



# QUALITY POLICY



Approved in 41st  
Academic Council  
Dated 16th January  
2026



**INTERNAL QUALITY ASSURANCE CELL**  
**RAI UNIVERSITY, AHMEDABAD**



## **Quality Policy**

### **I. Introduction**

Internal Quality Assurance Cell is conceived as a mechanism to build and ensure a quality culture at the institutional level. It is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the college. Since quality enhancement is a continuous process, IQAC will work towards realization of the goals of quality enhancement, quality sustenance and academic excellence.

### **II. PURPOSE**

A Quality Policy is a requirement for the integration of the various activities of the institution and institutionalize the best practices. The main purpose is to develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the University and to promote measures for institutional functioning towards quality enhancement through internationalization of quality culture and institutionalization of best practices

### **III. QUALITY POLICY**

To induce a quality culture with responsive, reliable and transparent efforts by internal and external quality assessments.

### **IV. QUALITY OBJECTIVE**

- To fulfill the vision and mission of the university in the light of its quality policy.
- To implement best practices and promote quality culture.
- To enhance and implement a sustainable Quality Education.
- To implement an internal quality assurance system with benchmarks for conscientious and continuous improvement for efficient academic and administrative performance.
- To design and assimilate feedback on offered programs from stakeholders such as teachers, students, employers, government and non-government organizations.
- To develop and maintain an institutional database and Management Information System (MIS) for ensuring institutional-wide quality assurance.
- To prepare the Annual Quality Assurance Report (AQAR) of the University based on the quality assessment criteria.



V. The IQAC shall be constituted under the chairmanship of Vice-Chancellor. He / She may be assisted by a Director/Coordinator who shall be a senior faculty member. This position may be held as an additional charge by the faculty member concerned.

Sr no	Constitution	Designation	Membership
1.	Head of Institution	Provost	Chairperson
2.	Senior Administrative Officers	COE	Member
3.		Sr. Manager Admin	Member
4.		Member Secretary CRC	Member
5.	Teachers from Rai University to Represent to all level	Dean, Rai School of Management Studies.	Member
6.		Principal School of Pharmacy	Member
7.		Dean, Rai School of Engineering	Member
8.		Dean, Rai School of Agriculture	Member
9.		Principal of School of Law	Member
10.		Head, Rai School of Sciences	Member
11.		Head, Rai School of Design	Member
12.	Member from Management	Director, Admission & Outreach	Member
13.	Local Society Academic Peer	Sarpanch Shree Village Saroda.	Member
14.	Student Members	(Student)	Member
15.	Members from Alumni	(Alumni)	Member
16.	Parent Stakeholder	Parent	Member
17.	Industrialist	(Manager – HR and AT) Nektor Engineers & Project Consultant	Member
18.	Co-coordinators IQAC	Assistant Professors from Schools	Member
19.	Director/ Coordinator IQAC	Coordinator IQAC	Member Secretary

## VI. CORE FUNCTION AND RESPONSIBILITIES OF IQAC

The core values are derived from the vision and the efforts to realize it, which are

- **Accountability:** We are responsible for our decisions and work professionally



- **Communication:** We share information appropriately and openly
- **Compassion:** We provide care with kindness and empathy that considers and meets each individual's need
- **Honesty:** We trust each other and are trustworthy
- **Integrity:** We do the right things even when no one is watching
- **Respect:** We listen politely and treat every person with dignity and courtesy
- **Teamwork:** We are reliable, friendly and we help each other.
- **Evaluation:** We actively seek feedback from students, parents and other stakeholders to improve the quality of our institutional processes.
- **Excellence:** We continuously improve in academics, administration, and research by encouraging innovation and following best practices.
- **Quality Assurance:** We prepare the Annual Quality Assurance Report (AQAR) based on quality parameters and submit it to NAAC for evaluation.

## **VII. QUALITY ASSURANCE ACTIVITIES**

- To promote pedagogical innovation and encourage innovative teaching practices among the staff and staff development.
- To promote the use of e-resources for teaching and Learning Management Systems (LMS).
- To conduct Academic and Administrative Audit (AAA).
- To participate in ISO, NIRF & NAAC Accreditation & Ranking Survey.
- To monitor student progress & mentoring system.
- To motivate Faculty Members in the Publication of Journals of International standards.
- To implement Feedback Systems on Faculty, Curriculum, Institutional Performance, Library and Hostel facilities.
- To promote entrepreneurial drive and create initiatives among students.
- To engage Students in constructive and sensitive services to the community.



## **VIII. IQAC Core Committee**

The IQAC would originate the planning for Quality improvement and its proper implementation, in consultation with the recommendation of the IQAC Committee. The documentation of all activities and submission of reports to external bodies comes under the IQAC core committee.

### Role and Responsibilities of Core Committee members

#### **A. CHAIRPERSON IQAC**

- Overall supervision of activities of IQAC.
- To ensure and conduct IQAC meetings /events and approve the minutes of it
- To develop short term and long-term quality assurance Strategic Plan and ensure its implementation and monitoring to achieve success.
- Communication of decisions taken during IQAC meetings to the management.
- To ensure proper submission of data for various Accreditation, Ranking and Rating agencies (GSIRF, NIRF, NAAC, NBA, QS Ranking, Clean and smart Campus ranking, etc.).
- Approval authority for SOPs.
- To ensure proper conduct of Mid Semester, Internal and External Academic and Administrative Audits and presentation of reports to management.

