



**Rai University**  
EVOLVING THINKING MINDS

**NAAC**  
ACCREDITED

# MINUTES OF 14TH IQAC MEETING

DATED ON 25<sup>TH</sup>  
AUGUST 2025



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

RU/IQAC/2025-26/023

Date: 18/09/2025

### MINUTES OF MEETING

The 14<sup>th</sup> IQAC Meeting of all the IQAC Members was called by Dr. Deepak Krishna Vyas, Coordinator, IQAC, on 25<sup>th</sup> August 2025, from 02:00 pm to 4:30 pm in the Board Room.

#### Members Present:

Sr. No.	Name with Designation	Status in Meeting
1.	Prof. (Dr.) Anil Tomar, Provost	Chairperson
2.	Mr. Lalit Adhikari, Director, Admission & Outreach	Member
3.	Mr. Veerendra Singh Nagoria, I/C COE	Member
4.	Mr. Sanjeev Bhardwaj, Head Admin	Member
5.	Mr. Meet Bakotia, Member Secretary, CRC	Member
6.	Dr. Prahladbhai Patel, Dean, RSA	Member
7.	Dr. Rathi Sanjeshbhai Gautambhai, Principal, SOP	Member
8.	Dr. Kiran Kumar Agrawal, Dean, RSMS	Member
9.	Dr. Dave Jaykumar Ashwinkumar, Dean, RSE	Member
10.	Dr. Pradeep Kumar Singh, I/C Dean, RSS	Member
11.	Dr. Ausaf Ahmed Malik, Principal, SOL	Member
12.	Ms. Atitee Patel, Assistant Professor, RSD	Member
13.	Mr. Jagdeep Mohanty, Student	Members
14.	Mr. Chavada Raturajsinh, Student	Member
15.	Mr. Lakum Vipul, Student	Member
16.	Ms. Shital Rautaray, Student	Member
17.	Ms. Deepti Mahapatro, Student	Member
18.	Mr. Dhwanil Goswami, Student	Member
19.	Mr. Satasiya Rushil, Student	Member
20.	Mr. Dhwanesh Patel, Alumni	Member
21.	Ms. Khusboo Rajput, Alumni	Member
22.	Dr. Stuti Patel, Assistant Professor, RSS, Co-Coordinator, IQAC	Member
23.	Mr. Dhruv Trivedi, Assistant Professor, RSE, Co-Coordinator, IQAC	Member
24.	Ms. Varsha Soni, Assistant Professor, SOP, Co-Coordinator, IQAC	Member
25.	Ms. Prachi Tripathi, Assistant Professor, SOL, Co-Coordinator, IQAC	Member
26.	Dr. Deepak Krishna Vyas, Coordinator, IQAC	Member Secretary

#### Members not present:

Sr. No.	Name with Designation	Status in Meeting
1	Sarpanch	Member
2	Mr. Sagar Kumar Chaudhary, Patrent	Member
3	Mr. Priyank Nahar, Industrialist	Member
4	Dr. Shital Thacker, Assistant Professor, RSS, Co-Coordinator, IQAC	Member

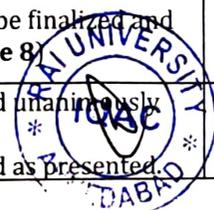




## INTERNAL QUALITY ASSURANCE CELL (IQAC)

The proceedings began with a welcome to the chairman and members for the 14th IQAC meeting. The member secretary read the agenda and presented it on the table. The details of each agenda item, along with the resolutions, are as follows:

Sr. No	Agenda	Discussion & Resolution	Responsibility Center
1	Compliance of the 13th IQAC Meeting held on 25th April 2025	<b>Discussion:</b> The Action Taken Report (ATR) on the 13th meeting resolutions was reviewed. All key decisions were effectively implemented. <b>Resolution:</b> ATR was approved and the committee acknowledged timely execution. ( <b>Annexure 1</b> )	IQAC
2	Re-Constitution of IQAC	<b>Discussion:</b> Reconstitution was required due to faculty turnover and program expansion. Updated departmental structures were presented. <b>Resolution:</b> The reconstituted IQAC was approved for immediate implementation. ( <b>Annexure 2</b> )	IQAC
3	Proposed activities of IQAC for A.Y. 2025-26	<b>Discussion:</b> Proposed activities for the year were presented and discussed. <b>Resolution:</b> Proposals were accepted for implementation as per the suitability of time and date. ( <b>Annexure 3</b> )	IQAC
4	Submission of NAAC Assessment Report	<b>Discussion:</b> NAAC Peer Team recommendations and best practices were discussed. Areas of improvement were noted. <b>Resolution:</b> Draft response addressing suggestions will be prepared for phase wise implementation.	IQAC
5	Compliance of End Semester Audit of Even Semester, A.Y. 2024-25	<b>Discussion:</b> Audit compliance was presented and acknowledged. <b>Resolution:</b> Report taken on record as presented. ( <b>Annexure 4</b> )	IQAC
6	Compliances of Pre-Semester Audit for Odd Semester, A.Y. 2025-26	<b>Discussion:</b> Audit compliance status was submitted. <b>Resolution:</b> Report taken on record as presented. ( <b>Annexure 5</b> )	IQAC
7	ATR of Academic and Administrative Audit of A.Y. 2023-24	<b>Discussion:</b> ATR was submitted and noted. <b>Resolution:</b> Taken on record as presented. ( <b>Annexure 6</b> )	IQAC
8	Commencement of Academic and Administrative Audit of A.Y. 2024-25	<b>Discussion:</b> Audit scheduled for the last week of September. <b>Resolution:</b> IQAC to circulate the modified AAA template. ( <b>Annexure 7</b> )	IQAC
9	Proposal of Amendment in Quality Policy based on the Feedback	<b>Discussion:</b> Feedback from IQAC & DQAC highlighted the need to amend the Quality Policy. <b>Resolution:</b> Revised Quality Policy to be finalized and circulated after ratification. ( <b>Annexure 8</b> )	IQAC
10	Key Responsibility Area and Additional	<b>Discussion:</b> Format was explained and unanimously accepted. <b>Resolution:</b> KRA format was approved as presented.	IQAC





## INTERNAL QUALITY ASSURANCE CELL (IQAC)

	Responsibility Performance Analysis Format	(Annexure 9)	
11	Open Elective Courses for the Implementation of the Multidisciplinary Curriculum	<b>Discussion:</b> Pending submission of open elective details by some schools was noted. <b>Resolution:</b> Chairperson emphasised to submit the open elective as soon as possible to IQAC. (Annexure 10)	Deans of respective Schools
12	Best Practices as per NAAC guidelines	<b>Discussion:</b> Proposed best practices were presented. Members suggested that a uniform format be prepared for systematic adoption. <b>Resolution:</b> IQAC will draft and circulate the Best Practices format, following which all departments will implement the practices. (Annexure 11)	IQAC & All Departments
13	Progress of all University-level committees	<b>Discussion:</b> Reconstituted committees that were shared for the discussion. <b>Resolution:</b> Approved as presented.	Registrar Office
14	Progression in the University Alumni Association	<b>Discussion:</b> committee composition and by laws preparation were discussed. <b>Resolution:</b> The chairperson emphasized proceeding for registration.	Alumni Cell
15	Commencement and submission of benchmarks of the School of Pharmacy in QCI	<b>Discussion:</b> The Report was submitted. <b>Resolution:</b> Recorded as present.	IQAC
16	Submission of NEP-2020 data to the Government of Gujarat	<b>Discussion:</b> Data submission was completed. <b>Resolution:</b> Recorded as present.	Registrar Office
17	Compliance and Non-Compliance of Recommendations & Suggestions of A. Green Audit, B. Environment Audit, C. Energy Audit	<b>Discussion:</b> The members discussed and reviewed the audit compliance status. <b>Resolution:</b> Pending points to be addressed promptly as per modernity and need.	IQAC & Head of Administration
18	Validity of Quality Audits (Green, Environmental, Energy) till 02/09/2025	<b>Discussion:</b> Audit reports valid until 02/09/2025; preparations for re-audit required. <b>Resolution:</b> IQAC, Registrar Office, and Admin to initiate preparations and ensure compliance before expiry.	IQAC & Registrar Office
19	ISO 14001:2015 Audit due on 11th September 2025	<b>Discussion:</b> Upcoming ISO audit requirements and documentation were reviewed. <b>Resolution:</b> Immediate preparations to be undertaken; all records to be updated.	IQAC, All School Deans/Principals & COE
20	Mapping of Program Outcomes and SDG	<b>Discussion:</b> The Design format was presented. <b>Resolution:</b> Approved as presented. (Annexure 12)	IQAC & All Departments
21	UGC HEI Eligibility	<b>Discussion:</b> the parameters for grading and	IQAC & All





## INTERNAL QUALITY ASSURANCE CELL (IQAC)

	Grading based on Implementation of NEP 2020	non-compliance matrix were discussed for needful implementation. <b>Resolution:</b> Members emphasize screening the possibility of implementation by IQAC. And progress to be presented to the next Meeting. <b>Ref: 1-18/2017(CPP-II) dated on 3rd January 2025.</b>	Departments
22	Submission of university data to AISHE of 2024-2025	<b>Discussion:</b> Nodal officer informed about the progress of data compilation. <b>Resolution:</b> To be finalized and submitted as per the schedule.	Nodel Officer, IQAC & Registrar Office
23	Any other item(s)	<b>Discussion:</b> Star Awards Policy and Research Awards incentives were shared and discussed. <b>Resolution:</b> To be modified and discussed in the next meeting.	IQAC
The meeting concluded with thanks to the members for attending the meeting and sharing their valuable inputs			

Signature

Dr. Deepak Krishna Vyas  
Coordinator - IQAC



Signature

Prof. (Dr.) Anil Tomar  
Chairperson, IQAC.

