



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>	
	<b>B K BIRLA INSTITUTE OF ENGINEERING AND TECHNOLOGY PILANI</b>
• Name of the Head of the institution	<b>Dr. S M Prasanna Kumar</b>
• Designation	<b>Director</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Phone no./Alternate phone no.	<b>01596244262</b>
• Mobile No:	<b>9414062510</b>
• Registered e-mail	<b>director@bkbiet.ac. in</b>
• Alternate e-mail	<b>principal@bkbiet.ac.in</b>
• Address	<b>CEERI Road, opposite to B K Plaza, Pilani, Rajasthan. 333031</b>
• City/Town	<b>Pilani</b>
• State/UT	<b>Rajasthan</b>
• Pin Code	<b>333031</b>
<b>2.Institutional status</b>	
• Affiliated / Constitution Colleges	<b>Affiliated</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Rural</b>

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>Bikaner Technical University</b>				
• Name of the IQAC Coordinator	<b>Dr. Nishant Kumar</b>				
• Phone No.	<b>01596246092</b>				
• Alternate phone No.	<b>9862882395</b>				
• Mobile	<b>7597023120</b>				
• IQAC e-mail address	<b>iqac@bkbiet.ac.in</b>				
• Alternate e-mail address	<b>principal@bkbiet.ac.in</b>				
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://bkbiet.ac.in/agar">https://bkbiet.ac.in/agar</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://bkbiet.ac.in/wp-content/uploads/2024/12/Acedemic-Calender-2023-24.pdf">https://bkbiet.ac.in/wp-content/uploads/2024/12/Acedemic-Calender-2023-24.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.27</b>	<b>2024</b>	<b>30/05/2024</b>	<b>29/05/2029</b>
<b>6.Date of Establishment of IQAC</b>			<b>08/05/2024</b>		
<b>7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b>					

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Mr. Rajesh Singh Shekhawat (EE Department)	ATAL-FDP	AICTE	2023 (30/10/2024 -04/11/2023)	Rs. 3,50,000
Mr. Rajesh Singh Shekhawat (EE Department)	ATAL-FDP	AICTE	2023 (4/12/2023 - 9/12/2023)	Rs. 3,50,000
BKBIET (EE Department)	PMKVY	Ministry of Skill Development and Entrepreneurship (MSDE)	March 2024 to March 2025 (1 Year)	Rs. 16,48,577.9 Approx
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>		<a href="#">View File</a>		
<b>9.No. of IQAC meetings held during the year</b>		<b>3</b>		
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>		No File Uploaded		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>				

**11. Significant contributions made by IQAC during the current year (maximum five bullets)**

\*Three MOUs have been signed with industry to help students to secure internships and future job opportunities. Additionally, student exchanges with foreign universities have been enhanced through the BKBIET International Relations Division (BIRD). \* A Consultancy Cell has been added, and three projects have been completed in AY 2023-24. Additionally, the PMKVY program has been introduced to enhance the skills of the neighboring unskilled public. \* IQAC has organized workshops, seminars, FDPs, training sessions, and more, delivered by renowned speakers, benefiting both faculty and students. \* Continuous focus on Teaching-Learning Infrastructure, ICT equipment, and their maintenance for quality enhancement. Moreover, to grow and improve the college, IQAC has acquired one UG course (VLSI) and two PG courses (VLSI & CSE) in this academic session. \* The college has been constantly focused on improving the student mentoring system, conducting Student Satisfaction Surveys, making systematic and concerted efforts for entrepreneurship, promoting environmental consciousness, and encouraging student participation in co-curricular and other activities that impart leadership training and universal values.

**12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

Plan of Action	Achievements/Outcomes
Initiate New Programs for students' academic professional progression	1. BKBIET, in view of advancing the route to the latest technology, has added VLSI to the UG program. 2. In order to develop an R&D center, two PG programs in VLSI and CSE have been introduced.
Collection of Committee Reports/ Reports of the Workshops/Seminars/STC organized/ Reports of the Add on/ Value Added Programs	Timely Preparation and Submission of AQAR
Advanced Planning of the Academic Calendar by IQAC	1. Smooth implementation of Academic sessions. 2. Uniform organization of Co-curricular and Extra-curricular activities 3. Well planned organization of Seminar/Webinars/workshop

	without disturbing the teaching Schedules
Initiate new certificate course, Skill Oriented Courses & Value-added Courses for student's career development	IQAC initiated the introduction of UHV session for students in Student Oriented. Skill oriented courses under the banner of PMKVY schemes in five different sections (EV battery management, Web development and more). BKBIET had introduced NPTEL nodal center to ensure student enhance the skill and get benefitted.
Organization of the Personality development, Skills related and other Society need based meets on the campus:	1. IQAC motivated the faculty from the ASH Department to organize soft skills sessions for final-year students as part of pre-placement preparation. 2. IQAC along with UHV Cell of the college organized a one-week offline workshop on Inculcating Universal Human Values in Technical Education
Staff Quality and Diversity -Appoint qualified, experienced and committed staff members as per the AICTE/BTU Mandate	The recruitment of 5 teaching and 3 non-teaching staff members has been completed, with candidates being highly qualified, holding doctorates or master's degrees as per the department's requirements. Further requirements for faculty have been raised and collected by the department.
Workshop/Seminar/STC for Teachers on capability Building.	A total of 168 online/ offline FDPs/ Workshops/ STCs were attended by teaching/ non-teaching staff for capacity Building. Two ATAL sponsored FDPs and 02 NITTR sponsored FDPs were organized in-house for Capacity building. 01 UHV in-house 5-day workshop for teaching and non-teaching staff.

<p>To encourage faculty to submit research project proposals and engage in research activities on campus.</p>	<p>02 design patents were filed in the academic year. 03 Poster presentation by students along with faculty, in the international conference. 30 Research Papers including (13 Journal, 8 Conference, 8 Book Chapter and 1 Book) were published in the AY 2023-24</p>
<p>Infrastructure Development in BKBIET Pilani for Consultancy, Student activity</p>	<p>An initiative by IQAC was the development of a Consultancy Cell and the creation of a Consultancy Arena. With the team's effort, 3 consultancy projects were completed, generating Rs. 43,000.</p>
<p>Enhancement of student and faculty exchange with International Collaboration through BIRD.</p>	<p>With the efforts of the BIRD Cell, 9 students from universities in Thailand and France have come for internships at BKBIET Pilani. Additionally, 1 student from BKBIET has gone to a foreign university.</p>
<p>Increase the rapport with the stakeholders</p>	<p>Alumni Association have not yet been registered but BKBIET uses ALMA Connect for alumni engagement. Alumni Engagement: T&amp;P Cell organises the workshops/ seminars/ Hands-on training where BKBIET Alumni trains and guide their juniors. Parent-Teacher Interface: Branch counselor is in regular touch with the parents to update the report of their ward's performance. Signed MOUs with the Industry so students can benefit in terms of training and placement. In AY 2023-24, a total of 19 students received training by these industry and 04 have been placed through the same.</p>

Organizing Festivals on the campus which is managed by the students and for the students.	Fresher for 1st year, Annual cultural BASANT, Annual Sports fest Quasar, Annual Techfest ANANTHAM and Farewell for final year students are organized and managed by students. Along with above other festivals like Independence Day Republic Day, Janmashtami Holi and many more are organized as well as managed by students.
Online feedback processes from the stake holders	BKBIET has an online process for collecting feedback from stakeholders. The link is already on website.
To execute student welfare schemes on the campus	1. Endowment prizes in the form of the Sarla Birla Scholarship are given to meritorious students every year from all semesters, as well as to the top 10 university toppers from each branch.
Academic & Administrative Internal Audit for quality assessment.	BKBIET conducts Internal Financial Audit (monthly) and 1 External Financial Audit annually. IQAC also conducts an internal Academic audit, through committee comprising the seniors' members.

