

**GUIDELINES
FOR
ACCREDITATION OF COURSE
PROGRAMME
IN
FORESTRY
(Under-Graduate/Post-Graduate courses)**

INDIAN COUNCIL OF FORESTRY RESEARCH & EDUCATION

DEHRADUN

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Introduction:

Accreditation is a process of assuring high institutional quality, and also a tool for betterment and maintenance of educational standards. The Accreditation process not only improves the quality and relevance of the education but also brings uniformity in the course curriculum/ programmes being offered by the Universities. It also brings the standard of the courses/ programmes at par with the programmes offered in institutions across the world thereby improving employment prospects for the students in the unfolding globalised market economy. As far as forestry education at under-graduation/post-graduation level is concerned, the same is being imparted in 26 agricultural universities in 28 States of the country. These courses commenced following the recommendations of National Agriculture Commission way back in 1976 in order to give a boost to agroforestry as also afforestation of wastelands through social forestry and departmental plantations. ICAR, under whose control and directions the state Agricultural Universities operate, initiated forestry education in these universities. In the decades of 1970s and 1980s, a few universities like Dr. Y.S. Parmar University of Horticulture and Forestry, Solan, Govind Ballabh Pant University of Agriculture and Technology, Pantnagar, Tamil Nadu Agricultural University, Coimbatore commenced forestry courses. Since these Agricultural Universities fell within jurisdiction of ICAR, the course curriculum for forestry courses and its delivery were being monitored and regulated by ICAR from time to time.

Even though ICAR operated a three tier system of accreditation for the agricultural universities, covering the universities and their subordinate colleges as well as course programmes being run by them, this process has been mainly confined to courses in Agricultural Sciences, Horticulture and Floriculture etc. Veterinary Council of India has also been actively involved in regulating course programmes on Veterinary Sciences being offered in these universities.

2. Background

Indian Council of Forestry Research and Education (ICFRE) was created in the year 1987 with the mandate to spearhead and oversee forestry research, education and extension in the country. Hitherto, ICFRE has been supporting forestry education in the States Agricultural Universities by providing financial assistance to develop and upgrade their infrastructure. So far, grant-in-aid to the tune of Rs.37.00 crore has been provided to these Universities. In order to give effect to fulfilling the mandate of ICFRE with regard to Forestry Education, it was decided during October 2006 in the meeting of Vice-chancellors (VCs), Deans and Head of the Departments (HoDs) of State universities running forestry courses, that ICFRE should now take over the responsibility and play a lead role in giving directions and setting trends for quality Forestry Education in the country. With this objective in mind, ICFRE has set out to unify, improve and standardize the forestry syllabus at under-graduation/ post-graduation levels. B.Sc.(Forestry) syllabus recently proposed by IVth Dean Committee of ICAR under chairmanship of Dr. S.L.Mehta, Vice Chancellor, Maharana Pratap University of Agriculture and Technology, Udaipur has been endorsed by the ICFRE with minor modifications/ additions. The same is in the process of implementation by the universities concerned. Post-graduate syllabus has also been updated & modernized by ICFRE Committee under chairmanship of DDG(Education) & would soon be enforced.. The next logical corollary to this would, therefore, be to initiate accreditation process by establishing and prescribing norms, criterion and institutional mechanism for implementation of the same.

3. Scope and Object:

Accreditation of forestry courses is aimed at covering the colleges of forestry presently in operation in various States Agricultural Universities and shall also be applicable to the Forestry Colleges/ Institutions proposed to be set up under Government as well as in private sector in future. The main objective of accreditation is to establish a mechanism for maintenance of appropriate standards of teaching, research, examination and other academic activities in these institutions with a view to imparting quality professional education in

forestry that would help prepare the students to seek employment opportunities both in Government as well as in private enterprises. This shall also help in checking and regulating the mushrooming growth of private institutions which may be out to capitalize on the opportunities in educational arena thrown open due to expanding market economy but may not supported by adequate infrastructure and expertise to impart quality professional education in the field of forestry. The aim is, therefore, not only to protect the interests of forestry student communities but also to offer wider quality choices/options to the students in general.

4. Accreditation Criteria:

One of the main reasons behind accreditation is to encourage the forestry colleges/faculties to continuously strive towards the attainment of excellence. The evaluation process, therefore, needs to facilitate identification of strengths and weaknesses of the College/Institution and their programmes, which will help in improving the quality and effectiveness of the forestry education.

The proposed evaluation process is based on a number of criteria and parameters. These criteria aim at highlighting the principle features of the facilitation of course delivery, examination/evaluation system and programme effectiveness. Forestry Colleges would be required to meet these criterion individually as well as collectively. In case of any inadequacy or shortfall, the College may be given reasonable time to attain the same. After this accreditation, they would be expected to adhere to the set standards during the validation period which should be subject to further review/evaluation at regular intervals..

