

Annual Progress Report (2019-20)

NAHEP-INSTITUTIONAL DEVELOPMENT PLAN

**Strengthening Institutional Capacity to Produce Skilled Professionals
for Market Driven Agriculture**



Submitted By



CCS Haryana Agricultural University, Hisar-125 004

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1. Executive Summary

NAHEP Project Objective: NAHEP is designed to strengthen the national agricultural education system in India with overall objective to provide more relevant and high quality education to agricultural university students. This programme will promote efficiency and competitiveness through changes in working mechanism of agricultural universities, raising the teaching and research standards through improved research and teaching infrastructure and enhanced faculty competency and commitments, and making agricultural education more attractive to talented students. There are four key components under NAHEP, namely; Institutional Development Plan (IDP), Centres for Advanced Agricultural Sciences and Technology (CAAST), ICAR to support excellence in agricultural universities (AUs), and ICAR Innovation Grants to AUs. It is envisaged that improved AU performance through quality enhancement, better employment and entrepreneurship opportunities created for agriculture graduates, non-accredited AUs attaining ICAR accreditation, and institutional reforms implemented in education division of ICAR and AUs under these components together shall contribute to the achievement of the overall program objective.

Under NAHEP, CCS Haryana Agricultural University (HAU), Hisar is implementing the Institutional Development Plan (IDP). The project is improving efficiency of Agricultural education through enhanced faculty competence, innovative partnerships with industry and international universities and strengthening/ renovation/modernization of existing physical facilities. It has been intended to initiate innovative courses and training programs in partnership with industry and universities abroad to enhance employability and nurturing entrepreneurial skills to produce the next generation of graduates and leaders for climate resilient market driven sustainable agriculture in a global context. Specific activities undertaken include institutional capacity building and global knowledge partnerships through faculty development, curriculum enhancement, student and faculty exchanges, internships and experiential learning with industry, skill development activities, alumni networks, agribusiness incubation centre, and university industry conclave.

2. Progress made during period

The progress made across each components of NAHEP during April'19 to March '20 is provided.

i. Component 1a: Support to Institutional Development Plan (IDP) of Aus

a. Procurement:

- Equipment purchased upon approval in STEP

S.No.	Activity Reference No. / Description:	Procurement Category	Evaluation Options	Process Status
1.	IN-CCS HAU HISAR-117445-GO-RFQ / Oven (two in number)	Goods	RFQ	Completed
2.	IN-CCS HAU HISAR-90562-GO-RFQ / microwave oven	Goods	RFQ	Completed
3.	IN-CCS HAU HISAR-90620-GO-RFQ / Computers and Peripherals (Desktop student model computer 15nos, Desktop computer high configured 5 nos, printer heavy duty 1 no, multifunctional printer 5 nos, computer software 5nos, LCD projector with screen 4 nos,)	Goods	RFQ	Completed
4.	IN-CCS HAU HISAR-90679-GO-RFQ / Furniture and fixture (Office table 4nos, office chair 5nos, steel cabinet 5nos. book shelf 5nos.)	Goods	RFQ	Completed
5.	IN-CCS HAU HISAR-117433-GO-RFQ / 96-Well PCR Thermal Cycler machine (two in numbers)	Goods	RFQ	Completed
6.	IN-CCS HAU HISAR-117124-GO-RFQ / Deep Freezer (One in number)	Goods	RFQ	Completed
7.	IN-CCS HAU HISAR-90593-GO-RFQ / office equipments (paper shredder 6nos, office cabinet 7nos,electric multibinder 4 nos, label printer 3 nos, photocopier 1no. and 1.5 ton AC with stablizer 1 no.)	Goods	RFQ	Completed
8.	IN-CCS HAU HISAR-117129 Cooling Centrifuge	Goods	RFQ	Completed
9.	IN-CCS HAU HISAR-90639-CW-RFQ / renovation/repair/refurbshiment/extension of laboratory	Work	RFQ	Completed
10.	IN-CCS HAU HISAR-90633-GO-RFQ / Books and Journals	Goods	RFQ	Materials received but payment is awaited

