VIGNAN'S

FOUNDATION FOR SCIENCE, TECHNOLOGY & RESEARCH

(Deemed to be University) - Estd. u/s 3 of UGC Act 1956

R26 Academic Regulations

B.Sc. (Hons.) Agriculture

w.e.f. batch 2026-30

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In Compliance with NEP 2020

PREFACE – R26

The future belongs to those who can learn continuously, innovate confidently, and adapt to rapidly evolving technologies. As higher agricultural education responds to the transformative impact of Artificial Intelligence (AI), digitalization, climate change, and the food and nutritional security challenges facing the nation, universities must equip students with not only knowledge but also the skills and mindset required to excel in an increasingly dynamic agricultural economy.

With this vision, VFSTR introduces the R26 Regulations for B.Sc. (Hons.) Agriculture, a progressive curriculum framework aligned with the objectives of the National Education Policy (NEP) 2020, the recommendations of the ICAR Sixth Deans' Committee Report, and the principles of Outcome-Based Education (OBE). The R26 curriculum has been designed to ensure that learning is meaningful, measurable, application-oriented, and focused on the attainment of clearly defined graduate outcomes for a future agricultural professional.

A distinctive feature of R26 is the strategic integration of Artificial Intelligence, digital agriculture, and precision farming tools across the agricultural curriculum, enabling students to understand and apply modern technologies relevant to crop production, natural resource management, and agri-enterprise. This initiative aims to create future-ready graduates who can effectively leverage emerging technologies, solve complex real-world problems of Indian agriculture, and contribute to innovation-driven rural growth.

The curriculum places strong emphasis on field-based, project-based, and experiential learning, encouraging students to move beyond passive acquisition of knowledge toward inquiry, creativity, and problem-solving. Through Rural Agricultural Work Experience (RAWE), industry attachment, internships, and hands-on skill enhancement courses, students will develop the competencies needed for higher studies, entrepreneurship, and professional success in agriculture and allied sectors.

R26 also promotes flexibility, multidisciplinary learning, sustainability, ethical responsibility, and the values embedded in Indian Knowledge Systems (IKS), including traditional and natural farming practices. By fostering critical thinking, collaboration, communication, and lifelong learning, the curriculum seeks to nurture graduates who are not only technically competent but also socially responsible and globally competitive.

I am confident that the R26 Regulations will further strengthen VFSTR's commitment to academic excellence and provide a transformative educational experience that prepares our B.Sc. (Hons.) Agriculture students to lead, innovate, and excel in the decades ahead.

I extend my best wishes to all students, faculty members, alumni, and stakeholders for the successful implementation of the R26 curriculum and for shaping a future defined by knowledge, innovation, and impact.

Prof. K. V. Krishna Kishore
In-Charge Vice-Chancellor
VFSTR

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Academic Regulations, Curriculum and Course Contents

EXECUTIVE ABSTRACT

The Academic Regulations - R26, Curriculum, and Course Structure for the B.Sc. (Hons.) Agriculture programme of VFSTR Deemed-to-be University are designed in alignment with NEP-2020 and the ICAR Sixth Deans' Committee Report (2026), emphasizing continuous learning, continuous assessment, and competency-based education. These regulations build upon the evolving academic framework of the University, responding to the changing landscape of agricultural higher education, ICAR-mandated curricular reforms, emerging professional demands, and the diverse learning needs of students, while integrating NEP-2020 principles into curriculum, pedagogy, assessment, and academic progression. In recognition of the transformative role of Artificial Intelligence, digital and precision agriculture, the framework also seeks to develop students' AI awareness and capabilities as an integral part of their agricultural education.

The course structure incorporates VFSTR's two-module system, where Module-1 focuses on strengthening foundational knowledge and conceptual clarity, while Module-2 fosters higher-order thinking, problem-solving, and field application. The curriculum adopts the T-shaped learning philosophy, balancing breadth (horizontal line) and depth (vertical line) in knowledge acquisition. The vertical line represents deep expertise in the core disciplines of Agronomy, Soil Science, Horticulture, Genetics & Plant Breeding, Entomology, Agricultural Economics Plant Pathology and Agricultural Extension, while the horizontal line encourages cross-disciplinary learning through Multi-Disciplinary Courses (MDC), Ability Enhancement Courses (AEC), Value Added Courses (VAC) and Skill Enhancement Courses (SEC), equipping students with both rich foundations and diverse competencies for research, industry, and entrepreneurship.

Furthermore, the Programme ensures an integrated and rigorous learning experience across basic sciences, agronomy, soil science, horticulture, genetics and plant breeding, entomology, plant pathology, agricultural extension, agricultural economics, agricultural engineering and allied domains. The curriculum offers students the flexibility to choose Elective courses in the seventh semester from a basket relevant to and enhancing the scope of their chosen field, ensuring meaningful multidisciplinary learning. In alignment with this vision, relevant concepts from the Indian Knowledge System (IKS) — including the Principles and Practices of Natural Farming based on Bhartiya Prakritik Krishi Paddhati (BPKP) — have been woven into the curriculum, enriching modern agricultural science with India's rich agrarian traditions. Additionally, courses in the curriculum are mapped with relevant Sustainable Development Goals (SDGs), reaffirming VFSTR's commitment to fulfilling the SDGs through education.

Experiential learning has been infused throughout the curriculum through Skill Enhancement Courses (SEC), an Educational Tour, and, in the culminating Student READY component of the eighth semester, Rural Agricultural Work Experience (RAWE), Industrial

Attachment/Internship and a Project — providing opportunities for students to connect theoretical knowledge with practical applications and address real-world challenges faced by farming communities and the agri-industry.

The assessment framework is designed as an integral component of the learning process, with students being assessed progressively across all levels of the revised Bloom's Taxonomy, in line with the evaluation framework recommended by the ICAR Sixth Deans' Committee (Theory, Mid-term, Quiz/Progressive Assessment and Practical components). While foundational levels of learning are assessed to ensure conceptual understanding, greater weightage is accorded to application and analysis, promoting deeper learning, problem-solving, and the meaningful use of knowledge.

The four-year B.Sc. (Hons.) Agriculture programme follows the flexible, multiple entry-exit structure prescribed by NEP-2020 and the ICAR Sixth Deans' Committee. A student who completes the first year (with a 10-week internship) is eligible for a UG-Certificate in Agriculture; a student who completes the first two years (with a 10-week internship) is eligible for a UG-Diploma in Agriculture; and a student who completes all four years is eligible for the award of B.Sc. (Hons.) Agriculture. Students exiting with a UG-Certificate/UG-Diploma may seek re-entry to complete the degree within a maximum residential period of seven years from the date of admission. By integrating multidisciplinary learning, competency development, experiential and skill-based education, academic flexibility, and holistic assessment, VFSTR reaffirms its commitment to developing well-rounded, adaptable, innovative, and future-ready agricultural professionals in accordance with the transformative vision of NEP-2020.

SALIENT FEATURES OF R26 REGULATIONS

- Multidisciplinary learning
- Continuous learning
- Continuous assessment
- AI-Integrated, Digital and Precision Agriculture Education
- Field-based experiential learning through RAWE, Industrial Attachment and Project work

VALUE ADDITION

- Multiple entry and exit options: UG-Certificate in Agriculture (on completion of 1st year + 10-week internship), UG-Diploma in Agriculture (on completion of 2nd year + 10-week internship), and B.Sc. (Hons.) Agriculture (on completion of the 4-year programme)
- Sabbatical Semester Drop option to pursue innovation, incubation, entrepreneurial and advanced exploratory activities and subsequent re-entry, within the overall maximum residential period of seven years
- Credit earning through credit transfer and the Academic Bank of Credits (ABC), as per NEP-2020 and ICAR norms

1. INTRODUCTION

This document contains the academic regulations, scheme of assessments, curriculum, detailed syllabi, course contents with text/reference books recommended, course outcomes, skills expected to be acquired and the RAWE/Project/Internship activities to be undertaken for each course, for the conduct of the four-year B.Sc. (Hons.) Agriculture degree programme in VFSTR, prepared in conformity with the ICAR Sixth Deans' Committee Report (2026) and NEP-2020. The programme is offered under the School of Agriculture and Food Technology of VFSTR.

The B.Sc. (Hons.) Agriculture programme is offered by the Vignan Institute of Agriculture and Technology (VIAT) under the School of Agriculture and Food Technology (SAFT) of VFSTR. In conformity with the ICAR Sixth Deans' Committee Report, the teaching, research and extension activities of the programme are organized through the following departments / disciplines, which offer the Core, Multi-Disciplinary, Ability Enhancement, Value Added, Skill Enhancement and Elective courses of the curriculum:

1. **Agronomy:** principles of agronomy, crop production technology (kharif and rabi crops), weed management, irrigation water management, farming systems, and principles and practices of natural and organic farming.
2. **Genetics and Plant Breeding:** principles of genetics, plant breeding for field and horticultural crops, and seed science and technology.
3. **Soil Science and Agricultural Chemistry:** fundamentals of soil science, soil fertility and nutrient management, problem soils, and soil, plant and water testing.
4. **Entomology:** insect morphology and systematics, economic entomology, integrated pest management, and beneficial insects (apiculture, sericulture and lac culture).
5. **Plant Pathology and Nematology:** agricultural microbiology, plant diseases and their management, plant nematology, and integrated disease management.
6. **Horticulture:** production technology of fruits, vegetables, flowers, plantation, spice, medicinal and aromatic crops, landscaping, nursery management, and post-harvest management and value addition.
7. **Agricultural Extension Education:** extension methodologies, rural sociology and educational psychology, communication skills, and entrepreneurship development.
8. **Agricultural Economics:** principles of agricultural economics and farm management, agricultural marketing, trade and prices, agri-business management, and agricultural finance and co-operation.
9. **Agricultural Engineering:** farm machinery and power, soil and water conservation engineering, renewable energy in agriculture, and protected cultivation structures.
10. **Crop Physiology and Biochemistry:** fundamentals of crop physiology and plant biochemistry.
11. **Agricultural Biotechnology:** fundamentals of plant biotechnology, molecular biology and micro-propagation technologies.

12. **Animal Husbandry:** livestock and poultry management.
13. **Basic Sciences, Statistics and Computer Applications:** introductory mathematics, statistical methods, agricultural informatics and artificial intelligence, and applied machine learning and data science for agriculture.
14. **Humanities, Environmental Science and Physical Education:** communication skills and personality development, environmental studies and disaster management, and physical education, first aid and yoga practices.

The field-based components of the programme, namely RAWE, the Internship / In-Plant Training / Industrial Attachment and the Project of the Student READY programme (Semester VIII), are implemented in collaboration with Krishi Vigyan Kendras (KVKs), DAATTCs, research stations, the State Departments of Agriculture and Horticulture, and agri-business organizations.

1.1 Definition

For the purpose of R26 regulation, definitions as follows shall apply:

- "Degree" shall refer to the B.Sc. (Hons.) Agriculture Degree Programme.
- "Course" shall refer to such Course(s) for which a student shall earn Credits after due assessment as per the laid provisions. RAWE, Industrial Attachment/Internship and Project are also treated as Courses.
- "Academic activities" shall refer to activities like Lecture-L (Physical Lecture Session), Transactions (Tutorial)-T (Participatory discussion / Self-Study / Desk Work / Quiz / Seminar Presentation, etc. activities that make the student absorb & assimilate the delivered contents effectively) and Practical / Practice Sessions-P (includes Hands-on Experience / Laboratory Experiments / Field Studies / Case Studies etc. activities that enable the student to acquire the requisite skill).
- "Credit" refers to a unit of measurement assigned to courses based on the weekly instructional hours. Typically, one credit corresponds to one hour of lecture (L) or two hours of transaction (T) / practices (P) sessions per week.
- "Continuous Assessment" shall refer to the assessment of the student spread over the entire semester on the various constituent components of the prescribed course.
- "Semester" shall refer to a period covering the two assessment periods viz. Formative and Summative Assessment period. A semester would generally be spread over twenty weeks.
- "Course Drop" shall refer to a student having to undertake a 'Repeat (R)' of the Course(s), not being able to complete the Credit requirements of the Course(s), under the conditions stipulated in the regulation.
- "Supplementary Examinations" shall refer to the examination(s) conducted to allow the student to appear in the un-cleared / Incomplete (I) Semester-End summative assessment component.
- "Blank Semester" shall refer to a Semester in which a student either does not register for any course at the beginning of the Semester OR chooses to DROP all courses OR is so compelled to DROP all the courses, as the case may be.