Copy to:

1. Provost Office
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3. All Deans, Principals and Heads

Photos:



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

Photos:



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**INTERNAL QUALITY ASSURANCE CELL (IQAC)**



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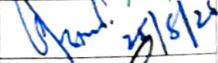
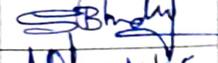
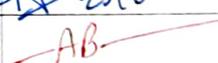
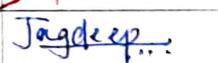
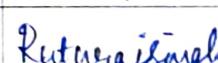
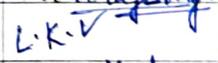
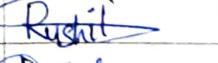
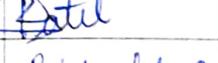
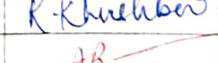
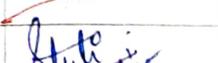
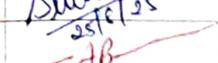
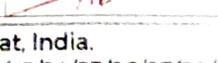
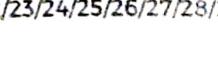


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## INTERNAL QUALITY ASSURANCE CELL (IQAC)

14<sup>th</sup> IQAC Meeting Attendees on 25/08/2025 for Mentioned Agenda.

Sr. no	Name	Status in Meeting	Signature
1.	Prof. (Dr.) Anil Tomar	Chairperson	
2.	Mr. Lalit Adhikari	Administrative Member	
3.	Mr. Veerendra Singh Nagoria	Administrative Member	
4.	Mr. Sanjeev Bhardwaj	Administrative Member	
5.	Mr. Meet Bakotia	Administrative Member	
6.	Dr. Prahladbhai Patel	Faculty Member	
7.	Dr. Rathi Sanjeshbhai Gautambhai	Faculty Member	
8.	Dr. Kiran Kumar Agrawal	Faculty Member	
9.	Dr. Dave Jaykumar Ashwinkumar	Faculty Member	
10.	Dr. Pradeep Kumar Singh	Faculty Member	
11.	Dr. Ausaf Ahmed Malik	Faculty Member	
12.	Ms. Atitee Patel	Faculty Member	
13.	Sarpanch	Local Society Academic Peer	
14.	Mr. Jagdeep Mohanty	Student Member	
15.	Mr. Chavada Raturajsinh	Student Member	
16.	Mr. Lakum Vipul	Student Member	
17.	Ms. Shital Rautaray	Student Member	
18.	Ms. Deepti Mahapatro	Student Member	
19.	Mr. Dhwanil Goswami	Student Member	
20.	Mr. Satasiya Rushil	Student Member	
21.	Mr. Dhwanesh Patel	Members from Alumni	
22.	Ms. Khusboo Rajput	Members from Alumni	
23.	Mr. Sagar Kumar Chaudhary	Parent Stakeholder	
24.	Mr. Priyank Nahar	Industrialist	
25.	Dr. Stuti Patel	Co-Coordinator IQAC	
26.	Dr. Shital Thacker	Co-Coordinator IQAC	



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

27.	Mr. Dhruv Trivedi	Co-Coordinator IQAC	
28.	Ms. Varsha Soni	Co-Coordinator IQAC	
29.	Ms. Prachi Tripathi	Co-Coordinator IQAC	
30.	Dr. Deepak Krishna Vyas	Coordinator IQAC	



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**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

14<sup>th</sup> IQAC Meeting Dated on 25<sup>th</sup> August 2025, Friday

# **ANNEXURE 1**

**ATR of 13<sup>th</sup> IQAC meeting  
dated on 25<sup>th</sup> April 2025**

Ref: RU/IQAC/2025-26/014





## INTERNAL QUALITY ASSURANCE CELL (IQAC)

RU/IQAC/2025-26/014

Date: 26/07/2025

### Action Taken Report

For the 13<sup>th</sup> IQAC Meeting held on 25<sup>th</sup> April 2025 for the Academic year 2024-25.

No	Agenda		Ref.
4	CO – PO Attainments Out Come and Action odd Semester A.Y. 2024-25	Attainment records for Odd Semester A.Y. 2024-25 have been filed.	A.2.6-A
5	Pre- Semester Audit Even semester A.Y 2024-25.	Consolidated Report submitted to the Registrar office on 12/03/2025.	G.6.5-J2
9	UGC HEI Eligibility Grading based on Implementation of NEP 2020	24 out of 49 points (48.98%) successfully mapped. IQAC is working progressively to cover the remaining parameters.	
11	External Academic & Administrative Audit (A.Y. 2023- 24).	Action Taken Report (ATR) for AAA 2023-24 will be presented in the 14th IQAC Meeting.	G.6.5-I
14	Amendment in Quality Policy 4.0.	Feedback collected from all members. Suggestions under review for finalization.	G.6.5-C
15	Revised Feedback Performa (Curriculum and Course).	Formats updated in alignment with NAAC guidelines and internal feedback.	
17	Other Agenda: Discussion on New Teaching Pedagogies for the Upcoming Semester	It will be incorporated into the pre-semester audit for the upcoming semesters.	
20	Other Agenda: Revision in Display of CO and BL Levels on Question Papers	Exams commenced from 1st May 2025; CO-BL columns were removed from students' question paper copies. A revised format will be proposed in the upcoming BOE meeting.	



Dr. Deepak Krishna  
Coordinator IQAC

*Anil Tomar*  
04/08/25

Dr. Anil Tomar  
Chairperson IQAC

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**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

14<sup>th</sup> IQAC Meeting Dated on 25<sup>th</sup> August 2025, Friday

# **ANNEXURE 2**

## **Re-Constitution of Internal Quality Assurance Cell**

Ref: RU/AHM/RO/2025/77





Ref.No.: RU/AHM/RO/2025/77

Date: Monday, August 25, 2025

**OFFICE ORDER**

**Re-Constitution of Internal Quality Assurance Cell (IQAC)**

In accordance with the guidelines of **National Assessment and Accreditation Council (NAAC)**, the re-constitution of the **Internal Quality Assurance Cell (IQAC)** of Rai University, Ahmedabad is as under:

S.No.	Name	Designation	E-mail
<b>Head of Institution;</b>			
1	<b>Dr. Anil Tomar</b> Provost	Chairperson	provost@raiuniversity.edu
<b>Senior Administrative Officers;</b>			
2	<b>Mr. Sanjeev Bhardwaj</b> Head, Administration	Member	head.admin@raiuniversity.edu
3	<b>Mr. Veerendra Singh Nagoria</b> (I/C) Controller of Examinations	Member	coe@raiuniversity.edu
4	<b>Mr. Meet Bakotia</b> Member Secretary, Corporate Resource Cell	Member	crc@raiuniversity.edu
<b>Faculty Representatives;</b>			
5	<b>Dr. Prahladbhai Patel</b> Dean, Rai School of Agriculture	Member	dean.rsa@raiuniversity.edu
6	<b>Dr. Rathi Sanjeshbhai Gautambhai</b> Principal, School of Pharmacy	Member	principal.sop@raiuniversity.edu
7	<b>Dr. Kiran Kumar Agrawal</b> Dean, Rai School of Management Studies	Member	dean.rsms@raiuniversity.edu
8	<b>Dr. Dave Jaykumar Ashwinkumar</b> (I/C) Dean, Rai School of Engineering	Member	principal.rse@raiuniversity.edu
9	<b>Dr. Pradeep Kumar Singh</b> (I/C) Dean, Rai School of Sciences	Member	principal.rss@raiuniversity.edu

