

Hands-on-Training Manual on
**SELF STUDY FOR ACCREDITATION OF
ACADEMIC INSTITUTIONS AND PROGRAMS**



**ACCREDITATION BOARD SECRETARIAT
EDUCATION DIVISION
INDIAN COUNCIL OF AGRICULTURAL RESEARCH
KRISHI ANUSANDHAN BHAVAN-II, PUSA,
NEW DELHI-110 012**

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Foreword

India has one of the largest and most diversified systems of Agricultural Education in the world. Ensuring quality education in such diverse and large system is not easy. The Indian Council of Agricultural Research has been involved in planning, undertaking, aiding, promoting and coordinating agricultural education since 1950s. In the continued process of quality assurance in higher Agricultural Education, the Council established an Accreditation Board during 1996 with well defined objectives and functions. The Board developed a new system of accreditation involving large number of university community and accreditation experts. The new system which is comprehensive, rigorous and periodic, comprises of self study by the institution and peer review of the concerned institution. It is a matter of great satisfaction that the new system has been wholeheartedly accepted by the universities and all universities are keen to be accredited at the earliest.

The Accreditation Board has been conducting hands-on-training for the benefit of the university community for organizing comprehensive self study and preparation of self study report. An effort has been made to compile all the relevant information regarding self study in the form of a Manual which also includes highlights of the new system of accreditation and all about self study of the institution for accreditation.

I congratulate Dr. J. C. Katyal, Dr. N. L. Maurya and Dr. G. D. Diwakar for their efforts in bringing out this Manual and hope that the Manual will be useful to all the concerned.

(PANJAB SINGH)

Secretary,

Deptt. of Agril. Res. & Education
&

Director General,

Indian Council of Agricultural Research

Dated the 9th September, 2002

Preface

Accreditation is a process of assuring an acceptable institutional quality and it is a tool for improving educational standards. The process intends to improve and sustain the quality and relevance of education, and it is for improving transferability and marketability of students nationally and internationally.

The ICAR plans, undertakes, aids, promotes and co-ordinates higher Agricultural Education in India. It has been promoting the quality of Agricultural Education in the country since 1950s, through Education Panel (1952), Standing Committee (1965) and Norms and Accreditation Committee (1974). To further improve and sustain the quality of higher Agricultural Education, an Accreditation Board was established in 1996 with well-defined objectives and functions.

The Accreditation Board has developed and implemented a new system of accreditation involving self-study by concerned institution and visit to the institution by a Peer Review Team. The self-study is an educative exercise designed to achieve institution-wise improvement in teaching and learning.

The Accreditation Board has been conducting hands-on-training programs on accreditation, with special emphasis on self study and preparation of self study report for benefit of officers and faculty of Agricultural Universities. It was felt necessary that a Manual giving details about self study be prepared for benefit of all those concerned with undertaking the self study of their institutions for accreditation.

The Manual attempts formally to present ICAR efforts in quality education, new process of accreditation and all about an institutional self study which include objectives, characteristics, process of conducting self study, preparation of self study report and action that follows. The Manual also includes format for Application for Accreditation, Submission of Self Study Report, Institutional Profile of a University, Institutional Profile of a College, and Check List to be completed by Peer Review Teams during their visit to the institution for accreditation.

The details given in the Manual are based on the guidelines developed for such training programs by involvement of large number of officers and senior faculty members from Agricultural Universities and Accreditation Experts, and also the experience gained in conducting such training during last 4 years.

We would like to thank Dr Panjab Singh, Secretary, DARE and Director General, ICAR, and Chairman of the Accreditation Board for his encouragement and support in bringing out

this publication. We would also like to thank Dr R.S. Paroda, former Secretary, DARE, DG, ICAR and Chairman of the Accreditation Board; and Dr S.L. Mehta and Dr (Mrs) Tej Verma, former DDG (Edn.) for their guidance in developing new system of accreditation and guidelines for self study. Our thanks are also due to the Senior Officers and Faculty Members of Agricultural Universities who contributed significantly by way of suggestions in developing the guidelines and by their feed back during and after the training programs.

It is hoped that the Manual will be quite useful for both trainers and trainees, and also to large number of universitites communities involved in the self study. The Accreditation Board Secretariat will appreciate comments from the people involved in organizing self study and preparation of self study report for improvement in future.

September, 2002
New Delhi

N.L. Maurya
G.D. Diwakar
J.C. Katyal

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1. QUALITY ASSURANCE, ASSESSMENT AND ACCREDITATION

- In present days technological society, large number of trained scientists and technologists are required
- To meet this demand, many new institutions have been established recently/are being established even now
- With rapid expansion of institutions and students for higher education, broadening of purpose and increased amount of public funding involved, methodological approaches were required for quality assurance
- Quality assurance in higher education is defined as the totality of the system, resources and information devoted for maintaining and improving the quality and standards of teaching, learning, research and scholarship
- Assessment means the performance evaluation based on certain criteria
- Accreditation is a mechanism by which both intrinsic and extrinsic dimensions of quality in higher education are addressed through self-evaluation and peer review
- Accreditation is a self-regulation and peer review process, adopted by educational community to improve and sustain the quality and relevance of higher education
- Accreditation differs from recognition for funding where the emphasis is on availability of minimum infrastructures
- Recognition is one time process, where as accreditation is a time bound and recurring process
- There may be institutional accreditation or specialized program accreditation
- Accreditation may be voluntary or compulsory
- An institution/program can be accredited by more than one agency

2. QUALITY ASSURANCE IN AGRICULTURAL EDUCATION BY THE ICAR

2.1 Education Panel (1952)

- Developed model curricula for B.Sc. (Ag.) and B.V.Sc.
- Framed guidelines for establishment of new colleges

2.2 Standing Committee on Agricultural Education (1965)

- Developed first Model Act for SAUs
- Formulated building norms for Agriculture, Agricultural Engineering and Veterinary faculties
- Developed model curricula for UG programs in Agril. Engg. and Home Science

2.3 Norms and Accreditation Committee (1974)

- Developed norms for financial assistance from ICAR to agricultural universities, agricultural faculties in general universities and private colleges offering agril. education
- Formulated guidelines for adoption of UGC pay scales by SAUs, qualifications and carrier development scheme for faculty members including competence improvement
- Developed process of accreditation (recognition), which was mainly for financial support

2.4 Accreditation Board (1996)

- The Accreditation Board developed new process of accreditation, which is comprehensive, rigorous and periodic, and aims at improving and sustaining the quality and relevance of higher agricultural education
- The process has been implemented
- Details are provided in subsequent sections

3. NATIONAL ACCREDITING AGENCIES

- Medical Council of India (1934) accredits medical education institutions and programs. Similarly, Veterinary Council of India (1984) accredits veterinary institutions and programs.
- National Assessment and Accreditation Council (1994), an autonomous organization established by the University Grants Commission (1956), accredits institutions and programs in humanities, sciences and other disciplines.
- National Board of Accreditation (1994), established by the All India Council for Technical Education (1987), accredits technical education institutions and programs.
- Accreditation Board (1996), established by the Indian Council of Agricultural Research (1929), accredits higher education institutions and programs in different branches of agriculture and allied sciences, including Agricultural Engineering and Veterinary Sciences.

