



NATIONAL AGRICULTURAL HIGHER EDUCATION PROJECT
(Project Implementation Unit)

NAHEP

INDIAN COUNCIL OF AGRICULTURAL RESEARCH
KRISHI ANUSANDHAN BHAWAN-II, NEW DELHI-12

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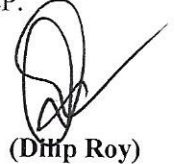
Date 17.09.2020

OFFICE ORDER

A committee was constituted by the National Director, NAHEP with Hon'ble Vice Chancellor, PAU, Ludhiana as the Chairman to finalize the mode of training programmes/workshops/courses which can be undertaken online during COVID-19 period. The following officials were present in the virtual meeting held on 3rd July, 2020 on the above-mentioned subject:

1. Dr. B.S.Dhillon, Vice-chancellor, PAU- **Chairman**
2. Dr. R.C. Agrawal, National Director, NAHEP, ICAR, New Delhi
3. Dr. K. Sudha Rao, Retd. Vice-chancellor, Karnataka University, Prof. & Head, National University of Educational planning & Administration, NUEPA, New Delhi
4. Dr. Gopal Krishna, Director, CIFE, Mumbai
5. Dr. Brajesh Singh, Western Sydney University (External Advisory Expert member of NAHEP)
6. Dr Sapna A Narula, Dean, Nalanda University, Bihar
7. Dr. P. Ramasundaram, National Coordinator, IDP, NAHEP
8. Dr. R.B.Sharma, National Coordinator, IG, NAHEP
9. Dr.(Mrs.) Hema Tripathi, National Coordinator, M&E, NAHEP
10. Dr. Prabhat Kumar, National Coordinator, CAAST, NAHEP- **Member-Secretary**

The minutes of the meeting are attached at Annexure-I and the Supplementary information along with Guidelines for Identification of Faculty/ Students for International Training at leading Universities via online mode approved by the Project Management Committee (PMC) are also attached at Annexure-II. The detailed deliberations of the meeting may be implemented by all the partner AUs being funded under NAHEP.



(Dip Roy)

Deputy Secretary, NAHEP

Distribution:

1. National Director, NAHEP.
2. All members of the committee.
3. All VCs/Pis, AUs under NAHEP.
4. All National Coordinators, NAHEP.
5. Guard File.

Annexure-I

The committee deliberated on the subject thoroughly. Some of the important points discussed in the meeting are as follows:

- Integrating Technology with Learning: In the present era of technology online training programmes through app may be undertaken. Such apps customise lessons for different stakeholders, so they are easier to understand. As an educator, one may use them to supplement teaching.

- Building an Inclusive Classroom: The central problem of online training is hands on experience i.e. Stakeholders (Students/ faculties) can't practice. Science has shown that the best way to learn something is by practicing it (the famous learning by doing concept). However, online courses mainly focus on theoretical content and external lessons, and trainees cannot practice and the learning/ training process may not reach its full potential.

- One possible way to overcome this problem is to developed useful and practical session those have simulators, so that students/ faculties can practice and have an experience similar to practical classes. Simulators are being used for decades (for example, by pilots and surgeons) to recreate real-life situations so that students can practice and experiment in safe and controlled environments. Incorporation of simulators into training course ensures that trainees put their new knowledge and skills to practical use.

- Effective online teaching often requires more planning and more overall effort than traditional classroom teaching of the same material. Running useful office hours online, for a group of several dozen students at once, requires strict discipline and a lot of energy. Hence, the participating institutions, trainers and trainees have to put all out efforts to ensure the quality of training programmes.

- We can also work out the possibility of hybrid training i.e. theory part of the training may be completed in virtual mode and practical part may be undertaken by the candidate when situation become normal.

After detailed discussion on the virtual mode of trainings/ classes, etc. the Committee gave its recommendations as follows:

- Owing to the challenges we are facing in current circumstances; it would be the right strategy to start the trainings in virtual mode in order to engage the faculty and students with the foreign institutions.

- A clear policy needs to be drafted in this regard in order to ensure transparency and clarity to the training providing institutions as well as students.

- The respective partner institutions (India and abroad) must sit together to draft training modules including the content, pedagogy, etc. to ensure clarity for students and institutions.

- Since virtual mode can never be a substitute for physical trainings yet under given circumstances, it is a compulsion to go online at least for next semester (July – December, 2020)

- Material developed in the training programmes will belong to NAHEP and SAUs and can be used further by NAHEP and SAUs.

