SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ANAND AGRICULTURAL UNIVERSITY

UNIVERSITY BHAWAN, ANAND AGRICULTURAL UNIVERSITY 388110

www.aau.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anand Agricultural University (AAU), located in the central region of Gujarat, was established on May 1, 2004, through the Gujarat Agricultural Universities Act (No. 5 of 2004). Its foundation dates back to 1938 when the Institute of Agriculture, popularly known as Khetiwadi, was established at Anand. Initially affiliated with Bombay University and later Sardar Patel University, it became part of the Gujarat Agricultural University in 1972. Today, AAU operates as an independent institution, focused on agricultural education, research, and extension services, with a mission to develop competent human resources and innovative agricultural technologies. The university aims to serve farmers, the food industry, and society at large through sustainable practices and efficient resource management.

AAU has now **8** constituent colleges, including three colleges for Agriculture, Agricultural Engineering & Technology, Agricultural Business Management Studies, Food Processing Technology and Bio Energy, Agricultural Information Technology and Horticulture. It also has **18** on campus and **10** off-campus research centres,

1 Extension Education Institute and **22** Extension Education Centres The districts of Anand, Ahmedabad, Vadodara, Dahod, Panchmahal, Kheda, Mahisagar, Chhotaudepur and Botad are covered under territorial jurisdiction of the university comprising nearly 17.41% (3.413 million ha) area of Gujarat State (19.60 million ha). The headquarter of university is Anand,

Vision

Agriculturally Prosperous Gujarat and India

Mission

The mission of the Anand Agricultural University is to provide teaching, research and extension education services related to Agriculture and Allied Sciences including newer sciences like Agricultural Information Technology, Agricultural Engineering Technology, Food Technology, Agricultural Business Management, Horticulture etc. and thereby develop excellent human resource and innovative technologies to serve the farming community with the motto of making Gujarat and India agriculturally prosperous.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Major strength of the University is its glorious heritage founded and nurtured by Sardar Patel and Shri Kaniyalal Munshi. With a view to focusing on region specific needs and demands for Agricultural Research and Education, establishment of Anand Agricultural University from the erstwhile Gujarat Agricultural University resulted in greater autonomy for regional Agricultural Development.

Institutional Strength

The AAU is basically an academic organization and therefore, for retaining a sharp focus, it is important that a proper balance is maintained between education, research and extension education.

Thrust area of strength of university is narrated below:

- *Strong foundation*
- *Infrastructure facilities*
- *Diversified courses of studies*
- *Strong research base*
- *Agriculture related natural resources*
- *Enterprising farming community*
- *Network of research centres*

Institutional Weakness

Vacant teaching and administrative positions.

- Being a State Agricultural University, researchers published paper in ICAR recommended NAAS rated journals because of that less numbers of research publications indexed in SCOPUS, Web of Science and UGC CARE list.
- Implementation of NEP-2020 in agricultural universities delayed because of final draft of NEP policy is yet to be approved by ICAR.
- Limited industry - institution interaction

Institutional Opportunity

The advent of technological developments has transformed the agriculture into a leading sector, offering enormous multifaceted opportunities to cater needs of ever-growing populaces.

- As per the demand of the changing professional requirements, AAU has already conceived and is offering education in the form of advanced courses on niche areas and emerging technologies.
- The university is also putting equal emphasis on research in basic and fundamental science as well as applied technologies for further enhancing the knowledge and skill needed for Indian agriculture and its resource management.
- AAU is addressing the opportunities by creating learning and innovating environment in the agriculture education and research as a whole and as Centres of Excellence in certain selected domains.

Institutional Challenge

To meet the challenges highly skilled and meticulously trained human resources with vast knowledge-base which cuts across disciplines and specializations are required.

- AAU needs to enhance the intrinsic and extrinsic values of the academic programmes by evolving each specialized discipline into full-fledged centres of excellence.
- University may also undertake starting of executive programs, wherein working personnel in the Agri industry can come back to the university to refresh their skills and learn the new concepts which have come up in the recent past.
- The University will encourage more girl student's enrolment in various courses by giving various monetary and non-monetary incentives.
- Focus is set to evolve need based skills through trainings, R&D activities and research-based education of higher standards.
- AAU will be putting fast paced developments in the molecular biology technologies, next generation ICT infrastructure, set up e-agri education, established system of Technology Management and Business Promotion through BPD Units, centre of AgriBusiness Management and similar others.
- AAU is keen on students, scientists and professors exchange programs with the Universities around the world particularly in the US and EU. This will make AAU students internationally suited to the world R&D and markets with best knowledge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

AAU offers a wide array of programs at undergraduate, postgraduate, and doctoral levels across disciplines such as Agriculture, Horticulture, Agricultural Engineering, Food Processing Technology, and Agricultural Business Management. The curriculum is designed to foster entrepreneurship, employability, and skill development, with a strong emphasis on experiential learning. The Student-READY (Rural Entrepreneurship Awareness Development Yojana) program integrates practical training, entrepreneurship, and problem-solving skills into the curriculum, ensuring that students are well-prepared to address real-world agricultural challenges. In addition, the RAWE (Rural Awareness Work Experience) program immerses students in rural settings, providing firsthand experience in diagnosing and solving agricultural problems.

Teaching-learning and Evaluation

AAU's teaching-learning framework is inclusive and adaptable, catering to students from diverse socio-economic backgrounds. The university employs both traditional and ICT-based teaching methods, ensuring a blend of theoretical and practical knowledge. The Outcome-Based Education (OBE) system is in place, with clearly defined program outcomes that align with industry requirements. Smart classrooms, e-learning platforms, and continuous faculty development programs support innovative teaching practices. AAU's evaluation system integrates technology at all stages, including examination management and result processing, ensuring transparency and efficiency.

Research, Innovations and Extension

AAU is a leader in agricultural research and innovation, with a well-established research policy that promotes academic integrity, consultancy, and quality output. The university's research projects, funded by national and international agencies such as ICAR, DBT, and DST, cover a wide range of disciplines, from crop science to food technology. AAU's Intellectual Property Rights (IPR) Cell has been instrumental in patenting several

technologies and registering Geographical Indications (GI), such as Bhalia Wheat. The university's extension activities play a crucial role in transferring these technologies to farmers, ensuring that research benefits reach the ground level.

AAU's extension wing manages a robust network of Krishi Vigyan Kendras (KVKs) and Agricultural Technology Information Centers (ATICs), providing farmers with access to the latest agricultural practices. Regular programs like the Krishi Mahotsav, Seed Village Programme, and farmer training workshops ensure that AAU's research is effectively disseminated to the rural community.

Infrastructure and Learning Resources

AAU boasts a modern, well-planned infrastructure that includes smart classrooms, laboratories equipped with advanced technology, research farms, and specialized centers like NABL-accredited Food Quality Testing and Pesticide Residue Analysis laboratories. The university's e-library system offers extensive resources, including e-journals, databases, and digital learning platforms, enabling students and faculty to access global knowledge.

The university's experimental farms provide students with practical exposure to agricultural practices, while facilities for seed production, biofertilizers, and food processing support research and extension activities. AAU also emphasizes green practices, incorporating solar power generation and rainwater harvesting into its campus infrastructure.

Student Support and Progression

AAU is committed to supporting students through various scholarships, fellowships, and merit-based awards. It has dedicated placement cells in each constituent college, providing career guidance, soft skills training, and opportunities for internships and industrial attachments. The university's strong emphasis on entrepreneurship has resulted in many graduates starting their own ventures in agriculture and allied fields. In addition, AAU offers extensive support for students preparing for competitive exams like JRF, NET, and GATE.

Governance, Leadership and Management

AAU's governance structure is based on democratic principles, with well-defined roles and responsibilities for various administrative bodies. The Vice-Chancellor, Registrar, and other statutory bodies ensure smooth functioning and transparency in decision-making processes. Regular meetings of the Board of Management, Academic Council, and Finance Committee facilitate effective planning and execution of academic and research programs.

The university's Internal Quality Assurance Cell (IQAC) plays a pivotal role in maintaining and enhancing academic standards. AAU also implements a comprehensive Human Resource Management System to support staff and faculty in their professional development.

Institutional Values and Best Practices

AAU is committed to promoting gender equity, environmental sustainability, and ethical practices in all its

operations. The university's solar power initiatives, water conservation efforts, and sustainable agricultural practices reflect its dedication to environmental stewardship. AAU's best practices include innovative pedagogical approaches, a strong internal quality assurance framework, and a focus on student entrepreneurship through incubation centers and start-up support.

In conclusion, AAU's commitment to academic excellence, innovative research, and community engagement continues to drive its mission of creating a prosperous and sustainable agricultural future for Gujarat and India.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	ANAND AGRICULTURAL UNIVERSITY
Address	University Bhawan, Anand Agricultural University
City	Anand
State	Gujarat
Pin	388110
Website	www.aau.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	K. B. Kathiria	02692-261273	9998009974	02692-261520	registrar@aau.in
IQAC / CIQA coordinator	Gautam R. Patel	02692-261310	9998009974	02692-261310	registrar@aau.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	01-05-2004
Status Prior to Establishment,If applicable	Autonomous College
Establishment Date	01-05-1937

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC		
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.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	University Bhawan, Anand Agricultural University	Urban	284.23	2842300	UG,PG,Ph.D,Diploma		
Off Campus	*Polytechnic In Agriculture, Anand Agricultural University, Vaso-387230, Dist. Kheda*	*Rural*	*50*	*50000*	*UG, Diploma*	*01-01-1970*	*01-01-1970*
Off Campus	*Polytechnic In Agricultural Engineering, Anand Agricultural University, Muvaliyafarm, Dahod-389151*	*Tribal*	*119.18*	*13645.21*	*Diploma in Agricultural Engineering*	*01-03-2008*	*01-01-1970*
Off Campus	*Sheth D. M. Polytechnic In Horticulture, Anand Agricultural Unive*	*Urban*	*39.5*	*8687.31*	*Diploma in Horticulture*	*23-04-2009*	*01-01-1970*

	rsity, Model Farm, V adodara - 390003						
Institutes	*B. A. College Of Agric ulture, Main Campus, Anand A gricultur al Unive rsity, An and-388 110*	*Urban*	*284.23*	*2842300*	*UG,PG,P h.D,Diplo ma*	*01-05-1937*	*01-01-1970*
Institutes	*College Of Food Processi ng Tech nology And Bio Energy, Main Campus, Anand A gricultur al Unive rsity, Anand - 388110*	*Urban*	*284.23*	*2842300*	*UG,PG,P h.D*	*03-07-2008*	*01-01-1970*
Institutes	*College Of Horti culture, Main Campus, Anand A gricultur al Unive rsity, Anand - 388110*	*Urban*	*284.23*	*2842300*	*UG,PG,P h.D*	*19-04-2012*	*01-01-1970*
Institutes	*College Of Agric*	*Urban*	*284.23*	*2842300*	*UG,PG*	*03-07-2008*	*01-01-1970*

	ultural Information Technology, Main Campus, Anand Agricultural University, Anand - 388110						
Institutes	International Agribusiness Management Institute, Main Campus, Anand Agricultural University, Anand - 388110	Urban	284.23	2842300	PG,Ph.D	03-07-2008	01-01-1970
Institutes	Sheth M. C. Polytechnic In Agriculture, Anand Agricultural University, Anand - 388110	Urban	284.23	2842300	Diploma	11-11-2008	01-01-1970
Institutes	Polytechnic In Food Science And Home Economics, Anand Agricult	Urban	284.23	2842300	Diploma	11-11-2008	01-01-1970

	ural Uni versity, Anand - 388110						
Off Campus	*College Of Agric ultural E ngineeri ng And Technol ogy, Anand A gricultur al Unive rsity, Dh olakuva, Godhra - 389001*	*Tribal*	*7.25*	*294163.2*	*UG, PG, Ph, D*	*27-05-2008*	*01-01-1970*
Off Campus	*College Of Agric ulture Jabuga m- 391155 Taluka -Bodeli, Distt- C hhotaud epur*	*Tribal*	*50.68*	*14061*	*UG (B.Sc. (Hons.) A griculture)*	*19-04-2012*	*01-01-1970*
Off Campus	*College Of Agric ulture, Anand A gricultur al Unive rsity Vaso- 387380, Dist. Kheda*	*Rural*	*50*	*50000*	*UG, Diploma*	*01-01-1970*	*01-01-1970*

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	8
Affiliated Colleges	0
Colleges Under 2(f)	0
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	5
Colleges with Research Departments	8
University Recognized Research Institutes/Centers	28

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

SRA program	Document
ICAR	113910_15842_3_1716892827.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	51				147				284			
Recruited	20	0	0	20	78	9	0	87	168	31	0	199
Yet to Recruit	31				60				85			
On Contract	0	0	0	0	0	0	0	0	41	13	0	54