<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name	Date of meeting(s)
IQAC Committee & Internal Auditing Team	15/12/2024

<b>14. Whether institutional data submitted to AISHE</b>

Year	Date of Submission
2024	21/12/2024

### 15. Multidisciplinary / interdisciplinary

a) **Holistic multidisciplinary institution:** The institution is geared to adopt NEP 2020 through its strategic plan. As a first step, the institution has obtained NBA accreditation for its programs and NAAC accreditation for the institution to facilitate the process of obtaining autonomy. b) **Integration of Humanities and Science with STEM:** The institution offers STEM-related UG programs and a limited number of PG programs. More programs that provide vertical mobility, including postgraduate and doctoral programs, will be initiated. In addition to merging existing institutions of the trust, new programs will also be introduced in specific areas such as social science, languages, fine arts and performing arts, science, law, commerce, etc., based on need analysis. The institution plans to gradually transition into a teaching-intensive university with research focused on specific areas based on the expertise available at the institution. c) **Credit based courses and projects:** Currently, the affiliating University has a limited credit system in place. To ensure holistic development, the institution has MOUs with number of foreign universities and professional organizations/ industry to facilitate exchange programs and academic collaborations etc. that provide students with exposure and learning experience in the contemporary world of work. d) **Multidisciplinary flexible curriculum:** The institution recognizes the significance of introducing the Multi-Point Entry and Credit System (MPECS). Hence, as an autonomous institution, the introduction of MPECS with flexibility will be prioritized. e) **Multidisciplinary research endeavors:** The institution already has 12 MOUs with foreign universities and 3 MOUs with the professional organizations/ industries. More collaborative research avenues, such as consultancy projects, have been explored and initiated in collaboration with various agencies. The institution strives to enhance industry-academic linkages and embark on interdisciplinary research, including research in humanities and social sciences. BITS Pilani, as the Mentor Institute, also guides and supports us in all domains of collaborative research in multidisciplinary areas. f) **Multidisciplinary/ interdisciplinary approach:** The curriculum will be designed in such a way that the student takes fixed credits from his/her core discipline and remaining credits could be from wide variety of programs offered either in the institution or in other institutions facilitating credit transfer facility. To provide avenues of effective multidisciplinary collaboration, the



institution will develop a shared vision, define clear roles and responsibilities, use technology tools extensively to facilitate collaboration among disciplines. On line tools such as Google Docs and Zoom subscription will be taken to facilitate effective collaborative work and create an environment of mutual respect where individual can express themselves openly and respectfully. More activities will be organized to focus on interdisciplinary activities through setting up clubs including multiple disciplines and organize activities to promote interdisciplinary activities such as debates, collaborative projects among student etc. Promote interdisciplinary research to encourage students and faculty to engage in interdisciplinary research to address real life problems with innovative solutions on complex issues.

#### **16.Academic bank of credits (ABC):**

BKBIET encourages students to register for an Academic Bank of Credits (ABC) ID to store their earned credits and enable future transfers across institutions and programs. The process for creating an ABC ID involves a series of steps that ensures students can track and transfer their credits securely and conveniently. Process for Creating an ABC ID: Registration: To begin, students must register for an ABC ID through the official portal provided by the Ministry of Education or the affiliating university. This registration is typically done online, ensuring ease of access for all students. Provide Required Information: During the registration process, students are required to provide essential details such as their personal information (name, contact details), academic history (previous qualifications), and course details. This information helps create a unique profile for each student in the ABC system. Verification: After submitting their details, the students' information undergoes verification by the affiliating university or institution. Once the details are confirmed, an ABC ID is generated, allowing the students to begin accumulating credits. Receive ABC ID: Upon successful verification, students are issued a unique ABC ID. This ID serves as a digital record that will store all the credits they earn throughout their academic career. Linking to National Repository: The ABC ID is then linked to the national credit repository, which is maintained by the National Skill Development Corporation (NSDC) or other authorized bodies. This ensures that students can keep track of all their credits in a central, secure location. How the ABC ID Works: Once students have their ABC ID, they can accumulate credits from various courses they undertake across different institutions. After completing each course, the credits earned are uploaded by the affiliating university to the national repository, linked to their ABC ID. This process enables

students to transfer their credits to other institutions or programs, making the educational journey more flexible. The ABC system is designed to support modular and flexible learning. It allows students to continue their studies without losing credits they have already earned, even if they change institutions or programs. This credit portability is especially valuable for students pursuing interdisciplinary or diverse academic interests, as it gives them the freedom to customize their education while ensuring their prior academic achievements are recognized.

**Conclusion:** By encouraging students to register for their ABC ID, BKBIET is helping them take advantage of a more flexible, efficient, and modular education system. The ABC ID not only simplifies credit tracking and transfer but also promotes a seamless academic experience that can support students' long-term educational and career goals.

### **17.Skill development:**

(a) **Strengthening vocational education and soft skills:** Through a well-established language lab, language skill training is offered to almost all students as part of the curricular requirement, and students are assessed to determine the language skills acquired. The strategic plan includes competency-based courses with multiple pathways to enable both horizontal and vertical mobility for learners in vocational education, vocational training, general education, and technical education. Since the institution already offers diploma and degree programs, these will be integrated, allowing faculty to design programs that link one level of learning to a higher level. This approach will enable students to acquire the desired competency levels, secure jobs based on their acquired skills, and later return to acquire additional skills to further upgrade their competencies. The certificates provided upon completion of each level will clearly define the competencies achieved by the students.

(b) **Vocational education and integration in mainstream:** The Trust runs ITI within the same campus offering certification in 8 trades and so far, has trained about 10,000 students. These trades have 100% seats filled each year. Birla Professional Research and Training Centre (BPTRC) adds value to the Academic curriculum and enhances the technical competence of the trainees and path for enhancement of their skill and problem solving through verification at BIC lab. BPTRC holds the BKBIET Innovation center, industry oriented professional lab like PLC (Programmable logic Controller) Lab and e-cell.

(c) **Providing Value-based education:** Institute offers number of efforts value-based education through UHV Cell and conducting FDP's based on Universal Human Values in technical education under AICTE and included it in student

induction Program with curriculum as a Course for Introduction - Need, Basic Guidelines, Content and Process for Value Education. d) Design credit structure to ensure to: (i) The institution is fully prepared to follow credit structure as provided by BTU, Bikaner and currently training students in welding, foundry, carpentry, black smithy, basic electronics, Surveying, Machine Shop Practice, Fitting and Sheet Metal Shop, etc. through workshops. (ii) Engaging services of industry veterans and master craftsman. The institution is located in the Marwari region that has impressive record of businesses owned and operated by industrialists with their origin firmly planted in Pilani, hence frequent interaction with industry veterans and master crafts persons are invited by ITI and BKBIET is organized to fill the gaps. (iii) ITI and BKBIET both offered well-structured on-line courses during Pandemic time to achieve the academic calendar. After Pandemic, though regular classes are conducted, the faculty use flipped classroom strategies to enable students to learn at their own pace anytime anywhere, hence forming part of blended learning. (iv) The institution has interaction with NSDC through BKBIET skill hub which provide the platform to neighboring outside students to enrollment under the scheme of PMKVY 4.0. Institute provide free short-term training of 580-720 hours in various job roles to make them working professionals, upgrade their skills and improve their competency levels with the facility to assess employment opportunities through internal placements and government Job Fair. (v) Skilling courses through ODL. With collaboration with sister institution ITI, the institution offers skill development courses through PMKVY scheme and BPTRC using institutional premises for practice, orientation and online and/or distance learning mode for theory.

#### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Integration of Indian Knowledge Systems into the Curriculum a) The institution has outlined a comprehensive strategy to integrate the Indian Knowledge System (IKS), encompassing teaching in Indian languages, cultural awareness, and heritage appreciation, into its curriculum. This integration leverages both online and offline courses to cater to a diverse student body. Students come from varied linguistic and cultural backgrounds, with local students typically speaking Hindi, Marwari, or other regional languages, while students from other states speak their own native languages. To ensure accessibility and concept clarity, the curriculum is delivered bilingually, in English and Hindi, for both online and offline modes. Value-based courses, already detailed in the curriculum, focus extensively on fostering an understanding of

Indian culture. The institution features a temple where regular prayers and festival celebrations occur, further enhancing cultural engagement. Shastris and pandits are also invited to conduct sessions on Indian culture and traditions. In classroom settings, the teaching-learning process is consistently delivered in bilingual mode (English and Hindi). Faculty members are proficient in both languages, having acquired formal training. The institution is prepared to implement specialized teaching methods in English and vernacular languages, as outlined in its strategic plan.

b) Faculty Training for Bilingual Delivery The institution plans to extensively train its faculty to deliver classroom instruction in a bilingual mode. Once autonomous, it aims to design a curriculum in Indian languages and provide systematic training to faculty members for effective bilingual teaching.

c) Degree Courses in Indian Languages Currently, all undergraduate (UG) and postgraduate (PG) courses, including laboratory work, are conducted in both English and Hindi, ensuring accessibility for all students.

d) Efforts to Preserve and Promote Indian Heritage The institution undertakes significant efforts to preserve and promote: Arts and Culture: Indian classical music and arts are celebrated through competitions and events. Local Traditions: Annual fests of the institute highlight Rajasthani tribal culture and historical traditions. Additionally, a dedicated museum showcases the region's ancient traditions and heritage, offering a deep connection to Indian history and culture.

e) Good Practices Supporting NEP 2020 Aligned with the National Education Policy (NEP) 2020, the institution has adopted the following practices: i. All UG/PG teaching-learning processes are conducted in English and Hindi. ii. Laboratory sessions and workshops are also delivered bilingually. iii. Institutional functions, including curricular and extracurricular activities, are conducted in both English and Hindi. Guest speakers and orientation programs also encourage the use of these languages.

#### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Integration of OBE into Teaching and Learning Practices. The institution has made significant efforts to implement OBE principles in its teaching and learning processes: Vision and Mission Alignment: At the institutional and departmental levels, Vision and Mission statements were critically evaluated through brainstorming sessions to ensure alignment with program objectives. Program Educational Objectives (PEOs) were developed to encapsulate the purpose of each program, addressing student aspirations and societal needs. Program and Course Outcomes: Program Outcomes (POs), aligned with NBA guidelines and the Washington Accord, are systematically followed. Program-Specific Outcomes (PSOs), reflecting stakeholder

requirements (such as placement agencies and professional societies), are also integrated. A gap analysis between the university curriculum and POs is conducted by each department. Strategies to address these gaps include the incorporation of content beyond the prescribed syllabus. Course Planning and Delivery: Course files are meticulously prepared before the semester begins, and course descriptions are shared with students during the first week. Faculty members utilize Bloom's Taxonomy for planning, delivery, and assessment, ensuring a structured approach to learning outcomes. Assessment and Feedback Mechanisms: Regular formative assessments are conducted to gauge and improve student performance in midterm and final examinations. Feedback is collected at the end of each semester from students, and faculty conduct self-appraisals to compare their achievements against predefined targets. Heads of Departments (HODs) compile the targets and achievements of each course vis-à-vis program outcomes, discuss them with faculty, and present a consolidated report to the head of the institution. iii. Good Practices Supporting OBE and NEP 2020 The institution has adopted several good practices to ensure effective implementation of OBE and align with NEP 2020: Continuous Improvement: OBE principles are utilized to establish a system of continuous improvement in program offerings. Innovative, student-centric teaching strategies such as collaborative learning, problem-based learning, and flipped classrooms are actively promoted. Knowledge Sharing Portal: A dedicated portal on the institution's website enables faculty to share their innovative teaching-learning methods. Other faculty members are encouraged to critique, adapt, and improve upon shared methods, fostering a culture of collaboration and innovation. This structured approach reflects the institution's commitment to adopting OBE and enhancing educational practices in line with NEP 2020 objectives.

#### **20.Distance education/online education:**

Integration of Indian Knowledge Systems into the Curriculum a) The institution has outlined a comprehensive strategy to integrate the Indian Knowledge System (IKS), encompassing teaching in Indian languages, cultural awareness, and heritage appreciation, into its curriculum. This integration leverages both online and offline courses to cater to a diverse student body. Students come from varied linguistic and cultural backgrounds, with local students typically speaking Hindi, Marwari, or other regional languages, while students from other states speak their own native languages. To ensure accessibility and concept clarity, the curriculum is delivered bilingually, in English and Hindi, for both online and offline modes. Value-based courses, already detailed in the



curriculum, focus extensively on fostering an understanding of Indian culture. The institution features a temple where regular prayers and festival celebrations occur, further enhancing cultural engagement. Shastris and pandits are also invited to conduct sessions on Indian culture and traditions. In classroom settings, the teaching-learning process is consistently delivered in bilingual mode (English and Hindi). Faculty members are proficient in both languages, having acquired formal training. The institution is prepared to implement specialized teaching methods in English and vernacular languages, as outlined in its strategic plan.

b) Faculty Training for Bilingual Delivery The institution plans to extensively train its faculty to deliver classroom instruction in a bilingual mode. Once autonomous, it aims to design a curriculum in Indian languages and provide systematic training to faculty members for effective bilingual teaching.

c) Degree Courses in Indian Languages Currently, all undergraduate (UG) and postgraduate (PG) courses, including laboratory work, are conducted in both English and Hindi, ensuring accessibility for all students.

d) Efforts to Preserve and Promote Indian Heritage The institution undertakes significant efforts to preserve and promote:

- Arts and Culture: Indian classical music and arts are celebrated through competitions and events.
- Local Traditions: Annual fests of the institute highlight Rajasthani tribal culture and historical traditions. Additionally, a dedicated museum showcases the region's ancient traditions and heritage, offering a deep connection to Indian history and culture.

e) Good Practices Supporting NEP 2020 Aligned with the National Education Policy (NEP) 2020, the institution has adopted the following practices:

- i. All UG/PG teaching-learning processes are conducted in English and Hindi.
- ii. Laboratory sessions and workshops are also delivered bilingually.
- iii. Institutional functions, including curricular and extracurricular activities, are conducted in both English and Hindi. Guest speakers and orientation programs also encourage the use of these languages.

5. Focus on Outcome based education (OBE): Integration of OBE into Teaching and Learning Practices. The institution has made significant efforts to implement OBE principles in its teaching and learning processes:

- Vision and Mission Alignment: At the institutional and departmental levels, Vision and Mission statements were critically evaluated through brainstorming sessions to ensure alignment with program objectives. Program Educational Objectives (PEOs) were developed to encapsulate the purpose of each program, addressing student aspirations and societal needs.
- Program and Course Outcomes: Program Outcomes (POs), aligned with NBA guidelines and the Washington Accord, are systematically followed. Program-Specific Outcomes (PSOs), reflecting stakeholder requirements (such as placement agencies and professional societies), are also integrated. A gap analysis between

the university curriculum and POs is conducted by each department. Strategies to address these gaps include the incorporation of content beyond the prescribed syllabus. Course Planning and Delivery: Course files are meticulously prepared before the semester begins, and course descriptions are shared with students during the first week. Faculty members utilize Bloom's Taxonomy for planning, delivery, and assessment, ensuring a structured approach to learning outcomes. Assessment and Feedback Mechanisms: Regular formative assessments are conducted to gauge and improve student performance in midterm and final examinations. Feedback is collected at the end of each semester from students, and faculty conduct self-appraisals to compare their achievements against predefined targets. Heads of Departments (HODs) compile the targets and achievements of each course vis-à-vis program outcomes, discuss them with faculty, and present a consolidated report to the head of the institution. iii. Good Practices Supporting OBE and NEP 2020 The institution has adopted several good practices to ensure effective implementation of OBE and align with NEP 2020: Continuous Improvement: OBE principles are utilized to establish a system of continuous improvement in program offerings. Innovative, student-centric teaching strategies such as collaborative learning, problem-based learning, and flipped classrooms are actively promoted. Knowledge Sharing Portal: A dedicated portal on the institution's website enables faculty to share their innovative teaching-learning methods. Other faculty members are encouraged to critique, adapt, and improve upon shared methods, fostering a culture of collaboration and innovation. This structured approach reflects the institution's commitment to adopting OBE and enhancing educational practices in line with NEP 2020 objectives. 6. Distance education/online education: (a) Delineate the possibilities of offering vocational courses through ODL, mode in the institution. With collaboration with ITI the institution will be able to offer vocational courses through ODL for students as well as working professionals based on the need assessment. The institution also plans to offer programs in IT and Electronics and the National Skill Qualification Framework has designed 78 programs in these two disciplines. The institution will initiate offering selected courses in these 2 disciplines to start with. (b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. The institution plans to use open learning software such as MOOC and MODLE, Google Classrooms etc along with already existing LMS software and develop need based ODL in collaboration with ITI located in the campus as well as collaboration with local small-scale industries dealing with variety of vocations. Tools developed during on line education by teachers and provide details (c)

Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020 The University does not provide any permission to conduct vocational or any other educational courses through ODL. However, efforts made by the institution are listed below: (a) Online teaching was conducted during Pandemic period so the teachers are familiar with conducting classes and examining the students.

### Extended Profile

#### 1.Programme

1.1	10
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

#### 2.Student

2.1	1217
Number of students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	804
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	205
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

#### 3.Academic



3.1	66
Number of full time teachers during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

3.2	98
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

#### 4.Institution

4.1	33
Total number of Classrooms and Seminar halls	

4.2	279.45
Total expenditure excluding salary during the year (INR in lakhs)	

4.3	464
Total number of computers on campus for academic purposes	

### Part B

#### CURRICULAR ASPECTS

##### 1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Since BKBIET Pilani is affiliated to Bikaner Technical University, the curriculum is given to us by the affiliating university. The curriculum consists of 20 allied subjects (science, mathematics, humanities, basic engineering) and varying number of programme specific courses. BTU treats subject-wise laboratory as an individual course. Additionally, the number of courses includes a seminar in third, fifth, and seventh semesters, industrial training in the summer months before third, fifth, and seventh semesters, and two project in the final year. The curriculum makes allowance for one professional elective each from fifth to eight semesters. At the

beginning of each semester, BTU sends to us an Academic Calendar, identifying the start of semesters, first year induction program date, dates of internal examinations, last working day, dates of BTU practical and theory examinations. However, it leaves the detailed planning to the Institute. The calendar of BKBIET lays stress on course design for Outcome Based Education. The Institute calendar also fixes dates of student events like Fresher, annual cultural, technical and sports festivals. Convocation dates are communicated by BTU. Lastly, dates and nature of pre-placement classes are announced by the TnP division. Copies of the University and Institute calendar are placed in Annexure I.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

#### 1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Specific faculty meetings are scheduled for course allocation and reviewing OBE design. The academic calendars help faculty members to plan their respective course delivery research work academic and co-curricular activities. Once a week various technical and non-technical co-curricular activities like guest lectures, seminars, workshops etc. are organized to supplement the curriculum. These are scheduled dynamically on availability of the resource person. Department heads closely supervise and monitor the completion of the syllabus as per the lesson plan mentioned in Course file by faculty members. Internal sessional, assignments, quizzes, and seminars are part of the Continuous Internal Evaluation (CIE) of students. There is a well-defined process for the conduct of CIE as per Examination cell. The subject instructor prepares the internal sessional question paper based on Bloom's Taxonomy. The internal sessional time tables prepared by the examination cell. Post internal sessional evaluation of answer scripts, CO-PO/PSO attainment calculation are carried out by subject instructor. Continuous evaluation and assessments are also done for laboratory course, project work, seminars, and internships. As per the laboratory rubrics, the internal and external test is conducted at the end of the semester. Copies of the Internal Examination time table are placed in Annexure I.