11.	IN-CCS HAU HISAR-117441-GO-RFQ / Micropipettes Sets (five in numbers)	Goods	RFQ	Materials received but payment is awaited
12.	IN-CCS HAU HISAR-90541-GO-RFQ / Quantitative Real time PCR	Goods	RFQ	Materials received but payment is awaited
13.	IN-CCS HAU HISAR-117122-GO-RFQ / NIR Spectrophotometer (One in number)	Goods	RFQ	Materials received but payment is awaited
14.	IN-CCS HAU HISAR-117446-GO-RFQ / Equipment for precision farming (Drone for GPS based crop monitoring,Pneumatic Planter (6 row),Auto steer system for Tractor,LIDAR based Speed Device,PTO Torque Sensor)	Goods	RFQ	Materials received but payment is awaited
15.	IN-CCS HAU HISAR-117533-GO-RFQ / Computer and Peripherals (One Audio system for smart class , One LCD projector with screen , One Central server for IDP cell, Internet connectivity to IDP cell, smart class rooms, Advanced ICT teaching aid)	Goods	RFQ	Materials received but payment is awaited
16.	IN-CCS HAU HISAR-90647-CW-RFQ / Renovation/repair/refurbishment/extension of laboratoty (COAE&T)	Works	RFQ	Work under Progress
17.	IN-CCS HAU HISAR-90662-CW-RFQ / Modernisation of lecture rooms (COHS) including smart class room accessories	Works	RFQ	Work under Progress
18.	IN-CCS HAU HISAR-90659-CW-RFQ / Modernisation of lecture rooms (COAE&T) including smart class room accessories	Works	RFQ	Work under Progress
19.	IN-CCS HAU HISAR-90653-CW-RFQ / Renovation/repair/refurbishment/extension of laboratoty (COHS)	Works	RFQ	Work under Progress
20.	IN-CCS HAU HISAR-90657-CW-RFQ / Modernisation of lecture rooms (COA) including smart class room accessories	Works	RFQ	Work under Progress
21.	IN-CCS HAU HISAR-90551-GO-RFQ / gel electrophoresis with power supply	Goods	RFQ	Order placed , material yet to be received

22.	IN-CCS HAU HISAR-117436-GO-RFQ / Ice Maker(One in number)	Goods	RFQ	Order placed , material yet to be received
23.	IN-CCS HAU HISAR-90554-GO-RFQ / Nanodrop/microvolume spectrophotometer	Goods	RFQ	Order placed , material yet to be received
24.	IN-CCS HAU HISAR-117443-GO-RFQ / SPAD Plus Chlorophyll Meter (two in number)	Goods	RFQ	Materials received but payment is awaited
25.	IN-CCS HAU HISAR-90684-GO-RFQ / smart class room equipments (interactive panells, podium, microphone, audio system, visulaiser, biomteric attendance system)	Goods	RFQ	Procurement completed, order yet to be placed
26.	IN-CCS HAU HISAR-117444-GO-RFQ / Dry bath (One in number)	Goods	RFQ	Materials received but payment is awaited
27.	IN-CCS HAU HISAR-90581-GO-RFQ / Puff gun machine	Goods	RFQ	Procurement completed, order yet to be placed
28.	IN-CCS HAU HISAR-117423-GO-RFQ / Vacuum Fryer (One in number)	Goods	RFQ	Procurement completed, order yet to be placed
29.	IN-CCS HAU HISAR-90575-GO-RFQ / semolina making machine	Goods	RFQ	Procurement completed, order yet to be placed
30.	Software for students' activity (online attendance, grade submission, plagerism etc.)	Goods	RFQ	Pending implementation
31.	Biscuit cutting machine	Goods	RFQ	Pending implementation

- Molecular breeding lab in Department of Genetics and Plant Breeding , COA, CCSHAU Hisar has been renovated
- Food Analysis Lab in the department of Foods & Nutrition, I. C. College of Home Science and Farm power and machinery lab is being renovated in COAE&T, CCCSHAU, Hisar.
- Lecture rooms on COA, COHS and COAE&T is being renovated.
- Relevant documents were uploaded on STEP.

b. Trainings and workshops:

• **For Students:**

S.No.	Details of training /workshops/ Interactive session/Guest Lectures	Student beneficiaries	No. of students benefited
1.	Industry Conclave _ New Placement Avenues in Agriculture (IC-2020)	Faulty, industry experts, entrepreneurs, farmers and students	500
2.	Communication skills for effective public speaking	I st year UG students of COA, COHS and COAE	122
3.	Design Your future	I st year UG students of COA	20
4.	Enhancement of designing competencies with ICT tools	UG and PG students of COHS	80
5.	How to make successful startup	UG students of ABM	19
6.	Success factors for an enterprise	UG students of ABM	21
7.	How to setup new agri enterprise	UG students of ABM	17
8.	Talk for change	UG students of ABM	13
9.	Morals and Ethics in Agri Business	UG students of ABM	23
10.	Organic Agriculture	UG students of ABM	23
11.	Campus to Corporate	I st , II nd and III rd year UG students of COAE	60
12.	Robotics and Automation	UG students of COAE	40
13.	Mushroom Cultivation	UG students of COA	25
14.	Agroforestry systems	UG students of COA	40
15.	Enhancement of Handicrafts Skills for Entrepreneurship	UG students of COHS	30
16.	Introduction to matlab and its application	UG students	177
17.	Literary Fest – 2020	UG students	150
18.	Online workshop on Preventive Measures of COVID-19	UG students of COA	30
19.	Online Competition for best Singer, Dancer & Actor (Battle against CoVID-19)	UG students of COA	40
20.	Eat Right during COVID-19 Crisis	UG students of COA, Bawal	30
21.	Effective communication and Interpersonal Skills	UG students of COA, Bawal	30
22.	Role of Agribusiness Sector and Market intelligence in Enhancing Farmers Income	UG students of COA, Kaul	25
23.	Personality Development	UG students of COA, Bawal	30

24.	Eat Right during COVID-19 Crisis	UG students of COA, Kaul	25
25.	E-learning	UG students of COA, Hisar	40
26.	Lecture-Cum-Field Demonstration -Use of Drone Technology In Agriculture	Faculty and students of COA,COHS, COAE	56
27.	Opportunities for Higher Education in Canada	Students and faculty of COAE	23
28.	Biomass conversion: Technology based Agripreneurial opportunities	Students and faculty of CCSHAU	25
29.	Guest lecture on Weeding, Precision Agriculture, Automation and Robotics	Students and faculty of COA and COAE	20
30.	Interactive Session On Opportunities For Higher Education In United Kingdom	Students and faculty of COA, COHS and COAE	35
31.	Interactive Session on Seed Quality Testing and Opportunity for Higher Education in New Zealand	Students and faculty of COA	25
32.	Agriculture Education day	Campus school students	80
33.	Agriculture Education Fair	Govt. Senior Secondary school students at Karnal, Bawal, Rewari and Hisar	560

c. Overseas trainings

1. 25 faculties were selected for the overseas training. But due to covid19 only one faculty from COA, Hisar was sent to Agriculture Victoria Research, Victoria Grain Innovation Park, Australia for a period of 3 months.
2. 68 students have been selected for two month international training. Out of them, 6 students have been sent to Sydney, The University of Sydney (Plant Breeding Institute), and 6 students to Massey University, New Zealand.

d. Administrative work:

- Finance and related work:
 - Interest earned during 2018-19 was returned to ICAR
 - All payments were done through PFMS system
 - IUFRs were submitted for all the four quarters and annual expenditure was also submitted
 - Audit for the year 2018-19 was completed from the CA team

- Review meetings:
 - Review meetings conducted by PIU for PMTS, Procurement, EAP and ESP were attended by PI, Co-PIs and team.
 - The suggestions and instructions given during the review meetings were noted and implemented thereafter
- Student related:
 - Boards depicting “Grievance redressal mechanism” were fixed (COA, COAE and COHS, CCSHAU – 3nos along with complaint boxes.
 - Installation of Sign boards nearby the different Departments in COA Agriculture, COHS and COAE&T.
 - Nodal officers of GRM in different constituent colleges were deputed as directed by PIU

e. Major innovations/achievements during the period

- Sixty eight students have been identified for the academic year 2019-20 for overseas internship programme but due to Covid-19, only 12 students have been sent.
- One faculty was deputed to Victoria, Australia for international training for a period of three months.
- Industry Conclave –New placement Avenues in Agriculture (IC-2020) was organized for students with the aim of strengthening and streamlining academia and industry relation in relation to meet future challenges in agriculture education system.
- 181 students were placed on online internship with industry due to lockdown was a result of Industry conclave.
- B.Tech. (Agril. Engg.) students are being supported to undertake training and internship through online platform under “INTERNSHALA” to provide students with technical expertise and to connect them with industries/companies/startups.
- 21 out of 32 B.Tech. 2nd year students have completed six weeks online training in the field of Machine Learning using Python and C programming
- Some of the third year students have also started their training (9 out of 29) in SOLIDWORKS, Machine Learning using Python, Business Communication, Advanced Excel and Digital Marketing.

