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
HANDS-ON-TRAINING MANUAL
ON
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OF
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2002
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 career 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 fulfill 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
• Carrier 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
(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

(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

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

(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

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

Encl: As stated above

(University Name)
Application for Accreditation of a College

To

The Secretary,
Accreditation Board,
Indian Council of Agricultural Research,
Krishi Anusandhan Bhavan-II, Pusa,
New Delhi - 110012

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

<table>
<thead>
<tr>
<th>Name of the institution</th>
<th>:</th>
<th>Location</th>
<th>:</th>
<th>Address</th>
<th>:</th>
<th>Telephone</th>
<th>:</th>
<th>Fax</th>
<th>:</th>
<th>E-mail</th>
<th>:</th>
</tr>
</thead>
</table>

| 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

### 1. Authorization

Has authorization to grant its degrees and meet requirements to operate an institution of higher education?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
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### 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?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Mission

3.1 Has a mission statement, formally adopted by the Board of Management and made public that it is an institution of higher education?

3.2 Is it a degree-granting institution?

3.3 Are there non-degree programmes offered?

4. Faculty

4.1 Do you advertise vacancies in National Papers?

4.2 Do you follow ICAR prescribed norms including NET for recruitment?

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

4.5 Does the faculty have a significant role in developing and evaluation of all the educational programmes?

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?
5.2 Degree programmes with number of students:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Ph.D.</th>
<th>M.Sc.</th>
<th>B.Sc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Sc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Sc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.3 Number of campuses and colleges:

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

6.3 Percentage of students from:

<table>
<thead>
<tr>
<th>State</th>
<th>Other States</th>
<th>Foreign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.4 Percentage weight for student examinations

<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.5 Is there a mechanism to redress student grievances?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.6 How many student hostels are available?

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.7 Are students involved in management of hostel activities?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

Provide a list

Yes | No | Comments
---|----|----------

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Comments
### 7. Library and Learning Centres

#### 7.1 Are library facilities available and how many?

<table>
<thead>
<tr>
<th>Inst.</th>
<th>College</th>
<th>Dept.</th>
</tr>
</thead>
</table>

#### 7.2 Are computer and photocopier services available to:

<table>
<thead>
<tr>
<th>Admin.</th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
</table>

#### 7.3 Has institutional library adequate holdings (please indicate numbers)?

<table>
<thead>
<tr>
<th>Books</th>
<th>Periodicals</th>
<th>Others</th>
</tr>
</thead>
</table>

#### 7.4 Are there E-mail and Internet facilities available?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
</table>

### 8. Physical Facilities

#### 8.1 Are there enough central administrative buildings available?

<table>
<thead>
<tr>
<th>More than Adequate</th>
<th>Adequate</th>
<th>Less than Adequate</th>
</tr>
</thead>
</table>

#### 8.2 Is there enough class room space available?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### 8.3 Is there enough laboratory space available?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### 8.4 Laboratory equipment availability

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### 8.5 Are there enough farm land, livestock, machinery and equipment available to meet institutional needs?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### 8.6 Faculty and staff residential facilities.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### 9. Finances

#### 9.1 Share of financial support (Please give percentage)

<table>
<thead>
<tr>
<th>State</th>
<th>ICAR</th>
<th>Internal resources</th>
<th>Other</th>
</tr>
</thead>
</table>

#### 9.2 Is present financial support sufficient?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
</table>

#### 9.3 Total Budget available:

<table>
<thead>
<tr>
<th></th>
<th>Rs. in Lakhs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Non-Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Internal resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)
  (a) Non-Plan
  (b) Plan

- Extension
  (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?
11.2 Is there a regularly updated publication that include:

(i) Educational programme and degree requirements
(ii) Learning resource
(iii) Admission policies
(iv) Student policies
(v) Fees, other charges and refund policies
(vi) Academic qualifications of faculty and administrators

11.3 Is there a publication office which prints and distributes institutional documents?

11.4 Is there updated information for student enrollment and retention available?

11.5 Is there student placement information available?

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. ____________________________
                                        Asst. Prof. ____________________________
                                        Others ____________________________

14.7 Disciplines offering P.G. programmes : Masters' Doctoral _______

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

   (i) Computer facilities

   (ii) Library facilities

   Adequate  Less than Adequate  Not Available
   [ ]       [ ]                  [ ]
(iii) Field practical facilities

(iv) Teaching aids and media services for PG/ faculty research facilities

(v) Sports facilities

(vi) Hostel facilities:  Men

           Women

(vii) Other student services

<table>
<thead>
<tr>
<th></th>
<th>Adequate</th>
<th>Less than Adequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field practical facilities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teaching aids and media services for PG/ faculty research facilities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sports facilities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Hostel facilities: Men</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Women</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other student services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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.
### Annexure-VI

