



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**UNIVERSITY OF AGRICULTURAL SCIENCES,  
BANGALORE**

UNIVERSITY OF AGRICULTURAL SCIENCES, BANGALORE GKVK,  
BENGALURU

560065

<https://uasbangalore.edu.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The University of Agricultural Sciences, Bangalore (UAS, Bangalore) is the first State Agricultural University (SAU) in Karnataka and the second in India, established under Section 3 of the Karnataka Universities of Agricultural Sciences Act, 1963 (Karnataka Act 22 of 1963) by the Government of Mysore (now Karnataka). The University's origins trace back to 1899 when a 30-acre experimental farm at Hebbal was upgraded to an Agricultural School in 1913 and later became Mysore Agriculture College in 1946.

UAS, Bangalore was modelled after the Land-Grant Universities of the United States. It was inaugurated by Dr. Zakir Hussain, the then Vice-President of India, on 21st August 1964, and formally began operations on 1st October 1965. The Gandhi Krishi Vigyan Kendra (GKVK) campus was inaugurated by Prime Minister Smt. Indira Gandhi on 12th July 1969.

The Governor of Karnataka serves as the Chancellor of the university, while the Board of Management (BoM), chaired by the Vice Chancellor, functions as the main policy-making body responsible for the governance and administration of UAS, Bangalore.

UAS Bangalore, with its collegiate structure and administrative headquarters at GKVK, Bengaluru, is dedicated to advancing the core pillars of Teaching, Research and Extension in Agriculture and Allied Sciences.

University coordinates academic activities across six constituent colleges with 23 departments. Its research and extension network includes two Zonal Agricultural Research Stations (ZARS), nine Agricultural Research Stations (ARS), an Organic Farming Research Station, 30 All India Coordinated Research Projects (AICRP) with five voluntary centers, seven Krishi Vigyan Kendras (KVKs), two Extension Education Units (EEUs) and four Centers of Excellence. Additionally, a Project Planning and Monitoring Cell directly supports the Office of the Vice Chancellor, ensuring the effective implementation of its mandate.

In an effort to expand agricultural education, UAS, Bangalore has ensured a broad geographic spread of its Teaching, Research & Extension campuses in different regions covering 10 districts of Karnataka, viz. Bengaluru Urban, Bengaluru Rural, Kolar, Chikkaballapur, Chamarajanagara, Mandya, Hassan, Ramanagara, Tumkuru and Mysuru. Project on “Centre for Next Generation Technologies (NGT) in Adaptive Agriculture (AA)” under the Centre for Advanced Agricultural Science & Technology (CAAST) program is a feather to the University.

### **Vision**

Transforming University of Agricultural Sciences, Bangalore into world-class Farm University. The University has built a sound knowledge base through its unique programmes in basic, strategic and translational research. This strong foundation of knowledge drives the research programmes of the University to enhance the productivity of agriculture in the State.

### **Mission**

Generating quality human resource in the area of agriculture and allied disciplines, cutting-edge competitive technologies and evolve efficient disseminating mechanism to serve the farming community of the State and the Country.

The University of Agricultural Sciences, Bangalore has grown into an institution of national and international repute. More importantly, it has carried out its mission in agricultural education, research and extension to transform agriculture in the state bringing smiles to farmers.

### **Mandate**

- a) Making provision for imparting education towards the development of quality human resource in different branches of agriculture and allied subjects
- b) Further, the advancement of learning and conducting of research, particularly in agriculture and other allied sciences
- c) Undertaking the extension education of such science and technologies, especially for the rural people of the State
- d) Such other purposes as the State Government may by notification in the Official Gazette specify from time to time, and
- e) Promoting partnership and linkages with national and international educational, Industries, research and other institutions.

UAS, Bangalore has been bestowed twice with prestigious 'Sardar Patel Outstanding ICAR Institution Awards'. University has achieved sixth rank during 2020 in the Agricultural University Ranking System (AURS), ICAR, New Delhi. During the last decade, consistently the University is among the top three State Agricultural Universities for maximum number of Junior Research Fellowships.

University has maintained a commendable 11th rank among 145 agricultural universities in India and is also ranked 90th overall. Furthermore, it holds the 44th position among State Public Universities according to the 2024 NIRF rankings.

The university is accredited by the National Agricultural Education Accreditation Board (NAEAB) under ICAR, with 'A' Grade (score- 3.261). UAS is also a participant in prestigious ASEAN-Indian Fellowship Programme, further enhancing its international collaboration.

GKVK is dedicated to in-situ conservation, preservation of landraces and indigenous breeds. Spanning 559 hectares, with 167 hectares designated as a biodiversity heritage site, campus is recognized as one of the greenest areas in Bengaluru. Mahatma Gandhi Botanical Garden within the campus houses diverse collection of 1,009 significant plant species. Campus's rich biodiversity includes 13 mammal, 10 reptile, 165 bird and 520 plant species.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. **Comprehensive Educational Programs:** UASB offers seven undergraduate programs and several postgraduate and doctoral programs across multiple disciplines such as Agriculture, Sericulture, Food Science, Agricultural Engineering, and more. This diversity prepares students for various roles in agriculture, research, and the industry.
2. **Pioneering Role in Agricultural Development:** UASB played a key role in the Green Revolution, contributing significantly to the increase in food production in Karnataka and setting a model for agricultural transformation in the state.
3. **Comprehensive Impact Across Sectors:** The university's efforts extended beyond traditional crops to include horticulture, sericulture, forestry, and animal husbandry, making Karnataka a leader in these areas despite being predominantly rain-fed.
4. **Research Excellence:** The university conducts end-use research aimed at addressing real-world problems faced by farmers. It has advanced infrastructure, including well-equipped laboratories, research fields, and farmlands that support high-quality research. UASB's research also covers 10 southern districts of Karnataka, making it regionally significant.
5. **Extension Services:** UASB's extension programs are highly effective in bringing research findings to farmers. Facilities like the Agricultural Technology Information Centre (ATIC), Krishi Vignana Kendras (KVK), and Farmers' Training Institutes (FTI) play a crucial role in disseminating knowledge. The university's Krishimela has become an important event for agricultural development in the state.
6. **Strong Industry and Government Collaboration:** UASB trains grassroots workers and officers of state departments in the latest agricultural practices, ensuring that innovations reach the farming community effectively.

### **Institutional Weakness**

1. **Limited Resource Allocation:** Despite having advanced infrastructure, there may be constraints in resource allocation, limiting the university's ability to leverage its facilities for research and development fully.
2. **Historical Reliance on Basic Interventions:** Much of the university's success was achieved through basic interventions like improved crop varieties and agronomic practices. As these 'low-hanging fruits' are exhausted, more sophisticated and challenging solutions are required.
3. **Dependence on Traditional Funding:** Relying primarily on government funding and conventional sources may restrict the university's capability to adopt and implement emerging technologies and innovative research methodologies swiftly.

### **Institutional Opportunity**

1. **Expansion of Programs:** UASB has the opportunity to broaden its academic offerings by introducing new technology-oriented courses tailored to the evolving needs of the agriculture sector and allied industries.
2. **Emerging Technologies:** With agriculture becoming more technology-driven, UASB has the opportunity to expand its programs in agri-biotech, precision farming, and agricultural informatics, which are likely to be high-growth areas.
3. **Collaboration and Partnerships:** There is potential for the university to enhance its partnerships with national and international institutions, industries, and government agencies. Such collaborations can strengthen research capabilities, increase funding opportunities, and expand extension activities.
4. **Rural Development and Entrepreneurship:** Upscaling of courses targeting rural youth can encourage entrepreneurship in agricultural inputs and quality food production. This initiative can help uplift rural communities' socio-economic status and foster agriculture innovation.

## **Institutional Challenge**

1. Changing Agricultural Scenario: Rapid changes in the agricultural landscape due to climate change, market dynamics, and technological advancements necessitate continuous curriculum and research focus updates.
2. Dissemination of Research: Ensuring that research findings efficiently reach a broader audience of farmers and stakeholders remains a significant challenge, particularly in a diverse and expansive state like Karnataka.
3. Balancing Academic and Extension Roles: UASB must balance maintaining academic excellence and providing effective extension services to meet the diverse needs of students and the farming community.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

UAS, B offers a comprehensive range of programs, including seven undergraduate, 26 postgraduate and 17 doctoral programs across six campuses, focusing on technology-driven agricultural education. In 2020-21, College of Agriculture, Mandya, introduced Ph.D. programs in Plant Pathology, Soil Science & Agricultural Chemistry, and Agri. Entomology. College of Sericulture, Chintamani, launched M.Sc. (Agri.) degrees in Sericulture, Agri. Entomology, and Agronomy. In 2021-22, UAS Bangalore started a UG program in "Food Dietetics and Nutrition" at GKVK and three master's degrees at the College of Agriculture, Hassan, along with a Ph.D. in Biochemistry.

The curricula at UASB align with the Indian Council of Agricultural Research (ICAR) standards and incorporate both theoretical and practical components. The University adopts the ICAR's Deans' Committee syllabus for UG and BSMA for PG courses. Local curriculum adjustments are first reviewed at the department level during Annual Technical Meetings. Proposed modifications are then sent to the Board of Studies for consideration, and the Academic Council reviews and approves them as appropriate.

During the reporting period, UAS, Bangalore awarded 3,780 bachelor's, 1,415 master's, and 443 doctoral degrees, along with 21 degrees to international students and 245 diplomas. Feedback mechanisms like the UGAM app for student evaluations and the Post Graduate Academic Management (PGAM) system, introduced in 2022-23, automate academic activities. The university also emphasizes co-curricular activities, providing sports and cultural facilities, while final-year students engage in the READY program to enhance employability and entrepreneurial skills in agriculture.

UAS, Bangalore successfully hosted the 21st All India Agricultural University Youth Festival (Agri Unifest) from 13th to 17th March 2023, under ICAR's aegis. The event saw 1,520 participants from 57 Agricultural Universities across India, celebrating unity in diversity. It was inaugurated by Shri Narendra Singh Tomar, Union Minister of Agriculture and Farmers' Welfare.

UAS, Bangalore proudly hosted the 107th Indian Science Congress (ISC) from 3rd to 7th January 2020 at GKVK campus, inaugurated by Prime Minister Narendra Modi. With the theme "Science & Technology: Rural Development", it featured the first-ever 'Farmers' Science Congress' 'Yoga Science Meet', and 'Vice-Chancellors Conclave'. The event saw 7,366 registered participants, including delegates, farmers, and students.

## **Teaching-learning and Evaluation**

Admissions are made through Karnataka Common Entrance Test by Karnataka Examination Authority, provides equal opportunity for students to compete irrespective of their caste, religion, nationality, gender and academic performance. UASB is one of the largest agricultural universities in the world, admitting more than 28,000 students at UG level and over 17,500 students at the PG and Doctoral level annually, in different disciplines of Agriculture and Allied Sciences.

ICAR has entrusted to the National Testing Agency (NTA), the task of conducting its Entrance and Fellowship Examinations since 2019 and 15% seats for UG, 25% seats for PG and Ph.D. students' intake are through NTA. This helps in a diversified student community from different parts of the nation. In the last five years, total of 8038 students have been admitted to various bachelors', masters' and doctoral degree programmes with 85% enrolment with 50 % of seats exclusively reserved for children of farmers.

The University has implemented Student READY (RAWE) Programme for one complete year for the final year students of all the degree programmes. This activity comprises of components like Rural Agricultural Work Experience, Agro-Industrial Attachment, Experiential Learning, Cross Learning Programme and Finishing School Programme. All the aforementioned components are interactive and conceptualized for building experiential learning, participative learning and problem-solving skills.

Skill Development Centre at UAS, Bangalore funded by ICAR supports competitive exam preparation, especially for SC/ST students and the university employs a robust academic support system. This includes proactive Mentor-Mentee Scheme, where dedicated counsellors monitor academic performance and provide guidance.

UAS, Bangalore is collaborated with Western Sydney University, New South Wales, Australia in 2022 for "Dual Doctoral Degree", jointly administered and examined by both the universities under a dual arrangement, with a separate degree after a candidate satisfies the requirements for completion. So far one student from the Department of Entomology has completed the Dual Degree Doctoral Programme and two students from the Department of Agronomy will be joining to WSU, Australia in 2024.

UASB enhances its student-friendly programs by training faculty through national and international programs and maintaining an optimal student-faculty ratio, ensuring personalized attention and effective learning.

## **Research, Innovations and Extension**

The University conducts research across nine Agricultural Research Stations in ten southern Karnataka districts, covering an area of 50,54,192 hectares. UAS Bangalore oversees 30 All India Coordinated Research Projects, including five voluntary centers and four Centers of Excellence, managed by research stations at GKVK and Mandya. The university has released 31 new crop varieties, including groundnut, paddy, and ragi varieties KMR-316 and ML-322, and successfully transferred 183 agricultural technologies during the reporting period.

The Director of Research, Zonal ADRs, and officers oversee research activities, including AICRPs. Faculty discuss outcomes and new research plans at the annual ZREP Workshop, attended by university leadership, scientists, government officials, farmers, and industry representatives. Recommendations are submitted to the Research Council for approval, leading to the integration of new varieties and technologies into the University's Package of Practices. Five Research Council meetings have been held since 2019.

University has 152 projects funded by organizations such as the Government of India and private industry, totalling Rs.14,373.56 lakhs and received Rs.641 lakhs in CSR funding and also university has secured 21 patents and executed 174 active MoUs/MoAs.

Mobile applications like Beej Aadhar, Farm Calculator and "Dhartimitra" online fertilizer recommendation software enable farmers to access crucial agricultural information. Extension Directorate offers distance education and certificate programs. From 2019-20 to 2023-24, it graduated 841 candidates with a One-Year Diploma in Agriculture and provided specialized training in areas like Organic Farming and Beekeeping. Additionally, 5,464 agri-input dealers were trained under the DAESI program, earning the university the "DAESI Award 2024" for excellence.

UASB hosts Krishimela showcases latest agricultural technologies, with significant participation from farmers and stakeholders. In the last five years, 16-17 lakh participants in each year have attended. UASB also organized the first-ever "Krishi Santhe" in the state, benefiting over 30,000 participants to showcase university products sale for public.

The Agricultural Sciences Museum at UASB has welcomed 47,688 visitors since 2019, and Millets Gallery was added to promote awareness, and the "Raitha Mithra" column in the Vijayavani newspaper addresses farming issues. The "Walk with Nature @ GKVK" program enhances community engagement by attracting participants interested in exploring farming practices.

### **Infrastructure and Learning Resources**

The UASB, with its colleges at GKVK, Chintamani, Hassan, Chamarajanagar and VC Farm Mandya, has all the advanced infrastructure that meets all statutory requirements for teaching, learning, cultural, and sports activities. All campus has modern classrooms including smart classrooms featuring advanced technology equipped with LCD projectors, computers, WiFi and interactive boards. The colleges house multiple NABL-accredited labs, alongside specialized labs for experiential learning. Further, colleges have indoor and outdoor sports facilities, swimming pool, gymnastic facility and yoga centre for the benefit of students and the faculty.

Outdoor sports facilities include cricket, football, volleyball, and basketball, while indoor options feature chess and table tennis. The campus also offers state-of-the-art gymnasiums, a swimming pool, and a yoga center. GKVK has three fully air-conditioned auditoriums: Kuvempu Sabhangana (400 seats), North Auditorium (260 seats) and Babu Rajendra Prasad Conference Hall (2,000 seats), equipped with modern audio-visual systems, meeting rooms, a VIP lounge, and a green room. Additionally, it is a fully residential campus with five well-furnished hostels for undergraduate, postgraduate and international students.