Criterion I : Institutional Management

This applies to all related aspects of management, organization and governance. The University/ College of Forestry/ Department of Forestry/ any other institution dealing with forestry graduate/post-graduate courses should have a mission, and a set of goals. Every programme offered by the University/College should also have its objectives and goals. The mission and goals should be articulated and made known through pamphlets/brochures and website. While carrying out evaluation, efforts would be made to assess the

effectiveness and extent of achievement of goals, commitment, motivation, meticulous planning, and management norms for effective delivery of forestry education in these universities/ colleges/institutions.

	Criterion/Indicator	Weightage 5%*
a.	Mission and vision statement (human, physical/ financial)	
b.	Are norms adequate enough to pursue and realize the goal	
c.	Level of commitment of institution/ university/ college authorities in pursuance of the objectives	
d.	Planning and management for optimum utilization of resources	
e.	Transparency in overall conduct of academic activities	
f.	Quality related aspects and Expectations therefrom	

*NB: Weightage assigned is based on totality of parameters listed above.

Criterion II:

Financial Resources Allocation and Utilization

There is utmost need for any institution to be financially independent and stable. The financial resources, therefore, should be adequate to sustain not only the achievement of current educational goals but should also cater to planned improvement in foreseeable future.

Allocation of fund during last five years	Through internal resources	Through grant-in-aid	Weightage * 15%
a. Faculty			
b. Infrastructure			
c. Academic activities			
d. Misc. such as Library, Scholarships, Study labs, Co- curricular activities			

*NB: Weightage assigned is based on totality of parameters listed above.

Criterion III: Physical Infrastructure

There must be available adequate space and appropriate physical resources, including buildings, laboratories, equipment, material, library, nursery and other ancillary facilities. While evaluating the physical resources, there is need to weigh provisions for safety, security and hygiene. Besides these, a counseling and guidance cell, common medical facilities, canteen, transport for field study/ tours are the ancillary facilities that are required for bringing about effectiveness and improvement in the quality of the programmes.

Sl. No.	Physical Resource		Weightage* 20%
1.	Lecture Halls	UG Class Room with facility of projection of slides, transparencies and operation of multi-media	
		PG Class Room	
		Computer Lab & Internet facility	
		Examination hall	
		Practical Lab	
		Auditorium	
		Experimental/ Demonstration Plots	
2	Library Building	Stack Room	
		College Library	
		Catalogue Room	
		Reading Room	
		Room for Librarian/Staff	
		Research Carol	
		Photocopying Facility,	
		Book Bank	
3	Administrative Office	Dean/ Assoc. Dean office	
		PA Room	
		Strong Room/ Record Room	
		Committee Room	
		Office Room	
		Store Room	
		Separate Common Room for Girls and boys	
4	Hostels	Separate Student Hostels for Boys and Girls	
5	Student Amenities (Common)	Indoor and Outdoor Games Grounds, Halls, Gymnasium Room	

		Canteen	
		NCC/ NSS Office	
		Dispensary / Health Centre	
		Placement Cell	
		Extension Counter	

*NB: Weightage assigned is based on totality of parameters listed above.

Note:- Minimum qualifying weightage is 50% of the above.

Criterion IV: Faculty and Staff

The faculty strength, cadres, qualification and level of competence and performance should be adequate to accomplish the Institution's mission and goals. The commitment, attitude, competence and communication skills of the faculty play an important and crucial role in successfully running the academic programmes. This, in turn, would depend upon the recruitment procedures, incentives, exposure to field, faculty development programmes taken from time to time, and workload assigned to each of the faculty. There should also be a self-appraisal and in-house performance appraisal mechanism to monitor and ensure their continued effectiveness.

The qualification of the faculty relevant to the programme area are generally measured by the advanced degrees held by them, and their scholarship, creative activities and professional experience. The faculty members are expected to act not only as instructors, but also as student advisers, academic planners and curriculum developers, and should also assist in institutional administration.

The workload of the faculty should be such that it should not hinder its effective performance. The College/Institution should protect and foster academic freedom of each member of the faculty, and develop mechanisms to ensure that the faculty acts responsibly, ethically and in conformity with the prescribed terms of employment. The faculty members should strive to maintain professional competence and scholarly pursuits.

In case of supporting staff, besides their adequate number and appropriate qualifications, other essential requirements such as hands-on experience, skills, attitudes, commitment and involvement in pursuit of the institutional objectives etc. would be desirable.

Faculty Strength

Sl. No.	Criteria	Weightage 10% *
1	Existing faculty position (subject-wise)	
2	Proposed faculty expansion programme, if any	
3	Whether all faculty positions are filled up, if not, reasons therefor	
4	Time schedule for filling up of vacancies	
5.	Procedures adopted for recruitment of faculty	
6.	Faculty exposure through training, advance courses etc.	

*NB: Weightage assigned is based on totality of parameters listed above.