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				375
Recruited	134	44	0	178
Yet to Recruit				197
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				492
Recruited	233	34	0	267
Yet to Recruit				225
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.	20	0	0	78	9	0	83	14	0	204
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	85	17	0	102
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	41	13	0	54
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/M CH	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	2	0	0	2
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	AAU	Not Available	Not Available

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	1148	116	0	0	1264
	Female	790	50	0	0	840
	Others	0	0	0	0	0
PG	Male	281	75	0	1	357
	Female	233	57	0	1	291
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	16	8	0	1	25
	Female	18	2	0	2	22
	Others	0	0	0	0	0
Diploma	Male	298	0	0	0	298
	Female	397	0	0	0	397
	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
B A College Of Agriculture Anand	[View Document](#)
College Of Agricultural Engineering And Technology Godhra	[View Document](#)
College Of Agricultural Information Technology Anand	[View Document](#)
College Of Agriculture Jabugam	[View Document](#)
College Of Agriculture Vaso	[View Document](#)
College Of Food Processing Technology And Bio Energy Anand	[View Document](#)
College Of Horticulture Anand	[View Document](#)
International Agri Business Management Institute Anand	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The 6th Deans Committee was set up by ICAR, on the recommendations of the ICAR Expert Committee on Implementation Strategy for executing National Education Policy (NEP) across the 13 disciplines that fall under Agriculture and Allied Disciplines of Agricultural Education system. Under NEP regime, ICAR as Professional Standards Setting Body (PSSB) for Agricultural Education in the country, has the primary task of prescribing the course curricula and credit framework that will govern agricultural education in the country. Therefore, as a step towards implementing NEP, ICAR constituted 6th Deans Committee with a specific mandate of restructuring

	course curricula and regulations for the degree programs in operation under agricultural education in the country. First draft of the curricula and programmes under NEP has been prepared and it will be released to implement in short while. Anand Agricultural University is committed the implement the restructured course curricula and regulations for the degree programs as per NEP. Present curriculum as per the 5th Dean committee addressed the needs of manpower which could transform knowledge - intense agriculture system imparting skill development, emphasizing experiential learning and exposure to national and international issues. More technological interventions are likely in the disciplines of ICT, digitalization, biotechnology, nanotechnology, agro-processing, Artificial Intelligence (AI), precision agriculture, and systems simulation. A pluralistic/ multidisciplinary/holistic approach and public-private partnership, focusing on business/marketing/income orientation, are needed for making the local extension sensitive to the challenges at a micro level, strengthening the feedback mechanism, and setting the right priorities to resolve farmers' problems. The faculty works on multidisciplinary and interdisciplinary research projects. Such projects are also preferred by many of research funding agencies like DBT, DST, ICAR, World Bank, etc. All the M. Sc / M. Tech & Ph. D degree have provisions for major subjects and minor's subjects to be opted by students from other disciplines. The students' advisory committee also comprises of members from major and minor disciplines based on nature of research work
2. Academic bank of credits (ABC):	Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD) which is born out of an initiative by MHRD to provide a 24×7 online depository to Academic institutions to store and publish their academic awards. The digital depository not only ensures easy access to and retrieval of an academic award but also validates and guarantees its authenticity and safe storage. ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by academic institutions via the NAD and DigiLocker Platform. The Anand Agricultural

	University has also deposited the academic records like marksheet and degree certificates of the various disciplines including graduate and post-graduate students records with the ABC Id. The students of Anand Agricultural University are getting this benefit through the DigiLocker.
3. Skill development:	To reorient graduates of agriculture and allied subjects for ensuring and assuring employability through skill and to develop entrepreneurs for emerging knowledge intensive agriculture, Anand Agricultural University has introduced programs related to skill improvement that includes: Experiential Learning/Hands on Training, Skill Development Training, Rural Agriculture Work Experience, In- Plant Training/ Industrial attachment and, Students Projects to various UG programs and PG program These programs are essential prerequisite for the award of degree to ensure hands on experience and practical training. These components are interactive and are conceptualized for building skills in project development and execution, decision-making, individual and team coordination, approach to problem solving, accounting, quality control, marketing and resolving conflicts, etc. with end to end approach in Student READY program. The students will be required to have any three of the five components listed above depending on the requirement of their graduate education but it should be implemented for the complete year, so that their education upto level of III year may get right information in IV year and finally they should attend right stage of entrepreneurship. AAU has established AAU Incubation Center (AIC) - a not-for-profit company under the section 8 of Companies Act 2013 catering the need of innovation and entrepreneurship with an objective to support innovation and strengthen startups ecosystem in agricultural and allied sectors of the region. AIC has established a network of over 75 mentors across various agricultural and allied sectors. Mentor Development Programs of AIC to align faculty members with business perspectives. Facilitation to skill development and entrepreneurship through state-of-the-art facilities, including eight food processing pilot plants and top-tier testing labs at AAU, availed for students, researchers and startups. AAU has established the "ASPIRE CLUB" at each college to

	raise awareness and engage students & faculty members to create an ecosystem that promotes entrepreneurship. Promoting entrepreneurship and Agri - Startups, encouraging market-led extension strategies, and intensive use of electronic media should be duly covered in the educational programmes, thus mutually synergizing the Scientific Social Responsibility (SSR) and Corporate Social Responsibility (CSR).
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	A unique curriculum that offers credit-bearing courses like environmental science, Technical writing and communication skills, NSS and NCC to ensure wellness for students, and understanding Harmony of our Indian culture. Students throughout the country participate and enrol for various courses of Anand Agricultural University offered at UG and PG level shows the multi-diversity and multi-cultural environment of the university. This student diversity is ensured through the admission process of each programme where thirty per cent intake capacity is through ICAR UG and PG entrance examination. Beside this, International students admission through Indian Council for Cultural Relations with scholarship gives opportunity to all the students to exchange the culture as well as the learnings. Student Representative Council (SRC) of each college under the purview of dedicated Directorate of Students Welfare (DSW) at Anand Agricultural University organises various events such cultural, sports, Literary and academic fests at college, intra-college, inter university and national level. This provides opportunities to the students to bring out their full potential which helps them to develop their inter-personal skills and hidden talents. Anand Agricultural University celebrates various festivals with equal importance to promote national integrity and awareness of the national and regional languages and associated culture of India. National memorial days like Constitution Day and Yoga Day are also observed. Teachers' day, Republic Day and Independence Day are few examples of celebrations where students are spoken to in their mother tongue.
5. Focus on Outcome based education (OBE):	As foremost step for quality improvement in education, the ICAR has periodically been appointing Deans' Committees for revision of course curricula. In the series, at present curricula and academic regulation is recommended by Fifth Deans

Committee considering contemporary challenges for employability of passing out graduates and to adopt a holistic approach for quality assurance and effective governance in agricultural education. A comprehensive consultation process adopting a bottom up approach was undertaken for curricula development to ensure nation-wide acceptance of the Committee's Report and its ownership by all stakeholders. Inputs from different stakeholders of agricultural education were obtained at different levels. The Committee first deliberated on the skills which graduates must possess and then worked out backward to design course curricula. The Committee identified Conveners/Co-conveners and gave them the responsibility to have inputs from all the Deans of all the colleges of their disciplines based on the suggestions received from their faculty after holding meetings at University/College level. The suggestions received for all the disciplines were reviewed by the Committee and full-fledged curriculum with academic regulation is recommended to implement at national level at all the agricultural universities. Anand Agricultural University as a stakeholder, actively participates in the design and development of curricula and its pedagogy. All the programs offered by the University is adopted from the recommendations of Fifth Deans committee with some additional content as per the geographical need of the university. Earlier, following the traditional teaching and academic ethics, the curricula prepared as per Fifth Deans Committee recommendations was not mentioning the outcomes explicitly. However, after the acceptance of National Educational Policy, Program Outcome (POs), Program Specific Outcome (PSOs) and Course Outcomes (COs) are explicitly derived for all the programs at college level by the University. The Outcomes are classified in skill, employability, entrepreneurship and ethics and values. After the implementation of NEP, 2020, the University will approve Program Outcomes (POs) and Program Specific Outcomes (PSOs) for all the Programs offered at the University Campus and Course Outcomes (Cos) of all the courses taught under these programs through its various academic bodies like Board of Studies, Faculties, Board of University Teaching and Academic Council. Thus, the course outcomes are indicated beforehand. Also mappings of all POs and PSOs and POs with COs has

	been prepared. Measures are being taken to evaluate the indicated COs with COs achieved by the students after completion of the program.
6. Distance education/online education:	The unprecedented global lockdown during the COVID-19 pandemic has evolved the digital transformation strategy at AAU. The strategy/initiative which required a multitude of learning and development, technical, process and cultural (workforce) changes were adopted. Virtual mode for classes and examinations came in practise. The study materials and resources were shared to the students using online and offline tools. The assignments and submission as well, the exams were conducted in the online mode using various authentic tools. Impartus Virtual Classroom was subscribed to conduct instructor led live online teaching/training sessions, with focus on interactivity and engagement. The platform supports large batch sizes for both live and on-demand learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	AAU has no exclusive Electoral Literacy Club (ELC), but the university has regularly taken initiatives for the electoral literacy among the students and the local individuals. All the constituent colleges of the university carry out electoral literacy initiatives either through NSS/NCC or SRC. During the times of election, NSS volunteers and NCC cadets carry out different electoral literacy related activities.
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?	At the university-level, the activities related to electoral literary are dealt by the Director of Students' Welfare. All the constituent colleges have NSS Programme Officer or Associate NCC Officer as well as the SRC members, including the students and teachers. They together carry out the different activities related to electoral literacy. The activities related to electoral literacy are carried out during the pre-election time.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	The students of AAU have actively participated in the voters registration programme promoted ethical elections; assisted the local administration in

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.	conduction fair elections and preparing polling booths, and helped disabled persons and senior citizens during election days. The NSS volunteers and NCC cadets have also spread the information on functioning of the EVMs. Majority of these activities are carried out during the pre-election times and regular NSS or NCC events.
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.	AAU and its constituent colleges have carried out awareness drives for promoting the democratic values and participation in electoral processes. The students are encouraged to participate the Youth Parliament organized by the Govt. of Gujarat to make the students familiar with the functioning of the government.
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.	AAU encourages the students above 18 to enroll as the voters in the electoral roll. Such students take the pledge during the programme's related to electoral literacy and register themselves as the voters.

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
2093	2022	1869	1929	2408
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
497	469	469	474	476
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
331	341	352	363	372
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: 386

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
8731.41	8501.13	7753.37	10556.38	10333.61

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:

AAU has always prioritized local, regional, national, and global development needs when developing and implementing curricula for all undergraduate and postgraduate programs, a commitment evident in their POs and COs. Across all faculties, the curricula are tailored to address these various needs, equipping students with the essential skills, knowledge, and mindset to contribute effectively to development efforts at different levels.

Here is how AAU addresses region-specific needs through POs and COs:

- Local and Regional Needs: As an agricultural university, AAU has consistently focused on local and regional agricultural practices in faculties such as agriculture and horticulture. The POs and COs are specifically designed to address the requirements and challenges faced by local and regional farmers. Emphasis is placed on local-regional crops, actual farming practices, and solutions to prevalent pests and diseases. Through community engagement initiatives like outreach programs, research projects, and extension services, students and faculty address local-regional agricultural needs and provide solutions. For instance, the POs and COs of agriculture and horticulture faculties concentrate on issues like water management in arid regions, sustainable livestock farming practices, and region-specific agroforestry techniques. This knowledge equips students to address regional agricultural concerns, thereby promoting economic growth and food security across wider geographical areas. AAU's initiative to promote sustainable and low-cost agriculture, human and soil health, and food security through the introduction of a course on "Natural Farming" exemplifies the university's commitment to addressing local and regional needs. Even the curricula of allied faculties ensure they tackle broader regional issues such as agricultural productivity, food security, and natural resource management.
- National Needs: Since its inception, AAU has envisioned an "agriculturally prosperous Gujarat and India," reflected in all university programs. The POs and COs of these programs ensure AAU plays a vital role in supporting national development goals by producing skilled professionals for the country's agricultural and allied sectors. Courses are aligned with national priorities such as enhancing food production, reducing post-harvest losses, promoting agribusiness entrepreneurship, and implementing sustainable farming practices nationwide. Students are trained to drive innovation, productivity, and competitiveness within these industries, ultimately contributing to the nation's economic growth and food self-sufficiency.
- Global Needs: AAU addresses global challenges through POs and COs across different programs, covering topics such as global food security, climate change adaptation in agriculture,

international trade and market dynamics, and sustainable agriculture practices with global implications. Some programs also address transnational challenges like food insecurity and environmental degradation.

In conclusion, AAU's commitment to addressing diverse development needs at the local, regional, national, and global levels underscores its role as a key player in agricultural education and research.