S.No.	Name	Designation	E-mail
10	<b>Dr. Ausaf Ahmad Malik</b> Principal, School of Law	Member	principal.sol@raiuniversity.edu
11	<b>Ms. Atitee Patel</b> Assistant Professor, Rai School of Design	Member	atitee.patel@raiuniversity.edu
<b>Member from Management;</b>			
12	<b>Mr. Lalit Adhikari</b> Director, Admission and Outreach	Member	lalit.adhikari@raiuniversity.edu
<b>Local Society Academic Peer;</b>			
13	<b>Sarpanch</b> Village Saroda	Member	On Request
<b>Student Members;</b>			
14	<b>Mr. Jagdeep Mohanty</b>	Member, RSE	On Request
15	<b>Mr. Chavada Raturajsinh</b>	Member, SOL	On Request
16	<b>Mr. Lakum Vipul</b>	Member, RSS	On Request
17	<b>Ms. Shital Rautaray</b>	Member, SOP	On Request
18	<b>Ms. Deepti Mahapatro</b>	Member, RSMS	On Request
19	<b>Dhwanil Goswami</b>	Member, RSA	On Request
20	<b>Satasiya Rushil</b>	Member, RSD	On Request
<b>Members from Alumni;</b>			
21	<b>Mr. Dhwanesh Patel</b>	Member	On Request
22	<b>Ms. Khusboo Rajput</b>	Member	On Request
<b>Parent Stakeholder;</b>			
23	<b>Mr. Sagar Kumar Chaudhary</b> Parent	Member	On Request
<b>Industrialist;</b>			
24	<b>Mr. Priyank Nahar</b> (Manager – HR and AT) Nektor Engineers & Project Consultants, Ahmedabad	Member	On Request
<b>Co-Coordinator(s) IQAC;</b>			
25	<b>Dr. Stuti Brijesh Patel</b> Assistant Professor, Rai School of Sciences	Co-Coordinator	stuti.patel@raiuniversity.edu
26	<b>Dr. Shital Thacker</b> Assistant Professor, Rai School of Sciences	Co-Coordinator	thacker.shital@raiuniversity.edu
27	<b>Mr. Dhruv Trivedi</b> Assistant Professor, Rai School of Engineering	Co-Coordinator	dhruv.trivedi@raiuniversity.edu
28	<b>Ms. Varsha Soni</b> Assistant Professor, School of Pharmacy	Co-Coordinator	varsha.soni@raiuniversity.edu

S.No.	Name	Designation	E-mail
29	<b>Ms. Prachi Tripathi</b> Assistant Professor, School of Law	Co-Coordinator	prachi.tripathi@raiuniversity.edu
<b>Director/ Coordinator IQAC;</b>			
30	<b>Dr. Deepak Krishna Vyas</b> Coordinator, Internal Quality Assurance Cell		iqac@raiuniversity.edu

**Note:**

1. The membership of nominated members shall be for a period of **ONE** year.
2. The IQAC should meet at least once in **EVERY** quarter.
3. The quorum of the meeting shall be **TWO-THIRD** of the total number of members.
4. The Agenda, Minutes and Action Taken Reports, etc. are to be documented with official signatures and maintained electronically in the retrievable format, as and when required.

All Deans, Principals, Heads of Departments, and other University faculty and staff members are hereby instructed to provide their full support and active cooperation to the IQAC in carrying out the responsibilities entrusted.

This order has been issued with the approval of the Competent Authority, and will take effect immediately.

For

**For, Rai University**

**Registrar**

**Rai University, Ahmedabad.**

**Copy to:**

- |   |  |
|---|--|
| 1. Hon. Provost Office                            | 7. Sr. Manager, IT                     |
| 2. All Deans/HoDs of respective School/Department | 8. Sr. Manager, Transport              |
| 3. Director, Admissions and Outreach Cell         | 9. Human Resource                      |
| 4. Controller of Examination                      | 10. IQAC                               |
| 5. Librarian                                      | 11. Student Section                    |
| 6. Head Administration                            | 12. Concerned members- for information |
|   | 13. Website                            |



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**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

14<sup>th</sup> IQAC Meeting Dated on 25<sup>th</sup> August 2025, Friday

# **ANNEXURE 3**

## **Proposed Activity of IQAC**





**Proposed Activity of IQAC (A.Y. 2025-26)**

**A. For Students**

Month	Activity/Event	Objective/Theme
Aug-2025	<b>Orientation Programme-Mentor-Mentee</b>	Academic, emotional, and career support
Sept-2025	<b>Seminar-Unlock Your Potential</b>	Motivation, memory techniques, and learning strategies- Slow learners
Oct-2025	<b>Talk- Shining Minds –Research Exposure</b>	Research mindset and preparing for higher education- Fast learners
Nov-2025	<b>Inclusive Learning Carnival – No Bench Left Behind</b>	Peer-to-peer learning & teamwork across performance levels
Dec-2025	<b>Dialogue Series -Career Readiness</b>	Skill development tracks for varied learner types
Jan-2026	<b>Workshop-Rise &amp; Shine– Goal Mapping</b>	Self-assessment and focus-building
Feb-2026	<b>Panel Talk- Alumni &amp; Mentor Beyond the Grades</b>	Holistic success stories and motivation
Jan-2026	<b>Fest- Bhasha Bandhan</b>	Promoting linguistic diversity and cultural integration
Feb-2026	<b>Bootcamp- Soft Skills &amp; Employability</b>	Personality development, communication & job readiness
Apr-2026	<b>Feedback Fiesta</b>	Qualitative insights for teaching-learning improvement

**B. Faculty Members**

Month	Activity/Event	Objective/Theme
Oct-2025	<b>Workshop- Inclusive Teaching for Slow &amp; Advanced Learners”</b>	Adaptive teaching techniques and differentiated instruction
Jan-2026	<b>Demo Series- Teaching</b>	Sharing best teaching practices and peer feedback-Inter-departmental
Mar-2026	<b>Seminar- Research Writing &amp; Publication Ethics</b>	Enhancing research quality and publication standards

**C. Non-Teaching/ Administrative Staff**

Month	Activity/Event	Objective/Theme
Aug-2025	<b>Workshop- Office Efficiency &amp; Documentation</b>	Professional skills and better academic coordination
Dec-2025	<b>Talk- Stress Management &amp; Work-Life Balance</b>	Mental health and well-being
Mar-2026	<b>Workshop- Gender Sensitization</b>	Awareness and inclusivity training



#### D. Supporting Staff

Month	Activity/Event	Objective/Theme
Sept-2025	<b>Awareness Drive</b>	<b>Awareness of Domestic Violence</b>
Dec-2025	<b>Workshop- Basic Literacy &amp; Hygiene</b>	<b>Self-development and health education</b>
Jan-2026	<b>Aid Training “Apni Suraksha” – Safety &amp; First</b>	<b>Emergency preparedness</b>
Mar-2026	<b>Appreciation &amp; Felicitation Day</b>	<b>Motivation and value recognition</b>

#### E. University Level

Month	Activity/Event	Objective/Theme
Sept-2025	<b>Quality Assurance Awareness</b>	<b>Benchmarks Understanding &amp; Analysis</b>
Feb-2026	<b>SDG Mapping Week</b>	<b>Aligning university activities with SDGS</b>



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14<sup>th</sup> IQAC Meeting Dated on 25<sup>th</sup> August 2025, Friday

# **ANNEXURE 4**

## **Term End Audit Report Observations for the Documents for 2024-2025 (Even Semester)**

Ref: RU/IQAC/2025-26/017





RU/IQAC/2025-26/017

11/08/2025

**Term End Audit Report**  
**Observations for the Documents for 2024–2025 (Even Semester)**  
**Date: 08th August 2025**

**Summary of Observations, Recommendations, and Findings:**

**General Recommendations**

1. Ensure all scanned documents are clear, properly oriented for easy reading, and duly endorsed by the concerned authority.
2. Maintain consistent formatting and alignment in scanned files to avoid tilted or misaligned pages.
3. Student feedback should be collected from a significant proportion of the batch (minimum 70%) to ensure representation.
4. Feedback reports must include a clear summary and an Action Taken Report (ATR) with annexures referencing relevant Meeting of Minutes (MOM) numbers.
5. Rectify all typographical and formatting inconsistencies across files.
6. Update course plans, audit files, and feedback records to address earlier remarks and prevent repetition of identical comments.

**Rai School of Management (MBA Sem -3, BBA Sem-3 and 5, B.Com Sem-5)**

1. Course Plan Audit Report – Successfully submitted with no major deviations noted.
2. End Semester Question Papers – Both internal and external examination papers have been submitted as per the prescribed format.
3. Course File Audit Report – Reviewed and cleared without significant remarks, indicating satisfactory documentation.
4. Academic Audit Report – Submitted in the required format and endorsed by the concerned authority.
5. Classroom Monitoring Report – Well-maintained, reflecting adherence to teaching schedules and monitoring protocols.
6. CO–PO Attainment Sheet – Pending submission and requires follow-up to ensure timely compliance.





