SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SARDAR VALLABHBHAI PATEL UNIVERSITY OF AGRICULTURE AND TECHNOLOGY, MEERUT

SARDAR VALLABHBHAI PATEL UNIVERSTIY OF AGRICULTURE AND
TECHNOLOGY, MEERUT-250110 (U.P.)
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Submitted To

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sardar Vallabhbhai Patel University of Agriculture and Technology, Meerut, was established on 2nd October 2000 under the Uttar Pradesh Agriculture University Act (revised, 1958) and has the honour of being the "first Agriculture University of the 21st Century." It was inaugurated on 28th March 2002. It is included in the list of recognized universities maintained by the University Grants Commission (UGC) of India and is ICAR accredited. The university is committed to a unique mandate of integrating education, research, and extension to serve the rural community. The university main campus is situated approximately 10 km north of Meerut city on Delhi- Dehradun National Highway (NH-58).

The university has the mandate to impart education in agriculture and other allied branches, further the advancement of learning, execute research, and undertake the extension of agricultural sciences, especially to the rural people of western Uttar Pradesh. Over the years, this university has significantly contributed to transforming the agricultural scenario of Western Uttar Pradesh. The university is ranked 15th in the All India Agricultural Universities Ranking for 2018 by Indian Council of Agricultural Research (ICAR), New Delhi, and thus holds the highest rank among the agricultural universities of Uttar Pradesh.

The jurisdiction area of this university spreads across 18 districts, namely Baghpat, Bijnore, Badaun, Bulandshahr, G.B.Nagar, Ghaziabad, Hapur, Amroha, Meerut, Moradabad, Muzaffarnagar, Pilibhit, Rampur, Saharanpur, Sambhal, Shahjahanpur, and Shamli, falling under four divisions of Uttar Pradesh, namely Meerut, Saharanpur, Moradabad, and Bareilly. Through a journey of 20 years, the university has grown into a campus with 7 colleges, namely the College of Agriculture, College of Biotechnology, College of Veterinary & Animal Sciences, College of Horticulture, College of Post-Harvest Technology and Food Processing, College of Technology, and College of Sugarcane Science and Technology. Efforts are underway to improve campus facilities ensuring a comfortable and conducive atmosphere for academic persuits. Resource generation and human resource development are critical for sustaining, diversifying, and realizing the potentials of the agricultural sectors. Strengthening agricultural education and innovation is the key to transforming agriculture.

Vision

The university aims to enhance rural socio-economic and livelihood conditions, generate employment opportunities, and create a proficient human resource through excellence in education, research, and extension in agriculture and allied sciences.

Mission

The university strives for technology-led profitable, vibrant, and sustainable rural development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The university is located in the National Capital Region (NCR) near Delhi and is situated in an environment that represents the green belt of the North Western Plain Zone (NWPZ) region. This region is in close proximity to the borders of five states and also touches the international border of Nepal and China.
- The university enjoys a good reputation among national and international centres of agricultural education and research, as evident from various collaborative research programme.
- Some highly specialized departments within the university are well-developed and equipped with research laboratories for conducting both basic and applied research, and imparting higher education in agriculture as well.
- The university boasts highly qualified and experienced teachers who contributed greatly to the quality of education and research.
- The course curricula of the undergraduate and post-graduate programme have been revised in accordance with the VI Dean Committee guidelines of the Indian Council of Agricultural Research (ICAR) and the BSMA guidelines, respectively, to ensure the all-round development of students.
- The undergraduate Agriculture and Veterinary Science programme are accredited by the ICAR and included in the Schedule 1 list of the Veterinary Council of India (VCI).
- The university's extended research farm and land for seed production serve as valuable assets in serving the needs of farmers and earning a reputation in agricultural services.
- The "Mobile Veterinary Clinical Services for Dairy Animals in Western Uttar Pradesh," sponsored by IFFCO and IFFCO TOKIO General Insurance company, provides expert clinical services at the doorstep of farmers in western Uttar Pradesh.
- The super-speciality veterinary clinical complex of the College of Veterinary & Animal Science further enhances the university's capabilities in veterinary education and clinical services.
- The university offers training programme to rural youth through its faculties and subject matter specialists from 20 Krishi Vigyan Kendras (KVKs) under its jurisdiction.
- The university is involved in a DST (Department of Science and Technology) project focused on utilizing rumen digesta waste from slaughter houses as an alternative local protein source for economic ration production and environmental pollution control.
- The geographical area of the university is very much suitable for international business activities.

Institutional Weakness

- There is a shortage of young faculty members in the newly established colleges.
- A sizable number of students of the university belong to rural background, who face difficulty in English medium of instruction at the initial phase.
- There is less number of collaborative research projects with industries that need to be strengthen.
- Technical know-how and programme on disaster management are lacking that need to be strengthened.
- There is a shortage of funds for the renovation of infrastructure.
- The costs of farm wages, animal feed, and fodder for experimental facilities are relatively higher with respect to available financial resources.
- Limited funds under contingency head is available for research work.

Institutional Opportunity

- The university's location in the National Capital Region (NCR) in close proximity to Delhi and five other bordering states provides an excellent opportunity for research collaboration with numerous

national and international research organizations situated in the neighbouring states.

- The globalization of markets creates ample opportunities to meet the high demand for highly skilled manpower in agriculture and allied subjects, and agro products as well.
- Challenges in agriculture, such as stagnation in yield, a growing population, toxic pesticide residues, and depleting natural resources, require scientists to devise appropriate strategies to address these issues effectively.
- In the changing global scenario, factors like product quality, consumer awareness, competitive pricing, hygiene, market intelligence, and environmental sustainability are emerging as key elements governing present-day agriculture, presenting multifaceted opportunities to cater the needs of the ever-growing population.
- The agricultural production, processing, and services sector require appropriate technology interventions, which provide an opportunity to focus on these issues.
- Diversification of agriculture opens up plenty of opportunities for scientists, farmers, and industries to move towards prosperity and self-employment in the agricultural sector. New areas in agriculture and allied fields will continue to emerge, requiring continuous research in soil and water management, plant protection, climate resilient agriculture biotechnology, energy management, post harvest processing and marketing of perishable and semi-perishable agro products.
- University-industry partnerships offer a dynamic opportunity for student practical knowledge, access to the latest technologies, and potential job opportunities.
- The university actively engages with local communities through the Directorate of Extension to provide quality seeds, veterinary services, and raise awareness about the latest technical know-how in the field of agriculture and animal health issues. This engagement also provides valuable learning opportunities for students.
- The university is exploring international opportunities, such as attracting international students and partnering with international institutions, to provide students a level of technical knowhow with global perspective.

Institutional Challenge

- The development of technology aimed at increasing agricultural productivity per unit of land is a key focus.
- Technology development for agriculture with limited water resources is a challenge for university.
- Non-farm employment generation need to be created for the poor, landless, women, scheduled castes, and tribes is one of the challenging tasks.
- Strategies and technologies are required to address the challenges faced by farmers due to fluctuations in weather patterns and to enhance climate resilience.
- Strategies and policies need to be formulated to address the issues related to scattered and sub-divided land holdings.
- Fluctuations in the prices of agricultural products pose a significant threat to Indian agriculture, here university interventions become crucial.
- Creating job opportunities and motivating human resources specially rural and urban youths to develop agri-entrepreneurs is important.
- The heavy load of vehicles on roads and railways poses risks to the respiratory and overall health of animals. However, the implementation of measures such as increasing the blending of ethanol in motor vehicles, the use of CNG as fuel, establishing hydrogen plants for hydrogen fuel, expanding alternative energy sources like solar and wind power, and transitioning to electric vehicles in the near future can help address this issue.

- The emission of methane from ruminants in the peri-urban zone of the NCR and its impact on ozone are areas of concern, where university needs to intervene for technology generation and awareness.
- Budget cuts, fund shortages, or disproportionate finances may affect the institution's teaching, research and extension activities, and future accreditation.
- The establishment of the Jewar International Airport and NOIDA Film City will facilitate international trade and tourism but may also increase the risk of introducing new diseases or the resurgence of existing infectious diseases, affecting both humans and animals.
- As the university is located in a seismic zone, natural disasters like earthquakes have the potential to disrupt operations and cause damage to the institution's infrastructure

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The vision and mission of the university reflect in all the academic programmes. The curriculum is designed and implemented taking cognizance of the educational policies of the UGC/ICAR and global needs, while serving the cause of national development and regional requirements. It is reflected in Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). Along with these, the Course Outcomes (Cos) and academic layering further leads to the development of curriculum in tune with industry requirements and social limitations.

The periodic curriculum development and revision through multi-layered system such as, Faculty Board, Academic Council, post graduate faculty and Board of management seek to keep pace with recent development and overall requirement of academia, industry/profession and society. All the courses in the university have been designed focussing on employability, entrepreneurship and skill development during the last five years. New and innovative courses are regularly introduced keeping in view demand of the government agencies, private industries and farming community. A flexible 'Choice Based Credit System' is adopted in all the programmes. The cross cutting issues of gender sensitivity, human values and ethics are included in curricula.

The students are encouraged to undertake application oriented additional programmes through internships, projects, field works, ELP, RAWE, READY etc., in various Government/ Non-Government organizations across the city and outside to gain real-life experience and hands on experience.

A structured feedback system has been developed in the university, wherein, review of syllabus/ curricula is done semester-wise/ year-wise by all the stakeholders, viz., students, teachers, alumni and employers. The feedback is collected; analysed and further action taken reports are hosted on the website.

Teaching-learning and Evaluation

Last five years data indicate that 72 % and 65% of the sanctioned seats are filled under general and reserved categories, respectively. To enhance learning level of students, exposure visits, advisement by advisors, interactive teaching and personal counselling have been provided. The student teacher ratio is 14:1 during the latest completed academic year. The teachers use modern ICT- tools including online resources for effective teaching. At present 140 active mentors are providing effective counseling to students in their academic/social/discipline/psychological issues to improve overall personality development of the students. The University follows a well-balanced continuous internal assessment along with external evaluation system

in final examination. The internal assessment includes mid- term, hourly, presentations, assignments and quizzes. The external examination includes both objective and descriptive questions.

The ICT usage is regulated by the university Information Technology Cell which is equipped with 24 smart class rooms, 962 computers/tablets for the students. The tablets (831nos.) were also distributed to students by U.P Government during 2021-22. One computer lab is available in each of four colleges. The university has a Media Production center which has recorded 214 lectures that are available on YouTube Channel of the university. The full-time teachers have 18.16 years average teaching experience. The five years average indicates that 94 % teachers have Ph. D. degree.

The academic system is fully automated. The five years average shows that only 19 days are taken to declare results. In examination only 0.65 % complaints/grievances have been reported by the students during last five years which were resolved. The pass percentage of the students is 97.01% during the year 2022-23.

Research, Innovations and Extension

The university prioritizes research and maintains updated facilities, implementing a well-defined research promotion policy. It provides a conductive environment and necessary infrastructure for research in emerging fields of science. The Central Instrumentation Facility (CIF) and departmental research labs offer access to advanced tools. The financial support is available for capacity building, equipment maintenance, and research publications. The collaborations with premier institutes and research centres enhance research activities, leading to commendable rankings and high-impact publications.

The university actively engages in community-focused extension activities to raise social awareness. The students and staffs participate in initiatives like cleanliness drives, tree plantations, environmental campaigns, women empowerment programme and book distribution to under privileged students. Blood donation and health check-up camps promote empathy and ethical responsibility. Yoga camps, village adoption programme and the Student READY initiative provide exposure and entrepreneurial opportunities. The university empowers women through the Mahila Adhyyan Kendra, conducts TB treatment and veterinary camps, offers disease diagnostic support, and provides online consultancy for plants and animal husbandry. These initiatives foster student-community relationships, leadership skills and self-confidence.

An ecosystem for innovation and Indian Knowledge System is established, featuring an IPR cell, incubation center, and technology/knowledge transfer initiatives. Separate directorates for research and extension in six colleges contribute to advancements in these services. The university supports the development and validation of ITK-based products and promotes organic farming and nano-particle research. The collaboration with industry, sponsored projects and industry-institute interactions are facilitated through MoUs. The university fosters an entrepreneurial mindset through industry relationships, skill development, and entrepreneurship programme.

Infrastructure and Learning Resources

i) *Physical Facilities:* The university has 20 krishi vigyan kendras, 3 zonal research centers, 6 colleges, 4 auditoriums, 18 hostels, 2 Guest Houses, 33/11 KVA electric substation, dispensary, HDFC and SBI banks with

ATM facilities, canteen, NCC firing range, IT Cell, virtual classroom "AGRI-DIKSHA" with Augmented reality/virtual reality system, "Academic Management System", Stadium, Gymnasium, Badminton Hall, indoor games facility, NSS and two platoon of NCC.

ii) *Library :* The university has modern centrally air conditioned library with e-facility, 15067 text books, 991 gifted books, 1337 issues of Journals, 1286 gifted Journals, 19 issues of magazines, 13 issues of newspaper and 1395 thesis. The library has internet facility with Wi-Fi to access the available facility of CAB, AGRIS, AGRICOLA, BIOTECHNOLOGY Abstracts, Vet (CD ROM Databases), and e-resources like e-courses developed by ICAR and university itself. The average percentage of book/e-book purchases in the last five years is 0.32%

iii) *IT Infrastructure:* The university has well established e-content development policy and IT policy.

iv) *Maintenance of Campus Infrastructure:* It is regulated by 4 major wings: construction/maintenance, electrical, water supply and housekeeping having made expenditure of 41.68% during the last five years.

Student Support and Progression

The university has a significant impact on holistic development of students. More than 74.74% students have been benefited from scholarships and financial aid allowing them to pursue their education without financial constraints. The outgoing students have achieved 43.82% placement rate, 50% progress to higher education and 26.15% have successfully qualified in state/ national/international examinations. The university provides career counselling and guidance and offers Heartful Meditation Introductory Program, Personality Development and Entrepreneurship Programme for enhancing students' capabilities in soft skills, language and communication abilities, yoga and physical fitness. By providing these opportunities, the university prepares students for success in both personal and professional spheres.

The university also promotes sports and cultural activities among the students, as a result 92 awards have been won by the students for outstanding performance in these areas. The institution actively organizes cultural competitions, sports, technical fests, and academic fests through clubs and forums. The university has implemented effective grievance redressal mechanisms through which the students can submit their grievances online or offline, and the university ensures timely resolution.

In summary, the institution prioritizes the overall development of students by offering financial assistance, career counselling, capability development programme and skill enhancement opportunities. The university's commitment to effective grievance redressal ensures student welfare and fosters a supportive environment. Notable outcomes in terms of placements, higher education progression, student qualifications in examinations, and recognition in sports and cultural activities reflect the institution's success. The diverse range of events further enhances the students' learning experience, providing a well-rounded education that prepares them for future success.

