SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SHRI GURU RAM RAI UNIVERSITY

PATEL NAGAR, DEHRADUN
248001
www.sgrru.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In the field of higher education and learning, Shri Guru Ram Rai University is playing a catalytic role by placing opportunities before talent and collaborating with the premier universities.

Shri Guru Ram Rai University (SGRRU) is a non-profit, philanthropic institution established by H.H. Shri Mahant Devendra Dass Ji Maharaj. Stakeholders feel blessed to be an integral part of the Shri Guru Ram Rai Education Mission, which was established in 1952. The SGRRU is proud to be part of the SGRR Education Mission which has a strong legacy of social transformation through spiritual and educational initiatives serving predominantly underprivileged sections of society. SGRR Education Mission includes over 125 CBSE Board and State board-affiliated secondary and senior secondary Schools in different parts of India.

The main objective of the Shri Guru Ram Rai Education Mission is to support positive transformation in society through modernize education while nurturing traditional values, ethics, and morals, aiming to cultivate creative and value-oriented citizens essential for societal well-being. Since its establishment, over one lakh students have graduated from SGRRU institutions, playing active roles in society.

Shri Guru Ram Rai University was established on **April 7th, 2017,** vide Notification no- 109/XXXVI (3)/2017/80(1)2016 issued on **June 27th , 2017**, in recognition of the service to the nation by its parent body, the iconic Shri Guru Ram Rai Education Mission.

SGRRU is situated on a vibrant green campus spread over **333,866 square meters of land** on which we cater to nine thousand students from all parts of India and abroad. The University imparts a holistic, multidisciplinary education to budding minds and souls.

The University envisions itself as a beacon of academic excellence among the institutions of higher education. Everything we do as a university we do with a deep commitment to our motto:

"Quest for Excellence"

The University has aligned its vision with the New Education Policy 2020, the UGC mandate, and the Sustainable Development Goals (SDGs) of the United Nations, as well as the guidelines of the United Nations Educational, Scientific and Cultural Organization (UNESCO). It has also embedded modern methods of education in its teaching and learning processes.

Vision

"To establish Shri Guru Ram Rai University to be a Centre of Excellence in Higher Education, Innovation and Social Transformation by nurturing inquisitive and creative minds and by enabling the stakeholders to become

committed professionals and educators of national and global relevance."

Mission

- To provide a comprehensive and sustainable educational experience that fosters the spirit of inquiry, scientific thinking, and professional competence along with ethical and spiritual values.
- To deliver a classic, well-rounded learning experience that is distinctive and impactful on the younger generation and prepares them for a successful career.
- To engage, inspire and challenge the stakeholders to become leaders with ethics and positive contributors in their chosen field as well as humane citizens.
- To attract, train and retrain qualified staff to work efficiently to bring forth the maximum resource potential.
- To develop committed & responsible professionals who work for the welfare of society by providing innovative and efficient solutions and creating long-term relationships with the stakeholders.
- To create a sustainable career, by collaborating with stakeholders and participating in community partnerships for life and livelihood in the local society responsively and dynamically.
- To make our students globally competent by introducing specialized training leading to professional capabilities and developing diverse skills in them for competitive advantage.
- To establish quality standards for generations by epitomizing professionalism and integrity while raising the achievements of students.
- To ceaselessly pursue excellence by strengthening a learning environment that makes the institution the most preferred destination in the country.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The University is running under the SGRR Education Mission, having an educational legacy of more than 70 years and is imparting quality education to students belonging to all strata of society at affordable cost.
- SMI Hospital, a part of the University, is accredited by NABH/NABL and is known for offering the best medical care to everyone in Uttarakhand.
- The University is offering Globally recognized 105 programs in the diverse fields
- SGRR University boasts state-of-the-art infrastructure that accommodates curricular, co-curricular, and extracurricular activities. The campus features a Museum of Anatomy and Pathology, a Pharmacy, indoor sports facilities, an Innovation Center, excellent laboratories, an Art Gallery, a theater, outdoor sports facilities, and much more.
- One of the notable strengths of the university is its receipt of over **100 Indian** research grants, totaling more than 22.48 INR crores
- An additional strength of the university lies in its robust consultancy services, amounting to **48.68 crore INR** over the past **5 years**.
- Association with State government for healthcare facilities under Ayush and Public-Private Partnership scheme.
- Fostering a research culture, the provision of seed money to faculty emerges as a prominent strength of the university. University has granted amount of **3.38 crore INR over the past years**
- The university has successfully implemented 100% digitalization in its examination processes.

- The successful implementation of NEP 2020 is one of the University's key strengths.
- **SGRRU** has 03 libraries & 28 departmental libraries which have a vast collection of learning resources. Including e-resources and providing learning material.

Institutional Weakness

- Owing to the nascent stage (Est. 2017) some of the difficulties of being new are in existence.
- Global partnerships with businesses and academic institutions.
- Launching international exchange Programs for students and faculty.
- Research projects, both government-supported and privately sponsored.
- Dependence on tuition fees as the primary source of revenue.

Institutional Opportunity

The University has one of the largest centrally located Campus in the state and has scope   of expansion and growth in diverse fields.

- The University has the potential to mobilize research grants from Govt. and Non-Govt. organizations and thus focus on quality research for the benefit of society.
- Provide Programs for online certification & executive education.
- Offer Programs in a hybrid mode, to the extent permitted by regulatory bodies.
- Development of surrounding rural communities through agricultural and healthcare   services.
- Attract funds mandated for corporate social responsibility.
- To become a prime centre for Innovation and Incubation for societal development.
- Provide vocational training in collaboration with the Government of India and Industry Associations, focusing on sector-specific skills.
- Increase University citations by publishing in high-impact journals.
- The enhancement of student employability and the establishment of fellowships should be commensurate with the growth and development of the university.

Institutional Challenge

- Alumni involvement in campus infrastructure modernization.
- Meeting the growing demand of students for hostel facilities.
- Attracting more international students.
- Hiring overseas teachers from universities ranked among the top 500 in the World University Rankings.
- High fees associated with open access journal publications.
- Restricted access to funding from Central Government agencies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The University offers 105 academic programs, encompassing undergraduate, graduate, doctoral, and diploma studies, spanning a diverse array of subject areas. These programs are facilitated through 10 schools, covering disciplines such as Medical Sciences, Nursing, Paramedical Studies, Pharmacy, Arts, Mass Communication, Humanities, Languages, Social Sciences, Education, Management, Basic and Applied Sciences, and Computer & IT, alongside various interdisciplinary programs. The curriculum of these programs is meticulously designed to be dynamic and engaging.

Curriculum Design:

- The University has tailored its 105 program options to meet local requirements and align with emerging national and global trends.
- Periodic updates ensure that the curriculum remains relevant, integrating stakeholder feedback and adapting to evolving industry practices, technological advancements, and local/global contexts. Notably, approximately 70 % of courses have been revised within the past 5 years.
- The curriculum incorporates desirable skill sets, graduate characteristics, core values, and opportunities for internships and entrepreneurship to enhance professionalism and 1employability among students.
- Emphasis is placed on Outcome-Based Education (OBE), with specified outcomes facilitating effective learning management across the curriculum.

Academic Flexibility:

- The Choice-Based Credit system (CBCS/ECS) provides academic versatility to all students, implemented in 81% of programs.
- In the past 5 years, University has introduced 28 new programs, 1835 new courses in emerging areas, alongside the successful implementation of NEP 2020, further benefiting students.
- Students have the option for dual majors or minors, enabling specialization in two fields simultaneously.
- Diverse assessment methods, including projects, presentations, portfolios, and practical demonstrations, go beyond traditional exams.

Curriculum Enrichment:

- Over 85% of students have participated in field visits, research projects, and internships within the institution and in reputed organizations nationwide over the past 5 years.
- The University has offered 317 Value Added/certificate/UG diploma courses along with 12 MOOCs through different platforms, benefiting nearly 4000 students.
- The curriculum places a strong emphasis on promoting moral and ethical ideals, emphasizing environmental awareness, sustainability, and human values through modules on attitudes, ethics, and communication.
- Experiential learning opportunities, such as internships and training programs, are integrated into many course curricula, addressing real-world challenges, sustainability, and local issues within theoretical and practical contexts.

Teaching-learning and Evaluation

- Teachers adhere to the suggested guidelines of the UGC and other relevant regulatory bodies for teaching, learning, and evaluation, utilizing a blend of traditional teaching methods and innovative teaching aids.

- The university maintains a commendable 18:1 teacher-student ratio.
- A mentor-to-mentee ratio of 16:1 is consistently maintained.
- Faculty staffing stands at an impressive 98.87% of sanctioned positions for full-time faculty members.
- The collective teaching experience among faculty members averages an impressive 12 years, reflecting a wealth of knowledge and expertise within the academic community.
- Comprehensive training in the creation and delivery of e-content and e-courses ensures that all faculty members are adept at leveraging technology to enhance the learning experience.
- Innovative student-centric methodologies, including experiential and participatory learning, augmented by state-of-the-art ICT tools, enrich students' educational journey, fostering holistic development.
- Courses focusing on attitudes, ethics, and communication address crosscutting issues.
- Provisions such as early intervention plans, bridge courses, remedial classes, and improvement programs cater to students who require additional support.
- Opportunities for participation in conferences and workshops are provided to learners.
- A significant 75% plus of faculty members hold Ph.D., M.Ch, DNB, MD, or MS degrees, with 41.55% qualified to serve as Ph.D. guides.
- IT integration into examination procedures ensures efficiency. Evaluation methods include assignments, internal assessments, and end-of-semester exams, supplemented by formative and summative evaluations throughout the semester.
- The implementation of the Outcome-Based Education Framework across all programs underscores the university's commitment to holistic learning outcomes, fostering critical thinking, problem-solving, and practical skills acquisition.
- The pass rate for university exams stands at an impressive 94.68%.
- Results are typically released within an average of 18 days.
- Bilingual examination papers in select programs cater to linguistic diversity, ensuring equitable access to assessments for all students.
- The university offers various avenues, including Student Facilitation Centres (SFCs), to address student complaints regarding examinations, assessments, and supplemental exams.

Feedback System:

- Input on the curriculum is solicited from stakeholders, including students, faculty, alumni, and employers.
- The inputs are deliberated upon in the Board of Studies, with appropriate actions taken to address identified issues.
- Student representation is ensured across all key committees and councils.

Research, Innovations and Extension

- SGRRU prioritizes multidisciplinary, interdisciplinary, and innovative research endeavours. To foster collaboration, the university provides augmented seed funding to faculty members, totalling INR 3.38 crore over the past five years. Financial support is also extended for faculty participation in conferences, workshops, and publications.
- The university boasts a strong Research Promotion Policy and houses an Incubation Centre (IIC) dedicated to fostering employment and entrepreneurship. The IIC actively supports startups, promotes entrepreneurship, and conducts workshops on Intellectual Property Rights (IPR). Additionally, SGRRU has initiated over 25 awareness programs in the past five years covering topics including IPR, Research Methodology, paper writing, and case studies.

- Research at SGRRU is supported by state-of-the-art facilities including a Research Facility, Animal House, Art Gallery, Clinical Trial Laboratory, Media Laboratory, and statistical databases.
- The university has secured substantial extramural research funding of Rs. 22 Crores from government and non-governmental agencies such as DST, ICMR, UCOST, and UCB.
- Recognizing academic excellence, over 170 faculty members have been honoured with awards at the state, national, and international levels.
- SGRRU has filed a total of 35 patents, both nationally and internationally, with 26 patents published and 9 are awarded.
- Faculties has published over 1750 papers in prestigious journals indexed in Scopus, WOS, UGC Care, PubMed, with over 200 faculty members also contributing as authors of books or book chapters in reputable publishing houses.
- The university's dedication to research and innovation excellence is showcased by securing over Rs. 48 crores in government and non-government consultancies through clinical trials and consultancy services in the last five years. Furthermore, a structured consultancy policy incentivizes and rewards faculty members for their contributions.
- Over 100 collaborative outreach activities involving NGOs, government bodies, and industry have addressed various social needs. Led by NCC, NSS, Student Councils, and Youth Red Cross Clubs, these initiatives aim to make a meaningful impact on society.
- SGRRU adopts three villages, focusing on health, agriculture, and education, providing farmer training and promoting modern agricultural practices.
- The university strengthens collaborations with over 43 renowned academic, industry and research institutions including UCOST, USERC, ICAR, AIIMS, ASSOCHAM etc. through active partnerships and MoUs

Infrastructure and Learning Resources

- SGRRU has extensive infrastructure to facilitate learning for students and faculty members, including green buildings for academics, libraries, laboratories, sports, IT facilities, and nine hostel facilities, spread over 82.5 acres of land with a total built-up area of 230,886 square meters.

- The physical infrastructure comprises 133 laboratories, 141 classrooms, 28 seminar halls, 53 tutorial/demonstration rooms, and five auditoriums, all equipped with ICT facilities for an interactive learning experience. Additionally, there is a 950+ bedded teaching hospital.

- On average, SGRRU allocates around 50% of its annual expenditure (excluding salaries) towards infrastructure development and enhancement. The campus also offers outdoor and indoor sports facilities, including a Cricket Ground, Football Ground, Ball Badminton Court, Volleyball Court, Table Tennis, and Chess. Adequate water and 24-hour power supply are ensured through a good number of generators.

Clinical, Equipment and Laboratory Learning Resources

- The teaching hospitals of SGRRU annually cater to an average of 438,000 patients. Additionally, there are two community health centers collaborating with government bodies, providing supplementary learning opportunities. Furthermore, SGRRU organizes routine health camps across the region.

Library as a Learning Resource:

- The library occupies a total area of 5,097 square meters and houses over 100,000 text and reference books.
- A significant portion of the annual budget is dedicated to procuring books, e-Journals, print journals, and periodicals.
- Library facilities include an Online Public Access Catalogue (OPAC) and Book Bank, with access to 219 print journals, 5,000 e-journals, and 1691 e-books.
- The library is connected to INFLIBNET through Shodhganga and Shodhsindhu.

IT Infrastructure:

- SGRRU has diligently integrated advanced ICT-enabled resources, with a bandwidth exceeding 800 Mbps, to enhance the teaching-learning process.
- A robust Learning Management System (LMS) has been implemented to efficiently manage student-related procedures.
- The university boasts over 1,600 PCs, 1015 LAN connections, and 80 Wi-Fi points across all schools.
- The procurement and customization of ERP are underway.
- The campus is monitored by 24x7 CCTV surveillance.

Maintenance of Campus Infrastructure:

- Approximately 38.31% of the yearly spending (excluding salaries) is dedicated to maintaining physical and academic support facilities.
- Around 51 % of the yearly spending (excluding salaries) is allocated to infrastructure augmentation.

Student Support and Progression

- Over the past five years, SGRRU has demonstrated its commitment to supporting student success by providing invaluable assistance to more than 5180 students through scholarships, free ships, or fee waivers.
- In line with its dedication to student welfare, SGRRU has meticulously crafted a comprehensive range of support mechanisms. These include capability enhancement programs and personalized counselling sessions, all aimed at addressing students' concerns and nurturing their holistic well-being.
- SGRRU is proud to create a supportive learning environment through diverse academic and non-academic activities. These initiatives enrich student experiences, facilitating transitions to higher education, employment, and entrepreneurship.
- Upholding its responsibility to maintain a safe and inclusive campus, SGRRU has established dedicated committees to address grievances related to issues such as ragging and sexual harassment.
- Every year, SGRRU organizes vibrant sports and cultural festivals that draw a lively crowd of over 5000 students. These events serve as platforms for nurturing camaraderie and celebrating the diverse

richness of the university community.

- The university's commitment to student success is further evidenced by the remarkable achievements of its students. In the previous academic year alone, over 1100 students progressed to higher education, while more than 450 secured placements, reflecting SGRRU's unwavering dedication to nurturing talent and facilitating career advancement.
- SGRRU fosters student engagement through a network of 50+ clubs at university and school levels, covering technical, sports, and cultural interests. These clubs offer opportunities for personal growth, leadership development, and community involvement.

