



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BRILLIANT GRAMMAR SCHOOL EDUCATIONAL SOCIETY'S GROUP OF INSTITUTIONS - INTEGRATED CAMPUS

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Brilliant Grammar School Educational Society's Group of Institutions - Integrated Campus (BRIG) is a highly reputed Institute, established in 2009 with EAMCET Counseling Code **BRIG**. The colleges are approved by the **All India Council for Technical Education (AICTE)**, New Delhi, **Pharmacy Council of India (PCI)**, New Delhi, and are Affiliated to **JNTUH, Hyderabad**. The Brilliant Group turned a golden leaf with the icon of technical education in Telangana who steered Engineering education onto the echelons of national and international corridors, a versatile, sagacious genius **Sri Kasireddy Narayan Reddy**, an eminent and dynamic educationalist of our state, taking reigns as the Chairman of all the colleges in Brilliant Group of Technical Institutions. He has been leading the **Brilliant Grammar High Schools** to be among the top-notch schools in our state **since 1986**. With the same motivation and dynamism, he established the **Brilliant Group of Technical Institutions** in 2009 and has been constantly upgrading them perpetually to promote a valued technical education in our state.

Our campus is a 10-acre stretch of land with hillocks on one side and a plain area on the other three sides. The students are provided with plenty of opportunities to develop their individual talents and abilities and to aspire for excellence in academic and personality development.

At **BRIG**, we believe in engendering and promulgating knowledge and talent in core and frontier disciplines through innovative education programs, research, industrial training, and consultancy and developing a new cadre of proficient citizens with a high level of competence, a profound sense of social commitment and moral ethics. The institution maintains its high level of success because of its dedicated teaching and non-teaching staff. The constant registration of a respectable number of placements in MNCs each year.

Vision

To create world-class facilities and ambiance for advanced levels of teaching and practical training for attracting the best students from the country and abroad with greater emphasis on research and collaborative works with industries and other institutes. To provide pro-eminent educational experiences which stimulate accountability to satisfy the needs of the century and prepare our students for leadership in their profession and society

Mission

M I: To provide best-in-class facilities for teaching and practical training to the UG and PG Students.

M II: By developing technical manpower through interactive communication, training, short-term courses, seminars, group discussions, mock interviews, etc.

M III: In Collaboration with industries, and academic institutions for providing real-life projects.

M IV: To Inculcate professional behavior, strong ethical values, innovative research capabilities, and

leadership abilities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength:

- An adequate number of well-equipped laboratories and classrooms with ICT facilities.
- Experienced, Qualified, Dedicated, Dynamic, and Proficient faculty with an attitude to excel in the profession.
- Project-based laboratory courses.
- Teaching methodology with exposure to industry requirements
- Ragging-free environment.
- IQAC was created for quality control, continuous evaluation, and improvement.
- Encourage students to actively participate in community development programs through NSS.
- Faculty development and professional development programs.
- Provides Placements to all eligible students.
- the spiritual, pleasant, and intellectually stimulating environment of the campus.
- Faculty development and skill enhancement programs.
- Computational facility and internet connectivity.
- Institute promotes co-curricular and extra-curricular activities.
- Completely filled sanctioned intake with students of better ranks in the qualifying examination.
- Well-established library with a good number of knowledge repositories.
- Counseling of each student by faculty and regular meetings with parents.
- The evaluation system in the college keeps high standards of integrity and the examination procedure is followed by the double valuation of all answer scripts and timely result declaration.
- The Library has Spacious, well-ventilated & lighted facilities. Institute has 30 digital library systems with online resources, audio/video materials, e- books, electronic journals, DELNET, J-gate, National and International journals, and NDL subscriptions.
- The college has illustrious and high-profile alumni occupying top positions in society, politics, culture, and administration.
- The institute has strengthened its corporate tie-ups by signing an MOU with Anti Drone System from Unistring Tech. solutions Pvt. Ltd works on drone detection and camera sensors.

- The Healthy interactive atmosphere between students and staff members.

- A large number of faculty act as mentors. The Mentor acts as guardian of the students and stays in touch with them as well as their parents for their all-round progress.

Institutional Weakness

Institutional Weakness

- Less a number of student entrepreneurs.
- Greater number of behavioral problems in students at the initial stage.
- Students' communication skill is not up to the mark as students are from rural background.
- Industries' contribution to patents and cutting-edge research is low.

Institutional Opportunity

Institutional Opportunities

- Methodologies for increasing the eligible students for placements.
- To initiate start-up programs.
- To continue to adopt new and innovative ICT-enabled practices in teaching-learning.
- More industry collaborative activities.
- Facilities for achieving the best pass percentage of students.
- Modernizing labs with advances in technology.
- Being in the heart of the metropolitan city the students get adequate opportunities to earn while studying through part-time employment.
- The NEP opens up an opportunity for the college to become a State University in the immediate future and thereafter evolve to be a Research University.
- Vast opportunities for research are present as the college can provide seed money for research work.
- The college has ample opportunities to introduce need-based courses which generate employability.
- Activation of research and development and interaction with industry organizations.

Institutional Challenge

Institutional Challenge

- Attracting quality students' input in the current technical education scenario of the state government.
- Motivating students toward employment in core industries.
- Delay in receipt of a scholarship grant from the government.
- There is a need for a change in approach strategies and processes for improving the results of the students.
- Due to the growing number of engineering institutes, we need to attract academically good students.
- Students largely focus on exam-oriented tasks and encouraging all-round learning becomes a challenge.
- Encourage students to work in needy industries.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The institute offers academic programs in both the conventional face-to-face and online modes of education thereby reaching out to a wide spectrum of students across the globe. The design and development of the curriculum is a democratic process with all the faculty contributing to the introduction, innovation, and revision of the syllabus. The culture of academic freedom and flexibility provides immense scope for introducing innovations in the curriculum to achieve the institutional vision and mission of striving for academic excellence.

The following aspects deserve to be mentioned :

- Strict adherence to the Academic Calendar
- Implementation of the Reservations Policy and provision of scholarships for socio-economically weaker students.
- The institute takes care of gender equality and inculcates ethical values and social responsibilities among faculties and students by conducting various activities.
- New courses are introduced as per the directions given by JNTUH from time to time. Academic flexibility is provided to the students by offering elective courses.
- Institute offers industrial/value-added certificate courses to the students.
- The academic calendar prepared by the institute scrupulously follows the rules and schedule set by the JNTUH.
- The curriculum receives constructive feedback from various stakeholders, including students, faculty, parents, and alumni.
- A feedback mechanism is in a place where students provide views on subjects studied and their contents. The curriculum highlights are also presented to the Institute for seeking advice on further improvements. The Institute regularly reviews the process of continuous improvement in the curriculum.
- The curriculum is enriched with activities around holistic development such as service to society, caring for the environment, creative learning, learning of foreign languages, and seeding incubation ideas.

Teaching-learning and Evaluation

Teaching learning and evaluation

- Teachers combine traditional teaching methods with the use of modern teaching aids. Faculty prepare lecture plans and also maintain a weekly log of what was actually transacted in the classroom.
- In addition to participating in the Orientation and Refresher courses, teachers can avail themselves of the facilities offered by the Department of Education to upgrade their pedagogical skills.
- Feedback is obtained from students to ensure that teaching is student-centric.
- Remedial classes are organized for students who have problems coping with the classwork
- Most teachers use innovative teaching methods, learning management systems, and ICT tools to increase the involvement of students in this process.
- The institute has qualified and experienced faculty as per norms. Faculty members are encouraged to improve their qualifications and to participate in research activities.
- The Evaluation process is transparent. Students are evaluated in a continuous assessment system, comprising written examinations, class seminars, and assignments.
- To give personal attention to learning needs individually, a slot is scheduled in the weekly timetable of faculty members for discussion with the concerned student. Besides, group activities are organized to promote participative learning such as mock interview sessions, group discussions, debates, and practice

sessions related to competitive exams such as GRE, GMAT, IELTS, etc.,

- All disciplines have courses outcome(CO), which translate into program outcomes (PO) and programs specific outcomes (PSO). The calculated CO, PO, and PSO attainment levels are used to determine if corrective action is needed.

Research, Innovations and Extension

Research, Innovations, and Extensions

- Fieldwork, assignments, project reports, educational tours, and field visits are part of the curriculum at UG and PG levels, and students are motivated by their concerned academic supervisor to conduct local issues-based research-oriented works. The topics for dissertations are always selected from recent and relevant research areas for the benefit of society.
- The college has collaborated with industries and academic institutes and professional bodies for sharing research facilities and undertaking collaborative research and is benefited academically in a remarkable way.
- Well-equipped and research-friendly labs, computer labs for research students, language labs, and classrooms with smart teaching and learning are established with the aim of bringing new insides.
- Institute has created an Ecosystem for innovation by setting up an incubation center for the transfer of knowledge. Institute makes sincere efforts for the transfer of knowledge by conducting Workshops, Faculty Development programs, International conferences, etc., Institution has Intellectual Property Rights(IPR) cell. The institute conducts workshops and seminars on (IPR) and Industry-Academia innovative practices
- The institution also has collaborations with other research and academic institutes like Unistring Tech. solutions Pvt. Ltd.
- The institute has established a code of conduct to prevent malpractice and plagiarism in research. The institution awards honor or recognition to faculty.
- Students and faculty are encouraged to attend conferences, publish books and articles, and conduct supported research and innovation.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

- The institution has invested substantially over the last few years to improve the classroom and laboratory infrastructure, books and journals, and online resources for teaching, learning, and research.
- The college campus is under the surveillance of CCTV cameras, the institute has a maintenance cell with a well-planned and systematic procedure for the maintenance of physical, academic, and support facilities.
- The institution has well planned spacious computerized library with a large number of books, e-books, e-journals, e-materials, and educational videos along with a browsing center.
- The library is automated using integrated Library Management System software.
- Spacious administrative office with every personnel equipped with a computer and internet connectivity. Enormous storage space for records in the office.
- Communication skills are taught in the English Language Lab, communication skill course is also introduced by the career counseling and placement cell.

- BRIG is also having Incubation Center and Entrepreneurship Development Cell to provide guidance to students for incubation and start-ups. Both cells organize boot camps, idea generation competitions, workshops, etc. for promoting incubation and start-ups.
- Adequate infrastructure facilities are key for the effective and efficient conduct of educational programs. The growth of the infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambiance for curricular, extracurricular, and administrative activities.
- The institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities.