File Description	Documents
Upload relevant supporting documents	<a href="#">View File</a>
Link for Additional information	Nil

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University**

**C. Any 2 of the above**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

10

File Description	Documents
Any additional information	<a href="#">View File</a>
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

**1.2.2 - Number of Add on /Certificate programs offered during the year**

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement**

**for year: (As per Data Template)**

21

File Description	Documents
Any additional information	<a href="#">View File</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

551

**1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year**

551

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

**1.3 - Curriculum Enrichment****1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

The institute follows the curriculum made by BTU, in this regard the BUILD ENVIOURMENT COURSE of three lecture hours and two practical hours in first semester as well as in the second semester. Seeing the engineering nature of this course the faculty with the background in civil engineering teach this course and conduct its laboratories. The institution has adopted a learning by doing approach in sensitizing students to green issues. Students explore a water harvesting schemes on campus and carry out an annual tree plantation drive. The NCC training cadets participates in tree plantations outside the campus. To make socially aware BKBIET has carried out a number of programs in campus. NCC cadets joins several campaigns under NSS, Joy of giving week under NIRMAN, YOGA camp is some of the notable examples. Further anti-drug Campaign, stress

management & SWACH ABHIYAN conducted Mandatory Human Values session in the first year Induction Programme for students. Basic and Advance Human Values FDP for faculty members. Workshops and personalities development and communication skills on regular basis. An active NCC runs on campus. To promote gender equity among the students, Institute supports flexible seating arrangements in the class rooms, equal representation of both genders in the leadership positions of class and college level committees, curricular and co-curricular activities. The Institute makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	<a href="#">View File</a>

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

239

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	<a href="#">View File</a>

### 1.3.3 - Number of students undertaking project work/field work/ internships

1217

File Description	Documents
Any additional information	<a href="#">View File</a>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

#### 1.4 - Feedback System

**1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni**

**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	<a href="#">View File</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View File</a>
Any additional information(Upload)	<a href="#">View File</a>

**1.4.2 - Feedback process of the Institution may be classified as follows**

**B. Feedback collected, analyzed and action has been taken**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
URL for feedback report	<a href="https://bkbiet.ac.in/wp-content/uploads/2024/12/2.7.1.pdf">https://bkbiet.ac.in/wp-content/uploads/2024/12/2.7.1.pdf</a>

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

**2.1.1 - Enrolment Number Number of students admitted during the year**

**2.1.1.1 - Number of sanctioned seats during the year**

**516**

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

### 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

#### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

222

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

### 2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The institution identifies and supports both advanced learners and slow learners through targeted programs. Advanced learners, defined as students scoring above 60% in examinations, are motivated through scholarships (e.g., Aditya Birla Memorial Merit Award, Eiffel Scholarship), international internships, and preparation for competitive exams like GATE, IES, and GRE. They are encouraged to attend conferences, publish research, participate in hackathons, and undertake innovative projects with technical and funding support. The BKBIET Innovation Center fosters entrepreneurship, offering resources for startups and promoting participation in national and international innovation challenges. Toppers are identified through ranking, and these students are supported to achieve university ranks and excel in their chosen fields. For slow learners, defined as those scoring below 60% in mid-term examination, a structured process ensures close monitoring and assistance. Branch counselors track academic performance, attendance, and extracurricular activities, while also interacting with students and parents. Extra classes are organized for weak students and those with backlogs, focusing on improving understanding and building confidence. Notes with solutions to key questions are provided to aid preparation. These interventions have significantly improved the performance of slow learners, reducing their numbers and fostering academic progress.

across the student community.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	<a href="#">View File</a>

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

Number of Students	Number of Teachers
1896	66

File Description	Documents
Any additional information	No File Uploaded

### 2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

In Institute, Faculty use innovative pedagogy strategies to blend structured and unstructured teaching-learning strategies to encourage participation of students for foster deeper understanding. Institute clearly work on student centric methods that focus on active engagement, critical thinking, and real-world applications where students gain hands-on experience, making abstract concepts more tangible and enhancing knowledge retention. For Experiential learning, there are 37 well established laboratories exist for promoting deeper understanding of students. Industrial training, Internship through BPTRC, Value-added Courses for Skill development through individual department, Workshop/Seminars through various student chapters like IETE, IEEE, and ASME etc., Industrial visit to expose the students to real life work environment. Compulsory Industrial training after second semester to gain industrial-environment- knowledge. For Participative & Problem based Learning, students are encouraged to organize and participate in competition and Internal Smart India Hackathon, inter-collegiate events such as -symposia, project contests, workshops, seminars, sports and cultural events, technical quizzes builds critical thinking, communication, and teamwork skills. Tutorial classes and language laboratory has been established to develop student's English proficiency. About 39 student clubs exists, such as NSS, Nirman, Music & Dance/drama, sports, google developer, Newton School coding



club etc. Interactive sessions / Webinars, Aptitude classes are organized and Industry sponsored projects are taken up faculty and students.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Institute has 25 ICT-enabled Labs/Classrooms where various virtual-learning tools such as touch pads, Google classrooms, Microsoft teams, interactive whiteboards, PPTs & videos, educational apps, and online learning platforms are used to deliver content effectively that make complex topics easier to understand. These tools enhance the teaching-learning process that make it more engaging, interactive, and efficient; empower teachers to create an interactive, learner-centered environment, enhancing both teaching effectiveness and student engagement. Use of interactive whiteboards enable dynamic lessons where teachers can display, annotate, and manipulate content in real-time. Virtual learning environments like Google Classroom, Microsoft Teams, and Moodle allow teachers to assign tasks, conduct assessments and track student-progress remotely. Online libraries and databases used for research and resource sharing. With Flipped classroom, students learn at their own pace, anywhere, anytime, hold discussions with the peers, and ask questions and clarifications during class and teacher gets the opportunity to cover more information, go beyond syllabus contents during their limited class-time of 50 minutes which especially helpful for weak students. Faculty create Student WhatsApp groups to interact and guide the students. Students are also encouraged to use open-source course ware through Udemy, MOOC, NPTEL and Open Sources provided by IITs.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

**2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )****2.3.3.1 - Number of mentors**

60

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View File</a>
mentor/mentee ratio	<a href="#">View File</a>

**2.4 - Teacher Profile and Quality****2.4.1 - Number of full time teachers against sanctioned posts during the year**

66

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>

**2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)****2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

23

File Description	Documents
Any additional information	<a href="#">View File</a>
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	<a href="#">View File</a>

**2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)****2.4.3.1 - Total experience of full-time teachers**

662

File Description	Documents
Any additional information	<a href="#">View File</a>
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The institution follows the university academic calendar to conduct internal and external assessments, ensuring timely and transparent processes. Assessment guidelines, including grading for theory and practicals, are shared with faculty and students for clarity. Internal assessment results are promptly announced and communicated via WhatsApp, with provisions for resolving queries.

Aligned with Outcome-Based Education (OBE), assessments like tests, assignments, midterm-1, midterm-2, and improvement exams are mapped to Course Outcomes (COs) based on Bloom's Taxonomy. The COs are divided between midterm-1 and midterm-2 to ensure complete coverage. Assessment schemes and course descriptions are provided at the semester's start, and students receive answer sheets with feedback post-assessment. Choice-based questions maintain equal complexity, ensuring fair evaluation.

The scores from these assessments are compiled to evaluate CO attainment, which further determines the overall achievement of Program Outcomes (POs) and Program Specific Outcomes (PSOs). Marks distribution follows the university credit system, with 20% weightage from internal assessments and 80% from university exams.

Indirect assessments include student feedback on course outcomes and faculty self-assessments to identify corrective actions. External feedback from alumni, industry, and parents will be incorporated into the OBE system once graduates gain career experience, further enhancing program effectiveness

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The institution has a clear and structured grievance redressal mechanism for examination-related issues, operating at both internal and external levels. The process is made accessible to faculty, staff, and students through the institutional website, library, and handbook.

**Internal Mechanism:**

Examination grievances are addressed by a grievance redressal committee, exam cell, counselors/mentors, and HoDs. Students can submit grievances to the Director or Examination In-charge, and issues are resolved within a week. Investigations are conducted impartially, involving all relevant parties, and appropriate actions are taken. After resolution, feedback from the student is collected, and a record is maintained for transparency and future reference.