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:

All programs offered by Anand Agricultural University focus on employability, entrepreneurship, and skills development among students. The colleges of various faculties such as agriculture, horticulture, food processing technology and bio-energy, agricultural engineering and technology, and international agribusiness management primarily emphasize entrepreneurship and employability development. The undergraduate programs of these colleges have introduced a one-year (two-semester) "Student-READY (Rural Entrepreneurship Awareness Development Yojana)" program in the last semester to ensure the development of employability and entrepreneurial skills among agriculture and allied sciences students by integrating knowledge, skills, abilities, and experiences. This program is an essential prerequisite for degree awarding.

Components of the Student-READY program include:

- Experiential Learning (Business Mode): This component provides students with an excellent opportunity to develop analytical and entrepreneurial skills and knowledge, confidence in their ability to design and execute entrepreneurial projects through meaningful hands-on experience. It promotes professional skills and knowledge through practical experience, builds confidence to work in project mode, and develops enterprise management capabilities.
- Experiential Learning (Hands-on Training/Skill Development): Under this component, students face realistic conditions to gain knowledge and skills for various on-farm operations. They are given opportunities to master identified practices and methods while enhancing their current skills and acquiring new techniques.
- Rural Awareness Work Experience (RAWE): RAWE is designed to help students understand rural situations, local farming practices, agricultural technologies adopted by farmers, socio-economic conditions of farmers, and real-life farmers' problems while enhancing their professional skills and attitude towards working with farmers in rural settings. RAWE focuses on

imparting practical training to students on diagnostic and remedial knowledge relevant to rural field situations. It also helps students develop communication skills and confidence to solve agriculture-related issues.

- In-Plant Training/Industrial Attachment/Internship: This component aims to train students for organizational behavior and industrial requirements by exposing them to best industrial practices. During this phase, students are attached to a company or industry where they can correlate their studies with actual industrial practices and perspectives. By exposing students to the industrial environment, they not only learn entrepreneurial skills but also acquire confidence, personality development traits, and problem-solving skills. They get a chance to familiarize themselves with various materials, machines, processes, products, and their applications along with relevant aspects of management.

- Student Projects: This component enables students to understand and identify problems in their field of interest, set up experiments, make necessary observations, and write documentation in the form of project reports. It offers several opportunities for students to learn various aspects such as conceptualizing, designing, implementing, testing, and troubleshooting proposed work plans.

Additionally, all colleges of AAU have coordinators for the Student-READY program. They maintain contact with different farmers, industries, and other stakeholders with whom students are trained. They continually review students' performance based on stakeholders' feedback, suggest necessary changes in course syllabi, and revise syllabi adequately to incorporate contemporary requirements.

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: 64.67

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

Response: 875

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

Response: 1353

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:

All programs offered by AAU incorporate crucial cross-cutting themes, including Professional Ethics, Gender Equality, Human Values, Environmental Sustainability, and other pivotal frameworks outlined in the Sustainable Development Goals and the National Education Policy of 2020 into their curriculum.

- *Human Values and Professional Ethics*: Nearly all AAU programs introduce courses or chapters addressing Human Values and Professional Ethics. These courses empower students to enhance their ethical conduct for both their professional careers and personal lives. For instance, within the agricultural faculty, a course labeled "HVE 2.1" delves into topics such as professional ethics, media ethics, business ethics, self-exploration, self-awareness, decision-making, motivation, and sensitivity. Additionally, a course titled "Human Engineering and Safety" emphasizes the importance of safeguarding the well-being of agricultural workers and the broader community by integrating principles of ergonomics, safety protocols, and human factors into agricultural engineering practices. Furthermore, courses covering Intellectual Property Rights sensitize students to professional ethics considerations.
- *Gender*: All colleges within AAU offer a course on the National Service Scheme, where chapters on "Human Rights" and "Social Responsibility" address gender equality, social justice, women's rights, socio-cultural aspects, social harmony, national integration, and legal dimensions of gender discrimination. Through various co-curricular activities under NSS, students are educated about different facets of gender, gender sensitivity, and gender equality.
- *Environment & Sustainability*: AAU demonstrates consistent efforts to integrate environmental concerns into both the curriculum and institutional core values. For instance, the course "Environmental Studies and Disaster Management" is mandatory for all undergraduate students

to foster environmental awareness. Another course, "Biomass Management for Fodder and Energy," explores the critical intersection of agriculture and energy sustainability, equipping students with skills to manage biomass resources efficiently for fodder production and energy generation. Similarly, "Environmental Engineering" transcends disciplinary boundaries, teaching students how engineering principles can address environmental challenges like water quality management, pollution control, and sustainable agriculture practices. Furthermore, courses such as "Environmental Science and Disaster Management" broaden students' perspectives by delving into environmental science intricacies and preparing them to respond to natural disasters with sustainable solutions.

Moreover, these courses are in alignment with the Sustainable Development Goals and the National Education Policy of 2020 wherever feasible.

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: 35

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

Response: 35

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: 86.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
767	688	665	688	614

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
662	592	567	596	536

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Admission extract signed by the competent authority (only fresh admissions to be considered)	[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: 77.78

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
220	211	192	203	182

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
263	260	260	268	245

File Description	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](#)

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:

AAU has a diverse group of students in terms of linguistic, regional, and cultural perspectives. AAU ensures that none of these causes any hurdles in students' capacity to acquire knowledge. AAU assesses the learning levels of the students by considering the following strategies:

1. Classroom Observations: Teachers at AAU regularly observe the learning levels of the students and their needs in the classrooms, and accordingly, they devise strategies to cater to the students' different learning needs. Continuous and periodic assessments are also used as a measuring system to assess the learning levels of the students. All the constituent colleges of AAU have a similar type of timetable divided into theory and practical classes. Most of the morning classes are theory classes where students learn basic theories and course content. In practical classes, these students, in group of 27-30 students per batch, apply the theoretical knowledge they have received for the practical purposes. Teachers, during this shift, get a chance to assess the learning levels of the students and prepare students accordingly.

2. Capstone Projects: Being an agricultural university, the university's mandate is to prepare students for the practical application of theoretical knowledge. Hence, the teachers assess the students' learning levels from time to time through different strategies. Almost all the course teachers ask students to prepare different assignments which are analysed minutely by teachers, and students are evaluated accordingly. This again gives the course teacher a chance to know what students have acquired and thus identify the students with specific needs.

3. Teacher Counsellors: All the colleges of AAU have a system of student counselling by the teachers.

Teachers organise mandatory counselling sessions for all the students. During these sessions, counsellor teachers identify the advanced and slow learners on the basis of the responses of the students. The counsellors report to the course teachers of their counselling and carry out the necessary action. Counsellor teachers are accessible to students personally, over the phone, by mail, and on WhatsApp.

4.   Formative Assessment: AAU teachers provide ongoing feedback during the learning process to guide students and address misconceptions, if any. Corrected answer books and assignments are shared with concerned students to make them aware of their areas of expertise and the areas that they should focus more on. Advanced learners are encouraged to study the Recommended Readings listed in each syllabus.

5.   Internal Improvement: AAU encourages students to go for internal improvement in any course in which students feel that they have not made good performance. The course teachers guide students on performance, and students benefit from improving their results in the internal theory and practical exams.

Apart from curricular learning needs, AAU also identifies students' co-curricular learning needs and grooms their personalities by organising different sports, athletics, cultural and literary competitions, programmes and events.

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: 6.32

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](#)

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:

All colleges within AAU prioritize student-centered teaching-learning approaches. In line with this ethos, AAU educators utilize ICT-enabled tools to enrich the educational experience. By integrating online resources, audio-visual aids, and technology-driven platforms, they facilitate dynamic and interactive classroom sessions. Teachers leverage digital tools to deliver captivating lectures, share pertinent case studies, and conduct virtual demonstrations. The following are the methodologies employed across all AAU colleges to augment learning experiences:

- Experiential Learning: Central to AAU's approach is experiential learning, aimed at bridging the gap between theoretical knowledge and real-world agricultural challenges. Through field visits, internships, and hands-on exercises, students gain insights into applying information technology to agricultural practices. This hands-on approach not only reinforces theoretical concepts but also fosters a deeper understanding of their practical implications. Each AAU college hosts Experiential Learning Units providing practical training on various aspects of agriculture and allied sciences. The Experiential Learning Program (ELP), culminating in the one-year "Student-READY (Rural Entrepreneurship Awareness Development Yojana)" program, focuses on imparting hands-on training and nurturing business skills among students.
- Participative Learning: AAU programs integrate courses offering 50% to 100% practical training, enabling students to engage directly in agricultural operations beneficial to the agricultural community. Emphasizing an interactive and collaborative learning environment, colleges encourage student involvement in discussions, group projects, and knowledge-sharing sessions. This participatory approach fosters peer-to-peer learning, critical thinking, and effective communication. During the Village Phase of the Student-READY Programme, students reside with farmers, gaining insight into agricultural practices and rural lifestyles. During internships and Industrial Attachment Phases, students acquire essential skills by participating in production processes at companies or industries.
- Problem-solving Methodologies: AAU programs prioritize the development of critical thinking and problem-solving skills, aiming to cultivate employability and entrepreneurial abilities. Accordingly, programs integrate problem-solving methodologies at various levels, with assignments and report writing modules designed to prompt students to apply their knowledge to address complex agricultural challenges. By presenting authentic, industry-relevant scenarios, AAU colleges foster a problem-solving mindset, preparing graduates to make proactive contributions to the agrarian economy.

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:

AAU has well-structured mechanisms to ensure the overall well-being of the students. All the constituent colleges of AAU have nominated their teachers as student-counselors. These student-counselor teachers are given the responsibility to counsel the assigned group of students. At least four times in a semester, the student-counselor teachers meet with the students and counsel on different issues related to academics, social life, and any other matters the students would like to discuss. If any issue is reported, the student-counselor teacher tries to resolve it in consultation with the concerned college principal or university authority. This is how AAU has adopted Mentor-Mentee Schemes.

The mentor-mentee relationship often extends beyond academic and psychological support, fostering personal growth and skill development. Through continuous interactions, mentors or the student-counselor teachers help their mentees hone their communication, time management, and problem-solving skills — essential attributes for success both in academia and life beyond the institution. This Student Counselor mechanism also promotes a sense of belonging and community within the institution, enhancing the overall student experience.

Responsibilities of the Student Counselor Teacher:

- Meet with the group of students at least four times in a semester.
- Maintain personal details of the students, including their addresses, contact numbers, overall academic performance, and progress. This will help the counselor monitor the academic growth of the students.
- Continuously monitor, counsel, guide, and motivate the students in all academic matters.
- Contact parents/guardians if the situation demands, e.g., academic irregularities, negative behavioral changes, interpersonal relations, detrimental activities, etc.
- Maintain contact with the students even after their graduation.
- Inform the Principal and Dean and suggest any necessary administrative actions.
- Provide professional guidance regarding professional goals, career selection, and higher education.
- Offer guidance on career advancement, including self-employment opportunities, entrepreneurship development, and the moral integrity required for career growth.

The effective adoption of the Student-Counselor scheme has demonstrated a commitment to the holistic development of students. By addressing both academic and psychological issues, this scheme has created an inclusive, nurturing, and supportive environment that empowers students to excel academically and thrive personally. As the constituent colleges continue to embrace this approach, it has potentially contributed to the growth and well-being of their students, thereby enhancing the quality of education and fostering a brighter future for all.

In addition, all the colleges of AAU have "Students Representative Councils." The Student Representative Council is comprised of Staff Advisors and Student Representatives. Both Staff Advisors and Student Representatives are assigned the duty of organizing various athletic, sports, cultural, and literary events. Thus, these Staff Advisors and Student Representatives encourage, inspire, and guide the students to participate in different co-curricular activities. This initiative has strengthened the bond between students and teachers, resulting in better performance of the students at the state and national

levels by boosting their confidence.

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: 73

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
482	482	482	482	482

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 merged with 2.4.3 and 2.4.4)	[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: 0

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**

File Description	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](#)

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: 14.69

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

Response: 4864

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: 14

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
17	14	15	12	12

File Description	Document
Institutional data in the prescribed format (data template)	[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: 0.13

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
11	8	1	11	1

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
5481	5200	4843	4698	4341

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](#)

2.5.3

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

Response: B. Only student registration, Hall ticket issue & Result Processing

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:

Curricula of AAU has been designed by the BoS of the subject and recommended further to Faculty Board and approved by the Academic Council.

Outcome of the program is conceptualized with reference to the subject and the discipline. The thematic range of the discipline, learning outcome at the undergraduate studies in subject, and the contemporary industrial and societal requirements which a postgraduate program is expected to cater to are the primary considerations for the shaping of program outcomes. Further, the interactive relevance of program outcomes, program specific outcomes, and the course outcomes are defined and tested through the mapping between CO to PSO and PSO to PO which becomes visually available helping the stakeholders for further planning and practice.

As feedback on curriculum is critical in assessing the PO, PSO and COs, it is employed by various stakeholders to gauge the impact of teaching-learning. In addition, feedback from the teachers, alumni, and employers on the curriculum is also obtained and analyzed.

Course outcomes are determined by considering a few of the relevant points from a wide range of parameters: expertise in the specific domain of a given course, skill development, relevance to industry requirements, capacity building, ethical values and nation, environmental awareness with sustainability building, etc.

