



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DR LANKAPALLI BULLAYYA COLLEGE OF ENGINEERING

DOOR NO 52-14-75, RESAPUVANIPALEM, VISAKHAPATNAM, ANDHRA

PRADESH-530013

530013

<https://lbce.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr.Lankapalli Bullayya College of Engineering formerly known as Dr.Lankapalli Bullayya College of Engineering for Women was started in 2010 as a part of the group of educational institutions run by the Society for Collegiate Education, Visakhapatnam by the philanthropists and educationalists who visualized the need for serving the society by means of affordable, accessible and qualitative, value-based education. Since its inception this group of educational institutions has been the hub of education and learning in the city of Visakhapatnam since 1973. The Women's Engineering College served the cause of women empowerment and development by providing meritorious service for a decade. There were four branches of Engineering in the college including CSE, ECE, EEE and Civil with an annual intake of 120 each for CSE and ECE while the intake for EEE and Civil being 60 seats. The Women's Engineering College then evolved into a full-fledged Co-education Engineering college in the academic year 2020-21. The college is Permanently Affiliated to Andhra University, Visakhapatnam and approved by AICTE, New Delhi. Being the only Engineering College located in the heart of the city the college strives to work towards playing a proactive role in the intellectual landscape of the city of destiny by building Engineers who are well-equipped intellectually, emotionally and physically to face the life challenges with courage, determination and a smile on their face.

Dr. Lankapalli Bullayya College of Engineering takes pride in being the **Distance Learning Centre of IIRS, Indian Space Research Organization**. The college has MoUs with **Bharat Sanchar Nigam Limited, Visakhapatnam, Mahananda Welfare Society, Visakhapatnam, MSL LED, Visakhapatnam, MSL Driveline Systems, Nashik**. The college is the institutional member of **CSI, IETE, ISTE**. It is a prestigious winner of the **International Level Skill Development Leadership Award** on 15th February 2023 as part of **World HRD Congress Awards at Hotel Taj Lands, Mumbai**. Our students are the **First Prize winners of IdeaStorm 2023**, an Ideathon organized by **â-Hub and Alcove Partners at Visakhapatnam in February 2023**. Our students also participated actively and won prizes in the **National Science Day Celebrations** conducted by **NSTL, Defence Research and Development Organization, Visakhapatnam** in the category of **Innovation for Societal Benefits Model** category in February 2022. **Green9 Energy Saving Club** of Dr. Lankapalli Bullayya College of Engineering, Visakhapatnam has received the awards like **GREEN9 ENSAVER AWARD WINNERS 2020, GREEN9 Best Advisor Award 2020, GREEN9 Premier Club Award 2020**.

The College works with the goal of achieving self – reliance and Institutional distinctiveness in the area of Engineering Education. In order to realize this, the College has been expanding the scope of exposure of its Students and Faculty Members to latest industry trends through partnering with National level organizations such as CSI, IEEE through their Student Chapters. The college has a dedicated R&D cell, Entrepreneurship Cell and Internal Quality Assurance Cell that continue to guide and mentor the Students and Teaching community towards academic excellence.

Vision

To provide Value-based Engineering Education to the Students for transforming them as proficient Technocrats and motivating them to explore new knowledge through Research and Development for fulfilling the global needs of humanity and for empowering the community.

Mission

1. To develop into a high quality Technical Education Institution with emphasis on Technical Academic Excellence, Innovative Research and Development Programmes with core human values.
2. To enhance Employability opportunities and entrepreneurship.
3. To consolidate the state-of-the-art Infrastructure and equipment for Teaching and Research activities.
4. To design and deliver Curricula to meet the National and Global changing requirements through Student-Centric Learning Methodologies.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Only Engineering College in the Heart of the City of Visakhapatnam.
2. Student-centric Teaching Learning Process with Dedicated Teaching and Non-Teaching Staff having concern towards Student welfare
3. Well-equipped and maintained Laboratories and Library, Wi-Fi enabled campus.
4. IQAC cell monitors and systematically works towards enhancing the quality of knowledge acquisition, delivery, assessment and feedback.
5. SDC in collaboration with Placement Cell focused on training Students and equipping them to match Industry needs.
6. Inclusive Academic environment providing equal opportunities to all.
7. NSS unit periodically conducts extension activities and inculcating social responsibility
8. Physical Education Department encouraging participation in Sports
9. Well maintained Green Campus providing right ambience for Education.

Institutional Weakness

1. Being an Affiliated College having Limited Flexibility to design and implement courses independently
2. Outcomes of Research and Entrepreneurship can be improved.
3. Number of Add-on courses, Internships, Industry-Academia Collaborations needs to be improved
4. Number of AICTE, UGC sponsored Seminars, Workshops and Add-on Programmes to be improved.
5. Number of Research and Consultancy Projects need to be improved.

Institutional Opportunity

1. Attainment of Permanent Affiliation Status
2. Students have opportunities to utilize existing Training in domain skills, provision for utilizing Laboratories and Library facilities for their betterment.
3. Utilizing the existing policy for Research, Development and Innovation, the Faculty Members have the opportunity to increase their Research outcomes.
4. Located in the heart of the city, the college has the opportunity to organize more number of awareness, Student Training and Faculty Development Programmes in collaboration with Industry and Academia.

Institutional Challenge

1. Obtaining External Funding from External Agencies and collaborative laboratories.
2. Laboratory establishment and Upgradation to meet ever changing Industry standards.
3. Employing and Retaining Senior and Qualified Faculty Members.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dr Lankapalli Bullayya College of Engineering has been adopting the curriculum provided by the Andhra University, Visakhapatnam. The curriculum delivery, and continuous internal Assessments are conducted as per the academic calendar issued by the university.

As the college is non-autonomous, it has been implementing the Academic flexibility up to some extent. All the departments have been offering the Add-on courses, on a regular basis. Students are also encouraged to enroll in the online courses of MOOCs, SWAYAM, NPTEL etc. and consequently reasonable number of students of the college have enrolled and successfully completed these courses.

During the period from 2018 to 2023, 32 Certificate Programs were conducted for students of different branches. More than 56% of students enrolled in Certificate/ Value added courses and also completed online courses against the total number of students. Regular committee meetings ensure curriculum coverage, internal exams, attendance tracking, and initiatives to improve student outcomes.

The holistic development of students is the main purpose of the curriculum. This is attempted through Curriculum Enrichment. The college has been offering courses on Professional Ethics and Human Values, Environment and Sustainability as part of the Curriculum issued by the affiliating university. It leads to sensitizing the students on issues relevant to the current pressing concerns such as gender, human values and professional ethics, environment and sustainability, development of creative and divergent competencies. The Curriculum Enrichment is also implemented through the completion of project work, fieldwork, internships and industrial visits by students.

The college follows an Elective Course system, allowing students to select elective courses. In the year 2022-23, 529 students undertook project work/field work/ internships, which helped them, get exposed to the outer world.

The institution has been collecting feedback on the curriculum, academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. This feedback will be analysed. Based on the feedback of the stakeholders, an action plan will be prepared by the concerned departments. At the end of the academic year, the action taken report has been prepared and it is made available on the institutional website. The institution uses this feedback to improve its standards of curriculum and academic performance in catering to the needs of the society, economy and the environment.

Teaching-learning and Evaluation

The college has been admitting students from different geographical areas and socio-economic, cultural

backgrounds, to the programmes, through a transparent mechanism complying with all the norms of the Andhra Pradesh state government.

The admission process for B.Tech students at Dr Lankapalli Bullayya College of Engineering is conducted by the rules of the Government of Andhra Pradesh. The seats filled against reserved categories (SC, ST, OBC etc.) are as per the applicable reservation policy of the Government of Andhra Pradesh. 70% of the students will be Admitted by EAPCET Convenor. 30% of the Students are Admitted under Management/NRI Quota. All EAPCET and ECET qualifying students are eligible for Admission into B.Tech Programme. They are eligible to receive fee reimbursement from the Andhra Pradesh government. The institution has been recruiting teachers as per the norms of the AICTE, New Delhi, which enables teachers to focus on the quality of teaching. The student-faculty ratio is maintained in accordance with the AICTE Norms. The current student-faculty ratio is 1: 17.27.

The College encourages the Teachers to utilize the approach of Outcome Based Education and apply Student Centric Methods for better curriculum delivery. Teachers have been implementing Teaching Methods like Experiential Learning, Participative Learning, Flipped Learning, Activity Based Learning, Problem-Solving Methodologies. Teachers have been encouraged to deliver the curriculum using ICT Tools such as LCD Projectors and to use the Learning Management System (LMS). Teachers are using Google Class Room, Reference Globe Software.

