

Agricultural Education: Career Opportunities

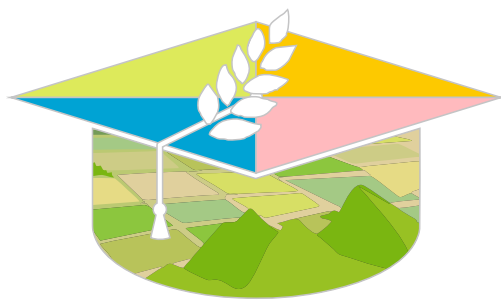


ICAR-National Academy of Agricultural Research Management

Rajendranagar, Hyderabad-500030, Telangana, India

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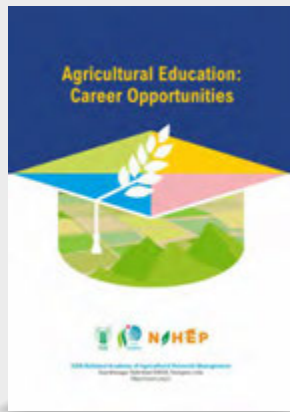


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Message

At the outset, I am very delightful to present a technical bulletin on *Agricultural Education: Career Opportunities*. It is very much essential to attract youth towards agricultural education as agriculture being the growth engine of the country. An attempt has been made through this bulletin for promotion of agricultural education for enhanced GER (Gross Enrolment Ratio) in tune with National Education Policy.

As a very big part of Indian population is dependent on agriculture for their source of living, it plays an immense role in development of the country. Thus, there is no doubt to say that 'Development in Agriculture leads to Development of a Nation'. Agricultural education which is inclusive of many other allied sectors, is the basic foundation for developing manpower for research, education, training and extension.

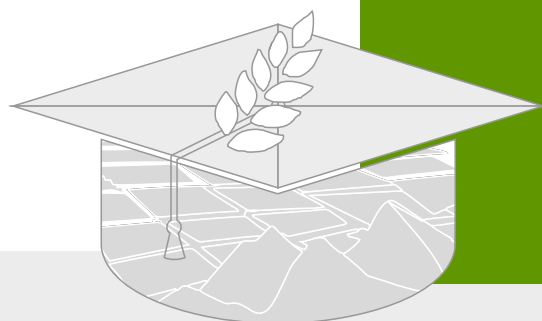
Many students are pursuing STEM (Science, Technology, Engineering and Mathematics) and often Agricultural Education is at the back seat, which is largely due to lack awareness among the students and the teaching fraternity also to be sensitised about the agricultural education and career opportunities.

This bulletin is published with twin objectives to attract many quality students to pursue agricultural education and to sensitise the school / college teachers and administrators to encourage the students to pursue agricultural education in the country.

I congratulate the Team of NAHEP for bringing out this valuable and useful document for making agricultural education more relevant and contextual in nature.

(Ch. Srinivasa Rao)





Content

S. No	Title	Page No.
1	Growth of Indian Agriculture	1
1.1	Evolution of Agricultural Education in India	2
1.2	Challenges in Indian Agriculture	2
2	Agricultural Education	5
2.1	Agricultural Education in Schools	5
2.2	Agricultural Higher Education Network	5
2.3	Talent Getting Attracted towards Higher Agricultural Education	6
2.4	Manpower in Agricultural and Allied Sectors	7
3	Educational Gateways in Agriculture and Allied Sectors	9
3.1	All India Entrance Examinations for Admission (AIEEA)	9
3.2	New Initiatives in Agricultural Higher Education	11
3.3	Student READY programme	11
3.4	Declaration of UG degrees as professional degree	11
4	Agricultural & Allied Sciences	12
5	Career opportunities in Agriculture & Allied Sciences	13
6	Schemes for Attracting the Talented Students	15
7	All India Entrance Examination for UG, PG & Ph.D Admissions	17
8	Agricultural Higher Education - Institutes, Programmes, Admissions	23
	Annexure I	24
	Annexure II	26
	Annexure III	27
	Annexure IV	28
	Annexure V	29
	Annexure VI	30



1

Growth of Indian Agriculture

Over five thousand years of agricultural development has helped India in developing a strong base for traditional farming systems, such as the cereal-legume rotation system for maintaining the sustainability of land and stability in production. However, organized agricultural research system in India was initiated with the establishment of a camel and ox-breeding farm at Karnal in 1829, the agricultural college and research station at Coimbatore in 1868, a bacteriological research laboratory for veterinary science in Poona in 1889 and the Imperial Agricultural Research Institute (IARI) in 1905 at Pusa. IARI started building trained human resource, but the overall organized effort in capacity building for Agricultural Research, Education and Extension (AGREE) received limited attention during the pre-independence period. AGREE received much greater attention during the post-independence period, which helped in ushering the famous 'Green Revolution', turning the country from a state of acute food shortage to that of a food surplus state. It is considered to be the greatest achievement of mankind since the advent of agriculture.

The major contributing factor in achieving the phenomenal increase in agricultural production was the research input in providing improved technologies. The increased food production has helped the country in meeting the demands of the swelling population which increased from 361 million in 1951 to nearly 1380 million in 2020 (Fig. 1).

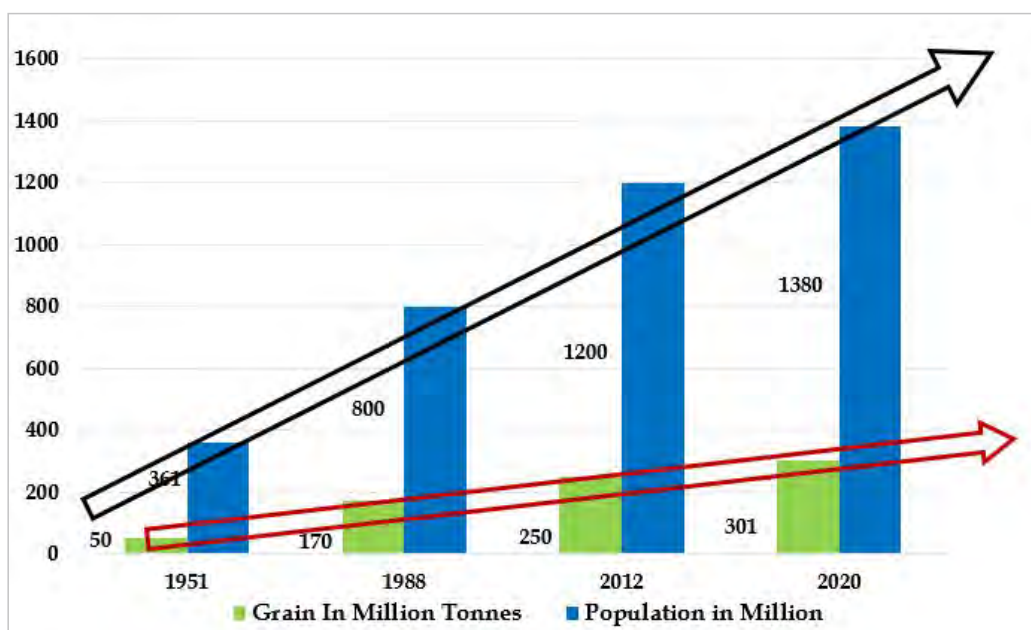


Fig. 1 Growth in grain production and human population

1.1. Evolution of Agricultural Education in India

The history of agricultural education in India can be traced back to the medieval period when the study of agriculture was included in the curricula of Nalanda and Takshashila Universities as an important subject (Fig. 2). However, formalized courses in agricultural education began only at the dawn of the 20th century when six agricultural colleges were established at Kanpur, Lyalpur, Coimbatore, and Nagpur in 1905, at Pune in 1907 and Sabour in 1908 under the General Universities.