Direct assessment methods, such as informative and summative examinations, seminars, and

assignments, serve to quantify the attainment of Course Outcomes (COs). Formative assessment involves continuous evaluation by teachers to gauge and improve student learning, utilizing tools like viva voce and written tests during course delivery.

Internal assessment, conducted periodically, evaluates students' academic performance. Seminars require students to present on their course of study, assessing their interaction with peers and teachers, along with evaluating content, preparation, presentation, and conversational abilities.

Assignments aim to gauge students' understanding of the allotted topic, information gathering ability, comprehension, innovation, analytical/critical thinking, interpretation skills, and written communication skills in alignment with learning outcomes. Viva voce assessments during practical classes assess students' knowledge and critical thinking abilities.

Research work, undertaken in master research and doctoral research guidance, measures students' ability to plan, execute experiments, analyze and interpret data, and deliver outcomes within specified time frames.

Summative assessment, a comprehensive evaluation of learning outcomes, occurs at the end of the semester through the end semester University examination, covering both theoretical and practical aspects of the complete syllabus. The results of these examinations play a crucial role in regulating students' academic performance at the end of the course and determining the extent of outcomes achieved.

Implicit learning outcomes of the PG programs include preparing students to function effectively as both team leaders and team members in multidisciplinary projects, showcasing their analytical skills. This holistic approach ensures that post graduates are well-prepared for the dynamic demands of the agriculture sector.

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

2.6.2

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

Response: 100.4

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

Response: 499

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](#)

2.7 Student Satisfaction Survey

2.7.1
Online student satisfaction survey regarding teaching learning process
Response:

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

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:

AAU is engaged in a Multi-Disciplinary Education and Research in the field of Agricultural and Allied areas. AAU carries the responsibility of catering research needs for all the 9 districts of middle Gujarat falling in its working jurisdiction. It has well-defined 'Research Policy' which along with relevant provisions in statutes and regulations, provide an enabling framework for ensuring academic integrity, better output, consultancy etc. Qualitative end deliverables are conquered from operational execution of large number of research projects, conducted at on-campus and off-campus research stations and colleges of the University. Majority of these multispectral R&D efforts comprises projects outsourced from numerous agencies like Government of Gujarat, Government of India, ICAR, DBT, DST, NHM, RKVY and several private agencies. Significant number of innovative research programs of Masters' and Doctoral level students with clearly identified thrust areas of Agricultural Sciences, Horticultural Sciences, Food Technology, Agricultural Engineering, Agri-Business Management etc. also contributes to the research output of the University. For few of the multidisciplinary and multi-institutional projects, MoUs have been signed with several national and international institutes/organizations.

The University has 18 on campus and 10 off campus research stations including multidisciplinary main research stations and sub centres on various crops and testing centres to evolve location specific production technologies. For development of new technologies in agriculture and allied sectors, AAU has three tier research audit system, in which new technologies and new technical programs of the research experiments are first presented by the scientist in the AAU Agriculture research subcommittee (AGRESCO) meeting, afterward it is presented in joint AGRESCO meeting of all AAU scientists and finally presented in combined AGRESCO meeting of the four agricultural universities of Gujarat. Then, the results of those experiments are released in the form of recommendations for farmers, entrepreneurs and scientists. Thus, AAU has robust scientific investigation plans, where needs towards basic, applied, advanced, operational, and academic research are excellently achieved; with active involvement of UG & PG scholars, researchers, research-based teaching and technology transmissions.

The Directorate of Research and Dean PG studies at AAU monitor in-house and sponsored research, consulting, and other R&D related activities. All the Ph.D. guides have access to plagiarism checking software (Urkund). Each Masters and Doctorate student shall have student Advisory Committee to guide the student during the study programme including a Major Guide, Minor Guide and two other expert members for Master's Degree and three expert members for the Doctoral degree student. This Research Advisory Committee review and enhance quality of Masters and Doctoral research.

The Annual Report of AAU acts as centralized data base reservoir to document and disseminate research publications and reports for rating ranking and accreditation purposes. The university continually organizes workshops, webinars/ seminars on Research Methodology, Ethics in Research, and Intellectual Property Rights etc. The university library has a rich collection of rare books, manuscripts, reference/text

books and e-resources in form of e-books, software and databases. Various research related information including achievements, technologies, intellectual property, infrastructure etc. are put on the university website (www.aau.in) and is regularly updated.

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

3.1.2

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

Response: 1781.03

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
263.29	2448.92	331.72	4761.71	1099.49

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](#)

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: 4.66

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: 18

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](#)

3.1.4

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

Response: 8.56

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

Response: 22

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

Response: 257

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
E copies of fellowship award letters (mandatory)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 0

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](#)

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: 0.52

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

Response: 202

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](#)

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:

Anand Agricultural University has created excellent ecosystem for research based innovations in terms of farmers and commercial application generated from research and developments in its various faculties like Agriculture, Horticulture, Agricultural Engineering, Food Processing Technology and Agricultural information technology. At university level IPR cell, Incubation centers, start up schemes and technology transfer activities are carried out by specified units like IPR Cell, Incubation Center and Start up projects. It has achieved significant milestones through registrations of crop varieties and germplasm, patenting the research outcomes, incubations and transfer of technologies. The most significant technologies

transfers include Date palm tissue culture and Bio NPK liquid bio-fertilizers that were transferred to public and private sector organizations. AAU has carried out Memorandum of Understanding with reputed universities, research institutes, Cooperative and state government organizations along with various private sector stakeholders which includes Astrakhan University, Russia, Central Salt & Marine Chemicals Research Institute (CSMCRI), Bhavnagar, Gujarat State Co-operative Marketing Federation Ltd. (GUJCOMASOL), Ahmedabad, Gujarat Narmada Valley Fertilizers & Chemicals Limited (GNFC), Bharuch and Amul Dairy, Anand.

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: 17

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](#)

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](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 0

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

Other Upload Files	
1	[View Document](#)

3.4.3

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

Response: 1.11

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

Response: 217

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

Response: 196

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: 0.44

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

Response: 171

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: 0.07

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

Response: 27

File Description	Document
List of chapter/book with the links redirecting to the source website	[View 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](#)

3.4.7

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

Response: 7.17

3.4.8

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

Response: 26

3.5 Consultancy

3.5.1

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

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution.	[View Document](#)
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	[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:

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing

the students to social issues and holistic development

Anand Agricultural University has 12 National Service Scheme (NSS) unit at various colleges and polytechnics. Regular and special camp activities carried out under NSS units. As a part of social responsibility of University 12 NSS units of Anand agricultural adopted a village each for the activities related to the problems and requirements of the society and its development. They are also inspired to work for Environment, Health, Family welfare, Hospitals and other organizations during natural calamity for the benefit of society and to work with people in the village and slums. The villagers also actively participate and got benefited from these programmes. Students participated and gained knowledge on various aspects like health, development of spiritual and cordial relationship, preservation of natural resources and conservation of cultural /historical heritage, animal health, dairy products, etc. and strengthened their creativity.

Several activities were carried out during Special camps, viz.

- Different kinds of Shram-yagnas

· Surveillance of villagers to know their social, educational, economical and health status along with the epidemiological surveillance of important diseases in animals

· Writing of slogans on walls

· Creative painting by NSS Volunteers

· Volunteers participated in indoor and outdoor games

· Prabhatpheri in the morning at 6.00 hrs

· Tree plantation at village

· Distribution of sparrow nest

· Collection of Plastic & Gutka pouches for plastic free village

· Drama on Andhashradha & Nashabandhi

· Bhajan Sandhaya in village

· Village Cleaning Programme

· Visit of progressive farmer's field, green house, poultry farm and anganvaadi

· Rangoli, Poster making, Musical chair, Quiz, Cartooning etc.

· School sports programme to motivate students for regularity and sports activity

· School cultural programme

- Jagruti Abhiyan Rally

- Demonstration for preparing of Bakery products like biscuits and other products

- Demonstration of dairy products

- Panel discussion on 'Women Empowerment' among NSS volunteers

- *Beti Bhachavo*, *Beti Padhavo Rally*

- *Vyasan Mukti Rally*

- Food Rally on World Food Day

- Awareness for cashless transaction, Net banking

- A lecture on '*Gandhiyan* Philosophy and NSS

- Help to homeless people by volunteers

- Lecture on Disaster management

- Eye check-up camp of school students

- Distribution of mineral mixture powder to needy people

- Demonstration of Deworming in animals

- Lecture on Water conservation

- Prevention of soil erosion, and work for soil conservation

- Watershed management and wasteland development

- Programme of mass immunization

- Working with people in nutrition programmes with the help of Home Science

- Health education, AIDS Awareness and preliminary health care

- Population education and family welfare programme

- Organising blood donation, eye pledge programmes

- Weed control

- Soil-testing, soil health care and soil conservation

·   Work for the promotion and strengthening of cooperative societies in villages

·   Assistance and guidance in poultry farming, animal husbandry, care of animal health etc.

·   Voter awareness

·   programmes including discussions on eradications of social evils like communalism, castism, regionalism, untouchability, drug abuse etc.

·   collection of clothes and other materials, and sending the same to the affected areas

·   Working with people and explaining and teaching improved agricultural practices

·   Work in welfare organisations of women

·   Environmental sanitation and disposal of garbage & composting

File Description	Document
Upload any 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: 16

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
05	02	0	05	04

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: 07

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[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](#)

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:

The university ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of university. To establish a pedestal for the integral innovation, team spirit, originality and competence in the students, exposethem to face the global challenges and become pioneers of Indian vision of modernsociety'. University has well-ventilated modern classrooms in each college. All colleges have sufficient numbers of advanced chairs, sitting tables for students and podium for teachers. All laboratories are furnished with the basics to modern instruments as per the requirements. Students are taught using traditional as well as modern teaching tools.

Classrooms are equipped with desktop computers and ceiling mounted LCD projectors. Modern education heavily relies on Information and Communication Technology (ICT) for teaching and learning. All the class rooms and exam halls are under CCTV surveillance. LMS(Learnig Management System) platforms aid in organizing and delivering course content, assessments, and communication which enhancing the quality of education, promoting interactive learning, and ensuring access to digital resources.

Apart from curricular learning, students are also encouraged to explore the online learning by surfing through various National as well as international institutes' websites. Students are also encouraged to participate in online learning methods viz., Educational videos on You Tube, Massive Open Online Courses (MOOCs), etc. Students are also taught how to use digital tools (Microsoft word, power point, excel sheet, Google Docs and AI) for preparation of their assignments.

The students have also been expertized to access social and professional community portals like LinkedIn, Academia, Facebook and Research Gate to update themselves. Students are encouraged to join the professional community portals along with the social networking sites (like Twitter, Face Book) to enable them to get to know about the academic opportunities available throughout the world.

Sport is an integral part of the curriculum. Various sports facility is provided to the students within the campus. The university is committed to create a balanced atmosphere of academic, cultural and sports activities for the overall personality development of its students. Various sports competitions such as

inter collegiate, Inter University, etc help in developing team spirit in students. Sports and games help the students to improvetheir interpersonal relationship in healthy manner. Talented students are honored withmedals, trophies and certificates. University has different facilities for the indoor and outdoor games/activities. These include a volleyball court, Kho-Kho ground, table tennis area, chess zone, gymnasium, and more. Moreover, colleges also have modern seminar hall, conference room, multipurpose room and auditoriums for the different cultural activities. Each college has separate hostel facilities for the girls and boys with mess facilities.

Cultural and sports activities are integral to a student's holistic development. College has adequate facilities for cultural activities, such as an auditorium for performances and gatherings. These facilities not only contribute to the physical and mental health of students but also nurture their talents and interests beyond academics. University also has separate digital library cum reading room for the students.

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: 7.17

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
136.7523	199.28102	439.59515	1105.25649	1408.67473

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](#)

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:

Library is automated using Integrated Library Management System (ILMS) and has digitization facility

Introduction

Dr. M. D. Patel Regional e-Library is functioning independently as a separate unit with great pride as "University Library". Presently, the library is in possession of 13 foreign journals, 42 indian journals, 69 indian e-journals, 35 popular magazines, 14 news papers, 83192 Barcoded Books, 2513 e-books, 12331 Reports, 13803 Back Volumes, 6296 M.Sc. and Ph.D. theses, 280 DVDs, 230 digitized rare books, and several e-resources for the utility of the users. Moreover, Library activities like acquisition, circulation, searching etc. are carried out with Koha Library Software integrated with RFID System, which has fortified the Library system. Cyberary, a hub of e-activities, is also a part of library providing internet services to users with 36 computers and 1.5 Gbps internet connectivity. This year, more efforts were put in by the Library for the development of learning resources, infrastructure, library service innovations, information and communication technology and human resource from the grant given by the state government and the ICAR

Integrated Library Management System (ILMS)

Cloud based KOHA library management system has been extended to sub libraries of Anand Agricultural University. Libraries of different centers namely Library of Agriculture College-Vaso, Library of Agriculture Engineering College-Godhra and Library of Veterinary College-Anand were integrated in existing KOHA LMS, which enables them to use library management system in different library related activities.

