



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BIHAR AGRICULTURAL UNIVERSITY

BIHAR AGRICULTURAL UNIVERSITY, SABOUR

813210

www.bausabour.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bihar Agricultural University, Sabour established on 5th August, 2010 is a basic and strategic institution supporting more than 500 researchers and educationist towards imparting education at graduate and post graduate level, conducting basic, strategic, applied and adaptive research activities, ensuring effective transfer of technologies and capacity building of farmers and extension personnel. The university has 6 Academic Units (5 Agriculture and 1 Horticulture) and 12 Research Units spread in 3 agro-ecological zones of Bihar. The University also has 22 Extension Units (Krishi Vigyan Kendras) established in 20 of the 25 districts falling under the jurisdiction of the University. The degree programmes of the university and its colleges have been accredited by ICAR in 2015-16. The university is also an ISO 9000:2008 certified organisation with International standard operating protocols for maintaining highest standards in teaching, research, extension and training.

Vision

Bihar Agricultural University integrates the responsibilities to deliver innovative and improved technologies blending with traditional wisdom for making agriculture a sustainable and holistic profitable venture for resource-limited farmers of Bihar. The University envisages a vision for self-reliance, income and employment-generating organization by creating and implementing comprehensive skill development in pursuit of intellectually vibrating and economically rewarding professions. The vision encompasses nurturing talents for developing professional competency through innovative teaching and learning practices, robust research methodology, effective extension strategy and efficient training program. The university also focuses on agri-entrepreneurship and skill development with a strong incubation support that would served as a catalyst for transformative change in the agricultural sector, empowering entrepreneurs to create innovative solutions, and overall growth and sustainability of the agriculture and allied sectors. In turn, the University visualizes the agricultural graduates becoming job providers rather than job seekers.

Mission

The mission of Bihar Agricultural University is to empower and inspire a sustainable and thriving agricultural community through excellence in education, innovative research and dedicated outreach. With a commitment to cultivate a generation of forward thinking agricultural leaders, ensuring food and nutritional security and fostering environmental stewardship the university aspires to act as a catalyst for creating a positive change in the agricultural landscape of Bihar.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Bihar Agricultural University is a dynamic academic community that takes pride in its young and diverse faculty hailing from various states across the nation. The average age of the faculty is below 45 years and

around 46 percent of the faculty is from states other than Bihar. This diverse blend enhances the academic atmosphere bringing a wealth of perspective and innovative approach to the institution. Our university also thrives on the rich tapestry of experiences and knowledge as well as aspiration and enthusiasm that our faculty members bring. With young academicians at the forefront of innovation in teaching and research, the university has positioned itself as a forward thinking hub of academic excellence. The vibrant and diverse faculty create a stimulating an inclusive learning environment that is both globally aware and locally grounded.

The university is designed with a paramount focus on student centric facilities, creating an environment that revolves around the needs and wellbeing of its students. From technologically equipped classrooms, comprehensive library, state of art laboratories to recreational areas, all are tailored to cater the diverse needs of the students. The university prioritizes student well being by offering extensive support services like skill training, counseling, career guidance and health facilities. Moreover, extracurricular activities like sports and clubs contribute to the lively campus life encouraging students to explore their passion beyond academics. For students success and development the university offers holistic approach that nurtures their academic and personal pursuits.

Bihar Agricultural University is also fostering women empowerment through a multifaceted approach to education, encompassing academic, social and professional realms. The university actively supports the development of women, empowering them with knowledge, skills and confidence through initiatives like girl's school adoption, mentorship program, equal opportunity in academic and extracurricular activities. The university provides a supportive community where women can thrive academically, professionally and personally aiming to produce future torch bearers of agriculture in the country.

With the vast human resources and rational philosophy, the University emphasizes on steering the educational, research and extension activities mandated for it through technology enabled tools and platforms

Institutional Weakness

A new University established in the campus of an ancient college has to cope up with the ageing infrastructure that requires heavy maintenance. Creation of new infrastructure requires enormous financial resources. The university has a vast alumni network, still, it faces challenges in engaging alumni effectively and harnessing their support, contribution and mentorship for the university. Despite best efforts and resources there are pending issues in diversification, intensification and mechanization of agriculture, which remain unaddressed. More interdisciplinary programs are to be designed for better overall learning experience. The limited range of academic programs is restricting the students' options and failing to address the diverse needs and interests within the agricultural sector. Therefore, the university needs to establish collaborations with other universities of food and nutrition and engineering etc. and also with leading industries.

Institutional Opportunity

Bihar Agricultural University has several opportunities to explore for its further growth and development. The university is fostering collaborations and partnership with national and international agricultural institutions to facilitate knowledge exchange and research collaborations. The presence of young faculty strength in the university provides an opportunity to embrace and integrate modern technologies in both teaching methods and research practices, build stronger connection with students, actively contribute to community outreach and connect better with the younger demographics from the local community. The online learning platform is a

great opportunity for the faculty of the university to make agriculture education accessible to a broader audience and foster peer interaction across the globe. The University is in the process of adoption of NARES Blended Learning Platform, which can provide further opportunities to promote online teaching and learning to supplement the routine classroom instruction.

Through SABAGRI, the university provides opportunity to the new startups and Agripreneurs to access integrated incubation support like business mentoring, technical assistance, and access to domain experts, marketing and networking support. With this, the University is attempting to go further in providing opportunities to educated youth in becoming job providers rather than job seekers.

Institutional Challenge

The average age of farmers in India is relatively high, with a significant portion of the farming population being older individuals. This aging demographic poses a big challenge for Bihar Agricultural University in terms of attracting young people towards agriculture occupation and stop them from migrating away from their own land. Attracting talented scholars in agriculture is a real challenge as the professional education in agriculture does not offer a fast track career like medicine, engineering or management. Attracting International students is a challenge for the university as the university lacks the marketing and promotion strategies. Implementation of National Education Policy 2020 is a challenge because the mechanisms required for ABC, ME-ME and other related components need to be developed for agricultural education. The availability of support staff for teaching and research purposes is a challenge because of pending recruitment process. Winning competitive research grants in the field of agricultural research is a challenge because of limited funding opportunities and the fact that the results of agricultural research do not become visible in a lucrative manner.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

For undergraduate programs, the Bihar Agricultural University follows the syllabus recommended by the 5th Dean's committee constituted by the Education division of the ICAR. For PG and Ph.D. degree programs in agriculture and horticulture the University follows the restructured and revised syllabi of Post-graduate programs, recommended by various BSMA committees of the Education division of the ICAR. The curriculum focuses both on basic and applied aspects with a multidisciplinary approach for holistic understanding of the subject. All the programs offered by the University are rationalized on a regular basis to meet the global research standards. As per UGC guidelines, the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) remain the guiding principles in curriculum design. These course outcomes (COs) and academic layering further lead to the development of curricula in tune with the industry requirements and social limitations. This university provides research, teaching, and extension/communication skills to its students. In order to give students actual experience in various techniques and abilities required for their field of study, most courses include at least one credit of practical instruction. Students learn research and teaching skills through group debates, term paper presentations, research work outlines and thesis work presentations. Students combine their theoretical and conceptual understanding with practical understanding through their research and thesis work. Additionally, it develops the students' written communication and analytical skills. Various training programmes/ workshops including short term trainings, winter schools, certificate courses, ELPs and

value added courses are offered to the students and these training programmes are systematically designed focusing on employability, entrepreneurship and skill development of the students. The University has also incorporated several interdisciplinary courses addressing cross cutting issues of gender inequalities, youth problems, environmental challenges, climate change and disaster risk management. The students undertake research projects as well as industrial attachment in various Government and Non- Government Organizations for real life experience and practical exposure. A structured feedback system developed by the University which cautiously reviews the curriculum, teaching methods, performance of the teachers, students' participation and satisfaction level of all the stakeholders allowing the University to improve its overall performance in teaching, research and extension.

Teaching-learning and Evaluation

The University has a systematic teaching, learning and evaluation procedure for UG, PG and Ph.D. program and Research. Admission in the University and the 6 academic units for UG program in Agriculture and Horticulture is through Bihar Combined Entrance Competitive Examination while for Master's and Ph.D. degree programme the faculty of Agriculture conducts University Entrance Examination annually. About 85% of the total seats in a particular degree programme are occupied by State candidates and 15% seats are filled through the All India Competitive Test, administered by ICAR. For UG program the total number of seats is 60 for agriculture in each campus and 25 for horticulture in College of Horticulture, while for PG program 102 seats are there in 15 disciplines and 29 Ph.D. seats in 9 disciplines. The Admission cell of the University efficiently manages all student data which is thereafter uploaded on the University portal. The academic profile of teaching faculty of the university meets national and international standards. In University student teacher ratio has improved with the appointment of new faculty selected through a systematic selection procedure. The University has tried to adopt various student centric methods of learning like use of ICT tools, e- learning resources and a special feature called "Radio revision" for improving the academic performance of the students and also enhances access to agricultural education. The external examination and evaluation cell of the University is highly efficient in orderly conduction of the examination and declaration of the results within the stipulated time. The results are published on the University website and in case of discontent with marking the students can apply for re- totaling of the marks with a processing fee. In the internal assessment the below average performers are identified and remedial learning platforms are given to motivate their interest in opted subjects. Such students are given additional time and support beyond their regular classroom learning. A structured course evaluation Performa records the feedback of students regarding the teaching learning system and the suggestions for further improvement in the same.

Research, Innovations and Extension

With the expansion of colleges, research stations, KVKs BAU's agricultural education and research has expanded remarkably. The university's state of art facility supports advanced research and inspires scientists to apply for national and international initiatives for high-quality research. Improving resource use, managing natural resources, genetically enhancing crops, product development and value addition, technology transfer and out-scaling, capacity building, and research in the social sciences and policy are the main research areas at BAU. The university developed 6 campuses and 12 regional research stations funded from Govt. of Bihar to carry out various multidisciplinary initiatives in the form of student projects, plan/non-plan projects, and foreign-aided projects. In partnership with several national organizations like DST, BARC, IIITs, DRR, Vivekananda Parvatiya Krishi Anusandhan Shala, and SHUATS, there are around 40 externally funded national initiatives. The University collaborates with reputable international organizations like ICRISAT, CIMMYT,

and IRRI, over 20 projects funded by these organizations. The University has obtained three national patents on the production of a superabsorbant polymer, partly acidulated nanophosphorus fertilizer formulation, and Multinutrient Nanoclay Polymer Composite. The University has its first international patent on use of carbon quantum dots to extend the postharvest shelflife of bananas.

The activities related to extension education are planned, coordinated and assessed by the Extension Education Council. The 22 KVKs under the purview of the university makes a significant effort in facilitating application of agricultural innovations by the farmers. KVKs arrange training programs, actively participate in several government flagship programs and are connected to the headquarters via video conferencing to receive information on new research and technology. The university has connections with ICAR institutions, Development Departments, ATMA, Lead Banks, NABARD, WDC, JEEVIKA, ITC, and reputable NGOs. Annually Kisan Mela is hosted on various themes to educate rural communities about better agriculture and related disciplines, and Kisan Choupals to restore the rich tradition of the villages. Various farmer-friendly publications in vernacular language and manuals for undergraduate students are issued for the public education. In addition to providing agricultural advice services, the scientists attempt to answer farmers' questions through the toll-free Kisan Help Line and the TV live program SAWAL-JAWAB.

Infrastructure and Learning Resources

The University has 6 campuses and 14 well established departments; each department has abundant number of classrooms, seminar halls and laboratories. All the classrooms, lecture halls and seminar halls are equipped with ICT tools like LCD projector, computer, white board. The Laboratories are provided with the best of state of art facilities for innovative research and learning environment. Within the campus there is a meteorology observatory, soil and water analysis lab, seed processing unit, biofertilizer manufacturing unit, Tissue culture lab, vermicompost unit, hydroponics unit and post harvest fruit and vegetable processing unit. The University campus has 24×7 power and internet facility and free Wi-Fi to enable comprehensive environment for enhancing knowledge among students. The university encourages extracurricular activities that enrich the cultural, physical and social life of the students. All the hostels premises have a spacious playground for outdoor games and a common room for indoor games. University has one main ground with cricket pitch, 2 indoor badminton stadium, courts for basketball, volleyball and kabbadi and a fully equipped gym. There are also facilities for indoor games like carom, chess and table tennis. There is a fully air conditioned central auditorium and a mini auditorium for organizing cultural events and programs. The central library has a total of 45,000 books including volumes of Journals, subscription to 74 Foreign & Indian Journals and 31 news papers including popular magazines. University has developed a knowledge network and dissemination system for increasing access and capacity building of farmers in the state with the intervention of Information and Communication Technology (ICT). It has established Electronic Media & production Centre (EMPC) which comprises of audio and video studios, PCR room, recording/editing room, digital archives, etc. An agriculture e portal has also been developed for web-casting using Web Portal for agriculture related services and SMS facilities for farmers. The university has a residential campus and provides a well furnished UG and PG hostels to both boys and girls. BAU also provides residential facility for teaching and non teaching staff within the campus, a shopping complex, officers' club, central canteen, krishi sewa Kendra and a hospital with modern amenities.

Student Support and Progression

The students in the University can avail all government scholarships and freeships like JRF, SRF, DST,

INSPIRE, National Minority Scholarships etc. The university itself provides financial assistance to UG, PG and Ph.D. program students. For students support and guidance various cells have been formed. The Competitive Examination and Guidance (CEG) cell established by the university provides guidance and support to all the students including former students of BAU for higher studies, Central/ State Administrative posts, promote them for entrepreneurship, start-ups and encourage them to serve in the Indian Armed Forces and Para Military Forces. The placement cell connects graduates and postgraduates with potential employers and helps them secure jobs that match their skills, interests, and career goals. The University has established the Center of Excellence in Teaching and Learning (CETL) which organizes different workshops and trainings on improving academic writing skills, understanding research methodology, using reference management software, preparing for interviews and graduate courses abroad. The SC/ST cell works for the welfare of the SC/ST students and staffs, ensuring effective implementation of the reservation policies in admissions, accommodation in the hostels, remedial classes, recruitment and maintenance of roster register in the University. The Grievances Redressal cell looks into the complaints lodged and judges its merit. The Internal Complaints Committee (ICC) established by the University upholds the rights and dignity of women at work place, address the issues related to sexual harassment of women/ girls at work place and also organizes awareness programs regarding functioning of the ICC and POSH Act. In the university the percentage of students seeking higher education as well as employability rate is quite high. Students are selected at various Government official positions across the state and country and many have turned entrepreneurs establishing new start ups. Regular programs related to health and hygiene, anti-ragging, sexual harassment, environment and climate change awareness, yoga etc. are organized. Various clubs like nature club, cultural society, sports etc. encourage students participation in extracurricular for their holistic development. The university organizes Annual sports and youth fest where the students participate vigorously and the qualifiers are sent for inter-university competitions

Governance, Leadership and Management

The organizational structure of the University encompasses the Senate, the Board of Management, Academic Council, Board of Studies, Board of Finance, PG Board of Studies, Research Council and Extension Education Council. The vision and objective of the university is to improve the quality of life for the people in the state, especially the farmers, by providing world-class, need-based agricultural education, research, extension, and public services. This vision guides the university's operations, which are led by Vice Chancellor in collaboration with the Board of Management, Academic Council, Deans and Principals of the university's many colleges, Executive Council, Research Council and Extension Education Council. This forms a collective democratic leadership that formulates policies, programs, strategies for the furtherance of its stated objectives and welfare of students and employees. The Head of the department is in charge of the departmental activities with assistance from the professor, board of studies, divisional budget and research committee. The Student welfare, Planning, Seed and Farm, Works & Plants and others offices in the formal structure with power and autonomy for regular as well as contingent needs. The IQAC cell formulates efficient ways of acquiescence, timely appraisal, monitoring and rating of its current programs which can further build faith of stakeholders in the performance of the institution. The university empowers the faculty, instructor, technical staff and students in its academic arena by routinely engaging them in capacity building activities such as orientation programs, FDPs, CAFT, conferences, seminars, symposia, workshops, etc. Faculties are encouraged for exposure visits, conferences, workshops, summer/ winter schools in other institutes across country and abroad. To facilitate the development and inclusive growth of the University through prudent and progressive financial management system, the university follows the Bihar Financial Rules, by the Government of Bihar. A structured financial management system that a count on its budgets and financial accounts for planning and assessment of spends is executed by the Comptroller of the university. The University and the colleges are fully funded by both Plan and Non- Plan grant of the Government of Bihar while the 22 KVKs and AICRP projects are fully funded by

ICAR

Institutional Values and Best Practices

1. ICT based Agricultural extension for inclusive development

BAU has revolutionized agricultural outreach in the remote areas of Bihar using **ICT** based agricultural extension. **Community radio station (CRS)** provides localized information in native language about the technologies and practices of the university, weather forecast, market trends, and broadcasts programmes like panel discussion on agriculture, special programme for women and children, folk lore etc. **Digital story telling** in the form of videos related to agriculture and success stories of farmers are produced and shared at social media platforms like YouTube, to provide expert information to the farming community. **Video-conferencing facility** has enabled the scientists to disseminate information and farm technologies to remote parts of the state and also receive the real time feedback. Agriculture based information is provided at the farmers doorsteps by a mobile video display unit called **Kisan Gyan Rath** which moves from village-to-village motivating the farmers to adopt the latest technologies. It is fully equipped with facilities for soil analysis, interpretation and issuing of soil health card. The University also has **Kisan Helpline** (0641-2451035, 18003456455) where farmers can seek information through calls, WhatsApp calls and WhatsApp messages.

