



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHEKHAWATI INSTITUTE OF ENGINEERING AND TECHNOLOGY

BEHIND CIRCUIT HOUSE, JAIPUR ROAD SIKAR

332001

www.sietsikar.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shekhawati Institute of Engineering and Technology is affiliated to Bikaner Technical University, Bikaner, Rajasthan, located at Sikar, Behind Circuit House, Jaipur Road in the State of Rajasthan. It has been established as a self-financing College in the year 2009 With the name of “Shekhawati Institute of Engineering and Technology”. The institution has been focusing on academic excellence, internationalisation, research and innovation. Hence this executive summary report for our institution provides a concise overview of key information, achievements, challenges, and future goals. This summary is typically aimed at stakeholders, including our SIET administrators, faculty, students, donors, and government officials.

Vision

"To be a premier institution providing transformative education in engineering and technology, nurturing competent professionals and contributing to societal development."

Mission

"To provide transformative education in engineering and technology, emphasizing excellence, ethical values, industry collaboration, research innovation, community engagement, and global perspective."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Academic Excellence has highlight strong programs, faculty expertise, and research achievements. The recognition of our Shekhawati Institute of Engineering and Technology has the positive reputation nationally and internationally because of its dedication in education sector. The diversity of student body has emphasized the diversity of the student population due to rural to urban transformation. Our effective administration has been acknowledging a well-run administrative system and efficient processes in Computerized and ERP systems. According to State-of-the-Art Facilities our infra structure has facilitated a very good modern classrooms, laboratories, libraries, and recreational spaces like ICT and Modern tool facilities. Our alumni network has a strong and engaged alumni network.

The Community Engagement of Shekhawati Institute of Engineering and Technology shows the involvement in both community services and partnerships. The financial stability of our esteemed organization has managed with sustainable Annual budget allocation by the Stress sound financial management and a healthy endowment.

Institutional Weakness

In all our budget constraints for every financial year due to the lagging of admission by the effect of COVID 19. We still strive in recognize declining enrolment or difficulties in attracting students. In all proper maintenance of our infrastructure but aging of infrastructure somehow in the progress of Construction. In the part of limited diversity and inclusion some of the acknowledge areas where diversity and inclusion efforts need improvement. Also, in low graduation rates that in needs to identify factors contributing to lower graduation rates. According to Technology Gaps, we are in the deep discussion to sort out the issues related to outdated technology infrastructure also recognize the competitive landscape and the challenges it poses.

Institutional Opportunity

Shekhawati Institute of Engineering and Technology has a leverage for the growth in online education and develop high-quality online programs, it induces different regional partnerships and collaborations with other colleges and universities. As the result we invest in cutting-edge research and innovation hubs. In the part of community outreach, we expand community engagement and service-learning programs same in the contribution of diversity initiatives, we Implement diversity and inclusion programs to attract a more diverse student body this helps us to develop fundraising campaigns to increase endowment funds and also, invest in modernizing IT infrastructure and digital resources to enhance student services to improve retention and graduation rates.

Institutional Challenge

In the funding shortages of our ongoing financial challenges and funding uncertainties which Changing in demographics that navigate demographic shifts that affect student recruitment. To compliance and regulations, we stay updated with changing regulations in higher education. According in technological disruptions we adapt to rapidly changing technology trends in the public perception we strive to overcome any negative public perceptions or misconceptions. We have committee for faculty and staff morale to monitor and address morale issues among faculty and staff. In the economic trends we prepared for economic fluctuations that affect funding and donations and in the crisis Preparedness it a very big challenge to develop plans for handling crises, such as natural disasters or pandemics situation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

HEI's education plays a pivotal role in shaping the future of students and preparing them for the challenges of the professional world. As per these curricular aspects we are the cornerstone of this journey, encompassing not only the subjects studied but also the methods of instruction, extracurricular activities, and the overall learning environment. Here, we will explore the multifaceted aspects of our institution's curriculum, highlighting its significance in the holistic development of students.

The foundation of Shekhawati Institute of Engineering and Technology's education lies in the core curriculum.

It typically consists of a broad range of courses designed to provide students with a well-rounded education. The core curriculum serves to cultivate critical thinking skills, communication abilities, and a comprehensive understanding of diverse subjects. A well-structured core curriculum equips students with the intellectual tools necessary to thrive in various fields and adapt to changing circumstances. Beyond the core curriculum, students pursue a major field of study. This specialization allows for a deep dive into a subject of interest and builds expertise. It is in these areas that students develop critical skills and knowledge required for their future careers. The balance between a strong core curriculum and specialized knowledge ensures graduates are both knowledgeable and adaptable.

In the modern world, many challenges do not fit neatly within a single academic discipline. Therefore, SIET increasingly emphasize interdisciplinary learning. By encouraging students to explore the intersections of different fields, they are better equipped to address complex, real-world problems. Interdisciplinary coursework fosters creativity and innovation. Engaging in research projects under the guidance of experienced professors exposes students to the process of discovery, critical analysis, and problem-solving.

We offer a wide array of extracurricular activities, such as clubs, sports, volunteer opportunities, and internships. These experiences are essential for personal growth and the development of soft skills like leadership, teamwork, and time management. They complement the academic curriculum by providing a more holistic education and also often attract a diverse student body and provide opportunities for international exchange programs.

Teaching-learning and Evaluation

Teaching, learning, and evaluation are fundamental components of higher education, these elements work in harmony to facilitate the intellectual growth and development of students, preparing them for the challenges of the modern world and explores the critical roles that teaching, learning, and evaluation play in the institutional environment, emphasizing the importance of their seamless integration to foster academic excellence. Teaching is at the heart of the institution experience. It involves the transmission of knowledge, the cultivation of critical thinking skills, and the mentorship of students by experienced educators. Effective teaching goes beyond the mere delivery of information; it engages and inspires students, making the learning process a dynamic and fulfilling experience.

Learning in Shekhawati Institute of Engineering and Technology context is an active, dynamic process. Students are motivated, curious, and engaged in the pursuit of knowledge. Our education has encouraged independent thinking, problem-solving, and creativity. Assessments take various forms, including examinations, projects, presentations, and coursework. Effective evaluation is fair, transparent, and aligned with the learning objectives. It measures both the acquisition of knowledge and the development of critical thinking skills. Moreover, it has be a tool for students to reflect on their progress and identify areas for improvement. While traditional teaching methods have their merits, the modern institute which embrace innovation.

A culture of continuous improvement that permeate every aspect of teaching, learning, and evaluation. Faculty members has encouraged to engage in professional development, staying current with the latest research and pedagogical trends. Similarly, students also be motivated to seek out opportunities for growth, both inside and outside the classroom. In a diverse institutional environment, inclusivity is paramount. Teaching methods and evaluation that sensitive to the diverse backgrounds, learning styles, and needs of the student body. It is crucial to create an environment in which all students feel valued and have equal opportunities to succeed. In the modern academic landscape, ethical considerations play a significant role in teaching, learning, and evaluation.

Plagiarism, cheating, and unethical behaviour must be addressed through clear policies and educational initiatives.

Research, Innovations and Extension

Shekhawati Institute of Engineering and Technology play a pivotal role in driving societal progress through research, innovation, and extension activities. This triad of excellence forms the cornerstone of higher education, offering a dynamic framework for fostering intellectual growth, addressing real-world problems, and extending the benefits of knowledge to the wider community. Innovation and extension are the bedrock of our institution's intellectual legacy. We provide an ideal environment for fostering curiosity and facilitating the pursuit of ground breaking research. Faculty members and students collaborate to push the boundaries of human understanding across diverse fields, from science and technology to the humanities and social sciences. Our research not only expands the frontiers of knowledge but also instils in students a deep appreciation for evidence-based thinking, critical analysis, and problem-solving.

Innovation is the natural progression of research, where newfound knowledge is translated into practical applications. SIET has serve as hubs of innovation, where faculty, students, and entrepreneurs collaborate to develop new technologies, products, and solutions that can improve lives and address pressing challenges. Innovation bridges the gap between theory and practice, driving economic growth and societal advancement. Shekhawati Institute of Engineering and Technology -led start-ups, technology transfer offices, and incubators play a critical role in nurturing the entrepreneurial spirit of students and faculty members.

Extension activities are the bridge that connects with our surrounding communities. This facet of higher education goes beyond the classroom and laboratory, reaching out to the public, government agencies, non-profit organizations, and industry partners. Our institution engage in extension activities to share their knowledge, resources, and expertise, thus enriching society and fostering mutual collaboration. Extension activities take various forms, such as workshops, seminars, community service, outreach programs, and consultancy services. These initiatives serve as a two-way street, as they not only benefit the community but also provide with valuable insights and real-world challenges. Extension activities are a testament to the relevance of academic knowledge in addressing practical issues. This comprehensive approach not only advances human understanding but also drives societal progress, fosters economic growth, and enriches the community.

Infrastructure and Learning Resources

Shekhawati Institute of Engineering and Technology's infrastructure and learning resources are the backbone of the academic experience, shaping the quality of education and the overall well-being of students. These essential components encompass everything from physical facilities to digital resources, libraries, laboratories, and support services. Well-designed classrooms with modern amenities, such as audio-visual equipment, ergonomic seating, and good lighting, create an optimal learning environment. we promote active engagement and interaction between students and faculty. Libraries are the intellectual heart of our SIET. Access to a wide range of physical and digital resources, comfortable study spaces, and knowledgeable librarians fosters a culture of research and learning. Laboratories are vital for students pursuing STEM and research-oriented fields. State-of-the-art equipment and facilities provide hands-on experience and opportunities for ground breaking research.

A holistic approach to education includes physical well-being. SIET provide facilities for sports and recreation, promoting a healthy lifestyle and work-life balance. In an era of digital information, our libraries have offer extensive electronic databases and e-books. This enables students to access the latest research, academic journals, and educational materials from anywhere. Online platforms for course management, communication, and content delivery are indispensable. We offer online tutoring, counselling, and support services, ensuring that students have access to help and guidance, even when they cannot be on campus. Our academic advisors play a crucial role in guiding students through their educational journey. They assist in course selection, career planning, and addressing academic challenges and our career centres provide students with resources and guidance for internships, job placements, and career development. This prepares students for the transition from education to employment.