Student Support and Progression

student support and progression

- The Institution has always been a student-centric institution. Student mentoring and support have been a primary focus of the institution and the residential nature of the institution has made it a reality.
- The students are mentored from the time of admission up to the completion of their program at various levels. Every class has a teacher assigned to counsel and mentor the students.
- Hostellers have access to their hostel officials at any time of the day and night.
- During their stay, students can avail of a number of support systems and services for information, academic and career guidance, and financial, co-curricular, and extracurricular activities.
- The academic calendar and handbook give information on the academic schedule and curriculum. Students can make use of both the Central and departmental libraries for reference work and computer and internet services for browsing.
- The students actively participate in academic and administrative decisions at the institute level.
- The scholarship section provides information on various financial support schemes. The Equal Opportunities Cell caters to the welfare of SC/ST students, including dissemination of information about financial support, and conducting special classes for preparing students for NET, SLET, and civil services examinations. The Placement Cell arranges for campus recruitment.
- Through the Grievance committee, an anti-ragging committee, and the anti-sexual harassment committee, the institution has a well-defined procedure for resolving student problems.
- Students from all the branches participate with full zeal and enthusiasm in sports. Personality development programs, spoken classes, and preparation for IELTS and TOEFL are some endeavors in the direction of students' overall progress and to make them future-ready.

Governance, Leadership and Management

Governance, Leadership, and Management

- BRIG was established in 2009 by Brilliant Grammar School Educational Society, Hyderabad, a registered society with the aim of providing professional education in engineering and pharmacy with the help of the governing body and stakeholders, the institute works to achieve excellence in realizing its, vision, mission and objectives.

- The institute has developed a strategic plan to achieve the goals which are developed in a transparent and effective manner. Principals, and Heads of the departments, plan and implement quality improvement strategies taking into consideration the feedback of all stakeholders.
- A culture of participatory management is practiced at all levels. Both the top-down and bottom-up approaches are used to effectively implement policies.
- At the department level, suggestions from all the faculty are taken into account for curriculum design and development, teaching-learning, and evaluation process as well as in general administration. Student representatives play a role in managing departmental societies.
- At the Faculty level, representatives from different departments of study as well as external members play a proactive role in the curricular aspects. Further, faculty members managing several auxiliary units such as libraries, laboratories, and hostels collectively participate in administration and decision-making.
- The college has implemented e-governance in areas like academics, administration, admission, etc., to make the system effective.
- The institute provides welfare measures like Group insurance, lien facility, and study leaves, etc., to the staff. Financial support is provided to faculty members for attending conferences, workshops, STTPs, etc., as per the institute policy.
- The institute believes that success of the institute depends on the quality of human resources and focuses on employee performance.
- Internal Quality Assurance Cell(IQAC) monitors, reviews, and evaluates academic and administrative processes to ensure quality.

Institutional Values and Best Practices

Institutional Values and Best Practices

- Instilling social responsibility by making participation in NCC/ NSS/YRC mandatory for undergraduate students. Through these organizations, AIDS awareness programs, blood donation camps, various health camps, and socially relevant activities have been undertaken
- An SMS-based Grievance Redressal Cell is in place. Students can SMS their grievances which are addressed immediately based on veracity. In addition, squads operate to redress the grievances of students.
- More Decentralized Governance by Constituting Committees to create a more inclusive ambiance. Various committees have been constituted to address different issues in the institution including exam reforms, security, projects, consultancies, purchase, anti-ragging, sexual harassment, hygiene, and sanitation to name a few. This practice has led to more emotional investment on the job, better governance, quicker redressal, and decision-making.
- The institute spends a considerable amount of its budget on Green Practices. These include water conservation through various ways like Rainwater Harvesting, safe and efficient disposal of all waste generated along with developing and maintaining a green campus free of single-use plastic.
- Tie-ups with a number of industries have been established for the knowledge enhancement of students and industry experts are regularly invited to deliver lectures and conduct a training program
- Every year the institute organizes national festivals and birth/death anniversaries of great Indian personalities. The college maintains complete transparency in all the activities like financial, academic, administrative, and auxiliary functions. Inculcating social responsibility in students through innovative

projects such as Social Innovation and Engineering Exploration, and developing entrepreneurship through the Centre for Innovation and Entrepreneurship (CIE) are some of the best practices adopted and implemented by the college

- We believe in providing equal opportunity for all genders and take some pertinent steps to bring sensitivity towards gender-related issues. In order to maintain the safety and Security of the women faculty and girl students, a Women's Cell (Grievance and Redressal) was established. The cell addresses women's protection, inequalities, and any form of sexual harassment issues faced by women and girls on campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Brilliant Grammar School Educational Society's Group of Institutions - Integrated Campus
Address	ABDULLAPUR(V),ABDULLAPURMET(M)
City	RANGA REDDY
State	Telangana
Pin	501505
Website	www.bgiic.ac.in/bgiicnew

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	S Peniel Pauldoss	040-23016249	9676240401	-	principal.7q@gmail.com
IQAC / CIQA coordinator	Radha Krishna An	040-23016248	9030930935	-	itskrishh03@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
Telangana	Jawaharlal Nehru Technological 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	03-07-2022	12	
PCI	View Document	10-08-2021	24	

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	ABDULLAPUR(V),ABDULLAPURMET(M)	Rural	9.24	19874.4

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	48	INTERMEDIATE OR EQUIVALENT	English	30	15
UG	BTech,Electrical And Electronics Engineering	48	INTERMEDIATE OR EQUIVALENT	English	30	15
UG	BTech,Mechanical Engineering	48	INTERMEDIATE OR EQUIVALENT	English	60	42
UG	BTech,Electronics And Communication Engineering	48	INTERMEDIATE OR EQUIVALENT	English	60	29
UG	BTech,Computer Science And Engineering	48	INTERMEDIATE OR EQUIVALENT	English	180	113
UG	BTech,Cse Artificial Intelligence And Machine Learning	48	INTERMEDIATE OR EQUIVALENT	English	60	8
UG	BTech,Cse Data Science	48	INTERMEDIATE OR EQUIVALENT	English	60	14
UG	BTech,Cse Networks	48	INTERMEDIATE OR EQUIVALENT	English	60	2
UG	BTech,Artificial	48	INTERMEDIATE OR E	English	60	3

	Intelligence And Data Science		QUIVALENT			
UG	BPharm,B Pharmacy	48	INTERMEDIATE OR EQUIVALENT	English	100	100
PG	MPharm,M Pharmacy Pharamceutics	24	B.PHARMACY	English	15	13

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	19				24				112			
Recruited	18	1	0	19	16	8	0	24	57	55	0	112
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				41
Recruited	19	22	0	41
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				24
Recruited	17	7	0	24
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.	18	1	0	0	0	0	0	0	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	16	8	0	57	55	0	136
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

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	1251	93	0	0	1344
	Female	444	12	0	0	456
	Others	0	0	0	0	0
PG	Male	9	2	0	0	11
	Female	14	0	0	0	14
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	57	73	33	43
	Female	30	29	23	35
	Others	0	0	0	0
ST	Male	38	38	34	26
	Female	7	8	9	8
	Others	0	0	0	0
OBC	Male	145	164	154	110
	Female	66	42	65	32
	Others	0	0	0	0
General	Male	215	112	92	144
	Female	61	28	43	67
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		619	494	453	465

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of National Education Policy is to provide high quality education to develop human resources in our nation as global citizens, is well taken by our Institute. A discussion among the faculty members has been initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. The Institute is affiliated to Jawaharlal Nehru Technological University Hyderabad where in Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives and institute started offering these electives
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	<p>to students. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of program offered by the institution. All the courses offered by institute are Choice Based Credit System (CBCS). Few of them also include value based and environment-based subjects like professional Ethics, Environmental studies, principles of Management, project management etc. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments and MOOC through SWAYAM. It can be said that the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Brilliant Grammar School Educational Society's Group of Institutions - Integrated Campus is established in the year 2009 and is affiliated to JNTUH, Hyderabad. The college has been following the Choice Based Credit System (CBCS), which was designed by JNTUH from the academic year 2016-17 onwards, which includes Professional elective and Open elective courses in the curriculum to provide the multidisciplinary approach for solving the various engineering problems. The choice is given to students to choose the open elective/professional elective subjects in association with NPTEL Courses (MOOCS) with a minimum of 8 weeks course that reflects in the credit based system. The Structure of Assessments defined by the University is as follows: Internal Assessment: Theory Courses - Two mid exams are conducted and the Weightage given to each mid exam is 25 marks in a semester. Out of 25 marks, 10 marks for descriptive, 10 marks for objective and 5 marks for submitting the assignments are allotted. The final marks are calculated by taking the average of both mid exams. Practical Courses – The day to day evaluation is carried out for 15 marks on the individual experiments prescribed in the syllabus. An internal test is conducted for 10 marks at the end of the semester. The final internal assessment marks (25 marks) are given as per the University guidelines. Project Work – Two projects namely mini project and major project are carried out by the students. Project Review Committee (PRC) is formed with an internal guide, project coordinator and Head</p>

	<p>of the Department to review the project works. There are 50 marks for industry oriented mini project and 100 marks for major project and are awarded by the Head of the Department, internal guide and the external examiner appointed by the University. Comprehensive viva-voce is for 100 marks and technical seminar presentation is for 50 marks were conducted. Project marks are awarded based on the theme, relevance, design and implementation, project report, attendance and problem-solving ability. Few pedagogical approaches as Active Learning Methods (ALMs) followed by the faculty are: Group Discussions: This makes the students involve and discuss actively on the current issues to assess the merits & demerits of the policies. Quiz: Faculty conducts technical quiz on their subject/topic covered recently to review and revise the concepts. Case Studies: Teaching with the help of various case studies will enable the students to solve the real-life problems more easily. Assignments: Giving assignments to the students will enhance the critical thinking of students and also help them to learn entire course content. Interactive Seminars: During their presentation, each group in a class will prepare and present a recent research technology/topic. Workshops/Guest Lectures/Seminars/Conferences: Workshops, seminars and conferences are organized at regular intervals to share their ideas with experts on a common platform for gaining the knowledge and increase the research potential. Working Models/Demos: Simple demo is given to illustrate the basic principles and are displayed in the laboratories.</p>
<p>3. Skill development:</p>	<p>Skill development is systematic and sustained efforts towards improving one's ability to perform job related activities. An ability and capacity acquired through deliberate, systematic and sustained efforts to smoothly and adaptively carryout complex activities or job functions involving ideas like Cognitive skills, technical skills and interpersonal skills, Recognition, practice and internalization skills towards execution of skills, there are some of skills like Team work, communication skills, critical thinking skills, net working skills, work under pressure skills and willingness to learn skills. Skills development is globally considered as key for productive employment. Hence it is an important means for increased productivity, inclusive economic growth</p>

and poverty reduction, Economic diversification and structural change towards high productivity. This requires a better skilled and more adaptable labour force which can spur domestic and foreign investment. Linking skills development to broader education and employment, growth and development strategies and systems is essential to ensure relevance, policy coherence, coordination and alignment. Skill development for employment in an education system that provides opportunities for lifelong learning, Skills development is generally used to refer to the productive capabilities acquired through all levels of learning and training, occurring formal, informal and on-the-job settings. The acquisition of such capabilities depends on many factors, including a quality lifelong learning system and a supportive learning environment. The types of skills required for employment can be divided into:

- Basic and foundation skills, which are acquired through learning processes (e.g. active learning, oral expression, reading comprehension, written expression, and literacy, active listening. These are pre-requisites for acquiring further skills enhancing the prospect of sustainable employment.
- Transferable skills, which include the abilities to learn and adapt, solve problems, communicate ideas effectively, think critically and creatively and the ability to manage self and others. These skills enable people to adapt to different work environments as well as improving their opportunities to career-building.
- Technical and vocational skills, which are specialized skills, knowledge or know-how to perform specific duties or tasks, mainly in a professional environment.
- Professional and personal skills, including individual attributes relevant to work such as honesty, integrity, reliability, work ethic, and judgment. Interaction with the world of work is also crucial for improving the quality of learning and training activities. Improved quality in turn increases the attractiveness of skills training programmes. Apprenticeship training is one way to make employers more actively involved in skills development and contributing to the improvement of quality. Enhancing the capacity of delivery: Mechanisms for efficient recognition, validation and accreditation of skills: Such a system is necessary to allow for multiple paths for further learning and training and for the mobility of the

	<p>workforce. Furthermore, such mechanisms for efficient recognition, validation and accreditation need to be developed with active participation of labour market actors.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Integration of Indian knowledge system is very important to motivation and focus on teaching in Indian Language, culture, using online course. Our faculty will have training by motivation in participation of orientation courses and in faculty development programs particularly on Indian knowledge system. Some faculties are already got awareness through UGC conducted faculty development programs and by participating in conferences, workshops, and seminar.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Brilliant Grammar School Educational Society's Group of Institutions - Integrated Campus (BRIG) adopts outcome-based education in a student-centric learning model that helps the faculty to plan course delivery and assessment with the end point in mind, by identifying curriculum gaps and adding values to fill up the gaps. In our college, the OBE system has been implemented since the inception of the Institution. BRIG OBE has been fine-tuned and institutionalized through focused policy formation and training. A good teaching-Learning methodology was with BRIG Traditional OBE are achieved on the JNTUH curriculum by Effective measure of objective and outcomes, we focused on the bloom's taxonomy Course objective, PEO, Program specific Outcome, PO, Course outcome, and knowledge attainment and are designed accordingly. Program outcomes, Domain specific outcome should be designed. Slow learners are motivated and supported with simplified remember and understand taxonomy. Also, by providing Question and answer and by giving simplified Unit wise learning materials BRIG follows innovative teaching methodology in making the student learn like Flipped class room, think pair share, demonstration, CDIO, Project expo, prototype design. BRIG focus on Transition OBE by the outcome is the student's position at the time of employment or higher studies or as entrepreneur after getting degree. At BRIG students are trained, supported, and transformed to attain by training, and creating awareness. Our Vision, Mission is framed such that they measurable, appropriate, realistic, time bound and achievable. The Programme at BRIG is</p>

	<p>based on the needs of stakeholders -students, parents, employer, society and also the faculty. Learning outcome is analyzed at the end of the course and continuous improvement done. Importance of restructuring our curriculum in such a manner that it Improves knowledge along with skill assuring employability to our BRIG graduates. BRIG OBE is student-centered model that focuses on measuring student performance on outcomes, which includes knowledge, skills and attitudes. At BRIG Transformation OBE focus and moulding the students by considering as the future citizen. By imparting them ethics, quality and loyalty. BRIG have attained a holistic implementation and sustainment of OBE.</p>
<p>6. Distance education/online education:</p>	<p>Brilliant Grammar School Educational Society's Group of Institutions - Integrated Campus (BRIG) is affiliated to Jawaharlal Nehru Technical University Hyderabad. As an affiliated college, we don't have any distance/online programmers. But our Institution always encourages faculties to adopt new teaching methodologies apart from conventional methods. Institution allows us to use Power points, working models and video lectures, Microsoft teams, Google classrooms and Zoom calls for teaching and WhatsApp, Gmail and Google forms for note sharing and quiz practices. Institute always promote students to participate in group discussions, seminars, quiz, interactive sessions and project base learning to improve their critical thinking. Due to the COVID-19 pandemic, online education has become increasingly important in recent years, which has disrupted traditional in-person education and made it necessary for many students and educators to turn to online platforms. Online education allows students to continue their education without having to physically attend classes on campus. As an institution, we have fully equipped digital classrooms for every department with high internet connectivity, which allows faculties to deliver lectures seamlessly. This allows students to access course materials and attend classes from anywhere, at any time, as long as they have an internet connection. These also allow students to learn at their own pace and tailor their learning experience to their individual needs and goals.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in Brilliant Grammar School Educational Society's Group of Institutions - Integrated Campus (BRIG), Hyderabad with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, essay writing and other programs which create awareness regarding electoral procedures.</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>The Institution has the ELC functional with the following office bearers. S.No Name Designation Functional Role 1 Dr.D Pavan Kumar Professor ELC Coordinator 2 Mr. D. Srinivas Reddy Associate Professor ELC Additional Coordinator 3 Mr B.Akhil B.Tech Final Year Student Final Year Student Representative 4 Ms.B.Sravani B.Tech Final Year Student Final Year Student Representative</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>Activities done by the ELC of BRIG. 1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience.</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>To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting</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>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, essay writing and other</p>

programmes which create an awareness regarding electoral procedures.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1909	1869	1180	1099	1218

File Description	Document
Upload Supporting Document	View 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: 344

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

2021-22	2020-21	2019-20	2018-19	2017-18
172	159	155	186	190

3 Institution

3.1

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

Self Study Report of Brilliant Grammar School Educational Society's Group of Institutions - Integrated Campus

2021-22	2020-21	2019-20	2018-19	2017-18
277.1	185.7	241.5	59.76	84.01
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:

BRILLIANT GRAMMAR SCHOOL EDUCATIONAL SOCIETY'S GROUP OF INSTITUTIONS-INTEGRATED CAMPUS (BRIG) is affiliated with Jawaharlal Nehru Technological University Hyderabad(JNTUH). Curriculum and syllabi framed by University are being followed by all programs.

College Academic Calendar: In addition to the JNTUH Academic Calendar, Curriculum, Co-Curriculum, and Extra-Curriculum activities are incorporated into the college Academic Calendar for effective Curriculum delivery and Outcome-based Education (OBE).

Departmental Academic Calendar: It includes Departmental activities, Workshops, Guest Lectures, Seminars, Field visits, Project Reviews, Parent Teacher Meetings, Campus Recruitment Training, Skill development Programs, Alumni Meet, Add-on programs, Co-curricular/extra-curricular activities for student enrichment.

Induction Program: Induction Program is conducted to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self-exploration.

Quality of Classroom Teaching: Students are provided with material and experiences to reflect upon. The teacher educator employs an 'eliciting' stance rather than an 'informing' stance. It is based on content delivery, interaction, discussion, examples, applications, and usage of modern ICT tools and projects.

Summer/Winter internship: In our Institution, we provide *internships* under two categories i.e. *Summer Internships* and *Winter Internships*. The main focus is to help the student's harness skills.

Course file: It contains course Objectives, syllabus, COs, POs Lesson plans, Notes, Assignments, Assessment details, Topics beyond the syllabus, use of ICT, CO-PO mapping, and attainments.

Project-Based Learning (PBL): The institute has taken the wide-ranging decision to implement the concept of Project Based Learning(PBL). With this approach students actively explore real-world problems and challenges and acquire a deeper knowledge.

Tutorial and Remedial Classes: Tutorial and Remedial Classes motivate and help the academically weaker students to realize their weaknesses and help them to improve in academics.

Student-Centric Advanced Teaching Techniques: Teachers are encouraged to impart the curriculum through Student-Centric learning methods such as Presentations, Assignments, Group discussions, Quizzes, Seminars, Projects, Service learning, Knowledge sharing program, Debate, and quiz are organized

regularly.

Subject Allocation: HOD Conducts departmental meetings to assign the subjects to the faculties based on their performances, experiences, area of specialization, and previous result analysis of the subject.

Student counseling: Each new student is encouraged to have an advising session with an academic Counsellor. The session includes guidance in selecting an appropriate plan of study, reviewing students' progress on the core curriculum, and providing other appropriate guidance.

IQAC: It plays a vital role in academic planning and monitoring curriculum delivery.

Conduct of continuous internal assessment: Question papers are prepared as per bloom's taxonomy level and JNTUH guidelines. Department Academic Committee moderate question papers. The question paper is descriptive in nature. Two unit tests covering 2 Cos and Assignments covering the remaining Cos are conducted. A schedule is prepared for the smooth conduction of the lab internally.

Project Evaluation: Mini and major projects are guided by internal guides and evaluated with the help of the project review committee. Project reviews are conducted in a well-planned manner.

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: 147

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

Other Upload Files

1	View Document
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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: 77.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1518	1618	793	726	983

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 strongly believes that addressing crosscutting issues relevant to Human Values, Gender,

Professional Ethics, Environment, and Sustainability has a direct impact on achieving the holistic development of the students, staff, and the sustainable development of the nation. The institution supplements the university's Curriculum by imparting special courses like Gender Sensitization, Environmental Studies, Human Values, etc.,

Professional ethics:

Professional ethics is an inevitable standard that should be deeply ingrained in the minds of young students in order to transform them from the heavily contaminated commercial environment to which they are exposed. The students are trained to respect others, be honest, be self-disciplined, hard work, love learning, and appreciation of diversity.

Objectives:

1. Attain skills to develop self-confidence.
2. Build self-awareness and skill to appreciate others.
3. Law and Ethics.
4. Find new ways of thinking and problem-solving.
5. Human resource Management entrepreneurship
6. Organizational Behaviour.

Gender Equality:

The institution has a "Women Grievance Redressal Cell" with one of the senior Women faculty members as convener and other faculties as members. The cell has been constituted to maintain the safety and security of the girls and women of the Institute.

About Women Grievance Redressal Cell (WGRC)

The cell deals with cases/complaints of sexual harassment and any other type of harassment of the female students, teaching, and non-teaching women staff of the Institute. The members will look into the issues, gather the evidence and take the necessary action against the guilty. The cell keeps a keen eye on the entire campus.

Events:

1. Self-defense training program.
2. Women Hygiene Awareness program.
3. International Women's Day.

Human Rights:

“Human rights cell” include the right to life and liberty, freedom of opinion and expression, the right to work and education, and many more. Keeping these guidelines in the forefront our institution formed the human rights cell to raise awareness among the students about the concept of human rights and its importance of it in today’s society.