- The Training & Placement Cell at SGRRU serves as a cornerstone in students' professional journeys. It oversees training programs, internships, and placement drives, ensuring students acquire the essential skills and experiences needed to excel in the competitive job mark
- Students are actively encouraged to showcase their talents and skills in various state, national, and inter-college competitions, bringing honour and recognition to both themselves and the university.

- SGRRU maintains an Alumni Association, fostering connections and gathering valuable feedback on placements, internships, and entrepreneurial activities to continually improve its offerings.
- Furthermore, the university's hospital, staffed with qualified medical professionals, provides essential healthcare services and support to all students, promoting their overall well-being.

Governance, Leadership and Management

- SGRRU is dedicated to its vision and mission of providing quality education at affordable fees.
- The Vision and Mission are strategically planned over 15 years, incorporated into a five-year rolling implementation plan, and continuously monitored by the IQAC Academic Council, and the Board of Management. Individual development plans for Schools are aligned with the SGRRU plan.
- The successful execution of the Strategic Plan is evident in the notable improvements witnessed by the university over the past five years.
- All statutory bodies of the University, including the Board of Governors, Board of Management, Academic Council, Finance Committee, Research Committee, Board of Studies, and Board of Examination, are fully functional.
- Statutory officers of the University, such as the Vice Chancellor, Registrar, Deans of all Schools, Controller of Examination, Chief Finance Officer, along with other officers including Director IQAC, Dean Academics, Dean Research, Dean Student Welfare, Training and Placement Officer, actively participate in planning, decision making, executing, and monitoring.
- SGRRU prioritizes the welfare of its employees, providing a range of initiatives for both teaching and non-teaching staff. Additionally, diverse strategies for faculty empowerment are implemented to enhance their professional competencies.
- The university encourages decentralization and participative management in all areas of activities.
- Financial support, covering conference/workshop attendance and membership fees for professional bodies, is extended to 48.6% of teachers.
- Faculty Development Programs (FDPs), Management Development Programs (MDPs), and conferences are attended by approximately 90% of faculty members each year.
- SGRRU has received a total of 177.43 lakh INR in funds from various government, non-government, and philanthropic sources.

Internal Quality Assurance Cell:

- The IQAC focuses on enhancing the university's quality of education and research, encouraging faculties to organize and participate in FDPs and professional development programs.
- Administrative, technical, and communication skills development programs are arranged for teaching and non-teaching staff to update the quality of faculty and staff.
- The IQAC strives for excellence in all academic and administrative endeavors.
- Regular internal and external financial audits, academic, and administrative audits, as well as audits like Energy Audit, Green Audit & Gender Audit, are conducted by the IQAC.

Institutional Values and Best Practices

SGRRU promotes gender equity through programs focusing on women's rights and combating gender discrimination. The University's core values, including leadership, excellence, compassion, trustworthiness, discipline, integrity, altruism, and simplicity, foster a healthy work environment and instil qualities of integrity, commitment, and passion in its students, ensuring a unified pursuit of knowledge.

SGRRU prioritizes gender equity, diversity, and environmental consciousness, with dedicated programs and sustainable practices. Embracing Uttarakhand's ethos, the university instils cultural pride and offers courses in Garhwali Language to preserve regional heritage. Aligned with NEP 2020, SGRRU is committed to promoting and conserving the local language while fostering a sense of community and social responsibility among its students. In alignment with the "Swachh Bharat" initiative, SGRRU serves as a hub for Yogic Science Education across undergraduate, postgraduate, and doctoral levels, with a focus on promoting health benefits within the Uttarakhand community. The campus is equipped with solar power panels and comprehensive digital security systems, including CCTV surveillance, ensuring round-the-clock safety. Stringent protocols are followed for waste management, covering solid, liquid, and hazardous waste, alongside rainwater harvesting to preserve groundwater levels. SGRRU embraces green practices to mitigate pollution, while actively engaging with and supporting the local community. Moreover, the university is committed to inclusivity, offering facilities tailored to the needs of differently-abled individuals, such as ramps, accessible washrooms, wheelchairs, and more.

Best Practices:

Inclusive Strategy for Sustainable Community Development:

- Achieved nearly 100% increase in fresh organic tea leaf production.
- Implemented Technological Interventions to enhance productivity and profitability across various crops:
  - Paddy: Increased productivity from 25 to 30.50 q/ha.
  - Wheat: Improved productivity from 20.00 to 22.50 q/ha.
  - Lentil: Enhanced productivity from 08 to 15 q/ha.
- Regularly conduct awareness programs for farmers resulting in an increase in their income.
- Witnessed a rise in the patients number seeking medical consultations, indicating improved healthcare service utilization over time.

Empowering First-Generation Learners and Economically Disadvantaged Students:

- Notable socio-economic improvements in the families and local communities, evidencing the success of

educational empowerment initiatives.
- Students' progression towards higher education levels, including postgraduate studies, reflects their commitment to lifelong learning and self-reliance.
- Remarkable enhancements in academic performance in university.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SHRI GURU RAM RAI UNIVERSITY
Address	Patel Nagar, Dehradun
City	Dehradun
State	Uttarakhand
Pin	248001
Website	www.sgrru.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Yashbir Dewan	01352-2726209	9837502227	-	iqac@sgrru.ac.in
IQAC / CIQA coordinator	Suman Vij	0135-2726209	9368848284	-	sumanvij@sgrru.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	07-04-2017
Status Prior to Establishment,If applicable	Affiliated College
Establishment Date	08-04-1994

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Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	11-03-2020	[View Document](#)
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Patel Nagar, Dehradun	Urban	82.153	230885.9	UG , PG, PG Diploma, M.ch, Ph.D, Diploma		

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
NCTE	107578_13818_4_1701501475.pdf
PCI	107578_13818_6_1701500053.pdf
INC	107578_13818_7_1704885902.pdf
NMC	107578_13818_23_1705753602.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	104				104				272			
Recruited	61	43	0	104	55	46	0	101	101	171	0	272
Yet to Recruit	0				3				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				1158
Recruited	633	525	0	1158
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				2004
Recruited	798	1206	0	2004
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	43	26	0	29	12	0	53	60	0	223
Ph.D.	17	12	0	16	23	0	31	52	0	151
M.Phil.	0	0	0	1	0	0	0	1	0	2
PG	1	5	0	9	11	0	17	58	0	101
UG	0	0	0	0	0	0	0	0	0	0

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

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Part Time Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	SGRRIMHS	Shri Mahant Indiresh Chair	Shri Guru Ram Rai University

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	2837	607	0	3	3447
	Female	2646	505	0	1	3152
	Others	0	0	0	0	0
PG	Male	545	247	0	3	795
	Female	793	244	0	0	1037
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	2	0	0	0	2
	Female	9	4	0	0	13
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	111	34	0	0	145
	Female	256	37	0	0	293
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M.Ch)	Male	1	3	0	0	4
	Female	0	3	0	0	3
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
School Of Agricultural Sciences	[View Document](#)
School Of Basic And Applied Sciences	[View Document](#)
School Of Computer Application And Information Technology	[View Document](#)
School Of Education	[View Document](#)
School Of Humanities And Social Sciences	[View Document](#)
School Of Management And Commerce Studies	[View Document](#)
School Of Pharmaceutical Sciences	[View Document](#)
Sgrrimhs College Of Nursing	[View Document](#)
Sgrrimhs Paramedical College	[View Document](#)
Shri Guru Ram Rai Institute Of Medical Health Sciences	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary/interdisciplinary: The Vision of NEP 2020, is to provide high quality education, to develop human resources in our nation as Global Citizens, is well taken by the university. A discussion among the faculty members were initiated on the key Principals of NEP such as diversity for all curriculum and Pedagogy with technological innovation in teaching and learning, encouraging logical decision making and innovation, practical thinking, and creativity. In view of the NEP, University has initiated new Interdisciplinary courses integrating different departments in addition to the existing inter/ Multidisciplinary research and academic for holistic development of students. Academics programs are redesigned to include Multidisciplinary/Interdisciplinary courses from defined pool of courses. All Programs are designed In such a way that the students get maximum flexibility to choose the courses of their interest from other schools. It can be said that the university is pro-actively working towards the implementation of the

	suggestion given in NEP 2020
2. Academic bank of credits (ABC):	The National bank of credit (ABC) postal has now been integrated into the nad.digilicke.gov.in platform and is currently live for the academic year 23-24. SGRR follows Choice Based credit system / ECS.
3. Skill development:	UGC has introduced DDU Kaushal Kendra's (DDUKK) for promoting Vocational education in continuation it's initiatives for introducing Community and VOC Programs, realizing the importance and the necessity for developing skills among students, and creating work ready manpower in large scale. SGRR is one of the first state private university to implement this concept to start its won DDUKK. Vocational programs are introduced based on national skill qualification framework. SGRR aims at providing quality Vocational education through its Kaushal Kendra, combining classroom centered formal education and training with experience sharing of industry practitioner's and internship. The focus is towards integrated knowledge acquisition and upgrading human skills, towards creatin a new league of employable youth. Our MBA Program is designed in such a way, to mold future managers thoroughly conversant with application of tools and techniques of Modern Management Practices in order to align with the Government of India NSQF (National skill qualification framework and requirement of Industry).
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	(Teaching in Indian Language, culture using online course). SGRR encourages learning of national Language of Hindi by offering PG, Ph.D. in Hindi and the UG and PG in regional language (Garhwali). Programs including webinars and seminars are offered to encourage Hindi /Garhwali learners and understand the cultural values permeated by literary work in Hindi and Garhwali. Further India Ethio's and Business ethics in Curriculum of Business administration/MBBS / Nursing/Paramedical/Pharmacy Teaches cultural values of Indian tradition.
5. Focus on Outcome based education (OBE):	SGRR offers 105 Programs across Medical/Paramedical/Nursing/Humanities/Agriculture/ Education / CA & IT/ Management/ Basic & Applied Sciences/Pharmacy and Yogic sciences. All these

	programs are offered as Outcome based education which are designed keeping in mind the regional and global requirements. SGRR has implemented Outcome based education with clearly stated program outcomes. Programme specific outcome and Course outcomes. Our Courses are designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, analysing, evaluation and creating. Apart from domain specific skill, learning outcomes at all levels ensure social responsiveness and ethics as well as entrepreneurial skills so that student contributes proactively to economic, environmental, and social wellbeing of the Nation. All course syllabus has been designed with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP.
6. Distance education/online education:	The university does not currently offer distance or online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The University established an Electoral Literacy in 2021. The primary objective of the club is to empower its members as informed citizens who can exercise their rights effectively. Additionally, the University arranges debates, mock parliaments, elocution contests, essay writing competitions, and other activities to enrich students' comprehension and awareness of the electoral process. The Objectives of the Electoral Literacy Club (ELC): • To provide practical knowledge about voter registration, the election process, and related subjects to students. • To promote familiarity with EVMs and VVPATs among students and to establish confidence in the reliability of the electoral process using EVMs. • To inspire students to exercise their voting rights and recognize the significance of their votes confidently, responsibly, and ethically. • To leverage the potential of ELC members in spreading awareness of voting rights within the community. • To facilitate voter registration for eligible members who are not yet registered. • To create an environment that encourages voting, promotes informed and ethical voting, and upholds the principles of "Every vote counts" and "No Voter to be Left Behind."

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 University has appointed student representatives and coordinating faculty members to establish the Electoral Literacy Club (ELC). Currently, the ELC is operational and characterized by its representation, comprising members from diverse constituent academic units, including both teaching faculty and students. This ensures a broad and inclusive representation. Each constituent academic unit is represented in the ELC by one teaching faculty member and one student.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club (ELC) at the University has introduced a variety of creative programs aimed at fostering voter awareness and participation. These endeavors encompass activities such as arranging voter awareness rallies, inviting guest speakers to discuss the process of obtaining Voter IDs, organizing speech competitions highlighting the significance of each vote, hosting pledge ceremonies to encourage voting commitment, and conducting door-to-door awareness campaigns. Additionally, the ELC has facilitated the voter registration process by setting up on-campus booths. Collectively, these initiatives underscore the ELC's dedication to promoting comprehensive voter education and inclusiveness.
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.	The University has been actively engaged in socially relevant initiatives pertaining to electoral issues, playing a significant role in promoting democratic values and encouraging participation in the electoral process. Remarkable efforts include the organization of voter awareness rallies and door-to-door awareness campaigns, aimed at nurturing a sense of civic responsibility among both students and the community. These endeavours exemplify the University's commitment to cultivating a culture of informed and conscientious citizenship, thus making meaningful contributions to the advancement of democratic principles and active involvement in electoral activities.
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.	The confirmation of student voter enrolment is currently underway. The Electoral Literacy Club is actively implementing measures to encourage students to obtain their Voter IDs and promote their engagement in the electoral process.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8891	8438	6988	5562	3306
File Description			Document	
Institutional Data in prescribed format			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2452	2347	1563	1123	372
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
477	458	428	383	356
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.2

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

Response: 637

File Description	Document
Institutional data in prescribed fomat	**View Document**

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
11393.76	9191.11	5706.52	5299.11	6139.43

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The University has 10 Schools in total, offering 105 programmes and 2936 courses, adhering to the standards of relevant statutory professional councils, including UGC, NMC, PCI, INC, UPC (Uttarakhand Paramedical Council), and NCTE. SGRRU aspires to be one of the best universities in India by implementing the best national/international practices and developing a network of partnerships with institutions of excellence to prepare students to be competent, skilled, and sensitive human resources to meet society's emerging challenges.

The criterion of a multi-disciplinary approach in higher education is completely embedded in SGRRU's curricula in tune with NEP 2020 guidelines. SGRRU offers programmes with well-structured curricula that incorporate contemporary knowledge, interdisciplinary learning, and a focus on finding solutions to real-world problems. These programs run in the fields of Medical and Health Sciences, Pharmacy, Paramedical Sciences, Computer Applications, Basic Applied Science, Agriculture, Humanities and Social Sciences, Management, and Education, with Value-Added Courses in emerging areas that aim to train the next generation of competent workers.

The curricula for all programs are designed and implemented in accordance with the CBCS and ECS frameworks, placing a strong emphasis on outcome-based learning. As a result, they exhibit a commendable degree of academic flexibility. These curricula undergo regular revisions with the latest Outcome-Based Education (OBE) model engaging students, esteemed faculty members, industry experts, academic scholars, alumni, and employers. They are thoughtfully crafted, grounded in a scientific perspective, and encompass a comprehensive range of objectives, including Program Outcomes (PO), Program-Specific Outcomes (PSO), and Course Outcomes (CO). These outcomes are tailored to address the evolving demands of education and society's developmental needs at local, national, regional, and global level. This is evident across the spectrum of programs offered by the University, fostering education that resonates with the multifaceted demands of the surrounding community, aligning seamlessly with the overarching Mission and Vision of the University.

In essence, SGRRU designs these courses keeping in mind the graduate attributes of the specific disciplines which ensure capabilities to succeed as a better human being. The School of Medical Sciences offers programs that are skill-based, facilitated through integrated teaching, community-oriented, problem-based learning. Competency-Based Medical Education (CBME) defined by the National Medical Commission. All programs include courses that have global and regional relevance as

can be judged by the high demand for trained healthcare providers across the globe. The school of pharmaceutical sciences and basic sciences collaborate closely with the clinical disciplines of medicine. The School of Humanities and Social Sciences offers programs that broaden students' knowledge and skills in nutrition, diet therapy, and research. The School of Management, Nursing, Computer and Information Technology, Education, and Agriculture, offers programs that contribute towards development of human resources in areas such as information technology, operation and supply chain management, healthcare, education, and agriculture.

Corollary to NEP measures, Garhwali Language and Culture (which is declared as "vulnerable" and language in danger by UNESCO) course is offered at undergraduate and postgraduate to enhance students' skills and working opportunities ties at local level as a measure of consistent efforts to preserve.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

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

Response:

Established in 2017, SGRR University stands as one of the largest educational institutions in the region, offering a range of UG, PG, and Doctorate courses. The programs provided nurture professionals across various occupations, equipping them with high-level skills in their chosen fields of expertise. These individuals earn their livelihoods through independent economic pursuits while also being well-prepared to fit into the job market.

