



Proceedings and Recommendations of National Symposium on
Mainstreaming of Agricultural
Higher Education by
Private Universities in India
September 29, 2022

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Message

Agricultural Higher Education (AHE) in India is streamlined and strengthened by the Indian Council of Agricultural Research (ICAR) through partnership with 74 Agricultural Universities (AUs) spread throughout the country, to prepare the human capital required to meet the future challenges in agriculture sector. To further develop quality human capital equipped with knowledge and skills in the increasingly complex global system dependent on new-age technologies for sustainable development, ICAR has recently undertaken many initiatives to reform

higher agricultural education through innovative educational programs and trainings and by encouraging young agricultural graduates towards agri-business, start-ups and higher education. Equal importance and opportunities are given to both boys and girls students in agricultural education.

It is also acknowledged that some of the private agricultural universities are increasingly contributing towards parallel growth in quality AHE. Collaboration between government supported AUs with private agricultural institutes would further enhance the overall build-up of agricultural students' career and such synergy would bring new solutions and ideologies for agricultural development. Further, as per requirement of the National Education Policy (NEP) 2020 there is need for annual increase in the number of students' intake by 10% for higher education. This target would be possible through Public-Private-Partnership (PPP) in AHE. Several issues such as accreditation, faculty collaboration, collaborative projects need discussion and resolution to develop greater trust and confidence between AUs in the public and private domains.

The National Symposium on "Mainstreaming of Agricultural Higher Education by Private Universities in India" at organized by National Academy of Agricultural research Management (NAARM), Hyderabad, under the National Agricultural Higher Education Project (NAHEP), generated several discussions that are briefly documented in this Proceedings. I am glad that the team at NAARM, Hyderabad (led by Dr S.K. Soam, CCPI, NAHEP Component 2), and Indian Agricultural Statistics Research Institute (IASRI), New Delhi (led by Dr Sudeep, PI, Component 2) could successfully organize this symposium and publish this Proceedings. It is hoped that the recommendations emerging from this symposium would be useful in developing suitable guidelines and policies for better implementation of NEP 2020.

(R.C. Agrawal)

National Director, NAHEP



Dr. Ch. Srinivasa Rao

Director

ICAR-National Academy of Agricultural Research Management



MESSAGE

The notion that agriculture is progressing towards achieving global food security, yet there are several milestones and benchmarks to succeed with zero-hunger in the developing countries. Agriculture in India contributing around 16-18% of the GDP. Today, Indian farmers are capable of feeding billions of population by producing food from the same piece of land since ages. Despite producing food, agriculture is also generating employment, wealth creation, and maintaining the diversity in agroecosystems of India. Nevertheless, Indian farmers need a mounting support from the agriculturists, scientists, decision makers, and the ground level workers to further boost the progress of farming sector through innovations and disseminations.

State Agricultural Universities (SAUs) are doing phenomenal job in the agricultural research, education and extension by placing agricultural students at start-ups, Agri. entrepreneurship through trainings and quality education. Rural Agricultural Work Experience (RAWEx) also being encouraged in agricultural educational programs graduation for overall buildup of the students in perspective of field applicability. Certainly, the higher education in agriculture would further strengthen the quality of education system and overall development of the country. Along with the ICAR, a commendable role of some of the private agricultural universities are also witnessed in recent times. Accrediting such quality education institutes through ICAR would positively contribute to the buildup of proficiency among the students in higher education.

NAARM as collaborating center of National Agricultural Higher Education Project (NAHEP)-Component-2 tremendously working to bring such quality changes in the faculty and students. Recent initiative is the National Symposium on “Mainstreaming of Agricultural Higher Education by Private Universities in India” at NAARM, Hyderabad on September 29, 2022. This symposium unveiled several deliberations and aspirations from the private universities about the Agricultural Higher Education (AHE). I congratulate Dr SK Soam, CCPI, and entire team at NAARM for their innovative effort and bring out this document, which would be contributing for strengthening the quality AHE in the upcoming days. We need such type of many more innovative steps towards fulfilment of the promise of relevant and quality education in India.

(Ch. Srinivasa Rao)



डा. अनुराधा अग्रवाल

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Foreword

The Indian Council of Agricultural Research (ICAR) in collaboration with the World Bank is implementing the National Agricultural Higher Education Project (NAHEP). The goal of the project is to develop resources and mechanisms for supporting infrastructure, faculty and student advancement, and providing means for better governance and management of Agricultural Universities (AUs) so that a holistic model can be developed to raise the standard of the current agricultural education system, making it more entrepreneurship oriented and at par with the global agriculture education standards. Through NAHEP, further strengthening of the National Higher Agricultural Education system is being achieved by investing on infrastructure, capacity building of faculty and students, facilitating better teaching and learning ecosystem through use of latest technologies and developing collaborations with industry. The project is also envisaged to contribute for the achievement of Sustainable Development Goals (SDGs) related to quality education; decent work and economic growth, industry, innovation and infrastructure, and climate action.

The “Component-2” of NAHEP focuses on ‘Investment in ICAR Leadership in Agricultural Higher Education’ in which Indian Agricultural Statistical Research Institute (IASRI), New Delhi, takes lead, and National Academy of Agricultural Research Management (NAARM), Hyderabad, is the collaborating centre. Under this component, institutional reforms within ICAR are being carried out through interventions that increase the quality and relevance of agricultural higher education (AHE). This is enhancing ICAR's effectiveness in coordinating, guiding and managing AHE and its interactions with AUs and key stakeholders within the country.

The National Symposium on “Mainstreaming of Agricultural Higher Education by Private Universities in India” conducted by NAARM under NAHEP fulfils the objective of establishing partnerships with recognized agricultural higher education institutions. Indeed, collaboration of Private and Public AUs would be mutually beneficial for the educational institutes as well as the academic research, education and extension programs in the country.

Directors of NAARM (Dr Ch.Srinivasa Rao) and IASRI (Dr Rajendra Parsad), along with their respective NAHEP teams, are to be congratulated for conceiving and effectively realizing this symposium. The proceedings and recommendations encompassed in this document succinctly capture the deliberations of the symposium, which should prove useful to all the stakeholders and pave a way forward for much needed PPP in the AHE sector in India.

(Anuradha Agrawal)

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New Delhi

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LIST OF ABBREVIATIONS

ABM	:	Agribusiness management
AI	:	Artificial intelligence
AICTE	:	All India council for technical education
AIEE	:	All India Entrance Examination
ASSOCHAM	:	Associated Chambers of Commerce and Industry of India
ATARI	:	Agricultural Technology Application Research Institute
B. E. S. T	:	Bharatiya Engineering Science and Technology
CAFT	:	Centre for Advanced Faculty Training
CAO	:	Chief Administrative Officer
CCPI	:	Collaborating Center Principal Investigator
CERA	:	Consortium for e-Resources in Agriculture
CET	:	Common Entrance Test
CoA	:	College of Agriculture
CSMSS	:	Chhatrapati Shahu Maharaj Shikshan Sanstha
CUTM	:	Centurion University of Technology and Management
DDG	:	Deputy Director General
et al.	:	and others
FDPs	:	Faculty Development Programmes
GER	:	Gross enrollment ratio
GIET:		Gandhi Institute of Engineering and Technology
GLA	:	Ganeshi Lal Agrawal
HRD	:	Human Resources Development
IASRI	:	Indian Agricultural Statistics Research Institute
ICAR	:	Indian Council of Agricultural Research
ICT	:	Information and Communication Technology
JRF	:	Junior Research Fellowship
KLEF	:	Koneru Lakshmaia Education Foundation
KVK	:	Krishi Vigyan Kendra

LOA	:	Letter of Agreement
LOI	:	Letter of interest
MOUs	:	Memorandum of understandings
NAARM	:	National Academy of Agricultural Research Management
NAHEP	:	National Agricultural Higher Education Project
NARES	:	National Agricultural Research System
NEP	:	National education policy
NET	:	National Eligibility Test
OL	:	Official Language
OLQ	:	Officer Like Quality
PJTSAU	:	Professor Jayashankar Telangana state Agricultural University
PPP	:	Public Private Partnership
R&D	:	Research and Development
RAWE	:	Rural agricultural work experience programme
SAO	:	Senior Administrative Officer
SAUs	:	State Agricultural Universities
SKLTSHU	:	Sri Konda Laxman Telangana State Horticultural University
SVPUAT	:	Sardar Vallabhbhai Patel University of Agriculture and Technology
TLQ	:	Teacher Like Quality
UGC	:	University Grants Commission
UIAH	:	University institute of Agriculture & Horticulture
VC	:	Vice Chancellor
VIT	:	Vellore Institute of Technology

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PREFACE



All over the globe agricultural higher education is the backbone of agriculture and food systems development. In India the growth of agricultural higher education system has been phenomenal. State, Central universities and ICAR deemed universities constitute main framework of the strong public funded educational organisations. But we need to enhance Gross Enrolment Ratio (GER) and fulfil commitment of National Education Policy 2020. Therefore, contribution from private funded universities is necessary and these universities need to be in tune with national policy related to agricultural higher education.

Considering the importance of Public-Private Partnership (PPP), the ICAR-National Academy of Agricultural Research Management, Hyderabad under the aegis of World Bank-funded National Agricultural Higher Education Project (NAHEP) has taken several initiatives to enhance the quality and relevance of agricultural higher education in the country. Preliminary pre-workshop meeting on “Mainstreaming of Agriculture Higher Education by Private Universities in India” was done on 25th March 2022 at New Delhi. Further, it was taken forward by a brainstorming workshop “A Dialogue on Fostering Collaboration for Quality Agricultural Education between Actors of Agriculture Research and Education” organised on 10th May 2022 at ICAR-NAARM, Hyderabad with Vice Chancellors, ICAR Directors, Deans & Senior faculty members from public and private universities with agricultural faculty, which focused more on the possible collaboration among private and public institutions for quality agricultural higher education in the regime of National Education Policy-2020.