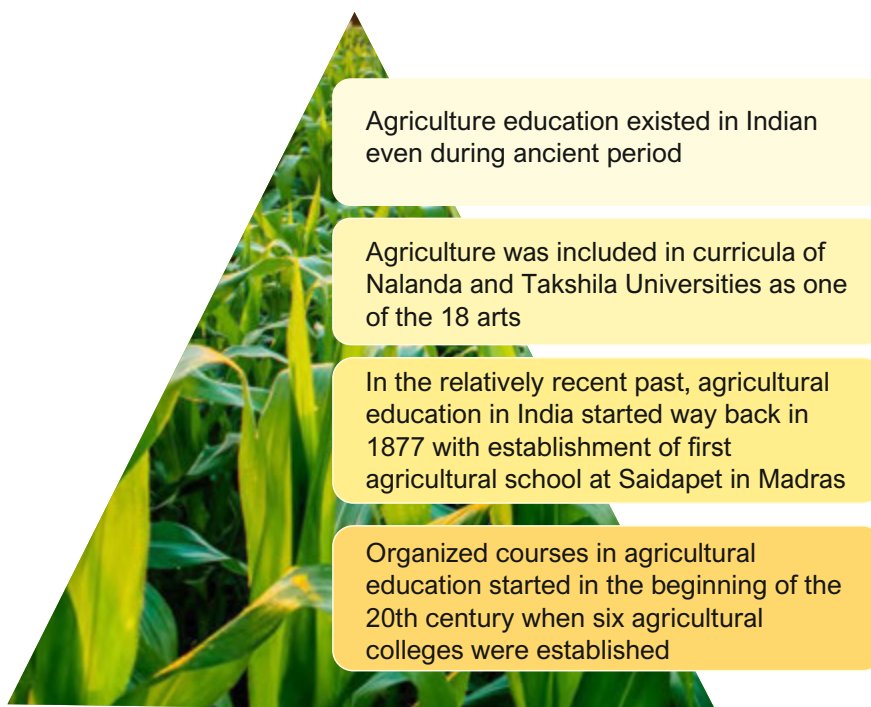



Fig. 2 Legacy of Education

1.2. Challenges in Indian Agriculture

Today, agriculture faces many challenges such as stagnating/ declining productivity and profitability, depleting quality of natural resources, biotic and abiotic stresses, inefficient use of agro-inputs, unsafe livelihoods for millions of small and marginal farmers, regional imbalances in agricultural productivity, a general lack of qualified manpower in the frontier areas to deliver at the grassroots level, rising input costs, changing food habits and quality concerns, high post-harvest losses, lack of value addition and processing, fossil fuel crisis and the growing emphasis on biofuels, rising quality competitiveness under the pressure of globalization, etc. To address these challenges, some extraordinary efforts are required to be made especially for the development of a quality human resource that is critical for sustaining, diversifying and realizing the potential of agriculture. High-tech Agriculture could be one of the options and for that high-end research is needed. Towards achieving this, a highly motivated world-class human resource and facilities are required that can flow from world-class agricultural institutions and AUs which at present is lacking in the country. Before Independence, in 1943, India faced one of the world's worst food disasters - the Bengal Famine - wherein an estimated four to five million people died of hunger.



**“Everything else
can wait but
not agriculture”**

Pandit Jawaharlal Nehru

After independence in 1947, the Government of India initiated an extensive planning process. National food security became naturally a priority agenda for the Nation's development. Pandit Jawaharlal Nehru once remarked, **“everything else can wait but not agriculture”**.

Recently, the Government took multi-directional initiatives to strengthen agriculture. Research and development programmes lead to the launch of new technologies. The agricultural and allied sectors in India have grown at an annual growth rate of nearly 2.9 per cent from 2014-15 to 2018-19. Women's participation in agriculture has been increasing with 13.9 per cent in 2015-16 from 11.7 per cent in 2005-06. Food inflation based on the consumer food price index, maintaining its declining trend, has remained below 2 per cent for the last two consecutive years.

To ensure orderly growth, the ICAR took the lead and drafted a Model Act and encouraged the setting up of exclusive State Agricultural Universities for supporting research and education. The key to success has been the establishment of institutions of higher agricultural education under the ICAR-AU system leading to the development of a new breed of quality human resource for generating new technologies. As a result, food grain production started increasing, and food imports ultimately ended. Still, India's food security situation continues to rank as “alarming” (IFPRI, 2011). India ranks 67th out of 81 countries with an extremely “alarming” food security status.



2

Agricultural Education

“Education is the most Powerful Weapon which you can use to change the world”.

Nelson Mandela

Since a very big part of the Indian population is dependent on agriculture for their source of living, it plays an immense role in the development of the country. Thus, there is no doubt to say that '**Development in Agriculture leads to the Development of a Nation**'. Agricultural education is the basic foundation for developing manpower for research, education, training and extension.

2.1. Agricultural Education in Schools

Except for Rajasthan and Uttar Pradesh states, agricultural education as a separate stream is not imparted at the school level. The Committee recommended that agriculture could be introduced as an additional optional subject at 10+2 level. In the absence of academic and financial support from any national or state agency, education at school level is almost a non-starter in other states. Some changes are taking place in this scenario. For example, Madhya Pradesh government has initiated steps to introduce aspects of agriculture in the school curriculum from primary level education onwards.

2.2. Agricultural Higher Education Network

The agricultural higher education system in India is based on the Agricultural Universities (AUs) which are structured on the Land-Grant pattern of the USA - integrating teaching, research, and extension. The first State Agricultural University (SAU) was established in 1960 at Pantnagar, as Uttar Pradesh was the only State which developed a blue-print to establish an SAU on 16000-acre Government farm (the Tarai State Farm). The government agreed to the setting up of the Agricultural University at Pantnagar only as an experimental measure. Soon, new SAUs were established at Bhubaneshwar (1962) and Ludhiana (1962), Hyderabad (1964), Jabalpur (1964), Bangalore (1965), and other places. Starting with GB Pant University of Agriculture and Technology, Pantnagar in 1960, today sixty-three State Agricultural Universities (SAUs), three Central Agricultural Universities (CAUs), four Deemed Universities (DUs) and four Central Universities with Agricultural Faculty, together comprise the 74 Agricultural Universities of the country are imparting agri education (Fig. 3 & Annexure I). Added to the above educational institutions, 102 ICAR institutes, 11 ATARIs, 721 Krishi Vigyan Kendras (Agriculture Science Centres) and 89 All

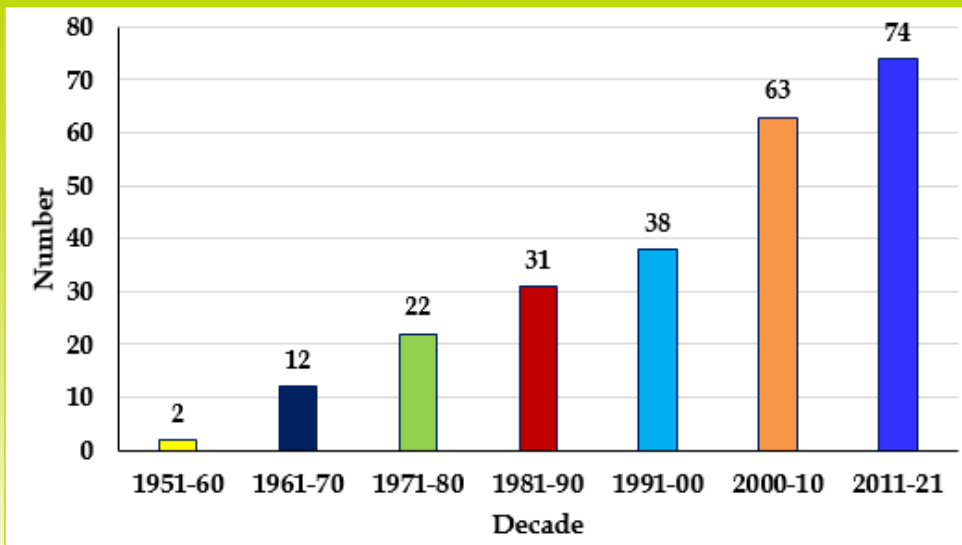


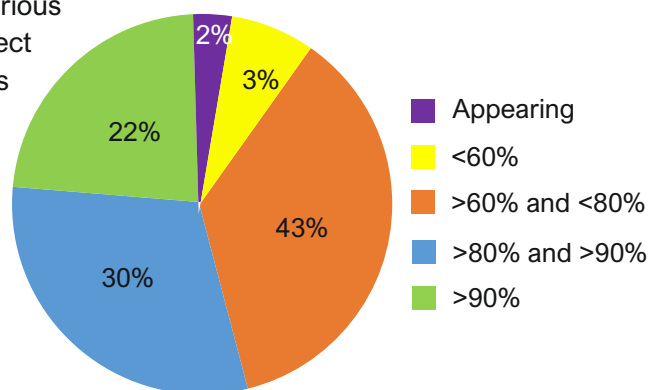
Fig. 3 Growth of Agricultural Universities in India (1951 to 2021)

India Coordinated Research Projects (AICRP) constitute the National Agricultural Research and Education System (NARES) – the largest in the world. The AUs and ICAR institutes have been harbingers of the Green and the Rainbow Revolutions and generating the needed scientific manpower, teachers, technologies and their transfer to transform India from 'Ship-to-Mouth' situation to the 'Right-to-Food' status.