**Rai School of Engineering (B.Tech CSE Sem- 2,4,6,8; B.Tech IT Sem-2,4,6,8; B.Sc. IT Sem- 2,4,6 BCA Sem-12,4,8; MCA Sem-2,4)**

1. Course Plan Monitoring received a “B” grade — improvement from last audit.
2. Course Feedback: Participation is low; ensure at least 60% of students respond.
3. Curriculum feedback from all stakeholders is awaited.
4. Exam Audit Reports (Mid and End Sem) are submitted.
5. Course Datasheet Audit Reports submitted.
6. Slot Observation Reports — only a summary is necessary; avoid attaching the complete year’s records.
7. Feedback analysis and results for VAC should be signed and redrafted neatly.

**Rai School of Science (B.Sc Micro 6, M.Sc Micro 4, M.Sc Chem 4)**

1. Course Plan and Course File Audits repeatedly note
2. No deviations found in Question Paper Audit.
3. Course Presentation Report submission is pending.
4. CO Attainment Summary Sheet – Submitted.

**School of Law (LLB Sem- 2, 4, 6) –**

1. Course Presentation Report submission is pending.
2. CO Attainment Summary Sheet – Submitted.
3. Course File Audit Report – Submitted; includes necessary syllabus extensions and references.
4. Course Datasheet Audit Report – Submitted in PDF format with all required updates.
5. Exam Audit Reports (Mid and End Sem) are pending for submission.





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**School of Pharmacy (B. Pharm Sem-2, 4, 6, 8)**

1. CO Attainment Summary Sheet – Submitted.
2. Course Presentation Audit Report – Submitted with updated content and photographs.
3. Course File Audit Report – Submitted; includes necessary syllabus extensions and references.
4. End Semester Question Paper Audit Report – Submitted for both internal and external exams.
5. Course Completion Audit – Submitted with documented syllabus coverage.
6. Academic Monitoring Audit Reports – Submitted and well-maintained.
7. Classroom Delivery System – Not submitted; requires immediate preparation and upload.
8. Course Plan Audit Report – Submitted and in alignment with planned schedules.
9. Course Datasheet Audit Report – Submitted in PDF format with all required updates.
10. Academic Calendar – Submitted in the approved format.





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# **ANNEXURE 5**

## **Pre-Semester Audit Closure Report**

Ref: RU/IQAC/2025-26/012



**RU/IQAC/2025-26/012**

**Pre-Semester Audit Closure Report**

**21-07-2025**

**Academic Year:** Odd Semester of A.Y. 2025–26

**Timeline Overview:**

**Pre-Semester Audit Conducted:**

**Date:** 30th JUNE 2025

**Purpose:**

To assess the preparedness of academic departments at Rai University, ensure adherence to institutional academic protocols, and recommend improvements wherever necessary for the upcoming semester.

**Departments Audited:**

- Rai School of Engineering (RSE)
- Rai School of Sciences (RSS)
- Rai School of Management Studies (RSMS)
- School of Pharmacy (SOP)
- School of Law (SOL)
- Rai School of Agriculture (RSA)

Each department was audited as per the predefined schedule by members of the DQAC team. Observations were documented for curriculum planning, teaching-learning resources, departmental files, assessment plans, and student engagement mechanisms.

**Closure Summary:**

The Pre-Semester Audit process for the odd Semester of A.Y. 2025–26 concluded successfully. All departments showed substantial efforts toward improving the academic processes and meeting Rai University's quality standards.

This systematic audit process underlines Rai University's proactive approach to internal quality assurance and readiness for the semester's academic delivery.

**Dr. Deepak Krishna Vyas**  
Coordinator, IQAC  
Rai University, Ahmedabad





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# **ANNEXURE 6**

## **Action Taken Report of Academic & Administrative Audit, Dated on 24<sup>th</sup> December 2024.**

Ref: RU/IQAC/2025-26/013



### Action Taken Report

Academic & Administrative Audit, conducted on 24<sup>th</sup> December 2024, for Academic year 2023-24.

S. No.	Criteria	Action Taken
1	Curriculum Planning and Implementation	MOOCs/SWAYAM/NPTEL courses integrated into curriculum delivery.
2	Students' Mentoring	Course-end remedial classes conducted with proper documentation.
3	Faculty Profile and Faculty Development	Participation and organization of Faculty Development Programs (FDPs) actively promoted.
4	Student Support and Progression	- Career counselling sessions restructured for greater impact. - Skill-based training introduced for final-year students. - Alumni involved in mentoring and placement support.
5	Infrastructure and Resources	- AV studio and lab infrastructure upgraded. - Digital library resources enhanced.
6	Professional Activities and Industry Interface	- Industry expert talks and certification workshops conducted. - Increase in number of MoUs.
7	Assessment and Evaluation	- ERP-based automation of assessments initiated. - Training on Bloom's Taxonomy conducted for outcome-based evaluation.
8	Innovation and Research	- IPR awareness sessions conducted. - Encouraged publication in peer-reviewed and indexed journals.
9	Feedback	Implemented re-structured feedback templates.
10	Governance and Functioning	Academic and administrative activities are integrated through ERP systems.
11	Preparation for NAAC Accreditation	Streamlined activities towards NAAC Accreditation initiated.

Dr. Deepak Krishna V  
Coordinator IQAC



25/07/25  
Dr. Anil Tomar  
Provost

Copy to:

1. Provost Office
2. Registrar Office
3. All Deans, Principals and Heads.



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14<sup>th</sup> IQAC Meeting Dated on 25<sup>th</sup> August 2025, Friday

# **ANNEXURE 7**

## **New Format of Academic & Administrative Audit**

Ref: RU/IQAC/2025-26/021





RU/IQAC/2025-26/021

## **AAA**

Academic audit will foster academic and administrative discipline. It will function as a goal setting, monitoring and evaluation mechanism for academic programs and administrative functioning of the institutes and will play an important role in the development of the University.

The Academic and Administrative Audit will facilitate the alignment of all activities of the University towards the achievement of its strategic plans. It is based on the Management by Objectives (MBO) based approach. It shall facilitate the self-establishment of quality benchmarks for each academic and administrative entity and then set mechanisms for its monitoring and achievement.

The Academic and Administrative Audit at Rai University is established with the following objectives:

1. To sustain and enhance the quality of the university functions.
2. To continuously endeavor to embrace innovative teaching methodologies.
3. To help teachers realize their full potential.
4. To help in devising goals and individual goal statements for teachers at the beginning of each academic term.

### **Functioning of AAA**

Academic and Administrative Audit of the University will be conducted once a year at the end of the academic year. The Audit team will visit the institute/ department in the June-July and submit a comprehensive report to the Provost. The report of the Academic and Administrative Audit shall be placed by IQAC in the forthcoming IQAC meeting.

### **Audit Committee Structure**

A committee will be appointed by the Provost, having a tenure for that specific year. There will be an Academic and Administrative Audit team for each department. The committee will consist of:

1. Chairperson (Provost Nominee)
2. Two field specific experts (Members to be nominated by Provost for each department).
3. Member Secretary (Coordinator, IQAC – Rai University).

### **Framework for AAA**

AAA preliminarily covers the aspects of the continuous quality improvement framework. The report template covers different strategic working and planning areas under the quality purview of the Academic and Administrative Audit as provided herewith through different departments



### Academic and Administrative Audit Report Format

Assessment Period: July XXXX to June YYYY

#### A. School

S.No.	Aspects to be Audited	Response	If Yes (Provide Details)	Remarks
1.	Does the School have a well-defined vision and mission aligned with the University?			
2.	Are Programme Outcomes (POs) and Course Outcomes (COs) clearly defined and mapped?			
3.	Are teaching plans prepared at the beginning of each semester?			
4.	Is there a mechanism for regular review of curriculum implementation for the respective School?			
5.	Does the department maintain records of student attendance and performance?			
6.	Has the course been revised in the preceding year?			
7.	Does the courses cater the following areas: (If Yes, give Justification) a. Employability b. Entrepreneurship c. Skill Development d. Professional Ethics e. Gender f. Human Values g. Environment			



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	<ul style="list-style-type: none"> <li>and Sustainability</li> <li>h. Local Needs</li> <li>i. Regional Needs</li> <li>j. National Needs</li> <li>k. Global Needs</li> <li>l. SDGs</li> </ul>							
8.	Has the School introduced new courses in different programs?							
9.	Has the School conducted Valued Added Courses (Min 30 Hours)							
10.	Were students enrolled in the Value Added Course?							
11.	Are students undertaking any field projects/research projects or internships as part of curriculum?							
12.	Were the following feedback taken in the preceding year? <ul style="list-style-type: none"> <li>a. Employers</li> <li>b. Teachers</li> <li>c. Alumni</li> <li>d. Students</li> <li>e. Parents</li> <li>f. Other (Specify)</li> </ul>							
13.	What is the frequency of the feedback collected by the School?							
14.	Is the feedback communicated to the concerned faculty?							
15.	Number of Programmes Offered	Undergraduate			Post Graduate		Other	
16.	Intake of seats sanctioned per programme							
17.	Number of Students Enrolled (Total of all semester)	Male	Female	Total	Other State	Other Countries	Socially Challenged	Economically Backward (EWS)