Consequent to the outcome of the above workshops, a wider platform for more deliberations was created through a “National Symposium on Mainstreaming of Agricultural Higher Education by Private Universities in India” on September 29, 2022, at ICAR-NAARM, Hyderabad. This symposium deliberated on various issues relating to quality agricultural higher education and governance and mainstreaming to lay a strong foundation for various policy initiatives concerning the quality of agricultural higher education from private universities and key recommendations emerged. The present symposium is pioneer effort of its kind, and for the first time in the country an initiative has been taken to improve quality and relevance of the agricultural higher education provided by private universities. The deliberations and recommendations are very important because, these are unanimous thoughts of about 100 participants in this symposium, where Chancellors, Vice Chancellors, Deans and Directors from around 30 private universities in the country and other key stakeholders.

(S. K. Soam)

Principal Investigator, NAHEP Component 2
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**National Symposium
on
Mainstreaming of Agricultural
Higher Education
by
Private Universities in India**



29 September 2022

National Symposium on Mainstreaming of Agricultural Higher Education by Private Universities in India

SYMPOSIUM BACKGROUND

The importance of the agricultural sector cannot be overstated with its continuous contributions transcending India's complex economic and social tapestry. Agriculture is a lively sector that provides livelihood and food security to all segments of Indian society. It is recognized that over 75% of 770 million people in rural areas depend on agriculture for economic and nutritional support. Even globally, the Indian agricultural sector is imperative as it is the largest producer of milk, pulses, and spices, and the largest producer exporter of rice. Agricultural education, traditionally is a highly multidisciplinary strand of education. It encompasses study of fundamental and applied sciences, with social sciences and management.

In the context of higher education discussion in India, the overall trend of discipline wise enrolment in higher education in India indicates student's preference towards Science, Engineering, Medicine, Agriculture and Veterinary courses over other disciplines. However, the enrolment in

agriculture is relatively less as compared to other subjects. It was 1.0 percent in 2001-02, which has fallen to 0.9 per cent by 2018-19. This low enrolment in both agriculture and veterinary sciences is mainly due to low availability of seats and colleges in respective disciplines (Thammi Raju et al., 2022). There was a substantial gap between demand and supply of manpower in agricultural and allied sciences to the tune of 50 per cent. The shortfall was high in the case of rapidly growing sectors such as horticulture, dairy and veterinary, which demands a substantial trained manpower to achieve the targeted growth.

To strengthen and streamline higher education in agriculture and allied streams, Indian Council of Agricultural Research (ICAR) has been playing pivotal role through various initiatives to enhance the learning outcomes of students. To improve the quality and provide more relevant education to students, numerous efforts have been undertaken by, Agricultural Education division of ICAR over last couple of decades. In connection to the ICAR

Thammi-Raju, D., Ramesh, P., Krishnan, P., Soam, SK., Srinivasarao, Ch., Agrawal, RC. 2020. Re-imagining Higher Agricultural Education in India on the Face of Challenge from COVID-19 Pandemic - Strategies for Adapting to the New Normal. ICAR Policy Paper, Indian Council of Agricultural Research (ICAR), New Delhi, p14.

initiatives ICAR - National Academy of Agricultural Research Management (NAARM) has conducted a brainstorming Workshop on Attracting Best Talent to Agri Education under National Agricultural Higher Education Project (NAHEP) during 23-28 September, 2021. Key recommendations emerged included (i) promotion of diploma education in agriculture and allied sciences; (ii) branding and marketing of agricultural higher education institutions and (iii) mainstreaming of private agricultural education. Therefore, ICAR-NAARM is planned to conduct National Symposium on "**Mainstreaming of Agriculture Higher Education by Private Universities in India**" on 29 September 2022. This symposium assist to build on the previous initiatives and experiences and to discuss and deliberate various issues relating to quality education, governance and mainstreaming, further to share the advances in knowledge gained in education management among all the stakeholders. The symposium outcome is expected to help in laying strong foundation for various policy initiatives in relation to quality and relevance of agricultural higher education from private universities with agricultural faculty, and private agricultural universities.

Genesis

The agricultural sector is getting more complex due to globalization, climate change impact, corporate sector entry into the farming value-chain, diversification of agriculture towards high-value commodities, expanding demand for processed food, and need for post-harvest technology. To address these challenges, India will need the rich

human capital of highly qualified, motivated, and well-trained agricultural scientists. It is the responsibility of the State Agricultural Universities (SAUs) to provide such human resources. Agriculture being a state subject, the statutory obligation for agriculture is in the domain of the state governments. Public sector farm universities face administrative and financial hurdles and further there is a great scope and ample opportunity for the private sector to intervene in agricultural higher education. The preliminary data available on private agricultural education depicts the nascent status of private agriculture education in India. States like Uttar Pradesh, Rajasthan, Madhya Pradesh are holding major share in private agricultural higher education when compared with other regions of India.

Under this scenario the ICAR-National Academy of Agricultural Research Management, Hyderabad under NAHEP Component 2A with a vision identified the important contributors as private universities in agricultural higher education and organized a preliminary meeting to find out the issues for coming "National Workshop on Agricultural Education in Private Universities in India: Lets Listen to Stakeholders", this proposed workshop has been renamed as "Mainstreaming of Agriculture Higher Education by Private Universities in India." This meeting was conducted on 25th March 2022 at Krishi Anusandhan Bhavan-II, New Delhi under the Chairmanship of Dr. R.C. Agarwal, National Director, NAHEP & Deputy Director General (Agri. Edu), ICAR. In this regard, the ICAR-NAARM identified various challenges of private universities

such as resource generation and sharing, equal opportunities in education, quality student selection, student teacher ratio, revamping the assessment mechanism, equal employment opportunities and quality assurance, revising curriculum & introducing new courses, need for a robust accreditation system, collaboration with technological universities and cross learning, need of faculty/student exchange between private universities and state agriculture universities (SAUs). ICAR education division has also made some significant recommendations like networking of all private universities through various social media for faster dissemination of information, to conduct a data-driven survey on the status of private agricultural education in the country with an aim to development of academic standards to become global level universities etc.

In continuation of the preliminary workshop, a brainstorming workshop on “A dialogue on Fostering Collaboration for Quality Agricultural Education between Actors of Agriculture Research and Education” was organized on 10th May 2022 at ICAR-NAARM, Hyderabad with Deans, Directors, senior faculty members from public and private agricultural universities such as Dr A.K. Singh, Director IARI, New Delhi, Dr. V. Praveen Rao, VC, PJTSAU, Rajendranagar, Hyderabad, Dr. B. Neeraja Prabhakar, VC, SKLTSHU, Mulugu, Siddipet, Telangana, Dr. Ch. Srinivasa Rao, Director, ICAR-NAARM, Dr. Seema Jaggi, Assistant Director General (HRD), ICAR Headquarters, New Delhi, Dr. G. Venkateshwarlu, Joint Director, ICAR-

NAARM, Dr. Narayan Reddy, Dean, Anurag University, Ghatkesar, Hyderabad. During brainstorming session the focus was on the possible collaboration among private and public institutions for quality agricultural higher education. Various challenges for private universities were also identified during this workshop, including the need for policies and guidelines for private agricultural education, the need for a common platform for information and data sharing, the accreditation of private universities, the establishment of state-level regulatory authorities for monitoring, the internationalisation of faculty and students for improving the quality of education, etc.

The strategic issues identified during the workshop need to further clarified at national level and also need to be converged. Therefore, ICAR-NAARM conducted National Symposium on “Mainstreaming of Agriculture Higher Education by Private Universities in India” on 29th September 2022. This symposium would help to build on the previous initiatives and experiences and to discuss and deliberate various issues relating quality education, governance and mainstreaming, further to share the advances in knowledge gained in education management among all the stakeholders and will help in laying strong foundation for various policy initiatives in relation to quality and relevance of agricultural higher education from private universities with agricultural faculty, and private agricultural universities

OBJECTIVES

- To discuss, deliberate and brainstorm on issues related quality assurance in agricultural education, equal opportunities in education and employment and accreditation in the context of National Education Policy (NEP-2020).
- To build partnership in strengthening the National Agricultural Research and Education System (NARES) and the private universities stakeholders.
- To mainstream the agricultural education of private universities.

SCOPE

The main insight of the national symposium was to develop a roadmap for the public private partnership in improving the quality of agricultural higher education. It was also focussed on the strategic issues related to employability opportunities for agricultural graduates in the country, various hurdles related ICAR accreditation issues in the context of NEP 2020

SESSION PROCEEDINGS

The symposium was structured in the form of five technical sessions and an Inaugural session. About 100 participants attended the symposium, which included 42 participants from 29 private universities from various parts of the country (Annexure-I) and deliberations were made as per approved programme schedule (Annexure-II) on four technical sessions on specific themes, which were identified using the process as detailed in Annexure -III. The proceedings have been prepared following the process;

- Deliberations during inaugural, plenary and technical sessions
- Collection of thoughts on 'Brainstorming Cards' during the symposium
- Focused group discussion with important stakeholders and incorporating suggestions
- Sharing zero draft to important stakeholders and incorporating suggestions

There was inaugural session followed by four technical sessions on pre-identified themes. The last session was plenary session. The theme-wise deliberations and action points emerged during the discussion presented in following paragraphs.

Inaugural Session

- Students need to be developed in perspective of industry requirement rather than just completing their degrees.
- Reduce the cost of education and rethink over the actual requirements in education system for encouraging the deserving students and enhance the relevance in higher education.
- Creation of knowledge, integration of knowledge and application of knowledge are important purposes of higher education. Therefore, all the government and private institutes need to come together and work in harmony to create "Knowledge Grid" for optimum use of resources for research, education and innovation.
- There is a huge demand for private agricultural colleges in the corporate sectors but the land regulations for private players need to be modified under objectives of NEP-2020.
- ICAR Institutes are encouraging young agri-graduates towards start-ups and agri-entrepreneurship through trainings and quality education.
- We need to increase the number of students' intake by 10% for higher education every year.
- Accommodation and other required facilities must be improved and encouraged for overall build-up of agri-graduates through public-private partnership.