Norms for Workload for faculty (Per week)

Sl. No.	Activity	Dean	HoD	Prof.	Assoc. Prof.	Asstt. Prof.	Weightage* 5%
1	Contact hour (Instruction)	4	6	8	12	16	
2.	Preparation for teaching including Lib. Use	2	6	6	10	12	
3.	Adm., Evaluation, Research/Ext. guidance, counseling, development activities	33	27	25	17	11	

*NB: Weightage assigned is based on totality of parameters listed above.

Norms for Class Room Student – Faculty Ratio (UG/PG)

Sl. No.	Prescribed ratio	Weightage 5% *
1	Theory lecturer class 50:1	
2.	Lab. Practical/ Workshop etc. 25:1	

*NB: Weightage assigned is based on totality of parameters listed above.

Faculty NormsUG/PG

Sl. No.	Department	Prof.	Assoc. Prof.	Asstt. Prof.
1.	Silviculture & Agroforestry	1	1	2
2.	Forest Biology & Tree Improvement	1	1	2
3.	Forest Products & Utililization	1	1	2
4.	NRM	1	1	2
5.	Basic Science & Humanities	1	1	2
6.	Total	5	5	10

N.B. Additional faculty for PG - Special courses could be procured on contractual basis and existing faculty may be encouraged to upgrade its knowledge and expertise through fellowship programmes.

Minimum core strength of faculty required for UG/PG. Others can be borrowed from other Departments/ Institutions but should be essentially in place.

Intake Capacity

B.Sc (Forestry)	-	Max 50
M.Sc. (Forestry)	-	Max 40 (Max 4 courses/ college with up to 10 students in each specialized course)

Criterion V: Student (Affairs) Profile

The parameters to be considered here are related to student matters concerning entrance examinations, award of fellowships, grading system, transparency in examination and eventually facilitating their placement in the firms, companies, organizations etc. A meticulous system in place for all these would go a long way in developing confidence in the student community, and would also speak volumes about general academic standard of an institution.

Sl. No.	Profile of students admitted to various courses during last five years	Weightage 5% *
1.	Merit list	
2.	Evaluation system and gradation criteria	
3.	Fellowship/ scholarship awarded to students and criterion therefore	
4.	Placement record	

***NB:** *Weightage assigned is based on totality of parameters listed above.*

Criterion VI: Course Delivery

Each programme should provide the student sufficient input in basic sciences, core subjects and electives, and training in relevant experimental/technical skills, as per the syllabus approved by ICFRE.

Each Graduate Degree programme should embody general and specialized professional content of adequate depth and breadth. The core of the main programme should concentrate on acquisition of knowledge and skills in the specific discipline, and also ensure exposure to inter-disciplinary areas. There should also be an effective relationship between the curricular content and practice in the field of specialization. In addition, the students successfully completing the programme should demonstrate their competence in oral communication, scientific and quantitative reasoning, critical analysis, logical thinking, creativity and capacity for self-learning. Postgraduate Degree Programmes should give students mastery in their specialized field of study. The curricula should be coherent, and should enable the students to advance substantially beyond the educational requirements of the Graduate Degree level. The institutions offering both Graduate and Postgraduate Degree Programmes should assess the relationship and interdependence of the two levels, and utilize the resources available for both in an integrated manner for comprehensive improvement. Postgraduate programmes should not be offered unless resources and expectations greatly exceed those required for the corresponding Graduate Programme.

The academic calendar, number of instructional days, contact hours per week, delivery of syllabus, student evaluation and feedback are some of the important aspects in evaluating the course delivery processes. Effective course delivery processes shall include the development of practical skills through laboratory experiments, workshop practice and operation of modern equipments. Such practices also require the inculcation of computing skills which make the availability of extensive library internet and educational technology facilities as a major necessity. The budget provision to meet the expenditure for the

consumables required in the laboratories and the workshops is one of the indicators of the extent of hands-on practice that can be given. Implementation of the instructional programmes, lectures, tutorials, student-teacher interactions, group discussions, student centric learning initiatives, seminars, dissertation and laboratory work have a direct bearing on the effectiveness of the teaching-learning processes.

For UG. Courses

Sl.No.	Item	Weightage 15%*
1.	Whether approved syllabus implemented, if not please state the reasons	
2	If yes, enlist delivery programme of syllabus	
	(i) Class Room lectures	
	(ii) Practicals	
	(iii) field visits	
	(iv) institutional visits/ attachments	

*NB: Weightage assigned is based on totality of parameters listed above.

For P.G. Courses

Sl.No.	Items	Weightage 10 %
1	Delivery of General forestry programme (1 st Year)	
	(i) Class Room	
	(ii) Practical	
2	Specialization programme (2 nd Year)	
	(i) Class Room	
	(ii) Practical	
	(iii) Attachments	
	(iv) Dissertation	

NB: Weightage assigned is based on totality of parameters listed above

- (i) University/ College of Forestry offering only UG or PG programmes shall be evaluated on basis of same by assigning total weightage of 25%.
- (ii) However, for Universities offering UG as well as PG Programme, the weightage would be apportioned as 15% for UG programme and 10% for PG programme, and
- (iii) Those Universities which are offering UG, PG and Ph.D Programmes, the weightage would be 10%, 10% and 5% respectively.