Teachers have been improving their qualifications like Ph.D., passing examinations like NET, and SET, which will help Teachers to learn the latest developments in their area. During the assessment period, 37.06% of full-time teachers have PhD, NET, SET, or SLET.

The institution has been implementing transparent internal and external assessment mechanisms. The examination grievance redressal system is time-bound and efficient.

Course Outcomes are prepared by the concerned course instructors. Both Course Outcomes (COs) and Programme Outcomes (POs) are shared with the students and displayed on the website of the institution. Attainment of COs and POs are evaluated after the declaration of results by the university. The examination process is conducted using a systematic approach, and evaluations. The Pass percentage of Students during the last five years is 91.35%.

Research, Innovations and Extension

The Teaching Staff are encouraged to submit Research proposals to National level agencies and to secure external funding. They are also encouraged to protect Research outcomes in the form of Patents and Copyrights. The Institution has created an ecosystem for innovation through the Research and Development Cell, Entrepreneurship Innovation and Startup Cell, and Institution Innovation Council of the Ministry of Education for the creation and transfer of knowledge.

The institution has been conducting workshops, and seminars on Research Methodology, Intellectual Property Rights (IPR) and Entrepreneurship. Few students received Merit Certificates for innovative projects. One student start-up has been registered. Students are encouraged to participate in National level Technical symposiums, Workshops, Project Exhibitions, Internships and Competitions to provide motivation and facilitate peer-to-peer learning. The institution has conducted 46 workshops/seminars on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years.

Teaching Staff are encouraged to publish their Research work in reputed Journals, Books and chapters in edited volumes/books. The total number of research papers published by the faculty members in the Journals notified on the UGC CARE list during the last five years is 71. The total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings by the faculty members during the last five years is 36.

The outcome of Learning shall be useful to the neighbourhood community. Extension is an act of extending the scope of Learning. Extension is the aspect of education which emphasizes community services. The curriculum-extension interface is of immense value. Through department clubs and the college NSS Unit, the students are encouraged to conduct the Extension activities in the Resapuvanipalem area, which is the neighbourhood of the college. Such activities sensitize students to social issues like Literacy Surveys, Awareness programs on the Environment, AIDS etc., Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- non-government organisations through NSS/ NCC etc., during the last five years is 48.

The college has collaboration with Industries and academic institutions, which has helped students to participate in programs like Internships conducted by the respective unit. The Mahananda Welfare Society has conducted Two Internships by Samsung Inc. for the students. The college has 80 functional MoUs/linkages with institutions/ industries in India for internship, on-the-job training, project work, student/faculty exchange and collaborative research during the last five years. But in each academic year, the number of MOUs and Linkages is around 20.

Infrastructure and Learning Resources

In order to realize its vision of providing access to Affordable Quality Education to society, the College continuously works towards providing a conducive academic environment required for this purpose. This is done in order to enable holistic development of the student.

The College has 24 spacious and well-ventilated Classrooms with Wi-Fi connectivity in order to enable the Teachers and Students to use and access required online resources for better understanding, retention and application. The seating capacity of the Classrooms is in accordance with AICTE norms as per the sanctioned intake. To accommodate large gatherings in case of Seminars, Workshops and Guest Lectures 02 Air-conditioned Seminar Halls are available.

The College has 24 well equipped Laboratories providing a platform for students to learn by experimentation. Each laboratory is assigned a Faculty Member as Lab-in-Charge to oversee the proper functioning of the Laboratory in terms of scheduling, resource consumption and augmentation. More than 18% of expenditure has been utilized for infrastructure development and augmentation excluding salary during the last five years.

The College has a well-equipped library with an adequate number of titles, and journals. The Central Library has subscribed the sufficient e-resources and journals. The Digital Library comprises 80 Mbps speed of internet. E-Resource Centre has various Digital Resources like Textbook CDs & DVDs, E-Books, NPTEL, Video Courses, the National Digital Library (NDLI), N-LIST, and DELNET. E-Resource Centre has Institutional Membership in NDLI, DELNET, and e-shod-Sindhu. The library has procured J-Gate E-Journals.

The following IT facilities are available in the institute.

1. LCD Projectors- 8 Nos

2. Printers and scanners-9 Nos
3. CCTV cameras-26 Nos
4. Computers-283 Nos
5. Internet Bandwidth-80 Mbps

The college has 260 computers for students to use. 79.35% of expenditure is utilized for maintenance of physical facilities and academic support facilities excluding salary components, during the last five years.

Student Support and Progression

The government of Andhra Pradesh has been providing scholarships to Students of economically disadvantaged sections of society to be able to pursue Engineering education cost-effectively. 61.69% of students benefited from scholarships and freeships provided by the government during the last five years. LBCE strongly supports capacity-building initiatives towards improving Students' skillsets. The college has organized one Training Program on Soft skills in each academic year. The college has organized one Training Program on Language and communication skills in each academic year. The college has organized 10 Programs on Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) during the assessment period. The college has organized Training Programs on Awareness of trends in technology in each academic year.

LBCE organizes Career Guidance and Counseling sessions as a part of the SDC Activities. LBCE organizes coaching for competitive examinations. More than 46% of students benefitted from guidance for competitive examinations and career counselling offered by the Institution during the last five years. LBCE follows a zero-tolerance policy towards infringement of human rights in any manner. For this purpose, LBCE also has an extensive support mechanism for accepting and immediately resolving Student grievances through various statutory bodies. A timely resolution of student issues was available through the Student Grievance Redressal Cell, Anti-ragging and Discipline Committee. The internal Complaints Committee (Women Empowerment Cell) mainly looks after the issues of female students. 17.95% of outgoing students have got placement and progressed to higher education during the last five years. 2.48% of students qualified in state/national/international level examinations during the last five years.

LBCE conducts various Sports and cultural activities which help improve the Health and well-being of the students. Our Students received 34 number of awards/medals for outstanding performance in sports/ cultural activities at the national level during the last five years. Students of the Institution participated in more than 65 sports and cultural programs organised by the Institution and other Institutions during the last five years. The Alumni Relations Committee has been inviting the old students regularly to the college and conducting awareness sessions for the current students by Alumni.

Governance, Leadership and Management

LBCE has the vision of societal improvement through the tool of education. To accomplish this LBCE has set up a Decentralized organizational hierarchy which includes:

1. Governing Body
2. Principal
3. Heads of the Departments
4. Institutional Committees

The institutional governing body, the Principal, the Head of the Departments, convenors/co-ordinators of different cells and different committees have been working in accordance with the vision and mission of the Institution. As per their directions the college has been implementing the National Education Policy 2020. Institutional practices such as Skill Development programmes to improve the Skill set of the students and Academic Bank of Credits have been implemented. The perspective plan for ten years starting from the Academic Year 2020-2021 to 2029-2030 has been prepared.

The institution has been collecting the Performance Appraisal from teaching faculty members at the end of the academic year. The Performance Appraisal form or Self Appraisal form consists of the parameters related to Teaching and Learning, Research development activities, student support and Student Progression duties, Continuing Education, and Administrative Duties.

The Institution has been implementing welfare measures to both Teaching staff and Non-Teaching staff. It has been providing Employee Provident Fund for Teaching staff and ESI for Non-Teaching staff. The institution also provides Group Health Insurance to all the staff members as per Insurance guidelines. The institution provides Gratuity to the staff members, who complete a minimum of Five years of service. The Institution provides maternity leaves for female teaching staff members. 52.59% Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years. 83.94% of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Administrative training programs during the last five years.

The management of Dr Lankapalli Bullayya College of Engineering formulates the strategies for the mobilization of funds from various sources. It has set up a college finance committee, which ensures effective, optimal and efficient utilization of financial resources. The major source of revenue for the institute is the Annual Tuition Fee collected from students. It conducts internal and external financial audits regularly. The observation made during these audits is considered with utmost responsibility and action is taken to rectify immediately. Annual Internal Financial Audit is done by the internal auditors, by the approval of the Principal. The Chartered Accountants from M/S. Avasarala Associates, Visakhapatnam, are the External Auditors. They conduct the process of statutory audit regularly as per Government rules and assure the institution of various compliances.

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. IQAC has been guiding the faculty members to implement the outcome based Education through traditional and Innovative Teaching Learning methods. IQAC guides Skill Development Centre towards improving their Training Mechanism.

IQAC has been implementing the following Quality assurance initiatives.

1. Regular meeting of Internal Quality Assurance Cell (IQAC).
2. Academic and Administrative Audit (AAA) and follow-up action taken
3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF rankings

Institutional Values and Best Practices

Institution have initiated the Gender Audit and taken measures for the promotion of gender equity by organizing events like Women's Day etc. during the last five years. The Institution has the facilities for the

Management of the various types of degradable and nondegradable waste, Water conservation, Disabled-friendly, barrier-free environment.