- Public-Private collaborations through professional bodies like National Council of Education of ASSOCHAM.
- Vice Chancellors of Private Universities can be invited to VCs Conferences of ICAR.
- Guest houses and hostels in PPP mode.
- Jointly start polytechnic diploma and certificate and training courses.

Technical Session-1

Equal Opportunity in Education and Employment

Before Students' Admission:

- ICAR All India Entrance Examination (AIEE) is conducted during September whereas the +2 results are declared in April. ICAR AIEEA exam needs to be held earlier so that the best of the candidates are not pulled by other professional courses.
- Parents become skeptical to admit their children to non-accredited universities. Therefore, some sort of registration should be provided by ICAR to private universities before accreditation. There can be two separate stages: approval by ICAR and accreditation by an independent body created by ICAR.
- Like SAUs, all strata of the society should get an equal opportunity to get admission into private universities. For this, differential provision in terms of quota, scholarship, fee relaxation etc. may be provided for the students from underprivileged sections of the society.

Additional Data from Brainstorming Cards

- The CET (Common Entrance Test) should be mandatory for all ICAR recognized agricultural education programmes.

After Students' Admission:

- Faculty from SAUs may be allowed to be in the advisory committees of private university students.
- Agricultural faculty students of private universities should have exposure visits to KVKs, ICAR research institutes etc.
- Students from Private Universities should get equal opportunities to participate in sports and cultural events/activities conducted by ICAR.
- Infrastructure sharing between Public & Private Universities needs to be encouraged.

Additional Data from Brainstorming Cards

- Encourage gender equity and the support below poverty level students with resources and facilities.

After Students' Graduating:

- Students from Private Universities should be allowed to write all competitive exams of ICAR. After they qualified, they should be treated equally as any other SAU student.
- Private Universities may be allowed to admit ICAR- JRF candidates.
- Graduates from Private Universities also should be allowed to appear in job-related screening exams conducted by various state and central government.

- ICAR needs to conduct NET Exam regularly (once every 6 month) so that a good pool of NET qualified faculty is available for the private universities.

Additional Data from Brainstorming Cards

- Integrated job fairs can be organized to provide equal opportunity.

Other Points:

- Faculty workload as per UGC norms and ICAR regulations are not similar.
- Relaxation in having 50 acres of land for accreditation.
- Relaxation in having 1st batch of graduated students for accreditation.

Additional Data from Brainstorming Cards

- Exchange of faculty between public and private institutions to strengthen collaborations
- Follow a common curriculum prescribed by ICAR with 25% flexibility.
- CERA (Consortium for e-Resources in Agriculture) may be accessible to private universities.
- A portal must be developed to publish the job/internship vacancies of the industries and govt. organizations.

Technical Session-2

Quality Assurance in Agricultural Education

Training:

- Mechanism for training of students of private universities at KVKs in line with training of students from SAUs.
- Assess and recognize the training needs of the private universities' faculty in emerging areas of agriculture.
- ICAR should help in training the agricultural faculty of private universities.

Partnership:

- Centres of excellence to be identified and made available for partnership/MoUs.
- Need for public-private sector interaction for strengthening R&D.
- Good practices in both public and private universities be documented and shared with all the stakeholders.
- Optimum use of central laboratories and opening up of doors to private universities.
- Mechanism to bring all private agriculture institutions under a single platform.

Additional Data from Brainstorming Cards

- Industries must be mandated to provide internship to the students.
- Collaboration in teaching, research and extension is must among govt. SAUs and private agri. universities; intake capacity should be limited

based on the future demand.

- Extension system of private universities need to be collaborated with KVK through Agricultural Technology Application Research Institute (ATARI) which are 100% funded by ICAR.

Syllabus/Courses:

Holistic education should be the philosophy and program design, delivery and assessment aligned to Outcome Based Education (OBE) approach.

- Programme outcomes be defined on the basis of needs of farmers, national agriculture policy & industry
- The courses, content, delivery methods & assessment should be aligned to outcomes; universities to be encouraged to modulate their curriculum to some extent to location specific needs and opportunities
- Bring technology (AI & drone technology) in agriculture education.
- Bring multi- disciplinary approach based on current agricultural problem solution requirement.
- Involving students in curriculum revision and designing
- Flexibility in curriculum and syllabus in Deans Committee Reports
- Implementation of RAWE programme uniformly in all private universities

Additional Data from Brainstorming Cards

- SAUs may allow private agri. students for KVKs farms, research stations, SAU labs, SAU fields etc.
- Online courses from eminent teachers of different fields may be recognized

and made available.

- Commencement of new courses by particular universities should be done based on the demand and approval of the apex body.
- Allow students for PG in accredited competent private colleges.
- Student-Research-Internship must be promoted for research orientation.

Other Points:

- Provision to be given to faculty exchange and faculty accreditation for improving quality of education.
- Incentives are required to private sector funding agencies for financing agriculture R&D.
- Mechanism to recruit and retain quality teachers in private institutions is a big challenge.
- Need for regulations to faculty in private agriculture institutions by state governments.

Additional Data from Brainstorming Cards

- All the private, central and SAUs should have consensus for allotment of quota of seats to enable quality education.
- ICAR must provide funding to private universities for research.

Technical Session-3

Enabling Environment for Quality Education

Learning Facilities:

- Courses related to Emotional Quotient to be introduced as part of the regular academics to have more student-teacher connect as well as to improve the overall student academic performance.
- Programmes like Yoga, Meditation and soft skills should be part of students' curriculum for overall growth of the students.
- Alternate way of teaching and learning for students may be explored for enhanced learning experiences.

Additional Data from Brainstorming Cards

- Necessary changes need to be made in the syllabus periodically by opening dialogues with all the stakeholders.
- Payment of Salaries for private agri. faculties may be on par with the UGC Scales.
- Include 2-3 experiential learning modules along with regular courses in 7th semester and shift "Student READY" programme to last semester (8th).

Faculty Improvement:

- Newly joined faculty should be exposed to faculty induction programmes to orient them with various concepts and advances in the National Agricultural Research Education System (NARES).
- Highly qualified professionals to be recruited for quality education.
- Hybrid Mode ICT (Information and

Communication Technology) based learning may be encouraged as a part of teaching for better knowledge enhancement.

- Openness in collaborative partnership i.e. Government-Private, Private-Private organizations to exchange knowledge and faculty between institutes / organizations, visit of students to established labs and experiments across NARES for better learning experiences.
- Award and reward system should be encouraged for good teachers and the criteria could be framed for identification of performances of faculties.

Additional Data from Brainstorming Cards

- Similar to Officer Like Quality (OLQ) parameter testing in many jobs, Teacher Like Quality (TLQ) should be tested.
- Work Load on faculty should be reduced and revisited time to time.
- Regulatory support (non-financial) to start KVKs by accredited private universities to contribute for development of local farmers.
- Faculty learning programmes like summer schools, CAFT, foreign visits for training & learning should be encouraged.

Other Points Emerged from Brainstorming Cards:

- Annual Agriculture Meet to be conducted to involve public officials, private universities, industry persons and farmers' representatives. This would strengthen the academia-industry-farmer linkage.
- Provision of backup supports for integrated online programmes.

Technical Session-4

Accreditation in the Context of National Education Policy (NEP-2020)

Norms & Regulations:

- Flexible norms required for private university as these norms cannot be equated with State Agricultural Universities (SAUs) formed under land-grant system with huge land bank and with a history of 30-40 years.
- Equal representations from the private universities may be considered while forming the various committees at ICAR level.
- ICAR should stand on the section 11 where university can give certificate on completion of 1st year, diploma after completion of 2 years, graduation degree after completion of 3 years and honours degree on completion of 4 years of study.
- Private universities' Gross Enrolment Ratio (GER) can be increased as per NEP 2020.
- Govt. investments must be increased in agricultural education specifically into private universities, as per NEP 2020.
- The instructional hours of the minimum faculty (45) works out to about 120,000 hrs in a 4-year cycle @ 41% of time for instruction. The actual requirement for 180+ Credits over 4 years for intake of 60 students works out 30,000 hours only. Therefore, the minimum faculty strength has to be reduced to 11+ or the intake may be increased to 240 students.

Additional Data from Brainstorming Cards

- Set a limit on maximum no. of seats but not on the minimum intake.
- Laboratory utilization efficiency in private universities is high. Approximately 13-14 labs have been reported to be sufficient for 240 students. Intake may be proportionately increased as per flexible approach provided by NEP-2020 to increase GER

Accreditation:

- Accreditation norms should be flexible and relevant for both SAUs and private universities. Keep in mind the diversity of universities/ colleges: location, age, source of funding, type of institution, programme of study etc. Presently, norms are more focused towards 'Agricultural Universities'.
- Permission for land accreditation and grants may be provided equally for both public and private universities.
- Private universities who are following multi-disciplinary approach may be given importance during accreditation.
- Time period for accreditation (5 years) of private universities may be reduced to 2 years to enable the fresh UG admissions and PG programmes of SAUs.
- Private universities who are running diploma courses, certificate courses, skill development programmes may be given importance in the accreditation process.
- De-link the admission process from accreditation to improve the Gross Enrolment Ratio (GER).
- Consider other disciplines while

counting the faculty for accreditation.

- An acknowledgement may be provided after submission of Letter of Intent (LOI) as a proof that the private university entered in to the process of accreditation.
- Accreditation: Define clearly the purpose of accreditation i.e. "Why accreditation". It should not appear like an approval process of agriculture program. It should signify assurance of quality of education. Evolve accreditation philosophy around one or mix of the following criteria:
 - Input driven
 - Outcome driven
 - Mission & vision driven
 - Impact driven
 - Or combination with appropriate weights.

Additional Data from Brainstorming Cards

- Accreditation requirement should not be necessary for entrance examinations.
- Inclusion of a couple of members from private universities & colleges in the accreditation team.
- If the institutes are not performing better, accreditation may be cancelled and students may be transferred across other universities as per their choice.