Criterion VII : Co-Curricular and Related Activities

The institute should provide the environment which fosters not only the intellectual growth and development, but also shapes the personality of its students. It should have personality development opportunities provided through co-curricular and extra-curricular activities, and student services. These opportunities enable the students to become responsible members of the society. The services and facilities should be readily accessible to the students. The students undergoing the programme should have access to facilities for career development, counseling and health education. Opportunities to develop leadership qualities and participation in seminars and group discussions should be encouraged.

Sl.No.	Item	Weightage 5%*
1.	Co-curricular activities	
2.	Personality development - language skill - general etiquettes - communication skills - team work - physical training	
3.	Creative Activities (arts, culture)	
4.	Student counseling	

*NB: Weightage assigned is based on totality of parameters listed above.

Criterion VIII : Research and Development

Forestry research should be an integral part of education in the Graduation/Post-Graduation courses/programmes being offered in the Universities/colleges/ institutions. Such dispensation will not only improve the teaching- learning processes, but also enhance the quality of practical training and skill development through project work. The department should also undertake academic/sponsored industrial R&D projects. Joint collaboration with industry/ R&D laboratory/ other institutions for Ph.D. theses will not only develop close interaction between the department, industry and R&D laboratories, but will also enhance the quality of research. The criteria for evaluation of the Ph.D. theses/dissertations are important indicators of the quality of research work. Publications, citations, patents and resource allocation are the other indicators of the effectiveness of research work, relevant to the postgraduate programmes

Industry participation in curriculum planning, consultancy, project work and extension lectures are essential to achieve the professional goals of academic programmes. Industrial visits and industrial training are essential for creating professionalism among the students, and will help them in securing placement at appropriate levels in industry and other employment sectors.

Sl.No.	Item	Weightage 5%*
1	Involvement of faculty in Research projects to be taken in hand by each of the faculty)	
2	Tie-up arrangements with industries, if any	
3	Students, attachment for industrial training	

*NB: Weightage assigned is based on totality of parameters listed above.

5 Qualifying Criteria & Categories

The minimum qualifying weightage is 75% and there will be three categories, based on weightage, as follows –

1. 75% to 84.99% - A
2. 85% to 94.99% - A*
3. > 95% - A**

6 ICFRE Accreditation Board

I ICFRE Accreditation Board shall comprise the following

- (i) D.D.G. (Education) ICFRE - Chairman
- (ii) Prominent Academicians from the field of Forestry & Allied Sciences, on rotation of two years term. (Two) - Members
- (iii) Representatives of Stakeholders , on rotation of two years term. (Two) - Members
- (iv) Representative of University/ Institute - Member
- (v) Representative of ICAR/UGC Member - Essential-
- (vi) A.D.G. (Education) ICFRE - Member Secretary
- (vii) Representative of concerned University - Special Invitee

II Objectives

- (i) To facilitate accreditation of forestry courses being run in state agricultural universities and their colleges/ other institutes that fulfil the norms and standards prescribed by the Council
- (ii) To monitor and oversee delivery of Forestry Education in various Universities/ Colleges/

Institutions and to set direction and guidance for effective improvement in the same so as to meet emerging requirements of the forestry sector in the country, and to keep pace with the global trends

- (iii) To help facilitate development of centres of excellence in Universities/ other Institutions with regard to Forestry Education and Research
- (iv) To help notify and inform the general public, students community and other stakeholders of the accredited Institutions/Colleges imparting Forestry Education so as to facilitate informed decisions

III Functions

The functions of the Accreditation Board will be -

- (a) Act as an advisory/ recommendatory body of ICFRE on matters pertaining to evolving norms and standards for accreditation of the Institutions/ Colleges, and their forestry education programmes
- (b) Deal with all the cases of accreditation by carrying out inspections, programme evaluation, recognition and certification
- (c) To undertake periodic reviews of the Institutions/Colleges to validate their accreditation, and suggest improvement where necessary
- (d) To assess the requirements of forestry based industries, and other stakeholders from time to time, and develop and upgrade forestry curriculum to meet sectoral requirements bringing them at par with international standards

7. Accreditation System

It should be made mandatory after 5 years of commencement of a forestry course/ programme in the University/College/ Institution. While Universities may be provided with initial financial support by ICFRE in building/ upgrading their infrastructure, after the initial establishment period, future assistance should be linked to accreditation.

- . If accreditation is made conditional, the stipulated conditions will have to be met with-in the specified timeframe.

7.1 For existing Institutes/ Colleges/ Universities.

- i. Accreditation of individual courses /programmes being run by these college/ institutes.
- ii. Accreditation of Forestry College/Institution

7.2 For new Institutes/ Colleges/ Universities.

- i. Accreditation of Forestry Colleges/ Institutes.