Governance, Leadership and Management

The institutional governance and leadership work in accordance with vision and mission of the university and

student as well as stakeholder's centric endeavours is reflected in fundamentals of the system. The NEP implementation is in form of CBCS, value added and multidisciplinary elective courses. The sustained institutional growth can be seen in infrastructural development, establishment of 03 new colleges, addition of 06 undergraduate, 26 Master's & Doctoral Programmes, increase in student intake capacity from 385 to 580 in various disciplines and resource generation through farms and services. The de-centralization and participation in institutional governance is reflected in various statutory bodies like Board of Management, Academic Council, Research Council and Extension Council, Finance Committee, Boards of Studies and various committees for Admission, Purchase, Discipline, Grievance Redressal, Women Cell, Women Study Centre, IQAC, SC/ST Cell, Placement Cell, Student Council, etc. The academic calendar is followed effectively. The academic sessions are regular and results are declared within 15 days of completion of examinations. The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, promotional avenues, faculty development programme, service rules, procedures, etc.

The effective welfare measures for students/teachers/staffs and financial/academic audit are in place. For sustainability of the university, effective cost effective measures, like solar panels, CCTV, reduction in manpower's etc have been adopted. The e-governance is implicated in administration including complaint management, finance and accounts, student admission and support and examinations to ensure transparency and efficiency. The university has developed an online admission and Academic Management through AMS portal.

Institutional Values and Best Practices

The university is focused on gender equity and gender audit as a result the women realize freedom and security. There is equal treatment without any disparity at all levels of academic and administrative pursuits. The Anti-Ragging Committee, Disciplinary Committee, Women Complaint Committee are in place. The university has established a Mahila Adhyayyan Kendra. Various programmes of women empowerment and gender sensitization are organized at campus and KVKs. The university has facilities of alternate sources of energy and energy conservation measures like solar energy, wheeling to the grid, sensor-based energy conservation. The campus is lush green with attractive landscaping. The water conservation, recharging, recycling and distribution system are well in order. The university has energy audit, environmental audit and beyond the campus environmental promotion activities.

The university has built congenial environment, like ramps for easy access to classrooms, divyangjan friendly washrooms and well equipped pathways with solar operated street lights and boards depicting different facilities for physically disabled students. There is no intolerance towards cultural, regional, linguistic, communal, socio economic and other diversities. The National and international commemorative days, events and festivals are celebrated regularly. Special courses related to Human ethics, Bio ethics, IPR are also offered. The two best practices- i) Mobile Veterinary Clinical Service for Dairy Animals in Western Uttar Pradesh, ii) Tele Agriculture and Tele Medicine address the problems of farming community and society at door step. The university takes pride on Centre of Excellence of Basmati Rice, Sanitary & Phyto-sanitary Certification and Training, Bio-control laboratory, Seed production and Seed Processing Plant.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SARDAR VALLABHBHAI PATEL UNIVERSITY OF AGRICULTURE AND TECHNOLOGY, MEERUT
Address	Sardar Vallabhbhai Patel Universtiy of Agriculture and Technology, Meerut-250110 (U.P.)
City	Meerut
State	Uttar pradesh
Pin	250110
Website	www.svpuat.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	K.k. Singh	0121-2888522	9582898993	-	vc@svpuat.edu.in
IQAC / CIQA coordinator	Amit Kumar	121-2888522	9412120813	-	balyan74@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	02-10-2000
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	09-06-2004	[View Document](#)
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Program mes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Sardar Vallabhbhai Patel Universtiy of Agriculture and Technology, Meerut-250110 (U.P.)	Urban	562.5	210607.8	Bachlor, Master, Doctoral		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	6
Affiliated Colleges	0
Colleges Under 2(f)	6
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	6
Colleges with Research Departments	6
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
ICAR	116456_14920_3_1712057867.pdf
VCI	116456_14920_11_1712057910.pdf

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	50				70				152			
Recruited	8	3	0	11	37	3	0	40	77	12	0	89
Yet to Recruit	39				30				63			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				105
Recruited	78	12	0	90
Yet to Recruit				15
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				62
Recruited	29	7	0	36
Yet to Recruit				26
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	3	0	37	3	0	73	11	0	135
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Agronomy	IFFCO Chair	IFFCO New Delhi

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1107	49	0	0	1156
	Female	398	27	0	0	425
	Others	0	0	0	0	0
PG	Male	114	12	0	0	126
	Female	52	11	0	1	64
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	122	9	0	1	132
	Female	47	9	0	0	56
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agricultural Engineering	[View Document](#)
Agriculture Economics	[View Document](#)
Agriculture Extension	[View Document](#)
Agronomy	[View Document](#)
Animal Genetics And Breeding	[View Document](#)
Animal Nutrition	[View Document](#)
Animal Science	[View Document](#)
College Of Agriculture	[View Document](#)
College Of Biotechnology	[View Document](#)
College Of Horticulture	[View Document](#)
College Of Post Harvest Technology And Food Processing	[View Document](#)
College Of Sugarcane Science And Technology	[View Document](#)
College Of Technology	[View Document](#)
College Of Veterinary And Animal Sciences	[View Document](#)
Entomology	[View Document](#)
Floriculture And Landscape Architecture	[View Document](#)
Fruit Science	[View Document](#)
Genetics And Plant Breeding	[View Document](#)
Livestock Production And Management	[View Document](#)
Livestock Products Technology	[View Document](#)
Plant Pathology	[View Document](#)
Soil Science	[View Document](#)
Vegetable Science	[View Document](#)
Veterinary Anatomy	[View Document](#)
Veterinary And Animal Husbandry Extension	[View Document](#)
Veterinary Gynaecology And Obstetrics	[View Document](#)
Veterinary Medicine	[View Document](#)

Veterinary Microbiology	[View Document](#)
Veterinary Parasitology	[View Document](#)
Veterinary Pathology	[View Document](#)
Veterinary Pharmacology And Toxicology	[View Document](#)
Veterinary Physiology And Biochemistary	[View Document](#)
Veterinary Public Health And Epidemiology	[View Document](#)
Veterinary Surgery And Radiology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The university aims a holistic approach for underpinning multi- and inter disciplinary aspects in all the courses offered by it's constituent colleges for UG/ PG and PhD degree programmes. The students registered in these courses have to go through courses offered by the faculty of different departments of the same college and across the colleges. The UG students in College of Biotechnology are also provided options to choose different streams, like plant biotechnology and animal biotechnology. The PG and PhD students have the choice to enroll courses of departments as well as different colleges as minor and supportive courses. To further strengthen, the university has taken initiatives to start three more colleges viz. College of Basic Sciences, College of Agri Business Management and College of Community Sciences. These steps will help in restructuring of the University into large multidisciplinary university with colleges and HEI clusters / Knowledge Hubs with 3,000 or more students by 2030.
2. Academic bank of credits (ABC):	The University follows the credit based academic system as per the guidelines of ICAR. These include semester wise prescribed courses, their credit hours and the minimum number of the courses mandatory for a degree programme. The students use AMS portal for the registration of courses and their credits in a particular semester. The course instructor approves the registration. Student's attendance, term and semester final marks and grade sheets are uploaded on AMS portal. The university has developed a SVPUAT- Institutional Development

	Plan 2024 for the implementation of NEP-2020 according to the ICAR - NEP-2020 guidelines. It includes the provisions of NEP-2020 for the registration of university on Academic Bank of Credits (ABC) by registering on National Academic Depository (NAD) as an Academic Institution (AI).
3. Skill development:	The university is working on basic as well as need and application based research for knowledge generation and development of skilled human resources through education. To achieve the objective, the university adopted guidelines of ICAR and Veterinary Council of India (VCI) to nurture students in a skilled professionals to serve the community. It includes the exposure of students to society and industry in the form of RAWE in College of Agriculture, Student READY in College of Biotechnology and internship programmes in other degree programmes, like BVSc & AH, B. Tech in Dairy and Food Technology. The value addition courses run by different colleges are leading to skill development of the students in particular area. For the skill development of nearby communities and regular students, the university has decided to initiate at least two certificate and one diploma courses in every college from the Academic Session 2024-2025.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The university course curriculum includes various courses involving the contents to provide the knowledge of Indian Knowledge system to the students. The research projects undertaken by the faculty and students are also focused on IKS based technology development and validation of existing knowledge. To strengthen the IKS based research and the commercialization of developed technology, the university has signed MOU with Ayurvet foundation of India and Agrinovate India Limited. The commercialization of two major IKS based formulations through Agrinovate India Limited is in process. To expand the area of IKS based knowledge and disseminate IKS based knowledge, the process of developing Indian Knowledge System centric online as well as offline courses with the focus on skill development and use of IKS to address current issues have been initiated with the adoption of SVPUAT-Institutional Development Plan 2024 for the implementation of NEP-2020.
5. Focus on Outcome based education (OBE):	Due to continuation of existing practical based

	education system, the students are also exposed to issues and needs of the society by conducting exposure visits, attachment to industry and farming community during their internship programmes in all the colleges and RAWE in college of agriculture. The addition of value addition courses in the system and development of diploma and certificate courses with the provisions of weekend/ evening classes/practical provide an opportunity to regular students to join a foundation of outcome-based education system.
6. Distance education/online education:	The university developed all desired technical support systems to run online education during the COVID-Pandemic and successfully conducted classes and exams of all the courses offered by the university at that time. This system is still working and online platforms are being used to upload notes/ lectures and PPT for the students registered in different courses in all the colleges across the university. To further strengthen online or distance education system, the university is introducing it's own portal to run at least two Massive Open Online Courses (MOOC) courses, one each for student and faculty, in each college from the next academic session. The distance education/online education became routine modes of learning during the pandemic. Several digital platforms came into existence, namely Google Classroom, Zoom, Google Meet, Webex and those are being used by the teachers nowadays. All academic transactions, including classes, test papers, assignments, and seminar submissions, were efficiently done through these platforms. Further, several webinars, invited lectures, and competitions were also held those days. Digital platforms are still being used to share notes, study materials, and Power Points with students. The Faculty Development Programmes, webinars, and invited talks are being conducted using these platforms. The college encourages students to take up online certificate courses offered by ICAR-Agridiksha. The college is geared up to offer ODL (Open Distance Learning) programmes as and when NEP is implemented.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up in the University and is functioning in collaboration with National Service Scheme (NSS). ELC was formed with the sole objective of inculcating the process of electoral and democratic system among the University students by performing various activities like sensitizing them to their electoral rights and familiarizing students with the electoral process. ELC also helps students to register as voter.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, The students' coordinator and coordinating faculty members were appointed by the University
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The university ELC celebrates National Voters Day, organise awareness drives and electoral pledge 1. To facilitate the students not registered as voters 2. To encourage and help students participate in voter awareness campaigns.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1.The university celebrates National Voters Day on 25 January every year to encourage the youth to participate in the vote in the electoral process. It not only encourages the youth to participate in the electoral process but also focuses on the fact that the right to vote is a basic right. The newly admitted students are appraised about the National Voters Day history, significance, quotes, theme, and why is it celebrated in India. 2. The university students regularly organise awareness drives to aware the staff, their family members and nearby community to participate in the election process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge. The university observed National Voters' Day to encourage young/new voters to take part in the electoral process. Our university is a venue, as per the decision of the district administration, of enrolment and correction in the electoral list. ELC keenly observes that all our students who vote in our university centre (per the decision of the district

	administration) are enrolled and participate in the electoral process. The SVPUAT – ELC conducts time to time camps for the same

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1959	1766	1541	1302	1020

File Description	Document
Institutional Data in prescribed format	[View Document]

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
518	353	275	302	284

File Description	Document
Institutional data in prescribed format	[View Document]

2 Teachers

2.1

Number of full time teachers in the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
140	145	149	151	154

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 154

File Description	Document
Institutional data in prescribed fomat	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
4291.48	3432.61	3850.22	1544.82	2026.09

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

Curricula developed and implemented have direct relevance to the local, national, regional and global developmental needs. It is reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programmes. These efforts are regulated by the Board of Faculty, Academic Council, and Board of Management at various academic levels. In the current competitive landscape, employers seek job-ready candidates who possess both essential professional knowledge and practical skill sets to immediately contribute towards organizational mandate. To achieve this, we must view the curriculum of each course not as a static entity, but rather as a dynamic, powerful, and pivotal tool that reflects the current and future industry demands at local, regional, national, and international levels. To cater the immediate requirements of our local students from diverse vernacular backgrounds, particularly those with limited financial resources and agricultural roots, we offer comprehensive programmes such as B.Sc. (Hons.) in Agriculture, B.Sc. Horticulture, as well as Postgraduate and Doctoral degrees in Agricultural Sciences. Our curriculum emphasizes modern farming methods and techniques. Notably, we have incorporated courses like Crop Production Technology, Organic Farming, Practical Crop Production, Rural Entrepreneurship Awareness Development Yojana (READY), Precision Farming, Diseases of Field and Horticultural Crops and their Management, Livestock & Poultry Management and Sustainable Agriculture. These courses align with contemporary educational standards. The university is located in Western Uttar Pradesh and falls under National Capital Region. In the regional context, the economy of Western Uttar Pradesh relies on sugarcane farming, and agriculture-based industries like food processing and dairy processing industries. In order to offer specialized B.Tech. programmes in Food Technology, Dairy Technology, and Sugarcane Science & Technology. In order to address the challenges of farming issues of mechanization and post-harvest technology, we offer B.Tech. programmes in Agricultural Engineering, Biotechnology, and Veterinary Science align with current and near-future national and international demands of biofortified foods and livestock related issues. The programme outcomes (POs) for B.Tech. in Biotechnology and Bachelor of Veterinary Science equip students to apply cross-functional knowledge and technologies, to solve real-world challenges in crop and animal improvement and management. The curriculum is designed based on learning outcomes. Students have the flexibility to choose subjects of their interest through the Choice Based Credit System. Periodic revision of the syllabus and the introduction of new courses from time to time allow the university to stay up to date with global and national trends, as well as local and regional needs. Departments provide project-oriented courses, fostering student engagement with real-world solutions and industry connections. Our faculty members maintain industry connections through academic collaborations, guest speaker interactions, and alumni engagement. The university employs modern educational techniques to instil in its students the skills of logical analysis, practical applications, and inventive problem-solving. The course of study is designed to prepare students for the job market,

incorporating research and design endeavours, collaborative education systems, service learning programmes, internships, and cultural immersion.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The programmes of the university adequately focus on employability, entrepreneurship, and skill development. Additionally, the course syllabi are regularly updated to align with contemporary needs. The mandate of the university is to ensure a steady flow of skilled personnel to the government, public, private sectors, and entrepreneurs, and to reduce unemployment of educated youth by equipping them with the required skills, education, and discipline. The university offers 33 academic programmes that have 1181 courses across six constituent colleges. Our 100% course focuses on employability, entrepreneurship, and skill development. Need based changes in accordance to meet the new demands of changing technologies in agriculture and allied sciences are incorporated from time to time. These courses are based on a semester pattern, cover a wide range of sectors, including agriculture, biotechnology, and veterinary sciences, leading to a lifelong career. The university offers the courses like Rural Entrepreneurship and Awareness Development Yojana (READY), Experiential Learning, Practical Crop Production and Internships to impart basic skills and knowledge in the trades to prepare students for employment or self-employment. During the reporting period 1310 students got employment in different sectors. The university offers a Rural Entrepreneurship and Awareness Development Yojana programme to enrich employability and develop entrepreneurs for emerging knowledge intensive agriculture. The programme develops skills among students by reducing the gap between curriculum learning and practical requirements. It helps in acquiring confidence, skills, and Indigenous Technical Knowledge (ITK) of the locality, thereby preparing the pass out for self-employment. Experiential Learning is another opportunity for students to develop high-quality professional competence, skill development, and confidence to start their enterprise. This program aims towards practical work experience in real-life situations among undergraduate students and helps students to become "job providers rather than job seekers. For example, "Mr Akash Gangwar, Id.3129 completed the UG degree from this university and started his own business at a veterinary clinic at Bareilly, he provided jobs to 19 persons in his business. The Rural Awareness Works Experience (RAWE) familiarize the students understanding the rural situations with the socio-economic conditions of the farmers, and their problems concerning agricultural development, the status of agricultural technologies adopted by farmers and the development of communication skills among students using extension education methods to transfer knowledge in rural areas. RAWE provides an opportunity for students to undergo practical training in crop production through work experience. To build-up practical knowledge of the students in biotechnology, a

programme of 10 weeks of in-plant training has been developed and implemented. This in-plant training provides industrial exposure to the students to meet the requirement of high-tech industries. The main objective of the programme is to familiarize students with various materials, machines, processes, products, their applications. The introduction of the internship scheme in the Veterinary and Animal Sciences curriculum is an essential prerequisite for the award of the degree to impart training and skill hand-on development. The internship includes precisely prescribed programmes of work on farms as well as in Veterinary hospitals, with provision for adequate supervision and reporting.