Land Policies:

- Requirement of the land to establish private university may be reduced to 15 hectares and allow land in multiple locations within a radius of 25 Kilo meters and consideration of the land on long lease of 33/50/99 years.

- Once 20 hectares of farm land is possessed, for higher intake of students, additional land area may be leased out for a minimum agreement period of 5 years.
- SAUs does have total geographical jurisdiction of the state as per the state government act which is being the key problem for establishing another agricultural university. This may be addressed by ICAR.

Faculty and Students Development:

- Faculty in the other disciplines may also be considered while counting the faculty strength of the university.
- A Teacher: Student ratio of 1: 25 need to be considered to 1:15 and aligned to AICTE/ UGC norms for technical education. Ideally each discipline (agronomy/ genetics/ horticulture/ entomology/ pathology/ economics etc.) constituting the curriculum should have at least one duly qualified faculty. Guidelines should be clearly framed.
- ICAR Quota of students to the ICAR accredited private universities improves the adoption by the student community thus contributing to the GER.
- Faculty Development Programmes (FDPs) are needed in which faculty need to be trained with appropriate tools and methodologies.
- A common digital platform for private universities may be undertaken by ICAR.
- Sharing of the resources may be allowed between public and private universities.

Faculty be prepared to deliver holistic education involving thinking (knowledge), feeling (attitude) & doing (skills)

Components:

Essential development aspects are:

- a) Academically qualified: having PhD qualification.
- b) Professionally qualified: having actual field/work experience of his/her discipline.
- c) Educationally qualified: having understanding of education philosophy frameworks, models, tools & techniques.
- d) Socially concerns (Attitude): understands how to deal with people, sensitive about society & environment etc.
- e) General awareness: of technology, economy, management, law, social fabric & environment.

Students Development:

Purpose of Education: prepare students with good character & values who are able to deal with:

- realities of life
- job related challenges in terms of higher order thinking (knowledge) & skills
- demands of society & environmental concerns
- technological challenges.

Plenary Session

Bring Agriculture Education into mainstream university education by collaborating with UGC.

- Research and innovation in UG education must be a part of the degree.
- Bring industries into the education channel to enable employment opportunities for students.
- Inventory of private universities to be made with the email groups, WhatsApp groups
- Joint publication of research review articles and popular articles.
- Faculty Development Programmes (FDP) for private universities, jointly with ICAR institutes and SAUs.
- Integrate skills with the education for overall development in farming.
- Jointly organize diploma and certificates courses with the ICAR institutes and SAUs.
- Bring disrupting technologies to agricultural education such as computer science as minor. Private universities have multi faculty, therefore opportunities are vast.

KEY RECOMMENDATIONS

Joint efforts to strengthen collaborations

ICAR, SAUs and privately funded universities to develop modalities (through MoUs, LoAs etc.) for collaboration in areas of research, education, capacity building and sharing of resources. This may be in form of joint diploma/certificate courses, Faculty Development Programmes (FDPs), sharing of laboratory facilities and other amenities (e.g. sports, library, hostel etc.). ICAR to consider developing specialized training programmes for the young agricultural faculty of newly established private universities /colleges. Other innovative initiatives through professional bodies like National Council of Education of ASSOCHAM will further bring the joint activities in national focus.

Accreditation as a tool for sustainable quality education

There is need to re-visit the requirements and guidelines for accreditation of universities/colleges, in the light of latest NEP 2020, UGC and AICTE guidelines, including objectives of enhancing Gross Enrolment Ratio (GER), Student-Teacher Ratio (STR), and multi-disciplinarity/integration of emerging technologies (Artificial Intelligence and Internet of Things) in agricultural development. Further, the land requirements required for accreditation also need to be re-looked, keeping in view location of colleges and constraint in acquiring adequate land for new colleges/universities.

Assuring quality and relevance of agricultural higher education

The quality of agricultural education being imparted by both public and private universities need to be at par, and program design, delivery and assessment should be holistic as well as aligned to Outcome Based Education (OBE) approach. Accordingly, it is suggested that:

- Curriculum prescribed by ICAR to be followed across AUs, with maximum 25% flexibility, based on location specific needs and opportunities.
- Centres of Excellence be identified and its facilities made available for partnership/collaboration.
- Programmes like yoga, meditation and soft skills be made part of students' curriculum for their overall growth.
- Bring cutting-edge technologies to agricultural education such as computer science as minor. Private universities have multi-faculty; therefore, opportunities are vast.

Networks for efficiency enhancement

To increase greater networking between public and private universities, following proposals may be implemented:

- Vice Chancellors of Private Universities can be invited to VCs Conferences of ICAR
- Agricultural faculty and students of private universities to have exposure visits to KVKs, ICAR research institutes etc.

- Exchange of faculty between public and private institutions to strengthen collaborations
- Extension system of private universities could collaborate with KVKs through Agricultural Technology Application Research Institute (ATARI)

Optimum use of resources and infrastructure

Creation of knowledge, integration of knowledge and application of knowledge are important purposes of higher education. Therefore, all the government and private institutes need to come together and work in harmony to create “Knowledge Grid” by optimum use of resources for research, education and innovation. Accommodation and other required facilities must be improved and encouraged for overall build-up of agri-graduates through public-private partnership. ICAR online platforms like CERA (Consortium for e-Resources in Agriculture) may be made accessible to private universities. ICAR/SAUs laboratories may be permitted for use by private universities for high level resource use efficiency, by developing suitable modalities of sharing mutually or through ‘pay-and-use modality’.

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ANNEXURE-II: PROGRAMME SCHEDULE

National Symposium on Mainstreaming of Agricultural Higher Education by Private Universities in India

September 29, 2022

Venue: Conference Hall, Admn. Building, NAARM

Programme Schedule

I. Registration: 9.00 to 9.30 am

II. Inaugural Programme: 9.30 to 10.30 am

9.30 am	ICAR Geet	
9.32 am	Welcome Address and objectives of the workshop	Dr S K Soam, CCPI and HoD, ICM Division, ICAR-NAARM
9.40 am	Address by Guests of Honour	Prof. Raghuvir Singh, Vice Chancellor, Teerthankar Mahaveer University, Moradabad, Uttar Pradesh Shri Kunwar Shekhar Vijendra, Chancellor, Shobhit University, Saharanpur, Uttar Pradesh Dr. Rupa Vasudevan, Chancellor, BEST Innovation University, Anantapur, Andhra Pradesh
10.00 am	Presidential Address	Dr Ch Srinivasa Rao Director, ICAR-NAARM
10.10 am	Address by Chief Guest	Dr R C Agrawal Deputy Director General (Agril.Edn), ICAR and National Director (NAHEP), New Delhi
10.25 am	Vote of Thanks	Dr D Thammi Raju Principal Scientist and Co PI, NAHEP, ICAR-NAARM
10.30 to 11.00 Group Photo and Tea		

TECHNICAL SESSIONS

Technical Session - 1

Equal Opportunity in Education and Employment

Session Time: 11.00 am to 12.15 pm (75 mts)

Technical Sessions: Coordinator:

Dr Surya Rathore, Principal Scientist, and

Dr P Supriya, Scientist, ICAR-NAARM, Hyderabad

Session	Name
Chairman	Dr. Ramesh Kumar, Dean, School of Agriculture, Lovely Professional University, Jalandhar, Phagwara, Punjab.
Co-Chairman	Dr. Sharad Pandey, Dean, School of Agri, Forestry and Fisheries, Himagiri Zee University, Dehradun, Uttarakhand
Speakers	Dr. Ranjit Kumar, Head, Agri Business Management, ICAR-NAARM SR University, Warangal: Dr. G. Bhupal Raj, Dean (Ag), Telangana Vignan University, Guntur: Dr. Tatineni Ramesh Babu, Director of Agri. and Horti. Sciences, Andhra Pradesh K L University, Guntur: Dr. P. Senthilmurugan, HoD, KL. College of Agriculture, AP
Brainstorming Session (15-20 mts) through Menti Meter / Cards	
Rapporteurs	Dr. Yashavanth B.S, Scientist & Co-PI, NAHEP, ICAR-NAARM

Technical Session - 2

Quality Assurance in Agricultural Education

Session Time: 11.00 am to 12.15 pm (75 mts)

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Chairman	Dr. Anuradha Agrawal, National Coordinator, NAHEP Component 2, Krishi Anusandhan Bhawan-II, New Delhi
Co-Chairman	Dr M. Devender Reddy, Dean, M.S. Swaminathan School of Agriculture, Centurion University of Technology and Management, Parlakheumudi, Odisha
Speakers	<p>Dr. Sudeep, PI, NAHEP Component 2, ICAR-IASRI, New Delhi</p> <p>Sharda University, Greater Noida: Dr. H S Gaur SUBSR, Professor, Sharda University, Noida, U.P.</p> <p>Anurag University, Hyderabad: Dr. Narayan Reddy, Dean, Agriculture, Anurag University, Telangana.</p> <p>GIET University, Gunupur: Prof. Santosh Kumar Panda, Dean School of Agriculture, Odisha</p> <p>ITM University, Gwalior: Dr. Shailesh Kumar Singh, Dean, School of Agriculture, MP</p> <p>GLA University, Mathura: Dr. Shoor Vir Singh, Professor and Head, UP.</p>
	Brainstorming Session (15-20 mts) through Menti Meter / Cards
Rapporteurs	Dr Umesh H, Scientist, ICAR- NAARM

Technical Session - 3

Enabling Environment for Quality Education

Session Time: 2.30 to 3.45 pm (75 mts)