- Students who had taken training in Robotics & Automation used the technology for making moisture sensing devices and made a contactless liquid soap dispenser cum hand washing system to tackle the ongoing spread of Covid-19.
- During the Robotics and Automation training, students learned to display any message on digital display unit using Arduino board module. The message can be customized depending on many conditions as used in programming. Such as special message on display unit when someone enters a room without permission.
- During the Robotics and Automation training, students developed an Bluetooth controlled LED light. Mobile phone is used to control the LED thorough Bluetooth module. This can be used on large scale to control different home appliances, lights, fan etc using your mobile phone.
- Various skill and Entrepreneurship Dvelopment programmes on Communication skill for effective public speaking, Campus to corporate, Robotics and automation, How to make successful startup, How to setup New Enterprise, Design for Future etc were organized for students of COA, COAE and COHS.
- Motivational lectures and career opportunity lectures were delivered to students of CCCSHAU Hisar, by eminent and successful alumni of CCSHAU.
- Workshops and lectures were organized for I, II III and IV-year COA, COHS And COAE students of CCSHAU.
- All the trainings and workshops organized for students and faculty of CCSHAU were updated on NAHEP website periodically

ii. Progress made during period - Component 1a: Support to Institutional Development Plan (IDP) of AUs

a. Output-outcome monitoring

S. N.	Particulars	Apr'19 to March'20		Remarks (Action plan for areas where improvement is needed)
		Plan	Achievement	
1.	Number of new facilitative units established to enable academic and research infrastructure (IIC- Industry Institution Interaction Cell / Start up cell / incubation cell /	-	5	Renovation of one lecture room is under progress

S. N.	Particulars	Apr'19 to March'20		Remarks (Action plan for areas where improvement is needed)
		Plan	Achievement	
	experiential learning unit / placement cell etc.)			
2.	Number of pilot courses added / upgraded on communication skills, entrepreneurial skills, information processing, creative and innovative thinking, leadership skills, industry-oriented courses etc.	9	6	<ul style="list-style-type: none"> • 3 skill development courses and 3 entrepreneurship courses were conducted. • 3 certificate course has been approved and admission process has been started
3.	Additional revenue generated through institutional activities with industries in INR lakhs	-	-	-
4.	Revenue generated through public usage of infrastructure for academic activities in INR lakhs	-	-	-
5.	Number of MoUs signed with industry for knowledge exchange programs/ internships / short term training programs etc.	2	2	MoU signed with PNB-FTC for knowledge sharing and with JSW IP Holdings industry
6.	Improved AU revenue generation (% change in Internal revenue of AU)	-	-	-
7.	Number of international trainings undertaken by faculties under IDP comp	15	01	25 faculties were selected but could not be sent due to covid19
8.	Number of national trainings undertaken by faculties under IDP comp	-	-	-
9.	Number of international trainings undertaken by students under IDP comp	20	12	68 students were selected but due to covid19 only 12 students (6+6) could be sent to University of Sydney, Australia and Massey university, NZ

S. N.	Particulars	Apr'19 to March'20		Remarks (Action plan for areas where improvement is needed)
		Plan	Achievement	
10.	Number of national trainings undertaken by students under IDP comp	-	11	Training organized at ABIC, Placement cells and mushroom centers
11.	Number of direct beneficiaries of the project	1500	2650	Trainings, skill & entrepreneurship development course, industry linkage/ conclave, placements and Ag. Education fair
12.	Number of female beneficiaries out of total direct beneficiaries	450	560	-Do-

b. Input and activity monitoring

Input / Activity indicator	Sub- head / category	Apr'19 to March'20		Activity elaboration
		Expenditure / input in INR lakhs Planned	Utilization	
Goods and equipments	Equipment, Plant & Machinery	0.0	0.0	-
	Office equipment	0.0	0.0	-
	Laboratory equipment	88.0	29.11	To run courses and UG/PG practical's
	Furniture & fixtures	0.0	1.92	For IDP cell
	Computers and Peripherals	20.0	1.11	For IDP cell
	Books and Journals	10.0	0.0	For central library
Civil works	Minor repair and renovation works	0.0	18.33	Renovation of 3 lab and 3 lecture rooms
Human capacity building	National level training	0.0	0.0	-
	International level training	120.0	5.15	For capacity building of faculty
	Short visit/ seminars	5.0	0.0	-
	Meetings and workshops	2.5	0.97	Industry conclave
Consultancy	National level	2.0	0.0	-