1. Stakeholders' need based research formulation and implementation through multilevel screening and coordination for impactful deliverables

The multi-level research monitoring and evaluation system is the backbone of research in University. It involves the Zonal Research and Extension Advisory Council (ZREAC) meeting in 3 agro-climatic zones. Farmers, Field functionaries from KVKs and the state department of agriculture from concerned zones participate and discuss about the problems faced by the stakeholders. This leads to the identification of researchable issues on which the scientists formulate research project proposals. These proposals are then discussed and improved through suggestions from senior officials and experts at multiple levels starting from the departmental level, research group level, pre-research council and the University Research Council level. The approved projects are then executed through a well identified protocol. The final results lead to the development of technologies that are again discussed at multiple levels, validated at the level of stakeholders and then released to the public by the University Research Council as a solution to the problems identified.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the University | |
|------------------------------------|--|
| Name | BIHAR AGRICULTURAL UNIVERSITY |
| Address | Bihar Agricultural University, Sabour |
| City | Bhagalpur |
| State | Bihar |
| Pin | 813210 |
| Website | www.bausabour.ac.in |

| Nature of University | |
|----------------------|------------------|
| Nature of University | State University |

| Type of University | |
|--------------------|---------|
| Type of University | Unitary |

| Establishment Details | |
|--|---------------------------------------|
| Establishment Date of the University | 02-08-2010 |
| Status Prior to Establishment, If applicable | Other |
| Establishment Date | 03-12-1970 |
| Any Other, Please Specify | Rajendra Agricultural University Pusa |

| Recognition Details | | |
|---|------------|-------------------------------|
| Date of Recognition as a University by UGC or Any Other National Agency : | | |
| Under Section | Date | View Document |
| 2f of UGC | 02-08-2010 | View Document |
| 12B of UGC | | |

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

| Location, Area and Activity of Campus | | | | | | | |
|---------------------------------------|---|------------|----------------------|--------------------------|---|-----------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. | Programmes Offered | Date of Establishment | Date of Recognition by UGC/MHRD |
| Main campus | Bihar Agricultural University, Sabour | Semi-urban | 27.159 | 108637 | B.Sc. (Hons.) Agriculture, B.Sc. (Hons.) Horticulture, M.Sc. Agriculture, Ph.D. | | |
| Off Campus | Bihar Agricultural College, Sabour, Bhagalpur, Pin-813210 | Semi-urban | 615.64 | 681200 | B.Sc. (Hons.) Agriculture, M.Sc. Agriculture, , Ph.D. | 17-08-1908 | 02-08-2010 |
| Off Campus | Bhola Paswan Shastri Agricultural College, Kasba Road, Purnea, Pin-854302 | Rural | 112.5 | 29215 | B.Sc. (Hons.) Agriculture, B.Sc. (Hons.) Horticulture, M.Sc. Agriculture | 16-06-2010 | 02-08-2010 |
| Off Campus | Mandan Bharti Agriculture College, Agwanpur, Saharsa, Pin-852201 | Rural | 75 | 20185 | B.Sc. (Hons.) Agriculture, B.Sc. (Hons.) Horticulture, M.Sc. Agriculture | 01-04-2007 | 02-08-2010 |

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|-------------------------|---|-------------------|---------------|---------------|---|-------------------|-------------------|
| <i>Off Campus</i> | <i>Dr. Kalam Agricultural College, Kishanganj, Arrabari, Pin-855107</i> | <i>Rural</i> | <i>350</i> | <i>207620</i> | <i>B.Sc. (Hons.) Agriculture, B.Sc. (Hons.) Horticulture, M.Sc. Agriculture</i> | <i>10-08-2015</i> | <i>11-08-2015</i> |
| <i>Off Campus</i> | <i>Veer Kunwar Singh College Of Agriculture, Dumraon, Buxar, Pin-802136</i> | <i>Semi-urban</i> | <i>127.25</i> | <i>35689</i> | <i>B.Sc. (Hons.) Agriculture, B.Sc. (Hons.) Horticulture, M.Sc. Agriculture</i> | <i>27-04-2010</i> | <i>02-08-2010</i> |
| <i>Regional Centres</i> | <i>Regional Research Station, Agwanpur, Saharsa, Pin-852201</i> | <i>Rural</i> | <i>3.83</i> | <i>2765</i> | <i>Research</i> | <i>01-12-1986</i> | <i>02-08-2010</i> |
| <i>Regional Centres</i> | <i>Regional Research Sub-Station, Jalalgarh, Purnea, Pin-854327</i> | <i>Rural</i> | <i>58</i> | <i>2610</i> | <i>Research</i> | <i>12-05-1987</i> | <i>02-08-2010</i> |
| <i>Regional Centres</i> | <i>Jute Research Station,</i> | <i>Urban</i> | <i>16</i> | <i>7850</i> | <i>Research</i> | <i>01-01-1960</i> | <i>02-08-2010</i> |

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|-----------------------------|--|------------------------|--------------|-----------------|-----------------|-------------------|-------------------|
| | <i>Katihar, Tingach hia, Pin- 854105</i> | | | | | | |
| <i>Regional Centres</i> | <i>Irrigatio n Researc h Station, Madhep ura, Pin -852113</i> | <i>Semi- urban</i> | <i>52.9</i> | <i>26296.15</i> | <i>Research</i> | <i>01-01-1957</i> | <i>02-08-2010</i> |
| <i>Regional Centres</i> | <i>Irrigatio n Reserac h Sub- Station, Araria, Pin-854 335</i> | <i>Rural</i> | <i>25</i> | <i>14164</i> | <i>Research</i> | <i>01-01-1974</i> | <i>02-08-2010</i> |
| <i>Regional Centres</i> | <i>Regiona l Researc h Sub- Station, Munger, Pin- 811201</i> | <i>Rural</i> | <i>27.95</i> | <i>3.45</i> | <i>Research</i> | <i>23-04-1979</i> | <i>02-08-2010</i> |
| <i>Regional Centres</i> | <i>Fine Rice Researc h Sub- Staion, Tilaund ha, Banka, Pin-813 106</i> | <i>Rural</i> | <i>22</i> | <i>6</i> | <i>Research</i> | <i>01-01-1961</i> | <i>02-08-2010</i> |
| <i>Regional Centres</i> | <i>Irrigatio n Researc h Station, Bikramg anj,</i> | <i>Rural</i> | <i>25</i> | <i>35000</i> | <i>Research</i> | <i>01-01-1970</i> | <i>02-08-2010</i> |

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|-----------------------------|--|------------------------|-------------|----------------|---|-------------------|-------------------|
| | <i>Rohtas, Pin-802 212</i> | | | | | | |
| <i>Regional Centres</i> | <i>Botanic al Researc h Sub- Station, Dhangai n, Rohtas, Pin-802 212</i> | <i>Rural</i> | <i>25</i> | <i>4566.07</i> | <i>Research</i> | <i>01-01-1956</i> | <i>02-08-2010</i> |
| <i>Regional Centres</i> | <i>Agricult ural Researc h Institute, Patna, P in-8000 01</i> | <i>Urban</i> | <i>14.5</i> | <i>4000</i> | <i>Research</i> | <i>01-01-1970</i> | <i>02-08-2010</i> |
| <i>Regional Centres</i> | <i>Pulse Researc h Centre, Mokama , Pin- 803302</i> | <i>Rural</i> | <i>18.5</i> | <i>10000</i> | <i>Research</i> | <i>01-01-1970</i> | <i>02-08-2010</i> |
| <i>Regional Centres</i> | <i>Betelvin e Researc h Station, Islampu r, Nalanda , Pin-80 1303</i> | <i>Rural</i> | <i>10</i> | <i>33640.9</i> | <i>Research</i> | <i>23-02-2004</i> | <i>02-08-2010</i> |
| <i>Off Campus</i> | <i>Nalanda College Of Horti culture, Noorsar ai, Nalanda</i> | <i>Semi- urban</i> | <i>31</i> | <i>20217</i> | <i>B.Sc. (Hons.) H orticultur e</i> | <i>14-08-2006</i> | <i>02-08-2010</i> |

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|--|--------------|--|--|--|--|--|--|
| | , Pin-803113 | | | | | | |
|--|--------------|--|--|--|--|--|--|

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

| Type of Colleges | Permanent | Temporary | Total |
|------------------|-----------|-----------|-------|
|------------------|-----------|-----------|-------|

Furnish the Details of Colleges of University

| Type Of Colleges | Numbers |
|---|---------|
| Constituent Colleges | 6 |
| Affiliated Colleges | 0 |
| Colleges Under 2(f) | 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 | 1 |
| Colleges with Research Departments | 6 |
| University Recognized Research Institutes/Centers | 12 |

| | | |
|--|---|-------|
| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | | : Yes |
| SRA program | Document | |
| ICAR | 115207_12680_3_1689594884.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 | 62 | | | | 168 | | | | 538 | | | |
| Recruited | 26 | 0 | 0 | 26 | 4 | 0 | 0 | 4 | 204 | 47 | 0 | 251 |
| Yet to Recruit | 36 | | | | 164 | | | | 287 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|--------------------|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 2072 |
| Recruited | 392 | 28 | 0 | 420 |
| Yet to Recruit | | | | 1652 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|-----------------|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| 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/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 26 | 0 | 0 | 4 | 0 | 0 | 160 | 39 | 0 | 229 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 8 | 0 | 52 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

Distinguished Academicians Appointed As

| | Male | Female | Others | Total |
|--------------------|------|--------|--------|-------|
| Emeritus Professor | 0 | 0 | 0 | 0 |
| Adjunct Professor | 4 | 0 | 0 | 4 |
| 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 | None | N.A. | N.A. |

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 | 761 | 20 | 0 | 0 | 781 |
| | Female | 468 | 10 | 0 | 0 | 478 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 111 | 2 | 0 | 0 | 113 |
| | Female | 86 | 5 | 0 | 0 | 91 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 39 | 8 | 0 | 0 | 47 |
| | Female | 41 | 3 | 0 | 0 | 44 |
| | 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 | Nil |
| Number of UGC Orientation Programmes | 0 |
| Number of UGC Refresher Course | 0 |
| Number of University's own Programmes | 0 |
| Total Number of Programmes Conducted (last five years) | 0 |

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|-------------------------------|
| Agricultural Economics | View Document |
| Agriculture | View Document |
| Agronomy | View Document |
| Entomology | View Document |
| Extension Education | View Document |
| Food Science And Post Harvest Technology | View Document |
| Horticulture | View Document |
| Horticulture Fruit And Fruit Technology | View Document |
| Horticulture Vegetable And Floriculture | View Document |
| Molecular Biology And Genetic Engineering | View Document |
| Plant Breeding And Genetics | View Document |
| Plant Pathology | View Document |
| Plant Physiology And Biochemistry | View Document |
| Seed Science And Technology | View Document |
| Soil Science And Agricultural Chemistry | View Document |
| Statistics Mathematics And Computer Application | View Document |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | <p>The University provides state of the art facilities and a modern learning environment conducive for interdisciplinary and multidisciplinary research. All undergraduate students take courses from at least 12 departments as well as basic courses on language and social sciences. All Post-graduate students and research scholars undergo course work involving their major subject along with that of a minor and supporting subjects closely related to the field of their work. All Post graduate students and research scholars are mentored by a multidisciplinary advisory committee consisting of at least 4 subject experts. Socio-economic and policy-based research is essential for improving the targeting of sustainable development initiatives as well as for increasing the impact and adoption of research findings. The</p> |
|---|--|

| | |
|------------------------------------|--|
| | <p>University's research is supported by 5 multi-disciplinary research advisory groups consisting of (1) Natural Resource Management, (2) Crop Improvement, (3) Crop Protection, (4) Social Sciences and (5) Product Development and Marketing. Strong linkage with ICAR institutes, CGIAR institutes and Memorandums of understanding with various National and International Organizations of repute provide a further wider platform for multidisciplinary research. In the near future, the university plans to introduce UG programs for Agricultural Engineering, Forestry, Agricultural Biotechnology and Agribusiness Management.</p> |
| 2. Academic bank of credits (ABC): | <p>The University Grants Commission with the concurrence of Ministry of Education has notified "The University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021" in the Gazette of India on 28th July, 2021. The Academic Bank of Credits (ABC) platform has been developed by the National e- Governance Division (NeGD) of Ministry of Electronics and Information Technology (MeitY) under DigiLocker framework. Academic Bank of Credits (ABC) will digitally store the academic credits earned by students from higher educational institutions registered with ABC, for awarding degree/ diploma / certificates taking into account the credits earned by the students. Bihar Agricultural University, Sabour has been the pioneer agricultural University in the country to adopt the National Education Policy 2020 along with the choice based credit system. In the UG program, students admitted in B.Sc. (Hons.) in Agriculture and B.Sc. (Hons.) in Horticulture have to undertake 179 and 180 credits respectively in eight semesters. Similarly, in the PG programs, students admitted in M.Sc. in Agriculture and Ph.D. have to undertake 41 and 30 credits of course work and 25 and 45 credits of thesis research work in these two programs, in the same order. These credit hours are all within the DigiLocker framework and can be transferred under the Academic Bank of Credits for migration to and from Bihar Agricultural University, Sabour subject to restrictions of the other institutes and availability of vacant seats in the respective programs. For successful implementation and to enhance the reach of the ABC programme in</p> |

| | |
|--|--|
| | <p>the Bihar Agricultural University, Sabour, Dr. Mohammed Wasim Siddiqui has been appointed as the Nodal Officer whereas Dr. Fozia Homa and Sri Sunil Kumar have been appointed as Co-Nodal Officers.</p> |
| 3. Skill development: | <p>The University conducts regular skill and capacity development workshops and training programs for farmers, farm women, and rural youth under the Bihar Skill Development Mission (BSDM), MGGM (Mera Gaon Mera Gaurav), and other programs. The training programs are designed to fulfill the increasing need for skilled workforce by giving access to rural youths for professional knowledge and high-quality skill development training. The workshops and training programs promote entrepreneurship and ensure a steady income and job security for the farmers. In order to increase farmers' access and capacity building with the implementation of information and communication technologies, the university has created a knowledge network and dissemination system. The university offers a range of skill-building and training initiatives supported by organizations such as ICAR, RKVY, NIAM, NYK, NABARD, and ATMA. In addition, the students of B.Sc. (Hons.) in Agriculture undertake an Experimental learning program (ELP) during the penultimate semester in trades such production of bio-agents and bio-fertilizers, seed production, beekeeping, poultry production, waste management and sericulture. Similarly, the students of B.Sc. (Hons.) in Horticulture undertake ELP in trades such as commercial horticulture, mushroom culture, bee keeping and bio-fertilizers and bio-pesticides. These ELPs help in capacity building and skill development of the students.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>The medium of instruction in BAU, Sabour is English. However, to cater to the need and specific requirements of the stakeholders, the use of vernacular languages (especially the dialects of hindi) is also practiced. University's research accomplishments are generally published in national and international journals, which are primarily available in English language. However, the information of more applied interest, such as recommendations for the farmers are brought out in vernacular languages. The university publishes an annual "Bihar Kisan Diary" in hindi that conveys the</p> |

| | |
|--|--|
| | <p>farm recommendations and best practices for farming along with other ancillary information related to farmers and the government machinery for farm services. The university also publishes Krishak samachar (monthly) and Krishak sandesh (monthly) for the benefit of stakeholders. Several nationally and culturally important days and events such as Replublic day, Independence day, Hindi diwas, Gandhi Jayant, Teacher's Day, Holi milan are celebrated with pomp and gaity. Students organize Saraswati Puja festival in the campus on a grand scale. One excellent illustration of the blending of many cultures and languages is the diversity of the professors and students here. The institution promotes diversity and makes every effort to provide a welcoming atmosphere for everyone, regardless of food preferences, attire, or communication style. Additionally, the institution is embracing the ICAR NARES-Blended Learning Platform, which enables successful self-paced learning via the flipped classroom approach. This allows for a sustainable rotation model so that students and teachers may move between an online learning environment and a traditional classroom setting with ease. The ambitious radio revision program of the media centre, BAU, Sabour provides an opportunity to the students for a quick recap of the syllabus on the eve of examination. The University has created and hosted on its website, a database of video and audio lectures for self paced learning. The university has also contributed to the development of e-content of various courses for e-learning resources under ICAR-NAHEP.</p> |
| 5. Focus on Outcome based education (OBE): | <p>The university promotes outcome-based education. According to ICAR guidelines, the curriculum for the programs that the university offers is based on course, program, and program-specific results. Students can study and get training in areas of their interest through programs like RAW (Rural Agricultural Work Experience), AIAP (Agriculture Industrial Attachment Program), ELPs (Experiential Learning Programs), and VAC (Value Added Courses). These programs also expose students to the industrial environment and job responsibilities. Students are required to prepare and submit a thesis in partial fulfillment of the requirements of their degree. In addition to publishing their research results, students are encouraged to commercialize</p> |

| | |
|---|---|
| | their research results in the form of technologies for extension and product as well as process patents. |
| 6. Distance education/online education: | All of the university's instructional and training activities, including thesis viva voce, courses, exams, and presentations continued in virtual mode throughout and immediately after the COVID-19 pandemic. The university offers online instruction and agricultural advisory and consultancy services through social media, video conferences, CRS, KGR, KIOSK, the Bihar Krishi App, and other channels. The university is thus making all out efforts to support and promote online education and distance learning. |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, students' co-ordinator and co-ordinating faculty members are appointed by the University in all the academic units. All these units are now functional and are representative in character. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | National Voters Day, observed on the 25th of January, holds immense significance as it commemorates the foundation day of the Election Commission of India. In our University, we take pride in actively participating in this national celebration, emphasizing the importance of democratic values, civic responsibility, and the power of our votes. Each year, our campus buzzes with enthusiasm as we organize various events and activities to engage our students and faculty in the spirit of democracy. These activities includes: 1.Voter Awareness Workshops: Conducting workshops to educate students about the electoral process, voter registration, and the significance of exercising their right to vote. 2.Debates and Discussions: Hosting debates and discussions on topics related to electoral reforms, voter turnout, and the role of youth in shaping the political landscape. 3.Pledge-taking Ceremony: Organizing a pledge-taking ceremony where students and faculty commit to being responsible and informed voters, |

| | |
|--|--|
| | contributing to the democratic process. Through these activities, we aim to encourage a sense of responsibility and civic duty among our students, inspiring them to become active participants in the democratic process. By celebrating National Voters Day, we contribute to the larger goal of building an informed and engaged citizenry that values the essence of democracy. |
| 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. | Our University utilized various communication channels, including social media, local newspapers, and community bulletin boards, to reach a wider audience and ensure that the message of voter awareness reached every corner of the region. We also collaborated with local schools, colleges, and community organizations to extend the reach of our campaign, fostering a sense of collective responsibility among diverse demography. |
| 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. | All the above mentioned programmes were being conducted under the umbrella of NSS. However, ELCs for all the academic units are now in place to institutionalize mechanisms to register eligible students as voters. These ELCs are being given responsibility to register such eligible students. |