4. ICAR ACCREDITATION BOARD

4.1 Objectives

- To assist the people, prospective students, educational institutions, professional societies, potential employers, government and other concerned agencies in identifying those institutions and their programs which meet the minimum norms and standards prescribed by the Council
- To provide guidance for the improvement of existing agricultural education institutions/ programs and also to develop new institutions / programs

4.2 Functions

- To advise the Council in evolving the norms and standards for accreditation of institutions and programs of agricultural education including veterinary sciences and agricultural engineering
- To assist the Council in matters pertaining to approval, recognition, inspection and funding of agricultural educational institutions
- To evaluate the academic programs and the institutional set-up in which these programs are conducted
- To periodically assess the curricula of various degree programs offered by the SAUs and other approved institutions and suggest modification, if required
- To decide the equivalence of qualifications
- To lay down norms and standards of courses, curricula, instructional facilities, teaching staff qualifications, requirements of admission, and if warranted de-recognize degree/ institution
- To provide guidance on university governance, and personnel and financial policies

4.3 Sectoral Committees

- Accreditation Norms and New Institutions & Programs
- Curricula and Equivalence
- Governance and Personnel & Financial Policies

5. ICAR ACCREDITATION SYSTEM

5.1 Accreditation Statement

Accreditation is a process of assuring acceptable institutional quality and a tool for improving educational standards. The process intends to improve and sustain quality and integrity of education, and to improve transferability and marketability of students nationally and internationally. Accreditation status of an institution will constitute a statement to general public that:

- It has clearly defined and appropriate objectives
- It has established an environment that makes achievements of these objectives possible
- It is accomplishing its objectives substantially
- It is so organized, staffed and supported that it is expected to continue to do so

5.2 Accreditation Criteria

The statement to the general public regarding the status of an accredited institution must reflect in accreditation criteria. Therefore, following four criteria have been fixed.

Criterion 1: The institution has clear and publicly stated objectives consistent with its mission and goals.

Evidences required to meet this criterion are existence of :

- Short and long term institutional goals and objectives, and mechanism for their understanding by different constituents of the university
- Sound decision making process
- Review and evaluation process
- Public information system including published materials
- Commitment to the excellence

Criterion 2: The institution has organized effectively human, financial and physical resources, necessary to accomplish its objectives.

Evidences required to meet this criterion are existence of :

- Board of Management of appropriate people
- Effective administration through well defined policies, procedures and organizational structure
- Faculty members with appropriate educational credentials

- Sufficient number of students in various programs and adequate students' services
- Safe and healthy environment for faculty, staff and students
- Physical facilities for good teaching and learning
- Adequate infrastructure and academic resources
- Adequate financial resources

Criterion 3: The institution is accomplishing its educational objectives.

Evidences required to meet this criterion are existence of:

- Educational programs that are clearly defined and properly executed
- Appropriate assessment mechanism for academic achievements
- Transcript that accurately reflect students learning
- On-going support for professional development of faculty, staff and administrators
- Evidence of salient achievement in education, research and extension

Criterion 4: The institution can continue to accomplish its objectives and improve its quality of educational programs and effectiveness.

Evidences required to meet this criterion are existence of:

- Resource base - human, physical and financial
- Structured assessment process that are continuous
- Effective planning process
- Commitment from appropriate authorities for continued support

5.3 Three Tier Accreditation System

- University accreditation
- College accreditation
- Individual program and departmental accreditation

5.4 Accreditation Period

- The accreditation will be done for the first time after successful completion of at least one batch of students
- After the first accreditation, the re-accreditation will be done periodically, after an interval of 5-10 years

5.5 Speciality of ICAR Accreditation system

- Accreditation is voluntarily in nature and not mandatory as in case of AICTE, MCI, VCI, etc.
- Financial assistance linked with the accreditation status of an institution
- No grading of an institution / program, an emerging trend world-wide
- If accredited with conditions, the stipulated conditions have to be met within the specified time frame
- In case of non-compliance, ICAR financial assistance may be reduced / stopped

5.6 General Institutional Requirements

An institution, to meet the four basic criteria for accreditation, must fulfil certain requirements. These are termed as General Institutional Requirements (GIR) and include:

- Authorization
- Governance
- Mission, goals and objectives
- Academic programs
- Faculty and other human resources
- Students development
- Library and other learning resources
- Physical facilities
- Financial resources
- Research and extension education
- Other units and public information system

5.7 Steps in Accreditation Process

The accreditation process involves following four steps:

- The institutional self-study report aimed at examining how an institution meets the criteria and the general institutional requirements
- Evaluation team visits institution to validate self-study report
- Review of the self-study and peer team reports, and also response from the institution by the Accreditation Board Secretariat, and submission of its recommendations to the Accreditation Board
- Final decision on the accreditation status of the institution by the Board

6. INSTITUTIONAL SELF STUDY

- It is the first and the most important part of the accreditation process
- It is an educative process designed to achieve institution-wide improvement in teaching and learning
- It is an on-going process and not an end in itself

6.1 Objectives of the Institutional Self Study

- To assist university/college in analyzing and subsequently improving its functioning specially with respect to teaching and learning
- To assess the institution's performance
- To review the viability and thoroughness of the institution's planning process
- To identify and develop methods for improving institutional effectiveness
- To foster planning and institutional research

6.2 Designing a Self Study

- Begin with clear plan and schedule
- Focus on the whole institution (university / college)
- Choose comprehensive approach
- Ensure broad involvement of all constituents
- Build on existing evaluation materials / reports
- Identify clearly strengths and needed improvements

6.3 Characteristics of an institutional self study

(1) *History and development of the institution*

- Historical background
- Growth of institution
- Academic institutions and programs at a glance
- Students intake (yearly) and turnout
- Present status of institution



ANGRAU, Hyderabad Team developing self study plan during training held in November 1997 at Hyderabad.

(2) Mission and goals

- Mandate of the institution
- Mission statement
- Goals
- Objectives
- Current mission, goals and objectives, if different from the original, reason for affecting changes.
- Future goals and objectives
- Short and long term plans

(3) Organization and governance

- Authorization
- Authorities, and their composition, powers and responsibilities
- Organizational structure
- Flow chart showing the decision making process on various aspects of university functioning
- Flow charts indicating channel of communication within the institution involving various authorities and different constituents of the university
- Institutional Planning and Monitoring Processes
- Adoption of ICAR Model Act and guidelines

(4) Academic programs and curricula

- UG and PG programs
- Eligibility for admission
- Mode of admission
- Academic regulations
- Curricula development / revision process
- Adoption of ICAR Model Curricula and deviations, if any (program-wise)
- Interdisciplinary approach in teaching
- Evaluation and grading
- Collaborative programs



Participants at Regional Training Workshop on Accreditation, held at TNVASU, Chennai in January 1998.

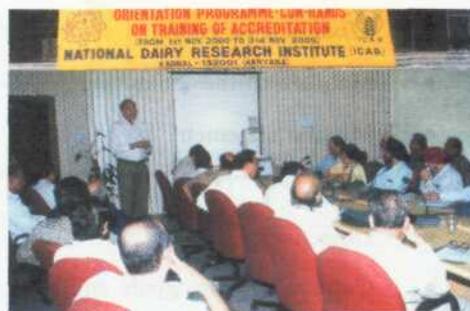
- Basis for starting and closing of educational institutions, programs, centers, and departments
- Non-degree granting programs, if any
- Accomplishment and challenges

(5) ***Faculty and other human resources***

- Employees classification
- Personnel policy details including availability of manual
- Annually updated faculty profile reflecting their academic credentials
- Recruitment and promotion procedures
- Career development plan including competence improvement
- Selection process for academic and other administrative officer
- Pay structure
- Faculty research and scholarship policy
- Faculty contribution
- Faculty assessment
- Recognition and award system
- Employees grievance redressal procedure and welfare schemes
- Adoption of ICAR Norms

(6) ***Student development***

- Quality of student intake
- Profile of students' body including their domicile status
- Program-wise and college-wise students intake, attrition and retention
- Students' counseling and placement
- Co-curricular activities
- Follow - up services for alumni
- Students' achievements in academic, co-curricular and other fields



Dr. D.S. Padda orienting the participants to accreditation during training held in November 2000 at NDRI, Karnal.

