

**Minimum Standards for Higher Agricultural Education
(MSHAE)**

Agribusiness Management



**Education Division
Indian Council of Agricultural Research
PUSA, New Delhi-110012**

Preface

I am happy to note that ICAR has taken the initiative to ensure Minimum Standards of Higher Education in 12 disciplines and that Agribusiness Management is one of the chosen disciplines. The Quinquennial Review of the Academy's activities was completed recently and the Quinquennial Review Team (QRT) had recommended that the Academy should take the lead in assessing current status of Agribusiness Management education, and help to develop minimum standards and curriculum that can be implemented across SAUs. The Academy also has the responsibility to build the capacities of faculty in this important area. I am thankful to ICAR for giving the Academy the opportunity to host this important Committee meeting on Minimum Standards in Higher Agricultural Education in Agribusiness Management.

Agribusiness Management has enormous potential to address key national and global challenges of inclusive growth, and food and nutritional security. With increasing incomes, the demand for value added agricultural products will also increase, driving the demand for Agribusiness Managers. Increasing integration of World food markets and the expansion of organized retail also imply that the scope of agribusiness is becoming increasingly global. The Agribusiness Management Education System in India is uniquely placed to meet the demand for professional agribusiness managers across the globe.

I express my thanks to the Members of the Committee: Prof VPS Arora, Vice Chancellor Super Tech University, Rudrapur; Prof GS Dasog, Dean (Agri), College of Agriculture, UAS, Dharwad; Prof K Raja Reddy, Director of Research, ANGRAU, Hyderabad Dr NH Rao Principal Scientist, NAARM and the Member Secretary of the Committee, Dr KL Khurana, Principal Scientist, Education Division, ICAR, New Delhi. I am also thankful to senior colleagues from institutions in Hyderabad; Dr B Halder (FABS), Dr Anand Reddy (MANAGE), Dr A. Janaiah (ANGRAU), Dr Seema (ANGRAU), and Dr Y Easwara Prasad (formerly of ANGRAU) who have participated in the Committee and added significant value to the discussions. My faculty colleagues at NAARM also contributed significantly to the proceedings of the Committee.

I am sure that the Proceedings and Recommendations of the Committee will have significant positive impact on the quality of faculty in agribusiness schools and on agribusiness management education in India, if they are fully implemented.



(SL Goswami)

Director, NAARM

Introduction

Historically, agricultural education focused on academic disciplines related to improving on-farm productivity. But present day agricultural enterprise stretches beyond the farm to encompass many entities that operate at different links in the production, processing and distribution chain of food and agri-products. The nonfarm components play a critical role in promoting agricultural growth and sustainable livelihoods security of farmers. They enable farmers to transform productivity gains into higher incomes through value addition and improved access to markets. Together with public institutions that regulate and support farm and non-farm activities, the agricultural farm-nonfarm enterprise constitutes what is called agribusiness.

The value chain of agribusiness links input companies, farmers, traders, food companies, retailers, and various other service providers and regulatory institutions. There is a huge diversity and variety in each component of the value chain. Input companies range from strong R&D-based companies to generic manufacturers, farmers from small subsistence holdings to high tech holdings, and food companies and retailers from small and medium-sized enterprises (SMEs) to large multinational corporations. The large scale, wide diversity and range of stakeholders in the value chain make agribusiness the largest business sector globally. Recent estimates place the size of the global agribusiness at US\$ 5 trillion. For India, it is also the most significant sector of the economy, both from the perspective of inclusive growth and from national and global development perspectives of addressing the challenges of food, livelihoods, energy and environmental security.

The purpose of agribusiness management education is to transform an individual into a professional agribusiness manager. The focus is on ensuring that all the components of the agribusiness value chain operate efficiently, profitably and in synergy to ultimately transfer a greater share of the value to farmers and consumers in a sustainable manner. The Agricultural Education System in India, comprising State Agricultural Universities (SAUs), Deemed to be Universities and other related institutions, has the most direct responsibility to foster the next generation of agribusiness leaders and managers needed to address the national and global development challenges. Recognizing this and the need to keep pace with the expanding range and demands for new skills and knowledge, the discipline of Agribusiness Management was introduced as a separate and independent academic discipline in many Agricultural Universities and institutions in India.