8. Accreditation Period:

- i. The first Accreditation may be taken up at any time after the course has been commenced.
- ii. After the first Accreditation, the re-accreditations will be done periodically after an interval of 5 years in general, and earlier, if the situation so warrants.

9. Procedure for Accreditation:

The Accreditation process shall involve following steps:

- i. The College/ Institute desiring to seek accreditation, shall apply to ICFRE, and submit a self appraisal report in the prescribed format, as per annexure –I..
- ii. 'Evaluation Team' constituted by the Accreditation Board of ICFRE shall visit college to cross check, and validate the self appraisal report, and submit its observations in the proforma prescribed for report, as per annexure-II
- iii. Review of the **'self appraisal'** and **'evaluation team report'** by the Accreditation Board.
- iv. Final decision on Accreditation of the college/ institute by the Board.
- v. Approval of the Board's recommendations by DG, ICFRE.

Proforma for Self Appraisal

1. College/Institute
 - i. Name :
 - ii Headquarters
 - iii. Address :
 - iv. Telephone :
 - v. Fax :
 - vi e-mail :

2. University :
3. State :

4. Date of Establishment :

5. Head of department - Name :
Designation :
6. Dean of the Name :
College/Institute Designation :
7. Goals and objectives

Please give a brief statement about the goals and objectives at the time of establishment

8. Academic Programmes

8.1 Programmes offered with duration

	Programmes	Duration
UG		
PG		

8.2 Are the programmes implemented on schedule as prescribed in the prospectus/notification?

Yes

No

9. Administrative structure of college: Please give a flow-chart of the organizational structure of the college/institute

10. Staff Position

10.1. Category-wise staff strength (5 Years)

Category of Staff	Post and percent of sanctioned strength									
	1 st year		2 nd year		3 rd year		4 th year		5 th year	
Faculty										
Technical										
Administrative										
Supporting										

11. Faculty

11.1 Department-wise positions

Department	Number of faculty positions Sanctioned (No. and Percent)						Faculty position filled (No. and Percent)					
	Professors		Assoc. Professors		Assistant Professors		Professors		Assoc. Professors		Assistant Professors	
1.												
2.												
3.												
4.												
5.												
6.												
7.												
Total												

11.2 Faculty Qualification

Departments	Ph.D.		M.Sc.		Others if any (Specify)	
	No.	%	No.	%	No.	%
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
Total						

11.3 Whether all faculty including Research and Extension participate in teaching ?

Yes

No

Comments

11.4 Faculty Recruitment Policy

Advertised nationally

Comments

Prescribed norm including Yes No

NET followed

Comments

11.5 Faculty Development

a) Give brief description of the policy

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

Department	Faculty Development Programmes									
	Refresher Course/Summer & Winter Course		Study Leave		Sabbatical Leave		Workshop/Seminar/National Symposium		International Symposium/Foreign Visit	
	No. of Faculty ¹	% ²	No. of Faculty ₁	% ²	No. of Faculty ¹	% ²	No. of Faculty ₁	% ²	No. of Faculty ₁	% ²
1										
2										
3										
4.										
5.										

1- Means number of faculty participating in the programme

2- Means percentage of the total faculty in the college

c) Is the faculty development experience used in the area of teaching?

Yes No

If Yes, give examples

If Not, please provide a brief explanation

11.6. Faculty achievements

Indicate the number of faculty members who received recognition in the last 4 years

College Level	University Level	National Level	International Level

11.7 Faculty Training

Number of faculty with the highest degree received locally, nationally and internationally

Cadre	Highest degree from same university	Highest degree from other university within the State	Highest degree from out side State university	Highest degree from Foreign University /Institution
Professor				
Assoc. Professor				
Assistant Professor				
Total				
Percentage				

11.8 National and International Conferences/workshops organized

Types of Conference	Number of Conferences	
	National	International
Symposium		
Seminar		
Workshop		
Summer Institute		
Special Lecture		
Training		
Others		

12. Students and Student development

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

Department	When Started (Year)	Approved Seats	Actual Enrollment In	
			Year of Establishment	Current year
1.				
2				
3				
4.				
5.				

12.2 Student retention data for last 4 years

Graduating Year	Students Admitted				Dropped				Appeared in Final Examination				Percentage Passed		
	Programs	M		F		M		F		M		F		M	F
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
	UG														
	PG														
	UG														
	PG														
	UG														
	PG														
Current Year	UG														
	PG														

M=Male

F= Female

12.3 Composition of Students during last four years

Year	Under-Graduate						Post-Graduate					
	Within State		Outside State		Foreign		Within State		Outside State		Foreign	
	No	%	No	%	No	%	No	%	No	%	No	%
Current year												
Total												

12.4 Admission Policy

a) Are student admission policies clearly defined Yes No

No

and conforms to the ICFRE norms

a) Basis for Admission

Name of The Examination	UG	PG
Qualifying Examination		
Entrance Examination		
Others if any (Specify)		