(7) Library and other learning resources

- Library space with list of holdings.
- Photocopying facilities
- Availability of computers and access to internet
- Library borrowing including electronic borrowing arrangement with other institutions
- Audio-visual and multi-media support
- Library timings and usages
- Other learning resources like classrooms, laboratories, instructional farms, etc.
- Any other unique instructional material / technique adopted
- Adoption of ICAR Norms for library and other learning resources, and deviations, if any

(8) Physical facilities

- Institutional area and farm land
- Administrative building / block / space
- Classroom and laboratories
- Students' hostel for men and women
- Instructional farm (agriculture/horticulture/ animal/poultry/sericulture/fishery etc.)
- Green house, glass house , polly house, etc.
- Farm power, farm machines and equipment, and irrigation infrastructure
- Facilities for sports, games, cultural and literary activities
- Any other important facility
- Adoption of ICAR Norms and deviations, if any



Participants in interaction during training at NDRI, Karnal, Nov. 2000.

(9) Financial resources

- Total budget (plan, non-plan) and sources of funding including internal resources with their percentage contribution.
- Expenditure statement indicating percentage spent on teaching, research, extension education, administration, infrastructural development including creation of assets.
- Expenditure statement should also show percentage amount spent on salary, TA./DA, recurring and non-recurring contingencies (with their major heads)
- Non-governmental endowment and large contributions including corpus fund
- Fund raising campaign and targets for current and subsequent five year plans

(10) Research

- Number, location, lead and verification functions of various research stations
- Process of identifying research problem and their prioritization
- Funding sources
- Faculty and students' involvement in research
- Linkages between farmers and scientists
- Feed back processes and suitability of technology
- Salient accomplishments
- Impact statement



Accreditation training in session at JNKV, Jabalpur, September 2001.

(11) Extension education

- Number, location and lead function of various extension education units / centers
- Method of assessing extension education needs of the community
- Funding sources
- Faculty and scientists involvement in extension programs
- Salient accomplishments
- Impact statement

(12) Other units and information services

- Any other unit(s) not covered above
- Dissemination of information to stakeholders and public about rules, regulations, policies etc. related with academic, financial, administrative, developmental and other related issues

6.4 Self Study Report (SSR)

The Self Study Report may contain following chapters.

Chapters 1-12 : Same as 12 characteristics of Self Study under Sub-Section 6.3

Chapter 13 : Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

- SWOT Analysis regarding various aspects of university functioning.
- Suggestions and plans to minimize and/or overcome weaknesses and threats.
- Suggestions and plans to maximize the strengths and exploit the opportunities.

Other Chapter(s) : Institution can add any other chapter (s), if it feels that some important aspects can not be covered under above 13 chapters.

Last Chapter : Summary

- Summarize the entire self-study report, highlighting important achievements, shortcomings and plans for improvement.

The report will be supported by appendices including filled-in proforma for university (Annexure-V) / college (Annexure-VI). These proformae are provided to help the institution to collect required information for a comprehensive report. If a write-up/ table as per the proforma is included in the main report, it may be just mentioned, not repeated, while completing the proforma. Similarly Annexure -VII is provided to help the institution to ensure that the required information is made available in the report, so that the Peer Review Team may be able to complete the checklist without problem and submit the same along with the report. The institution may enclose completed checklist from their side as appendix in the report, which will be validated by the Peer Review Team.

The reports will be in A-4 size, well illustrated with speaking figures, diagrams, tables, plates etc. and bound in Section - Sewing manner.

6.5 Sequence of activities for Self Study Report

- Appointment of Coordinator, Steering Committee, Task Forces and Editor for university and each college
- Assigning the responsibilities to Steering Committee and Task Forces
- Preparation of draft report (Chapters) by Task Forces and submission to the Coordinator
- Compilation of entire draft report by the Coordinator and circulation to the Steering Committee member
- Finalization of the report by the Steering Committee and submission to the ICAR Accreditation Board

7. SUGGESTIONS FOR A WINNING SELF STUDY REPORT

7.1 Committees and Functionaries

(1) Steering Committee

- For university, the Vice-chancellor as the Chairman and Coordinator as the Member Secretary
- Other Members include Deans, Directors, Registrar, Comptroller, Librarian, Estate Officer and 2-3 members from faculties not represented by officers
- For college, Dean / Assoc. Dean of college as the Chairman and Coordinator as the Member Secretary
- Other Members may be senior faculty members and officers of the campus / college closely associated with college functioning

(2) Task Forces for University and each College

- History and development of the institution
- Mission, goals & objectives, and organization & governance
- Academic programs and curricula
- Faculty and other human resources
- Students and Students' development
- Library and other learning resources
- Physical facilities
- Finance resources
- Research
- Extension Education
- Other units and information services
- SWOT analysis and summary

(3) Self Study Coordinator

- A senior person not below the rank of professor , who is well versed with the functioning of the entire university system, and commands authority and respect to get the assigned job done as per schedule
- A full time Coordinator is required for 6-12 months
- One Coordinator is needed for the university and one for each college

(4) Self Study Report Editor

- For university, Chief Editor of the university or any senior person well-versed with academic & scientific writing, and editing
- For college, a senior faculty member with skill in academic & scientific writing, and editing

7.2 Time Table for Self Study & Self Study Report

● Appointment of Coordinator, Steering Committee, Task Forces and Editor	2-4 Weeks
● Collection and compilation of information and preparation of chapter's draft report by each Task Force	12-24 Weeks
● Compilation of draft self study report by the Coordinator with the help of Chairmen of Task Forces and its circulation among Steering Committee Members	6-12 Weeks
● Finalization and approval of the self study report by Steering Committee	2-4 Weeks
● Printing and submission of the reports to the Accreditation Board by the University Coordinator/Registrar	2-4 Weeks
<hr/>	
Total Time	24-48 Weeks

7.3 Problems experienced in preparation of self study report

- Constitution of Steering Committee and Task Forces, particularly for colleges
- Non-familiarization of different constituents of university / colleges with accreditation process
- Non-conduct of repeat training programs by Coordinator at university and college levels

- Poor participation by constituents in self study and preparation of SSR, particularly by members of Steering Committee and Task Forces
- Not sticking to the schedules formulated and submitted to the Council
- Cover and inside cover pages not as per format
- Mission, goals and objectives usually not properly developed and reported
- Contents including headings, sub-headings not elaborated
- Complete list of supporting appendices not provided
- Size and binding of the report not as suggested
- Non-realization of the fact that self-study report is an academic document and it deserves all seriousness like a Ph.D. thesis

8. ACTIONS THAT FOLLOW

8.1 Peer Review Team Visit

- The self-study report is the basic document, which the Peer Review Team studies and analyses before the visit to the institution
- During the visit, the Peer Review Team examines facilities and activities including classes in progress at the Institute
- The team interacts with students, staff, faculty and officers
- Assess outcomes of the institution as a whole
- Identified strengths and weaknesses and formulates recommendations
- Presents an Exit Report to the Chief Executive Officer (CEO) of the Institute
- Submits the report to the Council with recommendations for Accreditation, Provisional Accreditation or No Accreditation

8.2 Action on the report of peer review team

- Accreditation Board Secretariat studies the report and invites comments from the concerned institution
- The Secretariat analyses institutional response and then submits its recommendation to the Board
- The Board may invite the CEO for discussion
- The Board will take final decision on the accreditation status of the institution, which will be communicated to the concerned institution
- List of accredited institutions will be published

9. INDICATORS FOR IMPROVEMENT

9.1 Improvement in teaching-learning process

- Evidence of enhanced knowledge and skill learned and applied by the students / alumni
- Evidence for better personal attributes acquired and being used by the students / alumni
- Existence of scientific methods to measure academic achievements and personal development of students
- Existence of database to judge effectiveness of teaching-learning process
- An ongoing assessment process in place (internal assessment involving peers)
- Existence of internal processes that encourage professional development of teachers and students

9.2 Indicators for Assessing the Institutional Improvement

- Existence of a clear mission statement, goals and objectives
- Existence of functional communication
- Evidence of quantitative measures in achieving goals and objectives involving peers
- Existence of outcomes research efforts to provide useful communicative data about the institution
- Existence of an institutional development plan and its implementation schedule
- Existence of a process for identification of institution's strengths & weaknesses, and action plan to optimize them

**Application for Accreditation of a University
and its Constituent Colleges**

To

The Secretary,
Accreditation Board,
Indian Council of Agricultural Research,
Krishi Anusandhan Bhavan-II, Pusa,
New Delhi - 1100012

Subject: Accreditation of.....(University name)

Sir,

I request that the.....(University name) may be considered for accreditation by the ICAR Accreditation Board for the period fromto..... along with its.....(number) constituent colleges as per list enclosed.