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 |
|---|---------|-------------------------------|---------|---------|
| 1463 | 1446 | 1398 | 1253 | 1081 |
| 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 |
|---|---------|-------------------------------|---------|---------|
| 404 | 343 | 366 | 282 | 210 |
| 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 |
|---|---------|-------------------------------|---------|---------|
| 281 | 286 | 270 | 270 | 273 |
| 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: 294

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | 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 |
|------------|-------------|-------------|-------------|-------------|
| 27840.4191 | 21624.60309 | 22263.42408 | 27746.35823 | 12296.69157 |

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Bihar Agricultural University stands as a pivotal institution, strategically positioned to cater to the multifaceted demands of agricultural education, research, extension, and training. At its core, the university is dedicated to aligning its course curriculum with global standards while ensuring its relevance to the regional context. The overarching goal is to contribute significantly to the national agenda of agricultural development. A cornerstone of the university's approach is the commitment to providing education that is not only industry-ready but also imbued with a focus on skills, entrepreneurial mindset, and environmental and social responsibilities. This commitment is reflected in the meticulous development of the course curriculum, a process that involves extensive consultations with diverse stakeholders. These stakeholders include students, academicians, industries, and farmers, ensuring a well-rounded perspective that captures the dynamic nature of the agricultural landscape. The educational portfolio of the university is vast and comprehensive, encompassing a total of 462 courses. These are distributed across 66 horticultural, 85 agricultural, and 311 postgraduate courses, which include Master's and Doctoral degrees across various disciplines. The undergraduate programs in Agriculture and Horticulture offer a spectrum of basic and applied courses designed to instill a core understanding of the subject matter while exposing students to the latest developments in their respective areas. Notably, the curriculum is not limited to disciplinary boundaries, as interdisciplinary courses are integrated to provide a holistic perspective. Practical exposure is emphasized through laboratory exercises, field visits, and industry interactions, ensuring that students are equipped with both theoretical knowledge and hands-on experience. The undergraduate courses are strategically structured to cover a wide array of topics, including crop production, crop protection, secondary agriculture, market dynamics, agricultural community dynamics, and technological and extension needs. Furthermore, the inclusion of elective courses allows students to tailor their education to align with their specific interests, while simultaneously fostering entrepreneurial skills and industry exposure. The postgraduate programs take education to a deeper level, with a curriculum designed to maximize practical understanding and facilitate research and innovation. These programs offer a blend of basic and applied courses, along with specialized multi and interdisciplinary courses in niche areas. This approach ensures that students not only acquire advanced knowledge in their chosen fields but also have the opportunity to engage in meaningful research that contributes to the broader agricultural knowledge base. Recognizing the dynamic nature of technology and its impact on agriculture, the university has introduced courses in cutting-edge fields such as Artificial Intelligence, Machine Learning, Robotics, and Drones in Agriculture. These additions showcase the university's responsiveness to emerging societal needs and its commitment to preparing students for the challenges and opportunities presented by evolving technologies in the agricultural sector. In conclusion, Bihar

Agricultural University stands as a beacon of agricultural education, emphasizing not only the acquisition of knowledge but also the development of practical skills, entrepreneurial acumen, and a sense of environmental and social responsibility. Through its carefully crafted curriculum and continuous adaptation to emerging trends, the university plays a crucial role in shaping the future leaders and innovators of the agricultural landscape, contributing significantly to the nation's agricultural development goals.

| 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:

Bihar Agricultural University, Sabour stands as a beacon of education, offering a diverse range of undergraduate and postgraduate courses in the fields of Agriculture and Horticulture. Comprising of six constituent colleges, the university is committed to fostering an educational environment that not only imparts knowledge but also places a strong emphasis on skill development, employability, and entrepreneurial aptitude. These values are deeply embedded in the core of the course curriculum, shaping students into well-rounded professionals ready to tackle the challenges of the agricultural and horticultural sectors. The undergraduate programs in Agriculture and Horticulture are meticulously crafted to nurture quality human resources. The course curriculum is skill-oriented, providing students with a comprehensive understanding of the subject matter while equipping them with practical skills essential for the industry. The B.Sc. (Hons.) Agriculture and B.Sc. (Hons.) Horticulture programs are designed with precision, offering 12 elective courses strategically focused on skill development. These electives cover a spectrum of job and entrepreneurship-oriented skills, ensuring that students receive maximum exposure to real-world applications. Practical experiences are emphasized, with field visits and industry exposure playing a pivotal role in enriching the learning journey. One distinctive feature of the undergraduate programs is the 'Student READY' initiative, an integral part of the curriculum. Encompassing the last two semesters of the UG program, 'Student READY' comprises two major components. The 7th semester involves Rural Agricultural/Horticultural Work Experience and Industry Exposure, providing students with a first-hand look at the challenges faced at the grassroots level. Simultaneously, it offers insights into the contemporary expectations of the industry and other stakeholders. The 8th semester focuses on an on-going 20 Experiential Learning Programme (ELP) modules, allowing students to choose specific modules based on their interests. This hands-on experience further enhances their practical skills, making them industry-ready upon graduation. Moving to the postgraduate level, the university continues its commitment to skill development and practical

applicability. The postgraduate programs in various disciplines incorporate courses specifically designed to prepare students for roles in research and development, managerial positions, and entrepreneurial ventures. The curriculum is dynamic, evolving periodically to align with emerging needs in the ever-changing landscape of agriculture and horticulture. This restructuring is facilitated through the recommendations of the Undergraduate (UG) and Postgraduate (PG) Board of Studies, with final approval resting with the Academic Council of the university. In essence, Bihar Agricultural University, Sabour, stands as a testament to educational excellence in the fields of Agriculture and Horticulture. By intertwining theoretical knowledge with practical skills and exposure to real-world challenges, the university is not only producing graduates but nurturing individuals poised to make significant contributions to the agricultural and horticultural sectors. The commitment to staying attuned to industry demands ensures that the courses remain relevant and continue to produce professionals who are not just academically proficient but also well-equipped for the dynamic demands of the professional world.

| 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: 39.86 |
| 1.2.1.1 Number of new courses introduced during the last five years: Response: 236 |
| 1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Response: 592 |

| File Description | Document |
|---|-------------------------------|
| Subsequent Academic Council meeting extracts endorsing the decision of BOS | 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:

Our institution incorporates societal concerns, including Moral, Human and Ethical Values, Professional Ethics, Gender Equality, and Environmental Awareness, as integral components of our curriculum.

Environment & Sustainability

World Environment Day is an annual celebration featuring educational events on environmental awareness. The **Nature Club**, established to promote a green and resilient economy, enhances awareness on environmental, climate change, and sustainable consumption and production issues. A one-week workshop on **Environmental Protection and Awareness** was conducted from June 5th to 11th, 2023. University celebrates **World Soil Day** every year on 05th December to create awareness on protection of soil and environment. In alignment with SDG, state-level **Malnutrition Eradication Drive** commenced at DKAC, Kishanganj, on June 8th, 2023, adopting villages with a higher population below the poverty line for social and nutritional development. The university and its units have adopted socially backward schools to encourage higher education in agriculture. A **mass plantation drive** occurred during the foundation week celebration from August 2nd to 8th, 2023. Indoor plants adorn university and college building corridors. Besides, **Parthenium Awareness Week** is celebrated every year. **Roof-top gardening** enhances green coverage, and **grid-based solar panels** are installed for green energy. The university has **banned single-use plastics** and employs **e-rickshaws** for eco-friendly campus transport. **Rainwater harvesting structures** are present in all buildings, and waste is collected and converted into compost at various spots on campus. Sensitization to ecological and environmental issues occurs through mandatory undergraduate and postgraduate courses, namely, "**Environmental Studies and Disaster Management**" and "**Disaster Management**." A workshops on **alternative fertilizer use** for RAWE students was conducted by BAU Sabour on 02-03rd August, 2023.

National Education Policy – 2020

A brainstorming session in 2021 sensitized students and faculty to various components of NEP 2020. In line with NEP 2020, the university offers **certificate courses and trainings** on various subjects to youths and university/college dropouts. Year-round trainings on various skill development topics are in vogue. The Academic Council approved National **Academic Depository (NAD)** and **Academic Bank of Credits (ABC)** Cell with an insight to **multiple entry and exit (ME-ME)** mechanism for the students which aligns with NEP-2020 guidelines. Additionally 11 **value-added** undergraduate courses and three postgraduate courses have been introduced as per NEP guidelines.

Moral Values, Human Values & Professional Ethics

To instil moral, social values, and professional ethics, the university and its constituent units celebrate days of national and international importance. Compulsory undergraduate courses include "**Rural Sociology and Education Psychology**" and "**Human Value and Ethics**." Postgraduate courses cover human and moral values, along with professional ethics in the field of agriculture and normal life.

Gender Equality

The university and its constituent units enforce prioritization of gender equality through the **Internal Complaints Committee** and the **Grievance Redressal Cell**, addressing issues related to workplace harassment and promoting gender equity. **Thirty-three percent reservations** are given to women candidates in teaching and non-teaching posts, with female employees holding various administrative roles. Secure girls' hostels with **CCTV facilities** are provided throughout the campus, ensuring a safe and secure environment within the campus.

| 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: 14

| 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 |

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: 17

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

Response: 17

| File Description | 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 |
| 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: 96.45

2.1.1.1 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 431 | 429 | 429 | 427 | 427 |

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 |
|---------|---------|---------|---------|---------|
| 428 | 422 | 416 | 414 | 387 |

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

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: 88.09

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 |
| 236 | 236 | 236 | 232 | 192 |

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 |
| 259 | 257 | 257 | 256 | 256 |

| 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 |
| Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | View Document |

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:

Upon gaining admission in BAU, Sabour, students are seamlessly integrated into the university's academic milieu through a mandatory ***Orientation Programme***. This program serves as a gateway, introducing students to the ethos and expectations that define the academic landscape of BAU. It lays a solid foundation for their educational journey, ensuring that they embark on this path with a clear understanding of the university's educational approach. To gauge the learning levels of its diverse student body, BAU employs a multifaceted and ***comprehensive assessment system***. This system includes a spectrum of evaluation components such as ***Assignments, Seminars, Group Discussions, Additional Assignments, Quizzes, Class Tests, Projects, Internships, Viva-voce examinations, and attendance records***. The integration of these varied assessment tools ensures a nuanced and thorough evaluation of

students' knowledge and skills, providing a holistic picture of their academic prowess. Crucial to this evaluation process are the dynamic interactions between teachers and students, as well as **Advisory Committee Meetings** that play a pivotal role in discerning the varying levels of learners. Faculty members and committees consistently engage in the meticulous review of students' academic progress, offering personalized counselling to enhance their performance. This high level of individual attention and guidance significantly contributes to the academic growth of students, creating an environment conducive to excellence. In recognition of the diverse learning paces among students, BAU has implemented a range of measures to support slow learners. Additional classes are organized to provide extra assistance, and specialized **Remedial** and Tutorial Classes are designed to prepare these students for remedial exams, helping them catch up with their peers. The university fosters a supportive environment by encouraging classmates and senior students to provide assistance, creating a collaborative community that values mutual growth. Beyond academic assistance, BAU places a strong emphasis on the development of soft and social skills among slow learners. Courses focusing on **language and communication enhancement** are recommended, and participation in various extracurricular activities helps develop social skills, confidence, and a sense of belonging within the university community. These initiatives underscore BAU's commitment to nurturing not only the academic but also the personal and social growth of its students. Recognizing that education goes beyond the acquisition of knowledge, BAU prioritizes the instillation of values in its students. The university has well-defined evaluation models that prioritize discipline, conscience, respect for religion and culture, environmental protection, and community participation. By emphasizing these values, BAU ensures that its students not only excel academically but also become responsible, ethical, and socially conscious individuals.

In conclusion, Bihar Agricultural University stands at the forefront of educational institutions with its comprehensive approach to elevating students' learning levels. From the compulsory Orientation Programme to the diverse continuous assessment components, personalized guidance, and support measures for slow learners, BAU is dedicated to providing a well-rounded and enriching educational experience. Through these initiatives, the university actively nurtures its students, preparing them not just for academic success but for a future where they can make meaningful contributions to society.

| 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: 5.21

| 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:

Bihar Agricultural University is dedicated to cultivating a generation of students well-versed not only in theoretical knowledge but also in practical applications. It is committed to providing a holistic educational experience as evident in its well-rounded curriculum that integrates laboratory and field experiments. This approach ensures that undergraduate (UG) and postgraduate (PG) students gain valuable hands-on experience, preparing them for the challenges of the agricultural industry. An exemplary initiative at BAU is the annual Student READY (RAWE program) designed for UG students. Aligned with the Vth Dean's Committee of ICAR, New Delhi, this program identifies specific areas where students engage in real-world scenarios, establishing robust connections with the industry. The goal is to facilitate knowledge transfer and enhance the students' understanding of agricultural practices. Currently, BAU, Sabour, offers twelve Experiential Learning Programs in the Agriculture and eight in Horticulture. These programs cover a spectrum of Production and Protection Technologies, emphasizing the practical aspects of agricultural science. Faculty members at BAU are committed to enriching the learning experience by integrating case studies, good practices, and field/exposure visits into their teaching methodologies. Invited expert lectures are a regular feature, fostering participative learning and providing students with insights from industry professionals. This commitment to excellence extends beyond the classroom, as co-curricular and extra-curricular activities play a pivotal role in students' personal and professional development. The Cultural Club, Sports Club, NSS, and NCC contribute to fostering a well-rounded educational experience, instilling values of teamwork, discipline, and leadership. Participation in intra and inter-collegiate competitions, cultural events, and sports at various levels further enhance students' professional ethics and social responsibilities. The emphasis on participatory learning is evident in innovative components integrated into Modular Assessing Panels, including Group Discussions, Quizzes, Poster Presentations, Games, Simulation Exercises, and Demonstrations. These activities not only deepen students' understanding of theoretical concepts but also encourage critical thinking and problem-solving skills. Beyond academics, students actively contribute to the administration through committees such as the Internal Quality Assurance Cell, Senate, Student Council, Workshops and Seminars, etc. This involvement in decision-making processes fosters a sense of responsibility and transparency, preparing students for leadership roles. To ensure an effective teaching-learning process, BAU leverages ICT in its classrooms. Equipped with audio-visual systems and Wi-Fi

facilities, these ICT-enabled classrooms facilitate a student-centric approach. Teachers use tools such as power-point presentations and e-learning platforms to create an engaging and interactive learning environment. The institution continually upgrades its IT facilities, incorporating smart classrooms, seminar halls, and auditoriums. The integration of smart classrooms, dedicated Audio-Visual (AR and VR) rooms, and a media lab for video lectures showcases BAU's commitment to staying at the forefront of educational innovation. The entire campus is equipped with integrated Wi-Fi, ensuring that students and faculty members have seamless access to internet resources for research and learning purposes. These measures collectively contribute to BAU, Sabour, remaining a pioneer in agricultural education, providing a comprehensive and technologically advanced learning environment that prepares students for the challenges of the evolving agricultural landscape.

| 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:

In the constantly evolving landscape of education, Bihar Agricultural University (BAU), Sabour, akin to other educational institutions, confronts the multifaceted challenge of not only delivering high-quality academic instruction but also addressing the diverse psychological needs of its student body. Acknowledging the paramount importance of fostering holistic student development, BAU, Sabour, has proactively implemented effective **mentor-mentee schemes** through the appointment of student advisors. This strategic initiative assigns each student, including undergraduates, a mentor from the faculty, thereby establishing a crucial support system that has been instrumental in bridging the gap between academic pursuits and psychological well-being since the inception of BAU in the academic year 2010-11. The primary objective of the advisory system is to furnish **comprehensive academic support**. Mentors, distinguished faculty members with substantial experience, play a pivotal role in guiding students through various academic aspects. They provide invaluable assistance in areas such as course selection, study techniques, and time management, thereby aiding students in overcoming challenges and bolstering their confidence. This support is particularly crucial for freshmen who are navigating the transition from high school to university life. The overarching objectives include the enhancement of teacher-student relationships, improvement of academic performance, reduction of dropout rates, monitoring of regularity and discipline, and ensuring parents are kept abreast of their wards' academic progress. Going beyond academic support, mentors assume the role of confidants, offering personal and psychological assistance. They provide a safe space for students to articulate their concerns and seek guidance on managing stress, navigating relationships, and coping with homesickness. Mentors actively contribute to personal growth by cultivating essential life skills, including resilience, self-care, and goal-setting. Furthermore, the mentor-mentee relationship plays a substantial role in fostering students' career development. Mentors serve as valuable resources, sharing professional networks, industry insights, and

career advice. They assist mentees in exploring diverse career options, setting meaningful goals, and developing effective strategies for success. This mentorship positively influences employability by offering *valuable feedback* on resumes, cover letters, and interview preparation. The effectiveness of the mentor-mentee relationship extends to student engagement and retention rates. Students who feel a sense of connection to the university community are more likely to persist and excel academically. Mentors, acting as role models, aid students in integrating into the university culture, participating in extracurricular activities, and forming meaningful connections with their peers. This sense of belonging diminishes feelings of isolation, creating a positive campus experience and contributing to heightened satisfaction and retention rates. University's commitment to addressing both academic and psychological dimensions is exemplified through its robust mentor-mentee relationships. By providing academic guidance, personal support and avenues for career development, students are empowered to surmount challenges and explore their full potential. The mentor-mentee relationship cultivates a supportive community within the university, fostering a profound sense of belonging and contributing significantly to both academic success and psychological well-being. The on-going implementation, and fortification of mentor-mentee schemes will undeniably remain pivotal in creating an educational environment that comprehensively nurtures the diverse needs of its student populace.

| 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: 35

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 |
|---------|---------|---------|---------|---------|
| 768 | 768 | 768 | 768 | 768 |

| File Description | Document |
|--|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts). | 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: 77.89

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

Response: 229

| 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 |
| Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities | 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: 12.86

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

Response: 3614

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | 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: 28.8

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 | 40 | 1 | 72 | 14 |

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](#)

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: 4.13

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 |
|---------|---------|---------|---------|---------|
| 8 | 70 | 59 | 64 | 88 |

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 |
|---------|---------|---------|---------|---------|
| 1554 | 1533 | 1475 | 1315 | 1123 |

| 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 |
| If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided. | 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:

In strict adherence to the core principles of Outcome Based Education (OBE), the department overseeing the specific program undertakes a comprehensive process to define and establish Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). This intricate procedure involves extensive consultations with faculty members and stakeholders, fostering a collaborative and informed approach to formulating these educational objectives. Within this educational framework, diverse and strategic assessment procedures are implemented, aiming to holistically evaluate students' knowledge, skills, and aptitudes. A pivotal aspect is the Formative Assessment, where teachers actively engage in continuous evaluation throughout the course. Utilizing methods such as viva voce and written tests for internal assessment, this dynamic process serves as a tool to gauge and enhance students' learning. It provides critical insights into their knowledge acquisition, analytical thinking, decision-making, and problem-solving skills, fostering a nuanced understanding of their academic progress. Another key element is the Internal Assessment, a periodic evaluation aimed at comprehensively gauging students' academic performance. Seminars assume a distinctive role in the assessment landscape, requiring students to present on specific topics. The assessment focuses on their interaction with peers and teachers, emphasizing content mastery, preparation, effective presentation skills, and the ability to engage in meaningful conversations. Assignments are intricately crafted as multifaceted assessments, delving into various aspects of students' understanding, information-gathering abilities, content comprehension, innovative thinking, analytical and critical reasoning, interpretation skills, and effective written communication. Viva-Voce sessions, an interactive element during practical classes, serve as a direct evaluation of students' knowledge and critical thinking capabilities. The Summative Assessment, manifested through end-of-semester university examinations, comprehensively evaluates learning outcomes in both theoretical and practical dimensions. A commitment to continuous improvement is evident through active solicitation of feedback from various stakeholders, including students, farmers, and external entities involved in on-field student exposure programs. This feedback loop contributes to a dynamic understanding of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), revealing a progressive increase in students' strengths and passing percentages. The measurement of the attainment of POs, PSOs, and COs is conducted with a meticulous and well-defined approach, employing both formal and informal mechanisms. This aligns with the guidelines set forth by ICAR/University, incorporating diverse assessments such as written tests, assignments, presentations, seminars, tutorials, and term papers. Professional programs and courses are intentionally structured to foster in-depth knowledge within the chosen field, with a deliberate emphasis on interdisciplinary or trans-disciplinary perspectives. Additionally, there is a clear focus on capacity building for creativity, innovation, skill enhancement, and employability, aligning with the evolving needs of the professional landscape. The overarching goal is to enhance students' analytical and problem-solving competencies, nurturing their decision-making capabilities through the adept utilization of both personal and IT skills. This multifaceted and strategic approach ensures that the educational experience is not only rigorous and outcome-driven but also adaptable to the evolving demands of the academic and professional realms.

| File Description | Document |
|--|-------------------------------|
| Upload COs for all courses (exemplars from Glossary) | 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: 80.2

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

Response: 324

| File Description | Document |
|--|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Certified report from the Controller of Examinations indicating the pass | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

| 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:

1. BAU has well-structured organogram for research. Research designing, monitoring and evaluation are carried out through multi-layered research council meetings organised twice a year (Kharif and Rabi). The foundation of research council is the ZREAC meeting conducted with active involvement of farmers from different agro-climatic zones to provide need-based solutions and to identify researchable issues. These issues are then discussed in Departmental level, crop-group level and research advisory group level (pre-RCM) before final discussion in RCM in presence of progressive farmers and eminent experts.
2. BAU has more than 40 specialized research groups/teams focussed on specific crops (like, rice, wheat, maize, pulses, oilseeds, vegetables, floriculture, fruits, fodder crops, millets, etc.) and themes (like, water management, weed management, extension education, seeds, toxic materials, etc.). Presence of multi-disciplinary scientists in each group ensures holistic approach in research. The groups are time-to-time updated with inclusion of new scientists.
3. Forming research advisory groups involving multidisciplinary scientists is one of the strategic and comprehensive approach to addressing complex challenges and advancing knowledge. Research advisory groups involving multi-disciplinary scientists are formed in the five major areas of research, namely, Crop Improvement, Natural Resource Management, Crop Protection, Product Development and Marketing and Social Science. The groups are time-to-time updated with inclusion of new scientists.
4. Providing financial support to scientists for participating in seminars, symposiums, conferences, and other academic events is a common and effective strategy for promoting research. For promoting research, financial support is provided to scientists to participate in seminar/symposium, etc. in order to gain feedback from the academic community, and contribute to the dissemination of knowledge in their area of expertise.
5. Providing financial support for the article processing charges (APCs) in journals with a high NAAS (National Academy of Agricultural Sciences) rating is a common practice to promote research and incentivize scientists to publish their work in reputable and impactful journals. For promoting research, article processing charge in journals having 6.1 or more NAAS rating is provided to the scientists. Such positive initiative can contribute to a thriving and motivated scientific community within the institution.
6. For encouraging research, scientists having publication in journals with >7 NAAS rating are rewarded with cash prize to promote a culture of excellence within the institution. By highlighting and celebrating exceptional contributions, the awards set a standard for the quality of research and teaching.
7. Recognizing and rewarding outstanding scientists through annual awards is a positive initiative that can contribute to a culture of excellence and motivation within an academic or research institution. To encourage the scientists, every year Best Scientist awards are presented to eligible teachers.

8. Recognizing and rewarding scientists for their contributions to research and the release of new varieties is a common practice in the scientific community. To promote research and to excel in their research and contribute to the release of valuable crop varieties, scientists releasing varieties through CVRC are rewarded with cash prizes.
9. A "Project Monitoring and Evaluation (PME) Cell" has been constituted for overseeing and assessing the progress and impact of various projects and programs within the university, ensuring that goals are met, resources are utilized efficiently, and outcomes are in line with the intended objectives.

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

3.1.2

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

Response: 37.44

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 187.211 |

| 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: 10.54

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: 31

| 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: 22.5

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

Response: 18

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 80

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

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government 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: 7077.368

| File Description | 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 |

3.2.2

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

Response: 2.07

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

Response: 609

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of knowledge/technology and the outcomes of the same are evident**Response:**

Bihar Agricultural University, Sabour is the only State Agricultural University (SAU) of Bihar mandated to serve farming community through its teaching, research and extension activities. The university under the directorate of research has a robust decentralised research ecosystem to promote innovation among the students, faculty and other stakeholders. The university has dedicated incubation centre (SABAGRIS), an IPR cell and a dedicated Extension Education wing for Transfer of Technology/Knowledge.

Incubation facility at BAU, Sabour

The Ministry of Agriculture and Farmers Welfare, Govt. of India sanctioned a **RKVY-RAFTAAR Agribusiness Incubator (R-ABI)** project to BAU, Sabour, Bhagalpur towards establishment of Agribusiness Incubation centre (ABI) at Sabour for the promotion of Agri-startups in Bihar and neighbouring states during 2018-19. The ABI at BAU Sabour has been named as SABAGRIs (Sabour Agribusiness Incubators) Sabour, Bihar playing a crucial role in identifying and promoting Agri- startups in Agriculture an Allied sector as per startup guidelines of Govt. of India. The successful incubatee is receiving Grant-in Aid support of 5 to 25 lakhs under this programme. Till date total 75 agri start-ups successfully completed the two months training, out of which 37 start-ups sanctioned with grant in-aid to the tune of Rs. 425 lakh. Regular sensitization programmes were organized under the project and one national seminar was conducted.

Recently sanction of a start-up cell is obtained from the Deptt. of Industry, Govt. of Bihar which primarily conduct sensitization programme among students with fund support of Rs. 6.0 lakh/ annum. Further an incubation centre is also sanctioned from Deptt. of Industry, Govt. of Bihar to BAU, Sabour for inculcating and promoting the start-up culture in Bihar.

Institute Technology Management Unit (ITMU)

Institute Technology Management Unit (ITMU) is working under Directorate of Research. The unit is doing facilitation in Patent filing, Trademark application for different unit of the university. The ITMU cell at the university is active in promoting innovation and securing intellectual properties of its stakeholders. The ITMU cell apart from providing necessary assistance for patents, copy rights etc. it is also has dedicated wing for PPV & FRA where it is helping the farmers to secure the traditional cultivars and farmers rights. The ITMU cell has conducted three awareness programmes on Intellectual property rights for students and faculty to provide capacity building of about 370 members. The ITMU cell has provided much needed facilitation to the farmers and helped to register about 14 farmers varieties, identification and registration of 5 GI products in the state of Bihar.

Transfer of Technology

The university has established a pluralistic extension system with a robust network of 23 Krishi Vigyan Kendra's (KVKs) spread across the state and a state-of-the-art robust ICT ecosystem for transfer of technology and information to the farmers and other stakeholders. The university has done pioneering work in the area of transfer of technology through its innovative approaches viz., *Kisaan Chaupal*, *ICT based Agricultural Extension*, *Community Animal Health Model*, *Apni Kyari Apni Thali Model* against

malnutrition, Kisan Gyan Rath etc.
(https://bausabour.ac.in/album/File213_11_202311_33_04PIMG1.pdf). Apart from that, the university is hosting several flagship programmes of Govt. of India and Govt. of Bihar for the transfer of technology viz., Mera Goan Mera Gourav, Farmer FIRST Programme, Biotech Kisan hub, Aspirational Districts Programme and Climate Resilient Agriculture Project to serve the Farming community.

| 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: 121

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

3.4 Research Publications and Awards

3.4.1

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

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

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)**
- 3. Plagiarism check through software**
- 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: 7**

| 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 |
| e-copies of letter of patent grant | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response: 1****3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 83

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

Response: 83

| 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 |

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: 2.34

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

Response: 689

| 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 |
| Link to the institutional website where the first page/full paper (with author and affiliation details) is published | View Document |

3.4.5

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

Response: 1.46

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

Response: 429

| 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 |
| 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: C. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Give links to upload document of e-content developed showing the authorship/contribution | View Document |
| For institution LMS a summary of the e-content developed and the links to the e-content should be provided | View Document |

3.4.7

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

Response: 7.1

| File Description | Document |
|--|-------------------------------|
| Bibliometrics of the publications during the last five years | View Document |
| Any additional information | View Document |

3.4.8**Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 27

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

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 973.84**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 |
| 311.646 | 198.89321 | 170.251 | 187.41932 | 105.62754 |

| File Description | Document |
|---|-------------------------------|
| Letter from the corporate to whom training was imparted along with the fee paid | View Document |
| Letter from the beneficiary of the consultancy along with details of the consultancy fee. | View 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:

Over the past five years, several extension activities have been conducted in the neighborhood community, aimed at sensitizing students to social issues and promoting holistic development. Through these programs, students have gained valuable knowledge and practical experience while making a positive impact in their communities. The four selected case studies highlighting the impact of these extension activities is mentioned below:

Case Study 1: Climate Resilient and Smart Agriculture in Bihar

Activities related to climate resilient and smart agriculture have raised awareness among students about sustainable farming practices and their impact on the environment. Students have learned about the efficient use of resources, crop diversification, and methods to mitigate the effects of climate change. They have actively participated in the implementation of these practices, leading to improved agricultural productivity and reduced vulnerability to climatic variations. For instance, a group of students initiated the use of drip irrigation techniques in a local farming community. This not only helped conserve water but also increased crop yields, benefiting both farmers and the environment.

Case Study 2: Jal Jeevan Hariyali Mission Bihar

Under the *Jal Jeevan Hariyali* Mission, extension activities have aimed to promote water conservation and rejuvenation of water bodies. Students have actively participated in campaigns to raise awareness about the importance of water conservation, rainwater harvesting, and cleanliness of water sources. They have organized cleanliness drives and conducted workshops to educate community members about sustainable water management practices. As a result, there has been a significant reduction in water wastage, improved access to clean drinking water, and the revival of several local water bodies. Students have not only sensitized themselves to water-related issues but have also become agents of change within their communities.

Case Study 3: Mera Gaon Mera Gaurav Scheme.

The Mera Gaon Mera Gaurav Scheme has focused on rural development and community empowerment. Extension activities under this program have encouraged students to actively engage with their villages and identify areas for improvement. Students have undertaken initiatives such as cleanliness drives, tree plantation campaigns, and skill development workshops for local residents. Through these activities, students have developed a sense of responsibility towards their communities and have contributed to the overall well-being and development of their villages.

Case Study 4: Participation in KVK-CSISA project intervention

The KVK-CSISA (Krishi Vigyan Kendra-Cereal Systems Initiative for South Asia) project in Bihar state is an essential agricultural initiative aimed at promoting sustainable farming practices and improving food security in the region. This collaborative project combines the efforts of *Krishi Vigyan Kendras* and the Cereal Systems Initiative for South Asia to address various agricultural challenges in Bihar. The KVK-CSISA project in Bihar focuses on Crop Diversification, Improved Crop Management, Enhancing Crop Resilience, Capacity Building, Technology Adoption, and Research and Innovation. It serves as an important initiative in addressing the evolving needs of Bihar's agricultural community in the face of changing environmental and economic conditions. The students have undertaken several activities in the villages such as data collection using ODK tools, documentation of success stories, and monitoring and feedback.

| 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: 43

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 |
| 4 | 8 | 11 | 6 | 14 |

| 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 |

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: 32

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Describe the adequacy of facilities within a maximum of 500 words

Response:

The Bihar Agricultural University has an array of modern facilities that cater to the diverse needs of its students, ensuring a holistic educational experience. In line with contemporary pedagogical practices, BAU has embraced technology, featuring smart-class rooms equipped with cutting-edge audio-visual aids and Wi-Fi connectivity. These dynamic spaces offer interactive learning, enhancing the overall academic experience. To streamline academic processes and information management, BAU has implemented academic automation software integrated into a robust Learning Management System (LMS). This system efficiently maintains essential academic data related to students, providing a centralized platform for seamless communication and resource sharing. This technological integration reflects the university's commitment to staying at the forefront of educational advancements. In addition to its state-of-the-art classrooms, BAU houses a myriad of advanced laboratories that cater to various disciplines. These laboratories are equipped with sophisticated instruments such as Spectroscopy (Dry Chemistry), Soil Testing, Pesticide Residue Analysis, Nanotechnology, DNA Fingerprinting, Food Development, Plant Virology, and Computer Labs. Bihar Agricultural University (BAU), Sabour, boasts an extensive array of specialized instrument facilities, reflecting its commitment to advanced research and practical learning. These cutting-edge facilities empower students to engage in hands-on research and practical applications, ensuring a well-rounded educational experience. The list includes sophisticated instruments such as CHNS Analyser, Atomic Absorption Spectrophotometer, Ultra Centrifuge, Pressure Plate Apparatus, Double Beam Spectrophotometer, Nitrogen Digestion and Distillation Assembly, ICP-MS, UV-VIS-NIR Spectrophotometer, Microwave Digestion, HPLC, LC-MS-MS, GC-MS-MS, Gel Doc, RTPCR, PCR, Drone, Separative Centrifuge, Sonicator, and Micromode Reader. These instruments cater to diverse scientific disciplines, providing students with hands-on experience and promoting cutting-edge research. The instructional area at BAU is equally comprehensive, featuring an Institutional Farm, Classrooms, Laboratories for both Undergraduate and Postgraduate studies, Smart Classrooms, Computer Labs, Seminar Halls, Libraries, Reading Rooms, and Workshops. This infrastructure facilitates a well-rounded academic experience, encompassing theoretical learning and practical application. Beyond the academic realm, BAU places significant emphasis on extracurricular activities, recognizing the importance of holistic development. Students are actively encouraged to participate in cultural and sports events, fostering a vibrant campus life. The university's Main Auditorium serves as the focal point for cultural activities, hosting numerous events throughout the

year. The Annual Inter-College Cultural Programme, a highly anticipated event, draws enthusiastic participation from students who eagerly await the opportunity to showcase their talents. To further support a balanced lifestyle, BAU provides recreational facilities such as the Officer's Club, which offers indoor games like table tennis, badminton, and carrom. These amenities are not only available in the Officer's Club but also extend to the student hostels within the campus. Additionally, the university prioritizes the well-being of its students by providing a Yoga centre and a fully equipped gymnasium within the Officer's Club, promoting physical fitness and mental wellness. Furthermore, BAU prioritizes cultural and sports activities, offering facilities such as an Auditorium, Rehearsal Room, Volleyball Court, Kabaddi Ground, Football/Cricket Ground, Badminton Court, Table Tennis, and Carrom. These facilities contribute to a vibrant campus life, encouraging students to engage in cultural and sports events, fostering both academic and personal growth.

