



# A Conceptual Framework to Revitalize Indian Agricultural Education System for Strengthening Agri Startups and Entrepreneurs

Sagar Deshmukh <sup>a\*</sup> and Kashmiri Jadhav <sup>b++</sup>

<sup>a</sup> Faculty (Agribusiness Management), National Institute of Agricultural Extension Management (MANAGE), Hyderabad- 500030, India.

<sup>b</sup> National Institute of Agricultural Extension Management (MANAGE), Hyderabad- 500030, India.

## Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

## Article Information

DOI: 10.9734/AJAEES/2023/v41i92112

## Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/103931>

**Review Article**

**Received: 30/05/2023**

**Accepted: 02/08/2023**

**Published: 11/08/2023**

## ABSTRACT

The Indian agricultural education system is crucial for fostering innovation and entrepreneurship in the agri sector. This study proposes an integrated framework for revitalizing agricultural education in India, drawing on successful models from Cornell University and Wageningen University. The framework encompasses curriculum reform, research and development, industry-academia collaboration, entrepreneurship development, skill development, technology adoption, policy reforms, and government support. By implementing these changes, India can empower its agricultural workforce, boost the agri sector, and ensure food security and sustainable development for future generations.

<sup>++</sup> Consultant;

\*Corresponding author: E-mail: [sagadeshmukh@gmail.com](mailto:sagadeshmukh@gmail.com);

*Keywords: Agricultural education; Agri start-ups; entrepreneurship development; curriculum reform; industry-academia collaboration.*

## **1. INTRODUCTION**

India's agriculture sector, which employs more than 50% of the country's workforce and contributes around 17-18% to the GDP [1], is at a critical juncture. With a rapidly increasing population, climate change, and shrinking arable land, there is an urgent need for innovative solutions to ensure food security and sustainable growth. The emergence of agri-startups and agri-entrepreneurs presents a significant opportunity to address these challenges through technology-driven solutions [2]. However, the success of these ventures depends on a robust agricultural education system that equips students with relevant knowledge, skills, and resources.

## **2. INDIAN AGRICULTURAL EDUCATION: CURRENT STATUS AND CHALLENGES**

The Indian agricultural education system comprises over 75 agricultural universities and several research institutions [3]. Despite its vast infrastructure, the system faces numerous challenges, including outdated curricula, insufficient research funding (investing only 0.3% of its agricultural GDP in research, compared to the global average of 1.5%; [4]), limited industry-academia collaborations, and a lack of entrepreneurial focus [5].

Agricultural education in India predominantly focuses on traditional farming practices, leaving students inadequately prepared for the rapidly evolving agri sector [6]. Furthermore, a National Academy of Agricultural Research Management (NAARM) study revealed that only 20% of agricultural graduates possess employable skills [7].

## **3. CONCEPTUAL FRAMEWORK FOR REVITALIZING INDIAN AGRICULTURAL EDUCATION**

To create a dynamic agricultural education system that supports agri-startups and entrepreneurs, we propose a comprehensive framework based on the following key components:

### **3.1 Curriculum Reform**

Curriculum reform should emphasize integrating technology, innovation, and entrepreneurship in agricultural education. According to Chandra and Shroff [8], courses on precision agriculture, biotechnology, digital farming, and farm automation should be introduced to equip students with the latest advancements in the field. Furthermore, incorporating case studies of successful agri-startups, business management, and marketing courses can foster an entrepreneurial mindset among students [9].

### **3.2 Research and Development**

Investing in research and development is crucial for fostering innovation in agriculture. The government should increase funding for agricultural research and create opportunities for students and researchers to collaborate on industry-relevant projects [4]. Additionally, establishing innovation hubs and incubation centers at agricultural universities can facilitate the development and commercialization of breakthrough technologies [10].

### **3.3 Industry-Academia Collaboration**

Strengthening industry-academia collaboration can help bridge the gap between academic knowledge and practical application. Partnerships with agri-startups and established firms can offer students internships, on-the-job training, and real-world exposure to the agri sector [11]. Moreover, collaboration with international institutions can provide access to global best practices and foster knowledge exchange [12].

### **3.4 Entrepreneurship Development**

Encouraging entrepreneurship in agriculture requires a multi-pronged approach [10]. Initiatives like entrepreneurship development programs, mentorship, and access to funding can support aspiring agri-entrepreneurs in turning their ideas into viable businesses [11]. Furthermore, the government should streamline regulatory processes and offer incentives to facilitate the growth of agri-startups.



