



# **SELF STUDY REPORT**

**FOR**

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

**THE ASSAM ROYAL GLOBAL UNIVERSITY**

THE ASSAM ROYAL GLOBAL UNIVERSITY, BETKUCHI

781035

[www.rgu.ac](http://www.rgu.ac)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Assam Royal Global University, initially established as the Royal Group of Institutions in 2007 under the Gyan Sagar Foundation, gained recognition through The Assam Royal Global University Act, 2013, passed by the Assam Legislative Assembly. Transitioning into a State Private University in the academic year 2017-18, it began with 655 students across various programs. The different programmes of the University are also recognized by other Statutory Regulatory Authorities like AICTE, Council of Architecture, Bar Council of India, Indian Nursing Council, State Nursing Council, Assam, Pharmacy Council of India, etc. It now offers diploma, undergraduate, postgraduate, and Ph.D. programs across 23 schools catering to over 5500 students, including international ones.

This University is located at NH 37 in the vicinity of Garbhanga Wildlife Sanctuary, Ramsar site Deepor Beel and the mighty Brahmaputra in the historic city of Guwahati, a gateway of North-east India and South East Asia. Its sprawling campus, spread over 27 acres of land, is equipped with modern infrastructure, accommodating persons with disabilities and prioritizing environmental sustainability through initiatives like rainwater harvesting and renewable energy sources.

Strategically positioned in Northeast India, the University aims for academic excellence and societal contribution, aligning with the broader South East Asian region. It adopts the Choice Based Credit System and has begun aligning its curriculum with the National Education Policy (NEP) 2020.

The University attracts diverse students and faculty from across India, particularly the Northeast, fostering academic and cultural enrichment. Its committed teaching staff cultivates global competencies alongside a strong sense of Indian cultural and national identity, nurturing students' academic, co-curricular, innovative, entrepreneurial, and leadership skills. It promotes industry-academia collaborations through MoUs and actively engages its alumni network.

The University's achievements include rankings and recognitions such as being ranked 37th in Business India Magazine's best B-Schools Survey (2017), recognized among the Top 10 Most Inspiring Institutes for Commerce & Arts in 2018, and named the No. 1 Private University in Assam in 2020 by Center for Forecasting & Research (C-Fore), Delhi and ranked 46th by India Today MDRA ranking in 2022-23. These accolades underscore its commitment to academic excellence and holistic development.

### **Vision**

To offer nationally and internationally integrated opportunities to create global citizens.

### **Mission**

- To achieve academic excellence through innovatively designed, research intensive, industry-oriented education.
- To incorporate community service to install ethical conduct and compassion amongst the stakeholders.

- To give back responsible leaders to society who can enrich the future by bringing positive transformation to the world.

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

### Institutional Strength

- More than two decades of experience in the domain of education and credibility of sponsoring body.
- Robust policies and practices of governance at the University
- Located in the heart of the city in Guwahati considered as a gateway to North- East.
- Adequate scope of expansion with surplus of land, and financial resources as endowment funds
- Outcome oriented learning and governance culture in line with NEP 2020
- Strong leadership with national and international exposure and experience.
- Interdisciplinary, Multidisciplinary, and cross/lateral movements for the students.
- Young University with an experience in higher education as a technical campus
- Providing affordable quality education
- Attracting bright and young minds from all over the northeastern states of India and beyond
- Multitude of unique and diverse range of programs
- Modern state of the art infrastructure, well integrated with IT support to create an enabling environment of learning.

### Institutional Weakness

- A growing research culture with a rather limited research outcome.
- Limited extra mural grants from funding agencies
- Limiting effects of stringent norms with respect to certain professional programmes that are governed by external regulatory bodies.
- Internationalisation at the nascent stage.

### Institutional Opportunity

- Increasing opportunities for international collaborations
- Interdisciplinary learning and research opportunity.
- Opportunity to build stronger academia-industry-government interface.
- Strengthening the spirit of Liberal Art Education
- Mobilisation of academic resources to address local societal issues.
- Develop ways to preserve the culture, heritage and uniqueness of this region.
- Leverage the opportunity of Act East Policy of Government of India

### Institutional Challenge

- Limited mobility of foreign faculty and students

- Mobility of students from North Eastern states to other states
- Promoting cross-disciplinary research.
- Attract faculty to the North-East.
- Building greater reputation and recognition at International Level.
- Undertaking collaborative research with industries and academic institutions of repute.
- Increase in Placement opportunities.
- Retaining bright faculty members due to better opportunities available in the government sector

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

#### Curriculum design and development

Design of curricula is based on-

- Every department and School has a Board of Studies (BoS) comprising of the in-house faculty members and external experts from industry and academia. The BoS is conducted twice a year for syllabus framing, revision, etc. as per industry needs and feedback.
- Every course consists of Programme Learning Outcome, Programme Specific Outcome and Course Learning Outcome.
- Choice Based Credit System (CBCS) was adopted by the University since its inception (2017) for all its programmes.
- The Course contents are designed for employability, skill development and entrepreneurship leading to holistic development of the students.

#### Academic Flexibility

- As part CBCS, the University has been offering different basket courses like AEEC, DSE, GE, SEC, VAC across all programs.
- 1510 new courses are developed as per current demand and market scenarios.

#### Curriculum Enrichment

- Modules on Behavioral Science, Communicative English, Gender Studies, Human Values, Waste Management, Environmental Studies, Sustainable Development etc., are offered across all programmes.
- The University has introduced compulsory Value-Added Courses (VAC) as basket courses from AY 2022-23.
- Students are encouraged to enroll in courses of SWAYAM/MOOCs/NPTEL and other online courses. Credits earned from those courses are thereby incorporated on the transcript.
- Curricula of all programmes have components of Research Project/Internship/Field study.

#### Feedback System

- Feedback from all stakeholders- students, faculty members, alumni, employers and External Experts are analyzed for further necessary action.
- Outcome of the feedbacks are shared with all concerned departments to address the issues for further

action.

## **Teaching-learning and Evaluation**

### **Student Enrolment and Profile**

- The university's admission process is conducted through a transparent and foolproof digital platform, offering online registration.
- Adhering to Government of India norms, the institution reserves seats.
- Drawing students from diverse geographical, socio-economic, cultural, and educational backgrounds fosters a vibrant and inclusive learning environment.

### **Catering to Student Diversity**

- Collaborations with nearby schools, organizations, and targeted outreach programs aim to attract students from varied backgrounds.
- Special efforts, including extra classes and personal interactions, support students from different vernacular mediums.

### **Teaching-Learning Process**

- Classroom teaching is enhanced through ICT-enabled processes, maintaining an optimal student-to-faculty ratio for a student-centric learning atmosphere.
- Proficiency assessments and remedial courses aid slow learners, while advanced students are encouraged to pursue scholarly activities, fostering participative and experiential learning.

### **Teacher Profile and Quality**

- A comprehensive review system ensures teachers possess requisite qualifications, experience, and subject expertise.
- Faculty development programs enhance teaching quality, monitored through the PBAS Performance System.
- Student feedback informs teacher improvement initiatives.

### **Evaluation Process and Reforms**

- Peer mentoring facilitates positive interactions between students and teachers. Reforms are collaboratively undertaken with stakeholders' inputs.
- Assessment methods include semester-end examinations and continuous evaluation, except for select council courses.

### **Student Performance and Learning Outcomes**

- The curriculum is regularly reviewed and enriched to elevate academic standards and relevant skills.
- Teachers implement differentiated instruction strategies to meet diverse learning needs.
- Remedial programs aid struggling students, while enrichment activities challenge high-achievers, fostering holistic growth.

## **Students' Satisfaction Survey**

- Feedback from satisfaction surveys guides improvements, addressing common issues and facility suggestions.
- A grievance redressal committee promptly resolves student concerns for a satisfactory educational experience.

## **Research, Innovations and Extension**

### **Promotion of research facilities**

- Adequate research facilities are provided for all programmes.
- The Innovation Incubation Centre of the University supports startup programmes.
- University provides seed money to faculty members to support research activities.
- Research incentives are given to faculties for indexed journal publications.
- Students/faculty members are given travel grants to attend National/International seminar/conferences.
- Faculty members are granted lien for post-doctoral research.
- Encourages collaborative research with agencies/institutions and research organizations of national and international repute.

### **Resource Mobilization for Research**

- Well defined research incentive policy to encourage research.
- Regular research review meetings to monitor publications and project submissions.
- Adequate financial and administrative support for research.
- University received research project grants worth Rs. 73.21 lakhs from external agencies.
- Students are encouraged to publish research papers.
- Facilitates collaborative research with other institutions.

### **Innovation Ecosystem**

- Royal Incubation Centre was set up in 2019 and supports 07 startups.
- IIC-RGU rated 3 Star by MoE, Govt. of India & AICTE, being certified by ATAL Ranking in the year 2020-21.
- 28 webinars/workshops/seminars on Intellectual Property Rights (IPR) and start-ups were organized.
- Established an Intellectual Property Rights (IPR) cell and published 27 patents till date.

### **Research Publications and Awards**

- Incentives are given for those publishing in indexed journals having Scopus cite factor.
- Rs. 84.32 lakhs have been given to faculty members as seed money for research.
- Faculty members have published 128 Books/Book chapters.
- There are 811 papers published in WOS/SCI/SCOPUS/UGC recognized journals.
- The publications citations above 900+ with an average citation index of 2.25.

- Average h-index shows 4.23 across all faculty members in the last 5 years.

### **Consultancy, Extension Activities, Collaboration**

- The University has a defined consultancy policy.
- RGU has adopted 5 villages of nearby areas where students visit regularly and conducts extension activities through NSS and DSW.
- University has signed more than 195 MoUs including 14 international MoUs which are functional.
- University undertakes several social outreach activities in the neighboring areas.
- The university has employed around 200 people from the surrounding rural areas, thus providing livelihood opportunities to the local people.

### **Infrastructure and Learning Resources**

#### **Physical Infrastructure:**

- The University spans over 27-acres of land with a built-up area of 12 lakh square feet with state-of-the-art facilities. All classrooms are ICT enabled and few are equipped with lecture capturing systems.
- Well-equipped laboratories for practical classes and research activities with dedicated animal house and Nethouse cum botanical garden.
- The barrier-free campus of the university has a 350-seater auditorium, multi-purpose hall with 700 seat capacity, more than 8 modern seminar halls, and an amphitheater.
- Amenities comprising of multi-cuisine food courts, audio-visual studio, art gallery, museum, Diagnosis Centre, Radiology lab, Physiotherapy OPD, ATMs etc.
- There are 5 hostels for boys and girls, a guest house, car-parking facilities, uninterrupted power supply, health centre with DG power backup, ambulance service and a number of buses for plying students and staff members to and from the university.
- Adequate indoor sports facilities for badminton, table tennis, squash, snookers are available.
- A good quality football ground and basketball court for outdoor sports facilities is available.
- The campus is under constant CCTV surveillance and have a fire alarm system.
- Adequate budget provisions are provided for maintenance and replenishment of physical facilities.

#### **Library as a Learning Resource:**

- The library automated system runs on the Integrated Library Management System (ILMS), including the SOUL 3.0 software and have an anti-plagiarism softwares like DrillBit and Urkund.
- It offers a vast collection of resources, including titles (9,523), volumes (29,298).
- e-books (through DELNET; 10,676), and e-journals (10,952) accessible through JSTOR, DELNET, and Manupatra.
- Online Public Access Catalogue (OPAC) for browsing Institutional Repositories (IR) and remote access to D-Space software.

#### **IT Infrastructure:**

- IT policy of the university takes care of the digital requirements.
- The university has more than 600 computers with a ratio of 9:1.
- High-speed internet connectivity is available in all hostels and academic blocks.

- The email server operates on Microsoft's Office 365 framework.
- Network security is ensured through Sophos Group technologies.
- LMS operates in the form of RGU ERP and RoyalNet.
- AMC's are made to maintain equipment, facilities and infrastructures.
- Regular housekeeping procedures follow a defined SOP.
- A team of in-house technicians, electricians, plumbers etc. are available 24x7.

## **Student Support and Progression**

### **Student Support**

- University addresses various grievances and redressals through Anti-ragging Committee, Gender Sensitization Cell, and Equal Opportunities Cell and the Grievance Redressal Committee.
- University offers career counseling, training, and internships through Royal Centre for Corporate Relations (RCCR), and the Royal Centre for Career Counseling, Coaching and Guidance (RC4G).
- Employment opportunities are provided through training and department placements and Job fairs conducted by RCCR.
- Scholarships worth INR 2.5 crores are disbursed from the University sources, Government and NGO-led schemes.
- Skill enhancement courses are offered on life skills, soft skills, and value-added courses.
- Organizes regular webinars, seminars, workshops, concurrent fieldwork, case studies, NET coaching for broader acquaintances and exposures.
- Regular remedial courses and tutorial classes are offered to needy and slow learners.

### **Student Progression**

- 41% of students got placements through on and off campus recruitments in industries and academia.
- 31% of students who have graduated from RGU have opted for higher studies.
- 3% of students have qualified NET and SLET and other competitive examinations.

### **Student Participation and Activities**

- 90 students have won awards and medals by participating in sports/cultural/technical events on regional and national level competitions.
- The University Student Council is involved in making welfare decisions and nurturing leadership.
- Regular sports/cultural/technical events as well as AIU events are organized to inculcate critical and analytical thinking and decision making and problem-solving skills.
- All events are organized through 34 recognized clubs of the university.

### **Alumni Engagement**

- The registered alumni association with 13 executive body members are active in conducting various events including contributing over INR 1 crore 1 lac 15 thousand towards the University as an incentive for developmental purposes.
- The alumni network organizes meetings and interactive sessions to share their experiences and provide information on current vacancies and job prospects.
- Alumni feedback on course curriculum and syllabi are taken and the same is modified by incorporating



their suggestions of the present needs.

## **Governance, Leadership and Management**

### **Institutional Vision and Leadership**

- The academic and administrative policies and governance of this University is set out precisely to reflect its mission and vision.
- The University maintains its quality parameters through various committees to improve academic and administration.

### **Strategy Development and Deployment**

- The institution follows a strategic and systematic approach through statutory bodies/committees for taking decisions and its effective implementation.
- The university has implemented e-governance in all areas.

### **Faculty Empowerment Strategies**

- Recruitment of faculty is as per UGC norms and norms of other regulatory bodies.
- The welfare measures for faculties include- health insurance, leave benefits and financial support during emergencies, PF and transport facility.
- The University uses the Annual Performance-Based Appraisal System to promote faculty through feedback from various stakeholders.
- The University extends financial support to attend FDPs/Workshops/Seminars/ Publications and also provides support in membership fees for professional bodies.

### **Financial Management and Resource Mobilization**

- The major revenue is received through tuition fees, hostel fees and interests on deposits.
- The Finance department maintains all documents related to finance and resources.
- The accounting system is on a digital platform using the Tally software (e-governance strategies- salary statements, e-banking, net banking).
- The Finance Department looks after the resource mobilization process for optimal utilization of funds.
- External and internal audits are carried out to ensure transparency and accountability.

### **Internal Quality Assurance System and Cell (IQAC)**

- IQAC was established on 24.04.2018 as per the UGC guidelines to lead quality measures in teaching-learning, administration, governance, and finance etc. of the University.
- IQAC takes steps to ensure quality through frequent reviews of teaching-learning processes and learning outcomes.
- Both Internal and External Audits are carried out for academic and administrative departments to improve quality and performance.
- Internal and External Green Audit, Energy and Environment Audit conducted regularly.
- To check the Gender Diversity, IQAC conducts Gender Audit.
- IQAC organizes various quality initiatives such as FDP, STC, Invited Talk for upliftment of the faculty.