Objectives:

1. Empower and encourage students to exercise their rights and responsibilities to the best of their abilities.
2. Conduct surveys and formulate case studies to help students understand the concept of Human rights.
3. Organizing seminars and workshops to raise awareness about human rights.
4. Our institution has an Anti-ragging Committee which controls ragging and also is a violation of fundamental human values and rights.

Environment and sustainability

The environmental policies will create exciting new co-curricular and extra-curricular initiatives that motivate students to take the lead in bringing about great change. The green campus programs preserve the environment and ensure a pollution-free, green and clean campus.

Objectives:

1. In the areas of electricity, water, and sanitation, the college is attempting to develop the institution in a self-sustaining manner.
2. To teach students about the importance of the environment and the issues.
3. Within the institution, to preserve natural systems and resources.
4. The importance of ecological balance for sustainable development
5. The impacts of developmental activities and mitigation measures.

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: 75.64	
1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 1444	
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: 74.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
619	494	453	465	329

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
715	700	700	520	520

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: 94.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
343	354	318	254	259

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

2021-22	2020-21	2019-20	2018-19	2017-18
368	360	360	267	267

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:** 11.1**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:****Experimental Learning :**

Students work in interdisciplinary domains, understand customer needs and solve real problems. The process of product-based learning is developed from first-year engineering and sustained throughout four years in the entrepreneurial ecosystem.

The objectives are

- Interdisciplinary domains for student's project.
- Curriculum Development in Innovation and Entrepreneurship.
- Prepare Skill-Based Courses.
- To conduct Incubator Programs for their sustainability.
 - Practical training in the industry i.e., field visits.
 - Industry-oriented Mini projects.
 - Internships are provided to the students through MOUs with the industries.
 - Discussing case studies.
 - Major projects on the latest technologies and by using advanced software.

Participative Learning :

- The institute provides Campus Recruitment Training for all students from the second year onward for making them ready for placements.
- Students are trained on the latest trends and innovative technologies by organizing workshops, guest lectures, and seminars.
- Some techniques are applied to students by assigning the problem in groups, Analysis of Problem, and Applying knowledge to solve the given problem followed by a discussion on the solutions in the group.

Problem-solving methodologies :

Student-Centric Problem-solving methods:

These form a unique dimension of the curriculum and assessment at DEI. Some of the methods employed are:

- Compulsory, two-term, research projects at the postgraduate level
- Final year projects at the undergraduate level
- Design Engineering and Theme Development Projects
- Product Manufacturing Projects
- Rural Engineering Projects, Seminars, and Tutorials
- DEI encourages social entrepreneurship involving nano enterprises and frugal innovation as a means to provide students with the opportunity to earn while they learn.
- The Institute gives Undergraduate Research Awards to meritorious students with an inclination for research in all branches of study.
- Daily Home Assignments.

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

As a consequence, teachers are combining technology with the traditional mode of instruction to engage students in long-term learning. Institute uses Information and Communication Technology (ICT) in

education to support, enhance and optimize the delivery of education. The following tools are used by the Institute:

- All classrooms are enabled with ICT tools.
- Seminar Rooms are equipped with all digital facilities.
- Printers are installed in labs, HOD cabins, and all prominent places.
- Multifunctional Scanners are available at all prominent places.
- Online classes through Zoom, Google Meet, Microsoft Team, Cisco-Webex, and Google classroom.
- Digital Library resources (DELNET, J-Gate, etc.,).

Use of ICT by Faculty:

- **PowerPoint Presentations:** Faculties are encouraged to use Power-Point Presentations in their teaching by using LCDs and projectors. They are also equipped with Digital Library and websites to prepare **effective presentations.**
- **Video Conferencing:** Students are counseled with help of Zoom/Google Meet applications.
- **Online quiz:** Faculties prepare online quizzes for students after the completion of each unit with the help of GOOGLE FORMS.

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

2021-22	2020-21	2019-20	2018-19	2017-18
172	159	155	186	190

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: 11.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	20	19	22	22

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:

This process looks at issues related to the assessment of teaching, learning, and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. The institute has an academic calendar that includes a schedule of internal assessments, assignments, and other activities. Academic calendars and timetables are disseminated at the beginning of the semester.

Theory

- Institute conducts 2 unit tests and 2 assignments. Each unit test is conducted after the completion of 2.5 units.
- Question paper and scheme of evaluation are prepared by the faculty and moderated by the department committee to ensure syllabus coverage, and level of revised Bloom's Taxonomy. The answer scripts are evaluated within 2 days of completion of the exam schedule. Finalized internal marks are displayed on the notice board.

Assignment

- An assignment is a piece of (academic) work or task. It provides an opportunity for students to learn, practice and demonstrate they have achieved their learning goals.
- The assignment can focus on a product as output, process, and performance of individual skills. Assignments are given to students well before the Mid-term exams. Students submit assignments by referring to various textbooks and other resources.

Lab

- Labs provide students with first-hand experience with course concepts and the opportunity to explore methods.
- Viva stimulates student thinking.

It's the faculty's responsibility to ensure the safety standards in Labs.

At the end of the lab session, an internal assessment is done by the faculty in the prescribed guidelines.

Project

- project work **enhances and helps to improve students' cognitive abilities and makes them sharper and more profound over time.** Project work essentially accentuates a student's cognitive abilities and makes them better learners.
- Project evaluation and awarding of internal marks are based on problem statements, literature survey, the scope of the project, proposed methodology, and presentation skills.

Technical seminars:

- Students choose an innovative technology or the latest topic and explore it. The performance of the seminar is evaluated based on the parameters like literature survey, technical content, presentation skills, and questioning and answering.

External assessment:

- It is conducted by the JNTUH.

Mechanism to deal with internal/external examination-related grievances

The general grievances related to internal examinations:

- The students approach their respective faculty for the correction in totaling and evaluating marks.
- Any variances in aggregate marks, the student can approach HOD, then HOD instructs the internal assessment committee to resolve the issue

The general grievances related to external examinations:

- Any grievance related to external examination, is addressed by the JNTUH.
- If a student is having any issues related to external valuation, the student asks for a photocopy of the answer script by paying fees prescribed by the university.
- University provides a photocopy of the answer script to the students. Students check the answer script with the concerned faculty and submit and claim for revaluation to the university and the university declares the revaluation result within 60 days.

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:

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and stakeholders.

- Website
- Principal Office
- Curriculum /regulations books
- Classrooms
- Department Notice Boards
- Laboratories
- Student Induction Programs

- Meetings/ Interactions with employers
- Parent meet
- Faculty meetings
- Alumni meetings
- Placement cell
- Professional Body meetings
- Library

While addressing the students, the HODs create awareness of POs, PSOs, and COs. The faculty members, class teachers, mentors, course coordinators, and program/ISO coordinators also inform the students and create awareness and emphasize the need to attain the outcomes.

- **Program-specific outcomes (PSOs)** are the specific skill requirements and accomplishments to be fulfilled by the students at the micro level and by the end of the program.
- **Program Outcomes (POs)** are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program.
- **Course outcomes (COs)** are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess, and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated.

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:

Mechanisms followed by the institution to communicate the Outcomes of the Programme, program-specific, and all courses offered by the institution are stated and displayed on the website. The same is communicated to teachers and students well in advance. The college website URL is <https://bgiic.ac.in/bgiicnew/>. The course outcomes are reviewed and approved by the Department Advisory Committee and the Head of the Department (CO). According to their association, each course outcome is mapped to the program outcomes and program-specific outcomes. There are three layers of correlations utilized to map COs with POs and PSOs; 1 denotes a low level of correlation, 2 is a medium level, and, 3 is a high level of correlation.

The average relevance of COs mapped to a certain PO/PSO is used to describe a course's contribution to that PO/PSO.

Attainment of program outcomes and course outcomes are evaluated by the institution. Outcome-based education, which concentrates on evaluating student performance by results, has been introduced by

BRIGIC.

Using the approach described below, course outcomes, program outcomes, and program-specific outcomes are computed to assess students' knowledge, abilities, and conduct in order to continuously improve the quality of each course and program. All of the courses course outcomes are primarily outlined using the Bloom taxonomy. Then, correlation matrixes for CO-PO and CO-PSO are set for all of the program courses. Each course outcome has a target attainment level that has been defined.

Assessment Tools used are direct and indirect:	
<p>1. Direct Assessment Tools: Assignment: The assignment is a qualitative performance evaluation instrument made to gauge students' knowledge of engineering practices and problem-solving skills. To evaluate students' understanding of the learning objectives connected to the present scenario tool, an analytical rubric was created. The assignment contributes a total of 5 points toward the internal evaluation. Multiple-choice questions (MCQ) and a fill-in-the-blanks-based exam system called "objective" offers a simple way to evaluate students' proficiency with a few concise and analytical course elements. The internal evaluation is based on the overall score from this objective exam, which is 10. The internal descriptive marks are determined by adding together the 10 total points from this descriptive exam. The assignments, Objective and Descriptive Exams, and the overall internal assessment are each worth 25 marks. Exam at the Conclusion of the Semester: The exam at the end of the semester uses a descriptive format to focus more on the achievement of the program and course objectives.</p>	
<p>2. Indirect assessment Tools: Survey reports may be easily implemented by embedding them at the end of the course Evaluation form, Alumni survey, and employer survey. Graduate/Exit Survey: A graduate/exit survey is completed during the program for final-year outgoing students. Alumni Survey: A survey of graduates is assessed one year after graduation. Employer Survey: The results of the employer survey are evaluated one year after graduation. Finally, we weigh the average of the 20% indirect assessment and 80% direct assessment when evaluating the course outcomes.</p>	

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: 65.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
154	201	146	170	288

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

2021-22	2020-21	2019-20	2018-19	2017-18
347	267	179	214	460

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: 32.25

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)

2021-22	2020-21	2019-20	2018-19	2017-18
10.30	14.70	2.75	2.50	2.00

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:

The Institution provides a conducive environment for the promotion of the Innovation Ecosystem. All required facilities are provided and Guidance is extended to the students and faculty. Necessary support is provided for Documentation, Publication of Research Papers, and also for obtaining patents. Start-up & Innovation is an entity that develops a business model based on either product innovation or service innovation and makes it scalable, replicable, and self-reliant. Innovations have a strong linkage to the world of start-ups. Great value has always been attached to knowledge and tremendous intellectual effort has gone into maintaining the texts of knowledge. Various processes have been employed in this experience of laws, recovery, and renewal.

Awareness meets, workshops, seminars, and guest lectures are organized through **Intellectual Property Rights Cell (IPR)**. Students are provided opportunities to directly interact with outstanding intellectuals in their field. Product Service Training is provided for creating awareness of trademarks, technology transfer, and advances in IPR in India. The Institute has established an incubation center, research and development cell, and entrepreneur development cell.