Financial support for research projects encourages students to engage in original research, fostering intellectual growth and innovation. Spaces designed for collaborative work and discussion promote interdisciplinary research and teamwork, enriching the academic experience. Investing in infrastructure and learning resources is an investment in the future of students and society.

Student Support and Progression

In the realm of higher education, student support and progression are central to ensuring that students not only access quality education but also navigate their academic journey successfully. Our Shekhawati Institute of Engineering and Technology not just places of learning; we also spaces where students grow, explore, and transition into productive, knowledgeable members of society. Our academic advising is a vital thing of student support. Academic advisors play a crucial role in helping students chart their academic journey. They provide guidance on course selection, major/minor choices, and academic planning. Additionally, advisors offer valuable insights into career pathways and post-graduation opportunities. Through regular meetings and personalized attention, advisors empower students to make informed decisions about their education. Our mentorship programs are an effective way to connect students with experienced faculty members or industry professionals. Mentors offer valuable insights, networking opportunities, and guidance beyond the classroom. These relationships not only support students academically but also foster personal and professional growth.

SIET has provide tutoring and academic support services to help students overcome academic challenges. These services include one-on-one tutoring, group study sessions, and writing centres. They cater to students of all skill levels and backgrounds, helping them build confidence and competence in their studies. Moreover, academic support services are particularly beneficial for students facing difficulties in specific subjects or who need assistance with writing and research. Our successful university experience not only equips students with academic knowledge but also prepares them for life beyond graduation. Career services offer resources for job searches, internships, and career development. They facilitate connections with potential employers, organize career fairs, and help students create compelling resumes and cover letters. These services play a pivotal role in ensuring that students transition seamlessly into the workforce. The emotional and mental well-being of students is a crucial aspect of student support. We offer wellness and mental health services that provide counselling, workshops, and resources to help students cope with stress, anxiety, and other mental health challenges. These services foster a supportive and empathetic environment, ensuring that students can manage their emotional well-being effectively.

Governance, Leadership and Management

Governance in Shekhawati Institute of Engineering and Technology context involves the policies, structures, and decision-making processes that shape our institution's strategic direction. Our effective governance ensures us to uphold our mission, values, and standards. We have a strong E-governance framework includes with E-governance policy, a board of trustees, faculty senates, and administrative leadership, each with its unique roles and responsibilities. These governing bodies provide oversight and set the strategic vision for our institution. We appoint institutional leadership, approve budgets, and make significant policy decisions. Boards of trustees often comprise a diverse group of stakeholders, including alumni, community members, and industry experts. Faculty members play a vital role in academic governance. Faculty senates and councils are responsible for academic policies, curricular changes, and faculty welfare. Their input ensures that the academic mission of the institution remains at the forefront. SIET Principal, HoD's and other administrative leaders are responsible for implementing the policies and strategic vision set by the governing bodies. Their leadership influences the culture, direction, and overall performance of the institution.

SIET officials provide vision, strategic direction, and oversight of all institutional activities. They have cultivated a culture of inclusivity, innovation, and accountability. These leaders oversee the academic departments and programs, ensuring the quality of instruction, research, and academic support services. They are essential in fostering faculty development and promoting academic rigor. Our faculty members play a critical role in shaping the academic experience. Through research, teaching, and service, they influence the culture and learning environment. Faculty leaders often participate in decision-making processes and curriculum development.

Shekhawati Institute of Engineering and Technology's management involves the day-to-day operations, financial planning, human resources, and infrastructure. Effective management ensures our institution to run smoothly and allocate resources optimally. Proper financial management helps us to remain financially sustainable and transparent. Our attracting and retaining talented faculty and staff are vital for academic excellence. Management of human resources includes recruitment, professional development, and fostering a diverse and inclusive work environment.

Institutional Values and Best Practices

Institutions are more than just centres of academic excellence; they are the moral compasses of our society, shaping the values and best practices that will guide future generations. Henceforth by the factor, Our Shekhawati Institute of Engineering and Technology has its institutional of essence to guiding principles that shape the institution's culture, identity, and decision-making. These values, typically outlined in our mission and vision statements, provide a moral and ethical framework for the entire campus community. We are committed to upholding high academic standards and fostering a culture of inquiry, rigor, and innovation. Our institution's value diversity in all its forms ethnic, cultural, gender, socioeconomic, and intellectual. Inclusivity ensures that all members of the academic community have equal access to education and opportunities. Integrity and ethics are non-negotiable values for our university. They instil a sense of responsibility, honesty, and respect in students, faculty, and staff, and extend to research and scholarship.

Shekhawati Institute of Engineering and Technology follow a set of best practices that go hand in hand with their core values. We implement rigorous academic integrity policies to prevent plagiarism, cheating, and unethical behaviour, and educate students on these issues. Also, our best practices include employing modern and innovative teaching methods, fostering student engagement, and promoting active learning. Continuous

assessment and feedback mechanisms helps us to gauge the effectiveness of our programs. This best practice ensures that students receive valuable insights for improvement and that academic programs remain relevant. Supporting the professional growth and development of faculty is vital. This involves offering opportunities for research, mentoring, and training in teaching methodologies, ensuring to remain at the forefront of our disciplines. Transparency in decision-making and accountability for actions are crucial best practices. They promote trust and openness in the institutional community, fostering a sense of shared responsibility. Our institutional values and best practices extend beyond the institution campus, impacting society at large and we have a responsibility to be leaders in advancing knowledge, culture, and ethics. They serve as role models and influence the values and best practices of the communities they engage with.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SHEKHAWATI INSTITUTE OF ENGINEERING AND TECHNOLOGY |
| Address | Behind Circuit House, Jaipur Road Sikar |
| City | Sikar |
| State | Rajasthan |
| Pin | 332001 |
| Website | www.sietsikar.com |

| Contacts for Communication | | | | | |
|----------------------------|-------------------|-------------------------|------------|-----|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Kamal Kishor Vyas | 01572-246024 | 9828687600 | - | SIET@BTU.AC.IN |
| Associate Professor | Irfan Khan | 01572- | 9460620352 | - | khan.irfan019@gmail.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-----------|------------------------------|-------------------------------|
| Rajasthan | Bikaner Technical University | View Document |

| Details of UGC recognition | | |
|----------------------------|------|---------------|
| Under Section | Date | View Document |
| 2f of UGC | | |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 02-06-2023 | 12 | |

| Recognitions | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Behind Circuit House, Jaipur Road Sikar | Urban | 26440.27 | 2523.95 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Co course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BTech,Mechanical Engineering, | 48 | HSC | English | 60 | 4 |
| UG | BTech,Computer Science And Engineering, | 48 | HSC | English | 120 | 49 |
| UG | BTech,Civil Engineering, | 48 | HSC | English | 60 | 7 |
| UG | BTech,Electrical Engineering, | 48 | HSC | English | 60 | 3 |
| UG | BTech,Agricultural Engineering, | 48 | HSC | English | 60 | 35 |
| PG | Mtech,Mechanical Engineering, | 24 | BTECH | English | 24 | 4 |
| PG | Mtech,Computer Science And Engineering, | 24 | BTECH | English | 24 | 0 |
| PG | Mtech,Power System Mtech, | 24 | BTECH | English | 24 | 0 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 5 | | | | 16 | | | | 50 | | | |
| Recruited | 5 | 0 | 0 | 5 | 16 | 0 | 0 | 16 | 41 | 9 | 0 | 50 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | | | |
|---|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| Sanctioned by the UGC /University State Government | | | | | | 0 |
| Recruited | 0 | | 0 | | 0 | 0 |
| Yet to Recruit | | | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | | | 22 |
| Recruited | 19 | | 3 | | 0 | 22 |
| Yet to Recruit | | | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 17 |
| Recruited | 16 | 1 | 0 | 17 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 5 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 12 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 9 | 0 | 0 | 41 | 9 | 0 | 59 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 0 | 0 | 0 | 0 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 86 | 0 | 0 | 0 | 86 |
| | Female | 12 | 0 | 0 | 0 | 12 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 2 | 1 | 0 | 0 | 3 |
| | Female | 1 | 0 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|--------|--------|--------|--------|--------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 19 | 12 | 9 | 16 |
| | Female | 1 | 2 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 5 | 1 | 0 | 2 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 32 | 29 | 11 | 20 |
| | Female | 2 | 4 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 30 | 20 | 21 | 51 |
| | Female | 1 | 3 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 90 | 71 | 42 | 91 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | <p>According to the National Education Policy, 2020 (NEP), "an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower" will bring about a significant transformation in education. Access, Equity, Quality, Affordability, and Accountability are the five guiding pillars upon which NEP 2020 is built. Our youngsters will be better equipped to handle the various domestic and international issues of the modern and future thanks to it. The Institute is affiliated to Bikaner Technical University, Bikaner, currently the institute follows Regulation for the students admitted to B. Tech / M. Tech. Programs. Each B. Tech / M. Tech program will have a curriculum with syllabi made up of theory and practical courses that fall into the following categories: Humanities, Social Sciences and Management Courses include Professional English, Communication skills. Basic Sciences Courses include Mathematics, Physics, Chemistry, and Environmental Science. Engineering Sciences Courses include Engineering Practices, Engineering Graphics, Basics of Civil / Mechanical / Electrical / Agricultural Engineering / Computer Science and Engineering. Professional Core Courses include the core courses relevant to the chosen specialization/branch. Professional Elective Courses include the elective courses relevant to the chosen specialization/ branch. Open Elective Courses include the courses offered by a branch to other branches, from the list specified in the respective curriculum of the B. Tech. / M. Tech Programs. Employability Enhancement Courses include Project Work, Internship, Seminar, Professional Practices, Case Study and Industrial/Practical Training.</p> |
| 2. Academic bank of credits (ABC): | <p>Our institution is prepared to use the Academic Bank of Credits (ABC) in accordance with the standards of the affiliated Bikaner Technical University, Bikaner, Rajasthan. The single point entry credit system is used in all of Bikaner Technical University's programs, and the Academic Council is now discussing a resolution about the ABC. Bikaner Technical University will legally register on the ABC portal following the resolution's acceptance by the relevant legislative bodies. For this reason, the</p> |