| 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: 19.24

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 |
|------------|------------|------------|------------|------------|
| 1561.34892 | 2074.04265 | 4824.95613 | 10029.1213 | 3011.63707 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The transformation of Bihar Agricultural University extends beyond physical infrastructure embracing the realm of automation and digitization, marking a paradigm shift in how the knowledge is managed and disseminated. Modernization is evident through a comprehensive automation process employing the open-source software **KOHA**. The implementation of RFID Systems and Technology further amplifies the technological prowess of the University Library, heralding a new era of efficiency and precision in library operations. This integration not only streamlines processes but also positions the library as a technology-driven hub of information dissemination. Simultaneously, the digitization of library documents using D-Space exemplifies BAU's dedication to embracing innovative solutions. This initiative ensures that a significant portion of new arrivals is systematically recorded in a database, fostering an organized and easily accessible collection. The provision of access to the Web-OPAC of the University Library, encompassing six College Libraries, enhances the user experience and facilitates seamless navigation through the wealth of resources. BAU has established a Digital Repository of its publications on the university website, integrated into Krishikosh. This reflects the commitment for contributing to the broader digital repository of agricultural publications and demonstrates dedication to open access scholarly communication. The University's active participation in the NAIP Sub-project "Strengthening of Digital Library and Information Management under NARS (e-Granth)" underscores its commitment to advancing digital library initiatives. This involvement contributes to the establishment of a robust digital library infrastructure, aligning with global trends in information management. Accessing 4,818 online journals through Consortium for e-Resources in Agriculture (CeRA) IndianJournals.com and 3,951 e-books through various platforms, including CABI e-Books, Elsevier e-Books/Series, ASAP e-Books, Taylor & Francis e-Books, NIPAERS e-Books, and Elsevier e-Books through CeRA, the university ensures that its academic community has access to a vast repository of digital knowledge. Various literature databases, such as CAB Abstracts, KrishiKosh, Shodhganga@INFLIBNET, IndiaAgristat, Turnitin Anti-Plagiarism Software, and the Online Database of Agricultural & Horticultural Sciences, are readily accessible, facilitating comprehensive research and academic exploration. Furthermore, the integration with the Shodhganga@INFLIBNET portal for uploading Ph.D. Theses exemplifies BAU's commitment to sharing scholarly work on a broader platform. All 89 Ph.D. Theses completed between 2015 and 2023 have found a home on the Shodhganga@INFLIBNET Portal, fostering collaboration and knowledge dissemination beyond the confines of the university. The University's library is not just a repository of contemporary knowledge; it is also a guardian of historical wisdom. With a collection boasting holdings from the 17th, 18th, and 19th centuries, the library preserves rare and valuable documents, offering a glimpse into the rich history of agricultural sciences. The library's extensive collection comprises a total of 45,000 books, including volumes of Journals, and subscribes to 31 newspapers, encompassing popular magazines. Beyond its physical collection, the library has embraced digital databases since 1973, housing essential resources like AGRIS, AGRICOLA, CABSAC, HORT CD, and CROP CD. Library is the custodian to 680 theses of M.Sc. and Ph.D. scholars, further enriching its academic reservoir. Remote Access software **MyLOFT** in the library

facilitates the off campus faculties and students in accessing the subscribed digital resources.

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

4.2.2

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

Response: 0.23

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 |
| 60.88036 | 31.75838 | 22.077239 | 56.22563 | 81.7007 |

| 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 |

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:

Bihar Agricultural University is, dedicated to providing cutting-edge IT infrastructure and services to its faculties and students across all colleges and units. As the user base continues to grow and the demand for IT services and internet bandwidth increases, the university has undergone significant transformations to enhance its switching capabilities. The implementation of the latest technology managed through optical fiber cables and Wi-Fi access reflects BAU's commitment to staying at the forefront of technological innovation. To keep pace with the evolving technological landscape, the university has undertaken periodic upgrades of its computer systems. The printers and scanners in laboratories, offices, libraries, and departments have also undergone continuous enhancements. The university annually invests in purchasing, upgrading, replacing, or adding computers, printers, LCD projectors, UPS, and other essential equipment to meet the dynamic requirements of its academic and administrative functions. The result is a state-of-the-art IT infrastructure that has been consistently upgraded to meet the growing demands of the academic community. BAU boasts a robust IT environment, with a total of 546 computers for student use, all equipped with the latest hardware configurations. The ARIS Cell, UG Computer Lab & Library, established in 2010, stands as a testament to the university's commitment to providing a well-equipped computer laboratory for students. This facility enables students to access the internet, perform computer-related tasks, and tap into a vast array of online resources. The lab also serves as a hub for training in computer applications for students, scientists, and staff. Within the ARIS Cell/UG Computer Laboratory, a suite of statistical software, including SAS, Indostat, and R, is available for in-depth statistical analysis and interpretation of experimental data results. This ensures that students and researchers have the necessary tools to conduct comprehensive research and draw meaningful conclusions from their studies. Recognizing the critical role of the internet in information sharing and knowledge dissemination, BAU has established a robust wired and wireless network infrastructure prioritizing reliability, performance, and efficiency. The university's connection to the National Knowledge Network (NKN) further solidifies its commitment to seamless network connectivity, offering a speed of 100 MBPS through NKN's services and resources to various departments and units. Since 2016, BAU has also provided Free WiFi internet facilities at 10 MBPS, courtesy of the Government of Bihar. The university has consistently increased its internet bandwidth to meet the ever-growing demands of both students and faculties. In line with modern pedagogical practices, all seminar halls at BAU have been equipped with LCD projectors, facilitating dynamic and visually engaging presentations. This investment in audio-visual technology enhances the learning experience for students and fosters a conducive environment for academic discourse. In conclusion, Bihar Agricultural University has positioned itself as a technologically advanced institution, continually investing in and upgrading its IT infrastructure to provide students and faculties with the tools and resources necessary for academic excellence. The seamless integration of cutting-edge technologies into the academic environment reflects BAU's commitment to staying at the forefront of education and research in the agricultural sciences.

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

4.3.2

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

Response: 2.68

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

Response: 546

| File Description | Document |
|---|-------------------------------|
| Stock register/extracts highlighting the computers issued to respective departments for student's usage | View Document |

4.3.3

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

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

Response: A. Any 7 or more of the above

| File Description | Document |
|---|-------------------------------|
| Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI. | View Document |
| Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Copy of the subscription letter for database is essential for Option Research/Statistical Databases | View Document |

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: 3.03

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 |
|----------|-----------|-----------|-----------|------------|
| 16.01882 | 727.97098 | 889.03744 | 644.38761 | 1112.78267 |

| 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:

Bihar Agricultural University has well-established systems and procedures to manage and utilize various facilities, including laboratories, sports complexes, computers, and classrooms. Each department is responsible for the regular maintenance of its facilities, utilizing in-house staff on a daily and periodic basis. Special attention is given to ensuring that equipment and machines remain in proper working condition, and standard procedures are followed in the event of breakdowns to restore them to operational status. Oversight and maintenance of the physical facilities fall under the purview of Director Works and Plants, BAU, Sabour. In every laboratory, there is a designated lab in-charge, who assumes responsibility for maintaining and updating the laboratory. Periodic stock verification, involving a physical examination, is conducted to confirm the status of equipment—whether they are functional or non-functional. Each lab in charge maintains a comprehensive record detailing the utilization of equipment, computers, and other essential materials for experiments. The upkeep of Bihar Agricultural

University's library involves consistent cleaning to foster an ideal study environment. The library maintains thorough records of students utilizing its facilities. BAU Sabour and its affiliated units adhere to a rigorous book borrowing policy, clearly specifying membership requirements like student or staff ID cards. The duration of book loan periods is precisely defined for different user categories such as students, faculty, and unit officers. The university's library employs RFID technology for effective inventory management, significantly reducing the workload on library staff and offering users a convenient book borrowing process. The sports committee convenes regular meetings to discuss the budget proposal, organization of Intramural and Intercollegiate tournaments for each academic year. The purchase committee's prior approval is obtained before placing any orders. To manage sports-related materials, the committee maintains an issue/return register, tracking the usage and demand for items based on student interests. Students selected for college teams in various events receive uniforms for their participation. Equipment for different physical activities and sports undergoes regular updates. Efficient maintenance of sports items and facilities is ensured through continuous monitoring and the deployment of necessary personnel. The officer club at Bihar Agricultural University showcases an array of indoor games and sports facilities, meticulously managed by a dedicated team of university-appointed members. Additionally, the university provides an ARIS Cell and an Undergraduate (UG) Computer Lab for its students, both of which are maintained by the Department of Statistics, Mathematics, and Computer Application. The undergraduate (UG) and postgraduate (PG) classrooms undergo maintenance and upgrades based on requests from the Academic In-charge of the colleges and the respective principals. This process ensures that the learning environments for both UG and PG students are kept in optimal condition, meeting the standards and preferences set by the academic leadership. The security of both academic and infrastructural units within Bihar Agricultural University, Sabour, is ensured by the university's dedicated security cell (<https://www.bausabour.ac.in/security-bau-sabour.aspx>). The security cell employs measures to protect the university's assets, maintain a safe and secure environment, and respond to any potential security concerns that may arise.

| File Description | 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: 95.78

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 |
|---------|---------|---------|---------|---------|
| 1422 | 1408 | 1317 | 1166 | 1048 |

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

5.1.2

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

Response:

The Bihar Agricultural University in Sabour has established a Placement Cell & Career Counselling Centre. The Placement Cell aims to bridge the gap between corporate houses and the university's students by connecting them with potential employers and facilitating job placements. They provide career guidance, organize campus interviews, offer skill-building opportunities, and assist with career

exploration, job search, and development. The Cell also organizes job fairs, and industry-institute interfaces, and collects feedback from recruiters. Their vision is to ensure successful career outcomes for students and build strong industry-institute relationships.

The Competitive Examination & Guidance (CEG) Cell focuses on guiding and supporting students who aspire to serve in government sectors such as Central/State Administration, Indian Army/Air Force/Navy, and Banking. They provide guidance and coaching for competitive examinations, conduct workshops, arrange motivational lectures, mock interviews, and personality development sessions. The Cell aims to create awareness about job opportunities in the government sector and various competitive exams.

The Center of Excellence in Teaching and Learning (CETL) is further operational at Bihar Agricultural University, Sabour. Its main objective is to improve the quality of teaching and learning by organizing workshops, seminars, and training programs for students and teachers on various multidisciplinary aspects. The center encourages innovation, collaboration, and experimentation in teaching and learning practices in agriculture. It focuses on activities such as time management, interview preparation, reference writing, science communication, research pitch, statistical analysis, thesis and report writing, and more. CETL envisions equipping students and teachers with the necessary skills, knowledge, and attitudes required for their profession to positively impact learning outcomes. The center offers contemporary academic programs that provide relevant skills and perspectives to students, teachers, and professionals. Recognizing the importance of teacher education, CETL aims to strengthen teachers to bring about sustainable long-term reform in the education system.

The Bihar Agricultural University Alumni Association Sabour (BAUAAS) plays a significant role in the university's development. The association promotes fellowship among alumni and fosters a sense of community. They provide support to alumni in terms of career development, placement, and guidance. The association also aims to maintain the university's image as a premier center of excellence in agriculture and allied sciences. They coordinate with government bodies, universities, and farming communities to develop policies for the progress of agriculture and allied professions. They also contribute to student scholarships and provide assistance and guidance to current students and the university community.

In addition to these initiatives, the university conducts regular Junior Research Fellow (JRF) and Senior Research Fellow (SRF) classes at all its constituent colleges. These classes have been instrumental in preparing students for research-oriented positions, and many participants have secured noteworthy positions in various fields. This further underscores the comprehensive support system the university has in place to foster the holistic development of its students. Overall, the University's Placement Cell, Career Counselling Centre, CEG Cell, and Alumni Association work together to support students in their career development through career counseling, e-counseling, facilitate job placements, guidance for competitive exams, and engage alumni in the university's development.

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 42.37

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 |
|---------|---------|---------|---------|---------|
| 135 | 67 | 120 | 105 | 78 |

| 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: 37.55

5.2.2.1 Number of outgoing students progressing to higher education

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 87 | 99 | 84 | 85 | 58 |

| 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: 9.66**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 155

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

5.3 Student Participation and Activities**5.3.1**

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

Response: 32

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 |
|---------|---------|---------|---------|---------|
| 20 | 03 | 01 | 07 | 01 |

| 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:

Student council of Bihar Agricultural University is a full-fledged representative group of students, nominated by the University administration for improving the academic standards in the University. The council has nominated office bearers like president, vice president, secretary, joint secretary, treasurer and various executive committee members, each with their own areas of focus. Student council plays an important role in healthy campus life and have a significant impact on various aspects of university Programme. The council works to improve academic programs, reduce dropout rates campus facilities, and student services. Student council is also responsible for planning and hosting of various events, including social gatherings, cultural festivals, academic conferences, and community service initiatives etc. It encourages and facilitates student involvement in extracurricular vis-a-vis co-curricular activities, student clubs etc. Student council often collaborates with university administration, faculty, and staff to address various matters, create positive changes, and improve the student experience. These could include academic policy changes, campus events, community service projects, or any other areas that affect student life. The council often address specific issues, and having student representation to university officials or relevant departments with well-researched plans. Work with academic departments, student affairs offices, and event planning teams to integrate student council input into the planning and execution of programs.

Nominated members from student council are already acquired the position of Secretary, Joint Secretary, active members in different society like Games & Sports Society, Cultural Society, Literary Society etc under Directorate of Students' Welfare of this University. They have conducted various events like: cultural events like dance, drama, mime, songs etc, Sports events like indoor & outdoor games etc, Literary events like Rangoli competition, Collage making, Cartooning, Painting Competition, Concept Note Presentation competition etc since long. SENATE Committee as the University's supreme academic body (Senatus Academicus) has the representative member from the student council to regulate

and superintend the teaching and discipline of the University. Accordingly, they can act as nominated member to conduct Convocation Programme of the University in every year. They represented as the esteem member of Internal Quality Assurance Cell (IQAC) of the University. University always encourages student council members to participate in relevant university committees or working groups like Food arrangement committee, Accommodation committee, Dias arrangement committee etc. in different Seminar, Conference, Symposium conducted in the University to build up confidence level among them. They volunteered the Intra College Indoor Games & Sports and Cultural Meet in every year. Their participation was acknowledged in NCC activities, NSS programme, Blood Donation camp, different social service activities. Their involvements in debate, elocution, on spot speech were praised by the University authority. They always take lead in Jhanki Procession at Republic Day celebration, Model Preparation presentation & Value-added product preparation and selling during the celebration of Kisan Mela. They performed national anthem, march past in parade during Independence Day celebration at University. They often represent University at All India Level by participating in Agri-Unifest in Games & Sports, as well as in Cultural fest.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 4.46

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 |
|---------|---------|---------|---------|---------|
| 1.835 | 0.900 | 0 | 1.725 | 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 |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.4.2

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

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

Response:

BAU Alumni Association has been established in 2019 with formation of tentative executive body comprising ex-officio members like Vice Chancellor, Deans, directors, president, vice president, General Secretary, joint secretary, treasures and councillors from different colleges of the university. The bylaws were prepared for the society to act in lawful way. Till date total registered member of the society are 1268 including students, teaching and non teaching and retired persons. 1041 members are as student member from different colleges of the university and 227 are working persons. Among 227 alumni 98 are faculty that are working in the university presently, 31 are non teaching staff and 98 are retired persons.

Activities:

Two alumni meet was organized till date:

1. 1st Alumni meet: 27-28 January, 2023 and
2. 2nd Alumni meet: 23-24 April, 2023

At the 2nd alumni gathering, a General Election occurred, notifying elected members for the association's Executive Council formation. Alumni of BAU Sabour are working at different positions in different govt and private organizations like govt administration, Agriculture department, banking sectors, police administrations and different agricultural institutes and NGOs as well. Some of them have contributed /participated in different programme of the university. They provided the support to institution by facilitating the institutes, students whenever they need.

1. Participated as guest lecture or key note speaker in different seminar and symposia.
2. Motivates and encourage the students by convincing their journey from BAC Sabour to present position.
3. During alumni meet they interacted with students and motivated for better opportunity and

placement.