To develop and introduce a curriculum on Entrepreneurship Development at various levels, including UG

and PG courses of the parent institution and other institutes in the region. To arrange visits to industries for prospective entrepreneurs and extend necessary guidance and escort services to the trainees in obtaining approval and execution of their projects. To provide testing, calibration, quality assurance, design, and other facilities for Entrepreneurs besides expertise in intellectual property rights (IPR), Patents search, etc. To conduct skill development training programs for leading self-employments and startups

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: 35

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	6	6	7	7

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: 2.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
131	139	213	145	125

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 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
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
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: 0.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	28	18	0	0

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:

Response:

- The Institute encourages the students to participate in extension programs and enriches them with social values and responsibilities. Also encourages the active participation of the students and faculty in service-oriented programs.
- The Institute's mission is, to develop professionals with strong ethics and human values for the betterment of society and to flourish as a center of excellence for producing skilled technocrats and committed human beings. The National Service Scheme (NSS) cell of our Institute conducts many extension activities for the betterment of the neighborhood community in addressing their social issues.
- The NSS cell promotes long-lasting social cohesion through events like Swachh Bharat, Harithaharam, water conservation, women's day celebrations, voter's day, girl and women safety programs like self-defense programs was run by the institute(such as AIDS, Covid-19, Kill Cancer programs).
- The NSS cell maintains its social cohesiveness through extended activities through camps and activities. The Institute conducts Blood Donation camps organized on various occasions every year.
- A large number of students, faculty, and villagers voluntarily donated their blood. They contributed to our campaign giving "Blood Save Life?".
- The Harithaharam and Swachh Bharat programs made the college campus and neighboring villages spotless.
- Conducted voters awareness camp at Abdullapurmet which has given good results in elections.
- BRIG provided a free eye-checkup camp in Abdullapurmet and gave free eyeglasses to the underprivileged for better vision.
- Digital transaction awareness campaigns in the villages reduced cash transactions.
- Conducting health awareness programs during National Pharmacy week every year, results in a significant decline in the spread of diseases.

- Volunteering for various tasks under NSS activities allows students to become confident, develop leadership skills, and learn about different people from different walks of life.
- Identify the needs and problems of the community and involve them in problem-solving.

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:

Response

The aim of the Institution is to provide the right environment physically, intellectually, and socially and to inculcate morals in the students and staff to become good citizens. The Institute also aligns with extension activities to be conducted for the intellectual development of our students, sensitizing them towards service-based learning. The NSS unit of the Institution intended to involve the students in a variety of social service and developmental activities with the normal academic program. The following honors were given to the institute by the government or recognized organizations for its outreach efforts.

Awards

- 120R National Award for being Best Green Campus of the year in Telangana 2017-18.
- 120R National Award for being Top-10 Director of the year 2017-18.
- Green ThinkerZ National Award for the Best Institutions with Quality Industry Academia Interface in Telangana 2018-19.
- Green ThinkerZ National Award for the Best Pharmacy College of the year in Telangana 2019-20.
- Green ThinkerZ National Award for being the Best Emerging College of the year in Telangana 2020-21.
- 120R National Award for Outstanding Initiative of the year in Placements in Telangana 2020-21.
- 120R National Award for being the Best Technical Fest of the year in Telangana 2021-22.
- Green ThinkerZ National Award for being the Best Institute in Education for Global Citizenship 2021-22.
- Appreciation letter from Abdullapurmet village gram panchayath for conducting the Clean and Green awareness program in 2017.
- Appreciation letter from Abdullapurmet village gram panchayath for conducting the Save Water campaign in 2019.
- Letter of appreciation from Abdullapurmet village gram panchayath for conducting Haritha Haram in 2020.
- Appreciation letter from Abdullapurmet village gram panchayath for conducting an Awareness program and Rally on pollution with students and faculty.

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: 60

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	6	15	11	12

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: 67

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:

The Institution is spread over 10 acres of land with a built-up area of 14064.25 sq.mts for Block-1 and 5810.15 sq.mts for Block-2, surrounded with lush green Lawns, plants, and trees. The institution provides admirable infrastructural facilities for teaching-learning experiences and value-added programs as per the AICTE and JNTUH.

Class Rooms:

The institution has spacious and well-equipped classrooms with LCD projects and ICT facilities for an effective Teaching Learning process. The optimal utilization is ensured by encouraging innovative teaching-learning practices inside the Classrooms through well-experienced teachers. The institution has a sufficient number of tutorial rooms to conduct tutorial classes for weak students.

Laboratories:

Spacious and well-furnished laboratories with updated equipment in good condition are available. The latest software and Tools labs are utilized beyond college hours. The institute has an adequate number of computer laboratories with Wi-Fi and ICT facilities.

Seminar Halls:

Seminar halls equipped with all ICT facilities. The webinars, Guest lectures, seminars, conferences, and symposiums are conducted in the seminar hall.

Library:

The college library is occupied on the First floor of the building. The Library has 21549 books. Institute has 30 digital library systems with online resources, audio/video materials, e- books, electronic journals, DELNET, J-gate, National and International journals, and NDL subscriptions. Digital Library with access to NPTEL and SWAYAM courses.

Computing Resources:

The institute has well-developed 681 computer systems 10 scanners,40 printers, servers, and CD/DVD writers. The institute has a language laboratory to support the student's communication skills. Institute has

500 Mbps broadband dedicated connectivity by fiber.

ICT-enable facilities such as smart classes, Learning Management Systems (LMS)

Spacious, well-ventilated classrooms and a seminar hall with comfortable seating arrangements are available for the smooth conduct of classes. The institute has an adequate number of computer laboratories with Wi-Fi and ICT facilities. classrooms also equipped with audio/visual technology viz.,

Sports and games :

Sport is an integral part of the curriculum. Various sports facility is provided to the students within the campus. Various sports competitions such as inter-departmental and inter-collegiate help in developing team spirit in students. The college has indoor game facilities such as Chess and Carom. Badminton, Kabaddi, Tennicoit, Kho-Kho, Cricket ground, Volleyball courts, and Basketball court as outdoor games.

Gymnasium :

A sophisticated gymnasium is also facilitated by the college for the students and staff.

Yoga center:

We have a Yoga Classroom where students and faculty members do meditate and even practice yoga.

Cultural activities :

Students are very much encouraged to participate in the cultural events held in the college like Technical fests, Fresher day, Annual Day Farewell, etc. Students are even sent to other colleges for intercollegiate competitions like dances, skits, mimicries, etc., We got some clubs/ Committees to enhance the hidden talent of the students.

Additional facilities :

The institute has a stationary store, medical dispensary, canteen with quality and hygienic food, and purified drinking water coolers on every floor of each Block. The Institute is supported by a 125 KVA generator to ensure continuous power supply and also spacious ground.

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: 12.27**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
12.64	2.35	35.72	26.37	26.95

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
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:

Library being the heart of an academic and learning system is located in the 1st floor and is easily accessible by one and all. The mission of the library is to facilitate creation of new knowledge through acquisition, organization and dissemination of knowledge resources and providing for value added services. It remains open 11 hrs a day (8 am to 7 pm) and maintains a core collection of 16342 volumes, 3245 titles for Engineering and 5207 volumes, 853 titles for pharmacy. Also available 30 General and technical periodicals 120 National Journals, DELNET, J-Gate, Management Science Online Journals and National/Regional Newspapers. The Librarian manages the transaction based on AICTE and JNTUH standards, of textbooks, reference books, and published journals. Before the start of each semester in each academic year, textbooks and reference books are purchased in accordance with the syllabus needs of each department. The Library has an advisory committee. The committee suggested library hour allotment for students, for better utilization of the library. The committee also suggested creating a provision for E-learning. Subscription to journals, Periodicals and competitive magazines were the other ideas suggested by the committee

The library is automated with New Gen Lib, which is web based digital library. It is a special combination of software for libraries. It can operate any windows version and operates locally, without access to the

internet. The New Gen Lib is helpful in improving and streamlining library operations in a more effective and efficient way. The instructors and students can cross-check the status of the books using this programme. Library Vision was Warm welcoming, accessible gateway to globally linked knowledge and information sources and focal point for technology based learning. Library Mission was to ensure that all readers receive knowledgeable and friendly service that supports teaching-learning, and fosters intellectual growth with access to information resources, research assistance and guidance in developing research skills necessary for locating and evaluating information.

The diversity of the library collection includes Textbooks, Reference books, Book bank, General reading English as well as , Competitive Examination Collection (GATE/UPSC/MPSC/GRE/TOEFL), Back volumes of journals, e-books, e-journals, Project reports, NPTEL video lectures etc. Apart from books on technical subjects related to discipline and courses, it houses books of general interest like management, education, library science, mass communication, computer science etc. To support the research needs of its students, the Library has capacity to accommodate more than 200 readers at a time.

The librarian takes care of purchase of Text Books, Reference books and Published Journals as per AICTE & JNTUH norms. Other requirements of Industrial related books, motivational books and competitive books are also indented before the commencement of every semester in every academic year, text books and reference books are procured as per syllabus requirement of each department. The Librarian then prepares comparative statement based on the quotations received from various publishers for the purchase of books/journals. The library provides various services for students such as issuing of books, journals, back volumes, project reports, photo copying and access to digital library.

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:

In Institute has nearly 681 systems with a connectivity of 500 Mbps bandwidth, providing internet access to students and faculty. The institute has a 24X7 Wi-Fi facility in the college campus for the student and faculty members to avail internet connection at any place in the college, & hostel. The connectivity through a fully networked campus with computing & communication resources, offers students the facilities of e-mail, net surfing, up/down loading of web based application, besides helping them in preparing projects & seminars.

The Principal's Office, Administrative Office, Examination Section, Training and Placement Cell and all Departments are well equipped with computer systems, scanners, printers, reprography machines, Wi-Fi

routers with advanced configurations. The computer labs are with internet facility and are respectively installed with licensed software in all departmental labs depending on requirement like MAT Lab, AutoCAD, Turbo C++ which are upgraded to meet the standards as provided in the syllabus and in pursuing of student’s need, if any. Any personal or college data created, transmitted, accessed, and stored on the campus network by users on personally owned devices is subject to the same policies, procedures, guidelines and constraints as data created, transmitted, accessed, and stored through the use of College devices.

presently considering the need of technology and pursuing the academic curriculum, the institute has upgraded its IT infrastructure such as obtaining of a Server and Firewall, reforming the CRT Monitors to LCD Monitors, buildup 1 GB RAMs to 8 GB RAMs, increase of Internet Bandwidth from 100 Mbps to 500 Mbps including installations of Wi-Fi routers in entire campus. To provide more resources in Teaching and Learning the institute has procured LCD Projectors for classrooms and seminar hall along with Smart Interactive Board. Implementation of Bio-Metric devices for monitoring of Faculty & Staff. The internet centre is protected with safety measures like 24/7 UPS, Generator, Air Conditioners, CCTV’s are also inducted throughout the campus in perception of electronic surveillance. Printer and Scanners available in the campus are increased year after year as per the requirement. Students and staff ID cards are generated digitally. Bulk SMS facility to send important messages to the students and parents.