RFID System with ILMS

RFID (Radio Frequency Identification) is the latest technology to be used in library theft detection systems. RFID system has been implemented in the library which simplifies patron'sself check-in/check-out, anti theft detection etc., making it virtual digital library.

Plagiarism Detection System

Plagiarism Detection System(DRILLBIT) has been set up in the university backed with Anti Plagiarism Policy to maintain higher academic integrity standards in the academic and research. Total 625+ theses/dissertations have been tested for plagiarism to ensure quality in research publications.

Digitization – KrishiKosh(Institutional Repository for Theses)

'KrishiKosh'- an Institutional Repository has been created under the National Agricultural Innovation Project (NAIP) to provide online access to researchers and scientists all over the world. Since the launching of the Project, AAU has been actively contributing vast material to this repository. Total 5500+ M.Sc./Ph.D. Dissertations are uploaded on Krishikosh. In addition to that historical photographs, digitized rare books (230), digitized Question Papers(4500+), Marketable Technologies, Instructional Manuals(64), Convocational addresses, Annual Reports(16), *KrishiMahotsav* Model and other institutional publications of AAU are available for open access.

CeRA(Consortium for e-Resources in Agriculture)

Consortium for e-Resources in Agriculture is a repository of e-resources provided by the ICAR. The DDS service is being provided on time by Dr. M. D. Patel Regional e-Library. This year, the CeRA user statistics indicate 13938 hits and 130 Document Delivery Requests are catered to different CeRA member libraries.

Signing MoU with Shodhganga – INFLIBNET

Shodhganga – A repository of PhD theses, which is hosted and maintained by the INFLIBNET will be used for theses data in NIRF Ranking. Anand Agricultural University has signed MoU with Shodhganga for theses submission on this repository.

DELNET Membership

Library has become DELNET member. DELNET is a largest network of libraries in South Asia and provide various library related services like interlibrary loan, document delivery services, reference services, professional services, software development and training.

File Description	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: 0.67

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
52.27	56.53	54.71	62.56	82.08

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:

Internet is distributed throughout the AAU and Vaso campus via Lease line Connectivity .

Lease Line Provider	Available Bandwidth	Year
PRIVATE	500 (300+ 200) MBps	2018-2023
NKN through NIC	01 GBps	2018-2023
GSWAN	20 MBps	2018-2023

Internet is distributed throughout the CAET Godhara campus via Lease line Connectivity.

Lease Line Provider	Available Bandwidth	Year
BSNL, Godhara	10 MBps	2018-2019
BSNL, Godhara	10 MBps	2019-2020
BSNL, Godhara	25 MBps	2020-2021
BSNL, Godhara	35 MBps	2021-2022
Ishan Netsol Private Limited	50 MBps	2022-2025

Internet is distributed throughout the College of Agriculture College, Jabugam campus via Lease line Connectivity.

Lease Line Provider	Available Bandwidth	Year
BSNL, Vadodara	20 MBps	2019-2020
BSNL, Vadodara	20 MBps	2020-2021
BSNL, Vadodara	20 MBps	2021-2022
BSNL, Vadodara	20 MBps	2022-2023

Internet is distributed throughout the Seth D.M.Polytechnic In Horticulture, Vadodara campus via Lease line Connectivity.

Lease Line Provider	Available Bandwidth	Year
BSNL, Vadodara	10 MBps	2018-2019
BSNL, Vadodara	20 MBps	2019-2020
BSNL, Vadodara	25 MBps	2020-2021
BSNL, Vadodara	25 MBps	2021-2022

Internet is distributed throughout the Polytechnic Agrivultural Engineering, Dahod campus via Lease line Connectivity.

Lease Line Provider	Available Bandwidth	Year
BSNL OFC Media	4 MBps	2018-2019
BSNL OFC Media	4 MBps	2019-2020
BSNL OFC Media	4 MBps	2020-2021
BSNL OFC Media	4 MBps	2021-2022
BSNL OFC Media	4 MBps	2022-2023

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: 7.42

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

Response: 282

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: D. Any 3-4 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: 0.56

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
61.05836	60.87	58.15574	40.1712	34.86

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](#)

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:

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

Sports Complex:

Physical Education and Sports play vital role in the development and maintenance of personality, physical fitness, health and body buildup of the students. Along with the development of academic career of the students, this university also strives hard to take care of physical fitness and personality development of the students by involving them in physical education, sports, cultural events, adventurous activities etc. at college level under the direct guidance and support of Director of Students' Welfare.

Anand Agricultural University has a Sports Complex, where different Indoor and Outdoor Games grounds facilities are available.

The students of the university are also trained for the development of skills and excellence in various sports activities. Intercollegiate competitions for various games like Chess, Table-tennis, Badminton, Kabaddi, Volleyball, Basketball, Kho-kho, Cricket, Cultural activities like Folk Dance, One Act Play, Mono Acting, Mime and Literary activities like Essay, Debate, Extempore etc. are organized at various colleges. The selected students from intercollegiate competitions are nominated for Inter-University participation and National level AGRIUNISPORTS and AGRIUNIFEST.

Library:

The facility of central library is also available in the campus of Anand Agricultural University. Library membership is available to all university staff members, undergraduate and postgraduate students, as well as researchers working in the university. A university-level, library committee is constituted to make important decisions regarding library policy formulation. Regular meetings of the library committee are scheduled periodically to ensure effective governance and address evolving needs.

Operational Timings of Library

- Morning 08:00 AM to 10:00 PM(Monday to Friday)
- Morning 08:00 AM to 06:00 PM(Second Saturday)
- Late Night Hours 10:00 – 12:00(Managed by PG Students)
- Closed on Sunday and Public Holidays

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: 15.44

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
319	342	311	320	302

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:

Anand Agricultural University demonstrates a hands-on approach to preparing students for successful careers through a comprehensive array of professional development activities organized by the Placement Cells of its constituent colleges. These activities include orientation classes, technical talks, and personality development programs conducted by experts and professionals. Topics covered range

from effective resume writing and interview/group discussion skills to the role of body language and fostering positive attitudes. Such initiatives are a testament to the university's commitment to nurturing well-rounded graduates ready to excel in the professional world.

The university's adaptability and innovation, particularly evident during the challenges posed by the COVID-19 pandemic, underscore its unwavering dedication to supporting student success under any circumstances.

Furthermore, Anand Agricultural University's commitment extends to preparing students for emerging career trends and competitive examinations. This dedication is reflected in its provision of guidance and support for exams like the Civil Services Examination, JRF, NET, SLET, and GATE. These efforts equip students with the necessary skills and knowledge to pursue opportunities in government sectors, research, and academia. The university also offers coaching classes for judicial service examinations and other competitive tests, further enhancing students' prospects across diverse fields in both government and private sectors.

Overall, Anand Agricultural University's commitment to guiding students towards their career aspirations aligns seamlessly with its vision of "Dream Big, Achieve Bigger." By offering comprehensive career counseling, training programs, and robust support services, the university empowers students to unlock their full potential and make significant contributions to their chosen professions.

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: B. Any 3 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](#)

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: B. Any 3 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](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 33.96

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
293	116	59	76	88

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: 29.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
118	119	83	94	110

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: 1.76

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

Response: 42

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**

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: 25

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
13	01	0	06	05

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:

AAU ensures active student participation across various academic bodies and committees. This involvement spans from managing hostels to overseeing the academic and administrative functions of colleges. Each constituent college of AAU hosts a Students' Representative Council (SRC), which oversees co-curricular activities aimed at fostering intellectual, social, cultural, and physical development among students. Annually, SRCs are formed comprising Teacher Advisors and Student Representatives, including positions such as General Secretary (GS) and Lady Representative (LR). The selection of student representatives is strictly based on academic merit.

Additionally, gender committees are formed yearly at each college, consisting of women teachers and senior female students. These committees play crucial roles in promoting gender inclusivity within AAU. Students also play pivotal roles in various event committees, evident in the meticulous planning of events like the Annual Day across AAU colleges.

The active representation of students has significantly contributed to the university's development in multiple ways. It ensures that student perspectives are integrated into university operations, making them more student-centric. Students often bring fresh and innovative ideas to activities and events, enhancing communication and engagement between students and faculty. Their involvement in academic and

administrative committees positions them as ambassadors of the university, thereby bolstering its reputation among prospective students.

Furthermore, student representation promotes diversity, equality, and inclusion within AAU. By participating based on merit and skills, students foster a culture of academic integrity and community spirit, contributing to sustainable institutional practices. Their involvement also nurtures leadership, teamwork, and professional skills development.

Continuous feedback from student representatives helps AAU evaluate the effectiveness and relevance of its activities, fostering a collaborative environment that enhances overall satisfaction and involvement within the university community. Ultimately, student representation on academic committees is central to AAU's commitment to holistic student and institutional development, advocating for student interests and cultivating a student-centric atmosphere.

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: C. Any two 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: 0

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
0	0	0	0	0

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](#)

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:

Although Anand Agricultural University was established as a separate entity from the erstwhile Gujarat Agricultural University (GAU) in 2004, its colleges have roots dating back to colonial times. The School of Agriculture, known as the Sheth M. C. Polytechnic in Agriculture, was founded in 1939, making it Gujarat's first educational institution offering agricultural sciences education. Similarly, B. A. College of Agriculture was established in 1947, with its foundation stone laid by Shri Sardar Vallabhbhai Patel and Shri K. M. Munshi. Over time, additional institutes joined Anand Agricultural University, building on its legacy.

Anand Agricultural University has a strong alumni network spanning over eighty-five years. The university's esteemed reputation owes much to its alumni, who have contributed significantly to its development through academic and other forms of support. Here are ways in which our alumni actively contribute:

1. Financial Support: Alumni associations from four constituent colleges of AAU regularly raise funds to support student-oriented programs, including scholarships and alumni conventions. Their efforts have built a substantial corpus that benefits needy students. Many alumni, now associated with prestigious institutions and firms globally, secure sponsorships for university events.
2. Mentorship Programs: Alumni mentor current students during conventions, offering career counseling and sharing their experiences. These interactions help guide students along their academic and professional paths, fostering informal networking and career opportunities.
3. Guest Lectures: Alumni organize guest lectures, workshops, and seminars, enriching students' academic experiences. For instance, the B. A. College of Agriculture alumni association hosts the annual "Dr. Diwakar R Patel Memorial Lecture" on September 9th, while other colleges similarly benefit from alumni-supported events.
4. Ambassadors: AAU alumni serve as trusted advocates within their communities and professional circles, enhancing the university's reputation. Their positive endorsements attract prospective students from India and abroad, solidifying AAU's stature in agricultural and allied sciences education.
5. Alumni Awards: Alumni associations raise funds to award medals and prizes to outstanding students, motivating them to contribute back to their alma mater in various capacities as they

progress in their careers.

In short, AAU alumni contribute to the university through financial donations, organizing academic events, awarding prizes, mentoring students, and promoting the institution's reputation nationally and internationally. Their involvement in research collaborations and advisory roles further strengthens AAU's academic and institutional advancement.

File Description	Document
Provide the link for 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:

In the complex landscape of higher education, the symbiosis between effective university governance and visionary leadership is paramount. The success of an institution is intricately tied to its ability to align governance practices with a clear vision and mission, and this alignment manifests in tangible ways across various institutional practices. A prime example is the sustained institutional growth that reflects not only a commitment to expansion but, more crucially, a strategic and purposeful evolution in accordance with the institution's guiding principles.

One of the key indicators of effective governance is the consistent and sustained growth witnessed by the university over the years. This growth is not a happenstance occurrence but a deliberate outcome of strategic planning and leadership foresight. Guided by the institution's vision and mission, the leadership team has orchestrated a trajectory of development that goes beyond mere quantitative expansion. It encompasses qualitative improvements in academic offerings, infrastructure, research initiatives, and community engagement. This sustained growth is a testament to the institution's resilience and adaptability in navigating the dynamic landscape of higher education.

Decentralization emerges as a linchpin in the university's governance model. Recognizing the importance of empowering various units within the institution, decision-making authority is distributed across colleges, departments and functional areas. This is more than a delegation of tasks; it is a strategic decentralization of responsibility and autonomy. Each college becomes a microcosm of the institution, making decisions that align with the broader vision while tailoring strategies to meet the specific needs of their academic domain. This decentralized approach not only streamlines decision-making processes but also nurtures a culture of innovation and responsiveness at every level of the institution.

In the heart of our university beats governance and leadership framework finely tuned to resonate with the core values embedded in our vision and mission. As we stand on the threshold of accreditation evaluation, a compelling narrative unfolds- one of alignment, growth, decentralization, and a shared commitment to our institutional journey. Our institutional governance and leadership are not abstract concepts but tangible forces shaping the trajectory of our university. At the helm, leaders not just steer; they embody the sense of our vision and mission. Their decisions echo a commitment to excellence, inclusivity, and innovation- the very pillars upon which our university stands.