Agribusiness Management has enormous potential to address the national and global challenges of food, health care, environment, energy and related sectors. The demand for Agribusiness Managers will continue to increase as the demand for value added foods will increase with increase in economic growth and per capita incomes. With increasing global integration of the food markets, the need for professionals who understand and can manage the complex backward and forward linkages between different components of the agribusiness value chain will continue to increase. The Agribusiness Management Education System in India is uniquely placed in the global arena; to not only meet the domestic demand for such professionals, but also the demand for such professionals across the globe.

It needs to be emphasized that the curriculum and pedagogy of management education are significantly different from traditional disciplinary education. In addition to lectures, there is greater emphasis on experiential learning through internships, case study discussions that simulate real-time decision-making situations, seminars, group exercises, independent projects, games, role plays, and industry/field visits, etc. However, in India, agribusiness management education has evolved independently in most of the present institutions based on initiatives driven by local perceptions of need. The programmes vary in adequacy and quality across institutions because of variations in no. of student intake and quality of programme structure, resources and faculty.

Keeping in view, the unique requirements of agribusiness, the agribusiness management education programmes need to be designed as both intellectual and experiential programmes. The initiative of the ICAR towards formulating the comprehensive minimum requirements and standards for establishing Colleges of Agribusiness Management in Agricultural Universities, ICAR institutes and Deemed Universities is timely. Ensuring minimum standards of curricula, pedagogy, infrastructure and faculty resources is essential not only to meet the increasing demands for agribusiness professionals in India, but also for the Indian NARS to become a key player as a supplier of manpower in this vital area of the emerging global economy.

National Academy of Agricultural Research Management, Hyderabad

Proceedings of the meeting of the ICAR's Expert Committee to work out the **Minimum Standards of Higher Agricultural Education (MSHAE)** in terms of infrastructure, laboratories/field facilities, faculty, man-power and other support so as to firm up guidelines for establishing College of Agribusiness Management in SAUs/ICAR Institutes/Deemed Universities, held in the Committee Room of the National Academy of Agricultural Research Management, Hyderabad on May 6-7, 2014.

The Following committee members attended the meeting:

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|----|---|---------------------------|
| 1. | Dr SL Goswami, Director NAARM, Hyderabad | Chaired the Meeting |
| 2. | Dr NH Rao, Principal Scientist, NAARM, Hyderabad | Chairman of the Committee |
| 3. | Dr VPS Arora, Vice Chancellor, SuperTech University, Rudrapur, Uttarakhand. | Member |
| 4. | Prof GS Dasog, Dean (Agri), College of Agriculture, UAS, Dharwad | Member |
| 5. | Prof K Raja Reddy, Director of Research, ANGRAU, Hyderabad | Member |
| 6. | Dr K L Khurana, Principal Scientist, Education Division, ICAR, New Delhi | Member Secretary |

The following Scientists and Faculty Members also attended the meeting as Special Invitee:

1.	Dr R KalpanaSastry, Joint Director, NAARM
2.	Dr B Halder, Director, Food and Agribusiness School, Hyderabad
3.	Dr Anand Reddy, Director, PGDABM, MANAGE, Hyderabad
4.	Dr AldasJanaiah, Head, School of Agribusiness Management, ANGRAU, Hyderabad
5.	Dr Seema, School of Agribusiness Management, ANGRAU, Hyderabad
6.	Dr Y Easwara Prasad, Former Professor and Head, ANGRAU, Hyderabad
7.	Dr GP Reddy, Principal Scientist and Head, Agribusiness Management Division, NAARM
8.	Dr SK Nanda , Principal Scientist and Head, Research Systems Management Division, NAARM
9.	Dr N Sandhya Shenoy, Principal Scientist and Head, Extension Systems Management Division, NAARM
10.	Dr Dhandapani, Principal Scientist, NAARM
11.	Dr K Srinivas, Principal Scientist, NAARM
12.	Dr Manoj Samuel, Principal Scientist, NAARM
13.	Dr K Kareemulla, Principal Scientist, NAARM
14.	Dr BS Sontakki, Principal Scientist, NAARM
15.	Dr R Venkattakumar, Principal Scientist, NAARM
16.	Dr GRK Murthy, Senior Scientist, NAARM
17.	Dr Ranjit Kumar, Senior Scientist, NAARM
18.	Dr Sivaramane, Senior Scientist, NAARM
19.	Dr PC Meena, Senior Scientist, NAARM

The Chairman, Dr SL Goswami, welcomed the committee members and underscored the importance of ensuring minimum standards in Agribusiness Management education. He also pointed out that a recent QRT review of NAARM recommended that the Academy should assess the current status of Agribusiness Management education, help to develop minimum standards and curriculum that can be implemented across SAUs and provide for capacity building in this critical area. He thanked ICAR for providing the opportunity to NAARM for hosting this important meeting on Minimum Standards in Higher Agricultural Education in Agribusiness Management.

