

Guidelines for Accreditation of Higher Agricultural Educational Institutions in India



भारतीय कृषि अनुसंधान परिषद्
ICAR

National Agricultural Education Accreditation Board
Indian Council of Agricultural Research
New Delhi

Guidelines for Accreditation of Higher Agricultural Educational Institutions in India



**National Agricultural Education Accreditation Board
Indian Council of Agricultural Research
New Delhi**

Edited by

Dr. N.S. Rathore
Deputy Director General (Agri. Edn.)

Dr. G. Venkateshwarlu
Assistant Director General (EQR)

Dr. K.P. Tripathi
Principal Scientist (EQR)

Printed : September 2017

© 2017, *Indian Council of Agricultural Research, New Delhi*

Lasertypeset at Print-O-World, 2568, Mandir Wali Gali, Shadipur, New Delhi-110008 and
Printed at M/s Chandu Press, 469, Patparganj Industrial Estate, Delhi-110092.



त्रिलोचन महापात्र, पीएच.डी.

एफ एन ए, एफ एन ए एस सी, एफ एन ए ए एस
सचिव एवं महानिदेशक

TRILOCHAN MOHAPATRA, Ph. D.
FNA, FNASC, FNAAS
SECRETARY & DIRECTOR GENERAL

भारत सरकार
कृषि अनुसंधान और शिक्षा विभाग एवं
भारतीय कृषि अनुसंधान परिषद
कृषि एवं किसान कल्याण मंत्रालय, कृषि भवन, नई दिल्ली 110 001
GOVERNMENT OF INDIA
DEPARTMENT OF AGRICULTURAL RESEARCH & EDUCATION
AND
INDIAN COUNCIL OF AGRICULTURAL RESEARCH
MINISTRY OF AGRICULTURE AND FARMERS WELFARE
KRISHI BHAVAN, NEW DELHI 110 001
Tel : 23382629; 23386711 Fax: 91-11-23384773
E-mail: dg.icar@nic.in

FOREWORD

In order to promote higher agricultural education in the country, the essential requirement is the capacity to develop skilled manpower of good quality in adequate number. At present, there are 75 agricultural universities and large number of constituent and affiliated colleges imparting degrees in agriculture and allied sciences. Over the past few years, quality of agricultural education in these institutions has been a cause of concern due to faculty shortage, insufficient fund, sub-optimal infrastructure and learning resources, high inbreeding, high student intake and poor governance.

The Indian Council of Agricultural Research has been striving to aid, impart and coordinate agricultural education to develop quality human resource in the country. In order to address the concerns of quality higher agricultural education, the National Agricultural Education Accreditation Board (NAEAB) was established to advise the Council in evolving norms and standards for accreditation of institutions and programmes of agricultural education. NAEAB started accreditation of Agricultural Universities in the year 2001. Accreditation being granted by the Board is voluntary in nature and based on the request submitted by the Agricultural Universities in the form of Self Study Reports and report of external peer reviewers.

Lately, it has been realized that there is a lot of subjectivity in the process of accreditation adversely affecting the issues of national importance. Therefore, a new approach is needed for accreditation with high degree of objectivity in the process so as to infuse transparency, uniformity and commitment to agricultural education. Keeping these in view, 'Guidelines for Accreditation of Higher Agricultural Educational Institutions in India' have been prepared for implementation.

The new guidelines for accreditation will have three tier accreditation i.e. Programme, College and University with different Self Study Report for each. Introduction of Score-card based on the criteria, key aspects and its pre-determined weightage together with grading of agricultural universities may definitely and inculcate transparency and competitiveness in the process.

I would like to express my thanks to Dr. S. S. Chahal, Dr. Sudhansu Bhushan, Dr. Manish Pandey, Dr. Jit Singh, Dr. G. Venkateshwarlu and Dr. K. P. Tripathi for their immense contribution towards bringing out the guidelines. I also take this opportunity to thank Dr. N.S. Rathore, Deputy Director General, Agricultural Education, ICAR for his guidance and critical inputs for this publication.

I am confident that this publication will be very useful in guiding and implementing the accreditation process in times ahead.



(T. MOHAPATRA)

Dated the 4th September, 2017

New Delhi

ABBREVIATIONS

ARIS	Agricultural Research Information System
ATR	Action Taken Report
B.Sc. (Agri.)	Bachelor of Science in Agriculture
B.V.Sc	Bachelor of Veterinary Science
BSMA	Broad Subject Matter Area
CAFT	Centre for Advance Faculty Training
CIC	Central Information Commission
CIFE	Central Institute of Fisheries Education
CRIJ&AF	Central Research Institute for Jute and Allied Fibers
CSR	Corporate Social Responsibility
GPAC	Grade Point Average of the College
GPAP	Grade Point Average of Programme
GPAAU	Grade Point Average of the Agricultural University
HAEIs	Higher Agricultural Educational Institutions
IARI	Indian Agriculture Research Institute
ICAR	Indian Council of Agricultural Research
IEA	Institutional Eligibility for Accreditation
IIHR	Indian Institute of Horticultural Research
IPR	Intellectual Property Right
ITMU	Institute of Technology Management Unit
KVK	Krishi Vigyan Kendras
LAN	Local Area Network
LoI	Letter of Intent
MHRD	Ministry of Human Resource Development
NAAS	National Academy of Agricultural Sciences
NAEAB	National Agricultural Education Accreditation Board
NICRA	National Innovations on Climate Resilient Agriculture
NIRF	National Institutional Ranking Framework
PG	Post Graduate
Ph D	Doctorate of Philosophy
PRT	Peer Review Team
READY	Rural Entrepreneurship Awareness Development Yojana

SAU	State Agricultural University
SSR	Self Study Report
UG	Under Graduate
UGC	University Grants Commission
VCI	Veterinary Council of India

CONTENTS

Chapter	Particular	Page No.
1.	Introduction	1
2.	Twenty Five Years of Quality Assurance in Higher Agricultural Education by the Indian Council of Agricultural Research	3
3.	Procedure for Conducting Assessment and Accreditation by the NAEAB	4
4.	Eligibility Criteria for Accreditation of the HAEIs and Accreditation Fee	6
5.	Institutional Eligibility for Accreditation	8
6.	Self Study Report	9
7.	Key Aspects, Weightage, Grade Points for Programmes, Colleges and Agricultural Universities	22
8.	Conducting Peer Review of the HAEIs	31
9.	The Decision on Accreditation	41
10.	General Guidelines	42
11.	Grievance Redressal	44
Annexure-Ia	Letter of Intent (LoI) for Agricultural University	45
Annexure-Ib	Letter of Intent (LoI) for Colleges/ Programmes	47
Annexure-II	Proforma for the Institutional Eligibility for Accreditation (IEA)	50
Annexure-III	Statement of Compliance (Deemed Universities)	54
Annexure-IV	Statement of Compliance (Central and State Universities)	55
Annexure-V	Statement of Compliance (State Private Universities)	56
Annexure-VI	No-Conflict of Interest Statement By the Institution	57
Annexure-VII	Declaration	58
Annexure-VIII	Undertaking	59
Annexure-IX	Proforma for Review of Accreditation	60
Annexure-X	Regional Centers of the NAEAB and their jurisdiction	63
Annexure-XI	Sample Score Card for Accreditation of the College	64
Annexure-XII	Sample Score Card for Accreditation of the Agricultural University	66
Annexure-XIII	Proforma for Assessment the of Programme	69
Annexure-XIV	Proforma for Assessment of the College	70
Annexure-XV	Proforma for Assessment of the Agricultural University	73
Annexure-XVI	Office Order	78

Guidelines for Accreditation of Higher Agricultural Educational Institutions in India



**National Agricultural Education Accreditation Board
Indian Council of Agricultural Research
New Delhi**

Edited by

Dr. N.S. Rathore
Deputy Director General (Agri. Edn.)

Dr. G. Venkateshwarlu
Assistant Director General (EQR)

Dr. K.P. Tripathi
Principal Scientist (EQR)

Printed : September 2017

© 2017, *Indian Council of Agricultural Research, New Delhi*

Lasertypeset at Print-O-World, 2568, Mandir Wali Gali, Shadipur, New Delhi-110008 and
Printed at M/s Chandu Press, 469, Patparganj Industrial Estate, Delhi-110092.



त्रिलोचन महापात्र, पीएच.डी.

एफ एन ए, एफ एन ए एस सी, एफ एन ए ए एस
सचिव एवं महानिदेशक

TRILOCHAN MOHAPATRA, Ph. D.
FNA, FNASC, FNAAS
SECRETARY & DIRECTOR GENERAL

भारत सरकार
कृषि अनुसंधान और शिक्षा विभाग एवं
भारतीय कृषि अनुसंधान परिषद
कृषि एवं किसान कल्याण मंत्रालय, कृषि भवन, नई दिल्ली 110 001
GOVERNMENT OF INDIA
DEPARTMENT OF AGRICULTURAL RESEARCH & EDUCATION
AND
INDIAN COUNCIL OF AGRICULTURAL RESEARCH
MINISTRY OF AGRICULTURE AND FARMERS WELFARE
KRISHI BHAVAN, NEW DELHI 110 001
Tel : 23382629; 23386711 Fax: 91-11-23384773
E-mail: dg.icar@nic.in

FOREWORD

In order to promote higher agricultural education in the country, the essential requirement is the capacity to develop skilled manpower of good quality in adequate number. At present, there are 75 agricultural universities and large number of constituent and affiliated colleges imparting degrees in agriculture and allied sciences. Over the past few years, quality of agricultural education in these institutions has been a cause of concern due to faculty shortage, insufficient fund, sub-optimal infrastructure and learning resources, high inbreeding, high student intake and poor governance.

The Indian Council of Agricultural Research has been striving to aid, impart and coordinate agricultural education to develop quality human resource in the country. In order to address the concerns of quality higher agricultural education, the National Agricultural Education Accreditation Board (NAEAB) was established to advise the Council in evolving norms and standards for accreditation of institutions and programmes of agricultural education. NAEAB started accreditation of Agricultural Universities in the year 2001. Accreditation being granted by the Board is voluntary in nature and based on the request submitted by the Agricultural Universities in the form of Self Study Reports and report of external peer reviewers.

Lately, it has been realized that there is a lot of subjectivity in the process of accreditation adversely affecting the issues of national importance. Therefore, a new approach is needed for accreditation with high degree of objectivity in the process so as to infuse transparency, uniformity and commitment to agricultural education. Keeping these in view, 'Guidelines for Accreditation of Higher Agricultural Educational Institutions in India' have been prepared for implementation.

The new guidelines for accreditation will have three tier accreditation i.e. Programme, College and University with different Self Study Report for each. Introduction of Score-card based on the criteria, key aspects and its pre-determined weightage together with grading of agricultural universities may definitely and inculcate transparency and competitiveness in the process.

I would like to express my thanks to Dr. S. S. Chahal, Dr. Sudhansu Bhushan, Dr. Manish Pandey, Dr. Jit Singh, Dr. G. Venkateshwarlu and Dr. K. P. Tripathi for their immense contribution towards bringing out the guidelines. I also take this opportunity to thank Dr. N.S. Rathore, Deputy Director General, Agricultural Education, ICAR for his guidance and critical inputs for this publication.

I am confident that this publication will be very useful in guiding and implementing the accreditation process in times ahead.



(T. MOHAPATRA)

Dated the 4th September, 2017

New Delhi

ABBREVIATIONS

ARIS	Agricultural Research Information System
ATR	Action Taken Report
B.Sc. (Agri.)	Bachelor of Science in Agriculture
B.V.Sc	Bachelor of Veterinary Science
BSMA	Broad Subject Matter Area
CAFT	Centre for Advance Faculty Training
CIC	Central Information Commission
CIFE	Central Institute of Fisheries Education
CRIJ&AF	Central Research Institute for Jute and Allied Fibers
CSR	Corporate Social Responsibility
GPAC	Grade Point Average of the College
GPAP	Grade Point Average of Programme
GPAAU	Grade Point Average of the Agricultural University
HAEIs	Higher Agricultural Educational Institutions
IARI	Indian Agriculture Research Institute
ICAR	Indian Council of Agricultural Research
IEA	Institutional Eligibility for Accreditation
IIHR	Indian Institute of Horticultural Research
IPR	Intellectual Property Right
ITMU	Institute of Technology Management Unit
KVK	Krishi Vigyan Kendras
LAN	Local Area Network
LoI	Letter of Intent
MHRD	Ministry of Human Resource Development
NAAS	National Academy of Agricultural Sciences
NAEAB	National Agricultural Education Accreditation Board
NICRA	National Innovations on Climate Resilient Agriculture
NIRF	National Institutional Ranking Framework
PG	Post Graduate
Ph D	Doctorate of Philosophy
PRT	Peer Review Team
READY	Rural Entrepreneurship Awareness Development Yojana

SAU	State Agricultural University
SSR	Self Study Report
UG	Under Graduate
UGC	University Grants Commission
VCI	Veterinary Council of India

CONTENTS

Chapter	Particular	Page No.
1.	Introduction	1
2.	Twenty Five Years of Quality Assurance in Higher Agricultural Education by the Indian Council of Agricultural Research	3
3.	Procedure for Conducting Assessment and Accreditation by the NAEAB	4
4.	Eligibility Criteria for Accreditation of the HAEIs and Accreditation Fee	6
5.	Institutional Eligibility for Accreditation	8
6.	Self Study Report	9
7.	Key Aspects, Weightage, Grade Points for Programmes, Colleges and Agricultural Universities	22
8.	Conducting Peer Review of the HAEIs	31
9.	The Decision on Accreditation	41
10.	General Guidelines	42
11.	Grievance Redressal	44
Annexure-Ia	Letter of Intent (LoI) for Agricultural University	45
Annexure-Ib	Letter of Intent (LoI) for Colleges/ Programmes	47
Annexure-II	Proforma for the Institutional Eligibility for Accreditation (IEA)	50
Annexure-III	Statement of Compliance (Deemed Universities)	54
Annexure-IV	Statement of Compliance (Central and State Universities)	55
Annexure-V	Statement of Compliance (State Private Universities)	56
Annexure-VI	No-Conflict of Interest Statement By the Institution	57
Annexure-VII	Declaration	58
Annexure-VIII	Undertaking	59
Annexure-IX	Proforma for Review of Accreditation	60
Annexure-X	Regional Centers of the NAEAB and their jurisdiction	63
Annexure-XI	Sample Score Card for Accreditation of the College	64
Annexure-XII	Sample Score Card for Accreditation of the Agricultural University	66
Annexure-XIII	Proforma for Assessment the of Programme	69
Annexure-XIV	Proforma for Assessment of the College	70
Annexure-XV	Proforma for Assessment of the Agricultural University	73
Annexure-XVI	Office Order	78

1. Introduction

The Accreditation Board of the Indian Council of Agricultural Research (ICAR, the Council) was established in the Year 1996 and renamed as National Agricultural Education Accreditation Board (NAEAB, the Board) in 2017. It is mandated to assure and improve academic quality in the subjects of agriculture and allied sciences through the accreditation process.

In order to grant accreditation to agricultural universities, the Accreditation Board had developed two Manuals, namely (i) Self Study for Accreditation of Academic Institutions and Programme (2000) and (ii) Peer Review for Accreditation of Academic Institutions and Programme (2002). These manuals have been the guiding documents for conducting accreditation by the Board so far. There have been growing concerns on the quality of higher agricultural education and the prevailing accreditation system for agricultural universities in the Country. Therefore, it has been considered worthwhile to bring precision in the existing accreditation system for bringing improvement in the academic requirements in the agriculture sector. It has been necessitated due to establishment of a number of new universities in public and private sector, multi-campus and sectoral universities as well as changing research and educational priorities.

The reform of accreditation for higher agricultural education in the country has become necessary because it is unequivocally felt that it should be beyond the prerogative of the very institutions being accredited. There should be higher accountability to public and thus the accreditation process should be more transparent and analytical based upon parameters relevant to the present agricultural education needs of the society. These factors include:

- Shift from measuring inputs to assessing and reporting outcomes, especially student achievement
- Reliance on higher agricultural education to improve farm productivity, economic development, global competitiveness through teaching, research and extension.
- Increasing investment in higher agricultural education, from public and private sources, with concomitant expectation of positive returns
- Expanded importance of higher agricultural education, as seen through the eyes of its stakeholders such as alignment of accreditation and accountability, institutional and public purposes, importance and quality and investment and return.

In addition to the above, the Union Cabinet in the year 2015, while clearing the proposal for XII Plan Scheme “Strengthening and Development of Higher Agricultural Education in India” (F. No. Edn. 7 (8)/2013 (EPD DARE, MoA, Govt of India) and F.No. 23/03/01/2015-Cab.) laid down the following conditions:

- Agricultural accreditation to be mandatory in all SAUs by 2016-17 and be linked with the release of grants for education quality assurance.
- Grading Systems may be evolved based on accreditation parameters and this may be linked with the financial support.
- Regional Centers for accreditation, monitoring and evaluation need to be created as recommended by the accreditation board.

As per notification issued by the Department of Agricultural Research and Education, Government of India, four Regional Centers of NAEAB have been established with a responsibility to receive Self Study Reports (SSRs) from the Universities, their preliminary examination and necessary compliance. This new arrangement at the Council shall make a part of the accreditation process. Further, several recommendations were made by the Board from time to time to make the accreditation process more objective, transparent, adaptable and uniform. Thus, the need was felt to revise the Manuals (published in 2000 and 2002) in light of feedback received from Agricultural Universities, Peer Review Teams, NAEAB Proceedings, Cabinet Decisions, changes in ICAR bye laws for creation of new Regional Centres of the NAEAB etc. The detailed guidelines of accreditation of Degree Programmes were prepared in light of the agricultural degrees declared as professional degrees by the Council.