- IQAC initiates to take part in various rankings and accreditations such as NIRF, India Today MDRA etc.

## **Institutional Values and Best Practices**

### **Institutional Values and Social Responsibilities:**

- The Assam Royal Global University upholds and promotes the core values of the Constitution of India fostering a sense of unity in diversity.
- Inclusivity in the campus is ensured through curricular and co-curricular endeavours.
- Active engagement in outreach programmes to assist socio-economically disadvantaged sections of society through knowledge and opportunities underlines the University's commitment towards society.
- The University promotes sustainable ecosystem through waste management, energy conservation, renewable sources of energy, green landscaping, rainwater harvesting, digital measures, etc.
- Measures to ensure gender equality and a ragging-free environment enable every student and staff member to feel valued and respected.
- Through ramps, elevators, elevator buttons with Braille, wheelchair assistance, and disabled-friendly toilets, among others the University offers a barrier-free environment for all.

### **Best Practices:**

- Nurturing innovation and creativity through curricular and co-curricular endeavours for holistic education of students.
- Social outreach activities instill in students the values of kindness, empathy and a sense of social responsibility.
- Digital practices through RoyalNet (LMS) and RENO (ERP) ensure coherent and systematized teaching, learning, evaluation, and administrative functioning.
- Faculty Colloquium, Seed Money grant, Faculty Development Programme, Research incentive, financial support for participation in workshops and conferences are some of the initiatives to inculcate the spirit of research.
- Robust sports culture fostered through infrastructural facilities, intra- and inter-institutional, regional and national level sports' competitions, Sportsman Scholar scholarship for students.

### **Institutional Distinctiveness:**

The Assam Royal Global University is committed to offer quality education for holistic growth of its students drawn from diverse cultural-linguistic-ethnic-social backgrounds. Club activities under Student Affairs besides NSS, Ek Bharat Srestha Bharat, Institution's Innovation Council, etc. nurture leadership quality, personality development and the spirit of teamwork in students. Strategically located in Guwahati the gateway to North East India the University prepares its students to become citizens of the world remaining rooted in local and national culture and ethos. The University's distinctiveness lies in its secular, inclusive character, quality education, innovation, creative thinking, and instilling of human and social values for holistic growth of the students fulfilling the mission and vision of the University.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	THE ASSAM ROYAL GLOBAL UNIVERSITY
Address	The Assam Royal Global University, Betkuchi
City	Guwahati
State	Assam
Pin	781035
Website	<a href="http://www.rgu.ac">www.rgu.ac</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	S.P. Singh	0361-2320400	9854063470	0361-2320400	iqac@rgu.ac
IQAC / CIQA coordinator	Bipul Nath	0361-7967039	9435102678	0361-7967039	bnath@rgu.ac

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	02-05-2017
Status Prior to Establishment, If applicable	Other
Establishment Date	01-07-2008
Any Other, Please Specify	Affiliated to Gauhati University and ASTU

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	22-05-2017	<a href="#">View Document</a>
12B of UGC		

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	The Assam Royal Global University, Betkuchi	Urban	27	111483	Diploma UG PG PhD		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	<a href="#">115513_14290_1_1707299233.PDF</a>	
PCI	<a href="#">115513_14290_6_1707299264.pdf</a>	
INC	<a href="#">115513_14290_7_1707299346.pdf</a>	
BCI	<a href="#">115513_14290_8_1707299387.pdf</a>	
COA	<a href="#">115513_14290_18_1707299422.pdf</a>	

### Details Of Teaching & Non-Teaching Staff Of University

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	40				60				266			
Recruited	30	10	0	40	12	26	0	38	99	167	0	266
Yet to Recruit	0				22				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				260
Recruited	147	105	0	252
Yet to Recruit				8
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				12
Recruited	7	2	0	9
Yet to Recruit				3
On Contract	0	0	0	0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	30	11	0	12	26	0	35	47	0	161
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

**Distinguished Academicians Appointed As**

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

**Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	NONE	NONE	NONE

**Provide the Following Details of Students Enrolled in the University During the Current Academic Year**



Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1721	551	0	6	2278
	Female	1311	531	0	3	1845
	Others	0	0	0	0	0
PG	Male	331	207	0	1	539
	Female	506	282	0	0	788
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	79	23	0	0	102
	Female	120	43	0	0	163
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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#### Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-07-2018
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	9
Total Number of Programmes Conducted (last five years)	9

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Architecture	<a href="#">View Document</a>
Biochemistry	<a href="#">View Document</a>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Business Administration	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Civil Engineering	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Communication And Media	<a href="#">View Document</a>
Computer Science And Engineering	<a href="#">View Document</a>
Design	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Environmental Science	<a href="#">View Document</a>
Fashion Technology	<a href="#">View Document</a>
Fine Arts	<a href="#">View Document</a>
Food Technology	<a href="#">View Document</a>
Forensic Science	<a href="#">View Document</a>
Geography	<a href="#">View Document</a>
Geology	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Hotel Management	<a href="#">View Document</a>
Information Technology	<a href="#">View Document</a>
Law	<a href="#">View Document</a>
Library Science	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Mechanical Engineering	<a href="#">View Document</a>
Medical And Laboratory Technology	<a href="#">View Document</a>

Microbiology	<a href="#">View Document</a>
Nursing	<a href="#">View Document</a>
Nutrition And Dietetics	<a href="#">View Document</a>
Operation Theatre Technology	<a href="#">View Document</a>
Optometry	<a href="#">View Document</a>
Others	<a href="#">View Document</a>
Pharmacy	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Physiotherapy	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Public Administration	<a href="#">View Document</a>
Radiography And Advance Imaging Technology	<a href="#">View Document</a>
Social Work	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Travel And Tourism Management	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Assam Royal Global University (RGU) is a university that embraces multidisciplinary education and offers 56 undergraduate and doctoral programs. At the UG level, RGU provides credit-based Generic Elective courses, allowing students from various disciplines to study subjects outside their main field of study. For example, a B.Sc. Chemistry student can choose to study Fine Arts, Mass Communication, Fashion Design etc. as their generic elective courses. This practice has been in place at RGU since the academic year 2017-18 and has successfully integrated humanities and social sciences with STEM subjects. RGU emphasizes multidisciplinary learning not only through its programs but also through various credit-based activities such as field surveys, projects, dissertations, community engagement, and</p>
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	<p>summer internship projects. These activities enable students to explore diverse areas of knowledge and gain practical experience. The university has implemented Outcome Based Education since 2017. Additionally, RGU includes Add-on/Value-added Courses in its curriculum, assigning 2 credits per semester to enhance the overall learning experience. In addition to its existing programs, the University is preparing to introduce 4-year degree courses with multiple entry and exit options from the academic year 2023-24. These new courses have been developed based on the National Credit Framework and UGC guidelines. Furthermore, the University intends to establish a Multidisciplinary Research Centre starting from the academic session 2023-24. The University has demonstrated a commendable commitment to promoting multidisciplinary education since 2017, offering 144 multidisciplinary courses as Generic Elective courses. Additionally, the university intends to introduce BA/B.Sc. degrees in Multidisciplinary programs from the upcoming academic session.</p>
2. Academic bank of credits (ABC):	<p>The Assam Royal Global University has taken the initiative to register for the Academic Bank of Credits (ABC). As part of this process, students are required to include their registration number on their admission and examination forms. To streamline the documentation process, students' documents will be uploaded to Digilocker, from where they will be transmitted to the ABC.RGU has adopted a commendable practice of making enrolment in Digilocker mandatory for students, ensuring a streamlined and secure documentation process.</p>
3. Skill development:	<p>Since its establishment, RGU has placed significant emphasis on the holistic development of its students. The university has devised a unique curriculum that encompasses Communicative English, spanning from the 1st to 6th semesters at the undergraduate level and the 1st to 4th semesters at the postgraduate level. This comprehensive curriculum covers various aspects of communication, including verbal and non-verbal communication, soft skills, leadership, business communication, and academic and professional writing skills. Additionally, RGU offers Behavioural Sciences course in both the 1st and 2nd semesters of undergraduate and postgraduate programs. This course delves into topics such as self-</p>

	<p>understanding, leadership, teamwork, stress management, and crisis management. Furthermore, RGU has developed a range of courses under the AEEC/SEC courses, encompassing diverse subjects such as Stress Management, Event Management, Sericulture, Mushroom Cultivation, Pest Management, Floriculture, Data Collection and Analysis, Mathematics For Competitive Examinations, Reasoning And General Aptitude, Plumbing, Nursery And Gardening, Jewellery Design, E-Commerce, Tally, Photography, Food Processing And Food Preservation, Yoga, Matlab, Office Automation, Programming With C++, Python Programming, Artificial Intelligence, News Reading, and Radio Jockeying, and Fashion Styling. Both undergraduate and postgraduate students are required to study these courses from the 1st to 6th semester at the undergraduate level and the 2nd and 3rd semesters at the postgraduate level. Vocational courses, known as SEC courses, have been integrated into the curriculum, with each course assigned 2 credits. Students enrolled in BA/B.Sc/B.Com/BBA programs are mandated to undertake five such courses. These courses have been designed by the respective departments and approved by the Board of Studies (BoS). Faculty members, both internal and external, are arranged to teach these courses upon approval. RGU is dedicated to upholding the practice of making vocational courses compulsory, thereby enhancing the practical skills and knowledge of its students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Since its establishment, RGU has consistently recognized the significance of the Indian Knowledge system and has incorporated various courses to promote its understanding. Among these courses, one noteworthy example is "India: Land of Diversity," which covers a wide range of topics such as the Geography, Polity, Sociology, Economy, and the unique culture and customs of Northeast India. Additionally, RGU has developed courses like Yoga, Ayurveda, Heritage, History of India, and Sociology of India. Students are encouraged to pursue these courses through online platforms, enhancing accessibility and convenience. Assam and other states in the Northeast region are known for their rich cultural and linguistic diversities. Recognizing this, RGU acknowledges the need for a common language,</p>

	<p>and thus, the medium of instruction is English. However, faculty members at RGU go beyond language barriers and actively promote interaction in both national and local languages, fostering inclusivity and understanding. RGU consistently encourages students, research scholars, and faculty members to undertake projects, research studies, and dissertations focused on various aspects of the Indian heritage. This includes: (i) Research on Indian languages, particularly tribal languages of the Northeast region, (ii) Exploration of Indian ancient and traditional knowledge, (iii) Investigation of Indian arts, (iv) Examination of Indian culture and traditions. By nurturing and supporting research in Indian language and culture, RGU upholds an admirable practice, fostering a deeper understanding and appreciation for the diverse heritage of the nation.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>RGU is implementing LOCF from the academic session 2020-21. It reflects in the curriculum designed by the university. The university is committed towards offering OBE and hence, quality of education in RGU is not compromised. Our curriculum also gives due emphasis on having industrial knowledge. We organise seminar, debate, talks, field visit, industry visit, summer training, internship (Compulsory), project-based learning etc. to reduce the gap. RGU has integrated the Learning Outcome-based Curriculum Framework (LOCF) starting from the academic session of 2020-21, ensuring that it is incorporated into the university's curriculum. The university is dedicated to implementing Outcome-Based Education (OBE), prioritizing the quality of education provided at RGU. Furthermore, our curriculum places significant emphasis on acquiring industrial knowledge and practical experience. To bridge the gap between theoretical learning and real-world applications, RGU organizes various activities such as seminars, debates, talks, field visits, industry visits, summer training, compulsory internships, and project-based learning. These initiatives aim to provide students with valuable exposure to the industry and practical skills, ensuring a well-rounded educational experience. By incorporating these activities, RGU remains committed to delivering high-quality education while promoting practical knowledge and industry</p>

	relevance.
6. Distance education/online education:	RGU doesn't offer distance education. However, during the pandemic, RGU organized numerous webinars, classes and examinations through online mode. RGU actively encourages students to enrich their knowledge by studying online courses available on platforms such as NPTEL, SWAYAM, and MOOCS. Additionally, departments are encouraged to incorporate online learning for 20% - 30% of their syllabus.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The concept of a voter awareness forum (VAF) has been developed by the department of Political Science in association with Dean Students' Welfare to spread voter awareness amongst students and employees of the university. Many activities are undertaken under the aegis of DSW to sensitize students and people from rural areas, especially those from adopted villages of the University about their constitutional duties. Various awareness camps and activities related to the electoral process of registration and voting rights are regularly conducted as part of community awareness initiatives.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Dean Listers' of the University are actively engaged in organizing various Electoral Literacy Campaigns along with the students and faculties of the Department of Political Science. Nominated student coordinators and faculty members are responsible for undertaking various activities to create awareness and sensitize students and people of nearby rural areas to utilize their rights to vote.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	Several awareness programs and initiatives, awareness rallies, voter registration camps, lectures on ethical voting, awareness on use of EVM/VVPAT etc. are organized. Students also undertake activities to help differently abled and senior citizens to reach polling booths on the day of the election.

<p>citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<ul style="list-style-type: none"> <li>• On 25th January 2019, National Voters' Day was celebrated on the University campus in the presence of students and faculty members across different departments of the university. The student coordinator of ELC delivered a talk on "No voter should be left behind".</li> <li>• On 7th February 2021, a Voter Awareness programme was organized on the University campus with the objective of motivating students for the upcoming Assam State Legislative Assembly Election. The faculty coordinator of ELC presented a lecture on the voter identity card online application procedure.</li> <li>• The various initiatives of the election commission of India were circulated to students, faculty, and staff members through WhatsApp and other social media portals.</li> <li>• Special Leave is granted to students and faculty on the day of Voting to exercise their rights to franchise with awareness.</li> <li>• Various UG/PG student projects were assigned to biometric voting machines.</li> </ul>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>ELC student members have created awareness on electoral literacy giving particular focus on first time voters.</p>



## Extended Profile

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### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4965	4011	3475	2954	1795
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1196	971	909	691	168
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
344	259	206	177	140
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

**Response: 418**

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

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
5870.62	2297.60	1487.94	2315.77	3397.27

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

##### **Response:**

All curricula have been designed and developed with Program Outcome (PO), Program Specific Outcomes (PSO) and Course Outcomes (COs) to address the needs of local, regional, national, and global development by offering need-based, skill- based and innovative programmes. The university offers a wide range of academic programmes under the CBCS. The university has adopted the Learning Outcome Framework of the UGC, and all curricula developed for UG, PG, and doctoral programs are based on this framework. The learning atmosphere is enriched with seminars, and group discussions. POs are mapped to Course Outcomes (COs) to enable the students to have a multi-dimensional exposure that enhances employability skills. The Board of Studies (BOS) of the departments / schools examines the relevance of each course offered. The BoS is conducted twice a year, where they discuss preparing the curriculum revision, incorporate stakeholders' feedback and the input of external domain experts. This new/revised syllabus is then submitted to the School Board of Studies followed by the Academic Council for their final approval.

- **Local and Regional Developmental Needs**

There are several courses in different programmes that enable students to analyze the local and regional needs and provide solutions based on their academic background and interests. This opportunity gives the students a real-life learning experience that complements their classroom and laboratory-based teaching. The project component embedded in specific courses gives leverage to the students to get involved in developmental activities in the local area. Substantial field work in the surrounding villages/cities/nearby states paves the way for the analysis of physical and socioeconomic factors that influence the development and future growth. In addition, the courses also assist in creating awareness among the students regarding the conservation of tangible and intangible heritage. Several extension and social science courses for the students involve interaction with farmers, government agencies, and citizens, thus providing RGU students with a holistic experience and an enabling environment of learning.

