



वार्षिक प्रतिवेदन(२०२१-२०२२)
ANNUAL REPORT (2021-2022)



NATIONAL AGRICULTURAL HIGHER EDUCATION
PROJECT (NAHEP)
COMPONENT-2 @ NAARM



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Citation

National Agricultural Higher Education Project (NAHEP) Component-2@
NAARM, 2022. Annual Report (2021-22). ICAR-National Academy of Agricultural Research Management,
Rajendranagar, Hyderabad-500030, pp. 1 - 51.

Edited by:

S K Soam

D Thammiraju

N Srinivasa Rao

Surya Rathore

Alok Kumar

Technical Assistance:

Mr B Raghupathi, Research Associate, NAHEP Component 2

Dr Rupan Raghuvanshi, Research Associate, NAHEP Component 2

Published by:

NAHEP Component 2,

ICAR-National Academy of Agricultural Research Management,

Rajendranagar, Hyderabad-500030

PROLOGUE

The Indian Council of Agricultural Research since its inception in 1929 played a pivotal role in the science-led growth and development of agriculture in the country. On the occasion of 75th year of India's independence, the Azadi ka Amrit Mahotsav, the success of National Agricultural Research, Education and Extension System (NARES) in achieving national food security and farmers' prosperity is worth remembering. The need for modern day higher agricultural education was felt after witnessing the impact of availability of trained human resources for technology driven increase in food grain production in the early years of green revolution. For continuous supply of trained and efficient human capital, an effective and functional higher education system is vital. NARES has a wide network of ICAR institutes spread throughout the country, and vast network of Agricultural Universities and Institutions across the country. The agriculture sector is not only about scientific research and development but it provides roles for students with business excellence as well.

Though large number of agri-graduates are passing out from various farm universities in India but the students are not well equipped with present day required soft skills and communication skills for the current situation, which is necessary for the needs of clients. In this regard the ICAR-NAARM, which is considered as "Think-Tank" of ICAR in the matters related to agricultural research & development (R&D) in the country, as a part of National Agricultural Higher Education Project (NAHEP) Component 2 on "Investments in Indian Council of Agricultural Research Leadership in Agricultural Higher Education" taking up several initiatives for quality agricultural higher education with relevance. One such initiative is the establishment of Career Development Centres (CDC) in five Agricultural Universities in pilot project mode. NAARM under

NAHEP project is providing conceptual, technical and financial support with a vision for empowering and enriching students to cope up with the global challenges in agriculture and allied sector, and contribute to "Make in India" as the strong intellectual alumni of the agricultural universities. The Career Development Centre in a university aims to provide an enabling environment for students to develop the relevant skills and capabilities required to pursue careers as professionals and / or entrepreneurs, creating a soft skills enabling environment for overall development of the students beyond the curriculum. CDCs would also provide services such as academic and career coaching /mentoring/counselling to allow students to discover their strengths, gain confidence and develop their career paths, right from the time they begin their education at the University.

The philosophy of the Career Development Centre (CDC) is to bring targeted outcome among the agri-graduates in terms of strengthen their managerial capabilities, demonstrate important leadership qualities, inculcate a mind-set of innovation and growth, demonstrate greater emotional intelligence. CDCs are majorly to concentrate on capacity building, communication, placement coordination in association with alumni coordination and on entrepreneurship to make the students as a job providers rather than job seekers. The CDC activities to be planned on the basis of needs of the end-users and further by designing learning objectives and developing and implementing the course module in the form of webinars, training or workshops etc., and final evaluation will done by impact assessment studies. To understand the conceptual and operational aspects of upcoming CDC, three 'National Workshops' were done in various parts of the country in collaboration with Kerala Agricultural University, Thrissur; SKN Agricultural University, Jobner; Indira Gandhi Krishi Vishwavidyalaya, Raipur;

at each workshops the participants are involved from several neighbouring states; in this way, participation from more than 20 states have been ensured and finally more than 150 Academician, and executives from Industries participated and critically discussed on three main questions;

1. What mechanisms are required for making proposed CDCs robust?
2. How expectations of academia and industry can be met out through CDCs?
3. How to make these model CDCs as a sustainable arm of each agricultural university?

These workshops have helped to find out basic requirements and facilities and strategies, and also contributed in development of guidelines for establishment of career development centre at pilot level. I strongly believe with the active student engagement, alumni coordination and corporate engagement, the placement ratio will be increased and entrepreneurship among the agri-graduates option as career option will be enhanced. I hope these recommendations would inspire the agricultural universities to realise the importance of such novel initiative, leading to overall development of students in a multifaceted way.



(SK Soam)

Collaborating Centre Principal Investigator
NAHEP Component 2
ICAR-NAARM, Hyderabad

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PROJECT TEAM



Dr. S.K. Soam
CCPI & Head, ICM Division
E : soam@naarm.org.in
Ph. : +91-40-24581348



Dr. D. Thammi Raju
Co-PI & Principal Scientist
E : dtraju@naarm.org.in
Ph. : +91-40-24581306



Dr. N. Srinivasa Rao
Co-PI & Principal Scientist
E : ns.rao@naarm.org.in
Ph. : +91-40-24581274



Dr. Alok Kumar
Co-PI & Principal Scientist
E : alok@naarm.org.in
Ph. : +91-40-24581275



Dr.V.V.Sumanth Kumar
Co-PI & Principal Scientist
E : sumanth@naarm.org.in
Ph. : +91-40-24581290



Dr.Sanjiv Kumar
Co-PI & Scientist
E : anjiv.kumar@naarm.org.in
Ph. : +91-40-24581279



Dr.(Mrs.) Surya Rathore
Co-PI & Principal Scientist
E : suryarathore@naarm.org.in
Ph. : +91-40-24581315



Dr. S. Senthil Vinayagam
Co-PI & Principal Scientist
E : senthil@naarm.org.in
Ph. : +91-40-24581285



Dr. M. Balakrishnan
Co-PI & Principal Scientist
E : balakrishnan@naarm.org.in
Ph. : +91-40-24581317



Dr. Yashavanth B S
Co-PI & Scientist
E : yashavanth@naarm.org.in
Ph. : +91-40-24581272



Dr. P. Krishnan*
Co-PI & Principal Scientist
E : krishnanars@naarm.org.in
Ph. : +91-40-24581293



Dr. Rakesh S
Research Associate
E : srakesh.nahep@naarm.org.in



Dr. Rupan Raghuvanshi
Research Associate
E : rupan.nahep@naarm.org.in



Dr. Shrikant Bhimrao K
Research Associate
E : shrikant.nahep@naarm.org.in
Relieved on: 30-09-2021



Ms. Sweety Sharma
Research Associate
E : sweety.nahep@naarm.org.in



Mr. Raghupathi B
Research Associate
E : raghupathi.nahep@naarm.org.in



Dr. S Ajit Kumar
Research Associate
E : ajit.nahep@naarm.org.in
Joined on: 06-01-2022



Dr.P. Divakar Reddy
Senior Research Fellow
E : divakar.nahep@naarm.org.in



Mrs. Nancy P Celine
Senior Research Fellow
E : nancy.nahep@naarm.org.in
Joined on: 01-01-2022



Mr. J. Nagaraju
Office Assistant



Mr. B Nagamanideep
Office Assistant
Joined on 03-01-2022

1. NAHEP COMPONENT 2A – AN OVERVIEW

Component 2: Investments in ICAR Leadership in Agricultural Higher Education

This component aims to finance institutional reforms within ICAR to enhance ICAR's effectiveness in coordinating, guiding and managing agricultural higher education. It also aims to enhance ICAR's interactions with Agricultural Universities (AUs) and key stakeholders nationwide through interventions that increase the quality and relevance of agricultural higher education. Goods, training, consultant services and non-consulting services and incremental operating costs are financed under this component. It majorly includes the following:

- (a) Assessing options in the administration and award of ICAR's technical and financial assistance to AUs;
- (b) Structuring dialogue with State governments to catalyze their participation in raising the quality and relevance of agricultural higher education;
- (c) Providing assistance to participating AUs for the development of IDPs, CAASTs and Innovation Plans;
- (d) Establishing partnerships with globally recognized agricultural higher education institutions;
- (e) Developing digital information systems for agricultural data collection, analysis and dissemination;
- (f) Improving curricula review processes and methods to consolidate and disseminate global best-practices in agricultural education;
- (g) Improving the all-India entrance examination in agriculture, including an on-line national examination system;
- (h) Adopting next-generation management systems covering information, procurement,

contract and financial management areas;

- (i) Coordinating an External Advisory Panel of renowned agricultural education experts;
- (j) Assisting agricultural universities to strengthen their linkages with industry; and
- (k) Promoting the establishment of centres for career development at agricultural universities.

A. Project Objectives

At ICAR-IASRI

1. To develop ICT infrastructure as technical assistance to AUs
2. To develop digital information systems for agricultural education, data collection, analysis and dissemination;
3. To develop and implement next-generation management systems covering information in regard to procurement to contract management and financial management areas

At ICAR-NIAP

4. To develop the mechanism for online all-India entrance examination system in agriculture

At ICAR-NAARM

5. To establish partnerships with globally recognized agricultural higher education institutions;
6. To promote the establishment of career development centre at agricultural universities
7. To improve curricula review processes and methods to consolidate and disseminate global best practices in agricultural education;
8. To assist agricultural universities in strengthening their linkages with industry.
9. Structuring dialogue with the state government to catalyse their participation in raising the quality and relevance of agricultural higher education.

The list of key meetings conducted by the NAHEP team from April 2021 to March 2022 is presented below:

S.No	Meeting	Date
1.	Review Meeting of NAHEP- Component 2 by PI, NAHEP Component 2	19-05-2021
2.	NAHEP Component 2 Action Plan - Internal Meeting	18-08-2021
3.	Review Meeting of NAHEP Component 2 by ND, NAHEP	01-09-2021
4.	Internal NAHEP Component 2 Action Plan Meeting	30-09-2021
5.	Internal NAHEP Component 2 Action Plan Meeting	05-11-2021
6.	Third Meeting of NAHEP External Advisory Panel	10-11-2021
7.	NAHEP Component 2 Action Plan Internal Meeting	16-11-2021
8.	NAHEP Component 2 Action Plan Internal Meeting	21-12-2021
9.	NAHEP Component 2 Action Plan Internal Meeting	03-01-2022

B. Project Cost

Total NAHEP Comp 2A Budget: **INR 6941.513 Lakhs**

Budget for ICAR-NAARM: **INR 1704.173 Lakhs**

C. Project Beneficiaries

The beneficiaries of NAHEP during FY 2021-2022 comprises 11845 participants including 6706 Male and 5139 Female from SAUs, CAUs, Deemed Universities, Central University with Agriculture Faculty and Foreign Participants from the USA.