The Institution has organized programmes on Energy conservation measures through the EnSav Club and by NSS Unit. M/S Rekhapalli Environmental Solutions & Technologies Pvt Ltd has conducted the audits on Green audit / Environment audit, Energy audit. The institution has organized the Clean and green campus initiatives and Beyond the Campus environmental promotion activities.

The institution has organized different festivals, Language Day to provide an inclusive environment on campus. Institutions have organized initiatives to sensitize students and employees to understand the constitutional obligations, values, rights, duties and responsibilities of citizens. The institution has been displaying the Best Performance through the following Best Practices.

Best Practice 1: Implementing Teaching Learning Methods and Conducting Remedial Classes to Enhance the Performance of Students

Best Practice 2: Involving Students as active practitioners of Green Initiatives and Environmental Conservation both within the Campus and beyond.

Dr Lankapalli Bullayya College of Engineering has been implementing Women Empowerment, which is distinctive to its priority and thrust.

The contributions of the College towards Women's Empowerment may be categorized as under:

- Women's Empowerment of Students
- Women Empowerment of Staff Members
- Women's Empowerment at Society Level

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR LANKAPALLI BULLAYYA COLLEGE OF ENGINEERING
Address	Door No 52-14-75, Resapuvanipalem, Visakhapatnam, Andhra Pradesh-530013
City	Visakhapatnam
State	Andhra Pradesh
Pin	530013
Website	https://lbce.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. D Deepak Chowdary	0891-2703293	9154688823	-	principal@lbce.edu.in
IQAC / CIQA coordinator	Dr. J BABU	0891-2703296	9948184848	-	iqac@lbce.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Andhra Pradesh	Andhra 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	15-05-2023	12	Extension of Approval

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	Door No 52-14-75, Resapuvanipalem, Visakhapatnam, Andhra Pradesh-530013	Urban	2.66	10785

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,Civi Engineering,	48	Intermediate	English	60	15
UG	BTech,Computer Science And Engineering,	48	Intermediate	English	120	119
UG	BTech,Electronics And Communication Engineering,	48	Intermediate	English	120	89
UG	BTech,Electrical And Electronics Engineering,	48	Intermediate	English	60	39

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	6				6				54			
Recruited	5	1	0	6	5	1	0	6	21	33	0	54
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				29
Recruited	18	11	0	29
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				10
Recruited	9	1	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	4	1	0	5	5	0	21
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	1	0	0	14	28	0	43
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	133	0	0	0	133
	Female	127	2	0	0	129
	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	12	21	16	0
	Female	6	10	8	20
	Others	0	0	0	0
ST	Male	3	8	4	0
	Female	2	1	4	2
	Others	0	0	0	0
OBC	Male	91	136	109	0
	Female	77	128	148	143
	Others	0	0	0	0
General	Male	29	52	38	0
	Female	34	42	52	71
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		254	398	379	236

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Being an affiliated college LBCE does not have the authority to independently conceptualize and conduct innovative curricula but has to follow the university specified curriculum. It is awaiting directions from Andhra University for implementation of NEP 2020 guidelines. However, it has initiated the process of preparing the Teachers to practice skills necessary for conduct of such courses by focusing on identification of suitable Multidisciplinary topic and preparation of course objectives, outcomes and assessment mechanisms through conducting Add-on Programmes as these may be considered scaled down versions of courses.</p>
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<p>2. Academic bank of credits (ABC):</p>	<p>LBCE recognizes the benefits of implementation of Academic Bank of Credits to the Student Community. LBCE has completed the registration of students of 2022 Admitted Batch into the website of ABC. Registration of students of other batches is under process.</p>
<p>3. Skill development:</p>	<p>LBCE gives utmost priority to imparting and enhancing Employability Skills of the Students. LBCE has a Skill Development Centre which specifically handles training of Students to enhance Employability Skills in the areas of Soft Skills and Communication Skills. Various department wise activities are conducted through Student Chapters/Clubs such as CSI Chapter, GSDC Club, IEEE Chapter. SDC conducts special sessions to impart skills which enhance employability. In order to strengthen the employability skills of Students, SDC conducts Training Programmes on Microsoft Office, Web Design, Python Programming etc. LBCE would like to expand the scope of these courses to include students from arts and humanities backgrounds. In order to reach a wider audience and benefit more number of Students, LBCE plans to conduct these courses on an ODL or Distance Mode.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>LBCE instills a sense of pride and belongingness among the Students regarding our rich Indian Traditional Knowledge System. Indians have always been Teachers to the World. Teachers at LBCE have been practicing the Indian tradition of taking care about Student welfare on a holistic basis rather than being only concerned about their academics. Teachers who join the college are constantly reminded of this both during their induction programme as well as during Departmental meetings. This sense of “Guru-Shishya Parampara” between Teacher-Student as well as between Senior and Junior Teachers is a distinguishing feature of LBCE. LBCE encourages its Teachers to teach in English language while also recommending them to repeat the same in Telugu language to benefit students of Telugu Medium background. LBCE annually organizes National Days symbolizing our culture such as Ugadi, Dasara, Vinayaka Chavithi and Sankranthi Celebrations annually instilling a sense of reverence for our rich Indian Tradition and Culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>LBCE recognizes the important role OBE plays in</p>

	<p>Student-Centric Learning. IQAC cell has been instrumental in the transition from traditional mode of instruction to that based on OBE. For this purpose IQAC has conducted various Workshops at regular intervals focusing on various pedagogical methods, their application contexts and assessment mechanisms. LBCE strives to provide required resources and flexibility to Teachers to enhance Teaching-Learning Processes. Like all other skills, OBE based Teaching also requires time to master and our Teachers are actively engaged in continuous improvement in this regard.</p>
<p>6. Distance education/online education:</p>	<p>Being an Affiliated College it is not currently possible to independently conduct Distance and Online Education Programmes. The College plans to implement them once its gets the Autonomous Status. The Academic Committee of the College has plans to extend its services to the public through Distance Education and Online Education in the future. The Faculty Members have been accustomed to the processes of designing course objectives, preparing material and conducting Add-On Programmes, Faculty Development Programs and Workshops which are essential skills necessary for Distance and Online Education. Since the Faculty Members have been accustomed to conduct Online Classes since the time of the Pandemic using Online Platforms such as Google Classroom and Zoom Apps.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Wisely exercising the Right to Vote is a Value which is highly desirable in a vibrant democracy and Dr. Lankapalli Bullayya College with its vision of Value-based Quality Education has set up Electoral Literacy Club to educate Students regarding the Right to Vote and the possible impact it can have on their own lives, society and the Nation.</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 College has appointed Mrs.S.Siva Jyothi, NSS Programme Officer as the Convenor and Mr.B.Satish Naidu, Assistant Professor of EEE has been appointed as Co-Convenor of this Club. Students from Third and Second Year from different branches of Engineering have been selected based on their</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>active participation in extra-curricular activities.</p> <p>Electoral Literacy Club of the College is chiefly responsible for educating the various sections of the society including: 1. Fellow Students who will shortly attain 18 years of age and become full time Voters: ELC Club works towards drawing their attention through awareness programmes regarding the benefits of exercising the Right to Vote to their own self, to the society and in Nation Building. 2. Students who have already attained 18 years of age but have not yet registered as Voters: ELC club organizes awareness programmes aimed towards ensuring that these Students get registered. This is achieved by discussing the various methods of Voter Registration including using the Voter Registration App developed by the Government of India as well as offline methods. Information regarding documents necessary for Voter Registration, EPIC Card, Change of Address etc., are discussed in detail. 3. Members of the Public including friends, relatives, acquaintances and others: ELC Club works towards bringing about awareness to the large section of young population who are either unaware or are generally neglectful of exercising their Right to Vote. It is this segment for which awareness programmes such as rallies are organized. The main advantage of utilizing Students for this purpose is that youth who are yet to become first time voters would positively respond to such messages from Students who belong to the same age group. This would result in their queries being cleared and generally have high chances of them registered as Voters. Moreover, since this segment of the population is Tech savvy they can easily learn how to download and use the Voter Registration App for the purpose of Voter Registration. 4. Extending Volunteer Services to the District Administration : Students of the College have the energy and wherewithal to volunteer in various activities relating to electoral processes. Since the College has societal improvement as its goal, it extends all possible help and assistance to the government machinery in electoral processes including Voter Registration, Conduction of Elections etc., Whenever the District Administration requested the College to depute its Students and Volunteers for the purpose of Electoral processes, the College has deputed its Faculty Members and</p>
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	<p>Students for this purpose thereby extending its services to the public. Participation of the Students in these events provided them the opportunity to understand Electoral processes in detail and be reminded to judiciously exercise their Right to Vote.</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>Dr.LBCE believes that an educated electorate is essential for a successful democracy which guarantees that the benefits of government schemes reach the designated beneficiaries. ELC of the College plays a pro active role by acting as an interface between the Government functionaries responsible for Electoral processes including Election Commissioners and District Magistrates to interact with the Students reaching 18 years of age. Students in the past have immensely benefited from these interactions as they became aware of the importance of exercising their Right to Vote wisely.</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>Fulfilling its role as a facilitator of Electoral processes the College has through ELC taken steps to ensure that all the Students who have not yet registered as Voters complete Voter Registration through the Voter Registration App designed by the Election Commission of India.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1261	1227	1188	1219	1283

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

2 Teachers

2.1

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

Response: 84

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	73	73	74	74

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
165.61	140.72	47.86	136.72	168.08

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:

Dr Lankapalli Bullayya College of Engineering, Visakhapatnam is affiliated to Andhra University, Visakhapatnam, follows the curriculum prescribed by the University. This curriculum is revised periodically by the University Board of Studies. At the beginning of the academic year, the university publishes the academic calendar for both semesters. The university academic calendar focuses on the date of commencement of the class work, and the number of instructional weeks, mid-term examinations schedule and semester end examination schedule.