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

							(SC, ST, OBC)	
	Under Graduate							
	Post Graduate							
18.	Was Student- Teacher Ratio assessed?							
19.	Does the School follow prescribed admission criteria for programs?							
20.	Were the required number of teaching days conducted each semester as per academic calendar?							
21.	Was any Expert lecture conducted in the preceding year?							
22.	Has any faculty received any award, recognition, fellowship at any level?							
23.	Were there any programmes conducted for slow and fast learners?							
24.	What are the teaching pedagogies used by the faculty members of the department?							
25.	What kind of ICT tools are utilized by School including effective teaching and learning?							
26.	Is the CO-PO Attainment calculated according to PSOs and COs?							
27.	Have the Students benefited by the guidance for competitive examination and career counselling?							
28.	Have the School developed any scheme for capability enhancement and skill							



**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

	development?			
29.	Has the School conducted any extension activity in the preceding year?			
30.	Has the School organized any national or International Event under the domain of the University?			
31.	Has the School established any best practice as per NAAC ?			
32	Has the School provided any e-content?			



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

### B. HR Department

Sr. No	Aspects to be Audited	Response			
		Teaching	Non-Teaching	Administration	Total
1.	Number of Sanctioned Posts	Teaching	Non-Teaching	Administration	Total
2.	Number of Full Time Staff at end of assessment period.	Teaching	Non-Teaching	Administration	Total
3.	Bifurcation of Teaching Faculty Members	A	No. of Faculty Members with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit (T 2.4.2)		
		B	No. of Faculty Members with PG Degree		
		C	No. of Faculty Members as Ph.D guide		
		d	No. of Faculty Members Pursuing Ph.D from the Rai University		
		e	No. of Faculty Members Pursuing Ph.D from other universities		
		f	Number of full time teachers from other states/ countries (based on domicile certificate/degree certificate or relevant documentary proof)		
		g	Average experience of full time teachers in the same institution (in the format: years, months)		
4.	Number of Staff Recruited during the preceding year	Teaching	Non-Teaching	Administration	Total
5.	Number of Staff Resigned during the preceding year	Teaching	Non-Teaching	Administration	Total
6.	Number of Ph.D.:	Full time	Part Time	Total	
	a. Enrolled during the preceding year				
	b. Total enrolled (Ph.D. continuing)				
	c. Total Ph.D Awarded during the year				
7.	Number of Faculty undertaken Faculty Development Programme/ Workshop/ Seminars				



	additional course in the preceding years?	
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### C. Center for Research and Innovation

S. No.	Aspects to be audited	Response				Observations and Suggestions
		Number	Amt.	Number	Amt.	
1.	Number of Research Scholars/Fellows as:					
	JRF and SRF					
	Post-doctoral Fellows					
	Research Associates/Assistants					
	Other fellowship (eg. UGC/AICTE, INSPIRE etc.)					
2.	Seed money provided to teachers for research					
3.	Research Projects submitted to:	Number	Amt.	Number	Amt.	
	University					
	Government agencies					
	Non-government agencies/ Industries					
4.	Research Projects On-going and sanctioned in preceding year, Funded by:	Number	Amt.	Number	Amt.	
	University					
	Government agencies					
	Non-government agencies/ Industries					
5.	Funded Research Completed, Funded by:	Number	Amt.	Number	Amt.	
	University					
	Government agencies					
	Non-government agencies/ Industries					
6.	Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced Studies/ research.					
7.	Number of workshops/seminars conducted on:					
	IPR					
	Research Methodology					
	Entrepreneurship					
	Skill development					



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

8.	Number of awards/recognitions for research/innovation received by:		
	Institution		
	Teachers		
	Research Scholars		
	Students		
9.	Number of Starts-ups incubated during last five years		
	Number of Starts-ups supported by University		
10.	Number of Patents		
	Filed		
	Granted		
	Licensed		
	Total Earning (INR)		
11.	Research Paper Published in:		
	a. Journals in Scopus/ Web of Science		
	b. Double Blind Peer Reviewed		
	c. Referred Journals		
	d. Others		
12.	Book Chapter Published in:		
	a. Books in Scopus/ Web of Science		
	b. Double Blind Peer Reviewed Book		
	c. Edited Book		
	d. Others		
13.	Number of Books Published with ISSN/ISBN		
14.	Number of Papers in National/International Conference		
15.	Number Of Papers in National/ International Conference Proceedings		
16.	Number of Teachers developed E-Content for platforms		
17.	Revenue Generated from consultancy in INR		
18.	Revenue generation from Corporate Training by the department in INR		
19.	Number of Awards and Recognition received by the Institution from		



**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

	government bodies		
20.	Number of collaborative activities with the other institutions		
21.	Number of functional MOUs in the preceding year		
22.	Student Research Project (other than the curriculum)		
23.	Incubation Centre for innovations and other initiatives for creation and transfer of knowledge.		
24.	Extension activities in the neighborhood community in terms to promote research and innovation		
25.	Number of teachers provided with financial support to attend workshop/conference or any event.		
26.	Number of teachers provided with financial incentive against publication of research paper, book chapter or conference proceedings.		



### D. Library

S.No.	Aspects to be audited	Response	Observations and Suggestions
1.	Addition to number of Books for library enrichment (Titles)		
2.	Addition to number of Books for library enrichment (Volumes)		
3.	Number of on-going subscriptions of e-books (newly acquired, renewed/ continued)		
4.	Number of on-going subscriptions of print journals (newly acquired, renewed/ continued)		
5.	Number of on-going subscriptions of e- journals (newly acquired, renewed/ continued)		
6.	Expenditure on the purchase of books and e-books(INR in Lakhs)		
7.	Expenditure on the purchase of print and e-journals (INR in Lakhs)		
8.	Expenditure on the subscription of Databases (INR in Lakhs)		
9.	Expenditure on the subscription of e-Shodhsindhu (INR in Lakhs)		
10.	Expenditure on the subscription of Shodhganga (INR in Lakhs)		
11.	Is remote access to e-resources of the library available? If yes, provide name of the contact person from department ensuring the remote access.		
12.	Library utilization:		
	Number of users (teachers and students) using library through e- access per day (= number of users/365)		



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

	Number of users (teachers and students) accessing library physically per day (number of users)		
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### E. Administration/ IT Department

S. No.	Aspects to be Audited	Response	Remarks
1.	University has the following Facilities for e-content development 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing . If YES provide name of facilities.		
2.	The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports.		
3.	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.		
4.	Percentage of Classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (= number Classrooms and seminar halls with ICT /total number of Classrooms and seminar halls.		
5.	Number of Computers in working conditions available for student use only (including computers in laboratories, classrooms, browsing centers etc.)		
6.	Student to Computer Ratio (considering students of all years)		
7.	Number of Classrooms for academic purpose.		
8.	Number of Common Rooms for		



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

	Boys and Girls		
9.	Number of Medical Rooms		
10.	Does the university has any energy saving facilities?		
11.	Does the university promote waste management, rain water harvesting or any other means to contribute to environment?		
12.	Facilities provided to Hostellers		
13.	Is the university equipped with CCTV Cameras/ adequate lighting for the safety purposes?		
14.	Does the administration maintain proper records of governing body/committee meetings?		
15.	Are ICT facilities (projectors, smart boards, Wi-Fi, ERP systems) maintained regularly?		
16.	Are drinking water facilities (RO, coolers) available and functional?		
17.	Are washrooms and common areas clean and hygienic?		
18.	Is there a schedule for periodic maintenance of buildings, furniture, and equipment?		
19.	Are electrical, plumbing, and IT-related repairs addressed promptly?		
20.	Is there a logbook/record of complaints and their resolution maintained?		
21.	Is landscaping/gardening of the campus undertaken regularly?		
22.	Are annual maintenance contracts (AMC) in place for major equipment and systems?		
23.	Are security personnel deployed on campus round-the-clock?		
24.	Is visitor entry regulated through proper gate pass/ID verification?		
25.	Are fire safety measures (extinguishers, alarms, hydrants) installed and functional?		
26.	Is there a disaster management and emergency evacuation plan?		
27.	Is hostel attendance and entry-exit properly recorded?		



**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

28.	Are grievance redressal mechanisms available for hostel residents?		
29.	Is the mess facility available for both staff and students?		
30.	Is food quality and hygiene monitored regularly (with periodic inspections)?		
31.	Are students involved in giving feedback on mess services?		
32.	Is the mess menu displayed and followed systematically?		