Input / Activity indicator	Sub- head / category	Apr'19 to March'20 Expenditure / input in INR lakhs		Activity elaboration
		Planned	Utilization	
	consultancies			
Recurrent cost / Miscellaneous	Travel	2.24	0.12	For attending meeting/seminar/workshops
	Contractual services	57.00	34.72	SRF/JRF/ data operators
	Operational costs	304.0	66.26	12 students international training and national training and other activities
	Institutional charges	18.15	49.79	Electricity bill was paid
Total		628.89	207.48	

3. Case study/Success story:

a) Experience sharing:

Feedback from students

COLLEGE OF AGRICULTURE, HISAR

SANDHYA

I show my high gratitude to NAHEP IDP, ICAR, World Bank and my home university CCS HAU to provide me such a great opportunity.

My experience at University of Sydney was quite astonishing. These

two months of training will remain memorable in my life. I am highly thankful to this program due to which i came to know immensely about the Australian culture. I also met the students from other countries who were research scholars there. They helped me to know how they got admission to the university and how i can pursue my post graduation at University of Sydney. Due to this program i came to know much about the molecular genetics although my subject of interest was Horticulture. It not only helped me to increase my knowledge but it will also aid me in future if i want to make my career in molecular genetics. Due to COVID 19 I had to face a lot of restrictions like self quarantine for 14 days, social distancing etc. but i want to gave the credit



to my supervisors who helped me a lot during this hard time and i utilized the rest time in an efficient manner. This program helped me to know a lot about Australian agriculture, various research projects going on and the new technologies adopted by them in their research which not only help them to fasten their work but also to do that in adequate and efficient manner. All this will help me to improve the research work back at home. At last I again want to appreciate NAHEP IDP for such an incredible program which helps the youth to make their career in their own country as well as abroad.

BHUSHAN

It was really a great opportunity to have a firsthand experience of state of the art technologies used in Australian agriculture. Exposure to different foreign cultures is also a wonderful element of NAHEP - IDP. I got a lot of knowledge regarding the Australian education system which is totally different than the formal Indian one. This training helped me a lot to understand the requirements of the admission process in Australian universities. In my opinion, due to the vast globalisation, these type of training programmes have become the need of the hour. Indian students have the potential to be world leaders in all the fields. There is just a need to show the right path to them. This programme has been proved to be fully successful in doing so. In terms of technical or cultural aspects, it helps to develop a very clear picture in the minds of students that where our Indian system is lacking behind the foreign systems or where we are far ahead of them. These students can channelize their energies and knowledge in the areas of utmost importance. So, in the long run, NAHEP-IDP can play a pivotal role in India's growth and development. I would really like to express my hearty gratitude towards Indian Council of Agricultural Research (ICAR), World Bank, National Agricultural Higher Education Project (NAHEP), Government of India, Chaudhary Charan Singh Haryana Agricultural University and The University of Sydney for giving me this golden opportunity. I will definitely try my level best to use the knowledge and experiences gained during this training to make India stronger.



SUNNY MAANJU

Words would not be enough to express my feelings about this fabulous NAHEP-IDP program specially sculptured for undergraduate students. Sometimes my inner soul awakens to salute each and every mind who had scripted this program and a much-deserved appreciation to all those who has put in a lot of efforts in making this program a reality. These two months of my life have become immortal in my memories. I can't believe how fast this time passed. There was so much activity going on around me even though it was a partial lockdown courtesy to COVID-19 pandemic. If these were the golden days of my life, then the thought of enjoyment along with learning without a lockdown fantasizes me. Nevertheless, it was strange adaptation but the only reason I was able to take maximum benefit of this program was due to the never-ending efforts of both of my supervisors who had made this program a reality. It is a very important program as it provides great opportunity to extend our knowledge beyond the boundary of thoughts. It boosted my confidence and provided me with integrated understanding of agriculture practices outside my country. This helped me to upgrade my skills many fold times. Through this program, I got the opportunity to understand the Australian Agriculture and then relate it to the Indian agriculture. This program acted as a gate through which I entered in the world of genes. It was very exciting to work with the genes which seemed a fantasy a few months back. This program has also moulded us to face the future challenges for the need to sustain agricultural production for the increasing population. This program provided me with many take away home memories and learning. It helped me to get better exposure of the Australian Culture as well as the professional working culture. Also, it provided me with the opportunity to understand the way of living and cultures of many different kinds of people from various countries around the globe. I gained a lot of experience from this NAHEP-IDP program. Now I can say that there is a strong need of transfer of technology between the countries especially in the field of agriculture and allied activities. At last but not the least, I would like to say that "If we want to excel in agriculture then it is necessary to switch over to mechanized agriculture and work on the invisible world of genes in order to keep feeding our ever-growing population."