The infrastructures facilities like girls' hostel, swimming pool, Guest House at ARS, Gunjevu, Skill Development Centre (SDC), Establishing Advanced Centre for Skill Development in Mushroom Production Technologies at GKVK campus, with a funding various Government organizations. Also, there are new facilities created at College of Chamarajanagara like quarters, Audio Visual laboratory *etc.*

The University has the state-of-the-art Library which provides continuous access to global e-resources and is a member of OCLC with more than 2 lakh books, journals, magazines etc. It features Wi-Fi throughout, managed by AKMU, and regularly updates its facilities with advanced software and an efficient management system. Key technologies include RFID, D Space, Vidwan, Krishikosh, Krishi Chitralaya, EZproxy CeRA, e-books and an OPAC, optimizing e-resource utilization.

Additionally, the campus features field facilities with proper irrigation, farm ponds, and polyhouses for protected cultivation, supporting research for students and faculty. Accessibility is prioritized with ramps and lifts available for differently-abled individuals. The campus also incorporates rainwater harvesting systems to enhance sustainability and all sub-campuses have hostel facility for girls' and boys' students, indoor and playground facilities for sports *etc.*

### **Student Support and Progression**

The institution has a well-established support system that contributes for student progression with various academic and extracurricular activities. Students are benefited through Institutional, National, International and Donor scholarship/ fellowships. This has led to quality education and enhanced skill through practical exposure at rural areas and field conditions. The entrepreneurial/ experiential/ hands on training courses helps the student to build a successful career on their own.

University promotes student progression through a comprehensive career counseling framework. This includes a "Student Counselling" system where faculty members guide small groups of students, for a strong relationships and regular assessments.

Each college at UASB has a dedicated Placement Cell that enhances students' professional skills and facilitates job placements. The university also organizes Personality Development Programs focusing on interview skills and soft skills.

To assist with competitive exams, UASB provides online mock tests, interactive classes, and expert coaching. Additionally, supportive frameworks like an Anti-Ragging Committee and a Grievance Cell ensure a safe learning environment, promoting overall student well-being and development.

The Alumni Association of the University of Agricultural Sciences, Bangalore (UASB), established in 1989, has over 14,000 members, including graduates from agriculture, horticulture, and veterinary sciences. More than 300 alumni hold key positions in IAS, IFS, IPS, and Karnataka Administrative Service, while many serve as scientists, professors, extension specialists, or work in government departments, banks, NGOs, and private organizations. Several alumni have also become entrepreneurs and policymakers, with some holding international roles. The association actively supports university activities, contributing generously to student initiatives.

The University offers a range of student amenities, including a cafeteria, a dedicated study center, and well-equipped computer labs with effective WiFi access. Additionally, the campus features a student grievance redressal system, along with essential services such as an on-campus bank and post office for added convenience.

### **Governance, Leadership and Management**

The University fulfils its vision, mission, and objectives through a strategic approach that includes e-governance, faculty development programs under the CAAST project (ICAR-NAHEP), and the Internal Quality Assurance Cell (IQAC). E-governance enhances transparency and efficiency in administrative processes, enabling data-driven decision-making and stakeholder engagement. The CAAST project focuses on capacity building for faculty through training, research collaboration, and curriculum development, ensuring that



academic programs remain relevant. The IQAC monitors and enhances educational quality through regular audits and feedback mechanisms, for a responsive environment. Together, these initiatives strengthen governance, leadership, and management at UASB, positioning it as a leader in agricultural education and research.

University employs a comprehensive strategy for financial management and resource mobilization, enhancing its sustainability and supporting developmental activities. By diversifying funding sources, UASB actively seeks grants from governmental and non-governmental organizations at both national and international levels. The university prioritizes securing research and development grants, enabling faculty to pursue innovative agricultural solutions that encourage academic excellence and enhance UASB's reputation in the research community. Additionally, UASB engages in revenue-generating activities, thereby creating diverse income streams. The university also implements periodic account audits to ensure transparency, accountability and effective resource allocation.

During the annual convocation of the UAS, Bangalore, Honorary Doctorates are awarded to individuals who have achieved excellence in agriculture and various fields of science and technology.

### **Institutional Values and Best Practices**

The University promotes gender equity promotion. The institution emphasizes sustainability with alternate energy sources and energy conservation measures. It effectively manages various waste types, including solid, liquid, biomedical, e-waste and hazardous chemicals, through a structured recycling and disposal system. UASB also implements robust water conservation measures along with maintaining water bodies on campus. Regular quality audits on environmental and energy practices ensure compliance and continuous improvement, reflecting UASB's commitment to a sustainable and equitable academic environment.

#### **Best Practices:**

Two best practices of UAS, Bangalore

#### **Best Practice 1: PG Science Week**

The PG Science Week at UASB serves as a pioneering platform for PG students and Ph.D. scholars to showcase their research and share discoveries in broad theme groups. This cross-disciplinary approach enhances research capabilities, leading to an increase in publications in high-impact journals. The event has gained significant acclaim and is now mandatory in all agricultural universities in Karnataka, promoting innovative agricultural solutions.

#### **Best Practice 2: Campus Learning Program (CLP)**

The CLP allows UASB students to participate in learning activities across different campuses. This initiative exposes undergraduates to diverse cropping patterns and agricultural practices, enriching their educational experience. For instance, students visiting the Sericulture College learn about the entire silk production process, while those at the Hassan and main campuses explore bio-fuel production. This cross-campus collaboration enhances learning through hands-on experiences and interaction with various faculty and resources.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF AGRICULTURAL SCIENCES, BANGALORE
Address	University of Agricultural Sciences, Bangalore GKVK, Bengaluru
City	Bengaluru
State	Karnataka
Pin	560065
Website	<a href="https://uasbangalore.edu.in">https://uasbangalore.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	S V Suresha	080-23332442	9449866937	080-2333027 7	ppmc@uasbangalore.edu.in
IQAC / CIQA coordinator	T K Nagarathna	080-23330153	9999663448	080-2333027 7	iqacuasb@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	21-08-1964
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	21-08-1964	<a href="#">View Document</a>
12B of UGC	21-08-1964	<a href="#">View Document</a>

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	University of Agricultural Sciences, Bangalore GKVK, Bengaluru	Urban	1205.18	1486432	Under graduate, Masters and Doctoral Programmes in Agriculture and related disciplines		
<i>Satellite Campus</i>	<i>College Of Agriculture Gandhi Krishi Vigyan a Kendra Bengaluru - 560065</i>	<i>Urban</i>	<i>280.92</i>	<i>79926.83</i>	<i>B.Sc. (Hons.) Agriculture, B.Sc. (Hons.) Food, Nutrition and Dietetics, B.Sc. (Hons.) Agri. Business Managem</i>	<i>01-01-1946</i>	<i>02-01-1946</i>

					<p><i>ent, M.Sc. (Agri.) in Genetics and Plant Breeding, M.Sc. (Agri.) in Seed Science and Technology, M.Sc. (Agri.) in Plant Physiology, M.Sc. (Agri.)</i></p>		
<i>Satellite Campus</i>	<i>College Of Agriculture Vishveshwaraiah Canal Farm Mandya - 571404</i>	<i>Rural</i>	<i>640.3</i>	<i>126956.8</i>	<p><i>B.Sc. (Hons.) Agriculture, M.Sc. (Agri.) in Genetics and Plant Breeding, M.Sc. (Agri.) in Agronomy, M.Sc. (Agri.) in Soil Science, M.Sc. (Agri.) in Entomology, M.Sc. (Agri.) in Plant Pathology, Ph.D. in Soil Science, Ph.D. in Agronomy, Ph.D. in Plant Path</i></p>	<i>08-12-1991</i>	<i>09-12-1991</i>

<i>Satellite Campus</i>	<i>College Of Agriculture Karekere, Hassan - 573225</i>	<i>Rural</i>	<i>512.11</i>	<i>308645</i>	<i>B.Sc. (Hons.) Agriculture, B.Tech. (Food Technology), B.Tech. (Biotechnology), M.Sc. (Agri.) in Entomology, M.Sc. (Agri.) in Molecular Biology and Biotechnology, M.Tech. in Food Processing Technology</i>	<i>24-04-2006</i>	<i>25-04-2006</i>
<i>Satellite Campus</i>	<i>College Of Sericulture Kuruburu Chinthamani - 563125</i>	<i>Rural</i>	<i>163.18</i>	<i>76803.42</i>	<i>B.Sc. (Hons.) Agriculture, B.Sc. (Hons.) Sericulture, M.Sc. (Agri.) in Agronomy, M.Sc. (Agri.) in Entomology, M.Sc. (Agri.) in Sericulture</i>	<i>27-11-1995</i>	<i>28-11-1995</i>
<i>Satellite Campus</i>	<i>College Of Agriculture Haradana halli Farm Chamaraaj</i>	<i>Semi-urban</i>	<i>77.2</i>	<i>271994.3</i>	<i>B.Sc. (Hons.) Agriculture</i>	<i>27-08-2018</i>	<i>28-08-2018</i>

	<i>anagara - 571127</i>						
<i>Satellite Campus</i>	<i>College Of Agricultural Engineering Gvk, Bengaluru - 560065</i>	<i>Urban</i>	<i>50</i>	<i>3698.7</i>	<i>B.Tech.Agricultural Engineering), M.Tech. in Processing and Food Engineering, M.Tech. in Soil &amp; Water Conservation Engineering, M.Tech. in Farm Machinery and Power Engineering</i>	<i>11-09-2018</i>	<i>12-09-2018</i>

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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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	6
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	5
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				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>ICAR</td> <td><a href="#">114625_11927_3_1721031061.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	ICAR	<a href="#">114625_11927_3_1721031061.pdf</a>	
SRA program	Document				
ICAR	<a href="#">114625_11927_3_1721031061.pdf</a>				

### 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				146				397			
Recruited	27	6	0	33	74	23	0	97	151	75	0	226
Yet to Recruit	29				49				171			
On Contract	0	0	0	0	0	0	0	0	60	38	0	98



<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				1564
Recruited	381	124	0	505
Yet to Recruit				1059
On Contract	347	155	0	502

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				55
Recruited	16	19	0	35
Yet to Recruit				20
On Contract	7	4	0	11

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	82	18	0	46	19	0	107	57	0	329
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	5	1	0	9	8	0	23
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	33	30	0	63
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	15	20	0	35
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	3	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	13	2	0	15
Adjunct Professor	2	1	0	3
Visiting Professor	2	1	0	3

**Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	Department of Forestry	Biofuel Chair	BMTC and KSRTC
2	Institute of Agri. Business Management	Marketing Chair	Karnataka State Agricultural Marketing Board
3	Institute of Agri. Business Management	Marketing Chair	Karnataka State Agricultural Marketing Board
4	Department of Agricultural Economics	Prof. Nanjundaswamy Chair	Department of Agricultural Economics
5	Department of Agricultural Extension	IFFCO Chair	IFFCO

**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	427	43	9	0	479
	Female	408	59	8	0	475
	Others	0	0	0	0	0
PG	Male	148	20	6	0	174
	Female	163	33	1	0	197
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	25	11	0	0	36
	Female	40	11	0	0	51
	Others	0	0	0	0	0
Diploma	Male	6	0	0	0	6
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	50

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	2003	245	135	3	2386
Female	2012	205	72	1	2290
Others	0	0	0	0	0

**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	<a href="#">View Document</a>
Agricultural Entomology	<a href="#">View Document</a>
Agricultural Extension	<a href="#">View Document</a>
Agricultural Meteorology	<a href="#">View Document</a>
Agricultural Microbiology	<a href="#">View Document</a>
Agricultural Statistics Applied Mathematics And Computer Science	<a href="#">View Document</a>
Agronomy	<a href="#">View Document</a>
Apiculture	<a href="#">View Document</a>
Crop Physiology	<a href="#">View Document</a>
Farm Machinery And Power Engineering	<a href="#">View Document</a>
Food Science And Nutrition	<a href="#">View Document</a>
Food Science And Technology	<a href="#">View Document</a>
Forestry And Environmental Science	<a href="#">View Document</a>
Genetics And Plant Breeding	<a href="#">View Document</a>
Horticulture	<a href="#">View Document</a>
Institute Of Agri Business Management	<a href="#">View Document</a>
Plant Biotechnology	<a href="#">View Document</a>
Plant Pathology	<a href="#">View Document</a>
Processing And Food Engineering	<a href="#">View Document</a>
Seed Science And Technology	<a href="#">View Document</a>
Sericulture	<a href="#">View Document</a>
Soil And Water Conservation Engineering	<a href="#">View Document</a>
Soil Science And Agricultural Chemistry	<a href="#">View Document</a>
University Of Agricultural Sciences Bangalore	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The University has significantly contributed to the field of agriculture through its comprehensive
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	<p>approach to teaching, research, and extension activities. As a leading institution in agricultural education, UASB has made substantial contributions to agri-sector human resource development. The University is proposing to implement a multidisciplinary flexible curriculum designed to enhance the educational experience of undergraduate students in agriculture and related fields as per the NEP2020. Although most of the curricula are in line with the proposed NEP2020, the University's planning for an innovative approach allows for multiple entry and exit points at the end of the 1st, 2nd, 3rd and 4th years of study, providing students with the opportunity to tailor their education according to their interests and career goals while maintaining rigorous academic standards. Key Features of the Proposed Multidisciplinary Flexible Curriculum Multiple Entry and Exit Points: Students can choose to exit their programs after completing one, two, or three years, receiving appropriate certification or degrees at each stage. For instance, as per the proposed, after the first year, students might earn a certificate in foundational agricultural studies. After the second year, they could receive a diploma in a specific area, such as agronomy or soil science, or plant pathology. Interdisciplinary Learning: The agriculture curriculum integrates courses from various disciplines, including environmental science, economics, and technology. This aspect will be strengthened further. Skill Development: The University has curricula oriented towards practical skills (Hands-on training) and experiential learning. Students engage in Rural work experiences program (RAWEP), hands-on projects (HoT), and community-based activities. Customization of Learning Paths: As per the NEP2020 guidelines University is proposing to allow students to choose electives based on their career aspirations. A student interested in food technology might select courses in microbiology and food safety, while another focused on sustainable agriculture might opt for courses in organic farming and agroecology.</p>
2. Academic bank of credits (ABC):	<p>The University is dedicated to fostering a global academic environment through various initiatives that promote seamless collaboration and the internationalization of education. The institution recognizes the importance of building robust</p>

partnerships with foreign universities and organizations to enhance the educational experience and expand research opportunities. The university has established strategic collaborations and signed over 10 MoUs with leading agricultural institutions worldwide, including Wageningen University and Western Sydney University. These partnerships facilitate knowledge exchange, joint research projects, and faculty and student mobility, enriching the academic ecosystem. To promote cross-border education, the university has initiated dual degree programs in collaboration with Australian institutions (Western Sydney University), allowing students to earn internationally recognized degrees that provide a competitive edge in the global job market. Additionally, the university organizes workshops, seminars, and training programs in collaboration with international experts who serve as visiting scientists and adjunct faculty. While the university follows ICAR syllabi, faculty are encouraged to incorporate their research interests into their teaching. This approach not only enriches the curriculum but also keeps the content relevant and engaging for students. According to the NEP-2020, the aim is to raise the Gross Enrollment Ratio (GER) to 50% by 2035, with a current annual increase of 10%. In line with this vision, the university has adopted a multidisciplinary approach. Additionally, a one-year Student Readiness Program has been implemented for final-year undergraduate students. This program incorporates Rural Agricultural Work Experience (RAWE), experiential learning, hands-on training, and industrial placements, all designed to enhance entrepreneurship skills among students in alignment with NEP 2020.