- "Semester Drop" shall refer to availing a blank semester. However, if drop is availed to pursue a creative extension activity, then it is defined as semester sabbatical.
- "Spill Over Semester" shall refer to the additional semester(s) beyond the completion of prescribed normal semesters, within the maximum residential period of seven years prescribed by ICAR.
- "AAA Section" shall refer to the Academics, Assessment and Award Section of the Institute.
- "Attendance" refers to the physical personal presence in an academic activity session.
- "Summer Semester" refers to a Semester that is scheduled to be held during the intervening period of Even and Odd Semester (i.e. Summer Vacation period).
- "Themes" refer to the courses offered in a particular stream other than offered by the regular departments, for example NCC, NSS, Fitness and Living, etc.
- "School" refers to a division of institute dealing with two or more specific areas of discipline / study comprising of the departments related with exclusive emphasis on trans-disciplinary research.
- "Department" refers to a division of institute dealing with a specific area of discipline / study.
- "HoD" refers to the Head of the respective Department, where the student is enrolled for his / her programme of study.
- "Center" refers to a structured unit within the school / department established with the purpose to carry out advanced research.
- "Grade Point" refers to the quantification of the performance of a candidate in a particular course as defined herein.
- "SGPA" refers to the Semester Grade Point Average and is calculated as detailed in the regulations subsequently.
- "CGPA" refers to the Cumulative Grade Point Average, termed Overall Grade Point Average (OGPA) on final completion, and is calculated as detailed in the regulations subsequently.
- "Division" refers to the Division awarded to the student as per the mechanism detailed in the regulations subsequently.
- "Internship" refers to Rural Agricultural Work Experience (RAWE), on-site Practical Training, or Industrial Attachment offered by reputed farms / agri-industries / companies / institutions, in India or abroad. To be undertaken with (or seeking) prior approval of the respective HoD.
- "Project" refers to a course executed by a candidate on a specific research problem / product or process development at VFSTR / any organization of repute. To be undertaken with (or seeking) prior approval of the respective HoD.
- "Credit equivalence and credit transfer committee" refers to the committee designated to look into credit equivalence and credit transfer, including recognition of credits recorded in the student's Academic Bank of Credits (ABC).
- "Honorable Exit Option" refers to the exit options available to students under the multiple entry-exit scheme of NEP-2020 and the ICAR Sixth Deans' Committee — namely UG-Certificate in Agriculture (after 1st year), UG-Diploma in Agriculture

(after 2nd year), and B.Sc. (Hons.) Agriculture (after 4th year) — when a student is unable or does not wish to continue to the next stage.

1.2 Academic Administration

The academic programmes of VFSTR are governed by the rules and regulations approved by the Academic Council and subsequently the Executive Council from time to time. The various academic activities are conducted following a fixed time schedule duly approved by the Academic Council, in line with ICAR / UGC regulations applicable to agricultural education. The academic activities of VFSTR are followed meticulously as specified in the academic calendar approved by the Academic Council. This academic calendar is shared with all stakeholders well before the beginning of the respective academic year. The curriculum and course contents of the programme are discussed by the Board of Studies (BoS) of the concerned Department/School, in conformity with the ICAR Sixth Deans' Committee Report, analyzed and recommended for implementation. The Academic Council, being the highest statutory body for academic affairs, chaired by the Vice-Chancellor, meets periodically and discusses, suggests and approves all important academic matters related to curriculum and course contents, including the recommendations of the BoS. The intended revision in regulations (R26) was accepted and recommended by the Academic Council in its 45th meeting on 11-04-2026.

1.3 Program Duration

For the B.Sc. (Hons.) Agriculture programme listed in section (1), the regular courses including theory and practical are offered over a period of four years in eight semesters. The normal duration to complete the programme is four years. As per the ICAR Sixth Deans' Committee Report, students may exit after the 1st year with a UG-Certificate in Agriculture (on completion of 10 weeks' internship) or after the 2nd year with a UG-Diploma in Agriculture (on completion of 10 weeks' internship), and may seek re-entry to complete the degree within three academic years of such exit. Students may also avail a spill-over period, subject to a maximum overall duration of seven years from the date of admission to complete the B.Sc. (Hons.) Agriculture programme, as prescribed by ICAR. Candidates failing to complete the requirements within this period will be considered for an honorable exit, as applicable. Honorable exit can also be exercised by a candidate voluntarily.

1.4 Courses and Credits

The term course is used in a broader sense to refer to theory subjects, laboratory/practical courses, RAWE, Industrial Attachment/Internship, and Project. A course can be of theoretical and/or practical nature, and a certain number of credits are allotted to it depending on the number of hours of instruction per semester. For a course offered in a semester, one hour of lecture (L) instruction carried out in a week is considered equivalent to one credit, whereas two hours of practical (P) sessions done in a week are considered equivalent to one credit. Depending on the course, two hours of tutorial (T) sessions may be considered equivalent to

one credit. A student earns these credits when he/she successfully completes the course. Credits can also be obtained by successful completion of recognized co-curricular and extra-curricular activities such as NCC, NSS, Physical Education/Yoga, etc., offered as Ability Enhancement Courses (AEC). The details of credits of such activities will be provided by the respective course coordinators and assessment of student performance in the activities will be carried out objectively by the constituted committees appointed by the Dean AAA.

A student admitted into the B.Sc. (Hons.) Agriculture programme has to earn a minimum of 171 credits (comprising Core, Multi-Disciplinary Courses (MDC), Value Added Courses (VAC), Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Elective and Project/RAWE/Internship courses) plus 4 credits of Binary Graded courses (Deeksharambh and the Educational Tour) - cumulatively 175 credits - together with a minimum of 10 credits through Online/MOOC courses as prescribed by ICAR, for the award of the B.Sc. (Hons.) Agriculture degree, as detailed in Section 1.5 and Table 1.

1.4.1 Content Delivery of a Course

Content delivery of a Course in the B.Sc. (Hons.) Agriculture Degree Programme shall be through, either or all, of the following methods:

i. **Lecture** - refers to Lecture Session(s) through classroom contact session wherein students will learn by listening. Denoted by "L".
ii. **Tutorial** - refers to transaction(s) consisting of participatory discussion / self-study / desk work / brief presentations by students along with such other novel methods that enable a student to efficiently and effectively absorb and assimilate the contents delivered in the lecture sessions. Denoted by "T".
iii. **Practice** - refers to Practice/Practical sessions and it consists of hands-on experience / laboratory experiments / field and farm practicals / case studies / RAWE / Industrial Attachment / Project, that equip the students to acquire the much-required skill component. Denoted by "P".

1.5 B.Sc. (Hons.) Agriculture Degree

All students formally and conventionally enrol for the B.Sc. (Hons.) Agriculture degree programme. As per the finalized R26 course structure, they have to earn 171 credits across Core courses, Multi-Disciplinary Courses (MDC), Value Added Courses (VAC), Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Elective courses (7th semester) and the Project/RAWE/Internship component (8th semester), together with 4 credits of Binary Graded courses (Deeksharambh in Semester I and the Educational Tour in Semester III) - cumulatively 175 credits taught by the University - and a minimum of 10 credits through Online/MOOC courses (SWAYAM/NPTEL) taken by the student as per choice, in consultation with the University, as prescribed by the ICAR Sixth Deans' Committee. The Grand Total credit requirement for the award of the degree is thus 175 + 10 (minimum) = 185 credits. The detailed semester-wise distribution is presented in the Curriculum (Section 2) and Table 1.

1.6 Composition of an Academic Year

An academic year is composed of an Odd semester (20-22 weeks), an Even semester (20-22 weeks) and a Summer semester (6-8 weeks). The regular semester that begins in July / August is known as odd / first semester and the one that begins in December / January is known as even / second semester (Figure 1). The instructional days for a regular semester shall be a minimum of 90 working days exclusive of days earmarked for summative assessment.

YEAR OF 12 MONTHS											
1	2	3	4	5	6	7	8	9	10	11	12
July/ Aug.	Aug./ Sept.	Sept./ Oct.	Oct./ Nov.	Nov./ Dec.	Dec./ Jan.	Jan./ Feb.	Feb./ Mar.	Mar./ Apr.	Apr./ May	May/ June	June/ July
ODD SEM/ FIRST SEM					**EVEN SEM/ SECOND SEM**					**SUMMER SEM**	

Figure 1: Distribution of semesters during an Academic Year

1.6.1 Before the commencement of the semester, a candidate has to pay the stipulated tuition fee and submit an application detailing the courses he/she intends to register for that respective Odd / Even semester, as presented semester-wise in the curriculum (Section 2 and Table 1).

1.6.2 Summer semester is a short duration semester programme that will be generally conducted during the semester break between the even semester and the odd semester. Students having an 'R' (Repeat grade) in courses may register for the coursework during this semester to get a chance to successfully complete the 'R' courses. In general, supplementary assessments are conducted in the later part of the summer semester. However, the courses offered in summer semester and the number of courses a student can register for are subject to academic and administrative convenience.

1.7 Semester-wise Provisions

A student registers for the courses prescribed for each semester as per the finalized R26 course structure (ranging from approximately 21 to 24 credits in Semesters I to VI, 20 credits of Electives in Semester VII, and 20 credits of Project/RAWE/Internship in Semester VIII), or otherwise includes Repeat courses in the event of not having successfully completed a course or courses in an earlier semester. A student may also opt to proceed at a slower pace, including even 'Dropping' a semester for special reasons, within the overall maximum duration of seven years.

It should be clearly underscored that a candidate should, on priority, register for Repeat (R) credits, if any, during a regular semester, in case he/she cannot be sure of completing the 'R' credits in the Summer semester.

1.7.1 During the first four years from the date of admission, a candidate has to pay the semester / annual fees as prescribed, irrespective of the smaller number of credits/semesters that he/she registers for, or even opts to Drop a semester.

1.7.2 If a candidate gets into a spill-over semester beyond four years, up to a maximum of seven years, he/she has to pay semester fee proportional to the credits registered in that spill-over semester as prescribed from time to time.

1.7.3 A candidate has to pay additional fee proportional to the number of credits for registering in a summer semester as prescribed from time to time.

2. CURRICULUM

The School of Agriculture and Food Technology offers the B.Sc. (Hons.) Agriculture degree programme, with the Department prescribing the semester-wise curriculum encompassing different courses, as finalized in the R26 Course Structure. Every course offered is designated in an L-T-P-SL structure. The theory courses comprise L (and/or T & P hours), whereas practical-heavy courses (such as the Skill Enhancement Courses and Binary Graded courses) predominantly comprise P hours. Amalgamation of theory courses with practical/field sessions is a predominant feature of this curriculum, reflecting the hands-on nature of agricultural education. The 'SL' represents the expected self-learning hours (to be carried out by each student) in a particular course.

During the first year, some of the courses may be offered in a swap mode, that is the same course is offered in both semesters of the I-year, to accommodate academic and administrative requirements.

2.1 Distribution of Credits

The overall distribution of credits for various categories of courses in the curriculum of the B.Sc. (Hons.) Agriculture programme is represented in Table 1.

Table 1: Credits distribution for various categories of courses

Category of Courses	Number of Credits	Percentage of Credits (%)	ICAR Sixth Deans Committee
Core Courses (CC)	92	60.54	61.87
Electives	20		
Multi-Disciplinary Courses (MDC)	13	7.02	4.97

Value Added Courses (VAC)	6	3.24	3.31
Ability Enhancement Courses (AEC)	8	4.32	4.41
Skill Enhancement Courses (SEC)	12	6.48	6.62
Internship/ Student READY/Project work	20	10.81	11.04
Binary graded	4	2.16	2.20
Online Courses	10	5.40	5.52
Total	**185**	**100**	**100**

2.2 Organization of Course Contents

Courses offered in the programme are composed of two modules, covering all the course contents required for a candidate to obtain knowledge and skill. Module-1 is divided into two units, focusing on the 'Fundamentals and Broad Perspective' of the course while also introducing basic field/practical applications to establish a practical context. In contrast, Module-2 is divided into three units, which encompass the extension and advanced topics of Module-1. Both modules include a separate list of suggested transactions or practices tailored to their content. These transactions/practices are essential for validating and applying the knowledge gained during lecture sessions to real agricultural field conditions.

Module-1 may be completed within 5 to 6 weeks, while Module-2 may require 9 to 10 weeks. By the end of each module a candidate must be in a position to translate his/her L-based knowledge into P-based (field/laboratory) skill as prescribed in the curriculum. Individual formative assessment shall be in place for each module and a single semester-end summative assessment for the course composed of both modules.

The course contents are mapped with relevant Sustainable Development Goals (SDGs), ensuring alignment with global sustainability objectives. Additionally, Indian Knowledge System (IKS) topics - including the Principles and Practices of Natural Farming — are incorporated into the curriculum.

Each course must have 4 to 6 course outcomes (COs) mapped to relevant programme outcomes (POs), aligning with the revised Bloom's Taxonomy levels 3, 4, 5, and 6, ensuring progressive cognitive development. Furthermore, every course has at least one mandatory textbook and two to three reference books to provide students with credible and in-depth learning resources.

2.3 Prerequisite Knowledge

Wherever prerequisite knowledge is specified, students must have exposure to the prescribed prerequisite content before registering for the higher-level course. Completion of the prerequisite course, earning credits, or successful completion of assessments in the prerequisite course is not mandatory, unless explicitly specified for a particular course.