| | |
|---|---|
| | <p>Institute is currently suggesting creating a centralized academic database of college students. After a student has successfully finished every course, their academic credits can be digitally stored in the previously described database. When planning for exits and continuing their academic studies through alternate routes (i.e., online courses offered by prestigious universities or institutions of excellence), students can take use of the ABC.</p> |
| <p>3. Skill development:</p> | <p>NEP 2020 aims to develop employability skills among the students that are the youth of the country by training them adequately for the skills that are required by the industry. Shekhawati Institute of Engineering and Technology also focuses on skill development with the assistance of various external agencies who have been tied up through MOUs to upskill students, in several skills catering to the importance of soft skills, team work, problem solving, decision making, analytical thinking etc. Several other means such as group discussions, communication sessions and sharing the ethical codes of conduct through flipped class methods like case studies and role plays also inculcate the strong spirit of teamwork, cultural awareness, leadership, empathy and efficient communication in students. Value based education courses such as universal human values, professional ethics, environmental sciences are also conducted. The latest trends skill-based programs conducted for the students include Robotics, Programming and Automation, Advanced Java Programming, Web and Mobile App Development, Competitive Coding, Embedded System Design, Web Applications in Cybersecurity, Full Stack Development, Network Management and Security etc. The students undergo skill Python tests after attending such programs and also implement projects based on developed skills. To ensure students develop the skills required in industry, the Institute has the legacy to conduct skills-based student development programs in various domains. The institute is offering several online courses to the students to develop themselves and interact with the other bright minds in the country. Their active participation through teachers' encouragement is another step towards achieving the goals that are given by the NEP.</p> |
| <p>4. Appropriate integration of Indian Knowledge</p> | <p>Active promotion of Languages, Arts, and Culture</p> |

| | |
|--|---|
| <p>system (teaching in Indian Language, culture, using online course):</p> | <p>helps students develop their creative thinking skills. Reduce stress levels, Improved Academic performance. Problem Solving, Decision making, Team Building and a lot more. Practicing the tradition of Art & Culture is an ideal way of preserving or strengthening a strong community's sense of place, personal identity, and exhibiting creativity. There is a focus on promoting Indian culture and traditions in the students. The annual cultural gathering of the institution is an expression of the vivid facets of Indian society and culture. The students get to showcase their talents such as folkdance, music, art of different states of India and also promote different time periods to bring forth their significance on the contemporary society. The students, along with this, also have the Teej celebrations with the beats of Ghoomr, celebration of Rajasthan Diwas, and other patriotic celebrations. Also, events commemorating the national and international days of importance are organized to bring inspiration and motivation.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The specific objective of practicing and achieving outcome-based education to ensure that the curriculum is designed to achieve the specific knowledge or skills that the student should acquire. They form the Program Outcomes (POs) that reflect the skills, knowledge and abilities of graduates regardless of the field of study. In outcome-based education, a “design down” process is employed which moves from POs to Course Outcomes (COs) and outcomes for individual learning experiences. Each course outcome must be detailed and focused on the specific performance to be expected. The faculty must be able to measure each Course Outcome by using the appropriate verb mentioned in Bloom’s taxonomy. Each course outcome must be such that the students must be able to achieve those with a reasonable amount of effort and application of the knowledge gained by them. The course outcomes are mapped to program outcomes. Data is collected from different assessment tools to evaluate the Course outcome: Internal assessment, assignments, projects, lab experiments, etc. The quality of the assessment tools is checked by the course coordinator to ensure CO coverage and the difficulty level of the question paper. The targets of attaining course and program outcomes are set in advance by the course</p> |

| | |
|---|---|
| | <p>instructor based on the previous year's performance. The CO and PO attainment calculation process starts with CO attainment calculation and the CO attainment values are used for PO calculation. These attainment levels of program outcomes are analyzed to find gaps if any at the program level and the appropriate action is planned. This whole process ensures the graduate outcomes are measured and effectively achieved during the four years of engineering education. The POs, COs, PSOs are all tracked and even once the module is done the tests are conducted to check the development of the students. Extra focus is given to those students whose progress is slower as compared to others</p> |
| 6. Distance education/online education: | <p>Shekhawati Institute of Engineering and Technology has been carrying out activities related to academic and curriculum delivery like various teaching strategies, assessment and examinations through online education mode during the two years of pandemic. The faculty members used online platforms and created the learning resources by recording videos. The Practical sessions can be conducted using simulation tools. Zoom Meeting is used for various teaching-learning activities, academic and administrative purposes. So, the institute is well prepared to implement distance education/online education. Faculties are encouraged to enroll and attend online webinars, workshops, STTP, FDP and MDP etc. The subject teachers prepare their teaching and lesson plans well in advance and post it in the Google Classroom where it is open to view for everyone. The class precedes with a prerequisite test where sample questions from the subject are posed to the students who attempt the test and the teachers come to know the capability of the class. This test along with active classroom observation are the basis of carrying on the lesson plans in the semester period.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <p>Shekhawati Institute of Engineering and Technology has set up the own Electoral Literacy Club (ELC) as per the direction of District Election Officer (DEO) and Electoral Roll Officer (ERO). Objective of ELC</p> |
|--|---|

| | |
|---|---|
| | <p>Engage is to promote awareness of ‘Right to Vote’ among Faculty Members, Students staffs and Community at large. Enable critical thinking on issues related to Elections, Rights, Democracies /Non-Democracies electoral system.</p> |
| <p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>Our student coordinators and staff coordinator are actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public. On requirement basis the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections.</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>SIET Electoral Literacy Club is a platform to engage the students through interesting activities to experience them on their electoral rights and electoral process of registration and voting. SIET - ELC is also creating awareness among college students and nearby communities around the campus. Electoral participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaign, promotion of ethical voting, enhancing participation of the under privileged section of society especially transgender, disabled person, senior citizens etc... Our staff coordinator is actively involved in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>Every year students are encouraged do the mini and major projects in Electronics vote Machine (EVM). ELC is creating awareness among the public through posters and participating competition as per the direction of District collector office. A rally is organized by our district collector is every time before the elections on prime location of the district where our students regularly participate actively and propagating democratic values.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. Special enrolment drives for yet to be enrolled as voters was conducted in the college</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 316 | 318 | 420 | 480 | 601 |

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 196

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

Number of teaching staff / full time teachers year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 71 | 90 | 108 | 134 | 146 |

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 118.41 | 175.10 | 75.98 | 197.06 | 301.62 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Response:

Shekhawati Institute of Engineering & Technolgy (SIET) affiliated with Bikaner Technical University Bikaner, Rajasthan, takes careful planning and documentation on the curriculum delivery. The institute follows the Regulation & Curriculum of .Bikaner Technical University, All the students receive comprehensive, need- based education from SIET . To address the educational needs of the students, despite the varied backgrounds and their ambitions, the institute has adopted a learner-centered approach. Based on the academic calendar of the affiliated university, the Institute creates the academic calendar. The academic calendar of the institute includes reopening dates, class committee meetings, Internal Assessment Exams, model examinations, co-curricular & extracurricular activities, the last working day, and government holidays for each semester. Based on their experience, willingness, and performance, the department assigns courses to faculty members. The institution developed an internal quality assurance cell (IQAC) to ensure successful curriculum planning and delivery. It conducts frequent meetings to discuss various implementation and monitoring strategies.

Curriculum Planning & Delivery:

For both theory and practical courses, faculty members are required to prepare the lesson plan, course materials, and question bank before the semester starts. Staff meetings are held three times a semester to discuss topics such as the lesson plan, class notes, teaching methods, industrial visits, value-added courses, etc. to monitor students' academic progress and activities. The course delivery is described in the lesson plan prepared by the faculty member. The lesson plan includes the topic covered, the number of hours required, the date of completion of the topic and method of delivery. Faculty members record content delivery in the class log book based on the lesson plan. The schedule is created for both groups of students and for each individual teacher. Every week, the head of the department signs the class log book, and principal checks it every two weeks. Content delivery deviations are monitored and corrected for each semester, two sessions of the class committee are held. The initial gathering must take place within a week of the semester's commencement. Good performers and slow learners are encouraged to converse and voice their thoughts to enhance the academic process. The Examination Cell Coordinator notifies all the test coordinators of various departments about the dates of the COE in a circular, instructing them to prepare the Assessment question paper one week prior to the schedule.

The academic calendar lists the dates of the two internal assessments and A full announcement of the exam timetable is made by the exam cell coordinator through the principal. During the conduct of the exam the flying squad is appointed by the principal to ensure the proper conduct of the examinations.

The results and the pupil's performances are informed to their parents. Each semester, the faculty members provide feedback on the question paper, and the institution will be notified of any grievances regarding the question paper.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 50

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

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 80.19

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 217 | 295 | 309 | 423 | 468 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The Institution, has taken up many initiatives over the years which has provided a platform to integrate cross-cutting issues relevant to Gender sensitization, Environment and Sustainability and Professional

Ethics into the Curriculum.

1. Gender Sensitization

As a co-educational institute, measures towards gender sensitization in terms of equality are taken for both the genders in all aspects. The increasing trend in girl student admission over the years proves the fact that our college atmosphere is highly preferred and conducive for female students. In every co-curricular and extra-curricular activity, both boys and girls teams are formed and given equal opportunity. Women's Day is celebrated with enlightening lectures and activities. There is Women grievance and redressal cell. At present Principal, Department of Science and Humanities is headed by woman and in all departments equal opportunities were given to both genders. Some departments have woman coordinators who are having the leading position in the department.

2. Human Values

There are courses in our curriculum such as Human Values, HSS which emphasis on providing and inculcation human values and Social Ethics. Various extension programmes are organized by NCC and Social Club to create awareness in the society.

3. Environment and Sustainability

The curriculum includes elective subjects like "Environmental Engineering and Disaster Management (CE-101)" to provide in-depth knowledge about environment protection and sustainability. Soft Skill courses that enhance and inculcate remedial practices for issues on environment and sustainability

are conducted. Most of the communications are done through E – mails, SMS and posting in web portal to ensure a paperless environment.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 53.48

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 169

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 18.27

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 90 | 71 | 42 | 91 | 116 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 372 | 372 | 372 | 372 | 756 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 21.08

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 59 | 48 | 21 | 39 | 94 |

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 206 | 206 | 206 | 206 | 414 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 4.45

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institute makes an attempt to provide student-centric methods for the teaching learning process. This type of centric method supports problem analysis, lifelong learning, and modern tool usage skills. The students will learn through different centric methods such as experiential learning, participatory learning, problem-solving methodologies, and Information and Communications Technology (ICT). The various student-centric methods are provided below.

