.	BASU, Patna	Proposal for Innovation Grant under NAHEP	Dr.Ravindra Kumar	9418085904	drbasu2017@gmail.com
2.	SKRAU, Bikaner	Proposal for Innovation Grant under NAHEP -	Dr. N.K. Sharma	9414275222	coaraubikaner@gmail.com
3.	Dr. PDKV, Akola	Capacity building and skill development in renewable energy under NAHEP	Dr. S.R. Kalbande	7588763787	surenkalbande@gmail.com
4.	MPHU, Karnal	Research-cum-Technology transfer centre on protected cultivation	Dr.S.K.Sehrawat	9416397658	deanmhu.hry@gmail.com
5.	Kamdhenu University, Gandhinagar	Making Kamdhenu University. College of Dairy Science, reform ready for accreditation	Dr.VimalRamani	9879527043	dean.dairy@kuguj.com, vimalramani@gmail.com
6.	AU Kota	Innovation plan for hi-tech Horticulture -	Dr. I.B. Maurya	9887095532	ibmaurya@rediffmail.com
7.	PJTSAU, Hyderabad	National Knowledge management central for Agriculture Education and Research	Dr. K. Veeranjanyulu	9989625235	veeru030463@gmail.com
8.	PVNRTVV, Hyderabad	Modernization of veterinary clinical complex and establishment of veterinary diagnostic & feed analytical laboratories	Dr. K.B.P. Raghavender	9848681270	dirofresearch@gmail.com
9.	AU, Jodhpur	Innovation Grant under NAHEP for Strengthening of Agriculture University, Jodhpur for Accreditation	Dr. B. S. Rajpurohit	9414206122	rajpurohitbsingh@gmail.com
10.	SVVU, Tirupati	Innovation Grant Proposal	Dr. A. Ravi	9989051542	raviakst@gmail.com

## Component 2A

Sl. No.	Name of University/Institute	Project Title	PI/Coordinator Name	Contact No.	email
1.	ICAR-IASRI, New Delhi	Investment in ICAR Leadership in Agricultural Higher Education	Dr. Sudeep Marwaha-PI	9711707437	sudeep@iasri.res.in
	ICAR-NAARM, Hyderabad		Dr. S. K. Soam-CCPI	9440945340	jd@naarm.org.in
	ICAR-NIAP- New Delhi		Dr.Rajani Jain-CCPI	9868238821	rajnijain67@gmail.com

## Call II: List of ongoing projects

**Sub- component 1a:** Investment toward 21<sup>st</sup> Century Agricultural Universities through Institutional Development Plan (IDP)

Sl. No.	Name of University/Institute	Project Title	PI/Coordinator Name	Contact No.	email
1.	SKUAST, Srinagar	Make SKUAST-K a preferred destination of Agri-Education for its Creativity, Innovation, Entrepreneurship, Leadership, Diversity and Equity	Prof. Nazir Ahmad Ganai	9419018745	drnazirahmad@gmail.com
2.	GADVASU, Ludhiana	Institutional Development Plan for Improved Learning Outcome, Skill and Entrepreneurship at GADVASU	Dr.Parkash S. Brar	8146845100	deancovsldh@gmail.com
3.	GBPUAT, Pantnagar	Institutional development plan of GBPUAT for Improving the Academic and Governance System of the University for enhancing Learning Outcome	Dr. Shivendra Kashyap	7500241487	kashyapsk@gmail.com



4.	TNAU, Coimbatore	Enhancing professional competence of students to address the emerging challenges in agriculture and allied sectors	Dr. S.D. Sivakumar	9489056714	business@tnau.ac.in
5.	UAS, Dharwad	Reinforcement of the Brand Value of the University for Designing Market Ready Graduates for Entrepreneurship and Employment Generation	Dr. P.U. Krishnaraj	9845906301	krishnarajpu@gmail.com

#### **Sub-component 1b: Investments in Centres for Advanced Agricultural Science and Technology (CAAST)**

<b>Sl. No.</b>	<b>Name of University</b>	<b>Project Title</b>	<b>PI/Coordinator Name</b>	<b>Contact No.</b>	<b>email</b>
1.	AAU, Anand	Establishing Centre for Agricultural Market Intelligence at AAU, Anand	Dr. R. S. Pundir	02692264052	rspundir@aau.in
2.	BAU, Ranchi	Standardization of Integrated Farming System Models for the State of Jharkhand	Dr M.S.Malik	9934582241	mohdshujamalik@yahoo.com
3.	CSK HPKV, Palampur	Protected Agriculture and Natural Farming	Dr.Ranbir Singh Rana	01894232245	rsrana@hillagric.ac.in
4.	KAU, Thrissur,	Knowledge and Skill Development on Coconut Based Secondary Agriculture	Dr.Sujatha. R.	9495981544	sujatha.r@kau.in
5.	VNMKV, Parbhani	Centre of Excellence for Digital Farming Solutions for Enhancing Productivity by Robots, Drones, and AGVs	Dr. Gopal Uttamrao Shinde	9422111232	gushindevnmkv@gmail.com

#### **Sub-component 1c: ICAR Innovation Grants to Agricultural Universities**

<b>Sl. No.</b>	<b>Name of University</b>	<b>Project Title</b>	<b>PI/Coordinator Name</b>	<b>Contact No.</b>	<b>email</b>
1.	RPCAU, Pusa, Samastipur,	Automation of University activities and digitization of the documents	Dr. S. K. Jain	9430489408	skjain@rpcau.ac.in