Abstract of Beneficiaries from activities held at ICAR-NAARM

S. No	Programme Title	Coordinator	Number of Beneficiaries (Female)
1.	Brainstorming workshop on Framework for strengthening Academia Industry partnership on 31st May 2021	Dr V V Sumanth Kumar and Dr S Senthil Vinayagam	23(06)
2.	Review Meeting of NAHEP- Component 2 by PI, NAHEP Component 2 on 19th May 2021	Dr S K Soam, Dr D Thammi Raju and Dr N Srinivasa Rao	22(06)
3.	Review Meeting of CDCs & FDC on Progress of 2020-21 30th April 2021	Dr S K Soam, Dr D Thammi Raju and Dr N Srinivasa Rao	28(05)
4.	Training Workshop on Effective Implementation of Social Safeguard plans 23-24 July 2021	Dr Surya Rathore	33(06)
5.	Virtual Hands on Training on Career Development Centre and Faculty Development Centre Monitoring Systems 24th August 2021	Dr N Srinivasa Rao and Dr Alok Kumar	26(06)

S. No	Programme Title	Coordinator	Number of Beneficiaries (Female)
6.	Training Programme on Education Management and Academic Leadership 23-28 September 2021	Dr D Thammi Raju	47(17)
7.	International Webinar on Fostering Global Collaborations among Agricultural Higher Educational Institutions 08-09 November 2021	Dr S K Soam and Dr D Thammi Raju	194(50)
8.	Third Meeting of NAHEP External Advisory Panel 10 November 2021	Dr S K Soam and Dr D Thammi Raju	30(07)
9.	Interaction Meeting with PWC on a study Assessment of Human Resources requirement in agriculture and allied sector for next 20 years on 02 March 2022	Dr S K Soam and Dr D Thammi Raju	10
10.	Pre-Workshop Meeting National Workshop on Agricultural Education in Private Universities in India: Let's Listen to Stakeholders on 25 March 2022	Dr S K Soam, Dr D Thammi Raju and Dr Alok Kumar	26(04)
11.	Fourth External Advisory Panel Meeting with Dr J C Katyal 19 March 2022	Dr S K Soam and Dr D Thammi Raju	14
12.	Review Meeting of CDCs & FDC on Progress of 2021-22 on 07 January 2022	Dr N Srinivasa Rao and Dr Alok Kumar	32(5)
		Total	485(112)

Abstract of Beneficiaries from Career Development Centres(CDC) and Faculty Development Centre(FDC) during FY 2021-22

S. No.	Centre Type and University Name	No. of Programme organized	Number of Beneficiaries (Female)
1.	CDC at CAU Imphal	12	803(417)
2.	CDC at IGKV Raipur	16	1610(633)
3.	CDC at SKNAU Jobner	31	3960(1908)
4.	CDC at SVVU Tirupati	13	2629(1267)
5.	CDC at UBKV Cooch Behar	6	897(264)
6.	FDC at GBPUAT Pantnagar	5	350
	Total	83	10249(4489)

Abstract of Beneficiaries from Student Awareness Programmes - Development of Soft skills for Entrepreneurship among Agri Graduates during FY 2021-22

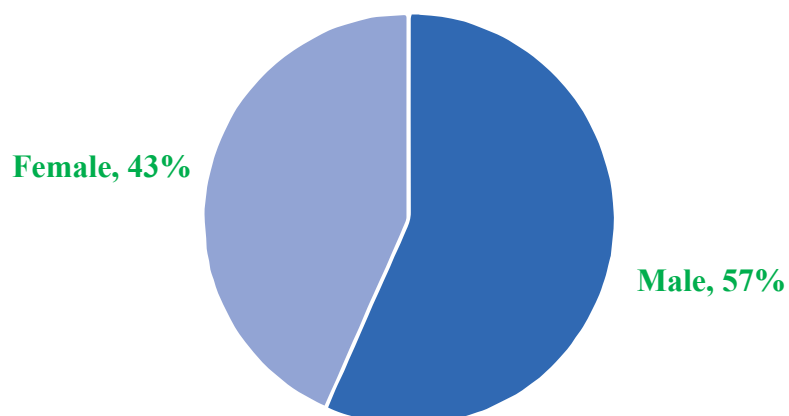
S. No.	Name of the University	Date of Workshop	Coordinator Name	Number of Beneficiaries (Female)
1.	Birsa Agricultural University, Kanke, Ranchi(online mode)	22-Oct-21	Dr. Naresh Prasad Yadav	106(40)
2.	Birsa Agricultural University, Kanke, Ranchi(online mode)	23-Oct-21	Dr. Naresh Prasad Yadav	112(72)
3.	Orissa University of Agriculture & Technology, Siripur Square, Bhubaneswar	30-Oct-21	Dr Sanat Mishra	92(28)
4.	Chaudhary Charan Singh Haryana Agricultural University, Hisar	02-Dec-21	Dr J K Bhatia	98(54)
5.	Dr. Panjabrao Deshmukh Krishi Vidyapeeth, Akola (online mode)	28-Jan-22	Dr.Yatnesh Bisen	189(67)
6.	Dr. Panjabrao Deshmukh Krishi Vidyapeeth, Akola (online mode)	09-Feb-22	Dr. R.M. Wadaskar	279(136)
7.	Jawaharlal Nehru KrishiVishwaVidyalaya, Adhartal, Jabalpur (online mode)	28-Mar-22	Dr.Sharad Bisen	120(72)
8.	Jawaharlal Nehru KrishiVishwaVidyalaya, Adhartal, Jabalpur (online mode)	29-Mar-22	Dr.Sharad Bisen	115(69)
			Total	1111(538)

Snapshot Information

FY 2021-2022

Total Number of trainings/Workshops organised	103
Total Number of Beneficiaries(female)	11845(5139)
Number of Institutions benefitted in India	90

Gender Wise Participants



Direct beneficiaries of the project activities in FY 2021-22 include Students, faculty from, State Agricultural Universities, who are directly involved in the workshops/trainings under component 2A throughout the country.

Beneficiaries	Proposed Project Benefits
Students	<ul style="list-style-type: none"> • Creation of awareness regarding innovativeness and entrepreneurship in the agricultural sector among agricultural graduates • Development of soft skills among the undergraduate students of Agricultural Universities
Faculties	<ul style="list-style-type: none"> • Capacity building through online trainings and workshops for effective education delivery among SAUs.
Institutes	<ul style="list-style-type: none"> • Establishment of CDCs at five SAUs: Sri Karan Narendra Agriculture University, Jobner; Uttar Banga Krishi Viswavidyalaya, Pundibar, Cooch Behar; Central Agricultural University, Imphal; Indira Gandhi Krishi Vishwavidyalaya, Raipur and Sri Venkateswara Veterinary University, Tirupati to enhanced infrastructure development for employability • Establishment of FDC at G.B.Pant University of Agriculture & Technology, Pantnagar in Agricultural Universities for enhanced infrastructure and faculty development

2. NAHEP COMPONENT 2A SIGNIFICANT ACHIEVEMENTS

The academy has been assigned five objectives of component 2. Achievements under each objective of the project during FY 2021 – 22 are presented below:

Objective 5 : To establish partnerships with globally recognized agricultural higher education institutions

♦ Review of global partnerships among higher educational institutions for identification of problems and prospects

Developed online questionnaires on Building Partnerships with Higher Education Institutions for scientists, who visited abroad under NAIP, NATP, DST, DBT etc. Data has been collected from around 500 scientists. The study report is being prepared.

♦ Scouting of globally recognized agricultural higher education institutions

The different types of institutes have been identified with its major core areas of work in the different countries all over the world. A list of 215 Higher Educational Institutions (HEIs) was prepared with the major core areas of their work for scouting of globally recognized agricultural higher education institutions. These institutes can be helpful to know their areas with best practices they follow as well as which activities they are following to maintain the status of the institutes. Therefore, it will be easy to find out the things which are needed or required.

♦ Study of existing MoUs of ICAR/AUs with foreign universities

MoUs from all Indian agricultural universities and ICAR have been collected and studied to analyse the exiting areas of linkages among higher education institutions. Total 143 MoUs of State Agricultural Universities and ICAR with the higher education institutions and foreign universities have been

studied. Based on the review of MoUs, a model template of MoU was developed.

♦ Developed national network of inspired teachers in all disciplines across India

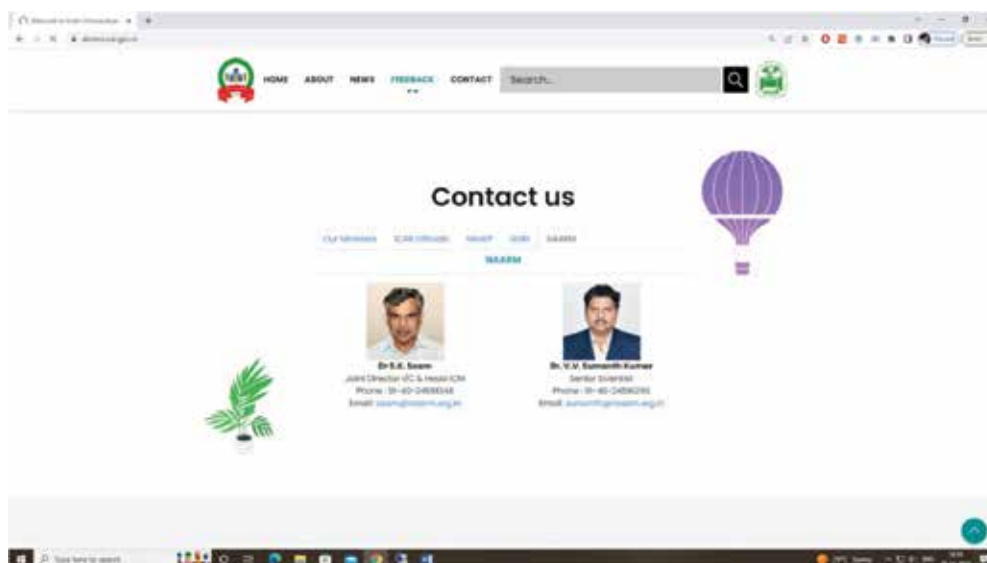
A Portal to enter the database of inspired teachers throughout the country was developed. So far, detailed information of 604 faculties is collected from 20 universities and entered into the database. The efforts are being done to upload this database of “Inspired Teachers of NARS on ICAR website with restricted access.

♦ Developed National Web Portal for SAU Alumni

The framework of a National Web Portal for the Agricultural Universities Alumni was developed after wide consultations during the meeting held at NAARM on January 22, 2020, where stakeholders from IASRI, New Delhi as well as Academia and Industry participated. As per the agreed responsibility, the IASRI, New Delhi was to develop the online platform, and ICAR-NAARM was to develop the format of a dataset, collect it and contribute to the national portal. The online platform has been developed and as an initial input, NAARM has provided the dataset of approximately 50,000 alumni of various SAUs. Now the web portal named as “Krishi Vishwavidyalaya Chhatr Alumni Network” is fully operational. The Alumni portal is available at ICAR website <http://alumni.icar.gov.in/>

♦ Initiated global collaborative partnerships

Total 10 Universities which are not covered directly under IDP, CAAST and IG Components of NAHEP are selected on the basis of ICAR University ranking 2018 for faculty and student exchange, short duration studies etc. An international webinar on “Fostering Global Collaborations among Agricultural Higher Educational Institutions” conducted during 08-09 November 2021, around 200 participants from various SAUs were participated in this webinar.



Objective 6: To promote the establishment of Career Development Centres (CDC) at agricultural universities

♦ Development and Implementation of 'Online Monitoring System' for Career Development Centres

ICAR-NAARM under National Agricultural Higher Education Project (NAHEP) Component 2 established five Career Development Centers (CDCs): Central Agricultural University, Imphal; Sri Karan Narendra Agriculture University, Jobner; Uttar Banga Krishi Viswavidyalaya, Cooch Behar; Sri Venkateswara Veterinary University, Tirupati;

and Indira Gandhi Krishi Vishwavidyalaya, Raipur. As presented in table 6.1, the CDCs has conducted 78 events, including 9899 students. For proper & transparent monitoring, an online system has been developed. This online system can ensure that all the CDCs are working in a unified manner. Few most important features are publicly availability of CDC activities; standardization of activities; effective monitoring; structured data organization; timely and untampered feedback; standardization in reporting. Looking to wider online application and real time data visualization capabilities, the application for copyright registration has been initiated.