Session	Name
Chairman	Dr. Hari Shankar Gaur, Former Vice Chancellor, SVPUAT, Meerut and Professor, Sharda University, Uttar Pradesh.
Co-Chairman	Dr. A. Raja Reddy, Dean of Agriculture, Malla Reddy University, Dulapally, Hyderabad. Dr R V S Rao, Head, Human Resource Management Division, ICAR-NAARM, Hyderabad
Speakers	Sri Sri University, Cuttack: Prof. S. Kumaraswamy, Dean & Head, Faculty of Agriculture, Odisha Vanavarayar Institute of Agriculture, Pollachi: Dr. P. Ahamed, Professor & Head (Agri. Extension), affiliated to TNAU, Tamil Nadu. Guru Nanak University, Hyderabad: Dr. M. A. Aariff Khan, Director, University Institute of Agriculture & Horticulture (UIAH), Telangana. Quantum University, Roorkee: Dr. Avinash Varma, Assistant Professor, School of Agricultural Studies, Uttarakhand. Chaitanya University, Warangal: Dr Chandragiri Cheralu, Dean of Agriculture, Telangana
	Brainstorming Session (15-20 mts) through Menti Meter / Cards.
Rapporteurs	Dr. N A Vijay Avinashilingam, Principal Scientist, ICAR-NAARM • Dr. Alka Arora, Principal Scientist,, ICAR-IASRI, New Delhi

Technical Session - 4

Accreditation in the Context of National Education Policy (NEP-2020)

Session Time: 4.00 to 5.15 pm (75 mts)

Session	Name
Chairman	Dr. Susheelendra Desai, Dean, School of Agricultural Sciences & Technology, Narsee Monjee Institute of Management Studies, Shirpur, Maharashtra State
Co-Chairman	Dr G R K Murthy, HoD, Education Systems Management Division, ICAR-NAARM Dr Anshu Bhardwaj, Principal Scientist, IASRI, New Delhi
Speakers	IFTM University, Moradabad: Dr. Virendra Singh, Director School of Agri. Sci, / Dr. Krishan Pal, Associate Professor and HoD, School of Agri. Sci, Uttar Pradesh BEST Innovation University, Anantapur: Dr. B Vibhute, Dean/ Dr Chithiraichelvan, Pro VC Designate – Academics, Andhra Pradesh Vellore Institute of Technology, Vellore: Dr. S. Babu, Dean VIT School of Agricultural Innovations and Advanced Learning (VAIAL), Tamil Nadu. MNR University, Sangareddy: Dr. T. V. Satyanarayana, Registrar, Telangana
	Brainstorming Session (15-20 mts) through Menti Meter / Cards
Rapporteurs	Dr V V Sumanth Kumar, Principal Scientist and, Co PI, NAHEP, ICAR – NAARM Dr. Shashi Dahiya, Principal Scientist, IASRI New Delhi.

Plenary and Valedictory Programme

5.15 pm to 6.00 pm

Session	Name
Welcome	Dr S K Soam, CCPI and Head, Information Communication Management, ICAR-NAARM
Session Reports	Rapporteurs: Session – 1,2,3,4 Dr G R K Murthy, HoD, Education Systems Management Division, ICAR-NAARM
Remarks	Dr. Atul Khosla, Founder and Vice Chancellor, Shoolini University, Bajhol, Himachal Pradesh Prof. Supriya Pattanayak, Vice Chancellor, Centurion University of Technology and Management, Paralakhemundi, Odisha Dr Neeraja Prabhakar, Vice-Chancellor, SKLTSH University, Moolugu, Telangana Shri. Bharat Lal Meena IAS (Rtd), Chairman, BEST Innovation University, Anantapur, AP Dr Ch Srinivasa Rao, Director, ICAR-NAARM
Remarks by Chairman	Dr R C Agrawal, Deputy Director General (Edn), and National Director (NAHEP), ICAR, New Delhi
Vote of Thanks	Dr Surya Rathore, Principal Scientist and Co PI, NAHEP, ICAR- NAARM
Rapporteur	Dr N. S. Rao, Principal Scientist and Co PI, NAHEP, ICAR- NAARM

7.00 pm: Dinner at Lawns, Opp. to Director's Office

ANNEXURE-III

SYMPOSIUM COMMITTEES

Chief-Patron

Dr. R. C. Agrawal

Deputy Director General (Agril. Education), ICAR &
National Director, National Agricultural Higher Education Project, New Delhi

Patron-Cum-Chairman

Dr Ch. Srinivasa Rao

Director, ICAR-NAARM, Hyderabad

Patron (s)

Dr. Rajender Parsad

Director, ICAR- IASRI,
New Delhi

Dr. G. Venkateshwarlu

Joint Director, ICAR-NAARM,
Hyderabad

Mr Kunwar Shekhar Vijendra

Chancellor Shobhit University,
Meerut, Uttar Pradesh

Dr Rupa Vasudevan

Chancellor, B. E. S. T. Innovation University,
Anantapur, Andhra Pradesh

Dr HS Gaur

SUBSR Professor, Sharda University,
Noida, Uttar Pradesh

Dr Nutan Kaushik

Director General, Amity Food and Agriculture Foundation,
AMITY University, NOIDA, Uttar Pradesh

Dr Atul Khosla

Founder & Vice Chancellor, Shoolini University,
Bajhol, Himachal Pradesh

Dr Raghuvir Singh

Vice Chancellor, Teerthanker Mahaveer University (TMU),
Moradabad, Uttar Pradesh

National Advisory Committee

Chairperson

Dr Anuradha Agrawal

National Coordinator(CAAST & Component 2),
NAHEP , New Delhi

Co-Chairman

Dr Sudeep Marwaha

PI, NAHEP Component 2,
IASRI, New Delhi

Convenor-Cum-Organizing Secretary

Dr. S K Soam

Head of Division (Information & Communication Management), and
CCPI-NAHEP, ICAR-NAARM, Hyderabad

Organizing Secretaries

Coordination

Dr. D. Thammi Raju

Principal Scientist, ICAR-NAARM,
Hyderabad

Logistics

Dr. N. Srinivasarao

Principal Scientist, ICAR-NAARM,
Hyderabad

Technical Sessions

Dr. Surya Rathore

Principal Scientist, ICAR-NAARM,
Hyderabad

National Advisory Committee

Dr. Anuradha Agarwal National Coordinator (Component 2) NAHEP, New Delhi	Chairperson
Dr. Sudeep Marwaha PI, NAHEP Component 2, ICAR-IASRI, New Delhi	Co-Chairman
Dr. Anshu Bharadwaj Principal Scientist, ICAR-IASRI, New Delhi	Member
Dr. Alka Arora Principal Scientist & Professor, ICAR-IASRI, New Delhi	Member
Dr. Shashi Dhahiya Principal Scientist & Professor, ICAR-IASRI, New Delhi	Member
Dr A. Raja Reddy Dean (Agriculture), Malla Reddy University, Hyderabad	Member
Dr Bhupal Raj Dean (Agriculture), SR University, Hyderabad	Member
Dr. VV Sumanth Kumar Principal Scientist, ICAR-NAARM, Hyderabad	Member Secretary

Local Advisory Committee

Dr. R V S Rao Head, Human Resources Management, ICAR-NAARM	Chairperson
Dr. Ranjit Kumar Head, Agribusiness Management, ICAR-NAARM	Co-Chairman
Dr. I Sekhar Head, Research Systems Management, ICAR-NAARM	Member
Dr. GRK Murthy Head, Education Systems Management, ICAR-NAARM	Member
Dr Senthil Vinayagam Co-PI, NAHEP CEO, a-IDEA, ICAR-NAARM	Member
Joint Director (Admn), ICAR-NAARM	Member
Shri ZH Khilji CFAO, ICAR-NAARM	Member
Dr. B S Yashavanth B S Co-PI, NAHEP, Scientist, ICAR-NAARM	Member Secretary

Convenor-Cum-Organizing Secretary

Dr. S. K. Soam

Head of Division (Information & Communication Management), and
CCPI-NAHEP, ICAR-NAARM, Hyderabad

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ICAR-NAARM,
Hyderabad

Logistics

Dr. N. Srinivasarao

Principal Scientist,
ICAR-NAARM,
Hyderabad

Technical Sessions

Dr. Surya Rathore

Principal Scientist,
ICAR-NAARM,
Hyderabad

Logistics Committee

Dr. M. Balakrishnan Principal Scientist, ICAR-NAARM	Chairperson
Dr. Vijender Reddy Chief Technical officer, ICAR-NAARM	Co-Chairman
Shri. Sohail Ahmed Khan Chief Technical officer, ICAR-NAARM	Member
Shri Sham Bahadur Assistant Chief Technical Officer, ICAR- NAARM	Member
Shri P Mohan Singh Assistant Chief Technical Officer, ICAR- NAARM	Member
Shri M. Shekhar Reddy Assistant Chief Technical Officer, ICAR- NAARM	Member
Shri Raju Kumar Technical Officer, ICAR- NAARM	Member Member
Dr. Laxman M Ahire Assistant Chief Technical Officer, ICAR- NAARM	Member Secretary

Media, Printing and Publication Committee

Dr. Alok Kumar Principal Scientist, ICAR-NAARM	Chairperson
Mrs J. Renuka HJoint Director (OL), ICAR-NAARM	Co-Chairman
Dr. Sanjiv Kumar Scientist, ICAR-NAARM	Member
Dr. GRK Murthy, Head, Education Systems Management, ICAR-NAARM	Member
Shri P. Namdev Chief Technical Officer, ICAR- NAARM	Member
Shri M. Ravi (Assistant Chief Technical Officer, ICAR- NAARM	Member
Mrs G. Aneja, Assistant Chief Technical Officer, ICAR- NAARM	Member Secretary

Registration and Reception Committee

Dr S. Ravichandran Principal Scientist, ICAR-NAARM	Chairperson
Dr PD Sreekanth Principal Scientist	Co-Chairman
Dr P. Supriya Scientist, ICAR-NAARM	Member

ANNEXURE-IV

CONSULTATIONS WITH KEY STAKEHOLDERS

Pre-workshop meeting at Delhi

Under NAARM component of NAHEP, a dialogue on mainstreaming of agricultural higher education by Private Universities has been initiated. A National Workshop on “Agricultural Education in Private Universities in India: Let’s Listen to Stakeholders” has been planned. Pre-Workshop meeting was organized on 25th March 2022 at ICAR,, New Delhi under the Chairmanship of Dr. RC. Agrawal, National Director, NAHEP & DDG (Agri. Edu), Dr Ch Srinivasa Rao, Director, NAARM, Dr Rajender Parsad, Director of IASRI, Dr Prabhat Kumar, National Coordinator, Dr Sudeep, PI NAHEP component 2 participated in the deliberations. The Vice-Chancellors and Deans of Shobith University, Lovely

Professional University, Malla Reddy University, IFTM University, GLA University, Quantum University and Anurag University participated. Dr PS Pandey and Dr Seema Jaggi, ADGs from Education Division, and other senior officials of ICAR and NAHEP participated in the meeting. This event was conceptualized and planned by Dr. S.K. Soam, CCPI (NAHEP) & Head, ICM Division and coordinated by Dr. D. Thammi Raju and Dr Alok Kumar Principal Scientists & Co-PIs of NAHEP, Component 2 ICAR-NAARM. Several critical issues were discussed for conducting national workshop and also provisions of student admissions in private universities through ICAR - All India Entrance Examination.