**External Mechanism:**

Unresolved grievances can be submitted through the BTU ERP system, where the university addresses the issue within 30 days. Students can review their answer sheets, and if the grievance persists, it is escalated to the Controller of Examinations (CoE) at the university for further resolution.

This two-tier system ensures timely, transparent, and impartial handling of examination grievances, fostering accountability and student satisfaction.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the

Programmes offered by the institution.

The institution ensures awareness and implementation of Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) as per NBA guidelines through systematic processes.

Key information, including Vision, Mission, PEOs, POs/PSOs, and COs, is displayed on the institutional website and across departments, laboratories, and the library. These are introduced during orientation programs and explained to students and parents during admission counseling. Faculty members further discuss course objectives, COs, and assessment schemes with students at the beginning of each course.

POs and PSOs are shared with employers and alumni through emails and Alumni Meets. They are also discussed during IQAC and faculty meetings to align with institutional goals.

Evaluation mechanisms are defined by faculty, mapping COs to POs/PSOs based on Bloom's taxonomy, covering all six cognitive levels. Faculty plan strategies to achieve COs with specific attainment targets and track student performance through continuous assessments.

This structured approach ensures that all stakeholders, including students, faculty, alumni, and employers, are informed and engaged. Regular reviews and integration of Bloom's taxonomy into evaluation strengthen quality and consistency, ensuring alignment with NBA accreditation standards.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	<a href="#">View File</a>

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The institution ensures the attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) through a well-defined mechanism aligned with Course Outcomes (COs). Faculty use diverse assessment methods, including assignments, tests, quizzes, projects, and viva

voce, to comprehensively cover COs with pre-determined complexity levels and achievement targets. At the end of the semester, CO results are mapped to POs and PSOs for evaluation.

Abstract outcomes like communication, teamwork, and critical thinking are assessed using rubrics shared with students in advance, ensuring transparency and clarity. Both formative and summative assessments, including midterms with equal weightage, allow continuous evaluation and timely corrective actions to support students.

Faculty establish key performance indicators for CO attainment based on previous student performance, defining levels of achievement. For example, 50% of students achieving specific score thresholds corresponds to attainment levels 1, 2, or 3. These results, along with student feedback and faculty self-appraisals, are analyzed to identify corrective actions or improvements for the next batch.

The COs are regularly reviewed to maintain relevance and address evolving stakeholder needs. If gaps are identified in the curriculum, beyond-syllabus strategies are implemented to ensure comprehensive learning. The institution also aligns CO attainment with POs through semester exams conducted by the affiliating university.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	Nil

### 2.6.3 - Pass percentage of Students during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

126

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

<https://bkbiet.ac.in/wp-content/uploads/2024/12/2.7.1-1.pdf>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

**3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

**3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

8.68

File Description	Documents
Any additional information	<a href="#">View File</a>
e-copies of the grant award letters for sponsored research projects /endowments	<a href="#">View File</a>
List of endowments / projects with details of grants(Data Template)	<a href="#">View File</a>

**3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**

**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

3

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	<a href="#">View File</a>
Paste link to funding agency website	Nil

### 3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

#### 3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

35

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.2 - Research Publications and Awards

#### 3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

##### 3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

13

File Description	Documents
Any additional information	<a href="#">View File</a>
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

#### 3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

##### 3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year



17

File Description	Documents
Any additional information	<a href="#">View File</a>
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

### 3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Extension activities within neighborhood communities play a pivotal role in holistic development, particularly for students. Over the past five years, initiatives like NSS, NIRMAN, village adoption, plantation drives, and women empowerment programs have positively impacted both communities and students. These programs address critical socio-economic needs, including basic education, food distribution, and healthcare, fostering community welfare. Blood donation camps by NSS and NCC have raised awareness about health issues and preventive care.

For students, participation in these activities has been transformative, enhancing their empathy, awareness, and problem-solving skills. Grassroots engagement provides real-world exposure, helping students understand societal challenges deeply. Health camps and hygiene drives have been especially impactful, educating communities while broadening students' perspectives on the struggles of underprivileged groups.

These extension initiatives underscore the institution's commitment to social responsibility. Programs like NSS and NIRMAN deliver essential support, such as education, healthcare, and food, while fostering a culture of awareness and development among students. By integrating community service into their education, institutions nurture socially responsible and empathetic individuals ready to contribute meaningfully to society. Collectively, these efforts promote a holistic approach to societal upliftment and student growth, building a stronger and more compassionate future generation.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

### 3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

#### 3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

4

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>

### 3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year

#### 3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

29

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	<a href="#">View File</a>

### 3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

#### 3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/

**NCC/ Red Cross/ YRC etc., during the year****1010**

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

**3.4 - Collaboration****3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year****10**

File Description	Documents
e-copies of linkage related Document	<a href="#">View File</a>
Details of linkages with institutions/industries for internship (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded

**3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year****3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year****17**

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

BKBIET Pilani, approved by AICTE, is situated on an 18.01-acre campus with one administrative block and three academic blocks. The academic area includes 28 classrooms, 35 laboratories, 14 tutorial rooms, 5 seminar halls, a workshop, a drawing hall, and a computer center. Faculty members share cabins, and department heads have single-occupancy chambers, while technical staff work in assigned laboratories.

The institute features the Birla Professional Training and Research Centre (BPTRC), which conducts industry-relevant training programs, soft/technical skills courses, and placement activities. BPTRC is equipped with dedicated labs, workshops, and three lecture halls.

ICT-enabled teaching facilities are available in two BPTRC lecture halls and all laboratories. The institute employs an ERP system for managing student data such as attendance and marks. Students can access lecture notes and materials on the institute's website and Google Classroom. Feedback is collected via Google Sheets, and the accounts department utilizes Tally for financial management.

BKBIET integrates modern technology and infrastructure to deliver quality education and facilitate learning through digital platforms, ensuring accessibility and efficiency in both academic and administrative functions.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

BKBIET Pilani offers a range of extracurricular activities through its 1,200-capacity amphitheater and the Sarla Birla Activities Centre, which houses a gym, dance room, music room, creativity room, badminton courts, and table tennis tables. Outdoor sports facilities include cricket and football grounds and courts for basketball,

volleyball, and lawn tennis. NCC activities are coordinated on campus, with equipment issued from a nearby BITS campus storeroom.

Student accommodation includes a boys' hostel with 71 single-seat and 266 double-seat rooms, and a girls' hostel with 138 double-seat rooms, both equipped with internet facilities. Faculty housing comprises 69 quarters and a Director's bungalow, and there is also a guest house on campus. A botanical garden supplies fresh vegetables.

The campus has convenient amenities such as a mart for daily needs, a canteen, and a dispensary staffed by a pharmacist. An ambulance is available for transporting students or staff to the nearby Birla Sarvajanic Hospital if needed. Essential infrastructure includes an electricity room, electrical backup, bore well water supply, and RO facilities, ensuring a comfortable and well-equipped environment for both academic and residential life.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

#### 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

33

##### 4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

33

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

#### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)****52.65**

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	<a href="#">View File</a>
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

**4.2 - Library as a Learning Resource****4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

BKBIET Library is using IFW ERP software. IFW ERP, or integrated financial and workflow Enterprise Resources Planning, is a library software designed to streamline and manage Various aspects of library operations .it typically includes features such as cataloging, Circulation Management, patron management, acquisition, serials control and reporting Functionalities. IFW ERP systems aim to enhance efficiency, reduce administrative burden, and improve user Experience, and provide insights into library performance. These systems are tailored to meet the specific needs of libraries, whether they are academic, public or special libraries.

Name of ILMS Software: IFW ERP Software

Nature of Automation: Partially

The Institute has Subscription for the following E-Resources:

- E-Journals

DELNET (online)

NDLI (Club Membership) Free

- E-Books

DELNET (Online)

**NDLI (Club Membership)**

- **Databases: DELNET**

**Remote Access to E-Resources:****DELNET****NDLI**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	Nil

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

**B. Any 3 of the above**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**3.51**

File Description	Documents
Any additional information	<a href="#">View File</a>
Audited statements of accounts	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

#### 4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)

##### 4.2.4.1 - Number of teachers and students using library per day over last one year

196

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of library usage by teachers and students	<a href="#">View File</a>

#### 4.3 - IT Infrastructure

##### 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

BKBIET Pilani has 464 desktop computers and 15 laptops of varying configurations, with 395 desktops dedicated to student use and the remainder allocated to faculty and staff. Nine desktops are installed in Ghumansar, a village adopted by the institute.

The institution offers 400 MBPS leased-line internet connectivity, with all computers internet-enabled. Wi-Fi is accessible through 58 points in hostels and 15 in the main institute building. Regular IT infrastructure upgrades include the purchase of 25 desktops and one laptop in 2023-24, refurbishment of 30 desktops in 2022-23, refurbishment of 72 desktops upgrade in computer Lab, and upgrades to laptops and desktops over the years. During the COVID-19 pandemic, the institute acquired 10 Wacom writing tablets to support online teaching.