ICAR works in a partnership mode with SAUs and has contributed significantly in developing first-rate human resource by way of coordinating supporting and guiding various aspects of higher agricultural education. ICAR provides funds for development and strengthening facilities in vital areas, training to faculty and scholarships/fellowships to the students for quality assurance. To reduce the inbreeding in agricultural education, students are being encouraged to go to other states for pursuing their higher studies by providing them National Talent Scholarship, Junior Research Fellowships (JRF) and Senior Research Fellowships (SRF) for PG and PhD admission (**Annexure II**).

2.3. Talent Getting Attracted towards Higher Agricultural Education

Generally, there is an impression that meritorious students are not opting for Agriculture as a subject of their choice to pursue their higher studies. As per the analysis of the aggregate marks secured by admitted candidates in qualifying (10+2) examination during 2019-20, it emerged that the efforts of the ICAR-Education Division, by way of publicizing the scope and relevance, e-initiatives like online submission of application and payment of examination fee, online examination in CBT mode, online counselling and observance of



Total Number of Admitted Candidates : 2189

Fig.4. Marks profile of candidates admitted to UG programmes during 2019-20

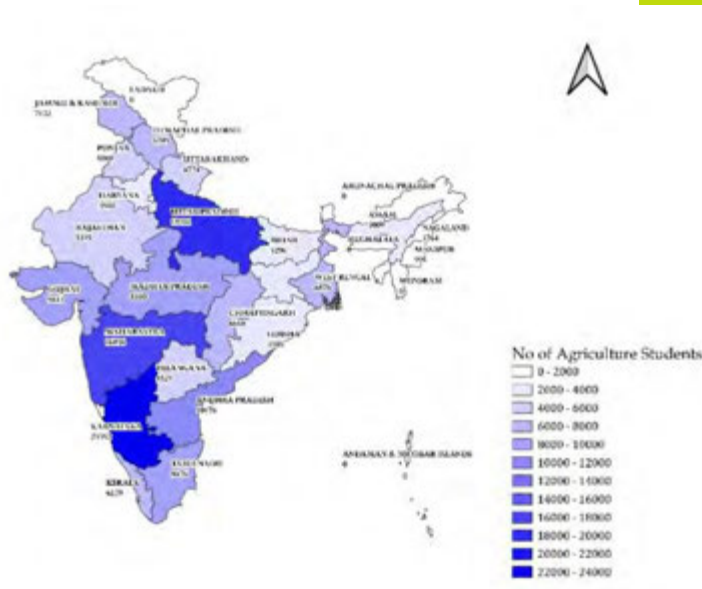


Fig 5: State wise Agricultural Students in the country (2020)

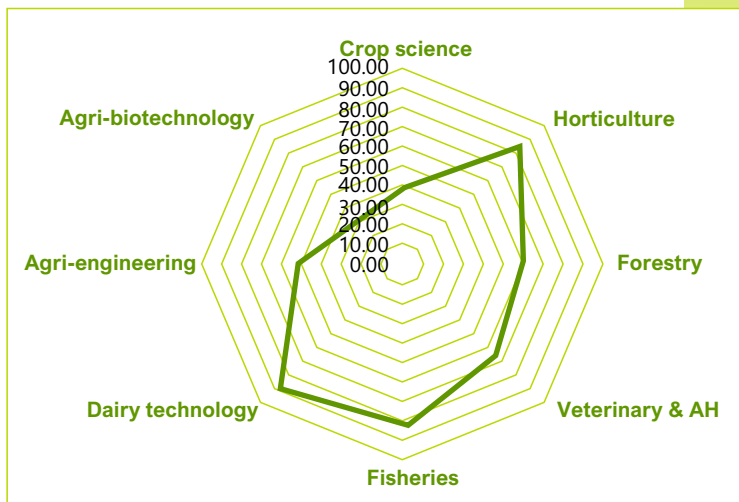


Fig. 6 Gaps in Sector-Specific Human Capital

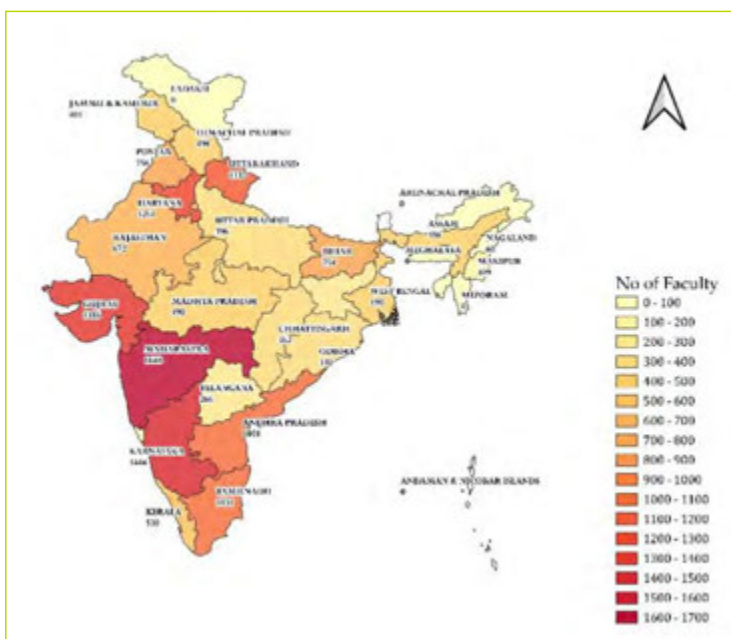


Fig 7: State wise Agriculture Faculty in the country (2020)

“Education Day” in ICAR institutes and SAUs have started paying dividends in the form of growing attraction of talented youth towards Agricultural Education. This was evident by the startling revelation that out of 2,189 candidates admitted to 59 accredited Agricultural Universities through AIEEA (2019-20) conducted by the Council for UG admissions, 52% of candidates had secured 80% and above marks in their qualifying Intermediate Board Examinations (Fig. 4). Whereas figure 5 depicted the State wise Agricultural Students in the Country (2020). It is encouraging that many talented students are opting agriculture as their subject of first or second choice for the profession.

2.4. Manpower in Agricultural and Allied Sectors

The strength of sector-wise scientific manpower in agricultural and allied sectors will indicate the adequacy or otherwise to handle research for the mandated areas and offer timely solutions. Figure 7 indicated State wise Agriculture Faculty in the country (2020). There is a huge gap in manpower requirement in allied sectors like Agriculture, Animal Husbandry, Dairy Technology, Fisheries and Forestry fields (Fig. 6). A significant gap would mean the impact on the progress of research in SAUs, ICAR Institutions & Research and Development (R & D) Institutions. So, there is an urgent need to fill this gap for shifting the curve for farm structures, changing demographics in the food production system, evolving biotechnology strategies, resource management strategies etc. This would not only impact on the physical progress but also would have telling impact on the quality of education and research contributions.



3

Educational Gateways in Agriculture and Allied Sectors

The ICAR has taken several measures to attract talent and popularize agricultural education in the country. ICAR has been conducting the AIEEA exams for several years to encourage talented students through financial support to take-up agriculture as their subject for higher education. Besides this, ICAR has also initiated several fellowship schemes, both national and international, to promote higher education and encourage agricultural graduates to take up research as a career option.

3.1. All India Entrance Examinations for Admission (AIEEA)

To reduce the inbreeding in agricultural education by encouraging mobility amongst students to go for study outside their home states, infuse merit and encourage the talent and national integration and promote uniform examination standards across the AUs, ICAR conducts AIEEA every year wherein the selected students have to pursue their graduation in a state other than his/her home state. Some of the reforms undertaken by the Agricultural Education Division in respect of the ICAR's All India Entrance Examination are as under:

- The centralized admission to 25% seats of doctoral degree programmes of these universities through All India Competitive Examination for the award of Junior/Senior Research Fellowship, AICE-JRF/SRF (PGS), was also introduced by the Council from the Academic Session 2015-16.
- Based on the decision taken by Governing Body of ICAR in its 234th meeting held on 25.06.2015, w.e.f. the Academic Session 2016-17, admissions through entrance examinations conducted by ICAR are permitted only to ICAR accredited programmes and colleges of universities under ICAR AU-system.
- The online counselling for admission to different disciplines of agriculture & allied sciences in UG, PG and Ph.D. degree programmes was introduced by the Council w.e.f. the Academic Session 2017-18.
- A decision was also taken in the Annual Vice-Chancellors' Conference held on 16-17 January 2019 at New Delhi regarding admission of candidates passing out from private agricultural colleges/universities in view of the Gujarat High Court Order and Hon'ble Apex Court Order. Based upon this decision, the candidates passed out from private Agricultural Universities/Colleges not accredited by ICAR, even though affiliated to public-funded/Govt. institutions are not eligible for admission through ICAR's PG and Ph.D. examinations. (source: Landscape of Higher Agricultural Education in India 2020)
- Since 2019, ICAR's AIEEA is being conducted in LAN-based CBT mode by the National Testing Agency (NTA), an autonomous premier testing organization under the aegis of the Department of Higher Education, Ministry of Human Resource Development, and Government of India.