National Dialogue on fostering collaboration for quality agricultural education

ICAR-National Academy of Agricultural Research Management (NAARM), Hyderabad has organised a brainstorming workshop on “A Dialogue on Fostering Collaboration for Quality Agricultural Education between Actors of Agriculture Research and Education” at Hyderabad on 10th May 2022. This programme has been organized to discuss the collaboration among private and government institutions for quality agricultural higher education. The workshop was organized as part of the World Bank-sponsored National Agricultural Higher Education Project Component-2A. Forty-Five participants including several Deans from SAUs and Private Universities, Directors from ICAR

and SAUs, participated in the brainstorming workshop. Dr Ch. Srinivasa Rao, Director, NAARM and Dr G. Venkateswarlu, Joint Director, NAARM guided the whole process for highly successful outcomes. Dr AK Singh, Director, IARI, New Delhi, Dr Praveen Rao, Vice Chancellor, PJTSAU, Hyderabad and Dr Neeraja Prabhakar, Vice Chancellor, SKLTSHU, Hyderabad were the prominent speakers in the event. Dr S.K. Soam Head, ICM & CCPI of NAHEP conceptualized the event, highlighted the role of private universities and provided the objective of NAHEP explaining the expectations to improve agricultural higher education in the country. Under NAHEP, the event was coordinated by Dr S.K. Soam, Dr D. Thammi Raju and Dr Alok Kumar.



Focussed group discussion with Chancellors and Vice Chancellors of private universities

A focussed group discussion for mainstreaming agricultural education was held on 29th September 2022 at ICAR-NAARM. During this meeting Shri Kunwar Shekar Vijendra, Chancellor, Shobhit University; Dr. Rupa Vasudevan, Chancellor, BEST Innovation University, AP; Dr. Atul Khosla, Founder and Vice Chancellor, Shoolini University, HP and Dr S.K. Soam CCPI of NAHEP were present. The key issues and inputs for mainstreaming of agricultural higher education were discussed during this meeting.



ANNEXURE-V

Proceedings of Pre-Workshop Meeting

National Workshop on Agricultural Education in Private Universities in India: Let's Listen to Stakeholders

A Pre-Workshop Meeting on 'Agricultural Education in Private Universities in India: Let's Listen to Stakeholders' was organized under NAHEP Component 2A on 25th March 2022 at Krishi Anusandhan Bhavan –II, New Delhi under the chairmanship of Dr. RC. Agrawal, National Director, NAHEP & DDG (Agri. Edu), ICAR. New Delhi to listen the problems and prospects of agricultural education in private universities in India and also set the objectives for the forthcoming national workshop. Dr Ch Srinivasa Rao, Director, NAARM and Dr Rajender Parsad, Director of IASRI participated in the deliberations. The Vice-Chancellors and Deans of Shobith University, Lovely Professional University, Malla Reddy University, IFTM, GLA University, Quantum University and Anurag University and ADGs and other senior officials of ICAR and NAHEP participated in the meeting . This event was coordinated by Dr. S.K. Soam, CCPI & Head, ICM Division and Dr. D. Thammi Raju and Dr Alok Kumar Principal Scientists & Co-PI of NAHEP, Component 2 ICAR-NAARM.

Dr. S.K. Soam Head, ICM & CCPI of NAHEP welcomed the participants from different private universities and discussed the importance and need of addressing the strategic issues in agricultural education. Dr. D.Thammi Raju, Principal Scientist & Co-PI of NAHEP

gave a detailed presentation on the status of agricultural education in India while emphasizing the critical parameters to be focused for improving the quality and relevance of agricultural education viz. density of colleges, GER, Gender, vocational education, growth of higher education, trends in enrolment, agricultural higher education institutions in private and public sector etc. Later Dr Prabhat Kumar, National Coordinator emphasized on benefits of cross-learning arising out of partnerships of private-public institutions, sharing of best educational practices, mapping of institutional strengths, shift from production centric to value chain-centric systems, globalization etc.

Later the invited Vice-Chancellors, Deans and Directors spoke on different aspects of private agricultural education, problems and prospects.

Major points discussed during the meeting

- Dr. H.S. Gaur, Dean of Agriculture, Sharda University, UP indicated that the outturn of agricultural students from the private sector is two-three-fold more than the public system. He expressed that despite manpower, infrastructure and financial viability at public institutions (SAUs), the quality of education is of concern. The private

universities lack finances, infrastructure and are always profit-oriented and the minimum expectation is to have break-even. Meeting the current norms and requirements for setting agricultural colleges stipulated by ICAR is a greater challenge. He requested for reconsideration of the criteria such as Student-Teacher Ratio, the requirement of land, faculty strength (workload in comparison to other sciences) minimum number of students etc. He also requested to allow students from private universities to access the facilities of ICAR institutes, SAUs and KVKs for good learning experiences.

- Dr. Lovi Raj Gupta, Vice-Chancellor, Lovely Professional University, Punjab focused on the data-oriented survey to ascertain the faculty-student ratio and stressed on bringing down the minimum requirements for establishing an agricultural college and revamping the assessment mechanisms also. He expressed that the higher education system should target for Agriculture 4.0 and accordingly revamp the curriculum with more student-centeredness and introduce courses such as Agri Informatics etc.
- Dr. M. Moni, Director, Shobith University, Meerut suggested revising the entire curriculum and introducing courses like MBA (Agri-Business / Marketing) and M.Tech (Agri. informatics) in the NARES. Rural-centric and skill-oriented programs are to be promoted.
- Dr Shoor Vir Singh, Dean of Agriculture , GLA University, focused on sharing of resources between private and public institutions (laboratories, animal houses etc.) is needed for quality education. Good models existing in private

universities may be emulated. He requested formal agreements between private and public institutions through MoUs. He also felt the need for data generation on agricultural education.

- Dr. A. Raja Reddy, Dean of Agriculture, Malla Reddy University felt the need for strengthening of RAWEP and AELP programmes. He requested for favorable attitude from SAUs towards Private Universities in extending the facilities and student visits. ICAR should provide equal opportunities for students of private universities on par with other students in all competitive, entrance examinations, employment etc.
- Dr Narayana Reddy, Dean of Agriculture, Anurag University expressed the need for a robust accreditation system and collaboration with technological universities.
- Dr. Virendra Singh, Director of Agriculture, IFTM University requested to allow their students for appearing ICAR- AIAEE-UG, PG & Ph.D on par with students of SAU from public system.
- Dr Ramesh Kumar, Dean of Agriculture, LP University requested the ICAR to permit private universities to organize summer/winter schools. He also stressed the need for the revision of student teacher ratio and the need for sharing resources.
- 9) Dr Gaurav Agarwal, HoD, Agriculture Department, Quantum University, Roorkee indicated faculty/students exchange between Private and Public Universities should be in place for better learning outcomes.
- Dr Ch. Srinivasa Rao, Director,

NAARM reiterated that sustainable food systems through agricultural education should be at the center stage. He emphasized that agriculture is a state subject and there will be provisions for every state to revise their curriculum and the primary importance should be on basic agriculture than robotics and drone-based farming practices, considering the size of farm holding.

- Dr. Rajender Parsad, IASRI laid emphasis on the introduction of a new course on agri- informatics, curricular changes, dissemination of knowledge/technologies, sharing of strengths among stakeholders and cross- learning through Agri Diskha channel.
- Dr P Ramasundaram, National Coordinator, NAHEP narrated the experiences of IDP of NAHEP which are to be emulated by Private Universities such as the establishment of language laboratories, focus on higher-order soft skills, alignment of skills and entrepreneurship etc.
- Dr P.S. Pandey, ADG (EPHS), Education Division, ICAR expressed concern over mushrooming of agricultural colleges and felt the need for the proper balance between requirement and quality outturn of students. Governance, partnerships between stakeholders are the keys to success.
- Dr Seema Jaggi, ADG(HRD), Education Division, ICAR desired the role of private universities in 6th Dean Committee deliberations and also suggested having mutual

support for better results. She clarified that in order to maintain the quality in ICAR education only students from accredited colleges are allowed to appear ICAR- AIAEE-UG, PG & Ph.D.

- Dr R C Agrawal, DDG (Ag Edn), ICAR categorically indicated that change is always better and in that direction, he expressed that the requirement for setting up of agricultural colleges needs to be relooked and rationalization is needed. He strongly opined that both players need to work in tandem for quality education. He stated that the Council is actively considering an extension of ICAR fellowships and permission to appear for AIEEA 2022 for agricultural students of private universities. Participation of Vice-Chancellors of Private Universities in the Annual VCs conferences would enrich the discussions. Dr Agrawal also felt the need for the establishment of Agri Polytechnics with provision for direct entry into 2nd year B Sc (Ag). He advised to develop students as job provides rather than seekers. Identification of model experiential learning units is needed and training of students at the respective units based on their interests will enhance the skill sets of students. Ranking of private universities and enrolment in alumni networks would enhance the visibility and GER.