3. NATIONAL CREDIT FRAMEWORK / CHOICE BASED CREDIT SYSTEM

The B.Sc. (Hons.) Agriculture programme comprises a set of courses categorized, as per the ICAR Sixth Deans' Committee framework and the finalized R26 course structure, into Core courses (Major), Multi-Disciplinary Courses (MDC), Value Added Courses (VAC), Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Binary Graded courses, Elective courses and the Project/RAWE/Internship component. VFSTR offers flexibility for students to choose Elective courses of their choice in the seventh semester and Skill Enhancement Courses across the first two years, subject to satisfying the minimum credits criterion in each category as given in Table 1.

3.1 Basic Sciences and Humanities

Basic science and Multi-Disciplinary Courses (such as Introductory Mathematics, Agricultural Informatics and Artificial Intelligence, and Applied Machine Learning and Data Science for Agriculture) are included to provide agriculture students with a strong foundation in scientific and quantitative principles that support modern agricultural technologies and problem-solving. Ability Enhancement Courses (AEC) such as Communication Skills and Personality Development, together with Value Added Courses (VAC) such as Environmental Studies and Disaster Management, are included to develop students' professional competence and interpersonal skills, equipping them for both technical and entrepreneurial roles in agriculture and allied sectors.

3.2 Basic Engineering

The B.Sc. (Hons.) Agriculture curriculum includes engineering courses that every agricultural graduate ought to understand to perform well across disciplines, such as Farm Machinery and Power, Soil and Water Conservation Engineering, Renewable Energy in Agriculture and Allied Sector, and Protected Cultivation Structures, offered by the Department of Agricultural Engineering. These build on the quantitative and digital foundation provided by the Multi-Disciplinary Courses described in Section 3.1. These courses provide exposure to emerging approaches and tools, including farm mechanization, precision and data-driven agriculture, to enhance students' ability to approach agricultural problems creatively, systematically, and effectively.

3.3 Professional Core

Core courses are individualized for the B.Sc. (Hons.) Agriculture programme and are mandatory for every student. Spanning the disciplines of Agronomy, Soil Science,

Horticulture, Genetics and Plant Breeding, Entomology, Plant Pathology, Agricultural Extension Education, Agricultural Economics, Agricultural Engineering, Agricultural Biotechnology, Crop Physiology, Biochemistry, Nematology and Animal Husbandry, these courses are designed to offer the essential fundamental knowledge and skills required for a career in agriculture and allied sectors.

3.4 Electives

A candidate has a choice to choose the Elective courses offered in the seventh semester. A minimum of five Elective courses, each of 4 credits (3+1), amounting to 20 credits, are to be chosen from an indicative basket that includes courses such as Agri-Business Management, Management of Natural Resources, Agrochemicals, Agricultural Journalism, Landscaping, Commercial Plant Breeding, Food Safety and Standards, Bioformulation and Nano-formulation, Biopesticides and Biofertilizers, System Simulation and Agro Advisory, Hi-tech Horticulture, Protected Cultivation, Climate Resilient Agriculture, Biotechnology of Crop Improvement, Geoinformatics and Remote Sensing/Precision Farming, Micro-propagation Technologies, Commercial Seed Production, Principles and Practices of Organic Farming/Conservation Agriculture, Food Science and Nutrition, and Post-Harvest Technology and Value Addition. The University/HAEI has the flexibility to include additional Elective courses depending on specific needs and situational variations, in line with the ICAR Sixth Deans' Committee Report.

3.4.1 Department Electives

Elective courses are those aimed at offering advanced/additional knowledge in the field of Agriculture. Care should be exercised while opting for Elective courses such that the objective is to enable the student to acquire deeper understanding in a particular frontier area of agricultural science of interest (e.g., Precision Farming, Organic Farming, Post-Harvest Technology).

3.4.2 Open Electives

Elective courses offered for the B.Sc. (Hons.) Agriculture programme are drawn from an indicative basket finalized for the discipline (Section 3.4). A student's enrolment for pursuing an Elective course(s) is based on his/her choice and order of merit, subject to availability of seats/faculty expertise.

Elective courses are offered in the seventh semester, enabling students to earn 20 credits from the chosen basket.

In the 'Electives' category, a student is required to secure 20 credits (5 Electives x 4 credits each) in the seventh semester.

3.5 Online Courses

Out of the total credit requirement for the degree, a minimum of 10 credits have to be earned through Online/MOOC courses offered via SWAYAM / NPTEL, from an indicative list that includes Agricultural Economics, Indian Agricultural Development, Agricultural Policy, Agricultural Geography, Organic Farming for Sustainable Agricultural Production, Soil Science and Technology, Machine Learning for Soil and Crop Management, Nanotechnology in Agriculture, Farm Machinery, Soil and Water Conservation Engineering, Soil Fertility and Fertilisers, Commercial Fruit Production, Introduction to Farm Machinery and Implements, Organic Farming Practices and Certification, Micro Irrigation Engineering, Post-Harvest Operations and Processing, Advanced Aquaculture Technology, and AI for Agriculture, among others. A student may also be permitted to earn more elective credits through such Online/MOOC courses, in consultation with the concerned Dean/Associate Dean/Principal. To facilitate the process, VFSTR shall constitute an "Online Course Committee" to guide students in selection of courses and to assist them with further steps until completion.

3.6 Field Projects

In the B.Sc. (Hons.) Agriculture curriculum, field-based experiential learning is principally delivered through Rural Agricultural Work Experience (RAWE) - a 12-credit component of the Semester VIII Student READY block - rather than as a standalone second-year 'Field Project'. RAWE emphasizes learning through direct experience in farming communities, allowing students to apply theoretical knowledge in real rural and farm contexts, deepening their understanding of academic concepts while cultivating skills and attitudes needed for their future careers and as responsible members of the farming community.

Students are recommended to select 'Societal-centric' and farmer-relevant problems during RAWE, the Industrial Attachment/Internship and the Project components of Semester VIII. Research/extension work on such problems offers students a platform to make meaningful contributions to farming communities while developing essential skills and ethical awareness.

3.7 Project

As per the finalized R26 course structure, 'Project' is a distinct 4-credit component (Course: RAWE-403) offered in Semester VIII, alongside RAWE (12 credits) and Industrial Attachment/Internship (4 credits), together constituting the 20-credit Student READY block. Each candidate has to submit interim reports and a final report, which are mandatory requirements towards the partial fulfilment of the Project credit requirement. During the semester, the student, under the guidance of a faculty member, is involved in field-oriented/applied research or enterprise-development activity through the application of knowledge gained in various courses studied. The student is expected to present a survey of literature on the topic, work out a project plan and carry it out through field trial/experimentation/survey/computation. Through such project work, the student is expected to demonstrate analysis, planning, execution, presentation and evaluation skills relevant to agriculture.

3.8 Internship

As per the finalized R26 course structure, 'Industrial Attachment / Internship' is a distinct 4-credit component (Course: RAWE-402) of the Semester VIII Student READY block, undertaken with an agri-industry, agri-enterprise, farm, or research institution. This is aimed at training students in solving/understanding real-life agricultural and agribusiness problems through application of analysis, evaluation and practice, particularly in association with practitioners and experts in the field. The procedures for obtaining the internship/attachment placements and their allocation to students are as per university-defined norms outlined in the internship/RAWE programme operational guidelines. A student is expected to carry out a focused study on one topic/problem in consultation with the host organization, and to submit a progress report periodically and a final report duly certified by a mentor from the host institution/organization.

3.9 Binary Graded Courses

Following the finalized R26 course structure, two courses are offered as Binary Graded (Pass / R-grade) courses for B.Sc. (Hons.) Agriculture: Deeksharambh (2 credits, Semester I) and the Educational Tour (2 credits, Semester III).

In case a candidate does not successfully complete a Binary Graded course, they will be placed under the 'R' category. Such 'R' should be completed in a regular Odd/Even semester whenever the course is offered. In special cases, provision of a summer semester may be provided.

3.9.1 Orientation Session (Induction Program)

Deeksharambh (Induction-cum-Foundation Course) is offered at the start of the first semester for a duration of two weeks (0+2 credits, Binary Graded), as prescribed by the ICAR Sixth Deans' Committee. It is intended to play a crucial role in ensuring that students start their agricultural education on the right foot, by organizing activities related to campus orientation, academic preparedness, social integration, sessions by alumni/business leaders/outstanding achievers, and cultural and team-building activities, helping students feel welcomed, informed and prepared for the B.Sc. (Hons.) Agriculture Programme.

3.10 Physical Fitness

As physical fitness contributes to physical, mental and social development, Physical Education, First Aid and Yoga Practices is offered as a 2-credit Ability Enhancement Course (AEC) in

Semester III, coordinated by the Department of Physical Education, to help students improve physical fitness through regular sessions.

3.11 Life Skills

Realizing VFSTR's vision of preparing multifaceted personalities, life-skill orientation for B.Sc. (Hons.) Agriculture students is embedded in the Ability Enhancement Courses - Communication Skills and Personality Development - and in NSS/NCC, under the guidance of experienced faculty and coaches.

3.12 Indian Knowledge Systems

Indian Knowledge Systems (IKS) are woven into the B.Sc. (Hons.) Agriculture curriculum principally through Principles and Practices of Natural Farming (Semester III), based on Bhartiya Prakritik Krishi Paddhati (BPKP), which draws on traditional Indian agrarian knowledge for sustainable, low-input farming. This course aims to create an appreciation for indigenous agricultural knowledge systems and their relevance in contemporary climate-resilient agriculture, in line with the emphasis placed by the ICAR Sixth Deans' Committee Report on integrating IKS with modern agricultural science.

4. ATTENDANCE

It is mandatory for the student to attend the course work in each semester as per the academic schedule of that semester. VFSTR expects 100% attendance. However, the attendance in each course shall not be less than 75% of the aggregate of all L, T, P sessions (including RAWE, Industrial Attachment/Internship and Project, as applicable) conducted in that course. In order to encourage students to attend the L, T and P sessions, a provision of earning marks based on attendance is given in the assessment framework, as detailed in Section 5.

a) The attendance calculations will be periodically reviewed at the end of every 4 weeks. The details of attendance status will be shared with the parents/guardian. The final status of attendance will be reported at the end of the 14th week, granting the advantage of the attendance for the 15th week for the purpose of attendance shortage calculations.

b) The shortage of attendance may be condoned up to 10% on the ground of ill-health, social obligations, participation in RAWE/field activities, or placement activities, etc.

c) Documentary evidence, such as medical reports and certificates issued by concerned bodies, is to be produced in time as support for attendance shortage due to ill-health. These cases are subject to scrutiny by a committee constituted for this purpose by the Dean-AAA. The decision of the committee shall be final.

d) Prior approval has to be taken from the HoD for other types of leave.

e) Courses where the student's shortage of attendance was not condoned shall be considered as 'Repeat' category courses and placed under 'R' grade in the student's semester transcript. The student should re-register for these courses during the summer semester or whenever the course is offered next during regular semesters, subject to the regulations at the time of re-registration. In the case of Core courses, the same Core course has to be re-registered; in the case of an Elective, a candidate may choose a different elective in place of the 'R'-graded elective.

Students placed under 'R' grade will not be allowed to take up the summative assessment in that semester. If, due to lack of or delay in information, a student appears for the summative assessment in that course, the Office of Dean-AAA is empowered to cancel the attended assessment. Scores obtained in either the formative or summative assessment will not be considered for grading.

5. ASSESSMENT

Teaching-Learning and Assessment should go hand in hand and complement each other. Continuous assessment plays a vital role in enabling the student to stay synchronized with the teaching-learning process. The assessment mechanism adopted by the Institute is aimed at testing the learning outcomes in line with the outcome-based model of education, and is designed in conformity with the evaluation pattern recommended by the ICAR Sixth Deans' Committee Report (Section 4.21 of that report). The focus is thus on assessing whether the outcomes are realized by the end of the course.

The performance of a student in each course is assessed on a continuous basis during the semester through various in-semester and end-semester assessment components, delivered through VFSTR's Module-1/Module-2 structure (Section 2.2). The marks awarded through the continuous, in-semester assessments (FA-1 to FA-4 and CLA-1 to CLA-5) and, for L+P courses, the internally conducted Final Practical examination are referred to as Internal (formative) assessment marks. The marks awarded through the semester-end Final Theory examination are referred to as External (summative) assessment marks. Both the internal and external assessment marks are considered for awarding the final marks and the grade point in a particular course. The categories of assessment for each course type are illustrated in Figures 2 to 5.