Since accreditation has been linked with the financial assistance for strengthening and development of Agricultural Universities, All India Admission in UG/PG/Ph D Degree Programmes being conducted by the ICAR and declaration of agricultural degrees as professional subjects the information regarding administrative setup, faculty, learning resources, amenities, research and extension etc. need to be uniformly considered for comparison and effective decision making. Adoption of the ICAR suggestions regarding effective delivery of course curricula by Agricultural Universities is also a component of Self Study Reports. Further, the grading system of accreditation may reflect institutional standing and to inculcate competitive spirit among Agricultural Universities.

■

2. Twenty Five Years of Quality Assurance in Higher Agricultural Education by the Indian Council of Agricultural Research

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 Agricultural, Agricultural Engineering and Veterinary Faculties.
- Developed model curricula for UG programmes in Agricultural Engineering and Home Science.

2.3 Norms and Accreditation Committee (1974)

- Developed norms for financial assistance from ICAR to the Agricultural Universities, agricultural faculties in general universities and Private Colleges offering Agricultural 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)

- Developed new process of accreditation, which was comprehensive, rigorous and periodic, and aimed at improving the quality and relevance of higher agricultural education.

2.5 National Agricultural Education Accreditation Board and its Regional Centres (2017)

- Effective from February 9, 2017
- To cater the need of accreditation in the era of ever-increasing Agricultural Universities and Colleges in the country.

2.5.1 Regional Centers of the NAEAB: Four Regional Centers of the NAEAB have been established at IARI, New Delhi, CRIJ&AF, Barrackpore, Kolkata, CIFE, Mumbai and IIHR, Bangalore to support the NAEAB for conducting accreditation of Higher Agricultural Education Institutions (HAEIs). Regional Centers are responsible for receipt of the Self Study Reports, their preliminary examination and compliance under the guidance of a Regional Advisor. The jurisdiction of Regional Centers is given in Annexure-X.

■

3. Procedure for Conducting Assessment and Accreditation by the NAEAB

The Higher Agricultural Educational Institutions (HAEIs) shall encompass State Agricultural Universities, State Veterinary Universities, State Fisheries Universities, State Horticultural Universities, Central Agricultural Universities, State General Universities having Agricultural Faculties and offering degrees in agriculture and allied sciences subjects, State Private Universities having agricultural Faculty and offering degrees in agriculture and allied sciences subjects, ICAR/UGC Deemed Universities offering degrees in agriculture and allied sciences subjects, Central Universities with Agricultural Colleges (also known as Schools or Faculties or Institutes), State autonomous/private Colleges offering degrees in agriculture and allied sciences subjects and Colleges of agriculture and allied sciences subjects affiliated to the Universities.

The NAEAB has been following educational accreditation for quality assurance process under which academic activities of HAEIs shall be evaluated by an external body, called as Peer Review Team, to determine if applicable standards recommended by the ICAR are met. When the HAEIs meet the standards, accreditation grade is granted by the NAEAB.

The following procedures shall be applicable for processing the evaluation and accreditation of HAEIs:

Step no.	Particular activity with time line
1	<ul style="list-style-type: none"> The HAEIs shall submit a Letter of Intent (LoI) given in Annexure-I along with the duly filled performa for the Institutional Eligibility for Accreditation (IEA) given in Annexure-II to the NAEAB Secretariat. In addition to LoI and IEA the information as mentioned in Annexure- III, IV and V, as and where applicable, shall also be submitted.
2	<ul style="list-style-type: none"> LoI and IEA will be processed at the NAEAB Secretariat regarding eligibility and other basic requirements for accreditation and the decision in this regard shall be communicated to the HAEI within 15 days.
3	<ul style="list-style-type: none"> After receiving positive response from the NAEAB, the institutions shall have to submit Self Study Report (in prescribed Performa) to the respective Regional Center (Annexure-X) of the NAEAB within one month. One copy of the Self Study Report along with the accreditation fee (as applicable) in the form of DD payable to the Secretary, ICAR, New Delhi shall be sent to NAEAB Secretariat.
4	<ul style="list-style-type: none"> Regional Center shall examine the Self Study Report and ensure that Self Study Report meets the requirement of the NAEAB accreditation. In case some improvement is required, the report shall be modified by the University and to be resubmitted to the Regional Centre.
	<ul style="list-style-type: none"> After receiving the satisfactory Self Study Report from the University, the Regional Centre will forward it to the Board Secretariat. The total time in this regard should not exceed 15 days after submission of the first Self Study Report.

5	<ul style="list-style-type: none"> • After receiving the Self Study Report, the NAEAB Secretariat will constitute a Peer Review Team for on-spot verification to the HAEI, which shall be completed within one month of the constitution of the Peer Review Team. • The Peer Review Team shall submit the report immediately after completing the visit of the University. The Peer Review Team shall complete the process in a single visit only.
6	<ul style="list-style-type: none"> • The Peer Review Report of the HAEI shall be examined by the NAEAB Secretariat to ensure the implementation of the guidelines of the NAEAB while recommending the HAEI for accreditation. If necessary, the Report of the Peer Review Team may be placed before Sectoral Committees of the NAEAB for discussion and views on the some specific issues. • The report of the Peer Review Team along with the comments of the NAEAB Secretariat and views of Sectoral Committees (if available) shall be placed before the NAEAB in its next meeting for final decision.
7	<ul style="list-style-type: none"> • The NAEAB shall decide the grant of accreditation to HAEI for its Programmes, Colleges (also called as Schools, Faculties, Institutes) and Agricultural Universities considering Self Study Reports submitted by the HAEI, Report of the Peer Review Team, Comments of the NAEAB Secretariat and views of the Sectoral Committees (if available). • After approval of the proceedings of the NAEAB Meeting, letters/certificate will be issued to the HAEI conveying the decision of the Board.
8	<ul style="list-style-type: none"> • Any representation regarding decision of the NAEAB received from the HAEI (in prescribed format only) shall be placed before the next NAEAB Meeting for the final disposal of the matter. Only one representation shall be allowed. Any second representation shall not be processed at the NAEAB Secretariat.



4. Eligibility Criteria for Accreditation of the HAEIs and Accreditation Fee

The HAEIs shall be eligible to apply for the accreditation from the NAEAB if they have a record of at least one batch of students passed out and fulfill the other conditions or are covered by the other provisions, if any. For accreditation point of view, the eligible HAEIs shall be grouped as below:

4.1. Eligible Higher Agricultural Educational Institutes (HAEI)

4.1.1. Agricultural Universities: These include State Agricultural Universities, State Veterinary Universities, State Fisheries Universities, State Horticultural Universities, Central Agricultural Universities and ICAR Deemed Universities.

4.1.2. Agricultural Colleges (also known as Schools, Faculties, Institutes): These include autonomous, constituent and affiliated agricultural colleges (offering Degree Programmes in agriculture and allied sciences subjects) in State Agricultural Universities, State Veterinary Universities, State Fisheries Universities, State Horticultural Universities, Central Agricultural Universities, ICAR Deemed Universities, State Universities, Private Universities, Central Universities, UGC Deemed Universities and others.

4.1.3. Academic Programmes: Bachelor (UG), Master (PG) and Ph D Degree Programmes in agriculture and allied science subjects as recommended by Deans' Committees, VCI and BSMA and being offered in para '4.1.2' shall be eligible for accreditation from NAEAB.

4.1.4. Degrees from distance educational programmes, Diploma courses, Certificate Courses etc. shall not be eligible for accreditation.

4.2. Submission of Documents and Accreditation Fee

4.2.1. The eligible HAEI shall submit a Letter of Intent (LoI) as per performa given in Annexure-I (Ia and Ib) and Institutional Eligibility for accreditation (IEA) as per Performa given in Annexure-II to NAEAB Secretariat for its consideration. The HAEIs shall also submit the information mentioned in Annexure-III, IV&V.

4.2.2. When IEA is found satisfactory, the University shall submit an accreditation fee along with Self Study Report as per prescribed proforma. The Self Study Report shall be submitted to the Regional Center of the NAEAB in the respective region of the University (Annexure-X), whereas the accreditation fee shall be submitted to the NAEAB Secretariat along with one copy of the Self Study Report.

4.2.3. Criteria for accreditation fee

4.2.3.1. In case of accreditation of the Agricultural University along with its constituent colleges and programmes, the University shall pay Rs 6.0 lakh as accreditation fee + GST as applicable from time to time.

4.2.3.2. In case of accreditation of Agricultural Colleges, the University shall pay Rs 4.0 lakh as accreditation fee + GST as applicable from time to time irrespective of the number of the Colleges to be accredited.

- 4.2.3.3. In case of accreditation of Academic Programmes, the University shall pay Rs 2.5 lakh as accreditation fee + GST as applicable from time to time irrespective of the number of the programmes to be accredited.
- 4.2.3.4. Accreditation fee shall only be accepted when the University submits Self Study Report. The fee shall be paid in the form of Demand Draft (in favour of the Secretary, ICAR and payable at New Delhi).
- 4.2.3.5. For subsequent accreditation, the same fee structure shall be applicable as in case of 4.2.3.1, 4.2.3.2 and 4.2.3.3.
- 4.2.3.6. After submitting the accreditation fee and Self Study Report to the Board, the University shall adhere with the guidelines of the NAEAB for completing the process of accreditation. In case, the University, even after submission of accreditation fee and Self Study Report shows its desire to terminate the process of accreditation, with whatsoever reason, the accreditation fee shall not be returned. However, in case of some inordinate delay, that too after submitting the requisite documents, the process of accreditation may be postponed for a period maximum of six months only.

4.2.4. Expenses for Peer Review of the University

- 4.2.4.1. The University shall arrange TA/DA and sitting allowances for the PRT members as per the guidelines of ICAR. However, the entire bill/ voucher for TA/DA and sitting allowances only, after duly verification of the Comptroller of the University, shall be forwarded to the NAEAB Secretariat for its reimbursement. The bill shall reach to the Council within one month of the completion of the PRT.
- 4.2.4.2. The expenditure on local transport, boarding and lodging and others for the Peer Review Team shall be borne out by the University/College.

■

5. Institutional Eligibility for Accreditation

The process of accreditation of HAEI involves a rigorous self evaluation in relation to the standards specified by the NAEAB, followed by an independent external peer review. In that external review a panel of experts shall verify the report of the Institution's self evaluation (Self Study Report) and consider the quality of performance in relation to the NAEAB standards. Before this process begins, the NAEAB shall be satisfied that certain basic requirements for eligibility of accreditation of HAEI are met. The Institutional Eligibility for Accreditation (IEA) is thus a set of parameters for which the basic information for an institution shall be submitted.

The IEA shall be submitted to the NAEAB Secretariat in prescribed proforma (Annexure-II) before formal submission of the Self Study Report. The NAEAB Secretariat shall examine the IEA as per the prescribed guidelines and, if IEA found satisfactory, shall send a letter in this regard to the HAEI. In case there is some deficiency in the eligibility for accreditation, the EA/report shall be rejected and the institutions shall resubmit the document after due modification/justification in line of the observations made by the NAEAB Secretariat.

■

6. Self Study Report

The Self Study Report (SSR) which accurately reflects the efforts and progress of a HAEI in meeting its mission and goals begins with careful planning and preparation, and it should engage all constituents in a thorough examination of its policies, procedures, and practices. Analysis must follow to determine strengths and areas for improvement in the organization's pursuit of its mission and goals. The SSR should document the process followed, evidence collected, conclusions drawn, and actions taken to meet the expectations of the NAEAB.

After Cabinet decision to link accreditation with grant-in-aid to the Agricultural Universities, introduction of grading system in accreditation and All India Admission for UG/PG/Ph D programmes in accredited Colleges, accreditation has been increasingly becoming the most dominant form of quality assurance of higher agricultural education in the country. Ever since, the council had started accreditation, the NAEAB has been following three-tier accreditation process i.e. (i) Programme, (ii) College and (iii) Agricultural University. It is thus required that the SSR shall contain the desired information to address the strength of all these three components.

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 and social commitments.

6.2 Qualification criteria for submitting Self Study Report

- 6.2.1. For those Universities only having Degree Programmes related to agriculture and allied sciences subjects at the department level, the Programme accreditation shall be applicable.
- 6.2.2. For those universities having Degree Programmes (as per 6.2.1) along with the Agricultural Colleges (recommended by the Deans' Committees/VCI/BSMA), two tier accreditation i. e. (i) Programme and (ii) College accreditation shall be applicable.
- 6.2.3. For those universities fulfilling the provisions contained in the ICAR Model Act (2009 revised) for Agricultural Universities in India and mandated only for teaching, research, and extension education in the field of agriculture (Natural Resource Management; Crop Improvement including Production and Protection; Horticulture; Veterinary, Animal Sciences and Fisheries; Dairy Science and Technology; Forestry; Agriculture Engineering and Technology; Food Technology; Home Science; Agri-business Management; Basic Sciences and Humanities in relation to Agriculture and any other subject related to Agriculture) along with Colleges specified in section 6.2.2, and awarding degrees on agriculture and allied sciences subjects, for such universities three tier accreditation i.e. (i) Programmes, (ii) College and (iii) University accreditation shall be applicable.

Accordingly, the universities shall submit SSR in the prescribed performa in the following sections (6.4, 6.5 and 6.6).

6.3 Methodology for Designing a Process for Writing a Self Study Report

6.3.1. Select the relevant Self Study Report (as mentioned in section 6.2) to be submitted by the HAEI

6.3.2. Integrate the key principles during the entire process, it is critical to always keep the key principles in mind in all steps of the process. These include:

- a. Leadership Support: Secure and emphasize the involvement of the senior officers to fully support the self-study effort.
- b. Transparency and Openness: Assure that the work of the sub-committee is accessible for general review, comments, and input.
- c. Integrity and Honesty: Answer research questions honestly, in an unbiased manner, including all viewpoints.
- d. Evidence: Document the findings, support analyses, and conclusions with evidence.
- e. Continuous Improvement: Trace and document continuous improvement resulting from previous self-study, internal assessment systems, and evaluation reports. In addition, demonstrate the accomplishment of previous action items and plans.

6.3.3. Constitute a Self Study Team

- a. Involve all stakeholders from the administration, faculty, staff, students, alumni, and the broader community served by the institution.
- b. When necessary, appoint individuals who have special expertise in a given area represented by the standards.
- c. Provide sub-committees with a description of the standards or criteria and request that they develop charge for their respective tasks.

6.2.4. Incorporate Professional Development

- a. Very early in the process, establish a clear distinction between assessment (process for improvement) and evaluation (process for judgment).
- b. Develop an assessment mindset and adopt the assessment methodology.

6.2.5. Incorporate Essential Components

- a. Review past self-studies, evaluation reports, periodic review reports, annual reports, and other special reports to document the story of the institution, its accomplishments, and challenges since the last self-study. Link the various processes established to fulfill the institution's mission and goals, and plans for the future.
- b. Report major accomplishments, the challenges successfully met, and the areas requiring further improvements. Define special actions steps for continuous growth and improvement.
- c. Describe the historical context that relates to the evolution and progress of the institution since the last self-study.

Thus, the Self Study Report shall be planned and organized both from the top down and bottom up approach. The methodology offered in above module may reflect how individuals can become constructively engaged in producing required accreditation materials while generating shared understanding and commitment.

6.4. Self Study Report for the Programme

The HAEIs should submit the SSR for each Degree Programme to be included in the report of the respective College. The criteria are that the programme must have completed five years and its first batch has been passed out (in case of four year UG degree programme), however in case of veterinary sciences degree programmes the period may be more than five years. For PG/PhD programmes, the SSR should only be submitted, if the Degree Programme is eligible for accreditation, means first batch of the students have passed out. Further, if the programmes are not being implemented as per the guidelines of ICAR, specifically the degree nomenclature and other recommendations of V Deans' Committee and BSMA committee reports, these Degree Programmes are not eligible for ICAR accreditation. Only those Degree Programmes which fulfil the ICAR guidelines are eligible for accreditation and the SSR of these Degree Programmes shall be submitted under the following headings:

6.4.1. Brief History of the Degree Programme: Clearly mention in which year the degree program was initiated along with its objective and accomplishments.

6.4.2. Faculty Strength: The faculty strength of the Degree Programme need to be given cadre-wise, both sanctioned and in-place (under the table mentioned below). Clearly mention the number of permanent faculty appointed for the Degree Programme, part time faculty being deputed from the other departments (in such case mention the name of these departments). If the Degree Programme is also taking the help of Research staff, extension staff, contractual faculty, guest faculty, adjunct faculty or any other arrangement being made to complete the curriculum, it should be clearly mentioned in the report.

S. No.	Sanctioned Faculty	Faculty in place	Vacant position	Faculty recommended by by the ICAR/UGC/VCI/ other regulatory bodies
1.	Professor			
2.	Associate Professor			
3.	Assistant Professor			

*The Faculty assigned the responsibilities for the multiple programmes need to be clearly marked.

**Clearly mention the deviation in the Faculty position with respect to the recommendations of V Deans' Committee/VCI/BSMA/other regulatory bodies.

***In case of Private Universities/ affiliated colleges the list of faculty cadre wise with name, specialization, date of appointment in the college, period of contract, salary account summary for last three years with the reference to Form 16 (income tax) shall be provided.

6.4.3. Technical and Supporting staff : The position of the technical and supporting staff of the Degree Programme including farm and field workers need to be mentioned for both sanctioned and in-place.

*The technical and supporting staff assigned the responsibilities for the multiple programmes need to be clearly marked.

**Clearly mention the deviation in the staff position with respect to the recommendations of V Deans' Committee/VCI/BSMA/ other regulatory bodies.

*** In case of Private Universities/affiliated colleges list of technical and supporting staff, their name, specialization, date of appointment in the college, period of contract, salary account summary for last three years with the reference to Form 16 (income tax) shall be provided.