BKBIET uses licensed system software, including Windows Server and Turbo C++, and open-source application software like SQL Server and MATLAB. The consistent investments in IT infrastructure ensure students and faculty have access to modern and efficient technological resources for education and administration.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

##### 4.3.2 - Number of Computers



395

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	<a href="#">View File</a>

**4.3.3 - Bandwidth of internet connection in the Institution**

A. ? 50MBPS

File Description	Documents
Upload any additional Information	<a href="#">View File</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

**4.4 - Maintenance of Campus Infrastructure****4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

92.70

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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

The institute maintains and utilizes its physical, academic, and support facilities through established systems and procedures. Departments, supported by maintenance staff, ensure equipment and infrastructure remain functional through daily and periodic checks. Supervisors oversee housekeeping and facility management under the

**Director/Principal.**

1. **Laboratories:** Each lab is managed by a lab assistant and attendant responsible for equipment upgrades, preventive maintenance, and performance monitoring. Dead stock verification ensures the condition and availability of equipment. Utilization records are meticulously maintained.
2. **Library:** A librarian and staff ensure the library's efficient operation. ERP systems manage book issuance and returns, with stock verification conducted annually. The library committee oversees procurement based on departmental requirements.
3. **Sports Facilities:** The Sports Officer manages equipment, facilities, and event activities, ensuring maintenance and record-keeping of usage and achievements.
4. **Classrooms:** Equipped with ICT tools, classrooms are cleaned daily under supervision to ensure hygiene and functionality.
5. **IT Facilities:** PCs, software, and peripherals are maintained by technicians, with major issues outsourced to vendors.
6. **Utilities:** Electricians and plumbers maintain electrical systems, water coolers, and lifts, supported by housekeeping and gardening staff.
7. **Security Systems:** CCTV, internet, and air conditioners are managed by system administrators and external agencies, with a dedicated security team ensuring campus safety.
8. **Electrical Maintenance:** Generators, UPS, and batteries undergo regular checks, with repairs and replacements handled through centralized procurement procedures.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	<a href="https://bkbiet.ac.in/wp-content/uploads/2024/12/4.4.2_maintaining-and-utilizing-physical-academic-and-support-facilities.pdf">https://bkbiet.ac.in/wp-content/uploads/2024/12/4.4.2_maintaining-and-utilizing-physical-academic-and-support-facilities.pdf</a>

**STUDENT SUPPORT AND PROGRESSION**

<b>5.1 - Student Support</b>	
<b>5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year</b>	
<b>5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year</b>	
101	
File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>
<b>5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year</b>	
<b>5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year</b>	
37	
File Description	Documents
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>
<b>5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills</b>	<b>A. All of the above</b>

File Description	Documents
Link to institutional website	<a href="https://bkbiet.ac.in/wp-content/uploads/2024/12/5.1.3.pdf">https://bkbiet.ac.in/wp-content/uploads/2024/12/5.1.3.pdf</a>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

1217

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

1217

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**B. Any 3 of the above**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

76

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

1

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of student progression to higher education	<a href="#">View File</a>

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

#### 5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government

**examinations) during the year**

2

File Description	Documents
Upload supporting data for the same	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**5.3 - Student Participation and Activities****5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

9

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

Student representatives are selected from various departments to ensure comprehensive representation across academic streams. They act as a liaison between students and the administration, voicing concerns and feedback while assisting in the organization of events like cultural fests, sports competitions, and engagement programs.

Students actively contribute to academic and administrative bodies such as the Academic, Cultural, Sports, Disciplinary, and Anti-Ragging Committees. Through interviews conducted at the start of the academic year, students are chosen based on leadership skills,

interest, and commitment. These representatives play critical roles in planning academic initiatives, organizing cultural events, managing sports activities, and ensuring adherence to anti-ragging policies.

They also help manage and execute co-curricular and extracurricular activities, including technical fests, guest lectures, academic workshops, and annual festivals, in collaboration with faculty and administrative staff.

This active involvement has fostered a vibrant campus culture by enhancing student leadership, organizational, and decision-making skills. It has also significantly increased student participation in academic and extracurricular events, creating a positive and engaging learning environment while strengthening the institution's collaborative ethos.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

#### 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

20

File Description	Documents
Report of the event	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	<a href="#">View File</a>

### 5.4 - Alumni Engagement



5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Alumni support services foster knowledge sharing on advanced technology through webinars, workshops, etc led by alumni. They create networking platforms, such as alumni forums and mentorship programs, where members exchange insights on emerging trends and innovations. By providing access to research resources, technology hubs, and collaborative projects, these services enable lifelong learning. Such initiatives empower alumni to stay updated, contribute to advancements, and inspire the next generation of innovators.

File Description	Documents
Paste link for additional information	<a href="https://bkbiet.ac.in/wp-content/uploads/2024/12/5.4_Alumni-Engagement-additional-info.pdf">https://bkbiet.ac.in/wp-content/uploads/2024/12/5.4_Alumni-Engagement-additional-info.pdf</a>
Upload any additional information	<a href="#">View File</a>

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The institution faculty and other stake holders have through brainstorming, consultations and studying past performance have prepared vision and mission which is relevant and addresses current and future state of the institution. The institutional governance structure is well established and the hierarchy of the institution is fully functional. The institutional leadership and the sub systems are working in complete consonance with the institute vision and mission.

1. NEP 2020 Implementation: Being the Affiliated Institute, BKBIET Pilani strives to implement all possible sections of NEP.

2. Sustained Institutional Growth: Adding highly qualified faculties, motivating to adapt Research and consultancy, adding PG programmes.

3. Participation in Institutional Governance

4. Strategic Plan: Advance planning and fixing target to achieve the future goals.

In conclusion, when the vision and mission are the guiding lights, and the leadership and governance are the vehicles driving an institution, the path to success becomes clear. Through its alignment with national policies like NEP 2020, its growth strategies, its decentralized approach, its inclusive governance, and its future perspective plans, an institution not only thrives but also sets benchmarks for excellence. BKBIET is therefore poised to make lasting contributions to society, shaping futures, and defining legacies.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The decentralization and governance practices at BKBIET emphasizes a structured hierarchy and inclusive leadership.

1. Decentralization: BKBIET has a well-defined decentralized structure. Instructions flow systematically:
  - From the Board of Governors (BOG) to the Director.
  - Then to the Principal, followed by Heads of Departments (HODs). Responsibilities are delegated further to individuals, ensuring a structured hierarchy. All key positions, such as the Principal and HODs, take their directives from the BOG.
2. Participation in Institutional Governance: The institution emphasizes active involvement from various stakeholders, including faculty members who are represented on the BOG.
  - The governance process demonstrates inclusive leadership, allowing for collective decision-making.
  - This ensures policies are shaped by the combined

insights of the hierarchy, rather than solely top-down directives.

Such an approach helps BKBIET stay dynamic, receptive to change, and aligned with its vision and mission.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

At BKBIET, the strategic plan is a collaborative effort involving faculty and staff, meticulously aligned with the institution's vision and mission. This plan defines the institution's future readiness while staying rooted in its foundational ethos.

The goals outlined in the strategic plan serve as a guiding roadmap, ensuring that every action, initiative, and policy advances BKBIET toward its envisioned future.

With its vision and mission as guiding principles and leadership and governance as the driving forces, BKBIET paves a clear path to success. Through its alignment with national policies like NEP 2020, robust growth strategies, decentralized processes, inclusive governance, and forward-looking strategic plans, the institution not only thrives but sets benchmarks for excellence. BKBIET is poised to make lasting contributions to society, shaping futures and defining legacies.

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

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

**Policies:** BKBIET has implemented a comprehensive document outlining its rules and regulations for all stakeholders. These policies are:

- **Holistic:**Catering to diverse institutional needs.
- **Forward-Thinking:**Anticipating future challenges.
- **Inclusive:**Addressing all stakeholders. The Strategic Plan (SP) serves as a guiding philosophy for institutional success through effective implementation.

**Administrative Setup:** The institution follows a structured hierarchy:

- **Board of Governors (BOG):**Apex decision-making body.
- **Director:**Oversees governance and policy execution.
- **Principal:**Manages operations, reporting to the Director.
- **HODs and Faculty:**HODs lead departments, supported by professors and staff. Administrative services include security, medical, hostel management, placement, and special in-charges for various activities.

**Appointments:** Transparent hiring for academic and non-academic roles is ensured through advertisements and evaluation by a selection committee.

**Service Rules:** A Service Rule Book governs employee responsibilities, ensuring accountability and operational clarity. Copies of the SRB are available in the library, as well as with the Principal and Director.

**Procedures:** With 17+ years of experience, BKBIET has established committees and systems for smooth, efficient institutional management, reflecting its vision and mission.