We may kindly be supplied required format and other documents if any, to conduct the self study and to prepare the self study reports of the university and colleges for accreditation.

Yours faithfully

Registrar
(University Name)

Encl: As stated above

Application for Accreditation of a College

To

The Secretary,
Accreditation Board,
Indian Council of Agricultural Research,
Krishi Anusandhan Bhavan-II, Pusa,
New Delhi - 1100012

Subject: Accreditation of.....(College name)

Sir,

I request that the.....(College name) may kindly be considered for accreditation by the ICAR Accreditation Board for the period from..... to

We may kindly be supplied required format and other documents if any, to conduct the self study and to prepare the self study report of the college for accreditation.

Yours faithfully

Registrar /Authorized Officer
(University/Organization name)

Dean/ Associate Dean /Principal
(College name)

Certificate of the Self Study Report of a University
(This certificate should be inserted in the Self Study Report)

To

The Secretary,
Accreditation Board,
Indian Council of Agricultural Research,
Krishi Anusandhan Bhavan-II, Pusa,
New Delhi - 1100012

Subject: Submission of Self-study Report of the University.

Sir,

This Self Study Report is submitted for the purpose of assisting in the determination as to whether or not this university should become accredited by the ICAR Accreditation Board.

It is certified that there was broad participation by the various constituents of the university in conduct of Self Study and preparation of Self Study Report, and the report accurately reflects the nature and substance of the university.

Yours faithfully

Registrar
(University name)

Certificate of the Self Study Report of a College
(This certificate should be inserted in the Self Study Report)

To

The Secretary,
Accreditation Board,
Indian Council of Agricultural Research,
Krishi Anusandhan Bhavan-II, Pusa,
New Delhi - 1100012

Subject: Submission of Self-study Report of the College.

Sir,

This Self Study Report is submitted for the purpose of assisting in the determination as to whether or not this college should become accredited by the ICAR Accreditation Board.

It is certified that there was broad participation by the various constituents of the college in conduct of Self Study and preparation of Self Study Report, and the report accurately reflects the nature and substance of the college.

Yours faithfully

Registrar /Authorized Officer
(University/Organization name)

Dean/ Associate Dean /Principal
(College name)

Proforma for Institutional Profile of a University

Name of the institution : _____

Location : _____

Address : _____

Telephone : _____

Fax : _____

E-mail : _____

Name and Title of the Institutional Head : _____

Date of the Institution's Establishment : _____

Number of academic programmes : _____

1. Under-graduate _____

2. Post-graduate M.Sc. _____

Ph.D. _____

Number of batches graduated for each programme : _____

General Institutional Requirements

	Yes	No	Comments
1. Authorization			
Has authorization to grant its degrees and meet requirements to operate an institution of higher education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Governance			
2.1 Has a Board of Management that possesses and exercises necessary power to establish and review basic policies that govern the institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Has a chief executive and other managerial officers been appointed in accordance with the provisions of the Model Act for Agricultural Universities in India (as revised in 1994) to provide Administrative leadership for the institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Mission	Yes	No	Comments
3.1 Has a mission statement, formally adopted by the Board of Management and made public that it is an institution of higher education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Is it a degree-granting institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Are there non-degree programmes offered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Faculty			
4.1 Do you advertise vacancies in National Papers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Do you follow ICAR prescribed norms including NET for recruitment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Percentage of faculty from outside state:	Asstt. Prof.	Asso. Prof.	Prof.
	_____	_____	_____
4.4 Percentage of faculty with the highest degree in their field of instruction			
(a) Ph. D. Degree	_____	_____	_____
(b) Masters degree	_____	_____	_____
(c) Others	_____	_____	_____
	Yes	No	Comments
4.5 Does the faculty have a significant role in developing and evaluation of all the educational programmes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Is there an established incentives and rewards system?			
5. Academic Programmes			
5.1 Does your institution follow academic regulations, course curricula, and courses recommended by Third Dean's Committee/VCI for veterinary education and accepted by ICAR with modification and duly accepted by SAUs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 Degree programmes with number of students :

Ph.D. : _____

M.Sc. : _____

B.Sc. : _____

5.3 Number of campuses and colleges :

Provide a list

6. Student Affairs

6.1 Are student admission policies consistent with its institutional mission and appropriate to its educational programmes?

6.2 Basis for admission

Qualifying Exam. Entrance Exam. Others

6.3 Percentage of students from :

State Other States Foreign

6.4 Percentage weight for student examinations

Internal External Others

6.5 Is there a mechanism to redress student grievances?

Yes No Comments

6.6 How many student hostels are available?

Men Women Comments

6.7 Are students involved in management of hostel activities?

Yes No Comments

6.8 Are there students cultural, recreational, and sports facilities available ?

6.9 Name the sports facilities available

6.10 Are there students guidance and counseling services available?

6.11 Are there News Papers/News Letters/ Magazines published by the students?

7. Library and Learning Centres

- | | | | |
|--|-----------------------------------|-------------------------------------|--------------------------------------|
| 7.1 Are library facilities available and how many? | Inst.
<input type="checkbox"/> | College
<input type="checkbox"/> | Dept.
<input type="checkbox"/> |
| 7.2 Are computer and photocopier services available to : | Admn.
<input type="checkbox"/> | Faculty
<input type="checkbox"/> | Students
<input type="checkbox"/> |
| 7.3 Has institutional library adequate holdings (please indicate numbers)? | Books
_____ | Periodicals
_____ | Others
_____ |
| 7.4 Are there E-mail and Internet facilities available ? | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> | Comments
<input type="checkbox"/> |

8. Physical Facilities

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| | More than Adequate | Adequate | Less than Adequate |
| 8.1 Are there enough central administrative buildings available? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.2 Is there enough class room space available? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.3 Is there enough laboratory space available? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.4 Laboratory equipment availability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.5 Are there enough farm land, livestock, machinery and equipment available to meet institutional needs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.6 Faculty and staff residential facilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. Finances

- | | | | | |
|---|---------------------------------|--------------------------------|--------------------------------------|-------|
| 9.1 Share of financial support (Please give percentage) | State | ICAR | Internal resources | Other |
| | _____ | _____ | _____ | _____ |
| 9.2 Is present financial support sufficient? | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> | Comments
<input type="checkbox"/> | |
| 9.3 Total Budget available : | Rs. in Lakhs | Percent | | |
| (a) Non-Plan : | _____ | _____ | | |
| (b) Plan : | _____ | _____ | | |
| (c) Internal resources : | _____ | _____ | | |
| (d) Others : | _____ | _____ | | |