The University's vision statement emphasizes curriculum enrichment as a dynamic process to prepare students to become responsible citizens. As a result, the University incorporates various elements into its curriculum, including sports, music, drama, cultural and practical activities, work experiences, residential visits, study tours, health education, personal and social education, languages, information technology, group projects, outdoor pursuits, clubs, societies, and leisure interests. State-of-the-art trends are taken into consideration to introduce skill and employability courses in the programs.

In short, the University creates a comprehensive, innovative, progressive, and creative platform that engages with the social, industrial, and natural worlds. The emergence of multidisciplinary and interdisciplinary concepts in this new era has already become a common thread running through the offered programs. Curriculum design and course development are methodically examined at the beginning of each semester, updated, and revised as needed, extensively covering areas related to employability and skill development. Almost all the programs offered fall under the category of

'Professional' Programs, leading to immediate job opportunities or self-employment.

SGRRU takes pride in its distinctive academia-industry collaborations, which are designed to benefit the students. The alignment between industry and academia, regular interactions, and continuing education programs all aim at enhancing employability by creating graduates who are competent, skilled, and employable. The Schools of Medical, Nursing, and Paramedical Sciences produce graduates enthusiastic about serving society at grassroots levels. The curriculum instils self-confidence among students to opt for self-employment, even though there is no shortage of job opportunities for them. Consequently, they not only address society's healthcare needs but also generate significant employment opportunities for others.

The Incubation and Innovation Centre at SGRRU plays a pivotal role in promoting new ideas and designs. It provides a platform for nurturing innovations and startups among young students, enhancing their entrepreneurship skills.

To enhance professionalism and employability, curriculum design for all programs includes desirable skill sets, core values, graduate attributes, internships, and entrepreneurship opportunities. The School of Agricultural Sciences boasts over 50 hectares of land for students' practical work, encompassing practical crop production, orchards, poly houses, vermicomposting units, mushroom production units, Seed Production Farm, high-tech nursery, and more. These resources contribute to producing well-trained manpower for academia, agro-based industries, and extension-oriented applications, in line with the guidelines set forth by the fifth Dean's committee of the Indian Council of Agricultural Research (ICAR).

SGRRU places significant emphasis on equipping its students with entrepreneurial skills. This is achieved through explicit competency integration within certain programs or through collaborations with professional organizations, industries, and other universities. In the case of Management, Pharmacy, Computer Application, and Information Technology programs, students delve into entrepreneurship during final year of their specialization.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 63.06

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

Response: 1835

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

Response: 2910

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The social fabric of the University contributes to the creation of a culturally rich and socially cohesive community, fostering a humane approach towards society. Philanthropic sentiment permeates from the Chancellor, who engages with both students and faculty members. These interactions aim to instil attendees with human and social values, enhancing pride and motivation. Drawn from various religions, philosophies, arts, literature, case studies, and political ideologies, these interactions inspire individuals to adopt ethical practices in their lives.

SGRRU places emphasis on an effective environmental course module, mandatory for all students. This module educates students about the significant impact of human activities on Earth's environment. The University is committed to instilling human and social values, gender equality, social ethics, environmental conservation, and sustainable development goals within its students through the curriculum and various cultural and extra-curricular events organized by different schools, NCC, and NSS. These activities sensitize students to ecological concerns through street plays, cultural shows, debates, poster-making, Rangoli, and similar activities.

Gender equity is actively promoted at SGRRU, evident through the balanced representation of male and female students and staff members. The School of Humanities and Social Sciences offers courses in Applied Sociology, Applied Psychology, Human Values, Gender Studies, and Environmental Science.

Similarly, the School of Education provides courses in Gender and Society, Peace Education, Human Rights and Values, and Health Education. The School of Nursing, Medical and Paramedical Sciences features programs containing courses on community nutrition, rural sociology, sexuality and health, physiotherapy, and medical ethics. Additionally, the Schools of Management, Pharmacy, CA & IT, Agricultural Sciences, Basic and Applied Sciences offer courses in Technological Processes, Understanding Human Behaviour and values, Professional Ethics and Corporate Social Responsibility, Business Ethics and Corporate Governance, Hazards & Safety Management, Biodiversity, Business Ethics, Ethics in Hospital and business Management and Biosafety.

In terms of institutional mechanisms, SGRRU employs various committees to address ethical issues, including Training and Placement, Standing Committee for SC/ST, Proctorial Board, Internal Complaints Cell, Cultural Committee, Disciplinary Committee, Anti-Ragging Committee, and Grievance Redressal Cell. These mechanisms facilitate sound decision-making that respects participants' values, concerns, and interests.

During internships, students are stationed at rural health centres, where they care for specific families. This experience involves maintaining comprehensive family folders for healthcare purposes. This hands-on involvement plays a pivotal role in understanding the socio-economic, environmental, and cultural dimensions of healthcare. Moreover, it provides valuable opportunity for students to cultivate qualities such as empathy, effective communication skills, and a holistic perspective on health and disease.

"Community Health Nursing" is a course that addresses disease risk factors under the categories of 'agent, host, and environment.' It discusses ways to reduce these risk factors through environmental sanitation and waste management. The curriculum includes comprehensive coverage of nutrients, sanitation, clean drinking water, food, and access to healthcare.

In essence, SGRRU has diligently incorporates cross-cutting issues pertinent to Professional Ethics, Gender equity, Human Values, Environment & Sustainability, and other value frameworks directly into its curriculum. supported by tangible initiatives that promote awareness, understanding, and sensitivity towards these issues.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 288

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

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

Response: 82.3

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: 93

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

Response: 113

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 80.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
3681	3741	3403	3199	2211

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
2936	3099	2714	2676	1620

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 100

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
294	259	164	164	128

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
294	259	164	164	128

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](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

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

Response:

At SGRRU, the inclusion of students with a wide range of distinct needs has brought about a significant transformation in regular classrooms, moving towards an inclusive education system. SGRRU has attracted students from various states, socio-cultural, and economic backgrounds since its inception.

Consequently, the student body represents a synthesis of diverse abilities and learning behaviours, fundamentally differing in terms of cognitive development and domain knowledge comprehension. Thus, student participation in classroom activities and their performance in early internal assessments are utilized to differentiate their learning abilities.

Faculty members at SGRRU assess their students through a variety of scholastic and co-curricular activities, identifying different ability levels and assigning responsibilities or tasks accordingly. At the beginning of each academic session, all ten schools at SGRRU introduce students to the college's rich heritage, campus culture, core values, and student support systems. Students receive training in communication skills, personality development, and time management through seminars, expert lectures, workshops, and conferences each year. Workshops with hands-on sessions are organized to help students improve their skills. Similarly, various measures have been implemented for learners, such as intellectual stimulation through advanced projects, assignments, access to research journals, and research methodology. Special lectures/classes are arranged to inspire students to excel in competitive exams. The Dean of Student Welfare provides all forms of assistance to students, including scholarships, awards, and club memberships, while encouraging students to participate in extracurricular activities organized at the university and departmental levels, such as posters, quizzes, debates, cultural events, and various club activities in the fields of art, dance, theatre, music, and other performing arts that are organized regularly.

Students excelling in various creative areas are encouraged to represent the college at various levels. Peers, senior students, and mentors are available for tutoring. Corrected assignments and answer scripts are distributed and discussed with students, helping them identify and improve on their weak points. Faculty members strive to be patient and accessible to students through personal interactions, phone calls, emails, and social media.

In all the schools under the university, students are provided with additional learning opportunities in the form of short-term projects/assignments, involving them in core research activities such as seminars, conference presentations, and paper publications. Class teachers and subject experts identify measures to enhance each learner's performance through personal observations, viva-voce assessments, and examinations. Each school tracks the academic progress of students with special needs and provides a suitable learning environment. To provide an equal platform for students from diverse backgrounds, teachers teach in vernacular languages in addition to English. Extensive use of audio-visual aids, extra lectures, remedial teaching, tutorials, and question banks help students gain an advantage in their learning.

The School of Humanities and Social Sciences offers students additional mental healing support through yoga therapy. The university's training and placement cell advise students on improving their interview and communication skills. The library offers access to online materials and provides a conducive learning environment for all learners.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 18.64

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

Response:

SGRRU has designed a curriculum for various courses to impart education to students through a student-centric approach, aiming to improve students' curricular and co-curricular achievements, build leadership qualities, and enhance their overall personalities. With a focus on a student-centered curriculum, all schools provide students with hands-on activities along with a variety of options in specializations/elective courses to make them well-suited for contemporary society.

SGRRU places strong emphasis on student-centered methods for improving learning while adhering to the pedagogical framework of regulatory bodies. Our schools provide high-quality education using both traditional and cutting-edge pedagogical techniques. The primary teaching methodology in postgraduate and doctoral courses under the Medical/Nursing and Paramedical school is patient-centered and evidence-based learning. During clinical case studies and skill development sessions in an ultra-modern skill laboratory, mannequins and other models of the human body and organs are used for better understanding. Clinical placements of students under the close supervision and guidance of faculty, home visits to adopted community centres, and the delivery of a series of health/general education programs to raise public awareness by students of the School of Medical Sciences, Education, Agriculture, Nursing, and Paramedical Sciences are regular practices. Students from the School of Agricultural Sciences are exposed to advanced levels of knowledge and skill requirements of the field through field visits, surveys, Kisan Mela / Harela Parv, and organic farming in University fields.

Experiential learning is highly valued across all SGRRU institutions. Problem-Based Learning, Case-Based Learning, Self-Directed Learning, and small group instruction are used in all our schools. Over the years, these tools have been refined based on emerging evidence. Faculty frequently utilize participatory

learning through practical sessions, group discussions, interdepartmental and interschool competitions. An interactive teaching-learning method that engages students in meaningful discussions, both individually and in groups, is also regularly organized.

Agriculture, pharmacy, nursing, and management courses emphasize field studies/fieldwork, allowing students to apply their theoretical knowledge. Students in mass communication/journalism courses express themselves through videography, posters, photographs, and multimedia presentations. Students in medical and allied sciences participate in mock trials, client counselling, and simulation exercises as part of experiential learning. Students in life sciences, humanities, management, and computer technology are encouraged to work on interdisciplinary projects.

SGRRU has been a driving force in the adoption of ICT-enabled tools and electronic resources in teaching and learning activities, allowing students exclusive opportunities to engage and expand their learning by interacting with instructors, teachers, and tutors within and outside the university to achieve learning objectives. SGRRU's transformational ICT changes include a complete shift of all examinations into EMS, resulting in the elimination of a massive amount of paper. Our classrooms are well-equipped with LCD projectors, smart boards, and interactive whiteboards. Our complete campus is Wi-Fi enabled, allowing seamless internet access for all ICT activities.

Three extensive libraries are the heart of the University, with more than 5000 e-journals, 1000 e-books, and open access e-resources. Faculty at SGRRU efficiently employ audio-visual supports to convey their ideas to scholars, utilizing e-resources from portals like NPTEL and SWAYAM.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

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

Response:

Under the objectives of the Mentor-Mentee relationship to achieve personal and professional goals, mentors at SGRRU play a major role in motivating and guiding mentees in the right direction. They take the responsibility and actively participate to help achieve their goals.

In this direction, SGRR University focuses on the three A's of mentoring as follows:

- Availability
- Active listening
- Analysis

At SGRRU, we follow a mentoring process that enhances and strengthens the interpersonal and coaching skills of our mentees. It provides a supportive setting to develop a focused plan for overall development, knowledge, and action. Mentors at SGRRU are assigned for the entire course, and the list of mentees under every mentor is officially documented. Scheduled meetings and timings are allocated within or sometimes outside of class hours in a comfortable environment. During one-to-one meetings with the mentor, students are free to discuss their academic problems, personal issues, etc. Details of the student and academic records of tests and exams are recorded in a prescribed format maintained by the mentors. The mentor ensures that the mentee's performance is constantly monitored, and if necessary, parents are also informed about the progress of their ward. Log forms in a prescribed format are filled out by mentees and submitted to their respective mentors. During the first counselling session, each mentor categorizes mentees based on social, educational, economic, mental, physical, and any other problems that may become obstacles to their overall progress. Records of counselling are maintained by each mentor. If a mentor is unable to address the psychological problems of a mentee, professional counsellors or psychiatrists from the School of Medical Sciences are consulted. The mentoring program is taken seriously and has emerged as one of the best practices at SGRRU.

In the School of Nursing, a counsellor is appointed by the college to provide individual student counselling. Counsellors are available in the clinical area. A staff advisor for the Student Nurses Association (SNA) guides and motivates students in various developmental activities. Counselling reports are treated as confidential. The counselling process is initiated through the mentor, and findings are reported to the class coordinator. If needed, students are referred to professional counsellors in consultation with the principal, and feedback is given to the mentor for follow-up.

At SGRRU, we understand that effective mentoring necessitates mutual trust and respect. Therefore, SGRRU faculty practice effective mentoring through open and honest communication with students, understanding their goals so that obstacles can be removed. Typically, mentees contact their mentors for assistance with subject matter, preparing notes, competitive exams, and personal issues such as difficulty adjusting with classmates, anxiety, examination fear, and infatuation issues. This proactive approach ensures that students receive comprehensive assistance, promoting their overall well-being and academic success. The steps that the university takes for mentoring are as follows:

- Establish rapport
- Plan
- Set attainable goals for mentees
- Communicate with mentees
- Encourage teamwork
- Acknowledge mentees' accomplishments
- Show compassion and tolerance
- Create opportunities for progress
- Keep mentees' problems confidential.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 99

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
480	475	435	384	360

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)

2.4.2

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

Response: 71.27

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: 454

File Description	Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)

2.4.3

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

Response: 12.21

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

Response: 5822

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 18.4

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
14	19	12	13	34

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

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.18

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
29	41	0	02	28

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
13971	14225	11584	9107	5472

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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.	[View Document](#)
The report on the present status of automation of examination division including screenshots of various modules of the software.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	[View Document](#)
Copies of the purchase order and bills/AMC of the software.	[View Document](#)

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:

SGRRU is devoted towards providing the best education to its students and shaping a positive and sustainable future for our nation. The philosophy of SGRRU's curriculum is captured in the stated Program Outcomes and Course Outcomes, aiming to offer well-defined benefits to numerous participants. SGRRU has established learning outcomes, as well as graduate attributes that are reflected in the outcomes of all programs. Each program identifies precise Program Outcomes (PO) and Program Specific Outcomes (PSO), which are then integrated into the course outcomes of the curriculum for each course/program. These outcomes are an integral part of the teaching and assessment process, and they are widely publicized on the university website and regularly updated. They are also introduced to students during University Orientation Programs to familiarize newly admitted students with the University's intended learning outcomes.

Assessment Plan:

SGRR University employs both direct and indirect methods to assess the achievement of learning outcomes. The direct assessment process includes comprehensive examinations, internal exams (Term 1 & 2), case studies, and oral presentations. Assignments are used to measure and evaluate the learning outcomes. Indirect assessment involves a major stakeholder survey, which encompasses student, alumni, faculty, and employer feedback. Subject experts from different departments gather, analyze, and infer assessment plans to identify gaps and use this information to highlight the strengths and weaknesses of the program, as well as improvements required in the curriculum. Furthermore, the teaching and learning practices at SGRRU ensure that students attain the essential knowledge, hands-on experience, attitude, and integrity needed to enter the professional world and become lifelong learners.

Attainment Method:

Based on Course Outcome (CO) statements, CO-PO mapping is performed, establishing the correlation between them on a scale of 3, 2, 1, with 3 denoting substantial (high) correlation, 2 denoting moderate (medium) correlation, and 1 indicating slight (low) correlation. A '-' sign represents no correlation between CO and PO. Course Outcomes are evaluated based on students' performance in both internal and University examinations for that course. For most courses under the University, internal assessment contributes 30%, while University assessment carries a weightage of 70% for undergraduate (UG) courses and 40% for postgraduate (PG) courses, with varying percentages for courses regulated by bodies such as PCI, INC, NMC, etc. The questions in both internal and University examinations are mapped against COs for each course in every semester. After achieving the results of all semesters, the program outcome is evaluated based on the averages of the levels achieved by students across different courses within a program.