- **National and Global Developmental Needs**

Several courses are aimed at enhancing the technical and entrepreneurial skills of the students, and are in sync with the Start-up India policy, which in turn polishes the employability skills of students. Courses that are in-tune with the national mission of 'Make-in-India' pave the way for the economic growth of the nation. Aligned with the Digital India mission, courses related to the latest computer languages like Python etc. are also introduced. Courses on renewable energy, climate change, and environmental

science are offered to sensitize the students to global ecological and environmental concerns. In addition, a wide range of co-curricular and extra-curricular activities are aligned with the overall development of the students.

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

### 1.1.2

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

**Response:**

The skills needed for employment in local, regional, national level industries and Institutes of higher learning have been stressed upon across the curricula.

All undergraduate (UG) and postgraduate (PG) programmes at RGU include orientation and skill development courses to ensure lifelong learning. Departments offer specialized courses that enhance abilities and skills, having 2 credits, to enhance the employability of graduates both in India and abroad. UG students are required to enroll in five skill enhancement courses (SEC), while PG students will enroll in two AECC/SEC courses.

Additionally, both UG and PG students are required to learn Communicative English (CEN) as a part of the Ability Enhancement Compulsory Course (AECC) to improve their communication skills thereby cultivating a positive attitude. Students will also learn Behavioral Science in semesters I and II under AECC, which will enhance their ability to draw conclusions and develop inferences about attitudes and behaviors in various situations commonly encountered in the industry and academia.

RGU offers a wide range of professional programmes, like - Bachelor of Pharmacy, Physiotherapy, Optometry, Medical and Laboratory Technology, Bachelor of Operation Theatre Technology, Bachelor of Radiology and Advanced Image Technology, B. Sc. In Animation and visual Effects, Bachelor of Film and Television Production, Bachelor of Interior Design, Bachelors of Fashion Design, Communication Design and Graphic Design, Bachelor of Commerce – Finance and Accounts (Collaborated with ICA), MBA, BBA, B. Architecture, B. Sc. Hotel management, BA/B. Sc and Masters in Travel and Tourism Management, B. Sc. Nursing, BA in Journalism and Mass Communication, BA-LLB (H), all B. Tech, and M. Tech. Courses, Bachelor of Interior design etc.

RGU places a strong emphasis on nurturing entrepreneurial skills among its students across all the programmes either through overt competency in some of the programmes or by various associations with professional bodies, industry, and other universities. The students of the BBA/MBA/B. Com/M. Com programmes at RGU study entrepreneurship as a part of their curriculum. A notable initiative of RGU is

the Royal Incubation Centre, which supports and encourages interested students to embark on their entrepreneurial ventures, resulting in the establishment of numerous startups. Moreover, RGU provides an incubation platform that facilitates entrepreneurship among researchers, faculty, and students, helping transform innovative ideas into commercially viable products.

RGU fosters unique collaborations between academia and industry, specifically designed to benefit students. RGU's strength lies in transcending traditional boundaries and integrating diverse disciplines to produce graduates with distinct competencies. Through industry-academia alignment, regular interfaces, and continuing education programmes, RGU aims to enhance employability by cultivating graduates who are not only competent and skilled but are also capable of creating employment opportunities for others.

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

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 22.21

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

**Response:** 667

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

**Response:** 3003

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

There is a strong integration of cross-cutting issues that encompass professional ethics, gender, human values, environment and sustainability, and other value frameworks outlined in the Sustainable Development Goals and the National Education Policy, 2020. These issues hold significant importance across all programs at RGU, and all schools within the university (except of the governed courses) align themselves with these principles.

- **University Ability Enhancement Compulsory Courses**

RGU prioritizes the holistic development of its students by instilling a strong sense of ethical conduct and professionalism. The university emphasizes the cultivation of various professional attributes, including accountability, altruism, the pursuit of excellence, empathy, compassion, and humanism.

To ensure the integration of human values and professional ethics, students are mandated to study modules dedicated to professional ethics, human attitudes, and values in "Behavioral Science-I and II" and Communicative English courses, which fall under the category of Ability Enhancement Compulsory Courses (AECC).

Considering the importance of environmental sustainability, RGU made Environmental Studies a mandatory course in the curriculum of all undergraduate programs, which empowers them to preserve, conserve, and utilize the environment in a sustainable manner.

- **Core/DSE/Generic Elective Courses**

Programmes -PhD course work, undergraduates and Postgraduates include Core/DSE/GE courses like- **Organizational Behaviour, Business Ethics, Corporate Social Responsibility, Sociology of Gender, Climate changing, Sustainable Development, Environmental Engineering, Gender Studies, Human Values and Professional Ethics, Literature and Gender, Economic Growth and Sustainable Development, Women and Child, health and wellbeing, Rural Energy, Innovation Management, Peace and conflict management** etc.

- **Project/Dissertation**

Project and dissertation writing hold immense significance in the academic journey and serve as a crucial milestone. In alignment with the evolving academic landscape, students are often tasked with preparing project/dissertation writing on a diverse range of topics such as human values, professional ethics, the environment, gender studies, and sustainable development. Through engaging in project and dissertation writing on these subjects, students are encouraged to critically analyze and explore various perspectives, theories, and empirical evidence in the chosen area. This process not only enhances their research and analytical skills but also nurtures their ability to communicate ideas effectively. Moreover, it provides them with an opportunity to delve deeper into their chosen field of study, fostering a sense of intellectual growth and academic excellence.

RGU takes proactive measures to promote knowledge and awareness in various areas mentioned in NEP 2020 and the SDGs. The university organizes a diverse range of seminars and invited talks by eminent personalities for students, which shed light on the importance of gender studies, human values, professional ethics, and other relevant topics. Through these initiatives, the university aims to foster a well-rounded education that aligns with the objectives outlined in NEP 2020 and SDGs.

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

### 1.3.2

**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years**

**Response: 69**

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

**1.3.3**

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

**Response:** 95.35

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 82

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

Response: 86



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

## 1.4 Feedback System

### 1.4.1

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 75.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
2770	2215	1845	1755	1605

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

2022-23	2021-22	2020-21	2019-20	2018-19
2128	1702	1354	1339	1188

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

#### 2.1.2

##### Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

**Response:** 54.91

##### 2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
826	608	487	459	370

### 2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1367	1091	904	860	786

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

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

#### Response:

- The institution goes beyond traditional teaching methods by implementing a comprehensive assessment framework and specialized programs to cater to the diverse learning abilities and needs of students. The institution's approach to assessing students' learning levels and designing

tailored programs to support their academic growth are as follows.

- **Assessment Framework:** The institution employs a robust assessment framework that combines formative and summative assessments. Formative assessments, such as quizzes, class participation, and assignments, are conducted throughout the academic year to gather comprehensive information about students' progress. Summative assessments, such as Semester end examinations, evaluate students' overall understanding of the curriculum.
- **Identification of Differential Learning Needs:** Through the assessment process, the institution proactively identifies students who may require additional assistance due to differential learning needs. These needs can include learning disabilities, language barriers, or gaps in foundational knowledge. The institution ensures equitable learning opportunities for all by identifying and providing necessary support to these students.
- **Specialized Programs:** To address students' diverse learning needs, the institution designs and implements specialized programs based on research-based best practices. These programs aim to provide targeted interventions and support to improve students' academic performance.
- **Remedial Programs:** Remedial courses are offered to enhance the academic performance of slow learners and those involved in extracurricular activities. This effort helps them get better at their subjects and keep up with their classmates. Additionally, group study sessions, aided by experienced learners, are encouraged. Support is extended through teachers, tutors, and counseling services. After-hours, bilingual explanations and discussions are provided for better comprehension. Slow learners receive simplified notes and materials, along with a detailed study plan and ongoing progress monitoring. Recognizing their need for extra time and resources, teachers incorporate additional tutorials into the curriculum.
- **Enrichment Programs:** Advanced learners are encouraged to enroll in online learning platforms like: MOOC, Swayam, EdX etc. Upon completion of such courses, the credit obtained by them is included in their transcripts as an extra achievement. Research scholars are encouraged to conduct laboratory classes for both UG and PG students. Advanced Learners are given competitive exam coaching classes like NET, SLET, GATE etc. Students are encouraged to take part in paper presentations organized by other colleges in various seminars/ conferences/ workshops/ inter-collegiate competitions. The University tries to inspire and recognize the academic accomplishments of the students by providing scholarships for semester toppers, Dean Listers etc. PG students are motivated to go for paper publications in research journals.
- **Language Support Programs:** Students with language barriers or English as a second language benefit from specialized language support programs. These programs focus on enhancing their reading, writing, listening, and speaking skills, ensuring their successful integration into the mainstream academic environment.
- **Evaluation and Continuous Improvement:** The institution regularly evaluates the effectiveness of specialized programs through ongoing monitoring, feedback from students and teachers, and performance assessments. This evaluation process enables continuous improvement, ensuring that the programs meet the intended goals of supporting students' differential learning needs.

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

**2.2.2****Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 14.43

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

**2.3 Teaching- Learning Process****2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The institution recognizes the importance of student-centric learning approaches and the integration of Information and Communication Technology (ICT) in the teaching-learning process. This report highlights the institution's use of experiential learning, participatory learning, and problem-solving methodologies to enhance the learning experience. Additionally, it discusses how teachers leverage ICT-enabled tools, including online resources, for effective teaching.

**Student-Centric Methods:** The institution adopts various student-centric methods to create an engaging and interactive learning environment.

- 1. Experiential Learning:** It emphasizes learning through hands-on experiences and real-world applications. Students actively participate in practical activities, experiments, field trips, and projects to deepen their understanding of concepts. By directly engaging with the subject matter, students develop critical thinking skills, problem-solving skills, and a deeper appreciation for the topics being studied.
- 2. Participative Learning:** It encourages students to actively contribute to the learning process. Through discussions, group work, presentations, and debates, students engage in collaborative learning experiences. This approach promotes peer interaction, teamwork, and the exchange of diverse perspectives, fostering a dynamic learning environment where students learn from each other as well as from their teachers.
- 3. Problem-Solving Methodologies:** Such methodologies involve presenting students with real-life

or hypothetical problems to solve. Students are encouraged to analyze, evaluate, and apply their knowledge and skills to resolve the problem. This approach enhances critical thinking, decision-making abilities, and encourages creativity and innovation. By tackling authentic problems, students develop a deeper understanding of the subject matter and its practical implications.

**ICT-Enabled Tools for Effective Teaching and Learning:** Teachers leverage ICT-enabled tools to enhance the teaching-learning process, making it more interactive, engaging, and accessible.

1. **Online Resources:** Teachers utilize a wide range of online resources, such as educational websites, interactive simulations, virtual labs, and multimedia presentations. These resources provide students with additional learning materials, interactive exercises, and visual aids to supplement classroom instruction. Online resources also enable self-paced learning and allow students to review and reinforce concepts outside of the classroom.
2. **Multimedia Presentations and Videos:** Teachers use multimedia presentations and videos to present complex concepts in a visually appealing and engaging manner. These resources help students grasp abstract ideas, visualize processes, and make learning more interactive and memorable. Multimedia tools also enable teachers to incorporate real-world examples and demonstrations, making the content more relatable and applicable to students' lives. Faculty members utilize the lecture capturing system to record lectures on various topics, making them available to students through different online portals, such as youtube.
3. **Learning Management Systems (LMS):** The institution utilizes Learning Management Systems, such as online platforms or portals, to facilitate communication, collaboration, and the distribution of learning materials. LMS platforms provide a centralized hub where teachers can share course materials, assignments, and assessments. Students can access these resources, submit assignments, participate in discussions, and receive feedback, promoting seamless and efficient learning experiences.

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

### 2.3.2

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

**Response:**

The institution recognizes the importance of providing comprehensive support to students beyond academic instruction. To address both academic and student-psychological issues, the institution has implemented effective mentor-mentee schemes. This report highlights the institution's approach to mentoring programs and their role in supporting students' academic success and well-being.

**Mentor-Mentee Schemes:** These schemes involve assigning mentors to a small group to provide

guidance, support, and mentorship throughout their academic journey. The University maintains the mentee: mentor ratio at 6:1.

**1. Addressing Academic Issues:**

- **Academic Guidance:** Mentors assist students in setting academic goals, creating study plans, and navigating the curriculum. They provide guidance on course selection, career pathways, and opportunities for academic enrichment. By offering personalized advice, mentors help students make informed decisions and achieve academic success.
- **Subject-specific Support:** Mentors with expertise in specific subjects offer additional support to students who may be struggling in those areas. They provide clarification, explanations, and extra resources to help students overcome academic challenges. This individualized attention fosters a deeper understanding of the subject matter and promotes improvement in academic performance.
- **Study Skills Development:** Mentors help students develop effective study skills, time management strategies, and organizational techniques. They offer study tips, facilitate discussions on effective learning methods, and assist in developing strategies for test preparation and revision. These skills equip students with the tools they need to become independent learners and achieve their academic goals.

**1. Addressing Student-Psychological Issues:**

- **Emotional Support:** Mentors create a safe and trusting space where students can discuss their emotional concerns and challenges. They provide a listening ear, offer empathy, and help students navigate personal difficulties. Through regular interactions, mentors build rapport and establish meaningful connections, ensuring that students feel supported and understood.
- **Personal Development:** Mentors support students in their personal growth and development. They encourage self-reflection, goal setting, and the development of positive habits and attitudes. Mentors promote self-confidence, resilience, and the cultivation of healthy relationships, empowering students to overcome obstacles and thrive in their personal lives.
- **Referral to Support Services:** In cases where students require specialized support, mentors guide them to appropriate support services, such as counseling, career guidance, or learning support. They play a crucial role in identifying students who may benefit from additional assistance and connecting them with the necessary resources.

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

**2.4 Teacher Profile and Quality**

**2.4.1**

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years****Response:** 93**2.4.1.1 Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
366	270	220	190	155

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

**2.4.2****Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years****Response:** 50.48**2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years****Response:** 211



<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.3

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 7.35

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

Response: 2528

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 15.8

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	15	12	15	20

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

**2.5.2****Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years****Response:** 0.8**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
86	64	24	30	32

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

2022-23	2021-22	2020-21	2019-20	2018-19
8968	7402	6592	3145	3386

File Description	Document
List the number of students who have applied for re-valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 2.5.3

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

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

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

Implementing Outcome-Based Education (OBE) is a strategic approach that ensures educational programs are aligned with the vision and mission of an institution, while systematically defining and assessing learning outcomes at various levels. This methodical process involves establishing Program

Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), all of which contribute to a cohesive educational framework.

The University's vision and mission statements serve as guiding principles. The mission statement defines the University's core purpose, such as providing high-quality education, while the vision statement outlines its future aspirations, like becoming a globally recognized centre of excellence. These statements provide the overarching goals that educational outcomes should support.

POs are broad statements that articulate what students should know, do, or value upon completing their program of study. These outcomes are directly derived from and aligned with the University's mission and vision, and the graduate attributes that are framed for the said programme, serve as benchmarks for curriculum development and educational assessment.

PSOs are tailored to each specific program within the institution. They further refine the PLOs by specifying the skills and competencies that students are expected to acquire within their chosen field of study. PSOs ensure that graduates are well-prepared for the demands of their professions and contribute meaningfully to the workforce.

COs are objectives established for individual courses. They delineate the specific knowledge and skills that students should gain by the end of each course, directly supporting the attainment of PSOs and, ultimately, POs.