- 6.4.4. Classrooms and Laboratories:** Mention the number of class rooms and functional laboratories available for the degree programme and justify if it is sufficient to meet the course curricula requirement. Lists major equipments, laboratories, farm facilities, workshops and other instructional units being utilized for the award of the Degree Programme may be given. Mention theory and practical batches for the Degree Programme.
- 6.4.5. Conduct of Practical and Hands-on-Training:** It is important to have a sound grasp of the theory that underlies any professional degree. But there are some skills that can only be learned through hands-on -practice. It is important that much of the learning material in any given course should be provided in a way that allows students to get as involved as possible to increase their knowledge and abilities. Clearly mention how far students are getting desired practical and hands-on-training as per the curriculum and meeting above mentioned requirements.
- 6.4.6. Supervision of students in PG/PhD programmes:** Number of students being supervised by Faculty in case of Masters/Ph. D Programme (as per ICAR/UGC guidelines). Mention the realistic figure number of qualified faculty in relation to the intake of students, as per the guidelines in the matter.
- 6.4.7. Feedback of stakeholders (Students, parents, industries, employers, farmers etc.):** Mention the feedback mechanism (duly supported by the documents) from different stakeholders of the degree programme. What action the University has taken in last five years to address the issues raised in the feed back?
- 6.4.8. Student intake and attrition in the programme for last five years:** Year wise information on sanctioned strength, actual intake and attrition in the last five years of the Degree Programme, in the tabular form, shall be provided.

Name of the Degree Programme	Actual student admitted in last five years					Attrition (%)				
	Y1	Y2	Y3	Y4	Y5 (Current Year)	Y1	Y2	Y3	Y4	Y5 (Current Year)

- 6.4.9. ICT Application in Curricula Delivery:** The ICT is now integral part of the teaching programme. ICAR has also been promoting the use of ICT in teaching and practical. Mention whether the Degree Programme is meeting the expectations. If there is any shortfall, it shall be clearly mentioned.
- 6.4.10. The information pertaining to 6.4.1 to 6.4.9 shall be provided for each one of UG, PG and PhD Degree Programmes, separately, and to be presented College-wise.
- 6.4.11. Since the accreditation of Programmes is related to the All India Admission from ICAR and also having weightage for College accreditation, therefore the data presented in the section 6.4 is liable to the verification at any stage.
- 6.4.12. Certificate (Applicable when SSR is submitted for Programme)
I, the Dean hereby certify that the information contained in the Section 6.4.1 to 6.4.9 are furnished as per the records available in the college, and degree awarding university.

Signature of Dean of the College with Date & Seal

6.5. Self Study Report for the Colleges

The Colleges offering degree programmes as per recommendations of Deans' Committees/ VCI/ BSMA are eligible for ICAR accreditation. The format for SSR of the Colleges is given below:

6.5.1. College Administration

- 6.5.1.1. College Dean's Office Establishment:** Whether Dean's post has been sanctioned by the appropriate authority as per ICAR Model Act/UGC guidelines? Date of selection of present Dean, mode of selection, tenure etc. shall be mentioned. Clearly mention the staff and infrastructure/ facilities available in the Dean's Secretariat.
- 6.5.1.2. Monitoring Mechanism for Quality Education (on-line):** Whether the College is having an internal quality assurance system, with appropriate structure and processes, and with enough flexibility to meet the diverse needs of the stakeholders which is required for planning, guiding and monitoring quality assurance and quality enhancement activities of the Colleges. How effectively monitoring of teaching, research and extension across the departments is being conducted, and mention the impact of monitoring on the outcome of the College with reference to students' excelling in academics, research and extracurricular activities.
- 6.5.1.3. CC/Board of Studies:** Whether the CC in the Department level and Board of Studies at the College is in place? The composition of the BoS and date of conduct of meetings for last five years and major recommendations made by the BoS should be given in tabular form.
- 6.5.1.4. Anti Ragging Cell:** In pursuance to the Judgment of the Hon'ble Supreme Court of India dated 08.05.2009 in Civil Appeal No. 887/2009, the University Grants Commission has framed "UGC Regulations on curbing the menace of ragging in higher educational institutions, 2009" which have been notified on 4th July, 2009 in the Gazette of India. Does the College follow this regulation and subsequent guidelines issued in the matter in letter and spirit? Give details.
- 6.5.1.5. Biological waste disposal facility:** Whether wastes (chemical, biological, radioactive, universal, and recyclable) are generated by a variety of research, clinical, service, maintenance, and cleaning operations at the College level? If yes, then mention the disposal mechanism being adopted as per the government guidelines.
- 6.5.1.6. Institutional Ethics Committee for Experiment on Animals:** Whether the institute/College is following CPCSEA guidelines and constituted an Institutional Animal Ethics Committee (IAEC), get their animals house facilities inspected and get their project cleared by CPCSEA and IAEC before commencing them? The College should make statement that it is adhering all guidelines in the matter.
- 6.5.1.7. Committee for Prevention of Sexual Harassment of Women at Work Places:** Does the institution is adhering the sexual harassment of women at workplace (Prevention, Prohibition and Redressal Act, 2013) in letter and spirit. Mention the constitution of sexual harassment committees and date of proceedings conducted in last five years in tabular form.

6.5.2. Faculty

- 6.5.2.1. Faculty Strength:** Mention the Faculty position (both in sanctioned and in-position) at the College.
- 6.5.2.2. Faculty Profile (department wise):** Mention department wise faculty profile in tabular form and mention whether present profile is sufficient to meet the academic requirement of the College.

6.5.2.3. Credentials of the Faculty: Whether the institution has employed competent faculty members qualified to accomplish the mission and goals of the institution? Give the highest qualification received by each faculty, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

6.5.2.4. Technical and Supporting Staff: Whether the College has appointed (in place) sufficient technical/laboratory/farm staff to cater the need of practical and field experiments. Mention department wise distribution of technical, supporting and field staff in the tabular form.

6.5.3. Learning resources:

Learning resources are texts, videos, software, and other ICT enabled materials that teachers use to assist students to meet the expectations for learning defined by ICAR recommended curricula. Information on the following shall be submitted.

6.5.3.1 College Library (digital): Mention the information about location of the library, present staff position (in place) and availability of Wi-Fi, sufficient books and other reading materials, periodicals and research journals, internet with sufficient number of computers, seating capacity, employing the latest technology in library sciences, stocking arrangements, collection of volumes on different subjects, latest publications in the fields of relevant subjects, automation and user services through computer, opening hours, subscription of journals of national and international repute, national dailies, magazines etc.

6.5.3.2. Laboratories, Instructional farm, Workshops, Dairy Plant, Veterinary Clinic, Hatchery, Ponds etc.: Clearly mention about laboratories, instructional farm, workshops, dairy plant, veterinary clinic, hatchery, ponds etc facilities available in the College with its numbers, space, speciality to conduct practical/hands on training.

6.5.3.3. Student READY/ In-Plant Training / Internship / Experiential Learning Programmes: Clearly mention about the implementation of Student READY/ In-plant training/ Internship/ Experiential Learning programmes and learning outcomes as per the guidelines of ICAR. Profit sharing mechanism (amount) shall be mentioned for each ELP unit sanctioned by the ICAR for the college.

6.5.3.4. Curricula Delivery Through IT (smart class rooms/interactive board etc.): Whether the College is using smart class rooms/interactive board etc. for teaching and practicals. Number of class rooms upgraded as smart class rooms should be mentioned.

6.5.4. Student Development:

Student Development at the College directs its educational efforts at fostering the intellect and character of students by integrating in-class and co-curricular experiences. To accomplish this, the College provides a wide range of educational experiences through programs and activities that complement and support the academic experience in the classroom.

6.5.4.1. Student Intake and Attrition: The information about student intake and attrition, for the College as a whole but separated in UG, PG and PhD categories shall be provided in tabular form for last five years.

6.5.4.2. Average Number of Students in Theory and Practical Classes: Mention the Degree Programme-wise number of students sitting in a class for theory and practical, separately in tabular form.

S. No.	Name of the Degree Programme	Batch of students in theory class	Batch of students in practical class
1			
2			
x			

6.5.4.3. Admission Process: Clearly give complete mechanism of admission for UG, PG and PhD programmes, fee payment mechanism, registration procedure, academic schedule publication at the start of the semester etc. Write information in one page only.

6.5.4.4. Conduct of Practical and Hands on Training: Mention the brief report on how the practical and hand-on-training is being conducted in different courses to meet the student satisfaction. Write information in one page only.

6.5.4.5. Examination and Evaluation Process: The evaluation of students' performance is a central task of College administration. A brief report on examination and evaluation process for UG, PG and PhD be given separately mentioning external/internal components. System of evaluation should clearly be mentioned for UG, PG and PhD.

6.5.4.6. NCC/NSS/RVC Units: Clearly mention the existence and functioning of these units and how it is benefiting the student development. A brief report should be given (without photographs).

6.5.4.7. Language Laboratory: It is required of any student to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. What helps one to acquire such proficiency in a language is the process and the method of learning that language. Mention which of these type of Conventional, Lingua Phone, Computer Assisted Language Laboratory and Multimedia Hi-Tech Language Laboratory are being used for language teaching in the college.

6.5.4.8. Cultural Center: Does the college has cultural center to empower student leaders to explore, celebrate, and educate the campus community about the diversity among them? Does the college offers an inclusive and reflective space, multicultural programming, and support services that encourage positive interaction, academic persistence, and growth among students, faculty, and staff ?

6.5.4.9. Personality Development: Personality development programme is aimed at increasing employability of the students. Whether the college has provisions for inclusion of functional grammar in standard English, speaking skills, reasoning, group discussions interview skills, personal interviews, quantitative ability, verbal ability, mock tests and some special sessions to promote the personality development in the students?

6.5.5. Physical facilities:

6.5.5.1. Hostels: Clearly mention the number of hostels available for the College students for boys and girls, separately with its total capacity, students per room accommodated in each hostel, mess facility, drinking water, indoor games specially for girls, cleaning of hostel premises, transport facility, emergency medical facility etc.

- 6.5.5.2. Examination hall:** Mention the availability of number of examination halls, its capacity etc. for the College.
- 6.5.5.3. Sports and Recreation Facilities:** Clearly mention the number of indoor and outdoor sports facilities available for the College students. A brief note on day to day management and use of these facilities shall be provided in the report.
- 6.5.5.4. Auditorium:** Does the college has auditorium? Mention its year of construction, sitting capacity and how frequently being used for the College functions.
- 6.5.5.5. Exhibition Hall/Museum:** Does the college have the Exhibition Hall/Museum? Mention about its use and special events being conducted in these units.

6.5.6. Research Facilities

- 6.5.6.1. Postgraduate Laboratories and Equipments:** Clearly mention the department wise PG laboratories and equipment housed in individual laboratory in the Colleges along with any other research unit.
- 6.5.6.2. Research Contingency:** A note on amount of research contingency for each department shall be provided. Whether it meets the students' demand?

6.5.7. Outcome/Output

- 6.5.7.1. Student Performance in National Examinations:** Provide detailed information in tabular form about student performance in JRF/SRF/NET/ARS/and other national examinations for last five years. Only those students receiving fellowships should be mentioned here.
- 6.5.7.2. Students Placement Profile:** Provide detailed information in tabular form about student performance in ARS/and other national examinations/State level examinations or equivalent. Year wise placement profile shall be provided.
- 6.5.7.3. Awards/Recognitions/Certificates:** Provide information on awards/recognitions/certificates in tabular form for last five years separately for students and faculty.
- 6.5.7.4. Employability:** What are the set of achievements such as skills, understandings and personal attributes that make College students more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy? Provide one page note on the subjects.
- 6.5.8.** SSR of the College must have the SSR of all its Degree Programmes (following section 6.4), then the report of the Colleges shall be considered.
- 6.5.9.** Certificate (Applicable when SSR is submitted for Programmes & College).

I, the Dean hereby certify that the information contained in Sections 6.4 and Section 6.5.1 to 6.5.7.4 are furnished as per the records available in the college and degree awarding university.

Signature of the Dean of the college with Date & Seal

- 6.5.10.** Each college shall submit SSR as mentioned in 6.5.8. It shall be prerequisite for the SSR of the Agricultural University.

6.6. Self Study Report of Agricultural University

The information about the University on the following issues shall be provided as per following format:

6.6.1. University Governance

- 6.6.1.1. Vision, Mission and Goals:** Whether the University has published vision document and has developed the plan of implementation with time frame and proposed financial arrangement? Whether the University has planned, developed, implemented, and evaluated intentional and purposeful programs/services that may facilitate students and other stakeholders of the University provide one paragraph for each.
- 6.6.1.2. Statutes and Regulations:** Provide list of Statutes and Regulations published in the gazette notification and being implemented by the University for administration and planning.
- 6.6.1.3. University Statutory officers and their selection process:** Provide list of the statutory officers sanctioned in the Act, present position, their mode of appointment (selection/nomination), joining date, tenure. Please provide the reason of those statutory officers who have not been appointed so for.
- 6.6.1.4. Decentralization of power:** Decentralized systems are those in which central entities play a lesser role in any or both of fiscal and administrative dimensions in the agricultural universities. The information on financial autonomy and sanctioning power to the Dean and other officers of the University shall be provided. Whether the necessary administrative powers have been delegated to the Statutory officers of the University? Provide the list.
- 6.6.1.5. Supporting Units:** Whether the University has established Maintenance cell, SC/ST Cell and Health facility and what is the present mode of functioning of these units to support the student, staff and University infrastructure?
- 6.6.1.6. Technology Support:** Information on Classroom technology (e.g., technology in rooms, computer labs), online learning tools, internet/Wi-Fi connectivity, student systems (e.g., online enrolment), business applications, computer help (e.g., setup for email, firewalls) and password resets being implemented at the University level. A brief note shall be provide.
- 6.6.1.7. Institutional Data Base and Website Update:** Whether the institutional extensive database of general and specific programs in partnering with peer universities, research institutions and government agencies are available in order to facilitate a wide variety of intellectual interactions and exchanges? Mention periodicity of Website updating.
- 6.6.1.8. Interdepartmental Linkages:** Provide information on whether the University is currently adopting decentralized, participatory, adaptive and multifarious demand-supply side extension-research-academics approach; involving public, private and third sector (civil society) in research and extension programmes and strengthening capacity of framers, researchers and extension workers. Provide a note on interdepartmental linkages the University is currently having in practice. Is the University cultivating the collaborative culture within subject and across subjects?
- 6.6.1.9. Monitoring Mechanism:** Whether the University is following comprehensive curriculum monitoring mechanism including teachers' self reflection, surveys on teaching effectiveness, lesson observation, assignment inspection, examination papers review, appraisal system, and curriculum evaluation.

6.6.1.10. Institute Quality Assurance Cell /PME Cell: Please mention establishment and the active functioning of both the cells and kind of outcome based assignment presently being carried out through these cells.

6.6.1.11. Collaboration with Academic Institutions and Industry: What type and how much collaboration are currently in place with academic institutions and industry? Does the University has some more proposal for the future collaboration? Give details with road map.

6.6.2. Academic Support

6.6.2.1. Academic Council: Provide the composition and date of Academic Council Meetings held in last five years along with ATRs.

6.6.2.2. Innovation and Best Practices: An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships. What are the innovative efforts of an institution that help in its academic excellence?

6.6.2.3. Library: Write about the University library (in one page) mentioning its space for stocking and reading, automation, library staff, library committee meetings, library management system, text books availability, subscription of research journals, periodicals, e-journals and other necessary state-of-the-art software/ programme, timing etc.

6.6.2.4. Center for Excellence/Advance Studies/Centre for Advanced Faculty Training: Clearly mention about the name, number, year of establishment, funding agency and outcome of Centre for Excellence/Advance Studies/Centre for Advanced Faculty Training.

6.6.2.5. Incubation Center/Start up units/ Venture capital: Provide the list of incubation centre(s) start up units/ venture capital set up by the University for the promotion of technologies generated at the University.

6.6.2.6. Technology Enabled Learning Resources: Technology allows for personalizing learning, building capacity of teachers and driving decisions based on real-time data. What kind of infrastructure, digital content, teacher training and data systems have been created in this regard. What are monitoring and evaluation frameworks to maintain and sustain these facilities?

6.6.2.7. Integrated Learning Systems (Experiential Learning): How many these units have been sanctioned by the ICAR? Mention the functional condition of each unit. Provide data regarding year wise profit sharing with the students from each unit.

6.6.2.8. Academic Industry Interface: Mention the important channels for knowledge transfer between University and firms. How the university has been benefited in last five years in terms of resource mobilization, research funding, knowledge transfer and others.

6.6.2.9. National Ranking (ICAR/MHRD): Mention about the rank of the University in last five years in the NIRF from ICAR/MHRD.

6.6.3. Research Support

6.6.3.1. Research Council: Mention the present composition of the research council and provide the dates of meetings in last five year in tabular form.

6.6.3.2. Directorate of Research: Give brief information about the present establishment of the

Directorate of Research, staff pattern, research coordination mechanism, research and seed production centers and contribution in academic programmes.

- 6.6.3.3. Technology Developed and its Adoption:** Provide the list of approved technologies developed in last five years along with their adoption and coverage in the jurisdiction of the University.
- 6.6.3.4. Research Publication:** Provide the list of research articles (NAAS ranking 5.00 or more) published in National and International Journals (only based on the work conducted in the University).
- 6.6.3.5. Innovation and Best Practices:** What are the innovative efforts of the University that help in its excellence in research?
- 6.6.3.6. IPR Cell/ ITMU:** Whether the University is currently having functional Intellectual Property Right Cell in place. Mention the date of the meetings conducted by the Cell in last three years and what were the major recommendations. Is the University having Institute Technology Management Unit in place. Mention the date of the meetings conducted by the Unit in last three years and what were the major recommendations.
- 6.6.3.7. Central Instrumentation Unit:** Is there a Central Instrumentation Unit in place? What are the facilities available in the unit?
- 6.6.3.8. Global Support:** Global Support may assist Universities to organize and undertake activities outside of the Regions by providing a centralized location for administrative resources and a single point of contact for addressing related questions. Does the University maintains functional experts in a range of administrative areas to provide technical advice and guidance in the areas of exchange programmes, visa related issues, International MoUs, collaborative research etc.?