Experiential Learning:

As part of their curriculum, students are required to complete practical sessions in laboratories, where they are given the opportunity to learn by experience. The soft skill training helps the student enhance their English speaking, writing, and listening skills. The students are exposed to learning processes through field visits.

Participative learning:

Participative learning strategies include seminars, sponsored lectures, and small group discussions on the newest technology. Students register themselves in NPTEL courses and also take part in a variety of participatory events such as paper presentations, symposiums, quiz completions, workshops, and seminars. Industry visits and internships that aim to provide skills for startups are included in the curriculum as a whole. Additionally, industry-specific seminars and value-added courses are organized to provide hands-on training and exposure to the most cutting-edge technologies. The students are exposed to industry processes through an annual industrial visit. This type of visit enables the students to learn, comprehend, and visualize topics, apply analytical techniques, and develop their decision-making and problem-solving abilities.

Problem-Solving Methodologies:

The curriculum of Bikaner Technical University is blended with concepts and problem-based courses. The mathematics course is included in the curriculum in Regulation 2017 up to the 4th semester. Some courses include lecture hours and tutorial hours. The students undertaking these courses are allotted 15 hours of tutorial classes. These courses instill the problem solving skills of the students. Students are provided with project work during the eighth semester. While performing the project work, students learn to identify the problem, develop the methodology, conduct experimentation, and document it. An assignment on a particular topic is provided for solving.

Information and Communications Technology (ICT):

Every department is equipped with an ICT tool, an LCD projector, a system with internet connectivity, and a whiteboard. The impact of information and communications technology (ICT) on student learning is contingent upon the digital literacy of teachers and their ability to effectively incorporate it into the academic curriculum. ICT facilitates, improves, and maximizes the distribution of content. Students with consistent exposure to ICT have enhanced their proficiency in presentation skills, innovative capacities, and overall exposure. Students have the facility to view NPTEL video lectures and other reputable educational websites offline at the institute computer laboratories. Students are encouraged to participate in technical webinars to acquire knowledge and expertise in various disciplines.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 71 | 90 | 108 | 134 | 146 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 6.01

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 07 | 06 | 05 | 05 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Internal assessment examinations are conducted as per the academic calendar provided by Our SIET. The Examination office prepares a timetable according to the academic calendar provided by the Institution and the examination office showcases it much prior to the commencement of exams. Every grievance at Institution level is clarified instantly. The institution continuously reviews the evaluation process done internally and implements the necessary changes as and when applicable/ required. The College has created a grievances redressal committee comprising of heads of the department for the academic Redressal of students' grievances. Internal assessment question paper feedback is given by the concerned subject teacher on the day of assessment before the examination for discrepancies and the sample answer scripts are shared by the respective faculties in the class.

To ensure timely needs of students during assessment examinations, frequent visits are made by the Controller of Examinations and various department HoD's. Scrutiny of answer scripts is done by the senior faculty and HOD to ensure fairness and transparency of the correction. Answer scripts are evaluated and shown to the students within two days from the date of completion of evaluation. Assessment marks are entered into the record after the exams and the entries are cross verified by the other department faculties for corrections. The end semester examinations are conducted and controlled by the University and if students have any problem, the principal communicates to the Controller of Exams of the University about the grievances of the students. The grievances of the students in external examination at (BTU) university level is addressed through a proper channel by obtaining photocopies of the evaluated answer scripts, re-evaluation and challenge evaluation by paying a prescribed university fee. University Question paper feedback is given to the University through proper channel, for the out of syllabus questions and discrepancies by the concerned faculty members.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The processes for formulating, approving, and publishing Programme outcomes (POs), Program Specific Outcomes (PSOs) and Program Educational Objectives (PEOs) are discussed and adopted by the Internal Quality Assurance Cell (IQAC) in collaboration with multiple stakeholders. All of the institution's program objectives and outcomes are listed and visible on the college website <https://www.sietsikar.com/> Program Specific Outcome (PSO) statements for all programs, were drafted based on guidelines from SWOC analysis by all department heads. The all Department heads consists of representatives from all the stakeholders such as students, parents, alumni, industries, and academia. PSOs are disseminated to the stakeholders through the following channels.

1. Institute Website
2. Department Notice Board
3. Laboratory Notice board
4. HOD Cabin

Course outcomes:

The Board of Studies (BOS) at the Bikaner Technical university, Bikaner which also defines each course's course outcomes, creates the curriculum that the Institute adheres to. The BOS participates in discussion on the anticipated course-specific outcomes and confirms that they are in line with the program outcomes with subject matter experts from academia and industry. Following finalization of the syllabus, the University arranges an orientation workshop wherein the syllabus and Course Outcomes (COs) are deliberated and subsequently sent to all connected Institutes. Course outcomes (COs) are stated for all courses in clear statements of what a student should be able to demonstrate upon completion of a course concerning knowledge and skills.

The institute arranges lectures by professionals from a range of fields who employ interactive techniques to spark potential that students might not recognize on their own in order to reach the full essence of course objectives. In addition to receiving professional advice, the students are exposed to the real-world operations of various businesses through the organization of Industrial Visits, which allow them to witness technology in action. Minimum Four Course Outcomes (COs) for the theory and a minimum four

LOs for the laboratory-related courses are framed in consultation with module coordinators. Guidelines to frame Course outcomes are given in the OBE booklet. Course outcomes are disseminated to the students in the following way

1. During the first lecture of every semester.
2. Laboratory Notice Board.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

All courses must collectively encompass all the program outcomes and program-specific outcomes. We align the course outcomes (COs) with program outcomes (POs) using the CO-PO matrix and with program-specific outcomes (PSOs) using the CO-PSO matrix, as depicted below. The different correlation levels are:

“1” indicates a slight (low) correlation. “2” indicates a medium correlation.

“3” indicates a significant (high) correlation. “-“ indicates no association.

There are four levels of outcomes: course outcome (CO), program outcome (PO), program-specific outcome (PSO), and program-educational objective (PEO). Course outcomes are statements that specify the skills and abilities students are expected to have by the conclusion of a course. Program outcomes (POs) are determined by accreditation agencies such as the NBA in India. They outline the knowledge, skills, attitudes, and graduation traits that a formal engineering program should possess. Graduate attributes (GAs) are the elements that show a graduate's ability to develop the skills needed to practice at the required level. The program outcomes indicate that graduates can exhibit knowledge in basic sciences, humanities, social sciences, and engineering sciences and can apply these principles to understand and practically utilize the knowledge in professional core subjects, electives, and projects, making them competent upon graduation. Graduates must uphold professional and ethical duties in their careers for the betterment of society. These results also allow the graduate to further their education and participate in research and development for a prosperous professional career. Program-specific outcomes are statements that define the abilities and achievements that graduates of a particular engineering program should possess. Program educational objectives are detailed statements that outline the career

and professional achievements that graduates are prepared to attain after several years following graduation. The university evaluates the achievement of program outcomes (PO), program-specific outcomes (PSO), and course outcomes (CO) for all programs. All courses in the program have clearly defined course outcomes and their alignment with program outcomes or program-specific outcomes. Create the program articulation matrix for program outcomes or program-specific outcomes by calculating the average of all course outcomes for each course.

Assessment strategies used to evaluate students' learning and achievement of course outcomes (COs) are classified as direct or indirect methods. Direct approaches evaluate students' knowledge and skills based on their performance in continual internal evaluation, semester examinations, seminars, and classroom and laboratory assignments. The indirect method includes obtaining comments from graduating students to assess their understanding of different courses. Analysis is conducted based on the achievement of course outcomes (CO), program outcomes (PO), and program-specific outcomes (PSO). Discrepancy Assessment An analysis is conducted to identify gaps in the alignment of COs with POs and PSOs. Adjustments are made to bridge the gaps by revising the curriculum, organizing invited speakers and seminars, and providing mentoring to students as needed. Faculty members assess COs, and corrective measures are taken as necessary. The achievement level of program outcomes (POs) and program-specific outcomes (PSOs) is observed, evaluated, and adjusted as needed.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 82.98

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 41 | 53 | 134 | 98 | 147 |

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 81 | 67 | 141 | 106 | 175 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - 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 last five years (INR in Lakhs)

Response: 27.9

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9.5 | 10 | 3.4 | 2 | 3 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.2 Innovation Ecosystem

3.2.1

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

Response:

Shekhawati Institute of Engineering and Technology has established multiple cells to facilitate the exchange of knowledge and resources in order to bring creative ideas to fruition by fostering an innovative ecosystem.

Institution Innovation Council (IIC)

The Institute developed an Institute Innovation Council in collaboration with the Ministry of Education, Government of India. The main goal of the Institute Innovation Cell is to stimulate and cultivate young students by assisting them in exploring new ideas during their developmental stage. The IIC collaborates with external partners to create joint initiatives and establish a network of innovators.

Entrepreneurship Development Cell (EDC) and IPR Cell

The EDC and IPR Cell has been established to facilitate and encourage students towards startup and IPR. The cell organizes awareness programs for student's attitudes towards. The cell organized two Entrepreneurship Awareness Camps (EAC) to promote entrepreneurship. The EDC & IPR cell offers a platform for faculty members, students, and academic researchers to discuss concepts and ideas by providing practical exposure and assistance in the patent filing process. The EDC&IPR cell educates professors and students on intellectual property rights through lectures and workshop.