Mapping the relationships between PO-CO-PSO, ensures coherence and alignment across the curriculum. POs are mapped to Cos and PSO's to ensure that each course contributes to achieving specific learning objectives. COs, in turn, support the attainment of PSOs by addressing key competencies required in the field. PSOs collectively contribute to achieving PLOs, demonstrating how the program as a whole fulfils the broader educational goals of the institution.

Pedagogical tools and lesson plans are developed based on COs to guide teaching strategies and ensure that instructional methods effectively facilitate student learning. Assessment methods, including question papers and other evaluation tools, are designed to directly measure student achievement of POs, providing evidence of learning outcomes.

Tracking student performance against COs allows educators to identify strengths and weaknesses in student learning and implement remedial measures as needed. Performance data is collected and analysed to measure student attainment with respect to both direct assessments (e.g., exams) and indirect assessments (e.g., placement record, competitive exam, alumni survey etc.), providing insights into overall program effectiveness.

Continuous improvement involves regularly reviewing and revising POs, PSOs, and COs, based on assessment outcomes and feedback from stakeholders. This iterative process ensures that educational programs remain responsive to evolving industry needs and educational best practices, ultimately enhancing student learning outcomes and preparing graduates for successful careers.

Implementing OBE involves a structured approach to aligning educational goals with institutional vision and mission, defining clear outcomes at multiple levels, and systematically assessing student achievement to ensure continuous improvement in educational quality and relevance.

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

**2.6.2**

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

**Response:** 84.87

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

**Response:** 1015

<b>File Description</b>	<b>Document</b>
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the Controller of Examinations indicating the pass	<a href="#">View Document</a>
Annual report of COE highlighting the pass percentage of students	<a href="#">View Document</a>

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

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

**Response:** 3.36

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

The Assam Royal Global University (RGU) is committed to fostering research and innovation grounded in evidence, goal-oriented principles, and translatability. The university's research and innovation endeavors prioritize strong ethical standards and aim at contributing to sustainable development and environmental preservation at local, national, and global levels. The research policy of RGU is geared towards exploring novel ideas, fostering advancements in science and technology, and ensuring the execution of high-quality research within legal frameworks.

This policy outlines guidelines and provisions that underscore the university's unwavering dedication to upholding academic standards and the quality of research. It offers directives on fostering good and ethical research practices to attain the highest standards possible. Furthermore, the policy seeks to cultivate a culture of research and innovation, motivating students, faculty, and staff to harness their imaginative and intellectual potential.

Moreover, the policy promotes both basic and applied research through interdisciplinary approaches and fosters collaborative efforts within the university and with esteemed external institutions. RGU's policy includes incentives for faculty members who produce high-quality research. Specific quality benchmarks, such as publication in peer-reviewed indexed journals with citation scores, have been established to ensure objectivity and precision in assessment. Notably, only publications where faculty members are single or main (first) authors are eligible for consideration under these benchmarks. Additionally, the quality of research is recognized only if the journal is indexed in recognized databases such as UGC CARE, SCOPUS, Web of Science, AHCI, SCIE, SSCI, or SCI.

The Academic Council (AC) serves as the principal academic authority responsible for regulating and maintaining teaching, research, and evaluation standards. All research and development activities adhere to the rules and regulations approved by the AC. Research activities are overseen by the University Research Council (URC), Departmental Research Committee (DRC), and Student Research Committee (SRC).

The URC plays a pivotal role in cultivating, promoting, and strengthening research activities. It plans, coordinates, supervises, and secures finances for research initiatives, in addition to undertaking other essential research and development activities. Each department's DRC, chaired by the Head of Department/Dean, oversees research activities within the department. It comprises members from faculty and external experts who contribute to guiding research scholars and supervising their progress.

The SRC is tasked with reviewing research proposals, finalizing research topics, guiding scholars in study design and methodology development, and supporting ongoing research efforts. RGU ensures the effective implementation of research projects from preparation and submission to funding allocation and

project completion. Moreover, the university provides seed funding to faculty members starting from the academic year 2022-23 to encourage their participation in research projects.

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

### 3.1.2

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

**Response:** 17.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
71.8	13.67	0	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.1.3

**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**Response:** 1.44

**3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

**Response:** 6

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

### **3.1.4**

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

**Response:** 8.21

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

**Response:** 17

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

**Response:** 207



File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

#### 3.2.1

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

**Response:** 73.22

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

#### 3.2.2

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

**Response:** 0.02

**3.2.2.1 Number of research projects funded by government and non-government agencies during**

**the last five years**

Response: 10

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

**3.3 Innovation Ecosystem****3.3.1**

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

The Ministry of Human Resource Development's (MHRD) Innovation Cell (MIC) is dedicated to fostering a culture of innovation within Higher Education Institutions (HEIs) across India. Its primary goal is to inspire and support young students in transforming new ideas into prototypes during their formative years. MIC achieves this by establishing and supporting Institution's Innovation Councils (IICs) in selected HEIs, thereby creating an ecosystem conducive to innovation on campuses.

One such institution under the MIC umbrella is the Institution Innovation Council at Royal Global University (IIC-RGU), established in 2019. It began with a 2-star rating and has since engaged in various activities aimed at promoting innovation and entrepreneurship among students. These activities include motivational sessions by renowned entrepreneurs, educational trips, workshops on emerging technologies like IoT, and guidance on sourcing funding for startups.

In response to the COVID-19 pandemic, IIC-RGU developed innovative solutions such as an auto-temperature monitoring device, 3D-printed face shields distributed to medical staff, and an auto-sanitizing tunnel. Additionally, it has undertaken projects like creating a 3D model of different DNA patterns, developing a Transilluminator for the Biotechnology department, and designing an audio-visual online conferencing system.

Recognizing the importance of Intellectual Property Rights (IPR), RGU has established an Institutional Patent Filing Committee and integrated IPR education into its curriculum. The institution has also

initiated an IPR Cell within the IIC-RGU to further emphasize the significance of intellectual property protection.

The IPR Cell at Assam Royal Global University plays a crucial role in advising and guiding students and faculty on the significance of Intellectual Property Rights (IPR). Under the aegis of the Institution's Innovation Council and the institutional patent filing committee, the University has successfully filed two institutional commercial patents:

1. Marker Pen made of Biodegradable Materials
2. A Portable Device to Cut Soft Sheets in Circular Shape with Adjustable Radius

These patents reflect the innovative spirit and collaborative efforts of the university's faculty members and researchers. By securing patents for these inventions, RGU not only protects its intellectual property but also contributes to advancements in technology and sustainability.

Moreover, RGU has demonstrated its commitment to preserving and promoting India's traditional knowledge systems through the establishment of an Indian Knowledge System (IKS) Cell. Led by Prof. (Dr.) S. P. Singh, the Vice Chancellor, this cell aims to advance education, research, and outreach activities related to various domains of IKS, particularly focusing on the traditional knowledge of North Eastern India. The university actively encourages multidisciplinary research in this area and offers IKS-based internships to undergraduate students in their final semester, reflecting its dedication to holistic education and cultural heritage preservation.

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

### 3.3.2

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

**Response:** 22

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

### 3.4 Research Publications and Awards

#### 3.4.1

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

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

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

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

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

#### 3.4.2

**Total number of Patents awarded during the last five years**

**Response:** 26

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 1.14

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

Response: 16

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

Response: 14

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

### 3.4.4

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

**Response:** 1.13

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

Response: 473

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

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

Response: 0.59

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

Response: 245

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

**3.4.6***E-content is developed by teachers :*

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government initiative
6. For institutional LMS

**Response:** D. Any 2 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.7

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

**Response:** 7.37

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

### 3.4.8

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

**Response:** 22

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

### 3.5 Consultancy

#### 3.5.1

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

**Response:** 133.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
97.38	5.54	19.96	6.22	4.22

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

### 3.6 Extension Activities

#### 3.6.1



**Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Response:**

The Assam Royal Global University (RGU), guided by its profound mission to integrate community service and instill ethical conduct and compassion among its stakeholders, steadfastly endeavors to foster the holistic development of its students. This commitment is manifested through consistent efforts to channelize students' energy towards understanding real-life issues faced by the common man and society at large. The University, in pursuit of this mission, has established the Office of the Dean of Students' Welfare to oversee the functions of the National Service Scheme (NSS) and various clubs engaged in diverse forms of community service, including but not limited to Rotaract and Helping Hands.

An exemplary facet of RGU's commitment to community upliftment is its adoption of five nearby villages—Tetelia, Deochutal, Pamohi, Pub Boragaon, and Garo Para—with the aim of catalyzing their socio-economic development. Notably, the university has played a pivotal role in the economic empowerment of over 100 women from these villages by providing employment opportunities. The Social Work department students conducted a comprehensive field survey to map the resources of these villages, laying the foundation for further assistance.

In the spirit of service, RGU initiated "Royal Anna Seva," a program that daily distributes 100 food packets to the needy and deprived individuals, involving student volunteers in the distribution process to cultivate empathy among them. Additionally, the university launched "Royal Swasthya Seva," offering free health services to neighboring villages through a doctor-managed dispensary and health awareness camps.

The NSS and University Social Responsibility wings of RGU have been at the forefront of a myriad of impactful activities, including Swachh Bharat Abhiyan, Swachh Pakhwada, Blood Donation Camps, Plantation Programs, AIDS Awareness Programs, Cancer Awareness, World Yoga Day, World Tobacco Day, Health education for young girls, Women Empowerment Programs, Drug Awareness Rallies, Career Guidance and Counseling Programs, and campaigns to raise awareness about government schemes such as Ujjwala Yojana and Pradhan Mantri Awas Yojana.

Noteworthy is RGU's active participation in Government of India initiatives like Azadi ka Amrit Mahotsav and Beti Bachao Beti Padhao, where the university organizes numerous activities for societal benefit. Through these initiatives, students collaborate with various NGOs dedicated to social development, rehabilitation, and empowerment of vulnerable groups. This engagement not only provides valuable guidance to students in pursuing their career goals but also equips them with an acute understanding of diverse social issues, preparing them to address future societal challenges. Consequently, RGU's students not only excel academically but also optimize their careers towards becoming responsible citizens dedicated to serving society.

Furthermore, RGU's students and staff actively cultivate relationships and partnerships with organizations and NGOs, contributing to the ongoing welfare and social activities that further enhance societal well-being. This multifaceted commitment to community service underscores RGU's role as a catalyst for positive change and social responsibility.

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

### 3.6.2

**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years**

**Response:** 157

**3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
56	22	26	7	46

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.7 Collaboration

### 3.7.1

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

**Response:** 62

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

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

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

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

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

#### **Response:**

The University provides the best facilities for teaching, learning, and skill attainment. The clean and green campus sprawls across over 27 acres of land with rich biodiversity campus. The state-of-the-art infrastructure within nature's bounty adds value to its education which is a unique blend of conventional and ultra-modern in the University campus.

The University constantly updates its infrastructure to match evolving technologies and meet stakeholder needs. It boasts modern facilities like 8 blocks with over 200 ICT-enabled classrooms, 8 lecture capture-equipped rooms, a central library, labs, seminar halls, an art gallery, fashion studio, boutique, language lab, research database, museum, nethouse cum botanical garden and animal house. With gender-inclusive hostels, a guest house, ramps, elevators, and ample parking, the University caters to diverse academic needs. The campus is fully CCTV-monitored for safety.

The university has a multipurpose hall of 700 seating capacity, a 350-capacity auditorium, two conference rooms, a colloquium, board rooms and an open-air theatre of 800 capacity with other well-equipped facilities. The university also has some administrative and residential facilities in the campus. Reprography and stationery centres, multiple ATMs, laundry facility, sanitary pad vending machines, several cafeterias, canteens, and food court facilities, a student gallery where discounted university attire and accessories can be purchased, are available in the campus to cater to the needs of students, faculty and staff.

**E-LEARNING FACILITIES:** The university provides LCD and LED TVs, video conferencing facilities, a fully equipped audio-video studio, and Lecture Capturing systems. Experienced faculty members upload lectures, and Adobe Premiere Pro with MAC editing systems further enhance learning outcomes. It also offers an efficiently maintained Learning Management System (LMS) to facilitate learning.

**CENTRAL COMPUTING FACILITIES & EQUIPMENTS:** University has 6 Computer labs and 1 language lab having around more than 1000 computers for students and staff use. The university has a server room and dedicated ICT staff to cater to the need for all IT support from time to time. The University has 1.0 Gbps internet leased line from BSNL and a backup 10Mbps internet leased line from

Reliance Jio, which is distributed across all the blocks through nine virtual local area networks.

The university ensures the well-being of all stakeholders with adequate facilities for sports, cultural activities, and yoga. It offers standard indoor and outdoor sports amenities including badminton, billiards, tennis, basketball, football, cricket, squash, baseball, softball, kabaddi, table tennis, gymnasium for all genders, carom, and chess. These facilities have positioned the university as a favorable host for numerous national and zonal level AIU sports events, attracting hundreds of participants.

The University also offers diagnostic, physiotherapy, radiology, and optometry services. The hostel includes an infirmary, and the campus hosts Royal Swastha Sewa, providing free medical consultations. A unisex salon is available for the university community. Purified drinking water facilities are provided throughout the campus, which is single-use plastic and tobacco-free. Adequate toilets, including facilities for the specially abled, and strategically placed fire extinguishers ensure safety.

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

#### 4.1.2

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

**Response:** 49.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
3571.14	471.92	339.17	1006.55	2244.54

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

Central Library, RGU was established in the year 2013 with a 5000 Sq. feet physical area. The library has a collection of over **30,397** volumes with 9,949 of titles of text and reference books covering a wide range of subjects. The library subscribes the Online Database like JSTOR, Delnet and Manupatra which provides 41,426 E-Journals and 21,413 E-Books. Besides it subscribes 13 numbers of print journals, 17 print magazines and 8 newspapers regularly. The reading room attached to the library have reference books, journals, magazines and newspapers. The library has separate E-Library corner. The 14 numbers of thesis uploaded to Shodhganga INFLIBNET.

#### **Library Automation:**

- Name of ILMS Software: KOHA
- Nature of Automation: Fully
- Year of Automation: 2010
- Library OPAC Link: <https://opac.rgu.ac/>

#### **Digital Library:**

- Name of Digital Library Software: DSPACE
- Nature of Digitization: Fully
- Digital Library Website Link: <http://117.242.145.242:8080/jspui/>

#### **Research Repository:**

- Name of the Research Repository Software: DSPACE/Eprint
- Nature of Digitization: Partially (Underdeveloped)
- Research Repository Website Link: (Underdeveloped)

#### **Library Services:**

1. RFID system
2. Library Circulation Service
3. On-Line Public Access Catalogue (OPAC)
4. OPAC via Mobile cum Web OPAC
5. Internet & E-mail
6. Offline CD-ROM Databases
7. E-Resources (NLIST): RGU has already registered itself with the N-List Programme through which it can access over 6000+ E-journals and 199500+ E-books and scholarly resources.
8. E-Library, E-Resource Browsing Centre

9. Inter-Library loan
10. Reprographic Facilities
11. Computers
12. Monthly Book Display
13. Display of Current Book List/ New Arrival
14. Career Literature
15. Departmental Library Facility
16. Suggestion Box, Online Feedback & Suggestion form
17. User Orientation and information literacy programme
18. Library user guidebook/ Library manual
19. Information Display Notice Board
20. Printing/Binding/ Lamination/Scanning service
21. Content list service
22. Online Book Renew and Reserve Services
23. Patron Circulation Status Service Via E-mail & SMS
24. Reading Room Facilities
25. Library Online Blogs Page facilities
26. Current Awareness Service
27. E-News Clipping
28. ID card Scan and Attendance Register Service
29. QR code for digital resource Service
30. Remote log Service to Digital resources in a single platform.
31. Ask the Librarian

### **Section of the Library:**

Circulation, Reference, Periodical, General Stack, E-library and Reprography Section

### **Library Advisory Committee:**

To look after and seek for the proper functioning of the library it has **Library Advisory Committee** which composition as follows-

**Chairperson** : The Vice Chancellor

**Members** :

- Chairperson (Academic)
- Pro Vice-Chancellor
- Registrar
- Dean of Academics
- Two representatives from Dean of Faculties/schools, nominated by VC.
- Two representatives from HoDs/ Faculties, nominated by Dean of Academics.
- **Student Members:** One representative from Research Scholars/ Students, nominated by Dean of Academics.