9.4 Percentage of budget spent on central administration :

9.5 Are there adequate financial control mechanisms available?

9.6 Do financial documents, practices, reports demonstrate fiscal viability ?

10. Research and Extension Education

10.1 Is there an Institutional Directorate of Research?

10.2 Is there an Institutional Directorate of Extension Education?

10.3 Annual Budget for : Research
(Rs. in Lakhs)

Extension

(a) Non-Plan : _____
(b) Plan : _____
(a) Non-Plan : _____
(b) Plan : _____

10.4 Does Institution has tripartite mission of Teaching, Research and Extension Education?

10.5 Does faculty have responsibilities for Teaching/Research/Extension?

10.6 Is faculty evaluated on tripartite mission responsibilities ?

10.7 Are post-graduate studies co-ordinated at institutional level?

10.8 Are there established mechanisms for student participation in Research and Extension ?

10.9 Are researchers and extension specialists part of the academic departments?

11. Public Information

11.1 Is there a separate institutional Data Base centre ?

	Yes	No	Comments
9.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3			
10.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11.2 Is there a regularly updated publication that include:

	Yes	No	Comments
(i) Educational programme and degree requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Learning resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Admission policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Student policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) Fees, other charges and refund policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi) Academic qualifications of faculty and administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3 Is there a publication office which prints and distributes institutional documents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.4 Is there updated information for student enrollment and retention available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.5 Is there student placement information available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Accomplishments

The impact statements should use quantitative indicators as far as possible and only the salient accomplishments should be provided for the following areas. The information should not exceed 10 pages.

12.1 Education

12.2 Research

12.3 Extension

13. Other information and/or comments (not to exceed two pages)

14. Information on individual colleges

14.1 Name of the college : _____

14.2 Address : _____

Telephone : _____

Fax : _____

Email : _____

- 14.3 Name and title of the College Head : _____
- 14.4 Total students enrollment : Ph.D _____
M.Sc. _____
UG Programme(s) _____
- 14.5 Total no. of departments : _____
- 14.6 Total no. of faculty : Prof. _____
Assc. Prof. _____
Asst. Prof. _____
Others _____
- 14.7 Disciplines offering P.G. programmes : Masters' _____ Doctoral _____

- Rs. in lakhs and %
- 14.8 Total college budget: (a) Non-Plan : _____
(b) Plan : _____
(c) Internal resources : _____
(d) Others : _____

- 14.9 Indicate percentage of budget spent on :
- Administrative support : _____
Faculty : _____
Research : _____
Ext. Edn. : _____
Academic support : _____
Student services : _____
Maintenance : _____
Others : _____

- 14.10 Infrastructure available
- | | Adequate | Less than Adequate | Not Available |
|-------------------------|--------------------------|--------------------------|--------------------------|
| (i) Computer facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) Library facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Adequate	Less than Adequate	Not Availabl
(iii) Field practical facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Teaching aids and media services for PG/ faculty research facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) Sports facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi) Hostel facilities : Men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vii) Other student services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Main accomplishments (not to exceed 3 pages).

Note : When the other column/ comments is checked, necessary explanation may be provided on separate sheets, if necessary.

Proforma for Institutional Profile of a College

- 1. State : _____
- 2. University Name : _____
 Headquarters : _____
- 3. College Name : _____
 Address : _____
 Telephone : _____
 Fax : _____
 E-Mail : _____
 Date of Establishment University : _____
 College : _____
- 4. Head of faculty Name : _____
 Designation : _____
- 5. Head (CEO) of the Name : _____
 College Designation : _____
- 6. Goals and objectives

Please give a brief statement about the goals and objectives at the time of establishment of the college and changes made if any.

7. Academic Programmes

7.1 Programmes offered with duration

	Programmes	Duration
UG		
PG		

7.2 Are the programmes implemented on schedule as prescribed in the prospectus/ notified?

Yes No

If No, give reasons thereof.

8. Staff Positions

8.1 Category-wise staff strength(5 Years)

Category of Staff	Number and per cent									
Faculty										
Technical										
Administrative										
Supporting										

8.2 Whether all faculty including Research and Extension participate in teaching?

Yes No Comments

9. **Administrative structure of the college** : Please give a flow-chart of the organizational structure of the college

10. **Planning Process**

Please describe the institutional planning and priority-setting process

11. **Faculty**

11.1 Core Faculty:

Is there a core faculty concept existing?

Yes

No

Comments

If Yes, explain the criteria used for declaring core faculty.

11.2 Department-wise Faculty Positions

Department	Number of faculty positions sanctioned (No. and Per cent)						Faculty position filled (No. and Per cent)					
	Professors		Assoc. Professors		Assistant Professors		Professors		Assoc. Professors		Assistant Professors	
1.												
2.												
3.												
.												
.												
.												
.												
Total												

11.3 Faculty Credentials

Departments	Ph. .D.		M.Sc.		Others if any (Specify)	
	No.	%	No.	%	No.	%
1.						
2.						
.						
.						
.						
Total						

11.4 How is the appointment of Dean/Director (Instruction)/Assoc. Dean/Principal done?

Direct Selection

Rotational

Other (Specify)

11.5 Does the Dean/Assoc. Dean/Principal teach?

If yes, how many classes in a year

Lectures

Practicals

11.6 How is the Head of the Department appointed?

Direct Selection

Rotational

Other (Specify)

11.7 Tenure of Head of the College Years

11.8 Tenure of Head of the Department Years

11.9 Promotional policies for faculty. Please give the detailed criteria

11.10 Incentives and rewards for good performance. Please give examples:

Officers

Other Staff

11.11 Faculty Recruitment and Transfer Policy

a) Recruitment

Advertised nationally Yes No Comments

ICAR prescribed norm including

NET followed Yes No Comments

b) Transfer policy

Describe the institutional transfer policy between teaching, research and extension education

11.12 Faculty composition (No. and % of total) for last 4 years:

Year	Professor				Assoc. Professor				Asst. Professor			
	From within the state		From outside of the state		From within the state		From outside of the state		From within the state		From outside of the state	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Current												

11.13 Faculty Development

a) Give brief description of the policy

b) Indicate percentage of faculty who attended various development programme during last 4 years.

Department	Faculty Development Programmes									
	Refresher Course/Summer & Winter Course		Study Leave		Sabbatical leave		Workshop/ Seminar/ National Symposium		International symposium attended or forein visits	
	No of faculty ¹	percen-tage ²	No of faculty ¹	percen-tage ²	No of faculty ¹	percen-tage ²	No of faculty ¹	percen-tage ²	No of faculty ¹	percen-tage ²
1.										
2.										
3.										
.										
.										

1- Means number of faculty participating in the programme

2- Means percentage of the total faculty in the college

c) Is the faculty development experience used in the area of training ?

Yes No

If Yes, Give examples.

If Not, please provide a brief explanation

11.14 Faculty Achievements: Indicate the number of faculty members who received recognition for the last 4 years

College Level	University Level	National Level	International Level

11.15 Faculty Training :

Number of faculty with the highest degree received locally, nationally and internationally.

Cadre	Highest degree from same university	Highest degree from other university within the State	Highest degree from out of the State university	Highest degree from Foreign Country
Professor				
Assoc. Professor				
Asstt. Professor				
Total				
Percentage				

11.16 Faculty strengths

a) National and International conferences/ Training organized.

Type of Conference	Number of Conferences	
	National	International
Symposia		
Seminars		
Workshops		
Summer Institutes		
Special Lectures		
Training		
Others		

12. Students and Student Development

12.1 Details of Under-graduate and Post-graduate Programmes in the college

Department	Year Started	Approved Seats	Actual Enrollment	
			Year Established	Current Year
1.				
2.				
3.				
.				
.				
.				