6.6.4. Extension Support

- 6.6.4.1. Extension Council:** Mention the present composition of the Extension Council and provide the dates of meetings in last five years in tabular form.
- 6.6.4.2. Directorate of Extension Education:** Give brief information about the present establishment of the Directorate of extension education, staff pattern, KVK and other off-campus extension programmes, extension coordination mechanism, extension and technology dissemination system and contribution in academic programmes.
- 6.6.4.3. Extension Planning and Technological Impact:** In what way the extension planning help to support enterprises in adopting and deploying new technologies and in commercializing innovations? What is the mechanism in place to study the technological impact?
- 6.6.4.4. Implementation of National Initiatives:** Mention the status of implementation of Student Ready, green initiatives, Farmers First Scheme, *Mera Gaon Mera Gaurav*, NICRA and other similar schemes.
- 6.6.4.5. Innovation and Best Practices:** What are the innovative efforts of an institution that help in its excellence in extension?
- 6.6.4.6. Consultancy/Certification/Testing:** Mention about the resources generated through Consultancy/ Certification/Testing etc. in last five years. Give details of all activities. Give summary of participation of faculty in Consultancy/Certification/Testing and outreach programmes.

6.6.5. Faculty and Staff Development

- 6.6.5.1. Recruitment and Promotional Avenue:** Give the detailed recruitment procedure for faculty, technical, supporting and administrative staff (in brief) and further mention the last recruitment for each category held in the University. Similarly, career advancement procedure and its implementation for all categories shall be given. How many staff have been recruited directly at the higher positions in the last five years?
- 6.6.5.2. Participation of Faculty in Symposia/Workshops:** Give the comprehensive list (year wise, College wise) participation of faculty in National/International Seminars/ Symposia/ Workshops/ Training/ Consultancy visits/Special assignments etc.
- 6.6.5.3. Incentives for Excellence/Faculty Recognition.** Does the University is offering Best Teacher Award (ICAR) or any other means of recognition to promote excellence in faculty and other staff ? Give the list and selection procedure (in brief).
- 6.6.5.4. Capacity Building and Training:** How many programme have been initiated towards developing and strengthening skills, instincts, abilities, processes and resources that the University and its stakeholders need to survive, adapt, and thrive in the fast-changing agricultural scenario?

6.6.6. Student Development

- 6.6.6.1. Scholarships/Stipend:** Is the University offering any scholarship programme for meritorious students? How many students are receiving competitive scholarships/fellowships for each College? How many passed out students have been selected for scholarships/fellowships in other universities.
- 6.6.6.2. Extra and Co-curricular Activities:** Whether the sports/games/cultural activities/NSS/NCC/ programmes are being organized? If yes, then give the list of events in last five years in tabular form. Participation of students in ICAR sponsored events (Agri-unifest/ Agri-sports/ any other) and award/medals received in last five years may be given in Tabular form. How the students practice sports and games daily?
- 6.6.6.3. Health Facilities:** Provide the brief information about medical facilities available in the head quarter and off-campus. A brief about Health Insurance scheme being implemented at the University may be provided.
- 6.6.6.4. Sports and Cultural Facilities:** Give detailed report of sports and games facilities and auditoriums available for cultural events.
- 6.6.6.5. Student Counseling and Placement Cell:** Give detailed report on placement cell and provide the report for recruitment of students by firms in last five years. What is the mode and mechanism of counseling being followed at the University level?
- 6.6.6.6. Disabled Friendly Facilities:** What kind of facilities is available for differently abled persons in the campus? Give a brief report.

6.6.7. Infrastructure

- 6.6.7.1. Physical facilities including administrative building and lands:** Give comprehensive report on the administrative buildings, academic blocs, Colleges research units instructional farms, seed production units etc. for each College and University Head Quarter.
- 6.6.7.2. IT Infrastructure.** A brief report on University ARIS Cell shall be given. Give the information on LAN connectivity, Wi-Fi/internet facilities in campus and hostels; Computer based library management, videoconferencing facilities, smart class rooms and workshops etc.
- 6.6.7.3. Students and Staff Amenities:** Give brief report on the sporting and recreational activities,

employment and career advice, child care, financial advice and food services, entertainment avenues etc. available in the campus.

6.6.8. Financial Resource Management:

- 6.6.8.1. Budget allocation:** Give the budget allocation (College wise) for salary, contingency and amount received through the ICAR development grant during last five years. Give a note on the sufficiency of the fund to meet the academic requirement in last five years.
- 6.6.8.2. Finance Committee:** Provide the schedule of the meetings of the financial committee held in last five years.
- 6.6.8.3. Internal Resources Generation:** Give a comprehensive report (College wise) internal resource generation through different sources for last five years. How this money is being utilized for the academic programmes and research work of students? Give a brief note.
- 6.6.8.4. External Funding:** How much resources the University has mobilized from the external sources (give the list) based on the competitive mode in last five year?
- 6.6.8.5. Financial Powers Delegation to Deans/Heads:** Give a report on the financial autonomy to College Deans, University officers and Head of the Departments.
- 6.6.8.6. Finance Utilization:** Mention in brief about per cent finance utilization in last five years.

6.6.9. Accomplishments

- 6.6.9.1. Awards for the University:** Provide the detailed list of Regional, National and International Awards received by the University in last five years.
- 6.6.9.2. Accreditation Report from ICAR/Other Agencies:** Whether the University and its Colleges were accredited by the ICAR and other agencies in the past? What was the recommendation of the accreditation agencies? Whether the University has taken the action taken report and submitted the reply to the accreditation agencies? Provide the detailed action taken report for each observation.
- 6.6.9.3. Inter Institutional Standings:** Status of the University in the ranking announced by agencies for academics, research, extension, sports/games, cultural events etc.
- 6.6.9.4. Socio-economic Impact:** Elaborate data based impact of various activities/recommendation on upliftment of the economics and social status of the farmers.
- 6.6.9.5. International Collaboration:** Mention the list of collaboration taken place during last five years with international agencies/universities/institutes for academic, research and others.
- 6.6.9.6. Fund Raising through CSR:** How much fund the university has collected from corporate sector for on- farm research and extension and other related activities in last five years?
- 6.6.9.7. Alumni Support:** Does the University have the active alumni association. How much fund the Association has raised for the development of the University? What the other areas where the Association is supporting to the University?
- 6.6.10. Certificate (Application when SSR is submitted for Programmes, Colleges and Agricultural University).**

I, the Registration of the Agricultural University.....
hereby certify that the information contained in the sections 6.4, 6.5 and 6.6.1 to 6.6.9.7 are
furnished as per the records available in the University.

Signature of Registration
with date and seal

7. Key Aspects, Weightage, Grade Points for Programmes, Colleges and Agricultural Universities

In the present scenario of the higher agricultural education in the country, agricultural universities award agricultural degrees whereas, general universities also have either agricultural Colleges or some of its departments offer degrees in agriculture and allied sciences subjects. The NAEAB has a provision of three tier accreditation system comprising Programmes (Degree Programme), Colleges and University. The very basis for developing three tier accreditation is to give due emphasis on each and every segment of course curricula delivery such as academics, student development and management which are considered essential for the overall performance of the University.

7.1 Academic Programme (Programmes)

7.1.1 For accreditation of a Degree Programme the mandatory requirement is given below:

- Degree nomenclature: The nomenclature must be as recommended by the ICAR/VCI.
- Adoption of the course curricula as per guidelines of ICAR/VCI
- If the programme does not fulfill the above two criteria (a and b), it shall not be eligible for accreditation.

7.1.2 If the degree programme fulfill the criteria above, then it should be eligible for review as per following guidelines:

C. Key Aspects and Weightage for the Programmes

Criteria	Key Aspects		Pre-determined Weightage (W)	Peer Review Team Assigned Key Aspect Grade points (KAGP) (4/3/2/1/0)	Key-Aspect-Wise Weighted Grade Point (KAWGP)
1.Programme Accreditation	1.	Faculty Strength of the Programme*	200		
	2.	Technical and Supporting Staff *	100		
	3.	Class Rooms and Laboratory*	150		
	4.	Conduct of Practical and Hands-on-Training	150		
	5.	Number of Students being Supervised by* Faculty in case of Masters/ Ph D Programme	100		
	6.	Feedback of Stakeholders (Students, parents, industries, employers, farmers etc.)	100		
	7.	Student Intake and Attrition in the Programme for Last Five Years	100		
	8.	ICT Application in Curricula Delivery	100		
		Total	ΣWi= 1000		Σ (KAWGP)

*as per guidelines of ICAR/VCI/UGC/other regulatory bodies

7.1.3 Calculation of Grade Point Average for the Programmes (GPAP)

Arriving at the GPAP includes calculation of the Key Aspect-Wise Weighted Grade Point (KAWGP). This involves use of the pre-determined Weightages (W) and the grade points assigned by the peer team for the 8 Key Aspects. The details for arriving at the GPAP are given below:

NAEAB has assigned predetermined weightages to each of the 8 Key Aspects identified for the Programme. To help the Peer Review Team in arriving at GPAP, NAEAB provides suggestive guiding indicators. Using the guiding indicators and based on their observations and assessment of the institution (on-spot visit and the validation of SSR), the Peer Review Team is expected to assign appropriate Grade Point to each of the key aspect by using five point scale (0-4). These grade points are assigned as **4/3/2/1/0** without using decimal points and are referred to as the Key Aspectwise Grade Points (KAGP). The Key Aspectwise Weighted Grade Point (KAWGP) is arrived at by multiplying the Predetermined Weightage (W) of a Key Aspect with respective KAGP assigned by the Peer Review Team. i.e., KAWGP. The sum of the eight CGPAP divided by the sum of the predetermined weightage of the eight Criteria will result in GPAP.

A sample calculation of GPAP of a degree programme

Criteria	Key aspects	Pre-determined Weightage (W)	Peer Review Team Assigned Key Aspect Grade points (KAGP) _i (4/3/2/1/0)	Key Aspect Wise Weighted Grade Point (KAWGP) _i
1. Programme accreditation	1. Faculty Strength of the Programme*	200	3	600
	2. Technical and Supporting staff *	100	2	200
	3. Class Rooms and Laboratory*	150	3	450
	4. Conduct of Practical and Hands-on- Training	150	4	600
	5. Number of Students being Supervised by Faculty in case of Masters/PhD Programme*	100	1	100
	6. Feedback of Stakeholders (Students, parents, industries, employers, farmers etc.)	100	2	200
	7. Student Intake and Attrition in the Programme for Last Five Years	100	4	400
	8. ICT Application in Curricula Delivery	100	3	300
	Total	ΣWi= 1000		Σ(KAWGP)_i = 2850
GPAP = Σ (KAWGP)_i / Σ (W)_i = 2850/1000 = 2.85				

* as per guidelines of ICAR/VCI/UGC/other regulatory bodies

7.1.4 If a Programme scores GPAP of 2.5 and above then it shall be eligible for accreditation.

7.1.5 It is essential that 50% of the UG Programmes running in the College (If the Colleges is offering UG/PG/Ph D Programmes) shall first qualify for accreditation, then the PG/PhD Programmes shall be reviewed for accreditation. Further, total number of accredited programmes (including all UG/PG/Ph D) in the College shall be more than 50% or more to become the College eligible for accreditation.

7.1.6 In case if the Colleges is offering only PG/Ph D programme, then it is essential that 50% of the PG/Ph D Programmes shall be accredited to enable the Colleges eligible for accreditation.

7.2. Key Aspects and weightage for the College

The NAEAB has decided to consider the following Criteria, Key Aspects and Predetermined Weightage for accreditation of the Colleges.

Criteria	Key Aspects		Pre-determined Weightage (W)	Peer Team Assigned Key Aspect Grade points (KAGP) (4/3/2/1/0)	Key Aspect Wise Weighted Grade Point (KAWGP)
1. College Administration	i.	Dean's Office Establishment	20		
	ii.	Monitoring Mechanism (on-line)	20		
	iii.	CC/Board of studies/Academic Council	20		
	iv.	Anti-Ragging Cell	10		
	v.	Biological Waste Disposal Facility	10		
	vi.	Institutional Ethics Committee for Experiment on Animals	10		
	vii.	Committee for Prevention of Sexual Harassment of Women on Work Places	10		
Sub-total			$W_I=100$		$KAWGP_I$
2. Faculty	i.	Faculty Strength	60		
	ii.	Faculty Profile (department wise)	60		
	iii.	Credentials of the Faculty	40		
	iv.	Technical Staff and Other Supporting Staff	40		
Sub-total			$W_{II}=200$		$KAWGP_{II}$
3. Learning Resources	i.	College Library (digital)	40		
	ii.	Laboratories, Instructional Farm / Workshop / Dairy Plant / Veterinary Clinic / Hatchery and Ponds etc.	50		
	iii.	Student Ready / In-plant training / Internship / Skill Development Modules/ Experiential Learning Modules etc.	30		

	iv.	Curricula delivery through IT (like smart classrooms / interactive boards etc.)	30		
Sub-total			W_{iii}=150		KAWGP_{iii}
4. Student Development	i.	Student Intake and Attrition for Last Five Years	20		
	ii.	Average Number of Students in Theory and Practical Classes	20		
	iii.	Admission process	10		
	iv.	Conduct of Practical & Hands – on – Training	30		
	v.	Examination and Evaluation Process	20		
	vi.	NSS/NCC/RVC Units	20		
	vii.	Language Laboratory	10		
	viii.	Cultural Center	10		
	ix.	Personality Development	10		
Sub-total			W_{iv}=150		KAWGP_{iv}
5. Physical Facilities	i.	Hostel (both boys and girls) and its Amenities	80		
	ii.	Examination Halls	20		
	iii.	Sports and Recreation Facilities	30		
	iv.	Auditorium	10		
	v.	Exhibition Hall/Museum	10		
Sub-total			W_v=150		KAWGP_v
6. Research Facilities	i.	PG Laboratories and Equipment	50		
	ii.	Research Contingency	50		
Sub-total			W_{vi}=100		KAWGP_{vi}
7. Outcome / Output	i.	Student Performance in National Examinations (such as JRF/SRF/ARS)	40		
	ii.	Students' Placement Profile	40		
	iii.	Awards / Recognition / Certificates	30		
	iv.	Employability	40		
Sub-total			W_{vii}=150		KAWGP_{viii}
Total			$\Sigma (w)_{i-vii} = 1000$		$\Sigma (KAWGP)_{i-vii} =$

7.2.1 Calculation of Grade Point Average for the College (GPAC)

Arriving at the GPAC includes calculation of the Key Aspect-Wise Weighted Grade Point (KAWGP). This involves use of the Pre-determined Weightages (W) and the grade points assigned by the Peer Review Team for the seven Criterion and respective Key Aspects determined for the accreditation of the College. The details for arriving at the CGPAC are given below:

NAEAB has assigned Pre-determined Weightages to each of the seven Criteria and its Key Aspects

under the College. To help the peer team in arriving at GPAC, NAEAB provides suggestive guiding indicators. Using the guiding indicators and based on their observations and assessment of the institution (on-spot visit and the validation of SSR), the Peer Review Team is expected to assign appropriate grade point to each of the Key Aspect by using five point scale (0-4). These Grade Points are assigned as 4/3/2/1/0 without using decimal points and are referred to as the Key Aspect-wise Grade Points (RAGP). The Key Aspect-wise Weighted Grade Point (KAWGP) is arrived at by multiplying the predetermined Weightage (W) of a Key Aspect with respective KAGP assigned by Peer Review Team. The sum of the seven GPAC divided by the sum of the Pre-determined Weightages of the seven Criteria shall result in GPAC.

7.2.2 If a College scores GPAC of 2.5 and above then shall be eligible for accreditation.

7.2.3 It is essential that 50% or more of the constituent Colleges shall qualify for accreditation, only then the University shall be considered for its accreditation.

7.2.4 A sample score card preparation table is given in Annexure-XI

7.3. Key Aspects and Weightage for Agricultural University

The Agricultural Universities are those universities having constituent Colleges described under ICAR Model Act (2009 revised) and have been established following the broad guidelines outlined in the Model Act. Besides these Colleges and disciplines, the Agricultural University should have strong networks of Research Centres, KVKs and other extension set up required for effective agricultural education. Colleges, research stations, KVKs and other institutions coming under the jurisdiction and authority of this University shall come in as constituent units of the University under the full management and control of the University officers and authorities. No unit shall be recognized as an affiliated unit. The NAEAB has decided to consider the following Criteria, Key Aspects and Pre-determined Weightage for accreditation of the Agricultural University.