### F. Admission Department/ Student Section

S. No.	Aspects to be audited	Response		Observations and Suggestions
1.	Admission criteria (Program - wise)			
2.	Number of first year students enrolled (Program - wise)			
3.	First year Students categories: (Program - wise) (T 2.1.2)	Number of seats reserved as per Gol or State government rule	Number of seats filled	
	SC (7%)			
	ST (15%)			
	OBC (27%)			
	PWD			
	General			
	Others			
4.	Admission against allotted seats			
5.	Number of Students enrolled			
6.	Are student records (academic, personal, achievements) updated regularly?			
7.	Are examination schedules, rules, and results notified on time?			
8.	Is there a mentoring / counseling system for students?			
9	Is a student grievance redressal mechanism functional?			



**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

10	Does the section maintain records of scholarships and financial aid disbursed?		
11	Students benefited by scholarships and free ships provided by the Government organizations.		
12	Students benefited by scholarships and free ships provided by the University.		
13	Students benefited by scholarships and free ships provided by the Non-government organizations.		



**G. Examination Department**

S.No.	Aspect to be Audited	Response	Remarks/Comment
1.	Is the question paper setting and moderation process confidential and secure?		
2.	Are examination timetables prepared and communicated on time?		
3.	Is there a system to prevent unfair means during examinations?		
4.	Are answer scripts evaluated within the stipulated time?		
5.	Is there a mechanism for revaluation/rechecking of answer sheets?		
6.	Are pass percentages and results analyzed annually?		
7.	Number of students appeared in final exams (program-wise)		
8.	Number of students passed in final exams (program-wise)		
9.	Number of cases pertaining to Unfair means.		



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

### H. Corporate Resource Cell/ Alumni Cell

S. No.	Aspects to be audited	Response	Observations and Suggestions
1.	Percentage of outgoing students placed (including self-employed). (UG/PG/PhD) (=Number of students placed/Number of outgoing students)		
2.	Percentage students selected for higher education (previous graduating batch) (UG/PG) (=Number of students progressing to higher education/Number of outgoing students)		
3.	Percentage of Students placed through Placement cell of the university (out of students opted to be placed)		
4.	Number of students undergone internship in the preceding year		
5.	Number of Programmes/workshops organized for career guidance		
6.	Does the CRC maintain updated data on student placements?		
7.	Are campus recruitment drives organized every academic year?		
8.	Are records of highest, lowest, and average salary packages maintained?		
9.	Are multiple sectors/industries invited for placements?		
10.	Does the CRC facilitate internships for students in reputed organizations?		
11.	Is there a system to track completion of internships by students?		



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

12	Are industrial visits organized regularly?		
13	Is student feedback collected on internship/industry exposure?		
14	Are pre-placement training programs conducted (Aptitude, GD, PI, Resume building)?		
15	Are students trained in soft skills, communication, and workplace readiness?		
16	Are faculty development/industry interaction programs conducted?		
17	Is feedback from recruiters used to improve training modules?		
18	Does the CRC maintain MoUs/partnerships with industries or professional bodies?		
19	Are guest lectures or expert talks organized through industry collaboration?		
20	Is alumni engagement used to strengthen corporate linkages?		
21	Is placement/internship data reported in annual reports/NAAC/NIRF?		
22	Are records of company visits and recruiter feedback maintained?		
23	Are efforts made to ensure inclusivity in placement drives (diverse programs, gender balance)?		
24	Details of Alumni Association		
25	Alumni Committee Meetings in the preceding year		



**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

26	Alumni Feedback Details		
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**I. Committee/ Clubs/ NCC Cell (Fill wherever applicable)**

1.	Number of grievances reported by the students related to:	Response	Remarks/ Comments
	Sexual harassment		
	Ragging		
	Academics		
	Student Support		
	Other grievances		
2.	Number of following activities organized at the department/ institution level.		
	Sports		
	Cultural		
	Technical		
	Other scientific activities		
3.	Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organized in collaboration with industry, community and NGOs)		
	Number of students participated		
	Number of teaching staff participated		
	Number of non-teaching staff participated		



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14<sup>th</sup> IQAC Meeting Dated on 25<sup>th</sup> August 2025, Friday

# **ANNEXURE 8**

**New Quality Policy Draft to  
be presented in the  
forthcoming Academic  
Council.**

Ref: RU/IQAC/2025-26/022





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**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

**RU/IQAC/2025-26/022**

**Dated: 18 September 2025**

To,

The Hon'ble Members,  
Academic Council,  
Rai University, Ahmedabad.

Subject: Submission of *New Quality Policy 2025* for Approval

Respected Sir/Madam,

The Internal Quality Assurance Cell (IQAC) of Rai University submits the draft *New Quality Policy 2025* for deliberation and approval in the forthcoming Academic Council meeting. The policy has been designed in alignment with the University's Vision and Mission, with emphasis on continuous quality enhancement, academic and administrative excellence, promotion of innovative teaching-learning and research, stakeholder engagement and institutionalization of best practices. The IQAC respectfully seeks the Council's consideration and approval for its implementation from the Academic Year 2025-26.



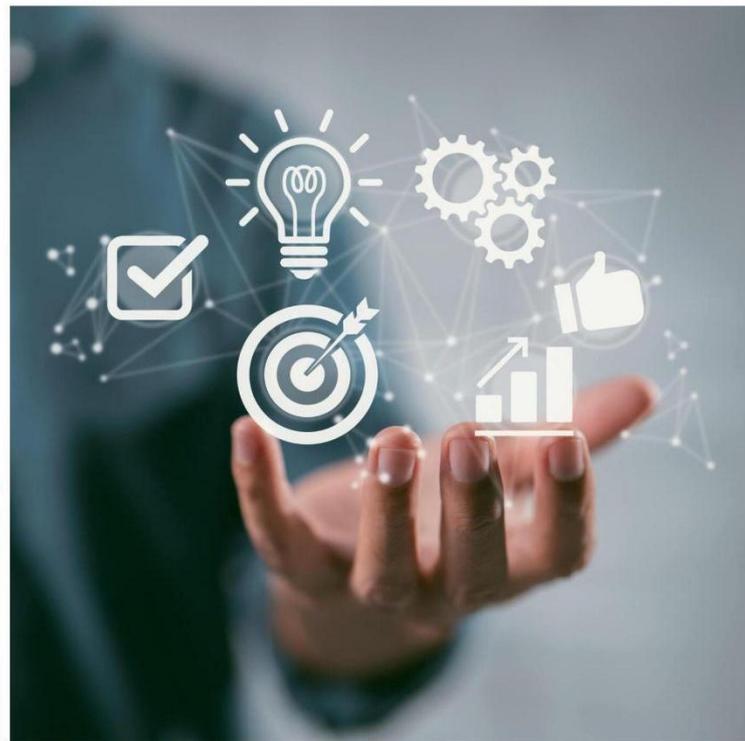
Regards  
Coordinator IQAC

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**DRAFT**

# QUALITY POLICY



To be presented in  
Forthcoming  
Academic Council



**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"/>				
2.	University Ambience	<input type="checkbox"/>				
3.	Environment on Campus	<input type="checkbox"/>				
4.	Faculty	<input type="checkbox"/>				
5.	Relevance of Course to Career	<input type="checkbox"/>				
6.	Infrastructure & Lab Facilities	<input type="checkbox"/>				
7.	Library Resources	<input type="checkbox"/>				
8.	Internet & Wi-Fi	<input type="checkbox"/>				
9.	Training & Placement	<input type="checkbox"/>				
10.	Industry Visits / Guest Lectures	<input type="checkbox"/>				
11.	Project Guidance	<input type="checkbox"/>				
12.	Hostel / Canteen Facilities	<input type="checkbox"/>				
13.	Overall Rating of the University	<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
							3	+	1	=	4
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



**Rai University**  
EVOLVING THINKING MINDS

**NAAC**  
ACCREDITED

**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

14<sup>th</sup> IQAC Meeting Dated on 25<sup>th</sup> August 2025, Friday

# **ANNEXURE 9**

## **Faculty KRAs and Assigned Responsibilities Academic Year 2025-26**

Ref: RU/IQAC/2025-26/018





## INTERNAL QUALITY ASSURANCE CELL (IQAC)

RU/IQAC/2025-26/018

### Faculty KRAs and Assigned Responsibilities

Academic Year 2025-26

#### Basic Details of Faculty Member

1	Name:	
2	Designation:	
3	School:	
4	Date of Joining and Total Duration at RU	
5	Highest Qualification:	
6	Area of Specialization:	
7	Teaching Experience at RU:	
8	Previous Teaching Experience(if any)	
9	Research Experience:	
10	Previous Administrative Experience(if any):	