The College Academic Committee (CAC) comprises all the HODs as its members, which is headed by the Principal. Based on the academic calendar of the university, the College Academic Committee prepares the Institutional Academic Calendar by considering the academic and co-curricular and extra-curricular activities. i.e., Add-on courses, Examinations, Sports and Cultural activities etc. Based on this Institutional Academic Calendar, the Time Tables of all classes of the respective departments is prepared by Department Time Table Co-ordinators under the guidance of their HOD.

The College Academic Committee monitors the effective delivery of the curriculum through a well planned and documented process. It also oversees all the academic activities viz., preparation of class time tables, syllabus completion and conduct of practical sessions in Labs, Project reviews and Seminar reviews, and other issues of academic importance.

The courses shall be allocated by HODs in consultation with Faculty members, based on their priorities and area of interest. Based on the courses allotted, the faculty members prepare a detailed Lesson plan (Course delivery Plan) of their course, in compliance with the time frame of the academic calendar. Faculty members record their day-wise teaching in the provision given in the attendance register which is checked by the H.O.D concerned once in a fortnight.

All the faculty members implements Continuous Internal Assessment as per university norms. The Theory courses internal assessment is done through evaluating the answer scripts of Internal Theory Mid Exams and Assignments evaluation. The Continuous Internal Assessment of Laboratory courses is implemented through conducting the Day-to-Day Evaluation. As part of this viva-voce is conducted on the experiment of the day. Experiment Execution and Results are also assessed. Laboratory assessment is also done by conducting internal Laboratory Examinations at the end of the semester. The Continuous Internal Assessment of Project work in each department is conducted by a Project Review Committee (PRC) comprises of the senior faculty members of the respective department. The PRC conducts Two to Four Reviews.

Internal Theory Mid Examinations and Internal Laboratory Examinations are conducted as per the University academic calendar. The timetable of the Internal Theory examinations is circulated to all the students and faculty members in advance. Internal examination related activities like the evaluation of the answer scripts, display of marks on the notice board for students are implemented in a time-bound way, strictly adhering to the university schedules.

IQAC suggests the methods to improve curriculum planning and curriculum delivery. It suggests faculty members to use ICT tools which will improve curriculum delivery.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

File Description	Document
<p>1.2.1</p> <p>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)</p> <p>Response: 02</p>	
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 3.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
131	115	0	0	0

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:

In the contemporary educational landscape, the integration of crosscutting issues into the curriculum is a strategic imperative for institutions aiming to produce well-rounded and socially responsible graduates. This holistic approach involves weaving together diverse aspects such as professional ethics, gender sensitivity, human values, environmental consciousness, and sustainability throughout the academic experience. By doing so, educational institutions not only enhance the academic rigour of their programs but also equip students with the skills, perspectives, and values needed to navigate an increasingly complex and interconnected world.

Professional Ethics: The integration of professional ethics into the curriculum is a cornerstone of preparing students for successful and responsible professional lives. The course on Professional Ethics and Human Values has been offered as part of the curriculum designed by Affiliating University. Institutions recognize that technical proficiency alone is insufficient, ethical considerations must be central to decision-making in various fields. Incorporating professional ethics into the curriculum not only imparts a theoretical understanding of moral principles but also facilitates the development of critical thinking skills essential for navigating ethical dilemmas. Interdisciplinary collaborations and real-world simulations enable students to grapple with the complexities of ethical decision-making.

Gender Sensitivity: Gender sensitivity is a critical dimension of inclusivity and social equity. Educational institutions recognize the importance of dismantling gender stereotypes and fostering environments that embrace diversity. Integrating gender sensitivity into the curriculum involves incorporating perspectives on gender roles, identity, and equality across disciplines. By integrating gender sensitivity into the curriculum, institutions contribute to the creation of a more equitable society by preparing students to identify and address gender-based challenges in their future professional and personal lives. The college has been conducting Seminars on Gender Values and women's Safety to faculty, and students so as to establish an inclusive society.

Human Values: While academic excellence is paramount, the holistic development of individuals requires a focus on human values. Integrating human values into the curriculum involves emphasizing principles such as empathy, integrity, respect, and compassion. These values are woven into both academic and extracurricular activities, creating a learning environment that nurtures not only intellectual growth but also personal and ethical development. Reflective exercises, case studies, and service-learning opportunities allow students to apply human values in real-world situations. Exposure to diverse cultural and ethical perspectives fosters a global mindset.

Environment and Sustainability: The course on Environment and Sustainability has been offered as part of the curriculum offered by Affiliating University. Incorporating themes of sustainability into coursework goes beyond theoretical discussions. The college has been implementing Practical initiatives, such as eco-friendly campus initiatives, and partnerships with environmental organizations, to allow students to apply their knowledge in real-time. Collaborations with industry partners, government agencies, and non-profit organizations can enhance the practical relevance of the curriculum, which provides students with valuable insights and experiences that go beyond traditional academic boundaries.

Thus Institution integrates issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

File Description	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: 19.19

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

Response: 242

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 68.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
245	274	280	183	257

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	360

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](#)

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: 79.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	112	132	90	118

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	144	144	144	144

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

2.2 Student Teacher Ratio**2.2.1**

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

Response: 19.7

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:

Implementing its Vision of providing Value-based Technical Education to its students, Dr Lankapalli Bullayya College of Engineering (LBCE) has always taken proactive measures to provide an academic ambience that facilitates the qualitative Teaching-Learning Process to flourish. Faculty Members have been trained on the implementation of different Student-Centric Methods, through Faculty Development Programmes, Faculty Workshops.

1. ICT Tools: Information and Communication Technology Tools are used regularly by the Teachers to aid in better visualization, retention, application and use of the concepts by the students. Faculty Members are encouraged to use LCD Projectors as ICT tools to facilitate effective Curriculum delivery. Online ICT Platforms such as Google Classroom, Google Meet, and Zoom are used to deliver lessons in the online mode, especially during COVID-19 time.

2. Experiential Learning:

Experiential learning is an engaged learning process whereby students “learn by doing” and by reflecting on the experience. When students participate in experiential learning by engaging students in hands-on experiences, they are better able to connect theory and knowledge learned in the classroom to real-world situations. Engineering education comprises courses which introduce the students to get acquainted with, learn to use, apply, observe, analyze and then build upon the existing methods to create innovative tools, techniques, methods or software.

3. Participative Learning: In this type of learning, students are encouraged to participate in activities where they can use their specialized technical or managerial skills. Usually, students participate in different activities such as seminars, project work presentations, and group discussions.

4. Problem-solving: Problem-solving is defined as the ability to quickly solve any given problem with ease. The important skills to draw upon when engaging in a problem-solving process include Creativity, Teamwork, and Logical thinking skills. Since the students are learning the skills to solve individually, evaluate and review the content, the students will be able to apply them effectively.

5. Flipped Learning: By changing the role of a student from a passive learner to an active participant in the learning process by taking on the role of a Teacher by collaborating with peers and working towards teaching his peers. The best way to learn a concept is to teach it to someone else, and this forms the foundation of the Flipped learning paradigm.

6. Activity-Based Learning: It involves designing the curriculum in the form of activities that meet the identified course objectives and outcomes. The activities have the potential to Engage the students with the subject matter in the form of activities, the effort put in completing the activity reinforcing the theoretical content presented.