At the outset, the Committee considered the disciplines initially listed for discussion, namely, Agricultural Marketing and Cooperation and Agribusiness Management as too diverse to be addressed together. Also, Agricultural Marketing and Cooperation is a discipline only in two SAUs and is essentially a specialization of the traditional discipline of Agricultural Economics. The requirements of pedagogy and curriculum, and competencies of graduates for Agribusiness Management, are also distinctly different from the other traditional agricultural disciplines. Most SAUs have initiated Post Graduate programmes in Agribusiness Management and admit a large number of students. There is a critical need to ensure minimum standards in this area. Further, no Agricultural University, except TNAU, is presently offering an undergraduate programme directly in Agribusiness Management. The Committee also took the view that domain knowledge of agriculture is critical before students can be introduced to Agribusiness Management. The Committee was of the view that undergraduate programme in Agribusiness is not viable. Hence it was resolved to focus only on the Post Graduate Programmes in Agribusiness Management. However, a five years integrated MBA (Agribusiness) programme along with the basic agriculture degree may be offered. The requirements for this will need to be examined separately.

Dr KL Khurana, in his opening remarks elaborated on the initiative taken by ICAR for taking up this task to work out minimum standards and requirements for opening new institutions that offer undergraduate and postgraduate degrees. He mentioned the need for strengthening the discipline of Agribusiness Management in Agricultural Universities and other ICAR institutes. Prof VPS Arora, Member, emphasized the need to introduce Agribusiness Management at the Post Graduate level and stressed the importance of differentiating the programme from traditional management and Agricultural Economics programmes. This programme must cater to all involved with the farming community and integrating them with the market. He also underlined the need to build capacity of faculty and differentiate the faculty requirements from those prescribed by UGC for general management programs. The need to interact with industry before finalizing the curriculum and involving them as faculty was also emphasized. Dr Dasog, Member, emphasized the need for rural orientation of the programme as key differentiator. Dr Raja Reddy, Member, appreciated the initiative of ICAR as modern agriculture is to be practiced in the business mode and that this initiative would lead to better quality graduates. Dr R Kalpana Sastry, Joint Director, NAARM suggested introducing a more practical orientation to the programme. Attracting high quality Faculty in Agribusiness is a major area of concern and that involvement of Adjunct Faculty must be carefully integrated into the curriculum delivery.

The discussion was then conducted as per the following agenda:

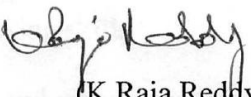
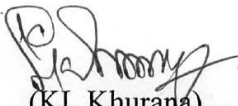
A. Academic aspects

1. Definition and scope of Agribusiness management in context of changing agriculture/business/environment/society
2. Competencies and attributes for present and future agribusiness graduates
3. Core functional areas/Programme areas
4. Faculty requirement (Core, Adjunct, Visiting)
5. Faculty development
6. Faculty functions
7. Leveraging other competencies in SAUs
8. Ph.D programme
9. Executive education
10. Linkages
11. Institutionalizing a learning organization mode
12. Basic infrastructure

B. Institutional aspects

13. Nomenclature and programme (Name: College/Department)
14. Eligibility criteria for admission and intake
15. Admission process
16. Pedagogy (good practices)
17. Experiential learning
18. Placement cell
19. Scholarships
20. Organizational structure

The final recommendations of the Committee for the Minimum Standards of Higher Agricultural Education in terms of infrastructure, laboratories/ field facilities, faculty, man power and other supports so as to firm up the guidelines for establishing a College/School of Agri-Business are enclosed as Annexure-I.

 (VPS Arora)  (GS Dasog)  (K Raja Reddy)  (KL Khurana)  (NH Rao)

A. Academic Aspects**1. Definition and scope of Agribusiness Management**

Agribusiness Management has enormous potential to address national and global challenges of food, healthcare, environment, energy and related sectors. The demand for Agribusiness Managers will continue to increase as the demand for value added foods will increase with increase in economic growth and per capita incomes. With increasing global integration of the food markets, the need for professionals who understand and can manage the complex backward and forward linkages between different components of the agribusiness value chain will continue to increase. The Agribusiness Management Education System in India is uniquely placed in the global arena; to not only meet the domestic demand for such professionals, but also the demand for such professionals across the globe.