**Proforma for Institutional Profile of a College**

1. **State**
   :

2. **University**
   - **Name**
   - **Headquarters**

3. **College**
   - **Name**
   - **Address**
   - **Telephone**
   - **Fax**
   - **E-Mail**
   - **Date of Establishment**

4. **Head of faculty**
   - **Name**
   - **Designation**

5. **Head (CEO) of the College**
   - **Name**
   - **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

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Category of Staff</th>
<th>Number and per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
</tr>
<tr>
<td>Supporting</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
<th>Ph. D.</th>
<th>M.Sc.</th>
<th>Others if any (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Asst. Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From within the state</td>
<td>From outside of the state</td>
<td>From within the state</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11.13 Faculty Development

a) Give brief description of the policy

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

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty Development Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refresher Course/Summer &amp; Winter Course</td>
</tr>
<tr>
<td></td>
<td>No of faculty</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>College Level</th>
<th>University Level</th>
<th>National Level</th>
<th>International Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11.15 Faculty Training:
Number of faculty with the highest degree received locally, nationally and internationally.

<table>
<thead>
<tr>
<th>Cadre</th>
<th>Highest degree from same university</th>
<th>Highest degree from other university within the State</th>
<th>Highest degree from out of the State university</th>
<th>Highest degree from Foreign Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asstt. Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11.16 Faculty strengths

a) National and International conferences/ Training organized.

<table>
<thead>
<tr>
<th>Type of Conference</th>
<th>Number of Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>National</td>
</tr>
<tr>
<td>Symposia</td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td></td>
</tr>
<tr>
<td>Summer Institutes</td>
<td></td>
</tr>
<tr>
<td>Special Lectures</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>
12. Students and Student Development

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

<table>
<thead>
<tr>
<th>Department</th>
<th>Year Started</th>
<th>Approved Seats</th>
<th>Actual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Year Established</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12.2 Student retention data for last 4 years:

<table>
<thead>
<tr>
<th>Graduating Year</th>
<th>Students admitted</th>
<th>Dropped</th>
<th>Appeared in final examination</th>
<th>Percentage passed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>programs</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
<td>%</td>
<td>%</td>
<td>No. %</td>
</tr>
<tr>
<td>UG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year UG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

M = Male, F = Female
12.3 Composition of Students during last four years

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Within the State</td>
<td>Out side State</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Particular of Examination</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrance Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12.5 Student Reservation (Per cent)

<table>
<thead>
<tr>
<th>Category</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OBC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmer's ward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12.6 Student Evaluation

<table>
<thead>
<tr>
<th>Examination</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal (percentage)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External (percentage)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify) (percentage)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12.7 Frequency of Student Evaluation (Per cent Weightage)

<table>
<thead>
<tr>
<th></th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quarterly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester-wise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12.8 Mode of Student Evaluation (Per cent weightage)

<table>
<thead>
<tr>
<th>Mode</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz/Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term Papers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>JRF</th>
<th>SRF</th>
<th>ARS-NET</th>
<th>Others (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% - 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

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Games and sports</th>
<th>Equipment and infrastructure available</th>
<th>Adequate/ inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12.12 Participation of students in sports and games

<table>
<thead>
<tr>
<th>Name of sport</th>
<th>Level of participation</th>
<th>Award/recognition</th>
<th>Remarks</th>
</tr>
</thead>
</table>


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

<table>
<thead>
<tr>
<th>Source</th>
<th>Under-graduate</th>
<th>Post-graduate</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Central Govt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Govt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Internal</th>
<th>External</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Sc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 (Percent Weightage):

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)

<table>
<thead>
<tr>
<th>Department</th>
<th>Under-graduate</th>
<th>Post-graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory</td>
<td>Practical/Tutorial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 subscribed National

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

<table>
<thead>
<tr>
<th>Type of material</th>
<th>Description of material</th>
<th>Application</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Training Programme</th>
<th>Trainees</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14.6 Indicate library holdings at department level:

<table>
<thead>
<tr>
<th>Department</th>
<th>Text books</th>
<th>Other Books</th>
<th>Periodicals</th>
<th>Journals</th>
<th>Magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Faculty (%)</th>
<th>Student (%)</th>
<th>Staff (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Micro-films</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/V Material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-mail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14.9 Computer Centre
Is there a central computer facility in the college?