File Description	Document
Upload Additional information	**View Document**
Provide Link for Additional information	**View Document**

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 58

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 685

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 1181

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The university delivers high-quality professional education to its students, equipping them to address current and emerging socio-economic demands. Our goal is to foster holistic growth and intellectual development, shaping graduates into ethical professionals who are productive, competent, gender-sensitive, environmentally conscious, and committed to human values and social responsibilities. We achieve this by integrating relevant concepts into the curriculum and reinforcing these values through practical applications in campus life. The university place significant emphasis on the Code of Conduct and Ethics in education. We guide our students to consistently choose the harder right path over the easier wrong one. To cultivate an appreciation for Human Values and Professional Ethics, we offer several courses, including Human Values and Ethics, Food Safety and Standards, IPR, Biosafety and Bioethics, Safety Standards and Certification etc. Students gain a deeper understanding of the importance of value-based decision-making in the classroom and its practical application in their day to day life at the university campus. The Programmes, like students orientation for developing and fine tuning soft skills, gender sensitization, faculty development programmes, winter schools, workshops, academic industry meet etc. are organized to strengthen the professional ethics and human values. There are many platforms for hands-on experiences related to gender sensitivity, which enable students to interface with situations such as fieldwork, community outreach, and gender sensitization activities. The university organized 51 expert lectures from renowned professionals to imbibe gender equality among students. Girls and boys are provided equal opportunity to participate in various activities, 237 activities have been organised and 1147 students participated. Equal representation is given to girls and boys in different committees like student council, sports, cultural, NCC and NSS, etc. Participatory activities like poetry recitation, poster making, street plays, role plays organized by the subject societies focus on relevant gender issues. To promote gender equality, there is zero tolerance towards gender discrimination related

issues. The importance of human values is inculcated through the curriculum advocating truth, nonviolence, and justice for all at the center of teaching and learning. For inculcating moral, social and ethical values upliftment of students the university offers courses like Human Values and Ethics, Human Ethics, etc These courses emphasize a holistic understanding of ethical human conduct and trustful and mutually satisfying human behaviour. At the institutional level, the students are enrolled for a common course in environmental studies and disaster management which provides a holistic understanding of environmental issues and the urgency for eco-friendly living. The courses, such as Renewable Energy and Green Technology, Fundamentals of Renewable Energy Sources, Organic Farming, Rainfed Agriculture and Watershed Management, Soil and Water Conservation Engineering, and Environmental Biotechnology in the curriculum helps students understand complex environmental issues and the importance and need for becoming environmentally conscious. To create the awareness regarding environment, 45 day/week celebration/activities organized during reporting period. Apart from teaching, the university itself maintains 270 acre lush green eco-friendly, pollution free, low noise level campus coupled with such initiatives like, use of solar energy, rain/water harvesting, sewage treatment plant solid waste management etc.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 20

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 65

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 65

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Feedback analysis report submitted to appropriate committee/bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis and its report to appropriate committee/bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 72.64

2.1.1.1 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
789	798	751	838	577

2.1.1.2 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
580	598	560	603	385

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document]
Institutional data in the prescribed format (data template)	[View Document]
Document relating to sanction of intake as approved by competent authority	[View Document]
Admission extract signed by the competent authority (only fresh admissions to be considered)	[View Document]
Provide Links for any other relevant document to support the claim (if any)	[View Document]

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 66.63

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
239	250	225	233	169

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
362	361	348	350	254

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The university assesses the learning levels of students and organizes special programmes to cater

differential learning needs of students basedon their learning levels. The learning levels of newly admitted Under Graduate students are assessed based on their intermediate marks and categorized as slow and advance learner students. The performance of students is also assessed by **continuous assessment through quizzes/midterm/viva-voce and semester end examinations**. During class interaction, various questions are asked to identify slow and advancelearner students.This could include students who are struggling with certain concepts, those who have advanced beyond the standard curriculum or those who simply learn best through alternative methods. These approaches recognize that students have varying abilities and aim to tailor teaching methods and content to accommodate these differences.

All the slow learner students are provided support toimprove their academic and personality developmentrelated issuesas follows:

- Remedial classes are arranged to improve the understanding of selected topics.
- Slow learner students are encouraged to interact with advanced learners and for this purpose common interactive sitting room is provided for open interaction.
- Participative learning and problem-solving approachesare being followed to improve the learning abilities of slow learners.
- Some students are slow because of weak in language i.e. English. Special classes are conducted to improve the verbal and written skills /knowledge of these students.
- **Regular progress monitoring by**mentors and providingconstructive feedback to help them identify areas for improvement and set realistic goals. This can help them stay motivated and engaged in their learning journey.If the student's challenges persist despite interventions mentor may reach out to the student's parents to discuss the student's problems. Such counselling also supports their personality related issues of the student.

By implementing these strategies, the university creates a supportive and inclusive learning environment where slow learners feel valued, supported, and empowered to succeed.

Catering to the learning needs of advancelearner students who may require additional support to further improve their skills. Following are some strategies that the university is implementing to support advance learners:

- Special lectures on specific and promising topics are organized by eminent speakers.
- Develop individualized learning plans for advance learners, outlining specific goals, challenges, and strategies to support their continued growth and development.
- Provide access to advanced educational resources, such as online courses, specialized libraries, or educational software, to help advance learners further explore and expand their knowledge base.
- Continuously assess advance learners' progress and provide timely feedback to ensure they remain engaged. This can help identify areas where they may need additional support for further enrichment.
- Extracurricular activities like competitions, technical quizzes, debates and workshops that cater to advance learners' interests and abilities. These can provide opportunities for intellectual stimulation beyond the standard curriculum.
- Provide advanced learning opportunities for advance learners. This can include offering more challenging assignments, additional reading materials and opportunities for independent projects.

By implementing above strategies, the university is creatinga more effective learning environment where

all slow and advance-learner students have the opportunity to succeed.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 13.99

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Student-centric methods such as experiential learning, participative learning, and problem-solving methodologies, along with ICT-enabled tools, are being used in the university to enhance the learning experiences of students.

- **Experiential Learning** encourages students to learn through hands-on experiences and experimentation. Experiential learning modules namely Mushroom Cultivation Technology, Poultry Production Technology, Organic Manure Production Technology, Commercial Horticulture, Soil Plant Water and Seed Testing, Dairy Production, Commercial Sericulture, Production Technology for Bio- Agents, Fish and Aquaculture, Seed Production Unit and Food processing, Plant Biotechnology, Animal Biotechnology, Microbial and Environmental

Biotechnology and Bioinformatics are offered in the university. Educational tours in different higher learning centres of the country are organized for students where they get exposure tospecial lectures and new laboratory facilities.

- Participative learning emphasizes active student involvement in the learning process through discussions, group work, debates, and collaborative projects. It promotes critical thinking, communication skills, and teamwork. Under the Participative Learning mode assignments/seminars are allotted to students where they have to prepare and make presentations on the topic. Various community awareness/personality development programmes are arranged by NSS and NCC students where students work in a participative approach.

- Problem-solving methodologies encourage students to apply their knowledge and skills to tackle complex problems, fostering creativity, resilience and adaptability. Student READY (Rural Entrepreneurship Awareness Development Yojana) programme to provide rural entrepreneurship awareness and practical experience in rural agriculture is being conducted. Student READY programme covers 5 components viz., experiential Learning on Business Model / Hands on Training; Experiential Learning on Skill Development; Rural Awareness Works Experience (RAWE); Internship / In-Plant Training / Industrial attachment and student projects. The faculty members focus on making students participate by conducting classes in an interactive environment. Students are exposed to field and lab-based learning experiences as a part of their **internship programme.** UG students of Veterinary science are attached to veterinary hospitals and zoos as part of their internship programme.

- Blended learning platform used in university. It provides a centralized digital hub where faculty can upload course content and learners can access it through their profiles. Faculty can continuously evaluate and refine their teaching methods, making evidence/data-based adjustments to optimize student learning outcomes.

- Use of ICT enabled tools like Projectors, Desktop& Laptops, Smart Podiumwith smart board, Online Classes conducted through WebEx, Zoom, GoogleMeet, Microsoft Team, Google Classroom. Most of the classrooms are built with multimedia facilities to effectively adopt and implement ICT in teaching learning process. Faculty use laptops and smart classroom technology.The university has24 Smart classrooms and4 modern computer laboratories. The university distributed 831 Tablets to the students during 2021-22 that were sponsored by the UP Government.Online Examinations are conducted as and when required. For recording,editing and mixing the lectures with high end Camera and editing software, the university hasa Media Production center where 214 lectures have beenrecorded and edited. These lectures are available on YouTube Channel of the university (https://www.youtube.com/channel/UC1SGgzO9HshY4Np8rYIcvXg/videos).The university has an excellent IT infrastructure including a 24x7 Internet and Wi-Fi facility to enable e-learning.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The university has adopted very effective Mentor-Mentee Schemes to address both academic and student psychological issues proactively for supporting students' holistic development The mentor mentee scheme is functional from under graduate programmeitself and starts fromthe very first day of student joins the university. A Mentor is allocated for each student in a ratio of 1:14. Immediately after admission students are guided/advised about proper course selection,study techniques, time management, hostel accommodation, and information about the library and other campus amenities. This can help mentees for preparation of challenging coursework and develop effective learning strategies. This is a continuous process until completion of the degree at the university. Regular meetings are arranged by mentor for their mentee every semester. Mentors monitor the concerned student's activities and counsel them for better performance of the students. In under graduate programme, the mentor helps the students in such a way that their stay at the campus is comfortable and safe.

All the students of UG and PG admitted to different courses are provided proper guidance by their respective advisor with an aim to improve the academic performance particularly slow learners, absentees and students who participate in sports and other activities. This practice helps struggling learners to improve their subject knowledge as well as overall personality. In certain cases, parents are called for counselling and special meetingsare arranged with the concerned instructor and Dean of the college at the suggestion of the mentor. Advisors also encourage the advanced learners to improve their skills by arranging visits to various institutes of higher education. Advisors help the students in preparation of assignments and seminars on contemporary topics. Mentors can help mentees stay accountable for their goals and commitments by setting deadlines, tracking progress and providing encouragement. Mentors encourage the research scholars to participate in conferences/ seminars/ symposiums and workshops organized at university campus or other institutes. Mentors also help the students in the in-house competitions such as Debates, Group Discussions, Problem Solving – Decision Making Exercises, Quiz Programmes, etc.

The academic performance of the students is evaluated by the respective advisors and necessary instructions/suggestions are provided at regular intervals to maintain their academic standards at higher levels. Mentors also ensure that studentsmaintain discipline in the university and inform parents and university administration if student is involved in any act of indiscipline. Mentors can serve as role models and provide valuable insights on personal development, goal setting, and career planning. They can help mentees explore their interests, strengths and weaknesses and encourage them to take on new challenges. Mentors offer emotional support, encouragement, and a listening ear to mentees who may be facing personal or psychological challenges. They can provide guidance on managing stress, building resilience, and seeking help when needed.

By implementing effective mentor-mentee schemes as stated above for both academic and psychological needs, the university is creating a supportive and nurturing environment where students feel empowered to succeed academically and thrive personally.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 55

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
272	272	272	272	272

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 84.42

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 130

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 17.5

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2450

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 19.4

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	10	26	20	28

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.71

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	19	00	01	08

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1959	1766	1541	1302	1020

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	[View Document](#)
The report on the present status of automation of examination division including screenshots of various modules of the software.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of the purchase order and bills/AMC of the software.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

All the courses of the university have well defined learning outcomes. The stated learning outcomes

reflect the required skills andabilities that the students must develop with the pursuit of the selected course along with disciplinary and inter-disciplinary knowledge. The university publicizes the stated learning outcomes andprogramme and course outcomes through the university website and programme guides. This transparency ensures that students, faculty, and other stakeholders are aware of the educational objectives and expectations. The programmes and course outcomes are categorically outlinedfor all courses and programmes. The university religiously attemptsto monitor the progress of learning outcomes through different mechanisms and adhere to revise andamending the syllabus to fill any such viable gaps. The faculty members periodically review programme specific outcomes and course outcomes through interaction with the students concerned. This is followed by discussionwith the faculty members in the Boardof Faculty (BoF) whichmakes necessary changes and update the syllabusfrom time to time in order to meet stated learningoutcomes.The programmeand course outcomesare revised to include topics relevant to current industry demand and also to keep the students ready for upcoming challenges in this rapidly changing world and workenvironment.

The university also enhancesstudent learning levels by inducting new technologiessuch as Information and Communication Technologies,blended learningprogrammesand virtual labs to cater to the needs of course and programme objectives.The course curriculum helps in confidence building as well as the personality development of the students. It is achieved through the development of ability tocommunicate more effectively in professional and personal lives. The courses are designed to cultivate skills to work in teams and be a team leader. It also develops the ability to work collectivelyand effectively.

The university evaluates the attainment of stated learning outcomes through various mechanisms including course evaluations, programme reviews and accreditation processes. This evaluation helps the university to evaluate the effectiveness of its educational programmes and identify areas for improvement. Based on the evaluation results, the universityincorporate necessary improvements to enhance the quality of education. This may involve curriculum revisions, instructional modifications, faculty development initiatives, or changes to assessment strategies.