#### Academic Responsibility Areas (ARAs)

S. No.	Responsibility	Details
1	Teaching Workload	Theory = __ hrs/week Lab = __ hrs/week
2	Class Coordinator / Mentor	No. of Classes = __ No. of Mentees Assigned = __
3	Research Guidance	No. of Ph.D. Students = __ No. of PG Students = __
4	Development of Innovative teaching pedagogy	No and type
5	Syllabus revision- No. of courses including lab	No. of courses revised
6	Development of e-Content	No. of videos lecture/semester





## INTERNAL QUALITY ASSURANCE CELL (IQAC)

### Additional Responsibilities (Aligned with Seniority & Expertise)

S. No.	Role/ Responsibility Title	Description of Assigned Responsibility	Nature (Academic/ Administrative/ Other)	Assigned Since	Reporting Authority
1					
2					
3					
4					
5					
6					





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EVOLVING THINKING MINDS

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**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

14<sup>th</sup> IQAC Meeting Dated on 25<sup>th</sup> August 2025, Friday

# **ANNEXURE 10**

## **Template for Open Elective Course**

Ref: RU/IQAC/2025-26/019





## INTERNAL QUALITY ASSURANCE CELL (IQAC)

RU/IQAC/2025-26/019

### Open Elective Course

School Name  
Rai University

L	T	P	C
3	0	0	3

Course Code		
Course Title		

#### Course Outcomes:

At the end of the course, students will be able to

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

#### Syllabus:

Unit	Topics	Teaching Hours (45)

**Self Study:** The self study contents will be declared at the commencement of semester. Around 10% of the questions will be asked from self study contents.

#### Suggest Readings:

- 1.
- 2.
- 3.

L= Lecture, T=Tutorial, P= Practical, C=Credit





**Rai University**  
EVOLVING THINKING MINDS

**NAAC**  
ACCREDITED

**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

14<sup>th</sup> IQAC Meeting Dated on 25<sup>th</sup> August 2025, Friday

# **ANNEXURE 11**

## **Best Practice Proposal**





## INTERNAL QUALITY ASSURANCE CELL (IQAC)

### Best Practice Proposal

#### Happiness and Well-Being Index Survey

##### 1. Area:

- Teaching–Learning
- Office Practices
- Dealing with Human Beings

This practice aims to foster a holistic environment where the psychological, emotional and social well-being of students, faculty and staff are regularly measured, supported and enhanced.

##### 2. Used during the last few years:

Globally, higher education institutions have recognized the importance of well-being indices (e.g., Bhutan's Gross National Happiness Index, WHO's well-being frameworks). Adapting this into the institutional context ensures timely identification of stress factors, promotes happiness-oriented initiatives and integrates well-being into institutional culture.

##### 3. Leading to a positive impact on the regular functioning of the institution:

- Encourages slow learners to engage actively in academics without fear of judgment.
- Improves teaching and learning quality through learner-sensitive approaches.
- Reduces dropout rates by addressing emotional and psychological barriers.
- Strengthens the institution's inclusivity and reputation.

##### Key Points

##### Objective of Best Practice:

- To assess, monitor and enhance the happiness and well-being levels of students, faculty members and staff.
- To integrate well-being as a measurable parameter in institutional quality culture.
- To proactively identify stressors and provide institutional support through mentor counselling, workshops and wellness programs.

##### Sustainability:

- Periodic surveys (bi-annual).
- Integration of feedback into academic and administrative decision-making.
- Minimal financial requirement, mainly involving digital tools and resource persons.



## **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

- Scalability for online, hybrid and offline models.

### **The Context:**

Institutions often focus heavily on academic outcomes, overlooking emotional and mental health challenges. Rising stress, competition and work pressure affect productivity and learning outcomes. A dedicated Happiness and Well-Being Index Cell addresses this gap, aligning institutional performance with human-centric growth.

### **The Practice:**

- Formation of a Happiness and Well-Being Index Cell at the website of the university with an anonymous approach.
- Development of a “Well-Being Survey” covering emotional, academic and social aspects.
- Regular workshops on stress management, mindfulness, resilience and positive psychology.
- Training of Mentor for counselling and peer-support systems.
- Annual “Happiness Report” to reflect institutional well-being trends and recommend improvements.

### **Evidence of Success:**

- Enhanced participation in extracurricular and academic activities or overtime improvement in happiness and well-being index.
- Improved feedback scores on student/faculty satisfaction surveys.
- Reduction in absenteeism and grievances.
- Positive testimonials from students and faculty on institutional support.

### **Problem Encountered and Resources Required:**

- Initial hesitation from students and staff in openly discussing mental health.
- Requirement of training of mentors for counselling and need for external experts.
- Need for sensitization to remove stigma around well-being.
- Minimal budget allocation for workshops, surveys and awareness campaigns.



## INTERNAL QUALITY ASSURANCE CELL (IQAC)

### Best Practice Proposal

#### Digital Heritage Documentation Project

##### 1. Area:

- Teaching–Learning
- Office Practices
- Maintenance and Upkeep of Things
- Dealing with Human Beings

This practice connects academic learning with the preservation of cultural and historical heritage using digital technologies. It ensures long-term access, research opportunities and public awareness.

##### 2. Used during the last few years:

Globally, digital documentation has emerged as an essential tool for preserving heritage against threats like urbanization, climate change and neglect. Through this practice, the institution will align itself with modern academic trends and community outreach goals.

##### 3. Leading to a positive impact on the regular functioning of the institution:

- Enhances interdisciplinary teaching and learning (law, history, architecture, anthropology, computer science).
- Encourages research and innovation through digital archiving, 3D scanning, and data management.
- Builds partnerships with government bodies, NGOs and cultural institutions.
- Strengthens community engagement and institutional reputation.

#### Key Points

##### Objective of Best Practice:

- To document, preserve and digitally archive tangible and intangible heritage.
- To provide students with hands-on experience in research, digital tools and fieldwork.
- To integrate heritage studies into academic curricula and community projects.
- To create an open-access digital repository for future research and learning.

##### Sustainability:

- Use of cost-effective digital tools and cloud storage ensures long-term availability.



## **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

- Student involvement through internships and projects makes it a self-sustaining practice.
- Collaboration with cultural and heritage bodies brings external support.
- Adaptability to new technologies (AI, VR, 3D modelling) ensures future relevance.

### **The Context:**

India is rich in cultural and historical heritage, much of which is at risk of being lost due to time, negligence and lack of documentation. Traditional record-keeping is inadequate for preservation and dissemination. A Digital Heritage Documentation Project addresses this gap, offering a modern solution for recording, preserving and promoting heritage while creating academic value.

### **The Practice:**

- Establishment of a Digital Heritage Cell within the institution.
- Identification of local heritage sites, artifacts, oral traditions and cultural practices.
- Field visits for photography, videography and 3D scanning of sites and objects.
- Interviews with local communities to capture oral histories and intangible heritage.
- Digitization and archival of materials into a structured database/repository.
- Development of e-resources and exhibitions for academic and public use.
- Student research papers, reports, and projects linked to the documentation.
- Documentation of cultural practices at the university.

### **Evidence of Success:**

- Creation of a digital repository accessible to students, researchers and the public.
- Increased student engagement through field projects and internships.
- Recognition by local cultural and administrative bodies.
- Academic publications and collaborations based on documented material.

### **Problem Encountered and Resources Required:**

- Initial lack of technical expertise in digital documentation.
- Need for high-quality equipment (cameras, scanners, storage systems).
- Requirement of training faculty and students in digital archiving techniques.
- Budget for software licenses, fieldwork and digitization infrastructure.
- Coordination challenges with external stakeholders like heritage boards and local authorities.



## **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

### **Best Practice Proposal**

#### **Social Responsibility Cell/Society (Under the aegis of Prayatn Club)**

#### **1. Area:**

- Teaching–Learning
- Office Practices
- Dealing with Human Beings
- Money Matters (resource mobilization for community projects)

This practice strengthens the social responsibility quotient of students and faculty by combining community outreach with academic, creative and innovative contributions that address societal and environmental concerns.

#### **2. Used during the last few years:**

Social responsibility has become an important dimension of higher education, with NAAC, NEP 2020 and global education standards encouraging student engagement with community and climate concerns. By formalizing this under **Prayatn Club**, the institution ensures sustained and structured student involvement.

#### **3. Leading to a positive impact on the regular functioning of the institution:**

- Enhances student creativity, critical thinking and civic sensitivity.
- Connects classroom knowledge with community engagement and climate awareness.
- Strengthens institutional visibility through innovative and socially impactful activities.
- Fosters interdisciplinary collaboration between students of different backgrounds.

#### **Key Points**

##### **Objective of Best Practice:**

- To instil social and environmental responsibility in students.
- To create a platform for student voices on sensitive social issues through blogs and creative writing.
- To encourage innovation and problem-solving through student-led projects.
- To sensitize students towards climate change and promote sustainable practices.