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: 2.81

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

Response: 680

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: 17.95

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)

2021-22	2020-21	2019-20	2018-19	2017-18
34.36	26.6	32.04	34.15	25.12

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
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: 82.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
1366	1251	1130	1046	1195

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: 49.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
1084	874	457	449	758

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

<p>5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>Response: 62.88</p>														
<p>5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>108</td> <td>98</td> <td>108</td> <td>177</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	112	108	98	108	177
2021-22	2020-21	2019-20	2018-19	2017-18										
112	108	98	108	177										
<p>5.2.1.2 Number of outgoing students year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>154</td> <td>201</td> <td>146</td> <td>170</td> <td>288</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	154	201	146	170	288
2021-22	2020-21	2019-20	2018-19	2017-18										
154	201	146	170	288										

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: 7.02

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
17	6	2	0	0

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:** 165**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**

2021-22	2020-21	2019-20	2018-19	2017-18
40	23	30	32	40

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:** 10.4**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	4	12	12	12

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:

The Institute has a registered Alumni Association for building strong bond between alumni and present students. The alumni give support to the students through interaction, financial funding, guidance and placement. Many of them are occupying key positions in many private and public sector undertakings in India and abroad and have brought laurels to the institute. Most of the alumni always contributed their knowledge and helped the institute in different ways. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni.

Objectives, Activities and Contributions of the Alumni association:

- To encourage and promote close relations between the Institution and its alumni and among the alumni themselves.
- To assist and supporting the efforts of the Institution in obtaining funds for development.
- To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution, to guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society.
- To collect, publish and distribute such information may be useful to the alumni and their Alma Mater.
- Alumni are included as members in the Board of studies of all departments. They are invited for meetings at the college and they interact with their teachers and express their suggestions on curriculum revision.
- The Alumni Association has granted free-ship Scholarships, Prizes, Financial assistance, books and stationery to the poor and deserving students, etc. at a personally appropriate level.
- The Association grants funds to innovative projects to aspiring students and thereby encourages the Research & Development of the institute.
- Various social welfare and awareness activities organized by the institute such as Swachata Abhiyan , Tree plantation, Blood Donation Camp, Free Medical and eye test camp, Covid Vaccination drive and many more were implemented to create self-reliance among the students ,especially the poor and the needy.

Alumni Association support financial and non-financial assistance:

Main objective of the Association is to bridge the gap between the college and alumni. Alumni explain to the juniors and discuss about business and entrepreneurship opportunities. During the interaction alumni have highlighted the importance of current trends in the market and guided the students about the career opportunities in different fields. Alumni who are entrepreneurs have been providing inputs on how to start a new venture and turning them in to job providers. Alumni extend their support for campus placements, summer and winter internships.

Talented alumni will likely have a wealth of experience and skills to share with current students via talks and newsletters. "Creating an engaged alumni network is beneficial for the college because engaged graduates are much more likely to want to "give back" to the BRIG; that could be, for example, by coming back and sharing their experiences with prospective and current students – there are no better ambassadors for our BRIG than our alumni!"

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:

The vision and mission statement of the institution on the nature of governance, perspective plans, and participation of the teachers in the decision-making bodies of the university

VISION OF THE INSTITUTE

To create world-class facilities and ambiance for advanced levels of teaching and practical training for attracting best students from the country and abroad greater emphasis on research and collaborative works with industries and other institutes.

To provide pro-eminent educational experiences which stimulate accountability to satisfy the needs of the century and prepare our students for leadership in their profession and society.

MISSION OF THE INSTITUTE

- To provide best-in-class facilities for teaching and practical training to the UG and PG Students.
- By developing technical manpower through interactive communication, training, short-term courses, seminars, group discussions, mock interviews, etc.
- In Collaboration with industries, and academic institutions for providing real-life projects.
- To inculcate professional behavior, strong ethical values, innovative research capabilities, and leadership abilities.

Quality policy:

The institution is committed to providing consistent quality education and training to students in the field of the Engineering and Pharmacy to achieve international recognition for its contribution to the field of Engineering and Pharmacy with enriched experience in the arena of Education. To achieve the quality objective, continuous monitoring evaluation.

National Education Policy 2020 is a landmark document and a guiding source to bring reformative changes in the Indian education sector. It presents the vision for greater access, equity, excellence, inclusion, and affordability to help India emerge as the knowledge superpower. The policy is a revolutionary step to bring transformational changes in the entire education system through advancements in pedagogies, knowledge creation, innovative delivery mechanisms, and integrated management of education systems. NEP-2020 implements multiple rounds of consultations with various stakeholders including faculty, Heads, and Deans of the University and eminent experts from various prestigious universities/organizations.

Effective leadership is visible in various institutional practices such as decentralization and

participative management.

The institution practices decentralization and participative management. The institution empowers the Deans and Heads of the Departments to take administrative decisions related to the departments following the guidelines of the University. Though the Principal is the Head of the Institution, HOD has the power for making, various decisions like Time Table, Placement, and Progress of the students.

Deans, directors, principals, and Heads of the Departments discuss and decide on institution-level issues. All faculty meetings are convened at least once in a month to directly interact with the administrators. Budget preparation starts from the laboratory level in which the faculty members, in charge of laboratories, raise the budget required which is consolidated by the Heads of the Departments for finalizing the budget for the department.

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

BRIG has an organized hierarchy which leads to the sustainable, consistent, and effective involvement of external members in various Committees. The principal the head of the institution along with experts in prominent positions in the hierarchy are responsible for decision-making, and policy framing. The management has always welcomed the views and suggestions expressed by the faculties in taking the institution ahead. The presence of the faculty can be found in all the following Committees

1. Governing body Committee
2. Research and development of cell
3. Finance and Purchase Committee
4. Student training and Placement cell
5. Students Affairs, Welfare & Alumni cell
6. Disciplinary Committee

7. Women Welfare Committee
8. Library Committee
9. Canteen Committee
10. Grievance Redressal Committee
11. Anti-ragging Committee
12. Anti-sexual harassment committee
13. Right to information cell
14. College Academic Committee
15. Transport Committee
16. Sports & Games Committee
17. NSS cell
18. Hostel Committee
19. Social welfare Committee
20. Industry Institute Interaction cell
21. Intellectual Property Rights Cell
22. Public Relations (press, media & publications Committee)
23. Examination/ timetable Committee
24. Entrepreneurship Development Cell
25. Website/ ICT/Self-learning Committee
26. Internal Quality Assurance Committee
27. Professional Societies Committee
28. Renewable Energy Committee
29. Maintenance Committee
30. Anti-Drug Committee

The institution has a number of students and faculty Committees for decentralized management activities/ affairs for better functioning and effective learning of the students. The principal is the institution's top-ranking official, and vice-principal and department heads are next in line to assign duties related to academic and administrative tasks and decentralization and delegation of responsibility to the principal, HODs, committee members, exam branch controller, administration officer and TPO are the foundation of good governance.

Service Rules and Recruitment procedures are provided in the Service. The Grievances of the staff are redressed timely to keep their motivation all time for their performance efficiency and satisfaction. The institution has a number of Committees for decentralized management activities for smooth functioning and effective learning for the students.

Training and Placement Cell has developed a well-thought policy to make all students undergo training in soft skills and domain areas to get them placed in well-reputed MNCs. Library Committee has framed the policy which would ensure the Institutional Library has all prescribed books relating to all functional areas. Examination Cell has framed a policy for valuation, paper setting, and proper conduction of exams, Malpractices, and results. The Academic Committee prepared the policy regarding the academics of the Institution in line with Industrial needs. The Disciplinary Committee framed the policy regarding the anti-ragging to make the campus a Ragging free zone. There are policies pertaining to faculty members' conduct and employment process. Joining and separation policies, maternity benefits policies, leave policies, internet Policies, and Performance Management standards. Students are briefed about these policies during the orientation in the beginning. Thereafter, faculty members remind the students from time to time regarding the importance of adhering to these policies. These policies are communicated to faculty members at regular intervals.

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

The Institution focuses on and believes that an effective performance appraisal system is vital for optimizing the contribution of individual faculty and also its alignment towards the institutional Vision & Mission. It aims at self-growth in terms of both the personal and professional development of the employee which directly impacts the success of students. The appraisal system is based on stipulated criteria and parameters that are mandatory for the faculty to fulfill for fetching the benefits associated with it. The self-appraisal submitted by the employees undergoes reviews/evaluation, by the IQAC, followed by the Director, and finally by the Management. After the reviews, based on the report, suggestions on areas of improvement would be communicated to the concerned faculty. A faculty, based on the score achieved in his/her Annual Performance, would be awarded annual increments. Another evaluation method used for assessing the faculty is the teaching-learning process and its effectiveness. Appraisal of Non-Teaching staff would be based on their regularity, punctuality, and sincerity in service rendered. The foremost criteria comprise of the roles and responsibilities carried out by the respective staff in terms of regularity in attendance, and up-gradation of qualification.

Welfare measures taken towards the staff reflect the output and selfless contribution towards the tremendous growth of the Institution. In our Institution Staff welfare is given the foremost importance. welfare measures taken for teaching and non-teaching staff are :

Health insurance, Medical Leave & Maternity leave for eligible staff members, Faculty members are eligible for Earned Leave, Gym is also accessible for the staff, the Medical center, Transport at a reasonable cost, Subsidized mess facility, TA and DA allowances are provided for FDP, seminar, workshops, and training programs to the teaching faculty, Provident Fund for eligible staff, Employee gets fees concession for their ward, as Institution has a multicultural environment in the campus, the

management ensures the celebration of all the festivals together, Sponsorships to attend and present papers in conferences both in India as well as abroad. Internet and free Wi-Fi facilities are also available on the campus for staff Teaching and Non-Teaching Staff, Club organizes tours, and sports activities for the staff. Faculty members are provided with Individual cabins and systems to facilitate good ambiance. Faculty development programs(FDP) for faculty members on regular basis, Skill development courses are organized for nonteaching staff to enhance their skills in the work environment. Automation of attendance and leave using a biometric system. The management also extends financial assistance to needy students for pursuing higher education in our institution as per the requirement. Motivation through counseling is also available for staff members to create a healthy working environment. This not only increases the work-life balance of the employee, but it also helps us in increasing productivity and allows our staff to work effectively with complete satisfaction. Women Empowerment Cell is established for creating venues for women members to flourish and gain momentum. In a nutshell, the Institution strives hard to keep our staff happy and healthy.