### 3. Skill development:

The University is actively engaged in strengthening vocational education and enhancing the soft skills of UASB students. Since its inception, the university has integrated skill-based modules into its curriculum that partially align with alignment with National Skills Qualifications Framework. The course contents are designed to impart practical skills in agricultural and allied subjects. Many agricultural and agri-engineering courses have many practical/hands-on sessions. The revenue generated from students' practical work is being shared with the students. This ensures that students acquire practical skills relevant



	<p>to the agricultural sector, preparing them for the job market. Regular hands-on training (HoT) sessions are conducted in collaboration with industry partners. These programs provide students with practical experience in agricultural practices, equipment handling, and farm management, enhancing their vocational skills. As a part of the academic activity, students stay with farmers for six months (village attachment) and hence undertake internships, allowing them to apply their knowledge in real-world settings. The university is collaborating with Agri-industry experts and practitioners to design and deliver skill development programs. This partnership ensures that the training provided is relevant and meets industry demands. To encourage entrepreneurial skills, the university conducts workshops annually during Postgraduate Science Week and incubation programs that guide students in starting their agricultural ventures. This encourages innovation and self-reliance. The University has an Incubation Centre with over 30 incubatee working at GKVK Campus. In Experiential Learning Programme, students are exposed to production technologies for biofertilizers and bio-inoculants and commercial chawki rearing centre.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The University of Agricultural Sciences, Bangalore, recognizes the importance of integrating Indian Knowledge Systems (IKS) into its agricultural education framework. This approach enhances the academic experience by connecting students with local practices, cultural heritage, and traditional wisdom in farming. While the medium of instruction remains English, UASB actively encourages the use of Indian languages, particularly Kannada, during discussions and interactions with the farming community. The university offers a dedicated diploma course in Kannada and ensures that all undergraduate students undergo orientation in the local language. This is essential for their six-month Rural Agricultural Work Experience (RAWE) program, where students interact directly with farmers, many of whom communicate primarily in Kannada. The curriculum for agricultural extension also incorporates traditional agricultural practices, indigenous farming techniques, and knowledge passed down through generations. Faculty and students in the social sciences conduct research that</p>

	<p>delves into these indigenous practices, further enriching the academic environment. Regular workshops and seminars, featuring experts in traditional Indian agriculture and knowledge systems, are organized to deepen students' understanding of IKS. UASB also emphasizes cultural diversity and exposure through annual cultural festivals and participation in the All- India Agricultural University Cultural Festival (AgriUnifest). The university celebrates various national festivals, including Onam and Holi, along with international cultural events across its six constituent colleges. These activities foster a well-rounded educational experience, preparing graduates to contribute meaningfully to the agricultural sector while valuing and respecting India's rich cultural heritage.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The university emphasizes not just academic outcomes but also the development of soft skills and ethical values. In agricultural universities, courses are designed to enhance communication, teamwork, and leadership abilities, preparing students for diverse roles in agriculture. UASB has made significant efforts to implement Outcome-Based Education (OBE) in its teaching and learning practices. To engage students actively in their learning process, the university employs various teaching strategies, such as problem-based learning, case studies, group discussions, viva voce examinations, and hands-on practical sessions. These approaches encourage critical thinking and application of knowledge, helping students achieve the specified outcomes. The university utilizes diverse assessment methods, including formative and summative assessments, to evaluate whether students meet the defined outcomes, which includes crop production (project) work, presentations, practical exams, and traditional tests, providing a comprehensive view of student performance. To enhance job-oriented skills, the university collaborates with industry partners to align its postgraduate programs with current trends and demands.</p>
<p>6. Distance education/online education:</p>	<p>The university began its correspondence courses in 1974, focusing on production technologies and designing syllabi in the vernacular language, Kannada. It facilitates contact classes for the Postgraduate Diploma in Agricultural Extension Management (PGDAEM) in collaboration with</p>

MANAGE, Hyderabad, and also offers distance Education Programmes like Organic Farming (through Postal), Integrated Farming System, One year Diploma in Agriculture, Apiculture, Seed Production Technologies in Agriculture, Management of Farm Machineries and Equipment, Post Graduate Diploma in Agriculture. In addition, Certificate course in Baking Technology (Commercial Production), Baking Course (Domestic purpose & small scale production), along with online portals and apps for direct farm-family contact services.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

The University has The Electoral Literacy Club (ELC). The ELC at the University of Agricultural Sciences (UASB), plays a vital role in promoting electoral awareness and encouraging democratic participation among faculty and students. Through interactive sessions, workshops, and campaigns, the ELC educates students about the electoral process, the importance of voting, and their rights and responsibilities as voters. The club fosters engaging discussions on democratic values, voter registration, and ethical voting practices. Activities such as mock elections, debates, quizzes, and expert talks make electoral literacy both engaging and informative. Additionally, the ELC collaborates with the Election Commission of India and other civic bodies to organize voter registration drives and awareness programs on campus. The National Voters Day (NVD) is celebrated across the country on January 25th each year. In 2024, the College of Agriculture, GKVK, organized a celebration of National Voters Day, where an oath-taking ceremony was held in the presence of the Hon'ble Vice-Chancellor, officers, faculty, and staff at the North Block Auditorium, GKVK. The theme for this year's NVD celebrations is "Nothing like voting, I vote for sure." By nurturing informed and responsible future voters, the ELC at UAS, GKVK, contributes to strengthening the democratic fabric of the nation and empowers students to participate actively in the electoral process.

<p>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?</p>	<p>Yes, the ELC at the UASB, is supported by 25 student coordinators and five faculty coordinators appointed by the university. The club operates with the following key objectives: 1. Empowering the academic community with the knowledge and motivation needed for meaningful participation in the electoral process. 2. Educating students about the significance of voting in a democracy, highlighting their rights and responsibilities as voters. 3. Guiding voter registration, helping individuals understand the requirements and procedures involved. 4. Promoting ethical voting, emphasizing the importance of casting votes without being influenced by money, gifts, or other undue pressures. 5. Encouraging young people to actively participate in elections and civic activities, fostering a sense of responsibility toward the democratic process. Through these objectives, the ELC of UASB aims to cultivate informed, responsible, and engaged citizens</p>
<p>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.</p>	<p>Yes, The University, through its Electoral Literacy Clubs (ELCs), has launched innovative programs that actively engage students in the electoral process and promote democratic values. These initiatives foster civic responsibility among students and encourage them to contribute to their communities by supporting electoral activities. A key initiative is student participation in voter registration drives. The ELCs collaborate with university administration (including Hostel Wardens) to inform students about registration procedures and deadlines. By organizing registration camps on campus, they help students and staff register as voters, ensuring their readiness for upcoming elections. These efforts extend beyond the university, as students are encouraged to facilitate voter registration in their home communities, especially in rural areas with limited access to information. Over 50% of the UASB students are from rural backgrounds. This voluntary work bridges the gap between urban and rural voter participation and empowers citizens in remote regions. The ELCs also partner with district election administration offices to ensure smooth polling operations. Student volunteers are trained to assist election officials (as most often hostel rooms serve as election booths/pooling stations), helping to conduct efficient and fair elections. Their responsibilities include manning polling stations, guiding voters, and</p>

	<p>ensuring adherence to procedures. This hands-on experience provides practical knowledge of the electoral process and reinforces their commitment to democratic principles. Voter awareness campaigns are another significant aspect of the ELCs' initiatives. These campaigns educate students and the wider community about the importance of voting, the impact of each vote, and the need for informed and ethical voting practices. Activities often include interactive sessions and seminars that highlight the role of voting in strengthening democracy. By addressing misconceptions and providing clear information, these campaigns aim to reduce voter laziness and encourage higher turnout during elections. In promoting ethical voting, the ELCs stress the importance of making independent voting decisions free from external influences, such as money or gifts. Campaigns raise awareness about the consequences of vote-buying and encourage voters to elect candidates based on merit and integrity. Through discussions, workshops, and debates, students are urged to critically evaluate candidates and make informed choices. Through diverse initiatives, the ELCs at the University, contribute to building an inclusive and participatory democracy. By engaging students in the electoral process, promoting voter awareness and ethical voting, and supporting marginalized communities, the ELCs play a vital role in strengthening the democratic fabric of the nation. These programs not only benefit the communities they serve but also instil a deep sense of civic duty and responsibility in students.</p>
<p>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.</p>	<p>Yes The University of Agricultural Sciences (UAS), Bangalore, has long been dedicated to addressing socially relevant issues beyond its primary focus on agricultural education and research. Recognizing the importance of advancing democratic values and fostering participation in electoral processes, the institution aims to develop a well-informed and active citizenry. To this end, UAS Bangalore has launched various initiatives, and awareness campaigns designed to enhance democratic engagement, particularly in rural and agricultural communities. As part of their undergraduate programs, students participate in the Rural Work Experience Program (RAWEP), where they live with farmers in villages for six months. During this time,</p>

	<p>they conduct a series of interaction meetings—referred to as evening meetings and exhibitions—focused on raising awareness about meaningful participation in the electoral process. Additionally, during NSS camps and services, undergraduate students engage in various awareness programs. Under the skilled guidance of club coordinators and in collaboration with election officials, eligible students are now empowered to complete the voter registration process through a convenient mobile app. This proactive initiative simplifies registration and removes many barriers that often discourage individuals from participating in the democratic process.</p>
<p>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.</p>	<p>Almost 95% of eligible students over the age of 18 have already been registered as voters in the electoral roll. However, around 5% of eligible students above 18 are still not enrolled. To address this, the university has implemented a process to encourage voter registration during the admission process. As part of their application, students are now required to provide their EPIC number. Additionally, the Electoral Literacy Club (ELC) organizes voter registration drives once every semester to further boost registration and ensure that all eligible students are included in the electoral roll.</p>

## Extended Profile

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### 1 Students

#### 1.1

**Number of students on rolls year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
4524	4675	4737	4573	4355
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
1303	1302	1143	998	956
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
285	285	275	271	276
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

**Response: 488**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
7776.52	9949.99	8489.22	7095.29	8639.38



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

##### **Response:**

The University of Agricultural Sciences, Bangalore (UASB) adheres to the course curricula recommended by the **Indian Council of Agricultural Research (ICAR)**, with a regular update to ensure the curriculum sustains relevance and effectiveness. This alliance with ICAR standards ensures students have the most current knowledge and skills in agricultural sciences.. The knowledge and skills acquired by the students can be applied at local, regional, and national levels and even showcased in international forums. UASB courses equivalents closely with international institutes like **Western Sydney University, Australia**. Between 2019-20 to 2023-24, UASB has also produced **986 to 1,295** graduates across **undergraduate, postgraduate, and doctoral** programs.

Moreover, UASB also offers courses in the field of **psychology, sociology, National Service Scheme (NSS), and yoga**. UASB specifies hands-on learning by forming strong partnerships with Government departments and industries, also including **village/rural exposure (RAWEP)**, where students demonstrate scientific farming methods to local farmers, boosting their confidence and adaptability. UASB students have excelled in **national-level start-up** competitions, and many graduates have secured prestigious jobs and scholarships.

To maintain its leadership in agricultural education, UASB has launched a new degree programme in **Food Nutrition and Dietetics**. The University has also elevated the **Department of Agricultural Engineering to College of Agricultural Engineering** and Department of Agricultural Marketing, Cooperation and Business Management to Institute of **Agri Business Management**.

UASB has enhanced its **Department of Environmental Sciences** into a strong postgraduate and doctoral program in Forestry & Environmental Sciences. In the year 2021-22, it launched a new postgraduate program in **Agricultural Meteorology**, covering subjects such as agroforestry, biodiversity, and weather-based crop insurance. UASB also offers courses in **Commercial Production Technology** focusing on **bioinoculants, bioenergy, and organic farming**.

Furthermore, UASB has introduced **one-year certificate and diploma courses** in Agriculture, Apiculture, and **Entrepreneurship in Agri-exports** to encourage rural youth to start businesses in agri-inputs and quality food production. Additionally, a course in **Agricultural Journalism and Multimedia Production** was launched to assist students to document and disseminate agricultural knowledge and technologies effectively.

These efforts are reflected in the program and course outcomes. For example, in the year 2019-20, the

course **AGR 111 (2+1)**: Fundamentals of Agronomy had an average grade of **7.66**, with the highest grade at **9.62** and the lowest at 5.01. Similarly, in 2021-22, the course **AGR 121 (1+1)**: Water Management had an average grade of **7.28**, with the highest grade at **9.45** and the lowest at 5.07.

The overall average percentage of UG students successfully completing their degree programme in 2023-24 (within the stipulated time) was **89.57** with the highest being **96.97** per cent in the case of B. Sc. (Hons.) Agri. at Chamarajanagara campus to 72.17 per cent in the case of doctoral degree programmes of the University. For the year 2023-24, the average OGPA of UG students ranged from **8.274** in the case of **B. Sc. (Hons.) Agri** to **7.884** in the case of **B. Tech. (Biotechnology)**.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

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

#### **Response:**

The University of Agricultural Sciences, Bangalore (UASB), offers a comprehensive range of **undergraduate, postgraduate, and doctoral programs** that align with the latest academic and industry standards, catering to the diverse needs of students, society, and the agricultural sector. The seven undergraduate program at UASB is a **four-year honors professional degree** structured under a semester system.

In the second and third years, students delve into applied courses such as **production technologies of different crops, soil fertility management, plant protection, crop improvement, clinical nutrition, renewable energy, green technology, food standards, quality assurance, and various techniques in harvesting, processing, and value addition**. These courses provide students with the skills needed for **product development, market identification, business development, and agribusiness management**. Students also participate in **national educational tours to gain exposure to advanced research and technological developments**. This is followed by **internships, industrial placements, and Rural Agricultural Work Experience (RAWES)**, which form part of the **Finishing School program** in the first semester of the fourth year. During this time, students apply their acquired knowledge in real-world settings, working with farmers, Government institutions, research organizations, and related industries. Students can further specialize in **commercial production of food products, organic farming, sericulture, plant tissue culture, seed production, waste utilization, and more**. Courses on entrepreneurship, business communication, quality management, and agricultural marketing, support this specialization, equipping students with the skills needed for **employment, research, entrepreneurship, and self-reliance (programme wise course mapping is attached)**.

UASB offers advanced postgraduate and doctoral programs designed to develop expertise in various specialized areas of agricultural sciences. These programs include cutting-edge fields such as agricultural nutrition and production systems, plant protection techniques, chemical and biological control of pests, diseases, and weeds, and food, dairy, microbial, and environmental biotechnology. Students are trained in bioinformatics techniques, maintaining biological databases, diet therapy, clinical nutrition, and food product technologies. The curriculum also covers advanced food and nutritional biochemistry topics, intermediary metabolism, biosafety, intellectual property rights (IPR), bioethics, molecular pharming, and biopharmaceuticals.

The programs are specially designed to meet the dynamic demands of global agricultural sectors, ensuring that students are well-prepared to contribute to various strata of global agricultural needs. Graduates from these programs are well-positioned to secure placements in **research sectors, academic institutions, and a wide range of roles in the private sector, both at regional and international levels**. The program outcomes are strategically developed to meet local, regional, national, and global agricultural needs, reflected in the successful placements/entrepreneurship/skill development and achievements of UASB graduates.