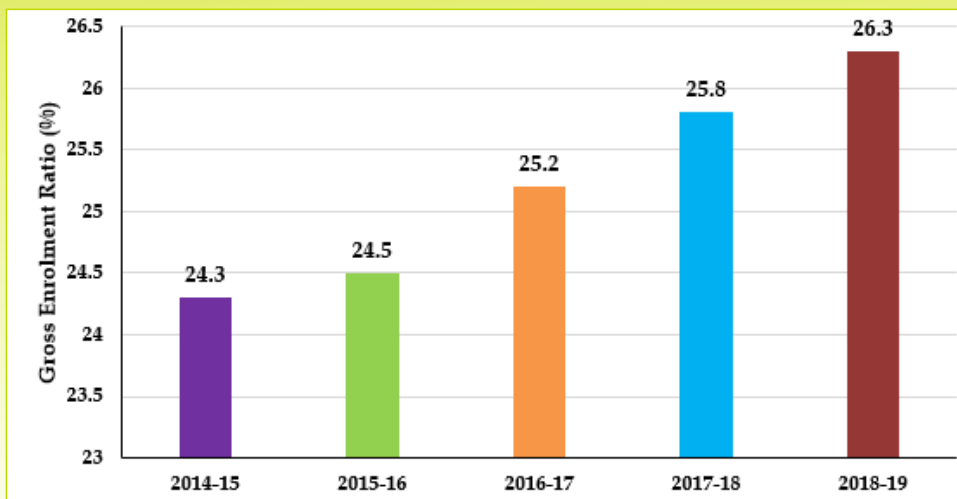


Fig. 8 GER in Higher Education (2014-15 to 2018-19)

- From 2020-21, the Council will conduct a single entrance examination for admission to doctoral degree programmes in the universities, including all the four ICAR-DUs, under the ICAR-AU system.
- From 2020-21, the AICE-JRF/SRF (Ph.D.) examination instead of Major Subject Group-wise will be conducted for 73 separate specialized Subjects for admission to doctoral degree programmes.

Degree courses in 11 UG disciplines are offered with an emphasis on learning through hands-on-practice sessions and field experience training. The PG programmes are offered in about 95 disciplines. As per the provisional figures of HRD ministry (2012), the Gross Enrolment Ratio (GER) for higher education in India has shot up from 12.4 to 26.3 % and if the same trend continues, by 2029, it is expected to achieve the figure of 30-35%.

The National Education Policy ensures to increase the GER in higher education to 50% by 2035. Figure 8 shows the trend of GER in higher education over the last few years. The annual GER in higher education in the last few years has been around 2%. The Gross Enrolment Ratio (GER) for Agricultural Education, out of the total eligible population in the country, is below 1% which is abysmally low. In the recent past, the number of applicants especially for UG admissions has increased significantly showing growing interest towards higher education in agriculture. This year, for each seat in UG, there were around 42 applicants and for PG there were eight applicants. During AIEEA- 2010, there were only 16 applicants per a seat in UG. Though the competition has increased, we still need to go a long way in comparison to medical courses where for each seat there are about 50,000 candidates. There was a remarkable increase in the number of students every year as compared to previous year (Fig. 9) from 1940 to 2018.

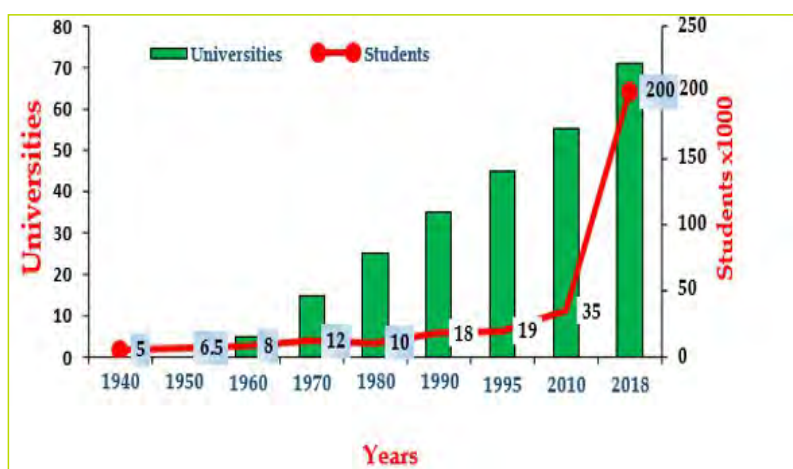


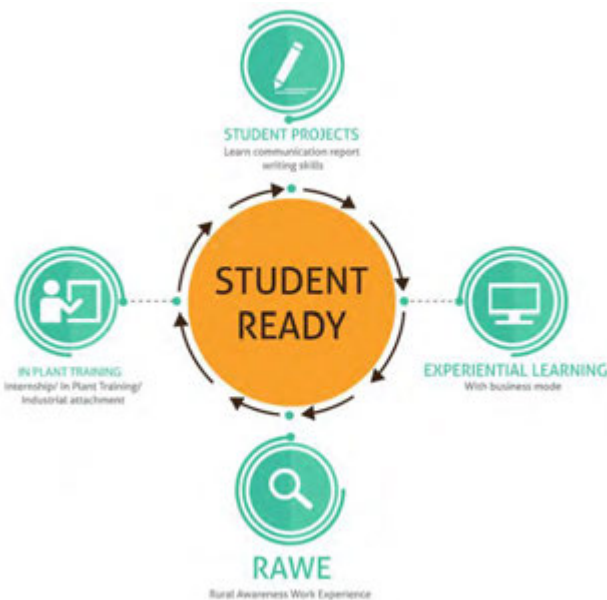
Fig 9 Student Intake in Agriculture (1940 - 2018)

3.2. New Initiatives in Agricultural Higher Education



The Govt. of India has decided to recast the country as a 'knowledge economy' by making higher education a top national agenda. Agricultural education has to evolve in sync with the fast-changing national and international scenario and facilitate human capacity for developing self-motivated professionals and entrepreneurs. ICAR with the assistance of the World Bank and Govt. of India, on a 50:50 cost-sharing basis, has embarked upon an ambitious National Agricultural Higher Education Project (NAHEP) by investing in infrastructure, competency and commitment of faculty, and attracting talented students to agriculture with a total cost of US\$ 165 million (~ 1100 crores) with the major objectives like accentuation of the relevance and quality of higher agricultural education in selected AUs, student and faculty development, improvement in learning outcomes, employability and entrepreneurship and enhancement of institutional and system management effectiveness.

3.3. Student READY programme



The Student READY programme was launched by Hon'ble Prime Minister of India on 25th July, 2015 consisting of 5 components, viz. Experiential Learning (EL), Rural Agriculture Work Experience (RAWE), In Plant Training/Industrial Attachment, Hands-on Training (HoT)/Skill Development Training and Student projects. This programme funded by ICAR, being an integral part of the degree programmes, is expected to make the agricultural graduates more capable and confident in handling the field and industry problems. Following the recommendations of V Dean's Committee Report, a new programme Food Nutrition & Dietetics was introduced for admission through AIEEA (UG) w.e.f. 2018-19.

3.4. Declaration of UG degrees as the Professional Degree

ICAR has declared UG degrees in agriculture and allied subjects (13) as professional degree courses namely B.Sc. (Hons.) Agriculture, B.Sc. (Hons.) Horticulture, B.F.Sc., B.V.Sc. & A.H., B.Sc. (Hons.) Forestry, B.Sc. (Hons.) Community Science, B.Tech. Food Technology, B.Sc. (Hons.) Food Science & Technology, B.Sc. (Hons.) Sericulture, B. Tech. Agricultural Engineering, B. Tech. Dairy Technology, B.Sc. Bio Technology and B. Tech. Bio- Technology

Agriculture courses in India are offered across a broad range of branches/ specializations. Some popular agriculture courses for Under- Graduates in India are given in **Annexure III**.