**Convenor** : Librarian.

**Open Access E-Resources:**

Central Library, RGU has been adopting open access resource also. These are accessible through the library webpage via the link <https://rgu.ac/library-resources.php>.

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

**4.2.2**

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

**Response:** 0.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
18.76	8.55	4.44	7.97	17.99

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1**

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words**



**Response:**

**Internet Facility:**

- The University has a 1 Gbps (1:1) ILL from BSNL and a backup 10 Mbps (1:1) ILL from Reliance Jio, which is distributed across all the blocks through eleven virtual local area networks (LAN).
- Wi-Fi is available in all hostels daily, with authentication through a captive gateway for students and direct connectivity for faculty and administrative staff over Wi-Fi or Ethernet.
- Additionally, an alternate Wi-Fi network provided by Reliance Jio caters to Jio GSM users, while non-Jio customers have limited access (35MB per login) for emergency connectivity.

**Number of Computer Systems:**

- The University maintains a 5:1 student-to-computer ratio, primarily featuring Intel i5 (7th Generation) PCs and higher. All labs have UPS backups and a 500KVA DG backup.

**Local & Cloud Servers:**

- The university operates an HP G8 series data center for local applications, with mail and storage on Microsoft Cloud.
- The website is currently hosted on GoDaddy cloud and will soon migrate to AWS servers.

**University Resource Management:**

RGU employs five modules for resource management:

- Fee Module: Enables students to pay fees and download receipts.
- Hostel Module: Tracks and manages hostel seat allocation.
- HR Module: Handles attendance, leave, salary slips, and HR functions.
- Examination Module: Generates admit cards, report cards, and results.
- Reno campus: Manages student attendance, lesson plans, and course materials.

**Online Applications:** Online applications are processed through its portal and maintains a photo and video repository. Microsoft SharePoint is used for content sharing and learning management, and osTicket handles technical issue resolution for staff. The "Everyone" service provides secure local storage and file transfer over the intranet.

**Software Licenses:** RGU has agreements with Microsoft and Autodesk but focuses on open-source software, primarily using Linux as its base operating system

**Audio-Visual Facilities:** Classrooms are equipped with projectors and speakers. Multi-purpose halls, accommodating 30 to 800 students, feature video conferencing and PTZ cameras. Interactive LED panels are installed in classrooms. The amphitheater has audio-visual equipment for outdoor activities. A soundproof studio with 4K cameras and teleprompters is used for recording lectures and other content. The campus also has a public address system with megaphones.

**Communication Systems:** RGU's email server, based on Microsoft Office 365, offers 100GB mail

space and 1TB cloud storage per user. WhatsApp is used for unofficial communication, transitioning to Microsoft Kaizala, which integrates with Microsoft Outlook. VoIP telephony, based on the open-source Asterix platform, is connected to a BSNL PRI service for external calls.

**Network Security:** The university network is secured by Sophos Group UTMs, supplemented by Raspberry Pi honeypots. Each building has additional Sophos security layers and honeypots.

**Surveillance:** The campus features 300+ IP-based CCTV cameras with 24/7 recording. A 15-minute UPS backup and a diesel generator ensure continuous operation during power failures. Data from the cameras is retained for 14 days.

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

#### 4.3.2

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

**Response:** 5.46

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

Response: 910

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	<a href="#">View Document</a>
Purchased Bills/Copies	<a href="#">View Document</a>

#### 4.3.3

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

- 1. Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2. Lecture Capturing System(LCS)**
- 3. Central Instrumentation Centre**
- 4. Animal House**
- 5. Museum**
- 6. Business Lab**
- 7. Research/statistical database**

- 8.Moot court
- 9.Theatre
- 10.Art Gallery
- 11.Any other facility to support research

**Response:** A. Any 7 or more of the above

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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 14.6

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
846.45	649.88	243.98	262.22	241.88

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

#### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

#### **Response:**

The University adopts a robust policy in maintaining, upgrading, and utilizing its modern infrastructure to the optimum level. There are meticulous procedures, protocols, and guidelines to share resources with its stakeholders and society at large. The university's maintenance department manages the day to day running of the entire infrastructure.

The university has well established estate office headed by senior estate manager with a team of more than 100 people at different level to maintain and utilize the available infrastructure.

Maintenance Departments: a) Security b) Housekeeping c) Stores & purchase d) Building & Infrastructure Maintenance (civil/plumbing/carpentry/electrical) e) Horticulture, f) Transport g) IT h) Housing which includes guest house and hostels.

The Operation Department shoulders the responsibility of campus maintenance and the optimal utilization of all campus resources. RGU has developed standard operating procedures (SOP) to devise effective mechanisms to monitor the utilization of the university infrastructure. SOP helps to keep an eye on various types of maintenance, such as preventive maintenance, annual physical verification of assets, and routine maintenance.

#### **Procedures for Maintenance and Utilization:**

- A separate annual budget is allocated for the repair and maintenance of the facilities.
- The operation departments take a periodical review of repairs and maintenance through physical verifications of the infrastructure to maintain on an annual basis.
- A WhatsApp group is existing for immediate redressal of maintenance and other items.
- There are separate SOPs for each department of housekeeping and maintenance. Regular AMC are updated and servicing of the equipment is regularly done. A Purchase And Vendor Management Committee has been constituted in 2017 for all kinds of purchases, maintenance and

AMCs etc.

- Laboratory assistants, laboratory manuals, security manuals are issued to the students to help them understand safety protocols. Laboratory rules and regulations are given to students at the time of admission.
- Pests control activities carried out at regular intervals.
- The maintenance of water pump plants, RO plants, hot water plants, WTP's, STP's, water conservation etc. are also maintained by the operation department.
- Energy, green and environmental audits are carried out to monitor carbon footprints and environmental sustainability of the campus.
- The university has installed three transformers for constant power supply, which draws power source from the national power grid.
- The Data Centre provides all the IT support.
- Security guards maintain the physical security of the campus round the clock.
- More than 50 CCTVs are in place with a control room to monitor security.
- Firefighting equipment, which are installed in various strategic locations are maintained by the security team under the supervision of the fire officer.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

**Response:** 30.65

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1900	1502	985	631	254

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

**Response:**

The Royal Centre for Corporate Relations (RCCR) is dedicated to equipping our students with the finest opportunities to kickstart their corporate journey with esteemed organizations across India. Serving as an indispensable pillar of the University, RCCR plays a pivotal role in sculpting the future of every student.

The center persistently strives to assist students in pursuing their career aspirations by imparting essential employment-seeking skills, thereby facilitating their desired employment. This is achieved through fostering strong connections among students, alumni, faculty members, and the industry. RCCR mentors students to ensure they are industry-ready by the conclusion of their academic tenure. The center distinguishes itself by not only focusing on ethical grooming but also on holistic development through regular training and interactive sessions. The primary objective is to prepare students to confront the challenges of the corporate realm and secure placements upon completing their respective courses.

The RCCR comprises members dedicated to its cause, along with faculty placement coordinators from each department, student coordinators, and senior university officers serving as advisors/mentors. RCCR envisions enriching RGU students' placement prospects through various activities conducted throughout the academic session.

**The University Placement Services encompass:**

- Establishing a robust industry interface where potential employers are regularly engaged, and recruitment processes are conducted either on or off-campus based on the recruiter's preference.
- Providing internship opportunities in government, semi-government, and private sector industries/undertakings as per students' preferences. Additionally, RCCR organizes industrial visits, field trips, and interactive sessions with corporates to enhance students' placement prospects.
- Offering training sessions on soft skills, personality development, and grooming encompassing leadership, teamwork, empathy, and time management. These sessions prepare students for placement readiness.
- Conducting regular mock group discussions personal interviews and online test practices to hone students' interview skills.
- Arranging career counseling sessions for students and facilitating interactive sessions with RGU alumni to inspire current students and provide them with necessary support for their professional journey.
- Conducting the job fair which aimed to ensure genuine needs of the recruiters and the candidates, such that every candidate walked out with at least the experience and knowledge of their first job interview if not an offer letter.

Interested organizations seeking to hire or provide training to RGU students can contact RCCR with job or internship details. RCCR facilitates pre-placement talks, campus visits, and recruitment exercises. The placement process follows strict norms, with students declaring their need for assistance beforehand. Regular interactive sessions gauge students' perspectives on placement, while RCCR actively connects with potential employers.

The University provides state-of-the-art facilities for recruitment events, including air-conditioned conference rooms, audio-visual equipment, computer labs, spaces for group discussions and interviews, student volunteer assistance, airport pick-up/drop-off facilities, and a guest house with modern amenities.

To provide further support to students, the Royal Centre for Career Counseling, Coaching, and Guidance- RC4G (October 2022) is taking initiatives such as individual career counseling sessions. to address personal concerns of students. Additionally, orientation programmes are also organized for the students under the RC4G to sort out career path dilemmas.

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

**5.1.3**

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

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

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

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

**5.1.4**

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

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



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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 50.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
382	416	297	316	45

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 41.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
272	270	296	170	31

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.3

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

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

**Response:** 2.97**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 117

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

**5.3 Student Participation and Activities****5.3.1**

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

**Response:** 93

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	33	14	12	9

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

### 5.3.2

#### **Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

#### **Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

#### **Response:**

The Assam Royal Global University considers its students as the most important stakeholders. The university has created a student-centric model of governance. However formal student elections are not allowed by the state government as per the recommendations of the Lyngdoh Committee. Therefore the university has created its own system to ensure the participation of student representatives in the decision making process of the university through a Student Welfare Council. This council composed of student leaders is dedicated to assuring that the students have a say in determining their welfare. It has an executive body comprising of the following positions and members: a President, Vice President, General Secretary, Assistant General Secretary, Secretary Music & Cultural, Secretary Literary, Secretary Indoor Games/Sports, Secretary Magazine, Secretary Outdoor Games & Sports, Secretary Hobby Club and 3 Executive members. The executive positions are occupied in the council by Dean- Listers of the university i.e students with an exceptional academic record, creativity and engagement in co-curriculars, innovation and social service initiatives of the university.

The members are appointed through a system of selection via Deans as well as H.O.Ds from respective schools and departments, with nominations from only final year students, well versed with leadership roles.

The structure of leadership is as follows-

#### **1. The Class Representative System:**

In each class, two student CRs are appointed, preferably one female and one male. This appointment is done through a well structured process, with consent from students and a final decision by the faculty class coordinator.

Regular meetings are held with CRs and the faculty class coordinators once in a fortnight.

- HODs/ coordinators meet with the CRs once a month along with the faculty class coordinator
- CRs keep track of the teaching learning process of the university and keep sending feedback about the pedagogy as well as functioning of the class on a regular basis.

## 2. Participation of students in Administrative bodies/committee:

- The university has in its statutes and ordinances, provision for the participation of the students at various university bodies. To endow students with leadership and representative roles, their voices are accounted for in several bodies of the university like ICC and Board of studies
- Students who have excelled in academics are appointed members of the council
- There are 30 clubs under the DSW. These clubs are led by students holding executive positions as well as memberships.
- Students are members of the disciplinary committee, anti-raging committee, hostel discipline committee, mess committee and so on.

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

### 5.3.3

**The institution conducts / organizes following activities:**

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

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

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:** 101.2

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
41.75	59.45	0	0	0

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

## 5.4.2

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

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

#### **Response:**

The Alumni Association of The Assam Royal Global University plays a significant role in shaping the future of the university with their views and contributing towards building an engaged and supportive alumni community.

The Alumni Association was constituted and registered on 25/4/2023 under the Societies Registration Act 1880, Reg. no. RS/KAM(M)-03/263/22 of 2023-2024.

Even though the Alumni Association is new, substantial numbers of members are occupying eminent positions in various organizations and contributing which helps the growth of their alma mater. Some of the activities of the alumni association:

- Sharing recent information about placements and job opportunities from their organizations.
- Inviting prominent alumni to mentor students through motivated talks.
- Providing opportunities to interact with industry and academic experts through lectures, industrial visits, or value addition and skill enhancement programmes.
- Bringing in prominent alumni for peer mentoring, group discussions, and mock interviews is also organized from time to time.
- Rs 1 crore 1 lakh and 15 thousand financial contributions have been received from the members.
- The university has conducted three Alumni Association meetings in the last 5 years.

Alumni regularly interact and provide suggestions to strengthen alumni networks, tie-ups and social get togethers. Each department of the university has a separate alumni coordinator who conducts alumni activities. Alumni meetings are held once a year at the university and department levels. In the meetings of the alumni share their expertise with the students to provide guidance in projects/ placements/ contests/ internships and events. They teach aspiring candidates about higher studies and how to prepare for UGC and CSIR NET, GATE, SLET, IELTS and other competitive examinations.

Alumni feedback is considered to improve the overall functioning of university affairs. There are a few events that are sponsored by them. There is a dedicated website in the university portal, including Facebook and WhatsApp groups, to facilitate seamless contacts with the alumni for various information and advice. Some alumni visit the campus accompanied by company representatives to recruit potential candidates among students

Alumni meetings also become a platform for brainstorming ideas on events, activities or sustainable engagements that can be conducted by alumni, such as sports, cultural, or social service events and competitions. Engaged alumni of the association also function as powerful ambassadors for their alma mater, promoting its reputation and helping attract new students, faculty, and donors.

Members from the Alumni Association also engage in fundraising efforts to support their alma mater. This can include donations for scholarships, building projects, research initiatives, and other institutional needs.

These are some of the significant contributions of the alumni to support the university and students.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**

#### Response:

- In alignment with its stated vision and mission, The Assam Royal Global University (RGU) has developed its course curriculum for academic programmes. The academic objective of the University is to inculcate critical thinking, critical questioning, and creative problem solving among its students apart from providing state-of-the-art knowledge and skills in their chosen domains.
- Collective leadership and participatory management are the unique features of The Assam Royal Global University. The Governing Body and the Board of Management constitute the overarching statutory bodies of the University and provide the general direction for taking forward the decision for constructive implementation. Industry orientation is another major focus of RGU. There are representatives from the Industry and Corporate Sectors in all the policy bodies of the University, including the Governing Body, Board of Management, the IQAC, and the Board of Studies, besides the Hon'ble Chancellor, Hon'ble Vice-Chancellor, Executive Vice President, and Pro Vice Chancellor. Every decision taken by the Governing Body and the Board of Management is arrived at through discussions and deliberations.
- To implement NEP 2020, RGU has created additional infrastructure to accommodate a four-year undergraduate programme from the Academic Session 2023-24. The syllabi have been prepared as per NEP 2020 for all the courses in UG. Value-added courses and Indian Knowledge System courses have been approved and incorporated.
- All academic matters of the departments, the curricular and extracurricular programmes for the students are developed by faculty members through the departmental committees, where opinions and suggestions are discussed and incorporated. The departmental Board of Studies includes external experts who contribute to framing the syllabi to be forwarded to the Academic Council. The processes of regular monitoring of student feedback, research progression of the students, academic collaborations with outside institutions, student placement, etc. are done by constituted committees.
- The Grievance Redressal Committee, the Internal Complaints Committee, the Proctorial Board, etc. are some of the important bodies that address students' grievances, sexual harassment cases, disciplinary matters, etc. Students' feedback is considered for corrective measures by the principal stakeholders of the university. The feedback of parents and guardians is examined periodically to take forward their suggestions to improve the functioning of the University.
- Short-term and long-term perspective plan:
  1. Augmentation of existing infrastructure facilities.
  2. Introduction of more value added vocational and skill-oriented courses.
  3. Construction of new library and multi-purpose Convention Hall.