URL: Career Development Centres Monitoring System: <https://nahep.naarm.org.in/cdc>



Table 6.1: Activities of CDCs in FY 2021-22:

S. No.	Activity Name	Type of Activity	Duration	Total No. of Participants
CDC at CAU, Imphal 803(Female: 417) Participants				
1.	National Training on 'Entrepreneurship Opportunities in Milk Sector'	Webinar	03-Sep-21	28(18)
2.	Entrepreneurship Opportunities in Sheep and Goat Sector	Webinar	15-Sep-21	113(58)
3.	Communication Skill	Training Programme	15-Sep-21	33(22)
4.	Communication skills and personality development class	Training Programme	18-Sep-21	43(13)
5.	Communication Skill - 'Passive and Active Voice'	Training Programme	21-Sep-21	43(26)
6.	Communication Skills - "Verb Types"	Training Programme	22-Sep-21	45(29)
7.	Webinar on "Utilization of fishery wastes for reducing post harvest loss with a focus on the scope of entrepreneurs"	Webinar	27-29 September, 2021	111(35)
8.	'The Technical Know-How of Entrepreneurship and Start-Up'	Training Programme	28-29 September, 2021	52(47)
9.	National Training on 'Entrepreneurship Opportunities in Poultry Sector'	Webinar	29-Sep-21	100(53)
10.	A six (6) days national webinar on "Aquapreneurship through Recirculating Aquaculture System"	Webinar	17-22 January, 2022	154(83)
11.	BSH 116: Communication Skills and Personality Development	Webinar	14-15 March, 2022	43(13)
12.	Remedial class on Word Formation for late admitted students	Training Programme	23-Mar-22	38(20)
			Total	803(417)
CDC at IGKV, Raipur 1610(Female: 601) Participants				
1.	Career and personality development of UG and PG Students of RMD CARS, Ambikapur	Webinar	11- 12 February, 2022	150(50)
2.	Career avenues for Agri- Graduates	Webinar	18-Feb-22	110(36)
3.	Career Counseling and Personality Development for Agriculture Students	Webinar	29-Mar-22	330(175)

S. No.	Activity Name	Type of Activity	Duration	Total No. of Participants
4.	Career opportunities and entrepreneurship development	Webinar	24-Mar-22	95(42)
5.	Personality development and career opportunities for agriculture students	Webinar	21-22 March, 2022	372(94)
6.	Personality Development and Career Opportunities in Horticulture Sector	Workshop	26-Mar-22	30(10)
7.	Personality development and career orientation	Webinar	01-Feb-22	230(70)
8.	Personality development for Agri-students	Webinar	05-Feb-22	107(35)
9.	Career and Personality Development forUG Students	Workshop	23-Mar-22	25(8)
10.	Personality development andCareer Opportunities for Agriculture Student	Webinar	22- 23 March, 2022	35(20)
11.	AgriStartup : Turning Knowledge into Enterprise	Workshop	17-Mar-22	20(7)
12.	Agriculture Entrepreneurship and Skill Development	Workshop	14-Mar-22	20(9)
13.	Personality Development andCareer Opportunities for Agriculture Graduates	Webinar	12-Mar-22	16(6)
14.	Career and Personality Development ofUG Students	Webinar	17-18 February, 2022	20(12)
15.	Career Opportunities and Skills for Agriculture Graduates	Webinar	11-Feb-22	20(14)
16.	Agri Business Startups in Agricultural and	Webinar	10-Dec-21	30(13)
			Total	1610(601)
CDC at SKANU, Jobner 3960(Female:1908) Participants				
1.	An “Interaction of Police with male students for career development in Police Services” for male students	Capacity building	01 April 2021	140(0)
2.	Career Orientation Webinar on “A Talk on : Employability Skills for 21st Century”	Capacity building	16 April 2021	240(130)
3.	A Workshop on Time management & Procrastination	Capacity building	26 April 2021	160(90)
4.	CDC Webinar on “Mahamari Ka Samay: Kya Sikhen Kya Bhoolein	Capacity building	13 May 2021	180(100)
5.	Webinar on “Career opportunities in the field of processing and food product development of medicinal plants”	Capacity building	14 June 2021	200(110)

S. No.	Activity Name	Type of Activity	Duration	Total No. of Participants
6.	webinar on “Managing stress in all spheres of life”	Capacity building	24 June 2021	210(100)
7.	Webinar on “Data Handling Skills: A Key of Success in Career”	Capacity building	30 June 2021	190(90)
8.	Online Training on “POWERFUL INTERVIEWING SKILLS: A KEY TO DREAMS COME TRUE”	Capacity building	26 July 2021	200(90)
9.	Training on “IMPACTFUL INTERVIEWING SKILLS”	Capacity building	31 July 2021	210(95)
10.	Webinar on INTRODUCE YOURSELF THROUGH POWERFUL HEADINGS: AN ART OF CV PREPARATION	Capacity building	02 August 2021	190(100)
11.	Training cum workshop on “Email Writing workshop And Medha eCAB Program Pitching”	Capacity building	05 August 2021	90(50)
12.	First-round group discussion of “Youthscape-celebrating the legacy of India’s milkman	Capacity building	10 August 2021	90(50)
13.	Second round group discussion of “Youthscape-celebrating the legacy of India’s milkman”	Capacity building	10 August 2021	60(28)
14.	Third round of e-Youthscape- Panel Discussion on “ The Relevance of Dr Kurien’s role in today’s rural India.”	Capacity building	23 August 2021	30(14)
15.	Career Orientation programme at SKNCOA Jobner	Capacity building	27-28 September 2021	240(110)
16.	Career Orientation programme	Capacity building	05 October 2021	60(32)
17.	Career Orientation programme	Capacity building	06 October 2021	60(30)
18.	Career Orientation programme	Capacity building	06 October 2021	60(28)
19.	Career Orientation programme	Capacity building	11 October 2021	60(25)
20.	One day training on the topic entitled “CAB and 21st-century employability skills “	Capacity building	23 October 2021	120(55)
21.	Inter-University selection Trial for Zonal NAAS elocution competition on “Energy and Agriculture - Challenges in 21st Century”	Capacity building	25 October 2021	120(55)
22.	Career orientation workshops on “21st Century skill for higher employability of students”	Capacity building	26 October 2021	160(85)

S. No.	Activity Name	Type of Activity	Duration	Total No. of Participants
23.	Organized Zonal NAAS elocution competition on “Energy and Agriculture - Challenges in 21st Century” virtually	Capacity building	27 October 2021	90(45)
24.	Organized Career orientation elocution competition on Independent India @ 75: Self Reliance with integrity”	Capacity building	28 October 2021	60(25)
25.	Pre-placement talk followed by a presentation and a written quiz	Capacity building	15 November 2021	80(35)
26.	Medha CAB pitching session	Capacity building	01 December 2021	80(45)
27.	“Re-frame education” competition for the undergraduate and postgraduate students of Biology and related sciences in collaboration with Poornima University and SKN Agriculture University, Jobner.	Capacity building	02 December 2021	90(30)
28.	Organized an online meeting of all heads of Departments for starting the Group discussion and Presentation on weekly basis of M.Sc. and Ph.D. students at their department level.	Capacity building	04 December 2021	90(45)
29.	Organized a Placement Talk and coordinated placement of B.Sc Final, B.Sc Pass out, M.Sc. and Ph.D. students	Capacity building	10 December 2021	110(60)
30.	Started the First batch of Career Advancement Bootcamp (CAB) programme in coordination with Medha Learning Foundation, (26 students were enrolled) and completed on 13th Feb 2022.	Capacity building	03 January 2022	30(14)
31.	Online Lecture On “Advanced statistical techniques in agricultural research”	Capacity building	06 January 2022	200(110)
32.	Started the Second and Third batch of Career Advancement Bootcamp (CAB) programme in coordination with Medha Learning Foundation, (72 students were enrolled) and completed on 12th April, 2022.	Capacity building	02 March 2022	60(32)
			Total	3960(1908)

S. No.	Activity Name	Type of Activity	Duration	Total No. of Participants
CDC at SVVU, Tirupati 2629[Female: 1267] Participants				
1.	Career Orientation Training Program for Agril and allied sciences Career Development Training Program for all campuses of Agril colleges, Veterinary and Dairy Technology students, Preparedness for competitive exams	Capacity Building	10-11 June 2021	341(189)
2.	Diagnosis Services of SLDL on Zoonotic Diseases- Importance of Zoonotic diseases and Prevention-awareness webinar Public Health and Awareness webinar on the importance of diagnosis and zoonotic diseases	Capacity Building	06 July 2021	103(74)
3.	Career Changes: Understanding your path dynamically, the importance of accountability, Introspection and Research Career Development Counselling	Capacity Building	02 May 2022	222(124)
4.	Sportsmanship, Fitness and Keeping active: How habits can influence your growth and in turn your way of life Fitness and Health counselling: Habit changing awareness	Capacity Building	03 May 2022	156(34)
5.	Navigating personal and professional life: Time Management and Professionalism Time Management online counselling	Capacity Building	04 May 2022	212(68)
6.	Businesses: How they work, assumptions, how to step into the corporate world as Enthusiastic students Start up and Incubation Training	Capacity Building	05 May 2022	155(66)
7.	Online Influence on Current generation and how to moderate and control its effects on ones self and career building Social net working and its optimum usage and control, Career building usage of online systems	Capacity Building	06 May 2022	204(86)
8.	Stress in Professional life and how to navigate it using Yoga: Arogya , Abhyasa & Ananda Stress Management through Yoga and health practices	Capacity Building	07 May 2022	210(112)
9.	How Patience, Passion and Postitive outlook can influence the path we choose Life style Management through positive attitude	Capacity Building	08 May 2022	306(188)
10.	Achieving your potential and staying upto date, How to pursue and apply relevant knowledge for career growth Knowledge Management and career growth	Capacity Building	09 May 2022	196(91)

S. No.	Activity Name	Type of Activity	Duration	Total No. of Participants
11.	Ask for Help! Empathy, Emotional Maturity and Emotional responsibility as an adult Life style management, Balancing of empathy, emotional responsibility	Capacity Building	10 May 2022	210(133)
12.	Online Landscape: Digitalisation:Outlook and Opportunities Awareness on the Digitalisation opportunities: Career path	Capacity Building	11 May 2022	204(33)
13.	Support to placement and campus placement activities to the students of Veterinary sciences, Fishery and dairy tech students Campus placement activities inviting the pvt and public sector agencies	Capacity Building	11 May 2022	110(69)
			Total	2629(1267)
CDC at UBKV, Cooch Behar (897 Participants)				
1.	Career Development Centre: A Single Window System for Career Opportunities in Agricultural Higher Education Institute (AHEI) -Webinar on communication skill and placement coordination	Webinar	24-Sep-21	386(105)
2.	Career Development Centre: A single window system for career opportunities in agricultural higher education Institute (AHEI) : Entrepreneurship Development - Webinar on Entrepreneurship Development and alumni coordination	Webinar	01-Oct-21	78(25)
3.	Employment, Self Employment and Enterprise Development- Building a Fulfilling Career - Hybrid mode (Offline and online)programme on Entrepreneurship Development	Webinar	14-Dec-21	85(27)
4.	Preparation for Competitive Examination in Agriculture (ARS,SRF,NET,JRF etc.) - Webinar on competitive examination and alumni coordination	Webinar	02-Feb-22	97(29)
5.	Webinar on Personality Development and Communication Skills - Webinar on Personality Development and Communication Skills	Webinar	04-Feb-22	99(34)
6.	Interactive Series Talk on Design Thinking and Innovation - Hybrid mode (Offline and online) programme on Entrepreneurship Development and business communication	Workshop	14-15 March, 2022	152(44)
			Total	897(264)
Total workshops of CDCs: 78 Total Beneficiaries: 9899				

◆ **Development and Implementation of 'Online Monitoring System' for and Faculty Development Centre**

ICAR-NAARM under National Agricultural Higher Education Project (NAHEP) Component 2 established “Faculty Development Centre (FDC)” at G.B. Pant University of Agriculture & Technology, Pantnagar with the objectives of strengthening faculty members in SAUs to bring them at par with global standards. The FDC has done 05 events including 350 scientists/ faculty members. An online system of monitoring the FDC has been developed at NAARM. Few most important features are publicly availability of FDC activities; standardization of activities; effective monitoring; structure data organization; timely and untampered feedback; standardization in reporting. Looking to the wider online application and real time data visualization capabilities, the application for copyright registration has been initiated.