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 hierarchy of the Anand Agricultural University is envisioned over democratic principles, while empowering its constituent units to innovate at the same time maintaining discipline and efficiency through a well structured organization.

The Vice-Chancellor serves as the chief academic and executive officer, ensuring the university's overall smooth functioning. The Registrar, as a full-time officer, acts as the secretary to various key statutory bodies such as the Board of Management and the Academic Council of the University.

These statutory bodies regularly meet for planning, budgeting, and policy-making for overall development of the University and its stakeholders. Detailed minutes of meeting are meticulously recorded and promptly circulated thereof for transparency. Decisions pertaining to academic matters such as bringing in innovative changes to the curricula and incorporating modern concepts within are facilitated by regular syllabi revisions and introductions of new programs are also made in these meetings.

The human capital management by the means of recruitment, promotions are in lines with regulations time-to-time laid down by the Indian Council for Agricultural Research, University Grants Commission and the Government of Gujarat. This is monitored and implemented through the University Statute number 115. The Internal Quality Assurance Cell (IQAC) of the University focuses on quality enhancement and sustainability goals.

The University has an elaborate guideline for overall financial governance with a democratic organization by means of the Statute number 121. It delineates powers of expenditure for overall working and development of the University and its various departments across respective heads of the departments, the Registrar, and the Vice-Chancellor.

Any grievance related to academic evaluation is transparently redressed with a dedicated examination committee of the respective faculty. The University has developed and implemented an ERP system to assist the examination of various faculties.

The University has a functional Human Resource Management System in its place. Services of the University employees along with their grievances if any are regulated under the Statute number 119.

Committees such as the Anti-Ragging Cell, Grievance Redressal Committee, the Internal Complaints Committee**,** and Sexual Harassment Committee ensure rule compliance, are in place to ensure for overall interpersonal regulation and compliance within the University.

The University has also appointed a LOKPAL. The Registrar serves as the first appellate authority for RTI matters pertaining to the University. The timely disposal of RTI queries is ensured.

File Description	Document
Upload any additional information	[View 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: C. Any 2 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[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 teaching and non-teaching staff are among the most valuable resources for a university. Anand Agricultural University has system in place to develop the human resources and bring out their full potentials. The university follows the Performance-Based Appraisal System (PBAS) for evaluating the

performance of regular teaching and non-teaching staff. Each employee's performance is assessed annually after one year of service. The objective is to evaluate performance objectively to identify areas for improvement that can lead to further progress and growth for the employee.

Under this system, staff members submit their PBAS report to the concerned reviewing officer. The reviewing officer then reviews the self- appraisal details and assigns appropriate marks for the performance. The university considers these PBAS report for the promotion of its teaching and non-teaching staff.

AAU has avenues for promotions. The promotion rules of teaching, research and extension staff follows the UGC Career Advancement Scheme (CAS), which is based on the API score. For promotion rules of non-teaching staff, the university follows the policy of Government of Gujarat Services.

The welfare measures for teaching and non-teaching staff include:

- **Faculty/Skill Development Trainings/ Programmes:** AAU provides opportunities for faculty/skill development for its teaching and non-teaching staff. Teaching staff are granted necessary leave to attend trainings, conferences, seminars, and workshops. Non-teaching staff are encouraged to undertake office administration training.
- **Best University Teacher/ Research and Extension Scientist Award:** AAU awards Teacher, Research Scientist and Extension Scientist every year for their outstanding work in the respective each category with a cash prize as a token of appreciation for the individual efforts to facilitate and promote academic, research and extension activities
- **Leaves:** AAU avails various types of leave for its teaching and non-teaching staff such as Earned Leave, Duty Leave, Sick Leave, Maternity Leave, Paternity Leave, In - Service study provision as per the University statutes
- **Leave Travel Concession (LTC):** AAU provides LTC to all the employees as per the GoG Rules.
- **Welfare Measures for Employees:**
    1. Medical reimbursements, LTC/HTC, and other allowances like washing and uniform allowance (for Class IV employees) are provided to the employees as per the university rules.
    2. Life insurance is provided by the university in the form of a Group Insurance Scheme that covers the staff members at low premiums.
    3. University provides uniforms, shoes and umbrellas to Class 4 employees.
    4. Sports and Recreational Facilities: AAU has sports ground, recreational clubs, gymnasia, and facilities for indoor and outdoor sports such as badminton, tennis, basketball, and volleyball courts for all the students as well as the employees
    5. University Health Center: AAU has a well-furnished on-campus hospital for its teaching and non-teaching staff. A residential Medical Officer is available 24/7, offering high-quality primary care.
- **Retirement Benefits:**
    1. GPF (General Provident Fund) which allows Pension to employees after superannuation.
    2. CPF: In accordance with the University guidelines, the College has offered the option of Contributory Provident Scheme whereby the management contributes its share equal to the share of the employee every month.
    3. Gratuity.
    4. NPS (National Pension Scheme) for employees who joined the services after 01.01.2004.

5.Encashment of Earned Leave can be maximally 300.

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: 4.78

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
44	08	0	18	14

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](#)
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: 21.49

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
82	73	31	90	102

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](#)

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:

As per the provisions made in the Gujarat Agricultural Universities Act, 2004 passed by Gujarat Legislative Assembly the State Government shall, in each year after due appropriation Grants made by the State Legislature by law in this behalf, make provision for making grants to the University, as follows :-

- A grant of an amount not less than the estimated net expenditure on pay and allowances of the staff, contingencies, and services of the University;
- A grant to meet such additional items of expenditure, recurring and non-recurring as the State Government may deem necessary for the proper functioning of the University.

The source of fund to the University are State Government, Autonomous Bodies/Institute/Board Corporation / Department of Government of India and State Government as well as Indian Council of Agricultural Research (ICAR) and Private Agencies. The Share of State Government in the total fund of university is nearly 80 % and rest 20 % is others. Out of total grant or fund available with the university the 80 % is being utilised for the Pay, Pension & wages the rest 20 % grant or fund is being utilised for the recurring, maintenance and developmental expenditure of the university.

The State Government, Autonomous Bodies/Institute/Board Corporation / Department of Government of India and State Government as well as Indian Council of Agricultural Research (ICAR) and Private Agencies are releasing the fund on quarterly or half yearly basis on the submission of utilisation of fund. Therefore, very small amount of fund is idle for very short period that amount is being invested in the Short Term Fixed Deposits in the Nationalised Banks.

The university is having centralized payment system through the Accounts Officer (Treasury Officer). The liquid funds from all the sources received by the Comptroller office, are being maintained in general fund account. The scheme / project wise grants under university budgetary system code is allotted and placed at the disposal of different Unit Officers of the university. The Drawing & Disbursing Officers prepare the claims in prescribed manner to the treasury officer, who in turn issues the payments. The accounts of the transaction are maintained at treasury office level as well as at unit officer level with reconciliation system.

Additionally, the faculty are encouraged to apply for and also bring large number of external/ other agency funded projects, in which 5-15% of recurring budget is given as Institutional charges. Further, substantial income is also generated through its revenue resources especially through Professional Service fee and income through commercialization of technology of intellectual property management. The resource generation and revenue receipts by the University every year on the basis of available resources and services provided to various stakeholders. Apart from generation of revenue receipts, the University also generates "Surplus Fund" through Professional Service Fee and income from intellectual property management and commercialization of Transfer of Technology.

File Description	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: 0

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Annual audited statements of accounts highlighting the grants received.	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 annual accounts shall be submitted to the State Government for audit. The Board shall, after the accounts are audited, submit a copy thereof along with a copy of audit report and the statement of the action taken by the University on the audit report, to the State Government. The State Government shall cause the copy of the accounts and the audit report along with the statement of action taken by the University on the audit report to be laid before the State Legislature.

UNIVERSITY BUDGETARY CONTROL & AUDITING

Accounts Officer act as a Treasury officer of the University and responsible for making the payments and also for the maintenance of accounts of the transactions pertaining to all the offices of the Anand Agricultural University. The payments are made after conducting cent-percent checks on the same lines and to the same extent as would be conducted by an audit office, where pre-audit is conducted by such check, it is considered to have been applied as a departmental measure. The Accounts of all such payments and receipts of the all the colleges / units of the University are compiled and the compiled Accounts are rendered to the Comptroller, Anand Agricultural University.

The Audit Officer of the University Monitoring and Review of Internal Audit carry out in the all the units of the University, Handling of Local Fund Audit by State Government of each Units carry out every year. Further the Normal Audit or Special Audit also carry out by the Office of the Principal Accountant General (A.G. Audit). The Annual Accounts of Anand Agricultural University, Anand passed by the Board of Management of the University is also send to the AG Office to carry out the Audit.

The Government of Gujarat has apointed the Examiner, LocalFund Accounts, Finance Deparatment, Government of Gujarat as a Statutory Auditor for theAgricultural Universities in the Gujarat. Therefore, the Office of the Local Fund Accounts, Finance Deparatment, Government of Gujarat carryout the 100 % Audit every year. Further sometime the Indian Council of Agricultural Research (ICAR), New Delhi is also carryout the special audit for the Schemes funded by the ICAR.

UNIVERSITY MECHANISM FOR SETTLING AUDIT OBJECTIONS

During the Local Fund- State Government, AG Audit – Central Government, ICAR Audit, Chareted

Accountant audit any ojections arise or any para given by the Auditor, then the satisfactory reply with authenticate suppoorting documents will be given to the auditor and settling down the audit objection. If the reply of audit objections is not satisfactory then the detailed reply with justification/clarrificatoins supported by documents will be submitted to the concern auditor. After compltions of the Audit the detailed report is bieing prepared consist of Audit Para /Audit Objections, detailed reply and neccary actions taken thereof and submit to the concern auditor agency to settlling audit objectoins within the stipulated time period.

File Description	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:

Internal Quality Assurance cell (IQAC) is in place at university levels and is an ongoing and continual process. Academic audit of each institute is a continuous process where the performances of all constituted colleges including polytechnics are discussed in the meetings of the Academic Council and Research Council of the university. Each faculty represents the academic activities at the meetings of concerned Board of Studies to enrich various curriculum and extra-curricular activities. Students' feedback is also considered and evaluated towards improvement in teaching and course content modulation. Therefore, there are sufficient checks available for academic evaluation of the operations of the divisions. Suitable measures/actions are taken by the Institute to implement the recommendations given by the experts at all levels. However, the institute is contemplating to constitute an empowered cell to monitor and evaluate the post graduate courses and thus suggest corrective measures, wherever necessary. Continuous and periodic review of academic progress, monitoring of progress of the teaching-learning process is undertaken by the Academic Council, being the Apex Statutory Body, along with the

Board of Studies in respective disciplines. This conscious, consistent and catalytic action has improved the academic and administrative performance of the institution.

Research and academic progresses are reviewed by Research Council and Students' Research Advisory Committee, respectively through the Directorate of Research & Dean PG Studies Cell which looks after the responsibilities of coordinating and monitoring of research activities of the university. IQAC played a catalytical role in implementation of the PG Research and examination system through monitoring by online process which ensured smooth PG Research and facilitated declaration of examination results in shortest possible time.

File Description	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: E. Any 1 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](#)
Institutional data in the prescribed format (data template)	[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 recommendations of the Academic Council, Board of studies and Students' Research Advisory Committees are regularly evaluated by the university towards their approval and the suggestions are very fruitful for refinement of the research projects.

Some of the major improvements made include:

- The courses have been revised following the 5th Deans' Committee Report and BSMA (Broad Subject Matter Area) guidelines and new courses added, some revised, while some aspects merged to make learning more comprehensive and updated
- The outreach programme has been strengthened by recognising more institutes as partners in academic activities, including teaching, inducting faculty as Research Guides for guidance of masters' and doctorate students
- New courses have been added to broaden the knowledge of students with a view to inculcate soft skills
- The student's thesis research is better aligned with the research programme of Departments of the constituted colleges and complementary to research projects of faculty towards better quality of research to attain Sustainable Developmental Goals (SDGs) and outputs in the form of technologies/patents etc
- Anand Agricultural University signed various MOUs with national and international agencies / institutes to promote collaborative academic and research activities
- Green initiatives has been promoted in all the campuses of Anand Agricultural University resulted in achieving the standards for Accredited Green University and hereby accredited as Green University in Platinum Ranking. Furthermore, Anand Agricultural University has been awarded with prestigious International Green University Award for the year 2023 at 7th NYC Green School Conference 2023, held at ILR School, Cornell University, New York City of United States

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:

The institution has implemented several measures to promote gender equity and sensitization. Through co-curricular activities such as workshops, seminars, guest lectures, and counseling, the institution actively fosters gender awareness.

To support the well-being of students and staff, the institution has established several committees: the Grievance Redressal Committee, the Anti-Ragging Committee, the Women's Cell, and the Students' Disciplinary Committee. Information about these committees is shared with students during orientation and induction programs.