12.2 Student retention data for last 4 years:

Graduating Year	Students admitted				Dropped				Appeared in final examination				Percentage passed		
	programs	M		F		M		F		M		F		M	F
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
	UG														
	PG														
	UG														
	PG														
	UG														
	PG														
Current Year	UG														
	PG														

M = Male, F = Female

12.3 Composition of Students during last four years

Year	Undergraduate						Postgraduate					
	Within the State		Out side State		Foreign		Within the State		Out side State		Foreign	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Current												
Total												

12.4 Admission Policy

a) Are Student admission policies clearly defined and conforms to the ICAR norms Yes No

b) Basis for Admission

Particular of Examination	UG	PG
Qualifying Examination		
Entrance Examination		
Others (Specify)		

12.5 Student Reservation (Per cent)

Category	UG		PG	
	No.	%	No.	%
General				
SC				
ST				
OBC				
Farmer's ward				
Others (Specify)				

12.6 Student Evaluation

Examination	UG	PG
Internal (percentage)		
External (percentage)		
Other (Specify) (percentage)		

12.7 Frequency of Student Evaluation (Per cent Weightage)

	UG	PG
Monthly		
Quarterly		
Semester-wise		
Others (Specify)		

12.8 Mode of Student Evaluation(Per cent weightage)

ModeUG	PG	
Quiz/Test		
Assignment		
Term Papers		
Seminars		
Others (Specify)		

12.9 Student involvement in RAWE/equivalent programme:

a) Is there a separate coordinator for the programme? Yes No

b) Is there a student feedback mechanism established? Yes No

If Yes, provide examples of feedback received

12.10 Students achievements in national competitions during last 4 years

Number and per cent of students from the college

Year	JRF		SRF		ARS-NET		Others (Specify)	
	No.	%	No.	%	No.	%	No.	%
Current								

% - Means percentage of total passed out students during the year.

12.11 Sports and Physical Education

Give the following details regarding status of physical education facilities

Sl. No	Games and sports	Equipment and infrastructure available	Adequate/ inadequate
1.			
2.			
3.			

12.12 Participation of students in sports and games

Name of sport	Level of participation				Award/recognition				Remarks
	Uni.	Zonal	National	Inter-national	Uni.	Zonal	National	Inter-national	

12.13 Does the college have a Physical Education Instructor?

Yes No Comments

12.14 Student involvement in NCC

Is the NCC compulsory? Yes No

If Yes, percentage of students participating

12.15 Does the college have cultural programme?

Yes No

If Yes, please give a brief description.

12.16 Student Financial Aid

Indicate the number of students who received financial aid during last year

Source	Under-graduate		Post-graduate		Research	
	No.	%	No.	%	No.	%
Central Govt.						
ICAR						
State Govt.						
University						
College						
Others						
Total						

12.17 Student Counselling and Placement Services:

Does the college maintain a student counselling and placement services?

Yes No

If Yes, please provide year-wise data for following categories for last 4 years:

Total number of graduates out of which:

- a) Joined in Government Services
- b) Joined in Industry
- c) Self-employed : Farming
- Business
- d) Further Education
- e) Other (specify)

12.18 Alumni affairs :

- a) Alumni association
Is there an Alumni association of the college? Yes No

- b) Alumni achievements
Name the Alumni holding top national and international positions

Position	Number

13. Academic Programmes and Curricula

- 13.1 Medium for Instruction:
- English
 - Hindi
 - Regional Languages
 - Other (Specify)

- 13.2 Does your institution follow academic regulations, curricula and syllabi as recommended by ICAR Yes No

If the answer is no, please describe the curricula followed along with the name the approving authority

13.3 (a) Mechanism/Bodies for course curriculum development at college level

(b) Mechanism/Bodies for course curriculum development at university level. Indicate the involvement of faculty, students and other stakeholders

(c) Describe the PG thesis evaluation system

	Internal	External	Comments
M.Sc.	<input type="text"/>	<input type="text"/>	
Ph.D.	<input type="text"/>	<input type="text"/>	

13.4 Please provide the curricula and syllabi approval process :

13.5 How are the curricula and syllabi communicated? Provide a copy of the relevant publication:

- a) College Handbook
- b) College Prospectus
- c) Academic Calendar
- d) Annual Report
- e) Others (Specify)

13.6 Indicate the methods the college uses to encourage teaching-learning process(Per cent Weightage) :

	UG	PG
a) Instructional methods		
(Conventional Classroom Instruction)	-----	-----
Special Lectures	-----	-----
Seminar	-----	-----
Home Assignment	-----	-----
Field Work	-----	-----
Computer aided teaching/learning	-----	-----
Others (Specify)	-----	-----

b) Instructional material

i) Are the lecture schedules distributed among students in the beginning of the course?

Yes No Comments

ii) Is the instructional material distributed in the beginning of the course?

Yes No Comments

13.7 Number of seminar required for :

Masters' Degree

Doctoral Degree

13.8

Student Teacher Ratio:

Give Student Teacher ratio for UG and PG courses separately and compare this with ICAR Norms(Theory- 60:1, Practical/Tutorial - 15-20: 1, Project - 10:1)

Department	Under-graduate			Post-graduate		
	Theory	Practical/Tutorial	Project	Theory	Practical/Tutorial	Project

13.9 Has the teaching programme been evaluated before?

Yes No

If Yes, has it been evaluated by Alumni or external reviewers? Give details

13.10 Does the Dean get feedback from Alumni about teaching programmes?

Yes No If yes, how
If No, why?

14. Library and Learning Centres

14.1 Does the college have a central library?

Yes No

If Yes, please answer the following questions:

Number of books

Number of periodicals subscribed annually

Number of professional journals National

subscribed International

14.2 Does the library have internet connectivity?

Yes No Comments

14.3 List the various educational material available in the library/media centre

Type of material	Description of material	Application

14.4 Does the library/media center maintain a record for utilization of various materials? Yes No

14.5 List training programmes, encouraging faculty, staff and student for the use of library and media centre

Training Programme	Trainees	Duration

14.6 Indicate library holdings at department level:

Department	Text books	Other Books	Periodicals	Journals	Magazines

14.7 Percentage of the Library functions computerized:

Purchase of Books
 Lending of Books
 Lending of A/V material
 Inventory

14.8 Extent of library use by various clients during last year

Facilities	Faculty (%)	Student (%)	Staff (%)
Computer			
Micro-films			
A/V Material			
Photocopying			
Fax			
E-mail			
Others			

14.9 Computer Centre

Is there a central computer facility in the college ?

Yes No Comments

If yes, fill the following details

No. of Terminals	Configuration	No. of supporting Units	
		UPS	Printer

14.10 Is there is Central Instrumentation lab facility? Yes No Comments

If yes, Name few most important equipment available.

14.11 Name department- wise laboratories established

Sl. No	Departments	Name of laboratories

14.12 Retreat and other facilities /student interaction forums.

Please describe briefly if the college has retreats for faculty and students to provide opportunity for free interaction and communication of ideas.