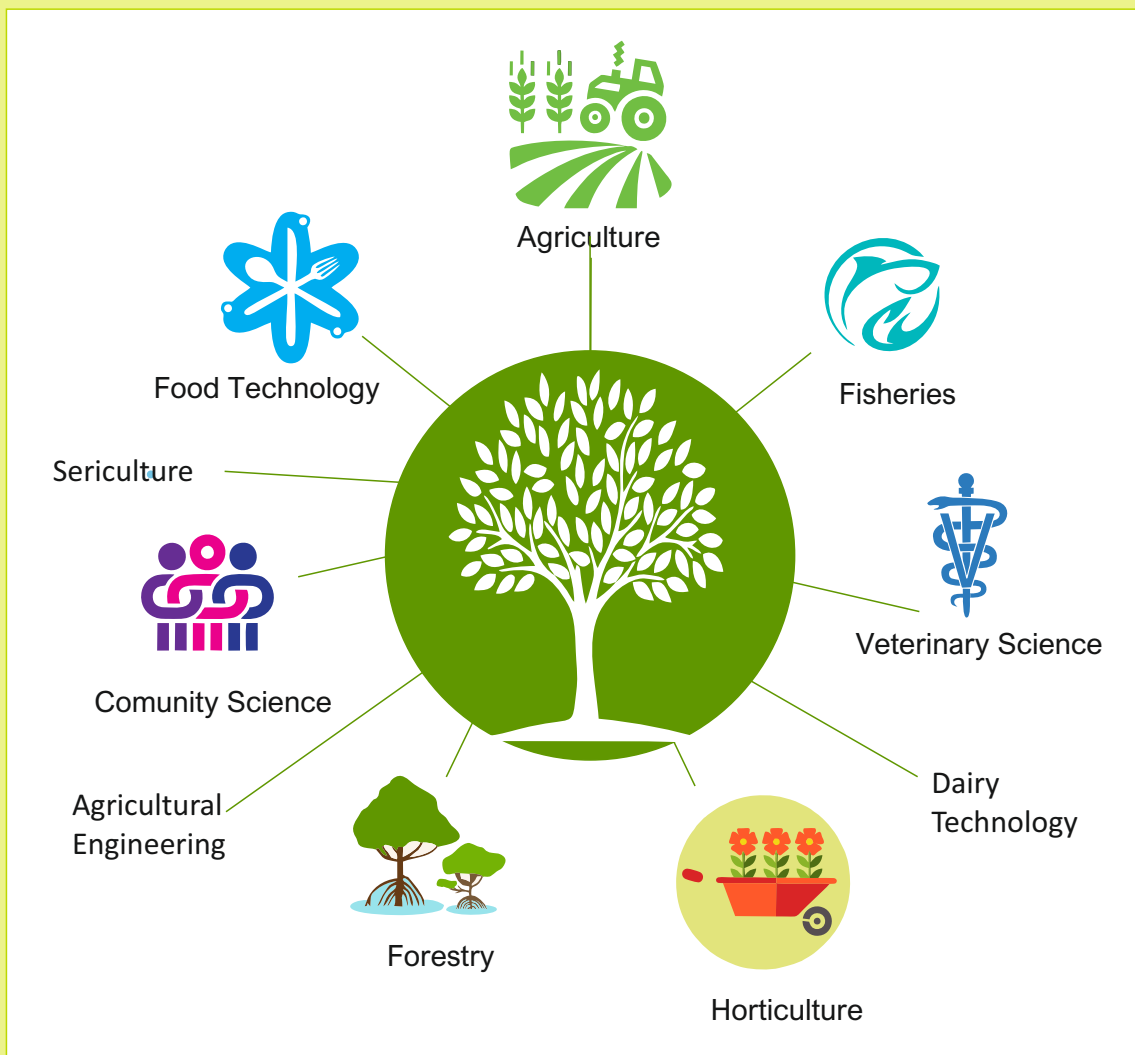


Fig. 10 Agriculture & Allied Sectors

5

Career Opportunities in Agriculture & Allied Sciences

“True education must correspond to the surrounding circumstances or it is not a healthy growth”.

Mahatma Gandhi

The career opportunities for agricultural and allied sectors are plenty and several initiatives are included in the country for enhancing the employability of students in line with GoI Missions such as Digital India, Skill India, Start-Up India, Stand Up India, MUDRA, Agri-business Centers Scheme, Udaan etc.

Some of the popular job profiles in the agriculture and allied sectors

Sector and Employment Opportunities

Agriculture

- Research and education, the extension of technology to farmers, production and distribution/sale of seeds and other inputs like fertilizers, farm equipment and pesticides, production of crops, agricultural credit and crop insurance services, pricing and marketing, post-harvest storage, quality control, and processing and wholesale and retail sales to the consumer.
- Agri-businesses, Agri-clinics, Agro-service centres and other modes of self-employment also have a large potential to employ human resources trained in crop sciences.
- Seeds, equipment and other input industries.
- Extension Domain: Government, State Agricultural Universities, NGOs, Industry
- Education and Research: State Agricultural Universities, ICAR, CGIAR
- Post-Harvest – Quality control, transport, storage, processing and retailing
- State Governments
- Financial Institutions / NBFCs
- Commodity trading, warehousing and logistics,
- Agricultural Research and Agri-tech

Horticulture

- Orchards, Farms, Flower gardens
- Nurseries / seed farms - Seeds / saplings
- Tissue culture laboratories
- Planting materials
- Development and Extension: Govt, SAUs, NGOs, Industry
- Education and Research: SAUs, ICAR
- Post-Harvest – quality control, transport, cold storage
- Retailing, Processing
- Financial Institutions
- NGOs, Agri-services and Agri-clinics
- Landscaping and Parks
- High-tech Horticulture

Agricultural Marketing and Cooperation

- Agri Supply Chain
- Retail sector
- E Commerce

Agricultural Engineering

- Farm Machinery
- Agri Equipment industry
- Irrigation
- Government Organizations
- Digital FM initiatives / Agtech

- Financial Institutions /NMFCs
- R&D and teaching
- Extension and advisory
- Industry and agricultural services design of agricultural machinery, equipment, and agricultural structures

Fisheries Sector

- Individual Farm production manager/ Supervisor/ Assistant
- Inputs stock manager (or input supply chain management)
- Fish/Shrimp hatchery manager/ supervisor/ assistant
- Farm-level sales and marketing manager / Assistant (if employed in a large farm/ corporate farm)
- Ornamental fish business (since it is low cost start up)/ FPO (Seaweed/ Ornamental fish business/ Mussel culture) Feed and related input companies production Managers/
- Assistants/ Supervisors/ Sales/ Marketing/ Research
- Ice Plants Supervisor/ Assistant (Manager will be an engineer)
- Aquaculture
- Fish Seed Hatcheries
- NGOs/ Not for Profit Organizations in various capacity
- Government Organizations
- Supply Chain Management
- Retail marketing

Veterinary Sciences

- State Animal Husbandry Department (AHD)
- State Agricultural Universities
- Municipalities
- Dairy Development Co-Operative Federation
- Forest Department (Zoological Parks)
- Endowments Departments (TTD etc.)
- Indian Council of Agricultural Research
- National Bank for Agriculture and Rural

Development NABARD)

- Nationalized Banks
- National Institute of Rural Development
- National Dairy Development Board (NDDB) and its sister organizations
- Remount Veterinary Corps (RVC)
- National Institute of Nutrition
- Poultry Hatcheries
- Veterinary Pharmaceuticals and Labs
- Livestock Poultry Feed Manufacturing Plants
- Dairy Product Plants
- Meat Processing Plants
- Krishi Vigyan Kendras (KVK)
- Non-Governmental Organizations (BAIF, ANTHRA, etc)
- Race clubs
- Individual Consultants
- Private clinics
- Banking Sector

Dairy and Food Technology

- Dairies
- Milk Product Factories
- Food Processing Industry
- Health and e commerce
- Commodity Trading
- Dairy Plants
- Dairy Cooperatives
- Government organizations
- Multi-National Companies – Britanica, GSK etc
- Dairy Farms
- Pharmaceutical Firms
- Breeding Farms/Semen Banks
- Consultants
- Packaging Materials,
- Fabricators/Equipment, Plant Manufacturers, Electrical/Electronic Instruments, Refrigeration Equipments, Transporters etc

6

Schemes for Attracting the Talented Students

To attract students to higher agricultural education and to achieve educational excellence in teaching, research and capacity building of faculty in the cutting-edge areas of agriculture and allied science subjects, Agricultural Education Division operates several schemes as under:

National Talent Scholarship (NTS)

NTS is awarded @ ₹ 3000 per month, for pursuing undergraduate studies, to all those students who take admission outside their state of domicile and maintain prescribed academic standards.