BAUAAS Alumni participation in different University Activities

1. Mango Diversity Show, 2023 was organised by the Department of Horticulture (Fruit & Fruit Technology), B.A.U, Sabour on 12-13 June, 2023. During the show one Alumnus, Dr Rewti Raman Singh Ex, Professor, Horticulture B.AU, Sabour delivered lecture in technical session and participated in Valedictory function and prize distribution ceremony of the two days programme.2.
2. One of our Alumni Shri. S.P Sharma, Deputy Director, Agronomy (Rtd.) , Govt. of Bihar graced the inaugural session of Environment protection and awareness week on 5th June, 2023 and delivered lecture. During his speech in inaugural session he emphasized the importance of protecting environment.3.
3. During the workshop one of our alumni Shri . Guna Nand Gami , Alumni , BAU, Sabour and General Manager, Union Bank of India actively participated in plantation drive on 8th June, 2023. Two water purifier along with cooling facility has also been provided from Union Bank of India to the Girls Hostel of BAU, Sabour.
4. BAU Alumni Dr. Umesh Prasad Singh who served the university as teaching faculty in the Department of Horticulture, B.A.U, Sabour for more than 25 years was honoured on the occasion of 14th Foundation Day of Bihar Agricultural University, Sabour i.e on 5th August, 2023.

Financial Status:

Till date Rs. 1159061.00 (Rs. Eleven lakhs fifty-Nine Thousand sixty-one) has been received as membership fee including alumni contribution. After expenditure of Rs 4,92,809.00 during 2nd alumni meet and other expenses Rs.666252.0 is available as balance.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View 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:

The Bihar Agricultural University was established with the objective of improving the quality of life of people of the state especially farmers. Having set an ultimate goal of benefitting society at large, the university intends to achieve it by imparting world-class need based agricultural education, research, extension and public service.

The University is committed to implementing the National Education Policy-2020 (NEP-2020). For sensitization of students and faculty towards the NEP-2020, the University organized a national-level webinar in collaboration with NITI Aayog. A subsequent brainstorming session was also organized to highlight two key recommendations: restructuring the curriculum to align with NEP and leveraging the one-year research component for local agricultural research and technology customization. The university is advancing the NEP's National Credit Framework, and, issuing certificates, diplomas, and degrees according to NEP 2020's structural framework. An Academic Bank of Credit (ABC) has been initiated to support this.

BAU actively drives sustained institutional growth by addressing the challenges faced by the agricultural sector of the state. It employs a multi-faceted approach for achieving academic excellence, advancing research, fostering collaborations, and engaging with the community, promote technology transfer, enhance and encourage the practical application of research findings through the directorate of extension education and its KVKS. Additionally, BAU actively involves the local community through extension services, training programs and farmer outreach initiatives to effectively address real-world agricultural issues. These proactive efforts ensure the long-term development and relevance of BAU as an agricultural university.

The University organogram shows the delegation of authority starting from the Chancellor to the students, employees, farmers and other stakeholders. The powers and functions of the University are to provide for undergraduate and postgraduate instructions in agriculture and other allied areas as the university may deem fit and, to provide for conduct of research in agriculture and its allied branches and others. The Board of Management (BoM) is the Chief Executive body of the University. The BoM exercises the powers and performs its designated duties. The University has its Senate, Academic Council, Faculties and Boards of Studies.

The University organizes Zonal Research and Extension Advisory Council (ZREAC) meeting twice a year for identifying the field problems of stakeholders as researchable issues and conveyed to the Directorate of Research for formulation of research projects. The University also organizes the Research Council Meeting and the Extension Education Council Meeting twice a year under the chairmanship of

Vice Chancellor wherein all the stakeholders representing scientists, farmers, experts and allied departments participate.

The Govt. of Bihar prepares Krishi Road Map of the state for five years. Since 2010, the university has been actively involved in the development of the Krishi Road Maps of the state. On these lines the University also has its road map named 'BAU Road Map 2017-21' for stated activities.

The University has its own Citizens Charter that outlines its service commitment towards providing quality high standard services including mechanisms for grievance redressal.

| 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 university is governed by its statutory bodies such as the Board of Management (BoM), Senate, Academic Council, Research Council, Extension Education Council, Faculty and Board of Studies, etc. In accordance with the provisions, under the chairmanship of the Hon'ble Vice-Chancellor, in the last five years, seven BoM meetings have been convened, and the proceedings of these meetings are available on the university website. In the last five years, only one senate meeting has been convened.

The Academic Council is also convened under the chairmanship of the Hon'ble Vice-Chancellor. In the last five years, seven Academic Council meetings, have been organized, and their proceedings available on the university website. A total of twelve meetings of the PG Board of Studies have been conducted at BAU, Sabour in the last five years, under the chairmanship of DRI-cum-Dean PGS, and the proceedings of the meetings are available on the university website.

In the last five years, ten meetings of the Research Council have been conducted successfully under the chairmanship of the Hon'ble Vice Chancellor, and the proceedings available on the university website. In the last five years, fifteen varieties and thirty technologies have been developed and released for the benefit of the farming community of Bihar. In the last five years, a total of nine Extension Education Council meetings were organized under the chairmanship of the Hon'ble Vice Chancellor, and the proceedings are uploaded on the university website.

In the year 2019, Bihar Agricultural University invited online applications (Advt. No. 01/2019; dated:

23.12.2019) for appointment in the post of Assistant Professor-cum-Junior Scientist on direct recruitment basis in academic/research pay level 10 in various disciplines against backlog vacancies of Economically Backward Class (EBC). The total number of posts for backlog vacancies was 24. All twenty-four candidates were selected, but only twenty-one (21) candidates have joined for the post of Assistant Professor-cum-Junior Scientist.

As far as promotion is concerned, in the year 2020 university invited applications for promotion of teachers/scientists/extension specialists through CAS (Career Advancement Scheme-2006) (F. No. 01/O.O. No.99/ DSF/BAU/Sabour; dated: 24.03.2020). Applications were invited as per prescribed proforma approved by the Governor's Secretariat, Raj Bhawan, Bihar (Patna). Through this career advancement scheme, two hundred and sixty (260) teachers/ scientists/ extension specialists were promoted from 6,000 AGP to 7,000 AGP; two (02) teachers/ scientists were promoted from 7,000 AGP to 8,000 AGP; and twenty-three (23) teachers/ scientists/ extension specialists were promoted from 9,000 AGP to 10,000 AGP.

Regarding the promotion of non-teaching personnel, in the last five years more than one hundred fifty five non-teaching staff have been promoted in the higher scale as per MACP scheme. Under the faculty development programme (FDP) of BAU, from 2018-19 to 2022-23, a total of fifty five scientists completed their doctorate degree programme.

Additionally, BAU has recently undertaken a comprehensive initiative to enhance transparency, accountability, and efficiency within our institutional bodies. As part of this endeavor, we have deployed a total of 55 evaluative formats designed to evaluate the functioning of various institutional bodies. The purpose of these evaluative formats is to establish a systematic and rigorous framework for assessing the performance, effectiveness, and adherence to established policies and procedures by different entities within the university that contribute to the overall functioning of our institution.

| 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: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Bihar Agricultural University Sabour employs a comprehensive performance appraisal system to evaluate the professional achievements and contributions of its faculty and staff. This system plays a pivotal role in enhancing organizational effectiveness, promoting employee development, and ensuring the overall success of the university's mission. The performance appraisal process at Bihar Agricultural University Sabour is designed to be transparent, fair, and aligned with the institution's strategic goals. It encompasses a thorough assessment of individuals' job performance, including teaching, research, extension activities, and administrative responsibilities. Faculty members are evaluated on their teaching effectiveness, research productivity, and engagement in extension services, while staff members are assessed based on their roles and responsibilities.

The promotion of faculty within the Bihar Agricultural University, Sabour through the implementation of the Career Assessment System (CAS) marks a significant stride towards academic excellence and professional development. CAS serves as a dynamic framework for evaluating faculty performance, fostering a culture of continual improvement and innovation. In this context, the promotion process under CAS at Bihar Agricultural University, Sabour emphasizes a holistic assessment of faculty members. It considers not only academic achievements but also factors like research contributions, outreach activities, and engagement with the farming community. As non-teaching staff members contribute significantly to the day-to-day operations and administrative functions of the university, their recognition through the MACP scheme reflects the institution's commitment to employee welfare and professional

development. The promotion of non-teaching staff at Bihar Agricultural University, Sabour, through the Modified Assured Career Progression (MACP) scheme is a commendable initiative that recognizes and rewards the dedicated service of employees. The MACP scheme ensures career advancement by providing financial up-gradation to staff members who have consistently demonstrated satisfactory performance over the years.

Bihar Agricultural University, Sabour, recognizes the importance of providing a conducive living environment for its staff. The newly established residential facility within the campus ensures that faculty and staff experience a harmonious work-life balance. Apart from comfortable living spaces, the facility boasts state-of-the-art recreational amenities. A well-equipped fitness center and sports facilities cater to physical well-being. Additionally, communal areas for socializing and organized events foster a sense of community among staff members. This thoughtful integration of residential and recreational elements underscores the university's commitment to nurturing not just academic excellence but also the overall well-being of its dedicated workforce. Bihar Agricultural University Sabour's decision to enable faculty participation in FDP (Faculty Development Program) schemes for pursuing Ph.D. reflects a visionary commitment to academic enrichment. This progressive move not only nurtures a culture of continuous learning but also elevates the institution's research prowess. Ensuring statutory benefits, the university prioritizes the implementation of the National Pension System (NPS) to secure the financial future of its employees. Comprehensive medical benefits are provided, prioritizing the well-being of staff. Additionally, the university extends job benefits to the children of deceased employees, reflecting a commitment to their continued support. By steadfastly adhering to statutory norms, Bihar Agricultural University, Sabour, not only values its workforce but also upholds a compassionate and responsible approach towards their families.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any 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: 22.61

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 |
|---------|---------|---------|---------|---------|
| 100 | 54 | 32 | 46 | 80 |

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

6.3.3

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

Response: 12.54

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 |
|---------|---------|---------|---------|---------|
| 39 | 27 | 24 | 42 | 41 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

The University maintains and follows a well-planned process under rules for the mobilization of funds and resources. The process involves various committees of the institute as well as the department Heads and Accounts offices. University follows well designed specific rules for the fund usage and resources utilization (Bihar Financial Rules).

1. A major chunk of the funds received by the University are from the Govt of Bihar and ICAR for various developmental activities.
2. University also generates revenue from the extension videos uploaded on the youtube channel (<https://www.youtube.com/@bausabour>)
3. Sponsorships are sought from corporate and externally funding agencies such as ATMA, BAMETI, BLDA-MAITRI, NIAM-Jaipur, MANAGE-Hyderabad, NABARD, NGOs, NHM, BSDM, Kishan Mela and various funding agencies of the central and the state government.

Utilization of Funds

1. A Finance committee has been constituted as per the University act to monitor the optimum Utilization of funds for various recurring and non-recurring expenditure.
2. The purchase department (Central store (HQ)) seeks quotations or call tender as per BFR rule for the purchase of equipments, computers and other items as per requirements.

3. The Quotation/tenders are critically scrutinized by the tender/purchase committee before final decision is made based on parameters like pricing, quality and terms of services.
4. The DDO, finance and purchase committee along with Assistant Comptroller, Comptroller (Accounts department) ensure that the expenditure lies within the allotted Budget.

Resource Mobilization policy and procedure

1. Before the financial year begins, Comptroller (Accounts Department) prepares the Annual Budget.
2. The University budget includes recurring expenses such as salary, electricity, internet charges & other maintenance cost.
3. It also includes planned expenses such as lab equipments, furniture and other development Expenses.
4. The budget is scrutinized and approved by the Finance committee and Board of Management and send to the Agriculture department Govt of Bihar.
5. Accounts department and purchase department monitor the expenses within budget provision.
6. Statutory auditor (CA Firm) is also appointed who certify the financial statements every financial year.
7. The grants received by the University are also audited and certified by auditors (CA).
8. Annual Account for all expenses is prepared by a certified auditor (CA) which is approved by the Finance Committee and Board of management.

Optimal utilization of resources

1. The University aims at promoting Quality Education, research, development, extension, training and other activities involving the faculties at various levels.
2. Travel Grants can be sanctioned to faculties to present research papers at or to attend National and International Conferences in India and abroad, depending on availability of funds.
3. The optimal utilization is ensured through encouraging innovative teaching-learning practices.
4. Library/E-library with e-learning facilities is running for the benefits of the students, faculties and alumni.

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

6.4.2

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

Response: 25408.38**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 |
|---------|---------|---------|---------|---------|
| 2600.13 | 7020.51 | 6890.22 | 4945.71 | 3951.81 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure | View Document |
| Annual audited statements of accounts highlighting the grants received. | View Document |

6.4.3**Institution regularly conducts internal and external financial audits regularly****Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words****Response:**

The University has regularly conducted internal and external financial audits for the last 5 years. For proper control, an internal audit wing is established under the supervision of the Comptroller, BAU Sabour. The internal audit mechanism effectively observes all the funds received by the university from different funding agencies and accordingly Utilization certificate/Audit Utilization certificate is prepared by the concerned institutes verified with books of accounts, allotment and expenditure details. The Audit Utilization certificates are also certified by the Chartered Accountants. Internal audit mechanism is designed so as to safeguard, minimize errors and fraud and ensure efficient and effective operations of the University. Internal audit wing of the University ensures the compliance of rules and regulations of the funding agencies by way of pre and post audit of different units of the University.

Internal audit wing of the University performs the following tasks:-

1. Checks the accounts of the University (HQ) along with its units/departments/offices.
2. Follows the general accounting procedures and gives suggestions for improvement in the accounting

procedures if needed.

3. Pre audit of various types of bills (purchase, works etc.) endorsed to the internal audit wing.
4. Pre audit of bills related to refund of security deposit related to purchase and major works.
5. Post audit of the following on a suitable scale:
 1. Audit of the receipts from various funding agencies.
 2. Audit of the Expenditure
 3. Audit of Cash Book/Ledgers
 4. Audit of vouchers related to different type of expenditure
 5. Stock Register and other related records
5. Check the fixation of pay of teaching and non-teaching employees/pensioners of the university.
7. Check the bills related to encashment of leave, arrears of employees.
8. Audits are also done reported occurrences of fraud, embezzlement, theft, etc. as per order of the competent authority.
9. Conduct periodic internal audit of departments of University and its institutes/units.
10. Internal audit wing is entrusted to check the bills related to funds received from Government of Bihar through CFMS (Comprehensive Financial Management System). Bills related to PFMS are also checked by the Internal Audit Wing.
10. Assist CAG audit team to conduct audit of the university and its units.
11. Annual accounts of the University are prepared annually by the Chartered accountants, during preparation of annual books of accounts with related documents is also audited by the CA.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

USE OF ICT IN TEACHING LEARNING PROCESS:

During the COVID-19 pandemic situation, the IQAC took several steps for smooth conduct of academic activities through online mode. As no social gatherings were allowed at that time taking physical classes were not possible. Therefore the fourth meeting of IQAC which took place on 10th of June, 2020 (point no 3 of the proceeding, https://bausabour.ac.in/album/File123_05_202311_06_47PIMG1.pdf) recommended for creating E-Learning contents, online teaching, video creating and uploading in the website as well as in university youtube channels. The pandemic opened a new dimension for the teachers and learners of the university. In the E-Learning Resources of University website (Link: <https://www.bausabour.ac.in/e-learning-resources.aspx>) the video lectures were uploaded and the links were shared among the students so that the students could access those. Additionally, to facilitate searching the video lectures, videos were categorized into UG (under graduate), PG (Post Graduate) and Ph.D. Also the IQAC initiated to explore possibilities for organizing webinars on different important topics to keep the scientists updated about the emerging changes in agricultural research, extension and education (point number 2 of proceedings of fourth meeting of IQAC, https://bausabour.ac.in/album/File123_05_202311_06_47PIMG1.pdf). The Bihar Agricultural University, during the pandemic conducted 34 webinars on several emerging topics such as Arsenic Mitigation: A Nexus Approach, A decade of Conservation Agriculture in India–Challenges and Opportunities, Return-to-Roots: Possibilities and Strategies for Promotion of Grassroots Entrepreneurship, Role of Digital Technologies in Promotion of Community based Plant Health Management, Agricultural Biotechnology for Mitigating Climate Change, Good Horticulture Practices for Quality Production, Challenges and Recent Initiatives on Sustainable Management on Fall Armyworm, Stored Product Protection in Era of Climate Change, Locust outbreak a wake-up call to the Indian Agriculture in changing climatic scenario etc where eminent speakers from across the globe joined and shared their views. The proceedings of webinar series is available in the university website so that people can access that (https://bausabour.ac.in/album/File201_11_202301_20_22PIMG1.pdf)

FEEDBACK MECHANISM

The feedbacks are being collected from the students regarding each courses (Agenda Item no 28, IQAC held on 12th May, 2023, https://bausabour.ac.in/album/File123_05_202311_04_12PIMG1.pdf). The institution consolidates the feedback collected for consideration by the Internal Quality Assurance Cell. The feedback collection process is also provided online through institutional website as well as through different WhatsApp groups. The feedback received is scrutinized, data analyzed and utilized for quality enhancement and improvement in various aspects such as curriculum enrichment, infrastructural

facilities, augmentation of research facilities which result in student progression and quality research. This helps in making the institute as a centre for excellence. Feed backs are also being taken regarding to improve the university canteen (Agenda Item no 09; https://bausabour.ac.in/album/File123_05_202311_04_12PIMG1.pdf) so that it provides healthy snacking for students during the day and also provide something to satisfy the hunger between the meals or later in the night. The menu of the canteen should be improvised based on the student feedback and demand. Separate enclosure for sitting for faculty has already been provisioned.

Despite the IQAC's efforts, few objectives remain unaddressed. A comprehensive mechanism to review such gaps are in place and IQAC, BAU, Sabour ensures the effective fulfillment of its intended goals .