ARJOO

My vocabulary is inadequate in expressing how grateful I feel that I was given this chance of global experience before graduating at The University of Sydney, Australia under the NAHEP-IDP project of ICAR, jointly sponsored by Government of India and World Bank. I would also like to express my deep sense of gratitude and indebtedness to my home University CCSHAU, Hisar. These two months of training helped me to explore and experience the global perspectives of my field of study i.e, Agriculture by living and studying here also, it helped in understanding the intricacies of how the society works here and how it is similar or different from ours. This programme offers a great opportunity for the undergraduates like me to gain hands-on, real-world experience and to develop better understanding about the agricultural research activities as well as the most up-to-date technologies and techniques in the field of agriculture. This programme helped me in building the confidence, maturity and independence to challenge myself to be bold and to step out of my comfort zone. These two months not only enriched but also helped in broadening my horizons to different subjects and areas of agriculture to pursue. Besides gaining new insights, this training allowed me to get involved and associate with the Professors, Scientists, and Research Scholars here which definitely had opened doors to bigger opportunities for me. Also, I would like to add that the selection criteria for this programme is very Unique and fair as it not only checks our academics but also our involvement in extra co - curricular activities which further inspires the students to do well and be an all-rounder. According to me this programme is a well formulated which is very stimulating and educational. I am very grateful for the chance I had to be a part of this training. It will be an experience I will carry with me for the rest of my career and life.



b) MoU signed and Publications

- The CCS HAU has signed a no. of MoUs with national and international institutions for the collaboration in research and teaching activities. A list of the MoUs is given below.

MoUs signed with International institutions:

Sr. No.	Name of Organization	Date of signing
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1	UTP University of Science and Technology in Bydgoszcz, Poland	5.08.2019
2	Virginia Polytechnic Institute and State University(USA)	7.08.2019
3	Kabul University, Afghanistan	16.08.2019
4	Partnership Agreement for Dual Award and Higher Degree Research Candidature (M.Sc), Western Sydney University, Australia	21.11.2019
5	Partnership Agreement for Dual Award and Higher Degree Research Candidature (Ph.D), Western Sydney University, Australia	21.11.2019
6	University of Guelph, Ontario, Canada	28.11.2019
7	University of Western Australia, Perth, Australia	16.12.2019

MoUs signed with National institutions:

Sr. No.	Name of Organization	Date of signing
1	Indian Institute of Millets Research (ICAR-IIMR), Hyderabad	31.05.2019
2	JSW IP Holdings Private Limited Mumbai, India	June 2019
3	Department of Agriculture and Farmers' Welfare , Haryana	08.07.2019
4	Letter of Agreement With India Meteorological Department (Ministry of Earth Science, New Delhi)	20.07.2019
5	Central Institute for research on Buffaloes (CIRB)	10.10.2019 (5 years)
6	National Agri-Food Biotechnology Institute (NABI), Mohali	03.10.2019
7	National Research Development Corporation (NRDC), New Delhi	10.10.2019
8	Punjab National Bank farmers Training Centre, Sacha Khera (PNB-FTC)	12.12.2019
9	ICAR -National Bureau Of Fish Genetic Resources (NBFGR), Lucknow	20.12.2019
10	ICAR-Central Sheep and Wool Research Institute, Avikanagar, Rajasthan	31.12.2019
11	ICAR- Indian Institute Of Natural Resins And Gums (IINRG), Ranchi	07.01. 2020
12	Amity Universities and Institutions	17.01.2020
13	Petroleum Conservation Research Association, New Delhi	06.02.2020

Publication:

- The university is publishing the monthly newsletter of CCSHAU-IDP showing the activities completed and the upcoming events in the university.

February, 2020
IDP- NAHEP
CCSHAU Newsletter

From the desk of IDP leader, CCSHAU Hisar

National Coordinator NAHEP-IDP visited to HAU

The national coordinator of NAHEP-IDP, Dr. K.P. Singh, visited to HAU on 15th February 2020. He was accompanied by Dr. V.K. Singh, Under Secretary and Social Scientist, HAU. The visit was aimed at discussing the progress of the project and the role of HAU in the implementation of the project. Dr. K.P. Singh, who is the National Coordinator of NAHEP-IDP, visited to HAU on 15th February 2020. He was accompanied by Dr. V.K. Singh, Under Secretary and Social Scientist, HAU. The visit was aimed at discussing the progress of the project and the role of HAU in the implementation of the project.