The AICTE Student Learning Assessment (PARAKH) project is designed to measure the benchmark levels and gains in academic and aptitude skills by the students in technical programs and to understand the various factors that affect the skill development of students in Technical Institutes across India. The Full Form of PARAKH is Performance Assessment, Review, and Analysis of Knowledge for Holistic Development. After the launch of the PARAKH Portal in 2022, students have registered on the PARAKH Portal for Self Assessment and completed the Assessment.

File Description	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: 97.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	73	73	74	74

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: 33.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	26	26	26	19

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](#)

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:

Dr Lankapalli Bullayya College of Engineering follows the examination procedures of Andhra University, Visakhapatnam, while conducting the examinations.

Theory courses: During the Semester, two mid-term examinations of 30 marks each will be conducted for theory courses. Two assignments of ten marks will also be conducted. The average of two mid-term marks is scaled to 20 marks. The total marks of any theory course is assessed for 30 marks. Twenty Marks for Midterm descriptive examinations and 10 marks for Assignments. The mid-term exam schedule is given by the university in the academic calendar and is communicated to the students well in advance.

After every Mid-Term examination, the corrected answer scripts are distributed to students in the classrooms. If any discrepancy is noticed, the concerned teacher will resolve the discrepancy, and the necessary corrections will be made. All the subject's wise Marks are displayed in the notice boards.

External Examinations Assessment: End-semester examinations (External examinations) are conducted according to the schedule given by the Andhra University, Visakhapatnam. External examinations is conducted for 70 marks. After completion of the examinations, the answer scripts will be sent to the University. The university calls the faculty concerned to the spot Evaluation. The answer scripts are evaluated with the scheme and key provided by the Chief Examiner. The results are announced through the university portal which can be downloaded by the examination cell and the students. At the end of the evaluation, the performance of the student is awarded with a letter grade on a relative scale.

Laboratory Courses:

- Laboratory courses are assessed for 100 marks with a split of 50 marks for internal assessment and 50 marks for semester-end examination.
- Internal Laboratory examinations (for 180 min) shall be assessed for 50 marks. An external Laboratory examination is conducted for 50 marks, which will be assessed by an external examiner and internal examiner.

Examinations Grievance redressal system: The examinations grievance redressal system of the college is transparent, time-bound and efficient.

Objectives: Monitor the internal examination process. To solve the student's grievances related to internal examinations.

Procedure for grievance redressal:

- If there is a grievance related to the assessment of internal examination marks, students approach the respective course instructor. If the grievance is still not resolved, students can approach the respective examination coordinator.
- An application duly stating the grievances shall be filled and submitted to the examination cell.
- Having gone through the grievance application, the examination cell will forward it to the Principal.
- The Principal will constitute a committee, with a panel consisting of subject experts, respective

HOD and examination co-ordinator.

- After taking the necessary steps, the grievance will be resolved with the panel of the committee in a completely transparent manner within 72 hours.

The college does not have purview on grievances related to end examinations. If the students are not satisfied with their results, they can apply for Recounting/Revaluation directly to the Controller of Examination of Andhra University. For this students are required to enroll in the university examination portal.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The main goal of outcome-based Education is to be able to create, modify and upgrade the Teaching Learning Processes in order to meet organizational objectives.

The Program Outcomes are defined by the NBA. Every Programme is designed keeping in mind the various skills and abilities that an undergraduate needs to accomplish by the end of the Programme. Program Outcomes (POs) are broad statements that describe the professional accomplishments of the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

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.

1. The Department Academic Committee frames Program Specific Outcomes (PSOs) after thorough discussions with both internal and external stakeholders.
2. The Department's Academic Committee will discuss the same and subsequently get them approved by the Principal.
3. POs and PSOs are displayed in prominent places in all the respective departments and in the college website

Each skill and area of expertise is organized into various courses. Being an Affiliated College, the College has to follow the syllabus, regulations, Objectives and Outcomes, as defined by the Affiliating University. The faculty are sensitized about outcome-based education through seminars/workshops on outcome-based education on OBE.

1. The university prepares the objectives and learning outcomes for all the courses publishes it in the syllabus book and uploads it on the University website so that it is accessible to all the stakeholders.
2. In order to adapt those Outcomes and Objectives to meet our Student requirements, they have to be reframed. The Department Academic Committee (DAC) issues guidelines to faculty to formulate COs by reframing and realigning them in order to meet current student requirements.
3. The Course Instructor designs Course Outcomes (COs) so that they are measurable and easily understood by all stakeholders. Normally Four to Six COs are defined for a theory course and Three to Five COs for a lab course. Every CO is aligned to one or more POs and is measured at the end of the course, through various assessments, designed specifically to measure the CO and contribute to the PSO / PO that it is mapped to.
4. The Course Coordinator along with the Course Instructors finalizes the COs.
5. The finalized COs are then submitted to the Programme Coordinator and Department Academic Committee for final approval.

The POs and COs are communicated to the stakeholders through displaying on the College website, notice board, laboratories and other prominent locations in the College.

File Description	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:

Attainment of Course Outcomes (COs): Course Outcomes can be attained from the assessment of Internal Examinations, Assignments and University Examinations. Each question in mid, assignment and semester end examination are tagged to the corresponding course outcome.

CO attainment through Internal Assessment: CO Attainment of all theory courses is carried out using the students' performance in Mid Semester Examinations and Assignments. CO Attainment of all laboratory courses is carried out using the assessment of students' performance in Experiment Execution, Viva-Voce (Day-to-Day performance) and Record evaluation, Internal Laboratory Examinations.

CO attainment through University Examinations: This assessment is based on the students' performance in University Examinations or End Semester Examination.

Students scored above 60% of the Maximum Marks is treated as Attained. The percentage of students scored above 60% of the Marks shall be evaluated.

Attainment Level 1: Less than 69% of students scored **set attainment level** in the examination or more than average percentage marks.

Attainment Level 2: 70% to 79% of students scored **set attainment level** in the examination or more than average percentage marks.

Attainment Level 3: 80% of students scored **set attainment level** in the examination or more than average percentage marks.

For the theory courses, Internal examinations constitute 20% Weightage, Assignment constitute 10% Weightage and University examination constitute 70% weightage. For the laboratory courses, Internal examinations constitute 10% Weightage, Day-to-Day evaluation and Record evaluation constitute 20% Weightage and University examination constitute 70% weightage. For the Major Project work course, Internal Reviews constitute 50% Weightage and University examination constitute 50% weightage.

Attainment of Program Outcomes:

In order to obtain the PO attainment, both the Direct attainment and Indirect attainments are considered. The weightage for Direct attainment is 80%. The weightage for Indirect attainment is 20%.

Direct attainment is based on the performance of the students in the Internal Examinations, Assignment and end semester examinations of all the courses of the Program, from First year to Fourth Year of the UG Program. Direct attainment is obtained with the help of the CO attainment of all the courses of the Program, by considering the CP-PO articulation matrix and CO-PSO articulation matrix of each course.

Indirect attainment is based on the Feed backs given by the students on the Course outcomes and Program outcomes, known as Course Exit Survey, Program Exit Survey. Indirect attainment is also based on the Portfolio components. Co-Curricular Activities, Extra Curricular Activities, Placement and Higher Studies are collectively called as Portfolio components.

Course Exit Survey is taken for each course at the end of all semesters. Program Exit Survey shall be taken at the end of the Program.

Co-Curricular Activities include participation of students in Industrial Visits, Internships, Field Trips, Workshops, Seminars, Conferences, Certification Programs, Online Certification Courses, Journal Publications, participation in Paper Presentation, Poster Presentation, Quiz, Project Expo, etc. Extra Curricular Activities include Sports, Games, NSS, NCC, Cultural Activities.

The Course Exit Survey and Program Exit Survey shall be given 10% Weightage. The Portfolio components shall be given 10% Weightage.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)**Response:** 91.35**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
212	293	331	318	272

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

2022-23	2021-22	2020-21	2019-20	2018-19
235	319	337	361	309

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.85

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: 0

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

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

File Description

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:

(1) Ecosystem for Innovation and Indian Knowledge System

Dr.Lankapalli Bullayya College of Engineering (LBCE) builds and nurtures an ecosystem for innovation and Indian Knowledge System that provides the platform for Faculty Members and students to apply their knowledge to the solution of societal problems through its Research & Development Cell, Entrepreneurship Innovation and Startup Cell and Institute Innovation Cell, Skill Development Centre.

Research and Development Cell: R&D Cell is a hub of innovation, research and amalgamation of various ideas woven to create patents. R&D Cell nurtures the research in the areas of Engineering, Science. R&D Cell motivates students and faculty to submit their ideas for Intellectual Property Rights. R&D Cell conducts workshops on Research Methodology, Intellectual Property Rights. Patents are filed and published by few faculty members.