The questions for two internal examinations and assignments are formulated to cover all course outcomes. In addition to this analysis, at the end of the program, a "graduate exit survey" is conducted by graduates/postgraduates to assess program attainment using the indirect assessment method.

The final program attainment is determined through both direct and indirect assessment, with a weightage of 80% given to direct assessment and 20% to the indirect method. The total calculation is achieved by averaging CO attainments in both internal and University examinations.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)

2.6.2

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

Response: 90.54

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

Response: 2220

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.55

File Description	Document
Upload any additional information	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Shri Guru Ram Rai University boasts a well-defined Research Policy that fosters a conducive research culture.

Shri Guru Ram Rai University, with the motto of 'Quest for Excellence,' is determined to become a centre of robust research culture. Persistent and conscious efforts are directed towards promoting research and innovation, under the monitoring of the Research Advisory Committee and the management of SGRR University. The policy initiatives taken by SGRR University promote high-quality research and innovation in the thrust areas of the constituent schools.

Route to Research Promotion:

The principal aim of the Research policies at SGRR University is to outline a roadmap to develop a conducive, ethically sound, and innovative research culture supported by the highest quality intellect.

- In order to motivate and support research and development, the University has implemented a Ph.D. Ordinance based on UGC regulations 2022, a Consultancy policy, Research Development & Seed Money Policy, and an Innovation and Incubation Centre.
- The Research & Development Cell of the university, under the direction of the Research Advisory Committee, focuses on encouraging the faculty for extramural funding from government and non-government sources.
- The Seed Money Policy has been implemented to nurture research and innovative ideas among faculty members. This encourages researchers at the university to develop a proof of concept required by external funding agencies.
- The felicitation of outstanding contributions by faculty members in terms of publications, research grants, citations, and patents, recognized in the research incentive and award scheme, further motivates research with recognition.
- SGRR University focuses on disseminating research work with international recognition. The University has laid down guidelines for research publication (SCOPUS/WOS/Pubmed indexed) in high impact factor journals.
- SGRR University, being in its nascent phase of 5 years, has obtained 13 research grants from central and state government agencies, including DST, ICMR, and MHRD, etc.
- SGRR University has been a preferred centre for clinical research by Pharmaceutical Industries, with 33 projects, owing to our sincere dedication and ethical research policies in the healthcare sector.
- Functional MoUs with premier institutions including IIT Roorkee, GB Pant Nagar University, AIIMS, etc., have propelled the quality of research in the agricultural sector of the University. The University takes pride in acknowledging the research in terms of 31 published/awarded

patents in a period of 5 years, advocating continuous efforts towards research promotion.

- Laboratory facilities are regularly monitored and updated to meet the needs of researchers. The university has a central instrumentation facility and a central molecular research lab with high-end instruments to provide hands-on training for students to develop the skill sets required for Research & Development in academia and research.
- The University has established an Innovation and Incubation Centre focusing on promoting entrepreneurship with startups in different sectors. The aim of the centre is to channelize assistance for patents via the IPR Cell, to register students as incubatee, and provide assistance as per policy norms while promoting academia-industry linkages.

All these policies are duly circulated for information dissemination among the SGRR University fraternity.

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

3.1.2

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

Response: 67.7

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
132.45	63.78	51.70	56.65	33.92

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

3.1.3

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

Response: 1.41

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: 9

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers.	[View Document](#)

3.1.4

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

Response: 2.05

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

last five years

Response: 9

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

Response: 439

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

3.2 Resource Mobilization for Research

3.2.1

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

Response: 2270

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.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)

3.2.2

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

Response: 0.04

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

Response: 28

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

SGRRU has successfully established a robust ecosystem to foster innovations, particularly focusing on the rich Indian Knowledge System (IKS) among both faculty and students. This ecosystem revolves around raising awareness about Intellectual Property Rights (IPR), the establishment of an IPR cell, an Incubation Centre, and a range of other strategic initiatives. The focus areas for this Innovation and Incubation Centre (IIC) are carefully selected based on societal needs and the university's strengths. These focal points encompass Start-ups, Intellectual Property Rights (IPR), and Entrepreneurship, all with a primary emphasis on generating substantial social impact. The IIC serves as a bridge for its cells to connect with a range of professional resources, including mentors, experts, investors, industry professionals, consultants, and advisors specializing in Start-ups, IPR, and Entrepreneurship.

Innovation & Incubation Centre (IIC) of SGRRU comprise five distinct cells:

(i) IPR cell+

(ii) Start-up cell

(iii) Entrepreneurship cell (which includes industrial relations and internships)

(iv) Publication cell

(v) Financial cell

The IPR cell serves as a focal point for managing intellectual property matters, including filing patents, copyrights, and trademarks. It acts as a bridge between the academic and commercial worlds, facilitating the transformation of innovative ideas into legally protected assets. The IPR cell also assists in evaluating the potential commercial viability of projects and facilitates partnerships with industries, the start-up cell oversees incubated IPR as start-ups, the entrepreneurship cell handles industrial relations and internships, the publication cell ensures research quality, and the financial cell manages financial-related information.

The Incubation Centre provides aspiring students with the necessary support, resources, and guidance to bring their innovative concepts to life. Through mentorship, access to facilities, networking opportunities, and funding support, the Incubation Centre plays a vital role in transforming innovative ideas into market-ready products or services. This dynamic environment encourages the growth of start-ups and fosters an entrepreneurial spirit within the University.

Technology and Knowledge Transfer Initiatives:

SGRRU has embarked on a journey to actively promote the creation and transfer of technology and knowledge. Collaborations with industry partners, research organizations, and government agencies have been established to facilitate knowledge exchange. These collaborations has resulted in joint research projects, collaborative publications, and the practical application of research findings to address real-world challenges. The institution's commitment to knowledge dissemination and technology transfer is evident through its participation in conferences, workshops, and seminars that facilitate the exchange of ideas and findings.

Evident Outcomes:

The outcomes of these comprehensive initiatives are manifest in various ways. The number of patent applications filed by the institution's researchers has increased significantly, showcasing the institution's emphasis on innovation. The successful incubation of start-ups within the Incubation Centre demonstrates the practical application of novel ideas to solve real-world problems. Moreover, collaborative research projects and joint publications with intuitional partners underscore the Universities' role as a key contributor to the advancement of knowledge and technology. These outcomes not only reflect the university commitment to fostering innovation but also highlight its role as a driving force in advancing, knowledge, and entrepreneurial spirit among students and faculty.

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

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

Response: 42

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)

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 sofware**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI.	[View Document](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 8

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
e-copies of letter of patent grant	[View Document](#)

3.4.3

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

Response: 1.03

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

Response: 60

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

Response: 58

File Description	Document
PhD Award letters to PhD students.	[View Document](#)
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

3.4.4

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

Response: 1.33

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

Response: 850

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	[View Document](#)

3.4.5

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

Response: 1.43

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

Response: 910

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

3.4.6

E-content is developed by teachers :

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

Response: D. Any 2 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Give links to upload document of e-content developed showing the authorship/contribution	[View Document](#)
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	[View Document](#)

3.4.7

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

Response: 5.69

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.8

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

Response: 17

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1

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

Response: 385.89

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
0	0	371.87	11.09	2.93

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

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

Response:

Extension activities within the neighbourhood community have a profound impact on both the community itself and the students involved, sensitizing them to social issues and fostering holistic development. For the community, these activities offer direct benefits by addressing local challenges and needs. Whether it is providing healthcare services, organizing health camps, promoting education, or facilitating skill development workshops, these initiatives enhance the quality of life for community members.

Impact on students

- The University, adhering to its ethos inculcated form SGRR education mission, is determined to provide holistic healthcare to the neighbourhood community and society. The University through its extension programs in healthcare focuses on well-being of the catered communities, hence imparting the holistic healthcare ethics in the students receiving clinical learning in the University
- Students participating in extension activities are exposed to real-world situations, enabling them to witness and understand the challenges faced by marginalized and underserved communities. This exposure cultivates empathy, compassion, and a deep sense of social responsibility among them.
- Students learn to apply their theoretical knowledge in practical settings, honing problem-solving

skills and critical thinking abilities. Interacting with diverse groups and cultures enhances their cultural sensitivity and communication skills, which are invaluable in today's interconnected world.

- With the motto of `Not Me But You", SGRR University has NSS unit reflecting the essence of democratic living and upholds the need for selfless service. As the third component of education, the NSS is a part of academic, social, and personal lives of students at SGRRU. It enables the student to actively give their contribution to the cause of the community and the nation, therefore assisting in the development of their personality.
- In alignment with the Unnat Bharat Abhiyan, the University has adopted three villages in Uttarakhand: Kushalpur Village, Laxmipur Village, and Dudhali Village. With the goal to integrate these villages as integral components of academic and extension programs. Through students' interaction within the neighbourhood community, a symbiotic relationship has blossomed among students, the institution, and the surroundings. While at one hand the community benefited from enhanced services and resources, students gained transformative learning experiences. This dynamic interaction not only sensitized our students to social issues but also empowered them to be agents of positive change. In essence, the University's engagement with these villages echoes its commitment to Unnat Bharat Abhiyan, encouraged mutual growth between students, the institution, and the community.

The National Cadet Corps (NCC) was established at Shri Guru Ram Rai University in 2020. The NCC program focuses on grooming cadets through various capacity-building activities. and Advanced Leadership Camps.

The achievements

- Cadet Ashutosh Sharma,was selected for the All-India Thal Saina Camp in New Delhi.
- Cadet Sagar Kumar, received the honour of being the best cadet of Uttarakhand.
- Cadet Aman Dimri and Cadet Vivek Rawat were selected for the Republic Day Camp 2023 and participated in the Pradhan Mantri Rally 2023.

These achievements stand as a testament to the dedication and hard work of the NCC cadets at SGRR University, showcasing their commitment to excellence and service.

File Description	Document
Upload any additional information	[View Document](#)

3.6.2

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

Response: 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
43	66	21	15	12

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

3.7 Collaboration

3.7.1

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

Response: 41

File Description	Document
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

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:

a.) The University offers a promising blend of academics and practical exposure to students across various courses and programs, addressing their learning needs. Its technologically advanced infrastructure aligns with curriculum requirements and standards set by statutory bodies like UGC, NMC, INC, NCTE,ICAR and PCI. The campus spans 82.5 acres, accommodating 134 laboratories, 143 classrooms, 28 seminar halls, 53 tutorial/demonstration rooms, and 5 auditoriums.This layout optimizes space, providing open green areas

Teaching and learning excellence at SGRRU are upheld via well-designed interactive classrooms and cutting-edge laboratories. These classrooms feature modern teaching aids and ICT resources, fostering participation and collaborative learning. Regular upkeep ensures a conducive and comfortable learning environment.

Essential for hands-on learning, our labs house state-of-the-art equipment relevant to various disciplines. Practical sessions offer real-world experience, enabling students to bridge theory and practice effectively. Through this comprehensive approach, students thrive as they experiment and learn within a comfortable and stimulating atmosphere.

b.) SGRRU is equipped with state-of-the-art smart classrooms that foster interactive and dynamic learning environments. These smart classrooms are outfitted with advanced audio-visual equipment, including multimedia projectors and Smart boards. This technology enables instructors to present complex concepts vividly and engage students actively, promoting deeper understanding and retention. Furthermore, the institution has implemented a robust Learning Management System (LMS) to streamline the dissemination of course materials, assignments, and resources. The LMS serves as a central hub for both instructors and students, facilitating seamless communication and efficient management of coursework. Through the LMS, students can access lecture notes, submit assignments, engage in online discussions, and receive prompt feedback.

In addition to smart classrooms and the LMS, the institution offers campus-wide Wi-Fi, enabling access to online resources, e-books, research databases, and scholarly articles from anywhere on the campus.

This promotes independent research and a culture of continuous learning. The commitment to ICT-enabled learning extends to virtual labs and simulations, providing hands-on experiences, even in disciplines requiring physical experimentation. Students replicate real-world scenarios, developing practical skills in a controlled, immersive environment. These resources empower both educators and learners to thrive in an increasingly digital and interconnected world.

c.) SGRRU fosters a vibrant cultural environment, providing an encouraging atmosphere for diverse student engagement. Each school features dedicated clubs for cultural, social, and artistic pursuits. The university's Cultural Committee enhances participation and interest through innovative art and literary courses. SGRRU offers facilities like the Art & Craft club, Dramatics in Hindi and English, Communication/Literary club, Dance & Music, Photography, and more for regular cultural activities. Additionally, the university hosts various events at departmental, school, and university levels, including welcome and farewell parties, stage performances, exhibitions, and musical shows.

Physical activity instils life skills and maturity. SGRRU integrates sports into its curriculum, providing facilities like basketball, volleyball, badminton courts, cricket, and football grounds. Indoor options include badminton, table tennis, carom, and gymnasiums. The university also offers Yoga and Naturopathy facilities with dedicated rooms and practice halls. Regular health sessions emphasize students' fitness and well-being. This comprehensive approach underscores SGRRU's commitment to holistic student development.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 45.18

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
3487.21	4617.55	2484.21	2143.28	4312.26

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

SGRRU recognizes the pivotal role of the library as a vital learning resource. Regularly updated with the latest books and journals, it serves as the bedrock of the University's resource and information centre. Comprising three Libraries and information resource centres, and various department-level libraries, it functions seamlessly. These libraries span a total area of 5097 sq. m., housing an impressively rich collection of over one lakh books. The library offers a comfortable reading environment and is well-appointed with contemporary amenities.

To enrich the research atmosphere, the University subscribes to various National and International print journals. It boasts more than 135 National and 84 International Journal subscriptions. Distinct reference book sections cater to both students and faculties. The e-resource library, equipped with 80 systems, provides access to e-journals, e-books, and other e-resources. The University's subscribed e-journals, e-books, and academic materials are conveniently accessible through online databases. A Library Advisory Committee ensures smooth functioning and continuous improvement.

Library services and collections are fully computerized, managed through LSEase, SOUL 3.0, Koha, and LIBCYB by Cyborg ERP library software. Additionally, the library has subscribed to resources such as J-STOR, EBSCO databases, E-Books from K- Hub, Pearson, and New Age International, facilitating accurate and reliable information. Services like question paper access, faculty publications archive demonstrations, new acquisitions display, digital repository (e-prints), and guidance on accessing e-resources are provided to students.

The libraries are entirely automated, utilizing barcodes for computerized circulation and OPAC via Intranet. The University's online databases encompass over 5000 e-journals, 1691 e-books, and other academic materials. The online public access catalogue facilitates access to all books. LSEase adheres to

international bibliographic standards like MARC21 and AACR-2, catering to big institutional structures. Indexing services are offered using available magazines and journals. The library is a member of DELNET, providing access to bibliographic and full-text resources. Services extend to previous year's question papers, syllabi, magazine and newspaper clippings, etc. All libraries are equipped with CCTV security and Wi-Fi facilities, bolstering security measures.

Furthermore, the university is a member of the Indian electronic thesis and dissertation digital library called "Shodh Ganga." This enables the university to upload theses for enhanced transparency and integrity in research. Threel Library and information resource centres (Secured through RFID) , 28 departmental libraries for both faculty and students, optimally facilitating their academic pursuits through

- **Resource Diversity**: offers an extensive array of resources.
- **Study Spaces:** Provides conducive study environments for focused learning, accommodating approximately 2000 students.
- **Online Accessibility**: Online databases and e-resources can be accessed remotely.
- **Research Support:** Librarians offer research assistance, guiding users in navigating resources.
- **Workshops and Training**: The library conducts workshops on information literacy and database usage.
- **E- Resource Library:** Equipped with dedicated systems
- **Library Management Systems:** Integrated software enables easy cataloguing, circulation, and retrieval of resources.
- **Notifications and Updates:** Regular notifications about new arrivals, journal subscriptions, and library events
- **Extended Hours:** The library often extends its operating hours during exam periods, accommodating students' intensive study needs.
- **Competitive Exam Section**

Magic software: For partially low vision reader

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

4.2.2

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

Response: 1.43

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
109.75	132.63	27.44	156.67	112.42

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

SGRRU is committed to staying at the forefront of technology to provide the best possible learning and research environment for our students and faculty. Our dedication to excellence is evident through constant IT facility enhancements. Our policy ensures that we regularly assess and update our technology and equipment to meet the evolving needs of our academic community. From acquiring and upgrading computers and hardware to staying up-to-date with the latest software and systems, we strive to provide a cutting-edge experience.