Research and Development (R&D) Cell

The R&D Cell facilitates the R&D activities in the institutions. Many R&D-related workshop activities are conducted on topics such as tools for research, how to write research papers, research methodology, etc

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 45

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 9 | 8 | 8 | 10 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during

the last five years**Response:** 0.23**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01 | 10 | 0 | 26 | 9 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.15**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 10 | 19 |

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Our Institution gives importance to social outreach activities to help the neighbourhood and also to instil social responsibilities in the budding young minds. SIET encourages promotion of community service through setting-up wings of NCC in the college involving students. National Cadet Corps (NCC) The NCC wing of the college women empowerment through education, AIDS awareness and involvement of youth for mass literacy, cleanliness, environment conservation, National Integration and Social Harmony'. Social Service Club Activities: Plantation Blood donation Dental check-up Awareness on health, gender issues Swatch Bharat. The Institution conducts various outreach activities to spread awareness in society regarding various issues including career guidance, gender equality, cleanliness and its importance in life, knowledge enhancement through project exhibitions and humanitarian mission like blood donation camps and plantation drive. Such activities not only spread awareness and integrity in society but also makes the society members from different areas including nearby villages, different educational institutions, faculty and students aware of their role as responsible citizens of the nation. The college conducts various camps, workshops, counselling sessions and events in this regard inside and outside the campus from time to time including Blood Donation Camps, Cleanliness Drives in association with different Organization, Sessions by eminent personalities on gender issues to promote a safe environment for women, Counselling and Career Guidance sessions for school students, Project Exhibitions in Campus for school students etc. Water conservation programs and plantation drives are also organized in the campus and nearby areas to make the youth aware of their responsibilities towards the environment. Impact & Sensitization The institution has earned the good will of the neighbouring villages and has been getting some work force as employees at the college. These outreach activities ensure that the students are sensitized about the social issues pertaining to the surroundings. The extension activities are designed to ensure that students become well rounded personalities apart from excelling in their own careers. By living with the villagers, the students tend to understand the dignity of labour, the difficulties faced by the village people and these in turn shape them into socially conscious citizens. About 60% of the students participated in the extension activities involving Government and

Non-Government Organizations during the last five years. Apart from the above activities, our Institution has a unique scheme of students visiting the homes for destitute children, old age people and mentally challenged children run by NGOs.

During their visits they carry with them relief materials and special lunch to be offered to the inmates and also spend time with them. Active involvement of students in all the above activities shapes them into responsible human beings, conscious of the social issues and contributes for their holistic development.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Our students have consistently taken part in numerous activities hosted by state institutions and other organizations. Our campus serves as a primary location for various government activities such as higher education awareness programs, public grievance days, medical camps, blood donation camps, school campus cleaning programs, temple premises crowd control programs, awareness rallies, tree plantations, eye camps, and regular medical camps.

Blood Donation Camp Award

The National Cadet Corps(NCC) and Social Service Club unit of the Shekawati Institute of Engineering & Technology (SIET) collaborated to host a blood donation camp on October 13, 2022, at the college in partnership with our own hospital. Over 50 NCC and Social Service Club volunteers have donated blood during the blood donation camp

Every year, programs are organized where students and staff voluntarily engage in community-based activities in the area. Several awareness events, workshops, rallies, and road shows are organized on topics such as cleanliness, environmental conservation, tree plantation, gender sensitization, traffic rules, demonetization, digital payments, empowerment of girls and women, and support for acid attack survivors.

Awareness Program

The NCC and Social Service Club units of the Shekhawati Institute of Engineering and Technology conducted awareness events at several government school locations. Implementing a general awareness

program is an effective method to enhance knowledge and comprehension across several subjects. It can be utilized to instruct pupils on a variety of subjects, ranging from current affairs to personal well-being and security. An awareness program can help increase consciousness about significant societal concerns like energy saving, creating a plastic-free environment, and promoting health hygiene

| | |
|---|-------------------------------|
| File Description | Document |
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

3.4.3

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

Response: 42

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 06 | 08 | 08 |

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

3.5 Collaboration

3.5.1

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

Response: 24

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Response:

The institute strongly believes that adequate infrastructural facilities are the key element, and they will provide ample opportunities for both faculty and students to provide quality education leading to innovations, academic development, and the growth of capable, confident, and responsible engineering graduates. Thus, it has built up an impressive and state-of-the-art infrastructure with modern facilities and learning resources as per the prescribed norms of statutory bodies like AICTE and Bikaner Technical University, Bikaner- Rajasthan.Guidelines,

ICT Enabled class rooms:

The classrooms of all departments consist of furniture, a blackboard, LCD projectors and screens, audio systems, white boards, a computer with Internet connectivity, a table, and chairs for a good teaching and learning process. A dedicated smart class room with an interactive display board is installed for easy content delivery.

Seminar Halls and Auditorium:

The institute has two air-conditioned seminar halls with LCD projectors, internet-enabled computers, and a public address system for conducting various curricular and co-curricular activities such as seminars, guest lectures, workshops, symposiums, conferences, faculty development programs, etc.

Laboratories:

All laboratories in the institution are fully equipped with the latest equipment to conduct experiments as per the regulations of Bikaner Technical University. Adequate safety measures have been incorporated and are displayed in the laboratories for the safety of the students.

Library:

The spacious digital library is equipped with 21 PCs that are connected to the LAN for fast and seamless access to the internet. The digital library has been facilitated with the latest books and journals, a reading

hall, and reprographic facilities. Also, it has DELNET, a National Digital Library of India (NDLI) membership, to access e-resources for the benefit of its users.

Facilities for cultural activities:

Cultural activities are conducted in seminar halls and auditorium on different occasions, like Independence Day, Republic Day, Hostel Day, and other important Commemoration day occasions.

Sports Facilities:

The institute provides ample facilities for the students to participate in sports and games in institute, university, state, and national-level competitions. Outdoor and indoor game facilities are effectively used by the students during and after institute hours.

Gymnasium Facilities:

The institute has separate gymnasium facilities for both boys and girls to keep them fit physically.

Yoga Facilities:

Besides celebrating yoga day every year in the institute, there is awareness and practice of yoga daily for both boys and girls.

Other facilities:

Hostel and Transport

Canteen

Wheelchairs for physically challenged students

RO water plant

Fire Extinguisher

Water Purifier

CCTV Surveillance Solar plant

Gen-set Biogas plant

Rainwater harvesting

NCC & Social Club cell.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

4.1.2

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

Response: 30.93

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 57.13 | 62.68 | 10.83 | 30.96 | 106.95 |

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

Response:

The institute has built up a reputation of higher academic standards in all specialties of Engineering since 2009, a true reflection of dedication and hard work. The information requirements of academics and students are met by our Institute Library. It contains around 21,000 books covering all disciplines of engineering, technology, and management. There are books, reports, theses, patents, and journal back issues in the library collection. DELNET in the library gives assessments to various electronic journals. Book lending and journal back volumes, book reservations, inter-library loan, document delivery, photocopying, and internet access are some of the services provided by the library. Bar-coded ID cards and separate Online Public Access Catalogue (OPAC) terminals are used to search books in the library's collection.

Our library has a comfortable and spacious seating arrangement that provides a complete academic atmosphere where students can sit and concentrate. The book listing aids students in determining their requirements and quick reference. It is updated as new books are added. Students can view interesting articles and news-clippings directly on the display board in the library.

- The library has a capacity of more than 100 seatings.
- It provides an online public access catalog service to its users in addition to the other usual services.
- There are photocopying and printing facilities.
- It is an important part of our institute for higher learning because it is a main source of knowledge.
- The library intends to acquire all the books and periodicals that students and staff members are expected to peruse and broaden their understanding.
- The institute library operates from 8.00AM to 6.00PM. All working day's start at noon. The library is closed on Sundays and public holidays.
- The books must be returned within two weeks of their issuance. For a delay of another 10 days, students

have to give appropriate reason as in requestation letter.

- There will be no journals or magazines issued.
- Staff and students shall return the books as and when they are called back by the librarian.
- The library provides Braille software for vision impaired students.

LIBRARY COMMITTEE:

The Library Advisory Committee is responsible for the operational and functional matters of the library. The Committee consists of Principal, Chief-Librarian, HOD's and Senior faculty members

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

4.3 IT Infrastructure

4.3.1

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

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

Response:

Response:

The institute has adequate IT facilities including Wi – Fi and the internet connections well spread through the campus and it is updated frequently. The institution is equipped with 382 internet connected computers. All the systems in the institute campus are provided with LAN facility. The seminar and auditorium halls consist of computers with internet and LCD Projectors.

The entire institute campus is connected through fiber optic network which ensures reliable connections from Sky Net as well as BSNL with speed of 100Mbps. Internet Facility is available at library, placement cell and all the laboratories within the campus and the institution also has Wi-Fi at various locations throughout the institute campus.

Campus network enables competitive examinations conducted by the Government. The campus has integrated software for various administrative and academic activities.

The uses various open source and license software which are upgraded periodically with the latest version. A team of in-house staff is grouped identified to take care of the IT related needs of the campus such as Software, Hardware and Networking, Website designing and hosting, Email, SMS solutions, etc.

An uninterrupted power supply is provided for all the computers to ensure safe operations. The various other computing facilities like printers, software, database, dedicated lease-line of 100 Mbps bandwidth with Wi-Fi networking caters to all the labs and departments for the benefit of faculty members and students.

Name of the Internet provider: Sky Net

Available Bandwidth:100.Mbps

Wi Fi Availability:Yes

Upload / Download:50Mbps / 80Mbps (leased optical fiber line) Internet Access in Labs, Classrooms, Library, Office, All Departments

Hostel: Yes

Availability in Faculty Cabin with institute email ID: Yes,

Individual Network Security Arrangements: Yes

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

4.3.2

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

Response: 1.46

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

Response: 216

| File Description | Document |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 50.17

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 53.33 | 89.51 | 58.77 | 111.01 | 122.94 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.44

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 222 | 232 | 294 | 336 | 420 |

File Description

Document

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

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 84.26

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 303 | 288 | 395 | 400 | 413 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.1.4

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 64.77

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 68 | 75 | 75 | 70 | 133 |

5.2.1.2 Number of outgoing students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 102 | 87 | 168 | 110 | 183 |

| File Description | Document |
|--|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | View Document |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2.2

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

Response: 3.06

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 1 | 2 | 2 |

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

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 last five years

Response: 35

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 07 | 16 | 0 | 07 | 05 |

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 32.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 47 | 33 | 08 | 27 | 47 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

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

Response:

Response:

Alumni Association The alumni association was formed in the year 2018 in our Institution. Most of the alumni of our institution are successful in their careers and spread all over the world. The alumni meet is conducted once in a year, where in the passed-out students of under graduate and post graduate programs share their views with their juniors and give their suggestions towards the betterment of curriculum. The General activities of the ACEIT Alumni Association include the following:

1. Creation, updation and maintenance of ACEIT Alumni Database
2. Updating ACEIT alumni database
3. Updating the alumni of ACEIT with the developmental activities of the college.
4. Assist the college for arranging talks from the alumni.
5. Promoting students, alumni and faculty interaction.