The classical definition of Agribusiness given by Goldberg and Davis in 1957 as “**the sum total of all operations involved in the manufacture and distribution of farm supplies; production operations on the farm; and the storage, processing, and distribution of farm commodities and items made from them**”, continues to hold. However, the design and implementation of agribusiness education programmes in present times must be done keeping in view the current and emerging context of agribusiness. This is characterized by the following:

- Wide and diverse range of activities encompassing primary farm production to modern industrial processing, markets and retail.
- Unique cultural, institutional, societal, environmental, regulatory, ethical and political aspects of small holder farming and food and agricultural systems.
- Uncertainty, seasonality and sustainability concerns of agricultural production.
- Food security and safety concerns
- Significant portions of the technology development and innovations in agriculture occur both in the public sector and the private sector which requires a unique public-private interface
- Complexity and variety of competitive structures within and among the subsystems of the agribusiness system

2. Competencies and attributes of present and future agribusiness graduates

Agribusiness graduates must have the following core competencies:

1. Sound domain knowledge
2. Excellent communication skills
3. Essential management skills, and
4. Good analytical and critical thinking skills

They must have abilities to understand and manage both internal processes of firms as well as a much wider set of issues external to the firm. Included in the latter set are abilities to understand and deal with farmers (particularly small farmers) and consumers, changes in technology, a dynamic global business environment, and concerns for food safety and security, environment (including emerging concerns like climate change), and others. Ensuring these competencies in the Graduates requires an intellectually rigorous curriculum

delivered through innovative teaching methods, as well as providing for opportunities for self development through experiential learning.

Human Resource (HR) Managers of Industry have indicated that the attitude of the students is the most important attribute they look for while selecting students as Management Executives. The programme must in general reinforce a positive perspective and approach toward targets and problem solving in a team environment.

3. Core Functional Areas/Programme Areas

Area	Faculty Expertise (Indicative)
Business Policy& Strategy	Agri-Business Environment, Business Strategy, Entrepreneurship, Business Ethics, Legal Aspects, Corporate Social Responsibility/Creating Shared Value
Communication	Critical Thinking, Spoken Communication, Analysis and Written Communication, Soft Skills, Organizational Communication, Communication with Farmers , Consumers and other Stakeholders, Negotiation
Human Resource Management &Organizational Behaviour	Human Resources Management, Organizational Climate and Dynamics, Interpersonal Relations, Conflict Management, Personal Attributes and Competencies, Leadership Development
Economics	Micro Economics (Farm And Firm), Macroeconomics, Trade Policy
Finance and Accounting	Agricultural Finance, Corporate Finance, Financial Management, Financial Accounting, Management Accounting, Financial Reporting and Analysis, Riskand Insurance
Information Systems	Management Computing, Information Systems for Business (MIS, ERP, GIS, e-commerce)
Marketing	Agricultural marketing, Marketing Management, Market Research, Market Intelligence, Rural Marketing, Retailing
Quantitative Methods	Maths, Statistics, OR, Business Analytics, Decision making
Supply Chain and Logistics Management	Supply Chain Management of Agricultural Commodities, Value Chain Analysis; Standards and Regulatory Systems, Contract Farming, Inventory Management, Warehousing, Transportation

Project Management	Project Management, Operations Management
Technology management	IP Management, Technology Licensing, Technology Commercialization, Managing Innovation

The Academic areas that are considered core for Agribusiness Management Schools/Colleges are given below :

Individual Schools may also develop Advanced Centres in Specialized Areas like: Supply Chain Management, Retail, Technology Management, Entrepreneurship Development, Agri-Information Systems, etc.

4. Faculty requirement and expertise (core. adjunct, visiting)

Faculty quality is the most critical requirement of Agribusiness Management Schools. Every School/College of Agribusiness Management must have the following core faculty positions in areas listed in 3 above.