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

6.5.2

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

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 initiatives aim to improve the overall quality and relevance in BAU, Sabour for the advancement of the agricultural sector. Here are a few potential examples:

Curriculum Enhancement: We regularly review and update the curriculum to ensure it aligns with the latest industry trends, technological advancements, and emerging research areas. Currently, we follow the Fifth Deans' Committee Report of ICAR for the undergraduate and ICAR-BSMA (Board Subject Matter Area) for the postgraduate studies. To keep uniformity in the ICAR system, the BSMA guidelines have been followed for name of the degree that are awarded to the postgraduate students. Similarly, the course credit hours and residential requirements have been restructured.

Research Promotion: The University is having well-established research facilities, grants and scholarships, collaboration with industry partners, and facilitation of technology transfer. This could be seen for various collaborations and MoUs with different institutions of national and international repute [see 6.5.2.3]. The University also promotes publication of research findings in peer reviewed journals of international standards by facilitating grants of Rs 10 lakh per annum for article processing charge (APC).

Infrastructure Development: Initiatives include establishing state-of-the-art laboratories, farm

facilities, research centres and technology-enabled smart classrooms. The laboratories are well furnished which are dedicatedly involved in postgraduate research; NABL accreditation is underway. A new college of Forestry and Environmental Sciences in Munger has been inaugurated and the upcoming maiden batch will be involving for study.

Faculty Development: BAU, Sabour prioritizes faculty development programs that include workshops, conferences, and opportunities for advanced training or higher education. The scientists are being encouraged with a token of certificate and worth Rs 5000/- if she/ he publishes the research article in journals having NAAS rating over 7.0.

Student Support: The University offer various support services to students to enhance their learning experience and personal development, this includes academic advising, career counselling, mentoring programs, entrepreneurship support and opportunities for industry internships. The students are encouraged with fellowships; a sum of Rs 2000/- per month and Rs 6000/- for book purchasing is given to the undergraduate students. Likewise, per month, the students receive Rs 2000/- and Rs 3000/- for postgraduate and PhD students, respectively. To hear their objections and injustice, if there, are looked by a Grievance Redressal Cell.

Industry Collaboration: To stay relevant and address the needs of the agricultural sector, Universities often collaborate closely with industry stakeholders. These partnerships include joint research projects involving them in Master's and Doctoral programmes and guest lectures by experts to ensure alignment between academic programs and industry requirements.

Accreditation and Quality Assurance: Continuous evaluation and improvement are vital for maintaining accreditation and ensuring quality standards. The university has a functional internal quality assurance cell (IQAC) for the mechanisms of different components and conduct periodic program reviews. It also seeks external accreditation, and actively engages in quality assessment and improvement processes.

| 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:

University recognizes and promotes gender equity in various activities and provides facilities for women on campus, thus creating an inclusive and empowering environment for women in campus. Fairness or equivalent treatments with respect to rights, benefits, obligations, and opportunities for both women and men, with regards to their needs constitute gender equity on the campus. The university adopts measures to ensure gender equity in its roles and societal responsibility. Women already occupy various administrative positions in the University besides the existence of a large number of women teachers in the University. We can find women staffers in various directorates as well as in the academic, research and extension units of the University, many units even being headed by women staffers.

BAU actively encourages female students to pursue career in traditionally male-dominated fields. The university has implemented reservations for women as per state government norms in recruitment and admissions and has a unique provision that allows women employees to avail two consecutive days as Special Leave every month for physical wellbeing. Child care and maternity benefits are extended to all women employees and paternity benefits to all male employees. The University has its Internal Complaints Committee to address gender issues sensitively and confidentially. Maternity benefits have been extended to students as per UGC recommendations. Further, workshops and seminars on gender biases in agriculture, women's rights, and empowerment are organized regularly to sensitize and raise awareness of students, faculty, and staff about the importance of gender equity.

The Sehat Kendra established in the University hospital under the auspices of the State Health Society, Ministry of Health and Family Welfare, Government of Bihar, provides for awareness of students and residents on gender and health related issues especially menstrual hygiene, prevention of sexually transmitted diseases, mental health besides supporting voluntary blood donation and prevention of TB, anaemia and COVID-19. Various student-led groups organize awareness campaigns, panel discussions, and interactive sessions to challenge gender stereotypes and promote inclusivity within the campus community. The facilities of crotch and feeding rooms are available on campus to meet these specific needs of women.

The university has in place a Ladies club and Officer's clubs to inculcate community well-being and foster a supportive recreational environment. Separate hostels for boys and girls with 24 x 7 security, access control systems, and gender-sensitive wardens are in place. The university campus, hostel entry and hallway are monitored with CCTV cameras for safety of all students. All entry gates to girl's hostels are manned with female guards. For further security of girls specified entry and exit timings are applicable to all girls' inmates of the hostel. The hostel and the university premises are well illuminated

at night.

All buildings have clean and hygienic gender specific conveniences. Regular maintenance and cleanliness inspections ensure a comfortable and safe environment. With these amenities in place, BAU has dedicated Grievance Cell and counselling services for a confidential space for students to seek guidance, report grievances, and access counselling services when needed.

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

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

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

7.1.3

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

- Solid waste management
- Liquid waste management

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

Response:

The university recognizes the importance of responsible waste management in ensuring environmental sustainability and promoting a clean and healthy campus. The BAU has taken various primary initiatives like:

- Banning plastic use in the campus
- Replacing disposable water bottles with reusable glass bottles and plastic cups with paper cups.
- Daily Food waste is displayed prominently in dining area in hostels and canteen, with hording like “Today’s Waste is Tomorrow’s Shortage.”

Solid Waste Management:

Segregation at Source: Waste bins and color-coded containers are provided across the campus to encourage proper segregation of waste into different categories such as organic waste, recyclables, and non-recyclables. Regular waste collection is conducted by trained staff, ensuring timely removal of waste from designated collection points. There are separate bins around the campus to collect wet, dry and reject waste. The institution has established a composting facility to process organic waste and convert it into nutrient-rich compost for landscaping and gardening purposes.

Liquid Waste Management:

The campus is equipped with an STP that treat wastewater before discharging it safely into the environment. The STP employs a combination of biological treatment processes, such as activated sludge and anaerobic digestion, along with advanced filtration and chemical treatment methods. Effluent quality is rigorously monitored, and treated water is either safely discharged into water bodies or reused for non-potable purposes like irrigation and cooling. University have Sewage treatment plant with the capacity of 900 KLD and 500 KLD.

Biomedical Waste Management:

For disposal of sanitary napkins the girls’ hostel is equipped with incinerators. The university and the block-level hospital have established a partnership for the pickup and proper disposal of biomedical waste generated within the university health center. This collaboration aligns with environmental regulations and ensures that biomedical waste, which includes potentially infectious or hazardous materials, is handled and treated in a manner that prioritizes safety and compliance. Meanwhile university is in process for *memorandum of understanding (MoU)* with Synergy Waste Management (P) Ltd 517-518,5th Floor Dmall ROHINI West New Delhi 110085 for collection of Biomedical Waste from the university hospital through its local office at Bhagalpur.

Waste Recycling System:

BAU promotes waste recycling as an integral part of its waste management strategy.

Recycling Infrastructure: The institution has set up recycling units for the collection and processing of recyclable materials, such as paper, plastic, glass, and metal. These materials are sent to authorized recycling facilities.

Awareness and Education: Regular awareness campaigns, workshops, and seminars are conducted to educate the campus community about the importance of recycling and encourage active participation in recycling initiatives.

The university has also taken creative initiative called '**Waste to Wealth**' where inorganic and organic waste are used like plastic bottles, tumblers etc. for planting purpose and dried flowers, leaves and other green wastes in creating beautiful and attractive **Greeting cards and Green Stationery products** like Note Books, Chart Papers, Pen, Pencils etc. as an alternative source of stationery to the University.

| File Description | 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:

Green campus initiative policy of Bihar Agricultural University envisions the cleanliness and greenery by integrating education with eco-friendly awareness programs like Parthenium eradication day and environment safeguarding programs. Main motto of this initiative is to **sensitize, motivate and educate students and staff about environmental protection, biodiversity conservation and pollution reduction** in campus and adjoining areas. In context to this, the university tries to manage waste and have totally banned the polyethylene use and ensures the green protocol in the various programs of the college.

The restricted use of vehicles is displayed at the main gate of the university displaying the limited speed control of the permitted vehicles in campus. Moreover bicycles and e-rickshaw are promoted in university in order to lower pollutants significantly compared to unrestricted and regular motorcycles and cars. It also contribute towards saving petrol or diesel and encourages healthier well being with positive impact on the environment. University is also occupying well-designed pedestrian walkways, shared use paths, and sidewalks which helps in improving the safety and mobility of pedestrians. Pedestrians are direct and connected via network of walking routes to desired destinations without gaps or abrupt changes. Sidewalks separated from the roadway are the preferred accommodation for pedestrians.

Bihar Agricultural University is planted by diverse trees, shrubs, climbers and annuals exteriorly, while interior parts are well arranged with potting foliage and flowering plants. Diverse flora of University includes planting of oxygen generating plants with proper environmental planning. This helps in improving conserving energy and refreshment. Intangible benefits of green campus include health and well-being of the occupants, enhancing air quality and promoting biodiversity, safety benefits and conservation of scarce resources. Greening the campus is all about sweeping away wasteful inefficiencies and using conventional sources of energies for its daily power needs, correct disposal handling, purchase of environment friendly supplies and effective recycling program.

University is also undergoing various gardening related skill programs and occupies diverse flora with proper nomenclature. This helps under and post graduate students to identify their characteristics and helps in practical learning. It also helps in green education and bears nature club in its campus which play a vital role to build a green and resilient economy by enhancing awareness and understanding environmental, climate change and sustainable consumption and production issues. It has helped in developing environment friendly skilled and attitudes dedicated and responsible students who wish to work, individually and collectively towards environmental protection and conservation of natural resources and biodiversity for sustainable use. University has taken small steps in favour of environment in order to bring great changes at the higher level.

The vision of the green initiatives is to increase eco-consciousness by learning about environment while practicing and to promote environmental literacy among students and staffs. On regular basis, University is arranging waste management and value addition programs, massive plantation programs, rallies and slogan programs related to environment and also practices eco-friendly crafts and product preparation

programs.

| 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: A. All of the above

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

7.1.7

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

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

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

Response:

Bihar Agricultural University, Sabour, is committed to fostering an inclusive and supportive environment for all individuals, including those with different abilities. The institution takes pride in its efforts to create a Differently-abled (Divyangjan) friendly, barrier-free campus that ensures equitable access to education and facilities. This commitment is reflected in various components across the university and its affiliated colleges.

One of the key elements of a Differently-abled friendly campus is the built environment. Bihar Agricultural University, Sabour, has strategically incorporated ramps and lifts across its premises to facilitate easy access to classrooms, departments, and various facilities. These accessibility features cater to individuals with mobility challenges, ensuring they can navigate the campus independently and participate fully in academic and extracurricular activities.

Moreover, the university has taken special care to design and maintain Divyangjan-friendly washrooms. These facilities are equipped with features such as grab bars, lower sinks, and adequate space for wheelchair maneuverability. Ensuring that restrooms are accessible is fundamental to promoting the dignity and autonomy of individuals with diverse abilities.

In terms of signage, Bihar Agricultural University has implemented a comprehensive system that includes tactile paths, ensuring that individuals with visual impairments can navigate the campus confidently. Tactile paths are textured surfaces that guide individuals with visual challenges, providing a tactile cue for direction and orientation.

To further enhance accessibility, the institution has paid attention to lighting design. Well-lit pathways and facilities contribute significantly to the safety and comfort of individuals with diverse abilities, including those with visual or mobility challenges. Adequate lighting is crucial for maintaining a secure environment, and the university ensures that all areas are well-illuminated to promote inclusivity.

Display boards and signboards across the campus are designed with a focus on clarity and simplicity. The use of easy-to-read fonts, contrasting colors, and universally recognizable symbols ensures that information is easily accessible to everyone, including those with cognitive or visual impairments. This approach aligns with the institution's commitment to making information dissemination seamless for all

members of the university community.

In addition to physical infrastructure, Bihar Agricultural University actively promotes inclusivity through awareness programs and training sessions for faculty, staff, and students. These programs aim to sensitize the community about the challenges faced by individuals with diverse abilities and foster a culture of understanding and support. Such initiatives contribute to creating a more empathetic and inclusive environment within the academic community.

It is noteworthy that Bihar Agricultural University's commitment to a Differently-abled friendly, barrier-free environment is an ongoing endeavor. The institution regularly reviews and updates its infrastructure and policies to align with evolving accessibility standards and best practices. This commitment reflects the university's dedication to providing an education that is accessible, empowering, and enriching for all individuals, regardless of their physical or cognitive abilities

| 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:

BAU is dedicated to promoting an inclusive environment that embraces and celebrates diversity in all its dimensions. The institution recognizes the significance of fostering tolerance, harmony, and respect towards cultural, regional, linguistic, communal, socioeconomic, and other diversities. Through a range of initiatives, BAU aims to create a welcoming and supportive campus for all members of its diverse community.

University organizes cultural exchange programs that encourage students and staff to learn and appreciate different cultures. These programs include cultural festivals, exhibitions, music performances, and art showcases. Such events provide a platform for students and staff from various backgrounds to showcase their talents and share their cultural heritage, fostering a sense of pride and understanding.

To accommodate linguistic diversity, University provides language support programs for students and staff who may face language barriers. These programs offer language courses, conversation clubs, and language buddy systems, ensuring that individuals from diverse linguistic backgrounds can fully participate in academic and social activities.

Sensitization and Awareness Programs:

The institution conducts sensitization and awareness programs to promote understanding and respect for different religions, castes, and communities. These programs include workshops, seminars, and panel

discussions that address stereotypes, biases, and discrimination. Such initiatives aim to create a safe and inclusive environment where individuals can express their beliefs and practices without fear of prejudice or intolerance.

Socioeconomic Support:

University is committed to providing equal opportunities for students from diverse socioeconomic backgrounds. The institution offers scholarships, financial aid programs, and mentorship initiatives to support students with limited financial resources. This ensures that talented students have access to quality education and can thrive regardless of their socioeconomic status.

Affirmative Action:

The institution actively promotes affirmative action policies to ensure representation and equal opportunities for marginalized communities. These policies include reservation quotas for students and staff from underprivileged backgrounds, fostering diversity in admissions and employment. This commitment to affirmative action ensures that individuals from historically disadvantaged groups have access to education and employment opportunities.

Sensitization Workshops and Training:

University conducts regular sensitization workshops and training programs for faculty, staff, and students. These sessions focus on building awareness and understanding of different diversities, including gender, sexual orientation, and disabilities. The aim is to eliminate stereotypes, biases, and discrimination, and to create a supportive and inclusive environment for all members of the campus community.

| File Description | 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:

Bihar Agricultural University, Sabour, recognizes the paramount importance of sensitizing students and

employees to constitutional obligations, instilling the values, rights, duties, and responsibilities of citizens. To achieve this, the institution organizes a series of activities, including Independence Day and Republic Day celebrations, across its various colleges and centers.

Independence Day, celebrated annually on August 15th, holds a special place in the hearts of every Indian. The occasion is marked by a flag hoisting ceremony at Bihar Agricultural University, Sabour. This event serves as a platform to instill a sense of patriotism and pride in the hearts of students and employees. The ceremony is attended by the university's leadership, faculty, staff, and students, fostering a spirit of unity and national identity.

Republic Day, observed on January 26th, is another significant event that showcases the commitment to constitutional values. The day begins with the hoisting of the national flag, followed by a parade that highlights the diversity and cultural richness of India. BAU actively participates in these celebrations, organizing events that go beyond mere observance. The activities are designed to deepen the understanding of constitutional principles and encourage a commitment to upholding them. These events are not just ceremonial but are structured to involve students in activities that promote civic awareness and responsibility.

Beyond flag hoisting ceremonies, colleges and centers often organize cultural programs, patriotic song competitions, and skits that revolve around the themes of constitutional values and the duties of citizens. These creative expressions serve as effective tools for conveying the importance of individual roles in maintaining a harmonious and just society.

Additionally, seminars and workshops are organized to delve deeper into constitutional obligations. Eminent speakers are invited to share insights into the relevance of the constitution in contemporary times, emphasizing the values of justice, liberty, equality, and fraternity. These sessions encourage critical thinking and a nuanced understanding of the constitutional fabric that binds the nation together.

In the spirit of promoting civic responsibility, colleges under Bihar Agricultural University engage in community service activities around Independence Day and Republic Day. Cleanliness drives, tree plantation campaigns, and awareness programs on social issues are organized to emphasize the connection between constitutional duties and active citizenship.

Furthermore, organizing constitution day, essay competitions, debates, and quizzes focusing on constitutional principles are conducted to actively involve students in intellectual discussions about the foundations of our democracy. These activities not only serve as platforms for healthy competition but also as forums for the exchange of ideas, fostering a sense of collective responsibility for the well-being of the nation.