#### **B. COORDINATOR –IQAC**

- To ensure active participation of all members in meetings/deliberations.
- To ensure adherence of IQAC functioning as per SOPs and updating of SOPs as and when required.
- To co-ordinate activities of IQAC.
- To Prepare Quality Assurance Report (AQAR) of the Schools based on the quality parameters/assessment criteria based on quality norms of NAAC.
- Ensure collection of data from various departments and prepare draft report for various Accreditation, Ranking and Rating.
- Generation of report for readiness of the academic and administrative audit in mid-semester and end semester.
- Document preparation and to ensure readiness for the IQAC events, meetings & special projects



- Preparation of formats for audits, collecting information and data recording.

#### **C. SECTION OFFICER**

- Compile the data from various sources for Ranking, Rating and Accreditation work.
- Filling the data for the various Accreditation, Ranking and Rating
- Regular monitoring and implementation of policies, systems, processes and procedures.
- To ensure readiness of academic and administrative audits of mid semester and end semester.
- Prepare QA documents and Standard operating procedures for use within the college according to the IQAC.
- Work in coordination with DQAC of various departments to gather required data for quality assurance.

#### **D. OFFICE ASSISTANT IQAC**

- Coordinate with IQAC of various departments to gather data for rankings and ratings.
- To maintain documents and data updating.
- Documentation of events.
- Extend administrative support for the printing, copying, scanning, organizing files, filing etc. as and when needed.
- Assist IQAC (coordinator and chairman) in planning IQAC events and meetings.
- Typing work on various documents, drafts, and reports.
- Maintain all the records and inventory for IQAC.
- Handling incoming calls and other communications.
- Coordinate and organize travel and booking accommodations/ reservations as and when required due coordination with hospitality and transport department.

#### **E. MEMBERS:**

- To attend the meetings of IQAC regularly.
- To participate actively in preparation of AQAR.



- To contribute actively in academic audit.
- To participate actively in all other activities of IQAC

**Criteria wise Annexure for the Respective department as mentioned below**

Academic, Administrative, Finance, Human Resources, IT Infra, Examination, Library, T&P, CRD, Student Welfare Cell.

**Quality Assurance Mechanism**

Internal Quality Assurance Cell (IQAC) will facilitate the structured implementation of processes for revising and updating curricula to align with evolving academic standards and industry requirements. The IQAC plays a key role in shaping the curriculum to support the institute's mission, ensuring it meets learning goals and enhances program quality. A well-functioning IQAC and timely submission of the Annual Quality Assurance Report (AQAR) are required for the university to apply for second, third, or later accreditation cycles. The IQAC shall create its exclusive window on the official website of the University and regularly upload its activities and the AQAR.

**Academic**

**Monitoring-**

**Curriculum:** The Internal Quality Assurance Cell (IQAC) will help make the process of updating and improving the curriculum easy, ensuring it meets the needs of the job market.

The curriculum plays an integral role in achieving the goals and mission of the institute, including the overall efficacy of programs and the intended learning results. The review process and involvement of key stakeholders, with a focus on achieving learning outcomes (LOs) and improving graduates' employability, are essential. Instructors evaluate courses, identify gaps in the curriculum, and take proactive measures to address these issues through alignment initiatives, all of which contribute to the continuous enhancement of the curriculum.

**Teaching learning methods:**

A well-established foundation is fundamental to reaching the desired learning outcomes. The achievement of learning goals is contingent upon the active participation and commitment of both students and educators. Educators must be conscientious in imparting new knowledge to students in a way that ensures the success of the teaching process. To accomplish this, teachers should employ inventive teaching methodologies that captivate students' interest and focus, fostering a scholarly attitude that sustains engagement in academic pursuits.

**Technology integration:**

In today's tech-driven world, integrating technology into teaching is essential for improving education quality. It simplifies communication of complex ideas and encourages students to use digital resources and tools for studying and problem-solving. The IQAC supports this by recommending faculty



development programs to enhance teaching skills.

**Skill Development Mechanism:**

The role of the Skill Development Mechanism, supported by the IQAC, is crucial in helping students acquire the skills needed to tackle real-world challenges and contribute to socioeconomic development. Education should go beyond traditional classroom learning, as skills are developed through a blend of curricular, co-curricular, and extracurricular activities. The IQAC assists departments in creating a comprehensive skill development plan that encourages continuous learning and prepares students for lifelong growth and success.

**Student performance Assessment:**

Student assessment measures the achievement of learning outcomes through a systematic process of collecting, analyzing, and interpreting data. An effective assessment approach is crucial for evaluating student performance and skill development. It is important that students are informed about the criteria, tools, and rubrics used. The focus should be on higher-order learning. The IQAC gathers regular feedback from students and departments to improve the assessment and evaluation strategy.

**Training & Placement:**

The assessment of the quality of graduates is primarily based on their employability and the extent of their contributions to organizations, communities, and national development. Not all types of jobs are suitable for every student, making career counseling and placement arrangements crucial in obtaining the right job opportunities and selecting an appropriate career path. The IQAC reviews training and placement activities to ensure that students receive guidance for higher education and career enhancement.