Furthermore, we recognize the paramount significance of a seamless and high-speed internet connection for both academic and research purposes. To this end, we have invested in a dedicated leased line Internet facility with a substantial bandwidth of 800 Mbps, ensuring our students and faculty have ample bandwidth for their online activities, smooth access to educational resources, research materials, and collaborative platforms. Through this, we empower our students and faculty to explore, learn, and collaborate without technological limitations. Our commitment to technological advancement reflects our dedication to fostering a dynamic and innovative academic environment.

We have scaled up switching capabilities and adopted the most recent technology and equipment. High-

speed internet, managed by optical fiber cables and Wi-Fi access points, has been implemented to accommodate the increasing number of users, IT services, and growing internet bandwidth demands. The Institute has high-end servers and core switches. The University follows a regular IT infrastructure upgrade policy. Updates are consistently maintained through WSUS (Windows Server Update Service), and anti-virus and firewall systems are updated through a cloud portal. Multiple Wi-Fi access points are distributed across the campus, including the library, hallways, labs, hostels, canteens, and outdoor areas. All students have access to Wi-Fi, which is supervised and managed by a Linux server in the IT department to ensure secure content access. All access points are connected to a centrally located Wi-Fi controller, where setup and upgrades are managed.

As part of the IT infrastructure upgrade policy, the University provides a dedicated leased line Internet facility with a bandwidth of 800 Mbps to cater to the academic and research needs on campus. The University has a fiber optic cable network system connecting over 1015 LAN points and over 80 Wi-Fi points, linking more than 1600 computers to various buildings and blocks, used for the teaching-learning process of students and for the purpose of administrative tasks. The University is equipped with 13 high-end servers (HP, DELL, IBM, and Lenovo) to meet storage data demands.

The University's ICT equipment includes 130 multimedia projectors, 21 smart boards, numerous public address systems, and more than 30 biometric attendance modules for staff (Teaching/Non-Teaching). CCTV cameras are also installed for security and monitoring purposes. Within the campus, faculty and students are integrating connected devices into their work, utilizing the UTM facility. Dedicated usernames are provided to faculty and students for accessing internet facilities on campus. A DHCP Server is used to provide IP addresses dynamically to clients for internet access

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

4.3.2

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

Response: 9.54

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

Response: 932

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

4.3.3

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

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

Response: A. Any 7 or more of the above

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 37.89

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
4469.51	3041.99	2676.37	1867.11	2239.13

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

4.4.2

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

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

Response:

SGRRU has established robust systems and procedures to ensure the continuous maintenance and effective utilization of a diverse range of facilities, including laboratories, libraries, sports facilities, computers, and classrooms. These systems are a cornerstone of our commitment to providing an exceptional learning environment for our students and faculty.

Our comprehensive systems and procedures are crucial in upholding the quality of our academic and support facilities. They are designed to optimize resource utilization, enhance the overall campus experience, and facilitate unhindered academic activities. To achieve this, we have instituted specialized committees such as the infrastructure committee, library committee, academic committee, and finance committee. These committees convene periodically to formulate, review, and update the systems and procedures that govern each facility.

Standard Operating Procedures are available for maintaining and utilizing physical, academic, and support facilities. Laboratories are well-equipped and regularly maintained without disrupting the academic schedule. Laboratories are designed based on student intake and statutory requirements. Periodic reviews are conducted at the department/school level. In-house maintenance and repairs are handled by qualified and trained department technicians/computer operators. The university employs qualified staff like Technical Assistants, Lab Assistants, and Lab Attendants to upkeep various functional labs.

The library updates its book repository annually to align with curriculum changes. Input from students and faculty is collected in the prescribed format for acquiring books beyond the syllabus. The Library Committee discusses and approves the procurement of these books.

Servicing of gym and other sports equipment is carried out as needed under university supervision. Playgrounds are prepared and maintained before sports activities commence. Students are encouraged to participate in various competitions, including inter and intra-school, inter-university, state-level, and national-level events. The Annual Sports Event is a major university-wide competition where teams from different departments/schools participate.

The academic computer requirement is met, with additional units procured for research and projects. Documented procedures are followed for system maintenance. Many classrooms/seminar halls are ICT-enabled, maintained regularly, and usage is monitored by departments/schools. Additional ICT equipment is procured for replacement as needed.

University resources like conference rooms, seminar halls, classrooms, computers, projectors, and sports facilities are optimally utilized.

Annual maintenance contracts are in place for electrical and electronic infrastructure, including generators, air conditioners, water purifiers, water coolers, UPS, solar water heaters, and photocopiers. Fire extinguishers are installed at designated locations with annual maintenance contracts. Gardening and cafeteria services are also managed by dedicated personnel.

Inventory is maintained by departments, and stock registers, asset registers, and logbooks are regularly updated. Obsolete items are disposed of according to procedure. Similarly, sports facilities like multi-utility sports grounds for cricket, athletics, and football are serviced based on student requisitions and administrative priorities.

Hygiene and cleanliness receive the highest priority from the university. In-house staff ensures meticulous standards are met. Adequate washroom provisions are available in each block and are regularly cleaned. Dustbins are placed throughout the campus. Pest management maintenance contracts are in place. Day-to-day repairs, such as changing light bulbs, fixing leaking water pipes, and cleaning blocked drains, are managed by university staff.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)	

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 30.22

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
2901	2662	2386	1561	519

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:

Recognizing the need for effective guidance and counselling, SGRR University has taken a proactive role in assisting students in various ways. Our institution emphasizes the identification of students' areas of interest and cultivates direction and clarity to help them develop decision-making skills from an early stage.

Throughout the journey at SGRR University, we prioritize our students' holistic growth. Our initiatives include providing internship opportunities, conducting work-study programs, enhancing skills and knowledge, encouraging early career starts, ensuring technological updates, fostering focus, training for work-life balance, promoting passion pursuit, motivating risk-taking, facilitating networking expansion, and guiding the creation of opportunities.

To guide our students comprehensively, SGRR University has initiated numerous seminars, workshops, and webinars conducted by experts. On the one hand specialized awareness sessions, conducted by MSME, equip our students with the entrepreneurial mindset on the other hand PDP sessions are designed to empower individuals to take charge of their own development and encourage individuals to introspect, reflect on their strengths, weaknesses, values, and aspirations. By fostering self-awareness, participants gain a deeper understanding of themselves, allowing them to make informed choices aligned with their personal and professional objectives.

University conducts specialized coaching classes and workshops focused on competitive examinations for Banks, civil services, SSC, GRE, GMAT, TOEFL and other professional or entrance exams. The aim behind conducting such session is to provide students with strategic insights, time-management techniques, and tips to excel in competitive tests. University provides students with access to a series of mock tests and practice papers that simulate the actual examination environment and familiarize them with the exam format. Additionally, University undertakes, inspirational talks, success stories of previous students, and motivational workshops to boost students' confidence and morale, share anecdotes or testimonials of students who benefited from the university's competitive examination guidance. These success stories add credibility and showcase the tangible outcomes of the guidance provided.

Highlights of comprehensive guidance measures provided to our students in the last five years:

- **Personalized Counselling:** Trained professionals assist students in recognizing their strengths, weaknesses, and aspirations through personalized counselling sessions.
- **Academic Advisors/Mentors:** Each student is paired with academic advisors or mentors who help them choose courses, set academic goals, and navigate any academic challenges.
- **Guest Lectures:** Industry professionals are invited for guest lectures, offering students practical insights into diverse career paths.
- **Competitive Exam Guidance:** Specialized guidance is provided for students preparing for competitive examinations.
- **Career Assessment Tools:** Students have access to career assessment tools and personality tests, aiding them in understanding their strengths, interests, and aptitudes.
- **Workshops and Seminars**: Regular workshops and seminars cover key career-related topics such as resume building, interview preparation, networking skills, job search strategies, and entrepreneurship guidance.
- **Alumni Interaction**: Alumni networks serve as valuable resources, with universities facilitating interactions through mentorship programs, panel discussions, and networking events.
- **Collaboration with Employers**: Collaboration with employers and industry partners offers insights into job market demands, skill requirements, and internship opportunities.

Monitoring and Feedback: feedback from students, who have utilized career counselling, enables program enhancement and customization to student needs.

File Description	Document
Upload any additional information	[View Document](#)

5.1.3

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

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

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 13.03

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
280	195	190	82	19

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.2.2

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

Response: 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
452	597	518	353	58

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

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: 1.03

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

Response: 81

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

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: 87

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
35	36	03	10	03

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.3.2

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

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

Response:

The Student Council at SGRRU acts as a representative body for the student community. It provides a platform for students to voice their concerns, opinions, and suggestions. It ensures that the students' perspectives are heard and considered in the decision-making processes of the university. This representation fosters a sense of ownership and engagement among students, leading to a more inclusive and student-centered university environment. The Student Council at SGRRU is a demonstrative structure through which our students can get involved in the concerns of the University, working in corporation with the management, staff and other students for the benefit of everyone and thus plays an important role for the student community.

Student Council encompass the following responsibilities:

- Oversee and execute various student-oriented activities within the institution, including the organization of national-level cultural, sports, and technical events.
- Supervise and provide assistance for student-led project initiatives.
- Offer academic guidance and mentoring through initiatives like the student-Mentor-Student program.
- Serve as a voice for student interests and concerns in relevant forums.
- Foster effective communication channels among the student body.
- Address student grievances and offer peer support, particularly through the Peer Support Group for managing emotional distress.
- Coordinate diverse competitions among institutes, batches, and within the institute, encompassing cultural, sports, and other domains.
- Manage and enhance the activities of various university clubs.
- Promote and facilitate community service endeavour's.
- Represent the student population in important committees such as the Academic Committee, Hostel Committee, Mess Committee, and the Placement Office.

SGRRU has ten schools and all the schools are running individual student council which has been supported by central student council. Student council directs all clubs or we can say these clubs are managed by the Student Council where volunteer students, in collaboration with faculty mentors and the Dean-Student Welfare, plan and then execute all activities including Lectures by experts, Seminars, Workshops, Conferences and all type of Competitions at various levels. The clubs under the Student Council in the university play a crucial role in enriching the students' academic, personal, and social experiences. These clubs provide platforms for students to explore their interests, develop skills, and engage with peers who share similar passions. The university's Student Council-affiliated clubs play a pivotal role in enhancing students' academic personal, and social experiences. These clubs serve as platforms for

- Skill development,
- Exploration of varied interests,
- Networking,
- Leadership opportunities
- Event planning.
- Encourage academic enrichment
- Foster creativity
- Promote community service.
- Offer insights into industries.
- Aid personal growth.

- Facilitate collaborative learning, and contribute to campus vibrancy.

Overall, the clubs under the Student Council enrich students' holistic development and contribute to a vibrant campus community.

Recently, the Student Placement Committee (SPC), a part of the student council under the guidance of the Training and Placement Officer, has been established at SGRRU. Its aim is to foster corporate relations with the goal of bridging the gap between the industry and academia. Student volunteers of SPC supervise and coordinate campus placement drives, interact with company HRs, and counsel fellow batch mates on industry requirements.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 66.38

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
27.61	21.40	13.45	3.92	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)

5.4.2

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

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

Response:

SGRRU, strongly believe that alumni of SGRRU are our brand ambassadors and a true reflection of the principles, culture, and values we stand for. The SGRR University Alumni Association aims to nurture lasting and strong bonds between SGRR and its alumni, providing a platform for continued association and offering an extensive array of information.

The Alumni Association had been registered to strengthen the bond of alumni and present students. This bond supports each other in multiple arears; it helps to motivate existing students to see themselves in the frame of Successful Alumni's. There continues interaction with the student's supports in guidance and placements. They also contribute in financial funding which can be used for further development of the Alumni Association. The Alumni Association of the University is called SGRRU Alumni Association Society, Dehradun. This was registered under Societies Act 21 of 1860 dated September 19, 2022. Alumni Association organizes reunion on regular internals to provide several benefits exclusively for the alumni.

The Alumni Association is formed with an objective to create a close connect between the institution and its alumni as alumni are the main support to any organisation. The next objective is to maintain the connect of alumni with each other, so that they can help their co members. Alumni also expected to support to develop an industry ready curriculum which helps to maintain the academic excellence at the institution. They conduct reunion activities or alumni meet to acknowledge the proud alumni of SGRRU. In the past five years, more than 35 teaching, consulting, visiting, and adjunct faculty members were

engaged, along with approximately 20 events encompassing guest lectures, orations, keynote addresses, workshops, and seminars were organised.

Amidst the age of digital advancement, our connections are established through emails and social networks such as Facebook and Instagram. Our extensive alumni network exceeds 5000 plus members, and notably, around 1000 alumni have voluntarily registered.

The University had included the alumni in Board of Study of all departments of University; their valuable suggestions are always welcome. Alumni are also invited for various meetings and interactions so that they can share their point of view or we can say the industrial point to make students ready for corporate world. Syllabus is to be updated or revised on regular basis with the feedback of industry. They also share whether the students are fit and function properly in various organisations or if they find that organisations are not able to satisfied students or students are not fit in the system, they work as a connecting member to bridge the gap and share the true feedback.

By now, many of our alumni are conquering eminent positions and are able to willingly contribute towards the further growth of SGRR university. Through their workshops, gatherings and guest-lectures, they empower our students to become business visionaries. Alumni working abroad provide direct and indirect valuable help to new students who are going abroad for further studies.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

SGRRU, established in 1952, is led by exceptional visionaries dedicated to excellence in higher education. Their resolute pursuit aligns with the university's goals and values. The institution's leadership, governance, and management framework, well-established since inception, continually evolve to embrace modern practices and technology, catering to today's educational needs. This innovative commitment accompanies rigorous academic standards, resonating with the university's mission.

Apart from procedural formulation, SGRRU prioritizes efficient communication among stakeholders, fostering an ethos of excellence. Strong governance practices, reflective of the university's vision and mission, underscore its leadership.

The university promotes culture of decentralization and participative management.

The Vice-Chancellor oversees academic affairs, supported by Deans, Directors, Dean of Student Welfare, Proctor, (HODs), Coordinators, and the Research Cell. Together, they ensure the efficient operation of academic activities. On the administrative front, the Vice Chancellor is supported by the Registrar, the Finance Officer, the Controller of Examinations, and the Librarian.in alignment with the University Acts/Statutes.

At the University level, the apex bodies include all stakeholders, illustrating a decentralized and participatory administrative approach. This has resulted in the creation of various committees, in addition to the Academic Council, Board of Management, Finance Committee, and IQAC to address routine administrative matters.

key structural elements define the university's management system

- The Central Admission Committee formulates admission policies for various programs.
- The Academic Council and teachers play a significant role in academic decisions, including program introduction, structure, revision, and syllabus reformulation.
- Departmental Research Committees and Research Advisory Committees manage research-related matters.
- To optimize financial resources, the university employs multiple committees. The Vice-Chancellor, Principal, Medical Superintendent, and Finance Head collaborate with the Purchase Head to plan purchases. Significant purchases require approval at the Honorable Chairman's level.

A prime example of institutional practice highlighting decentralization and participative management is the "Development of Curriculum." This process is a collaborative endeavour involving various university stakeholders, including students, faculty members, employers, and alumni. The curriculum for courses is reviewed, with stakeholders' inputs collected and assessed at the end of each year. A comprehensive report is compiled based on the analysis and then forwarded to the Board of Studies (BOS) for potential curriculum enhancements. The actions taken by the BOS are subsequently presented to the Academic Council for its approval. This practice stands out as an exemplary model of decentralized decision-making and university-wide engagement, fostering academic advancement across the university.

NEP Implementation.