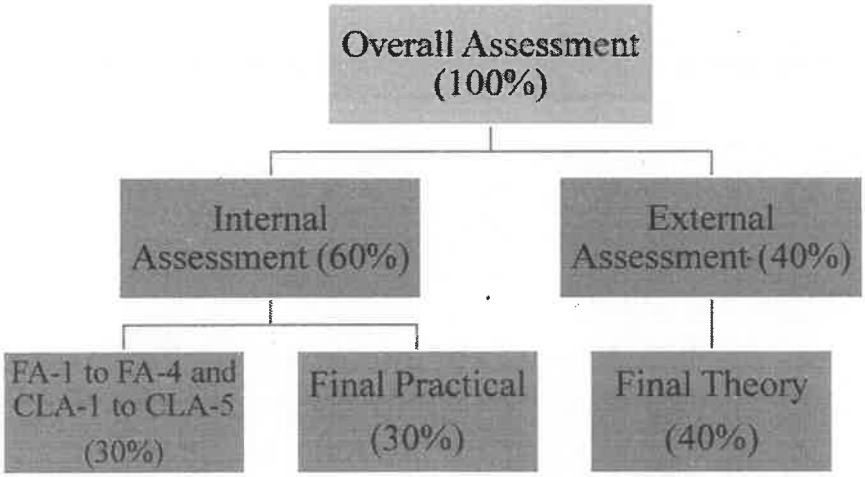


Figure 2: Categories of assessments in place for R26 (illustrated for an L+P course with one practical credit: 1+1, 2+1, 3+1).

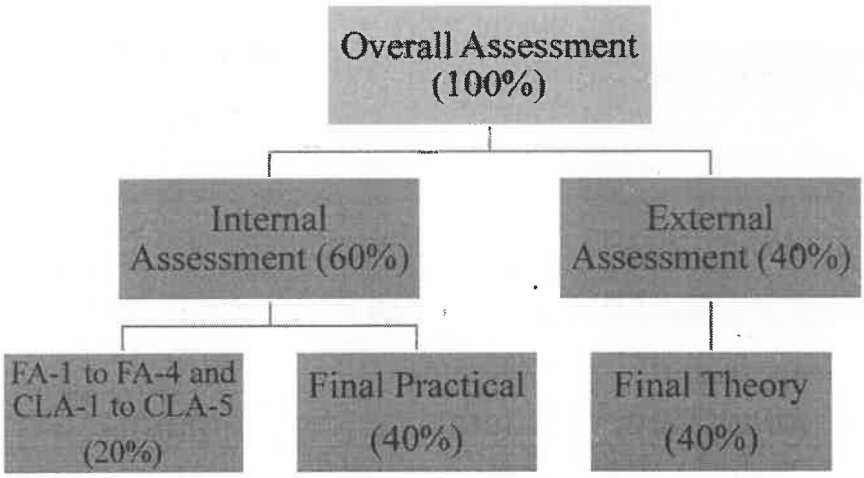


Figure 3: Categories of assessments in place for R26 (illustrated for an L+P course with more than one practical credit: 1+2).

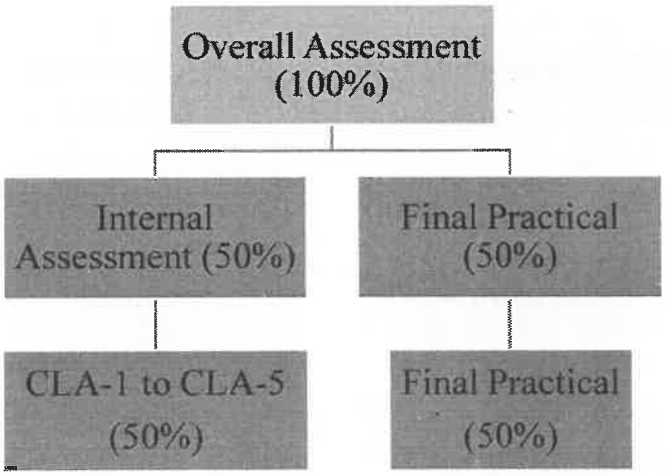


Figure 4: Categories of assessments in place for R26 (illustrated for an only P based course).

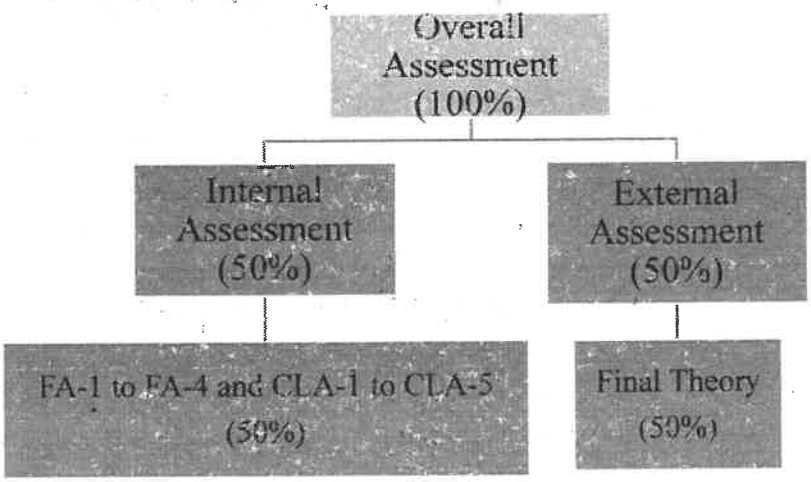


Figure 5: Categories of assessments in place for R26 (illustrated for an only L based course).

5.1 Marks Distribution

For each course, the maximum marks are 100, distributed by course category as formally proposed by the School of Agriculture and Food Technology / Vignan Institute of Agriculture and Technology (VIAT) to the Dean-AAA vide letter dated 05-08-2026 (Proposal for Weightage Distribution for B.Sc. (Hons.) Agriculture Courses under the R-26 Regulations, effective from the Academic Year 2026–27), consistent with the evaluation pattern recommended by the ICAR Sixth Deans' Committee Report (Table 4.3 of that report):

For L+P courses having one credit under Practical (1+1, 2+1, 3+1): Internal 60% – FA-1 to FA-4 15%, CLA-1 to CLA-5 15% and Final Practical 30%; External 40% – Final Theory 40%.
For L+P courses having more than one credit under Practical (1+2): Internal 60% – FA-1 to FA-4 10%, CLA-1 to CLA-5 10% and Final Practical 40%; External 40% – Final Theory 40%.
For courses with Theory only (2+0, 3+0): Internal 50% – FA-1 to FA-4 30% and CLA-1 to CLA-5 20%; External 50% – Final Theory 50%.
For courses with Practical only (including Skill Enhancement Courses): Internal 100% – CLA-1 to CLA-5 50% and Final Practical (Internal) 50%.
The consolidated distribution is reproduced in tabular form in Table 5 (Section 5.3). Within this framework, FA-1 to FA-4, CLA-1 to CLA-5 and, for L+P and Practical-only courses, the Final Practical together constitute the Internal (formative) assessment, delivered through VFSTR's Module-1/Module-2 structure, while the Final Theory constitutes the External (summative) assessment.

5.2 Qualifying Criteria

To be declared successful in a course, the students must satisfy the following hierarchy of qualifying criteria:

i. Attendance compliance should be 75% or within the condonable range; else the candidate is put into 'R' grade.
ii. In the Internal (formative) assessment (FA-1 to FA-4, CLA-1 to CLA-5 and, where applicable, the Final Practical, combined), a candidate should secure a minimum of 50% of the marks allotted to that component (30 out of 60 for L+P courses; 25 out of 50 for Theory-only courses); else the candidate is put into 'R' grade.
iii. In the External (summative) assessment (Final Theory), a candidate should secure a minimum of 40% of the marks allotted to that component (16 out of 40 for L+P courses; 20 out of 50 for Theory-only courses); else the candidate is put into 'I' (Incomplete) grade.

Candidates with 'R' grade should re-register for 'R' courses either in the Summer semester or in a regular semester as and when the courses are offered. Candidates in 'I' grade are allowed to appear for supplementary summative assessment whenever the semester-end assessments are conducted.

To assess Skill Enhancement Courses and Binary Graded courses, a suitable assessment procedure - consistent with the 'Practical only' pattern in Section 5.1 - shall be adopted. The assessment scheme shall be announced by the course coordinator at the commencement of the course.

5.3 L-based Courses: L+P (Theory with Practical) and Only L (Theory only) Courses

This section applies to all graded B.Sc. (Hons.) Agriculture courses that carry a Lecture (L) component, namely: (i) L+P courses, i.e. theory courses integrated with practical credit(s), with one practical credit (1+1, 2+1, 3+1) or more than one practical credit (1+2); and (ii) Only L courses, i.e. theory-only courses (e.g., 2+0, 3+0). The University's common FA-1 to FA-4 and CLA-1 to CLA-5 continuous-assessment mechanism is adopted for these courses. For L+P courses, the Final Practical examination is conducted internally and forms part of the Internal (formative) assessment, which carries 60% weightage, while the External (summative) assessment comprises only the Final Theory examination, which carries 40% weightage. Each component is conducted for the marks given below and is then scaled to the weightage approved for the course category in Section 5.1, in conformity with the evaluation pattern of the ICAR Sixth Deans' Committee Report.

5.3.1 Formative Assessment

The scheme of formative (internal) assessment is designed to promote continuous learning and continuous engagement throughout the semester. It comprises scheduled Formative Assessments (FA-1 to FA-4), Continuous Learning Assessments (CLA-1 to CLA-5) and, for L+P courses, the internal Final Practical examination. FA and CLA are distributed across the two-module course structure (Section 2.2), to monitor the progressive attainment of course

outcomes through periodic tests, practical/field exercises, assignments and experiential learning.

The formative assessment extends across the 15-week instructional period, with Module-1 covering Weeks 1–6 and Module-2 covering Weeks 7–15. The FA and CLA components are common to L+P and Only L courses; only the nature of the CLA activities and the weightage to which the marks are scaled differ, as detailed below. The assessment modalities shall be communicated to the students by the course teacher at the beginning of the course.

A. Formative Assessments (FA-1 to FA-4) – applicable to both L+P and Only L courses

a) **FA-1:** Module-1 emphasizes the fundamentals and broad perspectives of the course. FA-1 shall assess the learning outcomes of Unit-1 at Revised Bloom's Taxonomy Levels 1, 2 and 3 (remembering, understanding and applying). It shall be a paper-based, proctored test of 30 minutes for a maximum of 10 marks, consisting of two 5-mark questions, conducted at the end of the third week after commencement of the course.

b) **FA-2:** FA-2 shall be conducted on completion of Module-1 and shall assess the learning outcomes of Unit-1 and Unit-2, with greater emphasis on application and analysis. It shall be a paper-based, proctored test of 60 minutes for a maximum of 20 marks, consisting of four 5-mark questions, conducted at the end of the sixth week.

c) **FA-3:** Module-2 emphasizes higher-order learning, problem-solving and field application. FA-3 shall assess Unit-3 and the initial portion of Unit-4, with emphasis on application, analysis and evaluation. It shall be a paper-based, proctored test of 60 minutes for a maximum of 20 marks, consisting of four 5-mark questions, conducted by the end of the tenth week.

d) **FA-4:** FA-4 shall assess the concluding portion of Unit-4 and Unit-5, with emphasis on application, analysis and evaluation. It shall be a paper-based, proctored test of 60 minutes for a maximum of 20 marks, consisting of four 5-mark questions, conducted by the end of the fifteenth week.

e) There shall be no internal choice of questions in FA-1 to FA-4. FA-1 may be scheduled along with up to three courses on a day, whereas FA-2, FA-3 and FA-4 may be scheduled along with up to two courses on a day.

f) FA-1 to FA-4 are together conducted for 70 marks (10 + 20 + 20 + 20), which shall be scaled to 15 marks for L+P courses with one practical credit, 10 marks for L+P courses with more than one practical credit, and 30 marks for Only L courses.

B. Continuous Learning Assessments (CLA-1 to CLA-5)

g) CLA-1 to CLA-4 shall be conducted progressively throughout the semester to assess the students' continuous learning and academic engagement. Each CLA shall carry a maximum of 10 marks.

   i. **L+P courses:** each CLA shall be based on the practical component of the course and shall comprise two laboratory/field practical exercises, each evaluated for 10 marks using the parameters given in Table 6 (Section 5.4.1); the combined score of 20 marks shall be scaled to 10 marks for the respective CLA.

ii. **Only L courses:** each CLA shall comprise an appropriate assignment and/or class assessment (such as a written assignment, quiz, problem-solving exercise, field/farm observation report or oral questioning) aligned with the learning outcomes of the corresponding instructional period, providing continuous feedback to the students on their progress.

h) Module-1 CLA: CLA-1 and CLA-2 shall be conducted during Weeks 1–3 and 4–6 respectively, covering the corresponding learning experiences of Module-1. Module-2 CLA: CLA-3 and CLA-4 shall be conducted during Weeks 7–10 and 11–14 respectively, covering the corresponding learning experiences of Module-2.

i) **CLA-5 – Experiential Learning:** CLA-5 shall provide opportunities for students to apply their knowledge and skills through experiential and application-oriented activities during Weeks 11–15. It shall carry a maximum of 10 marks, comprising 8 marks for the experiential learning activity and 2 marks for attendance.

i. **L+P courses:** an internal practical/laboratory assessment based on the exercises covered, a mini project or a field-based activity (e.g., crop/pest/disease field diagnosis, farm or village visit report), as prescribed for the course.

ii. **Only L courses:** a seminar, mini project, case study, farmer-interaction/survey report or real-time field example, as appropriate to the course content and learning outcomes.

iii. MCQ-based activities and SDG-related activities may also be incorporated where relevant to the course content, with appropriate documentation.

j) Attendance: the 2 marks for attendance under CLA-5 shall be awarded as follows: 2 marks for attendance of 90–100%, 1 mark for 80 to <90%, and 0 marks for attendance below 80%.

k) CLA-1 to CLA-5 are together conducted for 50 marks (10 × 5), which shall be scaled to 15 marks for L+P courses with one practical credit, 10 marks for L+P courses with more than one practical credit, and 20 marks for Only L courses.