Post Metric Scholarship for Scheduled caste and Scheduled tribe candidates

This is provided to Scheduled Caste and Scheduled Tribe students for pursuing a Bachelor degree programme in agriculture and allied sciences, with the basic objective to support the students from the weaker sections of the society. The scholarship is provided @ ₹ 1000/- per month per student.

Merit-cum-Means Scholarship for undergraduate studies

This scholarship aims to attract meritorious undergraduate students belonging to below poverty line families, with an annual income below ₹ 1.00 lakh, to pursue higher studies in agriculture and allied sciences. The scholarship is provided @ ₹ 1000/- per month per student.

Junior Research Fellowship (JRF)/Senior Research Fellowship (SRF) for PG and Ph.D. program

Junior Research Fellowship (JRF)/Senior Research Fellowship (SRF) for pursuing PG and Ph.D. program in ICAR-AU System is awarded @ ₹31,000 per month during 1st & 2nd year and ₹ 35,000 during the 3rd year.

International Fellowships

The capacity and competence of ICAR-AU system have now been recognised world over. Students from several developing countries are being attracted and benefited from research and teaching facilities developed in Agricultural universities by pursuing their higher studies. DARE/ICAR facilitates annual admission of over 250 foreign students of more than 20 countries to various degree programmes in agriculture, horticulture, forestry, veterinary, agricultural engineering, etc. in universities under ICAR-AU system by considering the

applications received through the Department of Agricultural Research & Education (DARE), Educational Consultants India Ltd. (EdCIL), and Indian Council of Cultural Relations (ICCR).

As more jobs are created in the private sector in the developing countries including India, there is a growing interest among the students from the developing countries to come and study in India to understand Indian Agriculture. To support their higher studies in India, several programmes/fellowships have been initiated as under:

Netaji Subhas-ICAR International Fellowship

This fellowship was instituted with the objectives to develop competent human resource trained in the identified best laboratories in the world and showcasing the strength of NAREE system and also expose overseas candidates to the best AUs under ICAR-AU system for creating a pool of scientist-envoys for enhanced future co-operation. There are thirty fellowships available every year for a programme leading to Ph.D. degree under this scheme. Apart from to and fro economy class airfare, the fellowship amount earmarked for Indian fellows (going abroad) and overseas candidates is US \$ 2,000/- and ₹ 40,000/- p.m., respectively along with a lumpsum preparatory & contingency amount of US \$ 1,000/- and ₹ 25,000/- per annum, respectively.

India-Africa Fellowship

India-Afghanistan Fellowship Program was started in 2010-11 with 115 fellowships every year for pursuing Master's and Ph.D. in Indian Agricultural Universities (AUs), with the aim to support the agricultural human resource development in Afghanistan through formal education in India. The program was later revised to provide 614 fellowships for 50% Bachelor's; 30% Master's and 20% Ph.D. Programs, over a period of 2012-13 to 2020-21. The scheme has been implemented through the Department of Agricultural Research & Education (DARE) as per the norms of Indian Council of Agricultural Research (ICAR).

India-Afghanistan Fellowship

India also offers fellowships every year to Afghan nationals for pursuing Master and PhD programmes in Agriculture in Indian AUs. During 2018-19, 75 candidates (7 Bachelors, 63 Masters and 5 Doctoral) were provisionally selected and 33 (3 Bachelors, 28 Masters and 2 Doctoral) candidates had joined.

7

All India Entrance Examination for UG, PG & Ph.D Admissions

To reduce academic inbreeding in agricultural education by encouraging mobility amongst students to go for study outside their home states, infuse merit and encourage the talent and national integration and promote uniform examination standards across the AUs, Council made an arrangement with Agricultural Universities to set aside 15% of their seats for Bachelor's and 25% seats for Master's degree programmes to be filled through All India Entrance Examinations. Accordingly, ICAR conducts two All India Entrance Examinations for Admission (AIEEA)-one for Bachelor's degree and another for Master's degree programme, every year. For the ICAR-Deemed-to-be-Universities such as IARI, IVRI, NDRI and CIFE, 100% of seats are filled through the above examinations. The programme started in the year 1996-97, and so far, the Agricultural Education Division has conducted 24 All India Entrance Examinations for Admission (AIEEA) to various UG and PG Degree programmes. Besides these, since 2015-16 ICAR has been conducting centralized admission to 25% seats of Ph.D. degree programmes at AUs under the ICAR-AU system through AICE-JRF/SRF (PGS), presently renamed as AICE-JRF/SRF (Ph.D.) examination. Since 2019, these examinations are being conducted in LAN-based CBT mode by the National Testing Agency (NTA), an autonomous premier testing organization under the aegis of the Department of Higher Education, Ministry of Human Resource Development, Govt. of India.

1. All India Entrance Examination for UG

ICAR's 24th AIEEA (UG)-2019 examination was conducted in LAN-based CBT mode at 128 examination centres, involving 796 venues, across the country to enable a large number of candidates to appear in this examination. The ratio of

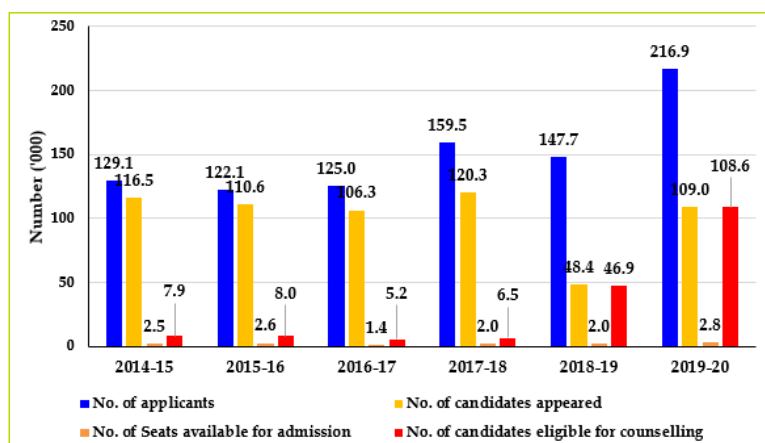


Fig.11 Trends in UG admissions through AIEEA (UG)

the number of seats to the applicants was 1:85. Off 2,36,931 applicants, 1,08,979 (46%) appeared in the examination which is remarkably higher (124.94% increase) than 48,446 candidates who appeared in offline mode during 2018. The integrated trend for the past six years concerning the number of candidates who applied/appeared for the examination and eligible for registration and choice filling for counselling vis-a-vis the number of seats available of applicants for AIEEA (UG) is depicted in Fig. 11.

The majority of the candidates preferred Biology-based streams over Mathematics or Agriculture-based streams as was evident from 83.66 % of the candidates opting for this stream. The highest number of candidates appeared for the stream PCB (57.98%) followed by those in the streams ABC (25.67%), PCM (14.47%) and PCA (1.86%) (Table-1). The number of candidates opting for the Agriculture stream was insignificant with < 2% of the total candidates have appeared in this stream. This could be attributed to the reason that Agriculture as a subject in the school curriculum is available only in very few states and that too is optional instead of being compulsory. The average score obtained for PCM, PCB, PCA and ABC subject groups/ streams was 103.27, 153.65, 94.66 and 146.76, respectively (Table-2). The frequency distribution of marks secured by the candidates indicates that the highest number of candidates securing marks above 60% belonged to Stream PCB followed by those with Stream ABC and PCM, respectively. None of the candidates from Stream PCA could secure >60% marks (Table-3). This might indicate that either the Agriculture paper was relatively tougher than Biology paper, or more talented or meritorious candidates did not opt for PCA Stream for appearing in the examination.

Table 1. Subject Stream-wise number of candidates appeared in AIEEA (UG)-2019

Subject Stream	Appeared	Appeared (%)
ABC	27976	25.67
PCA	2032	1.86
PCB	63195	57.98
PCM	15775	14.47
Total	108978	

Table 2. Subject Stream-wise average score of candidates appeared in AIEEA (UG)-2019

Exam Subject Stream Name	Average score
ABC	146.76
PCA	94.66
PCB	153.65
PCM	103.27

Table 3. Frequency distribution of marks secured by the candidates in AIEEA (UG)-2019

Marks Secured (%)	Marks Secured	No. of candidates in different Streams			
		ABC	PCA	PCB	PCM
<10	≤72	3467	712	13835	6123
10-20	73-144	11992	1062	20136	6176
20-30	145-216	8080	204	13548	2348
30-40	217-288	3185	41	9003	843
40-50	289-360	1083	9	4821	248
50-60	361-432	161	4	1650	35
60-70	433-504	8	0	197	2
70-80	505-576	0	0	5	0
Total	27976	2032	63195	15775	

Note: Maximum Marks: 600; Highest scores: PCM - 480, PCB - 525, PCA - 412 and ABC - 459

2. Post Graduate Education (PG & Ph.D.)

After pursuing BSc, those who want to study further can opt for an MSc programme from various government and private universities that offer scope of research, teaching or pursuing a PhD. Otherwise, if one is interested in pursuing higher education in management studies, several National Institutes offer Post Graduate Diploma programme in Agri-business Management (PGDM-ABM).

a. What is M.Sc. Agriculture?