Criteria	Key Aspects		Pre-determined Weightage (W)	Peer Review Team Assigned Key Aspect Grade points (KAGP) (4/3/2/1/0)	Key Aspect Wise Weighted Grade Point (KAWGP)
1. Governance	i.	Vision, Mission and Goals	40		
	ii.	Statutes and Regulations	40		
	iii.	University Statutory Officers and Their Selection Process as per the Statutes of the University	50		
	iv.	Decentralization of Powers	30		
	v.	Supporting Units (Maintenance Cell / SC/ ST Cell/ Health Centre)	30		
	vi.	Technology Support	20		
	vii.	Institutional Database and Website Updation	20		

	viii.	Inter-Departmental Linkages	20		
	ix.	Monitoring Mechanism	30		
	x.	Institute Quality Assurance Cell / PME Cell	30		
	xi.	Collaboration with other Academic Institutions and Industry	40		
Sub-total			W_I=350		(KAWGP)_I
2. Academic Support	i.	Academic Council	30		
	ii.	Innovations and Best Practices	30		
	iii.	Library	100		
	iv.	Centre for Excellence/Advance Studies/ Centre for Advanced Faculty Training (CAFT)	20		
	v.	Incubation Centre	30		
	vi.	Technology Enabled Learning Resources	10		
	vii.	Integrated Learning System (Experiential Learning)	10		
	viii.	Academic- Industry Interface	10		
	ix.	National Ranking (ICAR/MHRD)	10		
Sub-total			W_{II}=250		(KAWGP)_{II}
3. Research Support	i.	Research Council	20		
	ii.	Directorate of Research	20		
	iii.	Technologies Developed and their Adoption	40		
	iv.	Research Publications (based on the work carried out in University)	25		
	v.	Citation Index/ <i>h</i> Index	15		
	vi.	Innovations and Best Practices	20		
	vii.	IPR Cell / ITMU	20		
	viii.	Central Instrumentation Unit	20		
	ix.	Global Support	10		
	x.	CSR Funding	10		
Sub-total			W_{III}=200		(KAWGP)_{III}
4. Extension Support	i.	Extension Council	20		
	ii.	Directorate of Extension Education	20		
	iii.	Extension Planning and Technological Impact	50		
	iv.	Implementation of National initiatives	25		

	v.	Innovations and Best Practices	25		
	vi.	Consultancy/Certification /Testing	10		
Sub-total			W_{IV}=150		(KAWGP)_{IV}
5. Faculty and staff Development	i.	Recruitment and Promotional Avenues	50		
	ii.	Participation of Faculty in National and International Seminars/Workshops/Symposia	60		
	iii.	Incentives for Excellence / Faculty Recognition	40		
	iv.	Capacity Building and Trainings	50		
Sub-total			W_V=200		(KAWGP)_V
6. Student Development	i.	Scholarships / Stipend	40		
	ii.	Extra and Co-curricular Activities	40		
	iii.	Health Insurance	30		
	iv.	Sports and Cultural Facilities	50		
	v.	Student Counseling and Placement Cell	60		
	vi.	Disabled Friendly Ability	30		
Sub-total			W_{VI}=250		(KAWGP)_{VI}
7. Infra-structure	i.	Physical Facilities Including Administrative Building and Necessary Land	100		
	ii.	IT Infrastructure	25		
	iii.	Student and Staff Amenities	25		
Sub-total			W_{vii}=150		(KAWGP)_{vii}
8. Financial Resource Management	i.	Budget allocation (Salary : Contingency)	40		
	ii.	Finance Committee	20		
	iii.	Internal Resource Generation	50		
	iv.	Resource Mobilization through External Funding	50		
	v.	Financial delegation to Deans and HoDs	20		
	vi.	Per cent finance utilization in last five years	20		
Sub-total			W_{viii}=200		(KAWGP)_{viii}
9. Accomplishments	i.	Regional, National and International Awards for the University	50		
	ii.	Accreditation from ICAR/Other Agencies and Follow up on its Recommendations	50		
	iii.	Inter Institutional Standing	25		
	iv.	Socio-economic Impact	25		
	v.	International Collaboration	50		

	vi.	Fund Raising Through CSR	25		
	vii.	Alumni Support	25		
Sub-total			$W_{ix}=250$		$(KAWGP)_{ix}$
Total of C			$\Sigma (w)_{I- ix}$ $= 2000$	$\Sigma (CrWGP)_{I- ix} =$	
CGPAU of the University= $(\Sigma (CrWGP)_{I- ix})/ W_{I- ix}$					

7.3.1 Calculation of Grade Point Average for the Agricultural University (GPAAU)

Arriving at the GPAAU includes calculation of the Key Aspect-wise Weighted Grade Point (KAWGP). This involves use of the Pre-determined Weightage (W) and the Grade Points assigned by the Peer Review Team for the nine Criterion. The details for arriving at the GPAAC are given below:

NAEAB has assigned Pre-determined Weightage to each of the nine Criteria and its Key Aspects under the Agricultural University. To help the Peer Review Team in arriving at GPAAU, NAEAB provides suggestive guiding indicators. Using the guiding indicators and based on their observations and assessment of the institution (on-spot visit and the validation of SSR), the Peer Review Team is expected to assign appropriate grade point to each of the key aspect by using five point scale (0-4). These Grade Points are assigned as 4/3/2/1/0 without using decimal points and are referred to as the Key Aspect-wise Grade Points (KAGP). The Key Aspect-wise Weighted Grade Point (KAWGP) is arrived at by multiplying the Predetermined Weightage (W) of a Key Aspect with respective KAGP. The sum of the nine KAWGP divided by the sum of the pre assigned weightages of the nine Criteria shall result in GPAAU.

7.3.2 A sample score card preparation Table is give in Annexure-XII

7.4. Grading and other terms of the accreditation of the University:

7.4.1 The grading system shall be applied in accreditation. There shall be four types of grades namely, A+, A, B and C. To arrive at the final grade to the accredited University, the mean of the grade points of all Colleges (Colleges eligible for accreditation only and also the process of accreditation was completed) shall be taken into consideration and shall be called as G_c . The GPAAU calculated for the University shall be called as G_u . The score considered for grading of the University (G_f) will be calculated as: $G_{f=}(G_c + G_u)/2$.

7.4.2. Grading: If the University scores G_f 2.49 or less it shall not qualify for accreditation. The grading shall be accorded as per the following table:

Score (GF)	Grade
2.49 or less	Nil (Not Accredited)
2.50-2.74	C
2.75-2.99	B
3.00-3.49	A
3.50 or more	A +

- 7.4.3. The period of accreditation shall be for five years.
- 7.4.4. Once the University is allotted a grade for accreditation (considering appeal also), it shall not be changed till next accreditation of the University. If the Colleges/ Programme of the university are accredited midterm, it shall not affect the grade granted to the University.
- 7.4.5. There shall not be any grade for the accreditation of the Programme or the College.
- 7.4.6. If the Board expresses some difference over the PRT recommendation for grading and score for accreditation to the University, in such case the process of the accreditation shall be put on hold till the proper justification/clarification from the concerned University is sought by the Board Secretariat. The matter shall be put in the next Board Meeting for reconsideration and final decision.

7.5 The decision of the NAEAB shall be final.

■

8. Conducting Peer Review of the HAEIs

Peer review in NAEAB accreditation is based on the fundamental assumption that quality in higher agricultural education is best served through a process that enables peers of the institution, informed by standards created and applied by professionals in higher agricultural education, to make the judgments essential to assuring and advancing the quality of higher learning.

Peer Review means bringing judgment based on experience and knowledge to the evaluation process, from setting the standards, to conducting the evaluation, to making final decisions. Thus, judgment, reason, and the documentation of evidence contribute to effective peer review.

8.1. Primary Responsibilities of Peer Reviewers

1. **Public certification of institutional quality.** Within its context and mission, peer reviewers provide assurance of the institution by affirming its fulfillment of the criteria for accreditation.
2. **Institutional improvement.** Within the context and mission of the institution, peer reviewers offer consultative information intended to contribute to the quality of its academic offerings and to its improvement.

8.2. Characteristics of Effective Peer Reviewers

Effective Peer Reviewers should have following attributes.

- They are organizational generalists rather than programmatic specialists. NAEAB's peer review processes, evaluate and recommends to accredit an entire institution. To achieve this, NAEAB selects and prepares its peer reviewers to conduct evaluations as generalists rather than as administrative, functional area, or programmatic specialists. As generalists, peer reviewers must prepare comprehensively for their NAEAB work.
- Peer reviewers should not confuse institutional and programmatic accreditation.
- Peer reviewers maintain objectivity and confidentiality. They shall be able to render impartial and objective decisions on behalf of NAEAB. Therefore, NAEAB will not knowingly allow participation by persons whose past or present activities could affect their ability to be impartial in evaluation processing.
- Before participating in an evaluation process, peer reviewers shall agree to NAEAB's confirmation of objectivity and professional confidentiality policies as regards the institution being evaluated. Confirmation of objectivity requires disclosure of any conflicts, any predisposition about the institution, or any affiliation that could be prejudicial to the institution in deliberations and decision making or that could otherwise affect in any way such deliberations or decision making.
- In addition to confirming objectivity, peer reviewers must agree to protect confidentiality. Professional confidentiality requires peer reviewers to hold in confidence all information obtained during accreditation processes, including information from discussions with other peer reviewers or with NAEAB staff and from NAEAB file materials (previous team reports, portfolios, appraisals, data reports, correspondence, etc.).

- Peer reviewers make use of reason and judgment through deliberation. Effective peer reviewers engage in deliberation, recognizing that their role is fundamentally interpretive and requires understanding, reason and wise judgment in applying the criteria and core components to a specific organization.
- Reviewers cannot solve institutional problems, cannot resolve internal disputes and cannot entertain politicizing the visit, therefore it is desired that reviewers should be careful in interaction and should avoid all these during the visit.

8.3. Expectations and Abilities of Peer Reviewers

- To attend NAEAB training, as and when, required.
- To understand, abide by, and be able to apply the principles, policies, processes, criteria for accreditation, policy book, peer review manuals, and additional guidelines and other relevant material maintained on the ICAR website or in the NAEAB Secretariat.
- To recognize the time and commitment necessary to serve as a peer reviewer and to accept and follow through on team assignments and visit invitations.
- To maintain a generalist rather than a subject-area or specialist role.
- To prepare comprehensively and well so as to be informed and knowledgeable about the institution.
- To communicate with other peer reviewers as appropriate to prepare for, conduct and provide a record of the evaluation or event.
- To meet the time and schedule expectations of the evaluation or event.
- To participate fully as peer reviewers, carrying out the roles as assigned by NAEAB and/or the team chair or leader.
- To make fair and objective judgments using relevant information when evaluating an institution.
- To provide consultation that effectively advances the work of the institution and contributes to its ongoing improvement.
- To conduct themselves as professionals throughout the visit, demonstrating respect for the institution and its mission and basing judgments related to the institution's accreditation on demonstrated evidence.
- To protect confidentiality.

8.4. Application and Selection of Peer Reviewers

- By policy, the majority of members of the Peer Review must be (both serving and retired) full-time faculty and academic administrators from member institutions/sister organization in good standing. NAEAB accepts nominations for prospective peer reviewers and it accepts applications from people who want to serve as a peer reviewer.

8.4.1. Selection of Peer Reviewers

- The Peers are senior academicians, education/research/extension managers, academic administrators with relevant qualification and background, representatives of user organizations, who have high standing in the profession, and capacity to judge the quality and relevance of an institution/academic programme, against the set goals.
- Since the NAEAB takes its final decision concerning accreditation status on quantitative criteria to determining education quality, the role of reviewers is very critical and thus of paramount importance.

- Therefore, the selection of review team members are crucial to maintain credibility and integrity of the accreditation process.

8.4.2. Peer Review Teams

8.4.2.1 General Consideration

- The Secretary DARE and Director General, ICAR and the Chairman of the NAEAB constitutes the Peer Review Teams (PRT) depending upon the number of Degree Programmes and number of Colleges to be accredited.
- Normally, the PRT size is kept small, but collectively the team should embody the necessary training and experience.
- Generally, the PRT shall have at least one expert relating to each College faculty of accrediting institution.

8.4.2.2. Team size

The size of PRT shall depend on the following:

- Number of teaching campuses, Colleges, Programs, and major research and extension centers.
- Off-campus sites necessary for review.
- Proposed duration of visit.

8.4.2.3. Team Composition

8.4.2.3.1. Agricultural University with Constituent Colleges

- **Chairperson:** An accomplished, renowned, agricultural and allied sciences educationist and agricultural research and education leader with professional experience as University Vice Chancellor/Deputy Director General/ or equivalent rank belonging to the ICAR/ National Agricultural Research, Education and Extension System/ or any other relevant organization.
- **Members :** Senior professionals from agriculture and allied sciences subjects at the level of Dean / Director / distinguished Scientist /or equivalent level with substantial experience in the respective field. The numbers shall be based on number of academic programs, Colleges, campuses etc. to be decided by the Board Secretariat.
- **Member Secretary:** Assistant Director General (Education Quality Assessment and Reforms), ICAR Education Division and Secretary of the NAEAB or his representative who is well versed with the higher agricultural education system of the country, policies of the NAEAB, guidelines of accreditation and related matters in the Council.

8.4.2.3.2. College/Programme

- **Chairperson:** An accomplished academician with sufficient professional experience at the level of College Dean / Director / or equivalent rank belonging to the ICAR/ National Agricultural Research, Education and Extension System /or any other relevant organization.
- **Members:** Senior professionals from agriculture and allied sciences subjects at the level of Head of the Department/Division/ distinguished Scientist/or equivalent level with

substantial experience in the respective field. The numbers shall be based on number of academic programs, campuses etc. to be decided by the Board Secretariat.

- **Member Secretary:** Assistant Director General (Education Quality Assessment and Reforms), ICAR Education Division and Secretary of the NAEAB or his representative who is well versed with the higher agricultural education system of the country, policies of the NAEAB, guidelines of accreditation and related matters in the Council

8.4.3. Peer Review Team Visit

The NAEAB seeks to make the process of assessment a holistic, systematic, and transparent experience, based on data, which can contribute to institutional improvement. It is an exercise based on mutual trust. Guided by this philosophy of NAEAB, the PRT shall carry out an objective assessment of the quality of education offered in the Higher Agricultural Education Institution (HAEI). To facilitate the assessment process to be executed in a holistic, systematic and professional manner, the NAEAB has evolved the following guidelines for the PRT members:

8.4.3.1. Before the visit

- Read the Self-Study Report (SSR) and related institutional materials thoroughly to understand about the institution and its context of operation.
- Identify the process for collecting the complete information, the list of institutional documents to be reviewed, and the points for interaction with the various stakeholders.
- Prepare a draft report based on the SSR submitted (both the quantitative and evaluative report), and collate it according to the NAEAB format, keeping in mind the Criteria, Key Aspects and the Assessment-Indicator-Guidelines.
- Plan the pre-visit meeting (one day before the actual visit starts) to discuss about the institution and its quality parameters thoroughly. Pre-visit is a must for the assessor to attend.
- Plan your travel by the shortest route. Communicate travel plans to the institution well in advance and send a copy of the travel plans to the Member Secretary of the Team .
- Send the confirmation of objectivity and professional confidentiality policies of the NAEAB (Annexure-VIII) to the NAEAB Secretariat within a week after you received the document.

8.4.3.2. During the visit

- It is imperative to be courteous to the personnel of the institution and at the same time be professional in the assessment and accreditation activity.
- Collect all the information provided by the institution, check records provided and seek additional information, wherever required.
- Take notes meticulously, based on the interactions and the review of institutional documents.
- Verify achievements and constraints, strengths, weaknesses, opportunities and threats of the institution in integrated manner.
- Have a cordial relation with fellow team members.

8.4.3.3. Visit schedule

- The NAEAB Secretariat, based on the input from the institution, shall send a tentative visit schedule to the institution requesting it to make changes to suit its context, without deleting

any session given in the generic schedule. The schedule shall be finalized by the HAEI, in consultation with the Board Secretariat. It is to clarify that the necessary correspondences for PRT shall only be made with the Registrar of the parent University (degree awarding University).

- It is the responsibility of the HAEI and PRT to ensure the visit is conducted as per the schedule agreed upon. Any last minute changes in the schedule shall be avoided.
- It is preferable to have the Sessions of the PRT at the institution. However, the pre-visit meeting and intra-team discussions shall be held at the place of stay.
- The first PRT discussion, prior to the visit to the institution, is a crucial interaction, to ensure sharing of ideas and to arrive at the “team’s perception” of the institution. Make sure that all members are present and are fully prepared for a thorough and consensus approach.
- During the visit, it is important to hold meeting with various constituents of the institution.
- Please ensure:
 - Adherence to the time schedule and the agenda.
 - Participation of all members in the discussions.
 - Positive and cordial approach in all interactions.
 - Professional and objective approach in dealing with the assessment process.
- While looking for documentary evidence:
 - Validate the data presented by the HAEI.
 - Seek evidence only if it is essential to supplement validation of the SSR.
 - Look for relevant information based on documentary evidence.
 - The Registrar of the University and Coordinator of the PRT shall assist in locating the necessary documents.
- As the visit progresses, the inputs for report writing need to be simultaneously collated and validated with the information in the SSR. While Report Writing is the overall responsibility of the Chairperson of the team, it is expected that the views of all the other member of the team are also valued and unanimously collated in the Report.

8.4.3.4. At the end of the visit: report preparation

- Develop the PRT Report providing highlights for every evaluative statement made.
- The report shall be commensurate with the Criterion and Grade Point Average.
- Any remark, positive or negative, shall be checked for its bearing on the Criterion and Grade Point Averages and the final Institutional Cumulative Grade Point Average.
- The final Grade Point Average shall be calculated accurately. Criterion-Wise Grade Point Average shall be tuned with the Key-Aspect and Criterion-wise highlights. This is crucial as the Grade Point Average for Programme/Collages/Agricultural University is given to the institution as its quality profile. Multiplications and additions in grade point calculations shall be cross-checked by all the team members. The PRT need to ensure that **error free** confidential score sheet (duly signed by entire team) to be submitted to the NAEAB Secretariat.
- The Grades and the Grade Point Average of the institution are confidential, and are declared to the institution by the NAEAB only after approval by the Board. It is the responsibility of the PRT to maintain the confidentiality of the Grades and the Grade Point Average till announced by the NAEAB.

8.4.4. Guidelines for the Member Secretary:

The Member Secretary should ensure the following:

- Chairperson and Member shall plan their travel accordingly, to ensure adequate time for the pre-visit meeting.
- The institution shall make arrangements for secretarial assistance such as typist, computer, stationery (pen drive, CD, A4 size bond paper, stapler, pen, pencils) etc.
- Only the Chairperson of the PRT shall speak at the Exit Meeting, on behalf of the team.
- The Coordinator and officers from the institution need not participate in the sessions meant for stakeholder interactions. (viz., faculty interactions, student interaction, parents/ alumni interactions and others).
- Peer team member should leave all related papers with the Member Secretary (work sheets/ rough grade sheets), after the work is completed.
- The document files (drafts and final) must be deleted from the hardware of the computer/s used for the purpose.

8.4.5. Code of Conduct and Maintenance of Ethical Standards:

- In keeping with the traditions of the Assessment and Accreditation process of NAEAB and in order to maintain professionalism, **strictly avoid accepting gifts in any form, from the institution. The PRT members should not accept hospitality for their family members.**
- The NAEAB stipulates that no PRT member should accept consultancy services and / or apply for a job at the institution within one year of the visit.
- Do not encourage subsequent contacts with the institution once the visit is over. It is the responsibility of the NAEAB to process and communicate the results. Genuine queries of the institutions (if any) shall only be dealt directly by the NAEAB Secretariat.