**Academic audits:**

Internal audits is used as a tool for monitoring policy implementation and evaluating the performance of faculties and departments. Comprehensive evaluations of educational programs within institutes, aiming to ensure quality, integrity, and compliance with established standards. These audits are designed to confirm that systems are established and being effectively implemented. The IQAC conducts regular internal audits to verify that the activities of faculties and departments align with the quality assurance framework and standards. Throughout the audit process, the IQAC gathers relevant information about the various activities of the concerned department or faculty and analyzes this information to produce a comprehensive report. Subsequently, the faculty or department takes the necessary steps to address the points raised in the report for the effective management of quality assurance within the faculty or department.

**Empowerment of Staff:**

An imperative quality mechanism for staff empowerment ensures continuous professional growth, efficiency, and institutional excellence by implementing structured training programs, faculty



development initiatives, and performance appraisal systems to enhance staff skills and knowledge. Encouraging research, technological training, and welfare measures contributes to a motivated workforce. Regular feedback systems and quality audits help identify areas for improvement and sustain high standards. This university has an empowered staff that drives academic innovation, operational efficiency, and institutional success.

The university prioritizes research and innovation as essential components of academic advancement. Research strengthens knowledge, refines teaching methods, and contributes to practical problem-solving. To support this, the university offers necessary resources, research grants, seed funding, collaborations with industries, funding opportunities, and an encouraging environment for faculty and students to engage in impactful research.

### **Strategic Priorities and Quality Benchmarks or Strategic Goals and Quality Indicators**

The Internal Quality Assurance Cell (IQAC), in conjunction with the Academic Monitoring Committee (AMC), prioritizes Vision and Mission statements as the foremost elements in the strategic intent hierarchy. IQAC has formulated a strategic plan aimed at elevating academic, research, consultancy, extension, outreach, co-curricular, and extra-curricular activities, aligning them with established progress indicators. The plan also proposes the enhancement of essential infrastructural facilities to attain the long-term goals and objectives of the department. These targets have been established through comprehensive consultations with all stakeholders, including faculty, students, alumni, parents, and employers.

### **Implementation of Strategic Development:**

After the approval of the Strategic development by the Governing Council, the subsequent step involves its implementation. During the implementation phase, the progress of the strategy will be periodically measured. Consequently, measurable success indicators are explicitly outlined in the implementation document. The IQAC, in collaboration with other units, will act as the custodian for strategic plan and its deployment.

### **Academic audit**

An academic audit is a systematic and structured process of reviewing the quality of academic practice in the institution. The academic audit focusses upon control and compliance emphasizing quality assurance and accountability in teaching learning governance. The prime objective of an academic audit is to assess the functionality of curriculum design, delivery of courses, assessment methods, student and



faculty support system and research contribution.

### **Objectives**

- i. To evaluate the existing academic practices, procedure and outcomes of the departments.
- ii. To promote a culture of ongoing enhancement in academic programs, curriculum designs, innovation opportunities and student support services.
- iii. To generate accountability towards stakeholders regarding the quality of education delivered.
- iv. To encourage faculty towards continuous professional growth through training and development initiatives.
- v. To identify and document successful academic practices that can be replicated towards departments or institutions.

### **Stages in Academic Audit**

#### **1. Preparation Stage**

- An institution constitutes an Academic Audit Committee.
- Audit guidelines, objectives, and scope are defined.
- Faculty and staff are informed and sensitized about the process.

#### **2. Self-Study / Self-Assessment**

- Each department or unit prepares a self-study report (SSR) highlighting strengths, weaknesses, opportunities, and challenges.
- Documentation of curriculum, teaching methods, assessment practices, research, and extension activities is compiled.

#### **3. Submission of Report**

- The self-study report and supporting documents are submitted to the audit committee or external experts.

#### **4. On-Site Visit / Peer Review**

- External auditors or peer reviewers visit the institution.
- They interact with faculty, students, administrators, and other stakeholders.
- Physical verification of resources (library, labs, ICT tools, infrastructure) is done.



#### 5. Evaluation and Analysis

- The audit team evaluates academic processes against set benchmarks, best practices, and quality standards.
- Strengths, weaknesses, and areas for improvement are identified.

#### 6. Audit Report Preparation

- The committee prepares a detailed report with observations, commendations, and recommendations.
- Feedback is shared with the institution for further action.

#### 7. Action Plan and Follow-Up

- The institution prepares an action plan to address gaps and implement suggested improvements.
- Periodic review and follow-up audits ensure that corrective measures are effectively implemented.

### **Guidelines for the Quality Enhancement**

1. IQAC will play a very important role by effective monitoring of teaching-learning activity to improve the academic standard and to enhance the employability of the students.
2. Main Objective of IQAC is to facilitate academic monitoring activities at numerous departments of the university.

Following Good Practices suggested to conduct and to motivate students.

### **Best Practices by IQAC**

#### **Self-Assessment and Accreditation:**

Conducting regular self-assessment and participating in accreditation processes to evaluate and improve the overall quality of academic and administrative activities.

#### **Feedback Mechanisms:**

Establishing effective mechanisms for collecting feedback from stakeholders, including



students, faculty, and employers, to identify areas of improvement.

**Faculty Development Programs:**

Organizing and supporting faculty development programs to enhance teaching and research skills, promote innovation, and keep faculty members updated on the latest developments in their fields.

**Student Support Services:**

Providing comprehensive student support services, including counseling, mentoring, and career guidance, to foster holistic development and address individual needs.

**Research and Innovation:**

Encouraging a culture of research and innovation by providing necessary infrastructure, grants, and incentives for faculty and students.

**Infrastructure and Learning Resources:**

Ensuring the availability of modern infrastructure, laboratories, libraries, and information technology resources to facilitate effective teaching, learning, and research.