M.Sc in Agriculture is a two-year postgraduate course that gives an in-depth knowledge of agriculture and the various aspects of it. The course is for the candidates who seek a better insight into the potential of plants in benefitting mankind. It also focuses on agriculture as a human activity.

MSc Agriculture Entrance Examinations

Appearing for the entrance test is mandatory for most MSc Agriculture colleges and universities. The universities conduct their own entrance test for admission to the various colleges operating under them. The date of examination is released after the last date of application.

Here, we have listed some of the common entrance tests for admission to the MSc in Agriculture course:

ICAR AIEEA: ICAR is the all India entrance examination for admission to the Agriculture courses of the country. The examination forms are released in February and the examination is held in April.

AGRICET : AGRICET is the common entrance test conducted by Acharya N.G. Ranga Agricultural University for admission to the M.sc in Agriculture course. The application forms are available online from May/ June and the exam is held in July.

MCAER PG CET: The Maharashtra Council of Agriculture Education & Research conducts an entrance test for admission to the various postgraduate courses of Maharashtra colleges and MSc Agriculture is one of them. The examination is held in March and the application forms are released in January.

CUCET : CUCET (Central University Common Entrance test) is a national-level test conducted for admissions into the various central universities available across India.

PAU MET: Punjab Agricultural University admits its MSc students every year through the PAU MET exam. The exam is conducted in the month of June and application forms are released in April.

Entrance Test	Mode of Examination	Total Time
ICAR AIEEA	Online	2 hour
AGRICET	Offline	1 hour 30 minutes
MCAER PG CET	Offline	2 hours
CUCET	Offline	2 hours
PAU MET	Online and offline	2 hours

b. What is PGDM-ABM?

Agribusiness management encompasses activities, with backward and forward linkages, related to production, processing, marketing, distribution and trade of raw and processed food, feed and fiber, livestock products, including supply of inputs and services. Integration of both the aspects of value creating and sharing can be achieved through specialized management programs that are designed to adapt to local needs, strengths and conditions.

To meet the market demand, many national institutes and universities started offering two-year post graduate courses in Agribusiness Management. As early as in 1981, the Department of Agricultural Economics, TNAU, Coimbatore started nation's first ever post graduate program in Agricultural Marketing Management. In the mid 90's, many institutes started the Postgraduate programme. NIAM, Rajasthan started Agricultural Marketing Management during 8th August 1988. MANAGE, Hyderabad started a programme in Agribusiness Management in 1996 followed by GBPUAT, Pantnagar in 1998. National Academy of Agricultural Research Management, Hyderabad started PGD-ABM in 2009. Since then, many universities and institutes have started courses in agri-business management.

PGDM-ABM Entrance Examination

The minimum qualification for admission to the PGDM-ABM is a four-year bachelor degree from any Agricultural University or Institution recognized by the ICAR/UGC in selected disciplines related to Agriculture and allied sciences. The students are admitted into the PGDM-ABM programme based on their scores obtained in CAT/CMAT (AICTE) examination, precise writing, group discussion, personal interview, academic record and work experience.

c. What is PhD Agriculture?

PhD in Agriculture is a doctoral course. The course may have a duration of 3 years and it is a full-time course. It is a research-based course. The students come to know about the fundamentals of agriculture and crop production.

To be eligible for a PhD Agriculture course, a candidate will have to complete his/her Master's degree in a related field with a minimum of 55% marks. Every college designs its eligibility criteria. The admission is either based on the marks acquired by a student in the entrance test or based on their performance in the master degree course.

PhD Agriculture Entrance Examination

Entrance to the PhD Agriculture colleges is mostly done on the basis of the marks acquired in the admission test. The admission test is conducted once a year and the results of the test will determine whether a candidate will be able to become a part of that particular college.

- ❖ **UGC NET Exam:** The UGC National Eligibility Test (NET) is the common entrance examination for all Ph.D. candidates. The examination may vary according to the stream opted by the candidate.
- ❖ **AAU VET :** Assam Agricultural University Veterinary Entrance Test is the examination conducted by Assam Agricultural University. The syllabus for the examination is determined each year by the university itself.
- ❖ **UGC CSIR NET:** Council of Scientific & Industrial Research – National Eligibility Test is the test for the post of Junior Research Fellowship. The test is conducted in offline mode and the candidates can sit for the test twice a year.
- ❖ **OUAT:** OUAT is the Orissa University of Agriculture and Technology entrance examination. The examination is mostly conducted every year in June. The question paper for the examination has four different sections.

Entrance Test	Mode of Examination	Total Time
ICAR AIEEA	Online	2 hour
UGC NET	Online	3 hours
AAU VET	Offline	2 hours
CSIR UGC NET	Online	3 hours
OUAT	Offline	2 hours



8

Agricultural Higher Education - Institutions, Programmes, Admissions

The agriculture sector is becoming more modern, scientific and technology-oriented. Shifting farm structures, changing demographics in the food production system, evolving biotechnology strategies, resource management strategies, are playing a major role in the food production and management systems. Specialization in agriculture opens up a world of possibilities for students who have chosen to pursue an education in this field.

“Be the change you want to see in the world”

Mahatma Gandhi



State Agricultural Universities

Andhra Pradesh

- 1 Acharya NG Ranga Agricultural University, Guntur
- 2 Dr. YSR Horticultural University (APHU), Venkataramannagudem
- 3 Sri Venkateswara Veterinary University, Tirupati

Assam

- 4 Assam Agricultural University, Jorhat

Bihar

- 5 Bihar Agricultural University, Sabour, Bhagalpur
- 6 Bihar Animal Sciences University, Patna

Chhattisgarh

- 7 Indira Gandhi Krishi Viswa Vidhyalaya, Raipur
- 8 Chhattisgarh Kamdhenu Visvavidyalaya, Durg

Gujarat

- 9 Sardar Krushinagar Dantiwada Agricultural University, Dantiwada
- 10 Anand Agricultural University, Anand
- 11 Navsari Agricultural University, Navsari
- 12 Junagarh Agricultural University, Junagarh
- 13 Kamdhenu University, Gandhinagar

Haryana

- 14 Chaudhary Charan Singh Haryana Agricultural University, Hisar
- 15 Lala Lajpat Rai University of Veterinary & Animal Sciences, Hisar
- 16 Haryana State University of Horticultural Sciences, Karnal

Himachal Pradesh

- 17 Ch. Sarwan Kumar Himachal Pradesh Krishi Viswavidyalaya, Palampur
- 18 Dr. Yaswant Singh Parmar University of Horticulture & Forestry, Solan

Jharkhand

- 19 Birsa Agricultural University, Ranchi

Jammu & Kashmir

- 20 Sher-e-Kashmir University of Agricultural Science & Technology, Srinagar
- 21 Sher-e-Kashmir University of Agricultural Science & Technology, Jammu

Karnataka

- 22 University of Agricultural Sciences, Bangalore
- 23 Karnataka Veterinary, Animal and Fisheries Sciences University, Bidar
- 24 University of Agricultural Sciences, Raichur
- 25 University of Agricultural Sciences, Dharwad
- 26 University of Horticulture Science, Bagalkot
- 27 University of Agriculture & Horticulture Sciences, Shimoga

Kerala

- 28 Kerala Agricultural University, Thrissur
- 29 Kerala University of Fisheries and Ocean Studies, Panangad, Kochi
- 30 Kerala Veterinary and Animal Sciences University, Pookode, Wayanand

Madhya Pradesh

- 31 Rajmata Vijayaraje Scindia Krishi VishwaVidyalaya, Gwalior
- 32 Nanaji Deshmukh Pashu ChikitsaVisvaVidyalaya, Jabalpur
- 33 Jawaharlal Nehru Krishi Viswa Vidyalaya, Jabalpur

Maharashtra

- 34 Dr. Balaesahib Sawant Kokan KrishiVidyapeeth, Dapoli
- 35 Maharastra Animal & Fisheries Sciences University, Nagpur
- 36 Vasanttrao Naik Marathwada Krishi Vidyapeeth, Parbhani
- 37 Matatam Phule Krishi Vidyapeeth, Rahuri
- 38 Dr. Punjabrao Deshmukh KrishiViswaVidyalaya, Akola