4. Spacious car parking in and around the campus.
5. Construction of residential quarters for faculty and staff.
6. Starting an Ayurvedic medical college of the University.
7. Sophisticated Analytical Instrumentation Facility.
8. Construction of Hospital.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

#### Response:

- The Institutional Development Plan serves as the guiding framework for the advancement of a university. Its effective deployment hinges on meticulous integration with the strategic plan and deployment documents. This alignment ensures that the university's overarching goals are translated into actionable steps, facilitating progress towards its vision.
- The University has well-defined outcomes and targets to utilize its human resources optimally. Based on the performance appraisal of the faculty and the recommendations of the Head/Dean, the HR department upgrades/promotes faculty members. New posts are proposed by the Department and approved by the Board of Management in a timely and fair manner. Vacancies arising in higher positions are filled through promotions and external applicants.
- Admission fees serve as a significant revenue stream for the University, contributing to its financial stability. A consolidated budget proposal is prepared and presented by finance committee before the Board of Management, ensuring transparency and accountability in financial matters. After undergoing scrutiny by the Board of Management, the budget is subsequently forwarded to the Governing Body for final approval.
- To maintain transparency and facilitate the dissemination of information, the University publishes its approved policies on its official website. This practice ensures that stakeholders, including faculty, staff, students, and the wider community, have access to relevant policies and guidelines governing various aspects of university operations. Additionally, job openings are advertised through prominent newspapers and online platforms to reach a broader audience, attracting qualified candidates and promoting inclusivity in the recruitment process.
- The University's administrative set-up is visible from the organogram. It outlines the hierarchical structure and relationships among various administrative units and visually represents the flow of authority, responsibility, and communication channels within the institution. The clarity provided by the organogram enhances transparency, accountability, and efficiency in the administrative

operations of the university.

- Overall, these practices reflect the University's commitment to effective human resource management, financial prudence, transparency, and accountability in governance. By establishing clear processes and channels for decision-making, the University strives to create an environment conducive to academic excellence, innovation, and organizational growth.

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

## 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

#### **Performance Appraisal System and Promotion:**

- The University has a well-defined performance appraisal system. The faculty members update their publications and achievements and fill up the PBAS form.
- The PBAS forms are scrutinized by IQAC for promotion of the faculty members. Interviews conducted for selected candidates for promotion from Assistant Professor to Associate Professor and Associate Professor to Professor as per UGC guidelines.
- Research incentives are given to faculty members for publication in UGC-CARE listed and SCOPUS indexed journals.
- Faculty members who contribute/perform extraordinarily towards research, supervision of scholars, or other academic collaborations are rewarded through the 'Incentive Scheme for Academic Staff Members'.
- To upgrade the technical skills of the non-teaching staff, regular training programmes are organized.

#### **Welfare Measures (Faculty and Staff):**

- Employee's Provident Fund.
- Medical insurance for employees not under the ESIC facility.

#### **Research incentive policies:**

- Consultancy/project incentive of Rs. 8000/- once a project is awarded from an external funding agency.
- Supervising Ph.D. Scholars: Rs. 5000/-.
- On being granted a patent: Rs. 15,000/-.
- Getting Sponsored Projects: 1% of the total project amount (one time).
- Financial aid for presenting papers in conferences, attending FDP, workshops, and training programmes both at national and international levels.
- University provides seed money to faculty members for UG and PG project work.
- Academic tie ups/signing of MoUs with national institutions through individual effort: Rs 5,000/-.
- Academic tie ups/signing of MoUs with international institutions through individual effort: Rs 10,000/-.
- Editorship in journal/magazine: Rs. 2,500/- (in house), Rs. 5,000/- (national), Rs. 7,500/ (international) per annum.
- Royal Centre for Corporate Relations (RCCR) incentive scheme for faculty and staff members:

#### **Rewards for introducing companies for recruitment drive of students:**

- Fortune 500 companies: Rs. 10,000/- per recruitment process.
- MNCs: Rs.4,000/- per recruitment with Rs. 3,000/- on successful placement of minimum 1 student.
- State companies: Rs. 5,000/- per recruitment with a minimum of 1 student placement.

#### On-campus facilities include:

- Bank extension counter, ATMs, campus security, Guest House, cafeteria, Royal Swasthya Seva, Legal Aid Clinic, Physiotherapy OPD, Diagnostic Lab, Radiology Lab, salon, dry cleaner, reprography, gymnasium, indoor stadium for Table Tennis and Badminton, basketball court, pool and billiards room, amphitheater, creche, swimming pool, yoga room, generator for constant power supply, purified drinking water, etc.

#### Other Welfare Measures:

- Gift cheque for newly married staff.
- *Employees' State Insurance Corporation (ESIC)* for non-teaching staff.
- Birthday celebration for faculty and staff members.
- Transport facilities for faculty/staff.
- Leave facilities: Casual Leave, Medical Leave, Earned Leave, Vacation Leave, Academic Leave, On-Duty Leave, Maternity Leave, Paternity Leave, Extraordinary leave (with lien), Short Study Leave for teaching and non-teaching staff as per RGU policy.
- Monthly allowance of Rs.3000/- for faculty members pursuing PhD.
- Fee rebate for faculty and staff members pursuing Ph.D. in RGU.

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

### 6.3.2

#### Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 12.34

#### 6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
117	3	0	9	10

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

**6.3.3**

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

**Response:** 88.28

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
344	194	176	192	88

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

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

#### **Response:**

Effective fund mobilization is paramount for the holistic development and smooth operation of any institution. At The Assam Royal Global University, a steadfast commitment to prudent financial management underscores every endeavor. The university meticulously directs its resources towards their intended purpose, ensuring transparency and accountability through routine internal and external audits.

Overseeing this crucial aspect is the financial management committee, entrusted with the responsibility of safeguarding the university's financial integrity. This vigilant committee diligently monitors the mobilization of funds, ensuring their judicious allocation to bolster the university's growth across all domains.

To streamline financial processes and enhance control, the university employs a computational accounting system. This sophisticated system not only facilitates meticulous record-keeping but also provides real-time insights into the university's financial health, empowering decision-makers to make informed choices.

By prioritizing transparency, accountability, and efficiency in fund mobilization, The Assam Royal Global University upholds its commitment to excellence in financial stewardship. Through prudent management and strategic allocation of resources, the university continues to forge ahead, driving sustainable growth and innovation across its academic landscape.

**Fund mobilization process:**

- Extramural grants and innovations.
- Providing logistics for holding national level competitive examinations.
- Funds from government agencies and non-government agencies.
- Interest earned through mutual Funds and bank term deposits.
- Space renting out for indoor stadium, playground, auditorium, cafeteria, salon, ATMs etc.
- Physiotherapy OPD, Diagnostic centre, Radiology lab.
- Vermicompost.

**Optimal Utilization of resources:**

- Royal Anna Seva, Royal Swastha Seva.
- Royal merit and endowment scholarships to students.
- Fellowship for fulltime Ph.D. scholars.
- Laboratory infrastructure augmentation.
- Construction of academic block and hostels for students.
- Rainwater harvesting, Solar panel installation for green energy, Biogas plant, Sewage Treatment Plant.
- Campus maintenance.
- Remuneration to resource persons, invited speakers.
- Organization of seminars/conferences.
- Seed money allocation for research projects.
- Financial assistance to attend conference/workshops/seminars and membership of professional bodies, etc.

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

**6.4.2**

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

**Response:** 102

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

2022-23	2021-22	2020-21	2019-20	2018-19
102	0	0	0	0



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

### 6.4.3

#### **Institution regularly conducts internal and external financial audits regularly**

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

#### **Response:**

The University operates under a meticulously designed audit framework, encompassing both internal and external assessments to ensure financial integrity and transparency. For external scrutiny, a reputable Chartered Accountant firm assumes the role of statutory auditor, conducting an annual audit to ascertain the accuracy of financial statements and the proper authorization of expenditures.

Internally, a dedicated audit team performs quarterly audits, focusing on financial transactions, income, expenditure, and tax compliance. This team is instrumental in establishing robust financial controls, preemptive measures against fraud, and meticulous scrutiny of expenditure invoices and supporting documentation.

The audit process aims to achieve reasonable assurance regarding the authorization of payments and the accuracy of financial statements, thereby safeguarding the University's financial integrity. Key components of the budget encompass various expenditures and income sources, including advertisement and promotion expenses, affiliation and inspection fees, maintenance costs, and staff-related expenses. Income streams comprise student fees, prospectus sales, interest income, and rental revenues, among others.

Instances of audit objections or queries undergo rigorous annual review and updating to prevent recurrence, ensuring continuous improvement and transparency in financial operations throughout the execution process. This systematic approach underscores the University's commitment to upholding the highest standards of financial accountability and governance.

Through a blend of internal vigilance and external oversight, the University maintains a robust financial ecosystem, fortified against irregularities and imbued with transparency at every stage.

**Details of internal and external audits conducted in the last five years are listed below:**

Sl. No.	Year	Date
1	2017-18	Balance Sheet till 31.03.2018 audited on 31.07.2018
2	2018-19	Balance Sheet till 31.03.2019 audited on 10.08.2019
3	2019-20	Balance Sheet till 31.03.2020 audited on 04.07.2020
4	2020-21	Balance Sheet till 31.03.2021 audited on 05.07.2021
5	2021-22	Balance Sheet till 31.03.2022 audited on 30.06.2022
6	2022-23	Balance Sheet till 31.03.2023 audited on 15.07.2023
7	2023-24	Balance Sheet till 31.03.2024.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

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

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

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

**Response:**

The Internal Quality Assurance Cell (IQAC) at The Assam Royal Global University was established on 24.04.2018. Since then, IQAC has been contributing significantly for institutionalizing the quality assurance strategies and processes.

IQAC, RGU has been established as per the mandate of NAAC and UGC. IQAC meets regularly to plan, guide and monitor the teaching-learning activities of the University. It also discusses and offers suggestions for smooth functioning of administrative departments. IQAC focuses on:

- quality in course curriculum.
- quality in teaching learning pedagogy
- quality in assessment and evaluation
- quality in research and publication

## **Two practices adopted by IQAC:**

### **1. Quality in Academics through various initiatives:**

- Since its inception, the University adopted the CBCS curriculum across all programmes.
- Course structure is reviewed regularly through relevant bodies.
- IQAC regularly takes feedback related to academic, co-curricular, research activities, and examination processes from different stakeholders such as students, parents, teachers, and employers and accordingly modified.
- IQAC regularly organizes FDPs and skill and value-added seminars/workshops/need-based training programmes for faculty members.
- Audits at different levels are conducted through IQAC:
  1. Internal Audit Committee, constituted by the Vice Chancellor, conducts the overall audit of each department in academic matters.
  2. External Audit Committee for overall assessment of academic matters.
- IQAC initiates MoUs with institutions of eminence for academic collaborations.
- IQAC monitors student progress through mentoring system.

### **2. Strategic roadmap development for quality improvement.**

- Initiates the framing of Institutional Development Plan (IDP) for the University.
- IQAC periodically reviews the policies of the University for quality enhancement in academics and administration.
- Regularly conducts Internal and External Administrative Audits.
- Conducts other audits such as Green Audit, Gender Audit, Energy audits, etc.
- IQAC participates in different accreditation and ranking processes.
- IQAC periodically reviews the creation and upgradation of departmental files based on NAAC and NIRF parameters.
- IQAC examines the application under Career Advancement Scheme for promotion based on UGC API Score and recommends for interview.
- IQAC Conducts workshop and brainstorming sessions on implementation of NEP 2020.

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

**6.5.2**

**Institution has adopted the following for Quality assurance:**

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

**Response:** A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	<a href="#">View Document</a>
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	<a href="#">View Document</a>
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.5.3**

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

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

### **Response:**

The policy initiatives of the University instil the spirit of excellence in academics and research, governance, sports, and extension activities. To achieve these goals, the University undertakes the following initiatives for incremental improvements:

### **Quality in Academic Delivery:**

#### **Improvement in Course Structure:**

- **Expert's Conclave 2017-18 & 2018-19:** To design the course curriculum of the University experts from academia and industry were invited from all over India and North East Region.
- **Introduction of Choice based Credit System:** As per the directives of UGC CBCS Course curriculum was implemented at the inception of the University.

#### **Introduction of Learning Outcomes-based Curriculum Framework (LOCF) in 2019:**

As per the directives of UGC LOCF were implemented in the existing CBCS curriculum.

#### **Modification of LOCF in the line with NEP 2020 in 2022:**

- The course structure based on LOCF has been modified to incorporate the essence of NEP 2020 where Value Added Courses have also been introduced.
- Many new courses have been introduced as per NEP 2020 mandate.

### **Innovation and Creativity:**

- IIC (Institutions Innovation Council) RGU: To encourage, inspire and nurture young students with new ideas to make them industry ready.
- The Royal Innovation Incubator was established in the year 2021 under IIC-RGU to inculcate skill development and entrepreneurship among students.

### **Feedback on course curriculum:**

- Feedback received from all stakeholders on course curriculum is incorporated to improve course curriculum and teaching learning process.

### **Collaboration:**

- The University is actively involved in collaboration with other academic and research organizations through several MoUs.

### **Research publications:**

- Good numbers of research papers are published in various indexed journals.

- Numbers of patents have also been filed and granted.
- University provides Seed money to facilitate research projects to faculties.
- Research contributions of faculties are acknowledged and rewarded.
- Many faculties have received major projects from various national agencies.

#### **Infrastructure and resources:**

- Additional academic blocks have been created to cater for new departments.
- Laboratories are upgraded with updated equipment.
- Various sports facilities have been upgraded.
- Amphitheatre facility is added to encourage cultural activities of the students.
- Additional hostels have been built to accommodate increasing number of students.
- Solar panels, Rainwater harvesting, Biogas plant, Vermicompost plants are installed to promote green initiatives.
- IT infrastructure has been upgraded to provide better and faster e-governance and automation.
- University guest house has been refurbished with added rooms.

#### **Students' enhancement and development activities:**

- Alumni contribution towards development.
- Dean's lister for reward and recognition.
- Scholarships for needy and outstanding students.
- Invited talks for motivation and exposure.
- Industry experts participate in student's placement through Job fair.
- RC4G for guidance in competitive examinations.