**Best Practices Sharing:**

Facilitating a platform for the sharing of best practices among different departments and institutions to encourage mutual learning and improvement.

**Continuous Monitoring and Improvement:**

Implementing a system for continuous monitoring of academic and administrative processes, using the data obtained to drive improvement initiatives.

**Community Engagement:**

Promoting community engagement through outreach programs, social responsibility initiatives, and collaborations with local communities.



**Governance and Leadership:**

Maintaining transparent and effective governance structures, with strong leadership that fosters a culture of accountability, innovation, and continuous improvement.

**ICT Integration:**

Integrating information and communication technology (ICT) effectively into teaching, learning, and administrative processes for enhanced efficiency and accessibility.

**Quality Culture Promotion:**

Promoting a quality culture among all stakeholders by organizing awareness programs, workshops, and seminars on quality assurance and enhancement.

**Documentation and Record Keeping:**

Ensuring comprehensive documentation and record-keeping of all quality-related processes and outcomes for internal and external reviews.

**Quality Policy:**

Below mentioned are the templates of Quality policies with the reference code:

<b>Annexure. No.</b>	<b>Template Name</b>	<b>Reference Code</b>
Annexure 1.	Course File Audit report	RU_IQAC_QP_CFA
Annexure 2.	Course Feedback	RU_IQAC_QP_CF
Annexure 3.	SSS	RU_IQAC_QP_SSS
Annexure 4.	All Stakeholder feedback on Curriculum	RU_IQAC_QP_SCF
Annexure 5.	Stakeholders Feedback on University	RU_IQAC_QP_SFU
Annexure 6.	Feedback Analysis & ATR Format	RU_IQAC_QP_ATR
Annexure 7.	Industrial Visit Feedback	RU_IQAC_QP_VF
Annexure 8.	Alumni Feedback	RU_IQAC_QP_AF
Annexure 9.	Pre semester Audit	RU_IQAC_QP_PSA
Annexure 10.	Course Plan	RU_IQAC_QP_CP
Annexure 11.	Course Data Sheet	RU_IQAC_QP_CDS



## COURSE FILE AUDIT REPORT

Program / Semester:

Course Code & Course Title:

Faculty Name:

S.NO	AUDIT TOOLS	1st Audit	2nd Audit	3rd Audit
1	University Vision, Mission			
2	Department Vision, Mission, Program educational Objective			
3	Course Data sheet			
4	Course detailed plan			
5	Detailed internal assessment sheet (Assignment, class test, Mid examinations, presentation, projects etc.)			
6	Class time table			
7	Students' attendance sheet /book/register			
8	End semester question paper with key and evaluation scheme.			
9	Internal question papers with key, evaluation scheme.			
10	Sample evaluated sheets of students (at least three)			
11	Assignments on each topic or course outcome			
12	Sample evaluated copies of assignment (at least three per assignment)			
13	Question bank (CO wise)			
14	Course outcome assessment or attainment sheet.			
15	Course feedback -analysis and action.			
16	Course outcome (CO ) indirect, feedback/attainment/analysis			

Any other Suggestions:

1.)

2.)

3.)

Audited by :

Signature



## COURSE FEEDBACK BY STUDENT

Name of School-

Course Name

### **A. Start of the semester (preferably first week)**

**1. Clarity on course learning outcomes:**

Very Clear     Clear     Somewhat Clear     Not Clear

**2. Prior knowledge of the course content:**

Strong     Moderate     Minimal     None

**3. Confidence in achieving course outcomes:**

Very Confident     Confident     Neutral     Not Confident

**4. Preferred learning method from past experience:**

Lectures     Case Studies     Group Activities     Visual Aids

**5. Interest level in course subject at the beginning:**

Very High     High     Moderate     Low

**6. Level of difficulty that can be foreseen in following the course?**

No     Minor     Moderate     Significant

### **B. During the Semester**

**1. Understanding of concepts taught so far:**

Excellent     Good     Fair     Poor

**2. Preferred component of the course:**

Teaching Style     Interaction     Examples     Assessments

**3. Need for more of the following (select one):**

Quizzes     Assignments     Projects     Tutorials



4. **Class engagement and participation level:**

- High     Moderate     Low     Passive

5. **Learning outcome achievement rate:**

- Ahead     On Track     Slightly Delayed     Poor

**C. FEEDBACK AT THE SEMESTER END (Preferably last week of academic instruction)**

1. **Overall satisfaction with the course:**

- Excellent     Very Good     Good     Unsatisfactory

2. **What particularly was most likeable?**

- Content     Teaching     Activities     Materials

3. **What particularly was least likeable?**

- Assignments     Pace     Interaction     None

4. **Faculty's subject expertise:**

- Excellent     Very Good     Good     Fair

5. **Clarity of assignments and relevance:**

- Very Clear     Clear     Somewhat     Unclear

6. **Effective use of class time:**

- Always Effective     Mostly Effective     Sometimes     Rarely

7. **Usefulness of study material shared:**

- Very Useful     Useful     Neutral     Not Useful

8. **Achievement of course outcomes:**

- Excellent (5)     Very Good (4)     Good (3)     Unsatisfactory (2)     Poor (1)



**Rai University**  
EVOLVING THINKING MINDS

**NAAC**  
ACCREDITED

RU\_IQAC\_QP\_SSS

**STUDENT SATISFACTION OUTCOME SURVEY**

Name of the department :	
Gender :	
Name of the program pursuing: Diploma Bachelor/Masters/Doctorate/others :	
Name of domain currently pursuing: Arts/Science/Commerce/management/Engineering /Pharmacy/Law /Professional/others	