12.5 Student Reservation (Per cent)

Category	UG		PG	
	No.	%	No.	%
General				
SC				
ST				
OBC				
Farmer's ward				
Others if any (Specify)				

12.6 Mode of Evaluation

	UG	PG
Tests if any		
Assignments		
Term Papers		
Seminars		
Field visit		
Dissertations		
Attachment		
Others (Specify)		

12.7 Students involvement in Forest Work Experience (FWE)/Equipment Programme:

- a) Is there a separate coordinator for the programme Yes No
- b) Is there a student feedback mechanism established ? Yes No
 if yes, provide examples of feedback received

12.8 Student achievements in national competitions during last 4 years

Number and percent of students from the college

Year	JRF		SRF		IFS/SFS		Others (Specify)	
	No	%	No	%	No	%	No	%
Current year								

Note : Others, viz., competitive exams, placement in Government/Pvt. Sector/Self employment/ Research/Higher studies.

%- Means percentage of total passed out students during the year.

12.9 (a) Sports and physical Education

Give the following details regarding status of physical education facilities.

Sl. No	Games and Sports	Equipment and Infrastructure	Adequate/Inadequate
1			
2			
3			
4			
5			
6			
.			

(b) Participation of students in sports and games

Name of Sport	Level of participation				Award/recognition				Re
	Uni.	Zonal	National	International	Uni.	Zonal	National	International	

(c) Does the college have a Physical Education Instructor ?

Yes No Comments

(d) Students involvement in NCC

Is the NCC compulsory Yes No

If yes, percentage of students participating

(e) Does the college have cultural programmes?

Yes No

If Yes, please give a brief description

12.10 Student Financial Aid

Indicate the number of student who received financial aid during last year

Source	Under-Graduate		Post - graduate		Research	
	No.	%	No.	%	No.	%
Central Govt.						
ICFRE						
State Govt.						
University						
College						
Others						
Total						

12.11 Student Counselling and placement Services:

Does the college maintain student counseling and placement services ?

Yes No

If Yes, please provide year-wise data for following categories for last 4 years :

Total number of graduates out of which

- a) Joined Government services
- b) Joined Industries
- c) Self-employed :
- d) Pursuing higher Education
- e) Others, if any (specify)

12.12 Alumni affairs :

- a) Alumni association
Is there an Alumni association of the college Yes No

- b) Alumni achievements
Name the alumni holding top national and international positions

Position	Number

13. Academic Programmes and Curricula

- 13.1 Medium for Instruction :
- English
 - Hindi
 - Regional Languages
 - Others (Specify)

- 13.2 Does your institution follow academic regulations,
- curricula and syllabi as recommended by ICFRE?

If the answer is no, please describe the curricula followed along with the name of the approving authority

13.3 Indicate the methods, the college uses to encourage teaching–learning process (Percent weightage)

13.4 a)	Instructional methods	PG	UG
i.	Conventional Classroom Instructions	.....	.....
ii.	Special Lectures	.....	.....
iii.	Seminar	.....	.....
iv.	Home Assignment	.....	.....
v.	Field Work	.....	.....
vi.	Computer aided teaching/learning.....	.....	.....
vii.	Attachment		
viii.	Disserations		
ix.	Others (specify)	.....	.....

c) Instructional material

i) Are the lecture schedules distributed among students in the beginning of the course ?

Yes No Comments

ii. Is the instructional material distributed in the beginning of the course ?

Yes No Comments

13.5 Number of seminars required for:

Masters Degree

Doctoral Degree

13.6 Students-teacher Ratio:

Give Student teacher- ratio for UG and PG courses separately, and compare this with ICFRE Norms (Theory –60:1, Practical/Tutorial- 15-20: 1, Project- 10:1)

Department	Under-Graduate			Post -Graduate		
	Theory	Practical/ Tutorial	Project	Theory	Practical/ Tutorial	Project

13.7 Has the teaching programme been evaluated before ?

Yes No

If Yes, has it been evaluated by Alumni or external reviewers ?
Give details

13.8 Does the Dean get feedback from Alumni about teaching programmes ?

Yes No If yes, how

If No, why ?

14. Library and Learning Centres

14.1 Does the college have a central library ?

Yes No

If Yes, please answer the following questions :

Number of books _____
 Number of periodicals subscribed _____ annually
 Number of professional journals } National _____
 Subscribed } International _____

14.2 Does the library have internet connectivity ?

Yes No Comments

14.3 List the various educational material available in the library/media centre

Type of material	Description of material	Application

14.4 Indicate library holdings at department level :

Department	Text Books	Other Books	Periodicals	Journals	Magazines

14.5 Computer Centre

Is there a central computer facility in the college ?