To evaluate the POs and Cos outcomesboth internal assignments and semester-endexaminations are considered. Additionally,viva-voce, thesis and portfolios are other methods are also considered for measuring learning outcomes. Attainment level of theseoutcomes is monitored and measured at the programmelevel. Indirect method ofassessment is also followed by conducting course end surveys, graduateexit surveys, alumni feedback and faculty feedback.The Attainment level of all COs is measured and comparedwith the target levels. If the CO attainment is less than the targetlevel, reasons are identified and action plan for the improvement of COsis developed and the plan is implemented in the next academic year. This approach fosters a culture of continuous improvement and enhances the overall quality of education provided to students.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 100

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 518

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the Controller of Examinations indicating the pass	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.58

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The university's research facilities are frequently updated and there is well defined policy for the promotion of research that is uploaded to the institutional website and implemented. Although enough laboratories are available, the university continues to strengthen/ update and develop new research laboratories in light of research policy by procuring new equipment/ instruments/ consumables from the seed money / university/ extramural funding as uploaded on the website. The university has a provision of annual seed money worth Rs/- 50.00 lacs for research and development activities.

The major research facilities augmented in the last five years include the Advanced Biotechnology Laboratory, Bio-agents Production Laboratory, Critical Care Unit for farm and companion animals, Phyto-nematology Laboratory, Molecular Biology Laboratory, Micro Nutrient Laboratory, Referral Analytical Laboratory for microbial toxins and environmental pollutants/ toxicants, Centre for FMD Sero Monitoring, Centre of Excellence on Basmati Rice, Centre of Sanitary and Phyto-sanitary Certification, Advance Diagnostic Laboratory for Identification of Livestock Disease that enabled focused research in the frontier areas of Science and Technology. The university has also developed modern facilities for pilot plants / incubation units to promote innovation and entrepreneurship.

During 2018-2023, the university developed a Central Instrumentation Facility with high end equipment like an Inductively coupled plasma mass spectrometer, FTIR, Ultra Centrifuge, Fluorescence Microscope, Real Time PCR, Micro Digestion System, Blood Chemistry & Haematology Analyzer, Inverted Microscope, Fermenter, Nanodrop, BSL-IIA Cabinet, ELISA Reader, Gradient PCR, Sonicator, Environmental Chamber, I-Fuge centrifuge *etc* that cost Rs. 910 Lakhs.

The university provides a contingency fund to post-graduate students for pursuing research activities. The university continues to have MoUs with national and international research and academic institutions to support R&D activities. The research scholars can opt for co-supervisors from other universities/ or institutions having MoUs. The newly constructed central library is automated through the software of university libraries (SOUL), which is compliant with international standards for bibliographic formats and circulation protocols. It has 78 computers to assess e- resources with the subscription of over 5817 e-journals and open access journals along with 15067 reference and textbooks for research reference.

The university has a well-established administrative structure to facilitate and monitor research through Research Advisory Committee (RAC), IPR Cell, PME Cell, Extension Council and IQAC. The RAC comprises of experts and eminent researchers to suggest the research programme to be undertaken by the university.

There is a well-defined policy for research at the university, with an overview of the research support available to faculty members to promote research. It encourages collaborative and multidisciplinary, Interdepartmental and/or Interinstitutional research in emerging areas and also motivates faculty members to apply for extramural research funding. The university maintains the highest ethical standards in its plagiarism policy for the submission of the theses, project work and publications. The university research policies are uploaded regularly on the website. Besides, the university has a Testing and Consultancy Policy, an IPR Policy, an Institutional Animal Ethics Committee, an Institutional Biosafety Committee and guidelines for technology transfer and commercialization to support, guide and commercialize the developed products and technologies.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 20.78

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
14.92	11.73	6.03	32.91	38.33

File Description	Document
Sanction letters of seed money to the teachers is mandatory	**View Document**
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**	

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 72.08

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 111

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
E-copies of the award letters of the teachers.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**	

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 72.4

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 551

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 761

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E copies of fellowship award letters (mandatory)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 4457.78

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 1.11

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years**

Response: 171

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The university has developed an ecosystem for the promotion of innovations and the Indian Knowledge System. It provides a conducive environment to address IPR by providing financial and logistical support for the patent filing and the commercialization of developed technologies. Further, the university has signed 54 MOUs with national and international institutes for collaborative research work, sharing of research facilities, academia-industry interaction and student exchange for PG and doctoral research.

The university has established several State of the art laboratories, like the Advanced Biotechnology Laboratory, Bio Control Laboratory, Critical Care Unit for farm and companion animals, Micro-Nutrient Laboratory, Referral Analytical Laboratory for Microbial Toxins and Environmental Pollutants/ Toxicants, and Veterinary Diseases Diagnostic Laboratory. Using these facilities, the university has developed 23 varieties of crops, technologies along with more than 100 area specific recommendations

for agricultural and allied practices. These technologies/ recommendations are transferred to stakeholders following guidelines for technology transfer and commercialization and farmers through university KVKs.

Further, the university has developed modern facilities for pilot plants and incubation units like the Bio Control Centre, Agro-processing Centre, Mushroom Research and Training Centre, Poultry Research and Training Centre, Fisheries Research and Training Centre, Vermi Compost Unit, Centre (s) of Excellence on Biotechnology; Organic Basmati Rice Production; Sugarcane; Maize Training for Empowerment; Mushroom and Mango Processing; Poultry Production and Processing, and Instructional Livestock Farm Complex-II (with goat and pig units) for the training and entrepreneurship development of students and rural youths to enable them to self employment. The students of the university are also undergoing business incubation in the area of bio-control agent production.

The university also focuses on the Indian Knowledge System (IKS) by incorporating various related topics in the course curriculum and research and development of products and processes based on the Indian Knowledge System like, the development of bio control agents, Moringa Rich cookies, osmotic dehydration of cucumber, isolation of functional cassava starch, standardization of herbal clarifying agents for jaggery, traditional storage of food grains, Aonla processing, solar drying of fruit and vegetables and bio-fertilizers.

The university has developed an IPR cell to protect the Intellectual Property Rights of the developed products and technologies. The guidelines for technology transfer and commercialization include providing professional input and a set of skills required for the commercialization of the technologies and IPR issues and providing greater impetus for research and innovation through incentives and benefit sharing.

The ecosystem and other initiatives are reflected in the form of outcomes like commercialization of two herbal based alternative medicine technologies, Brucheck and Anacheck, through Agrinovate, the filing of 09 patent applications and the establishment of 21 business units by rural youths and farmers trained in 67 training and entrepreneurship programmes organized by the university in the areas of mushroom cultivation, bio-control agent production, poultry production, goat production, pig production, dairy product development and food processing. The various lectures by experts and alumni have sensitized the university students on IPR and entrepreneurship development. The lab to field transformation of technologies has significantly impacted the quality and quantity of agriculture produced by the beneficiary farmers.

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years

Response: 600

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)**
3. **Plagiarism check through sofware**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 8

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e-copies of letter of patent grant	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 3.1

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 186

3.4.3.2 *Number of teachers recognized as guides during the last five years*

Response: 60

File Description	Document
PhD Award letters to PhD students.	[View Document](#)
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.4

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 10

3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years

Response: 1540

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 9.14

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 1407

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.6

E-content is developed by teachers :

    1.For e-PG-Pathshala

2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government initiative
6. For institutional LMS

Response: D. Any 2 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Give links to upload document of e-content developed showing the authorship/contribution	[View Document](#)
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 7.33

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 22.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 211.52

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2022-23	2021-22	2020-21	2019-20	2018-19
42.73	57.51	45.86	15.16	50.26

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

The university extension activities focus on neighbourhood community to sensitize the students to social issues and their holistic development. Students participate in all the flagship Government programs like Swachh Bharat Abhiyan, Beti-Bachao Beti-Padhao, Voter Awareness, Environment Day, COVID

Awareness, Vaccination and Hygiene Drive, Meri Mati Mera Desh *etc*. This creates an impact on the students and community as a whole. The university conducts activities on the following issues:

1. ***Addressing Rural Agriculture:*** The students are placed in villages to get exposure of diversified village activities, to learn sustainable livelihood security and life of village communities. During the programme student with farmers were mutually benefited. Farmers are apprised regarding government schemes and improved agricultural practices. Whereas, the students learn about execution, monitoring and evaluation of government schemes and way of their better implementation. Such learner-centred approach based on "learning by doing" and "seeing is believing" develop ability to think and act on their own in building the competence and confidence leading to student's holistic development.

2. ***Addressing Rural Animal Husbandry***: A mobile veterinary clinic carrying advanced diagnostic facilities involving students along with a team of experts to address animal health issues at farmer's doorstep by organizing animal health camps and veterinary awareness is impacting and sensitizing future veterinarian to true field challenges and requirements. The clinic helped in the recovery of 11 out of 40 cows suffering from infertility in a Gaushala and also treated more than 10000 animals at farmer's door step. These approaches have been recognized in an International Conference held at Ludhiana, Punjab.

3. ***Women Empowerment:*** The girl students of the university take active participation in organization of different activities of women empowerment through a Mahila Adhyayan Kendra established to empower and orient rural women to be self-reliance. The center organized 177 activities on physical and mental health counseling, legal rights and freedom of women, health check-ups camps, trainings and skill development sessions where 5195 women participated.

4. ***Well-being of Society:*** The university students participated in various yoga and meditation camps to promote physical, mental, and spiritual health of neighbouring community. On 9th International Yoga Day, the university honored the Hon'ble Chancellor's vision and embarked on an inspiring endeavor to be a part of new world record for maximum number of people doing Yoga in a day (Multiple venues). The adoption of TB patients with recovery of 93 out of 133 adopted patients and organization of blood donation awareness campaign and blood donation camps to sensitize students for their social responsibilities.

5. ***Addressing Society issues:*** The students regularly organize activities like Nukkad Natak and Rallies to motivate neighbouring communities to overcome existing evils and issues like dowry, use of plastics, rabies vaccination *etc*. In recent time, based on the inspiration of the Hon'ble Chancellor's vision to help the unprivileged section of society, the university supported school children by providing books and learning and playing Kits of worth Rs. 7, 50,000 to 300 Anganbadis centers for better care, overall development of children and to improve aganbadi and school admission rate.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 2459

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
580	491	454	452	482

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 189

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

a. Teaching - learning. Viz., classrooms, laboratories

The university has a well-developed, lush green campus of 225 hectares, ensuring adequate availability and optimal utilization of physical infrastructure for teaching-learning activities as per various statutory bodies. The university has a total **101** number of laboratories including **08** central instrumentation laboratories, **11** advanced research laboratories, and other teaching-learning facilities like field laboratories, 05 research units, a Veterinary Polyclinic, an agro-processing center, food processing unit, bakery unit, workshop, museums, agro metro observatory and Mahila Adhyan Kendra.

The university has **57** classrooms, equipped with Wi-Fi and ICT-enabled facilities. There are **23** seminar halls, **02** examination halls, **04** auditoriums, and a central library supported by a 24x7 continuous power supply through a dedicated 33/11 KVA substation, diesel generator, and solar power plant. The university has 13 boy's hostels, 04 girl's hostels, 01 international hostel, 02 guest houses, 603 numbers of staff quarters, one dedicated to the Hon'ble Vice-Chancellor and a dispensary with 24-hour ambulance services, a branch of the State Bank of India and HDFC bank with an ATM and cash deposit machine, a central canteen, an NCC firing range of 0.32 mm, and some basic shops.

b. *ICT enabled facilities such as smart classes, LMS etc.*

The entire campus is Wi-Fi enabled with 24x7 internet facilities along with its own IT cell and 03 other computer laboratories. The university has 24 number ICT-enabled classrooms, 40 of camera-enabled classrooms for better monitoring, and one virtual "AGRI-DIKSHA" linked with the National Agriculture Education Portal. The university has implemented a web-enabled "Academic Management System" (AMS) for various academic activities. The university also procured Google Education Packages such as the Google G-suit and the zoom platform. Some teachers also use other online platforms, like MOODLE, Blast 12 Go software and EX PHARM. Besides all these, our faculty members regularly use Google Apps, like Google Classroom/Meet, Google Slides, Google Docs, Google

Sheets, and Google Forms, for their academic purposes. The university hosted a website, https://sites.google.com/view/covasmeerut as a repository for lecture notes for veterinary students. The university conducts thesis viva voce online as and when required and regularly uses Urkund software for plagiarism checks.

C. *Facilities for cultural and sports activities, yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.*

The university is dedicated to providing students with top-notch facilities for cultural activities, sports, NCC, and NSS. It boasts a sports and games field spanning 56,260 sq. metres, which includes a stadium with an 800-metre track, as well as facilities for volleyball, basketball, kabaddi, table tennis, kho-kho, gymnasium, badminton, indoor games, and sports equipment. The hostels also offer both indoor and outdoor sports facilities. The university centrally organizes cultural events and convocations at Gandhi Hall. In addition, it hosts an annual mega-event, "ABHIVYAKTI," on its foundation day, along with inter-faculty and inter-faculty competitions, national and international day celebrations, zonal and inter-zonal competitions, national youth festivals, and the All India Agricultural University Sports & Games Meet. The university also has two platoon NCC units attached to the 70 UP battalion at NCC Meerut Cantonment, namely 1PL 1/70 UP COY and 1PL 2/70 UP COY, and a fully functioning NSS unit.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 41.68

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1907.19	752.95	2039.55	672.78	940.00

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The operation of the university library has been automated with the help of the second version of the software for university libraries (SOUL), which has been designed and developed by INFLIBNET. This software is compliant with international standards for bibliographic formats and circulation protocols. SOUL is designed to work with the latest versions of MS-SQL and MySQL. SOUL 2.0 complies with MARC 21 bibliographic format, Unicode-based Universal Character Sets for multilingual bibliographic records, and NCIP 2.0 and SIP 2-based protocols for RFID, electronic surveillance, and control. SOUL 2.0 comprises the following modules: Acquisition, Catalog, Circulation, Serial Control, and OPAC.

The library is under CCTV surveillance. The implementation of RFID technology in the library is expected to be completed very soon. A total of 78 computers have been provided for OPAC separately for library users to access e-resources like the consortium for e-Resources in Agriculture (https://jgateplus.com/search/login/), IndiastatAgri (https://www.indiastatagri.com/), e-courses developed by the Indian Council of Agriculture Research, New Delhi, through the National Agriculture Education Portal(https://ecourses.icar.gov.in/) and university itself, and e-Journals and CAB, AGRIS, AGRICOLA, BIOTECHNOLOGY Abstracts, and Vet CD ROM Databases. Our university has signed a MoU with "Krishikosh" (https://krishikosh.egranth.ac.in/) to upload Masters and PhD theses into the repository. Two photocopiers have also been provided to library users.

The university Central Library building, G+1 type, is constructed in a 5179.85 sq. metre area and E-connectivity facilitates design automation and CAM processing. The library has a total book/periodic store capacity of more than 01 Lakh books and a seating capacity of more than 550 students. The Central Library has a total of 15067 Textbooks, and 991 books were gifted/ donated to the Library by different noble persons. The books belong to almost all disciplines of Agriculture and Allied Sciences, Veterinary and Animal Sciences, Biotechnology, Fisheries Sciences, Food-Processing, Dairy Technology Basic

Science, Agricultural Engineering, Horticulture, Fundamentals of Computer, Extension, Basic Mathematics, Social Sciences, Communication Skills etc. The library also has 1337 National & International Journals issues; 1286 Journals have been gifted or donated to the library by different noble persons. The library also has a total of 19 issues of magazines subscribed (English & Hindi) on a monthly and weekly basis i.e. India Today, The Week, Frontline, C.R.C., PartiyogitaDarpan, Kuruchatra, Yojna, Vanita, Reder Digest, Ghrashobha, Science Reporter, Biospectrum, Outlook, Sarita, Kirshimangal, Health, Kadembni, VigyanPragati, News Letters, Annual Reports etc., and 13 issues of newspapers subscribed (English & Hindi) daily or weekly. A total number of 1395 hard copies of the thesis of PG &Ph.D. are available in the Library.The central library building is also fully air-conditionedwith a complete power backup and an accessible Wi-Fi facility. The student physical footfall in the library is 395 per day.