C. Final Practical examination (L+P courses only) – Internal

l) For L+P courses (1+1, 2+1, 3+1 and 1+2), the Final Practical examination shall be part of the Internal (formative) assessment. It shall be conducted at the end of the practical sessions, before the commencement of the semester-end Final Theory examinations, for a maximum of 50 marks, by the faculty member(s) who conducted the practical sessions along with a second examiner nominated from within the department, following the general scheme given in Section 5.4.2.

m) It shall assess the student's ability to perform the practical/field exercises (including identification/spotting of specimens, crops, pests, diseases, implements, etc. as relevant), record and analyse observations, interpret results, and respond to viva-voce questions, together with the practical record.

n) The marks obtained in the Final Practical (out of 50) shall be scaled to 30 marks for L+P courses with one practical credit (1+1, 2+1, 3+1) and to 40 marks for L+P courses with more than one practical credit (1+2). Claims for re-assessment of the Final Practical are not allowed (Section 6).

D. General provisions

o) The scores of each formative assessment shall normally be announced within three working days of completion of the assessment, and the performance of the students shall be discussed in the class to facilitate timely feedback and improvement.

p) The consolidated Internal (formative) assessment score shall be 60 marks for all L+P courses – FA 15 + CLA 15 + Final Practical 30 for courses with one practical credit (1+1, 2+1, 3+1), and FA 10 + CLA 10 + Final Practical 40 for courses with more than one practical credit (1+2) – and 50 marks for Only L courses (FA 30 + CLA 20). A candidate shall secure a minimum of 50% of these marks (30 out of 60, or 25 out of 50), together with the attendance requirement of Section 4; else the candidate shall be placed in 'R' grade (Section 5.2).

q) The consolidated Internal assessment score, including the Final Practical, shall be finalized and submitted before commencement of the Final Theory examination to facilitate the declaration of the 'R' grade. A candidate placed under 'R' shall not be permitted to take up the Final Theory examination of that course.

Table 2: Schedule of Formative Assessment for L+P and Only L Courses

Component	Module	Week	Coverage	Mode / Pattern	Marks
FA-1	Module-1	End of Week 3	Unit-1	Written test, 30 min; 2 × 5 marks	10
FA-2	Module-1	End of Week 6	Units 1 & 2	Written test, 60 min; 4 × 5 marks	20
FA-3	Module-2	End of Week 10	Unit-3 & initial part of Unit-4	Written test, 60 min; 4 × 5 marks	20
FA-4	Module-2	End of Week 15	Concluding part of Unit-4 & Unit-5	Written test, 60 min; 4 × 5 marks	20
Total FA (conducted)					**70**
CLA-1	Module-1	Weeks 1–3	Learning experiences of the period	L+P: two practical exercises Only L: assignment / class assessment	10
CLA-2	Module-1	Weeks 4–6	Learning experiences of the period	L+P: two practical exercises Only L: assignment / class assessment	10
CLA-3	Module-2	Weeks 7–10	Learning experiences of the period	L+P: two practical exercises Only L: assignment / class assessment	10
CLA-4	Module-2	Weeks 11–14	Learning experiences of the period	L+P: two practical exercises Only L: assignment / class assessment	10
CLA-5	Modules 1 & 2	Weeks 11–15	Experiential learning	Activity 8 marks + attendance 2 marks	10
Total CLA (conducted)					**50**

5.3.2 Summative Assessment

Summative assessment activities, including timetables, question paper model and duration of the examinations, will be informed to the students well before the commencement of the examinations through circulars from the Dean-AAA's office.

a) **Format:** the External (semester-end summative) assessment for both L+P and Only L courses shall consist of the Final Theory examination only. The Final Practical of L+P courses is part of the Internal assessment (Section 5.3.1, C).

b) **Final Theory examination (L+P and Only L courses):** a written examination for a maximum of 80 marks and a duration of 180 minutes, conducted by the University. It shall cover the breadth and depth of the complete syllabus of both modules of the course. The question paper shall follow the pattern given in Table 3, and shall be set, scrutinized and evaluated as per Section 6.

c) Each question shall comprise sub-questions, with the distribution of marks designed to assess the intended learning outcomes and the relevant levels of the Revised Bloom's Taxonomy (e.g., Part A: 3+3+4, 3+4+3; Part B: 5+5+5, 3+4+8, 3+3+4+5, 3+3+3+6).

d) In both FA and Final Theory question papers, approximately 30% of the marks shall be allotted to Bloom's Levels 1 and 2 (remembering and understanding), 40% to Level 3 (applying) and 30% to Level 4 and above (analysing, evaluating and creating).

e) **Scaling:** the marks obtained in the Final Theory (out of 80) shall be scaled to 40 marks (40% weightage) for all L+P courses (1+1, 2+1, 3+1 and 1+2) and to 50 marks (50% weightage) for Only L courses.

f) The award of 'I' grade is based solely on the marks scored in the External (Final Theory) assessment: a candidate who does not secure a minimum of 40% of these marks (16 out of 40 for L+P courses, or 20 out of 50 for Only L courses) shall be placed in 'I' grade and may appear for the supplementary examination as per Section 8.

Table 3: Final Theory Question Paper Pattern (L+P and Only L Courses)

Part	No. of Questions	Marks per Question	Choice	Marks
A	6	10	Answer any 5	50
B	3	15	Answer any 2	30
Total Marks (Duration: 180 minutes)				**80**

5.3.3 Computation of Final Marks

The marks conducted for each component are scaled to the approved weightage and added to obtain the total marks out of 100, as given in Table 4. Grades and grade points shall be awarded on the total marks as per Section 7.

Table 4: Scaling of Assessment Components for L+P and Only L Courses

Component	Marks conducted	L+P: one practical credit (1+1, 2+1, 3+1)	L+P: more than one practical credit (1+2)	Only L (2+0, 3+0)
FA-1 to FA-4	70	15	10	30
CLA-1 to CLA-5	50	15	10	20
Final Practical (internal)	50	30	40	–
Internal (formative) total	–	**60**	**60**	**50**
Final Theory (external)	80	40	40	50

Component	Marks conducted	L+P: one practical credit (1+1, 2+1, 3+1)	L+P: more than one practical credit (1+2)	Only L (2+0, 3+0)
External (summative) total	–	**40**	**40**	**50**
Total marks	–	**100**	**100**	**100**
Minimum in Internal (50%)	–	30	30	25
Minimum in External (40%)	–	16	16	20

For quick reference, the table below reproduces the weightage distribution approved for B.Sc. (Hons.) Agriculture across the four course categories described in Section 5.1, showing (Table 5) how FA-1 to FA-4, CLA-1 to CLA-5, Final Practical and Final Theory combine to the total of 100 marks in each case:

Table 5: Weightage Distribution by Course Category (Quick Reference)

Course type	Pattern	Examples	FA 1–4	CLA 1–5	Final Practical (Internal)	Final Theory (External)
Theory + 1 practical credit	1+1, 2+1, 3+1	Fundamentals of Agronomy, Fundamentals of Soil Science, Fundamentals of Entomology	15%	15%	30%	40%
Theory + more than 1 practical credit	1+2	Crop Production Technology-I (Kharif crops) and II (Rabi crops)	10%	10%	40%	40%
Theory only	2+0, 3+0	Rural Sociology & Educational Psychology; Principles of Agricultural Economics & Farm Management	30%	20%	–	50%
Practical only	0+1, 0+2, 0+4	Video Production, Floriculture & Landscaping, Physical Education & Yoga, Soil, Plant and Water Testing	–	50%	50% (internal)	–
Marks conducted (R-26)			**70**	**50 (P-only 60)**	**50**	**80**

Note: for L+P courses, FA, CLA and the Final Practical together form the Internal assessment (60%) and the Final Theory forms the External assessment (40%); for Theory-only courses the split is 50% : 50%.

5.4 P-based Courses (P/ T+P/ T)

A large proportion of B.Sc. (Hons.) Agriculture courses are practical/field-intensive (e.g., Skill Enhancement Courses such as Soil, Plant and Water Testing; Horticulture Nursery Management etc.,). The detailed information consisting of experiments/field exercises, batch

formation, and schedules shall be displayed/informed to students in the first week of the semester so that they come prepared for laboratory/field sessions. Copies of the laboratory/field manual shall be made available to students along with the schedule.

5.4.1 Formative Assessment

The scheme of formative assessment for P-based courses is designed to promote continuous learning, practical engagement, and experiential learning throughout the semester. Unlike L-based courses integrated with P/T, P-based courses shall not have separate Formative Assessments (FA-1 to FA-4). The formative assessment shall comprise Continuous Learning Assessments (CLA-1 to CLA-5) conducted progressively across the two-module structure and through experiential learning activities.

The suggestive modality of formative assessment is given below:

a. Continuous Learning Assessment (CLA): CLA-1 to CLA-4 shall be conducted progressively during the respective instructional periods to assess students' continuous learning and practical engagement. CLA-1 to CLA-4 shall carry a maximum of 10 marks.
b. Each CLA shall comprise two laboratory experiments/practice sessions, each carrying 10 marks, with the combined score of 20 marks being scaled to a maximum of 10 marks for the respective CLA.
c. The assessment of laboratory experiments/practice sessions may include appropriate components as mentioned in Table 6 such as viva-voce, experimentation and data collection, analysis and interpretation of results, and submission of the laboratory record/report, as appropriate to the nature of the course.

Table 6: Suggested parameters for Lab Practice Assessment (CLA)

S. No	Component	Marks
1	Experimentation and data collection	2
2	Analysis of experimental data and interpretation	2
3	Viva and interaction to evaluate understanding of concepts	2
4	Laboratory record/ report	4
	Total	**10**

d. Module-1 CLA: CLA-1 and CLA-2 shall be conducted progressively during Weeks 1–3 and 4–6, respectively, covering the corresponding learning experiences of Module-1.
e. Module-2 CLA: CLA-3 and CLA-4 shall be conducted progressively during Weeks 7–10 and 11–14, respectively, covering the corresponding learning experiences of Module-2.
f. CLA-5 – Experiential Learning: CLA-5 shall provide opportunities for students to apply their practical knowledge and skills through experiential and application-oriented

learning activities. It shall carry a maximum of 20 marks, comprising 15 marks for experiential learning assessment and 5 marks for attendance.

i. The 15-mark experiential learning assessment shall be based on appropriate practical or experiential activities, such as an internal laboratory assessment, mini project, or other course-specific activity, as prescribed for the course.
ii. The 5 marks for attendance shall be awarded as follows:

Table 7: Marks distribution for Attendance

Attendance	**95–100%**	**90–<95%**	**85–<90%**	**80–<85%**	**75–<80%**	**<75%**
Marks	5	4	3	2	1	0

5.4.2 Summative Assessment

The end-semester summative assessment for each P-based course shall be conducted for a maximum of 50 marks. The assessment shall be designed to evaluate the student's ability to perform practical activities, demonstrate conceptual understanding, analyse experimental observations, interpret results, and respond to relevant questions. The detailed scheme of assessment may vary depending on the nature and requirements of the laboratory/course and shall be communicated to the students by the laboratory in-charge before the commencement of the summative assessment.

The end-semester examination for each practical course shall be conducted jointly by two examiners. The internal examiner shall be the faculty member who has conducted the practical sessions and associated activities throughout the semester. The external examiner shall be nominated from within the department and shall be familiar with the practical components of the course but shall not have been directly involved in its delivery. The general scheme of assessment is given in Table 8.

Table 8: General Scheme of End-Semester Practical Examination (50 marks)

Component	**Examiner 1**	**Examiner 2**	**Total**
Objective and procedure write-up, including outcomes	5	5	10
Experimentation and data collection	5	5	10
Computation of results	5	5	10
Analysis of results and interpretation	5	5	10
Viva-voce	-	10	10
Total Marks	20	30	50

5.5 Assessment and Grading of MOOCs-based Elective

Whenever a candidate opts for an Online/MOOC course through SWAYAM, NPTEL or another approved portal (Section 3.5), he/she has to learn and undergo assessment as per the norms set by the respective platform. Consistent with the ICAR Sixth Deans' Committee Report, such courses are non-gradial: upon successful completion, the course is indicated in the student's transcript with a 'Satisfactory' remark and the credits are recorded under credit equivalence and credit transfer, without an associated grade point.