Yes No Comments

If yes, fill the following details

No. of Terminals	Configuration	No. of Supporting Units	
		UPS	Printer

15. Fiscal Resources

15.1 Total College Budget during last 5 years (Rs in Lakhs and percent)

S. No. Particulars	Year									
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1.Non-plan (state)										
2.Plan (State)										
3.Internal resources										
4.ICFRE										
5.Other (Specify)										
Total										

15.2 Library Budget during last five years (Rs. in lakhs and per cent)

(a) Detail of budget

(b) What percentage is library budget to the total college budget ?

15.3 Department –wise annual budget during current and last year of total college budget (Rs. in lakh and per cent)

A. Current Year

Sl. No Departments	Non-plan		Plan		Internal		ICFRE		Other (Specify)	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1.										
2.										

3.										
4.										
5.										
Total										

B. Last year

Sl. No Departments	Non-plan		Plan		Internal		ICFRE		Other (Specify)	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1.										
2.										
3.										
4.										
5.										
Total										

16. Enclose the site plan of the college indicating the existing buildings, and others planned for future, and give details

Facility	Hectares/Sq.m.
Academic buildings	
Students hostels	
Housing for staff	
Playgrounds	
Administrative buildings	
Open spaces	
Nurseries	
Gardens and farms	
Cattle sheds	
Health facilities	
Library	
Irrigation infrastructure	
others	

16.1. Give the following infrastructure information

Sl. No.	Particulars	Availability			
		No. of units	Plinth Area (Sq.m.)	Capacity if applicable	Adequate (Yes/No)
1.	Administrative offices				
2.	Classrooms				
3.	Laboratory				
4.	Library				
5.	Housing for faculty				
6.	Boys Hostel				

7.	Girls Hostel				
8.	Sports complex				
9.	Guest house				
10.	Canteen				
11.	Health clinics				
12.	Workshops				
13.	Faculty club				
14.	Auditorium				
15.	Others (specify)				

17. Research and Extension Education

- 17.1 Is there a separate Directorate of
- a) Research Yes No
- b) Extension Education es o

17.2 Annual Budget for Education, Research and Extension (Rs. In lakhs and percent)

Budget	Resident Instruction/Education	Research	Extension
1.Non-plan			
2.Plan			
3.Internal			
4.ICFRE			
5.Other			

17.3 Faculty involvement in Research and Extension Education

Particular	No. and percent of faculty with joint responsibility			
	TRE	TR	TE	RE
Department-wise				

T- Teaching, R- Research, E- Extension

17.4 Name the research scheme presently in operation in the college

Sl. No.	Department	Scheme	Duration	Amount (Rs. In Lakhs)

17.5 Publication in last 4 Years

Department	No. of papers published		No. of extension publications	Practical Manuals	Books	Other (specify)
	Research	others				
Total						

18. Accomplishments

The impact statements should use quantitative indicators as far as possible and only the salient accomplishment should be provided for the following areas. This information should not exceed 10 pages.

1. Teaching
2. Research
3. Extension
4. Others (Specify)

Proforma for Report of the Evaluation Team

**Check list to be completed by the Evaluation Team for
Accreditation of Colleges/Institutions**

1. **Name and address of the university/college**

2. **Mission, goals and objectives**
 - 2.1 University/college has well defined mission, goals and objectives.
Yes/No
 - 2.2 Observations
3. **Vision and Strategies**

College/Institute has developed and adopted a vision statement.
Yes/No

College/Institute has formulated strategies (Strategic Plan) to implement its vision.
Yes/No

Observations
4. **Academic programmes**
 - 4.1 Inter-disciplinary and collaborative approach is followed by involving general universities in teaching and examination process.
Yes/No
 - 4.2 There is well laid down procedure, which is followed for starting/closing down a new campus/college/programme centre/department
Yes/No
 - 4.3 Schedules of teaching and practical classes are notified regularly and their records are available.
Yes/No
 - 4.4 Mid-term and final exam question papers are preserved and are available.
Yes/No
 - 4.5 External-cum-Internal examination system is followed.

Yes/No

4.6 What is the percentage of external examiners from general universities ?

4.7 Observations

5. Faculty and other Human Resources

5.1 For Assistant Professor cadre (entry level) NET is an essential requirement.

Yes/No

5.2 Is there provision for lateral entry of Associate Professor and above level ?

Yes/No

5.3 Total faculty strength

<u>Professor</u>	<u>Asso. Prof.</u>	<u>Asstt. Prof.</u>	<u>Total</u>
No.....	No.....	No.....	
%.....	%.....	%.....	

5.4 Proportion of faculty with Masters and Doctoral degree.

Masters Degree (%)

Doctoral Degree (%)

5.5 Whether Faculty structure and numbers are as per ICFRE

Yes/No

norms? If no, reasons therefore.

5.6 What is the ratio between teachers and other staff including field workers ?

5.7 There is an appropriate grievance redressal procedure

Yes/No

5.8 Observations

6. Students' development

6.1 Whether norms for admission are being followed.

Yes/No

6.2 University/College has a Placement Cell which is working

Yes/No

efficiently.