File Description	Document
Upload any additional information	[View Document](#)
Provide the Paste link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.24

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
31.46467	1.33016	2.4561	0.44726	0.41128

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The university updates its Information Technology infrastructure from time to time in order to cater needs of teaching-learning. Realizing the importance of IT services, the university took the initiative way back and established network infrastructure in the academic complex, hostels, and other offices of the university. Over the last five years, not only active users of the network facilities have increased by many folds but also web-based applications, firewall, software, smart classrooms, computers, tablets, etc. For un-interrupted operation of the facility, the university has recently procured a separate OFC-based dedicated leased line with 200 Mbps in addition to the existing 1 Gbps link broadband. Now, the university has about 2500 network connections covering more than 20 buildings across the campus. Every faculty member has been given internet access, and all the hostels are well connected to the internet through Wi-Fi.

Progression in IT facilities in last five years

Quantity in Numbers (Cumulative)					
Session	Computers	Laptops	Software	Interactive Panels	Tablets
2018-19	12	02	01	00	00
2019-20	31	05	02	12	00
2020-21	43	10	05	13	00
2021-22	65	11	06	13	500
2022-23	75	15	07	24	831

The university has fully updated its IT infrastructure with the following facilities-

- **Bandwidth**- OFC-based dedicated leased line with 200 Mbps and 1 Gbps link available.
- **Smart Classes**- 24 Smart classrooms are there in different colleges with modern ICT tools.
- **Computer Labs**- One computer lab has been established in each of the colleges. The Practical Classes of IT-related courses are conducted in labs. During working hours students can access the labs.
- **Academic Management System-** AMS is an online portal that enables one to carry out all the academic activities like registration of students, fee submission, course allotment, grade report submission, and declaration of results. It is fully adopted and functional at the university.
- **Learning Management System**- The university is using Agri-DIKSHA portal as LMS. Lectures are being recorded, edited, and uploaded on the national portal.
- **Media Production Center** State of the Art Media Production Center was established for recording, editing, and mixing the lectures, having a high-end Camera, DROBO, editing software, VC unit, etc. More than 200 lectures have been recorded and edited in the Media Production Centre. These lectures are available on the YouTube Channel of the university.
- **Online Complaint Portal** for the students- An online complaint portal for students to register their documents related to complaints like issuance of mark sheets, degrees, certificates, etc.
- **Manav Sampada Portal-** Manav Sampada Portal is an application tool for personnel management activities like monitoring, planning, posting, promotion, and transfer maintenance of service history. It's a UP Govt. initiative, and all the desired information related to the human resources of the university is updated on the portal
- **Digilocker** : The university has published students' academic awards on Digilocker.
- **Purchase and payments**- The university has implemented 100% purchase through GeM Portal and payments in online mode.
- **Biometric attendance system**: The university has a full full-fledged digital attendance system. Staffs get a salary based on biometric attendance only.
- **Website**- The university has an attractive and informative website with the latest technologies.
- All the officers, staff, and students have email IDs on the website domain.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 2.04

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 962

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	[View Document](#)
Purchased Bills/Copies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has the following Facilities for e-content development and other resource development

    1. **Audio visual center, mixing equipment, editing facilities and Media Studio**
    2. **Lecture Capturing System(LCS)**
    3. **Central Instrumentation Centre**
    4. **Animal House**
    5. **Museum**
    6. **Business Lab**
    7. **Research/statistical database**
    8. **Moot court**
    9. **Theatre**
    10. **Art Gallery**
    11. **Any other facility to support research**

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	[View Document](#)
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 57.37

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
1981.44	1281.98	2108.4	1595.01	1722.63

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The university has well-established systems and procedures for maintaining and utilizing its physical, academic, and support facilities. These facilities include a laboratory, library, sports complex, computers,

and classrooms. A separate construction and maintenance wing has been set up to ensure the campus is well-maintained and developed. This wing regularly maintains the university's infrastructure and campus development as and when needed, based on available funds from the ICAR Development Grant and university resources.

The university's construction and maintenance wing comprises four major sections: civil, electrical, water supply, and housekeeping, operated by the respective Officers in charge nominated by the Hon'ble Vice-Chancellor. The Officer- In charge of the concerned sections is responsible for ensuring effective utilization and maintenance of the existing infrastructure facilities like college buildings, hostels, laboratories, directorates, and different units of the university. The work priorities adopted by the construction/ maintenance wing ensure the completion of the most critical work in a timely and cost-effective manner. The Officer In- charge of different sections also ensures that clear procedures are in place as per the infrastructure and maintenance policy. (Infrastructure Maintenance Policy) .

- The construction/maintenance wing collects the requisition of work to be done by different departments/offices and prepares proposals for infrastructure development on the campus as per the requirements and advice of the Hon'ble Vice Chancellor and funded projects from ICAR, the State Government, and other Government projects. The proposals are routed through the concerned Heads of Departments/Deans/Directors of Experimental Stations and Director of Extension. All requisitions are undertaken for completion after obtaining administrative and financial approval from the competent authority of the university. The government-nominated executing agencies issue the technical sanction for the awarded work in the form of deposit money. The nominated agency controls the administrative, financial, and technical issues. The construction/maintenance wing monitors the quality of work and its timely completion.
- The electrical wing is responsible for the uninterrupted power supply and maintenance of equipment like generator sets, general lighting, power distribution systems, solar panels, etc.
- The Officer in charge of the water supply undertakes maintenance of water supply, sewage, and drainage.
- The housekeeping wing is a team of members responsible for monitoring the cleanliness of the buildings, classrooms, labs, campus, sports facilities, staff lounge, student amenity areas, hostel buildings, etc.
- The estate section maintains the records pertaining to the university's building. It deals with the various processes for space allocation at the university campus, including allotment of the university accommodation as per requirement (House allotment policy).
- The transport section also monitors and maintains transport facilities and all university vehicles.
- The Officer in charge of Landscaping deals with the green initiatives and maintenance of the university gardens, parks, sports grounds/fields, and lawns. A central facility for the sport has a well-maintained gym with modern fitness equipment, a 1600-meter running track, table tennis, and badminton court, etc., which are also maintained by this wing.
- The services of plumbers, electricians, carpenters, and other professionals are available 24/7.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 74.74

5.1.1.1 *Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
1519	1581	977	843	751

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	[View Document](#)
Upload Sanction letter of scholarship and free ships (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The university prioritized student's success through a comprehensive support system that extended far beyond academics. The career guidance is the cornerstone of the university's support system that is also functional in the university. Specialized counselling services are being offered to assist students in navigating career paths across a wide range of fields as given below.

Advisement and Mentoring: The advisors are assigned to all the university students on the first day of their registration to guide not only for their studies but also for their career paths aligned with their interests, strengths, and aspirations. Deans, faculty members and advisors conduct regular monthly meetings with students to assess progress, address issues, if any, and provide necessary support and guidance for academic and career development.

Industry and Academia Interactions: The university facilitates interactions between students and eminent scientists from various domains. These interactions are in the form of guest lectures, seminars, workshops, and conferences. Benefits of such interactions include inspiration, motivation, knowledge exchange, networking opportunities, and career guidance. The industry professionals and alumni have delivered guest lectures and interacted with students to provide valuable insights into different career paths and industry trends.

Competitive Exam Guidance: The university faculty members assist students in preparing for competitive exams by providing study materials, organizing mock tests, problem solving and offering strategies for exam preparation and time management. The university expanded its career counselling services by increasing the number of counsellors and establishing dedicated counselling centre on campus, conducting personality development programmes.

Online Career Assessments: An online career assessment tools and personality tests has been introduced to help students identify their strengths, weaknesses, and interests, thus guiding them towards suitable career choices. The e-counselling platforms and mobile applications have been implemented to provide students with easy access to counselling services, even outside regular office hours.

Workshops and Seminars: Regular workshops and seminars on career planning, resume writing, interview skills, and job search strategies have been organized to educate students about various career options and enhance their employability skills. Establishing alumni mentoring programs where experienced graduates mentor current students, offering career advice, networking opportunities, and industry insights also a regular practice.

Internship and Placement Support: Strengthening ties with industries and organizations to facilitate internship and placement opportunities for students, along with providing guidance and support throughout the application process.

These comprehensive initiatives aim to empower students with the necessary resources, guidance, and support to make informed career decisions, excel in competitive exams, and transition successfully from academia to the professional world. This dedication is evident in the university's outstanding student outcomes and vibrant campus life. Over 43.82 % of graduates secured employment, 50 % students pursued higher education, and a remarkable 26.15 % of the university's students achieved success in various competitive exams. Furthermore, the university boasts of achievements beyond academics, evidenced by the 92 awards its students received in sports and cultural activities.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 44.29

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
153	99	69	91	77

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 50.52

5.2.2.1 **Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
202	125	119	109	73

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 26.33

5.2.3.1 *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Response: 456

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 52

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	07	03	19	02

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The student's Sports and Cultural Council exists in the University that promote and encourage sportsmanship, cultural, fine arts and literary activities regularly among students of the University. The Vice-Chancellor of the University happens to be the Chief Patron and Dean Students Welfare as Chairman of the Sports Council, and students are members of the council. The council conducts meetings time to time to take decisions related to sport's activities and organizes sports meet for which the decisions are being taken by the students. The sports activities include annual inter-collegiate sports competition events like Badminton, Table Tennis, Kabaddi, Kho-Kho, Basket Ball, Athletics, Volleyball etc. Each college conducts and monitors different sports activities for the selection of the students for inter-collegiate sports competitions. The University has also appointed a sports teacher for the guidance of students. The faculty members also provide sports related guidance to the students. The student members include best athlete students from previous year competitions who help in motivating and encouraging other students' participation. The council also takes care of sports related grievance of the students. As a part of the sports council, the annual games and sports meet of the university is organized annually, through which the selection of the university sports team is done to participate in All India Inter Agriculture Games and Sports Meet. The event is being organized every year by different Agricultural Universities with the financial assistance of Indian Council of Agricultural Research (ICAR), New Delhi.

The student cultural council has been established in the university to explore the students' talent in literary, fine arts, theatre and cultural activities. The council has Dean of Student Welfare, Registrar as Patron and students as members. The Cultural Council organizes several cultural, fine arts as well as literary activities in the university. The cultural activities include an annual inter-collegiate cultural competition with events like Debate, Extempore, Elocution, Quiz, Rangoli, Poster making, On Spot Painting, Cartoon Making, Clay Modeling, Solo Dance, Group Dance, Solo Song, Group Song, Skit, Mime, One Act Play and Mono Act. The annual major events organized by the council include university

Foundation Day, Gandhi Jayanti, Lal Bahadur Shastri Jayanti, Sardar Patel Jayanti, Deekshotsav, Baba Saheb Bhim Rao Ambedkar Jayanti where students take active participation in organization of programme. The cultural council also organizes International Mother Language Day, Orientation Programme, Agricultural Education Day, Swachh Bharat Abhiyaan, Ravidas Jayanti and several other social welfare events with the initiative of students. The cultural council motivates students to participate in inter-university, state and national level competitions where a large number of students have participated and won awards in different events. The university has a big hall with seating capacity of 1000 persons in which all the major cultural events are organized. Every College has its own Auditorium where college level programs are organized time to time. The university also organizes sports and cultural events in competitive mode among teams of different colleges.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

   1. Sports competitions/events
   2. Cultural competitions/events
   3. Technical fest/Academic fest
   4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 5.6

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
5.6	00	00	00	00

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The University has an Alumni Associations which is registered and functional contributing significantly towards financial and academic support. At its core, the association aims to create a vibrant platform for its members, allowing them to connect not only with each other but also with key stakeholders such as the Vice-Chancellor, Deans, Faculty members and students of the university. The primary mission of the Alumni Association is to facilitate the seamless exchange of knowledge and expertise among its members, fostering mutual growth and benefit for both the alumni community and the university as a whole. Moreover, the association is deeply committed to promoting a wide array of intellectual, academic and cultural activities, alongside sports, games and educational programs. It also dedicates efforts towards enhancing the existing infrastructure of the University and actively engaging in various social service initiatives that benefit not just its members but also the broader university community and society at large.

Academic Support: The Alumni Association takes great pride in organizing and hosting academic gatherings such as conferences, workshops, seminars, symposia, and lectures featuring esteemed personalities from diverse fields. These events serve as invaluable platforms not only for pass-out students but also for students and faculty members, covering a diverse range of contemporary subjects and topics that are both interesting and relevant. The alumni of the university working in India and abroad help and support to promote not only Start UP culture among university students but also external help for higher studies and employment in India and abroad.

Financial Support: The Alumni of the university has launched prestigious Alumni-Sponsored Gold Medals, namely the Thakur Shish Pal Singh Memorial Gold Medal and the Professor Samsher Gold Medal, honouring students who obtain highest Overall Grade Point in undergraduate courses of Agriculture Engineering and Post-Harvest Technology, respectively. The university alumni's have provided financial support for the National and International Symposiums/ Seminars/ Workshops being

organized by the university.

Holistic Development: In addition to its academic and cultural pursuits, the Alumni Association is deeply committed to supporting the holistic development of present students through initiatives such as career counselling, medical check-up camps, and similar programs. It also aims to create a permanent Corpus Fund that would provide essential financial assistance to its members and current students for medical treatments and other essential needs. The student's magazine 'Yuva Abhivyakti' also highlights success stories and messages from alumni that help in motivating students for higher pursuits in their career.

Future Support: The association has amassed a Corpus Fund totalling Rs. 3.16 lakhs, which will be strategically utilized for future development projects that will benefit both students and the university as a whole. In essence, the university's Alumni Association is deeply committed to nurturing a thriving network of alumni engagement, fostering academic excellence, and making meaningful contributions to the overall growth and welfare of the university community.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The university governance and leadership are following the vision and mission of the university and effective leadership is reflected in various institutional practices such as NEP implementation, de-centralization, etc.

Honorable Chancellor is the apex authority of the university who guides and monitors all academic and operational decisions based on the Act and Statutes of the University. Uttar Pradesh is the first state in India in which the Academic and Administrative audit of the university is personally guided and monitoredby the Honorable Chancellorthrough visits, presentations, and the submission of online monthly reports in 120 formats related to academic, financial and personal progress.

The Vice-Chancellor is the Chairman of the Board of Managementand Academic Council. The policy decisions regarding academics, finance and administration are taken by the concerned authorities and bodies of the university, such as the Board of Management, Academic Council, Finance Committee, Post GraduateFaculty, Board of Faculty, the Research Advisory Committee, and Extension Council, and are implemented by the Vice-Chancellor and other administrative functionaries, including the Registrar, Comptroller, Deans and Directors of the university.