5.6 Field Project – Rural Agricultural Work Experience (RAWE)

RAWE (12 credits) is undertaken for 12 weeks in Semester VIII as part of the Student READY programme, in the allotted villages and the associated Research Station / KVK / DAATTC / MAO office, under the guidance of a student Advisory Committee constituted as per the Student READY Manual (Scientist (SMS) / Assistant Dean – Chairman; Assistant Professor (Extension) / RAWE Coordinator; Dean VIAT Representative; MAO (DoA) / MHO (DoH); and the Host Farmer). RAWE comprises five components, each assessed separately for 100 marks: Crop Production (4 credits), Plant Protection (2), Rural Economics (2), Extension Programme (3) and Research Station / KVK / DAATTC / MAO Activities (1). The minimum attendance requirement for RAWE is 85%; the period of stay in the village shall not be extended to make up a shortage of attendance.

5.6.1 Formative Assessment

a) **Internal evaluation by the Advisory Committee:** the formative assessment shall be carried out by the student's Advisory Committee through three monthly progress reviews, synchronized with the monthly meeting of the Committee and the visit of the Dean's Representative:
   i. **Review-1 (end of Week 4):** village and farm profile, host-farmer interaction, initiation of crop-wise records of agricultural operations, and the first monthly records submitted.
   ii. **Review-2 (end of Week 8):** progress of field work, biometric and plant-protection observations, agro-economic survey, participatory extension activities and the second monthly records.
   iii. **Review-3 (end of Week 12):** overall progress of the entire programme at the last meeting of the Advisory Committee, including completion of all records, training programme / Rythu Sadassu / exhibition conducted and the success story.

b) **Weekly diary and observation notebook:** the student's diary (Annexure-I of the Student READY Manual) and field observation notebook shall be checked and signed every week by the Scientist (SMS) / Scientist in-charge, and the student's conduct and regularity assessed continuously over Weeks 1–12.

c) **Research Station / KVK / DAATTC / MAO Activities:** this 1-credit component is assessed entirely through formative assessment for 100 marks, based on the three monthly reviews and the record of the fortnightly (once in two weeks) visits to the

centre, including meteorological observations and the items of work carried out or shown to the student.

d) The marks of each review shall be displayed on the notice board of VIAT along with the attendance particulars. Where a student is lagging behind, the deficiencies shall be recorded in the observation notebook and communicated to the student in writing for mid-course correction.

e) A student shall secure a minimum of 50% of the formative marks in each component (25 out of 50, or 50 out of 100 for the Research Station / KVK / DAATTC / MAO component) together with 85% attendance; else he/she shall be placed in 'R' grade and shall re-register the component(s) when offered next, without RAWE stipend for the re-registered period.

Table 9: Formative Assessment Schedule for RAWE

Review / Component	Timing	Assessed by	Crop Production, Plant Protection, Rural Economics, Extension Programme (each)	RS / KVK / DAATTC / MAO Activities
Review-1	End of Week 4	Advisory Committee	15	25
Review-2	End of Week 8	Advisory Committee	15	25
Review-3	End of Week 12	Advisory Committee	15	25
Weekly diary, observation notebook and conduct	Weekly (Weeks 1–12)	Scientist (SMS) / RAWE Coordinator	5	–
Record of fortnightly centre visits (6 visits)	Once in two weeks	Scientist in-charge of the centre	–	25
Total formative marks			**50**	**100**
Minimum required (50%)			**25**	**50**

5.6.2 Summative Assessment

a) **External evaluation:** at the end of Week 12, an External Evaluation Committee nominated by the Dean, VIAT, consisting of four faculty members, one each from Agronomy, Agricultural Economics, Agricultural Extension and Entomology / Plant Pathology, shall conduct the summative assessment of Crop Production, Plant Protection, Rural Economics and Extension Programme. Only students who meet the attendance requirement shall be eligible.

b) **Components:** for each of these four courses, the summative assessment shall carry 50 marks: evaluation of the course record – 30 marks, and viva-voce – 20 marks. The records shall be prepared in the student's own handwriting (including diagrams/graphs) from the daily observation notebook and weekly diaries, without printed/typed material, and shall be paper bound.

c) The Research Station / KVK / DAATTC / MAO Activities component shall have no summative assessment.

d) The marks awarded by the committee members shall be averaged, checked and countersigned by the department concerned.

e) A student shall secure a minimum of 50% of the summative marks in each course (25 out of 50); else he/she shall be placed in 'I' grade. If the External Evaluation Committee is of the view that the record can be improved, the student may re-write and resubmit the record and appear for the viva-voce before the last working day of the next semester, on payment of the prescribed re-examination fee.

f) The marks of each component (out of 100) shall be converted to grade points as per Section 7, and the credit-weighted grade points of the five components shall be used in computing the SGPA.

Table 10: Credits and Marks Distribution for RAWE

Course / Component	Credits	Formative (Internal)	Summative: Record	Summative: Viva-voce	Total
Crop Production	4	50	30	20	100
Plant Protection	2	50	30	20	100
Rural Economics	2	50	30	20	100
Extension Programme	3	50	30	20	100
Research Station / KVK / DAATTC / MAO Activities	1	100	–	–	100
Total	**12**	**300**	**120**	**80**	**500**

5.7 Project

The Student Project (4 credits, 0+4) is undertaken for four weeks in Semester VIII on a region-specific problem of agriculture or an allied sector, individually or in small groups, under an Advisory Committee comprising a Chairperson (Major Advisor from the concerned discipline), a Subject Matter Specialist, a member from Agricultural Extension / field expertise and, optionally, an external expert from industry / NGO / KVK. The project follows four weekly phases: Planning and Formulation (Week 1), Field Work and Data Collection (Week 2), Data Analysis and Interpretation (Week 3), and Report Writing and Presentation (Week 4). The minimum attendance requirement is 85%, reported to the Chairperson every week.

5.7.1 Formative Assessment

a) The formative assessment shall carry 50 marks and shall be conducted by the Advisory Committee through three weekly reviews and continuous verification of the project logbook, as given in Table 11.

b) **Review-1 (end of Week 1) – Proposal review:** problem statement, objectives, relevance, literature review, methodology and work plan; approval of the project proposal.

c) **Review-2 (end of Week 2) – Mid-term review:** presentation of the progress of field work, stakeholder interactions and the primary/secondary data collected, with field notes and photographic documentation.

d) **Review-3 (end of Week 3) – Analysis review:** compilation, tabulation and statistical analysis of data, interpretation of results, tables/graphs and the draft results and discussion.

e) **Logbook and regularity:** the daily logbook/diary shall be verified every week by the guide, and the student's regularity, involvement and timeliness assessed continuously.

f) In addition, the Chairman shall hold review meetings once in two weeks to monitor quality and progress; these meetings carry no separate marks.

g) A student shall secure a minimum of 50% of the formative marks (25 out of 50) together with 85% attendance; else he/she shall be placed in 'R' grade and shall re-register for the entire project when offered next, on payment of the prescribed fee.

Table 11: Formative Assessment Schedule for Project

Review	Timing	Focus	Marks
Review-1 (Proposal)	End of Week 1	Problem, objectives, literature, methodology, work plan	10
Review-2 (Mid-term)	End of Week 2	Field work, stakeholder interaction, data collection	15
Review-3 (Analysis)	End of Week 3	Data analysis, interpretation, draft results	15
Logbook / diary and regularity	Daily; verified weekly	Documentation, involvement, timeliness	10
Total formative marks (minimum 25)			**50**

5.7.2 Summative Assessment

a) The summative assessment shall be conducted by the Advisory Committee at the end of Week 4 for 50 marks, on submission of the final project report (generally not exceeding 5000 words, in the prescribed format) and an oral presentation of 10 minutes per project followed by viva-voce.

b) The project shall be evaluated for 100 marks – Project Work and Report: 80 marks; Oral Presentation: 20 marks – using the criteria in Table 12, and the marks shall be scaled to 50.

c) A student shall secure a minimum of 40% of the summative marks (20 out of 50); else he/she shall be placed in 'I' grade and may resubmit the report and re-present before the last working day of the next semester. To be declared 'Pass', a student shall secure at least 50% of the total marks (formative + summative) in the project.

d) The final grades shall be compiled and submitted to the University by the Dean, VIAT within 15 days of completion of the project.

Table 12: Summative Evaluation Criteria for Project (100 marks, scaled to 50)

Component	Criteria	Marks
A. Project Work and Report	Originality of idea and concept	15
	Relevance to theme / problem	10
	Understanding of the issue	10
	Data collection and analysis	15
	Experimentation / validation	10
	Interpretation of results	10
	Report writing (structure, clarity, presentation)	10
B. Oral Presentation (10 minutes)	Clarity of objectives and problem statement	4

Component	Criteria	Marks
	Explanation of methodology	4
	Presentation of findings and results	4
	Communication skills and confidence	4
	Time management and use of PPT / visual aids	4
Total (scaled to 50)		**100**

5.8 Internship / In-Plant Training / Industrial Attachment

The Internship / In-Plant Training / Industrial Attachment (4 credits) is undertaken for eight weeks in Semester VIII with an agri-business industry, agri-enterprise, farm or research organization. Each student works under a mentor of the host organization and is supervised by the Faculty Coordinator (Internship) of the college. One casual leave for every three weeks of internship is permitted; leaving the internship location without prior approval, a serious complaint from the host organization or any act of indiscipline shall lead to termination, and the student shall repeat the internship.

5.8.1 Formative Assessment

a) The formative assessment shall carry 40 marks, as given in Table 13.

b) **Fortnightly diary reviews (10 marks):** the student shall maintain a weekly internship diary (date, place of work, work done, remarks), countersigned by the mentor and sent to the Faculty Coordinator every week. The Faculty Coordinator shall review the diary and progress at the end of Weeks 2, 4, 6 and 8 (four reviews of 2.5 marks each), through telephonic/online interaction with the student and the mentor or a visit where feasible.

c) **External mentor evaluation (30 marks):** at the end of Week 8, the mentor of the host organization shall evaluate the student in the Mentor Evaluation Sheet cum Internship Completion Certificate (Proforma-7 of the Student READY Manual). The overall rating shall be converted to marks as: Outstanding – 30, Excellent – 25, Good – 20, Fair – 15, Poor – 10. The student shall submit the sealed sheet to the Faculty Coordinator immediately on reporting back to the college.

d) A student shall secure a minimum of 50% of the formative marks (20 out of 40) and submit the Internship Completion Certificate; else he/she shall be placed in 'R' grade and shall repeat the internship.

Table 13: Formative Assessment Schedule for Internship

Component	Timing	Assessed by	Marks
Diary review-1	End of Week 2	Faculty Coordinator (Internship)	2.5
Diary review-2	End of Week 4	Faculty Coordinator (Internship)	2.5
Diary review-3	End of Week 6	Faculty Coordinator (Internship)	2.5
Diary review-4	End of Week 8	Faculty Coordinator (Internship)	2.5
External mentor evaluation (Proforma-7)	End of Week 8	Mentor, host organization	30
Total formative marks (minimum 20)			**40**

5.8.2 Summative Assessment

a) **Internship report (40 marks):** the student shall submit an individual internship report of at least 25–30 pages within one week of reporting back, covering the profile of the organization, sequence of operations / production systems, infrastructure and major equipment, movement of materials, formulation of 3–4 practical problems with the data, analysis, suggestions and recommendations, and the certificate from the organization. The report shall be evaluated by a faculty member of the concerned department identified by the Internship Coordinator (not more than 25 reports per evaluator).

b) **Seminar presentation (20 marks):** the student shall present the internship work, restricted to 10 slides, before a Seminar Presentation Evaluation Committee constituted by the college. The committee shall evaluate the presentation for 100 marks – quality of material presented (25), effectiveness of presentation / communication (25), depth of knowledge and skills (25), and understanding of the problem / problem-solving ability (25) – and the marks shall be scaled to 20.

c) The Advisor / Course In-charge shall consolidate the marks in the Evaluation Sheet (Proforma-9 of the Student READY Manual), as given in Table 14, and record whether the internship credits are approved.

d) A student shall secure a minimum of 40% of the summative marks (24 out of 60); else he/she shall be placed in 'I' grade and may resubmit the report and/or re-present before the last working day of the next semester. Internship credits shall be approved only when the student secures at least 50% of the total marks.