The programmes offered by the University focus on employability, entrepreneurship, and skill development. For example, in the case of B. Sc. (Hons.) Agri. Degree programme, out of the total 98 courses, **85 of them focus on employability with 41 and 54 focusing on entrepreneurship and skill development**, respectively. Similarly, in the case of B. Tech. (Agri. Engg.), out of the total 68 courses, **63 of them focus on employability with 25 and 38 focusing on entrepreneurship and skill development**, respectively.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 79.82

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

**Response:** 1135

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

Response: 1422	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

#### Response:

The university integrates essential cross-cutting issues into its curriculum to equip students with a comprehensive understanding of Professional Ethics, Gender, Human Values, and Environmental Sustainability. These subjects are critical for fostering responsible and ethical behaviour in academic and professional settings. For undergraduate, postgraduate, and doctoral students, these **courses focus on integrity in research, responsible experimentation, and ethical decision-making**. They cover vital topics such as proper citation, plagiarism prevention, and the broader implications of research on society. The curriculum addresses critical issues, including conflict of interest, data privacy, and intellectual property rights.

In academia, women in leadership roles significantly influence educational institutions and policy-making. **Women leaders serve as role models, demonstrating that leadership is attainable regardless of gender**. They play a crucial role in shaping balanced curricula, promoting gender equity initiatives, and addressing the specific challenges faced by women in academic and administrative roles. Their leadership enhances educational quality and fosters a supportive academic community.

The Women Safety Cell is dedicated to **creating a secure environment for female students, faculty, and staff**. It addresses issues related to harassment, discrimination, and gender-based violence by offering a confidential platform for reporting incidents. **The cell organizes awareness programs, workshops, and training on gender sensitivity and legal rights, and provides counseling and**

**support services.** It also works on developing policies and initiatives to promote gender equality and safety on campus, thereby fostering a safe and inclusive academic environment.

To address student welfare and discipline concerns, universities have established Disciplinary and Vigilance Committees. **These committees are responsible for preventing ragging and addressing grievances within campus hostels, ensuring a respectful and safe living environment for all students.**

Human values such as respect, integrity, empathy, responsibility, and honesty are central to the university's educational philosophy. **These values guide students in making ethical decisions, interacting positively with others, and contributing meaningfully to society.**

The National Service Scheme (NSS) plays a crucial role in enhancing students' social responsibility and community engagement. **Through NSS, students participate in community service activities that help develop leadership skills, teamwork, and a deeper understanding of societal issues (attached as additional document).** This involvement enriches their educational experience and fosters a connection with real-world challenges. Courses like **NSS 111 (National Services Scheme), PED 111 (Physical Education and Yoga Practices), AEX 121 (Fundamentals of Extension Education, Rural Sociology, and Constitution of India), FES 121 (Introduction to Forestry), and FES 221 (Environmental Studies and Disaster Management)** contribute to this broader educational goal.

Courses on **Environmental Studies, Ecosystems, Biodiversity, Environmental Pollution, Global Warming, Green Computing, Waste Management, and Disaster Management** emphasize environmental sustainability. Integrating these topics into the curriculum prepares students to drive positive change and contribute to environmental protection.

**The university has implemented several green initiatives to enhance sustainability, including installing solar panels, groundwater recharging, rainwater harvesting, agricultural ponds, and a Sewage Treatment Plant (STP). STP water is used for irrigation, and energy-efficient practices, such as LED bulbs, are adopted across the campus. Regular tree planting activities promote environmental awareness and sustainability.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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: 84**

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

**1.3.3**

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

**Response: 98**

**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: 49

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

Response: 50

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 84.92

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

2023-24	2022-23	2021-22	2020-21	2019-20
1606	1679	1674	1726	2195

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

2023-24	2022-23	2021-22	2020-21	2019-20
1316	1405	1392	1466	1962

#### 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:** 81.93

##### 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



2023-24	2022-23	2021-22	2020-21	2019-20
574	622	600	630	634

### 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

2023-24	2022-23	2021-22	2020-21	2019-20
763	766	742	738	726

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

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

**Response:**

The University of Agricultural Sciences, Bangalore has adopted various assessment methods to gauge the learning levels of students at all the constituent Colleges. This includes internal assessment through various examinations and Student -Counsellor system.

The course teacher-will make internal assessment of students learning abilities. These assessments help to identify the strengths, weaknesses and unique learning styles of each student. Further all the students are allocated to a particular faculty who serves as a counsellor for a group of 15 to 25 students, who guides that group of students throughout the degree programme. Consequently, the counsellor will identify the learning levels of all those and provides a feed back to the Dean's office to design and conduct the learning process for the weak students to achieve their learning goals. The students who are

performing better will be guided for higher education through extra coaching classes on the subject of their choice.

The University has implemented the special programs like Cross learning Programme and Finishing School programme for final year students in the 8th Semester and closely monitors their effectiveness. Regular communication ensures that everyone involved is informed about the students' progress and can provide input and support as needed.

In addition to these student-centric methods, teachers can enhance the teaching-learning process by incorporating ICT-enabled tools (smart class rooms) and online resources. By integrating technology into their teaching practice, teachers can create more dynamic and engaging learning experiences, cater to diverse learning styles, and provide students with access to a wealth of information and resources. Revision classes and counselling sessions are held and additional teaching is taken up, if required. Tutoring by peers, senior students and mentors is offered. Corrected assignments and answer scripts are shared with each student and discussed to enable students improve. Faculty makes it a point to be patient and accessible to students personally, over the phone, mail and social apps. The department assesses the learning levels of the students in two ways at the time of the commencement of the program as slow and advanced learners based on the marks obtained. This helps to design special coaching sessions to bridge the gap between the slow learners and the advanced learners. Following efforts are put in by the teachers for students of slow learning group

Individual counselling, Remedial Coaching, Additional notes, Group discussion session, Extra library books, Encouragement in NSS, Sports, Cultural, and academic activities are employed by the teachers.

To quota an example, a student of B.Sc. (Hons.) ABM, Ms. Hemavathi G, ID No. BMB 0025 had scored 6.400 CGPA out of 10.000 during her first-year degree programme. Through regular counselling by the Counsellors, Teachers and Heads of the department and special attention given as mentioned above for slow learners, her OGPA reached 7.801 out of 10.000, with 14 per cent increase when she completed her degree programme. The records reveal 8 to 10 per cent improvement in the academic performance of such students, apart from improvement in their psychological and socializing abilities.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

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

**Response:** 15.87

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

## 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:**

University of Agricultural Sciences, Bangalore is implementing Student READY (Rural Entrepreneurship Awareness Development Yojana) Programme for one complete year for the final year students of all the degree programmes. This activity comprises of components like Rural Agricultural Work Experience (RAW), Agro-Industrial Attachment (AIA), Experiential Learning (EL), Cross Learning Programme (CLP) and Finishing School Programme (FSP). All the aforementioned components are interactive and are conceptualized for building experiential/ participative learning and problem-solving skills. Among these, RAW and AIA are offered during VII Semester which consists of village attachment/unit attachment in University/College/KVK or a Research station. Placement in villages is intended to facilitate the students to work with the farmers in a rural environment. Students will identify the local leaders and work with the contact farmers. Different extension teaching methods and other community work are used by the students to transfer the latest available technologies to the farmers. The students will also be attached with the agro-industries to get an experience of the industrial environment. In addition, crop production courses give an opportunity to the students to grow crops in the field to get hands-on experience of crop husbandry and the modern agricultural practices. After harvesting the crop, students sell the produce and earn profits.

The Experiential Learning Programme aims for promoting professional skills and knowledge through hands on experience, building confidence and ability to work in project mode and acquire enterprise management capabilities. In this regard, UAS, Bangalore is offering EL courses in various modules like Soil, Plant, Water and Fertilizer testing, Production Technology for Bio-fertilizers, Organic Production Technology, Production Technology for Bio-Agents, Integrated Farming System, Commercial Beekeeping, Agriculture Waste Management, Poultry Production Technology, Mushroom Cultivation Technology, Commercial Sericulture, Plant Tissue Culture, Floriculture and Landscaping, Food Processing, Seed Production and Technology, Commercial Horticulture, Agriculture Journalism and Multimedia Production, Internship Attachment, Entrepreneurial Development Programme, Preparation of

Business Plan, Production/Processing/Procurement and Marketing of Agribusiness Products. In CLP, students are placed in constituent colleges for seven days that helps to learning different region specific unique agricultural technologies and experience different situation. FSP is a six days training program designed to enhance the employability, professional skills and all-round personality development of the students.

In addition to this, undergraduate students are compulsorily required to attend National Service Scheme (NSS) Annual Special Camp for seven days organized at selected villages during the end of their IV Semester as a part of their NSS course completion. During the camp, students groups are formed that follow participative approach for carrying out activities like social awareness, cleanliness programmes, socio-economic survey of the village, community building activities etc.

State-of-the-art Virtual Classrooms have been set up in the Colleges which are being effectively utilized by the teachers as well as students leading to an excellent Teaching-Learning Process. The smart classrooms are equipped with all sophisticated ICT tools like digital podium, interactive panel, visualizer, tracking camera, front camera, speakers, hand held and collar microphones, etc. Using these tools, teaching videos are recorded, edited and made available for students for future references.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

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

##### **Response:**

University of Agricultural Sciences, Bangalore has been adopting effective Mentor-Mentee Schemes to address academics and student-psychological issues. As soon as student gets admitted during their first year, teachers are assigned as Counsellors for the students till their completion of UG degree programme. The respective counsellors convene meeting immediately within a fortnight and thereafter regularly twice in a semester and submit proceedings to the University. The counsellors listen to the students personal/psychological problems if any and provide the remedial measures as and when necessary.

At College level, Staff Advisors are nominated by Deans of the Colleges for supervising overall students' academics, sports and cultural activities or to address any psychological issues related to the students. Staff advisory meeting chaired by Dean is regularly convened in the presence of Class Representatives of all UG Batches and the prevailing student problems and issues are discussed and resolved.

In order to address any psychological issue faced by the students residing in hostels, UG Chief Warden and Wardens have been nominated at UG boys and girls hostel in the Campus. In order to provide placement opportunities to students,

University Placement Cell under Dean of Student Welfare is liaisoning with the Industry. Nominated Placement Officers in the University are effectively mentoring the job aspirants for the recruitment process. University has nominated Foreign Students Advisor and Chief Warden in order to address the academic/psychological issues of foreign students at the campus as well as in the International Students Hostel. International Centre under Director of Education assists international students who may wish to pursue their studies at the University. Nominated Coordinators of International Centre explore international opportunities for students and make them ready for international workplace by way of conducting personality development activities.

University also has SC/ST Cell headed by the Director who takes care of any academic/psychological issues faced by the SC/ST students in the Campus. Coordinators for conducting training programmes/coaching for competitive exams on Banking, Civil Services, ICAR-JRF/SRF, Data Analytics etc. in association with Skill Development Centre, UAS, Bangalore have been nominated by Director of Education.

At Post Graduate level, Dean (PGS) at GKVK Campus approves Advisory Committee comprising of Chairperson and members for each registered PG/Ph.D. student in the University. This Committee headed by the Chairperson shall guide and address various academic/research/psychological issues of the students. Each Department in the University have PG Coordinators to guide the students with respect to registration and other academic/ psychological issues.

In order to address any psychological issue faced by the students residing in hostels, PG Chief Warden and Wardens have been nominated at UG boys and girls hostel in the Campus.

At every campus, **Internal Complaints Committee**” has been constituted comprising of three women faculties, one women social activist and three students of the institution to address the issues of women safety and dignity. The “Student Grievance Redressal Committee” is also constituted to address the student concerns.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 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: 45****2.4.1.1 Total Number of Sanctioned year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
605	608	616	620	627

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

**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: 80.94****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: 395**

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 21.65

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

Response: 6170

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 21.8

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
8	26	27	28	20

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 4.38**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
195	166	283	33	108

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

2023-24	2022-23	2021-22	2020-21	2019-20
2946	3841	3793	3660	3690



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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.3

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

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	<a href="#">View Document</a>
Copies of the purchase order and bills/AMC of the software.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Graduate qualities are explained to the faculty members at UASB right at the beginning of the academic induction. In fact, UASB has ensured that the ICAR and National Higher Education Qualification Framework (NHEQF) is implemented effectively. Each programme has OBE (Outcome Based Education) as the basic premise.

The nomenclature and objectives of each programme are well defined and the Program Outcomes (POs) for each degree offered is designed. The PSOs are defined outlining competencies and shared with students. The main objectives of the Program Specific Outcomes (PSOs) and Course Outcomes (COs) for all programs offered by the University have been specified and these are included in the course syllabus books of the respective programs, which are distributed among students and faculty members and also uploaded in the University website. The Academic Regulations and Programme Guidelines of all programmes are displayed on the University website.

The Course Outcomes are documented and the Program outcomes includes placements, entrepreneurs, higher studies, assignments, group discussions, tests and Semester End examinations are all focused on measuring outcomes.

**Methods of assessment**

1. Direct Methods: Course/class tests, Assignment and presentations, Group Discussions, Laboratory and field Work., Projects., Internal and external Exams
2. Indirect Methods: Exit feedback., Survey, Co-Curricular activities, Extra-Curricular activities, Alumni Survey.

UASB has adopted OBE (Outcome Based Education) approach for all programs offered in various disciplines of Agriculture and Allied streams. For every course offered in the program, the attainment of course outcomes are measured for continuous quality improvement as part of the OBE process. These assessments ensure that the students have acquired the required knowledge and skill at the end of the course. The method for measuring attainment of course outcomes use the data of marks obtained by the students including project works if any. Placements in the Govt and private agencies, achievements in the competitive exams, entrepreneurs, etc.

**Measuring POs (Program Outcomes):** The method uses grade points obtained by the students for all courses in the program by every student. The grade points are awarded for every course using two major components; Continuous Internal Examination and Semester End Examination. The assessment includes theory tests, practical tests, project works, assignments and viva in internal evaluation.

The post graduate and doctoral courses are designed based on Broad Subject Matter Area (BSMA) including theory, practical, seminar and research. The post graduate students are enlightened with programme objectives, programme specific objectives, the course structure and syllabi and expected outcomes during the orientation programme by the Co-ordinator of the PG studies. The students are given the choice for opting the mentor and area of specialization. The courses are evaluated by the internal evaluation and at the end of the course work, a qualifying examination covering all the courses is conducted and research thesis evaluation with final *viva – voce*.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

**2.6.2**

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

**Response:** 90.25

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

**Response:** 1176

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

**2.7 Student Satisfaction Survey****2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.21

## 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:**

UAS, Bangalore places significant emphasis on advancing agricultural research by frequently upgrading its research facilities and maintaining a well-defined policy framework that adopts a thriving research culture. These efforts are designed to enhance both the academic and research impact of the institution.

**Upgradation of Research Facilities:** University consistently modernizes its research infrastructure across various campuses. In 2019-20, notable investments were made in the following areas:

**Acarology Scheme**, enhanced with two BOD Incubators, Vortex Mixer, and a Binocular Stereo Zoom Microscope with a display attachment. **Agroforestry Department**, procured equipment like a Bark Gauge, Soil Thermometer and Digital Lux Meter to support ongoing research. **AICRP on LTFE**, acquired multiple advanced lab instruments such as a Spectrophotometer, Fume hood, and Kjeldahl distillation system for soil and plant analysis.

**AICRP on Rice (VC Farm, Mandya)**, Added a range of equipment like PCR machines, Refrigerated Centrifuge, Deep Freezer, Electrophoresis Unit and more to advance genetic and field research.

In subsequent years, UASB continued to enhance its capabilities by strengthening laboratories and acquired variety of lab equipment for its AICRP schemes on crops like soybean, sunflower and castor in 2020-21. In **2021-22**, Research labs were further upgraded with instruments including molecular biology tools. Common Incubation Centres for jaggery processing were expanded. In **2022-23**, Advanced irrigation infrastructure and Mass production unit for fungal pathogens were introduced, among other investments. In 2023-24, New field and lab equipment, including digital microscopes, post-hole diggers, water distillers and molecular biology devices, acquired to support research on crop management and disease resistance.