Entrepreneurship Innovation and Startup Cell: Entrepreneurship Innovation and Startup Cell (EISC)

was established to create entrepreneurial culture in academics and to nurture techno entrepreneurship for generation employment and of wealth among the students. ESIC creates awareness on entrepreneurship, its importance and need among students and organizes various Idea contests, Entrepreneurship Development workshops for students regularly.

Institution’s Innovation Council: LBCE has established Institution's Innovation Council (IC202220942) in September 2022 as per the norms of the Innovation Cell, Ministry of Education, Govt of India. Primary role is to engage faculty, students in various innovation related activities such as ideation, Concept development, Design Thinking, project handling at incubation stage etc.,

NPTEL Local Chapter: LBCE has the NPTEL Local Chapter where the students and faculty upgrade themselves by completing courses on latest technologies.

Skill Development Centre: The Skill Development Centre provides Campus Recruitment Training and Domain Specific Training. In the former students are trained on the overall set of skills required to face a recruitment drive from any company. In the latter students are trained on domain specific areas particular to various organizations.

ISRO Nodal Centre: LBCE has been the network institute of Indian Institute of Remote Sensing (IIRS) outreach network from January 2023. Students and faculty from LBCE and other Institutes participates in Online Certificate Programmes of IIRS, ISRO.

Indian Knowledge System: The college always imbibes Indian Knowledge System into all areas of learning and activities. Students learn the rich cultural heritage of India through curriculum content and observation of nationally significant days, festivals and events.

(2) Initiatives for Creation and Transfer of Knowledge

1. Create a platform for students and faculty to innovate research ideas and develop a way to see their ideas turn into reality in the form of patents, innovative projects, products. Few patents are filed and published by faculty.
2. Encourages the faculty and students to publish research papers, book chapters in reputed journals like web of science, SCI, Scopus indexed etc. Reasonable number of the faculty published their work in Journals, Books and Book Chapters and Conferences.
3. Special focus on student startups and Entrepreneurship development. One startup has been registered.
4. Transfer of Knowledge by conducting events like idea contests, project exhibitions, Hackathons workshops on Research, IPR and Entrepreneurship.

File Description	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:** 46**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
09	13	05	09	10

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.54**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
18	9	11	4	3

File Description**Document**

Institutional data in the prescribed format

[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:** 0.39**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	6	6	6

File Description	Document
Institutional data in the prescribed format	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:

Faculty members of Dr. Lankapalli Bullayya College of Engineering (LBCE) have been guiding the students to conduct the Extension activities in the neighbourhood community so that the quality of life of the residents is improved. Through these activities students learn how to engage the residents of the community and bring awareness on issues including Health, Hygiene, Literacy, Women Empowerment, Civic Responsibilities, Energy and Environmental conservation.

Students have been conducting extension activities in the neighborhood area through department clubs like Google Developer Students Club (GDSC), Energy Saving Awareness Club (EnSav Club), Rotaract Club. EnSav club was established by GREEN9 (ENergy Efficient Research Group) in the year 2016. It is dedicated to promote energy conservation and conduct energy audits to help homeowners reduce their energy consumption.

Civil Engineering students have conducted a Household Survey at Resapuvanipalem, which is the neighbouring area of the college. Students surveyed the aspects like type of house, Rainwater harvesting availability, Daily Water usage, Tank size available, Total Dissolved Solids of water, usage of water purifier, any Distress Identification, Identification of Cracks, Drainage Facility and Greenery in every household at Resapuvanipalem. The students advised the community members regarding the need for water conservation and suggested appropriate measures to achieve the same. The beneficiaries felt that these inputs were essential for enhancing underground water conservation.

Through GDSC, Students of Computer Science Engineering have conducted an Extension activity titled, "Training Programme on Computer Literacy for Housewives" for the residents of Resapuvanipalem area, Visakhapatnam. They have created awareness program on sending Emails and payments using UPI apps with protection, using Internet Banking, and working with MS Office Tools. The GDSC members have also conducted an activity titled, "Game Applications Development for High School Students". This provided a platform for the High school students to build their own simple games.

Students of Electrical and Electronics Engineering conducted extension activities on Energy Conservation through the EnSAV club. EnSav Club members have conducted an energy audit of the Resapuvanipalem area. They have documented the energy consumption of each individual household while also providing suggestions to reduce energy consumption. The beneficiaries of this activity expressed that the implementation of suggested measures would help them in reducing their power bills and also in creating a sustainable environment.

The college has an NSS unit that helps in disseminating knowledge necessary for individual and societal improvement. The NSS unit has adopted the Resapuvanipalem area. It has conducted a Literacy Survey of Resapuvanipalem and distributed books, and pencils to the residents. It has conducted various awareness programs on improving the Health and Hygiene of the vulnerable sections of society including children, pregnant mothers and elderly people. These programmes relate to Food and Nutrition, prevention of Child Marriages, Women Empowerment and Civic responsibilities. It has also conducted rallies on AIDS Awareness, Environmental Awareness, Blood Donation and Health checkup camps.

The NSS Unit of the College was chosen to participate in the UNICEF project on Risk Communication & Community Engagement. Under this project, the NSS unit has conducted many rallies and awareness programs during the Covid-19 pandemic.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Dr.Lankapalli Bullayya College of Engineering has through its various Academic departments and NSS unit have conducted Extension activities to spread awareness and improve the quality of life of the residents of the Resapuvanipalem for which they have received various Government and Government recognized bodies.

The Department of EEE has conducted extension activities through the GREEN9 ENSAV club focusing on Energy conservation by conducting a house-to-house survey in that area. The club members enlightened the residents about the need for Energy conservation and suggested measures to reduce power consumption. For this activity, the GREEN9 ENSAV club received various prizes and medals both in the year 2020 and 2022. In the year 2020, the club received GREEN9 PREMIER ENSAV CLUB AWARD 2020, GREEN9 ENSAV BEST ADVISOR AWARD 2020, as well as two awards for GREEN9 SDG AWARD 2020 for BEST FACULTY. Two of the club members also achieved the GREEN9 ENSAVER AWARD for 2020. In the year 2022, the club also received Certificate of Appreciation for being an organizing partner in the National Energy Conservation Month from the Institute of Green Engineers iGen.

The Department of Civil Engineering has conducted Water conservation survey in Resapuvanipalem, Visakhapatnam. The students focused on bringing about regarding the need for water conservation and suggested appropriate measures to achieve underground water conservation. The Village residents of Resapuvanipalem through their village President has expressed their gratitude by means of an Appreciation Letter to the College.

The NSS Unit of the College conducted extension activities related to societal improvement focusing on Awareness programmes relating to Health & Hygiene, Food & Nutrition, Enhancing Literacy, Prevention of Child Marriages, Women Empowerment, AIDS awareness, Blood Donation and Civic responsibilities. The NSS Unit of the College was chosen among many other NSS units of the city to participate in the UNICEF project on Risk Communication and Community Engagement (RCCE) during which the NSS unit has conducted rallies and awareness programs during the Covid-19 pandemic focusing on the vulnerable sections of society including children, pregnant mothers and elderly people. The Village residents of Resapuvanipalem through their Village President have expressed their gratitude by means of an Appreciation Letter to the College. The Government of Andhra Pradesh has recognized the efforts of the NSS Unit of this college by means of a Letter of Appreciation.

File Description	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: 48

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	4	8	7

File Description	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

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: 56

File Description	Document
Institutional data in the prescribed format	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:

In order to achieve its mission, the institution makes sure that its physical infrastructure is available and is used to its fullest potential. The college has sufficient classrooms, laboratories with state of art equipment, computer laboratories, ICT infrastructure, library. The college also has facilities for conducting cultural activities. In order to conduct sports activities, the college has spacious ground, indoor facilities. A separate gymnasium is available in the college for improving physical fitness of students.

Classrooms: According to AICTE norms, the college has an adequate number of classrooms and laboratories for the teaching-learning process. The college has 24 class rooms in total with Wi Fi access. Each department has LCD projectors for curriculum delivery. There are two air-conditioned seminar halls with 200 seat capacity.

Laboratories and Library: The college has 23 laboratories and a Central Library with sufficient quantity of text books and reference books.

Computing and Internet facilities: Totally 260 computer systems are available with internet facility through a 1:1 Leased line with a band width of 80 Mbps. Wi-Fi is enabled for all the class rooms, seminar halls, conference halls throughout the campus.

E-Resources: Faculty members are encouraged to provide study materials of their subject in the Google Classroom, which would help the students in their learning. Online platforms like Google Classroom, Zoom have been used in order to conduct online classes and online Seminars, Faculty Development Programmes.

In order to conduct curricular activities, co-curricular activities, extra-curricular activities, Campus Recruitment Training (CRT) sessions, etc., the physical infrastructure is best utilized even after the regular college hours.