Industry Conclave- New Placement Avenues in Agriculture IC-2020 Organized under IDP-NAHEP

The programme started with the Inauguration of the Industry Conclave-2020 by the Hon. Minister of Agriculture, Government of India, Shri. K. Venkatesh Reddy. The programme was organized by CCSHAU Hisar in collaboration with the Ministry of Agriculture, Government of India. The conclave was held on 15th February 2020 at CCSHAU Hisar. The programme was aimed at providing a platform for the industry and academia to discuss the challenges and opportunities in the agriculture sector. The conclave was attended by representatives from various industries and academia. The programme was organized by CCSHAU Hisar in collaboration with the Ministry of Agriculture, Government of India.

January, 2020
IDP- NAHEP
CCSHAU Newsletter

From the desk of IDP leader, CCSHAU Hisar

Strengthening Institutional Capacity to produce skilled professional for Market Driven Agriculture

CCSHAU Hisar is a premier agricultural university in India. It is a leading institution in the field of agriculture. The university is committed to providing quality education and research in the field of agriculture. The university is also committed to providing training and skill development to the students. The university is also committed to providing research and development in the field of agriculture. The university is also committed to providing extension and outreach activities to the farmers. The university is also committed to providing consultancy services to the government and private sector. The university is also committed to providing training and skill development to the students. The university is also committed to providing research and development in the field of agriculture. The university is also committed to providing extension and outreach activities to the farmers. The university is also committed to providing consultancy services to the government and private sector.

Inside this issue

- Capacity Building Programme
- Strengthening Institutional Capacity to produce skilled professional for Market Driven Agriculture
- Industry Conclave- New Placement Avenues in Agriculture IC-2020

Objective of IDP

- CCSHAU aims to provide good quality and relevant education for developing next generation of skilled human resources to meet the future challenges in Indian agriculture through:
- Curriculum enhancement with focus on quality and innovation for developing professionally qualified students and next generation of skill professionals.
- Empowering students and faculty with new skills and knowledge.
- Increased partnership with foreign universities and professional bodies.
- Sharing the acquired knowledge and experiences with other agricultural institutions in order to strengthen their capacity.

March, 2020
IDP- NAHEP
CCSHAU Newsletter

From the desk of IDP leader, CCSHAU Hisar

Strengthening Institutional Capacity to produce skilled professional for Market Driven Agriculture

CCSHAU Hisar is a premier agricultural university in India. It is a leading institution in the field of agriculture. The university is committed to providing quality education and research in the field of agriculture. The university is also committed to providing training and skill development to the students. The university is also committed to providing research and development in the field of agriculture. The university is also committed to providing extension and outreach activities to the farmers. The university is also committed to providing consultancy services to the government and private sector. The university is also committed to providing training and skill development to the students. The university is also committed to providing research and development in the field of agriculture. The university is also committed to providing extension and outreach activities to the farmers. The university is also committed to providing consultancy services to the government and private sector.

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Objective of IDP

- CCSHAU aims to provide good quality and relevant education for developing next generation of skilled human resources to meet the future challenges in Indian agriculture through:
- Curriculum enhancement with focus on quality and innovation for developing professionally qualified students and next generation of skill professionals.
- Empowering students and faculty with new skills and knowledge.
- Increased partnership with foreign universities and professional bodies.
- Sharing the acquired knowledge and experiences with other agricultural institutions in order to strengthen their capacity.

c) Media coverage of project activities and achievements:

एचएयू में मार्गदर्शन विषय पर विशेष सत्र आयोजित परम्परागत शिक्षा पद्धति से हटकर विदेश में उपलब्ध उच्च शिक्षा बारे में जानकारी दी

एचएयू में आयोजित विशेष सत्र में डॉ. एसके सहस्रनाथ व अन्य डॉ. रतन सिंह यादव को सम्मानित करते हुए।

प्रशिक्षण हेतु समय-समय पर विदेशों की अग्रणी शिक्षण संस्थाओं में भेज रहा है। कार्यक्रम में विभागाध्यक्ष डॉ. एके छाबड़ा, एचएयू के विद्यार्थियों का अंतरराष्ट्रीय स्तर पर अनुसंधान में योगदान पर प्रकाश डाला।