The university has implemented NEP 2020, under which the Choice Based Credit System, Multidisciplinary Elective Courses,Value Added Courses, Experiential Learning Programmes and Industrial Attachments are in practice to enhance the skill and entrepreneurial ability of students.

The university is continuously working on resource generation for self-sustainability, viz., enhancement of farm income, cost cutting measures, consultancy services, innovative agri-technologies and the introduction of new academic programmes.

The university has various constituent colleges and each college has several departments. The administrative and academic responsibilities have been decentralized for effective educational, research and extension development. The university has a mechanism for delegating powers from the top level of management to the lower level of management and providing operational autonomy and flexibility to all functionaries to work towards a decentralized governance system. Casual leave sanctioning power is delegated to Head of the Departments/ Deans and earned leave up to 30 days to the Director Administration and above 30 days by the Vice-Chancellor. The HODs, Deans/ Directors and Comptroller are assigned the financial sanctioning power of Rs. 10000, 20000 and 30000, respectively.

The culture of participative management is promoted at the university. The faculty members participate

in governance and academic decisions by various positions of administration and management such as the Registrar, Deans and Directors of the university. The student representatives are members of key statutory bodies and as class representatives they provide the opinion of students regarding the academic and administrative processes of the university. The university students, alumni and parents are also included in various committees such as IQAC, anti-ragging committee, the sports council, cultural committees, hostel food committees, etc. The purpose of this is to provide the students with an opportunity to develop leadership skills.

The university has formulated and implemented short/longterm institutional perspective plans for sustainable institutional growth and development. Ten-year vision document for the university has been prepared by seeking suggestions and feedback fromall the concerned stakeholders, including public representatives and the local community.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The institutional perspective plan is effectively deployed and the function of the institutional bodies are effective and efficient.

The university has effectively deployed a strategic plan towards sustainable growth,better visibility, greater transparency and satisfaction of the stakeholders and the implementation of NEP 2020. The university has also implemented 21 policies on administration, academics, finance, research, staff welfare, etc. Curriculum development and reforms have been the domain of major focus. Syllabi's revision is based on the requirements of employability in the industry. The faculty members ensure the achievement of course objectives through interactive teaching sessions. The students are attached toindustries and other institutions under the student's READY programme.

Students also participate in academic activities, like academic exhibitions, farmer's fairs, services in the veterinary clinical complexes, seminars, webinars, workshops, conferences, field training, etc., with a vision of being rooted in national consciousness and fostering national pride. The university has successfully enabled the implementation of NEP 2020 and the simultaneous upgrade of course structure to matchglobal standards of employability criterion. With the aim of complete digitalization, the university has developed an e-learning portal: a Learning Management System (LMS) through which all

teaching resources are made available to our students. The university also boastselectronic access to library resources via e-Library. There is complete digitalization of admission procedures, evaluation, and grievance redressal.

The Honorable Chancellor is the highest authority of the university and other institutional bodiesincluding the Board of Management (BOM), Academic Council (AC), Finance Committee, Post Graduate Faculty (PG Faculty), the Board of Faculty, Internal Quality Assurance Cell, Prioritization, Monitoring and Evaluation (PME) Cell, Intellectual Property Rights and university Technology Management Unit etc. are effective and efficient due to the valuable guidance of the Honorable Chancellor, and monthly monitoring of academic and financial progress through 120 formats.

The institutional bodies play a critical role in ensuring effective management of the university. The Academic Council is responsible for ensuring high academic standards, which entails the development, review, and implementation of new or continuing curricula. The office of the Registrar and Personnel Section archives all university records pertaining to admissions and appointments, respectively and together with the Comptroller Office, that ensures transparency in all financial matters. The Disciplinary Committee and Dean of Students Welfare ensure the maintenance of discipline on Campus. The IQAC is responsible for all internal audits. The examination cell ensures the smooth organization of all examinations and the evaluation of answer scripts within the prescribed duration. The Internal Complaint Committee and the Student Grievance and Redressal Cell/ University Disciplinary Committee resolves all complaints received through offline or online.

For good governance and steady growth of the university, The administrative setup is well defined and depicted in the Organogram. The university strictly follows appointment protocol as per orders issued by the Honorable Chancellor and service rules as per the Act and Statutes and Government orders. Honorable Chancellor issued the orders to make the selection processtransparent and fair. As a result, no court case has been filed against the appointments.

File Description	Document
Strategic Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The university has adopted a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff.

The university has a well-defined Annual Assessment Report (AAR) and Annual Confidential Report (ACR) for teaching and non-teaching staff, respectively. Each faculty member of the university is assessedbased on the various indicators in teaching, research, extension and administration. Each faculty member is required to submit an AAR annually based on the three broad parameters: Teaching, Research, Extension and Administrative Support.The annual increment is awarded to the teaching and non-teaching staff based on AAR and ACR, respectively.

In the university regular promotions of the teaching fraternity are based on the Career Advancement Scheme as per the regulations of UGC/VCI/ICAR/AICTE and endorsedby the Government of Uttar Pradesh. The university ensures timely promotions of eligible teachers as per the rule. The university has completed all the processes of faculty promotions well in time as per norms and no due promotion case under CAS is pending as of date. Apart from CAS, the university has several provisions for faculty development which includes study leave for higher studies; grant for attending national/ international conferences, need based financial support for research, and organizing national & international seminars/ workshops/ conferences/ orientation and refresher courses, etc. This opens new avenues for growth and career enhancement. The university follows the Assured Career Progression policy of the state

government for the promotion of non-teaching staff. The class four employees, based on of seniority and performance are promoted to class three.

The university has several effective welfare measures for teaching and non-teaching staff such as:

- **Staff Welfare Fund:** A corpus fund has been created under the aegis of the university to facilitate the university employee as per need.
- **Compensatory appointment:** In case of casualty of teaching or non-teaching employees, compensatoryregular appointment is done to the ward of the employee.
- **The university employee's wards reservation:** Ten percent seats are reserved for the wards of university employees in admissions in the university.
- Group Insurance
- Maternity & Child-care Leave to the women employees
- Old as well as New Pension Schemes as per the government orders
- General Provident Fund scheme
- Conveyance allowance to non-teaching staff working at Farm
- Medical facility along with free medicine to the employees and students through the university Hospital
- Staff Club for family functions,
- Guest Houses
- Gymnasium for faculty and staff etc.
- An ambulance for medical emergency is available 24/7 at the university hospital.
- The university offers to its employee's immediate-withdrawal facility from their Provident Fund, and loans against PF.
- **Residences:** In the university campus, enough residences are available for both teaching and non-teaching staffs with around the clock security arrangement.

This shows the commitment of the university to supporting staff and promoting their professional growth to attract and retain high-quality staff. As a result, the university can maintain a highly skilled and motivated workforce, which is essential for achieving its mission and goals.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 30.99

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
45	19	54	50	61

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 40.73

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
43	53	100	60	45

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
E-copy of the certificates of the program attended by teachers.	**View Document**
Annual reports highlighting the programmes undertaken by the teachers	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The university adopted strategies for the mobilization of funds and optimal utilization of resources for sustainable growth and development. The Finance Committee is liable to develop plans and strategies for mobilizing resources and ensuring transparency in financial management.

The main sources of funds in the university are the State Government Contingency and Infrastructure Development Grant, the Indian Council of Agricultural Research Developmental Grant to strengthen teaching, research and extension activities, library strengthening, externally funded projects, farm income and infrastructure leasing charges.

The university has adopted strategies for mobilization of funds such as getting research projects from various funding agencies to strengthen the infrastructure and developmental activities for research and teaching. The faculty members of the university are continuously encouraged to apply for and get grants for research projects and technology development from the Central/ State governments such as the Indian Council of Agricultural Research, the Department of Biotechnology, the Department of Science and Technology, UP Council of Agricultural Research, UP Council of Science and Technology, Rastriya Krishi Vikas Yojana and private funding agencies. As a result, every year faculty members get financial assistance from the external funding agencies. In addition to this, efforts have also been made by the university administration to enhance revenue generation through university farms and various units, and to get sponsorship for organizing farmer's fairs, trainings, seminars/conferences, etc.

The university also provides several public utility facilities to the students and staffs by providing buildings and space on lease to the SBI & HDFC Banks and their ATMs, Parag Milk Parlour, Stationary Shops, and Canteen etc., for revenue generation.

Channelizing its resources, the university has established Agri-business Innovation and Incubation Centre, which aims to create a network that brings together its students and young, ambitious entrepreneurs for nurturing creative start-ups. The university is also constantly working towards ecological sustainability on campus, university has used its funds to provide solar power panels on the roofs of buildings. These solar power panels have been installed by Renew Power.

The fund management is under the control of the Vice-chancellor and Comptroller. The university prudently follows the Financial Hand Book to ensure the proper expenditure of funds as per the financial rules. There is strict adherence to the government's GeM & E-Tender norms when purchasing goods and services. The funds received by the university from the sources are judiciously used for research, academic, administrative and infrastructure development and maintenance.

The university keeps its expenditures in check, by implementing cost-saving measures such as solar panel deployment and the use of LEDs, thereby reducing electricity expenditure approximately by 30%. The number of bank accounts at the university was reduced from 18 to 8 and all accounts were converted into Flexi Fixed Deposits (FDs) and money earned thus has been invested in FDs to earn higher interest rates following appropriate channels. The university saves money by reducing and keeping the optimal number of security staff with the use of a CCTV camera monitoring system and by reducing manpower for offices, departments, farms and research units.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 3757.5

6.4.2.1 **Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in *Lakhs*)**

2022-23	2021-22	2020-21	2019-20	2018-19
330	270.01	1862.69	474.28	820.52

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	[View Document](#)
Annual audited statements of accounts highlighting the grants received.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The university conducts internal and external audits at the end of every financial year and complies with all the financial rules laid down by the Uttar Pradesh Government about internal and external financial audits in this regard.

The unique part is that the financial monitoring/audit of the university was done by the Honorable Chancellor and Governor of Uttar Pradesh. As per the guidance of the Honorable Chancellor, the number of bank accounts at the university has been drastically reduced from 18 to 8 and the university has benefitted from taking higher interest rates i.e. > 7.0 % in place of only 2.5 %. The Honorable Chancellor is also conducting monthly audit of the university through financial audit formats included in 120 formats submitted to the Honorable Chancellor's office to get a better grasp on the financial matters.

The internal audit is done through the Chartered Accountant Firm as the Local audit of the university by the Local Audit Department has been closed vide Govt. Order No. 02/2019/Audit-2-1053/10-2019-355 (5)/2018 Dated 01.10.2019. Further, all account procedures are transparent. Pre-audit of all the bills before payments is done by the Comptroller's office. All vouchers are properly scrutinized before payments are made.

At the university all payments are made through only online transactions, no payment is made through cheques. In case of expenses incurred under different heads, they are thoroughly checked by the process of verification of bills and vouchers. A comptroller is appointed by the state government and has complete office with Account Officers, Accountants, Assistant Accountants and other functionaries.

The state government performs an annual external audit of all accounts of the university through the

auditors sent from the Audit Department. The external audit of the university is also conducted every financial year by an auditing team of the Auditor General of Uttar Pradesh and the audit report is provided by the auditing team to the university. The external audit of the university has been completed up to the financial year 2021-22.

The university follows government GeM & E-tendering norms in purchasing goods and services. All Indenters/ Heads of the Department are buyers with limited rights and can exercise the power only after seeking step-by-step approvals from the Registrar/Deans/Directors/, Comptroller and Vice-Chancellor. For every major purchase, the purchasing is done through the university purchase committee/ technical committee.

All audit objections are judiciously dealt by the Comptroller. The university has a healthy mechanism to comply with the auditors' findings. After receiving the audit report from the Audit Department, the concerned Department/Unit is informed by the Comptroller to submit the audit compliance report along with supporting documents within the stipulated time frame. After a thorough evaluation of the facts in the submitted compliance report by the concerned, the corrective measures are implemented, if deemed fit. The compiled compliance audit report on the objections raised by auditors is submitted by the Comptroller to the Auditor General.

Finally, the uuniversity undertakes internal and external audits so as to ensure transparency and responsibility in its work.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500

words

Response:

In the university, the Internal Quality Assurance Cell/Internal Quality Assurance System has significantly contributed to institutionalizing the quality assurance strategies and processes, by constantly reviewing theteaching-learning process, structures & methodologies of operations, and learning outcomes, at periodic intervals.

The IQAC is working as a self-regulated entity which aims at continuous improvement in the quality of education and achieving academic excellence. The Vice-Chancellor is the Chairman of IQAC with representatives from the Board of Management of the university, other university officials, students and alumni, and experts from various fields. A total of five meetings of IQAC are held to discuss progress, achievements, new initiatives required to be taken, and other related issues. In addition to IQAC meetings, the university NAAC committee along with the Vice-Chancellor participated in NAAC manthan, Shiksha manthan, interaction sessions for accreditation headed by Honorable Chancellor at Lucknow, Kanpur, Pusa, Bengaluru etc. Vice-Chancellor also reviewed NAAC progress through 48 meetings at university.The recommendations of the IQAC meetings to achieve quality benchmarksare as follows:

- Twenty-six PG&PhD programmes have been revised to meet the needs of students and the industry.
- The NEP-2020 has been implemented.
- The students, faculty, employers, alumni and stakeholders have been introduced to a structured feedback system know how the appraisal academic performance and quality improvement in the future.
- The teaching-learning process has been strengthened by increasing the number of ICT-enabled classrooms and WiFi campus.
- A total of 44 MoUs have been signed with Institutes of repute and 03 collaborative research projects have been submitted.
- Digitization of PG and PhD theses has been done.
- The provision of co-chairman from other Institutes in PG and PhD thesis has been implemented for increasing collaboration and improvement in the quality.
- 21 policies were developed and implemented to streamline academic and administrative activities.
- **Staff Welfare Fund** has been introduced through which employees can avail themselves to need based financial assistance instantly.

The academic audit is monitored monthly at the highest level by the Honorable Chancellor. The Honorable Chancellor has presided over five meetings at Raj Bhavan and two online meetingsto assess the presentation of NAAC accreditation and offer suggestions/ guidance to improve the SSR draft.

The review of teaching-learning processes is also done at Deans and HODs level through the performance of students in the examinations, feedback from students and random class visits. The classroom teaching is also monitored on regular basis by the Vice-Chancellor through CCTV cameras installed in each classroom or personal visit to the classrooms, sometimes, the Vice-Chancellor offers suggestions/ guidence for performing good teaching in the classroom and appreciates good teaching in the classroom during his visits.

The IQAS systems such as the Recruitment Cell, Examination Cell, Admission Cell, PrioritizationMonitoring and Evaluation Cell, IPR Cell, Academic Council, Post Graduate Faculty, Board of Faculty, Research Advisory Committee and Extension Council also existed since the inception of the university. These systems were continuously monitored and initiatives were taken for quality assurance strategies in teaching, research, extension and administration.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

The university has made several incremental improvements concerning quality for the preceding five years.