6. Involving the alumni in social activity Alumni Registration Link A dedicated link in our college website is made available exclusively for our alumni, where they can register their profile and get membership of alumni association online. We are proud to say that a significant number of our passed-out students are in all over India and abroad countries in pursuit of either higher studies employment. These alumni members are regularly appraised about the actives and developments of the college through social media networking.

Contribution to the development of the institution through non-financial means many distinguished alumni serve as role model for the current students. Alumni are invited to address the juniors in their department whenever they visit the campus. They share their experiences regarding time management, self-discipline and career management often found to be more useful and inspiration for students. This type of interactions helps juniors to get useful awareness about the opportunities and challenges ahead of them. They share their experiences, knowledge and advice the students and by means of these alumni meets, a strong bond is created between the passed-out students and current batch and helps them to get best career guidance of their choice. Apart from this, the alumni frequently visit the Shekhawati Institute

of Engineering and Technology and deliver guest lectures on career guidance in their areas of expertise and motivate the young minds. Successful alumni entrepreneurs are often invited to share their success stories on various occasions in the Institute. With the help of alumni, value added courses and technical skill development programs are also conducted. The alumni also help the final year students of the various streams of engineering to get their placements and summer internship in their companies. The alumni association meetings also pave the way for the successful placements of the students.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institute Vision:

"To be a premier institution providing transformative education in engineering and technology, nurturing competent professionals and contributing to societal development."

Institute Mission:

"To provide transformative education in engineering and technology, emphasizing excellence, ethical values, industry collaboration, research innovation, community engagement, and global perspective."

Quality Policy:

"Quality Education is our motto and we are committed to quality Excellence in our technical Profession."

Nature of Governance:

The College has an effective Governing Body consisting of senior academicians, industry experts, professionals and research consultants, along with qualified management members, Principal, and Head of the Departments.

The frequency of Governing Body Meeting is Twice in a year and all aspects of academic and non-academic matters are discussed and decisions are taken to benefit all the stakeholders of the system.

To monitor and evaluate the teaching programmes in the college and suggest remedial measures, provided that the Governing body will be assisted by the Committees to be constituted by the Governing Body will be submitting an audit report every year on the standard of teaching and the progress of studies in the college vis-à-vis the laid down curriculum and norms of University to the Governing body.

To appoint the teaching and non-teaching staff on the recommendations of the selection committees constituted under the relevant regulations of the University/AICTE.

To monitor faculty deployment and development, placement and industry-institute interaction activities in the college and suggest remedial measures wherever necessary.

Perspective Plan of Shekhawati Institute of Engineering and Technology:

To obtain NAAC accreditation by 2024.

The implementation of more value-added courses according to the new industrial trends.

To apply for funding for research projects from different organizations.

To create Centers of Excellence in all departments of engineering.

To work together for consulting ventures with industries.

To provide better placement opportunities to students.

To develop the ecosystem of the Entrepreneurship and Innovation.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.2 Strategy Development and Deployment**6.2.1**

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

Response:

Response:

Shekhawati Institute of Engineering & Technology (SIET) offers both undergraduate and post graduate degrees. A governing council for SIET was established in accordance with AICTE guidelines. It is composed of the institution's Principal, academicians, industry representatives, nominees for management, and the Chairman. The Steering Committee comprising the Principal, Dean Academics, Heads of Departments, Senior Faculty members, is responsible for supervising policies and processes pertaining to academic concerns. The academic committee of the college holds frequent meetings to oversee the monitoring and execution of policies related to academics and admissions, placement and training, and controller of the Examination to the Principal. The Principal is also subordinate to the functional heads of finance, administration, physical education, computer centre, learning resource centre, and maintenance. The other relevant committees cover topics like finance, women's empowerment, and anti-ragging. The administrative handbook covers topics such as hiring procedures, leave and conduct policies, employee obligations, and more. Stakeholders have the option to provide

feedback and suggestions via online platforms and suggestion boxes.

Plan for perspectives and strategy

The plan for institutional perspectives and strategy has been implemented with clarity. The 2022-2028 strategic plans' ensuing objectives are being carried out.

1. To create more effective academic procedures and practices.
2. To be a top option for qualified faculty members and high calibre students.
3. To generate strong ethical character and technical proficiency.
4. To promote consulting and research.
5. To build a smart campus.
6. To enhance publications of high quality.

The tasks involved are Comprehensive Academic ERP system which is under development, provision of a greater number of Wi-Fi Hotspot, increasing the scope of Campus Surveillance System, enhancement of Energy Conservation Systems, Enterprise Resource Planning (ERP) software is designed to manage day to day academic and administrative activities, Wi-Fi access point have been provided in the campus to strengthen the Teaching-Learning Process. The campus is equipped with surveillance cameras to ensure the security of both students and faculties, as well as to keep an eye on how exams are administered.

The strategic planning document developed served as a monitoring tool for self-appraisal at various levels and also be a guidance document from Management to staff level. Periodical review to assess the achievement level and taking necessary corrective action were called for. With sustained efforts involvement, monitoring and support, the goal set in the document were achieved.

INSTITUTIONAL BODIES

Various institutional bodies for efficient and effective functioning of the institutes are

College Governing council

Planning & Monitoring committee Steering committee

IQAC

Placement Training cell Women's Empowerment cell

NCC Committee

Alumni Association SC/ST Committee

Internal complaints committee Exam cell committee

Anti-Ragging committee Anti-Ragging squad.

The establishment of above institutional bodies is to accomplish better academic practices and procedures. It provides good quality students and competent faculty to develop the smart campus. The policies are approved by the IQAC which then uses ISO as a tool to develop the action plan for the policy framed, implement and monitor the same.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

Shekhawati Institute of Engineering & Technology (SIET) takes accurate care of its personnel both teaching and non-teaching. The college assures the contributions of its personnel to the improvement and development of the institution.

PROMOTION POLICY

Promotion of regular teaching staff, personal to them, is only through the Career Advancement Scheme as per the AICTE/UGC Regulations as amended from time to time and as adopted by the Management depending on the availability of funds

Leave Provisions:

1. Leave regulations shall be applicable to all the employees of the college.
2. Faculty / Staff is eligible for 12 days of Casual Leave (CL) per academic year.
3. Faculty/Staff should take leave with prior permission from HOD and the Principal after proper alternate arrangements.
4. Leave can also be informed over the phone only in case of emergency.
5. Faculty/Staff can avail 182 days of maternity leave.
6. Faculty/Staff can avail of one-hour permission twice a month. However, such a facility should be used only for essential needs.
7. Leave cannot be accumulating and carried forward to the next academic year, in general.
8. Final sanction of the leave/vacation/OD is the discretion of the principal and should not be treated as a fundamental right.
9. Providing 1-hour permission two times a month for faculty and staff.

Staff Welfare Measures

1. Free transport facility provided to teaching and non-teaching staff.
2. Financial assistance will be provided for attending FDPs. Workshop, Professional and

administrative development programs, outside SIET, along with on-duty (OD) within India and

3. Financial assistance will be provided for book publishing.
4. Providing financial support towards membership fees of professional bodies.
5. On-Duty will be provided for attending programs and PhD research work. Guidelines have to be followed to obtain OD.
6. Cash incentives will be given to faculty, who produce academic results of 100% in the
7. College annual day.
8. Cash incentives are given to faculty who receive awards and Rs.1000/- and Rs.500/- recognitions at the National and State level.
9. Faculty can avail the eligible vacation for his/her marriage or medical treatment.
10. Free accommodation is provided to faculty who stay in the hostel.
11. At the time to staff marriage, Management will help them in cash advance without any interest of repayment based on their requirement
12. Special approval in attendance would be given based on their health issues provided by submitting their medical certificates.

Feedback Evaluation:

1. Feedback on curriculum gap and enrichment (from Students, Faculty, parents, Alumni and Employers)
2. Feedback on Teaching - Learning imparted by faculty for each subject at the middle of the Semester and the end of the semester (from the students attending be class)
3. Feedback taken on syllabus coverage, overall Teaching-Learning process. Examination and Evaluation and support systems at class committee Meetings
4. Feedback from outgoing students, each year on Infrastructure, academics, and facilities.
5. The structure of the feedback form is 5point scale (Very Good, Good, Fair, need to Improve)

The feedback is consolidated and Presented in the HODS meeting with the principal. In the **HODs** meeting, feedback is analysed and corrective actions are taken wherever needed.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.3.2

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

Response: 60.47

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 54 | 67 | 36 | 81 | 94 |

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 67.38

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 77 | 87 | 48 | 111 | 119 |

6.3.3.2 Number of non-teaching staff year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 22 | 23 | 15 | 24 | 23 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Responses:

Shekhawati Institute of Engineering & Technology (SIET) was Established in the Year of 2009 with the vision to Lead the transformation of Engineering and Technology education into creating innovators and

entrepreneurs to serve the betterment of the society. Taking into consideration the economic status of the students and to assist them in realizing their academic dreams, our institution has decided to provide scholarships for the students who come from economically backward families.

Scholarship Category: Category -1

Name of the Scholarship: Merit Scholarship by Shekhawati Institute of Engineering & Technology (SIET) - Eligibility: (a) 80%.00 and above marks in 12th exams for Regular for B.E First year Admission. (b) 90% and above for in Diploma for Lateral Entry (LE) B.E. Admission. Scholarship amount: 100% of Tuition fees and other college fees during the period of study (Examination fees are to be paid)

Scholarship amount:

75% of Tuition fees and other college fees during the period of study (Transport/ Hostel fees and examination fees are to be paid)

Category -2

Name of the Scholarship: Economically Weaker Section (EWS) by SIET. Eligibility: (a) Parent earning deceased and /or family income is less than Rs.2, 50,000/year for the sanctioned period. Scholarship amount: Rs.5000 to Rs.50, 000 per year for the sanctioned period.