URL: Faculty Development Centres Monitoring System: <https://nahep.naarm.org.in/fdc>

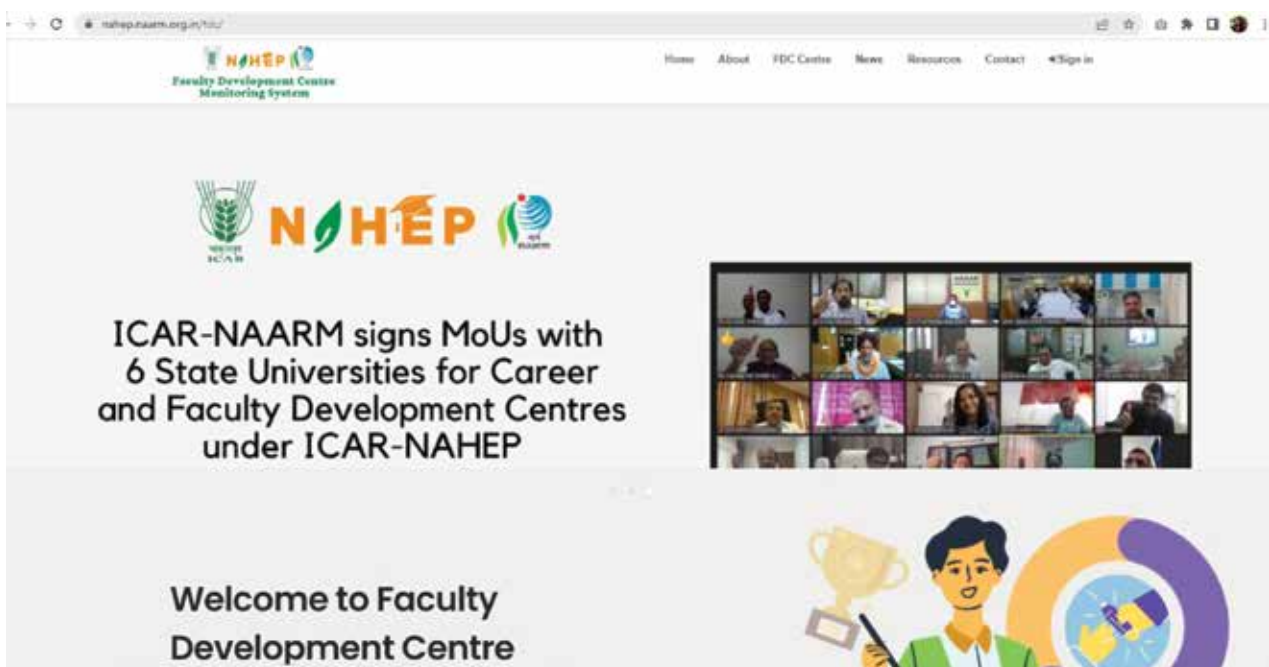


Table 6.2: Activities of FDC in FY 2021-2022:

S.No.	Activity Name	Type of Activity	Duration	Total No. of Participants
FDC at GBPUAT, Pantnagar (900 Participants)				
1.	Workshop on Systems and Contemporary Trends in Students Counselling	Workshop	15-Apr-2021	15
2.	5-Day capacity building programme on Essential Skills for Effective Online Teaching”	Training Programme	09-13 August, 2021	65
3.	Academic Management System: Functionality & Management	Training Programme	21-27 August, 2021	180
4.	Academic Management System: Utilities and Troubleshooting	Training Programme	15-Dec-2021	20
5.	Exploring Counselling Strategies: The Way to Institution Building	Training Programme	12-Mar-2022	70
			Total	350
Total workshops of FDC – 05; Total Beneficiaries: 350				

◆ Preparation of Guidelines for the establishment of Faculty Development Centre

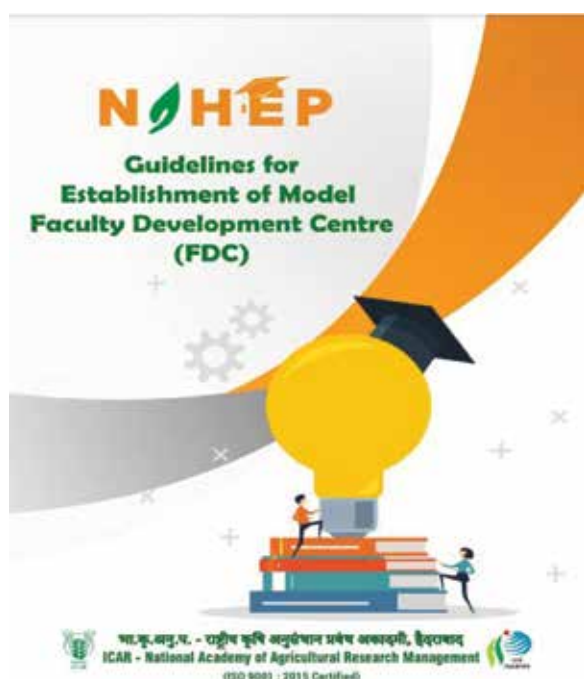
The guidelines were developed through the process of nationwide consultations with stakeholders of agricultural development i.e. Academia- Industry-Governments. The outcome of various regional workshops, brainstorming sessions conducted under NAHEP Comp 2 during FY 2019-2020 nurtured the

idea of the establishment of Faculty Development Centre in Agriculture University. FDC will incubate and nurture, continuously, the professional development of faculty and will create opportunities for professional growth. The role of the FDC is to help the faculty to acquire skills to compete in the marketplace and to bridge a fruitful symbiotic relation and association between an academic institution, apart from conducting need-based research/impact studies. These guidelines provide the vision, mission, objectives, operational mechanism, role of SAUs in establishing FDC, monitoring evaluation and sustainability model for FDC.

Objective 7: To improve curricula review processes and methods to consolidate and disseminate global best practices in agricultural education

◆ Study on the Students Learning Approaches for Quality Outcomes

A study was undertaken to identify the ‘Student Learning Approaches’ to enable the educationists and faculty to develop curriculum and assessment methodologies, accordingly, in agriculture education.



Under this, a questionnaire was developed by using the Approaches and Study Skills Inventory for Students (ASSIST) inventory. This inventory has its origins in the Approaches to Studying Inventory (ASI), which was developed in the University of Lancaster in late 1970s (Entwistle & Ramsden, 1983) and was designed to indicate the relative strengths of students' approaches in three main dimensions – deep, surface and strategic. ASSIST was developed by the Centre for Research on Learning and Instruction in the University of Edinburgh in 1997. (The Centre's activities were subsequently merged

within the School of Education.) Further details of the conceptual basis of this and similar inventories can be found in Biggs (1993), Richardson (2000), Entwistle & McCune (2004) and Entwistle (2009).

The questionnaire was pre-tested with the PGDMA students for its validity and reliability. Total 1800 responses from 30 state agricultural universities throughout the country were collected and analysed. A research article on Students' Approaches to Learning in Agricultural Higher Education was published.

♦ Coordination of External Advisory Panel of globally renowned educational experts

Coordination of External Advisory Panel is one of the important activity under NAHEP Component 2. During FY 2021-22 two meetings were conducted, the details of meetings are as follows

S. No	Title	Date	Venue	No of Participants	Members attended
1.	Third Meeting of NAHEP External Advisory Panel	10-11-2021	Online	30	Dr Brajesh Singh, Dr Glen C Shinn, Dr K V Raman, Dr P L Gautam, Dr J C Katyal, Dr P K Joshi, Dr B Venkateswarlu, Dr Tanuja Nesari
2.	Fourth External Advisory Panel Meeting	19-02-2022	Online	14	Dr J C Katyal,

The following are the major points discussed during the Third External Advisory Panel meeting:

- Keeping in consideration the megatrends like population growth, impacts of technology, climate change & migration, efforts need to be made towards increasing women's education & skill training for the rural population
- A lot of impressive work has been done on the strategy and systems of higher education. However, no visible change has been brought into the organisational structure. Strengthening public-private partnership, internationalisation & globalisation of agencies is required.
- Talent within the universities is not fully utilised. Work needs to be done in this area to unleash the creativity and talent of higher education in agriculture.
- One of the weakest areas of AUs in India is the movement from teacher-centric to student-centric learning. Students need to be encouraged to teach themselves which also helps in developing skills besides knowledge.
- Training for developing entrepreneurship needs to be integrated into higher education. For improving the participation of agri students in the startup ecosystem, more and more sensitization programs need to be conducted.

- Expanding blended and hybrid instruction for promoting active learning with greater flexibility and interaction for students. A hybrid system of education needs to be promoted over time. for encouraging cross-learning among students. E-learning needs to be institutionalised by honouring the credits spent in elearning.
- In addition to formal linkages, informal ties are vital for the benefit of the organisations.
- Need to look at models wherein similar programmes have established offices (regionally/ locally) in different countries to promote ICAR globally. Endowment models by alumni or private sectors are to be adopted for key areas in agriculture involving the private sector. Endowed professorship may also be developed for addressing emerging issues.
- Several student-centric e-learning platforms with market-oriented course curriculum have been developed by many universities. But, these resources are not utilised by some new and remote universities leading to the disparity that needs to be addressed.
- ICAR's policy document on Roadmap for implementing NEP may be made use of for taking some of the activities under NAHEP 2
- The NARES can play a role in fostering direct and indirect collaborations with international collaborations which can be through ICAR also. The possibility of associating IAUA/ other organizations with this needs to be explored.
- The results of the study on future manpower requirements in agriculture should be able to bring about change in course curriculum, facilities etc.
- Capacity building of the faculty in foreign institutes should be able to bring measurable and impactful changes in the system. It is to be ensured that these investments bring social, environmental and economic impact on society.
- ICAR needs to make budgetary provisions for utilising the facilities created in this project for their sustainability. Provision may be made in EFCs and revenue generation models need to be developed.
- Identify the activities requiring minimum effort and produce maximum impact for the short-term benefits and involve stakeholders for long-term benefits.
- Impact analysis of the technologies developed during the project needs to be done to ensure that the research has been accepted by the farming community.
- Impact assessment of processes related to governance, research, academics etc needs to be made to identify the impactful processes which can reform Agricultural Education.
- Action plan for implementation of global best practices concerning the lessons learnt elsewhere, resources & policy reforms needed for their adoption.
- Looking at the emerging new challenges, a vision for the future needs to be envisaged and accordingly agriculture education needs to be changed involving the private sector.
- Plan for the implementation of recommendations of International Webinar organised during 8-9 November 2021
- The creation of digital repositories, shared information reservoirs, development of knowledge management systems is to be considered in the changing scenario.
- Effective training on communication and time management for faculty needs to be prioritised.
- The innovations like PME Cell, IPR Cell needs to be sustained by way of linking them to ICAR development grants.
- Participation of the private sector is essential for promoting digital agriculture and commercialization. Therefore, venture funding for startups needs to be arranged which may be

facilitated by ICAR.

- The curriculum needs to be transformative rather than incremental and NAHEP should work with the 6 th Dean’s Committee to this effect.
- Digital agriculture needs to be given utmost priority. ICAR should take care of quality control and regulatory aspects of mobile applications. Also, these applications need to be in regional language to reach more farmers.
- More focus on Medical and Aromatic Plants in the curriculum of agricultural education and working in synergy with Ministry of Ayush in some of the areas like IFS etc.
- Different modules developed under NAHEP needs to be extended to other developing/ developed countries and showcase the strengths of NARES.
- NAARM to conduct National Workshop on mainstreaming private agricultural education in the country in January 2022.s
- Due to the pandemic, some activities related to abroad networking visits, students and faculty visits etc within NAHEP objectives of NAARM which require physical presence are left out. Efforts need to be made for completing these activities.
- Transforming the agricultural education system in tune with National Education Policy
- Revamping curriculum through the engagement of the global universities
- Action plan for the globalization of agriculture education and research through collaborations for increasing the efficiency of NARES
- Identifying the core speciality of institutes for policy support and elevating them to global institutes.
- Plan for internationalisation of agricultural education for attracting students from other countries
- Nurturing partnership with other government departments, private sector
- Sustainability of NAHEP efforts, converting into revenue generation models

The following are the major points discussed during the Fourth External Advisory Panel meeting

- Planning to bring out a brief document on entrepreneurship
- CDC (Carrier Development Centers) guidelines circulated to all the SAUs in the country (three SAU volunteered for the establishment of such centers)
- Facilitated student enrolment in alumni network-initiated
- Global collaboration programs have been initiated
- International collaborations, procedures, terms of reference, operationalization etc. should be within the broad government framework and NAHEP should initiate/tweak actions to hasten up the process of MoU/ MoAs.
- Mainstreaming the private agricultural education should be taken up for enhancing the quality of education, including the accreditation process etc.
- Planning for a policy workshop by end of March 2022
- Planning a model workshop to nurture “Academia and Industry” interface by end of March 2022
- Mainstreaming of CDCs and FDCs in SAUs successfully achieved by ICAR-NAARM
- Funding from DBT, DST other ICAR sources for the nurturing Academia-Industry linkages for its sustainability beyond the project period of NAHEP
- Promoting entrepreneurship among Agri-graduates
- ICT driven education should be promoted

♦ Development of a Framework for Curriculum Development in Agricultural Education

The Indian Agricultural Higher Education System is highly complex, crucial, and dynamic. The current curriculum development process, while rigorous and methodical, is not frequent and lends to a slow pace of teaching-learning at the system level. Moreover, the pace of cultural change has accelerated significantly in the past two decades. Therefore, there is a need for a curriculum development process and framework that encourages timely review & revisions of curriculum across UG and PG studies while improving the quality and relevance. The proposed curriculum development framework may allow for this through its impetus on need identification, public dissatisfactions, and more inclusive stakeholder consultations, thereby following a more holistic bottom-up approach to drive effective teaching-learning outcomes in agricultural higher education in India.