Yes ☐ No ☐ Comments

If yes, fill the following details

<table>
<thead>
<tr>
<th>No. of Terminals</th>
<th>Configuration</th>
<th>No. of supporting Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>UPS</td>
</tr>
</tbody>
</table>

14.10 Is there a Central Instrumentation lab facility? Yes ☐ No ☐ Comments
If yes, Name few most important equipment available.

14.11 Name department-wise laboratories established

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Departments</th>
<th>Name of laboratories</th>
</tr>
</thead>
</table>

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.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

48
15. Fiscal Resources

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

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Particulars</th>
<th>Years</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Non-plan (State)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Plan (State)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Internal resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ICAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Others (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td>Total</td>
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<td></td>
</tr>
</tbody>
</table>

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

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

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

(a) Details of budget

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Source</th>
<th>Years</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Non plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Plan</td>
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<tr>
<td>3</td>
<td>Internal</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ICAR</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Others (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>Total</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
(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)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Departments</th>
<th>Non-plan</th>
<th>Plan</th>
<th>Internal resource</th>
<th>ICAR</th>
<th>Other (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
</tr>
<tr>
<td>1.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Categories of fees and charges</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hostel Charges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th></th>
<th>Full</th>
<th>Partial</th>
<th>Amount Rs in lakh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA for staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recurring contingency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15.11 Powers of Head of the Department for Sanctioning:

<table>
<thead>
<tr>
<th></th>
<th>Full</th>
<th>Partial</th>
<th>Amount Rs in lakh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA for staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recurring contingency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Facility</th>
<th>Hectares/ Sq. m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic buildings</td>
<td></td>
</tr>
<tr>
<td>Students hostels</td>
<td></td>
</tr>
<tr>
<td>Housing for staff</td>
<td></td>
</tr>
<tr>
<td>Play-grounds</td>
<td></td>
</tr>
<tr>
<td>Administrative buildings</td>
<td></td>
</tr>
<tr>
<td>Open spaces</td>
<td></td>
</tr>
<tr>
<td>Gardens and farms</td>
<td></td>
</tr>
<tr>
<td>Cattle sheds</td>
<td></td>
</tr>
<tr>
<td>Health facilities</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Irrigation infrastructure</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

16.4 Give the following infrastructure information

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

<table>
<thead>
<tr>
<th>Budget</th>
<th>Resident Instruction</th>
<th>Research</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17.3 Faculty involvement in Research and Extension Education

<table>
<thead>
<tr>
<th>Particular</th>
<th>No. and percent of faculty with joint responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department-wise</td>
<td>T  R  E</td>
</tr>
<tr>
<td>T- Teaching, R- Research, E - Extension</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Department</th>
<th>Scheme</th>
<th>Duration</th>
<th>Amount (Rs. in Lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17.5 Publications in last 4 years

<table>
<thead>
<tr>
<th>Department</th>
<th>No. of papers published</th>
<th>No. of extension publications</th>
<th>Practical Manuals</th>
<th>Books</th>
<th>Others (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total

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

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

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.

<table>
<thead>
<tr>
<th>Professor</th>
<th>Asso. Prof.</th>
<th>Asst. Prof.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. ........</td>
<td>No. ........</td>
<td>No. ........</td>
<td></td>
</tr>
<tr>
<td>% ........</td>
<td>% ........</td>
<td>% ........</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Cadre</th>
<th>State (%)</th>
<th>Outside (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asso. Prof.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asst. Prof.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>UG (%)</th>
<th>PG (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From within state</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From outside state</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From outside country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>UG (%)</th>
<th>PG (%)</th>
</tr>
</thead>
</table>

7.6 Percentage of unemployed graduates for more than two years.

<table>
<thead>
<tr>
<th></th>
<th>UG (%)</th>
<th>PG (%)</th>
</tr>
</thead>
</table>

7.7 Students performance in entrance examinations during last 5 years (average % of students qualified with respect to total passed-out students)

<table>
<thead>
<tr>
<th>JRF (%)</th>
<th>GATE (%)</th>
<th>CAT (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE (%)</td>
<td>SRF (%)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Regional level</th>
<th>State level</th>
<th>National level</th>
</tr>
</thead>
<tbody>
<tr>
<td>High yielding varieties (No.)</td>
<td>........</td>
<td>........</td>
<td>........</td>
</tr>
<tr>
<td>Hybrids (No.)</td>
<td>........</td>
<td>........</td>
<td>........</td>
</tr>
</tbody>
</table>

8.2 Number of improved Technology released

<table>
<thead>
<tr>
<th></th>
<th>Regional level</th>
<th>State level</th>
<th>National level</th>
</tr>
</thead>
</table>

8.3 Patent obtained (No.)

<table>
<thead>
<tr>
<th></th>
<th>Regional level</th>
<th>State level</th>
<th>National level</th>
</tr>
</thead>
</table>