These facilities empower researchers to pursue cutting-edge work in plant breeding, biotechnology, pest management, soil science and more.

**Policy for the Promotion of Research:** UASB has established a comprehensive policy to promote research, encouraging a conducive environment for innovation and scientific inquiry.

**Research Funding and Support:** UASB provides seed funding for innovative projects and assists faculty in securing external research grants through guidance and support in proposal development.

**Interdisciplinary Collaboration:** The university encourages interdisciplinary research both within and with external institutions. Centers of excellence and consortia in collaboration to address complex agricultural challenges.

**Incentives and Recognition:** To recognize excellence in research, UASB offers incentives for high-impact publications, patents, and innovations, thereby encouraging a culture of scientific advancement.

**Capacity Building:** Regular training sessions, workshops, and seminars on research methodologies, data analysis, and proposal writing are organized to enhance research capabilities of faculty and students.

**Ethical Research Practices:** UASB enforces strict guidelines to ensure ethical conduct in research, in alignment with national and international standards, ensuring compliance with all regulatory norms.

**Implementation and Monitoring:** University's Directorate of Research oversees the implementation and monitoring of research initiatives. Policy and research infrastructure updates are documented and available on the official website, reflecting UASB's commitment to maintaining a transparent and supportive research ecosystem. Regular evaluations are conducted to ensure the alignment of research activities with institutional goals, further strengthening UASB's position as a leader in agricultural innovation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

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

**Response:** 80.53

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
90.99	78.29	51.46	83.29438	98.62

File Description	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	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 7.38

**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:** 36

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

**3.1.4**

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

**Response:** 43.42

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

**last five years**

Response: 231

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

Response: 532

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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: 36667.43

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

**3.2.2**

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

**Response:** 0.62

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

Response: 301

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

### 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:**

UASB has established a robust ecosystem for supporting innovation and Indian Knowledge System (IKS) through the Agri Innovation Centre (AIC), which was inaugurated in 2017. In 2021, AIC expanded its capabilities with the establishment of the BioNEST Agri Innovation Center, supported by the Biotechnology Industry Research Assistance Council (BIRAC) under the BioNEST scheme. This incubator offers cutting-edge biotechnology laboratories, tissue culture facilities, a polyhouse, a mist chamber, a cold room, and a food packaging unit. These facilities are designed to assist startups and researchers in advancing their innovations. Additionally, a Section 8 company was established in 2021 to further extend financial assistance under the Startup India Seed Fund Scheme (SISFS), aiding entrepreneurs across India.

Innovative Initiatives and Knowledge Systems: AIC is distinguished by its Biological Material Repository, which stores a wide range of genetic resources sourced from UASB's gene bank, student



research, and partner institutions. Additionally, the Knowledge Centre at AIC curates and provides public access to a comprehensive database of commercially viable technologies from ICAR institutes, state agricultural universities, and other research bodies, making valuable information readily accessible to innovators.

Since its inception, AIC has supported 60 startups and signed Memorandums of Understanding (MoUs) with 44 of them, playing an instrumental role in agricultural innovation. Notable accomplishments of AIC incubatees include receiving 3 recognition awards, 4 BIG BIRAC Grants, 4 SISFS grants, and 2 Elevate Karnataka Awards. AIC has also supported 12 student innovations between 2021 and 2023, providing an incentive of Rs. 25,000 per team. Additionally, AIC has facilitated the granting of 7 patents to startups and has organized over 45 events promoting innovation and entrepreneurship, resulting in the creation of over 500 jobs.

UASB's Intellectual Property (IP) management is governed by its IP policy, which aligns with the Indian Council of Agricultural Research (ICAR) guidelines. Implemented by the Intellectual Property Management Committee (IPMC) under the Directorate of Research since 2016, this policy facilitates IP registration and commercialization. To date, the IPMC has registered 26 crop varieties and filed 18 patent applications, with 12 patents granted in jurisdictions including the US, India, Germany, and Australia. Revenue-sharing guidelines ensure that scientists and research teams are incentivized for their contributions, fostering a culture of collaboration and innovation.

In addition to the AIC, UASB established the Institutional Biosafety Committee in 2010 to ensure compliance with biosafety regulations and enhance agricultural productivity through biotechnology. The university's advanced laboratories support genetic engineering and biotechnology research, with a focus on improving crop traits, developing transgenics, and conducting field trials. These facilities are integral to UASB's mission of utilizing biotechnology to address critical challenges in agriculture.

Through its establishment of the AIC, IPMC, and the Institutional Biosafety Committee, UASB has created a dynamic ecosystem that promotes innovation, supports knowledge creation, and facilitates the transfer of technology. The outcomes of these efforts are evident in the university's significant contributions to the agricultural sector and its support for startups, researchers, and the broader community.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 225

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.4.2

**Total number of Patents awarded during the last five years****Response:** 13

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**Other Upload Files**1 [View Document](#)**3.4.3****Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 1.45**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 500

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

Response: 344

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

**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:** 5.09

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

Response: 2484

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

**3.4.5**

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

**Response:** 0.48

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

Response: 233

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

**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

<b>File Description</b>	<b>Document</b>
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.7**

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

**Response:** 7.9

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.8**

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

**Response:** 34

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Consultancy

#### 3.5.1

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

**Response:** 2319.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
160.64	546.81011	642.7734803	495.754649	473.336454

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution.	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

Through the "Student READY RAWE Programme," students gain a deep understanding of the rural social fabric and the dynamics among different social groups. They effectively organize outreach initiatives, including training sessions, group discussions, animal health camps, and agricultural exhibitions, while adhering to established protocols. From 2019 to 2023, students successfully organized 701 group discussions, 67 animal health camps, 61 mass tree planting events and 638 soil health campaigns. Conducted 161 Swachh Bharat programs and 687 demonstrations on various sustainable practices like composting, azolla cultivation, seed treatment, soil sampling, Ragi malt preparation, borewell recharge, biogas production, rainwater harvesting and Zero Energy Cooling Centres (ZECC). Additionally, 22,947 field visits were conducted to address issues in problematic fields with the assistance of scientists.

To further support agricultural education, crop museums and information centers were established in 67 RAWE villages, and Krishimela exhibitions and interaction sessions were organized, fostering community engagement and knowledge sharing. The RAWE (Rural Agricultural Work Experience) students have significantly improved their technical skills by engaging with real-world agricultural and social challenges. They utilized various extension communication methods, including farm visits and agricultural exhibitions, to actively involve farming communities.

By collaborating with government programs, the students facilitated the delivery of development benefits to villages, supporting effective implementation of initiatives. They conducted crop surveys in all RAWE villages and addressed KYC issues for local farmers, maximizing the utilization of beneficial programs. Additionally, the students engaged elected representatives to address critical farmer issues like marketing and water use efficiency. Their efforts enhanced community involvement and strengthened the link between farmers and government support systems.

Through the establishment of farmers participatory technology parks, the students learnt the skills of establishing the scientific demonstrations in the small scale in the villages. Students involved in organizing varietal demonstrations like KMR 630 & ML-322 in ragi, Dolicos lablab (Field bean) varieties like HA-3 & HA-4 and Maize hybrid MAH-14-5. This leads to enhanced productivity by 15-18 % in addition to better resource management and improved livelihoods for the farmers in the adopted 67 villages from last five years. Capacity Building programme for farmers in adopted villages results in increased awareness about modern agril. Technology like drip, sprinkler irrigation, mulching, pest and disease management and post-harvest technologies, soil and water conservation, dry land horticulture etc.

Nutrition awareness programmes were organized in all the RAWEP villages to educate farm women and children about community wellbeing, maintaining hygienic condition in the villages, focus on reducing malnutrition and promoting healthy lifestyle including empowering the farm women about value addition product preparation and balanced diet. Students' involvement in organizing cleanliness campaigns (Swachhata Andolanas) and Parthenium Awareness Week helped them develop communication skills and build rapport, enhancing their credibility as effective communicators in extension outreach programs.

Additionally, these initiatives included sensitizing school children about maintaining a clean

environment, promoting effective recycling of agricultural waste, and reducing costs for the farming community. Through these efforts, students not only contributed to community welfare but also reinforced their role in promoting sustainable agricultural practices.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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:** 529

**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.**

2023-24	2022-23	2021-22	2020-21	2019-20
180	100	100	45	104

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 200

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

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

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

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

**Describe the adequacy of facilities within a maximum of 500 words**

#### **Response:**

The University of Agricultural Sciences, Bangalore (UASB), with its colleges at GKVK, Chintamani, Hassan, Chamaranagar, and VC Farm Mandya, boasts advanced infrastructure that meets all statutory requirements for teaching, learning, cultural, and sports activities.

**College of Agriculture, GKVK:** Modern classrooms with LCD projectors, computers, WiFi and interactive boards, including some smart classrooms with cutting-edge technology. The college features multiple NABL-accredited labs such as the Pathogenomic Laboratory, Tissue Culture Lab, Soil and Water Analysis Lab, Automatic Weather Station, Satellite Image Analysis Lab, Food Quality Testing Lab, Biofuel Laboratory, Honey Testing Laboratory, and Seed Testing Laboratory. Specialized labs for experiential learning in biocontrol, biopesticides, mushroom cultivation, and medicinal plant tissue culture complement the central instrumentation facility.

Outdoor sports amenities include cricket, football, volleyball, and basketball, with indoor options like chess and table tennis. The campus has state-of-the-art gymnasiums, a swimming pool, and a yoga center. The college features three fully air-conditioned auditoriums: Kuvempu Sabhagana (400 seats), North Auditorium (260 seats) and Babu Rajendra Prasad Conference Hall (2,000 seats) with additional meeting rooms, a VIP lounge, green room and modern audio-visual systems. GKVK is a fully residential campus with five well-furnished hostels for undergraduate, postgraduate and international students.

**College of Agricultural Engineering, GKVK:** The college offers eight classrooms for B. Tech and M. Tech programs, equipped with blackboards, LCD projectors, interactive boards, desktops and internet access. ICT tools and e-notice boards enhance student communication. In 2023, it established a lab for farm equipment design, agricultural automation, and drone technology in collaboration with the Center for Innovation and Development in Smart Agriculture. The college also introduced Smart Precision Agriculture using Hexagon Agron technology and employs drones for land management and crop monitoring.

**College of Sericulture, Chintamani:** The college has functional and integrated laboratories. Classrooms are equipped with ICT tools, including computers, ceiling-mounted LCD projectors and internet

connectivity with lecture-capturing facility. Sports and cultural facilities with a 400-meter athletic track, high jump beds, an open gym and a floodlit basketball court. Open-air theatre facility for cultural events and national festivals, alongside the CHANDRAKALASHA auditorium for larger gatherings.

**College of Agriculture, Hassan:** Twelve smart classrooms integrating modern digital tools with traditional teaching methods and 30 laboratories for practical learning and an 81-acre field for crop cultivation and research. The auditorium with 500 seats and sports facilities for indoor and outdoor with courts for badminton, kabaddi, basketball and athletics and gym facilities both in boys' and girls' hostels and faculty lounge.

**College of Agriculture, Chamarajanagara:** Classrooms have LCD projectors and CCTV cameras, three laboratories and a computer lab with 14 computers and internet access. Hostel facilities include gyms, reading rooms and recreational spaces. Spacious playgrounds for cricket, football, volleyball and badminton, while indoor games are available in hostels. A 48-acre plot is for practical fieldwork.

**College of Agriculture, VC Farm Mandya:** Auditorium for cultural activities and events, outdoor gyms in both boys' and girls' hostels and a large playground for various outdoor sports, including cricket, football, and volleyball in addition to smart classrooms and conference seminar halls.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 42.43

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

2023-24	2022-23	2021-22	2020-21	2019-20
3557.85	5729.53	3307.63	2174.43	3029.75

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

#### **University Library, GKVK:**

Established in 1966-67, the University Library at GKVK is the oldest and largest library for agricultural sciences in Karnataka. Spanning 42,050 sq. ft. across five floors, 10 rooms, 42 research cubicles and is fully equipped with lift facilities, fire extinguisher alarms and a dedicated server room with Wi-Fi access and designed with specialized zones such as a Skill Development Center, Competitive Examination Zone, Senior Citizens Zone and Divyangjan Zone. Houses approximately 200,000 documents, including books, journals, rare books, theses, reports and pamphlets.

A member of the Online Computer Library Center (OCLC WorldCat) fully automated using Koha Open Source Software and RFID technology. Offers video conferencing facilities for online meetings, seminars, and classes. The library offers a common course on 'Library and Information Service' for Master's degree students, following ICAR guidelines. Key technologies adopted include IRINS for research information, Koha LMS for library management, Myloft for remote access to e-content, and NIPA online tests for competitive exams. The library hosts the Krishikosh institutional repository, Shodhganga Consortia for Ph.D. theses, and offers an Earn While You Learn Internship scheme. RFID software is used in associated colleges, and CeRA Journals provide access to agricultural research. Operates 24/7 globally through its website, and its hours are Monday to Friday, 8:30 a.m. to 12:00 Midnight; Saturday, 8:30 a.m. to 6:00 p.m.; and Sunday, 9:00 a.m. to 1:00 p.m.

#### **College of Agriculture, V.C. Farm, Mandya:**

Provides both physical and digital materials, and uses innovative software such as Koha, CeRA, Sententia and MyLoft to enhance research, teaching and administrative functions. The installation of

RFID automation facilitates the automatic issuance of books to students and faculty. The library offers access to over 4,000 e-journals, e-books, and agricultural statistics through the CeRA consortium.

#### **College of Agriculture, Hassan:**

It has over 23,250 books and includes sections for newspapers, magazines, skill development and reference, and features electronic resources like J-Gate, Science Direct, and IndiaAgristat. The library's digital kiosk to check book availability and has a significant usage reaching up to 45,369 in 2021-22. A 10KW rooftop solar system ensures uninterrupted power supply.

#### **College of Sericulture, Chintamani:**

A library covers 331 sq. mt. and houses 11,997 books, 2,013 gift books, 1,231 pamphlets, 654 ST books, 68 theses, 167 CDs, 241 reports and 985 SDC books, along with periodicals, journals, maps, and encyclopedias. Provides access to e-journals via CeRA and subscribed to various e-journals directly. The library features eight high end computers, Wi-Fi with up to 300 Mbps, and CCTV surveillance. With a 60-seat reading area and a five-seat e-reading section, the library's resources are accessible through its

website: <https://uasbangalore.edu.in/index.php/library-en/at-college-of-sericulture-chintamani-en>.

Technologies adopted include KOHA library management software, a Web-Based Online Public Access Catalogue (OPAC), RFID technology for advanced monitoring, and access to digital repositories like Kishikosh.egranth.ac.in.

#### **College of Agriculture, Chamarajanagara:**

The library has a collection of 2,073 purchased books, 322 donated books, and 796 skill development council-sponsored books. Provides 14 computers for student use. The library serves 127 student members and 38 staff members, supporting their educational and research needs.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the Paste link for additional information	<a href="#">View Document</a>

#### **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:** 0.36

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

2023-24	2022-23	2021-22	2020-21	2019-20
7.21	21.89	36.55	39.45	46.03

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

At UAS, Bangalore, **College of Agriculture, GKVK**, has developed a comprehensive IT infrastructure to support its academic, research and extension activities. Managed by Agricultural Knowledge Management Unit (AKMU), the network infrastructure is built on 12 km fibre optic network, providing reliable and fast connectivity across campus to facilitate seamless collaboration among faculty, students and researchers. University has implemented a Unified Threat Management system (Sophos XG 430 appliances) for security, with packet filtering, malware protection, intrusion detection and prevention and application control, for safe environment for academic research and data exchange.