In conclusion, Bihar Agricultural University, Sabour, Bhagalpur, takes a holistic approach to sensitizing students and employees to constitutional obligations. Independence Day and Republic Day celebrations, Constitution Day, coupled with a diverse range of activities at the college and center levels, create an immersive environment for imbibing the values, rights, duties, and responsibilities enshrined in the constitution of India. Through these endeavors, the institution strives to mold responsible citizens who understand and appreciate the essence of the nation's foundational principles.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Details of activities that inculcate values necessary to nurture students to become responsible citizens | View Document |

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best practices of an institution are the practices that either promote the human values or the ones that support the institutional mandates. At BAU, Sabour, since its inception in 2010, there has been an emphasis on solving the stakeholders' problems with technology interventions. This has led to adoption an ICT based agricultural extension model for inclusive growth on one hand and Stakeholders' need based research formulation and implementation through multilevel screening and coordination for impactful deliverables on the other hand as institutional best practices prevailing for several years now. The two best practices are described below:

Information and Communication Technology (ICT) based Agricultural extension for inclusive development

BAU, Sabour has revolutionized agricultural outreach in the remote areas of Bihar using ICT based agricultural extension. The technologies developed and recommended by the Bihar Agricultural University, Sabour are taken to the ultimate stakeholders through mass media, field visits and feedback mechanisms. Community radio station (CRS) provides localized information in the local native language about the technologies and practices of the university, weather forecast based advisories, market trends and social issues to the rural population. The community radio broadcasts programmes like panel discussion on agriculture, success stories of farmers, special programme for women and children, health related soaps, folk lore etc., This programme works on the theme of "For the people and by the people", as the people from the community can also participate in delivering the programme on radio. Digital story telling using social media platform is probably the best way to enable better learning. At BAU, videos related to agriculture and success stories of farmers are being produced and shared at platforms like YouTube, to provide expert information to the farming community. It is also updated regularly to meet the taste of the viewers from all over the world. This is sufficed by a video-conferencing facility established in 20 extension units of the University, It has enabled the scientists to disseminate information and farm technologies to remote parts of the state with ease and reduced cost and also receive the real time feedback about the developed technologies. The trainings based on needs of the farmers are organized regularly with the active collaboration of the KVKs. The facility is also supported with outdoor broadcasting system wherein the farmers can be connected with experts from the experimental field directly. Agriculture based information is provided at the farmers' doorsteps by a mobile video display units called Kisan Gyan Rath. The units move from village-to-village as per the schedule across 25 districts of Bihar playing a pivotal role in motivating the farmers to adopt the latest technologies. The Kisan Gyan Rath is also fully equipped with facilities for soil analysis, interpretation and issuing of soil health cards to the farmers. Besides, this system, the University operates a dedicated Kisan Helpline at two telephone numbers; 0641-2451035 (landline) and the toll-free number 18003456455 where farmers can seek information through calls, WhatsApp calls and even WhatsApp messages. These initiatives have fetched National Award for e-Governance, 2019-20 (Silver) and Skoch Gold Award, 2020 to BAU, Sabour.

Stakeholders' need based research formulation and implementation through multilevel screening and coordination for impactful deliverables

The research program of the University is conceived to be designed to meet the stakeholder requirements since the inception of the University. Hence, before the starting of any cropping season (*kharif / rabi*), the efforts of the researchers are streamlined by a series of interactions with the stakeholders or their representatives. This gives the development of the research program a bottom up approach where in the multi-level research implementation structure of the University involves the Zonal Research and Extension Advisory Council (ZREAC) meeting in 3 agro-climatic zones (Zone II, Zone IIIA, Zone IIIB). Farmers, Field functionaries from the KVKs and the state department of agriculture of the concerned zones participate and discuss about the problems being faced by the stakeholders. This rigorous interaction leads to the identification of researchable issues that are conveyed to the concerned departments. At the next level, the scientists in various departments formulate research project proposals that are discussed and improved through suggestions from senior officials and experts at multiple levels of presentation, deliberation, discussion and improvisation starting from the departmental level, research group level, pre-research council and the University Research Council level. The approved projects are then executed through a well identified protocol of implementation, review and monitoring. The final results lead to the development of technologies that are again discussed at multiple levels, validated at the level of stakeholders and then released to the public by the University Research Council as a solution to the problems identified initially as a researchable issue. The multi-level research monitoring and evaluation system is the backbone of the research carried out in the University. In the last 5 years 13 varieties of various crops have been identified and 30 different farmer-friendly technologies released. These include new improved varieties of rice, linseed, chickpea, garlic, pointed gourd, brinjal and mango and promising management technologies in Agronomy, Soil Science, Entomology, Plant Pathology, Biotechnology, Floriculture, Agricultural Engineering and Seed Science and Technology.

| File Description | 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 agricultural college at Sabour was established during pre-independence era to promote agricultural education and training in India. The foundation stone of the Bengal Provincial Agricultural College at Sabour was laid by Sir Andrew Henderson Leith Fraser, Lt. Governor of Bengal on 17th August 1908. The main heritage building of the college was constructed in 1910-11 and renamed as Bihar Agricultural College (BAC) after the partition of Bengal. Postgraduate education in Extension education commenced for the first time in 1955 at Sabour. BAC became affiliated with RAU, Pusa after the establishment of

Rajendra Agricultural University, Pusa in December, 1970. Subsequently on 5th August, 2010 Bihar Agricultural University (BAU), Sabour was established as an autonomous university with its six constituent colleges namely BAC, Sabour; NCoH, Noorsarai; MBAC, Agwanpur; VKSCoA, Dumraon; BPSAC, Purnea; and DKAC, Kishanganj. The university conducts research on various aspects of agriculture and allied sectors. Till date 655 research projects have been implemented including in-house Projects (Seed money), AICRPs, Externally Funded National Projects, Internationally Funded Projects, Consultancy/Private Testing of Products and State Varietal Trials. Institutional collaboration with International and National institutes like IRRI, CIMMYT, ICRISAT, ICAR, MANAGE, Central Silk Board, etc are taken up to broaden its way forward. The University has developed 25 technologies in natural resource management that include Weed management in zero-tilled wheat, Nutrient management in scented rice-potato-onion organic cropping system, BGA Production technology for N supplementation in transplanted rice, Azolla: an eco-friendly source of plant nutrients for rice, Production technology of liquid Rhizobium, Azotobacter and liquid Phosphate Solubilizing Bacteria (PSB) biofertilizer, Co-Inoculation of liquid biofertilizers for N and P supplementation in rice-wheat cropping system, Sabour Bio-Arsenic Mitigator-1 etc. along with four technologies in product development and marketing, five in crop improvement, and 25 in crop protection that address the local agricultural issues. BAU, Sabour has also released several promising varieties for various crops like Bhagalpur Katarni, Sabour Harshit Dhan in rice, Sabour Shrestha, Sabour Nirjal in wheat, maize variety DHM-117, Linsed variety Sabour Tisi-1, Sabour Tisi-2, Sabour Tisi-3, cauliflower variety Sabour Agrim, Makhana variety Sabour Makhana-1. The University takes pride in claiming 6 patents till date that indicate novelty and its distinctiveness on a global platform. The university serves as a link between researches in the laboratory to the field in the form of Kisan Biotech hub projects for popularization of improved lathyrus genotypes and tissue culture banana plants in the region. The University has facilitated the filing and registration of GI tag for Bhagalpuri Zardalu (GI no. 551), Katarni Rice (GI no. 553), Shahi Litchi (GI no. 552), Mithila Makhana (GI no. 696) and Magahi Paan (GI no. 554). Such activities strengthen institutional linkages and build confidence of the farming community towards BAU, Sabour.

This university is one of the oldest seats for maintenance of nearly 249 mango genotypes in the country that started in 1941 in the form of Fruit Research Station and later supplemented with AICRP (Fruits) from ICAR. It is credited with the development of first two hybrid mango varieties ‘Prabha Shankar’ and ‘Mahmood Bahar’ in the country. BAU has two ‘Centers of Excellence’, one each in Sericulture and Horticulture working for sustainable agricultural diversification. The Center of Advanced faculty training in ICT at Sabour provides state of the art training facility to academicians of the country. The Farm Machinery Testing Centre is an important link between manufacturers and users of agricultural machines as well as other agencies responsible for the introduction and popularization of farm equipments. Farmer’s Corner, a combination of various tools, techniques and activities like Kisan help line, Soil testing services, Gramin Krishi Mausam Sewa, Bihar Krishi app, Kisan Gyan rath, Sawal jawab etc, is hosted on the university website. To help farmers diagnose crop pests and diseases, an innovative e- NIROG app has been developed.

The University fosters development of characters and moral values in the students and faculty members through its various societal outreach programs and adoption of working motto ‘Work is Worship, Work with Smile’. In addition to the structured education for various degree programs; it engages itself in charity and adoption of Kasturba Gandhi Balika Vidyalaya. Sensitization on social issues like ‘Jal baachao’ through adoption of ‘Jal bacchao prayer’ on important occasions like convocation, seminars and symposium signifies our commitment to the society at large. Establishment and popular functioning of Nature Club addresses our commitment towards environment and society.

This institute has a strong commitment towards empowering women in agriculture. Our commitment to society for promotion of accountability, transparency and responsiveness in governance and standards of services being provided is reflected in the “Citizens Charter” prepared and presented on the university website and in practice. This University can proudly boast for addressing concurrent issues related to challenges of global warming, food and nutritional security, sustainable development, conservation of natural resources and improving profitability for small and marginal farmers through its policies and practices in education, research, training and its outreach extension programs. The policy document on “Blue resource conservation”, BAU eco-campus and environment stewardship policy, IT Policy, Academic regulations show our commitment towards transparency and efficient governance. The University has established SABAGRIS (Sabour Agri Incubators) to identify, incubate and assist start-ups with business model having relevance for rural and social impact and providing solutions to agro and allied business. Education is incomplete without inculcating ethical standards and societal responsibility. BAU, Sabour runs programs like NCC and NSS to orient students towards societal responsibilities and inculcate moral values.

Overall, the Bihar Agricultural University, Sabour is distinct as a multifaceted and versatile institution committed to holistic development of the agrarian state of Bihar while integrating its mandates and making a provision for imparting education in different branches of agriculture and allied branches of learning and scholarship; furthering the advancement of learning and conducting of research in agriculture; undertaking extension education activities for the welfare of people of the state and promoting partnership and linkages with national and international institutions.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Appropriate webpage in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Bihar Agricultural University regularly reviews and updates the curriculum incorporating the latest advancements in science, technology and sustainable practices. The university integrates practical, hands on experiences and industry relevant projects into the curriculum. The university has state-of-art video conferencing facilities from which inter-college and inter-university knowledge sharing activities like webinars, personality and career development classes are organized. In the light of Protection of Plant Variety and Farmer's Right Act-2001, the University is committed to preserving the farmers' varieties and local land races. About 600 applications under PPPV & FR Act 2001 have been submitted by the University for Varieties Registration and protection. The University established an Intellectual Property Right (IPR) Cell in the year 2015 for monitoring IPR activities in the university and its constituent units. The Institute Technology Management Unit (ITMU) of the university manages the patents, plant varietal protection, GI of agricultural goods, technology transfer and its commercialization, public-private partnership in R&D etc. The university has a germplasm bank of 60 crop species covering cereals, pulses, oilseeds, vegetables, fruits, flowering and medicinal plants. The Directorate of Extension Education regularly organizes outreach activities through its Krishi Vigyan Kendras, and publishes farmer friendly literature. The Media centre of the University helps prepare audio visual programmes for outreach activities and send the message of the University to the wider audience. The IQAC of the university is diligently engaged in establishing and evolving benchmarks for academic and administrative activities to ensure quality standards are met. To prepare the self study report for NAAC accreditation, five faculty members of the Bihar Agricultural University, Sabour participated in a two day "National Level Workshop - Transformation through NAAC Accreditation Process" for Higher Educational Institutions conducted by the Institute of Academic Excellence (IAE), Hyderabad. The faculty and university's proactive involvement in this workshop reflects our commitment to staying abreast and aligning its policies and procedures with accreditation requirements and enhancing overall institutional effectiveness.

Concluding Remarks :

The Bihar Agricultural University stands as a guiding light of innovation and forward thinking in the field of agriculture. With a vision of nurturing innovative teaching and learning, robust, meaningful and socially relevant research as well as effective and efficient outreach and trainings, the University is catering to the requirements of the stakeholders from various districts of Bihar and beyond. In a short span of time through extensive initiatives and unwavering efforts, the university with its 6 academic units, 12 research units and 22 extension units, has woven a profound impact on agriculture of the state, becoming a cornerstone of support for the farmers. The university has aided to the recognition of Bhagalpuri Zardalu, Katarni Rice, Shahi Litchi, Mithila Makhana and Magahi Pan with GI Tag strengthening institutional linkage and confidence of the farming community towards BAU, Sabour. The varieties developed by the university are widely adopted by the farmers of the state. Collaborative partnership with local stakeholders and government bodies underscores the University's dedication to addressing the unique challenges faced by the farmers. The university incessantly thrives to enhance the livelihoods of the farmers and contribute to the overall prosperity of the agricultural sector; which is not just the mission but also a testament to the university's ethos of social responsibility and its vision of a sustainable farming community.

BAU believes, Agriculture being the backbone of our economy, confronts a myriad of challenges which are not static; they evolve over time, necessitating innovative and adaptive solutions. In this context, the expertise of

nationally and internationally recognised scientists of our university stands out as an invaluable resource. Their approach, coupled with a deep understanding of local and international agricultural dynamics, positions them as leaders in the field. Through collaborative efforts and partnerships, BAU scientists actively engage in finding sustainable solutions to enhance agricultural productivity of the state.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.2.1 | <p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 312 Answer after DVV Verification: 236</p> <p>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 : 737 Answer after DVV Verification: 592</p> <p>Remark : As per HEI clarification, Input modified.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>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</p> <p>Answer before DVV Verification : 13 Answer After DVV Verification :14</p> | | | | | | | | | | | | | | | | | | | | |
| 1.3.3 | <p>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</p> <p>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 : 26 Answer after DVV Verification: 17</p> <p>1.3.3.2. Total Number of programmes offered (without repeat count) during the last five years Answer before DVV Verification : 26 Answer after DVV Verification: 17</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>460</td><td>458</td><td>458</td><td>456</td><td>454</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 460 | 458 | 458 | 456 | 454 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 460 | 458 | 458 | 456 | 454 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 431 | 429 | 429 | 427 | 427 |
|-----|-----|-----|-----|-----|

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 |
|---------|---------|---------|---------|---------|
| 456 | 450 | 446 | 438 | 411 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 428 | 422 | 416 | 414 | 387 |

Remark : As per supporting documents provided by HEI, Input modified.

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 |
|---------|---------|---------|---------|---------|
| 236 | 236 | 236 | 232 | 192 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 236 | 236 | 236 | 232 | 192 |

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 |
|---------|---------|---------|---------|---------|
| 236 | 236 | 236 | 232 | 193 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 259 | 257 | 257 | 256 | 256 |

Remark : As per sanctioned Intake, Input modified.

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)

| | |
|-------|---|
| | <p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year Answer before DVV Verification : 3877 Answer after DVV Verification: 3614</p> |
| 2.5.3 | <p>Status of automation of Examination division along with approved Examination Manual/ordinance</p> <p>Answer before DVV Verification : B. Only student registration, Hall ticket issue & Result Processing Answer After DVV Verification: B. Only student registration, Hall ticket issue & Result Processing</p> |
| 3.3.2 | <p>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :121 Remark : Input modified excluding Institution's same trust awards and Participation / presentation certificates & considering Awards for research/ innovation only</p> |
| 3.4.3 | <p>Number of Ph.Ds awarded per recognized guide during the last five years</p> <p>3.4.3.1. How many Ph.D s were awarded during last 5 years Answer before DVV Verification : 83 3.4.3.2. <i>Number of teachers recognized as guides during the last five years</i> Answer before DVV Verification : 83 Answer after DVV Verification: 83</p> |
| 3.4.4 | <p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>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 : 1156 Answer after DVV Verification: 689</p> |
| 3.4.5 | <p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 445 Answer after DVV Verification: 429</p> |
| 3.6.2 | <p>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</p> <p>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</p> |

five years.

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 80 | 63 | 54 | 30 | 53 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 8 | 11 | 6 | 14 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1488 | 1437 | 1475 | 1300 | 1123 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1422 | 1408 | 1317 | 1166 | 1048 |

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 modified.

5.2.1 Percentage of placement of outgoing students during the last five years

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

Answer before DVV Verification:

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

| | | | | |
|-----|----|-----|-----|----|
| 145 | 72 | 137 | 114 | 85 |
|-----|----|-----|-----|----|

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 135 | 67 | 120 | 105 | 78 |

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 : 172

Answer after DVV Verification: 155

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 |
|---------|---------|---------|---------|---------|
| 183501 | 90000 | 0 | 172500 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.835 | 0.900 | 0 | 1.725 | 0 |

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 |
|---------|---------|---------|---------|---------|
| 156 | 77 | 69 | 55 | 152 |

Answer After DVV Verification :

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

| | | | | |
|-----|----|----|----|----|
| 100 | 54 | 32 | 46 | 80 |
|-----|----|----|----|----|

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 |
|---------|---------|---------|---------|---------|
| 43 | 33 | 37 | 66 | 45 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 39 | 27 | 24 | 42 | 41 |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.1 | <p>Number of students on rolls year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1554</td><td>1533</td><td>1475</td><td>1315</td><td>1123</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1463</td><td>1446</td><td>1398</td><td>1253</td><td>1081</td></tr></table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1554 | 1533 | 1475 | 1315 | 1123 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1463 | 1446 | 1398 | 1253 | 1081 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 1554 | 1533 | 1475 | 1315 | 1123 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 1463 | 1446 | 1398 | 1253 | 1081 | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of final year outgoing students year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>425</td><td>360</td><td>383</td><td>291</td><td>230</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>404</td><td>343</td><td>366</td><td>282</td><td>210</td></tr></table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 425 | 360 | 383 | 291 | 230 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 404 | 343 | 366 | 282 | 210 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 425 | 360 | 383 | 291 | 230 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 404 | 343 | 366 | 282 | 210 | | | | | | | | | | | | | | | | | |