This structured approach highlights the institution's robust governance and administrative systems, ensuring a harmonious and productive working environment aligned with BKBIET's vision and mission.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	<a href="https://bkbiet.ac.in/wp-content/uploads/2024/12/Organisation-Chart.pdf">https://bkbiet.ac.in/wp-content/uploads/2024/12/Organisation-Chart.pdf</a>
Upload any additional information	<a href="#">View File</a>

### 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The institution ensures the well-being and job satisfaction of both teaching and non-teaching staff through a variety of welfare measures:

#### 1. Upskilling & Educational Facilities:

- Opportunities for professional development through Faculty Development Programs, short-term training, and other educational courses.

#### 2. Medical Fee Reimbursement:

- Reimbursement of medical expenses up to one month's salary.

#### 3. Leave Facility:

- Casual Leave (15 days), Paid Leave (60 days), Sick Leave (30 days for 3 years), and Maternity Leave (6 months).
- Earned leave encashment and leave for international

conferences.

**4. Financial Assistance & Incentives:**

- Access to government schemes like gratuity (Gratuity Act 1972) and provident fund (PPF) (12% of salary), along with additional financial incentives.

**5. Conference Sponsorships:**

- Sponsorship for attending and presenting papers at conferences/workshops, national and international.

**6. Faculty Abroad Program:**

- Opportunities to visit foreign universities for study and research.

**7. Performance Appraisal System:**

- Regular performance evaluations to support professional growth.

**8. Residential Facilities:**

- Free on-campus housing with Wi-Fi, gym, medical center, sports grounds, grocery store, and cafeteria.

**9. Child Educational Fee Reimbursement:**

- Full reimbursement of educational fees for staff children in 14 listed schools.

These welfare measures foster a positive, supportive work environment.

File Description	Documents
Paste link for additional information	<a href="https://bkbiet.ac.in/wp-content/uploads/2024/12/service-rule.pdf">https://bkbiet.ac.in/wp-content/uploads/2024/12/service-rule.pdf</a>
Upload any additional information	No File Uploaded

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

**6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year**

3

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

### **6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

#### **6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

5

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	<a href="#">View File</a>
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View File</a>

### **6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

#### **6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

168



File Description	Documents
IQAC report summary	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	<a href="#">View File</a>

### 6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The institution has developed a faculty assessment form in accordance with the AICTE 360-degree feedback score, comprising six key parameters:

1. **Teaching Process:** Assesses class attendance, application of Bloom's Taxonomy, provision of previous university papers, and availability of teaching materials.
2. **Student Feedback:** Gathers semester-wise feedback from students on courses taught.
3. **Departmental Activities:** Includes faculty involvement in lab management, timetable coordination, consultancy work, NBA accreditation tasks, student mentoring, guest lectures, industrial visits, and internship guidance.
4. **Institute Activities:** Evaluates faculty participation in administrative roles, coordination of conferences, workshops, contributions to co-curricular activities, industry MOUs, and hostel responsibilities.
5. **Academic and Research Activities (ACR):** Assesses university results, student feedback, class management, research activities, and participation in academic events such as conferences and workshops.
6. **Contribution to Society:** Reviews involvement in initiatives such as Induction Programs, Unnat Bharat Abhiyan, Swachh Bharat, and other social contributions.

The completed forms are submitted to the Head of Department (HOD) for verification and then forwarded to the principal for evaluation. The principal consolidates the data and submits it to the Internal Quality Assurance Cell (IQAC). The principal ensures the report's completeness and uses the analysis to provide guidance to faculty on

areas requiring improvement.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

This report summarizes the internal and external financial audits conducted at the institute and outlines the procedures for addressing audit objections.

**Internal Audits:** The institution carried out monthly internal audits to assess the accuracy of its financial records, budgetary compliance, and adherence to institutional policies. These audits verified transactions, ensured expenditures were within approved budgets, and confirmed compliance with internal financial regulations. The Finance Officer submits the finance report and balance sheet to the General Manager, Commercial.

**External Audits:** An independent external audit was conducted annually by a certified public accounting firm Brij Kishore and Co., CA Jhunjhunu to examine the institute's financial statements. The primary objective of the external audit was to ensure that the financial reports accurately reflected the institution's financial position and complied with statutory requirements. The audit also scrutinized income sources, expenditures, and legal compliance.

**Mechanism for Settling Audit Objections:** Upon receipt of audit findings, the institution's management conducts a thorough review of any objections. A committee of senior finance personnel addresses the observations and implements corrective actions where necessary. The resolution of objections follows a formal procedure, typically completed within 30 days of report submission. This ensures transparency, accountability, and timely rectification of financial discrepancies

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

#### 6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

##### 6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

8.25

File Description	Documents
Annual statements of accounts	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	<a href="#">View File</a>

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institution employs a structured approach to mobilize and optimally utilize resources and funds from various sources, ensuring effective financial management and transparency.

##### 1. Identification of Needs and Opportunities:

- The primary funding source is student fees, supplemented by approximately 8,25,000 from industry partners like (UltraTech cement and Hindalco Industries). Details are available in criteria 6.4.2.

##### 2. Transparent Proposal Writing:

- Funds are received through a transparent mechanism, with clear inputs and outcomes for each project.

##### 3. Optimal Allocation of Resources:

- Funds are strategically allocated, prioritizing high-impact projects.

##### 4. Monitoring and Evaluation:

- A robust system tracks fund usage and evaluates project outcomes, ensuring effective utilization.

##### 5. Capacity Building:

- Faculty and staff gain capacity-building opportunities through involvement in various projects.

#### 6. Regular Financial Audits:

- Internal and external audits are conducted regularly as per the schedule set by the Board of Governors (BOG).

#### 7. Ensuring Sustainability:

- Long-term sustainability is ensured through MOUs with donor industries, guaranteeing future funding.

These strategies foster transparency, accountability, and sustainability in the institution's resource management.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

### 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

BKBIET's IQAC attempts to chisel the quality imprint through a persistent focus on imparting quality education, through its innovative, comprehensive and flexible education policy.

#### 1. Academic Audit through IQAC:

IQAC conducts internal academic audit of each department and various committees annually to quantify and maintain quality of education. At the beginning of academic session, the committee collects academic plan including publication, extension activity, collaboration, innovative and best practices, ICT activity, extra-curricular activities, seminar and workshop supposed to organize. The committee evaluates plan submitted by the departments/committees, twice in an academic session and review their academic progress.

#### 2. Student-Centric Learning Approaches:

IQAC introduced innovative, student-focused learning methodologies, such as experiential learning, flipped classrooms, and problem-based learning to promote active participation, critical thinking, and skill development. Additionally, structured feedback mechanisms on teaching effectiveness and curriculum were implemented. This

feedback is analyzed and shared with faculty to refine teaching strategies, ensuring alignment with industry trends.

Outcomes due to these efforts:

\*Improves students' satisfaction and enhancing Teaching-Learning process.

\*Adds 02 consultancy projects of total worth amount of Rs. 43000 and internship-com job offer.

\*Enhancement of research publication (30).

\*Receiving AICTE-ATAL grants of Rs. 7,00,000 for organizing 02 FDPs.

\*Overall Performance improvement of department/committees.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

**IQAC, adhere the rules and protocols for enhancement of the quality education and inculcating quality culture among the students and staff.**

**1. Use of ICT in teaching learning Process:** IQAC of the institute has been instrumental in implementing many innovative teaching learning methods in the form of orientation programmes, flipped classes, video lectures, quality enhancement of teaching through inter disciplinary lectures, offers skill-oriented sessions through/under PMKVY/Technical Clubs/Seminar/Workshop, supportive extra classes, problem-based learning, student assisted teaching, creative thinking, collaborative learning, and utilization of PPT by faculty and students. IQAC advise faculty members to take quiz, presentation as assignment and also use WhatsApp and google classroom for sharing notes and other material. To strengthen ICT Library have been digitalized. ERP based financial, academic and administrative module, upgradation of Wifi and LAN facilities, have significantly contributed to an enhanced quality of teaching-

learning experience.

**2. Institutional and Industry Collaborations:** - The IQAC continues to get engage with the existing collaboration. BKBIET Pilani have 11 collaborations with the Foreign University. Through this programme 11 students were exchanged. Further, 02 new Industry collaboration/ MoUs are signed (J4D Noida, True chip) and 02 consultancy project of Rs. 43000 and 26 students were trained with later firm.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**A. All of the above**

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

BKBIET aims to provide equal opportunities to all women on campus, as well as students and faculty. Lady faculty are involved in a

variety of institute activities, such as leadership in the BKBIET International Relation Division, headship of the Electrical department, coordination of events of Swar Sangam, cultural festival Basant, and Nirmaan organization; they are the interface between BKBIET and BTU. Women have also played an active role in preparing for NBA SAR and NAAC SSR.

Girl students participate extensively in student activities, technical and non-technical. They are members of the Cultural Committee, Games and Sports Committee, Anti-Ragging Committee, and Sexual Harassment Prevention Committee.

Special attention is always given to the female students. Female hostels are well-lit, clean, and secured. Specifically, female guards are hired for the hostel gate security.