Table 14: Marks Distribution for Internship

Assessment	Component	Evaluated by	Marks
Formative	Fortnightly diary reviews (4 × 2.5)	Faculty Coordinator	10
Formative	External mentor evaluation	Mentor, host organization	30
Summative	Internship report	Faculty evaluator	40
Summative	Seminar presentation (100 scaled to 20)	Seminar Evaluation Committee	20
Total			**100**

5.9 Binary Graded Courses

Binary Graded courses (Deeksharambh and the Educational Tour, Section 3.9) aim to simplify the grading process and encourage students to focus on learning and achieving mastery rather than the pursuit of specific grades. Such courses offer only two possible outcomes, i.e., Pass grade / R-grade. To obtain a Pass grade, a candidate should maintain 75% attendance and satisfactorily complete the prescribed activities, as evaluated per the 'Practical only' pattern in Section 5.1; else the candidate shall be placed into 'R'-grade. There shall not be any summative assessment activity for Binary Graded courses.

5.9.1 Formative Assessment

Table 15: Formative Assessment for Binary Graded Courses

CLA	Module	Formative assessment marks	Scaled up to
CLA-1 & CLA-2 (average)	Module-1	10	20
CLA-3 & CLA-4 (average)	Module-2	10	30
Total		**20**	**50**
CLA-5	Modules 1 & 2	20 (15 + 5 = 20 marks; 15 marks for an assessment covering Module-1 & Module-2 conducted between the 12th and 15th week, and 5 marks for overall attendance (1 mark for attendance ≥75% to <80%, 2 marks for ≥80% to <85%, 3 marks for ≥85% to <90%, 4 marks for ≥90% to <95%, and 5 marks for ≥95% to 100%).	**50**

5.10 Other Special Category Courses

This category corresponds to the 2-credit Skill Enhancement Courses (SEC) and Ability Enhancement Courses (AEC) of the B.Sc. (Hons.) Agriculture curriculum, designed to provide focused, skill-oriented, experiential or interdisciplinary learning beyond the core curriculum. Assessment is based on continuous formative evaluation and, where applicable, a final practical assessment, consistent with the 'Practical only' pattern in Section 5.1.

6. SEMESTER-END ASSESSMENT ACTIVITIES

a) Setting of semester-end summative assessment question papers will be coordinated by the lead instructor assigned for a particular course. Two sets of question papers will be submitted latest by a date notified by the Dean-AAA.

b) There shall be a 'Summative Assessment Question Paper Scrutiny Committee' constituted with external experts, consistent with the ICAR Sixth Deans' Committee requirement that external theory examination question papers be obtained from external experts (Section 4.21 of that report). Experts are empowered to modify/rephrase questions to maintain a high standard of the semester-end assessment. The review process will be coordinated by a committee of the School Dean, HoD and external experts, with due coverage of the syllabus ensured, and paper evaluation done by a faculty member other than the course instructor(s), as prescribed by ICAR.

c) The question-wise marks scored in the summative assessment will be made available online within a notified period from the last date of examination and kept active for 24 hours. Within 48 hours of notification, a candidate may submit an appeal online providing a question-wise claim.

d) Claims for re-assessment on practical/field-based components are not allowed.

e) Appeals will be attended to within the next three working days. Fees for appeal, as decided from time to time, have to be remitted online along with the appeal.

f) Final results and grades will be computed as explained in the next section.

g) Final results and grades shall be announced within a period notified by the University after completion of the last examination of the summative assessment. Grades are published on the University website and also informed to parents and students through SMS.

7. COMPUTATION OF GRADING

i. Candidates who have successfully completed the prescribed formative and summative assessment requirements shall be considered for grading. Candidates awarded an 'R' grade in formative assessment or an 'I' grade in summative assessment, as applicable, shall not be considered for the award of the regular course grade.

ii. The total marks obtained by a candidate in a course shall be computed as the sum of the marks secured in the formative and summative assessments, as prescribed for the respective course category in Section 5.1. The total marks shall be considered out of 100.

iii. Consistent with the ICAR Sixth Deans' Committee Report, the evaluation is on a 10-point scale, where 10 points = 100 marks. The Grade Point for a course is obtained by dividing the percentage of marks secured by 10, as detailed in Table 16. The grade awarded shall be independent of the performance of other students in the course.

Table 16: Grading Information

Percentage of Marks	Category	Grade	Grade Points
90 and above	Outstanding	O	10
80 and above but < 90	Excellent	S	9
70 and above but < 80	Very good	A	8
60 and above but < 70	Good	B	7

50 and above but < 60	Fair	C	6
46 and above but < 50	Marginal	M	5
Less than 46	Incomplete	I	-
Transitional Grade	Repeat	R	-

8. SUPPLEMENTARY EXAMINATIONS

a) The supplementary examinations shall be conducted once in the summer semester. Notifications will be released by the examination section informing students about registration procedures, fee details and timetables. Apart from these, students who have courses with 'I'-grade can also write the supplementary examinations along with the regular semester-end examinations of that academic (Odd/Even) semester.

b) Whenever a candidate clears courses with 'I' grade in a supplementary examination conducted during a regular semester, the threshold value for computing his/her grade will be obtained from the same batch in which he/she had completed the formative assessment.

c) Whenever a candidate clears courses with 'R'/'I' grade in a summer semester, the threshold value for computing his/her grade will be carried forward from the preceding Odd/Even semester for the respective courses.

d) Whenever a candidate clears courses with an 'R' grade in a regular semester along with his/her junior batch, the threshold value for computing grade will correspond to the junior batch.

e) The results of summative assessment of Project / RAWE / Industrial Attachment-Internship will be announced only if the candidate successfully earns all the credits in the courses registered during the programme. If the candidate has 'R'/'I' graded courses, the results will be kept under 'Announced Later (L)' status and announced only after the candidate clears these courses.

9. GRADE POINT AVERAGE

The academic performance of a student in every semester is indicated by the Semester Grade Point Average (SGPA) and finally by the Cumulative Grade Point Average (CGPA), termed the Overall Grade Point Average (OGPA) on final completion, consistent with the ICAR Sixth Deans' Committee Report.

9.1 SGPA

The Semester Grade Point Average (SGPA) shall be computed using the formula: SGPA = Σ (Grade Point × Credit Hours) for the semester / Total Credit Hours in the semester, as prescribed by the ICAR Sixth Deans' Committee Report.

$$SGPA = \frac{\sum_{i=1}^{n} C_i P_i}{\sum_{i=1}^{n} C_i}$$

Where

n = number of courses a student successfully completed in the semester under consideration.

Pi = Grade Point secured for the ith course registered in the semester under consideration.

Ci = the number of credits assigned to the ith course registered in the semester under consideration.

9.2 CGPA

The Cumulative Grade Point Average (CGPA) shall be computed after successful completion of the programme, in the same manner as SGPA but cumulated over all semesters, as prescribed by the ICAR Sixth Deans' Committee Report. On final completion of the four-year B.Sc. (Hons.) Agriculture programme, the CGPA is termed the Overall Grade Point Average (OGPA) and is mentioned in the final transcript of the student.

Accordingly, the computations will be as below:

$$\text{CGPA} = \frac{\sum_{j=1}^{m} C_j P_j}{\sum_{j=1}^{m} C_j}$$

Where

m = total number of courses prescribed for the completion of the programme.

Pj = grade points secured for the jth course.

Cj = the number of credits assigned to the jth course. If a student passes in a subject in a second attempt, for calculation of CGPA/OGPA, the grade point for that subject in the second attempt only will be considered, as prescribed by the ICAR Sixth Deans' Committee Report.

9.3 Grade Point Percentage Equivalence

Where Grade Point-based percentage equivalence is required, the percentage shall be calculated as prescribed by the ICAR Sixth Deans' Committee Report:

Percentage equivalence = Grade Point x 10.

10. AWARD OF CLASS

Students who have become eligible for the award of degree shall be classified based on their OGPA secured, as per the ICAR Sixth Deans' Committee Report (Table 4.4 of that report), reproduced in Table 17.

Table 17: Class/Division Information

Sl. No.	OGPA	Class / Division
1	8.0 and above	First Division and Distinction
2	7.0 and above but less than 8.0	First Division
3	6.0 and above but less than 7.0	Second Division
4	5.0 and above but less than 6.0	Pass

a) For the purpose of rewarding accomplishers with ranks and awards, toppers are identified based on their academic performance (OGPA).

b) In addition, the 'Chairman's Gold Medal' and other 'Endowment Awards' are awarded to 'outstanding students' based on overall performance, which includes academic, co-curricular and extra-curricular activities, RAWE/internship performance, and competitive examinations. A committee appointed by the Vice-Chancellor will recommend the eligible student for the award, selected from nominations received from the Department. In addition, the institution may recognize exceptional performance such as in sports, and other notable achievements, from time to time.

c) Only candidates who complete the prescribed 175 credits (171 graded + 4 Binary Graded), together with the minimum 10 credits of Online/MOOC courses, in the first 8 successive semesters shall be eligible to receive awards/ranks.

d) Candidates availing spill-over semesters will not be eligible for the award of merit scholarships.

11. AWARD OF DEGREE

On successful completion of the prescribed requirements of the programme, the degree of B.Sc. (Hons.) Agriculture shall be conferred during the convocation of VFSTR.

For the conferment of degree, the student has to fulfil the following requirements:

a) been a bonafide student and undergone the course work of not less than four academic years and not more than seven academic years from the date of joining, as prescribed by the ICAR Sixth Deans' Committee Report.

b) successfully completed all the courses as prescribed in the respective curriculum.

c) acquired a minimum eligible credit, i.e. 175 credits (171 graded + 4 Binary Graded) together with a minimum of 10 credits of Online/MOOC courses, for the award of the B.Sc. (Hons.) Agriculture degree:

d) obtained no-dues certificates as prescribed by VFSTR.

e) no disciplinary proceedings pending against him/her.

Consequent upon being convinced, following an enquiry, the Academic Council may resolve to withdraw the degree/diploma/any other certification provided by the institute. The aggrieved may, however, prefer a review of such decision by the Academic Council, citing cogent reasons for review, or go in for an appeal to the Executive Council of the institute.

12. LATERAL ENTRY AND LATERAL EXIT OPTIONS

As per NEP-2020 and the ICAR Sixth Deans' Committee Report, B.Sc. (Hons.) Agriculture at VFSTR follows a multiple entry-exit structure with three exit points: UG-Certificate in Agriculture (after the 1st year, on completion of a 10-week/10-credit internship), UG-Diploma in Agriculture (after the 2nd year, on completion of a 10-week/10-credit internship), and B.Sc. (Hons.) Agriculture (after successful completion of the full four-year, eight-semester programme). Students opting to continue to the next stage are not required to undertake the exit-linked internship at that stage. Admission eligibility for entry into the 1st year is 10+2 (Science) with Biology as one subject, from a Central/State Board/University, as per ICAR/VFSTR norms.

12.1 Lateral Entry into II year of B.Sc. (Hons.) Agriculture

Candidates holding a UG-Certificate in Agriculture are eligible for lateral entry at the 3rd semester, and candidates holding a UG-Diploma in Agriculture are eligible for lateral entry at the 5th semester. The committee constituted by the Vice-Chancellor will establish eligibility for admission and may recommend additional/deficiency courses to be completed by the candidate, to be satisfactorily completed within the first year of such admission.

12.2 Inter-Institutional Credit Transfer

Students pursuing an undergraduate programme in another recognized Higher Agricultural Educational Institution (HAEI) could be admitted into VFSTR without appearing for the entrance exam to continue their studies, subject to approval by a committee constituted by the Vice-Chancellor, and subject to availability of seats. In this case, the student shall furnish transcripts/grade cards, syllabus copies, educational certificates and other relevant documents while applying for admission. Migration/inter-institutional transfer is recommended to be effected after the 4th semester, subject to the Academic Bank of Credits (ABC) norms and the

Inter-Institutional Credit Transfer policy of VFSTR, consistent with the ICAR Sixth Deans' Committee Report.

12.3 Honorable Exit with UG-Certificate / UG-Diploma in Agriculture

In line with NEP-2020 and the ICAR Sixth Deans' Committee Report, optional exit is provided to a candidate at two stages: after completion of the 1st year (2 semesters) requirements together with a 10-week/10-credit internship, for the award of UG-Certificate in Agriculture; and after completion of the 2nd year (4 semesters) requirements together with a 10-week/10-credit internship, for the award of UG-Diploma in Agriculture.

A student who does not opt to exit at these stages, or who is unable to complete the requirements for the next stage, will be considered for the appropriate exit award based on the credits and internship completed.

Semester-wise transcript and a consolidated transcript will be given to candidates during their exit from the registered programme.

A candidate who has exited with a UG-Certificate/UG-Diploma can seek re-entry to complete the B.Sc. (Hons.) Agriculture degree, within three academic years of exit, as prescribed by the ICAR Sixth Deans' Committee Report. A committee constituted by the Vice-Chancellor will scrutinize all such re-entry requests and recommend the plan of action. However, the maximum duration of the programme should be limited to seven years, and further extension beyond this maximum duration has to be approved by the Academic Council, if the candidate appeals for an extension.

