

GOVERNMENT OF INDIA
MINISTRY OF AGRICULTURE AND FARMERS WELFARE
DEPARTMENT OF AGRICULTURE, COOPERATION AND FARMERS WELFARE

RAJYA SABHA
UNSTARRED QUESTION NO. 1287
ANSWERED ON-30/07/2021

SETTING-UP OF AICTE-LIKE BODY FOR AGRICULTURAL COLLEGES

1287. SHRI P. BHATTACHARYA:
SHRI VIJAY PAL SINGH TOMAR:
SHRI HARNATH SINGH YADAV:

Will the Minister of Agriculture and Farmers Welfare be pleased to state:

- (a) the contribution of Agriculture Universities in development of agricultural sector in the country;
- (b) whether Government has taken any step to modernize agricultural universities to expedite agricultural work and its research, if so, the details thereof;
- (c) the total number of vacancies of researchers in these universities at present and the steps taken by Government to fill up these vacancies; and
- (d) whether Government proposes to set up an all India-body on the lines of All India Council for Technical Education (AICTE) for agricultural colleges to monitor and regulate their functioning, if so, the details thereof?

ANSWER

THE MINISTER OF AGRICULTURE AND FARMERS WELFARE
(SHRI NARENDRA SINGH TOMAR)

(a) The Agricultural Universities (AUs) have rendered a great service to the nation in the field of Higher Agricultural Education, Research & Extension. Their contribution to the Agricultural growth in India is immense and note-worthy. It inter alia, includes:-

- India witnessed spectacular enhancement in productivity of food grains, fruits, vegetables, milk, fish, poultry and meat since 1966 through the application of science and technology driven yield revolution ushered by human resources developed by Agricultural Education System of the country. The Green Revolution, White Revolutions and Blue Revolutions witnessed in the country were essentially due to establishment of the agricultural universities/institutions, which produced skilled human resources for developing new agricultural technologies coupled with receptivity of farmers along with sound policies by the Govt. of India.
- Since 1965, National Agriculture Research Education System (NARES) led by Indian Council of Agricultural Research (ICAR) has so far developed 4944 improved field crop varieties which include 2530 cereals, 827 oilseeds, 915 pulses, 170 forage crops, 352 of fibre crops, 116 of sugarcane etc. Many stress-tolerant high yielding agro climatic zone specific varieties have been developed through extensive system of (NARES) led by ICAR. This has also contributed towards the estimated record production of 305.44 million tons of food grains during 2020-21 with 36.57 million tons of oilseeds. This has also contributed towards the estimated record production of 305.44 million tons of food grains during 2020-21 which was 50.82 million tons in 1950-51.
- The quality manpower produced in the field of agriculture and allied areas have resulted in achieving food security and improved nutrition, high quality seeds and promote sustainable

agriculture through development of newer and better varieties and increased productivity, reducing climate change impact, adaptation policies, new vaccines, better breeds in poultry and milch animals, processing to reduce waste, and aligning with the on-going agricultural development programmes.

(b) Yes, Sir.

- For maintaining and upgrading quality and relevance of higher agricultural education, centrally sponsored plan scheme “*Strengthening and Development of Higher Agricultural Education in India*”, and National Agriculture Education Project (NAHEP) are being implemented by the Education Division of ICAR.
- Efforts have been made to strengthen and modernize the structures pertaining to student and faculty for research and development including laboratories, equipments, e-resources, and modern IT supports etc. Twenty-eight centers of Niche Area of Excellence have been established in agricultural universities for high end research. Sixty-nine (69) new Experiential Learning Programs (ELP) were established for skill and entrepreneurship development.
- Sixty seven (67) libraries of agricultural universities have been automated and connected with national knowledge network. Thirty (30) Agricultural Universities implemented the Radio Frequency Identification (RFID) technology in the library for enhanced security and library in house operations such as self-check in and check out and stock verification.
- Focusing on the agricultural research, 16 Centres for Advanced Agricultural Science and Technology (CAAST) have been established. Frontier areas of research in these CAAST include Conservation Agriculture, Protective/ Saline aquaculture, Climate Smart Agriculture, Precision farming / Farm Mechanization, Secondary Agriculture, Adaptive agriculture, Renewable Energy Sources, Integrated Farming System (IFS), Agriculture Market Intelligence, Good Agricultural Practices, Hitech/Protected Cultivation, Food Safety, Big Data Analysis and Genomics-assisted Breeding. These Centres have been developed using modern technologies as multidisciplinary and interdisciplinary in nature for teaching, research and extension.

(c)

- The total number of sanctioned post in these AUs are 33686 out of which 12576 positions are vacant.
- As Agriculture including Agricultural Education is a State Subject, filling up of these vacant positions fall under the purview of respective State Governments.
- However, time to time accreditation is being done by ICAR through National Agricultural Education Accreditation Board, wherein it is stressed upon to fill these vacant positions for award of accreditation.
- For the filling up of vacancies related to ICAR Deemed Universities the advertisement has already been made by Agricultural Scientist Recruitment Board (ASRB).
- Central Agriculture Universities (CAUs) are also processing for advertisement for the filling up of these vacancies.

(d) No, Sir. As per National Education Policy-2020, the professional councils, such as the Indian Council of Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVT) etc., will act as Professional Standard Setting Bodies (PSSBs). They will play a key role in the higher education system and will be invited to be members of the General Education Council (GEC). These bodies, after restructuring as PSSBs, will continue to draw the curricula, lay down academic standards and coordinate between teaching, research and extension of their domain/discipline, as members of the GEC. As members of the GEC, they would help in specifying the curriculum framework, within which Higher Education Institutions (HEIs) may prepare their own curricula. Thus, PSSBs would also set the standards or expectations in particular fields of learning and practice while having no regulatory role. All HEIs will decide how their educational programmes respond to these standards, among other considerations, and would also be able to reach out for support from these standard-setting bodies or PSSBs, if needed.