Major Points of Intervention in National Workshop

- Organization of a National Workshop on Private Education during May/

June 2022 at ICAR-NAARM involving all private universities to discuss and deliberate various issues confronting quality education, governance and mainstreaming etc.

- Networking of all Private Universities through various means including Unified Portal, Social Media for faster dissemination of information and building collaborations.
- Conduct a data-driven survey on the status of private agricultural education in the country.
- Students' and faculty exchange between SAUs and Private Universities offering agriculture as Degree, and sharing of resources through resource pooling and developing a database of resources, admissions through ICAR

examination, common skill development courses, joint demo with KVKs etc

- Networking in curriculum/content development, pedagogy, evaluation & assessment and implementation of education planning
- Development of academic standards to become global level universities
- Accreditation criteria- such as land requirement, GER, STR, optimum utilization of resources, incorporation of High End Technologies
- Developing MoUs [Requirements, processes, guidelines etc]

List of Participants

S. No.	Name	Designation & Organisation, Email
1.	Dr R C Agrawal	National Director, NAHEP & DDG(Agri. Edu), ICAR, New Delhi Email: nd.nahep@icar.gov.in
2.	Dr Ch Srinivasa Rao	Director, ICAR-NAARM,Hyderabad Email: chsrao_director@naarm.org.in
3.	Dr Rajender Parsad	Director, ICAR-IASRI, New Delhi Email: director.iasri@icar.gov.in
4.	Dr Prabhat Kumar	National Coordinator, NAHEP Component 2 & CAAST, NEW Delhi Email: prabhatflori@gmail.com
5.	Dr P Ramasundaram	National Coordinator, NAHEP IDP, NEW Delhi
6.	Dr Seema Jaggi	ADG, HRD, ICAR, New Delhi Email: adghrd1.icar@gmail.com
7.	Dr P S Pandey	ADG, EQR & EPHS, ICAR, New Delhi Email: adgephs@gmail.com
8.	Dr Sudeep Marwaha	PI, NAHEP Component 2 & Head, CA, ICAR-IASRI, New Delhi Email: sudeep@icar.gov.in
9.	Dr S K Soam	CCPI, NAHEP Component 2 & Head, ICM, ICAR-NAARM, Hyderabad Email:sudhir.soam@icar.gov.in
10.	Dr D Thammi Raju	Co-PI, NAHEP Component 2 & Principal Scientist, ICAR-NAARM, Hyderabad Email: dtraju@naarm.org.in
11.	Dr Alok Kumar	Co-PI, NAHEP Component 2 & Principal Scientist, ICAR-NAARM, Hyderabad Email: alok@naarm.org.in

S. No.	Name	Designation & Organisation, Email
12.	Dr Anshu Bharadwaj	Co-PI, NAHEP Component 2 & Principal Scientist, ICAR-IASRI, New Delhi Email: anshu.bharadwaj@icar.gov.in
13.	Dr Alka Arora	Co-PI, NAHEP Component 2 & Principal Scientist, ICAR-IASRI, New Delhi Email: alka.arora@icar.gov.in
14.	Mr B Raghupathi	Research Associate, NAHEP Comp 2, ICAR- NAARM
15.	Dr S Ajit Kumar	Research Associate, NAHEP Comp 2, ICAR- NAARM
Invited Guests		
16.	Dr Lovi Raj Gupta	Vice-Chancellor, LPU, Punja Email: lovi.raj@lpu.co.in
17.	Dr Hari Shankar Gaur	Dean Agriculture, Sharda University, UP Email: hs.gaur@sharda.ac.in
18.	Dr M Moni	Director, Shobith University, Meerut Email: moni@shobhituniversity.ac.in
19.	Dr A Raja Reddy	Dean Agriculture, Malla Reddy University, Hyderabad. Email: dean.agriculture@mallareddyuniversity.ac.in
20.	Dr Virendra Singh	Director of Agriculture, IFTM university Email: virendra.singh@iftmuniversity.ac.in
21.	Dr Ramesh Kumar	Dean Agriculture, LPU, Punjab Email: ramesh.19212@lpu.co.in
22.	Dr Shoor Vir Singh	Dean Agriculture, GLA University, UP Email: shoovir.singh@gla.ac.in
23.	Dr Gaurav Agarwal	HOD, Quantum university, Roorkee, UK Email: hod.agriculture@quantumeducation.in

S. No.	Name	Designation & Organisation, Email
24.	Dr Narayan Reddy	Dean, Agriculture, Anurag University, Hyderabad. Email: deanagri@anurag.edu.in
25.	Mr Ayush Prakash Arora	Consultant E & Y, New Delhi Email: ayush.arora@in.ey.com
26.	Ms Garima Khurana	Consultant E&Y, New Delhi



▲
Participants from various institutions

▶
Dr R C Agrawal, DDG (Ag Education), ICAR addressing the participants



ANNEXURE-VI

Proceedings of Brainstorming Workshop

“A Dialogue on Fostering Collaboration for Quality Agricultural Education between Actors of Agriculture Research and Education”

ICAR-National Academy of Agricultural Research Management (NAARM), Hyderabad organised a brainstorming workshop on “**A Dialogue on Fostering Collaboration for Quality Agricultural Education between Actors of Agriculture Research and Education**” at Hyderabad on 10th May 2022. This programme has been organized to discuss the collaboration among private and government institutions for quality agricultural higher education. The workshop was organized as part of the World Bank-sponsored National Agricultural Higher Education Project Component-2A. This event was coordinated by Dr S.K. Soam, CCPI & Head, ICM Division, Dr D. Thammi Raju and Dr Alok Kumar Principal Scientists & Co-PI of NAHEP, Component 2 ICAR-NAARM.

Forty-Five participants including Deans, Directors, Senior faculties and administrators from public and private agricultural institutions participated in the brainstorming workshop. Dr D. Thammi Raju, Principal Scientist & Co-PI of NAHEP welcomed the participants and Dr S.K. Soam Head, ICM & CCPI of NAHEP gave a brief status of the NAHEP activities and also highlighted the important role of private universities in improving quality agricultural higher education.

Dr B. Neeraja Prabhakar Vice-Chancellor, Sri Konda Laxman Telangana State Horticultural University, Hyderabad

recommended three components i.e. teaching, research and extension along with a scientific committee should be placed for the recruitment process in private universities.

Dr S.T. Viroji Rao, Registrar, P.V. Narsimha Rao Telangana Veterinary University, Hyderabad discussed check and balance mechanisms that need to be implemented in private agriculture universities for quality education. Paraprofessional courses need to be offered in private agricultural universities. He also highlighted sharing of resources for mutual benefit between public and private universities.

Dr Seema Jaggi Assistant Director General (HRM), ICAR Headquarters, New Delhi highlighted the importance of NEP 2020, and focus on the All India Entrance Examination for Admission (AIEEA) to UG and PG agriculture courses in private universities to maintain the quality of agriculture education and also urge the universities to start certificate, diploma courses.

Dr V. Praveen Rao, Vice-Chancellor, Professor Jayashankar Telangana State Agricultural University, Hyderabad stressed the importance of private

ICAR-National Academy of Agricultural Research Management (NAARM), Hyderabad has organised a brainstorming workshop on **“A Dialogue on Fostering Collaboration for Quality Agricultural Education between Actors of Agriculture Research and Education”** at Hyderabad on 10th May 2022. This programme has been organized to discuss the collaboration among private and government institutions for quality agricultural higher education. The workshop was organized as part of the World Bank-sponsored National Agricultural Higher Education Project Component-2A. This event was coordinated by Dr S.K. Soam, CCPI & Head, ICM Division, Dr D. Thammi Raju and Dr Alok Kumar Principal Scientists & Co-PI of NAHEP, Component 2 ICAR-NAARM.

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Dr V. Praveen Rao, Vice-Chancellor, Professor Jayashankar Telangana State Agricultural University, Hyderabad stressed the importance of private partners in maintaining the quality agriculture education throughout the nation. He also highlighted the need of enhancing students' strength in the agriculture system.

Dr A.K. Singh Director, IARI stressed the importance of quality assurance in private education, and IP protection of the research conducted by research scholars in collaboration with private universities, he also further added that the public-funded universities are lagging behind in attracting the international students when compared with private universities.

Dr G. Venkateshwarlu Joint Director, NAARM stressed the collaboration between ICAR institutes, SAUs and crop-specific ICAR institutes by research guidance of the students, so that the

between ICAR institutes, SAUs and crop-specific ICAR institutes by research guidance of the students, so that the quality of human resources can be improved.

Dr Ch. Srinivasa Rao, Director of ICAR-NAARM highlighted the importance of quality of agriculture education both in public and private institutions. He also emphasised the collaboration of both partners for improving resource sharing and the accreditation process of private universities.

The following major points were discussed in detail during the meeting:

- Need for Policy framework & guidelines for quality education in private universities.
- Number of students passing from private universities is more as compared to SAUs, So ICAR should think about policies and guidelines for private agricultural education.
- Recruitment of highly skilled human resources from time to time is important in SAUs
- Common platform should be designed for all public and private agricultural universities for information and data sharing
- Provision of transfer of students from one stream to another of agriculture and allied sciences.
- Accreditation of private universities based on the prescribed standards is important for improving quality agriculture education
- Data about private universities and resources should be collected and analysed
- Constitution of state-level regulatory

authorities for strictly monitoring the state's private agricultural education.

- Attracting the best talent to choose agriculture as a career option after 12th class.
- Diversification, high impact factor publication, and intellectual properties generation, should be there to become world Class University.
- Enhancing the students' strengths in the agriculture system through student exchanges, capacity building programmes and others.
- Education model required based on diversity, demography, geography, and technology availability for quality agricultural education.
- SAUs to redefine the mandates in line with digitalization.
- Internationalization of faculty and students is an important component for enhancing quality agriculture education.
- Need to inculcate a start-up ecosystem at grass root level i.e. college level.
- Survey regarding faculty and college profile of both private and public universities.
- Capacity building programmes to be organized for faculty and students of private agricultural universities.