- Following points should be taken care of with respect to operationalisation of trainings:

- a) Percentage (need based) to be covered online

- b) Modules numbers may be finalized

- c) Mode of engagement

- d) Pedagogy to be used

- e) Online platform to be used

- f) The student learning to be tested

- g) Methodology of evaluation

- h) Explore the possibility of Credit transfer

- Respective partners must act as a central resource point for these trainings providing technical resources, choice of technology, designing training modules, assistance related to online platforms.

- Keeping in view that the entire process requires more inputs from faculty, some incentives may be provided to faculty. Recognition mechanism, awards may be worked out. This will keep them motivated.

- Although the trainings will be done in decentralised mode, a little centralisation would ensure the centralised knowledge management system and replication of best practices and avoiding duplication of work thus saving resources.

Supplementary information along with Guidelines for Identification of Faculty/ Students for International Training at leading Universities via online mode

The importance of Agricultural Universities has increased tremendously as the agricultural sector has been facing new challenges due to COVID-19 in recent times. In spite of the fact that about 50 per cent of country's population involved in it, the contribution of agriculture to the Gross Domestic Product (GDP) of the country's economy has been 14% (<https://tradingeconomics.com/india/gdp-from-agriculture>) in the recent years thereby making it compulsory that the people involved with Agricultural Universities and other research organizations to come up with innovative ideas, new technique for dealing with the challenges that the agriculture sector is facing currently. To address the diverse problems in Indian agriculture, a competent human capital will be required for sustainable agricultural development.

Since last six months or so, the world is fighting together against the pandemic of COVID-19. At this point of time, everyone needs to stay busy meaningfully to breeze through the lockdown. In the middle of the on-going crisis, people tend to go for the virtual world of learning and are relying on the internet for anything and everything. Education, as a result, has also largely moved online. The World Economic Forum reports a surge in the use of language apps, virtual tutoring, video conferencing tools, and online learning software in the last three months. India, too, is witnessing an e-learning boom. Classes on Zoom, Google Meet, Microsoft Team, WhatsApp and Skype are becoming the norm for students, and teachers. Though this abrupt transition to online hardly compensates for the absence of the classroom experience the virtual learning programmes need to be undertaken to keep the system dynamic.

Overall framework for quality assurance of online training programs is mainly based on the following six principles which are to be followed by the AUs:

1. Quality: Encourages quality improvement initiatives by agricultural universities.
2. Assurance: Strengthen student's confidence, employers' value degrees of an accredited program the most.
3. Accountability: Independent inception proves satisfactory operation and maintenance of quality in education.
4. Recognition: Facilitates transnational recognition of degrees and mobility of graduates and professionals.
5. Enrolment: Improves student enrolment both in terms of quality and quantity.
6. Development: Contributes to social and economic development of the country by producing high quality technical manpower.

Following outcomes of the online training programme to be ensured by the AUs

1. Assist in domestic and international recognition
2. Enable quality research
3. Make education interactive
4. Identify new revenue streams
5. Increase satisfaction of AU faculty
6. Facilitate industry sponsored initiatives

Under the circumstances explained above, it is imperative to continue with the planned activities/trainings in **virtual** mode for capacity building of faculties at AUs. In view of this, supplementary information in addition to existing guidelines are as follows:



Existing guidelines	Remarks
<p>I. Selection criteria: International training under Component-1 of NAHEP is primarily meant for young and middle carrier scientists/professors.</p>	Existing guideline to be followed.
<p>The faculty identified should be at least left with 2 years of service before his superannuation.</p>	Existing guideline to be followed.
<p>The programme should be limited to only the faculty members of the participating University / Deemed University and not to those belonging to other institutes but included in the faculty of the participating University / Deemed University.</p>	Existing guideline to be followed.
<p>The beneficiaries should be from the accredited programmes of the accredited colleges. However, non-accredited Universities where IG sub-component is awarded are also eligible for faculty international training program up to the extent of their respective budget availability under this head of account.</p>	Existing guideline to be followed.
<p>The faculty representation in the international training should be wide and inclusive academically (including basic sciences, humanities and languages) and socially (as committed in the Equity Action Plan to the World Bank).</p>	Existing guideline to be followed.
<p>The faculty identified for training up to 50 years of age categories should have at least two publications in the area identified for training in reputed peer reviewed journals (not less than a NAAS rating of 7.0) and not less than 10 citations.</p>	Existing guideline to be followed.
<p>Regarding relaxation in existing guidelines of 2 papers of NAAS Rating of 7.0 with 10 Citations for faculty members to visit overseas, the Second NSC suggested following relaxations in case of non-availability of faculty members</p> <ul style="list-style-type: none"> • 2 Papers of NAAS Rating more than 6.0 with 10 Citations. • Paper of NAAS Rating more than 6.0 with 20 Citations. 	Existing guideline to be followed.
<p>For seeking relaxation, the concerned AU through its PI, has to certify that no faculty member is available with the eligibility of existing guideline.</p>	Existing guideline to be followed.
<p>The training should be within the priority areas identified by the ICAR / AU.</p>	Existing guideline to be followed.
<p>In addition to, only students of UG for IDP and students of PG for CAAST are considered for overseas internship program, who fulfil the criteria of prescribed CGPA Grading of 7.5. However, it has been observed that in many cases, students belonging to SC / ST category are not available with this prescribed CGPA Grading of 7.5 in some of the AUs. Therefore, it was proposed to relax the CGPA Grading to 7 from 7.5 for students of SC / ST. While addressing the issue, it is suggested that it should not be done as a blanket relaxation, but first of all, the concerned AU should locate the student of SC / ST as per prescribed norm of CGPA Grading 7.5, failing which, the concerned AU must, after certifying that for maintaining social equity as per laid down Social Equity Plan, no SC / ST candidate is available with the prescribed norm of 7.5 CGPA Grading may send their proposal to PIU for approval for relaxation of such students who have CGPA Grading of 7 which may be considered.</p>	Existing guideline to be followed. In addition, Number of student/ faculty is not consideration for payment, more persons of the same discipline/subject area may be accommodated.
<p>II. Duration For long duration (more than one month), For short duration (max 1 week)</p>	Keeping in view the technical aspects of virtual mode of training programme the AUs may keep duration flexible with the prior permission of the National Director, NAHEP. However, without diluting the output of the training, customized training needs to be provided for the CAAST and IG component since it is theme based and multidisciplinary. However, a group of students may take training in IDP.

<p>III. Payment: For long duration (more than one month):</p> <ul style="list-style-type: none"> ➤ The faculty trainee would be entitled for a monthly allowance of US \$ 2400 or up to US \$ 80 per day during period of stay. ➤ Preparatory allowance of INR (Rs.) 25,000/- to cover visa fees, medical insurance and other incidental charges ➤ Travel allowance: to and fro air fare in economy class (Air India only) from the nearest airport to the place of work in India to the overseas host institution by the shortest route (as per actuals). ➤ That leg of the journey not serviced by Air India may be performed by the alliance partners or the cheapest airline where neither is available. ➤ Bench fees, if any. <p>For short duration (max 1 week):</p> <ul style="list-style-type: none"> ➤ The faculty trainee would be entitled for an allowance of US \$ 1500 or US \$ 100 per day during period of stay. ➤ Preparatory allowance of INR (Rs) 25,000/- to cover visa fees, medical insurance and other incidental charges. ➤ Travel allowance: to and fro air fare in economy class (Air India only) from the nearest airport to the place of work in India to the overseas host institution by the shortest route (as per actuals). That leg of the journey not serviced by Air India may be performed by the alliance partners or the cheapest airline where neither is available. 	<p>Preparatory allowances (Boarding, lodging, Visa, Travel expenses) are not considered since trainings will be online. In addition, bench fees should be minimized or may be waived off.</p>
<p>IV. Permission Faculty/ Students should take permission from competent authority.</p>	<p>The PI of the NAHEP in respective AUs need to take permission for the payment and selection of the students/Faculty from the NAHEP as it was being done for normal (offline) training / internship programme, etc.</p>

Overall accreditation framework or understanding online training programmes under NAHEP

Type of training	Generic and Specific
Target beneficiaries	Preferably, students and faculties associated with the work
Language of training	English
Training objectives	Increase the quality or effectiveness of the projects, identify new areas of research to improve research effectiveness, increase number of industry sponsored projects and positions in the cutting-edge areas
Infrastructure	Infrastructure should be promoted to ensure the quality output of the virtual training programme
Selecting the right training module	AUs can hire an external training solutions provider to design online modules as per requirement having <ul style="list-style-type: none"> • Consistency in training across locations • Scalable solution to meet growing workforce • Increased rate of stakeholder engagement
Evaluation	Pre and Post evaluation through online mode. In-built mechanism of evaluation by the trainer or organizer.
Criteria of measuring training success	<ul style="list-style-type: none"> • Questionnaires to ascertain the degree of success • Learning outcome Certificate To be Provided by the organizer/trainer.
Certificate	To be Provided by the organizer/trainer
Training material	Soft copies (Videos, PDF, word files, etc.) of lectures, presentations, hands on practice/practical, etc.