S no	Description of Outcome	5	4	3	2	1
<b>TEACHING</b>						
1.	Faculty had a thorough knowledge of the subject content	Excellent	Very Good	Good	Satisfactorily	Unsatisfactorily
2.	Faculty provided opportunities to ask questions	Excellent	Very Good	Good	Satisfactorily	Unsatisfactorily
3.	Faculty treated me with respect	Excellent	Very Good	Good	Satisfactorily	Unsatisfactorily
4.	Faculty understood my learning needs and encouraged me for the right level of challenges.	Excellent	Very Good	Good	Satisfactorily	Unsatisfactorily
5	Faculty communicated the subject content effectively	Excellent	Very Good	Good	Satisfactorily	Unsatisfactorily
6	Faculty made the subject as interesting as possible using examples and applications.	Excellent	Very Good	Good	Satisfactorily	Unsatisfactorily
7	How well did Faculty prepare for the classes	Excellent	Very Good	Good	Satisfactorily	Unsatisfactorily
8	Faculty approach to teaching can be best described as	Excellent	Very Good	Good	Satisfactorily	Unsatisfactorily
9	Syllabus covered in the class	85%-100%	70%-84%	55%-69%	30%-54%	Below 30%
10	Does the Faculty inform about the course outcomes, program outcomes and expected competencies?	Every time	Usually,	Occasionally/sometimes	Rarely	Never
11	Does the Faculty follow up with an assigned task given to you	Every time	Usually,	Occasionally/sometimes	Rarely	Never
12	Does the Faculty uses the learner centric approaches like experiential learning,	Every time	Usually,	Occasionally/sometimes	Rarely	Never



	participative learning, problem solving, critical thinking etc. for fast and productive learning's					
<b>ASSESSMENTS</b>						
13	Is the procedure of assessment being shared or known?	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
14	The way it was assessed was a fair test of the skills	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
15	Are the assessments done at appropriate intervals	Every time	Usually	Occasionally/sometimes	Rarely	Never
16	Is the feedback given on the assessment	Every time	Usually	Occasionally/sometimes	Rarely	Never
17	The assessment was a good test of what I was taught	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
18	Fairness of the internal evaluation process by the instructors	Every time	Usually	Occasionally/sometimes	Rarely	Never
<b>SKILLS AND LEARNING EXPERIENCES</b>						
19	Is the training at university /departments developed your problem-solving skills	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
20	Is the training helped to develop the ability to work as a team member	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
21	The training has improved your skills in written communication.	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
22	The training helped you to develop the ability to plan work on your.	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
23	As a result of the training, do you feel more confident about tackling unfamiliar problems	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree



24	Does the training make you more confident and enhance your ability to quickly learn?	<b>Strongly agree</b>	<b>agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
25	Does the training assist me to think about new opportunities in life?	<b>Strongly agree</b>	<b>agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
26	The university/department takes active interest to promote internship, field visit , value added training, and opportunities for students .	<b>Strongly agree</b>	<b>agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
27	Do the ICT tools like LCD projectors, multimedia etc. are used while teaching	<b>85%-100%</b>	<b>70%-84%</b>	<b>55%-69%</b>	<b>30%-54%</b>	<b>Below 30%</b>
28	Do the Departments encourage participating in curricular, co curricular and extra-curricular activities.	<b>Every time</b>	<b>Usually</b>	<b>Occasionally/ sometimes</b>	<b>Rarely</b>	<b>Never</b>
29	Does the instructor put effort to inculcate soft skills, life skills, employability skills etc, For industry ready practices?	<b>Every time</b>	<b>Usually</b>	<b>Occasionally/ sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>OVERALL SATISFACTION WITH THE TEACHING/TRAINING</b>						
30	How would you rate, on average, your satisfaction with the overall quality of the training?	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Satisfactorily</b>	<b>Unsatisfactorily</b>

31. Those three observation / suggestions to improve the overall teaching – learning experiences



## Faculty Feedback on Curriculum

Name of the faculty	
Name of the course and Course code	

1. Course is relevant to industrial needs:  
 Yes  No  Partially
2. Course requires appropriate prior knowledge from students:  
 Yes  No  Partially
3. The course content is sufficient to meet the course and programme outcomes at higher Bloom's levels:  
 Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree
4. Course encourages critical design thinking:  
 Yes  No  Partially
5. Topics covered are:  
 Easy  Moderate  Complex
6. Are there topics(s) which is/are particularly complex?  
 Yes  No  
If yes, list: \_\_\_\_\_
7. Any topic recommended for inclusion based on industry needs?  
 Yes  No  
If yes, list: \_\_\_\_\_
8. Any other suggestions? (*Optional, 50 words max*)  
\_\_\_\_\_

**Signature of Faculty:** \_\_\_\_\_



## Student feedback on Syllabus (All departments)

Name of the student	
Register No.	
Batch	
Name of the Course and Course Code	

1. Were the prerequisites sufficient to understand the course?  
 Yes  No  Partially
2. Does the syllabus align with industry needs?  
 Yes  No  Partially
3. Does the course help in designing projects/mini-projects?  
 Yes  No  Not Sure
4. Is the course helpful for:
  - a. Placements  Yes  No
  - b. Higher Studies  Yes  No
  - c. Govt/Competitive Exams  Yes  No
5. Complexity of course content:  
 Low  Moderate  High
6. Difficult topic(s) (if any): \_\_\_\_\_
7. Any suggestions? (*Optional, 50 words max*)  
\_\_\_\_\_