A curriculum is most commonly understood as a set of subjects that comprise a course of study; it is structured in a way that strengthens a student's knowledge and expertise about a particular subject through a variety of instructional practices deployed by the teacher. Accordingly, in a highly dynamic and ever-changing world such as that of today's, the importance of a robust agricultural higher education curriculum cannot be overstated. A Policy Paper on Curriculum Development was published and circulated among SAUs.

Objective 8. To assist agricultural universities in strengthening their linkages with industry

♦ Study on Academia-Industry Linkages

A critical study on the existing academia – industry linkages has been done. Under this study various needs and bottle neck problem were identified and the way forward for strengthening the academia industry linkages are under development.

A Brainstorming workshop conducted on Framework for strengthening Academia Industry Partnership on

31st May 2021. Total 22 participants participated in the workshop from different State Agricultural Universities, Industries and ICAR institutions from different faculty in India

ICAR-NAARM also developed a model for model for nurturing academia- industry linkages, currently this models are under review by experts. These model has to be tested at 05 SAUs during FY 2022-23.

♦ International Webinar on Global Collaborations

This activity pertains to Objective '5' related with "Developing Global Collaborations with Higher Educational Institutions (HEI)" and merged with one of the activity under objective '8', therefore global perspective is brought to strengthening linkages if academia-industry and factors for enabling environment identified for nurturing international collaborations. An international webinar on "Fostering Global Collaborations among Agricultural Higher Educational Institutions" conducted during 08-09 November 2021, around 200 participants from various national & international organizations and SAUs participated in this webinar.

Objective 9. Structuring dialogue with state government to catalyse their participation in raising the quality and relevance of agricultural higher education.

♦ Study on Academia-Industry –Government Linkages

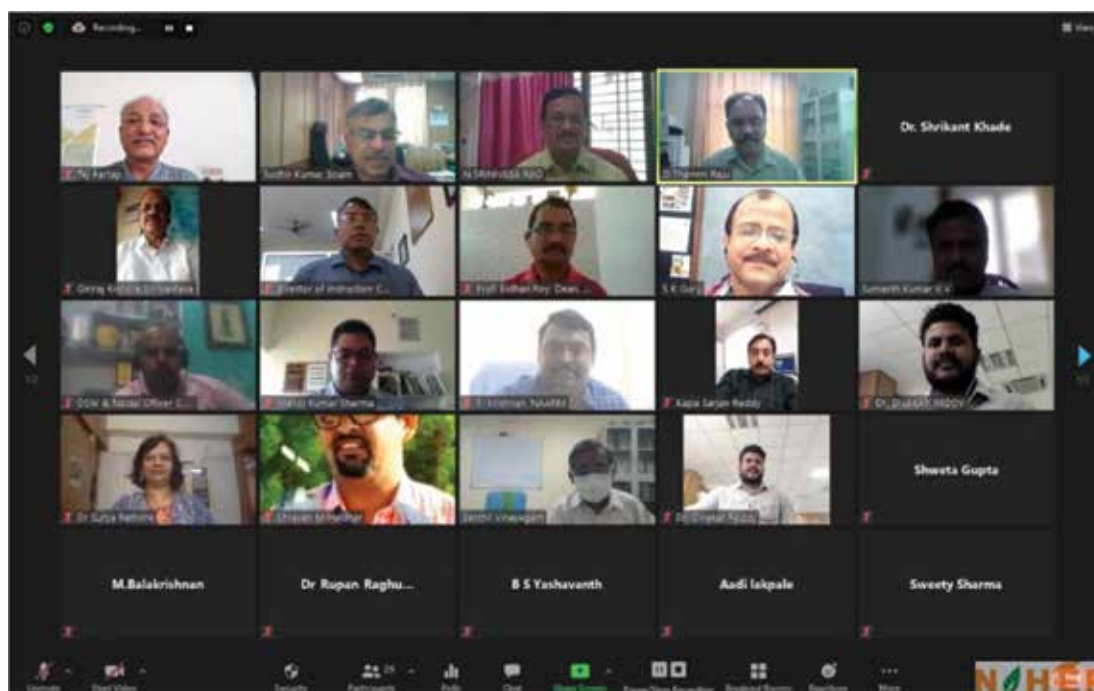
A Study of existing linkage mechanisms has been initiated, state specific "Academia-Industry-Government (AIG)" Policies are under development phase. The data collected from previous workshops has been analysed and background paper has been developed, which will be base for a "National Level" Workshop, which has been planned to be conducted as joint workshop of NAARM and LBS National academy of Administration, Mussoorie. The output from this workshop will be "State specific frameworks" for effective implementation of AIG linkages. This national workshop will include the participation of principal secretaries of various states and vice chancellors of SAUs.

DETAILS OF IMPORTANT ACTIVITIES

1. Review Meeting of Career Development Centres and Faculty Development Centre of NAHEP Component 2

The virtual review meeting of Career Development Centres (CDCs) and Faculty Development Centre (FDC) was held on 30-04-2021 under the chairmanship of Dr S K Soam, CCPI, NAHEP Component 2. This review meeting was held to discuss about the progress & expenditure of Financial Year 2020-21 and action plan for 2021-21 of five CDCs and

one FDC. Dr Tej Pratap, Vice Chancellor, GBPUAT, Pantnagar and Chairman, FDC, and the Nodal Officers and Coordinators of five CDCs presented their progress. To strengthen CDCs and FDC, an online monitoring system has been developed by the project team, which was demonstrated as live demo. Dr Tej Pratap informed that GBPUAT, Pantnagar is further expanding the FDC as 'College of Faculty Development'. Dr N Srinivasa Rao and Dr D. Thammi Raju, Principal Scientists & Co-PIs, NAHEP Component 2 coordinated this review meeting.



Dr Tej Pratap, VC, GBPUAT, Pantnagar and other participants during virtual review meeting of Career Development Centres and Faculty Development Centre

2. Review Meeting of NAHEP- Component 2

A Review meeting of NAHEP- Component 2 "Investments in Indian Council of Agricultural Research Leadership in Agricultural Higher Education" was held in the forenoon of 19th May 2021 at ICAR-NAARM Hyderabad virtually to discuss the progress and action plan for the year 2021-22. Dr Sudeep Marwaha, Principal Investigator, NAHEP

Component 2, IASRI, New Delhi reviewed the progress of ICAR-NAARM activities. Dr S K Soam, CCPI, NAHEP Component 2 & Dr D Thammi Raju, Co-PI, NAHEP Component 2 presented the quarter wise progress during FY 2020-21 and action plan for FY2021-22. Co-PIs from IASRI, New Delhi and ICAR-NAARM, Hyderabad attended this review meeting. In view of Covid-19, the targets and alternate action plan was finalized during the meeting.

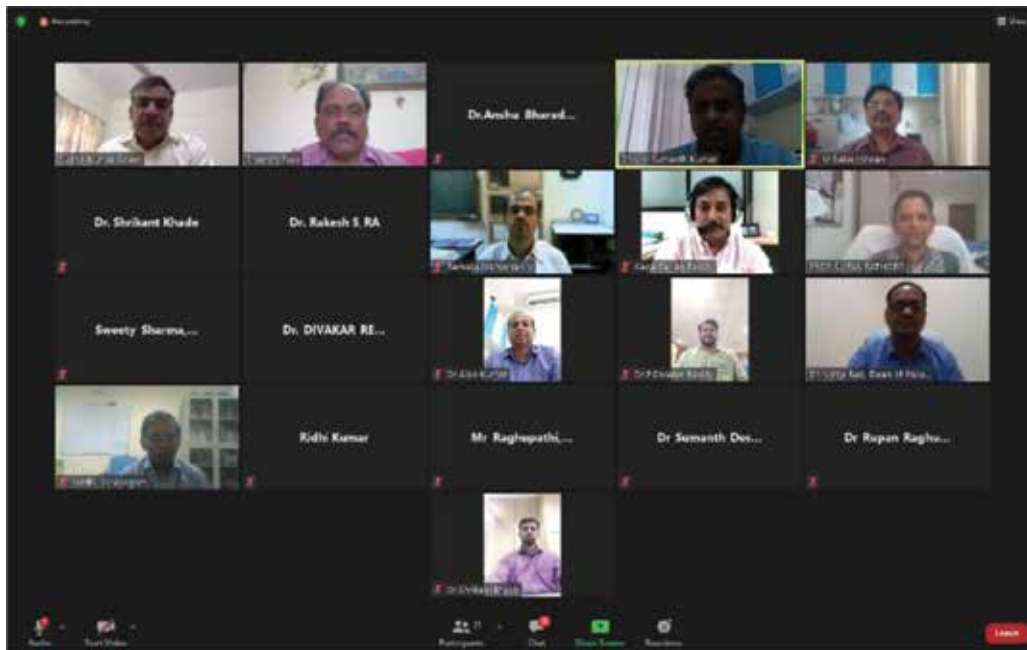


3. Brainstorming Workshop on Framework for Strengthening Academia Industry Partnership

A brainstorming workshop on Framework for strengthening Academia Industry Partnership was held in the forenoon of 31st May 2021 under NAHEP-Component 2 at ICAR-NAARM, Hyderabad. This workshop was organized virtually to discuss the way and means of strengthening the Academia Industry partnerships. Total 22 participants participated in the workshop from State Agricultural Universities, Industries and ICAR institutions from different parts of India. Dr. V V Sumanth Kumar, Senior Scientist & Co-PI, NAHEP Component 2 presented the Academia-Industry framework as a combination of Pathways and Governance Structure.

The important recommendations are;

- In India around 70 percent seed industries are small one or not having any good and big research laboratory which are available in AUs. So there is huge scope for the industry and academia linkages in seed business.
- There is need of the commercialization of Research at university level. There should be a single window system for the commercialization. Single window system approach enables all the important decisions will be taken at single time level and it will be easily assessable by the people.
- There is mismatch of curriculum and needs. Need based research enables address the industry needs and farming community needs. Matching of available technologies shall be done with the requirements in the industry.
- In the present context, where more Job opportunities exists in private sector, It is important to have augment partnerships by having industry experts in AUs and vice versa for Curricula development, guest faculty (Like Erudition), Exposure Visits, Market research, Contract Research etc for meeting future man power requirements. Documentation of Erudition kind of lectures need to done and shared across all SAUs.
- Currently SAUs are getting requests for undertaking studies based on reactive instances (example Epidemic Pest instances); Getting more pro-active studies are important like policy level studies, pre-budget studies etc. These are basically the local problems of local governments which can be addressed by Local AUs as well ICAR institutes.



- Academia-Industry Linkage Matchmaking Portal is needed and is a comprehensive activity for which an FRS document may be developed. In case of approval from leadership of ICAR this shall be a way forward apart from physical efforts. Collaborative efforts of match making by ICT and Non ICT efforts can yield good results.

This brainstorming workshop was coordinated by Dr V V Sumanth Kumar, Principal Scientist & Co-PI, NAHEP Component 2 and Dr S Senthil Vinayagam, Head, ESM Division & Co-PI, NAHEP Component 2.

4. Review Meeting on NAHEP Component 2A Project by National Director, NAHEP

The review meeting for the project NAHEP, Component 2A was held on 01-09-2021 under the

Chairmanship of Dr. R.C. Agrawal, National Director NAHEP and DDG (Edn), ICAR at ICAR-NAARM, Hyderabad. The objective of this meeting was to discuss about progress of the project activities and the action plan for the year 2021-22.

At the outset Dr D Thammi Raju Principal Scientist and Co PI NAHEP welcomed Dr. R.C. Agrawal, National Director NAHEP and DDG (Edn), Dr Ch Srinivasa Rao Director, NAARM, Dr G Venkateshwarlu Joint Director, NAARM, team members and invitees. Later Dr. S. K. Soam, CPI, NAHEP made a presentation on the progress of project activities, upcoming targets and pending issues.

Important suggestions from this meeting are;

- Need for synergy between SMD, NAHEP and



NAARM is very much essential.