#### **Co-curricular and extra-curricular activities:**

To encourage all round development of students, the University organized many tournaments of AIU and other national and regional levels. To list a few, following are the events:

- East Zone Inter University Tennis Tournament; Women 2019.
- East Zone Inter University Badminton Tournament; Men, Women 2021.
- All India Inter University Baseball Tournament; Women 2022, 2023; Men 2020, 2023.
- East Zone Inter University Table Tennis Tournament, Men and Women 2022

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

- **Gender Sensitization**

The University facilitates gender sensitization through lectures, panel discussions, interactive sessions, film screenings, street plays, intra- and inter-university competitions, etc. through Gender Sensitization Cell (constituted on 6 May 2019), Equal Opportunities Cell (established on 9 December 2019) as well as individual schools and departments. Significant activities include interactive session with Rituparna, transgender activist and storyteller organised by Gender Sensitization Cell, panel discussion on Gender Justice with Polly Vauquiline, Department of Women's Studies, Gauhati University, Advocate Baharun Saikia, Gauhati High Court, and Prof. Shiela Bora, Department of History organised by Equal Opportunities Cell in association with Department of History and Royal School of Law and Administration, webinar on gender with Prof. Ruth Vanita, University of Montana, USA organised by Department of English, OBR Traveling Film Festival (against violence against women and non-binary genders) organised by Department of Political Science, discussion on rights of LGBTQIA+ communities organised by Royal School of Law and Administration and awareness programmes through rural camps organised by Department of Social Work, etc.

- **Safety and Security**

Separate hostels for female students and research scholars with female wardens and caretakers, female security personnel, close circuit cameras and a central monitoring room ensure round-the-clock safety within the University premises including hostels. Internal Complaints' Committee, constituted on 26th November 2019, addresses sexual harassment and such other cases besides grievance redressal of female students, teaching and non-teaching staff members. Royal Swasthya Sewa, established on 12th November 2020, has a doctor and a female nurse for any medical emergency besides a 24X7 medical helpline. Royal School of Nursing also aids in emergency situations. A day care centre is available for children of teaching and non-teaching staff members.

- **Academics and Research**

Equal opportunities are provided in the university and the girls population constitutes 62.3% of the current student community. School of Humanities and Social Sciences and School of Languages offer gender-related or gender-based courses as part of their undergraduate and postgraduate curricula—for e.g., DSE subjects: Gender Studies (ENG102D603), Literature and Gender (ENG104D305), VAC: Gender Studies (VAC992V104), GE: Sociology of Gender (SOC182G102)

- **Employment**

The University has about 50% female faculty members. Currently 30% of the non-teaching staff are also females. The University offers equal opportunities to all employees in governance and professional advancement irrespective of gender. All major committees of the University have female representation. There is provision of maternity/ paternity leave for all employees.

- **Counseling**

Since inception, the University has an active mentor-mentee system. Since December 2021 when the Counselling Cell was constituted under Royal School of Behavioural and Applied Sciences for mental well-being of students across genders, two faculty members (from RSBAS) have regularly provided counselling through online and physical modes. Besides this, the Cell through Royal Centre for Wellbeing regularly facilitates sessions with professional counsellors in campus.

- **Any other point**

With trousers, formal shirts and T-shirts with blazers and cardigans in winter students' uniform is gender-neutral. Sanitary napkins are available on campus in several stores/eateries in addition to sanitary napkin vending machines at strategic locations including girls' hostels.

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

### 7.1.2

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

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

**Response:** A. Any 4 or more of the above



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

### 7.1.3

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

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

#### **Response:**

The Assam Royal Global University in its commitment towards fostering a healthy campus environment actively pursues waste management through waste segregation, waste disposal, and waste recycling (as applicable). As an HEI offering a wide range of academic programmes and with an average daily footfall of 6000+ including 1200+ hostellers, there is sizeable waste of different kinds, both degradable and non-degradable, generated on an everyday basis.

**The facilities for waste management in the University are as follows:**

- **Solid waste management**

1. Colour coded dustbins for effective waste segregation placed at strategic points on campus. Solid waste is collected by GMC garbage collecting vehicles daily.
2. Grass and fallen leaves are collected by housekeeping staff and put in vermicomposting pit for generation of manure that is both used on campus and made available for purchase.
3. Single use plastic is banned in the University campus since 2018.

- **Liquid waste management**

1. Surface drainage system of the university helps to collect excess water from the campus in a

- controlled manner for rainwater harvesting and excess water to flow into public drainage systems
- The University has Sewage Treatment Plant that treats sewage, and the wastewater is used for gardening etc. and excess water is released.

- **E-waste management**

- The University, aware of the potential hazards of electronic waste disposal, facilitates e-waste disposal in a consistent and environmentally conscious manner. A separate room is allotted in the University for collection of condemned e-waste.
- An agreement is in place with authorized vendors (Bin Bag Recycling Services Pvt. Ltd, Andhra Pradesh) that follow the procedures and practices prescribed by the government.

- **Biomedical waste management**

- The University has an MoU with Fresh Air Waste Management Services Pvt Ltd., Guwahati for the treatment of biomedical waste from healthcare establishments and Department of MLT in accordance with instructions of PCB, Assam.
- The waste is segregated in colour coded waste bags with label system.

- **Hazardous Chemicals Waste Management**

- The Biosafety Committee looks after the disposal of hazardous chemicals and microorganisms as per established protocol.

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

#### 7.1.4

##### **Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

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

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.5

#### **Green campus initiatives include**

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

#### **Response:**

Commitment towards sustainability and environmental awareness is embedded in The Assam Royal Global University's green vision. The University endeavours to harness renewable resources on campus through solar panels and rainwater harvesting. Use of energy efficient equipment and efforts at sensor-based energy conservation ensure optimal usage of energy. Through curricular and co-curricular measures, the University educates and trains its students towards environmental focus on campus sustainability and in the vicinity.

#### **Salient features of the University's green campus policy include:**

- Green landscaping.
- Adoption of reduce, reuse, and recycle policies on campus.
- Promotion of digital initiatives through implementation of e-governance in student admission, examinations, teaching-learning, and finance and accounts through ERP software.
- Effective waste management
- Encouraging tree plantation campaigns both on campus and outside.

In its bid to fulfill its green vision The Assam Royal Global University has undertaken various measures to create an environment-friendly sustainable campus and spread the notion of environment-friendly culture within and outside the campus.

#### **Some of these include:**

- Rainwater harvesting.

- Solar energy generation.
- Strict adherence to “No Tobacco Zone” principle on campus to foster a cleaner and healthier atmosphere for learning and work.
- Restraint on the use of single-use plastic.
- Restriction of entry of vehicles in the campus.
- Providing transportation to students and faculty and staff members and encouraging carpooling.
- Use of electric vehicles designed by students of the University under IIC for transportation of goods and other services.
- Adequate illumination of pedestrian friendly pathways with LED lights.
- Encouraging tree plantation on campus and outside the campus. Tree plantation on campus adds to the greenery and enriches campus biodiversity.
- Using treated wastewater from the University’s Sewage Treatment Plant for watering plants. This practice involves repurposing reclaimed water to irrigate the campus’ green spaces, including gardens, lawns, and landscaping areas.
- Regular cleanliness drives involving students and faculty members in and around the University campus through different departments and schools as well as club activities contribute towards creating a cleaner environment.
- UG and PG programmes on Environment offered by Royal School of Environment and Earth Sciences in addition to offering Environmental Studies as a compulsory subject in all UG programmes.
- Implementation of e-governance in student admission, examinations, teaching-learning, and finance and accounts through ERP software and effective use of email communications to minimize paper usage on campus.
- Ensuring that equipment purchased by the University has energy star ratings to reduce energy consumption.
- Installation of sensor-based lighting system at strategic locations.
- Colour-coded waste disposal bins in different parts of the University campus to foster responsible waste management practices among students, faculty, and staff, contributing to a cleaner and more aesthetically pleasing environment for all.
- Effective management of solid waste, liquid waste, e-waste, biochemical waste on campus.
- Ensuring sustainability through sewage treatment plant, biogas plant, and production of organic manure (vermicompost and manure compost) in addition to rainwater harvesting and solar energy generation.

These measures effectively promote resource conservation and eco-friendly practices, aligning with the University's dedication towards creating a greener and more sustainable campus environment.

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

### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

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

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

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

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

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

**Response:**

The Assam Royal Global University is deeply committed towards fostering an inclusive and barrier-free environment that caters to the diverse needs of individuals with special abilities, ensuring equitable access to various facilities and amenities across the campus.

**A comprehensive range of efforts implemented to achieve this goal prioritize mobility and overall accessibility for all members of the University community and they include:**

- To facilitate mobility, ramps and ramp rails have been strategically installed at the entrances of all university buildings. These enable individuals using wheelchairs or other mobility aids to navigate the campus with ease, eliminating barriers to entry and promoting independent movement.
- To enhance vertical access within buildings, a minimum of two elevators equipped with Braille assistance have been installed across all University buildings. These elevators not only provide essential transportation between floors but also offer accessibility features for individuals with visual impairment, ensuring that they navigate their way safely and independently inside the campus.
- Inside the buildings, various accessibility features have been incorporated to further facilitate ease of movement for differently abled individuals. Non-slip flooring, sliding doors, and grab bars provide additional support and stability, promoting safe and effortless access to different areas of the campus.
- The University offers practical assistance to students with special needs. Wheelchairs, including mechanized wheelchairs are readily available for usage on the campus, providing immediate support to individuals with mobility challenges.
- The University provides human assistance, such as scribes to students who may require support in academic activities, ensuring equal opportunities for participation and academic success.
- To promote pedestrian safety and accessibility across the campus, well-paved roads and clear road markings help to create a safe and conducive environment for individuals to navigate the campus on foot, minimizing the risk of accidents and enhancing overall pedestrian experience.
- There are provisions of differently abled friendly washrooms featuring spacious layouts and

accessible facilities. These inclusive washroom facilities cater to the diverse needs of individuals with disabilities, promoting dignity, comfort, and convenience for all members of the university community.

In other words, it can be said that The Assam Royal Global University in its unwavering commitment towards providing a safe, happy and dignified experience to all within its precincts have undertaken various measures to foster an inclusive and accessible campus environment. Individuals with special abilities can fully participate in academic, social, and recreational activities, and thrive as valued members of the University community.

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

### 7.1.8

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

**Response:**

One of the foundational objectives of The Assam Royal Global University has been to foster an inclusive environment to attain the balance between individual and national aspirations and global outreach, to integrate underprivileged individuals into the broader ambit of society, and address challenges through fair and democratic participation of all stakeholders, and to uphold the spirit of unity in diversity. Leadership and training programmes for students as well as involvement of students in organising events at the department, school, club or university level train students in working harmoniously in diverse environments. Collaborative academic and social outreach activities enable students and even staff to connect to communities and heritage. This is particularly significant in the context of The Assam Royal Global University's strategic location in Guwahati, the gateway to North East India and the fact that the University has a rich ethno-cultural-linguistic diversity in terms of student and staff demography.

**Some of the measures initiated in this regard in the University include the following:**

- At the beginning of a new academic session, orientation programme for newly admitted students (UG and PG) are organised to apprise and sensitize students about an equitable society that appreciates socio-economic, religious, linguistic, gender and cultural diversities.
- In all major events, cultural programmes representative of India's cultural, regional, and linguistic diversity are showcased through performances by students.
- All festivals are celebrated with the same joy and enthusiasm such as Bihu, Saraswati Puja, Viswakarma Puja, Holi, Diwali, Christmas, etc.
- Celebration of Ekta Diwas and Matribhasha Diwas are an acknowledgement of India's unity in diversity.
- International Workers' Day (May Day) celebrated annually.
- Ethnic Day is celebrated on the last Friday of every month on which students, faculty and staff

members wear ethnic and traditional attire.

- The University observes the birth anniversary of cultural icon Jyotiprasad Agarwala and the death anniversary of Bhupen Hazarika through lectures and cultural programmes.
- To acquaint students with the cultural and artistic heritage of India, the University invites eminent personalities such as Dr. Sonal Mansingh, Dr Sandhya Purecha, Tarali Sarma, Swapnil Baruah, Dr Manjil Hazarika, Prof. Malinee Goswami, etc.
- Commemorative days like Independence Day, Republic Day Constitution Day, Gandhi Jayanti, Rabindra Jayanti, Teachers Day, Engineers Day, Pi Day and Science Day, etc. are observed.
- World Environment Day, World Tourism Day, and Hindi Diwas are celebrated annually.
- Sporting and cultural events Karmotsav-2020, 35th Inter University East Zone Youth festival (UNIFEST) and National Boys' and Girls' Baseball Tournaments, organised for the first time in North East India. National Badminton tournaments are also organised under Association of Indian Universities (AIU). All these events provide platform to students to showcase their talents and facilitates exchange of ideas and cultures.
- NSS volunteers regularly engage in activities such as awareness about communal harmony and community-oriented cleaning activities in line with Swachh Bharat Abhiyan.
- The University provides fee waiver to students of marginalized communities of North East India.
- International Women's Day is celebrated every year. Camps have been organised on Women Health and Hygiene and Women empowerment.

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

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

**The University organises various activities to sensitize students and employees about constitutional obligations. Some of the major endeavours include:**

- An integral part of the University annual calendar is the commemoration of Independence Day and Republic Day, where various engaging activities are organized to honor these pivotal moments in our country's journey towards freedom and democracy. These celebrations not also serve to provide opportunities for reflection on the fundamental values of democracy, unity, and national pride that underpin our constitutional framework.



- Another significant event in the calendar is Constitution Day, observed on the 26th of November each year. This occasion serves as a poignant reminder of the foundational principles embedded in our Constitution, including humanitarianism, the rule of law, equality, individual dignity, liberty, harmony, and justice. Through a series of activities and discussions, we endeavor to deepen our understanding of these principles and their relevance in shaping our society.
- Furthermore, the University actively engages in global initiatives such as World Environment Day to raise awareness about the urgent need for environmental conservation and sustainable development. Similarly, International Women's Day is observed with a focus on promoting gender equity and empowering women across various spheres of life, including social, economic, cultural, and political domains.
- For incoming students, the University conducts Student Induction Programme (Deeksharambh), designed to instill essential values, rights, duties, and responsibilities from the outset of their academic journey. Additionally, Legal Aid and legal awareness camps are organized to provide vital education on legal rights and processes, empowering individuals to navigate the legal landscape with confidence.
- Every morning from Monday to Thursday, the campus resonates with the strains of the National Anthem while every Friday morning the State Anthem is played, fostering a deep sense of nationalism and unity among our community members. Furthermore, annually a day to honour and appreciate the invaluable contributions of our support staff on Labour Day is observed, recognizing their tireless efforts in contributing to the university's success.
- To sum up, these initiatives underscore our unwavering commitment to nurturing responsible, informed, and civically engaged individuals who are mindful of their constitutional obligations and dedicated to upholding the democratic values that define our nation's identity. Through these efforts, we strive to create a campus environment where the spirit of democracy, equality, and justice thrives.

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

#### 7.1.10

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

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

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

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice-1**

**Title of the Practice:** *Imparting Holistic Education through Innovation and Creativity*

#### **Objectives of the Practice**

Offering education with holistic perspective has been a foremost endeavour of The Assam Royal Global University since inception. The University emphasizes equally on curricular and co-curricular aspects to nurture innovation and creativity with the following objectives:

- Create an ecosystem where new ideas, innovative thoughts, social awareness and a sense of social and environmental responsibility generate and thrive.

- Develop a culture of creativity.
- Foster spirit of innovative approaches to entrepreneurship.

### The Context

Holistic education entails developing students' talents and skills for survival in an increasingly competitive world while maintaining quality of education. It aims to develop students' physical, emotional, moral, psychological, and spiritual attributes, promote social responsibility, develop self-confidence and self-worth, preparing them for academic and professional success instilling human values. Creative and innovative learning encourages students to express themselves freely, fostering original thought and knowledge, and turning creative ideas into viable solutions for human welfare.