Signature of the student



## EMPLOYER FEEDBACK ON SYLLABUS (ALL DEPARTMENTS)

Name of the Employer	
Name of the Course and Course Code	

1. Course content enhances employability:  
 Yes  No  Partially
2. Course promotes innovative thinking/prototype design:  
 Yes  No  Partially
3. Any new theory/practical component be added?  
 Yes  No  
If yes, specify: \_\_\_\_\_
4. Is the course useful for consultancy-based roles?  
 Yes  No  Not Sure
5. Complexity of topics:  
 Low  Moderate  High
6. Does the course require inclusion of any new too?  
 Yes  No  
If yes, specify: \_\_\_\_\_
7. Additional suggestions? (*Optional, 50 words max*)  
\_\_\_\_\_

**Signature of the Employee**



## ALUMNI FEEDBACK ON SYLLABUS (ALL DEPARTMENTS)

Name	
Batch	
Designation	
Organisation (Currently working)	
Course/Course Code	

1. Does the current syllabus match technology challenges in respective domain?  
 Yes    No    Partially
2. Inclusion of any new theory/practical courses?  
 Yes    No  
If yes, specify: \_\_\_\_\_
3. Any software/programming tools/new technologies/teaching pedagogy that should be trained:  
 Yes    No  
If yes, list: \_\_\_\_\_
4. Any other suggestions? (*Optional, 50 words max*)  
\_\_\_\_\_

**Signature of the Alumni**



## FEEDBACK FROM FACULTY & STAFF

### A. FACULTY & STAFF FEEDBACK

**Programme:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**a) Name:** \_\_\_\_\_

**b) Number of Years in the University:** \_\_\_\_\_

*c) Please rate the following:*

S. No.	Parameter	Excellent	Good	Average	Fair
1.	Management Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Administration Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Motivational Incentives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Salary and Other Emoluments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Service Conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Opportunities for Professional Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Opportunities for Personal Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Infrastructure Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Library Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Computing and Internet Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Opportunities for R&D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Sports, Extra-Curricular Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Mess/Canteen Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Transport Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Overall Rating of the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*d) Comments:*

\_\_\_\_\_

*e) Suggestions for Improvement:*

**Signature:** \_\_\_\_\_

\_\_\_\_\_



## B. PARENTS' FEEDBACK

a) Name of the Parent: \_\_\_\_\_

b) Present Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email ID: \_\_\_\_\_

c) Name of the Student: \_\_\_\_\_

d) Branch & Year: \_\_\_\_\_

e) Please rate the following:

S. No.	Parameter	Excellent	Good	Average	Fair
1.	University Infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Teaching imparted to your ward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Department Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Faculty Helpfulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Library Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Computing and Internet Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Sports, Extra-Curricular Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Personality/Communication Skill Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Placement Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Transport Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Mess/Canteen Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Feedback on Ward's Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Discipline Standards in the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Overall Rating of the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g) Suggestions for Improvement:

Signature: \_\_\_\_\_



## C. HOSTELLER FEEDBACK

Name (Optional): \_\_\_\_\_

Branch: \_\_\_\_\_

Semester: \_\_\_\_\_

Hostel: \_\_\_\_\_

Room #: \_\_\_\_\_

*a) Please rate the following:*

S. No.	Parameter	Excellent	Good	Average	Fair	Comment
1.	Hostel Infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2.	Facilities in the Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3.	Mess Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4.	Food Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5.	Medical Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6.	Computing and Internet Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7.	Sports, Extra-Curricular Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8.	Safety & Security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
9.	Overall Rating of the Hostel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

*b) Suggestions for Improvement:*

Signature: \_\_\_\_\_



RU\_IQAC\_QP\_ATR

**FEEDBACK ANALYSIS AND ACTION TAKEN REPORT**

DEPARTMENT:

ACADEMIC YEAR:

DATE:

SEMESTER:

FEEDBACK FORM: • FACULTY • PARENTS    • ALUMNI    • EMPLOYER •  
HOSTELLERS

CONSOLIDATED FEEDBACK POINTS:

ACTION SUGGESTED:

**FACULTY-IN CHARGE    HEAD/DEAN/PRINCIPAL**



RU\_IQAC\_QP\_VF

## INDUSTRIAL VISIT FEEDBACK

### Basic Information

- **Name of the Organisation:** \_\_\_\_\_
- **Date & Time of Visit:** \_\_\_\_\_
- **Number of Students Participated:** \_\_\_\_\_
- **Faculty Accompanying the Students:** \_\_\_\_\_
- **Mode of Travel:**
  - Bus
  - Train
  - Car
  - Self-conveyance

### Objectives of the Visit

1. Purpose of the visit explained before commencement?
  - Yes
  - No
  - Partially
2. Objective of the visit relevant to your academic curriculum?
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

### Organisational Structure & Interaction

3. Overview of the company's structure provided?
  - Yes
  - No
  - Briefly
4. The personnel were cooperative and communicative?
  - Excellent
  - Good
  - Average
  - Poor
5. The session was interactive and informative?
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
6. Rate the following parameters of industry visited:

Parameter	Excellent	Good	Satisfactory	Unsatisfactory
a. Infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Safety Protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Learning Exposure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Relevance to Your Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Staff Interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Professional Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Outcomes of the Visit