15. Fiscal Resources

15.1 Total College Budget during last 5 years (Rs in lakhs and per cent)

S. No. Particulars	Years									
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1 Non-plan (State)										
2 Plan(State)										
3 Internal resources										
4 ICAR										
5 Others(specify)										
Total										

15.2 Internal resources during last five years (Rs in lakhs and per cent):

S. No. Source	Years									
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1 Farm including Dairy, poultry etc.										
2 Student Fees										
3 Consultancy										
4 Hiring out college facilities										
5 Funds raised by Alumni Groups										
6 Other (specify)										
Total										

15.3 Library Budget during last five years (Rs in laks and per cent)

(a) Details of budget

S. No. Source	Years									
	Amount	%								
1 Non plan										
2 Plan										
3 Internal										
4 ICAR										
5 Others(specify)										
Total										

(b) What percentage is library budget to the total college budget ? -----

15.4 Department-wise annual budget during current year of total college budget (Rs lakh and per cent)

S. No. Departments	Non-plan		Plan		Internal resource		ICAR		Other (specify	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1.										
2.										
.										
.										
.										
Total										

15.5 Basis of budget allocation to each department

15.6 Provide the budget allocation under the following sub-heads for current year Amount (Rs in lakh and per cent)

- a) Establishment _____
- b) TA _____
- c) Recurring contingency _____
- d) Works _____
- e) Maintenance _____
- f) Others _____

15.7 College fees and other charges per year

Categories of fees and charges	UG	PG
Tuition Fees		
Hostel Charges		
Laboratory Fees		
Others		
Total		

15.8 Indicate the year of the last revision of fees and other charges

15.9 Accounting and record keeping

Please briefly describe accounting, record-keeping and auditing system followed:

15.10 Powers of the head of the college for sanctioning

	Full	Partial	Amount Rs in lakh
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
TA for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Recurring contingency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

15.11 Powers of Head of the Department for Sanctioning:

	Full	Partial	Amount Rs in lakh
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
TA for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Recurring contingency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

16. Physical Facilities

16.1 Total Land Area in Hectare

Academic Campus -----
Farm -----
Irrigated land in hectare (area and per cent of total farm) -----

16.2 Does the college have an Estate Office? Yes No

16.3 Enclose the site plan of the college indicating the existing buildings and other planned for future and give details

Facility	Hectares/ Sq.m
Academic buildings	
Students hostels	
Housing for staff	
Play-grounds	
Administrative buildings	
Open spaces	
Gardens and farms	
Cattle sheds	
Health facilities	
Library	
Irrigation infrastructure	
Others	

16.4 Give the following infrastructure information

Sl. No.	Particulars	Availability			
		No. of unit	Plinth Area (Sq. m)	Capacity if applicable	Adequate (Yes/No)
1	Administrative offices				
2	Classrooms				
3	Laboratory				
4	Library				
5	Housing for faculty				
6	Boys' hostel				
7	Girls' hostel				
8	Sports complex				
9	Guest house				
10	Canteen				
11	Health clinics				
12	Workshops				
13	Faculty club				
14	Auditorium				
15	Others(specify)				

17. Research and Extension Education

17.1 Is there a separate Directorate of :

a) Research Yes No

b) Extension Education Yes No

17.2 Annual Budget for Education, Research and Extension(Rs. in lakhs and percent)

Budget	Resident Instruction	Research	Extension
Non-Plan			
Plan			
Internal sources			
ICAR			
Others			

17.3 Faculty involvement in Research and Extension Education

Particular	No. and percent of faculty with joint responsibility			
	T R E	T R	T E	R E
Department-wise				

T- Teaching, R- Research, E - Extension

17.4 Name the adhoc research scheme presently in operation in the college

S. No.	Department	Scheme	Duration	Amount (Rs. in Lakhs)

17.5 Publications in last 4 years

Department	No. of papers published		No. of extension publications	Practical Manuals	Books	Others (specify)
	Research	Others				
Total						

17.6 Research, Educational, Extension and other activities organized during the last 4 years

Sl No.	Particular	No. of program	Total participants
1	Training on research methodology		
2	Symposia/ Workshops		
3	Summer/ Winter/ Short courses		
4	Production oriented training programmes		
5	Extension fairs		
6	Others(Specify)		

17.7 Mechanisms for student involvement in research and extension programmes. Please give specific examples

17.8 Public information

i) Public forums

Does the college hold open house to receive community input?

Yes No

If yes, indicate the number of such annual events held

- ii) List the publications of the college that impart information on:
 - a) Educational programmes including curricula and syllabi
 - b) Admission policies
 - c) Learning resources
 - d) Student policies
 - e) Fees and other charges
 - f) College calendar
 - g) Faculty directory
 - h) Personnel manual
 - i) Others(Specify)

18. Accomplishments

The impact statements should use quantitative indicators as far as possible and only the salient accomplishments should be provided for the following areas. The information should not exceed 10 pages.

- 1. Teaching

- 2. Research

- 3. Extension Education

- 4. Others (Specify)

Note: As far as possible give the adoption level and farmers acceptance of various technologies and practices developed. In case of teaching, provide percentage of graduates pursuing various careers.

Check list to be completed by the Peer Review Team for Accreditation of Agricultural Universities and Colleges

1. **Name and address of the university/ college**
2. **Mission, goals and objectives**
 - 2.1 University/ college has well defined mission, goals and objectives.
Yes/No
 - 2.2 Observations
3. **Vision and Strategies**
 - 3.1 University/ college has developed a vision document.
Yes/No
 - 3.2 University/ college has formulated strategies(Strategic Plan) to implement its vision.
Yes/No
 - 3.3 Observations
4. **Organisation and Governance.**
 - 4.1 University/college structure is as per ICAR Model Act 1994
Yes/No
 - 4.2 Deviations, if any.
 - 4.3 Appointment of Vice Chancellor is as per Model Act 1994.
Yes/No
 - 4.4 Deans, Directors, Heads of Institutions and Departments are appointed for 5 Year's tenure based on National open competition.
Yes/No
 - 4.5 Observations
5. **Academic programs**
 - 5.1 Inter disciplinary and collaborative approach is followed by involving ICAR institutions and general universities in teaching and examination process.
Yes/No
 - 5.2 There is well laid down procedure, which is followed for starting/closing down a

new campus/ college/ program/ center/ department.

Yes/No

5.3 Schedules of teaching and practical classes are notified regularly and their records are available.

Yes/No

5.4 Mid term and final exam's question papers are preserved and are available.

Yes/No

5.5 External-cum-Internal examination system is followed.

Yes/No

5.6 What is the percentage of external examiners from general universities?

5.7 Observations

6. Faculty and other Human Resources

6.1 For Assistant Professor cadre (entry level) NET is an essential requirement.

Yes/No

6.2 Enough time is given after recruitment to develop proficiency in local Language.

Yes/No

6.3 There is provision for lateral entry of Associate Professor and above cadre.

Yes/No

6.4 Total Scientific staff and its distribution.

<u>Professor</u>	<u>Asso. Prof.</u>	<u>Asst. Prof.</u>	<u>Total</u>
No.....	No.....	No.....	
%	%	%	

6.5 Proportion of faculty with Master's and Doctoral degrees.

Master's Degree (%)

Doctoral Degree (%)

6.6 Proportion of faculty from the state and outside.

<u>Cadre</u>	<u>State (%)</u>	<u>Outside (%)</u>
Professor		
Asso. Prof.		
Asst. Prof.		

- 6.7 Faculty structure and numbers are as per ICAR norms. Yes/No
- 6.8 What is the ratio between teachers and other staff, including field workers?
- 6.9 There is an appropriate grievance redressal procedure. Yes/No
- 6.10 Observations

7. Students development

- 7.1 ICAR norms for admission is followed. Yes/No
- 7.2 Domicile status of students.
- | | | |
|----------------------|--------|--------|
| | UG (%) | PG (%) |
| From within state | | |
| From outside state | | |
| From outside country | | |
- 7.3 University/ College has a Placement Cell which is working effectively. Yes/No
- 7.4 Campus interview are held for employment of the outgoing students. Yes/No
- 7.5 Average percentage of students who got employment through campus interview during last 5 years.
- | |
|--------|
| UG (%) |
| PG (%) |
- 7.6 Percentage of unemployed graduates for more than two years.
- | |
|--------|
| UG (%) |
| PG(%) |
- 7.7 Students performance in entrance examinations during last 5 years (average % of students qualified with respect to total passed-out students)
- | | | | | | |
|------------------------------|-------|---------------------------------------|-------|----------------------------|-------|
| JRF (%) | ..... | GATE (%) | ..... | CAT (%) | ..... |
| GRE (%) | ..... | SRF (%) | ..... |  |  |
| ICAR Deemed Universities (%) | ..... | Other Universities including SAUs (%) | ..... | Others, if any Specify (%) | ..... |

7.8 Selection in State and National level services during last five years (Average % of students qualified with respect to total passed-out students).