12.4 Voluntary 'Drop' with Sabbatical Semester option

A candidate may exercise the option to voluntarily exit from the B.Sc. (Hons.) Agriculture programme temporarily for a semester, by registering for a 'DROP option' at the beginning of the semester. The DROP can be exercised to take up special Internship / Innovation / Exploratory / Entrepreneurship / Advanced research/Start-up and such related agri-enterprise activities. Under such circumstances, a candidate can normally avail DROP over two successive semesters. Such 'Drop' semester will be identified as a Sabbatical semester.

Such a candidate has to pay the regular semester fee if such a Drop option is utilized during the first 8 semesters and has to pay a nominal semester maintenance fee during the spill-over period, if the candidate has not yet completed the credit requirements.

Upon returning from such a temporary exit, a candidate may continue his/her studies utilizing the provision of the spill-over period. A candidate may also submit a claim for credit equivalence for the activities undertaken during the sabbatical period, to be evaluated and recommended by the equivalence committee. However, the maximum duration of the

programme should be limited to seven years, and further extension has to be approved by the Academic Council, if the candidate appeals for an extension.

12.5 Voluntary 'Drop' with Semester Drop option

A candidate may exercise the option to voluntarily exit from the B.Sc. (Hons.) Agriculture programme temporarily for a semester, by registering for a 'DROP option' at the beginning of the semester, to meet family/personal exigencies. All norms mentioned in Section 12.4 shall be applicable to candidates utilizing the semester drop option.

13. INTERPRETATION OF RULES

The academic rules and regulations should be read as a whole for the purpose of any interpretation.

For matter(s) NOT covered herein above, or for unforeseen circumstances arising during the course of implementation of the above regulations, the Vice-Chancellor shall be authorized to remove the difficulties and decide upon the matters. The same shall be reported in the next meeting of the Academic Council for ratification and subsequently informed to the Executive Council.

The Institution may change or amend the academic rules and regulations or curriculum at any time - including to align with future revisions of the ICAR Sixth Deans' Committee framework - and such changes or amendments shall be applicable to all students with effect from the dates notified by the Institution.

Procedure and explanation for any section can be issued by the office of the Dean-AAA, as applicable from time to time, with due approval by the Chairman of the Academic Council.

R26 C26 COURSE STRUCTURE

I Year I Semester

Course Code	Course Title	L	T	P	SL	C	Category
26DSIP101	Deeksharambh*	0	0	4	0	2	Binary graded
26AGRO101	Fundamentals of Agronomy	2	0	2	2	3	Core course
26SSAC121	Fundamentals of Soil Science	2	0	2	2	3	Core course
26HORT181	Fundamentals of Horticulture	2	0	2	2	3	Core course
26AGRO102	Farming Based Livelihood Systems	2	0	2	2	3	MDC
26AEXT191	Rural Sociology and Educational Psychology	2	0	0	2	2	Core course
26ABEC111	Communication Skills	1	0	2	1	2	AEC
26SMCA101	Introductory Mathematics	0	0	2	0	1	MDC
26SECO101	Soil, Plant and Water Testing (SEC-I)	0	0	4	0	2	SEC
26SECO102	Horticulture Nursery Management (SEC-II)	0	0	4	0	2	SEC
26ABEC113/ 26ABEC115	National Service Scheme-1(NSS-I) / National Cadet Corps-1	0	0	2	0	1	AEC
Sub-Total		**11**	**0**	**22+4**	**11**	**22+2**	
Total		**33+4**			**11**	**22+2**	

I Year II Semester

Course Code	Course Title	L	T	P	SL	C	Category
26ENTO131	Fundamentals of Entomology	2	0	2	2	3	Core course
26PATH171	Fundamentals of Plant Pathology	2	0	2	2	3	Core course
26SSAC122	Soil Fertility Management	2	0	2	2	3	Core course
26LSPM101	Livestock and Poultry Management	1	0	2	1	2	Core course
26CPHY161	Environmental Studies and Disaster Management	2	0	2	2	3	VAC
26ABEC112	Personality Development	1	0	2	1	2	AEC
26SECO103	Agriculture Waste Management (SEC-III)	0	0	4	0	2	SEC
26SECO104	Organic Production Technology (SEC-IV)	0	0	4	0	2	SEC
26ABEC114/ 26ABEC116	National Service Scheme (NSS-II) / National Cadet Corps (NCC-II)	0	0	2	0	1	AEC
Sub-Total		**10**	**0**	**22**	**10**	**21**	
Total		**32**			**10**	**21**	

II Year I Semester

Course Code.	Course Title	L	T	P	SL	C	Category
26SECO201	Video Production (SEC-V)	0	0	4	0	2	SEC
26SMCA201	Agricultural Informatics and Artificial Intelligence (VAC)	2	0	2	2	3	VAC
26ABEC211	Physical Education, First Aid and Yoga Practices (AEC)	0	0	4	0	2	AEC
26GPBR211	Principles of Genetics	2	0	2	2	3	Core course
26AGRO201	Crop Production Technology-I (Kharif crops)	1	0	4	1	3	Core course
26HORT281	Production Technology of Fruit and Plantation Crops	1	0	2	1	2	Core course
26AEXT291	Fundamentals of Extension Education	1	0	2	1	2	Core course
26ENTO231	Fundamentals of Nematology	1	0	2	1	2	Core course
26AGRO202	Principles and Practices of Natural Farming	1	0	2	1	2	Core course
26EDTR201	Educational Tour*	0	0	4	0	2	Binary graded
Sub-Total		**9**	**0**	**28**	**9**	**21+2**	
Total		**37**			**9**	**21+2**	

II Year II Semester

Course Code	Course Title	L	T	P	SL	C	Category
26SECO203	Floriculture and Landscaping (SEC VI)	0	0	4	0	2	SEC
26AECO241	Entrepreneurship Development and Business Communication (MDC)	2	0	2	2	3	MDC
26HORT282	Production Technology of Vegetables and Spices	1	0	2	1	2	Core course
26AECO242	Principles of Agricultural Economics and Farm Management	2	0	0	2	2	Core course
26AGRO203	Crop Production Technology-II (Rabi Crops)	1	0	4	1	3	Core course
26AENG251	Farm Machinery and Power	1	0	2	1	2	Core course
26AGRO204	Water Management	1	0	2	1	2	Core course
26SSAC221	Problematic Soils and their management	1	0	2	1	2	Core course
26GPBR212	Basics of Plant Breeding	2	0	2	2	3	Core course
26MLDS201	Applied Machine Learning and Data Science for Agriculture	2	0	2	2	3	MDC
Sub-Total		**13**	**0**	**22**	**13**	**24**	
Total		**35**			**13**	**24**	

III Year I Semester

Course Code	Course Title	L	T	P	SL	C	Category
26AECO341	Agricultural Marketing and Trade (MDC)	2	0	2	2	3	MDC
26AGRO301	Introduction to Agro-meteorology	1	0	2	1	2	Core course
26CPHY361	Fundamentals of Crop Physiology	2	0	2	2	3	Core course
26ENTO331	Pest management in Crops and Stored Grains	2	0	2	2	3	Core course
26PATH371	Diseases of Field & Horticultural Crops & their Management	2	0	2	2	3	Core course
26GPBR311	Crop Improvement – I (Kharif crops)	1	0	2	1	2	Core course
26AGRO302	Weed Management	1	0	2	1	2	Core course
26HORT381	Ornamental Crops, MAPs and Landscaping	1	0	2	1	2	Core course
26AGRO303	Introductory Agro forestry	1	0	2	1	2	Core course
Sub-Total		**13**	**0**	**22**	**13**	**22**	
Total		**35**			**13**	**22**	
	Online course*						Online/ non gradial

***Online non gradial courses of 10 credits need to be self-studied by student during the entire 4-year course programme as per his/ her convenience by informing to Dean of institute.**

III Year II Semester

Course Code	Course Title	L	T	P	SL	C	Category
26AGBT301	Fundamentals of Agri Biotechnology	2	0	2	2	3	Core course
26SMCA301	Basic and Applied Agri. Statistics	2	0	2	2	3	Core course
26GPBR312	Crop Improvement – II (Rabi crops)	1	0	2	1	2	Core course
26AENG351	Renewable energy in Agriculture and Allied Sector	1	0	2	1	2	Core course
26AGRO304	Dryland agriculture/ Rainfed agriculture and watershed management	1	0	2	1	2	Core course
26BICM301	Essentials of Plant Biochemistry	2	0	2	2	3	Core course
26PATH372	Agricultural Microbiology and Phyto -remediation	1	0	2	1	2	Core course
26AECO342	Agricultural Finance & Cooperation	1	0	2	1	2	Core course
26GPBR313	Fundamentals of Seed Science & Technology	1	0	2	1	2	Core course
Sub-Total		**12**	**0**	**18**	**12**	**21**	
Total		**30**			**12**	**21**	
	Online course*						Online/ non gradial

***Online non gradial courses of 10 credits need to be self-studied by student during the entire 4-year course programme as per his/ her convenience by informing to Dean of institute.**

IV Year I Semester Structure

Course Code.	Course Title	L	T	P	SL	C	Category
	Elective course I	3	0	2	3	4	Elective
	Elective course I	3	0	2	3	4	Elective
	Elective course I	3	0	2	3	4	Elective
	Elective course I	3	0	2	3	4	Elective
	Elective course I	3	0	2	3	4	Elective
Sub-Total		**15**	**0**	**10**	**15**	**20**	
Total		**25**			**15**	**20**	
	Online course*						Online/ non gradial

***Online non gradial courses of 10 credits need to be self-studied by student during the entire 4-year course programme as per his/ her convenience by informing to Dean of institute.**

IV Year II Semester Structure

Course Code.	Course Title	L	T	P	SL	C	Category
26RAWE401	RAWE	0	0	24	0	12	Project
26RAWE402	Industrial Attachment / Internship / Industrial attachment	0	0	8	0	4	Project
26RAWE403	Project	0	0	8	0	4	Project
Sub-Total				40	0	20	
Total		**40**			**0**	**20**	

List of Elective Courses

Course Code	Course Title	L	T	P	SL	C
26ELCT801	Agri-Business Management	3	0	2	3	4
26ELCT802	Management of natural resources	3	0	2	3	4
26ELCT803	Agrochemicals	3	0	2	3	4
26ELCT804	Agricultural Journalism	3	0	2	3	4
26ELCT805	Landscaping	3	0	2	3	4
26ELCT806	Commercial Plant breeding	3	0	2	3	4
26ELCT807	Food safety and standards	3	0	2	3	4
26ELCT808	Bioformulation and Nano formulation	3	0	2	3	4
26ELCT809	Biopesticides and Biofertilizers	3	0	2	3	4
26ELCT810	System Simulation and Agro advisory	3	0	2	3	4
26ELCT811	Hi-tech Horticulture	3	0	2	3	4
26ELCT812	Protected cultivation	3	0	2	3	4
26ELCT813	Climate Resilient Agriculture	3	0	2	3	4
26ELCT814	Biotechnology of Crop Improvement	3	0	2	3	4
26ELCT815	Geoinformatics and Remote Sensing, precision farming	3	0	2	3	4
26ELCT816	Micro-propagation Technologies	3	0	2	3	4
26ELCT817	Commercial Seed Production	3	0	2	3	4
26ELCT818	Principles and Practices of Organic Farming AND Conservation Agriculture	3	0	2	3	4
26ELCT819	Food Science and Nutrition	3	0	2	3	4

List of Online Courses

Sl. No.	Course No.	Course Title	Offered by	Credits	Duration (Weeks)
1	Online Course	Agricultural Economics	SWAYAM	4	12
2	Online Course	Indian Agricultural Development	SWAYAM	4	15
3	Online Course	Agricultural Policy: Formulation, Components, Process, Implementation and Comparative Analysis	SWAYAM	4	15
4	Online Course	Agricultural Geography	SWAYAM	4	12
5	Online Course	Organic Farming for Sustainable Agricultural Production	NPTEL	2	8
6	Online Course	Soil Science and Technology	NPTEL	3	12
7	Online Course	Machine Learning For Soil And Crop Management	NPTEL	3	12
8	Online Course	Nanotechnology In Agriculture	NPTEL	2	8
9	Online Course	Farm Machinery	NPTEL	3	12
10	Online Course	Soil and Water Conservation Engineering	NPTEL	3	12
11	Online Course	Soil Fertility and Fertilisers	NPTEL	3	12
12	Online Course	Commercial Fruit Production: Pomegranate & Guava	NPTEL	1	4
13	Online Course	Introduction to Farm Machinery and Implement	NPTEL	1	4
14	Online Course	Organic Farming Practices and Certification	NPTEL	2	8
15	Online Course	Micro Irrigation Engineering	NPTEL	3	12
16	Online Course	Post-Harvest Operations & Processing of Fruits, Veggies, Spices	NPTEL	3	12
17	Online Course	Advanced Aquaculture Technology	NPTEL	3	12
18	Online Course	AI for Agriculture: Problem Scoping & Data	SWAYAM plus	1	3