- Dean (Agribusiness Management)
- 9 core faculty members, of whom at least three must be in the cadre of Professor
- At least one Core Faculty Member must be available for each of the following five areas:

No	Core Area for Faculty
1.	Human Resource Management & Organizational Behaviour
2.	Agricultural Economics/Economics
3.	Finance and Accounting
4.	Marketing
5.	Quantitative Methods

- Other core areas must have at least one Adjunct Faculty involved with teaching over the entire term
- Associate Faculty in some related disciplines may also be drawn from the other Divisions/Departments of the University, wherever available
- Visiting Faculty need to be drawn from industry and other business schools for some specialized areas
- Faculty should be supported by adequate technical and administrative staff

5. Faculty Development

The curriculum and pedagogy of management education are significantly different from traditional disciplinary education. In addition to lectures, there is greater emphasis on experiential learning through internships, case study discussions that simulate real-time decision-making situations, seminars, group exercises, independent projects, games, role plays, and industry/field visits, etc. The programme should also be extremely rigorous and self-driven by the students, with the faculty acting largely as facilitators. Individual and group initiatives and participation in diverse activities need to be encouraged. Placement is an integral part of management education and student involvement in placement processes begins early after admission. Faculty competencies for management education are therefore significantly different from other disciplines in a university and focused efforts at faculty development must be given high priority. Some key competencies include:

- (i) Personal effectiveness (cognitive skills - analysis, synthesis, critical thinking, problem solving; personal characteristics - self awareness& development, relating to and facilitating and mentoring students; relating to business organizations; professional ethics)
- (ii) Managing information and knowledge (awareness and use of IT tools; communication; multimedia and web tools; data analysis; networking; managing work flow; database management; knowledge management)
- (iii) Instructional effectiveness: teaching-learning (core skills: education methodology, instructional technology, case studies, projects, field studies, encouraging and integrating experiential learning and e-learning)
- (iv) Building linkages and partnerships (including global linkages) – engaging and partnering with farmers, businesses, other universities and institutions

Acquiring these competencies requires both training and investing in self-development of faculty. Core Faculty must be deputed to training programmes at least once in 2 years. Exposure to industry through consultancy and sponsored research needs to be encouraged.

6. Faculty Functions - teaching/research/training/consultancy

Knowledge institutions need to focus on both creation and dissemination of knowledge. Research and consultancy help to enhance teaching quality and learning. Faculty must therefore be involved not only in teaching but also in research, training and consultancy which continuously enhance their knowledge and skills.

Apart from teaching, each Core Faculty should have at least one research/consultancy project and organize at least one Management Development Programme/Conference/Seminar/Workshop /Business Fest once in 3 years.

7. Leveraging other competencies in SAUs

The SAUs have significant faculty strength in areas related to Agribusiness Management, particularly in the disciplines of Agricultural Economics, Statistics, Extension, Food and Dairy Technology, Farm Machinery, and the other core disciplines related to agriculture and

allied sciences. These capacities must be leveraged by including some faculty members as associate faculty of the School/College of Agribusiness Management.
8.Ph.D programme
PhD programmes add significantly to faculty capacities to generate and disseminate new knowledge. Agribusiness institutions that have successfully completed 2 years, and meet the core faculty requirements must be encouraged to initiate PhD programmes.
9.Executive education
Executive Education (One year MBA for experienced Managers) can play a very important role in increasing industry linkages for the faculty, student placements and in general advance the teaching-learning process.
The Schools may start an executive MBA programme for managers with a minimum experience of 5 years. However basic norms that include rigorous screening and industry profiling to verify the experience qualification must be applied.
10. Linkages
Linkages with external stakeholders hold the key to strong and effective Agribusiness Management Programme. Strong linkages need to be built with Industry, Other Business Schools, Extension Agencies, Farmer Organizations and NGOs.
11. Institutionalizing a learning organization mode
Achieving academic excellence is a continuous, intense and long term process that leads to sustained improvements in knowledge and skills in areas that are essential to the performance of the faculty and students. It is driven by both institutional and individual initiative and value systems, and requires continued commitment of leadership and resources. It cannot be achieved only by deputing faculty for training in various areas. Training is an important and necessary component but not sufficient. It needs to be complemented with development experience that can be realized only with institutional and individual faculty commitment to invest in growth and excellence. This requires an institutional framework and strategy for development of faculty of high quality. Institutional mechanisms that need to be established are: • Provide faculty members the support they need to excel as teachers, researchers, scholars, mentors, managers and leaders. • Offer a wide array of programs, resources and services for faculty which include: • Institutionalize processes for mentoring young faculty • Prioritize, plan and identify institutions for faculty development through training • Facilitate international training/exposure • Provide opportunities for widening experience through travel to other