Academic improvement:

- The 05 Undergraduate, 19 Masters and 16 Doctoral Programmes have been introduced and updated existing ones considering the needs of the job market since 2018.
- Total student intake and female student representation have increased from 385 to 742 and 17.62 % to 28.08%, respectively. The university students have qualified for various competitive examinations like JRF, SRF and GATE conducted by the national premier institutions for higher education and got admission to IITs, IARI, CAUs and SAUs. Students are placed across the country and globe in various public and private institutions.
- The teaching-learning process has been improved due to the upgradation of classrooms with new features such as ICT-enabled smart boards and projectors.
- CCTV Cameras in the classroom have been installed for monitoring teaching by the Vice-

Chancellor in order to improve quality.
- Three new computer laboratories have been established.
- Online course material/Blended Learning Programmes and E-contents have been developed and uploaded on the Learning Management System on the university website.
- A Central Instrumentation Facility has been established to promote high quality research and ensure the optimum use of research equipments.

E-governance:

- An E-governance is regularly enhanced at the university to bring transparency and efficiency.
- An Academic Management System has been implemented for online admission, registration, fee submission, examination and results without physically visiting the university offices.
- Student grievances, applications for answer book viewing, provisional certificates, duplicate mark sheets, degrees, transcripts, scrutiny and challenge evaluations are handled online.
- A recruitment portal has been developed to invite online applications for various posts.

Infrastructure Development:

- The College of Horticulture, College of Technology, College of Post-Harvest Technology and seven new KVKs have been established with all the buildings, laboratories and other facilities.
- A state-of-the-art centrally air-conditioned library building with modern facilities has been started. The library operation has also been automated through the SOUL software from INFLIBNET.
- Ph.D. thesis theses are being uploaded on Shodhganga. Implementation of Plagiarism check through DrillBit software.
- Solar panels of one Megawatt capacity have been installed resulting in saving of 30% electricity expenditure.
- The Gymnasium and other sports facilities have been strengthened.
- Rainwater harvesting units have been developed on the premises of each building which has stopped the decrement in ground water level.

Finance:

- Financial powers to the Registrar, Directors/ Deans/HoDs/OICs and Controller of Examination etc. have been given for the smooth functioning of teaching, research and extension activities.
- Bank accounts of the university were reduced from 18 to 8.
- The compliance report of audit paras has been submitted.

Appointments:

- The university has implemented the orders of Raj Bhavan in the appointments process for transparency in the selection process of teaching posts.
- A recruitment process has been initiated to fill up vacant teaching and non-teaching positions. The Director of Extension and 53 SMS positions have also been filled.

Awards and recognition:

- Awards and recognition for both teachers and students have been started.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Yes, the institution has initiated gender audit and measures for the promotion of gender equity. Women and girls of the university are provided an atmosphere where they can realize freedom and full security. The university provides equal opportunity to girls & boys for participation in education, sports, youth festival/cultural activities and expressing their thoughts and views in university magazine.

Gender audit Report: The university conducted gender audit in 2022-23. The percentage of females amongst faculty, non teaching staff as well as students was calculated for the last few years. To get feedback from the students on issues related to gender equity, equal opportunities and facilities in the university, google forms were circulated and data analysed to compile the gender audit report.

Gender sensitization

The university promotes gender-sensitization. The students are sensitized about gender issues and equality, at the beginning of each academic session through **orientation programme**. Articles related to gender sensitization are displayed on notice boards for students in different colleges. There is an anti ragging committee in the university, with the Chairman WCC as its permanent member, for counseling and addressing any cases of ragging. The university is having dedicated **Mahila Adhyayan Kendra** on campus and KVKs through which the women empowerment activities and gender sensitization programmes are regularly organized.

ICC policy: The university has its own approved ICC policy.

Measures for safety and security

CCTV cameras are installed on campus including the gates of girls' hostels. Girls' hostels are guarded by **female security guards for 24 hrs**. Women Helpline number are displayed in the university. Senior female faculty members from the university are given the responsibility as hostel warden for girls. Care takers are also appointed in the hostels. **Hostel leaving /outgoing permission slips** are also maintained in the girls' hostels along with a designated visitors' entry register. The university is having **Discipline Committee** and an **Anti ragging committee**.

The university has a **Women complaint committee (WCC)** constituted as per UGC guidelines for the redressal of complaints related to sexual harassment at work place and is working successfully. The

Committee is an advisory body constituted for the redressal of complaint related to sexual harassment at work place (as per the provisions of Act, 2013, Govt. of India). This committee checks Menace of Sexual Harassment and Violence against women at workplace in the university.

Facilities for girls

Girls' hostels are well maintained with all amenities. A **separate gym** is available for girl's students. There is a spacious Girls Common Room with facilities available like - newspapers, magazines, refrigerator, induction stove, LED TV with D2H/DTH facility. There is one study room in the girls' hostel. There are **facilities for indoor sports** and **vending machine for sanitary napkins** is also available in the hostels. For emergency health care, a Doctor is available in the university Hospital along with **Ambulance for transportation** of sick students to nearby hospitals, if required. For ensuring the participation and provide equal opportunities in sports, **staff councilor (girls)** are designated.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**
6. **Wind mill or any other clean green energy**

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The university lays emphasis on environment sustainability on its campus through the following methods:

1. Solid waste management
2. Liquid waste management
3. Biomedical waste management
4. E-waste management
5. Waste recycling system
6. Hazardous chemicals and radioactive waste management

The university has a well developed SOP for the solid biowaste disposure by door to door collection and production of biocompost for agriculture use thereby reducing the pollution load. Non-degradable solid waste materials are collected at a place and are auctioned later. The **waste food material from various hostels is used as feed in piggery unit of university.** Sewage from university campus is well connected with **Sewage Treatment Plant (STP).** The sewage is collected through the sewer line in the STP pit of the university for treatment. After treatment of Sewage, effluent treated water is used for irrigation and its sludge is used as manure. The liquid is also used for watering road side plantations.

The open disposal of **biomedical waste** is strictly prohibited. The university follows the principles of **e-waste (management) Rules' 2011 of Govt. of Uttar Pradesh** as well Policy and procedure for procurement, replacement and disposal of old and obsolete telecommunication and computing/ IT products, electronics items etc. Thus, **E- Waste** is properly stored and shall be disposed off by inviting tenders from government approved vendors. The university has its approved e-waste policy for disposal of collected e-waste from university. The university administration has made comprehensive arrangements for waste management on the campus. Every department, office, hostel, residential area etc. have been provided with dustbins for separate disposal of biodegradable and non biodegradable waste material. Similarly, specially earmarked garbage disposal structures have been constructed on the campus for disposing of garbage/ waste. Campus and roads are kept clean by sanitation workers. These workers collect the waste/ garbage from the respective departments/ offices/ hostels etc., and put in the earmarked garbage disposal space. Thereafter, the university approved contractor gets the garbage/ waste removed from the university campus. Not even a single piece of garbage is burnt. Students and scientists are trained properly for handling and management of chemical substances used in laboratories. The

hazardous chemicals are used preciously and disposed off, safely as per recommended safe laboratories practices. Our university is not using any kind of radioactive substances as a part of teaching and research. Non-degradable **material, biomedical waste** as well as **e-waste** are disposed through the third party and that is used by recycle agencies, so proper cleaning in the campus is maintained. The liquid waste of university Campus is fully utilized and managed properly.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles,

Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The university has green campus and emphasizes on the following:

1. Greenery to provide pollution free air and carbon sink.
2. A clean campus.
3. Judicious utilization of water and energy.
4. Adoption and development of environment friendly activities.
5. Use of digital technology and management to reduce consumption of natural/non renewable resources (paper, gas, water, energy, etc.)

The university has taken several initiatives for the maintaining green campus. The **campus is lush green** with tree plantations on road sides. Each college also has gardens in the free space. Air purifier plants like Neem *(Azadirachta indica)*, Banyan *(Ficus benghalensis)* and Peepal *(Ficus religiosa)* etc. are also planted in the campus. **The landscaping and flower plantations** have also been done at entrance gate and along the roads. Planting of saplings by distinguished visitors is also done at different important locations (Administrative block, Library and Annexes as well as guest house) of the university. Mostly the air purifying plants are planted for the same. Greenery around university stadium also attracts morning walkers (Staff, their family members as well as students). The students and the staff are also encouraged for plantations. The resident students and workers **are encouraged to use bicycles for movement** in the campus. Battery powered vehicles are commonly used to carry visitors and students in the campus. The **university imposes restriction on the entry of automobiles** (Cars, motor cycles and scooters) by outsiders. There are pedestrian friendly pathways in the campus which are commonly used by students and staff for movement from one college to another. The university has already banned the use of plastic carry bags as well as other plastic items in the university campus in general and all the hostels in particular. Notice boards depicting the ban on use of plastic bags have been put at different locations. **Blue and Green dustbins,** for separate collection and disposal of biodegradable and non-biodegradable waste material, have been placed at different places in the campus. **Energy saving** LED lights are installed on the streets and solar panels are installed on the roofs of the buildings.

The university uses **Academic Management System (AMS)** software for online registration, fee submission, grade report submission and result declaration. Teachers mostly use electronic methods and tools for teaching-learning. These paperless activities are environment friendly. In this context, the university has **reduced the number of pages in exam copies to 18 no. from 32 no.** Van Mohatosav, Environment week and plantation drives are also organised in the university. **Ninety three thousand plantations have been done during 2022-23.**

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit report of all the years from recognized bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Yes, *the Institution has friendly, barrier free environment.* **Nurturing and motivating environment is provided to students with disabilities. Following facilities are available in the university:**

1. Ramps for easy access to classrooms.
2. Divyangjan friendly washrooms with sign boards.
3. Assistive facilities for Divyangjan and provision of mechanized equipment

Physically disabled students are admitted in university as per rules and guidelines mentioned in information brochure. The university emphasizes on very supportive environment for Divyangjans and has taken several steps to ensure barrier free environment. Divyangjan friendly facilities are built in the campus for their easy movement. University ensures **unbiased admission to differently-able students through open examination and also through the reservation meant for them.** Reservations to persons with disabilities are provided as per the rules of the government and are strictly adhered to. There are **ramps** at main gates of all colleges for easy movement of physically challenged students/staff. **Divyangjan friendly washrooms** for males and females separately, with sign boards have been built in the university at different locations.

The university has **well lit pathways** with Solar operated LED street lights. Since, the university runs programmes in veterinary and agriculture science, where visual observations are mandatory, total audio-visually impaired students are not given admission as per the guidelines given in the UPCATET prospectus. Every college and unit has a guard at entrance gate and **assists the divyangjan students in smooth exit and entry** through ramp, if needed. The university have **Mechanized tricycle** for smooth and comfortable mobility of Divyangjan students. The university has **special provision to provide writer in examinations,** if any student is unable to write due to hand injury so that his/her studies remain uninterrupted. The physically disabled students are also provided with the following help apart from the above:

1. Relaxation in time for completing assignments etc.
2. Extra help in the classes, if needed.
3. Power point presentations and notes are provided for easy learning.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

The university puts all efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities. Believes in equality of all cultures and traditions. It is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Although university is located in northern part of country but its **faculty and students belong to different states** with different languages, religion and culture. We do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities. With great fervor the **national festivals,** birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi, Sardar Vallabhbhai Patel, Chaudhary Charan Singh, Dr. Bhimrao Ambedkar, Sant Ravi Das Jayanti, Sarvepalli Radhakrishnan, Lal Bahadur Shastri. The university follows the **reservation policies** laid down by the Government of UP for admissions of students and appointments of teaching and non-teaching staff. Special provisions have been made for **admission of students from foreign countries, NRI and Kashmiri migrants.** Admission Committee, Anti Ragging Committee includes **SC, ST and OBC representation** to ensure parity and transparency during the admission process and comfortable stay of students in their Hostel. Through the **Students Orientation Programme**, all newly admitted students are introduced to facilities available for them, curricular and extracurricular activities and also the guidelines to be followed in accordance to the university rules, for maintenance of healthy and harmonic environment. The unique **Advisor-Advisee allotment system at U.G. level** is also useful in solving various issues related to students' adjustment in the system, linguistic and social understanding and thus development of self directed, motivated and responsible persons. Through **National Service Scheme (NSS) programmes** inclusive environment and sense of social responsibility is provided to the students as they participate in different programmes on campus and nearby villages. The university regularly organizes **training programmes for empowerment and agri entrepreneurship development, particularly for schedule cast and schedule tribe farmers**. Our students are always assisted to get all financial assistance/ scholarships provided by the Government of India, state governments and non-governmental organizations and a scholarship cell under Nodal officer (scholarships) is constituted to facilitate the students Our students participate in interuniversity cultural and sports competitions, which is very important for their personality development, learning discipline as well as cooperation. The university also follows the tradition of celebrating various significant **religious festivals** at university campus and hostels like Holi, Diwali, Krishana Janmashtami, Ganesh Chathurthi and Eid-ul-fitar etc. Every year, the university publishes a students' magazine " with all articles provided by the students related to social, cultural, regional, linguistics aspects.

Number of activities during last five years

Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
No. of Activities	40	71	73	84	77

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

To *sensitize* the *students and employees of the Institution to the constitutional obligations, values, rights, duties and responsibilities of citizens* and imbibe social values, rights, duties and responsibilities of citizens, activities are organized on **different occasions like Republic Day, Independence Day, Mahatama Gandhi Jayanti, Constitution Day, and Voter's Day etc. Rashtriya Ekta Pledge is administered to all staff and students on the occasion of Rashtriya Ekta Divas, Voters' Day etc.** National Flag is unfurled at every national day with full respect and national anthem is sung. Vice Chancellor administers the **oath of sovereignty and integrity of India** to faculty, staff and students on the occasion of important national day. **Relief funds are collected** by the university in case of any natural disasters. Fund is collected by inviting **voluntary donations** from the employees of the university and deposited to PM/CM relief fund to help the victims.

The university is actively participating in the mission of **T.B. eradication**. The university staff initiated a programme to nourish the T.B. Patients of Meerut district by providing them nutritious food. 93 T.B. patients were adopted under this programme. **Orientation programme** is conducted every year at the beginning of the session for the new students to make them aware about the obligations, values, rights, duties and responsibilities besides academic orientation. **HIV- AIDS awareness** lecture was organized by the university for students, staff and faculty delivered by Professor of Medical College, Meerut, (UP). Students are motivated to conduct social activities for **betterment of community** and are actively involved in various types of social activities like awareness about importance of education, health, environment, etc in the campus and nearby villages through the respective NSS units. The university enforces strict prohibition of sale of tobacco products on the campus. **Swachch Bharat Abhiyan, Green Campus Mission, parthenum week etc. are organized regularly. Some other activities like, Blood Donation Camps, and Awareness about Handwashing** and COVID etc. are also organized inside as well as outside the campus. The university has also published success stories /developed technologies under the Swachta mission, through its KVKs. The university is fully committed towards the protection

of natural environment by practicing tree plantation, water harvesting, solar energy conservation and soil health improvement. Students are also sensitizing to adapt **green practices, conservation of natural resources, alternative source of energy and renewable energy. The u**niversity organizes various Plantation programmes at many occasions to motivate the students, staff and faculty members for maximum plantation to protect the environment. **Special courses related to Human ethics, Bio ethics, IPR and disaster management** are taught to students to inculcate ethical values, not only in society but also in professional and research activities. The university staff fully support and participate in all the duties assigned by central or state government (Election duty, state level meetings)

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The institutional Code of Conduct principles are displayed on the website
2. There is a committee to monitor adherence to the institutional Code of Conduct principles
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented as per NAAC format provided in the Manual.