In pursuit of the National Education Policy (NEP) 2020's implementation, our university adopted a structured approach in alignment with the policy's goals and principles. This entailed the following steps:

- Informed all stakeholders, including faculty, staff, and students, about NEP 2020.
- Reviewed existing policies considering NEP 2020.
- Created a dedicated committee for NEP 2020 oversight.
- Empowered departments for tailored approaches, ensuring alignment with university goals.
- Established seamless communication channels for collaboration.
- Continuously monitored NEP 2020 progress, adapting based on feedback.

For our future strategies, the Vision 2030 plan highlights short and long-term goals, such as embracing the digital society, boosting research, promoting interdisciplinary programs, and developing infrastructure for national growth priorities.

File Description	Document
Upload any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

At SGRR University, a comprehensive Strategic Plan extending over fifteen years, coupled with a rolling five-year implementation strategy, has been meticulously crafted. This strategic blueprint is intricately designed to harmonize with the institution's attributes and aspirations. It encompasses quantifiable milestones and precise timelines, aligned with established guidelines, with the overarching goal of propelling the university towards a realm of excellence. Furthermore, the plan is accompanied by a comprehensive analysis that accentuates the current quality status, coupled with strategic measures to address any identified shortcomings. The concurrent rolling five-year implementation plans provide

pragmatic and actionable steps to effectively materialize the defined objectives within the broader strategic framework.

Deployment:

The strategic plan's dissemination reaches all schools and departments, guiding them to formulate their own development plans that synchronize seamlessly with the university-wide blueprint. On an annual basis, institutional leaders and top management revisit and recalibrate the plan. Regular evaluations against these KPIs facilitate the assessment of the plan's efficacy, pinpoint areas necessitating enhancement, and enable timely adjustments. As of now, SGRR University has nearly achieved its set 2022 objectives, as validated by esteemed accrediting bodies including ISO, NABH, and NABL.

The university's perspective plan embodies a transparent system encompassing the governing council, administrative structure, and the functions of various bodies. This comprehensive framework encompasses service rules, recruitment procedures, promotional policies, and grievance redressal mechanisms.. The administration, management, and faculty adhere to the university's statutory committees and officers as outlined in the organogram, in strict compliance with the University Act and relevant legislation.

The short-term plan, spanning from 2017 to 2022, highlights key focal points:

• Strengthening capacity and skill enhancement initiatives

• Enhancing research interests

• Promoting quality in both teaching and research

• Investing in students' competency through tutorials and small group activities

The long-term plan from 2022 to 2027 encompasses the following key areas:

• Establishing centers of research excellence

• Expanding into consultancy, projects, and royalties

• Fostering a culture of values and ethics

• Integrating the latest technology for differently-abled individuals

In line with Shri Guru Ram Rai University's institutional perspective plan, the New Education Policy 2020 stands as a transformative and enriching milestone across all realms of education. The initiation of undergraduate and postgraduate courses in the regional language of Garhwali under the promotion of Indian languages, regional languages, art, and culture from the academic session 2020-2021 resonates with this paradigm shift. This initiative serves to unearth ancient treasures and heritage, nurturing creative minds to contribute to the vision of Atmanirbhar Bharat (Self-Reliant India). This move empowers students to seize opportunities and create employment avenues in diverse sectors, bolstering the regional languages of the hilly region.

In terms of the milestones outlined in the university's Strategic Plan, Shri Guru Ram Rai University proudly celebrates its achievements, including NABH accreditation and ISO certification. For appointments, service rules, and procedures, the university's HR policy serves as a steadfast reference point. This HR policy serves as a guiding beacon to realize the university's vision and mission. The management ardently follows the HR policy to steer the university's objectives and aspirations.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

6.2.2

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

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

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:

Shri Guru Ram Rai University is providing a comprehensive system for performance appraisal, career progression opportunities, and effective welfare measures for both teaching and non-teaching staff. With a steadfast commitment to adhering to UGC rules, regulations, norms, and essential guidelines, the university's HR policy strikes a harmonious balance between meeting statutory compliance needs and fostering employee engagement, growth, and overall well-being.

The annual performance appraisal system is a cornerstone of this endeavour, characterized by direct feedback solicited from students, Deans, and the Vice Chancellor. This structured process enables faculty members to receive invaluable guidance from the Vice Chancellor and Deans, shaping their developmental pathways. The insights gained from performance appraisal reports inform targeted recommendations for enhancement, motivating individuals to enrich their expertise through endeavors like article publication, paper presentation, workshop and conference participation, and higher education pursuits. Addressing the ever-evolving teaching methodologies and technological landscape, the university conducts regular training programs to bridge skill gaps among both teaching and non-teaching staff.

- Performance evaluations for non-teaching staff are rooted in feedback from Deans, with corresponding measures for improvement being initiated by the Vice Chancellor.
- The outcome of the appraisal system extends beyond evaluation, effectively identifying individuals primed for additional responsibilities and encouraging those who need it to enhance their contributions to the university's growth.

In tandem with these strategies, the university has thoughtfully curated an array of provisions to foster the welfare of both its teaching and non-teaching staff:

- Access to comprehensive medical facilities
- Entitlement to gratuity
- Participation in the Provident Fund system
- Supportive maternity leave policies
- Medical leave entitlements
- Casual and compensatory leave provisions
- Opportunities for personal development through discounts on further studies
- Recreational amenities to promote well-being
- A dynamic funding policy to advance research and development
- Allocation of special leaves for presenting research papers and attending workshops
- Gym facilities for physical well-being
- Short leaves to facilitate work-life balance
- On-campus medical center for health needs
- Affordable staff quarters with no maintenance charges
- Convenient campus canteen services
- Access to internet and free Wi-Fi facilities
- A pathway for faculty members to secure admissions for their children in SGRR Schools
- Faculty members benefit from dedicated summer and winter vacations

- Earned leaves granted to non-teaching staff
- Provision of water coolers for potable drinking water during summers

Employees' State Insurance Corporation (ESIC):

The tenets of the ESI Act 1948 encompass a range of health-related eventualities that workers might encounter during their employment journey. These provisions extend to situations of sickness, maternity, temporary or permanent disablement, occupational diseases, and even death due to employment-related injury. In offering social security, the Act strives to provide a safety net against the challenges arising from such circumstances, preserving human dignity and preventing hardship.

To foster professional growth, the university has instituted promotion levels for approved courses:

- Assistant Professor (Grade I, II & III)
- Associate Professor
- Professor
- Senior Professor

Shri Guru Ram Rai University's holistic approach to performance appraisal, career progression, and welfare measures exemplifies its commitment to nurturing a thriving academic community that flourishes both personally and professionally.

File Description	Document
Upload any additional information	[View Document](#)

6.3.2

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

Response: 64.22

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
494	281	221	216	138

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

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: 64.22

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
494	281	221	216	138

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

500 words

Response:

Shri Guru Ram Rai University, established under the State Legislature of the Government of Uttarakhand through the Shri Guru Ram Rai University Act, 2016 (Uttarakhand Act No. 03 of 2017) in April 2017 and recognized by UGC u/s 2(f) of UGC Act 1956, operates as a private university, necessitating self-sufficiency in funding its operations. To secure the resources required for its diverse operations, including infrastructure development, research and development, and other endeavors, SGRR University employs a range of strategies. These financial mobilization strategies are pivotal in ensuring timely funds to uphold educational quality, foster research and development, and maintain competitiveness in the higher education landscape.

A robust procurement system has been established for the acquisition of university items, relying on a tender/quotation process. The institution diligently undergoes an annual financial audit, reinforcing accountability and transparency. By striving to optimize resource utilization, the university ensures that every transaction is meticulously recorded in the Account Section, fostering an environment of sound financial practices. The integration of social media and digitalization serves to build trust, eliminate geographical barriers, and enhance efficiency.

Acknowledging the value of investing in training and development for both teaching and non-teaching staff, the university recognizes the costs associated with skill enhancement.

Key Strategies for Fund Mobilization:

·   **Contribution from SGRREM**: SGRREM contributes to the university's capital expenses for various projects, encompassing both land and building allocations and cash funds as needed. This partnership fosters synergy between the institution and the community it serves, driving collaborative growth.

·   **Diverse Revenue Streams:** The university generates financial resources through tuition fees and academic receipts. These fees are set competitively to attract a diverse student body while maintaining the institution's financial stability. The resulting revenue supports various operational and developmental initiatives.

·   **Grants and Donations:** Research grants are secured from diverse sources, including government bodies, private foundations, and corporate partners. These grants bolster research across multiple disciplines, including STEM fields. The university also accepts charitable donations from philanthropic and non-philanthropic entities.

·   **Non-Academic Receipts:** The university derives revenue from non-academic sources such as agriculture, canteen operations, and premises rentals. This diversified income stream contributes to the institution's financial resilience.

·   **Hospital Receipts:** Revenue is garnered through hospital services provided by the university. The integration of healthcare services not only serves the community but also generates a supplementary income source.

· **Endowment Management:** Managed by a dedicated investment committee, the university's substantial endowment is diversified across asset classes like fixed deposits and alternative investments. This endowment generates returns that align with academic goals and strategic priorities. Additionally, interest earned from fixed deposits and savings accounts contributes to revenue generation. The endowment also supports faculty research, student scholarships, and capital projects, amplifying the impact of the university's financial resources.

Shri Guru Ram Rai University's comprehensive financial mobilization strategies encompass diverse sources, each playing a pivotal role in sustaining the institution's operations, research endeavors, and academic excellence. By embracing these strategies, the university ensures its financial stability and growth in a dynamic educational landscape.

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File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

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

Response: 144.88

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
64.00	80.88	0	0	0

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The institution diligently carries out both internal and external financial audits on a consistent basis. These audits are vital for maintaining transparency and accountability in financial operations. The process involves a meticulous examination of financial records and practices to ensure adherence to established norms and standards. Internal audits play a crucial role in this process, as they are conducted by the internal audit committee, which consists of expert members responsible for evaluating various aspects of financial management.

The institution's internal audit team meticulously reviews and assesses the execution of financial processes, ranging from the accurate submission of TDS, GST, and ESIC on a monthly basis to the comprehensive validation of filing procedures. This scrutiny guarantees compliance with legal and regulatory requirements, promoting a culture of financial integrity.

A significant aspect of the financial audit is the thorough examination of salary crediting. The internal audit committee conducts regular audits to confirm the timely and accurate crediting of salaries for all staff categories, including teaching, non-teaching, and administrative personnel. This process not only ensures employee satisfaction but also addresses any technical issues that may arise promptly, guaranteeing a seamless and error-free payroll system.

Another pivotal focus of the internal audit process is the meticulous verification of supplier payments. Suppliers play a crucial role in the university's operations, especially in terms of timely fee submission by students. The internal audit committee conducts meticulous verifications to ensure that all fees received are accurately recorded and accounted for by the Accounts department. Additionally, the preparation of a fee defaulter list highlights the institution's commitment to maintaining financial discipline and accountability.

Banking procedures are also subjected to rigorous scrutiny through monthly bank reconciliations. This

meticulous examination helps identify and rectify any irregular or outstanding entries promptly, preventing potential discrepancies from accumulating and affecting financial transparency.

Voucher checking is another critical aspect that the internal audit team diligently oversees. The team ensures that bills are verified by the relevant authority before accounting, ensuring accuracy in financial transactions.

Furthermore, the internal audit process includes surprise physical verifications of fixed assets, cash in hand, and consumables. This process ensures that the actual physical presence of assets aligns with the recorded data, mitigating the risk of errors or discrepancies.

The institution's commitment to maintaining a high standard of financial management is also reflected in its external audit practices. The university engages an approved Chartered Accountant firm, G.K. Patel & Company, to conduct an annual audit of its financial statements, including income statements and balance sheets. This rigorous audit process is carried out to ensure that the university's financial records accurately represent its financial position and adhere to established accounting standards.

The institution's financial audit process is comprehensive, systematic, and dedicated to upholding the highest standards of financial transparency, integrity, and accountability. Through meticulous internal and external audits, the institution ensures that its financial operations align with legal and regulatory requirements, fostering trust and confidence among its stakeholders.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

words

Response:

Our university's Internal Quality Assurance System (IQAS) has been instrumental in institutionalizing quality assurance strategies and processes. It continually reviews teaching-learning methods, operational structures, and learning outcomes at regular intervals.

In alignment with global and national mandates, SGRRU has established an Internal Quality Assurance Cell (IQAC) to lead quality enhancement strategies and address quality-related matters and awareness initiatives. Since its inception in 2017, the IQAC has diligently improved the university's standards in teaching, learning, research, and governance. Through a diverse range of events and activities such as seminars, workshops, conferences, faculty development programs, panel discussions, role-playing exercises, demonstrations, case studies, and academic meetings, the IQAC has involved all stakeholders. This dedication to excellence is reflected in the university's national recognition.

Key activities undertaken by the IQAC encompass a spectrum of strategic interventions:

- Cultivating and fostering internal processes within schools and departments, laying the foundation for understanding, a task underscored by the appointment of criteria in charges at both school and university levels.
- Navigating technological integration by implementing ERP with precision and strategic foresight, utilizing key parameters to optimize its functionality.
- Supporting the professional growth of faculty members through a comprehensive spectrum of faculty development programs, addressing diverse dimensions of pedagogical expertise and competency.
- Pioneering a systematic mechanism for the collection and insightful analysis of regular student input, harnessing the power of feedback to illuminate paths for improvement and refinement.
- Embarking on a journey of innovation through the introduction of value-added courses, by instilling additional dimensions of skill acquisition and expertise.
- Undertaking an ambitious endeavour towards comprehensive digitization of the library, easily accessible to all students, faculty, and staff.
- Envisioning and establishing a robust outcome-based education framework, a strategic cornerstone that sets clear objectives for Program Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (Cos).
- Hosting a diverse array of workshops and seminars, each meticulously designed to address specific facets of quality control, research databases, and the numerous dimensions of online resources.
- Engaging in an annual academic audit, an introspective process that evaluates the performance of each department and school, critically examining both educational and research dimensions.
- Achieving a significant milestone by acquiring ISO Certification.
- Establishing an Industry Interface Cell, a strategic platform designed to facilitate impactful collaborations with industries, thereby providing students with invaluable exposure.
- Embracing an inclusive perspective by conducting a gender audit, a forward-looking initiative identifying areas of strength and areas warranting improvements in the realm of gender equality.
- Aligning with the National Education Policy (NEP), SGRRU has taken definitive steps to implement the policy across four schools, demonstrating the institution's proactive stance toward educational transformation.

- Engaging in extensive initiatives aimed at enhancing awareness about the intricate nuances of the NAAC accreditation process, in the pursuit of academic excellence and recognition.
- Enabling a culture of environmental consciousness and sustainable practices by embracing and implementing green initiatives across the campus.
- Embracing record-keeping practices, capturing the journey of progress and accomplishments in chronological order.

Nurturing students by actively promoting and fostering co-curricular and extra-curricular activities, facilitating students' holistic development.

File Description	Document
Upload any additional information	[View Document](#)

6.5.2

Institution has adopted the following for Quality assurance*:

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

Response: A. Any 5 or more of the above

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

6.5.3

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

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

Response:

Over the past five years, the IQAC at our university has diligently spearheaded a series of incremental improvements aimed at enhancing the overall quality of our educational ecosystem. Rooted in a comprehensive quality plan aligned with the university's mission, it serves as a guiding framework for elevating the standards of education and related processes.

One of the notable advancements during this period has been the implementation of an Enterprise Resource Planning (ERP) system. This ERP system has been integrated with key parameters, providing valuable input that assists management in effectively monitoring the teaching-learning process and facilitating decision-making.

Moreover, the IQAC showcases its dedication to inclusivity and responsiveness by revolutionizing stakeholder feedback collection. Starting from 2022-23, the manual input system has shifted to an online platform. This progressive move seamlessly incorporates diverse stakeholder feedback into decision-making. Thus, the IQAC guarantees the comprehensive inclusion of valuable concerns and suggestions from all stakeholders.

The IQAC has been instrumental in contributing to the continuous evolution and refinement of the curriculum. This commitment ensures the curriculum's relevance, effectiveness, and alignment with dynamic industry demands. A prime example of this commitment is the introduction of an ERP-based Learning Management System (LMS) to foster innovative teaching-learning practices. Suggested by IQAC, this technological integration has notably enriched the university's pedagogical landscape.