- The efforts of NAARM in the Curriculum Development Framework, Academia Industry Government linkages and Best Practices of Higher Education are best fit to design National Educational Policy in Agricultural Education and also for integration in 6th Deans Committee.
- Highlighted the genesis and philosophy of NAHEP Component 2 A project and requested to design the activities in such a way that the entire system is benefitted and strengthen ICAR as HUB & Spoke Model
- There is need to bring synergy in within the departments of institutes like a-idea or with other institutions like IARI, IASRI etc. for quality output.
- Integrating global best practices, curriculum development process and Academia-Industry linkages through various certificate, diploma and degree courses with multiple exit options.
- CDC & FDC must be replicated in other SAUs
- Feedback mechanisms have to be strong to understand the success of the project.
- Publicity of NAHEP activities across the country through press and media enhances the visibility
- Encouragement of Post-doctoral program
- All VCs should be sensitized with different concepts such as CDC/ FDC etc. for sustainability.
- Visibility, synergy, pro-activeness, and the impacts are keys for the success of any project. Need to think for the impact, rather than being confined to the stated objectives
- Sustainability of initiatives should be at the center stage while planning and implementing different activities of the project activities.
- The success of CDCs and FDC to be expanded to other SAUs to reach the CDCs rather than focusing on a few selected SAUs

- Periodic review meetings will help to deal with the existing issues and ease the activity and avoiding duplication in action plan
- Conducting national brainstorming workshop with VCs/ Deans of the agricultural faculty from Private Universities.

5. Third Meeting of External Advisory Panel

The ICAR – NAARM organised 3rd Meeting of External Advisory Panel, constituted under NAHEP to provide the ICAR/NAHEP with agenda to appraise the progress and formulate the way forward for the achievement of the overall objective of NAHEP i.e. enhancing the quality and relevance of agricultural education. The panel comprised renowned education and agricultural experts – six from India, three from the USA and one from Australia.

The online meeting was chaired by Dr R C Agrawal, National Director and DDG (Education). This programme was coordinated by Dr D Thammi Raju, Co-PI of NAHEP, Component 2, ICAR-NAARM and he discussed the agenda of this meeting for External Advisory Panel. Dr S K Soam, CCPI, NAHEP Component 2, ICAR-NAARM welcomed all the members of the programme and briefly presented about NAARM progress.

Dr R.C. Agrawal, National Director, NAHEP and DDG (Agril. Edu.) requested the External Advisory Panel to guide the ICAR pertaining to issues of bringing transformative changes in agricultural education in tune with National Education Policy, interaction of global universities for globalization of agricultural education, collaboration with national, international and government departments, private sector, and sustainability of NAHEP efforts. During the meeting, the External Advisory Panel members viz. Dr Brajesh Singh, Dr Glen C Shinn, Dr K V Raman, Dr P L Gautam, Dr J C Katyal, Dr P K Joshi, Dr B Venkateswarlu, Dr Tanuja Nesari (representing Dr. Vaidya Rajesh Kotecha, Secretary, Ministry of AYUSH) participated and gave valuable suggestions and guidance in the improving the agricultural education in the country.



The special invitees viz. Dr Rajender Parsad, Director IASRI and Dr G Venkateshwarlu, Joint Director, NAARM also participated as special invitees suggested various measures. Earlier the members were appraised about the progress of NAHEP by Dr Prabhat Kumar and Dr Hema Tripathi, the National Coordinators of NAHEP and Dr Sudeep Marwaha, PI of Component 2A. The panel provided high-quality inputs and suggestions to take the NAHEP further for excellence viz. asynchronous learning, enhancing the visibility of agricultural universities, sustainability, digital platforms for education, quality of faculty competency, systemic reforms, the institutionalisation of best educational practices, cooperation and collaboration, more communication in policy, management of change etc.

Important recommendations of this meeting are;

- Keeping in consideration the megatrends like population growth, impacts of technology, climate change & migration, efforts need to be made towards increasing women’s education & skill training for the rural population
- A lot of impressive work has been done on the strategy and systems of higher education. However, no visible change has been brought into the organisational structure. Strengthening public-private partnership, internationalisation & globalisation of agencies is required.
- Talent within the universities is not fully utilised. Work needs to be done in this area to unleash the creativity and talent of higher education in agriculture.
- One of the weakest areas of AUs in India is the movement from teacher-centric to student-centric learning. Students need to be encouraged to teach themselves which also helps in developing skills besides knowledge.
- Training for developing entrepreneurship needs to be integrated into higher education. For improving the participation of agri students in the startup ecosystem, more and more sensitization programs need to be conducted.
- Expanding blended and hybrid instruction for promoting active learning with greater flexibility and interaction for students. A hybrid system of education needs to be promoted over time. For encouraging cross-learning among students. E-learning needs to be institutionalised by honouring the credits spent in elearning.
- In addition to formal linkages, informal ties are vital for the benefit of the organisations.
- Need to look at models wherein similar programmes have established offices (regionally/ locally) in different countries to promote ICAR globally. Endowment models by alumni or

private sectors are to be adopted for key areas in agriculture involving the private sector. Endowed professorship may also be developed for addressing emerging issues.

- Several student-centric e-learning platforms with market-oriented course curriculum have been developed by many universities. But, these resources are not utilised by some new and remote universities leading to the disparity that needs to be addressed.
- ICAR's policy document on Roadmap for implementing NEP may be made use of for taking some of the activities under NAHEP 2
- The NARES can play a role in fostering direct and indirect collaborations with international collaborations which can be through ICAR also. The possibility of associating IAUA/ other organizations with this needs to be explored.
- The results of the study on future manpower requirements in agriculture should be able to bring about change in course curriculum, facilities etc.
- Capacity building of the faculty in foreign institutes should be able to bring measurable and impactful changes in the system. It is to be ensured that these investments bring social, environmental and economic impact on society.
- ICAR needs to make budgetary provisions for utilising the facilities created in this project for their sustainability. Provision may be made in EFCs and revenue generation models need to be developed.
- Identify the activities requiring minimum effort and produce maximum impact for the short-term benefits and involve stakeholders for long-term benefits.
- Impact analysis of the technologies developed during the project needs to be done to ensure that the research has been accepted by the farming community.
- Impact assessment of processes related to governance, research, academics etc needs to be made to identify the impactful processes which can reform Agricultural Education.
- Action plan for implementation of global best practices concerning the lessons learnt elsewhere, resources & policy reforms needed for their adoption.
- Looking at the emerging new challenges, a vision for the future needs to be envisaged and accordingly agriculture education needs to be changed involving the private sector.
- Plan for the implementation of recommendations of International Webinar organised during 8-9 November 2021
- The creation of digital repositories, shared information reservoirs, development of knowledge management systems is to be considered in the changing scenario.
- Effective training on communication and time management for faculty needs to be prioritised.
- The innovations like PME Cell, IPR Cell needs to be sustained by way of linking them to ICAR development grants.
- Participation of the private sector is essential for promoting digital agriculture and commercialization. Therefore, venture funding for startups needs to be arranged which may be facilitated by ICAR.
- The curriculum needs to be transformative rather than incremental and NAHEP should work with the 6 th Dean's Committee to this effect.
- Digital agriculture needs to be given utmost priority. ICAR should take care of quality control and regulatory aspects of mobile applications. Also, these applications need to be in regional language to reach more farmers.
- More focus on Medical and Aromatic Plants in the curriculum of agricultural education and working in synergy with Ministry of Ayush in some of the areas like IFS etc.

- Different modules developed under NAHEP needs to be extended to other developing/ developed countries and showcase the strengths of NARES.
- NAARM to conduct National Workshop on mainstreaming private agricultural education in the country in January 2022.s
- Due to the pandemic, some activities related to abroad networking visits, students and faculty visits etc within NAHEP objectives of NAARM which require physical presence are left out. Efforts need to be made for completing these activities.
- Transforming the agricultural education system in tune with National Education Policy
- Revamping curriculum through the engagement of the global universities
- Action plan for the globalization of agriculture education and research through collaborations for increasing the efficiency of NARES
- Identifying the core speciality of institutes for policy support and elevating them to global institutes.
- Plan for internationalisation of agricultural education for attracting students from other countries
- Nurturing partnership with other government departments, private sector
- Sustainability of NAHEP efforts, converting into revenue generation models

This event was coordinated by Dr S K Soam and Dr D Thammi Raju.

6. Dr RC Agrawal, National Director, NAHEP and DDG (Education), visits ICAR - Disaster Recovery Centre at NAARM

Dr RC Agrawal, National Director, National Agricultural Higher Education Project and Deputy Director General (Agricultural Education) visited ICAR- Disaster Recovery Centre (DRC) at ICAR-

National Academy of Agricultural Research Management, Hyderabad on September 1, 2021. With the total outlay of about Rs 9.00 Crore, the DRC has been set up by IASRI and NAARM under component 2 of World Bank supported National Agricultural Higher Education Project (NAHEP).

Dr SK Soam, Head, Information and Communication Management, and Collaborating Centre Principal Investigator (CCPI) explained about the currents status of applications of DRC, and maintenance by Hitachi. Dr N Srinivasa Rao, Co-PI, NAHEP Component 2 & Principal Scientist explained the technical specifications. Dr Agrawal discussed about the technical capabilities of DRC and suggested the incorporation of all ICAR websites at DRC and also to have its own National Knowledge Network (NKN) line.

Dr Ch Srinivasa Rao, Director, ICAR-National Academy of Agricultural Research Management discussed about improving the CCTV network, civil



and other aesthetic works. Dr VV Sumanth Kumar, Co-PI and Senior Scientist; Dr D. Thammiraju, Co-PIs and Principal Scientists along with Dr G. Venkateswarlu, Joint Director, NAARM were also present.



Dr R C Agrawal, National Director, National Agricultural Higher Education Project and Deputy Director General (Agricultural Education) putting his remarks in 'visitors' Book' at DRC, NAARM

7. International Webinar on “Fostering Global Collaboration among Agricultural Higher Educational Institutions”

The International Webinar on “Fostering Global Collaboration among Agricultural Higher Educational Institutions” was organized by the ICAR-National Academy of Agricultural Research Management, Hyderabad from 8th to 9th November, 2021. 194(50) persons from 58 organization participated.

The Webinar was organized in collaboration with the ICAR-Indian Agricultural Statistics Research Institute, New Delhi under the National Agricultural Higher Education Project. In his address, Dr R.C. Agrawal, Deputy Director General (Agricultural Education), ICAR & National Director, NAHEP emphasized on the internationalization of agricultural education, aligning to the National Educational Policy, Human Resource Development and multi-global practices, etc.



Mr Bekzod Shamsiev, Task Team Leader, World Bank suggested for utilizing the World Bank's Network across different countries to foster the global collaborations. Dr Ch. Srinivasa Rao, Director, ICAR-NAARM, Hyderabad and Dr Rajender Parsad, Director, ICAR-IASRI, New Delhi were also present during the occasion. The Webinar was attended by more than 200 participants from State Agricultural Universities, National Coordinators, NAHEP Component - 2 Team Members and other ICAR Institutes.

The organizing secretaries of this international webinar were Dr Sudeep Marwaha, Head(A), CA, IASRI & PI, NAHEP Component 2 and Dr S K Soam, Head, ICM, NAARM and CCPI, NAHEP Component 2. Dr D Thammi Raju, Co-PI & principal Scientist, NAARM and Dr Anshu Bhardwaj, Co-PI & Principal Scientist, IASRI were Co-Organizing Secretaries.

Key Recommendations of International Webinar

- Curriculum with required flexibility and integrating cutting edge technologies like Artificial Intelligence (AI), Internet of things (IoT) and Machine learning etc
- Mutual activities for exposure of students with best practices in global Universities and Indian Universities
- Identification of reliable partners and develop shared vision with long-term commitments and understand sustainability DNA of each partner organisation
- Adoption of "Growth Mindset" with continuous improvement in skills and intelligence as being the key to sustainability
- Building trust through institutional backing of evidenced through MoU or LoU
- Building a roadmap for change with a clear set of key performance indicators (KPIs) to measure the success
- Awarding joint degrees and transfer of credits
- Equating foreign degrees with Indian degrees (Based on number of credits)
- Identifying "Champions of Change" for need identification and strategic partnership planning
- Developing global collaborative research and policy development programmes, which will create "Global Partnership Culture" among Agricultural Higher Education Institutions (AHEI)
- ICAR may consider to establish international unit for global knowledge sharing and global cooperation for expert & expertise sharing
- Collaborations through shared protection of Intellectual Property Rights (IPRs)
- Indian Agricultural Universities must take the lead in global partnerships especially in regions like Africa and South Asia for improving the agricultural ecosystems there.