8.4.6. Institutional Preparedness for the Visit

- The HAEI shall appoint a coordinator for the PRT from among the Senior Officers for making liaison with the PRT and the University. University must share requisite information with the PRT, as and when required, and any kind of scuffle between Team Members and University Officers should strictly be avoided to maintain the sanctity of the process.
- The Vice Chancellor/Head of the Institution along with all Statutory Officers must be available during the visit. The schedule of the visit should be finalized in consultation with the Vice Chancellor, Chairman, Members and Member Secretary of the PRT. The visit commences with the meeting between the Vice Chancellor of the institution and PRT, and ends with an Exit meeting with the same way only.
- University Officers, Deans, Faculty, other staff must be available during the visit.
- The University shall ensure, before the schedule is finalized, that the classes are in session and students present on the campus for all Programmes for which University has submitted the Self Study Report.
- Visit shall not take place during semester breaks, holidays or vacations.

- Visit shall not coincide with special activities that hinder the work of the team.
- Out-Station campuses, research stations, KVKs and other support unit for academic activities in the University shall be ready during review team visit.
- Detailed schedule of the PRT visit shall be released by the University Coordinator after due consultation with the Chairperson, Member Secretary and the Vice Chancellor. The final schedule should be signed by the Coordinator of the University and to be submitted to the Member Secretary during the visit.
- Necessary and suitable transportation arrangements (possibly shortest routes/ air travel in case facilities are available and distance is far from the main campus) should be arranged so that Team Member can reach the target sites spending less possible time.
- A Committee Room, near VC Office/ Deans Office, shall be made available for Team's Secretariat where all supporting documents/ reports/publications/data shall be kept for reference.
- Secretarial facility with two computers/printers/internet and good typists/steno shall be made available during the visit.
- The appropriate Boarding and Lodging for entire team shall be arranged at one place. University Coordinator should be available round the clock to resolve issue, if any. The privacy of the Team shall be ensured and frequent visitation to the Chairperson and Members may be avoided. PRT shall be allowed to complete day to day report in the evening, before the dinner, and necessary arrangement shall be made.
- Finally, arrangements shall be made for the team to meet with the Faculty, students, officers and other employees of the University/Colleges.
- Notification of daily visit schedules informing all concerned with details like venue, place and participants shall be made.
- Awareness among the entire institutional community about the proposed schedules of the visit should be created.
- Un-informed visit to activity centers likes theory and practical classes, hostels, sports and games centers, libraries, computer centers etc. shall be planned.
- Open and continual communication between the Chairperson, Team Member and University Officers shall be established.
- Proper protocol shall be observed by all concerned during the visit.
- The Team shall meet at least once formally, each day of the visit, preferably in the evening to discuss the progress and to make adjustments, if any, for next day programs.

8.4.7. Schedule of conduct of the PRT

- 8.4.7.1.** In case of University accreditation, after formal introduction with the University officers and Vice Chancellor, the PRT Coordinator/Registrar shall present comprehensive report (as per the information contained in Self Study Report) for the University. Later it is to be followed by a discussion with all senior officers (The entire process shall be completed within two hours).
- 8.4.7.2.** For the visit of the Colleges and the Departments (Programmes), the following schedule shall be adhered:

- Presentation of Self Study Report by the Dean of the College in the beginning of the visit of the respective College so that the Team should have a overview of the College.
- Visit of all the Departments, instructional facilities including farm, library, class room, hostels and other facilities as desired by the PRT. Interaction of PG and Ph D students regarding academic input shall be completed in the respective Departments itself. However, for interaction with Under Graduate students and also to receive the general feedback a separate interaction shall be arranged at the College level, wherein all students of the College shall participate (ensuring absence of the University officer/Faculty).
- Interaction with Faculty, students, other staff separately.
- Peer Review of each College need to be completed, if possible, within reasonable time period. It is hereby mentioned that the Peer Review Team must visit all the colleges and Departments, therefore proportionate time shall be kept for each college. The Peer Review Team shall complete the assessment and Score Card for both the Programmes and College by evening on the same day without leaving any leftover work for the following day.
- Visit for all central facilities like library, farms, research units, sports complex etc. shall be accommodated either at the beginning or at the end of the College visit for the sake of continuity.
- At the final day of the PRT visit, PRT shall complete Assessment (for Programmes, Colleges, University), Score card and Grading.

8.4.8. Report writing

8.4.8.1. General Considerations

- All members of the Review Team shall promptly write those parts of the report, which the Chairperson had assigned to them. The Chairperson with support from Member-Secretary shall finalize the Score card, Weightage and Grading with collective views of the team members. Final report shall include all those major points, which were made during the exit meeting with the Vice Chancellor. The report shall not be repetition of self-study reports, but is should be a professional, constructive and objective evaluation, pointing towards institutional strengths, challenges and improvements.
- While awarding the Key Aspect Grade points in the score (4/3/2/1/0), the maximum 4 should only be given when all the requirements are met. If there is some gap in the action, the points may be reduced accordingly based on the per cent fulfillment in the requirement. For 75%, 50%, 25% and no-report on fulfilling the requirement as per recommendations, the KAGP shall be allotted as 3, 2, 1 and zero, respectively. Since the Grading in the accreditation is liable to be challenged by the university at later stage, the facts and figures need to be checked properly.

8.4.8.2. Structure of the PRT Report

8.4.8.2.1. Introduction (2-3 pages)

- The introduction should include referencing from the assignment given to the PRT, composition of the PRT, final visit schedule (duly signed by the Coordinator from the University), scope of review and review process.

8.4.8.2.2. Assessment (Annexure XIII, XIV, XV)

- Brief description about strength, weaknesses, opportunities and major challenges related to the Programme/ College/ University (as the case may be) which have direct relation with the academic outcome.
- An evaluation should be made whether the Programme/ College/ University (as the case may be) fulfils accreditation criteria fully/ partially.
- Assessment for each Key Aspect shall be written in bullet points (defined) as indicated in the proforma
- Final assessment report shall be signed by the entire team and Vice Chancellor/Dean
- The PRT assessment shall be shared with the Deans (for the Programmes and Colleges) and the University Vice Chancellor (for the Agricultural University). After the agreement between PRT and the University, the Assessment shall collectively be signed.

8.4.8.2.3. Grading of Programmes, Colleges and the University

- The grading shall be awarded based on the score assigned to each Criteria and Key Aspect. The Score shall be developed on the basis of information contained in the Self Study Report, PRT Assessment prepared after on-spot visit/interaction/verification and with the general consensus of the entire team. PRT shall put their signature both on the Score Card Sheet and Grade Sheet.
- This chapter of the report shall be confidential

8.4.8.2.4. Recommendations

- Recommendations for accreditation shall be made for each Programme, College and University based on the score awarded by the PRT. Non-accredited Programmes, Colleges and the University shall also be mentioned separately. The period of accreditation shall be for five years. The recommendations shall be signed by the PRT.
- This chapter of the report shall be confidential

8.4.8.2.5. Each page of the report shall be signed by all members of the PRT.

8.4.8.2.6. Two Annexures (VI & VII) shall be signed by the University Registrar and to be handed over to the Member Secretary. These will be part of the PRT report.

8.4.9. Exit meeting with the Vice Chancellor

8.4.9.1. The PRT shall have an Exit Meeting with the Vice-Chancellor of the University (irrespective of the University is being reviewed for Programme or College or the University). During the meeting, the Chairman shall brief about the assessment of the PRT, and any clarification from the Vice Chancellor shall be noted by the Member Secretary for discussion.

8.4.9.2. Exit Meeting shall be addressed only by the Chairperson. The purpose of the 'Exit Meet' is to share the PRT perceptions and general observations about the institution, without disclosing the institutional Grade/GPA. This is not an interactive session. A representative group of Officers, faculty, students, parents and alumni shall be invited. Press coverage of the Exit Meeting is to be strictly avoided.

8.4.10. Confidentiality of the report

The entire PRT report shall be kept confidential and shall not be disclosed to any stake holder by any Peer Review member.

8.5. Submission of the Peer Review Team Report to the Council

The Member Secretary of the Peer Review Team shall forward the report (two copies in original) to the NAEAB Secretariat immediately after completion of visit. The NAEAB Secretariat immediately after receiving the report at the Council shall put up to the Chairman of the Board for its information.

■

9. The Decision on Accreditation

- The NAEAB Secretariat shall examine the report with respect to the guidelines. The Self Study Report, PRT report along with the remarks of the NAEAB Secretariat and recommendations of Sectoral Committee of the NAEAB, if any, shall be put up in the next NAEAB Meeting for its discussion and approval.
- The NAEAB shall deliberate the issue and discuss about accreditation of the HAEI based on the information contained in the Self Study Report submitted by the University, Peer Review Team Report, remarks of the NAEAB Secretariat and comments of the Sectoral Committee (if available).
- The NAEAB shall take decision on the grading and accreditation of HAEI.
- The period of accreditation shall only be for five years.
- The decision in the NAEAB Meeting shall be communicated to the Vice-Chancellor of the University in the form of accreditation letter with a copy to the office of the Governor of the State, office of the Chief Secretary/Principal Secretary (Agriculture) of the State and all concerned units at ICAR Head Quarter.
- In case the HAEI files an appeal (only within one month of accreditation), the Appeal Committee report shall be placed before the next Board's meeting for its consideration. If the Board takes decision to change the Score Card and Grade of the University, in such case a new letter of accreditation shall be issued mentioning the score card and grading at the previous also. However, the date of accreditation shall be considered from the first NAEAB Meeting conducted for the HAEI. There shall not be a provision of second appeal.
- A Certificate of accreditation shall be issued with the combined signature of both the Chairman and Vice-Chairman of the NAEAB only after disposal of the appeal from HAEI (if any).

■

10. General Guidelines

10.1. Do's and Don'ts for the Universities applying for ICAR accreditation

In order to smooth conduct of accreditation process and also to adhere to the time-line set by the NAEAB, the universities, shall abide by the following:

- The data presented in the form of eligibility of accreditation, Self Study Report, documents provided to the Peer Review Team shall be consistent and reproducible. Variation in the information at any level shall not be acceptable to the NAEAB.
- All communication pertaining to the accreditation, follow-up etc. shall only be accepted from the signature of the Registrar of the University.
- Before PRT visit, a Coordinator shall be appointed from the rank of Senior Officers in the University, to facilitate the visiting team and to work as liaison officer between Peer Review Team and the University.
- PRT visit shall be conducted as per guidelines of the NAEAB. Any other mode of PRT arrangement shall not be permissible. It is desired that the University officers/Faculty should only interact PRT members officially, any socialization during the process shall be avoided.
- PRT evaluation is considered to be a third party evaluation conducted based on the information submitted by the University itself, thus the recommendation of the PRT and decision of the Board regarding accreditation shall be final. Universities may ask for review, in a limited sense, but any kind of political or administrative interference shall be viewed seriously. This point shall be categorically considered during award of accreditation.
- As per the Central Information Commission (CIC) ruling (Case no. CIC/SA/A/2015/001420) a public authority to ensure that all the documents submitted by each educational institution submitted for accreditation along with the assessment report is easily accessible in its official website (as per Section 4 (1) (b) of RTI Act). The Commission further ruled that the public authority to ensure that the every educational institute, whether public or private, to disclose all that information given for securing the accreditation along with the assessment report in public domain and provide certified copies to those who wanted to have them, as that would be implementation of Right to Information Act. Thus the Higher Agricultural Institutions submit all kind of information considering the above decision of CIC. The applicant institution shall be responsible for any discrepancy in the information sharing.
- The institution may, at its own discretion, issue a press release about the PRT Visit to the institution and any reference to NAEAB should be of a general nature only.
- No videography shall be allowed during the PRT visit.

10.2. Documents for the Perusal of the Peer Review Team

- Act and Statutes of the University.
- Rules, regulations, and/or guidelines relating to the composition, powers and functions of

the various Academic and Administrative authorities and committees. These may include the details of the Governing Body, Board of Management, admissions, Academic Calendar, rules of recruitment of faculty and staff, academic linkages, consultancy, extension, library committee, research committee, purchase procedures and other financial norms, etc. (These are only indicative and not exhaustive).

- Guidelines for the Grievance Redressal Cell and the Complaints Cell for addressing issues of sexual harassment of women at workplace.
- Guidelines for the publication units (if any)
- Criteria for facilitating professional development programmes for the faculty.
- Documents containing the current list of academic programmes, duration, fee structure etc.
- Institutional annual Calendar.
- Annual Reports of the past two years.
- Master plan of the institution.
- Records of student feedback.
- Annual Budget.
- MoU with collaborating agencies
- Special recognition, grants, awards, etc.
- Audited accounts of the institution and the auditor's reports for the past two years.
- Research projects sanctioned by external funding agencies.
- Government regulations regarding policies and sanctions.
- Approvals of regulatory bodies for the programmes run by the institution.
- Any other documents as deemed necessary by the institution / Peer Team.
- Related documents pertaining to the information contained in self study Reports submitted to the Board.

10.3. TA/DA/Sitting Allowances: TA/DA/Sitting Allowances of the Peer Team members are to be settled by the HAEI. The filling up of TA/DA/Sitting Allowances forms, receipt of support documents viz. invoice, photocopy of tickets etc. shall be initiated on the penultimate day of the visit, so as to provide adequate time for the finance department of the Institution, to process the claims. DA is to be paid only as per Institution/University/State Government rules. However, the TA/DA of the Member Secretary shall be settled at the ICAR Head Quarter.

■

11. Grievance Redressal

The NAEAB views the process of accreditation as an exercise in partnership, done jointly by the NAEAB and the institution being assessed. Every stage of the process is marked by transparency. The institution is consulted at various stages of the process eliminating conflict of interest with the peers, planning the visit schedule, sharing the assessment part of the report etc. In spite of this participatory approach, HAEIs might have grievances to be addressed. Therefore, to provide a review mechanism for institutions who are aggrieved about the process or its outcome or any other issues related thereof, the NAEAB has made a provision of the Grievance Redressal. A broad outline of the structure and modus operandi for addressing the grievances of the institutions is given below:

The Board shall be the authority to redress the grievance about grading or any other related matters raised by the institution. The Board shall take decisions on the grievance of the institution based on the recommendations of an Appeals Committee (AC). The AC shall have three members and one member Convener to be nominated by the Chairman of the Board.

11.1. Mechanism

11.1.1. Appeal by the institution to the Secretary of the Board (format in Annexure-IX)

11.1.2. Scrutiny of appeal by the Secretariat of the Board

11.1.3. Appeals Committee (AC)

- The written appeal made by the institution along with the SSR and PRT report shall be placed before the AC. The AC at its discretion shall call for additional information or seek clarification through the chairperson, from the institution or the Peer Team members individually or collectively or from any other body or individuals who can be of help.
- If the AC decides to provide an opportunity for the institution to present their case, the Chairperson of the Peer Team that visited the institution may be called for discussion
- After the discussion, the AC shall take necessary action to address the grievance. If the AC is satisfied that there is a possible error in judgment/perception of the PRT which visited the institution, it may constitute a review team or identify a peer or a NAEAB officer to visit the institution, depending on the nature of data to be verified and validated. If the AC recommends a visit to the institution, expenses towards the same shall be borne by the NAEAB.
- The AC would consider the recommendations of the review team. The AC would recommend a change in the grade, if any, for consideration and approval of the NAEAB.
- The NAEAB shall be the final authority to decide on the recommendations of the AC. The decision of the Board shall be final and notified to the institution.
- There shall not be a second appeal.



Letter of Intent (LoI) for Agricultural University

1.	Cycle of Accreditation (When an institution undergoes the accreditation process for the first time it is referred to as Cycle 1 and the consecutive five year periods as Cycle 2,3, etc.)	<input type="checkbox"/> Cycle 1 <input type="checkbox"/> Cycle 2 <input type="checkbox"/> Cycle 3 or further
	Dates of previous accreditation by NAEAB (applicable for Cycle 2, Cycle 3, Cycle 4 and Re-Assessment only)	
2	Name of the University	
3	Name of the Head of the Agricultural University	
3.a	Designation	
4	Contact Details	
	Address	
	State/UT	
	City	
	Pin	
	Phone No.	
	Alternate Phone No.	
	Mobile No.	
	Alternate Phone No.	
	Fax	
	Email	
	Alternate Email	
	Website [e.g.:www.abc.com*] (Websites with special characters are not accepted due to security reasons.)	
5	Date of establishment	(DD/MM/YY)
5.a	Have one batch of students graduated from the Agricultural University.*	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.a	Is the University recognized under section 2 (f) of the UGC Act?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, date of recognized by UGC under section 2 (f)	(DD/MM/YY)
	Attach UGC 2 (f) certificate (if applicable)	
6.b	Is the University recognized under section 12B of the UGC Act?	Yes No
	If yes, date of recognized by UGC under section 12B(DD/MM/YY)
	Attach UGC 12B certificate	
	Attach latest Grant certificate	

*It shall be considered from the date of first admission under the Agricultural University.

7	Nature of the University/ Institution	<input type="checkbox"/> Central University <input type="checkbox"/> Institution of National Importance <input type="checkbox"/> State University <input type="checkbox"/> Private University (State) <input type="checkbox"/> Deemed to be University established under section 3 of the UGC Act <input type="checkbox"/> Any other
	If Private or Deemed to be University, attach relevant recognition certificate from UGC	
8	<ul style="list-style-type: none"> • Status of the University • If affiliating University, then give name, address, year of affiliation of the colleges in annexure • Mention the role of the University in managing Affiliated Colleges 	<input type="checkbox"/> Affiliating <input type="checkbox"/> Unitary
10	Does the institution have duly recognized off-campus (es)? If yes, give details of location (s)	<input type="checkbox"/> Yes <input type="checkbox"/> No
11	Nature of funding	<input type="checkbox"/> Central <input type="checkbox"/> State <input type="checkbox"/> Self Financing <input type="checkbox"/> Other
13	Is the University offering Programmes recognized by Statutory Regulatory Authorities (SRA) other than the ICAR ? If yes, provide details: Statutory Regulatory Bodies	<input type="checkbox"/> Yes <input type="checkbox"/> No

I, as Registrar of the University shall agree to all the terms and conditions laid down by the NAEAB for accreditation of the University. I therefore intent to submit the Institutional Eligibility criteria (in prescribed format) for the consideration of the Board.