The IQAC has prioritized academic support, evident through the introduction of remedial classes and bridge courses. These thoughtful initiatives assist students with foundational knowledge gaps and those needing extra support to excel in core subjects during their undergraduate programs

A cornerstone of the university's commitment to excellence has been the introduction of value-added courses. These courses not only equip students to meet the expectations of the business world but also nurture their potential to be job creators rather than mere job seekers.

In information accessibility, IQAC backed library digitization. This enhances library access for students, faculty, and staff, converting them into accessible digital resources.

In the last Three years, there has been a strong emphasis on outcome-based education (OBE) using Bloom's Taxonomy. New industry-aligned courses have been introduced to enhance employability. Departments have also developed value-added courses for skill enhancement, promoting student-centered learning and a thorough understanding of course achievements.

Guided by the IQAC, the Industry Interface Cell forges valuable industry collaborations. This cell supports students' career paths by partnering with corporations, arranging job fairs, creating career programs, and supervising internships.

Gender Audits showcase the IQAC's commitment to gender equality. These audits provide a gender perspective on university activities, identifying strengths and weaknesses to foster equality.

The IQAC has initiated a Green Audit program, focusing on energy efficiency in existing buildings.

The IQAC incentivized quality research through an Honorarium Policy, recognizing and rewarding faculty engaged in research efforts, inspiring exceptional research output.

Internal academic and administrative audits conducted by IQAC proactively address challenges, maintaining quality standards and reflecting the university's commitment to continuous improvement.

The university's accomplishments include completing registration for the NIRF ranking and achieving certifications like NABH, NABL, and ISO.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

SGRRU strives to uphold excellence, not only in academic achievements but also in promoting the overall emotional, mental, and physical well-being of its students, staff, and all stakeholders. The university is deeply committed to establishing a supportive environment that empowers both students and faculty to engage in learning and work without concerns about bias, gender prejudice, or discrimination. This commitment is underscored by the presence of women leaders heading various constituent institutes within SGRRU. A well-balanced gender representation in leadership enriches perspectives and enhances decision-making, ultimately leading to increased employee contentment. An overview of SGRRU's initiatives aimed at gender equity and raising awareness is provided below, encompassing students, faculty, and staff alike:

- The university's initiation of a Gender Audit and measurement program reflects its commitment to ensuring that all individuals, regardless of their gender, are treated fairly and equitably within the university's ecosystem.
- The organization ensures the active participation of women in all its events.
- The institution promotes a specific scholarship for single girls, providing support for female students across various degree programs.
- Female students have secure access to hostels.
- Female nurses and doctors are available in every dormitory building and the university hospital, respectively.
- Female students can partake in specialized self-defence workshops.
- Specialized sports promotion initiatives are in place for female students, including participation of female cricket teams in inter-university contests.
- University curriculum includes courses on gender, culture and technology, ethics and values, and the right to education. These courses cover topics such as women's empowerment, reducing female feticide, child abuse, responsible behaviour, and related issues.

The university has also taken the following actions to ensure gender equality:

- **Gender Audit:** A gender audit involves a comprehensive assessment of the university's policies, practices, and procedures to identify gender biases, disparities, and areas for change. The audit aids in developing laws that promote gender equality and ensure fair treatment for everyone.
- **Fee Waiver:** Over the past five years, SGRRU has waived 50% of the first year's tuition for unmarried single girls chid upon entry.
- **Grievance Redressal Mechanism:** Internal committee has been established to address various

issues, including anti-ragging and prevention of sexual harassment.

- **Security Measures:** Security guards are stationed around the clock at all entrances to safeguard the safety and security of everyone. SGRRU maintains a campus security office where information about security officers, including their duties, can be obtained. CCTV surveillance systems are also installed in various locations.
- **Girls Hostels:** Separate hostels have been constructed for female students and employees, ensuring proper protection with compound walls. Additionally, separate common rooms provide female students a secure space during leisure time.

Women Development Cell (WDC): The University's Women Development Cell was established to address issues and advance the welfare of women. WDC organizes numerous activities focused on gender-related issues, biases, and discrimination to raise awareness and sensitize students and staff.

File Description	Document
Upload any additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

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:

One of the university's key priorities is to maintain a clean and environmentally friendly campus. The institution has wholeheartedly embraced the Swachh Bharat Abhiyan to enhance the eco-friendliness of its premises. Significant efforts have been directed towards waste management, with a central unit overseeing cleaning and waste-related services. Alongside a team of workers employed by the university, a dedicated group of sanitary workers ensures campus cleanliness.

Solid garbage and sewage, often considered undesirable and unnecessary, are typical waste generated on college campuses, including dormitories and cafeterias. This waste encompasses materials like paper, plastic, glass, metal, and organic matter.

Solid Waste Management:

- The university's solid waste is collected daily by housekeeping staff in separate containers, consolidated at a designated waste yard known as the Garbage Collection Pit at the far end of the campus.
- Color-coded garbage collection bins are strategically placed throughout laboratories, classrooms, hostel rooms, cafeterias, corridors, and other areas to gather dry/recyclable waste. Non-biodegradable waste is sent to Selaqui, Dehradun's Solid Material Treatment Plant.
- A Memorandum of Understanding (MOU) has been signed between Shri Mahant Indiresh Hospital and M/s Chennai MSW Pvt Ltd., Hyderabad, for the proper collection and disposal of solid waste generated on hospital property.

Liquid Waste Management:

The institution has established a sewage treatment plant (STP) for liquid waste management. Located at the campus's far end, the treatment facility processes sewage from dormitories and college buildings. The treated water is used for construction, landscaping, gardening, and other purposes, maintaining the campus's greenery. The STP comprises two tanks, one for solid biodegradable waste and the other for liquid waste, which is cleansed and repurposed for irrigation and construction projects. The solid waste is continuously cleaned and utilized as fertilizer to sustain the lush campus environment.

Bio-Medical Waste Management:

- An MOU has been signed between Shri Mahant Indiresh Hospital and the Medical Pollution Control Committee (MPCC), Kanpur, outlining plans to develop and manage a Common Bio-Medical Waste Treatment Facility in Roorkee.

Waste Recycling System:

- The university recycles solid waste materials like manure, brown and green waste, and other by products to create Shivansh Khaad, a natural fertilizer. This initiative is driven by the School of Agricultural Sciences and the Hans Foundation.
- Liquid waste, including sewage, is recycled and repurposed for gardening, irrigation, groundwater recharge, and more. The School of Agricultural Sciences has established a Vermi-Compost unit to convert biodegradable solid waste into beneficial organic soil amendments, supporting environmentally friendly agricultural production systems.

Hazardous Chemicals Waste Management:

An MOU has been signed between the Medical College/Hospital and M/s Bharat Oil and Garbage Management Ltd. This agreement facilitates the proper handling, transportation, treatment, storage, and disposal of hazardous chemicals and radioactive waste at their various facilities in Kanpur, Roorkee, and Sahibabad.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric.	[View Document](#)

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:

With its green campus activities, Shri Guru Ram Rai University, one of Dehradun's well-known universities, has consistently adopted a green agenda, guaranteeing a pollution-free, green, and clean campus and exhibiting a remarkable understanding of the need to conserve the environment. When on campus, one may enjoy the stunning architecture, large sports fields, spectacular grounds, and lush, natural surroundings that are perfect for learning and teaching. By planting more trees on the campus and in the surrounding areas, our university is trying to be more environmentally friendly. The green areas on the campus were planned to promote biodiversity, enhance the aesthetic appeal of the neighborhood, and produce a healthier environment for people to live and work in, where sustainable and eco-friendly activities are encouraged on campus through a combination of education and environmentally friendly practices.

To promote green initiatives within a university, several actions has been taken to enhance sustainability and environmental consciousness. Here are some:

- **Energy Efficiency**: Implementation of energy-efficient lighting and appliances across campus in renewable energy sources like solar panels to reduce reliance on non-renewable energy.

- **Waste Management**: Set up efficient waste sorting and recycling systems throughout the campus. Encourage students and staff to reduce single-use plastics and adopt reusable alternatives.
- **Water Conservation**: Promote water conservation practices among the community through awareness programs. Implementation of Sewage Treatment Plant (STP) , rainwater harvesting system in university for purification of Sewage water and reuse the same for Gardening and Agricultural Purpose.
- **Green Spaces:** Create and maintain green spaces on campus. Plant trees, shrubs, and native plants to improve air quality and provide habitats for local wildlife. There are many attractive trees, plants, and well-kept lawns throughout the entire campus. The University is a home to a diverse array of plants, with big trees surrounding campus pathways. The University organizes annual tree planting day, which involves planting between 1000 and 2000 fresh seasonal saplings for campus beautification every year.
- **Plantation Drives:** We hold plantation drives every year to improve the amount of greenery by replacing dead plants. For landscape upkeep, our campus has a self-sufficient crew. Weeding, irrigation, manuring, grass cutting, trimming, landscaping, beautification. NSS unit of SGRRU have started planting activities to increase the amount of greenery on the campus.
- **Sustainable Transportation:** Encourage the use of bicycles, public transportation, or carpooling among students and staff.
- **Curriculum Integration:** Incorporate sustainability and environmental topics into various academic disciplines. Offer courses related to sustainable practices, renewable energy,

environmental studies, etc.
- **Plastic free Campus:** Our campus is plastic-free, and to limit the use of plastic, steps have been taken to encourage students and employees through plastic-free campaigns to substitute other eco-friendly things for plastic ones.
- **Regular cleaning events:** Regular cleaning events are organized, with both students and professors participating. Inside the university's campus, parking spots are available, along with pedestrian-friendly sidewalks that are bordered by well-maintained trees.

Environmental awareness workshops: The university regularly organize environmental awareness workshops to foster a sense of connection with nature and instils environmental responsibility in the students and employees.

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

7.1.7

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

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

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

Response:

The university is committed to creating a friendly and barrier-free environment that promotes inclusivity and equal access for all students, faculty, and staff. One of the significant aspects of this commitment is the integration of a thoughtfully designed built environment that caters to individuals with diverse physical abilities. The university's infrastructure includes ramps and lifts strategically placed throughout the campus, ensuring easy access to classrooms, lecture halls, laboratories, libraries, and other essential facilities.

Ramps: The university's buildings are equipped with ramps that have gentle slopes and appropriate handrails, allowing individuals using wheelchairs, walkers, or those with mobility challenges to move freely and independently. These ramps are strategically placed at entrances, exits, and other key points, ensuring that no part of the campus is off-limits to anyone.

Lifts (Elevators): Elevators are another essential feature of the university's infrastructure. They provide vertical access to different floors within buildings, eliminating the need for individuals with mobility impairments to navigate stairs. These lifts are spacious enough to accommodate mobility devices comfortably, and they are equipped with accessible controls and clear signage.

Divyangjan-friendly washrooms: Washrooms are designed to be spacious enough to accommodate mobility aids like wheelchairs or walkers. The layout ensures that there is ample room for manoeuvrability and transferring between different mobility devices.

Tactile Paths: University paths are designed to guide individuals with visual impairments or those using mobility aids like canes or wheelchairs.

Lights, display boards and signposts: The university recognizes the importance of physical accessibility as a cornerstone of inclusivity. Well-lit pathways, strategically placed display boards, and clear signposts are integral components of creating a campus that caters to the needs of all individuals, including those with disabilities. Adequate lighting not only enhances safety but also assists visually impaired individuals in navigating the campus comfortably.

Display boards and signposts play a crucial role in conveying information effectively. By ensuring that these are positioned at optimal heights, with clear fonts and appropriate colors,

Assistive Technologies and Support: Assistive Technologies and Support Services play a crucial role in ensuring equal access to education for all students, regardless of their abilities. SGRR University offers a range of assistive technologies and services to empower students with disabilities in their learning journey.

One standout technology is Magic software, a screen magnification and reading solution for low vision students. This tool enhances digital navigation for visually impaired individuals, magnifying content and providing clear audio feedback. By using Magic software, students can engage effectively with documents, emails, web browsing, and social networking. This empowers them to actively participate in coursework and extracurricular activities, overcoming visual challenges.

Other facilities include:

- Human Assistance: Trained personnel guide students with disabilities.
- Reader and Scribe Services: Provided for exams and tasks.
- Digital Resources: Soft copies of materials, customizable fonts.
- Screen Reading Technology: Converts text to speech for the visually impaired.
- Font Enlargement: Adjust font sizes for enhanced readability.

SGRR University's commitment to inclusive education is demonstrated by these provisions.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

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

Response:

The most innovative and impactful workplaces are those that deeply value and celebrate diversity, actively encourage a multitude of viewpoints, and wholeheartedly appreciate individuals with a wide range of skills and backgrounds. Embracing this profound ethos, SGRR University has taken bold and proactive measures to create an environment that not only embraces diversity but thrives on it.

Within the university's vibrant community, faculty members, staff, and students are not merely passive observers of various religions, languages, and cultures; they are enthusiastic champions of these differences. With a shared dedication to nurturing a society that is harmonious, equitable, and enriching for all, the university's initiatives are purpose-driven. By promoting access to quality education, aiding the economic upliftment of the marginalized, and fostering social unity, SGRR University stands as a

beacon of positive change.

At the heart of these efforts is a resolute belief in the principle of "unity in diversity." This guiding philosophy shapes a campus culture where individuals are not only accepted for who they are but also encouraged to flourish as their authentic selves. This dedication to inclusivity is vividly demonstrated through a diverse array of events such as Hamari Sanskriti Hamari Virasat, Harela, Hindi Pakhwada, Phooldai, and Bugyal Amrit Mahotsav. These celebrations serve as vibrant expressions of cultural heritage and promote understanding, acceptance, and unity among the university's members.

One remarkable example of intercultural harmony is the annual Jhanda Fair, organized by the Shri Guru Ram Rai Education Mission. A fitting tribute to the legacy of unity, this fair signifies the integration of diverse cultures and regions, symbolizing the power of collective effort in bridging gaps and fostering connections..

SGRR University takes its commitment beyond its gates through impactful initiatives that uplift the less fortunate. Guided by the philosophy of "we rise by lifting others," the university engages in social activities and donation drives that extend a helping hand to those in need. The Annapurna vehicle, a remarkable endeavour, carries the spirit of compassion to rural and disaster-affected areas, underscoring the institution's determination to make a tangible difference in the lives of the marginalized.

Addressing not just intellectual development but holistic well-being, the university has embarked on a mission to ensure that personal health takes center stage. Aiding rural communities in embracing health and hygiene, SGRR University orchestrates health check-up camps in these regions. Moreover, the significance of blood donations is emphasized through on-campus blood donation camps, amplifying the message of compassion and selflessness.

A pinnacle of this commitment is the university's dedication to yoga awareness sessions that inspire a holistic and balanced lifestyle

SGRR University's initiatives diversity is not just an abstract concept; it's the vibrant thread that weaves together a rich and harmonious community. Through celebration, collaboration, and compassionate outreach, the university creates a living testament to the immense potential of diversity to drive innovation, promote unity, and transform lives. As it continues to champion these ideals.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens

as reflected in the Constitution of India within 500 words.

Response:

Throughout the years, SGRRU has dedicated its focus to infusing positive aspects into daily activities on special occasions. This approach ensures that sensitization towards the essential universal value of "Vasudhaiva Kutumbakam" is carried out consistently. The institute accomplishes this through various programs, both on and off-campus campaigns, conducted periodically. These efforts aim to instill fundamental human values such as integrity, brotherhood, and civility.

Shri Guru Ram Rai University firmly believes that celebrations infuse life with creativity and dynamism, fostering harmony and happiness among students and employees while nurturing a sense of unity. Consequently, the university marks significant days like Republic Day, Independence Day, and Gandhi Jayanti. Through these celebrations, the institution pledges to honor the sacrifices made by our courageous freedom fighters and ensure that their legacy endures.

Additionally, Human Rights Day, National Voters Day, Constitution Day, and similar observances are embraced to raise awareness about the rights and responsibilities of the nation's youth. These occasions involve a range of activities, including poster-making, debates, and panel discussions. By engaging in such celebrations, students are kept engaged and motivated to channel their energy towards constructive endeavors.