List of Experts and Important Participants

Sl.No.	Name	Designation	Organization Details
1	Dr R C Agrawal	DDG(Education) and ND, NAHEP	ICAR
2	Dr Ch Srinivasa Rao	Director, NAARM	NAARM
3	Dr Rajendra Parsad	Director, IASRI	IASRI
4	Dr Prabhat Kumar	NC, Comp 2	ICAR
5	Dr G Venkateshwarlu	JD, NAARM	NAARM
6	Dr Sudeep Marwaha	PI, NAHEP Comp. 2	IASRI
7	Dr S K Soam	CCPI, NAHEP Comp.2	NAARM
8	Dr K V Raman	Research Professor	Cornell University, USA
9	Dr Glen C. Shinn	Professor Emeritus	Texas A&M University, USA
10	Dr. David Kraybill	Professor Emeritus	Ohio State University, USA
11	Prof Brajesh Singh	Director, Global Centre for Land-Based Innovation	Western Sydney University, Australia
12	Dr. P.L. Gautam	Former Chairman, PPVFRA	PPVFRA, New Delhi
13	Dr. J.C. Katyal	Former DDG (Education)	ICAR
14	Dr P K Joshi	Former Director, South Asia, IFPRI, New Delhi	IFPRI, South Asia
15	Dr. B. Venkateswarlu	Former VC	VNMKV, Parbhani
16	Dr. Pankaj Mittal	Secretary General	Association of Indian Universities (AIU), New Delhi
17	Dr. Vaidya Rajesh Kotecha	Secretary, Ministry of AYUSH	Government of India, New Delhi
18	Dr Hanu R. Pappu	Distinguished Professor	Washington State University, Pullman, USA
19	Dr Hema Tripathi	NC,M&E and IG	ICAR
20	Dr Shiv Prasad Kimothi	ADG(T&C)	ICAR
21	Dr P Ramasundaram	NC, IDP	ICAR
22	Mr Bekzod Shamsiev	TTL	World Bank

8. Virtual Review meeting of Career Development Centers and Faculty Development Centre

A virtual review meeting to discuss the progress, budget utilization and action plans of five CDCs and FDC with nodal officers/coordinators of CDCs/FDC under National Agricultural Higher Education Project (NAHEP) Component 2 was held on 07th January 2022. The progress of all Career Development Centres and Faculty Development center was reviewed during this meeting. The meeting was coordinated by Dr N Srinivasa Rao; Dr Alok Kumar; and Dr D Thammi Raju.



Participants during Virtual Review Meeting of Career Development Centers and Faculty Development Center

9. Fourth NAHEP External Advisory Panel Meeting

A meeting with Dr J C Katyal Member, External Advisory Panel was conducted on 19-02-2022. This meeting was conducted under the chairmanship of Dr Ch. Srinivasa Rao, Director-ICAR-NAARM, at ICAR-NAARM to discuss the various activities and progress of component 2 project “Investments in Indian Council of Agricultural Research Leadership in Agricultural Higher Education”.

The following are the major points discussed during the Fourth External Advisory Panel meeting

- Planning to bring out a brief document on entrepreneurship
- CDC (Carrier Development Centers) guidelines circulated to all the SAUs in the country (three SAU volunteered for the establishment of such centers)
- Facilitated student enrolment in alumni network-initiated
- Global collaboration programs have been initiated
- International collaborations, procedures, terms of reference, operationalization etc. should be within the broad government framework and NAHEP should initiate/tweak actions to hasten up the process of MoU/ MoAs.
- Mainstreaming the private agricultural education should be taken up for enhancing the quality of education, including the accreditation process etc.
- Planning for a policy workshop by end of March 2022
- Planning a model workshop to nurture “Academia and Industry” interface by end of March 2022
- Mainstreaming of CDCs and FDCs in SAUs successfully achieved by ICAR-NAARM

- Funding from DBT, DST other ICAR sources for the nurturing Academia-Industry linkages for its sustainability beyond the project period of NAHEP
- Promoting entrepreneurship among Agri-graduates
- ICT driven education should be promoted

This meeting was coordinated by Dr S K. Soam, CCPI and Dr D Thammi Raju, Co-PI, NAHEP Components 2.



Group Photo of the participants in External Advisory Panel Meeting at ICAR-NAARM on 19.02.2022

10. Interaction Meeting with PWC for Assessment of Human Resources Requirement in Agriculture and Allied Sector for next 20 years

As part of NAHEP, a study titled 'Assessment of Human Resources requirement in agriculture and allied sector for next 20 years' has been taken up under the leadership of National Director and DDG, The Price Waterhouse Coopers Private Limited (PwC) has been appointed as consultant to assess the human resource requirement in agriculture and allied sector in India. In this connection, the team from PWC, Delhi visited the Academy, interacted with Joint Director and Head of the Departments on 02-03-2022. During the interaction meeting, various discussions on major "Driving & Limiting Factors" of change in coming 5, 10, 20 years were discussed. Agriculture & allied sector, entrepreneurship / start-ups, competency level of faculties and current growth rate and expected growth in next 10 years to 20 years were main sectors of concern. This interaction meeting was coordinated by Dr D Thammi Raju, Co-PI, NAHEP Component 2.



Academic Leadership" from 23rd to 28th September 2021 with an objective to enhance the efficiency of Indian Agricultural Education System under NAHEP – Component 2.

Forty-seven enthusiastic administrators and faculty of agricultural universities and ICAR institutes including 17 lady participants from 13 states and three union territories participated in the online training workshop. During the five-day training programme, the participants were provided with theory and practical sessions on various topics related to education management and academic leadership by eminent personalities. Various resource persons from different field delivered innovative sessions on Leadership challenges in Agri Universities; Collaboration for Academic leadership; Managing

11. Online Training Workshop on "Education Management and Academic Leadership"

ICAR – NAARM organised an Online Training Workshop on "Education Management and

the branding and marketing of institutions etc. An online application was used to capture session wise reflections of the participants. The programme was coordinated by Dr D. Thammi Raju, Principal Scientist and Co-PI NAHEP and facilitated by Dr S K Soam, CCPI of ICAR-NAARM.

Dr Ch Srinivasa Rao, Director ICAR NAARM, the Chief Guest of the Inaugural programme highlighted the importance and status of agriculture education system in India. He also talked about the New Education Policy 2020 in line with agriculture education. He opined that bringing all stakeholder of agriculture education including farmers in one platform is an important issue of concern.

During the Valedictory Function, Dr D Thammi Raju

gave the recap of programme and explained the importance of leadership and education management in agricultural Universities. Dr S K Soam, CPI, NAHEP addressed the participants about the importance of importance training programme in agriculture universities. He requested all the participants to inculcate the knowledge gained in their professional life.

All the participants gave positive feedback and ensured that they will share their experiences with their colleagues and replicate their learning in their respective institutions. Programme was successfully completed with the vote of thanks proposed by Dr S. Senthil Vinayagam. The programme concluded on 28th September 2021.



Chief Guest Address by Dr. Ch Srinivasa Rao, Director, ICAR-NAARM

Mainstreaming of Agricultural Higher Education by Private Universities in India

Under NAARM component of National Agricultural Higher Education Project (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. As first step, a Pre-Workshop Meeting was organized under NAHEP 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. Dr Ch Srinivasa Rao, Director, NAARM, Dr Rajender Parsad, Director of IASRI, Dr Prabhat Kumar, National Coordinator, 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.




DIGITAL INITIATIVES TAKEN DURING FINANCIAL YEAR 2021-2022

1. Database of Foreign Trained Scientists

As part of Building Partnerships with Higher Education Institutions with a broad objective to establish partnerships with globally recognized agricultural higher education institutions for the improvement of quality and relevance of agricultural education. ICAR-NAARM under NAHEP Component 2A has built a database of scientists and officers who visited abroad under various schemes. Till now, around 1700 scientists' information is collected.

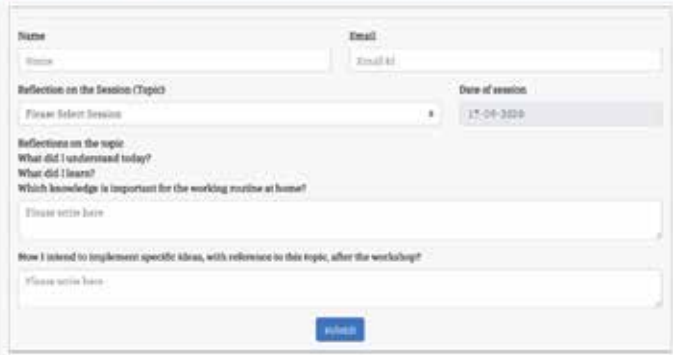
URL: http://192.168.44.69:8080/abroad_training



2. Online Application to Capture Feedback

ICAR-NAARM developed an online application to capture the session-wise reflections from participants of the training workshop on education management and academic leadership organised online during 03-17 September 2020.

URL: <https://nahep.naarm.org.in/email/>



4. Career Development Centre Monitoring System

Career Development Monitoring System is to provide an online monitoring of CDC centers in terms of indicators and it will also ensure following public availability of CDC activities; standardization of activities and reporting; effective monitoring; structure data organization; collecting timely and untampered feedback. It is unique and novel kind of approach for monitoring and reporting.

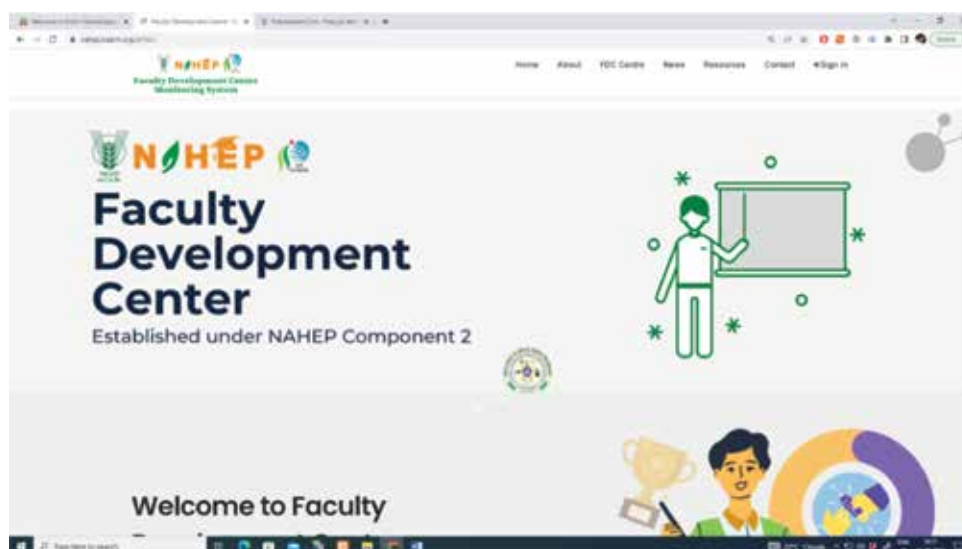
<https://nahep.naarm.org.in/cdc/>



5. Faculty Development Centre Monitoring System

Faculty Development Centre Monitoring System, which is very useful tool for reporting & monitoring of “Faculty Development Centres” established at various SAUs and also in upcoming FDCs in future.

<https://nahep.naarm.org.in/fdc>



6. NAHEP Alumni Portal: KVC - ALNET

ICAR-NAARM under NAHEP Component 2 contributed the development of ICAR-Alumni portal titled “Krishi Vishwavidyalaya Chhatr Alumni Network”. Major activity was collection of students’ alumni information from all State Agricultural Universities and make a comprehensive alumni database. A format has been prepared and sent to all SAUs for collecting information. Till now, information of around 40,000 alumni has been updated.