Facilities for sports activities, games (indoor, outdoor) and gymnasium: The college gives adequate importance to Sports and games. The college facilitates the students with the required equipment in their practice and motivates them to participate in both the indoor and outdoor games and sports. College has a spacious playground with provision for multiple outdoor games, such as Cricket, Football, Volleyball,

Basketball etc. Facilities for Indoor games such as Table tennis, Carroms and Chess. Gymnasium are also available.

Facilities for cultural activities: DLBCE has a Literary and Cultural Committee (DLCC) for conducting various cultural activities to provide platform for the students to showcase their talents. The committee conducts Cultural activities during various college level programs such as New-year celebrations, Pongal Celebrations, Christmas, Annual Day, etc.

At the beginning of each academic year, an assessment to replace, upgrade, or augment the current infrastructure is performed based on recommendations from the Maintenance Committee, Academic Committee, heads of the departments, and system administrator, while taking into account factors such as course requirements, computer to student ratios, budget allocations etc.

File Description	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: 18.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
38.06	8.11	3.44	24.64	44.93

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

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:

The library is automated with digital facilities using an Integrated Library Management System (ILMS):

The Central Library was established in September 2010. It is a proud partner in the institute's march towards its vision playing a vital role in the acquisition, organization and dissemination of knowledge. As a Knowledge hub of LBCE, it offers a package of services, an ambience that is extremely conducive for the assimilation and creation of new Knowledge. The main thrust of the library continues to be the improvement of the quality of services and facilities, achieving a higher degree of user satisfaction and modernization of its activities and operations. The Central Library presently covers a total user area of 488.82 sqm, with a seating capacity of 100 members. The Central Library comprises 1203 Titles and 10174 Volumes. It has a Circulation section, Reference books, Periodical Section (Journals, Magazines & News Papers, and previous questions.

The SOUL 2.0 software was released in January 2009 and the latest version of the software i.e. SOUL 3.0 released in February 2021. The central library is fully automated in the year 2013 with SOUL 2.0 (Software for University Libraries) which is state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on the requirements of college and university libraries. Statistical reports can be generated from the menu option of the ILMS. Reports can be generated either by date, currently logged-in members, or by a specific member code. LBCE has procured SOUL 3.0 in the year 2022.

Library circulation comprises the issue and return of the library books and other materials to the users. The Circulation of the library books is done through SOUL 3.0 software using Student Barcode.

The Central Library provides the Online Public Access (OPAC) search service. The OPAC has a simple and advanced search facility with the minimum information for each item including author, title, corporate body, conference name, subject headings, keywords, class number, series name, accession number or combination of any of two or more information regarding the item.

LBCE Central library has a Knowledge Centre for users. Knowledge Centre has a separate reading room and various sections as follows.

- Reading Room
- Text Book Section
- Reference Section
- Periodical Section (Journals & Magazine Section)
- Old Question Papers, Back Volumes and Project Reports Section

Adequate subscriptions to e-resources and journals:

- The Central Library has subscribed the sufficient e-resources and journals.
- The Digital Library comprises 80 Mbps speed of internet.

- E-Resource Centre has various Digital Resources like Textbook CDs & DVDs, E-Books, NPTEL Video Courses, National Digital Library (NDLI), N-LIST, and DELNET.
- E-Resource Centre has Institutional Membership in NDLI.
- E-resource Centre has membership in DELNET for Interlibrary loan.
- E-resource centre has Membership in e-shodh-sindhu.
- The library has procured J-Gate E-Journals.

The Library is optimally used by the faculty and students: In the College Central library, daily visits by the members are registered to keep track of daily footfall using the Bio-metric System. At the entrance of the Library, members scan the ID card to register their attendance.

File Description	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 order to enhance the effectiveness of the teaching and learning process, the college has spacious classrooms, state-of-the-art laboratories, and seminar halls with a range of modern technology tools. There are Eight LCD projectors, which facilitate effective Teaching. Online ICT Platforms such as Google Classroom, Google Meet, and Zoom are used to conduct the classes in the online mode. All the Classrooms are enabled with Wi-Fi. The institute has a separate English language lab to enhance the Language communication skills of students.

The institute has a massive network of 283 (including all labs and HOD systems) computers. In the 2018-2019 academic year, 43 new HP desktop systems (I5 processor, 8 GB RAM, 1 TB HDD) were purchased to upgrade computer labs. In the 2021-2022 academic year, 45 new HP desktop systems (I5 processor, 8 GB RAM, 512 SSD) were purchased to upgrade computer labs. Now the total number of computers available for the students across the campus is found to be 260 in number. Uninterrupted Power Supply (UPS) is available in all computer laboratories.

Two servers are available for the smooth conduction of various activities such as online examinations, webinars, online workshops, hosting proprietary software etc. Reference Globe software is used for the automation of academic and administrative processes used in the institute, to maintain and analyze the data related to various processes of the institute. This cloud-based Reference Globe software facilitates computerized processes for student admission, teacher-parent communication, examinations, leave

management, attendance and academic monitoring, students' feedback, learning management system, etc.

In this electronic communication era, internet communication plays a vital role in the teaching-learning process. To fulfil the norms of AICTE and the affiliating University, the institute has a very strong IT infrastructure. The institute aims to provide futuristic facilities to its students so that they can utilize these resources to reach greater heights. To enable this, the institution frequently updates its IT facilities to provide the best facilities. The entire campus is monitored by CCTV cameras installed in every classroom and corridor.

The institute has been using BSNL Broadband services with 80 Mbps internet connectivity. WIFI is made available to all the faculty members at their respective locations. All the HoDs are provided with high-speed WIFI for administrative work. To maintain computer laboratories, purchasing of mouse, RAM and other hardware components are also done on a regular basis.

CCTV cameras with one CCTV DVR were installed for surveillance purposes on the campus. CCTV cameras were also placed in the classrooms, Corridors and Library for surveillance.

The following IT facilities are available in the institute.

- 1.LCD Projectors- 8 Nos
- 2.Printers and scanners-9 Nos
- 3.CCTV cameras-26 Nos
- 4.Computers-283 Nos
- 5.Internet Bandwidth-80 Mbps

The computer laboratories are being upgraded on a regular basis. The institute has a separate centralized maintenance system in order to support the IT infrastructure, campus facilities and equipment. All the IT facilities are periodically updated.

File Description	Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 4.85

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

Response: 260

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	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: 7.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
26.46	4.76	1.833	8.33	10.18

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

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: 61.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
792	745	744	709	821

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[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](#)

Institutional data in the prescribed format

[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: 46.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
547	512	578	605	608

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: C. 2 of the above

File Description**Document**

Proof for Implementation of guidelines of statutory/regulatory bodies

[View Document](#)

5.2 Student Progression**5.2.1**

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

Response: 17.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	156	18	18	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
212	293	331	318	272

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
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 1.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	1	3	7	1

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

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: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	03	02	02

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	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: 5.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	1	5	3

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 Alumni Relations Committee of Dr Lankapalli Bullayya College of Engineering (LBCE) has been actively engaging the Alumni Relations. The committee is headed by a senior faculty member as the Alumni Relations Co-ordinator of the college. One faculty member from each Department acts as a member of this committee. The Alumni Relations Committee provides an interface for establishing a link between the alumni, staff, and students of the institute. It has been inviting the old students regularly to the college and conducting awareness sessions to the current students by Alumni. The old students interact with the current batch of students and mentor them during their visit to the college. Alumni share their experiences, and knowledge and advise the current students. Through these alumni meets, a strong bond is created between the passed-out students and the current students. LBCE alumni are currently working in various positions all over the globe and proving their mettle in their employment. Most of the alumni are successful in their chosen careers such as jobs and in the field of entrepreneurship. Some of them completed higher education degrees like M.Tech, MBA, PhD. Few of them are working as Government Employees. LBCE has been planning to register its Alumni Association under the Societies Registration Act soon.

Notable achievements of LBCE Alumni:

1. Dr B.Dharani, B.Tech ECE 2012-2016 batch has completed M.Tech VLSI and ES during 2018-2020 at Gayathri Vidya Parishad College of Engineering, Visakhapatnam and completed PhD ECE from Vellore Institute of Technology, Amaravathi and now she is working as Assistant Professor of ECE, Gayathri Vidya Parishad College of Engineering, Visakhapatnam.
2. Ms Srivalli Meduri, B.Tech ECE 2016 passed out is currently working as a Cloud Data Engineer in Google Cloud Platform, USA.
3. Ms Surekha Parimi, B.Tech EEE has been working as a Software Engineer in Deloitte London.
4. Ms Omsai Keerthi, B.Tech ECE 2014-2018 batch has studied MBA from the Indian Institute of Management, Indore during 2018-2020. She is currently working as a Business Analytics Manager at Unilever.
5. Moumita Das B.Tech CSE 2016-2020, completed MBA in 2023 from Indian Maritime University, working as Senior executive (sales and operations/Documentation) in Abrao group (Triton maritime and logistics).