The LAN at GKVK campus connects all divisions, administrative blocks, hostels and student accommodations. Campus-wide Wi-Fi network, powered by D-link Big DAP-2660 and Aruba access points, provides reliable wireless internet across academic buildings and hostels. Major upgrades to the Wi-Fi infrastructure were made in 2022 and early 2024, particularly in undergraduate and postgraduate hostels, through the installation of TP-Link routers, D-link, and Aruba devices. The campus is connected to the 1 Gbps National Knowledge Network (NKN), offering high-speed internet for research collaborations, video conferencing, and digital resource sharing. Core switches, a Sophos firewall, and a Juniper M10i router ensure secure and efficient internet delivery throughout the campus.

**University Examination Centre (UEC)** has a dedicated IT infrastructure, including LAN connectivity and 20 Mbps internet access. The UEC has adopted digital evaluation methods using specialized software such as UGAM and PGAM for managing undergraduate and postgraduate processes, supported by Kodak scanners, Captchapro software for scanning and barcoding answer sheets and Verificar software for OMR sheet reading, enabling efficient exam processing.

**College of Agricultural Engineering, GKVK** has extensive LAN and Wi-Fi connectivity in all classrooms and offices, with a 120 Mbps bandwidth, supporting real-time distance education, video conferencing and smart classroom functionalities. Faculty members utilize platforms like E-notes to share presentations and notes for interactive learning experiences.

**At the College of Agriculture, V.C. Farm, Mandya**, a 50 Mbps BSNL leased line connects academic blocks, hostels, and the library via optical fibre, secured by a firewall. Enables access to resources like CeRA journals and supports PG students with plagiarism detection for thesis submissions. Similarly, the College of Agriculture, Hassan transitioned from an 8 Mbps BSNL connection (01.04.2019 - 31.03.2020) to a 50 Mbps Reliance Jio ILL (02.01.2021 - 31.03.2023), and later upgraded to 100 Mbps (01.04.2023), facilitating online classes, video streaming on Smart Boards, and practical sessions.

**At the College of Sericulture, Chintamani**, computers are widely used for assignments, presentations, and research. The Computer Science Laboratory supports courses like Computer Science and Agri Informatics and EEP Agricultural Journalism and Multimedia Production. Internet connectivity began with 20 Mbps (01.04.2019 - 31.03.2021), then upgraded to 60 Mbps (01.04.2021 - 31.03.2023), and further enhanced to 200 Mbps (01.04.2023). From 16.12.2023, speed increased to 300 Mbps, covering all departments, labs, and hostels. Lecture capturing enables recorded lectures to be uploaded to the IMPARTUS platform, while hostels are equipped with Wi-Fi and the library offers eight computers with seamless internet access across a 184 sq. ft. browsing area.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 4.96

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

**Response:** 912

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

### 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.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 57.21

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
4211.46	4198.56	5145.04	4881.41	5563.6

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

At UAS, Bangalore, College of Agriculture at GKVK is equipped with a robust physical infrastructure that includes classrooms, laboratories, administrative buildings, a library and sports complex. Estate Office manages the utilization and maintenance of central facilities such as seminar halls, the auditorium, guest houses and transport vehicles. Staff and hostel wardens can submit complaints related to civil, electrical, water supply and drainage issues, which the Estate Office addresses in a timely manner. Materials for repairs and maintenance are procured after thorough inspection and approval from competent authorities.

To ensure access to clean drinking water, RO water purifiers are installed throughout the campus. College is equipped with two 30 kW Online UPS systems that support essential services in classrooms and laboratories, along with diesel generators in hostels to guarantee uninterrupted power supply. Health Centre is available for medical assistance to students and staff and partnerships with super-specialty hospitals enhance healthcare services. Campus security is maintained by security guards supervised by the Estate Office and housekeeping staff ensures cleanliness across all facilities.

College of Agricultural Engineering, GKVK employs sufficient supporting and technical staff to aid faculty in teaching, research and extension activities. Estate Office oversees the maintenance of physical facilities, ensuring they are clean and aesthetically pleasing while providing protection against theft and fire. It also manages essential services such as electricity and water supply. Adequate watch and ward staff safeguards university property and personnel.

College of Agriculture, V.C. Farm with well-equipped UG and PG laboratories, a 3-acre arboretum and a 2-hectare sports ground. Dean oversees practical classes and annual stock verifications for efficiency. Student welfare is supported through personality development classes and counseling, with classrooms featuring modern technologies like CCTV and interactive boards, alongside library and canteen facilities. College of Agriculture, Hassan has diverse facilities, including an auditorium, indoor and outdoor stadiums and hostels. Maintenance is managed by the Estate Office, which handles complaints and requires Dean approval for facility use. Mentoring system connects students with counselors and a Women's Grievance Cell addresses gender issues, while log books monitor equipment usage.

College of Sericulture, Chintamani features classrooms, laboratories and hostels, with central facility management by the Estate Office. RO water purifiers ensure safe drinking water and high-tension power supplies guarantee consistent energy. Health Centre and security measures maintain campus safety and cleanliness. College of Agriculture, Chamarajanagara provides hostel facilities for boys and girls, well-equipped classrooms and laboratories and a library with extensive resources. Practical training facilities in agriculture and transportation for student activities are available, with sports complexes under construction.

Estate Office across various campuses of the UAS, Bangalore is tasked with maintaining buildings in good condition. Annual budget is allocated for improvements and projects are planned in consultation with the Deans. Once approved by the Comptroller and Vice Chancellor, maintenance works are executed in accordance with the KTPP Act, ensuring systematic and compliant operations. Structured approach promotes a conducive environment for academic and extracurricular activities, contributing to the overall well-being of the university community.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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:** 58.34

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
1728	3567	2945	2833	2265

#### 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](#)

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:**

Career counselling helps students explore career options which allows them to take decisions about their future, and achieve their goals. UASB strongly emphasises Career counselling and on the key components that includes structured activities designed to help students develop specific competencies such as goal setting and career planning. University not only provides skills to the students but promotes technical and leadership abilities. Career development of the students is achieved through the following in the University.

- **Student Counseling:** The University has established a "STUDENT COUNSELLING" system.. A teacher as Counselor, monitors five to ten students from each class for their academic and overall development. This aids direct relationships between-student-teacher-institution. Student Counsellors conduct meetings regularly once in every semester to assess the progress, provide guidance and support to issues, if any.
- **Placement Cell:** UASB has Placement Cell in all the constituent colleges to facilitate placement of students. The strong development activities organized by the placement cells promotes the students with professional knowledge and skills. The activity also comprises approaches to outreach, assessment, practical interaction, counseling, curriculum, programmes and job placements, follow-up, consultation and referral.
- **Personality Development Programmes:** The University organizes Personality Development Programs, Conceptual Research Experience (CRE) training programme, CRT (Campus Recruitment Training) classes and other programmes through placement cells. Training programmes on interview skills, recent trends in career opportunities and up-gradation of soft-skills are also organized.
- **Guidance for Competitive Exams:** To meet the requirements of Competitive examinations which demand deep understanding and mind application, Online mock tests, Interactive classes and Coaching classes by the experts are conducted for third and Final year students. UASB offers guidance for various competitive examinations like Civil Services, GATE and JRF annually. At University, Office of Student Welfare has taken effort to organize a series of comprehensive coaching modules focusing on key areas. These modules help the students gain valuable insights and skills assisting in overall academic and personal growth.
- **Finishing School Programme:** The University offers Finishing School Program during final year degree programme targeted towards equipping students with the necessary skills that are not covered in the course curriculum. Finishing school program has enhanced the student's skills in Interpersonal relations, Public speaking skills, Presentation skills, Team work skills, Entrepreneurship, Employability and Life Skills, Communication/Fluency in English, Analytical and problem solving skills, Decision-making skills, Planning and time management skills, Confidence building etc.
- **Cross Learning Programme:** The University has introduced Cross Learning programme to the Final Year students to get an exposure to varied cropping patterns and agri activities specific to different agroclimatic conditions with special emphasis on Hands on Training Modules. This enhances their practical knowledge and aids in performing better in their efforts to grasp job opportunities.

- **Industry Academia Meet:** The University facilitates to connect industries with the faculty and students to promote Postgraduate Research by organizing meetings through online and offline mode. Representatives from private companies participate and provide input.] virtual meeting with representatives from the private industry to collaboratively plan PG research programs are also organised.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.1.3

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

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

**Response:** A. All of the above

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

### 5.1.4

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

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

**Response:** B. Any 3 of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 5.72

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

2023-24	2022-23	2021-22	2020-21	2019-20
149	75	31	4	22

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)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 14.55

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

2023-24	2022-23	2021-22	2020-21	2019-20
160	253	129	122	125

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)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 7.28**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 415

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

**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:** 78

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	45	2	0	28

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## 5.3.2

**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.****Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words****Response:**

- The University encourages students to be part of various committees and bodies. This allows students to have active representation in academic as well as administrative bodies and committees of the Institute. Their proactive participation both in academic and administrative realms of the college is wholesome as they promote new perspectives to academic/administrative decisions. The academic and administrative bodies in which students are actively participating are as below:
- **Class Representatives (CR):** In each class of all the degree programmes have class representatives. These student members are selected meritorious students with good leadership quality. Class Representatives are single point of communication between course teachers and students with regard to curricular, co- curricular, examination and administrative issues.
- **Event / Programme Committees:** Students have strong representations in all cultural, and sports committees and help in organization and management of events like College day and Hostel day, Freshers' day, Teacher's day, Orientation Programmes, etc. and other National celebrations that include Independence Day, Republic Day, Environmental Day, Science Day World Soil day and Educational tour various social service activities. They are also part of Mega event of the University "Krishi Mela" organised every year.
- **Hostel Supervisory Committee:** There shall be a supervisory committee constituted for each hostel comprising of Student General Secretaries, Wardens, FS, AEE, AC, Director of SC/ST cell, Senior Professors and Dean to supervise the working of hostels.
- **Hostel Management Committee:** Students provide strong support in the administration and management of hostel affairs. Each hostel has a General Secretary, Joint Secretary, Mess Secretary, Medical Secretary, Sports & Cultural Secretary, Garden Secretary, etc. Hostel Committee Student members assists and co-ordinate with the warden / Chief warden in the management of entire functioning of the mess and hostels throughout the year.
- **Internal Complaints Committees (ICC):** The student representative can immediately put fourth complaints by students in front of ICC for further actions.
- **Staff Advisor:** Among faculty, Senior teacher will be nominated as Staff advisor by the Dean, other than the course teacher. Semester wise, Staff Advisor obtains the feedback from the students on teaching aspects of the course teachers and if any, issues raised will be sort in consultation with course teachers and students.
- **Anti-ragging Committee:** The student representatives play an important role in organizing

awareness programs in the College and Hostels. The Student council is educated about the anti ragging measures and disciplinary measures to be followed in the campus.

- **Grievance Redressal Cell:** As and when the complaint is received, the committee discusses with student representatives and grievance redressal will be sorted out for positive response. Further, detail report is submitted to the competent authority through proper channel.

Apart from this, student members also serve as campus ambassadors to motivate their peer group about their civic responsibilities. The active student engagement in curriculum development and quality sustenance facilitates resourcefulness and cultivates attributes of shared responsibility and well being of student life in the campus.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:** 79.94

**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:**

2023-24	2022-23	2021-22	2020-21	2019-20
18.7724	17.42567	11.11404	31.13164	1.49432

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

#### 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:**

Established in the year 1983, the efforts of Alumni Association of University of Agricultural Sciences, Bangalore, a registered body, span various areas demonstrating a strong commitment to support education, outreach, and industry. The association has been strengthened with 4000 members including all degree and Post-Graduates passed out of UASB from 2019 till date.

Many alumni are pursuing higher studies in National and International institutions with distinction in academics. They are being absorbed by various government and private organizations, research institutes of national and international reputation. Many of the graduates have turned out as successful entrepreneurs. UASB alumni have achieved the greater heights by clearing national level exams such as UPSC and defence career exams reflecting the high-quality education at UASB. These successful alumni are associated with the alma matter to guide and motivate the graduating students towards achieving their Carrier Goals.

The UASB-Alumni association are serving the University by providing the scholarships to the needy meritorious students and instituted *Gold Medal* for undergraduates with the highest CGPA. It also confers awards every year to the achievers in the field of agriculture. It is instrumental in supporting the university activities such as Annual Convocation and providing documentary materials for Rural Agricultural Work Experience Programme (RAWEP) for the final year students; organized Animal health camps along with other rural development programs like promoting solar energy, clean milk production, and mechanization.

Apart from these, several *Donor Awards* are established to recognize excellence in agriculture and allied fields viz., *Dr. R. Dwarakinath Best Extension Worker Award*, *Sri. Giriappa Gowda Award for Best Researcher/Extension worker/Farmer*, and the *Prof. G.K. Veeresh Integrated Farming System Award*.

The association has also played a crucial role in supporting Agricultural Marketing, organizing events like the Mango Buyers & Sellers meet. Facilitating *Direct Marketing of Fruits* during the Covid-19

pandemic was a notable contribution by Alumni association.

The association contributes immensely towards triad activity of the University, *i.e.*, academics, research, and extension. They demonstrate leadership through service to communities, particularly for the Agro-entrepreneurs & Enterprises; Career Counselling for University outgoing batches; Design Value Added Short Term Courses – Niche Areas – IT + Domain (Agric& Agro-based / Allied Agric) + Soft Skills – Students / Laterals / Alumni.

Additionally, the Alumni Association is committed to the university events, sponsoring cultural programs, National Seminars, and Conferences on various agricultural topics. Achievements of children of Alumni are recognized through ‘*Prathibha Puraskara*’ awards for meritorious children. The association also recognizes the achievements of elderly Alumni members by honouring them. To keep the community informed, they publish a quarterly newsletter called "Alumni plough boys." These diverse contributions highlight the association's integral role in supporting the university, thus leading to the holistic development of the University.

The College of Sericulture, Chintamani also has Alumni association registered in the name of “Reshme Krishi Padaveedharara Kshemabhivruddi Sangha” established during 2015 working towards welfare of Sericulture Graduates through education, Career counselling, awarding Fellowships and Gold Medals and such other activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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 vision of the University is to lead in transformative agricultural education, research, and extension, nurturing sustainable practices for a resilient future. The main dream is to transform the University into a world-class Farm University by establishing a robust knowledge base through distinctive programs in teaching, translational research and extension initiatives. The mission is to advance agricultural knowledge, innovation, and sustainability in agriculture. The university aims to equip future leaders with the skills and insights necessary to tackle agricultural challenges, promote stewardship, and improve food and nutritional security. Strengthening networking and collaboration with diverse institutions, as envisioned by the university, will enhance its institutional governance capabilities.

The institutional governance and leadership are aligned with its vision and mission. The Vice-Chancellor coordinates the activities with the help of the Board of Management, and various committees such as the Board of Studies, Academic Council, Research Council and an Extension Education Council. The Directorates of Education, Research, and Extension oversee respective activities. The university's decentralized approach supports five teaching campuses, regional research stations, and KVKs across 10 districts of the state. This organized setup enables UASB to align with its Vision 2030, focusing on enhancing agricultural education and integrating frontier sciences.

**Teaching:** UASB's plan for modernizing education focuses on integrating innovative approaches and technologies to enhance learning and improve outcomes for students as outlined in NEP. The comprehensive approach will enhance educational experiences and prepare students for success. This strategy aims to attract more students, with the following key components:

*Curriculum revamp:* Incorporate contemporary topics such as precision agriculture and climate-smart practices, along with interdisciplinary courses.