9. The objective of visit met?  
 Yes  No  Partially
10. Overall learning experience from this visit:  
 Excellent  Good  Average  Poor
11. Learning outcome from visit (choose one or more):  
 Practical exposure to industry tools/process  
 Understanding company structure  
 Real-time observation of workflow  
 Insight into corporate discipline/work culture  
 Motivation for career planning  
 Others: \_\_\_\_\_
12. Suggestions (If any)

## Student Details

- **Name of the Student:** \_\_\_\_\_
- **Roll No.:** \_\_\_\_\_ **Class/Sem:** \_\_\_\_\_
- **Contact Number:** \_\_\_\_\_
- **Email ID:** \_\_\_\_\_

**Signature of Student:** \_\_\_\_\_



## Rai University – Alumni Feedback Form

### Section I: Personal Details

- **Name:** \_\_\_\_\_
- **Branch & Year of Graduation:** \_\_\_\_\_
- **Current Address:** \_\_\_\_\_
- **Mobile No.:** \_\_\_\_\_ **Email:** \_\_\_\_\_
- **Current Employment / Self-Employed:** \_\_\_\_\_
- **Designation:** \_\_\_\_\_

### Section II: Feedback on University Experience *(Please tick (✓) the appropriate box.)*

S. No.	Attribute	Excellent	Very Good	Good	Average	Poor
1.	Admission Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	University Ambience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Environment on Campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Relevance of Course to Career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Infrastructure & Lab Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Library Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Internet & Wi-Fi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Training & Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Industry Visits / Guest Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Project Guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Hostel / Canteen Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Overall Rating of the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section III: Alumni Perception and Suggestions

1. **Feel proud to be an alumnus of Rai University:**  
 Yes     No
2. **Education received relevant to your current role:**  
 Yes     No



3. **Faculty and administration were cooperative during the programme tenure:**  
 Yes     No
4. **Consent to contribute to alumni activities at the university?**  
 Yes     No
5. **Were grievances handled well during your programme tenure?**  
(a) As a student:  
 Very Much     Quite a Bit     Some Extent     Very Little  
(b) As an alumnus (post-graduation):  
 Very Much     Quite a Bit     Some Extent     Very Little

### Section IV: Infrastructure Feedback (During Your Study Period)

Facility	Adequate	Needs Improvement	Not Adequate
Labs & Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library & Reading Rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet & Wi-Fi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports & Cultural Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section V: Open Feedback

1. **Suggestions for improving curriculum relevance:**  
\_\_\_\_\_
2. **Improvements needed in teaching-learning:**  
\_\_\_\_\_
3. **How can you contribute to the university (e.g., guest lectures, internships, mentorship, or any other way by specifying)?**  
\_\_\_\_\_
4. **Any other suggestions or remarks:**  
\_\_\_\_\_

**Signature:** \_\_\_\_\_

**Name (in BLOCK LETTERS):** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Pre Semester Audit

Academic Year:

Semester:

Name of School:

Date:

Sr. No	Parameters	Status	Remarks
1	Process for Submitting the Proposal to the Academic Council		
1.1	Feedback, Summary, and ATR Departmental/Faculty Board Meeting Board of Studies Meeting Academic Council Meeting Recommendation Summary of BoS and AC		
2	Course Allocation File		
2.1	Notice for Course Allocation		
2.2	MOM		
2.3	Preference forms		
2.4	Course Allocation		
2.5	Feedback / Result Analysis of Last Odd Sem.		
2.6	Class Time Table		
2.7	Faculty Time Table		
3	School Academic Calendar		
3.1	Activity & Events (Curricular, Co-Curricular, Extra Curricular)		
4	Course Presentation		
5	Course File		
5.1	Course Plan		
5.2	Course Datasheet		
6	SFR and Cadre Ratio		
6.1	List of Students and List of Faculty		
7	ERP Activities		
7.1	IA Creation and LMS Allocation		
7.2	Student Course Posting		

Additional Comments:

Audited By:

Checked By:

Observation:



A large empty rectangular box with a black border, intended for the main content of the document.

Audited By:

Dean/Principal:



Subject : Analog Electronics Circuit(PCEC4201)		Semester :		Contact Hour :			L		T		Total
Branch : Electronics & Communication Engg				Faculty:							
Prerequisite Course: BE2101 BASIC ELECTRONICS											
<b>Teacher Centric Approach TC1: Chalk and Talk;</b> <b>TC2: PPT;</b> <b>TC3: Video Lectures etc</b>											
<b>Learner Centric Approach: LC1: Assignment; LC2: Mini project; LC3: Quiz;</b> <b>LC 4: Seminar on recent trends; LC5: Group Task etc</b>											
Lecture No.	Topics to be covered	CO addressed	Planned date	Teacher Centric Approach	Learner Centric Approach	Date of execution	Sign				

Prepared by

Signature of HOD



### COURSE DATA SHEET

PROGRAM:	DEGREE:
COURSE:	SEMESTER: CREDITS:
COURSE CODE: REGULATION:	COURSE TYPE: CORE /ELECTIVE / BREADTH/ S&H
COURSE AREA/DOMAIN:	CONTACT HOURS: 3+1 (Tutorial) hours/Week.
CORRESPONDING LAB COURSE CODE (IF ANY):	LAB COURSE NAME (IF ANY):