Safety and security are prioritized with CCTV surveillance throughout the campus and stringent security arrangements. Students are required to wear ID cards at all times, and visitors are checked by security staff before being issued visitor IDs. A robust mentoring system is in place to support students' academic, emotional, social, and cognitive development, supplemented by personal counseling provided through their advisors.

The institution ensures gender-sensitive facilities, offering separate washrooms for girls and boys. Additionally, girls' washrooms are equipped with sanitary napkin vending and disposal machines to ensure safe and hygienic disposal.

File Description	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 institution has implemented a comprehensive waste management system encompassing various types of degradable and non-degradable waste, including solid, liquid, biomedical, and e-waste, underscored by a steadfast commitment to environmental sustainability and regulatory compliance. With a proactive stance towards waste reduction and recycling, the institution has established stringent protocols to ensure the responsible management of hazardous chemicals and radioactive materials.

Solid waste management is meticulously executed across campuses, maintaining a litter-free environment in adherence to the Government of India's resolution to ban single-use plastics. Designated bins facilitate the segregation of different waste categories, including paper, plastic, glass, metal, and organic matter. Biodegradable waste undergoes composting through composting units and NADEP pits, with kitchen waste utilized for bio-gas generation in select constituent colleges. The disposal of solid waste is facilitated through collaboration with municipal authorities, ensuring effective waste management practices.

Liquid waste management is efficiently conducted through well-maintained drainage systems and sewage handling facilities. The institution has to mostly depend on the use of underground water sources and employ reverse osmosis (RO) systems judiciously to ensure responsible water usage. Awareness

campaigns promote the responsible utilization of water resources, complemented by the establishment of sewage collection pits for efficient waste disposal. Wastewater from various campus facilities is channelled to contribute to green spaces through irrigation systems.

In managing e-waste, the institution adheres to government guidelines for responsible disposal, with exhausted batteries exchanged through designated platforms like the GeM portal. Biogas generation from suitable waste materials further underscores the institution's commitment to sustainable practices. Recycling bins strategically placed across campuses facilitate the collection of recyclable materials, such as paper, glass, and plastic, which are then forwarded to local agencies for recycling. Regular awareness programs educate stakeholders on the importance of recycling, fostering a culture of environmental stewardship.

The institution maintains strict protocols for the management of biomedical waste, hazardous chemicals, and radioactive materials, ensuring compliance with regulatory standards. One constituent college employs radioactive sources under the guidelines of the Atomic Energy Regulatory Board. Hazardous waste from chemistry laboratories is handled with utmost caution and disposed of appropriately.

Through these concerted efforts, the institution upholds its commitment to environmental sustainability, waste reduction, and regulatory compliance, fostering a culture of responsibility and stewardship among students, staff, and faculty members. The institution's waste management initiatives serve as exemplars of best practices, contributing to the preservation of our environment and the well-being of future generations.

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:

Anand Agricultural University's contributions to environmental conservation are manifested in their commitments to develop sustainable campuses. Numerous strategies that integrates environmental science into its policies, management, and scholarly activities are put in place at AAU to create sustainable campuses. The environment and infrastructure at AAU are being conserved and built to support sustainability. The use of solar panels, passive lighting, and reclaimed wood are literally and figuratively changing the landscape at AAU. Environmentally friendly buildings, use of renewable alternatives, reducing the emission of greenhouse gases by habit of turning off lights when you leave a room and turning off electronics that are not in usage, natural landscapes to reduce energy demand in the summer through effective shading, rainwater harvesting, shared or pooled office vehicles, use bicycle for students at campus, online meeting/programs, paperless communication are few of the practises to ensure access to affordable, reliable, sustainable and modern energy for all at AAU campuses. Clean water and its sanitation are vital for maintaining good health, improving economic productivity. AAU ensures availability and sustainable water management and sanitation for all through efficient water usage practises and conservation of water resources. Rainwater harvesting as a primary element of integrated water management at AAU. Reduce, reuse and recycle of waste – mantra at AAU helps to cut down on the amount of waste and conserve natural resources, landfill space and energy. To prevent use of plastic water bottles and tea cups, use of reusable water bottle and mugs that keep refilling it at refill stations or at canteens are in practise. Biodegradable waste is processed, treated and disposed of through composting. While, non-biodegradable waste is disposed as directed by the local authority. Our attempts at AAU to reused and re-purposed the waste, including scraps of food, agro residues which are used for vermicomposting. Student activities organised at AAU to make public sensitise and aware about buy products with less packaging or reusable packaging, use of reusable bag and prevention of food waste. Sensitisation to about need of eco-friendly sustainable development at AAU is through enrolling the

students to subjects like ornithology, environmental humanities or environmental science as a part curriculum. AAU offers dedicated degree programs in organic and natural farming. Research at AAU is augmented in exploitation of beneficial and eco-friendly microorganism for agricultural community. AAU advocating the sustainable agricultural practise to the farmers of Gujarat State through trainings and demonstrations. Biofertilizer and biocontrol products of AAU cater the need of sustainable agricultural practises. Biodiversity is the also key element for sustainable campus operations at AAU to protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss. Environmental welfare to increase the green coverage by tree plantation with monitoring of planted trees and its survival rate by the student is a regular activity at AAU. Overall AAU ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

File Description	Document
Policy document on the green campus/plastic free campus.	[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: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[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:

A congenial and barrier-free campus environment has been meticulously crafted to cultivate an atmosphere of inclusivity and warmth, accommodating individuals of diverse backgrounds, abilities, and disparities. The following comprehensive elucidation delineates key components of this design:

Architectural Accessibility:

- The campus architecture is conceived with universal accessibility as a paramount consideration, ensuring the incorporation of wheelchair-friendly features and the provision of ramps across all buildings and facilities.
- The inclusion of Divyangjan-friendly washrooms further underscores the commitment to ensuring equitable access for all individuals.
- Clear and strategically positioned signage and information boards facilitate seamless navigation and communication throughout the campus environment.

Inclusive Infrastructure:

- Restrooms, water fountains, and communal spaces are thoughtfully situated and designed to accommodate individuals with varying physical abilities, fostering an environment of equal opportunity and comfort.
- Ample provision of wide sidewalks and pathways enhances ease of movement for individuals reliant on mobility aids or assistive devices, affording them unhindered access to campus facilities.

Supportive Services:

- Dedicated support services and resources are readily available to provide assistance to students with disabilities, encompassing a spectrum of provisions ranging from counselling services to academic accommodations and specialized training initiatives tailored for faculty and staff

members.

Policy Documentation:

- Policy documents, exemplified by the "Right to Disability Act 2016", serve as foundational frameworks underpinning the institution's commitment to fostering an inclusive campus environment. These documents, accessible via the provided link (https://www.aau.in/sites/default/files/wright_to_disability_act_2016.pdf), underscore the institution's adherence to legislative mandates aimed at safeguarding the rights and welfare of individuals with disabilities.

In summation, the conscientious integration of these elements within the campus infrastructure underscores our unwavering dedication to promoting inclusivity and equity, ensuring that every member of our community, regardless of their unique circumstances, feels valued, supported, and empowered to thrive within our academic milieu.

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:

AAU regularly ensures an inclusive environment on and off the campus. AAU students and teachers come from different walks of life and represent different faiths, cultures, languages, regions, and socio-economic lifestyles. AAU follows the following strategies to ascertain the inclusivity of these strands:

1. Promoting Diversity: AAU promotes diversity by recruiting faculty and staff members from different regions and socio-cultural groups as per the government policy. Even the students have representation from all over India and some foreign countries. All the faculty, staff members, and students are provided equal opportunity without any bias at any level.
2. Cultural Celebrations: The different colleges of AAU have separate Cultural Rooms. Cultural Rooms showcase traditional aspects of Indian life, i.e., life, dances, culture, music, etc. and encourage students to celebrate Indian culture. Different festivals are celebrated regularly to bring cultural unity and fraternity among students.
3. Orientation Programmes: In the Orientation Programmes for the newly admitted students, they are sensitised to respect each other's culture, socio-economic lifestyles, and faiths.
4. Exclusive Hostel Guidelines: AAU has formulated specific guidelines or regulations for all its hostels. Hostel staff ensures that students live harmoniously in groups and promotes the idea of equality, liberty, and fraternity. AAU follows a zero-tolerance policy for any occurrence that may harm its inclusive environment.

5. SRCs: All the colleges of AAU have a provision for Students' Representative Councils (SRCs). SRC is a group of students selected/elected/nominated based on merit and talent. SRC ensures that all the students, regardless of caste, class, or creed, get equal chances of representation at sports, athletics, cultural, and literary events.

6. Student Counselling: AAU practices student counselling by the teachers in all its colleges. Teachers are made counsellors of certain numbers of students. These teacher counsellors counsel students at regular intervals. During the counselling sessions, the teacher counsellors ensure that the students live in an inclusive environment in and out of classrooms.

7. Reservation Policy: AAU follows the government's reservation policy from recruitment procedures and promotions. Even the students' admissions to different programmes are based on merit and current reservation policy. The reservation policy also ensures cultural inclusivity.

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

AAU practices constitutional ethos in all its workings. AAU has promoted an environment that upholds principles of free speech, equal rights, inclusivity, and academic freedom. AAU encourages its employees and students to ensure constitutional obligations and create a campus culture that values and protects them.

AAU also familiarises its students and employees with constitutional rights and obligations from time to time on different occasions. All the colleges of AAU celebrate "Samvidhan Diwas" on November 26 every year. During the different programmes organised to commemorate this day, the colleges inform the students and other stakeholders of constitutional values, rights, duties, and responsibilities as Indian citizens. During the celebrations of national festivals or the days to commemorate national heroes, the colleges ensure that the employees and students know and practice constitutional obligations.

In most of the programmes, AAU has also introduced a course on "Human Values and Ethics." This course inculcates different human values among the students and encourages students to follow the path of morality and ethics governed by the Indian constitution. The students are taught about their role as a citizen of India and what society expects from them as professionals. The students are also advised to

follow constitutional obligations to make this world a better place to live in.

File Description	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: B. Any 3 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](#)
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:

As the accreditation spotlights illuminate our university, two exemplary best practices stand as beacons, not just meeting but exceeding the rigorous criterion set by national assessment and accreditation bodies. First among these best practices is our innovative pedagogical approach, a paradigm-shifting model that transcends traditional boundaries of teaching and learning. Our pedagogical approach is not a static lecture-based system; it's a dynamic ecosystem fostering student engagement, critical thinking, and practical applications of the knowledge. Grounded in the principles of outcome-based education, our approach ensures that every academic endeveour has a clear objective, guiding students towards tangible learning outcomes.

The second best practice that underscores our commitment to quality education is our robust internal quality assurance cell. Far from being a bureaucratic entity, it serves as the custodian of academic standards and the driving force behind continuous improvement; ensuring the university's commitment to quality education with a perpetual journey.

1. Startup Selection and Incubation Process

2. Promoting Student Entrepreneurship

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

The university has significantly contributed to the nation by developing relevant technologies through fundamental, strategic, and applied research, leading to self-sufficiency in food grains and the diversification and export of agricultural commodities. It has adeptly responded to the evolving needs, challenges, and opportunities within Indian agriculture by continuously redefining its mandate, plans, and programs. Renowned for its pivotal role in the Green Revolution, the institute has also played a key role in transforming Indian agriculture from traditional practices to modern methodologies by leveraging advanced tools and technologies to address various challenges more effectively. The university's unique

advantage lies in its multi-crop and multi-disciplinary approach, encompassing crop improvement, natural resource management, crop production, crop protection, and both basic and social sciences. This comprehensive perspective enables its scientists to tackle research issues in a holistic manner.

The major challenges before agriculture are its marginal land holdings, widening production disparities between irrigated and rainfed areas (ratio of irrigated to rainfed yield lie from 1.25 to 3.30), degradation and depletion of natural resource base, climate change, increase in non-agricultural demand for land and water, inadequate mechanization, labour shortage, inefficient use of inputs, wastage of agricultural produce due to inadequate post-harvest operations, lack of awareness among farmers for modern crop production methods, ineffective extension services, inefficient financial resources for investments, high levels of consumption services (such as subsidies) resulting in wastages and above all low per-capita income for farmers. The specific areas of concern needing priority attention are as follows:

- Increasing productivity of agricultural production system per unit of land, water, energy and other critical inputs.
- Diversification of the production systems for household food & nutritional security and increased export of farm produce/product.
- Sustainable management and equitable use of natural resources such as land, water and biodiversity, especially in the context of changing climate.
- Bio-security and crop health management for higher yields and improved food quality.
- Enhanced profitability, non-farm employment, rural livelihood, gender mainstreaming and global competitiveness in agriculture through appropriate technology development, market linkage and policy.
- Accelerated information and technology flow to farmers and other stakeholders through efficient extension approaches.
- Capacity building and quality human resource development in frontier areas of science and management of agricultural programs and enterprises.