A poignant reminder to "take care of your body; it's the only place you have to live" underscores the significance of good health. Events like World Thalassemia Day, World Breastfeeding Day, World Health Day, World Kidney Day, World No Tobacco Day, World AIDS Day, and World Cancer Day are dedicated to highlighting the importance of well-being. In SGRRU's calendar of activities, World Health Day and similar events play a pivotal role in facilitating discussions on the societal and national impact of these health concerns. This is achieved through symposiums, awareness drives, quizzes, street plays, and other engagements that underscore the idea that our future is shaped by the actions we take today.

A commendable effort has been made to promote a healthy lifestyle through initiatives like the Fit India Movement, COVID-19 Vaccination Drive by NCC Cadets, Global Hand Washing Day, and World Antimicrobial Awareness Week. Events like National Pharmacy Week and National Pharmacovigilance Week offer an opportunity to express gratitude towards pharmacists who provide unwavering support to patients. The Diwali Fest event boosts staff morale and fosters a sense of togetherness. National Science Day, World Music Day, International Yoga Day, and International Water Day all contribute to the vibrant energy that permeates the university campus.

In summary, SGRRU's commitment to fostering awareness and sensitivity among its students and staff about their constitutional obligations, values, rights, duties, and responsibilities is commendable. Through a myriad of well-organized celebrations and programs, the university not only educates but also encourages its community to become responsible and engaged citizens who contribute positively to society and its welfare.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Title : An Inclusive Strategy for Sustainable Community Development

Objectives :

- Understand rural priorities and facilitate holistic community development, empowerment, and sustainable improvements within adopted villages.
- Raise awareness about education, modern agriculture, and health for sustainable development.
- Serve as a primary health contact point for the community.
- Analyze data to enhance health outcomes and inform evidence-based practices.
- Enable holistic development across health, education, and agriculture domains.
- Promote women's empowerment and environmental protection.
- Transform adopted villages into model communities.
- Foster social cohesion and inclusion.
- Establish collaborations with government, NGOs, and private agencies.

The Context:

Shri Guru Ram Rai University (SGRRU) is actively engaged in community development, focusing on health, agriculture, education, and entrepreneurship. The university initiated a village adoption program to address development disparities between rural and urban areas, starting with five villages. The program aims to provide self-employment and skilled wage opportunities to disadvantaged households, fostering sustainable livelihoods. Initial assessments revealed critical issues including inadequate healthcare, excessive agrochemical use, water pollution, educational challenges, hygiene issues, and lack of awareness about government schemes. To address these, a Participatory Rural Appraisal (PRA) approach was adopted, involving active community participation.

Practices Implemented:

- Beekeeping and Mushroom Cultivation
- Health Camps and Training Programs
- Promotion of Organic Farming
- Family Adoption Program
- Distribution of Improved Seed Varieties and Biofertilizers

The Practice:

This practice involves comprehensive community development initiatives by higher education institutions, particularly Shri Guru Ram Rai University. It stands out for its multi-dimensional engagement across health, agriculture, education, and entrepreneurship sectors. Through the collaboration of faculty, students, and researchers, universities become proactive agents of change within rural contexts. The practice emphasizes self-reliance, community participation, and sustainable growth, aligning with the principles of education for societal betterment. It extends beyond the university campus, benefiting the entire community. Challenges include limited financial resources, logistical hurdles, sustainability of community engagement, cultural differences, and balancing immediate results with long-term impact.

Evidence of Success:

- **Health** : Over the past five years, there's been a consistent rise in OPD consultations, reflecting improved service utilization. Health camps in local areas and schools have benefited both the community and students, fostering personal and professional growth like communication, teamwork, and leadership skills. Additionally, this initiative fosters the development of research aptitude among students, preparing them as lifelong learners.
- **Organic Farming: Technological Interventions:**
- Previously, farmers relied heavily on agrochemicals, leading to imbalance.
- Farmers transitioned to using biofertilizers, vermiwash, Neem oil, biocontrol agents, mulching, and manures.
- This shift resulted in an income increase of Rs. 15,000 to Rs. 20,000 per hectare.
- **Social Impact**: Improved yields, enhanced livelihood security, and set a positive example for others.
- **Feedback:** Farmers greatly appreciated cultivating aromatic crops, diversifying their agricultural practices and improving living standards. Technology integration boosted income and livelihood security, serving as an inspiring example for others.

- **Challenges i**nclude financial constraints, time limitations for students, and limited interest among farm women, requiring additional resources and tailored training programs.

The practice highlights higher education's transformative role in addressing rural development challenges and fostering inclusive, sustainable communities.

Title: Empowering First-Generation Learners and Economically Disadvantaged Students for Self-Reliance

Objectives:

Shri Guru Ram Rai University aspires to shape students into leaders who lead fulfilling lives and serve as beacons of humanity. The university aims to equip students with essential life skills, values, attitudes, and leadership qualities, empowering them to overcome challenges and contribute to nation-building. Special emphasis is placed on providing excellent opportunities for first-generation learners to become torchbearers in society.

Context:

Established in 2017, Shri Guru Ram Rai University embodies the vision of India's educational guidelines, promoting inclusive education. With a network of over 122 institutions catering to diverse students, the university strives for excellence and equity. It provides holistic education to socio-economically disadvantaged groups, aligning with global standards while embracing the rich educational legacy of Dehradun.

Practice:

The university extends financial and moral support to students from economically constrained areas, ensuring inclusivity through fee waiver schemes and scholarships. It fosters diversity and inclusivity, eliminating prejudices and promoting compassion and understanding. Curriculum revision, regular feedback mechanisms, and industry alignment ensure students receive relevant education. Mentoring, wellness programs, and diverse teaching methods cater to students' holistic development, fostering cognitive skills and learning outcomes.

Practical experiences like internships, service learning, and industrial visits enrich students' experiential learning. Innovation and entrepreneurship are promoted through the Incubation Centre, while well-equipped facilities support research and development. Value-added courses and a range of co-curricular and extracurricular activities cater to students' diverse interests and passions. The university actively engages in extension activities in healthcare and agriculture, winning accolades for its contributions to social responsibility.

Evidence of Success:

The university's alumni have excelled in various fields, reflecting the success of its holistic education approach. Systematic documentation of academic records and increased registration in value-added courses attest to the program's effectiveness. Remarkable improvements in academic performance and notable achievements in sports and other activities underscore the impact of the university's initiatives.

Increased job placements and recognition for extension activities highlight the university's commitment to societal development. Success stories in projects like organic farming and mushroom cultivation demonstrate the tangible benefits of the university's programs. Initiatives such as start-up boot camps and research projects sponsored by government agencies further underscore its dedication to innovation and academic excellence.

Challenges and Resources: Implementing a comprehensive curriculum and extracurricular activities requires additional effort from both students and faculty. Retaining student interest and engagement poses ongoing challenges. Faculty members must dedicate extra time beyond classroom hours to support student development effectively.

Improving the effectiveness of mentor-mentee systems and securing adequate research funding remain priorities. The university has initiated an 'earn while you learn' scheme to provide financial support to needy students.

In conclusion, Shri Guru Ram Rai University's holistic approach to education empowers students from diverse backgrounds to achieve self-reliance and contribute meaningfully to society. Through innovative programs, inclusive practices, and a commitment to excellence, the university continues to make a lasting impact on the lives of its students and the communities it serves.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Throughout human history, languages have ebbed and flowed, evolving and disappearing over time.

However, in our contemporary world, the rapid pace of linguistic decline is being driven by a confluence of factors including linguicide, globalization, mass migration, cultural substitution, imperialism, and neo-colonialism. This alarming trend is casting a shadow over the rich tapestry of human cultural diversity. One institution that is taking a bold stance against this linguistic erosion is Shri Guru Ram Rai University, situated in the picturesque region of Uttarakhand, India. Recognizing the urgency to preserve and revitalize local languages, the university is pioneering an initiative to incorporate the endangered Garhwali language into its curriculum at both the undergraduate and graduate levels.

The statistics are disheartening – by the close of this century, it's projected that more than half of the approximately 6,900 languages spoken worldwide may cease to exist. These languages are more than mere systems of communication; they embody unique ways of thinking, cultural nuances, and historical perspectives. The efforts to rescue these languages from the brink of extinction are not just about saving words; they are about safeguarding the intangible heritage of humanity.

Garhwali, a language spoken in the hilly terrain of Uttarakhand, finds itself at a crossroads. The misconception that Garhwali is challenging to pronounce is a barrier that Shri Guru Ram Rai University aims to break. One profound revelation is that any dialect transforms into a language when it is written down. This transformation is a testament to the power of documentation in preserving linguistic diversity. In Garhwali, a treasure trove of books spanning various literary genres has been published. The literature, much like the language itself, is a repository of the region's history, ethos, and wisdom.

The significance of languages in the state of Uttarakhand has ignited debates and discussions for years. Sanskrit, the ancient language revered in spiritual and cultural contexts, has been designated as the second official language of the state, whereas Hindi takes precedence as the first. This recognition of Sanskrit, while laudable, has had unintended consequences for the identities of Kumaoni and Garhwali societies. As the focus shifted, these two vital languages found themselves marginalized, endangering their survival and endangering the very cultural foundation of the region.

Kumaoni and Garhwali are not just languages; they are integral to Uttarakhand's cultural identity. The Department of Garhwali Language and Culture at Shri Guru Ram Rai University is at the forefront of a movement to change this narrative. The department's primary objective is to educate students and other stakeholders about Garhwali literature, language teaching, and research methods. However, its reach extends beyond academia; it also aims to create awareness about the pedagogy of Garhwali language and literature in Uttarakhand, India, and even abroad.

Garhwali, a language with a well-developed vocabulary, possesses the potential to enrich Hindi's lexicon. The language flourishes in various dialects such as Srinagar, Nagpur, Badhani, Salani, Tihriyali, Rathi, Dasoulya, and Manj Kumaiya, among others. While certain challenges persist, concerted efforts are being made to ensure its survival. Shri Guru Ram Rai University is leading the way, becoming the only university in Uttarakhand to incorporate Garhwali language instruction into its curriculum. As part of this endeavor, the university is also establishing a folk language library and museum. These initiatives underscore the institution's commitment not only to preserving the language but also to sustaining the vibrant culture that is rapidly vanishing.

Yet, there is an even more profound struggle at play – that of language preservation in the face of modernization and migration. The migration of youth to urban centers in search of better opportunities is eroding the cultural fabric of hill communities. This exodus is leaving behind the elderly, who are the repositories of traditional knowledge, including languages. However, the potential solution lies in

recognizing the intrinsic value of these languages for future generations.

The linguistic mosaic of Garhwali is a fascinating one, enriched by words borrowed from various national languages. This is attributed to the steady influx of visitors from across the nation to the Char Dham, a revered pilgrimage site in the Garhwal region. As Garhwali-speaking people engage with diverse nationalities, their language naturally absorbs vocabulary from other tongues, a testimony to the dynamism of linguistic evolution.

Championing the cause of language preservation comes with its share of challenges. The Garhwali Language and Culture Department at Shri Guru Ram Rai University faced resource constraints initially, hindering the smooth implementation of their program. However, the unwavering commitment of the faculty and their openness to the Garhwali department helped overcome these challenges, offering a testament to the power of collective determination.

In a world where cultures and languages are intertwined, the preservation of linguistic diversity is paramount. Shri Guru Ram Rai University's pioneering efforts to integrate Garhwali into its curriculum, establish a folk language library and museum, and champion the cause of language revitalization in the face of migration are commendable steps toward this goal. These initiatives not only safeguard the heritage of Uttarakhand but also resonate with global efforts to ensure that no language, and consequently, no culture, is left behind.

As the world hurtles towards an interconnected future, it is crucial to recognize that the richness of humanity lies in its linguistic diversity. Just as biodiversity is essential for a healthy ecosystem, linguistic diversity is vital for a thriving global society. Shri Guru Ram Rai University's endeavor to weave Garhwali into its academic fabric is an investment in the preservation of an invaluable cultural asset. By embracing and celebrating linguistic variety, we embark on a journey to secure the legacies of countless generations, ensuring that their voices resonate through the ages.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The SGRR University boasts a vibrant tapestry of academic excellence woven through its ten distinguished schools, each contributing uniquely to the institution's overarching mission of holistic education, research, and societal impact.

At the forefront stands the SGRR Institute of Medical and Health Sciences (SGRRIM&HS), epitomizing excellence in medical education and healthcare service provision. With a multispecialty hospital and a focus on community health, the institute ensures comprehensive training and service delivery.

Complementing the medical domain, the College of Nursing (SON) excels in nurturing compassionate and skilled nursing professionals, emphasizing values, ethics, and leadership in healthcare.

The School of Paramedical & Allied Health Sciences (SP&AHS) offers a diverse range of programs aimed at preparing students for rewarding careers in allied health professions, emphasizing practical skills and societal relevance.

In the realm of pharmaceutical sciences, the School of Pharmaceutical Sciences stands as a beacon of innovation, offering comprehensive programs spanning diploma to postgraduate levels and equipping students with the requisite knowledge and skills for the dynamic pharmaceutical industry.

Transitioning to the digital age, the School of Computer Application and Information Technology (CA&IT) pioneers' cutting-edge education in IT disciplines, fostering technical expertise and innovation among students.

Meanwhile, the School of Management and Commerce Studies (SMCS) cultivates future business leaders, emphasizing excellence, creativity, and problem-solving in various sectors including healthcare.

The School of Basic & Applied Sciences (SBAS) serves as a hub for scientific inquiry and technological advancement, offering state-of-the-art laboratories and research opportunities across diverse disciplines.

The School of Humanities & Social Sciences (SHSS) fosters interdisciplinary learning, values, and communication skills essential for societal development and holistic education.

The School of Agriculture Sciences (SAS) embodies a commitment to agricultural innovation and rural development, empowering students with hands-on training and research opportunities in sustainable agriculture practices.

Lastly, the School of Education (SOE) stands as a bastion of teacher education, nurturing aspiring educators and fostering pedagogical excellence through a range of programs.

Together, these schools form the cornerstone of SGRR University's educational ecosystem, embodying a commitment to academic excellence, research, and societal engagement across diverse domains.

Concluding Remarks :

The comprehensive overview of SGRR University's educational framework underscores a commitment to academic excellence, holistic development, and societal engagement. Across its 105 diverse academic programs spanning various disciplines, the institution has demonstrated a proactive approach to curriculum design, incorporating local needs and global trends while embracing Outcome-Based Education (OBE) principles. This flexibility is further augmented by the implementation of Choice-Based Credit Systems (CBCS), offering students versatile academic pathways.

The university's dedication to enhancing learning experiences extends beyond the classroom, with a focus on experiential learning, interdisciplinary research, and industry collaborations. Notably, the emphasis on Outcome-Based Education ensures that students acquire not only subject-specific knowledge but also essential skills, values, and professional competencies vital for success in today's dynamic job market.

Moreover, SGRRU's robust infrastructure, including state-of-the-art laboratories, a well-stocked library, and advanced IT facilities, provides a conducive environment for both teaching and research activities. The institution's commitment to sustainability and social responsibility is evident through initiatives such as environmental awareness modules, community outreach programs, and adoption of sustainable practices.

In terms of governance and leadership, SGRR University exhibits a participatory management approach, fostering a culture of transparency, accountability, and continuous improvement. The institution's strategic vision, coupled with effective statutory bodies and quality assurance mechanisms, ensures the alignment of institutional goals with stakeholder expectations.

Student support and progression remain central to SGRRU's mission, with a range of scholarships, counseling services, and extracurricular activities aimed at nurturing holistic development and career advancement. The university's alumni engagement efforts further contribute to a strong support network, facilitating ongoing learning and professional growth opportunities for graduates.

In conclusion, SGRR University emerges as a dynamic educational institution dedicated to fostering academic excellence, innovation, and societal impact. Through its student-centric approach, collaborative research endeavors, and commitment to ethical values and sustainability, the university continues to shape future leaders and contribute meaningfully to the advancement of knowledge and the welfare of society.

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