institutions and sponsorships for conferences, etc. • Encourage and incentivize e-learning and distance learning by faculty • Plan exchange visits with faculty from national and international institutions • Organize speaker series, workshops, seminars, and symposia • Develop core infrastructure for capacity building, interactions and video conferencing • Enhance the teaching-learning process by developing and providing facilities and resources (printed, online, e-learning resources) • Recognize and reward outstanding teaching • Develop and nurture linkages and collaborations with stakeholders • Source new opportunities for faculty research funding • Develop a library of resources on teaching, research, and academic leadership
12. Infrastructure
A minimum infrastructure is required for Agribusiness Schools to create a stimulating and nurturing environment for learning. The minimum requirements include: • Class rooms of adequate capacity with basic teaching amenities and resources • Seminar halls for guest lectures and placement introductions • IT infrastructure: Computer lab for students (1 PC /2 students) and Wi-Fi access to internet; students must be encouraged to own laptops • Language/Communication lab for improved communication in English and other languages • A good Library providing access to Management Journals and Books • Reprographic facility • Small discussion/syndicate/tutorial rooms equipped with office facilities • One/two separate room(s) for recruitment/placement process and other similar activities • Separate website for College/School • Separate manpower provision for maintaining these facilities • A Business Incubator should be established by the College/School within 5years of its inception

B. Institutional aspects

13. Nomenclature and programme
The institutional name can be School/College of Agribusiness Management. The Post Graduate programme in Agribusiness Management may be offered under the name ‘MBA (Agribusiness)’.
14. Eligibility criteria for admission and intake
Only graduates of the 4-year programmes in Agricultural and Allied Sciences (as defined by ICAR) must be admitted. A maximum number of 60 students can be admitted to the MBA (Agribusiness) programme

15. Admission process

Keeping in view the specific requirements of agribusiness management graduates which stretch beyond traditional disciplinary knowledge competencies, admission cannot be on the basis of an entrance test only as in case of the other agriculture disciplines. Group Discussion and Personal Interview must form an integrated part of the selection process, in addition to the entrance test, to assess core behavioural attributes essential for agribusiness managers. Otherwise the delivery of the both learning and placement will be affected negatively.

Admission test by the University/or the standard management entrance tests like CAT/CMAT which are used by traditional management schools will decide the short listing of candidates for further selection. This needs to be followed by a Group Discussion and Interview with appropriate weights for each. Managerial experience in industry may also be given due weight.

The ICAR needs to develop a mechanism for including Group Discussion and Personal Interview into the selection process of students admitted under the 15% national quota with scholarships.

16. Pedagogy (good practices)

The curriculum and pedagogy of management education are significantly different from traditional disciplinary education. These include:

- Lectures
- Greater emphasis on experiential learning through
 - case study discussions that simulate real-time decision-making situations
 - seminars
 - group exercises
 - independent projects
 - management games
 - role plays
 - industry/field visits, etc.
- making learning largely self-driven by ensuring that students spend a significant part of the time in self and group study
- Faculty act largely as facilitators of learning
- Individual and group initiatives and participation in diverse activities
- Orientation towards Placement and Entrepreneurship

17. Experiential learning

Facilitating experiential learning is an essential component of Agribusiness Management education. The following avenues of experiential learning are mandatory for agribusiness management:

- summer internship with industry (6-8 weeks)
- Final semester project
- At least one industrial tour

Other industry sponsored short term projects and participating in business school competitions must be encouraged.

Others:

- Students must be encouraged to participate in business competitions, industrial expo,

etc.

- Short industry sponsored live projects must also be encouraged during term time

Balancing these activities without loss to the scheduled curricular activities during an academic term requires that faculty must allow for some flexibility in scheduling the classes to ensure covering the prescribed syllabus.

18. Placement and Counselling Cell

A separate Placement and Counselling Cell must be created in each Agribusiness School/ College.

19. Scholarships

The ICAR has provision for scholarships at the Masters level as JRF. Keeping in view that Agribusiness Colleges admit a relatively much larger number of students compared to traditional disciplines, the number of scholarships for MBA (Agribusiness) must be increased proportionate to the number of students in this area.

The Schools/Colleges must also explore the scope for industry sponsored scholarships for the MBA(Agribusiness) programme.