8.4 Increase in overall productivity (%)

<table>
<thead>
<tr>
<th></th>
<th>Regional level</th>
<th>State level</th>
<th>National level</th>
</tr>
</thead>
</table>
   a) Agriculture productivity (%) | ........ | ........ | ........ |
   b) Animal productivity (%)    | ........ | ........ | ........ |
   c) Others (Specify)            | ........ | ........ | ........ |

9. Library and Other Learning Centers

9.1 Library digitalized

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
</tr>
</thead>
</table>

9.2 On-line literature search facility available in Library and Departments

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
</tr>
</thead>
</table>

9.3 CD-ROM facility available.

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
</tr>
</thead>
</table>

59
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 costs. (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

12.2 Annual updated list of faculty with their credential is published

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.

12.5 Educational Technology cell established

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.
a) Best Teacher awards (% of total faculty)

<table>
<thead>
<tr>
<th>University</th>
<th>ICAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. (%)</td>
<td>No. (%)</td>
</tr>
</tbody>
</table>

d) Best Ph.D. thesis award as major advisor- Jawahar Lal Nehru Award (No. & per cent of total faculty).

<table>
<thead>
<tr>
<th>No. (%)</th>
<th>Year</th>
</tr>
</thead>
</table>

e) Research and other award

<table>
<thead>
<tr>
<th>National (No.)</th>
<th>International (No.)</th>
</tr>
</thead>
</table>

f) State, National and International recognition received by the faculty.

<table>
<thead>
<tr>
<th>State (No.)</th>
<th>National (No.)</th>
<th>International (No.)</th>
</tr>
</thead>
</table>

13.3 Students award (No.)

<table>
<thead>
<tr>
<th>Best Ph.D. Thesis Awards</th>
<th>State and National level Sports &amp; Games Awards</th>
<th>State and National level Cultural &amp; Literary Activities Awards</th>
</tr>
</thead>
</table>

11.4 Observations

14 Report from other accrediting/evaluating agencies including QRT etc.

14.1 University was evaluated earlier.

a) Yes/No

b) Evaluating agency with year of evaluation

i)

ii)

iii)

c) Major findings

d) University response

14.2 Evaluation of colleges by agencies like AICTE, VCI, etc.

a) Yes/No
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)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Year</th>
<th>Eligibility</th>
<th>Cut off</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>General</td>
<td>SC/ST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General</td>
<td>SC/ST</td>
</tr>
</tbody>
</table>

15.2 Admission procedure and Merit of UG Students

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Particular</th>
<th>Percentage of Students entering University/ College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Above 80 % Score</td>
</tr>
<tr>
<td>1.</td>
<td>Based on 10+2 marks</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>University entrance test</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>State Entrance test</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Combination of 10+2 marks and entrance test</td>
<td></td>
</tr>
</tbody>
</table>

15.3 ICAR Model Curricula adopted | Yes/No

15.4 Requirement of credits hours for various UG degree programs

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Program</th>
<th>Total credits allocated</th>
<th>RAWE/ Other Work Experiences</th>
<th>Placement of Village/ Farm/ Factory/ Plant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Duration</td>
<td>Credits</td>
</tr>
</tbody>
</table>

15.5 Requirements of credits for PG programs
<table>
<thead>
<tr>
<th>Courses</th>
<th>Masters Programs</th>
<th>Doctoral Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>credits %</td>
<td>credits %</td>
</tr>
<tr>
<td>Major core courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major (Optional courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15.6 Grading of Research credits

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Particulars</th>
<th>Credits</th>
<th>Masters</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Satisfactory/ Unsatisfactory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10 point scale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Teaching aids</th>
<th>UG Classes (%)</th>
<th>PG Classes (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>35 mm slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>OHP slides</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Wall Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Others- live specimen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 tests with weightage

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Particular of examination and other evaluating parameters</th>
<th>Weightage assigned (%)</th>
</tr>
</thead>
</table>
1. Announced Quiz
2. Mid Term Examination (Theory)
3. Final Examination (Theory)
4. Final Examination (Practical)
5. Practical Records
6. Attendance
7. Other (specify)

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>College(s) / Faculty</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Doctoral</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>College(s) / Faculty</th>
<th>One teacher: No. of students *</th>
</tr>
</thead>
</table>

* = All full time students enrolled in the university during the year
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)

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

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Faculty</th>
<th>Under graduate</th>
<th>M. Sc.</th>
<th>Ph. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cost</td>
<td>Fees</td>
<td>%</td>
<td>cost</td>
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</tbody>
</table>

Uni. Over all

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