Orissa

- 39 Orissa University of Agricultural & Technology, Bhubaneswar

Punjab

- 40 Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana
41 Punjab Agricultural University, Ludhiana

Rajasthan

- 42 Maharana Pratap University of Agriculture & Technology, Udaipur
43 Swami Keshwanand Rajasthan Agricultural University, Bikaner
44 Rajasthan University of Veterinary & Animal Sciences, Bikaner
45 SKN Agriculture University, Jobner
46 Agriculture University, Kota
47 Agriculture University, Jodhpur

Tamil Nadu

- 48 Tamil Nadu Agricultural University, Coimbatore
49 Tamil Nadu Veterinary & Animal Sciences University, Chennai
50 Tamil Nadu Fisheries University, Nagapattinam

Telangana

- 51 Sri Konda Laxman Telangana State Horticultural University, Hyderabad
52 Sri PV Narsimha Rao Telangana Veterinary University, Hyderabad
53 Professor Jayashankar Telangana State Agricultural University, Hyderabad

Uttarakhand

- 54 G.B. Pant University of Agriculture & Technology, Pantnagar
55 VCSG Uttarakhand University of Horticulture & Forestry, Bharsar

Uttar Pradesh

- 56 Chandra Shekhar Azad University of Agricultural & Technology, Kanpur
57 Acharya Narendra Deva University of Agriculture & Technology, Ayodhya
58 Sardar Vallabhbhai Patel University of Agriculture & Technology, Meerut
59 U.P. Pt. Deen Dayal Upadhyaya Pashu

Chikitsa VigyanVishwaVidhyalaya Evem Go Anusandhan Sansthan, Mathura

- 60 Banda University of Agricultural and Technology, Banda

West Bengal

- 61 Bidhan Chandra Krishi Viswa Vidhyalaya, Mohanpur
62 West Bengal University of Animal & Fishery Sciences, Kolkata
63 Uttar Banga Krishi Viswavidhyalaya, Cooch Behar

Deemed Universities

- 1 ICAR-Indian Agricultural Research Institute, New Delhi
2 ICAR-National Dairy Research Institute, Karnal
3 ICAR-Indian Veterinary Research Institute, Izatnagar
4 ICAR-Central Institute on Fisheries Education, Mumbai

Central Agricultural Universities

- 1 Central Agricultural University, P.O. Box 23, Imphal-795004, Manipur
2 Rani Laxmi Bai Central Agricultural University, Jhansi, Uttar Pradesh
3 Dr. Rajendra Prasad Central Agricultural University, Pusa (Samastipur)

Central Universities with Agricultural Faculty

- 1 Aligarh Muslim University, Aligarh
2 Banaras Hindu University, Varanasi
3 Nagaland University, Lumami
4 Vishwa Bharti, Shantiniketan

Annexure II

State Level Entrance Examinations

- 1 AGRICET: Acharya N. G. Ranga Agricultural University Entrance Exam
- 2 CG PAT: Chhattisgarh Pre Agriculture Test
- 3 GBPUAT: G. B. Pant University of Agriculture and Technology Admission
- 4 AIEEA UG; AIEEA PG : Indian Council of Agricultural Research (ICAR)
- 5 IGKV CET: Indira Gandhi Agricultural University Common Entrance Test
- 6 JCECE: Jharkhand Combined Entrance Competitive Examination
- 7 MCAER PG: Maharashtra Agriculture Universities Examination Board
- 8 MP PAT: Madhya Pradesh Pre Agriculture Test (PAT)
- 9 OUAT: Orissa University of Agriculture and Technology (OUAT)
- 10 PAU Entrance: Punjab Agricultural University (PAU) Entrance Exam
- 11 Rajasthan JET: Rajasthan Joint Entrance Test (JET)
- 12 UPCATET: Uttar Pradesh Combined Agricultural and Technology Entrance Test
- 13 Maharashtra B.Sc. Agriculture Admission

Horticulture Entrance Examination

- 14 HORTI CET: Horticultural University Common Entrance Exam
- 15 Sri Konda Laxman Telangana State Horticultural University HORTICET

Common Entrance Test which include Agriculture Entrance Test

- 16 Engineering, Agriculture, and Medical Common Entrance Test (APEAMCET)
- 17 Engineering, Agriculture, and Medical Common Entrance Test (TS EAMCET)
- 18 KCET Karnataka Common Entrance Test
- 19 KEAM: Kerala Engineering, Architecture, Medical Entrance Exam
- 20 UPSEE: Uttar Pradesh State Entrance Exam

Degree Programme Offered

- | | |
|---|--|
| <p>1 Agriculture
 B. Sc. (Ag) Agriculture
 B.Sc.(Hons.) Agriculture
 B. Com. Agri Business Management
 B. Sc. (Ag) Agriculture
 B. Sc. (Ag) Agricultural Biotechnology
 B. Sc. (Ag) Apiculture
 B. Sc. (Ag) Forestry</p> | <p>7 Food Technology
 B. Tech. Food Technology
 B. Tech. Food Science & Technology
 B.Sc.(Hons.) Food Science & Technology</p> |
| <p>2 Horticulture
 B.Sc.(Hons.) Horticulture
 B. Sc. Horticulture</p> | <p>8 Biotechnology
 B. Tech. Biotechnology
 B. Sc. Biotechnology
 B. Tech. Agricultural Biotechnology
 B.Sc.(Hons.) Biotechnology</p> |
| <p>3 Fisheries Science
 B.F.Sc. Fishery Sciences</p> | <p>9 Community Science
 B. Sc. Home Science
 B.Sc.(Hons.) Home Science</p> |
| <p>4 Agricultural Engineering
 B. Tech. Agricultural Engineering
 B. Tech. Food Engineering
 B. Tech. Food Science & Technology
 B. Tech. Bioinformatics</p> | <p>10 Sericulture
 B. Sc. Sericulture
 B.Sc. (Hons.) Sericulture</p> |
| <p>5 Forestry
 B.Sc.(Hons.) Forestry
 B. Sc. Forestry</p> | <p>11 Veterinary Science
 B.V.Sc. & A.H.</p> |
| <p>6 Dairy Technology
 B. Tech. Dairy Technology
 B. Tech. Dairy Science</p> | <p>12 Food Nutrition & Dietetics
 B.Sc.(Hons.) Nutrition
 B.Sc.(Hons.) Food Nutrition & Dietetics</p> |

For more details please visit the website of Agricultural Education Portal
 (https://education.icar.gov.in/graduate_course.aspx)

Useful websites for students

A. Write/review your résumé/CV

1. <https://zety.com/>
2. <https://www.resumonk.com/>
3. <https://www.resume.com/build>
r
4. <https://www.visualcv.com/>
5. <https://cvmkr.com/>
6. <https://resumegenius.com/>
7. <https://novoresume.com/>
8. <https://resumup.com/>

B. Interview Preparation

1. <https://www.ambitionbox.com/>
2. <https://acetheinterview.herokuapp.com/>
3. <https://www.interviewbest.com/>
4. <https://www.indiabix.com/>

C. Web portals for Career Development

1. <https://www.linkedin.com>
2. <https://www.indeed.co.in/>
3. <https://www.naukri.com/>
4. <https://www.timesjobs.com/>
5. <https://www.job-hunt.org/>
6. <https://www.monsterindia.com/>
7. <https://www.careercloud.com>
8. <https://www.jibberjobber.com/login.php>

Glimpses of the workshop on Prospects of Agricultural Education: Awareness among Higher Secondary School Administrators held at ICAR-NAARM, Hyderabad on 24 February, 2020



Media coverage of the Workshop on Prospects of Agricultural Education – Awareness among Higher Secondary School Administrators held at ICAR-NAARM, Hyderabad on 24 February, 2020

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Bright prospects in Agricultural Education

Hans News Service | 25 Feb 2020 12:04 AM IST

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HIGHLIGHTS

ICAR- National Academy of Agricultural Research Management (NAARM) organised a workshop on 'Prospects of Agricultural Education: Awareness among Higher Secondary School Administrators' on Monday under the aegis of NAHEP (National Agricultural Higher Education Project).

Rajendranagar: ICAR- National Academy of Agricultural Research Management (NAARM) organised a workshop on 'Prospects of Agricultural Education: Awareness among Higher Secondary School Administrators' on Monday under the aegis of NAHEP (National Agricultural Higher Education Project).





ICAR-National Academy of Agricultural Research Management

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