##### **Sustainability:**



## **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

- Digital platforms (institutional blog/newsletter) to showcase student writings and innovations.
- Annual innovation challenges or hackathons for climate solutions.
- Community projects linked to environment, health and social justice.
- Partnerships with NGOs, local communities and media for outreach and visibility.
- Institutional budgetary support supplemented by CSR and alumni funding.

### **The Context:**

Today's youth face pressing social and environmental challenges: inequality, mental health stigma, climate change and civic disengagement. Students often lack platforms to express their opinions and implement practical solutions. A Social Responsibility Cell under Prayatn Club bridges this gap by combining social action with reflective expression and innovation.

### **The Practice:**

- Formation of the Cell under the Prayatn Club.
- Activities include:
  - Blog Writing: Students write blogs/articles on sensitive social issues (gender equality, mental health, inclusivity, justice, etc.).
  - Innovation Initiatives: Students propose low-cost, practical innovations for community development (waste management solutions, digital literacy models, energy-saving devices, etc.).
  - Climate Responsibility Projects: Suggestions and projects on improving current climate conditions—tree plantation drives, sustainable campus initiatives, eco-friendly innovations.
  - Community Outreach: Visits to orphanages, old-age homes, rural villages for awareness and assistance.
  - Awareness Campaigns: Health drives, legal literacy workshops, disaster relief fundraising.
- Documentation: Blogs, reports and digital newsletters published under Prayatn Club banner.
- Annual "Social Responsibility & Innovation Report" released by the Cell.

### **Evidence of Success:**

- Active student participation in blog writing and innovation projects.
- Increased visibility of student voices through digital publications.
- Tangible climate/environmental impact via campus greening and eco-projects.
- Collaborations with NGOs and recognition by local media.
- Improved student leadership, confidence and civic awareness.

### **Problem Encountered and Resources Required:**



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### **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

- Initial hesitation of students to write on sensitive issues due to lack of confidence.
- Need for training workshops on blog writing, digital publishing and innovation techniques.
- Resource requirement for environmental projects and innovation prototypes.
- Sustained faculty involvement required for mentoring.



## **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

### **Best Practice Proposal** **Library Book Bank Scheme**

#### **1. Area:**

- Teaching–Learning
- Office Practices
- Dealing with Human Beings
- Money Matters (affordable access to learning resources)

The practice ensures equitable access to essential textbooks and reference materials by establishing a Book Bank system within the institutional library. Students opting for membership can borrow a set of books for an entire semester, reducing the financial burden of purchasing costly academic resources.

#### **2. Used during the last few years:**

Book Bank facilities have been adopted by many higher education institutions to support students from diverse economic backgrounds. By integrating this into the existing library system, the institution provides sustained academic support and reduces inequalities in access to resources.

#### **3. Leading to a positive impact on the regular functioning of the institution:**

- Ensures all students, including those from economically weaker sections, have access to required textbooks.
- Promotes a culture of reading and responsible book handling.
- Improves student performance by removing resource-related hurdles.
- Reduces duplication of book purchases and optimizes library holdings.

### **Key Points**

#### **Objective of Best Practice:**

- To provide continuous access to essential textbooks and study materials for an entire semester.
- To reduce financial stress on students by offering an affordable book borrowing model.
- To promote responsible library use and reading habits.
- To strengthen equity in academic access.

#### **Sustainability:**



## **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

- Annual identification of key textbooks to be included in the Book Bank.
- Membership fees (nominal/one-time) for students to ensure accountability and upkeep.
- Systematic rotation and circulation of books each semester.
- Continuous replenishment through new purchases, donations, and alumni contributions.

### **The Context:**

Academic books are often expensive, and not every student can afford to buy them each semester. Photocopying or digital substitutes cannot always replace the need for proper textbooks. The Library Book Bank addresses this issue by ensuring affordable and long-term access to essential academic resources for all students, especially slow learners and economically weaker students who may otherwise lag behind due to lack of access to materials.

### **The Practice:**

- The library identifies essential textbooks and reference materials for each course and semester.
- These books are categorized and reserved for the Book Bank collection.
- Students opt for Book Bank membership at the start of the semester by paying a nominal fee.
- Members are issued a set of required textbooks for the entire semester.
- At the end of the semester, books are returned, checked and reissued to new students.
- Record-keeping and accountability ensured through library software.
- Donations encouraged from alumni, faculty and well-wishers to expand the collection.

### **Evidence of Success:**

- Increased access to textbooks across diverse student groups.
- Reduced complaints regarding non-availability of books in the library.
- Improved academic performance and exam preparedness.
- Positive feedback from students about affordability and convenience.
- Growing membership numbers each semester.

### **Problem Encountered and Resources Required:**

- Requirement of initial budget allocation to purchase multiple copies of essential textbooks.



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### **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

- Ensuring timely return and proper maintenance of books.
- Need for regular monitoring and stock replenishment.
- Student sensitization about responsible book use to minimize damage/loss.



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INTERNAL QUALITY ASSURANCE CELL (IQAC)

14<sup>th</sup> IQAC Meeting Dated on 25<sup>th</sup> August 2025, Friday

# **ANNEXURE 12**

**Mapping of Program Outcomes  
(POs) with Sustainable Development  
Goals (SDGs)**

**&**

**Mapping of Events/Activities with  
Sustainable Development Goals  
(SDGs)**

Ref: RU/IQAC/2025-26/020



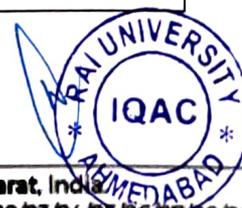


## INTERNAL QUALITY ASSURANCE CELL (IQAC)

RU/IQAC/2025-26/020

### Mapping of Program Outcomes (POs) with Sustainable Development Goals (SDGs)

Program Outcome (PO)	PO Description	Mapped SDG(s)	Justification for Mapping
PO1	Engineering knowledge: Apply knowledge of mathematics, science, and engineering	SDG 4 – Quality Education	Strengthens educational quality by applying scientific knowledge in solving societal challenges
PO2	Problem analysis: Identify, formulate and analyze complex problems	SDG 9 – Industry, Innovation and Infrastructure	Promotes analytical skills for innovative and sustainable industrial solutions
PO3	Design/development of solutions	SDG 11 – Sustainable Cities and Communities	Encourages sustainable design and development aligned with urban needs
PO4	Investigations of complex problems	SDG 13 – Climate Action	Enables critical analysis for environmental impact studies and mitigation techniques
PO5	Modern tool usage	SDG 8 – Decent Work and Economic Growth	Integrates emerging technologies for productivity, employment, and sustainable economic growth
PO6	The engineer and society	SDG 3 – Good Health and Well-being	Addresses public health, safety, and societal needs through responsible engineering
PO7	Environment and sustainability	SDG 7 – Affordable and Clean Energy SDG 13 – Climate Action	Promotes understanding and practice of sustainable development and energy conservation
PO8	Ethics	SDG 16 – Peace, Justice and Strong Institutions	Instills integrity, ethics, and accountability in professional and personal conduct
PO9	Individual and team work	SDG 17 – Partnerships for the Goals	Enhances collaboration and teamwork, essential for achieving global partnerships
PO10	Communication	SDG 5 – Gender Equality SDG 10 – Reduced Inequalities	Facilitates inclusive communication, reducing inequality in opportunities and voice





## INTERNAL QUALITY ASSURANCE CELL (IQAC)

PO11	Project management and finance	SDG 1 – No Poverty SDG 8 – Decent Work	Encourages entrepreneurial and financial planning skills for sustainable development
PO12	Life-long learning	SDG 4 – Quality Education	Promotes continuous education, upskilling, and adaptability to changing global trends

### Instructions to Use:

- You can modify PO descriptions according to your institution/programme.
- The mapped SDGs can vary depending on course/programme emphasis.
- This table can be used in SARs, IIC/Innovation reports, curriculum files, or AQARs.

### Mapping of Events/Activities with Sustainable Development Goals (SDGs)

Event/Activity Name	Date	Organized By	Type of Activity	Relevant SDG(s)	Justification for SDG Mapping
Tree Plantation Drive	5th June 2025	Rai School of Engineering	Environmental Awareness Drive	SDG 13 – Climate Action SDG 15 – Life on Land	Promotes afforestation, biodiversity, and climate mitigation



**Compiled By:**

**Co-Coordinator IQAC**

Mr. Dhruv Trivedi, Assistant professor, Rai School of Engineering

Ms. Prachi Tripathi, Assistant professor, School of Law

Dr. Stuti Patel, Assistant professor, Rai School of Sciences

Dr. Shital Tacker, Assistant professor, Rai School of Sciences

Dr. Bhumi Patel, Associate professor, School of Pharmacy

Ms. Sayantani Chakraborty, Assistant professor, Rai School of Management Studies