**Fig. 1. Conceptual Framework for Revitalizing Indian Agricultural Education**

### **3.5 Skill Development and Capacity Building**

Agricultural education must focus on skill development and capacity building to ensure the employability of graduates. Customized training programs that cater to regional needs and industry demands can help students acquire practical skills and expertise [9].

### **3.6 Technology Adoption and Digitalization**

Incorporating technology and digital tools in agricultural education can significantly enhance the learning experience and prepare students for the digital transformation of the agri sector [13]. This includes utilizing e-learning platforms, simulation tools, and virtual reality to offer interactive and immersive learning experiences.

### **3.7 Policy Reforms and Government Support**

Policy reforms play a crucial role in shaping the future of agricultural education. The government should prioritize agriculture as a key sector for innovation and economic growth and support agri-startups through various policy measures, including tax breaks, subsidized credit, and financial assistance [14]. Moreover, integrating agricultural education with the National Education Policy (NEP) 2020 can help align the

sector with the overarching vision for India's education system [13].

## **4. CASE STUDIES: SUCCESSFUL AGRICULTURAL EDUCATION MODELS**

This section presents two successful models of agricultural education from Cornell University, USA, and Wageningen University & Research, Netherlands. These models have informed the development of our proposed framework and provided valuable insights for transforming India's agricultural education system.

### **4.1 Cornell University, USA**

Cornell University's College of Agriculture and Life Sciences (CALS) is a leading institution that combines world-class research, innovation, and entrepreneurship in its agricultural programs [15]. The college is located in Ithaca, New York, and is known for its extensive infrastructure, diverse student body, and strong industry partnerships.

CALS offers a diverse curriculum encompassing traditional agriculture subjects, such as animal sciences, crop sciences, and agricultural economics, as well as cutting-edge topics, such as precision agriculture, digital agriculture, and food systems. The curriculum emphasizes experiential learning, allowing students to engage in research projects, internships, and entrepreneurial ventures.

One of the defining features of CALS is its strong focus on entrepreneurship. The college offers numerous programs to foster an entrepreneurial mindset among students, including the Cornell Entrepreneurship Network, the eLab Accelerator Program, and the Life Changing Labs incubator. These programs provide students with access to funding, mentorship, and resources to turn their ideas into viable businesses.

Moreover, CALS has established numerous partnerships with industry players to offer students real-world exposure to the agri sector. The college collaborates with major agribusiness firms, such as Cargill, DuPont Pioneer, and Monsanto, providing students with internships, job opportunities, and research projects.

CALS has several research centers and institutes conducting cutting-edge agriculture and life sciences research. For instance, the Cornell Initiative for Digital Agriculture (CIDA) leverages the latest advancements in digital technology to develop innovative solutions for sustainable agriculture. Another example is the Cornell Center for Sustainable Global Enterprise, which researches sustainable business practices and offers social entrepreneurship and sustainability courses.

The college's diverse curriculum, strong focus on entrepreneurship, industry-academia collaborations, and cutting-edge research programs offers valuable insights for revamping India's agricultural education system.

## **4.2 Wageningen University and Research, Netherlands**

Wageningen University & Research is renowned for its cutting-edge research and entrepreneurial approach to agricultural education [16]. Focusing on global challenges, the institution offers interdisciplinary programs and fosters collaboration between students, researchers, and industry partners, providing valuable insights for revamping India's agricultural education system.

Wageningen University & Research (WUR) is a leading agricultural education and research institution. Located in Wageningen, Netherlands, the university is renowned for its cutting-edge research and entrepreneurial approach to agricultural education [16].

WUR offers various undergraduate and graduate programs in agriculture, food, and environmental

sciences, animal sciences, and life sciences. The university's curriculum emphasizes interdisciplinary and global perspectives, preparing students for careers in the agri sector that require innovative thinking and problem-solving skills.

One of the unique features of WUR is its focus on entrepreneurship and innovation. The university's StartHub incubator offers resources, mentoring, and funding opportunities for students and alums who want to start their agribusinesses. Moreover, the university has established partnerships with agribusiness firms and startups, providing students with opportunities to work on real-world projects and gain hands-on experience.

WUR's research institutes are renowned for their cutting-edge agriculture and life sciences research. For instance, the Wageningen Research Centre for Food and Biobased Research focuses on developing sustainable food production systems. At the same time, the Wageningen Livestock Research Centre conducts research on animal health and welfare. WUR also strongly focuses on digital agriculture, with research centers like the Wageningen Centre for Data Science and the Wageningen Research Centre for Precision Agriculture.

WUR's agricultural education and research approach is characterized by collaboration and partnership. The university collaborates with industry partners, governmental agencies, and other academic institutions to tackle global challenges in agriculture and food systems. The university's partnerships with leading agribusiness firms, such as Syngenta, BASF, and Unilever, allow students to gain industry insights and work on real-world projects.