With its unique multidisciplinary and multi-commodity mandate, AAU is well-positioned to take a leadership role in addressing agricultural challenges. By collaborating with agro-industries, warehouses, NAFED, and other stakeholders, AAU can leverage its strengths effectively. Its capabilities in basic and strategic research, policy formulation, extension support, and manpower development are crucial for managing R&D, public development programs, and the corporate sector. These strengths will play a significant role in transforming agriculture and fulfilling the aspirations of rural communities.

Agriculture	- Conventional breeding and its augmentation with molecular biological techniques - Development of novel genetic resources for exploitation of heterosis and development of hybrids in non-conventional crops - National networking with a self-sustainable translational platform on PPP mode for use of precision breeding methodologies and genomic resources - Genetic improvement under cropping systems exposed to changing climate regimes

	- Genetic enhancement of photosynthetic efficiency in C3 crops - Phenomics and genomics assisted development of climate-smart crop varieties - Understanding the crop response under different agronomic manipulation for conservation agriculture and designing the agronomy to maximum production under climate change - Genetic adaptation to agronomic manipulation for conservation agriculture - Understanding host- pest vis- a- vis pest-predator dynamics under conservation agriculture - Deciphering the impact of resource conserving technologies on soil health - Weed dynamics and management in cropped and non-cropped situations - Integrated Nutrient Management and Integrated Pest management - Organic and Natural farming Practices - Liquid bio fertilizers, nano fertilizers and impact on the soil and crop health
Horticulture	- Increasing productivity and quality of horticultural crops through genetic enhancement and developing sustainable integrated crop management practices - Production and supply of quality planting material of horticultural crops - Effective utilization of natural resources and enhancement of input use efficiency - Exploring biodiversity for tagging genes and pre breeding lines for resistance to abiotic and biotic stresses through association mapping. - Broadening of genetic base through interspecific hybridization, space breeding, haploidy breeding, mutation breeding, reverse breeding, polyploidy etc. and their characterization. - Development of improved varieties/ hybrids through conventional breeding, marker assisted breeding and space breeding, apomictic technology, in vitro ploidy, male sterility system, non-nuclear genome manipulation, transgenic technology and nano technology for abiotic and biotic stresses.

	- Enhancing factor productivity through protected cultivation and vertical farming. - Development of technologies for aeroponics, hydroponics and soilless culture. Development of integrated crop specific nutrient kits using microbial consortia and nutrient formulations - Developing sustainable land management technologies including safe production and organic farming protocols. - Carbon sequestration and footprints from horticultural systems. - Identifying mechanism of stress tolerance and developing appropriate rootstocks and genotypes. - Molecular biology and genomic studies for better understanding of genetic variation in stress related traits. - Precision farming for resource conservation efficiency
Agricultural Engineering	- Developing efficient water and nutrient management systems including automated and pulsed micro-irrigation and fertigation - Development of precision farming techniques, farm mechanization and energy management. - Industrial and domestic Waste water management for crop production - Combating degradation/depletion of natural resources under changing climate - Integrating pre- and post-harvest protocols for minimizing postharvest losses. - Value addition and product diversification. - Utilization of by-products, residues and wastes, Biochar culture, - Use of non-conventional energy resources for energy reduction and reducing carbon credit in different farm operations - AI & ML techniques for stream flow forecasting in ungauged basins - Agricultural mechanization and automation for different field and horticultural crops for various operations
Food Technology	- Sustainable technologies for reduction of post-harvest losses - Development of nutraceuticals and functional foods - Value addition to underutilized agricultural

	and horticultural crops
	• Use of non-thermal processing such as high-pressure processing, gamma irradiation for processed foods
	• Evaluation and identifications of adulterants and contaminants in foods
Agricultural Business Management	• Price Forecasting and Marketing trend for agricultural products
	• Crop Insurance
	• Techno-Economic evaluation agro-based industries
Information technology	• Analyse climate conditions and their impact on crops,
	• Monitor and track crop and soil conditions,
	• Make farming practices more precise and data-driven,
	• Improve the efficiency of greenhouses,
	• Andriod based crop monitoring and execution schedules

The Institute envisions that by 2050 the agriculture should transform itself from subsistence level of farming to commercial farming, input intensive to input responsive, carbon-negative (C-) to carbon-positive (C+), low-efficiency to high efficiency, polluting to pollution-free, and climate-prone to climate-smart agriculture.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

As the accreditation spotlights illuminate our university, two exemplary best practices stand as beacons, not just meeting but exceeding the rigorous criterion set by national assessment and accreditation bodies. First among these best practices is our innovative pedagogical approach, a paradigm-shifting model that transcends traditional boundaries of teaching and learning. Our pedagogical approach is not a static lecture-based system; it's a dynamic ecosystem fostering student engagement, critical thinking, and practical applications of the knowledge. Grounded in the principles of outcome-based education, our approach ensures that every academic endeveour has a clear objective, guiding students towards tangible learning outcomes.

The second best practice that underscores our commitment to quality education is our robust internal quality assurance cell. Far from being a bureaucratic entity, it serves as the custodian of academic standards and the driving force behind continuous improvement; ensuring the university's commitment to quality education with a perpetual journey.

1. Startup Selection and Incubation Process

2. Promoting Student Entrepreneurship

Concluding Remarks :

In conclusion, AAU's commitment to academic excellence, innovative research, and community engagement continues to drive its mission of creating a prosperous and sustainable agricultural future for Gujarat and India.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**
	
	    1.2.1.1. **Number of new courses introduced during the last five years:**
	    Answer before DVV Verification : 875
	    Answer after DVV Verification: 875
	    1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**
	    Answer before DVV Verification : 1369
	    Answer after DVV Verification: 1353
	
	    Remark : Input edited from data template.

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**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :20
	    Remark : ISRO - IIRS Outreach Programme will not be considered in this metric, Repetition of Add on courses in every year will counted as one only, Input edited accordingly.

1.3.3	**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**
	
	    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**
	    Answer before DVV Verification : 64
	    Answer after DVV Verification: 35
	    1.3.3.2. **Total Number of programmes offered (without repeat count) during the last five years**
	    Answer before DVV Verification : 64
	    Answer after DVV Verification: 35
	
	    Remark : Input edited excluding PhD and Diploma programs.

2.1.1	**Enrolment percentage**
	
	    2.1.1.1. **Number of sanctioned seats year wise during last five years**
	    Answer before DVV Verification:
	
	| 2022-23
		2021-22	2020-21	2019-20	2018-19

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1044	965	938	976	899	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
767	688	665	688	614

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
898	846	819	849	789

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
662	592	567	596	536

Remark : Input edited excluding PhD and Diploma Students from clarification documents.

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
888	840	817	823	786

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
220	211	192	203	182

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1033	870	895	888	849

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
263	260	260	268	245

Remark : Input edited excluding PhD and Diploma Students from clarification documents.

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 : 401
	    Answer after DVV Verification: 0
	
	    Remark : Without degree certificates the claim will not be considered, input edited accordingly.

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 : 4931
	    Answer after DVV Verification: 4864
	
	    Remark : Input edited excluding Faculty serving less than 10 months.

2.5.2	**Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years**
	
	    2.5.2.1. Number of complaints/grievances about evaluation year-wise during the last five years
	    Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

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22	8	1	11	1 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---

11	8	1	11	1 |
				
				    2.5.2.2. **Number of students appeared in the examination conducted by the institution year wise during the last five years**
				    Answer before DVV Verification:
				
				| 2022-23
					2021-22	2020-21	2019-20	2018-19

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2.5.3	**Status of automation of Examination division along with approved Examination Manual/ordinance**
	
	    Answer before DVV Verification : A. 100% automation of entire division & implementation of Examination Management System (EMS)
	    Answer After DVV Verification: B. Only student registration, Hall ticket issue & Result Processing
	    Remark : Input edited as per the documents provided by HEI.

2.6.2	**Pass percentage of students (excluding backlog students) (Data to be provided only for the**

latest completed academic year)

2.6.2.1. **Total number of final year students who passed the examination conducted by Institution.**
Answer before DVV Verification : 723
Answer after DVV Verification: 499

Remark : Input edited excluding PhD and Poly. students.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
5837.44	7792.37	5796.02	11065.73	9146.8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
263.29	2448.92	331.72	4761.71	1099.49

Remark : Input edited as per the sanctioned letter provided in assessment year and in English language.

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

3.1.4.1. **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**
Answer before DVV Verification : 210
Answer after DVV Verification: 22
3.1.4.2. **Number of PhD Scholars enrolled during last five years**
Answer before DVV Verification : 257
Answer after DVV Verification: 257

Remark : As per SOP, e-copies of fellowship award letters are mandatory, Input edited accordingly.

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 :0

	Remark : As per SOP Grants given by their own trust/sister institutions are not to be included and grants in the form of Equipment's / software/skill development centers will not be considered. Input edited accordingly.

3.2.2	**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**
	
	    3.2.2.1. **Number of research projects funded by government and non-government agencies during the last five years**
	        Answer before DVV Verification : 322
	        Answer after DVV Verification: 202

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 :17
	    Remark : Th awards received for research, innovations by the institution, teachers,research scholars and students only will be considered, Input edited accordingly.

3.4.2	**Total number of Patents awarded during the last five years**
	
	        Answer before DVV Verification : 5
	        Answer After DVV Verification :0

3.4.4	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**
	
	    3.4.4.1. **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**
	        Answer before DVV Verification : 593
	        Answer after DVV Verification: 171

3.4.5	**Number of books and chapters in edited volumes published per teacher during the last five years**
	
	    3.4.5.1. **Total Number of books and chapters in edited volumes published during the last five years**
	        Answer before DVV Verification : 145
	        Answer after DVV Verification: 27

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

Answer before DVV Verification : C. Any 3 of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : Input edited as HEI has provided for only option 5 and 1.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1126.98	942.17	924.77	911.21	816.91

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : Without the letter from the beneficiary of the consultancy along with details of the consultancy fee, the claim will not be considered. Input edited accordingly.

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**

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.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
116	104	64	80	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	02	0	05	04

Remark : National festivals, Days celebrations like Yoga day, Women's day etc., and awareness program will not be considered under outreach programs. Input edited accordingly.

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**

Answer before DVV Verification :

Answer After DVV Verification :07

Remark : The functional MoUs/linkages with institutions/ industries in India and abroad for

	internship, on-the-job training, project work, student / faculty exchange and collaborative research only will be considered, input edited accordingly.

4.3.2	**Student - Computer ratio (Data for the latest completed academic year)**
	
	    4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
	        Answer before DVV Verification : 853
	        Answer after DVV Verification: 282
	
	    Remark : Input edited from clarification documents.

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**
	
	        Answer before DVV Verification : B. Any 6 of the above
	        Answer After DVV Verification: D. Any 3-4 of the above

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**
	
	        Answer before DVV Verification : A. All of the above
	        Answer After DVV Verification: B. Any 3 of the above
	    Remark : As per the supporting documents provided by HEI input edited considering option 1,3 and 4.

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : Input edited considering the options 1,2 and 4.

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

5.2.2.1. **Number of outgoing students progressing to higher education**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
136	123	86	94	115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
118	119	83	94	110

Remark : Input edited from clarification documents.

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.)**

5.2.3.1. *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*
Answer before DVV Verification : 87
Answer after DVV Verification: 42

Remark : Input edited as per the certificates in assessment period from clarification documents.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
57	34	0	66	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	01	0	06	05

Remark : Participation certificates will not be considered in this metric, input edited from supporting certificates provided in assessment period.

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** Answer before DVV Verification : A. All four of the above Answer After DVV Verification: C. Any two of the above Remark : Input edited considering the option 1 and 2 as per the supporting documents provided.

5.4.1	**Alumni contribution during the last five years to the University through registered Alumni Association** 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:** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.99	2	1.81	1.61	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : Membership fee will be not be considered as contribution. Hence input edited accordingly.

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**

	Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : HEI has not provided the clearly visible documents, input edited considering the option 2 and 4 as per the supporting documents provided for clarifications.
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: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
78	21	4	34	27 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
44	08	0	18	14	
6.3.3	**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years** 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** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
98	82	88	106	118 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
82	73	31	90	102	 Remark : As per SOP attending seminars/invited talks will not to be considered. Input edited accordingly.
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)** 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***)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
503.49	553.35	323.24	517.39	194.57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : HEI has not provided the documents as per the SOP. Input edited accordingly.

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** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: E. Any 1 of the above
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the supporting documents provided by HEI, input edited considering option 1,2 and 3.
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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : The institutional Code of Conduct principles are not displayed on the HEI's website, Input edited accordingly.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on rolls year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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2792	2701	2553	2602	3039 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
2093	2022	1869	1929	2408	
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
---	---	---	---	---
726	664	661	627	590 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
497	469	469	474	476	
2.1	**Number of full time teachers in the institution year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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345	341	352	363	372 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
331	341	352	363	372	
2.2	**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:** Answer before DVV Verification : 401 Answer after DVV Verification : 386