*Use of technology:* Strengthen online learning platforms and digital resources for flexible education, implement simulation software for hands-on training, and incorporate AI-Machine learning, and drone technologies.

*Continuous professional development:* Offer skill development training programs for faculty and promote lifelong learning opportunities.

*Networking and collaboration:* Establish partnerships with global institutions, industry stakeholders, and NGOs, while creating platforms for students to network with professionals in agriculture.

**Research:** The university has a mandate for need-based research. The research plans aim to address critical challenges in agriculture and contribute to the development of effective solutions for the future. The university has plans to modernize the infrastructure facilities and laboratories, including the central instrumentation facility and modern field facilities, to meet the needs of the PG students and faculty. The plans will focus on both basic and translational research, outlined as follows:

*Basic and strategic research:* Sustainable agriculture, Climate-resilient farming, Interdisciplinary collaboration, Biotechnology and genetic engineering,

*Translational research:* Innovation and technology integration, Precision agriculture technologies, including drones, IoT sensors, data analytics, Nanotechnology, Emerging pest and disease management.

**Extension:** The university has clear plans to improve its extension services. This modernization includes approaches such as digital extension services, e-learning and online training, and the use of videos, infographics, live Q&A sessions and data-driven decision-making using evolving technologies.

Building on the existing strengths and achievements, UASB aligns its initiatives with India's Vision 2047 for the agricultural sector.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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 of Agricultural Sciences, Bangalore has headquarters at Bangalore with territorial jurisdiction extending over the districts of Kolar, Chickballapur, Bangalore (Rural), Bangalore (Urban), Ramanagaram, Mandya, Tumkur, Mysore, Chamarajnar, Hassan. As per the University Act, (<https://uasbangalore.edu.in/images/UAS-Act-31.12.2015.pdf>) the Chancellor, Pro-Chancellor, Vice-Chancellor, Board of Management and Academic Council, and other authorities and officers guide, coordinate and manage the activities of UASB. The other officers of the UASB are the Directors, Deans, Registrar, University Librarian and Dean of Student Welfare. The university also has a provision to

nominate other persons in the service as Officers.

The Vice-Chancellor is responsible for the proper administration of the affairs of the University and for a close Co-ordination and integration of teaching, research and extension education. All the colleges, research and experimental stations, Extension Education and other Training centres including KVKs are under the jurisdiction and authority of UASB and are under the management and control of the UASB. The major authorities/bodies of UASB are (1) the Board of Management, (2) the Academic Council, (3) the Research Council, (4) the Extension Education Council, and (5) Faculties including postgraduate studies and their Board of Studies. The Board and Council meetings are conducted regularly, 3-4 times a year.

The Director of Education is guiding and guarding education systems. He is responsible for coordinating teaching, research and extension programs of the University. He will be concerned with the policy matters and system regarding resident instruction in the University and the development of educational technology and teachers' training programmes. He is also overseeing examinations in coordination with the Controller of Examinations. The directorate maintains permanent records of the Academic Council, Board of Studies Under Graduate and Post Graduate Studies and maintains students' discipline.

The Director of Research is responsible for overseeing and coordinating research programs within the University and ensuring the effective operation of research stations. The Director of Extension manages the Agriculture Extension Education programs as outlined in the University Act. Each of the six colleges is led by a Dean who oversees and implements teaching, research, and extension activities within their respective college. The Dean of Post Graduate Studies is responsible for administering and implementing postgraduate studies and other educational programmes including diplomas.

The Dean of Students Welfare takes care of extracurricular activities, discipline among the students and welfare of the students. He is planning and directing the programme of students' advisement and counselling and to enlist the co-operation of prospective employers to assist in the placement of graduates.

UASB Registrar is an academician in the field of Agricultural Sciences serving as a member secretary of the Board of Management and is a permanent member of all councils. He is responsible for the due custody of records and the common seal of the university.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

The university values its staff and actively seeks to enhance their physical, intellectual, emotional, and economic well-being. The performance appraisal system provides a systematic evaluation of individual staff members regarding their job performance and development potential. In the university, the performance of teachers is assessed through annual evaluation reports, which detail their contributions in teaching, research, and extension activities. For non-teaching staff, performance evaluation is based on annual confidential reports submitted by department heads.

Teachers are eligible for promotion under the Career Advancement Scheme (CAS) when they meet the specified criteria. Faculty members are encouraged to pursue higher studies, present research papers at seminars and conferences, and attend faculty development programs, with permissions and entitlements for travel and dearness allowances provided as per relevant rules. To recognize outstanding faculty, the university presents an Award for Best Teacher each year during the Foundation Day celebration.

In accordance with the university statutes and KCSR rules, staff members are entitled to benefits such as maternity and paternity leave, study leave, child care leave, festival advances, medical reimbursement, children's allowances, and extraordinary leave, in addition to the regular leave structure. The university hosts felicitation and farewell functions for retiring staff through the faculty club.

The staff room is well-equipped, providing individual seating arrangements for each faculty member within their respective departments. Regular technical lecture series and motivational talks by experts are conducted to enhance faculty knowledge. Medical and canteen facilities are available for both teaching and non-teaching staff through an on-campus dispensary, which also addresses medical emergencies. A women's safety cell has been established to ensure the well-being and safety of female faculty members. Non-teaching employees benefit from the Employees Credit Cooperative Society, which offers hassle-free loans at nominal interest rates. Additionally, a nationalized bank (Canara Bank) operates on campus to meet banking needs.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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:** 22.84

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
94	95	19	01	109

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

**6.3.3****Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 21.41**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**

2023-24	2022-23	2021-22	2020-21	2019-20
33	55	53	59	98

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

## 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 UASB, as a state university, receives its primary funding from government support. However, the institution actively employs multiple strategies to mobilize additional funds beyond traditional sources like salaries and student fees. UASB operates on a tripod system encompassing academics, research, and outreach, each contributing to its financial sustainability.

The university's main sources of revenue include student fees, rent from university properties, income from zonal and sub-station research activities, and revenue generated from the National Seed Project. Other miscellaneous receipts come from various schemes, including those supported by ICAR.

In the Research Directorate, revenue is primarily generated through the sale of seeds, livestock maintenance, nursery activities, sale of farm produce, processed foods, biofertilizers, farm equipment and services like soil and water analysis.

The Directorate of Extension contributes to income through the sale of seeds, planting materials, books, micro-nutrient mixtures, and fees collected from distance education programs. Additional revenue streams include room and dormitory rentals at university facilities.

The Academic Directorate also plays a key role in generating revenue through student fees and services offered by its departments, such as chemical analysis, soil testing and seed health testing.

By diversifying its revenue sources, UASB strengthens its financial position, ensuring continued investment in its core activities: education, research and community outreach, for long-term sustainability.

Over the past five years, the University of Agricultural Sciences, Bangalore has generated substantial additional income from various sources, contributing to its financial sustainability. The university's earnings amounted to Rs. 55,31,13,419 in 2019-20, Rs. 46,35,26,447 in 2020-21, Rs. 58,26,23,560 in 2021-22, Rs. 57,44,39,333 in 2022-23, and Rs. 66,25,50,990 in 2023-24 in total from research, extension and academic activities.

Revenue is also been generated from the rents collected from staff quarters, hostels, Cauvery Guest House, Suvarna Raitha Bhawan, Convention Centre, auditoriums, land rent, mobile towers, post office, bank, shops, cafeteria *etc.* From these the University is earning about Rs.20,755,8783/-.

In total, UASB has generated an impressive Rs.283,62,53,749/- (over Rs.283 crores) as additional income over the last five years, reinforcing its ability to maintain financial stability and continue investing in key academic, research, and outreach initiatives.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 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:** 6396.31

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
1281.86	3933.74	440.84	436.81	303.06

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

### 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:**

As a government institution, UAS(B) is periodically audited by government agencies focusing on compliance with administrative frameworks. The university carefully considers any auditor observations, providing clarifications or necessary changes to address concerns effectively. The Audit section of the Comptroller's office conducts internal audits across various offices, departments, and colleges, issuing audit observation reports to the respective Drawing and Controlling Officers. Annual accounts are prepared by June 30 and submitted to the Secretary of the Agriculture Department, Government of Karnataka, as well as to the Principal Director of the State Audit and Accounts Department, which directs the Additional Director to conduct statutory audits of UAS(B). Following the audit, the Additional Director issues an audit report, and replies are collected from various offices, colleges, and research stations. These are compiled and submitted to the Finance Committee and Board of Management of UAS(B) for approval before being forwarded to the Government of Karnataka for presentation to the Legislature.

The Audit Section also reviews stock verification reports from research stations and departments to assess depreciation values for write-offs. The Accountant General has audited transactions for the years 2015-16 and 2016-17, with the university addressing the observations raised. The outstanding audit objections have decreased through Ad-hoc Audit Committee meetings.

The university's accounts are regularly audited by the Comptroller's office, ensuring compliance with Karnataka government rules, including procurement and financial regulations. Any deviations identified by internal auditors are communicated to university officials for corrective action.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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:**

The Internal Quality Assurance System plays a crucial role in enhancing the quality of education in UASB. By institutionalizing quality assurance strategies and processes, the university remains committed to achieving excellence in teaching, research and extension. UASB has quality assurance frameworks that set policies and academic guidelines for undergraduate and postgraduate students, as well as defined expectations for academic programs and institutional performance. UASB assess the academic programs to ensure they meet educational standards and objectives. Course syllabi and regulations are reviewed and reformed through thorough debates in Annual Technical Meetings of the respective divisions, the Board of Studies and the Academic Council.

The university has self-assessment methods for faculty, which are evaluated by the heads every year. Feedback from students and teaching faculty is being used as core data for decision-making processes. Regular feedback from students (at the end of the semester for each course and also before graduation) and faculty enables the identification of strengths and weaknesses within the academic framework, facilitating targeted interventions. The university utilizes UGAM software for various administrative tasks, including online registration, fee payments, and the automatic calculation of exam marks. Monitoring committees, led by the Dean (Agri.) and including senior professors, address issues related to the Internal Quality Assurance system. These types of internal evaluation have led to the following outcomes.

*Teaching:* The university has transitioned from traditional blackboard teaching to PowerPoint

presentations and now utilizes modern smart boards with digital podiums, animation and interactive features. All six teaching campuses have smart classrooms, online teaching capabilities, and videoconferencing systems. Postgraduate students from PG campuses participate in online seminars which are a vital part of their academic activities. To enhance soft skills and share the research output of postgraduate students, PG Science Week was introduced in 2014 and is now being implemented in some agricultural universities nationwide.

*Library:* The central library is digitized, and all campuses are connected to online resources. MyLOFT provides convenient access for sharing digital content and e-resources. The Sententia App supports research publication access. To enhance its global ranking, the university mandates that faculty create unique IDs on platforms such as Scopus, IRINS, Google Scholar, and ResearchGate. This policy aims to increase publications in peer-reviewed and high-impact journals, leading to higher citation and h-index scores.

*Evaluations:* Examinations are conducted in designated examination halls with CCTV systems across all campuses. The university has transitioned from paper evaluations to digital assessments. All answer sheets are now scanned, and barcoded, allowing faculty to evaluate the booklets using university-developed software from remote locations, 24x7.

The university's systematic approach to reviewing and enhancing teaching and learning processes not only improved educational outcomes but also contributes to the overall development of the agricultural sector. As a result, UASB has consistently ranked among the top institutions in the ICAR JRF and ICAR-ARS examinations in recent years.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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.	<a href="#">View Document</a>
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	<a href="#">View Document</a>
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.5.3

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

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

#### **Response:**

The University's incremental activities across teaching, research, and extension reflect its commitment to enhancing agricultural practices and addressing contemporary challenges in the sector.

*Teaching:* Revision of Curriculum by placing the items in the Board of Studies and Academic Council. Based on the feedback from faculty and students UG and PG syllabi, including hands-on training and the Rural Work Experience Program have been revised and upgraded. The instruction halls have been modernized with smart classrooms. The revised instruction methods are helping the students to be equipped with relevant skills and knowledge. The examination and evaluation system has been revamped with an online mode for better transparency, accountability and efficiency.

*Research:* The university emphasizes research that addresses both local and global agricultural challenges. This includes work on crop improvement, pest management, soil health, and sustainable farming practices. Many MoUs have been signed for collaborative research projects with national and international institutions, government agencies, and industry partners. These collaborations enhance research capabilities and facilitate the exchange of knowledge and resources University also invested in

state-of-the-art research facilities and laboratories support advanced research activities. Many technologies and crop varieties have been released and the package of practices for crop cultivation has been revised with updated information.

**Extension:** The university is extending its expertise to rural communities through extension programs with the help of Farmer's training institutes, KVKS and other extension units that offer practical advice and support on agricultural practices. The activities included training sessions, demonstrations, advisory services, the annual Krishimela, field days, TV and radio talks and online resources. Feedback from farmers and the State Department of Agriculture has been processed and used for need-based research. With the support of the Academic, Research, and Extension Councils, the University continually monitors and updates its activities to meet evolving needs. This ongoing improvement has led to significant gains in national recognition and the University's overall ranking.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

The women cell was established on 21.08.2018 in the university to prevent sexual harassment of women with eleven sub-committees. All these sub-committees have been formulated in each of the sub-campus under university jurisdiction.

The roles and responsibilities of the women cell and its sub-committees are based on the guidelines published by UGC and gazette of government of India dated 23.04.2013. The women cell carried out a number of initiatives to promote women's involvement, empowerment and to improve living standards at both work and dwelling places in main as well as sub-campuses. Posters about sexual harassment prevention and prohibition in the work place are being displayed at sexual harassment prevention, prohibition and Redressal (SHPPR) cell in main and sub-campuses.

"Women in Agriculture Day" is observed on 4th December every year. Guest talks on women's health, empowerment and opportunities are arranged on occasions such as "Krishi mela", "women's day" and "women in Agriculture Day"

Reservation for women is strictly adhered to while filling teaching and non-teaching positions, outsourcing human resources and admission to UG, PG and PhD courses in the university. Female students are assured equal opportunities in all extra-curricular activities such as sports, cultural, NSS, NCC, etc.