Response:

A. Title of the practice: I

1. **Mobile Veterinary Clinical Service for Cattle in Western Uttar Pradesh.**
2. **Objectives of the Practice:**

1. **To diagnose infertility and other reproductive disorders in dairy animals using mobile van equipped with diagnostic and treatment facilities and provide clinical services at farmers' doorstep in western Uttar Pradesh.**

1. **The context:**

In Uttar Pradesh, livestock is one of the major sources of livelihood. **Infertility, endemic diseases,**

injuries etc cause significant economic losses to farmers. Increased calving interval and delayed puberty are main reasons for **the stray animals**.

The scientists of the university came to know about the above problems of the farmers through newspapers and interaction during their field visits. The scientists were concerned about the death of animals due to diseases like FMD, LSD etc. It was not always possible for the poor farmers to carry the sick animals to the university clinic due to the transportation cost. Inspired from the **Hon'ble Prime minister's speech at National Animal Disease Control Programmme,** held on **September 11, 2019 in Mathura** where he stressed on healthy and disease free livestock, the university decided to establish Veterinary Ambulance service, equipped with advanced diagnostic and clinical facilities at farmers' doorstep and IFFCO, New Delhi supported the concept with the financial assistance from CSR fund.

1. **The Practice:**

The Veterinary scientists established mobile Veterinary Clinical Service was established with the financial support from IFFCO which provided Rs **25.75 lakhs in the year** 2021-22. Since then, regular animal health camps are being organized at farmers' doorstep by the expert faculty and post graduate students of veterinary colleges. Since the poor farmers were not able to bear the cost of prescribed medicines, IFFCO-Tokio General Insurance Limited provided Rs **3.00 lakh for medicines etc.** during 2021-22. IFFCO-Tokio increased its **support fund to Rs 6.0 lakh for 2022-23 and 7.0 lakh for 2023-**24 due to positive response and benefits of the service**.** Apart from the treatment to the animals, awareness programmes and literature on **good animal husbandry practices and disease control (04 pumphlets and pashupalak calendar)** are distributed. The practice has also been extended to two gaushalas (**Meerut & Muzaffarnagar,** where infertile animals are being treated, some of them became pregnant and adopted by the farmers.

1. **Evidence of success:**

Mobile clinical van has recorded more than 4000 **farmer** contacts in total **115 Animal Health** camps covering various districts of western Uttar Pradesh in which approx 20,000 **animals** were treated. The practice had a significant impact and the ambulance service is highly appreciated by public representatives and administration to such extent that the **Government of Uttar Pradesh has started ambulance service** providing prompt veterinary care **with toll free number: 1962**.

1. **Problem encountered and resources required:**

Initially issues such as shortage of human resources and funds were encountered but the same have now been addressed.

B. Title of the practice II:

1.Title: Tele Agriculture and Tele Medicine: An approach to address the problems of farmers at their field and door step.

2. Objective:

1. **Providing quick and timely solutions to farmers' problems at their field/doorstep through expert advice and improvement in farm income.**

3. The context:

The scientists of the university regularly visit the farmers' field to solve their problems related to crops and animals, but it is not always possible for them to visit every farmer as per their need. The farmers also come frequently to the University for Consultation regarding outbreak of disease in the crop or animals, attack of insects/pests and right dose of insecticides/pesticides, application of inputs like fertilizers, seed, water etc. In this era of information technology, smart phone has made it easier for the farmers to communicate from their field with the experts sitting at the university campus. Therefore, Tele-service was initiated by the scientists of the university in order to provide timely solutions to the farmers.

4. The Practice

To address the farmers' problems in a very short time, the university decided to initiate Tele-Agriculture and Tele-Medicine services which are unique initiatives providing quick on-line solutions. **The Tele-Agriculture service was launched by the Hon'ble Agriculture Minister of U.P. on August 01, 2020 whereas Tele-Medicine service was launched on April 19, 2021 with** following three **features:**

a) Whatsapp Group: A Whatsapp group with **10271 farmers** from various districts, **faculty members and Subject Matter Specialists** of different disciplines was created. The farmers share the problems related to their crops or livestock on the group through text message, video or photographs of the crops or livestock in case of any disease, insect/pest attack etc and experts provide solutions. They **can also directly call** the experts of the university in case of emergency to get **quick solutions** to their problems.

b) Weather Advisory Services : A **mobile SMS group of 5604722** farmers has been made by the University to share weather forecast to the farmers in one go. The farmers are able to plan the agricultural operations, viz. sowing/planting, fertilizer application, insecticide/pesticide application; harvesting crops, etc. well in time.

c) Video-Conferencing Services: Through this service**, farmers can have face to face interaction** with the experts sitting at the University campus right from their field. A team of faculty members of different disciplines sit in the Committee Room of the university **on prescheduled date and time and are connected through video-conferencing and** farmers ask questions **directly from their field.**

5. Evidence of Success: The **Whatsapp service gained overwhelming** response in very first year when **3908 queries received from 1506 farmers** were addressed and **1028 advisories** were circulated to the farmers. Subsequently, **5202 queries raised by 2038** farmers were addressed during 2021-22 and **1537 advisories** were circulated on Whatsapp group followed by **4979 queries raised by 3547 farmers** and **1834 advisories** circulated during 2022-23. Similarly, lakhs of farmers have been benefitted by the **Weather Agro-advisory services through mKisan portal.**

6. Problems encountered:

No major problems were encountered as Tele-Agriculture and Tele-Medicine services are low cost and

time saving services and thus received over whelming response as well as support from the farmers.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Empowering Rural Women : Key to Empower New India

As envisaged in its vision of sound, viable, vibrant and sustainable rural development, the university firmly believes that it is not possible without the empowerment of rural women. The university is working tirelessly towards empowering and mainstreaming rural women. The distinctiveness of the university is explicated through the whole hearted commitment of scientists and students towards this mission.

Sugarcane and wheat cultivation, alongside animal husbandry, forms the backbone of agricultural practices in Western Uttar Pradesh, with women actively participating in around 80 percent of these activities. Despite their significant contributions to farm income and livestock management, rural women face pervasive discrimination and lack decision-making authority within their families.

The scientists and students of the university, work closely in the adopted villages and identified the following challenges for rural women:

1. **Financial Dependence:** Women lack financial independence, with their contributions to family income often overlooked. They are relegated to dependency on male relatives for their monetary needs, limiting their autonomy and agency.
2. **Nutritional Deficiencies:** The prevalent milk-based diet in Western Uttar Pradesh households leads to inadequate intake of essential nutrients.
3. **Drudgery-Related Problems:** Women shoulder the burden of labour-intensive tasks such as milking and pre/post-harvest activities, exposing them to musculoskeletal problems and long-term health issues.
4. **Social Evils and Lack of Awareness**: They are subject to social evils such as the dowry system, female foeticide and domestic violence, exacerbated by their limited awareness of their rights.

Proactive measures implemented by the university to address the challenges:

1. **Entrepreneurial Empowerment**: Women were empowered through skill-oriented training programs aimed at fostering entrepreneurial capabilities for self-reliance and involved imparting necessary knowledge for initiating independent enterprises. Women were grouped after training sessions and received continuous guidance from enterprise development till marketing. 421 trainings benefitted 8420 women across various topics like

- Processing fruits and vegetables into chutneys, pickles, and jams.
- Manufacturing bathing soap, detergents, and home cleaners.
- Producing millet-based products like flour, noodles, pasta, and namkeen.
- Handicrafts, including decorative items using macro dori, mirror flowers, cow dung-based products, cane baskets/pots, as well as making school uniforms.

Initially, 1738 women embarked on their entrepreneurial journeys at the village level, serving as catalysts for an additional 5133 women to pursue similar paths. Notable success stories include Mrs. Kavita Sharma from Bulandshahar, generating an annual income of approximately Rs 60,000/- and employing 18 women. Similarly, Pratibha from Muzaffarnagar established a unit for manufacturing cleaning products, employing 40 women, each earning between Rs. 4,000 to 5,000 per month. The esteemed Governor's visit to the Krishi Vigyan Kendras and the university underscored these achievements, fostering a renewed commitment to empowered illetrate women. Subsequently, 40 skill based programmes were organized drawing 959 women. Of these, 86 successfully launched enterprises earning an average monthly income of Rs. 4000-5000/-.

2. **Nutri-Garden Initiative:** During visits to adopted villages, it became evident that the prevalent diet was predominantly milk-based. This dietary pattern resulted in inadequate consumption of fruits and vegetables, failing to meet the Recommended Dietary Allowance. The concept of **'Nutri-gardens'** was chosen to promote dietary diversification. Women were provided with seed kits for Rabi, Kharif, and Zayad seasons. **The university students educated them on malnutrition and technical guidance for growing these vegetables**. This initiative reduced expenses on fruits, vegetables, and medicines. The university scientists established 3800 Nutri gardens in villages, yielding an average of 665 kilograms of vegetables per garden across all seasons.

3. **Drudgery reduction:** Women shoulder the primary responsibility for multiple tasks in animal husbandry, including milking, cleaning and overall animal care. The milking process, lasting 15-20 minutes, frequently causes back and knee pain and musculoskeletal issues due to prolonged squatting. Animal movement during milking occasionally leads to injuries. To mitigate these challenges, farm women in the adopted villages were provided with 40 rotating milking stools, developed by GBPUAT, Pantnagar. These stools feature wheels and a holder for the milk vessel. The rural women like Smt. Sunita from Bidvi village have lauded the initiative, noting that the milking process became more comfortable, with significant reduction in milk spillage, resulting in a saving of approximately 5-7 percent milk.

Women contribute over 60 percent of the labour in sugarcane cultivation. Discussions with female farmers exposed the inefficiencies and hazards of traditional leaf-stripping methods using sickles which is slow and laborious causing frequent cuts and injuries to the hands, decreased efficiency, heightened physical strain and prolonged harvesting times. To combat these challenges, a breakthrough sugarcane stripper developed by IISR Lucknow was introduced in these villages. The women hailed the innovation, emphasizing its user-friendliness and remarkable capacity to significantly reduce harvesting time.

4. Raising Awareness on Women's Social Issues: Under the leadership of the esteemed Governor of Uttar Pradesh, initiatives were undertaken to address various social issues, affecting women's rights, education, health, and hygiene and 09 Mahila Adhyan Kendras & 01 Innovative Unit (**Maatrya Chhaya: Rural women Chaupal***)* were established. These centres aim to educate women on key issues including domestic violence, dowry system, child marriage, social taboos, malnutrition, hygiene, and sanitation. Special programmes such as World Day on Child Labour, World Population Day, World Literacy Day, Mahila Kisan Diwas, International Women's Day, International Day of the Girl Child etc. were organized involving the students as well as scientists of the university. **The students also organised awareness programmes and nukkad naataks etc. in the villages. During last five years a total of 177 programs** were conducted, reaching out to **5195** rural women.

Direct engagement with the **university faculty and the students** enabled rural women to address their concerns effectively. They were provided with information about institutions addressing social issues, enhancing their access to support services and participation in entrepreneurial endeavours for livelihood security, improved health and hygiene practices. **On the other hand, this has enabled our students to develop compassion to work for rural areas and become responsible individuals**.

This distinct initiative of the university has addressed socio economic issues leading to empowment and mainstreaming of rural women.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The university is admitting 15 per cent students from across the country using ICAR and NEET merit. The 85 per cent students are admitted across the states through consortia of examination under UPCATET. The seats for NRI sponsored students are also reserved which is one of the source for generating additional funds for the university. The students from some of the foreign countries also get admission through ministry of external affairs, Govt of India.

The university is regularly organizing short duration farmers training for skill development and start up own business in livestock sector. It is assisting farmers in formulating business module and filling of forms for financial assistance from schemes of central and state governments. The Diploma and certificate courses for skill development and also to boost start-up attitude are being framed for supporting rural youth. The university is giving special attention on environmental protection through utilization of renewable source of energy. Under this solar panels have been installed on roof tops of every building for utilization of renewable energy.

Concluding Remarks :

The university is widely recognized as the peaceful institution in the state. It provides an excellent environment that is highly conducive to both i.e. academic and research activities. The university is dedicated to formulate and implement strategies that promote high-quality education and cutting-edge research. Its primary objective is to nurture students who are not only resourceful and proficient but also self-motivated. These students are expected to have a strong inclination towards scientific thinking and to uphold high moral and ethical values. The university strives to develop individuals who will contribute in creating a tolerant, pluralistic, and vibrant society.

Moreover, the university is deeply committed to fostering innovation in the field of agriculture and its related sectors. It aims to enhance the livelihoods of farmers by introducing new techniques and practices that can improve agricultural productivity and sustainability. This commitment reflects the university's broader goal of driving positive change and development within the community and beyond.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

2.4.2	**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years**
	
	    2.4.2.1. **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**
	    Answer before DVV Verification : 144
	    Answer after DVV Verification: 130
	
	    Remark : Input edited as per supporting documents

2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**
	
	    2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year**
	    Answer before DVV Verification : 2543
	    Answer after DVV Verification: 2450
	
	    Remark : Input edited as per supporting documents

3.1.2	The institution provides seed money to its teachers for research (average per year)
	
	    3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**
	    Answer before DVV Verification:
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>326.44</td><td>36.00</td><td>20.17</td><td>51.78</td><td>53.82</td></tr></table>
	    Answer After DVV Verification :
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>14.92</td><td>11.73</td><td>6.03</td><td>32.91</td><td>38.33</td></tr></table>
	    Remark : Input edited as Seed money grant less than one lakh per faculty can not be considered and grants for other than research projects can not to be considered

3.2.1	**Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :4457.78

	Remark : Input edited excluding funding received from non-Government sources

3.3.2	**Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years**
	
	      Answer before DVV Verification :
	      Answer After DVV Verification :600
	    Remark : Input edited as per certificate uploaded by HEI

5.3.1	*Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years*
	
	    5.3.1.1. Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years
	      Answer before DVV Verification:
	
	        <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>53</td><td>09</td><td>05</td><td>22</td><td>03</td></tr></table>
	      Answer After DVV Verification :
	
	        <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>21</td><td>07</td><td>03</td><td>19</td><td>02</td></tr></table>
	    Remark : Input edited considering qualification awards only

6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**
	
	    6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**
	      Answer before DVV Verification:
	
	        <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>51</td><td>29</td><td>62</td><td>52</td><td>113</td></tr></table>
	      Answer After DVV Verification :
	
	        <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>45</td><td>19</td><td>54</td><td>50</td><td>61</td></tr></table>
	    Remark : Input edited as multiple financial supports provided to teacher in a year to be considered once only

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of final year outgoing students year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
531	352	275	302	284

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
518	353	275	302	284