2.	NDUAT, Faizabad	Strengthening and modernization of Narendra Deva University of Agriculture and Technology, Kumarganj, Ayodhya to make the University ready for accreditation	Dr. Harnam Singh	9451091537	hnsingh1758@gmail.com
3.	UAS, Raichur	Digitisation of Library for information services to strengthen and develop competitive human resources at agricultural university	Dr. D.M. Chandargi	9448267413	dmchandargi123@rediffmail.com
4.	RLBCAU, Jhansi	Strengthening teaching – learning ambience for excellence in academic, research and extension	Dr. S.K. Chaturvedi	9336214977	deanagriculture.rlbcu@gmail.com
5.	SKLTSHU, Rajendranagar, Hyderabad	Strengthening of College of horticulture, Mojerla for attaining ICAR Accreditation	Dr. A. Girwani	9866558986	cohmojerla@skltshu.ac.in
6.	UBKV, Kolkata	Smart curricula delivery through virtual classrooms as communication Linked Interface for Cultivating Knowledge and online courses	Dr. Prodyut Kumar Paul	8016425515	prodyut24@yahoo.com
7.	WBUAFS, Kolkata	Strengthening Post Graduate Education and Outreach Programmes at faculty of Dairy technology, west Bengal university of Animal and fishery sciences, Kolkata, West Bengal	Dr. Lopamudra Haldar	9862714273	mohor7@gmail.com







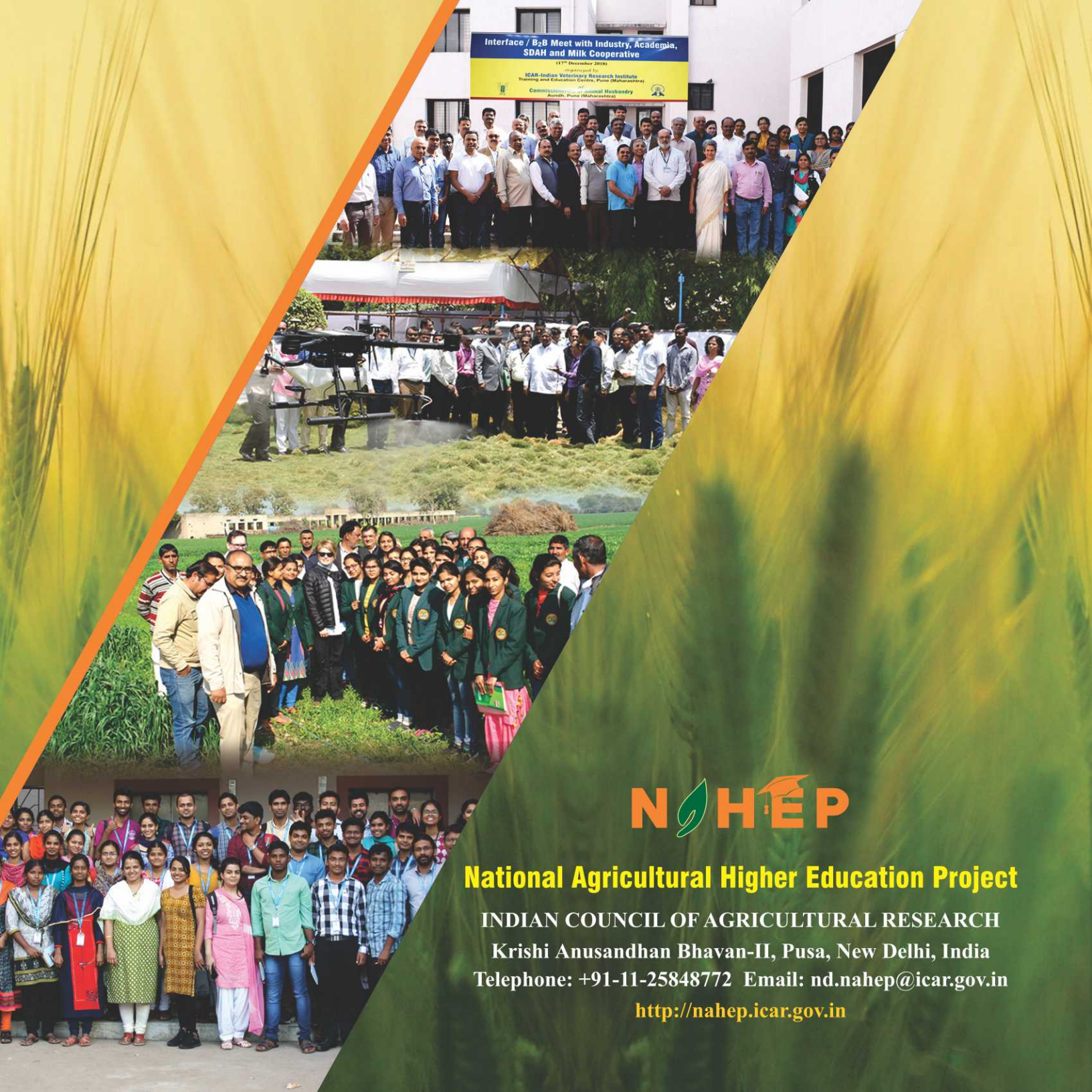












Interface / B2B Meet with Industry, Academia,  
SDAH and Milk Cooperative

15th December 2013

Organized by  
ICAR-Indian Veterinary Research Institute  
Training and Education Centre, Pune (Maharashtra)

Commissioner of Animal Husbandry  
Aurangabad (Maharashtra)



## National Agricultural Higher Education Project

INDIAN COUNCIL OF AGRICULTURAL RESEARCH

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