- a) Agricultural Universities and Research Organizations (%)
- b) Agriculture and Allied Departments (%)
- c) State Public Service Commission (%)
- d) ARS (%)
- e) UPSC(%)
- f) Others specify (%)

7.9 Observations

8. University /College Research and Extension Services

Mention in quantitative terms, the achievements and impact of the University/ College Research and Extension services in the Region, the State and the Nation during last five years.

8.1 High yielding varieties and hybrids released

	Regional level	State level	National level
High yielding varieties(No.)
Hybrids (No.)
8.2 Number of improved Technology released
8.3 Patent obtained (No.)
8.4 Increase in overall productivity (%)			

	Regional level	State level	National level
a) Agriculture productivity(%)
b) Animal productivity (%)
c) Others (Specify)

9. Library and Other Learning Centers

- 9.1 Library digitalized Yes/No
- 9.2 On-line literature search facility available in Library and Departments. Yes/No
- 9.3 CD-ROM facility available. Yes/No

- 9.4 Reprography facilities available in Library. Yes/No
- 9.5 What is the percentage of library budget to total Institution budget? _____
- 9.6 Classrooms with audio-visual and other teaching aids available. Yes/No
- 9.7 UG Labs are adequately equipped. Yes/No
- 9.8 PG Labs are adequately equipped. Yes/No
- 9.9 Observations

10. Physical facilities

- 10.1 Physical facilities meet the minimum norms.
- a) Class room Yes/No
- b) Laboratories Yes/No
- c) Instructional farms Yes/No
- d) Hostels Yes/No
- e) Sports and games Yes/ No
- 10.2 Observations

11. Financial Sustainability

- 11.1 Indicate total university/college budget during last 5 years and its growth rate in %, keeping (a) as the base year
- a)
- b)
- c)
- d)
- e)
- 11.2 Share of grants from different sources during last 5 years (Average % received compared to total budget).
- a) State Government (%)
- b) ICAR (%)
- c) Central Government (%)
- d) Internal (University/College) (%)
- e) Others, specify (%)

11.3 Whether university/college had deficit budget (over-draft) during last 5 years?

Yes/No

11.4 If yes, then to what extent during each year?

a) c) e)

b) d)

11.5 Impact of deficit budget on university/ college functioning.

11.6 Ratio of salary costs to operating and maintenance cost.(International ratio is 65: 35, and National ratio is proposed as 70: 30)

11.7 Ratio of budget expenditure on salary and other heads.

11.8 Ratio of teacher's salary to other staff salary.

11.9 Corpus fund is available. Yes/No

If yes, Amount (In Crore rupees).

11.10 Power to accord financial sanction has been decentralized. Yes/No

If yes, Amount for College Dean/ Asso. Dean Rs.

Amount for College HoD Rs.

11.11 Grants from State Govt. are received regularly by university and are distributed to colleges well in time.

Yes/No

11.12 Frequency of grants release.

Annual/half yearly/ quarterly/ Bio-monthly/ Monthly/ Other (Specify)

11.13 List three most important activities undertaken for internal resources generation during last 5 years.

a)

b)

c)

11.14 Observations

12. Publication and other units

- 12.1 University and colleges report published regularly Yes/No
- 12.2 Annual updated list of faculty with their credential is published Yes/No
- 12.3 Research publications from the faculty and students during last 5 years.
- a) Number of research papers published in refereed National Journals.
 - b) Number of research papers published in refereed International Journals.
 - c) Number of Text/ Reference books published.
 - d) Other publications (Practical manual, Extension booklet, Monograms etc.)
- 12.4 Institutional and manpower planning unit exists. Yes/No
- 12.5 Educational Technology cell established Yes/No
- 12.6 Observations

13. National/International awards and recognition during last 5 years

13.1 Institutional Awards

- a) Best university award. Yes/No Year of award
- b) Ranking of University/college in JRF and SRF
 - Sl. No year JRF SRF
 - i)
 - ii)
 - iii)
 - iv)
 - v)
- c) University ranking in Agricultural University Youth Festival.
.....
- d) University ranking in Agricultural University Sport Meet.
.....

13.2 Faculty Awards.

- b) Name of the Colleges, evaluating agencies and year
 - i)
 - ii)
 - iii)
- c) Major findings
- d) University response

14.3 Other, if any

14.4 Observations

15. Additional Points

15.1 Eligibility for admission and cutoff marks during last 4 years (% of marks at 10+2 level)

Sl. No.	Year	Eligibility		Cut off	
		General	SC/ST	General	SC/ST
1.					
2.					
3.					
4.					
5.					

15.2 Admission procedure and Merit of UG Students

Sl No.	Particular	Percentage of Students entering University/ College		
		Above 80 % Score	60-80 % Score	Below 60% score
1.	Based on 10+2 marks			
2.	University entrance test			
3.	State Entrance test			
4.	Combination of 10+2 marks and entrance test			
5.				

15.3 ICAR Model Curricula adopted

Yes/No

15.4 Requirement of credits hours for various UG degree programs

Sl No	Program	Total credits allocated	RAWE/ Other Work Experiences			Placement of Village/ Farm/ Factory/ Plant
			Duration	Credits	No. of credits graded Satisfactory/ Unsatisfactory		10 point scale
1.	Agriculture					
2.	Agril. Engg					
3.	Vety. Science					
4.	Home Science					
5.	....				
6.	....				
7.	....				
8.	....				
9.	...					

15.5 Requirements of credits for PG programs

Courses	Masters Programs		Doctoral Programs	
	credits	%	credits	%
Major core courses				
Major (Optional courses)				
Supporting courses				
Research				
Seminar				
Other(Specify)				
Total				

15.6 Grading of Research credits

Sl. No.	Particulars	Credits	
		Masters	Doctoral
1.	Satisfactory/ Un satisfactory		
2.	10 point scale		
3.	Total		

15.7 Extent to which teaching aids used in the classes (% of the total classes)

Sl. No	Teaching aids	UG Classes (%)	PG Classes (%)
1	Film		
2	Video		
3	35 mm slides		
4	OHP slides		
5	Wall Charts		
6	Others- live specimen		

15.8 To what extent Manual for practical classes developed and provided to students for use (% of total number of courses)

15.9 particular of examination and testes with weightage

Sl. No	Particular of examination and other evaluating parameters	Weightage assigned (%)

		Bachelors	Masters	Doctoral
1.	Announced Quiz			
2.	Mid Term Examination (Theory)			
3.	Final Examination (Theory)			
4.	Final Examination (Practical)			
5.	Practical Records			
6.	Attendance			
7.	Other (specify)			
	Total			

15.10 Teachers to student ratio for each college (for one teacher how many students)

Sl. No	College(s) / Faculty	One teacher: No. of students *
	Over all (University)	
<p>* = <u>All full time students enrolled in the university during the year</u> Number of teachers available during the year (only such teachers whose positions were created for the college+ those scientists working in research and extension, who independently had at least 14 contact hours/ week for whole academic year)</p>		

15.11 Cost of producing graduates and total fees paid (Rs. in lakhs/ graduate)

Sl. No	Faculty	Under graduate			M. Sc.			Ph. D.		
		cost	Fees	%	cost	Fees	%	cost	Fees	%
	Uni . Over all									

16. Overall observations (Strengths, challenges & Suggestions, and recommendations)