The proposal on budget allocation is prepared by the Head of the Institution, by considering the recommendations made by the heads of all the departments and submits to the management. The allocated budget will be examined by the accounts department whether expenses are as per the budget approved by the management. The budget of the year includes recurring expenses such as maintenance cost, electricity, internet charges, salary, stationery, other consumable charges etc., and non – recurring expenses like furniture, lab equipment purchases, and other development expenses.

Process of internal auditing

The internal auditing committee regularly reviews all the invoices and vouchers. All of the expense records were correctly maintained by the accounts department. The institution attaches the greatest importance to the keeping of accurate accounts. When the fiscal year comes to an end, a legal audit is performed. The audit report is examined by management. The efficient use of financial resources is planned at the start of every fiscal year. Purchase orders for laboratory equipment, instructional aides, furnishings, facilities, and payment of maintenance bills are handled by the accounts department, along with tuition fee collection, wage distribution, tax payment, and loan distribution.

Process of external auditing

According to government regulations, external auditing is usually performed on an annual basis. Following the auditor's confirmation, all transactions are properly authorized and presented to management for additional examination. Any discrepancy discovered during the audit process will be examined right away, together with any necessary supporting documentation, within the set time frames. The audited declaration on the paperwork is properly acknowledged by the management's authorities.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Responses

Internal Quality Assurance Cell makes continuous efforts to study, analyse and improvise every strategy, activity, process and procedure in all the domains of the institution with a view to achieve, sustain and enhance quality with a view to achieve excellence.

Quality assurance strategies and processes

1. Collaborative activities

Collaboration between educational institutions, businesses and other organizations aims to find the brightest students and prepare them to become engineering professionals. This is the clearly defined relationship that will lead to better benefits for student outcomes. For young, aspiring engineers to keep up with expectations, knowledge generation and technological development require extensive training. These contributions are made possible by the Memorandum of Understandings (MoUs) that have been signed by leading and core businesses, institutions, and organizations to provide students cooperative training programmes in their field of study. Collaboration with the industry enables both parties to continue their mutually beneficial research partnerships, such as recognizing issues and coming up with solutions using the faculty's expertise and the students' knowledge in field projects. Through new products and technologies, these research partnerships benefit society. It is recommended to work with the institute to offer extracurricular activities to the students, such as certification programmes in their chosen fields. Additionally, they are granted unique on-duty permissions for this reason. Students can also participate in internships and field projects to improve their technical expertise in the relevant sector. This boosts their chance of being hired and having their talents noticed by the main business. MOU's provides excellence to improve the standard of students and provides career guidance to focus competitive world.

2. Committee covering the whole department.

On the advice of IQAC, Shekhawati Institute of Engineering and Technology (SIET) has started committee activities across the board. Every student is inspired to participate in committee activities. As

their contributions are expertly reinforced, this might provide the students with a singular experience in technical skills, allowing them to gain confidence in their respective disciplines. Regardless of a student's academic year, these committee activities are crucial in fostering relationships between peers. They also improve contacts between instructors and students, allowing for the acquisition of new knowledge and skills. Technical events will be held that are pertinent to their most recent technologies, encouraging enthusiasts to explore all hardware and software fields.

The Committee activity aims at Handling from basics to the latest development in technologies. To apply the ideas learnt in theory classes in the real world based on the innovative thoughts.

To create team spirit among students and to give them leadership quality along with managerial skills. Enriching the intelligence as well as wisdom of the technical community.

To cater to the various needs to keep in pace with the ever-evolving technology. To work towards the motto of innovation, imagination and application.

The students are motivated to do the mini projects on basics, which bring them the required practical knowledge of their laboratory classes to expand their skills beyond the class room.

To make themselves liable for their career.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

| File Description | Document |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | View Document |
| NIRF report, AAA report and details on follow up actions | View Document |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

RESPONSE:

Shekhawati Institute of Engineering and Technology (SIET) demonstrates gender sensitivity by implementing a number of programs and efforts to foster a safe, secure, and healthy environment on campus. Students are made more aware through targeted lectures and activities. The following are specific projects pertaining to important areas.

EQUITY FOR GENDER:

Gender equality pertains to the equitable and respectful treatment of all people, irrespective of their gender, as well as their equal participation in economic, cultural, social, and political progress.

Our Institute is dedicated to advancing female student's gender equality. The development of habits is the focus of education.

In light of this, education is necessary to support women's equal involvement in decision-making, learning, and external results.

Our institution often hosts gender-sensitization activities that are especially designed for girls in order to accomplish this goal.

We have a specific Women Empowerment cell that plans various activities to empower and elevate girls in order to promote gender equity for them and grievance and redressal committee to resolve problems.

Women's Day is observed on March 8th, and prominent women are invited as principal guests to give talks on UN-sponsored themes.

We invite female entrepreneurs to give our female students confidence about being financially independent.

Physicians are asked to speak with female students on health concerns unique to women and ways to avoid them. It is the intention of advocates to inform female students about their legal rights and

remedies.

For female employees and students, guest lectures on subjects like women's health and rights in home matters were held on a periodic basis.

40% of our faculty members are female, and they hold important roles like department head and event coordinators for different clubs.

SAFETY AND SECURITY:

To improve the safety and wellbeing of female students on campus, extensive CCTV surveillance cameras have been thoughtfully positioned.

In order to facilitate the seamless integration of incoming students, an anti-ragging committee has been established.

Shekhawati Institute of Engineering and Technology (SIET) Self-Study Report advocates for a workplace free from harassment.

Female students' academic journeys involve formal counselling, with classmates, senior instructors, and mentors providing support and assistance.

In addition to providing hostel lodgings, day scholars have access to communal areas for leisure. Students can file complaints by going to a specific complaint box located in the main building.

These matters are thoroughly discussed and resolved by the discipline committee.

To document the information of every individual accessing the college grounds, the institute maintains a visitor log registration.

In dormitories for girls, Wardens are exclusively filled by women.

Each student has an identity card, and guests must first pass security screening before receiving one.

There are separate restrooms for boys and females. To guarantee the safe and hygienic disposal of sanitary napkins, sanitary napkin selling and disposal machines are placed in restrooms.

In girls' hostel warden-maintained attendance register and also gave visitor pass to the parents. There is a separate study room for hostel girls and boys.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Response:

The institution fervently arranges national festivals and commemorates the birth and death anniversaries of prominent Indian figures. Our students actively strive to bridge caste and religious divides, contributing to the betterment of India. Through exhibitions and events organized on these occasions, the ideals of eminent Indian personalities are instilled in the minds of the youth. The school advocates for a pluralistic approach to religious events and activities among its faculty and staff. Emphasis is placed on fostering national unity and encouraging staff and students to actively participate in it.

Republic Day

Republic Day, celebrated on the 26th of January, commemorates the adoption of the constitution. The day is marked by various formal ceremonies including flag hoisting and march-pasts. Following these events, the institute organizes a "Constitution Awareness Program" aimed at educating students and staff about their duties towards the nation and the rights bestowed upon them by the constitution. Through such initiatives, the institution plays a pivotal role in nurturing patriotism and consciousness among the upcoming generation.

International Yoga Day

A speech is delivered to elucidate the significance of yoga, representing the harmony between mind and body, thought and action, as well as restraint and fulfilment. Subsequently, a yoga camp is conducted by the instructor. The day serves as an opportunity to highlight the importance of yoga in promoting harmony and peace, both within oneself and in the wider world. It's also a reminder of the timeless wisdom of yoga teachings and their relevance in addressing modern-day challenges such as stress, anxiety, and lifestyle-related health issues.

Independence Day

Every year, all members of the Management actively partake in the festivities. Numerous teams comprising security personnel and NCC cadets from our institution participate in a meticulously rehearsed march-past, with the chief guest unfurling the flag during this grand occasion. Cultural representations of the independence movement are showcased as well.

Teacher's Day

The birthday of Dr. Radhakrishnan, celebrated on the 5th of September, is enthusiastically commemorated as Teacher's Day. The occasion pays homage to the Guru-Shishya tradition, with students organizing a special program for their teachers. On Teacher's Day, students often express their gratitude and respect for their teachers through various activities such as giving them cards organizing cultural programs, and sometimes even by performing traditional rituals of respect.

Engineer's Day

Each year on September 15th, our college acknowledges and pays tribute to the renowned engineer Moksha Gundam Visvesvaraya by celebrating National Engineers Day. The objective of this day is to acknowledge the outstanding contributions made by engineers, to motivate them to persevere in their pursuit of innovation and improvement, and to serve as a source of inspiration for engineering students.

National Technology Day

National Technology Day is celebrated annually in India on May 11th. This day commemorates the successful nuclear tests conducted at Pokhran in 1998, showcasing India's technological prowess. It serves as a reminder of the significant advancements made in science and technology and encourages further innovation in various fields.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice-I

Ability Foundation Gaining (AFG) knowledge towards lifelong learning phase.

Objectives of the Practice

As our institution, we think that the secret to reaching our objectives is lifelong learning. Our main goals are to give students practical learning experiences and to inform parents and students about the value of a college degree. We approach every area of our school with a proactive mindset, fostering a healthy environment that supports students' advancement in higher education - a sensible proverb that goes, "Prevention is better than cure."

The Practice

Our institution has set up a number of committees and cells to track and promote student participation in order to guarantee that they receive complete support and are actively involved throughout their academic careers.

- The Committee on Participation
- The Department Organization Committee
- The Advisory Committee
- The Committee for Visitors

- Women's Empowerment Cell

The head of the institution and the heads of the departments evaluate the various committees and cells once a month, reviewing their accomplishments, challenges, and problems. These assessments guide the essential course of study to guarantee the best possible results going forward.

Employees are urged to support continued education, assist students with both small and large tasks, and maintain the Ability Foundation Gaining up to current. Additionally, an SMS system is used to provide parents of alumni with regular updates on the importance of higher education. In order to improve the environment, the Head of the Institution and other HODs evaluate the Alumni Cell and SIET's operations every three months and decide what steps to take for facility and infrastructure upkeep.