URL: <https://alumni.icar.gov.in/>



7. Digital initiatives:

S. No	Category of the collateral	Digital initiative	Practice before introduction of the initiative	Practice after introduction of the initiative
1	Online portal	Career Development Centre Monitoring System https://nahep.naarm.org.in/cdc/	The data used to be sent in physical form, more in generic way, as a document	Focused indicators and data obtained online and customized report generation
2	Online portal	Faculty Development Centre Monitoring System https://nahep.naarm.org.in/fdc/	The data used to be sent in physical form, more in generic way, as a document	Focused indicators and data obtained online and customized report generation
3	Online portal	Inspired Teachers https://nahep.naarm.org.in/inspiredteachers/	No much information available about Inspired Teachers	The data pertaining to inspired teacher in agriculture is available with specialization, expertise etc
4	Web based application / tool	Training Reflections Tool https://nahep.naarm.org.in/emal/	Earlier the feedback used to obtained either in physical form or through google form	Specific reflections obtained through this tool within the deadline i.e. session wise reflections before the start of next day, Helps to analyze the data and modify future programmes

Information Technology Tools and Web Portals

Sl. No.	IT Tool/ Web portal Details	URL / Intranet Address
1.	NAHEP Web Portal	https://nahep.naarm.org.in/
2.	Career Development Centre Monitoring System	https://nahep.naarm.org.in/cdc/
3.	Inspired Teachers Portal	https://nahep.naarm.org.in/inspiredteachers/
4.	NAHEP Component 2 Events Information & Reporting System	http://192.168.44.69:8080/eirs/
5.	Faculty Development Centre Monitoring System	https://nahep.naarm.org.in/fdc/
6.	Academic Leadership - Training Reflections Tool	https://nahep.naarm.org.in/emal/
7.	KVC Alumni Portal	https://alumni.icar.gov.in/
8.	NAHEP Publications as EBooks	https://nahep.naarm.org.in/publications.php
9.	NAHEP Photo Gallery	http://192.168.44.69:8080/naarmgallery/
10.	NARES Scientist Abroad Training Information System	http://192.168.44.69:8080/abroad_training/

SNAPSHOTS OF DIGITAL INITIATIVE



Career Development Centre Monitoring System



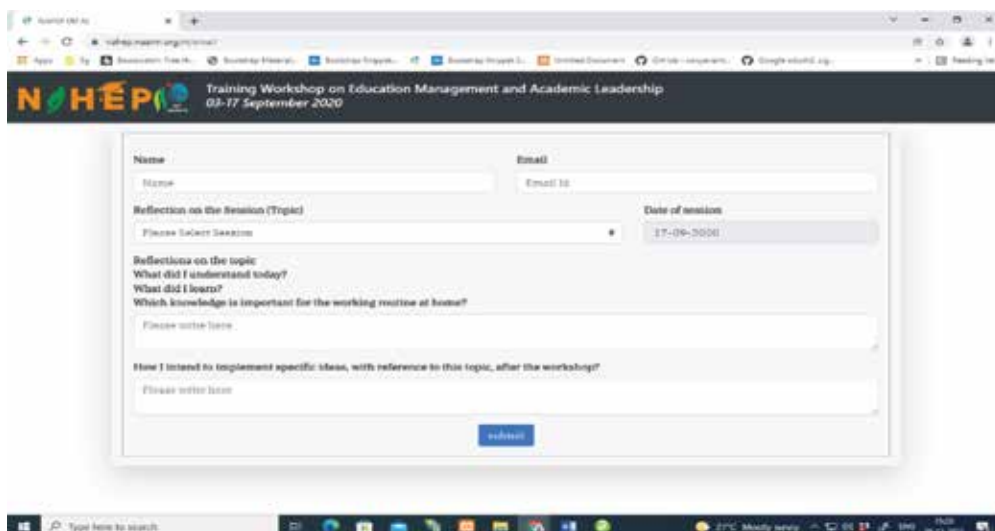
Faculty Development Centre Monitoring System



NAHEP Publications as E Books



Inspired Teachers Portal



Training Reflections Tool

PUBLICATIONS

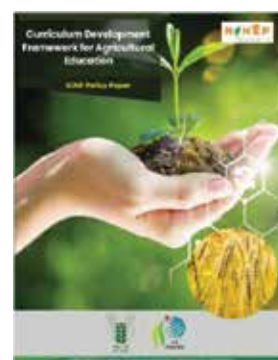
Research Papers

Soam SK, Raghupathi B, Sharma S, Yashavanth BS, Balakrishnan M, NS Rao, Thammi-Raju D, P Kumar & RC Agrawal (2022). Mind Mapping as a Learning and Teaching Tool in Agricultural Higher Education in India. Indian Research Journal of Extension Education, 22(3), 176–181.

Thammi-Raju D, P Ramesh, R Raghuvanshi, BS Yashavanth, BS Sontakki, P Krishnan, B Raghupathi, SK Soam & Ch. Srinivasarao (2022). Students' Approaches to Learning in Agricultural Higher Education. Asian Journal of Agricultural Extension, Economics and Sociology, 40(5), 19-29.

Policy Papers

Thammi Raju, D., Soam, S.K., Srinivasa Rao, N., Kumar, A., Sumanth Kumar, V.V., Kumar, S., Rathore, S., Vinayagam, S.S., Balakrishnan, M., Yashavanth, B.S., Krishnan, P., Sudeep Marwaha., Prabhat, K., Venkateshwarlu, G., Srinivasa Rao, Ch. and Agrawal, R.C. (2021). Curriculum Development Framework for Agricultural Education, National Agricultural Higher Education Project – Component 2, Indian Council of Agricultural Research (ICAR). National Academy of Agricultural Research Management (NAARM), Hyderabad - pp 12.



Books/Book Chapters

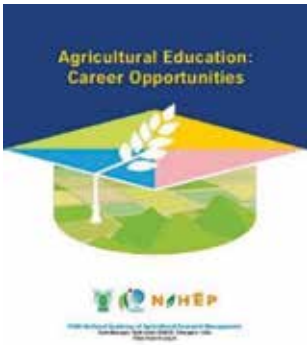

D Thammi-Raju, P Ramesh, P Krishnan, SK Soam, Ch Srinivasarao, RC Agrawal (2021) Re-imagining Higher Agricultural Education in India on the Face of Challenges from COVID-19 Pandemic: Strategies for Adapting to the New Normal; In Higher Education Going Online: The Challenges in India Eds: Sujin Babu and Ram Ramaswamy, Published by Indian Academy of Sciences, Bangalore 99-121.

Popular Articles


<p>Soam, S.K., Raghuvanshi, R. and Raghupathi, B.(2021). Agricultural Higher Education in India: Status and Scope. Just Agriculture e-magazine. Vol 2(1): 25-29, e-ISSN: 2582-9149.</p>	
<p>Sumanth, V.V., Rakesh, S., Soam, S.K., Sudeep, M. and Prabhat, K. (2021). Agricultural Students' Alumni Network Implemented by NAHEP. In Magazine- AGRICULTURE WORLD: India's Food Systems Approach to be Reimagined. November issue. 7(11): 16-19. ISSN 2455-8184. Published by Krishi Jagran Media Group, New Delhi- 110 016.</p>	

<p>Sweety, S., Srikanth, P.D. and Soam, S.K. (2021). Horticultural Education in Entrepreneurship Development. Just Agriculture, 2(3), Nov 2021: 1-7 e-ISSN: 2582-8223.</p>	
<p>डी तम्मी राजू श्रीकांत खाडे, स्वीटी शर्मा एवं एस के सोम (2021). कोविड-19 महामारी का पशुधन क्षेत्र पर प्रभाव एवं न्यू नार्मल के लिये पहल. In Magazine - पशुधन प्रकाश के बारहवाँ अंक वर्ष 2021. प्रष्ठ संख्या (Page no) 40-42. ISSN: 0976-4569. भाकृअनुप-राष्ट्रीय पशु आनुवंशिक संसाधन ब्यूरो, करनाल द्वारा प्रकाशित.</p>	
<p>Raghupathi B, Rakesh S, Balakrishnan M and Soam SK (2022). Application of 5G in Agriculture. AGRICULTURE WORLD, Volume 8 Issue 01 January 2022. ISSN 24558184, published by Krishi Jagran Media Group, New Delhi</p>	

Technical Bulletins

<p>D Thammi Raju, BS Yashavanth, Sweety Sharma and S K Soam (2021). Agricultural Education: Career Opportunities. ICAR – National Academy of Agricultural Research Management, Rajendranagar, Hyderabad, Telangana, India, pp 38.</p>	
<p>Rathore, S., Soam, S.K., Raju, D.T.R., Kumar, A., Rao, N. S. and Rao, Ch.S.R., Agrawal, R.C. (2021). Preparing Agri graduates beyond curriculum: new dimensions in Human Resource Development, ICAR – National Academy of Agricultural Research Management, Hyderabad, India</p>	

Technical documents: Guidelines/Annual Report

Guidelines for Establishment of Model Faculty Centre (FDC)	
<p>Thammi Raju D., Kumar Alok, Srinivasa Rao N., Sudeep Marwaha, Prabhat Kumar and SK Soam, 2020. Guidelines for Establishment of Faculty Development Centre (FDC). ICAR – National Academy of Agricultural Research Management, Rajendranagar, Hyderabad-500 030, Telangana, India. pp 11</p>	
Resource Materials	
<p>D Thammi Raju, S Senthil Vinayagam, S K Soam and Ch Srinivasa Rao (2021). Training Workshop on Education Management and Academic Leadership, ICAR-NAARM, Hyderabad. pp 397.</p>	
Annual Report	
<p>Annual Report, (2020-21). Investment in ICAR for Leadership in Agricultural Higher Education, Component 2 of ICAR-NAARM</p>	

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Faculty Development Centre Monitoring System [Copyright Registration No: SW-15439/2022]. Authors: S.K. Soam, D Thammi Raju, N. Srinivasa Rao, Alok Kumar, B Raghupathi, P Krishnan, S Senthil Vinayagam, M Balakrishnan, Sudeep Marwaha, Prabhat Kumar, Ch Srinivasa Rao and R C Agrawal.

GLIMPSES OF NAHEP ACTIVITIES DURING 2021-22



CDCs & FDC ACTIVITIES: FLYERS

The image displays a collection of promotional flyers for NHEP (National Horticulture Extension Programme) activities. The flyers are arranged in a grid-like fashion, showcasing various events:

- Top Left:** A flyer for a "One Day Workshop on 'Agri Startup: Turning Knowledge into Enterprise'" held on March 21, 2022, at 10:30 AM. The venue is the 1st Year Class Room, SGCARS, Jagdalpur. It lists several speakers including Dr. Girish Chandel, Dr. G.K. Shrivastava, and Dr. R. Solomon Rajkumar.
- Top Middle:** A flyer for a "Two Days Seminar on Personality Development and Career Opportunities for Agriculture Students" on March 21-22, 2022. It features a list of speakers and a registration link.
- Top Right:** A flyer for a "Seminar on Exploring Counselling Strategies: The way to Institution Building" on March 10, 2022, at the University Centre - NHEP Building. It lists speakers like Dr. R.S. Nelsam and Dr. Bikaash Das.
- Middle Left:** A flyer for a "Two Days Seminar on Personality Development and Career Opportunities for Agriculture Students" on March 21-22, 2022, at the Baramulla Thakur College of Agriculture & Research Station. It lists speakers like Dr. R.K.S. Thakur and Dr. A.K.S. Thakur.
- Middle Right:** A flyer for a "Two Days Seminar on Personality Development and Career Opportunities for Agriculture Students" on March 21-22, 2022, at the Baramulla Thakur College of Agriculture & Research Station. It lists speakers like Dr. R.K.S. Thakur and Dr. A.K.S. Thakur.
- Bottom Left:** A flyer for a "Two Days Seminar on Personality Development and Career Opportunities for Agriculture Students" on March 21-22, 2022, at the Baramulla Thakur College of Agriculture & Research Station. It lists speakers like Dr. R.K.S. Thakur and Dr. A.K.S. Thakur.
- Bottom Middle:** A flyer for a "Two Days Seminar on Personality Development and Career Opportunities for Agriculture Students" on March 21-22, 2022, at the Baramulla Thakur College of Agriculture & Research Station. It lists speakers like Dr. R.K.S. Thakur and Dr. A.K.S. Thakur.
- Bottom Right:** A flyer for a "Two Days Seminar on Personality Development and Career Opportunities for Agriculture Students" on March 21-22, 2022, at the Baramulla Thakur College of Agriculture & Research Station. It lists speakers like Dr. R.K.S. Thakur and Dr. A.K.S. Thakur.

NAHEP ACTIVITIES CAPTURED IN VARIOUS NEWSPAPER