6.3 Campus interviews are held for employment of the outgoing Yes/No

students.

Average percentage of students who got employment through campus interview during last 5 years.

UG (%)

PG (%)

Percentage of unemployed graduates for more than two years.

UG (%)

PG (%) Percentage of students pursuing higher studies, viz , Ph.D./M.Phil/JRF/SRF/RA

Selection in State and National level service during last five years (Average % of students qualified with respect to total passed-out students).

Observations

7. Library and Other Learning Centres

- 7.1 Library digitalized Yes/No
- 7.2 On-line literature search facility available in Library and Departments. Yes/No
- 7.3 CD-ROM facility available Yes/No
- 7.4 Reprography facilities available in Library. Yes/No
- 7.5 What is the percentage of library budget to total Instruction budget?
- 7.6 Classrooms with a audio-visual and other teaching aids available Yes/No
- 7.7 UG Labs are adequately equipped. Yes/No
- 7.8 PG Labs are adequately equipped. Yes/No
- 7.9 Observations

8. Physical facilities

- 8.1 Physical facilities meet the minimum norms.
- a) Class room Yes/No
- b) Laboratories Yes/No
- c) Experimental plots Yes/No
- d) Nurseries Yes/No
- e) Hostels Yes/No

f) Sports and games Yes/No

8.2 Observations

9. Financial Sustainability

9.1 Indicate total university/college budget during last 5 years and its growth rate in %, keeping (a) as the base year

- a)
- b)
- c)
- d)
- e)

9.2 Share of grants from different sources during last 5 years (Average % received compared to total budget).

State Government (%)

ICFRE (%)

Central Government (%)

Internal (University/College) (%)

Others, specify (%)

9.3 Whether university/college had deficit budget (over-draft)

Yes/No

during last 5 years ?

9.4 If yes, then to what extent during each year ?

- a)
- b)
- c)
- d)
- e)

9.5 Impact of deficit budget on university/college functioning.

9.6 Ratio of salary costs to operating and maintenance cost
(International ratio is 65:35 and National ratio is proposed as 70:30)

9.7 Ratio of budget expenditure on salary and other heads

.....

9.8 Whether corpus fund is available
if yes, Amount (In Crore Rupees)

Yes/No

9.9 Whether grants from State Govt. are received regularly by
Yes/No

university and are disbursed to college well in time.

9.10 Frequency of grants release.

Annual/half yearly/quarterly/Bi-monthly/Monthly/Others (Specify)

9.11 List three most important activities undertaken for internal
resources generation during last 5 years.

a)

b)

c)

9.12 Observations

10. Publications and other units

10.1 University and colleges report published regularly
Yes/No

10.2 Research publications from the faculty and students during
last 5 Years

a) Number of research papers published in refereed
National Journals

b) Number of research papers published in refereed
International Journals

c) Number of Text/Reference books published

.....

d) Other publications (Practical manual, Extension booklet

.....

Monograms etc.)

11. National/International awards and recognition during last 5 years

11.1 Faculty Awards.

a) Best Teacher awards (% of total faculty)

University

ICFRE

No. (%)

No. (%)

b) Best Ph.D. thesis award as major advisor-Jawahar Lal Nehru
award

(No. and per cent of total faculty).

- No. (%) Year
- c) Research and other award
National (No.) International (No.)
- d) State, National and International recognition received
by the faculty.
State (No.).....National (No.).....International (No.).....

11.2 Students award (No.)

Best Ph.D. Thesis Award	State and National level Sports & Games Awards	State and National level Cultural & Literary Activities Awards

11.3 Observations

12. Curricula Teaching and Examinations

12.1 Eligibility for admission and cut-off marks during last 4 years (% of marks at 10+2 levels)

Sl. No.	Year	Eligibility		Actual Cut-off Marks	
		General	SC/ST	General	SC/ST

12.2 Admission procedure and Merit of UG Students

Sl. No.	Particular	Percentage of Students entering University/College		
		Above 80% Score	60-80% Score	Below 60% Score
1.	Based on 10+2 marks			

2.	University entrance test			
3.	State Entrance test			
4.	Combination of 10+2 marks and entrance test			

12.3 ICFRE Model Curricula adopted

Yes/No

12.4 Requirement of credit hours for various UG degree programmes

Sl. No.	Programme	Total credits allocated	FWE/Other Work Experiences				Placement in Village/Farm/Factor y/Plant
			Duration	Credits	No. of credits graded on		
					Satisfactory/Unsatisfactory	10 point scale	

12.5 Requirement of credits for PG programmes

Course	Masters Program		Doctoral Programme	
	Credits	%	Credits	%
Major core courses				
Major (Optional courses)				
Supporting courses				
Research				
Seminar				
Others (Specify)				
Total				

12.6 Grading of Research credits

Sl. No.	Particulars	Credits	
		Masters	Doctoral
1.	Satisfactory/Unsatisfactory		
2.	10 point scale		
	Total		

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