### SYLLABUS:

UNIT	DETAILS	HOURS
I		
II		
III		
IV		
V		
VI		
VII		
VIII		
TOTAL HOURS		

### TEXT/REFERENCE BOOKS:

T/R	BOOK TITLE/AUTHORS/PUBLICATION

### COURSE PRE-REQUISITES:

C.CODE	COURSE NAME	DESCRIPTION	SEM

### COURSE OBJECTIVES:

1	
2	
3	
4	
5	

### COURSE OUTCOMES:

SNO	DESCRIPTION	PO(1..12) MAPPIN G	PSO(1..3) MAPPIN G



Cxxx. 1			
Cxxx. 2			
Cxxx. 3			
Cxxx. 4			
Cxxx. 5			
COURSE OVERALL PO/PSO MAPPING:			

**COURSE OUTCOMES VS POs MAPPING (DETAILED; HIGH:3; MEDIUM:2; LOW:1):**

SNO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
Cxxx. 1															
Cxxx. 2															
Cxxx. 3															
Cxxx. 4															
Cxxx. 5															
Cxxx*															

\* For Entire Course, PO & PSO Mapping

**POs & PSO REFERENCE:**

PO 1	Engineering Knowledge	PO7	Environment & Sustainability	PSO 1	.....
PO 2	Problem Analysis	PO8	Ethics	PSO 2	.....
PO 3	Design & Development	PO9	Individual & Team Work	PSO 3	.....
PO 4	Investigations	PO1 0	Communication Skills		
PO 5	Modern Tools	PO1 1	Project Mgt. & Finance		
PO 6	Engineer & Society	PO1 2	Life Long Learning		

**COs VS POs MAPPING JUSTIFICATION:**

SNO	PO/PSO MAPPED	LEVEL OF MAPPING	JUSTIFICATION
Cxxx. 1			
Cxxx. 2			
Cxxx. 3			
Cxxx. 4			
Cxxx. 5			
Cxxx*			

**GAPES IN THE SYLLABUS - TO MEET INDUSTRY/PROFESSION REQUIREMENTS, POs & PSOs:**

SNO	DESCRIPTION	PROPOSE
-----	-------------	---------



		D ACTIONS
1		
2		
3		
4		
5		

*PROPOSED ACTIONS: TOPICS BEYOND SYLLABUS/ASSIGNMENT/INDUSTRY VISIT/GUEST LECTURER/NPTEL ETC*

**TOPICS BEYOND SYLLABUS/ADVANCED TOPICS/DESIGN:**

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



### WEB SOURCE REFERENCES:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

### DELIVERY/INSTRUCTIONAL METHODOLOGIES:

<input type="checkbox"/> CHALK & TALK	<input type="checkbox"/> STUD. ASSIGNMENT	<input type="checkbox"/> WEB RESOURCES	<input type="checkbox"/> NPTEL/OTHERS
<input type="checkbox"/> LCD/SMART BOARDS	<input type="checkbox"/> STUD. SEMINARS	<input type="checkbox"/> ADD-ON COURSES	<input type="checkbox"/> WEBNIARS

### ASSESSMENT METHODOLOGIES-DIRECT

<input type="checkbox"/> ASSIGNMENTS	<input type="checkbox"/> STUD. SEMINARS	<input type="checkbox"/> TESTS/MODEL EXAMS	<input type="checkbox"/> UNIV. EXAMINATION
<input type="checkbox"/> STUD. LAB PRACTICES	<input type="checkbox"/> STUD. VIVA	<input type="checkbox"/> MINI/MAJOR PROJECTS	<input type="checkbox"/> CERTIFICATIONS
<input type="checkbox"/> ADD-ON COURSES	<input type="checkbox"/> OTHERS		

### ASSESSMENT METHODOLOGIES-INDIRECT

<input type="checkbox"/> ASSESSMENT OF COURSE OUTCOMES (BY FEEDBACK, ONCE)	<input type="checkbox"/> STUDENT FEEDBACK ON FACULTY (TWICE)
<input type="checkbox"/> ASSESSMENT OF MINI/MAJOR PROJECTS BY EXT. EXPERTS	<input type="checkbox"/> OTHERS

### INNOVATIONS IN TEACHING/LEARNING/EVALUATION PROCESSES:

- 1.
- 2.
- 3.
- 4.
- 5.

Prepared by  
by  
(Faculty)

Approved  
(HOD)



**Date:**

## 1. Bridge Course Report for [Academic Year]

- **School Name:** [Name of the School]
  - **Program/Department:** [Name of the Program or Department]
  - **Title of the Bridge Course:**
  - **Submitted to:** IQAC, Rai University, Ahmedabad
  - **Date of Submission:** [DD/MM/YYYY]
- 

## 2. Introduction

- **Objective of the Bridge Course:**
  - **Target Audience:**
  - **Duration and Schedule:**
- 

## 3. Course Details

- **Course Content:**
  - **Mode of Delivery:**
  - **Resource Persons:**
- 

## 4. Methodology

- **Teaching Techniques Used:**
  - **Assessment/Feedback Mechanism:**
- 

## 5. Participants' Information

- **Number of Participants:**
- 

## 6. Outcomes of the Course



- **Learning Outcomes:**
  - **Feedback Summary:**
  - **Impact Assessment:**
- 

## 7. Challenges Faced

- **Challenges in Implementation:**
  - **Suggestions for Improvement:**
- 

## 8. Annexures

- Course Schedule
- Participant List
- Feedback Summary Report
- Photographs of Sessions
- Any Additional Documents