Place
Date

University Registrar
Signature with Seal

Letter of Intent (LoI) for Colleges/ Programmes

Date of submission:(DD/MM/YYYY)

Institution Email ID:

1	Letter of Intent	<input type="checkbox"/> Accreditation <input type="checkbox"/> Re-Assessment
2	Name of the College	
3	Name of the Head of the Institution	
3.a	Designation	
4	Address	
	State/ UT	
	City	
	Pin	
	Phone No.	
	Alternate Phone No	
	Mobile No.	
	Alternate Mobile No.	
	Fax	
	Email	
	Alternate Email	
	Website [e.g.:www.abc.com] *(website with special characters are not accepted due to security reasons.)	
5	Date of establishment/initiation(DD/MM/YYYY)
5.a	Have one batch of students graduated from the College/Programme?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.a	Is the College recognized under section 2(f) of the UGC Act?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, date of recognition by UGC under section 2 (f)(DD/MM/YY)
	Attach 2(f) certificate	

6.b	Is the College recognized under section 12B of the UGC Act?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, date of recognized by UGC under section 12B(DD/MM/YY)
	Attach UGC 12B certificate	
	Attach latest Grant certificate	
7.a	Name of the university to which the college is affiliated, or of which the college is a constituent Provide details:	
	State in which the affiliated university is located	
	Name of the university	
	Attach affiliated/ constituent recognition certificate	
	Type of affiliation	<input type="checkbox"/> Temporary <input type="checkbox"/> Permanent
7.b	If the institution is not affiliated to a university, does it offer any programmes recognized by any Statutory Professional Regulatory (SPR) Council (which is equivalent to a post graduate programme of a university)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, provide details:	
	Name of the programmes	
	Name of SPR Council recognizing it	
	Equivalent university degree	
8.a	Is the institution recognized as an Autonomous College by the UGC?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, provide details:	
	Date of conferment of the status:(DD/MM/YY)
	Attach Autonomous status certificate	
8.b	Is the institution recognized as a 'College with Potential for Excellence (CPE)' by the UGC?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, provide details:	
	Date of conferment of the status:(DD/MM/YY)
	Attach CPE status certificate	
8.c	Is the College offering any programmes recognized by any Statutory Regulatory Authority (SRA)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, provide details:	

	Statutory Regulatory Bodies	<input type="checkbox"/> AOCTE <input type="checkbox"/> DCI <input type="checkbox"/> NCTE <input type="checkbox"/> MCI <input type="checkbox"/> PCI <input type="checkbox"/> other
	Attach SRA status certificate	
9.a	Nature of the college	<input type="checkbox"/> Government <input type="checkbox"/> Private
	If private	<input type="checkbox"/> Grant-in-aid <input type="checkbox"/> Self Financing
9.b	Name and number of Degrees offered	
	UG	
	PG/Ph.D	
9.c	Details of Degrees offered	
	Agriculture	1. 2. 3. n.
10	Total Number of	
	Teaching Staff	
	Non-Teaching Staff	
	Students (Degree Programme wise)	

I, as Registrar of the University (degree awarding university) shall agree to all the terms and conditions laid down by the NAEAB for accreditation of the College/Programme. I therefore intent to submit the Institutional Eligibility criteria (in prescribed format) for the consideration of the Board.

Place
Date

University Registrar
Signature with Seal

Proforma for the Institutional Eligibility for Accreditation (IEA)

1. Name of the University/College*:

2. a) Postal address:

b) City

c) State

d) PIN CODE

e) Website/URL

f) E-mail

g) Mobile number and official
telephone number of the
Registrar and all Deans
of each College eligible
for accreditation

3. **Date of establishment:**

(dd/mm/yyyy)

(For University & its Colleges eligible for NAEAB accreditation be given separately)

4. **Head of the institution:**

a) Name and designation

b) Status of Appointment

Temporary Permanent Additional Charge

c) **Contact Details:**

STD code:

Tel:

Mobile:

Fax:

Email:

In case of College/Programme accreditation, the information pertaining to the college shall be given.

5. a. The HAEI functions from:

Particular	Details
Its own Head Quarter	
Unilocal/ Multilocal teaching programme	
If, Multilocal campus, then provide the name details of other campus	

- b. Do the all eligible Colleges/Programmes in the University/College have their own separate and independent building for running courses (information should be given for all)

☐

Yes

☐

No

6. Status of the Management:

- a. Government

☐

- b. Private Grant in aid

☐

- c. Private-minority

☐

- d. Private-unaided

☐

- e. Constituent College of the University

☐

- f. Any other

☐

7. (a) Is the Institution registered under

- i) Trust

☐

Yes

☐

No

- ii) Society's Registration Act

☐

Yes

☐

No

- iii) Any other Relevant Act
of the respective State Govt.

☐

Yes

☐

No

- iv) Other (Specify)

(b) Name address (with telephone number, email id, fax number) and registration number of the Managing Society / Trust / Committee/Board and place of registration be given.

8. Attach detailed and point wise status of Action Taken Report on the last recommendation/observation of NAEAB, if any (it is mandatory).

S. No.	Recommendation of the Board	Action Taken
1.		
2.		
n.		

9. College-wise Degree Programmes (UG/PG/Ph D) shall be given in tabular form.*

S. No.	Name of the College	Degree Programmes (being offered)
1.	College 1	<ul style="list-style-type: none"> • Under Graduate • Post Graduate • Ph D
2.	College 2	<ul style="list-style-type: none"> • Under Graduate • Post Graduate • Ph D
n.	College n	<ul style="list-style-type: none"> • Under Graduate • Post Graduate • Ph D

10. Total number of teaching, technical and administrative staff (if applicable) for both sanctioned and presently filled strength be given in the form of attachment (College wise in tabular form).

Name of the College	Teaching staff			Technical and supporting staff			Administrative staff		
	Sanctioned	Filled	Vacant	Sanctioned	Filled	Vacant	Sanctioned	Filled	Vacant
College 1									
College 2									
College n									

*The nomenclature shall be mentioned as per the University Gazette notification.

11. Name of all Statutory officers including Deans of the College in the University, their date of appointment, tenure and mode of appointment be given in the form of attachment.

S. No.	Name of the position (sanctioned)	Name of the Officer (at present)	Date of the appointment	Tenure	Appointed/Nominated

12. Secretariat establishment in terms of staff and space for the offices of Vice Chancellor, Directors of Instruction, Dean of the College, Research and Extension, Registrar, Comptroller, Librarian be given in tabular form.
13. Mention five academic milestones of the HAEI in last five years
14. Implementation status of ICAR/VCI guidelines such as Student READY, NET essentiality of appointment for Assistant Professor, V Deans' Committee, BSMA Committee, VCI regulations, Number and outlay of Green initiative projects from Education Division of ICAR, present status of All ELP modules sanctioned to the University. The point wise and crisp information for each college should be given for each with a present implementation stage.
15. Does the Institution has a mechanism for counseling and guidance for each College and degree programmes.
16. Whether internet facility is provided to the staff and students in the campus and hostels.
17. The institution has provision for promoting research and extension. The name, address, year of establishment, one major research and extension output in last five years be given for each Research Station/Centre, KVK and other support units.
18. Is the Institution has a mechanism for seeking regular feedback from students regarding teaching-learning process? If yes, then mention in brief.
19. Did the academic audit of the institution was conducted in last two years?
20. Status of the audited annual report of the institution.
21. Is the annual academic calendar is published and implemented by the institution?

22. Certification

I, the Registrar of the _____, certify that the information provided above (1-21) are true as per the records available with the University. I also certify that this institution has complied with all the norms stipulated from time to time, by the UGC/ICAR/State Govt./VCI/Regulatory body etc. It is clarified that all pertinent records for above information will be made available during the peer review process.

Signature of the
Registrar with Date & Seal

Place:

Date:

Statement of Compliance (Deemed Universities)

This is to certify that..... HAEI has complied with all the provisions of the following Regulations governing it:

- UGC (Institutions Deemed-to-be-Universities) Regulations 2010 and further amendments, if any, notified by the UGC.
- Approval by the UGC and MHRD for main campus, off-campus and off-shore as applicable.
- Any false or misleading information provided by the institution, shall be viewed seriously by NAEAB and the accreditation given is liable to be withdrawn.

Place:

Date:

Signature of the Registrar with official seal

Statement of Compliance (Central and State Universities)

This is to certify that HAEI has complied with all the provisions of the following Regulations governing it:

- UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2010 and further amendments, if any, notified by the UGC.
- UGC Regulation on Minimum Standards and Procedure for the Award of Ph.D. Degree, Regulations 2009 and further amendments, if any, notified by the UGC.
- UGC (Affiliation of Colleges by Universities) Regulations, 2012 and further amendments, if any, notified by the UGC.
- Any false or misleading information provided by the institution, shall be viewed seriously by NAEAB and the accreditation given is liable to be withdrawn.

Place:

Date:

Signature of the Registrar with official seal

Statement of Compliance (State Private Universities)

This is to certify that HAEI has complied with all the provisions of the following Regulations governing it:

- UGC (Establishment of and Maintenance of Standards in Private Universities) Regulations, 2003 or amended thereof and further amendments, if any, notified by the UGC.
- Any false or misleading information provided by the institution, shall be viewed seriously by NAEAB and the accreditation given is liable to be withdrawn.

Name and signature with seal
(Vice Chancellor)

No-Conflict of Interest Statement By the Institution

This is to certify that, the Peer Review Team members have no involvement with our Institution, directly or indirectly through their close relative, in the past or at present, as either an employee or a member of any official body, or a consultant or even a graduate. Further, none of the members of the visiting team shall be appointed, at least for one year, for any important assignment in the Institution.

(Signature of the
Registrar of the University with Seal)

Date:

DECLARATION

Adherence to the Code of Conduct and Ethical Standards

Name of the Institution:

Declaration by the Registrar of the Institution:

- Certified that the institution or its management has not offered any gifts (in kind or in any other form), to any of the Peer Review Team members or their representatives, before, during or soon after the Assessment and Accreditation visit to the institution.
- Certified that no hospitality was provided to the family members of any of the Peer Review Team members.
- Certified that the TA/DA/ Honorarium disbursed and the hospitality extended to the Peer Review Team Members is strictly in accordance with the NAEAB norms.
- Certified that no paid consultancy/job/assignment shall be offered to any PRT member for a period of one year after the declaration of the accreditation status of the institution, by the NAEAB.

Place:

Date:

Signature of the Registrar with official seal

UNDERTAKING

IDesignation.....agree to work as member of the Peer Review Team of NAEAB for the accreditation of the I agree with the confirmation of objectivity and professional confidentiality policies of the NAEAB. I agree that I shall not disclose any conflicts, any predisposition about the institution, or any affiliation that could be prejudicial to the institution in deliberations and decision making or that could otherwise affect in any way such deliberations or decision making. I agree to protect confidentiality for all information obtained during accreditation processes, including information from discussions with other Peer Reviewers or with NAEAB Secretariat and from NAEAB file materials (previous team reports, portfolios, appraisals, data reports, correspondence, etc.).

(Name)
Designation

Proforma for Review of Accreditation

Section-1: Institutional Profile

1. Name of the Institution:
 Address:
 Tel:
 Fax:
 Email:
2. Location:
3. Name of the Vice Chancellor:
 - a. Present:
 - b. At the time of PRT Visit:
4. Name of the Coordinator at the time of the visit:
5. If recognized under 2f and 12b:
 The UGC centre attached to:
 Address:
 Tel:
 Fax:
 Email:

Section-2: PRT Visit and Accreditation

1. Dates of the PRT visit:
2. PRT members their names with designation at the time of the visit:

Name	Subject Specialization
Chairperson:	
Member 1	
Member 2	
Member x	
Member Secretary	

3. Name of the Member Secretary from NAEAB:
4. Date of receipt of Accreditation letter:
5. Grade given:

Section-3: Nature of Grievance

1. **On Grading:**

2. **On other Issues:** (other than grading)

3. **Grounds for Reconsideration** (Reconsideration will be granted where the Appellant demonstrates by clear and convincing evidences that the PRT erred in making its recommendations.)

a. General Points:

b. Programme/College/University wise and Criterion-wise Reasons (The reasons given should be conclusive and supported by the evidence and not mere statement (S):)

Programme/College/University

Criterion1:

Score given: _____ Score expected: _____

Institutions perceptions/Reasons: (additional sheets may be used if required)

Criterion 2:

Score given: _____ Score expected: _____

Institutions perceptions/Reasons: (additional sheets may be used if required)

Criterion3:

Score given: _____ Score expected: _____

Institutions perceptions/Reasons: (additional sheets may be used if required)

(The same format may be followed for other criteria, if required)

- c. Other issues which you like to bring to the notice of the Appeals Committee relevant to your claims.

DECLARATION

1. All information provided in the above sections was mentioned in the SSR submitted (or) supplementary report submitted to Peer Review Team at the site
2. In case of request by the Appeals Committee to physically present our case, we shall undertake to appear before the committee at our own cost.
3. I agree to abide by the decision of the NAEAB
4. Review fee is enclosed vide draft No..... in the name of the Secretary, ICAR payable at New Delhi for amount of Rs.10,000/- which is not refundable.

Date:

Place:

Signature of the
Registrar with Seal

Regional Centers of the NAEAB and their jurisdiction*

Regional Centers: The following four Regional Canters will be responsible for receipt of the Self Study Reports, their preliminary examination and compliance under the guidance of Regional Advisor.

Region	States Covered	Regional Office
North	Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, Uttar Pradesh, Uttarakhand, Chandigarh and Delhi	IARI, New Delhi
East & North East	Bihar, West Bengal Odisha, Chhattisgarh, Jharkhand, Assam, Manipur, Sikkim, Meghalaya, Nagaland, Tripura, Mizoram, Arunachal Pradesh, Andaman & Nicobar islands	CRIJ&AF, Barrackpore, Kolkata
West	Gujarat, Goa, Madhya Pradesh, Maharashtra, Daman & Diu and Dadar & Nagar Haveli	CIFE, Mumbai
South	Karnataka, Andhra Pradesh, Telangana, Kerala, Tamil Nadu and Pondicherry	IIHR, Bangalore

*As per the notification issued vide F.No. Edn/5/1/2008-EQR (Part-II) dated 10th April 2017 on the basis of resolution passed in the 87th Annual General Meeting of the ICAR Society held on 4th February, 2016

Sample Score Card for Accreditation of the College

Criteria	Key aspects		Pre-determined Weightage (W)	Peer Team Assigned Key Aspect Grade points (KAGP)_i (4/3/2/1/0)	Key Aspect Wise Weighted Grade Point (KAWGP)_i
1. College Administration	i.	Dean's Office Establishment	20	2	40
	ii.	Monitoring Mechanism (on-line)	20	3	60
	iii.	CC/Board of Studies/Academic Council	20	4	80
	iv.	Anti-Ragging Cell	10	2	20
	v.	Biological Waste Disposal Facility	10	4	40
	vi.	Institutional Ethics Committee for Experiment on animals	10	4	40
	vii.	Committee for Prevention of Sexual Harassment of Women on Work Places	10	3	30
Sub-total			W_I=100	(KAWGP)_I=310	
2. Faculty	i.	Faculty Strength	60	1	60
	ii.	Faculty Profile (department wise)	60	2	120
	iii.	Credentials of the Faculty	40	3	120
	iv.	Technical Staff and other Supporting Staff	40	4	160
Sub-total			W_{II}=200	(KAWGP)_{II}= 460	
3. Learning Resources	i.	College Library (digital)	40	2	80
	ii.	Laboratories, Instructional Farm / Workshop / Dairy Plant / Veterinary Clinic / Hatchery and Ponds etc.	50	3	150
	iii.	Student Ready / In-plant training / Internship / Skill Development Modules/Experiential Learning modules etc.	30	2	60
	iv.	Curricula Delivery Through IT (like smart Classrooms / Interactive Boards etc.)	30	3	90
Sub-total			W_{III}=150	(KAWGP)_{III}=380	

4. Student Development	i.	Student Intake and Attrition for Last Five years	20	4	80
	ii.	Average Number of Students in Theory and Practical Classes	20	1	20
	iii.	Admission Process	10	4	40
	iv.	Conduct of Practical & Hands-on-Training	30	2	60
	v.	Examination and Evaluation Process	20	1	20
	vi.	NSS/NCC/RVC Units	20	4	80
	vii.	Language Laboratory	10	0	0
	viii.	Cultural Center	10	4	40
	ix.	Personality Development	10	4	40
Sub-total			W _{IV} =150	(KAWGP) _{IV} =260	
5. Physical Facilities	i.	Hostel (both boys and girls) and its Amenities	80	2	160
	ii.	Examination Halls	20	3	60
	iii.	Sports and Recreation Facilities	30	4	120
	iv.	Auditorium	10	4	40
	v.	Exhibition Hall/Museum	10	3	30
Sub-total			W _V =150	(KAWGP) _V =410	
6. Research Facilities	i.	PG Laboratories and Equipment	50	3	150
	ii.	Research Contingency	50	2	100
Sub-total			W _{VI} =100	(KAWGP) _{VI} =250	
7. Outcome/ Output	i.	Student Performance in National Examinations (such as JRF/SRF/ARS)	40	3	120
	ii.	Students' Placement Profile	40	2	80
	iii.	Awards/ Recognition / Certificates	30	3	90
	iv.	Employability	40	2	80
Sub-total			W _{VII} =150	(KAWGP) _{VII} = 370	
Total of B			Σ (w) _{I- VII} = 1000	Σ (KAWGP) _{I- VII} =2540	
GPAC = Σ (KAWGP) _{I-VII} / Σ (W) _{I-VII} = 2540/1000 = 2.54					