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: 53.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
92	85	84	101	96

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 / workshop s 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: 86.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
182	164	173	195	185

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	35	35	33	33

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:

As BRIG is a self-financing institution, affiliated with JNTUH, we get the income mainly from tuition fee receipts, as fixed by State Government. The college has a capable finance committee that regularly plans and oversees all of the institution's financial requirements. The Finance Committee meets at least twice a year to examine the accounts and to scrutinize proposals for expenditure. Five members constitute the quorum for the meeting. No expenditure other than that provided in the budget will be incurred by the institution without the approval of the Finance Committee. The expenditure mainly consists of salary payments, laboratory infrastructure & building infrastructures, and maintenance. The institute has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for the development of academic processes and infrastructure development. Budget planning and budget reviews are a continuous process that is conducted thrice a year.

The institution conducts internal and external financial audits regularly

The institution always monitors the effective and efficient use of available financial resources for the infrastructural development and teaching-learning process. Each and every Rupee spent for the development is properly auditable by the chartered accountant(CA). The College has a governing body consisting of university AICTE nominees, management representatives, and other industry and Academic members. Every financial year budget proposals including Income & Expenditure details are submitted by the college to the governing body for their consideration and approval. In the college, there is an internal (Financial Committee) constituted which would examine the budget proposals, receipts, bills, vouchers, and supporting documents for the year. The college budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges, etc., and non-recurring expenses like lab equipment purchases, furniture, and other development expenses. The adequate budget has been allocated towards various Management Events, Training and Placement

facilities, Guest Lectures, Workshops, Seminars, Industrial Visits, International Conferences, FDPs, Management Programmes, and subsidized transport for the entire course.

Internal audit Process:

All vouchers are audited by an internal financial committee on a half-yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the committee. The same process is being followed for the last five years.

External:

The College has submitted the budget proposals and income & expenditure statements to the Audit Committee for the necessary audit. The external Audit Committee has visited the college for the purpose of verification of income & expenditure details and the committee will authorize the income & expenditure account for that particular financial year.

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:

The Internal Quality Assurance Cell (IQAC) of the institution is a cell that continuously monitors the quality practices and ensures all the institutional academic policies. The prime responsibility of IQAC is to initiate, plan and supervise various activities that are obligatory to increase the quality of the education imparted in the college. The role of IQAC in maintaining quality standards in teaching-learning processes and evaluation becomes crucial. The IQAC Cell strategically ensures the quality of teaching-learning practices through stringent initiatives and measures taken such as Faculty Self-Appraisal, FDPs, and Training Programs for Non-Teaching, Workshops on OBE, Setting Quality Bench Marks, Key Performance Indicators, Auditing and Impact Mentoring, and Academic and Administrative Audit. Thus the IQAC monitors the continuous quality improvement of the academic processes.

Key Performance Indicators:

The performance of a department is based on various parameters that play a key role in the assessment of quality. The assessment for quality improvement is done regularly and a report is generated for all the

departments every month, every semester, and every year. A few Parameters on which the quality is measured are the academic performance of the students, the success rate of the students, academic audits, the number of publications done, and the quality of the journal in which it is published, including the number of faculty awarded PhDs degree in that year, number of funded research projects, total grants received, patents applied and granted.

Setting the quality Bench Marks:

The IQAC has initiated a standard for setting performance at two levels viz., the Faculty level and the Department Level. The first benchmark set for the faculty is based on the number of papers published in International Journals, another being Doctorates form a cluster and work together for publications. Faculty Development Programmes, Workshops, Higher education guidance, Student Innovations, Outcome-based education(OBE), computing CO-PO attainment, and analyzing the impact of the TLP in deriving the outcomes, Increasing the success rate of the students right from the first year.

The IQAC monitors and periodically reviews its teaching-learning processes and adopted methodologies/practices through various operations and expected outcomes. The roles and responsibilities of the IQAC committee are the same as defined by the NAAC. The institution follows a Choice Based Credit System (CBCS) . The students were given more lab/practice-based courses. In case the COs and POs are not achieved then necessary changes in the teaching methodology to reach the target levels of attainment are made. Attainment of the student learning outcomes was done by measuring the Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs). The IQAC ensures the quality of the attainment levels of the learning outcome through a continuous vigil of the whole process through thorough monitoring of every process at every stage.

The question papers for all the assessments were made qualitatively adopting the knowledge levels as described in Bloom’s Taxonomy. Thus, the institution reviews its teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals through its IQAC.

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
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

The institution has a strong ethical work culture that is based on inclusivity. It observes the highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, caste, religion, political or other opinions. Safety, security, and well-being, along with gender equity and a friendly working atmosphere are the issues of prime concern to BRIG.

Safety and Security

Security checkpoints are provided at all campus entries and exits, Strict implementation of Anti-Ragging measures and keeping the campus ragging-free, and Awareness campaigns on women's safety and gender sensitivity through street plays rallies and camps by NSS volunteers. The college campus is under surveillance with CC cameras installed at prominent locations. A sanitary napkin vending machine and an incinerator are available to maintain health and hygiene. The college ensures social security through Anti-Ragging Committee and Grievance Redressal Committee. A complaint box is arranged to receive grievances or suggestions from the students which are addressed by respective committees.

Counseling

Faculty counsel the students during mentoring regarding academic performance, career plans, and personal issues. Internal complaints committee(ICC) members enquire and counsel the students addressing their problems from time to time. Eminent persons from the police departments and constitutional members are invited to counsel the students regarding ragging, eve teasing, and harassment during college events. Faculty Placement Cells and Alumni Placement Assistance Cell extend support in educating the girl students regarding career plans and entrepreneurship policies.

Common Rooms:

Girls' waiting halls and restrooms are provided in each block of the campus with the required facilities. Health Centre is available on campus with qualified physicians.

yoga Day:

BRIG celebrates " International Yoga Day " to encourage awareness among the girl students and women faculty of the various advantages of practicing Yoga for developing a steady and focused mind. Yoga is especially beneficial in certain medical conditions typical to women. Yoga may also boost immunity, improve bone health, improve brain functioning, and self-esteem.

Women's welfare committee:

The objective of the women's welfare committee of BRIG is to improve the social and economical status of women in society. The committee has organized seminars on Health and Hygiene, Human rights and Laws, and self-defense programs. It is also accomplished with Day-Care centers. The committee also coordinates with programs like women's day, bathukamma celebrations, etc.,

SHE TEAM:

"THE SHE TEAM" was introduced by TS-government with a slogan to provide safety and security to women. "THE TEAM" has conducted sessions for the students of BRIG to bring awareness among them. **"THE SHE TEAM" Abdullapurmet help-line no: 04027852355.**

Other Facilities:

All the required facilities like girls' common rooms, CCTV surveillance, etc., are provided.

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:

The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic improvement of the needy, and setting communal harmony. As our students are from diverse socio-economic spectrums and regions of India, we strive towards academic excellence as well as promoting societal, cultural, linguistic, and regional consciousness and other diversities among the students through various activities as mentioned below:

Cultural Diversity: The institution is a good platform for the student's behavior and personality development. Students are uplifted to participate in cultural clubs and competitions like debate, quizzes, singing, dancing, fashion contest, rangoli, and poster making in order to acquaint them with diverse cultures.

Regional Diversity initiatives: BRIG facilitates the celebration of regional cultural festivals in order to emphasize the importance of respecting different cultures. Its aim is to create an atmosphere to explore different cultures, engage in discussions that bring a new perspective, and celebrate the presence of all identities and experiences.

Linguistic Diversity Initiatives: In BRIG the students and the staff from different religions, regions, and castes work with complete communal harmony. BRIG strongly believes in the service and liberation of all people; irrespective of religion, caste, gender, language, and beliefs. Blood donation camps are conducted on the campus by the NSS volunteers of the college.

Sensitization of students and employees of the institution to the constitutional obligations; values, rights, duties, and responsibilities of citizens.

BRIG sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct themselves as responsible citizen. To equip students with the knowledge, skill, and values that are necessary for sustaining one's balance between a livelihood and life by providing an effective, supportive, safe, accessible, and affordable learning environment. The students are motivated and are guided to participate in various NSS activities to improve their professional social skills. The activities encouraged them to, deal with health-related problems, cleanliness, Go Green, Lead India, District Level Awareness Session on the Role of Students in Strengthening Democracy and Ethical Voting, right to vote, Youth for Nation Building, Awareness on Domestic Violence and Property Rights and other constitutional franchise of women. The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people. The institute conducted awareness programs on the ban on plastics, cleanliness, Swachh Bharat, Digital payments, etc., involving students. The affiliating University curriculum is framed with mandatory courses like Professional ethics and human values, the Constitution of India, and Essence of Indian Traditional Knowledge and holds mock parliament sessions, including topics on corruption and NEP policies as a small step to inculcate constitutional obligations among the students. Guest lectures and workshops are arranged by eminent personalities to deliver lectures on ethics, values, duties, and responsibilities and on saving the environment. Ethical Values, rights, duties, and responsibilities of citizens are some of the topics that are enlisted in Elocution, debates, and class presentation.

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:

Best Practice-I

Title of the practice: Activity-Based-Learning(ABL)

Activity-Based-Learning is an approach where the learner plays an active role in his/her learning through

participation, experimentation and exploration. It is becoming an urge for modern days learner centric, OBE system.

Objectives

To enhance the learning skill of the students and to impart a deeper understanding of the course. To make the students to understand the course content through application oriented projects. ABL encourages the students in teamwork where communication, collaboration and interaction skill play as an important role. It explore real time applications and challenges to understand the latest technologies that are practiced in the industries /field that is related to the course. To impart skill to address the real time problems by adopting a systematic approach and to derive a realistic solution.

The Context

Activity-Based-Learning leads to “Self Learning” system instead of “Educator Teaching” system. Through Activity-Based-Learning, students will improve their attitudes towards learning and exhibit their individual talents. They understand theoretical information through practical work and develop their critical thinking on problem solving skills. ABL learning leads to the development of lab scale models by students as a part to explain the current scenario of their project . Activity based learning provides an opportunity for the students to visit various fields/industries pertaining to their project and also to interact with the experts in the field of interest. Learning through activity is a type of learning where students learn their ideas through various activities such as PPT's, debates, seminars, model presentations, project expose, field visits, Alumni Interaction, Group discussions and role plays. Learning through activity also helps the students to improve their leadership skills, effective team player, high IQ level, strong technical skills.

The Practice

Responsibilities of the students are assigned as per the interest, voluntary attitude of the students in conducting various activities and organizing the programs within the campus successfully which improves their strength and confidence in conducting the events. The ABL exercise is analyzed using data on the participation of students in various activities and practices and the gradual improvement in their performance.