Hostel facilities are provided to all the female students admitted to all the courses. Hostels are protected by physical structures with CCTV surveillance and facilities such as open gym, round-the-clock security and gynecologist. The hostels are located in walk-able distance from library, classrooms, laboratories, fields and health units. Female faculties are assigned 8 to 10 female students as councilors to counsel them regarding academic non-academic and personal issues

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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 main and sub-campuses generate considerable quantity of bio-degradable waste from hostels, and livestock such as diary animals, pigs and sheep as well as agricultural bio products such as stubbles is generated. These waste products are converted into bio-fertilizers through various decomposing methods such as vermi-composting, NADEP method, piling and silaging. The bio-fertilizers so generated are being used to improve soil health of experimental field and demonstration field units. The use of bio fertilizers significantly reduces the use of chemical fertilizers, which intern minimizes environmental pollution. The waste water generated (4, 00,000 L/day) from hostels, office buildings and dwelling units located in the main and sub-campuses are recycled for landscaping and irrigation after processing. The University has identified designated points located in the main and sub-

campuses where solid waste is disposed. A total of 1200 kg/day of dry (bio-degradable) waste is generated. Of this, 200 kg/day is being converted to compost which is recycled to in-house experimental and demonstration plots. 200 kg is converted into vermi-compost, 500 kg is converted into bio-ga and 300 kg is fed to pigs. Standard operating protocols (SOPs) to collect and dispose non-degradable waste (hazardous chemicals, biological, plastic and e-waste) generated from laboratories, hostel, offices and dwelling units. The pesticide contaminated toxic waste and such other waste generated from the laboratories and fields are disposed of on regular basis. The University has established institute bio safety committee (IBSC) to monitor and scrutinize the contained evaluation of seed-based technologies developed using genetic engineering and genome editing tools as directed by DBT, ministry of Science and Technology, government of India.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.5

##### Green campus initiatives include

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

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

The University has promoted the use of bicycles and battery-powered vehicles for sustainable mobility of students and faculty. The use of plastic is banned in all the campuses of the University. Pedestrian friendly pathways leading to the entry to campuses, offices, department and hostels within the campuses with avenue plants or trees have been constructed. Several units such as NSS, Krishi Vignana Kendras, horticulture and environment and Forestry departments of the University annually plant avenue trees, and horticultural and medicinal plants improve the greenery and living spaces. The botanical garden established in main campus 1009 species of tree, horticultural and medicinal species. These initiatives have significantly reduced the campus carbon foot-prints. Strict vigilance on entry and exit of vehicles in all the campuses is maintained. The parking of vehicles of students, faculty and visitors is restricted to designated areas. The students and faculty are encouraged to use bicycles and/or battery-powered two wheelers and four wheelers. The bio-diversity of the campus include 13 species of mammals , 10 species of reptiles, 165 species of birds and 520 plant species. Besides these, endangered plant species of Western Ghats are conserved in botanical garden. Considering the bio-diversity of this scale, as per section 37 (i) of Biological Diversity Act 2002, Government of Karnataka has issued Gazette notification declaring botanical garden as Bio-diversity heritage site.

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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
Policy document on environment and energy usage Certificate from the auditing agency.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

The university in all its campuses has built ramps and lifts for easy access to classrooms, hostels and offices by physically challenged students and faculty. The university has also built divyangjan-friendly washrooms in offices, colleges and hostels. Display boards and sign-posts with tactile paths and lights have been installed in all the campuses for free and barrier-free access to decide destination where necessary in all the campuses. Help desk, electronic display boards in all the colleges and offices of all the campuses have been established for human assistance for easy access of necessary information by physically challenged students and visitors.

File Description	Document
Upload supporting document	<a href="#">View Document</a>

**7.1.8**

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

**Response:**

The university in all its campuses has initiated measures to ensure inclusive environment for tolerance and harmony towards cultural, racial, regional, linguistic, communal, socio-economic and other diversities. Organization/celebration of national festivals/other days to signify the importance of constitution, environment protection and natural resources conservation, gender, neutrality and equality such as independence day, republic day, ethnic day, Gandhi Jayanti, Kuvempu Jayanti, national constitution day, Sadbhavna divas, world yoga day, world environment day, women's day, Hutathamara diwas, India water week, and agriculture education day... etc stands testimony to the universities institutes for providing inclusive environment. Further, the University organizes inter-campus with-in the university and All India inter-university cultural youth festivals which include events related to cultural, racial, regional, religion and socio-economic diversity the best event that promote diversity are rewarded.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

In all the campuses of university, constitution day is celebrated annually. The event begins with reading preamble of the constitution, followed by lectures aimed at educating students and staff about their responsibilities towards constitutional values, rights, duties and citizenship. Students are also encouraged to engage in essay, debate, elocution competitions on the importance of constitution. Campaigns are organized to create awareness regarding the importance of 'right to vote' for the welfare and development of nation. Ambedkar Jayanti is celebrated in all the campuses of the university to create awareness regarding the roles and responsibilities and rights of the students and the staff of the University.



File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.2 Best Practices****7.2.1**

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

**Response:**

The university initiated two best practices namely,

- 1) PG science-week for PG students
- 2) Cross learning programme (CLP) for UG students

**PG Science Week:** The science week is first of its kind among the agricultural universities in India. It creates a platform for PG students and PhD scholars to showcase their research endeavors, share discoveries and present the outcomes. Uniqueness of the science week is that the students present their research in broad (across-discipline) theme groups. This facilitates related disciplines learning and sharing of the outcomes, otherwise which is not possible. This cross-discipline learning has significantly improved capability of students to conduct quality research as indicated by increased number of publications in high impact factor journals.

It also serves as a platform for UG and PG students from all campuses to show case their innovate ideas and solutions for agricultural problems through agri-startups. Besides this, BioNest, Agri-Innovation Centre established in the university awards an incentive of Rs. 25,000/- for four teams with best innovative idea for prototype development and validation.

The science week has earned significant acclaim and established itself as a science festival. The science week has become so effective cross learning system that it is now being organised and made mandatory in all the farm universities of Karnataka.

**CLP:** During the last five years, university has initiated CLP for UG students. In the CLP, the students a campus will be involved in learning activities in other campuses. The major objective of CLP is to expose UG students of all the campuses to varied cropping patterns, activities specific to different agro-climatic conditions and various agricultural and agri-business activities. The UG students of each of the campuses visit all other campuses of the university. This initiative offers unique opportunity to interact with students and faculty which significantly improves learning experience. The students also get the opportunity to learn from the laboratories, experiments and demonstration plots and crops unique to each campus. To quote two examples, students from other campuses who visit sericulture college campus would be exposed to end-to-end solutions in mulberry leaf production to silk worm rearing to development of products such as sarees, shirts, dhotis, bio-crafts, etc. This experience is available only in sericulture college campus.

To quote the second example, the students from other campuses who visit agriculture college campus located in Hassan and main campus would get the opportunity to learn about bio-fuel (bio-petrol and bio-diesel) feed-stock plants such as neem, pongamia. Madhuka latifolia, etc bio-fuel production units and quality control laboratories. The students also get the opportunity to learn about the utility of by-products of bio-fuel as organic manure. Such unique learning is experienced only by the students who visit Hassan and main campus.

Thus, the two practices namely PG science week and CLP initiatives of the university offers the best

leaning and cross-learning experience to UG and PG students which are not otherwise possible.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

The University has three connected mandates namely (i) teaching, (ii) research and (iii) extension. Research generates scientific information and technologies for use in teaching and transfer of the same to farmers and end-users. Thus, research is the core of the activities of the university, which contributes to building capacity of UG & PG students, and PhD scholars and prepares next generation of agricultural scientists/technocrats, teachers and entrepreneurs. The research also contributes to improvement of livelihood of the farmers in particular and food and nutritional security of the people at large through crop varieties/ hybrids and crop production and crop technologies. During the last five years, the university has developed and released 27 crop varieties/ hybrids of crops such as rice, maize, finger millet, cowpea, soybean, field bean, green gram, black gram, sunflower, niger, sesame and fodder species.

The improved biotic and abiotic resilient crop varieties/hybrids contribute to sustainable agriculture systems. During the last five years, the university has also developed 41 crop production and 28 crop protection technologies which help stabilize and realize complete genetic potential of crop varieties/hybrids which in turn stabilize the livelihood opportunities of the farmers. The university is also instrumental in developing post harvest technologies and value added agricultural products. These technologies significantly contribute to India's ambitious goal of doubling the farmers' income.

The university has trained thousands of farmers in seed production of crop varieties/hybrids released by the university. This particular activity has contributed not only to improve the income of the farmers but also contributed to meet the seed requirement by the farmers. The university has developed Apps, which enable farmers to calculate seed, fertilizer and plant population requirements for optimizing productivity of crops. Forecasting crop pests and diseases and offering advisory services has enabled farmers to take informed decisions to minimize the losses caused by crop-specific pests and diseases.

**Research breakthroughs:** During the last five years, draft genome sequences of finger millet, horse gram and dolichos bean have been decoded. These crops are known to possess resilience to climate change and contribute to food and nutritional security besides supporting lively hoods of millions of

people. Besides this, 103 DNA sequences of 28 species of mites are decoded. These breakthroughs would pave the way for enhancing the pace and efficiency of developing improved crop varieties/hybrids.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

**Academic Industry Interface:** In December 2022, the UASB launched the "Private Industry Connect" initiative, attracting 80 participants from 60 companies to discuss seed research, hybrid seed supply, and postgraduate research collaboration. In June 2023, 157 industry representatives proposed research topics for PG students, benefiting the university, industry, and farming community, with companies now having representatives on students' advisory committees. UASB receives CSR support from the private sector, including Rs. 200 lakhs from Hindustan Aeronautical Limited for a Biofuel Research Centre and Rs. 340 lakhs for a Honey Testing Lab. Other contributions include funding from Honda Trading Corporation for nursery and seed production projects, along with support from Nestlé and the Louis Dreyfus Company for nutrition and scholarship programs. The university conducts 750 trials annually, generating Rs. 692 lakhs from seed, chemical and equipment testing, while scientists earn Rs. 45,000 per consultancy visit to seed production farms. UASB has an MoU with ITC Limited for collecting recyclable waste under the WOW initiative and collaborates with industries for student placements and hybrid crop commercialization, enhancing agricultural opportunities.

**The Center for Innovation and Development in Smart Agriculture (CIDsA),** established in 2023 at the College of Agricultural Engineering, is a pioneering laboratory facility funded by the Government of Karnataka. This center focuses on the design and manufacturing of farm equipment and agricultural automation. The central hub houses major technology labs that offer training to undergraduate and postgraduate students in technology, as well as farmers, agriculturalists, entrepreneurs and young engineers, for innovation and skill development in smart agriculture.

**Agri-Incubation Centre (AIC):** UASB has established Agri Innovation Centre (AIC) in 2017. In 2021, AIC further expanded its scope with the launch of the BioNEST Agri Innovation Center, backed by the Biotechnology Industry Research Assistance Council (BIRAC) under the BioNEST scheme. This incubator features state-of-the-art biotechnology laboratories, tissue culture facilities, a polyhouse, a mist chamber, a cold room and a food packaging unit, all designed to support startups and researchers in advancing their agricultural innovations. In 2021, UASB established a Section 8 company to offer financial assistance under the Startup India Seed Fund Scheme (SISFS), benefiting entrepreneurs nationwide.

Since its inception, AIC has supported 60 startups, signing MoUs with 44 of them, and has been pivotal in driving agricultural innovation. Achievements of AIC incubatees include 3 recognition awards, 4 BIG BIRAC Grants, 4 SISFS grants and 2 Elevate Karnataka Awards. AIC has also fostered 12 student innovations between 2021 and 2023, awarding Rs. 25,000 per team. Further, it has facilitated the granting of 7 patents to startups and organized over 45 events to promote innovation and entrepreneurship, leading to the creation of more than 500 jobs.

**Financial support for publication in high impact factor journals:** The University actively supports faculty and research scholars in publishing their research in high-impact factor journals and those with NAAS rating. Specific guidelines have been established, and committee reviews applications to grant financial assistance for publication once a research article is accepted.

### Concluding Remarks :

**Overall conclusive explication about the institutions' functioning**

The UASB is a leading institution dedicated to agricultural education, research and extension services. With a strong emphasis on innovation and sustainability, UASB offers a variety of undergraduate and postgraduate programs that prioritize interdisciplinary learning and skill development. Through collaboration with government agencies, industry partners and international organizations, UASB enhances its research and outreach efforts, promoting cutting-edge technologies specifically designed for the farming community, thereby solidifying its position as a leader in agricultural education and research.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p><b>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</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :84</p> <p>Remark : Input edited as per supporting documents</p>																																								
2.1.2	<p><b>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</b></p> <p>2.1.2.1. <b>Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1320</td> <td>1467</td> <td>1390</td> <td>1415</td> <td>1438</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>574</td> <td>622</td> <td>600</td> <td>630</td> <td>634</td> </tr> </tbody> </table> <p>2.1.2.2. <b>Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1612</td> <td>1759</td> <td>1674</td> <td>1656</td> <td>1634</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>763</td> <td>766</td> <td>742</td> <td>738</td> <td>726</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2023-24	2022-23	2021-22	2020-21	2019-20	1320	1467	1390	1415	1438	2023-24	2022-23	2021-22	2020-21	2019-20	574	622	600	630	634	2023-24	2022-23	2021-22	2020-21	2019-20	1612	1759	1674	1656	1634	2023-24	2022-23	2021-22	2020-21	2019-20	763	766	742	738	726
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2.4.3	<p><b>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</b></p> <p>2.4.3.1. <b>Total teaching experience of full-time teachers as of latest completed academic year</b></p> <p>Answer before DVV Verification : 6315</p>																																								

Answer after DVV Verification: 6170

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
234.0023	185.5078 7	52.34861	83.29438	93.4979

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
90.99	78.29	51.46	83.29438	98.62

Remark : Input edited considering seed money more than 1 lakh

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

Answer before DVV Verification :

Answer After DVV Verification :36667.43

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification : 1036

Answer after DVV Verification: 301

Remark : Input edited as per supporting documents

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

Answer before DVV Verification :

Answer After DVV Verification :225

Remark : Input edited as per supporting documents



3.4.2	<p><b>Total number of Patents awarded during the last five years</b></p> <p>Answer before DVV Verification :                  Answer After DVV Verification :13                  Remark : Input edited as per supporting documents</p>															
3.4.4	<p><b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b></p> <p><b>3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years</b>                  Answer before DVV Verification : 3959                  Answer after DVV Verification: 2484</p>															
3.4.5	<p><b>Number of books and chapters in edited volumes published per teacher during the last five years</b></p> <p><b>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years</b>                  Answer before DVV Verification : 239                  Answer after DVV Verification: 233</p>															
3.4.6	<p><b><i>E-content is developed by teachers :</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. For e-PG-Pathshala</i></b></li> <li><b><i>2. For CEC (Under Graduate)</i></b></li> <li><b><i>3. For SWAYAM</i></b></li> <li><b><i>4. For other MOOCs platform</i></b></li> <li><b><i>5. Any other Government initiative</i></b></li> <li><b><i>6. For institutional LMS</i></b></li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above                  Answer After DVV Verification: C. Any 3 of the above                  Remark : Input edited as per supporting documents</p>															
3.6.2	<p><b>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</b></p> <p><b>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.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1827 1046 1962"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>205</td> <td>127</td> <td>112</td> <td>50</td> <td>114</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 2040 1046 2089"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	205	127	112	50	114					
2023-24	2022-23	2021-22	2020-21	2019-20												
205	127	112	50	114												

2023-24	2022-23	2021-22	2020-21	2019-20
180	100	100	45	104

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

Answer before DVV Verification :

Answer After DVV Verification :200

Remark : Input edited as per supporting documents

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

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)*

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
419.7157	497.9057	480.1356	565.4166	602.1279
3	4	7	6	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4211.46	4198.56	5145.04	4881.41	5563.6

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

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

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per supporting documents

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

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

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

Answer before DVV Verification : 547

Answer after DVV Verification: 415

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6	56	6	1	54

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	45	2	0	28

Remark : Input edited as per supporting documents

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:

2023-24	2022-23	2021-22	2020-21	2019-20
129	187	32	12	215

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
94	95	19	01	109

Remark : Input edited as per supporting documents

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:

2023-24	2022-23	2021-22	2020-21	2019-20
79	196	250	205	221

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
33	55	53	59	98

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1360.87	3982.8	917.24	582	481.42

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1281.86	3933.74	440.84	436.81	303.06

Remark : Input edited considering grants for development and maintenance of infrastructure only

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of full time teachers in the institution year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>356</td> <td>372</td> <td>386</td> <td>411</td> <td>430</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>285</td> <td>285</td> <td>275</td> <td>271</td> <td>276</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	356	372	386	411	430	2023-24	2022-23	2021-22	2020-21	2019-20	285	285	275	271	276
2023-24	2022-23	2021-22	2020-21	2019-20																	
356	372	386	411	430																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
285	285	275	271	276																	
1.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b></p>																				

Answer before DVV Verification : 495

Answer after DVV Verification : 488