The programme is completed with the vote of thanks proposed by Dr Alok Kumar, Principal Scientist & Co-PI, NAHEP.

Glimpses of the brainstorming workshop



List of Participants

S. No.	Name	Designation & Affiliation
1.	Dr.Ch. Srinivasa Rao	Director of ICAR-NAARM
2.	Dr. G. Venkateshwarlu	Joint Director, NAARM
3.	Dr. V. Praveen Rao	VC, PJTSAU, Rajendranagar, Hyderabad
4.	Dr. B. Neeraja Prabhakar	VC, SKLTSHU, Mulugu, Siddipet, Telangana
5.	Dr. S.T. Viroji Rao	Registrar, P.V. Narsimha Rao Telangana Veterinary University, Rajendranagar, Hyderabad
6.	Dr. V Venkatasubramanian	Director, ATARI, Bengaluru
7.	Dr A.K. Singh	Director, IARI, New Delhi
8.	Dr. Ch. Srinivasa Rao	Director, ICAR-NAARM, Hyderabad
9.	Dr. Dinesh Babu Shakyawar	Director, NINFET, Kolkata
10.	Dr. Janki Sharan Mishra	Director, Dte. Of Weed Research, Jabalpur
11.	Dr. Subhash Chander	Director, NCIPM
12.	Dr. Artabandhu Sahoo	Director, NRC on Camel, Bikaner, Rajasthan
13.	Dr. Pramod Kumar Pandey	Director, DCFR, Bhimtal
14.	Dr. A R Rao	Assistant Director General, ICAR Headquarters, New Delhi
15.	Dr. Bimal Prasanna Mohanty	Assistant Director General, ICAR Headquarters, New Delhi
16.	Dr. Seema Jaggi	Assistant Director General, ICAR Headquarters, New Delhi
17.	Dr. Vinay Kumar Mishra	Director, ICAR RC for NER, Umiam, Meghalaya
18.	Dr. Vinod Kumar Singh	Director, ICAR, CRIDA, Hyderabad
19.	Dr C R Mehta	Director, CIAE, Bhopal
20.	Dr. Amrish Kumar Tyagi	Assistant Director General, ICAR Headquarters, New Delhi
21.	Dr. Narayan Reddy	Dean, Anurag University, Ghatkeswar, Hyderabad
22.	Dr. Raja Reddy	Dean, Malla Reddy University, Hyderabad
23.	Dr. Subash Reddy	Professor, Malla Reddy University, Hyderabad
24.	Dr. Dharma Reddy	Professor, Malla Reddy University, Hyderabad
25.	Dr. Srinivasan Natarajan	Controller of Examinations, SKLTSHU, Mulugu, Siddipet, Telangana

S. No.	Name	Designation & Affiliation
26.	Dr. Girvani Ravi	Associate Dean, COH, Rajendranagar, Hyderabad
27.	Dr. S.K.Soam	CCPI NAHEP & Head, ICM Division, ICAR-NAARM, Hyderabad
28.	Dr. D. Thammi Raju	Co-PI & Principal Scientist, ICM Division, ICAR-NAARM, Hyderabad
29.	Dr. N. Srinivasa Rao	Co-PI & Principal Scientist, ICM Division, ICAR-NAARM, Hyderabad
30.	Dr. Alok Kumar	Co-PI & Principal Scientist, ICM Division, ICAR-NAARM, Hyderabad
31.	Dr. V.V. Sumath Kumar	Co-PI & Principal Scientist, ESM Division, ICAR-NAARM, Hyderabad
32.	Dr. Sanjiv Kumar	Co-PI & Principal Scientist, ICAR-NAARM, Hyderabad
33.	Dr. Senthil Vinayagam	Co-PI & Principal Scientist, ICAR-NAARM, Hyderabad
34.	Dr. M. Balakrishnan	Co-PI & Principal Scientist, ICAR-NAARM, Hyderabad
35.	Dr. Yashavanth B.S	Co-PI & Scientist, ICAR-NAARM, Hyderabad
36.	Dr. Bharat S. Sontakki	Head XSM, ICAR-NAARM, Hyderabad
37.	Dr G R K Murthy	Head, ESM Division, ICAR-NAARM, Hyderabad
38.	Dr. S. Ajit kumar	Research Associate, NAHEP component 2
39.	Mr. B. Raghupathi	Research Associate, NAHEP component 2
40.	Dr. Divakar Reddy	Senior Research Fellow, NAHEP component 2
41.	Dr. Rupan Raghuvanshi	Research Associate, NAHEP component 2
42.	Dr. Rakesh S	Research Associate, NAHEP component 2

ANNEXURE - VII

PHOTO GALLERY

Dr Ch Srinivasa Rao, Director, NAARM, and Dr S K Soam, CCPI, NAHEP component 2 welcoming Chief Guest & Guest of Honour





**Introduction and scope of the symposium by
Dr S K Soam, CCPI, NAHEP component 2**



Key address at Inaugural session





Vote of Thanks by Dr D Thammiraju, Co-PI, NAHEP Component 2



Participants in action during technical sessions



Glimpses of Technical Sessions



ANNEXURE - VIII MEDIA AND PRESS COVERAGE

कृषि उच्च शिक्षा के विकास में सरकारी, गैर सरकारी, अनुसंधान केंद्रों एवं विश्वविद्यालयों को आना होगा साथ: कुंवर शेखर विजेन्द्र



गुरुवार को कृषि शिक्षा पर आयोजित गोष्ठी में मौजूद लोग।



आर्थिक अवसरमालाओं की कमी कृषि क्षेत्र की अधिक जटिल स्थिति का एक है। इन सभी चुनौतियों का समाधान करने के लिए, भारत को कृषि शिक्षा और अनुसंधान में बहुत महत्व देना होगा।



विश्व बैंक विकास कर्मा में भी सरकारों ने महत्व दिया है। अनुसंधान केंद्रों को प्रोत्साहित करने के लिए, सरकारें अनेक नई योजनाएं शुरू कर चुकी हैं।

सहानुभूति

9 सितम्बर, 2022

वाहन, सम्भागीय त्तु 01-01 कुल 02 1.03.2023 तक के

अपरान्ह 02.00 महानपुर 15 मिल

अपरान्ह 12.00 रांक 10.10.2022

में उपलब्ध है जो धर्म धनराशि १०0

सकते हैं। वाहन धन राशि १००

ग्रामपुर सम्भागी, जिस टैण्डरदाता

राजीव कुमार (आईओएसओ) खाद्य नियंत्रक

1, सहानुभूति

कृषि उच्च शिक्षा का विकास जरूरी: कुंवर शेखर विजेन्द्र

मोदीपुरम। भारतीय कृषि अनुसंधान परिषद और राष्ट्रीय कृषि अनुसंधान प्रबंध अकादमी हैदराबाद की ओर से भारत में निजी विश्वविद्यालयों द्वारा कृषि उच्च शिक्षा को मुख्य धारा में लाने पर राष्ट्रीय संगोष्ठी आयोजित की गई। मुख्य अतिथि आरसी अग्रवाल डेप्युटी डायरेक्टर जनरल भारतीय कृषि अनुसंधान परिषद एवं विशिष्ट अतिथि शोभित विश्वविद्यालय के कुलाधिपति एवं राष्ट्रीय शिक्षा परिषद के अध्यक्ष कुंवर शेखर विजेन्द्र रहे। कार्यक्रम में मुख्य अतिथि ने बताया कि वैश्वीकरण और जलवायु परिवर्तन के कारण कृषि क्षेत्र जटिल होता जा रहा है। कुंवर शेखर विजेन्द्र ने कहा कि अगर कृषि उच्च शिक्षा का विकास करना है तो सभी संस्थाओं, केंद्रों और विश्वविद्यालयों को एक साथ आना होगा। इस अवसर पर निदेशक आईसीएआर डॉ सीएच श्रीनिवासा राव द्वारा अध्यक्षीय भाषण दिया गया। कार्यक्रम के मुख्य आयोजक राष्ट्रीय कृषि अनुसंधान प्रबंध अकादमी के विभागाध्यक्ष सुधीर कुमार सोम ने कहा कि उत्तर भारत में सभी शिक्षण संस्थाओं और अनुसंधान केंद्रों मिलकर कार्य करने की आवश्यकता है।

हैदराबाद में आयोजित राष्ट्रीय संगोष्ठी में बोले शोभित विधि के कुलाधिपति

कृषि शिक्षा विकास के लिए एकजुटता आवश्यक

मेरठ (रिपोर्ट)। भारतीय कृषि अनुसंधान परिषद और राष्ट्रीय कृषि अनुसंधान प्रबंध अकादमी हैदराबाद में आयोजित राष्ट्रीय संगोष्ठी में बोले शोभित विधि के कुलाधिपति एवं विशिष्ट अतिथि आरसी अग्रवाल डेप्युटी डायरेक्टर जनरल भारतीय कृषि अनुसंधान परिषद एवं विशिष्ट अतिथि शोभित विश्वविद्यालय के कुलाधिपति एवं राष्ट्रीय शिक्षा परिषद के अध्यक्ष कुंवर शेखर विजेन्द्र रहे।

विश्व बैंक विकास कर्मा में भी सरकारों ने महत्व दिया है। अनुसंधान केंद्रों को प्रोत्साहित करने के लिए, सरकारें अनेक नई योजनाएं शुरू कर चुकी हैं।

DAILY NEWS FIRST TODAY

कृषि उच्च शिक्षा के विकास के लिए अनुसंधान केंद्रों एवं विश्वविद्यालयों को साथ आना होगा: कुंवर शेखर विजेन्द्र



आर्थिक अवसरमालाओं की कमी कृषि क्षेत्र की अधिक जटिल स्थिति का एक है। इन सभी चुनौतियों का समाधान करने के लिए, भारत को कृषि शिक्षा और अनुसंधान में बहुत महत्व देना होगा।

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Valedictory and Plenary Session



राष्ट्रीय प्रकृति अनुसंधान प्रबंध अकादमी
NAARM