### The Practice

The University's emphasis on nurturing innovation and creativity through holistic education underlines its commitment towards creating valuable human resource for the society. The University through its curricular and co-curricular endeavours facilitates subject-oriented, skill-based and value-based education through innovative pedagogy, enhanced industry-academia linkages and encouraging innovation, incubation, and entrepreneurship. The programmes offered by Schools of Fine Arts (RSFA), Fashion Technology (RSFT), Design(RSD), Architecture(RSA), and Communications and Media(RSCOM) make the University a pioneer in offering all such courses at UG, PG and Doctoral levels with ample industry-exposure. RSFA's Art Studio, RSCOM's news portal *Royal Times*, RSFT's fashion show *Vogue* during *Consensio* are examples of this. Courses offered as basket courses (GE, AECC, VAC, SEC) by other schools too are innovative subjects.

### Evidence of Success

Evidence of success includes:

1. A student awarded Nriya Suravi Samman (2019) for promoting Sattriya Dance in Centre for Cultural Resources and Training, Dwarka, New Delhi.
2. Students' Art Exhibition hosted by RSFA at Gauhati Artists' Guild, Guwahati
3. CONSENSIO annual cultural festival of the University
4. KARMOTSAV, Inter-University East Zone Youth Festival, promoting cultural exchange and competition among students hosted by the University.
5. Students of the University winning medals for Western Instrumental and Light Vocal Indian at 35th Inter University National Youth Festival 2020, Amity University, Noida
6. Start-ups incubated under IIC numbering 10. The first incubatee, founder of Poynt Sports, North East India's first sports' technology start-up is a former student of this institution.
7. Students and faculty members won Idea Exposition Award on Innovations in Agriculture and Sustainability organized by DBT-BIRAC Regional Innovation Centre for innovative, high-energy, eco-friendly nutritional meal (2020).
8. As part of green initiatives within the University campus, an electric vehicle has been developed and manufactured on campus by students and faculty members under aegis of IIC.
9. Pre-incubated under IIC-RGU and Royal Innovation Incubator, Department of Mechanical Engineering showed the first Proof of Concepts of Motion Sensing Light to vendors.
10. IIC created 3D models of DNA patterns, auto-temperature monitoring device during COVID-19, distributed 3D printable Face-Shield to medical staff.

11. Other innovations of IIC include Transilluminator, auto-sanitizing tunnel, conferencing system, business machines, Octacopter, and 3D-printed key chains of *jaapi* and *dhul*.

### **Problems Encountered and Resources Required**

The COVID-19 pandemic hindered the implementation of best practices in universities, causing physical closures and societal losses. The shift to online activities stalled events, hindering students' creative pursuits. Additionally, the nascent start-up culture in North East India presented challenges.

### **Best Practice-2**

#### **Title of the Practice: Commitment towards Social Responsibility through Social Outreach Activities**

#### **Objectives:**

- To contribute towards social welfare of all communities outside the University precincts.
- To provide health, education, food security and sanitation services to promote well-being.

#### **The Context**

Social responsibility is a key pillar that underpins the teaching and research at the university. The University encourages social and economic well-being through teaching, research, and public activities that focus on diverse aspects of the environment and socially responsible human impacts on earth. This includes ways in which we use our teaching and research findings to influence government policy, work with industry for the welfare of the society.

#### **The Practice**

In addition to teaching and learning at campus, faculty and students actively contribute to the local community through various public outreach activities on his environmental sustainability, healthcare, education, food security, sanitation, etc. Several philanthropic initiatives in healthcare, nutritional care and legal aid, to name a few have been launched in the last five years. Royal Swasthya Seva, an initiative in healthcare service was launched in 2020 by the Hon'ble Chief Minister of Assam that provides free medical services. Under the Royal Anna Seva initiative launched in 2020, 100 lunch packets are distributed daily to the needy and deprived across the city of Guwahati. During Covid-19 pandemic, food materials worth ₹25 lakhs were distributed by the students among the poor and needy. The University adopted Tetelia L.P. School in 2018 and engaged in conducting classes for the students of 4th to 6th standards in the subjects English, Science and Mathematics by the faculty and students of the university. The Legal Aid Clinic of the University provides legal counsel and guidance to those in need living in the vicinity of the University. NSS-RGU chapter and the Department of Social Work have been undertaking outreach activities on social issues and drug awareness.

#### **Evidence of Success**

The 'Covid Sentinel Project' in collaboration with Pratishruti Cancer and Palliative Trust and Assam

Police offered tele-counselling to quarantined individuals during COVID-19. Students and faculties visited communities and institutions (e.g. Old Age Home, Ashadeep, Parijat Academy, Snehalaya) and conducted activities (e.g. classes, awareness camps, ontological surveys) providing care and academic support, advocating child rights and education, working with elderly individuals, women in distress and recovering addicts. RGU students participated in 'Ek Kadam Swachhata ki Aur' by organizing cleanliness campaigns throughout the state of Assam.

### Problems Encountered and Resources Required

Ensuring villagers' participation poses a challenge due to farming and fishing commitments. Coordination between teachers and students is essential, as new enrollments occur annually. Financial resources are needed to carry out such extensive programmes effectively.

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

## 7.3 Institutional Distinctiveness

### 7.3.1

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

#### Response:

Since its inception in 2017 The Assam Royal Global University has endeavoured to nurture and create conscientious young citizens through quality education. The Undergraduate, Graduate and Doctoral programmes offered to its students drawn from across North East India besides other parts of India and beyond focus on multidisciplinary and foster holistic development through academic and co-curricular engagements. The University's distinctiveness lies in its secular and inclusive character, quality education, innovation and creative thinking, and inculcation of human and social values for holistic growth of students, preparing them to become citizens of the world rooted in the culture of the region and the ethos and principles of the nation.

- This distinctiveness is attained through the University's thrust on holistic growth that emerges from the aspirations of its stakeholders and the vision of its founders. With this end in view the University has undertaken diverse initiatives since inception, viz., merit and endowment scholarships including scholarships for marginalized sections of society, sports infrastructure, fostering spirit of research, innovation, and scientific temperament, generating environmental awareness, active mentoring system and counselling for students, encouraging outreach and extension activities and community development programmes, and promotion of cultural diversity, heritage conservation, and national integrity, etc.

- The University's interdisciplinary and multidisciplinary approach to education is based on inclusive learning, cross-discipline engagement, value-based education, Outcome Based Education practices, innovative pedagogical practices, well-structured mentoring system, innovation, incubation, and entrepreneurship, industry-academia interface (with MoUs with more than 180 HEIs) and ample use of technology and technology-enabled services. In adopting and encouraging digital practices for teaching, learning, evaluation, and assessment and different areas of governance, The Assam Royal Global University stands tall as a pioneer in North East India. From 2019 RoyalNet, a Learning Management System developed by an alumnus of the University was used and since 2022 ERP system (Reno) has been adopted for teaching-learning-evaluation and different aspects of governance in the University. These practices not only ensure that students and teachers are in-step with changes in education and pedagogy worldwide but during COVID 19-induced lockdown prevented students from suffering losses in education. Through minimized use of paper such practices also contribute to the University's commitment towards environmental sustenance.
- In effect since 2019-2020 the Dean's Listers Policy has fostered healthy competition among students to excel in academic and co-curricular activities. Dean's Listers are student achievers from the final year of UG/PG programmes who display excellence in academic and co-curricular fields and contribute towards the overall growth of the University. Till 2022-2023, 104 Dean's Listers have been awarded and all along the Dean's Listers have inspired other students through their involvement in leadership positions in different University activities as well as through peer learning and mentoring. Tutorial and remedial classes conducted by the departments have helped slow learners to improve their academic performances while meritorious students have benefited from coaching classes for NET/SLET, UPSC/APSC and other competitive examinations. These exercises have contributed towards the goal of holistic education for all students of the University.

Enhanced physical literacy, another facet of students' holistic growth, is facilitated through provisions for sports like lawn tennis, cricket, basketball, football, baseball besides gymnasiums, pool room, and an international-standard indoor sports complex The Cube that offers facilities for badminton, table tennis, squash, and billiards. From 2018 to 2023 participation and achievement of students in sports events at zonal, national and international levels has been increasingly noteworthy. Several intra-University, inter-University, zonal and national level sporting events have been successfully hosted by The Assam Royal Global University, making it a pioneering HEI in promoting sports culture in the region. In 2017-2018 itself a Sports Club was established. In 2019, to encourage students to participate in competitive sports and simultaneously do well in academics the University initiated a policy of awarding University Colours to Sportsman Scholars.

Other provisions of the University include fee concession to students who excel in sports in the following categories:

- Inter-University events at national level (category A)
- Representing state/UT at national level (category B)
- Inter-university events at international level (category C)
- Representing events at international level events (category D).

Through a dynamic sports culture the University has transformed into a sports hub of the region.

To foster a vibrant academic and co-curricular environment the University has 32 clubs that offer a platform to students to nurture leadership skills and enhance academic, social, and personal growth. These clubs, run by student executives under the guidance of faculty advisors and Student Affairs, have significantly contributed towards holistic growth of students.

Through service to society the University is committed towards inculcating in students human values and values enshrined in the Constitution of India, both essential to their holistic growth as citizens of the nation. Extension and outreach activities foster empathy in students, making them aware of their duties towards society and the natural environment. Five villages have been adopted under Unnat Bharat Abhiyan while different departments and clubs and NSS unit of the University regularly engage in outreach activities. Royal Anna Seva and Royal Swasthya Seva are two of the University's flagship endeavours towards social outreach.

Research, innovation, and scientific temperament, another important aspect of holistic education, is a major thrust of the University. Instances include industry-academia linkages, research publications, research projects, patents, Faculty Colloquium organised by HRDC, Seed Money Grant to faculty members for research, workshops, seminars, FDPs, etc. The consistent engagement of faculty members, students and research scholars in research and innovation is evidenced in their participation in seminars, conferences, workshops as well as publications and patents published and awarded.

The Assam Royal Global University endeavours that its students transform into worthy academicians and adept professionals imbued with a sound value-system and societal and environmental concern. Through various initiatives, the University ensures that it provides conducive infrastructure and a campus environment that supports the Comprehensive Holistic Growth Ecosystem. This underlines The Assam Royal Global University's institutional distinctiveness due to which the University, guided by its Vision and Mission, has succeeded in making a mark in the education scenario of the nation within a short span of time.

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

## 5. CONCLUSION

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### Additional Information :

- Excerpts from the RGU's mission statement emphasize outreach, engagement, and community involvement, aiming to improve quality of life and economy through local and global engagement. The University Faculty, staff and students actively participate in various activities.
- During COVID-19 pandemic, **RGU generously contributed to combat COVID-19**, the greatest challenge known to mankind so far. In the first and second wave of the spread of Covid-19, a section of D, E, F academic block of RGU was given to the Government of Assam for use as 1000-bedded Covid care unit for patients.
- The University's social and food security initiatives ROYAL ANNA SEVA distribute everyday 100 food packets to the needy and deprived individuals in and around the city.
- The University's ROYAL SWASTHYA SEVA provides free health services to neighbors with a doctor accompanied dispensary and free medicines.
- To cater to the various students' interests, 34 clubs were formed such as Sigma Voice, Cultural, Sports, Robotics, etc. which organize a variety of activities to offer a balance between academic and co-curricular activities.
- The Sports Club of the University is very active in hosting many East-Zone and Inter-University and national level tournaments for both men and women under the aegis of the Association of Indian Universities.

### Concluding Remarks :

The Vision and Mission of the University are evidently reflected in all aspects of academic and administrative Governance at the university. All the teaching-learning processes, co-curricular and extra-curricular activities and social and extension activities are designed and deployed to develop students as effective and socially responsible individuals.

The University functions on two levels of administrative setup:

1. University level, and
2. Departmental level.

The university-level administrative setup consists of the Vice Chancellor, Pro Vice Chancellor, Registrar, Dean of Academics, and other administrative positions. On the other, the departmental level administrative setup includes the Dean/Principal of Schools and the Heads/Coordinators/Principals of Departments.

The university is governed by its statutes and ordinances, formulated as per the provisions of The Assam Private Universities Act, 2007 and approved by the Government of Assam.

The various statutory bodies of the university are – the Governing Body (GB), Board of Management (BOM), Academic Council (AC), Board of Studies of Schools and Departments and University Research Council (URC), etc. for smooth and effective functioning of the university affairs.

The implementation areas of e-governance are Examinations, Admissions, Accounts, Human Resources (HR),



etc.

The university emphasizes on the gender equality, the prevention of sexual harassment and ragging at all levels, and a corruption-free philosophy in the workplace.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p>2.1.2.1. <b>Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>826</td> <td>593</td> <td>487</td> <td>459</td> <td>370</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>826</td> <td>608</td> <td>487</td> <td>459</td> <td>370</td> </tr> </tbody> </table> <p>2.1.2.2. <b>Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1358</td> <td>1085</td> <td>904</td> <td>860</td> <td>786</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1367</td> <td>1091</td> <td>904</td> <td>860</td> <td>786</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	826	593	487	459	370	2022-23	2021-22	2020-21	2019-20	2018-19	826	608	487	459	370	2022-23	2021-22	2020-21	2019-20	2018-19	1358	1085	904	860	786	2022-23	2021-22	2020-21	2019-20	2018-19	1367	1091	904	860	786
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2.4.3	<p><b>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</b></p> <p>2.4.3.1. <b>Total teaching experience of full-time teachers as of latest completed academic year</b>            Answer before DVV Verification : 3282            Answer after DVV Verification: 2528</p> <p>Remark : Input edited considering experience more than 10 months</p>																																								
2.6.2	<p><b>Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)</b></p> <p>2.6.2.1. <b>Total number of final year students who passed the examination conducted by Institution.</b></p>																																								

Answer before DVV Verification : 1037

Answer after DVV Verification: 1015

Remark : Input edited as per supporting documents

**3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Answer before DVV Verification : 12

Answer after DVV Verification: 6

Remark : Input edited considering national/ international fellowship/financial support from various agencies, for advanced studies/research only

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

Answer before DVV Verification :

Answer After DVV Verification :22

Remark : Input edited considering awards received for research/innovations by institution/teachers/research scholars/students only

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3945.19	836.03	757.16	1629.99	2784.16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3571.14	471.92	339.17	1006.55	2244.54

Remark : Input edited as per supporting documents

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

**4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2011.76	1563.86	856.37	827.97	723.02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
846.45	649.88	243.98	262.22	241.88

Remark : Input edited as per supporting documents

- 7.1.6 **Quality audits on environment and energy are regularly undertaken by the institution**
- The institutional environment and energy initiatives are confirmed through the following**
1. **Green audit / Environmental audit**
  2. **Energy audit**
  3. **Clean and green campus recognitions/awards**
  4. **Beyond the campus environmental promotion and sustainability activities**
- Answer before DVV Verification : B. Any 3 of the above  
 Answer After DVV Verification: A. All of the above  
 Remark : Input edited as per supporting documents

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>7076.99</td> <td>3210.37</td> <td>1982.22</td> <td>2936.26</td> <td>3886.29</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>5870.62</td> <td>2297.60</td> <td>1487.94</td> <td>2315.77</td> <td>3397.27</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	7076.99	3210.37	1982.22	2936.26	3886.29	2022-23	2021-22	2020-21	2019-20	2018-19	5870.62	2297.60	1487.94	2315.77	3397.27
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