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कृषि क्षेत्र को चुन रोजगार देने वाले बनें : झोरड़

हकूवि के एग्रीकल्चरल सेंटर में कृषि क्षेत्र में स्टार्टअप के लिए प्रशिक्षण

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हकूवि स्टूडेंट्स सिडनी में प्राप्त करेंगे प्रशिक्षण

6 विद्यार्थियों का हुआ चयन, ऑस्ट्रेलिया में दो महीने का करीब प्रशिक्षण

हकूवि स्टूडेंट्स सिडनी में प्राप्त करेंगे प्रशिक्षण

उद्योगपति बोले-थ्योरी तो पढ़ाई जाती है रिकल नहीं कोर्स ऐसे बनाएंगे, जिसमें रिकल भी हों : केपी सिंह

इंस्टिट्यूट कॉन्वलेव में इंटरस्टीज और शिक्षण संस्थानों से जुड़े एग्रीकल्चरल साइंस किए विचार

उद्योगपति बोले-थ्योरी तो पढ़ाई जाती है रिकल नहीं कोर्स ऐसे बनाएंगे, जिसमें रिकल भी हों : केपी सिंह

4. Photographs showing impact/achievement:



Interactive session on Seed testing quality with students by experts



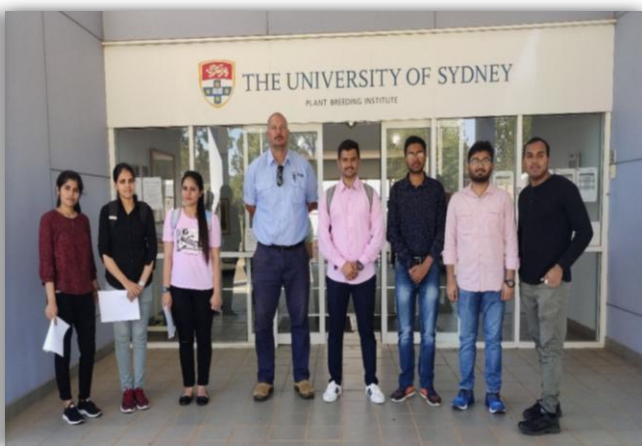
Celebration of Agricultural Education Day at Campus School CCS HAU, Hisar



Celebration of Agriculture Education Fair at Govt. Senior Secondary School, Kachhwa, Karnal



Guest lecture by Dr. Vijay Singh, Virginia Tech, University



B.Sc. (Ag.) students during the International Internship at Massey University and the University of Sydney



Keynote address by Hon'ble Vice-Chancellor, CCSHAU during IC-2020



Demonstration of Drone at Agronomy farm



Students invented digital display unit using Arduino board module



Contactless liquid soap dispenser cum hand washing system invented by students of COAE

5. Challenges faced and lessons learnt under Component 1 a:

- Because of COVID19 crisis only 12 out of 68 students able to undergone international training thus an amount 215 lakhs remain unspent. Likewise 1 faculty out of 25 could be sent for international training thus an amount of 164.0 lakhs remain unspent.

- The equipment that were to be supplied by firms could not be supplied because of the lockdown. Thus amount earmarked for procurement remains unspent.
- Because of the present situation arises due to covid-19 there is pendency of the payment of the bills as lockdown order was implemented in the University and no office work was undertaken.
- Trainings for students were planned to be organized at MANAGE, Hyderabad and the dates were confirmed but due to lockdown could not be organized.
- Certificate courses and Remedial classes could not be fully materialized

6 . Plan ahead (Key activities) for next reporting period

- Renovation and modernization of 5 lecture rooms in different colleges of University with latest ICT tools
- Renovation and up-gradation of 2 labs with latest laboratory equipments for quality publication and Modernization of food processing lab
- Creation of robotics labs for teaching and training in the field of robotics and artificial intelligence
- Procurement of e-books and learning material for central library
- Procurement of goods and equipment
- Students and faculty international training programme
- Students National training at premier training institutes covering exposure visits
- Three certificate courses
- Skill enhancement and entrepreneurial training through agri incubation centre
- National and International conference (1 each), industry linkage conclave for better student placement avenues
- Conduct of Remedial courses for the weak students
- Online faculty development trainings and workshop will be organized
- Efforts will be made for online international training of faculty and students

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