Evidence of success

The quantitative indicators for learners who actively participate in co-curricular activities are that they show improvement in academic performance. Students who have passed out have done extremely well in the corporate world. Evidence of success of the practice includes university ranks, better results in the examinations, improved attendance, less drop outs, increased participation in co-curricular and extracurricular activities, better discipline on campus and respectful relationship between teachers and students. The students are more relaxed and have a healthy relationship with the staffs.ABL benefits on their intellect to become sharp and the capability of problem-solving increases and it supports their language capability and literacy development.

Problems Encountered and Resources required:

Time management by students is one of the problems encountered by the students.ABL enrichment the competent skills of the students and there was an overall improvement in the performance of the students

in their campus placements.

Best Practice-II

Title of the practice: Research and Development

Anti Drone System from Unistring Tech. solutions Pvt. Ltd works on drone detection, Classification and tracking on passive surveillance, camera sensors and neutralization of the threat through jamming the Drone communication. The System is a multi-layer,multi-sensor Architecture aimed at providing comprehensive security against drone attacks.

Objectives Modules of Multi sensor setup include:

- RF Based Drone detector (RFDD)
- Video based Drone Identification & Tracking (VDIT)
- RADAR
- Data fusion and Command Center (DFCC)
- Drone RF Jammer (DRFJ)
- Hard kill

The context

RF Based Drone detector (RFDD):RFDD detects the drone using Radio Frequency (RF) communication between drone and Ground control center (GCC). This System is on continuous search mode on wide band of frequencies that are typically used by Drone and its GCC. Whenever a frequency of interest is identified, the system locks and monitors the signal.

Video based Drone Identification & Tracking (VDIT): This system receives commands for position from RFDD. Once positioned in the direction of interest, captures video and images of drone. VDIT is capable of capturing and tracking video up to a range of 3 Km

RADAR: Detection of autonomous drones (flying without a link between drone and operator) using RFDD is not possible. RADAR forms the best choice to detect such threats. RADAR provides both Azimuth and elevation data of the drone.

Data fusion and Command Center (DFCC):Data from RFDD, VDIT and RADAR is integrated at the command center. Detection and classification algorithms based on RF data as well as visual data are built into this system.

Drone RF Jammer (DRFJ):Drone RF Jammer (DRFJ) is capable to disable the link between GCC and Drone, by jamming simultaneously ISM bands, GNSS signals, mobile signal and any other intercepted frequencies.

Hard kill: Kinetic based neutralization is supplied with a gun which can auto align to the target and fire bullets against the target to destroy the same physically. In order to capture the drone and land it at a safe place, net-based drone capture option can be employed. For this option, a dedicated drone with a hanging net will be launched to capture the rogue drone.

The Practice

Video feeds are given to software module and video processing algorithms in the software automatically confirm the presence of drone and imitate tracking. The day and night camera sensors are mounted on an automatic servo-based positioning system. The feed from the RADAR is integrated to the data fusion center for effective remote monitoring.

Evidence of success

The students regularly participate in R & D activities organized by UTS. About 60 members attended the internship programs. Around 12 members were selected in the placements conducted by the UTS. UTS also organizes the workshops and guest lectures by the experts.

Problems Encountered and Resources required:

Time management by students is one of the problems encountered by the students. As there is a lack of space availability, they can't accommodate more students to involve in the R & D activities.

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:

BRIG's main vision is to create world-class facilities and ambiance for advanced levels of teaching and practical training for attracting the best students from the country and abroad with greater emphasis on research and collaborative works with industries and other institutes and to provide pro-eminent educational experiences which stimulate accountability to satisfy the needs of the century and prepare our students for leadership in their profession and society. Our mission is to provide best-in-class facilities for teaching and practical training to the UG and PG Students. By developing technical manpower through interactive communication, training, short-term courses, seminars, group discussions, mock interviews, etc. In Collaboration with industries, and academic institutions for providing real-life projects. To Inculcate professional behavior, strong ethical values, innovative research capabilities, and leadership abilities.

Location Advantage:

BRIG is surrounded by several villages and the ambiance is set in a completely rural background with a serene atmosphere. Many students are coming from nearby villages such as Abdullapurmet, Batasingaram,

Pochampally, Hayathnagar, etc. Most of the students prefer to attend college on foot and by bicycle. Due to these factors, the institute is free from pollution and doesn't get exposed to contamination. By possessing the above special features, the institution maintains its distinctiveness. The institute caters to the needs and demands of students regarding transportation both for faculty and students with bus services covering different areas of the city like Nalgonda, Narkatpally, Dilshuknagar, Mehedipatnam, Kukatpally, etc. to the Institute. The buses are safe with well-trained drivers appointed by the college authorities. The buses are also equipped with First- Aid facility.

Motivating Startups

Following the footsteps of the policy drafted by the AICTE, BRIG has a policy of promoting Start-Ups in its academic environment. Students are introduced to this policy through the First Year Induction programs. Start-up Policies play a vital role in the economic and social development of a nation. In developing economies, these policies extend support to entrepreneurs and startups in overcoming the numerous barriers while trying to promote their start-ups. Institution strongly believes that technical education institutes play an imperative role in shaping the Startup movement of a nation.

Innovative Teaching Pedagogy

BRIG adopted innovative teaching pedagogy using Smart Classrooms to help teachers in delivering the concept better and produce more meaningful learning experiences by using audio/visual aids from various sources. Role Plays are an effective method of getting the message across to the students, to demonstrate the lesson in an interesting and immediate manner. The institution provides library facilities and services necessary for the success of all formal programs useful for the students and faculty.

Training and Placement Cell

The Training and Placement Cell of our institution primarily focuses on grooming the students to make them job-ready and also on developing their interpersonal and intra-personal skills to cope with the current scenario.

Sports

Playgrounds and gyms on the campus are always full of enthusiastic participants in the mornings and evenings not only among students but employees as well. Employees also have ample scope to play Volley Ball, Cricket as well as practice Yoga and Karate. Gymnasia, of course, are very popular as always. The teaching excellence at BRIG is inspirational for young minds.

Entrepreneurship Development Cell(EDC):

The objective of EDC is to support and align engineering and management students by organizing mentorship sessions on Design Thinking and Prototype Development by External Experts from Unistring Tech Solutions Private Limited. Institution Innovation Council members support Student Entrepreneurs with Market Analysis Surveys, Digital Marketing and arrange seed funding to develop innovative Prototypes.

Skill Development

The institute offers Skill development training programs to the students so as to ensure that the students get suitable Placement opportunities at the end of their program of study. These skill development training programs are offered on a need basis right from the first year onwards. The Centre of excellence complements and supplements the departments in arranging such value-added training programs.

Safety and Security

Creating a safe working environment is a key component of the Institution. To enhance the safety, health, well-being, and security of staff and students. Institution premises and corridors are under CCTV surveillance to ensure the effective protection of the students. Fire extinguishers and lightning terminals have been installed for the safety of all students and staff. Common rooms are available for girls—24/7 Internet facility for students and faculty with Firewall and Antivirus software. Well-trained security guards are deployed at key locations.

Medical facilities

Medical services are provided on campus in emergency cases to attend to the student's health problems. The first-aid boxes are available on campus.

NSS activities

The main aim of conducting the National Service Scheme program in BRIG is to create Personality Development through Community Service. This program is to motivate and encourage social welfare thoughts in the students and to provide service to society without any prejudice.

Women Welfare Committee

The Committee will deal with the cases/complaints of sexual harassment and any other type of harassment of the female students, teaching, and non-teaching women staff of the college and it also processes all the individual complaints and take suitable action. Apart from these, the committee also organizes various activities such as Beti Bachao-Beti Padao, an Awareness program on child marriages, a self-defense program, programs on women empowerment, etc.,

Commemorative Day's

The institution believes in celebrating events and festivals in college. It is an integral part of learning and building a strong cultural belief in the student. The College makes tremendous efforts in celebrating national and international days, events, and festivals throughout the year. Commemorative days like Constitution day, Human Rights Day, World Cancer Day, National Youth Day, Teacher's Day, International Women's Day, and International Yoga Day, etc., External experts are invited for monitoring transparency in research projects.

Complaint Box

The college has installed Complaint Boxes outside the limit of CCTV cameras so that students can put their complaints confidentially, without any fear of being victimized. A complaint Box will be opened for the collection of complaints.

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

5. CONCLUSION

Additional Information :

Additional Information:

BRIG provides a hi-tech learning atmosphere to its students. BRIG is a place with a large number of students who hail from the entire nation to pursue education in engineering and pharmacy. Affiliated to JNTUH and recognized by the All India Council for Technical Education (AICTE). BRIG provides a perfect atmosphere for learning by instilling good values in the young generation. Our aim is to create responsible young technocrats who strive for excellence in every sphere and to encourage and develop tender minds to explore one's limitless potential. The institution strives to impart the best education to deserving aspirants. It also focuses on nation-building through character-building. We believe that a strong value system and character when mingling with technical education and expertise shape up the future of the society.

- The institution has a good infrastructure with advanced laboratories and classrooms.
- The campus is situated in the suburbs of Hyderabad city with a pollution-free environment.
- To produce Industry-ready Professionals through training in Soft-Skills and Personality development.
- To provide systems, resources, and opportunities for continuous improvement.
- To motivate the students to participate in co-curricular and Extracurricular activities.
- To conduct a Career-Vision program to facilitate the right career choice by students.
- Undertaking networking with industry, Academic, and Research Institutions.
- To develop and promote Green Environment.
- Strong academic and industry interface
- Choice-based credit system
- To provide value-based education.
- The Telangana State Government has initiated the "Haritha-Haram" and we have been doing the Plantation Programme on the campus besides in the neighboring villages.
- The institution has good governance practices inculcated among students through the excellent Teaching-Learning process along with innovative research culture.
- BRIG also provides freeships to meritorious and economically backward students to fulfill their hopes and aspirations.

Concluding Remarks :

Concluding Remarks:

The programs offered by BRIG have evolved through a continuous interaction of the institute with industry and academia. Thematically, it has a high degree of relevance and appropriateness in the current context of globalization and competition. BRIG emphasizes practical and experimental learning, which makes it a unique experience for students. Special care is taken to provide the requisite skills to the students so as to enable them to effectively present and communicate in their professional careers. As an effort in this direction Personality Development Programs is organized which include regular tests of the English language, technical subjects, aptitude, reasoning and logic, group discussions, and case studies. The College also has a separate Training and Placement Cell. The Cell also guides and helps the final year students in securing jobs commensurate to their knowledge and achievements, by organizing campus interviews and exploring various avenues for their

placements. Academic excellence is reflected in placements in the corporate and engineering sector. The performance of our students in campus interviews has always been excellent. BRIG provides assistance to the development of graduates with a unique balance of technical as well as interpersonal skills. The institute emphasizes more on teaching pedagogies for effective delivery to the students.