The institute regularly organized seminars and workshops on the different issues related to several women's issues and rights. All female faculties and students actively participate in such events.

Women's medical issues are handled by the Birla Sarvajanic Hospital. Besides, the provision for maternity benefits for faculty who are in the regular grade, OPD is free for the institute students and staff. This is applicable for both male and female students

File Description	Documents
Annual gender sensitization action plan	<a href="https://bkbiet.ac.in/wp-content/uploads/2024/12/7.1.1-supported-doc.pdf">https://bkbiet.ac.in/wp-content/uploads/2024/12/7.1.1-supported-doc.pdf</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="https://bkbiet.ac.in/wp-content/uploads/2024/12/7.1.1-supported-doc.pdf">https://bkbiet.ac.in/wp-content/uploads/2024/12/7.1.1-supported-doc.pdf</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

C. Any 2 of the above



File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

**Solid waste management** The institute recognizes the significance of solid waste management by effectively utilizing color-coded bins—green for wet waste and blue for solid waste. Composting organic waste from the canteen and campus generates manure, which is used for herbal gardens and trees. The primary objectives of solid waste management are to reduce waste generation and manage remaining waste through recycling, reuse, and safe disposal methods. **Liquid waste management** Liquid waste is sent to the Sewage Treatment Plant near the BKBIET campus for proper treatment. The treated water is then discharged back into the environment or reused for non-consumptive purposes. **Biomedical Waste Management** Very less biomedical waste generated. **E-Waste Management** Store e-waste collected and disposed of annually which are beyond repairable conditions, in some cases following a buyback system. Consider repairing old monitors and CPUs and reusing them. **Waste recycling system** A small initiative of recycling waste plastic bottles is started by converting them into flower pots.

**Hazardous chemicals and radioactive waste management** There are very few sources for the generation of Hazardous chemicals and radioactive waste. The chemicals used in laboratories are better well used on time and remain disposed of properly in landfills.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	Nil
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks**

B. Any 3 of the above

**and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Any other relevant documents	No File Uploaded

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

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

C. Any 2 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	<a href="#">View File</a>

<p><b>7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></p>	<p>C. Any 2 of the above</p>
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File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

<p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).</p>
<p><b>B.K. Birla Institute of Engineering and Technology (BKBIET) in Pilani is committed to fostering an inclusive environment that celebrates diversity across cultural, regional, linguistic, communal, and socioeconomic backgrounds. This dedication promotes tolerance and harmony among students and staff while raising</b></p>

awareness of constitutional values, rights, duties, and responsibilities.

To cultivate cultural, regional, and communal understanding, BKBIET actively hosts cultural celebrations and regional exchange programs, fostering appreciation for India’s diverse heritage. Language clubs promote multilingualism, and events aimed at communal harmony encourage dialogue and cooperation among different communities.

The institution is dedicated to socioeconomic inclusivity by providing scholarships and financial aid to students from economically disadvantaged backgrounds, and by actively engaging with the local community to address disparities through educational resources and workshops.

BKBIET emphasizes the importance of constitutional awareness through educational programs and seminars that enlighten students and staff on the core values and principles of the Indian Constitution. Additionally, legal awareness workshops empower the community with knowledge about their rights and responsibilities, while citizenship education encourages civic engagement and participation in democratic processes.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

B.K. Birla Institute of Engineering and Technology (BKBIET), Pilani is deeply committed to providing an inclusive environment that embraces diversity in all its forms. BKBIET places a strong emphasis on sensitizing its community to the constitutional obligations, values, rights, duties, and responsibilities of citizens. Initiatives in this regard encompass:

- **Educational Programs:** BKBIET conducts educational programs and seminars to sensitize students and employees to the Indian Constitution's core values and principles.
- **Legal Awareness Workshops:** The institution organizes workshops on legal rights and responsibilities, empowering its community

with essential legal knowledge.

- **Citizenship Education:** BKBIET places a strong emphasis on citizenship education, encouraging active participation in civic life and the democratic process.

These efforts underscore BKBIET's vision of producing graduates who are not only academically proficient but also socially aware and committed to the principles of a just and inclusive society.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized**

**B. Any 3 of the above**

File Description	Documents
Code of ethics policy document	No File Uploaded
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals**

**The institution actively organizes and celebrates various national and international commemorative days, events, and festivals to foster cultural awareness, national pride, and global understanding**

among students and staff. These activities are thoughtfully planned to align with educational and social values, creating a vibrant and inclusive environment.

Key national days, such as Independence Day, Republic Day, and Gandhi Jayanti, are celebrated with flag hoisting, cultural performances, and speeches to instil patriotism. International days like World Environment Day, International Women's Day, and World Health Day are observed through workshops, awareness campaigns, and community outreach programs, highlighting global challenges and the role of individuals in addressing them.

The institution also holds events like Teachers' Day and Children's Day to strengthen interpersonal bonds within the community. Special assemblies, art exhibitions, and essay competitions are often part of these celebrations, encouraging active engagement and creativity.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

**BKBIET International Relations Division (BIRD): A Global Platform for Exchange Programs** BKBIET's International Relations Division (BIRD) facilitates student and faculty exchange programs to foster global perspectives, promote research collaborations, and strengthen alumni networks. Since 2009, BKBIET has established 14 partnerships with universities in France and Thailand, enabling 278 students and 25 faculty members to gain international exposure. Despite challenges like administrative complexities, funding, and cultural barriers, BIRD's efforts have led to enhanced academic achievements and stronger global ties. Key resources include financial aid, administrative support, and international collaborations. BIRD continues to shape a globally competent community through holistic education and research opportunities.

**Regular Funding by Internal and External Sources: Bridging Academia**

and Industry BKBIET Pilani fosters innovation through collaborative projects funded by industries, AICTE, PMKVY, and internal chapters. This initiative bridges academia and the corporate sector, encouraging research, skill enhancement, and faculty/student participation in FDPs and consultancy projects. Achievements include two AICTE-approved FDPs (2023-24) and successful PMKVY projects. Despite challenges like resource allocation, communication, and timeline adherence, the program has strengthened partnerships between academia and industry. Essential resources include skilled personnel, advanced infrastructure, and effective monitoring, enabling knowledge exchange and technological advancement while promoting academic and professional growth.

File Description	Documents
Best practices in the Institutional web site	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

BKBIET (BK Birla Institute of Engineering and Technology) is dedicated to providing rural youth with access to quality higher education, addressing financial, cultural, and linguistic barriers. The institution prioritizes bilingual instruction to support students, particularly 'late bloomers' who may not excel in traditional assessments, ensuring they receive a comprehensive education.

In promoting gender equality, BKBIET has developed a supportive environment for female students, who currently make up about 30% of the student body. These women are pursuing non-traditional fields like Electrical VLSI and Electronics Engineering, achieving notable academic success and competitive placements.

International collaborations with universities in France and Thailand have enriched the institution's academic environment through exchange programs and joint research projects. As part of its community engagement, BKBIET have different clubs and technical chapters for holistic development of students like 'Nirmaan' club adopts local villages for educational and development initiatives, including cleanliness drives.

The institution's facilities, such as the Birla Professional



Training and Research Centre and the Gandhi Learning Centre, promote sustainability and education about Gandhi's legacy. Despite setbacks from the COVID-19 pandemic, BKBIET has expanded its program offerings and adopted an Outcome-Based Education (OBE) model, enhancing student employability.

Looking ahead, BKBIET aims to achieve autonomy and transition into a full-fledged university aligned with NEP 2020 and Digital India initiatives. This includes implementing skill development programs and offering flexible learning options, thereby increasing accessibility and promoting a multidisciplinary approach to education.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	No File Uploaded

### 7.3.2 - Plan of action for the next academic year

BKBIET Pilani, is committed to advancing its academic standards and institutional goals in the academic year 2024-25. The following strategic initiatives are planned: 1. Academic Excellence: The institute will focus on curriculum enhancement by fill the academic gaps by integrating industry-aligned sub-modules. Faculty training sessions and regular academic audits will ensure quality education delivery. 2. Research and Consultancy: To foster innovation, BKBIET will strengthen research capabilities by grabbing research projects and increase the research publication. 3. Skill Development and Employability: Training in technical, analytical, and soft skills will be prioritized. Tie-ups with industries will enable internships, certifications, and improved job placements for students. 4. Infrastructure and ICT: Laboratories, classrooms, and campus facilities will be upgraded with state-of-the-art technology to support learning and practical education. 5. Student Well-Being and Extracurriculars: Initiatives promoting mental health, leadership development, and extracurricular participation will enhance students' overall growth. 6. Sustainability and Social Responsibility: Green campus initiatives, waste management programs, and community outreach activities will nurture environmental and social consciousness. 7. Faculty Recruitment: Hiring high quality faculty. 8. Stakeholder Feedback: Regular feedback from all stakeholders will guide continuous improvement efforts. This action plan reflects BKBIET's dedication to quality education and holistic development