Wageningen University & Research is a model for agricultural education and research globally. The university's emphasis on entrepreneurship, innovation, and collaboration provides valuable lessons for transforming India's agricultural education system to foster the development of agri startups and entrepreneurs [17].

## **5. CONCLUSION AND POLICY IMPLICATIONS**

Revitalizing Indian agricultural education is critical for harnessing the potential of agri startups and entrepreneurs. The proposed conceptual framework, encompassing curriculum

reform, research and development, industry-academia collaboration, entrepreneurship development, skill development, technology adoption, policy reforms, and government support, can serve as a blueprint for transforming India's agricultural education system.

The policy implications of the proposed framework include the following:

- Align agricultural education with the National Education Policy (NEP) 2020, ensuring a cohesive approach to reforming the sector.
- Increase government funding for agricultural research and development, targeting 1.5% of agricultural GDP in line with the global average.
- Implement tax breaks, subsidized credit, and financial assistance for agri-startups to encourage entrepreneurship and innovation in the sector.
- Establish innovation hubs and incubation centers at agricultural universities to facilitate the development and commercialization of breakthrough technologies.
- Foster international collaborations with leading agricultural institutions to share best practices and promote knowledge exchange.
- Streamline regulatory processes and offer incentives to facilitate the growth of agri-startups and entrepreneurship in the sector.
- Integrate technology and digital tools in agricultural education to prepare students for the digital transformation of the agri sector.

By implementing these policy recommendations, India can empower its agricultural workforce, boost the agri sector, and ensure food security and sustainable development for future generations.

### **COMPETING INTERESTS**

Authors have declared that no competing interests exist.

### **REFERENCES**

1. World Bank. Agriculture, forestry, and fishing, value added (% of GDP) – India; 2021. Available: <https://data.worldbank.org/indicator/NV.AGR.TOTL.ZS?locations=IN>

2. NASSCOM. AgriTech in India: A survey report. NASSCOM Research; 2020. Available: <https://nasscom.in>
3. ICAR. Indian Council of Agricultural Research; 2021. Available: <https://icar.org.in/>
4. Gulati A, Saini S. Agricultural R&D in India: Policy, institutions, and investments. *Indian Journal of Agricultural Economics*. 2016; 71(2):184-198.
5. Kumar S, Raj S. Challenges faced by agricultural education system in India: A review. *International Journal of Current Microbiology and Applied Science*. 2018;7(2):2417-2422.
6. Sharma SK, Singh S. Agricultural education system in India: A review. *Journal of Krishi Vigyan*. 2017;5(2): 9-13.
7. NAARM. National Academy of Agricultural Research Management; 2016. Available: <https://naarm.org.in/>
8. Chandra A, Shroff B. Innovating Indian agriculture: The role of education and research. *Economic and Political Weekly*. 2019;54(25):33-40.
9. Raju VT, Rao PS. Reorienting agricultural education system for skill development and capacity building in India. *Indian Journal of Agricultural Economics*. 2016;71(2): 238-250.
10. Srishailam B, Sailaja V, Nikhitha A, Kiran PK. Promoting Start-Ups in Agriculture: An Innovative Approach for Transforming Agriculture to Agri-Business. *Vigyan Varta*. 2022;3(4):73-81.
11. Rathore A, Chauhan NS. Agripreneurship development in India: Concept, need, and scope. *Journal of Krishi Vigyan*. 2017;5(2): 1-8.
12. Dash S. Agricultural policy and agripreneurship in India. In *Entrepreneurship in Agriculture*. Springer, Singapore. 2019;11-29.
13. MHRD. National Education Policy 2020. Ministry of Human Resource Development, Government of India; 2020. Available: <https://www.education.gov.in>
14. Chauhan NS, Singh AK. Fostering agricultural education through industry-academia partnership: A case study of Punjab Agricultural University. *Journal of Agricultural Education and Extension*. 2017;23(4):367-381.
15. CALS. College of Agriculture and Life Sciences; 2021.

- Available: <https://cals.cornell.edu/>
16. WUR. Wageningen University & Research; 2021.  
Available: <https://www.wur.nl/en.htm>
17. Gupta R, Prakash A. Digital transformation in agricultural education: A perspective. *Indian Research Journal of Extension Education*. 2018;18(Special Issue):43-47.

© 2023 Deshmukh and Jadhav; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Peer-review history:*  
*The peer review history for this paper can be accessed here:*  
<https://www.sdiarticle5.com/review-history/103931>