Authentication in Success

Our streamlined procedure makes it possible to swiftly and effectively create reports for the various committees and cells. All active projects' complete project information is kept up to date by Ability Foundation Gaining (AFG), which pre-final year students frequently visit to get answers to questions and pinpoint areas that need work. AFG's work have produced a number of noteworthy successes, such as:

- A consistent rise in the quantity of applicants for SIET
- Remarkable increase in students' creative initiatives as a result of the AFG
- Resulting in many competition victories for different groups
- Compared to several other schools in the statistics and other institutions in the area, admissions rates are noticeably higher.
- Chances for students to be placed consistently throughout the last four years

The organization encounters a number of obstacles, and resources are required to overcome them, such as:

- It is necessary to maintain up-to-date contact details (phone numbers and email addresses) for parents and former pupils.
- In order to surmount these obstacles, the establishment could have to allot more funds and introduce fresh approaches to foster student involvement and preserve ties with former students.

Title of the Practice-II

Program towards development of skills.

Objectives of the Practice

The objective of a program focused on skill development typically aims to enhance the capabilities and

competencies of individuals in specific areas. Here's a concise objective statement: "To empower participants with essential skills and knowledge necessary for personal, professional, and societal advancement through structured learning, practical application, and continuous improvement initiatives."

Societal and Economic Imperatives:

1. Rapid Technological Advancements:

- The advent of digital technologies and automation has transformed industries, creating a demand for new skills such as data analysis, programming, and digital literacy.
- Skill development programs respond to the need for workers who can adapt to and leverage technological innovations effectively.

1. Changing Nature of Work:

- Shifts towards gig economies, freelance work, and remote employment highlight the need for adaptable skills like project management, communication, and entrepreneurship.
- Skill development initiatives prepare individuals to navigate flexible work arrangements and diverse career pathways.

Educational Landscape:

1. Education-Workforce Mismatch:

- Traditional education systems may not always align with the evolving needs of the labor market, leading to gaps in skills required by employers.
- Skill development programs bridge this gap by offering targeted training that supplements formal education with practical, industry-relevant skills.

1. Lifelong Learning Paradigm:

- The concept of lifelong learning emphasizes continuous skill acquisition and upgrading throughout one's career to remain competitive and resilient.
- Programs promote a culture of ongoing learning and professional development, catering to individuals at various stages of their careers.

Government and Policy Support:

1. Policy Initiatives and Funding:

- Governments prioritize skill development as a key component of economic development strategies, allocating resources to support vocational training, apprenticeships, and educational

reforms.

- Public-private partnerships are often formed to leverage resources and expertise in delivering effective skill development programs.

1. Regulatory Frameworks:

- Regulatory frameworks ensure quality assurance, accreditation, and recognition of skills acquired through formal and informal learning pathways.
- Policies promote transparency and accountability in the delivery of skill development services, safeguarding the interests of learners and employers.

The Practice

The practice of programs aimed at skill development involves a structured approach to nurturing and enhancing specific abilities in individuals.

- **Identifying Skill Gaps:** Conducting assessments to understand the current skills of participants and the specific competencies needed for their goals or industry requirements.
- **Setting Clear Objectives:** Defining measurable goals and learning outcomes that guide the design and implementation of the program.
- **Customizing Learning Paths:** Designing a curriculum that aligns with identified skill gaps and participant needs, integrating theoretical knowledge with practical application.
- **Incorporating Diverse Learning Methods:** Utilizing a variety of instructional techniques such as workshops, simulations, case studies, and hands-on projects to cater to different learning styles.
- **Engaging Learning Experiences:** Providing interactive sessions facilitated by knowledgeable instructors or mentors who encourage active participation and critical thinking.
- **Utilizing Technology:** Leveraging digital platforms and tools for virtual learning, assessments, and collaboration, ensuring accessibility and scalability of the program.
- **Resource Allocation:** Optimizing resources and funding to sustain program operations and expand reach to larger audiences or new geographic areas.
- **Partnerships and Collaboration:** Forming strategic partnerships with businesses, educational institutions, and government agencies to enhance program impact and sustainability.

Authentication in Success

By focusing on measurable outcomes, real-world application, and continuous improvement, programs can effectively demonstrate their value in equipping individuals with essential skills for personal, professional, and societal development.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |
| Any other relevant information | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

Response:

RESPONSE

Admissions makes it clear that the institution's vision, mission, and quality policy are all focused on the overall development of the student. The most popular college is Shekhawati Institute of Engineering and Technology, where the top 25% of engineering-qualified applicants occupy about 65% of the available seats. The goal of the school has been to provide students with a high-quality education while also focusing on their full development. The institution encourages students to take part in a variety of activities in order to accomplish this:

SIET consistently strives to fulfil its social obligation to support rural students - mostly first-generation students - in their pursuit of higher education and increased achievement in both their professional and economic lives. Since the college's inception, the rural populations of the area have also had access to job opportunities.

Enhancing Student Success through Holistic Support Programs at Shekhawati Institute of Engineering and Technology

At SIET, student success is not merely a goal but a comprehensive commitment supported by a range of holistic support programs. These initiatives are designed to empower students academically, socially, and emotionally, ensuring they have the resources and guidance needed to excel both inside and outside the classroom. Shekhawati Institute of Engineering and Technology 's distinctive approach to enhancing student success through its holistic support programs.

- Academic Tutoring Services
- Career Counselling and Guidance
- Study Skills Workshops
- Technology and Information Literacy Programs
- Career Counselling and Guidance

Foundational Principles of Holistic Support

Central to SIET's approach is the belief that student success encompasses academic achievement, personal development, and holistic well-being. The institution has established a framework that integrates academic support services with programs focused on mental health, career readiness, financial literacy, and community engagement. This holistic approach ensures that students receive comprehensive support throughout their educational journey, addressing both immediate needs and long-term goals.

Academic Support and Mentorship Programs

SIET offers a variety of academic support programs designed to enhance student learning and retention. These include tutoring services, peer mentoring programs, study skills workshops, and academic advising tailored to individual student needs. The institution's commitment to personalized academic support fosters a culture of academic excellence and empowers students to achieve their full potential.

Moreover, SIET places a strong emphasis on mentorship as a key component of student success. Faculty members and alumni serve as mentors, providing guidance, encouragement, and networking opportunities to help students navigate academic challenges and career aspirations. Mentorship programs at SIET facilitate meaningful connections that contribute to students' personal growth and professional development.

Supporting Mental Health and Well-being

Recognizing the importance of mental health in student success, SIET offers comprehensive wellness programs and counselling services. The institution provides access to licensed counsellors who offer confidential support for students facing academic stress, personal challenges, or mental health concerns. Additionally, SIET promotes mental health awareness through workshops, seminars, and campus-wide initiatives aimed at reducing stigma and fostering a supportive campus environment.

Career Development and Readiness Initiatives

Preparing students for successful careers is a priority at SIET. The institution offers career development workshops, resume writing assistance, mock interviews, and networking events that connect students with employers and industry professionals. Through these initiatives, students gain practical skills, industry insights, and internship opportunities that enhance their employability and readiness for the workforce.

Financial Literacy and Support Services

Financial barriers should not hinder student success at SIET. The institution provides financial literacy workshops and resources to help students manage their finances responsibly. Additionally, SIET offers scholarships, grants, and emergency funds to support students facing financial hardship and ensure they can focus on their academic goals without undue financial stress.

Community Engagement and Service Learning

SIET encourages students to engage with the community through service learning and volunteer opportunities. These experiences allow students to apply classroom knowledge to real-world challenges, develop leadership skills, and make a positive impact in society. Community engagement initiatives at SIET foster a sense of civic responsibility and social awareness among students, preparing them to

become active and engaged citizens.

Impact and Outcomes

The impact of SIET's holistic support programs is evident in various measures of student success. Graduation rates have improved, demonstrating the effectiveness of academic support services and mentorship programs in retaining students through to graduation. Students report higher levels of satisfaction with their overall college experience, citing the support they receive from SIET as instrumental to their personal and academic growth. Furthermore, alumni of SIET credit the institution's holistic approach to student support for preparing them not only for successful careers but also for lifelong learning and leadership roles. The reputation of SIET as a supportive and student-centred institution has attracted talented individuals seeking a transformative educational experience.

Challenges and Future Directions:

While SIET has achieved significant success in enhancing student success through its holistic support programs, challenges remain. The institution continues to address issues such as accessibility, inclusivity, and evolving student needs through ongoing program evaluation and enhancement. Moving forward, SIET is committed to expanding its support services, strengthening partnerships, and leveraging technology to better serve its diverse student population.

Conclusion

In conclusion, SIET exemplifies a commitment to student success through its holistic support programs that empower students academically, socially, and emotionally. By integrating academic support, mentorship, mental health services, career development, financial literacy, and community engagement initiatives, SIET creates a nurturing environment where students thrive and achieve their goals. As SIET continues to innovate and adapt to meet the evolving needs of its students, it remains dedicated to fostering a culture of excellence, equity, and lifelong learning.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |
| Any other relevant information | View Document |

5. CONCLUSION

Additional Information :

Our institutional values and best practices extend beyond the institution campus, impacting society at large and we have a responsibility to be leaders in advancing knowledge, culture, and ethics. They serve as role models and influence the values and best practices of the communities they engage with. By instilling values of social responsibility and community engagement in students, Shekhawati Institute of Engineering and Technology inspire graduates to be active citizens and catalysts for positive change in our communities and beyond. By instilling our values and best practices in students, faculty, and the community, we fulfil our mission of not only educating individuals but also shaping a better, more informed, and more responsible world.

Concluding Remarks :

College features a perfect blend of four basic ingredients of contemporary education system viz. Infrastructure, Faculty, Management & Academic. Uncompromising Discipline, Punctuality and Regularity. Tireless efforts towards Holistic, Integrated development. Innovative Pedagogy that aims at developing drive to Create, Lead and Excel. The Pedagogy is designed to be fully participative. Rigorous Academic curriculum practical orientation constant industry interaction the teaching learning process is framed in a Global Perspective and is facilitated by the knowledgeable Experienced & highly qualified faculty. Teaching methodology 'Learning Centre' and not Teaching Centre. Regular Aptitude Tests, Mock Interviews, Seminars & Workshops etc. Wi-Fi Enabled campus for uninterrupted flow of information to integrate the education process and develop new mind sets Most sophisticatedly designed Computer labs.