(Signature of Chairman and Members PRT)

Sample Score Card for Accreditation of the Agricultural University

Criteria	Key aspects		Pre-determined Weightage (W)	Peer Team Assigned Key Aspect Grade points (KAGP) _i (4/3/2/1/0)	Key Aspect Wise Weighted Grade Point (KAWGP) _i
1. Governance	i.	Vision, Mission and Goals	40	2	80
	ii.	Statutes and Regulations	40	3	120
	iii.	University Statutory Officers and Their Selection Process as per the Statutes of the University	50	4	200
	iv.	Decentralization of powers	30	1	30
	v.	Supporting Units (Maintenance Cell / SC/ST Cell/ Health Centre)	30	2	60
	vi.	Technology support	20	0	0
	vii.	Institutional database and website updation	20	3	60
	viii.	Inter departmental linkages	20	4	80
	ix.	Monitoring mechanism	30	1	30
	x.	Institute Quality Assurance Cell / PME Cell	30	2	60
	xi.	Collaboration with other academic institutions and industry	40	3	120
Sub-total			W_I=350	(KAWGP)_I = 840	
2. Academic Support	i.	1. Academic Council	30	2	60
	ii.	Innovations and Best Practices	30	3	90
	iii.	Library	100	4	400
	iv.	Centre for Excellence/ Advance Studies/ Centre for Advanced Faculty Training (CAFT)	20	1	20
	v.	Incubation Centre	30	2	60
	vi.	Technology Enabled Learning Resources	10	0	0
	vii.	Integrated Learning System (Experiential Learning)	10	1	10
	viii.	Academic- Industry Interface	10	2	20
	ix.	National Ranking (ICAR/MHRD)	10	0	0
Sub-total			W_{II}=250	(KAWGP)_{II} = 660	

3. Research Support	i.	Research Council	20	2	40
	ii.	Directorate of Research	20	3	60
	iii.	Technologies Developed and Their Adoption	50	4	200
	iv.	Research Publications (based on the work carried out in University)	30	1	30
	v.	Innovations and Best Practices	20	2	40
	vi.	IPR Cell / ITMU	20	3	60
	vii.	Central Instrumentation Unit	20	1	20
	viii.	Global Support	10	2	20
	ix.	CSR Funding	10	4	40
Sub-total			W_{III}=200	(KAWGP)_{III} = 510	
4. Extension Support	i.	Extension Council	20	4	80
	ii.	Directorate of Extension Education	20	3	60
	iii.	Extension Planning and Technological Impact	50	3	150
	iv.	Implementation of National Initiatives	25	4	100
	v.	Innovations and Best Practices	25	3	75
	vi.	Consultancy/Certification/ Testing	10	4	40
Sub-total			W_{IV}=150	(KAWGP)_{IV} = 505	
5. Faculty and Staff Development	i.	Recruitment and Promotional Avenues	50	3	150
	ii.	Participation of Faculty in national and International Seminars/Workshops/Symposia	60	3	180
	iii.	Incentives for Excellence / Faculty Recognition	40	2	80
	iv.	Capacity Building and Trainings	50	3	150
Sub-total			W_V=200	(KAWGP)_V = 560	
6. Student Development	i.	Scholarships / Stipend	40	3	120
	ii.	Extra and Co-curricular Activities	40	4	160
	iii.	Health Insurance	30	0	0
	iv.	Sports and Cultural Facilities	50	4	200
	v.	Student Counseling and Placement Cell	60	3	180
	vi.	Disabled Friendly Ability	30	0	0
Sub-total			W_{VI}=250	(KAWGP)_{VI} = 660	
7. Infra-structure	i.	Physical Facilities Including Administrative Building and Necessary Land	100	3	300
	ii.	IT Infrastructure	25	2	50
	iii.	Student and Staff Amenities	25	4	100
Sub-total			W_{VII}=150	(KAWGP)_{VII} = 450	

8. Financial Resource Management	i.	Budget Allocation (Salary : Contingency)	40	2	80
	ii.	Finance Committee	20	3	60
	iii.	Internal Resource Generation	50	2	100
	iv.	Resource Mobilization through External Funding	50	4	200
	v.	Financial Delegation to Deans and HoDs	20	4	80
	vi.	Per cent Finance Utilization in Last Five Years	20	4	80
Sub-total			W_{viii}=200	(KAWGP)_{viii} = 660	
9. Accomplishments	i.	Regional, National and International Awards for the University	50	2	100
	ii.	Accreditation from ICAR/other Agencies and Follow up on its Recommendations	50	3	150
	iii.	Inter Institutional Standing	25	3	75
	iv.	Socio-Economic Impact	25	2	50
	v.	International Collaboration	50	1	25
	vi.	Fund Raising Through CSR	25	2	50
	vii.	Allumini Support	25	1	25
Sub-total			W_{ix}=250	(KAWGP)_{ix} = 475	
Total			$\Sigma (w)_{I-IX} = 2000$	$\Sigma (KAWGP)_{I-IX} = 5260$	
GPAAU = $\Sigma(KAWGP)_{I-IX} / \Sigma(W)_{I-IX}$				5260/2000 = 2.63	

(Signature of chairman and Members PRT)

Proforma for Assessment of the Programme

Criteria	Key aspects		Assessment of the Peer Review Team (maximum five bullet points for a Programme)
1. Programme accreditation	•	Faculty strength of the programme(as per ICAR guidelines)	• • • • •
	•	Technical and Supporting staff (as per ICAR guidelines)	
	•	Class rooms and laboratory(as per ICAR guidelines)	
	•	Conduct of Practical and Hands-on- Training	
	•	Number of students being supervised by Faculty in case of Masters /Ph D Programme (as per ICAR/UGC guidelines)	
	•	Feedback of stakeholders (Students,Parents, industries, employers, farmers etc.)	
	•	Student intake and attrition in the programme for last five years	
	•	ICT application in curricula delivery	

(Signature of the Dean/Associate Dean/Principal/ Director of the College)

(Signature of PRT Chairman and Members)

*For each programme the above proforma shall be submitted

** The assessment report shall be presented college-wise

Proforma for Assessment of the College

Criteria	Key aspects		Assessment of the Peer Review Team (maximum three points)
1. College Administration	iii.	Dean's Office Establishment	• • •
	ix.	Monitoring Mechanism (on-line)	• • •
	x.	CC/Board of studies/Academic Council	• • •
	xi.	Anti-Ragging Cell	• • •
	xii.	Biological Waste Disposal Facility	• • •
	iii.	Institutional Ethics Committee for Experiment on animals	• • •
	iv.	Committee for Prevention of sexual harassment of women on work places	• • •
2. Faculty	v.	Faculty Strength	• • •
	vi.	Faculty Profile (department wise)	• • •
	vii.	Credentials of the Faculty	• • •
	iii.	Technical Staff and Other Supporting Staff	• • •

3. Learning Resources	v.	College Library (digital)	• • •
	vi.	Laboratories, Instructional Farm / Workshop / Dairy Plant / Veterinary Clinic / Hatchery and ponds etc.	• • •
	vii.	Student Ready / In-plant training / Internship / Skill Development Modules/Experiential Learning modules etc.	• • •
	iii.	Curricula Delivery Through IT (like smart Classrooms / Interactive Boards etc.)	• • •
4. Student Development	x.	Student Intake and Attrition for Last Five Years	• • •
	xi.	Average Number of Students in Theory and Practical Classes	• • •
	xii.	Admission Process	• • •
	iii.	Conduct of Practical & Hands – on – Training	• • •
	iv.	Examination and Evaluation Process	• • •
	xv.	NSS/NCC/RVC Units	• • •
	vi.	Language Laboratory	• • •
	vii.	Cultural Center	• • •
	iii.	Personality Development	• • •

5. Physical Facilities	vi.	Hostel (both boys and girls) and its Amenities	• • •
	vii.	Examination Halls	• • •
	iii.	Sports and Recreation Facilities	• • •
	ix.	Auditorium	• • •
	x.	Exhibition Hall/Museum	• • •
6. Research Facilities	iii.	PG laboratories and Equipment	• •
	iv.	Research contingency	• • •
7. Outcome/ Output	v.	Student Performance in National Examinations (such as JRF/SRF/ARS)	• • •
	vi.	Students' Placement Profile	• • •
	vii.	Awards/ Recognition / Certificates	• • •
	iii.	Employability	• • •

(Signature of the Dean/Associate Dean/Principal/ Director of the College)

(Signature of PRT Chairman and Members)

Proforma for Assessment of the Agricultural University

Criteria	Key aspects		Assessment of the Peer Review Team (maximum three points)
1. Governance	i.	Vision, Mission and Goals	• • •
	ii.	Statutes and Regulations	• • •
	iii.	University Statutory Officers and Their Selection Process as per the Statutes of the University	• • •
	iv.	Decentralization of Powers	• • •
	v.	Supporting Units (Maintenance Cell / SC/ST Cell/ Health Centre)	• • •
	vi.	Technology Support	• • •
	vii.	Institutional Database and Website updation	• • •
	viii.	Inter-Departmental Linkages	• • •
	ix.	Monitoring Mechanism	• • •
	x.	Institute Quality Assurance Cell / PME Cell	• • •
	xi.	Collaboration With Other Academic Institutions and Industry	• • •
2. Academic Support	1.	Academic Council	• • •

	ii.	Innovations and Best Practices	• • •
	iii.	Library	• • •
	iv.	Centre for excellence/ Advance Studies/ Centre for Advanced Faculty Training (CAFT)	• • •
	v.	Incubation Centre	• • •
	vi.	Technology Enabled Learning Resources	• • •
	vii.	Integrated Learning System (Experiential Learning)	• • •
	viii.	Academic- Industry Interface	• • •
	ix.	National Ranking (ICAR/MHRD)	• • •
3. Research Support	i.	Research Council	• • •
	ii.	Directorate of Research	• • •
	iii.	Technologies Developed and their Adoption	• • •
	iv.	Research Publications (based on the work carried out in University)	• • •
	v.	Innovations and Best Practices	• • •

	vi.	IPR Cell / ITMU	• • •
	vii.	Central Instrumentation Unit	• • •
	viii.	Global Support	• • •
	ix.	CSR Funding	• • •
4. Extension Support	i.	Extension Council	• • •
	ii.	Directorate of Extension Education	• • •
	iii.	Extension Planning and Technological Impact	• • •
	iv.	Implementation of National Initiatives	• • •
	v.	Innovations and best Practices	• • •
	vi.	Consultancy/Certification/Testing	• • •
5. Faculty and staff Development	i.	Recruitment and Promotional Avenues	• • •
	ii.	Participation of Faculty in National and International Seminars/Workshops/Symposia	• • •
	iii.	Incentives for Excellence / Faculty Recognition	• • •

	iv.	Capacity Building and Trainings	• • •
6. Student Development	i.	Scholarships / Stipend	• • •
	ii.	Extra and Co-curricular Activities	• • •
	iii.	Health Insurance	• • •
	iv.	Sports and Cultural Facilities	• • •
	v.	Student Counseling and Placement Cell	• • •
	vi.	Disabled Friendly Ability	• • •
7. Infrastructure	i.	Physical Facilities Including Administrative Building and Necessary Land	• • •
	ii.	IT infrastructure	• • •
	iii.	Student and Staff Amenities	• • •
8. Financial Resource Management	i.	Budget Allocation (Salary : Contingency)	• • •
	ii.	Finance Committee	• • •
	iii.	Internal Resource Generation	• • •

	iv.	Resource Mobilization Through External Funding	• • •
	v.	Financial Delegation to Deans and HoDs	• • •
	vi.	Per cent Finance Utilization in Last Five Years	• • •
9. Accomplishments	i.	Regional, National and International Awards for the University	• • •
	ii.	Accreditation from ICAR/other Agencies and Follow up on its Recommendations	• • •
	iii.	Inter Institutional Standing	• • •
	iv.	Socio-Economic Impact	• • •
	v.	International Collaboration	• • •
	vi.	Fund Raising Through CSR	• • •
	vii.	Alumni Support	• • •

(Signature of the Vice Chancellor of the University)

(Signature of PRT Chairman and Members)



SPEED POST

Indian Council of Agricultural Research
(Agricultural Education Division)
Krishi Anusandhan Bhawan-II, Pusa
New Delhi –110012
Ph: 011-25848045, 09599766313 (M),
Email: adgeqricar@gmail.com

F. No. Edn. 5/5/2016-EQR

Dated: 13th May, 2016

OFFICE ORDER

The Competent Authority of the ICAR has been pleased to constitute the following Committee to “Revise the guidelines of accreditation process” in the Council.

- | | | |
|---|---|------------------|
| 1. Dr. S.S. Chahal, Former VC, MPUAT, Udaipur | - | Chairman |
| 2. Dr Sudhansu Bhushan, NIEP, New Delhi | - | Member |
| 3. Dr. Manish Pande, Joint Director, QCI, New Delhi | - | Member |
| 4. Dr. Jit Singh, Former Dean HAU and MPUAT | - | Member |
| 5. Dr. G. Venkateshwarlu, ADG (EQR), ICAR | - | Member |
| 6. Dr. K.P. Tripathi, Principal Scientist (EQR), ICAR | - | Member-Secretary |

Terms of reference

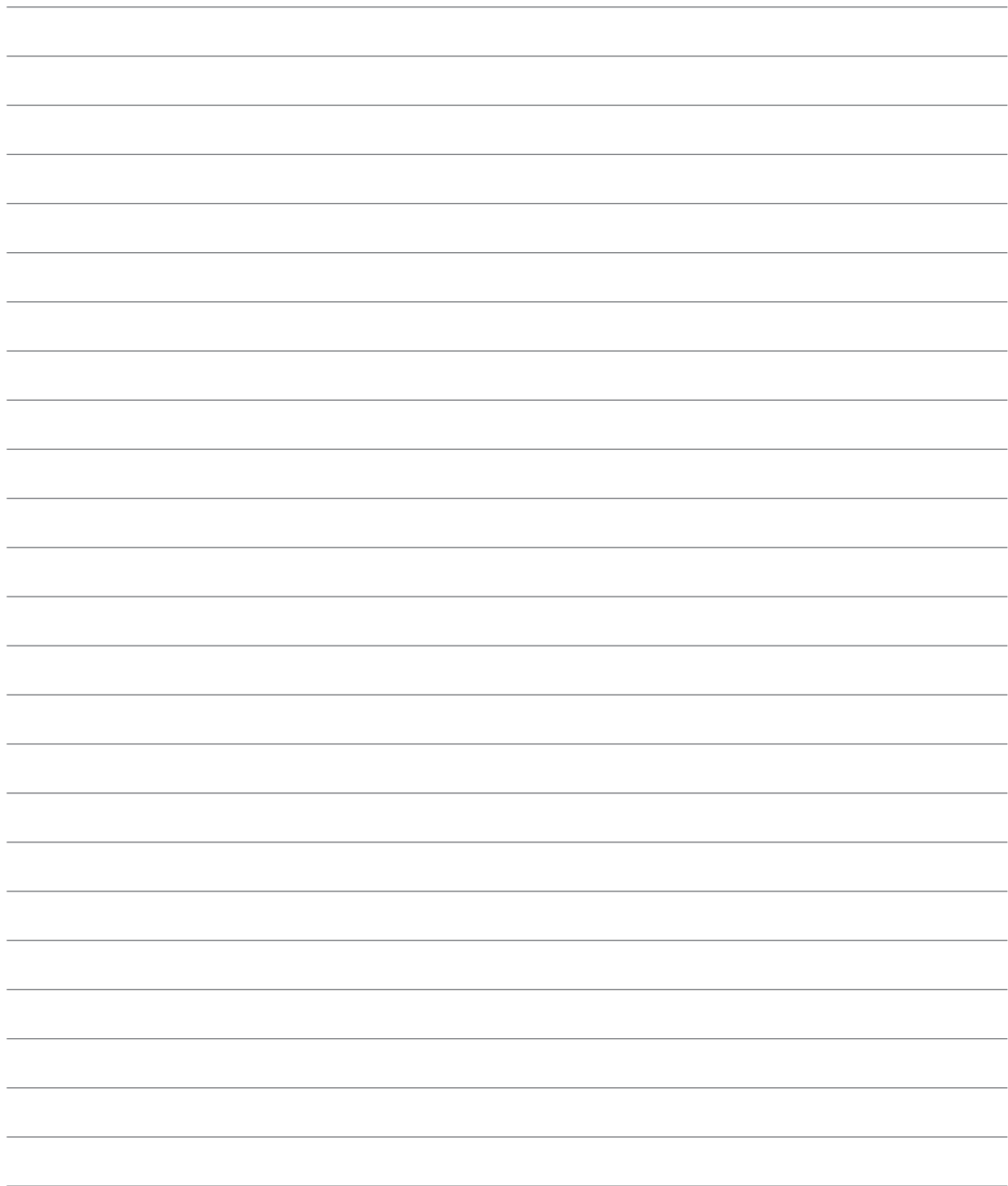
- To revise the guidelines for bringing high degree of objectivity in conducting assessment by PRT, score card, checklist for PRT format and PRT recommendations etc.
- To bring out revised Manual for printing as per directives of the Board.

The committee will meet as per the convenience of Chairman and members and submit its report to the Council at the earliest. The non-official members will be entitled for TA (including air travel by Air India in economy class only), DA and sitting allowance etc. which shall be payable as per ICAR norms. As per ICAR guidelines, air travel is permitted only by Air India in economy class and tickets are to be purchased from M/s Ashok Travels & Tours/M/s Balmer Lawrie & Company Ltd. with deal code 095 directly from the Air-India office/website. The expenditure is to be met out from the budget of Plan scheme ‘Development and Strengthening of Agricultural Education’ under sub-component ‘EQR’ of Agricultural Education.

Sd/-

(G. Venkateshwarlu)

Assistant Director General (EQR)







National Agricultural Education Accreditation Board
Indian Council of Agricultural Research
New Delhi