- 6. Deepthi, B.Tech CSE 2010-2014, working as Asst manager, Canara bank
- 7. Priyanka Veni Nimmala, B.Tech CSE 2010-2014, Software Engineer at Microsoft, Hyderabad, Telangana, India.
- 8. Sowmya Narra, B.Tech CSE 2010-2014, Studied MS CS 2015-2016 from the University of Texas at Dallas, USA. She is working as a Programmer Analyst at Walmart Labs, USA.

File Description	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:

Dr. Lankapalli Bullayya College of Engineering formerly known as Dr. Lankapalli Bullayya College of Engineering for Women was started in 2010 as a part of the group of educational institutions run by the Society for Collegiate Education, Visakhapatnam by the philanthropists and educationalists. Since its inception in 1973, this group of educational institutions has been the hub of education and learning in the city of Visakhapatnam. The Women's Engineering College served the cause of women's empowerment and development by providing meritorious service for a decade. The Women's Engineering College then evolved into a full-fledged Co-education Engineering college in the academic year 2020-2021. The college is offering a B.Tech Program in four branches of Engineering including CSE, ECE, EEE and Civil with an annual intake of 120 each for CSE and ECE while the intake for EEE and Civil is 60 seats. The college is approved by AICTE, New Delhi and is Permanently Affiliated with Andhra University, Visakhapatnam.

Vision:

To provide Value based Engineering Education to Students to transform them as proficient Technocrats and motivate them to explore new knowledge through Research and Development for fulfilling the global needs of humanity and for empowering the community.

Mission:

- 1.To develop into a high quality Technical Education Institution with emphasis on Technical Academic Excellence, Innovative Research and Development Programmes with core human values.
- 2.To enhance Employability opportunities and entrepreneurship.
- 3.To consolidate the state-of-the-art Infrastructure and equipment for Teaching and Research activities.
- 4.To design and deliver Curricula to meet the National and Global changing requirements through Student-Centric Learning Methodologies.

NEP implementation, sustained institutional growth:

The institutional governing body, the Principal, the Head of the Departments, convenors/co-ordinators of different cells and different committees have been working in accordance with the vision and mission of the Institution. As per their directions the college has been implementing the National Education Policy 2020. Institutional practices such as Skill Development programmes to improve the Skill set of the

students and Academic Bank of Credits have been implemented.

Decentralization and Participation in the Institutional Governance:

- The Governing Body is the highest body of the college. It is headed by the President. The secretary and correspondent are responsible for regular management practices.
- The Principal is appointed by the secretary and correspondent.
- The regular academic, research, and administrative activities are being run by the Heads of the Departments, convenors/co-ordinators of different cells and different committees under the leadership of the Principal.
- Different Cells and Committees of the college are.
 - Internal Quality Assurance Cell
 - Discipline and Anti-Ragging Committee (DARC)
 - Internal Complaints Committee
 - Students Grievance Redressal Committee (SGRC)
 - SC/ ST Committee
 - OBC Committee
 - Minorities Committee
 - Academic Committee
 - Examination Cell
 - Training and Placements Cell
 - Skill Development Centre
 - Research and Development Cell
 - Entrepreneurship Innovation and Startup Cell
 - Literary and Cultural Activities Committee
 - Sports and Games Committee
 - NSS Committee
 - Library Committee
 - Finance Committee
 - Alumni Committee
 - Green Campus and Waste Management Committee
 - Administration Committee
 - Maintenance Committee
 - Food Committee

Apart from decentralization, the Short-term and Long term Institutional Perspective Plan has also been in practice.

File Description	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:

Institutional Perspective plan:

Perspective planning refers to long-term planning in which long range targets are set in advance for a period of Five years or more. The perspective planning is an innovative, continuous, future oriented and holistic plan of education system. The perspective plan within a planning cycle sets out the broad goals to be achieved over a relatively long period of time. The perspective plan for ten years starting from the Academic Year 2020-2021 to 2029-2030 has been prepared. The perspective plan includes the following.

- Curriculum Enrichment for all the programmes offered
- Implementation of new teaching methodologies
- Enhance and modernize library and laboratory infrastructure
- Availability of adequate number of qualified and competent faculty
- ICT enabled classrooms
- Faculty with Doctorates
- Funded research projects
- Publication percentage
- Grant of Patents
- Revenue generation from consultancy
- Organizing National/International conferences
- Establishment of Centers of Excellence / recognized Research Centers
- MOUs/Collaborations with Industry and Academic Institutions
- Workshops/seminars/Skill development Programmes for students
- Conducting activities through Student Professional Bodies in all departments
- Internships/Industrial Visits/Field Trips/Project Exhibitions
- Training programs to improve placements
- Students success in competitive examinations like GATE, CAT, IELTS, GRE
- Students Enrolment in Higher Education
- Students Placements
- Organizing Faculty workshops/FDPs
- Training Programs to teaching and non-teaching Staff

Functioning of Institutional Bodies:

Different Institutional Bodies have been functioning as part of decentralization. The Governing Body of the College is the highest body of the College responsible for overseeing the implementation of the College Vision by providing necessary man power and resources and providing guidelines as necessary.

The Governing Body has established an Administrative set up required through the following Institutional Bodies or Institution level Committees. Each committee is responsible for framing the required policies, procedures and their implementation. These committees also assist the Academic, Administrative, Curricular, Co-Curricular, Research and Extension Activities. Different Institutional Bodies of the college are.

- Internal Quality Assurance Cell
- Discipline and Anti-Ragging Committee
- Internal Complaints Committee
- Students Grievance Redressal Committee
- SC/ST Committee
- OBC Committee
- Minorities Committee
- Academic Committee
- Examination Cell
- Training and Placements Cell
- Skill Development Centre
- Research and Development Cell
- Entrepreneurship Innovation and Startup Cell
- Literary and Cultural Activities Committee
- Sports and Games Committee
- NSS Committee
- Library Committee
- Finance Committee
- Alumni Committee
- Green Campus and Waste Management Committee
- Administration Committee
- Maintenance Committee
- Food Committee

Policies and Procedures: The college has its own Policies and Procedures for effective functioning. The Policies are Leave Policy, Promotion Policy, Student Grievance Redressal Policy, Anti Ragging and Discipline Policy, Prevention of Sexual Harassment Policy, Green Campus Policy, Environment and Energy Policy, Water Conservation Policy, Divyangjan Policy, Research and Development Policy.

Appointment and Service Rules: The Dr.Lankapalli Bullayya College of Engineering has framed the Appointment and Service Rules of the employees, as part of the Administration Manual. The Administration Manual was published in 2010 and revised in 2018. It is available with Principal's office, HOD's chamber, library, Examination cell, placement cell etc., and distributed among all the employees.

File Description	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

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:

Performance Appraisal System: The institution has been collecting the Performance Appraisal from teaching faculty members at the end of the academic year. The Performance Appraisal form or Self Appraisal form consists of the parameters related to Teaching and Learning, Research development activities, student support and Student Progression duties, Continuing Education, and Administrative Duties. After the self-assessment by the faculty members, the Performance Appraisal form shall be evaluated by the Assessment Committee, which will be based on the verification of the proofs. The report shall be submitted to the Principal.

Welfare measures: The Institution has been implementing welfare measures to both Teaching staff and Non-Teaching staff. It has been providing Employee Provident Fund for Teaching staff and ESI for Non-Teaching staff. The institution also provides Group Health Insurance to all the staff members as per Insurance guidelines. The institution provides Gratuity to the staff members, who complete a minimum of Five years of service. The Institution provides maternity leaves for female teaching staff members.

The following are the welfare measures:

Teaching Staff:

1. Leaves
2. Employee Provident Fund (EPF)
3. Group Health Insurance
4. Gratuity
5. One month's salary is offered for Women faculty members during Maternity Leave

Non-Teaching Staff:

1. Leaves
2. ESI

3. Group Health Insurance

4. Gratuity

Vacation: The faculty and staff members of the college are eligible for vacation during summer as per university Rules.

Types of Leaves

- Casual Leave
- Medical Leave
- Maternity Leave
- Ten Casual Leaves per year are permitted for all the teaching and Non- non-teaching staff members.
- Seven Medical Leaves per year are permitted to all the teaching and Non- non-teaching staff members subject to the submission of the Medical Certificate from the Doctor.
- Female staff members are eligible for thirty Days paid Maternity Leave. But they will be given six months of Maternity Leave without pay. Their service shall be considered.

Avenues for career development/progression:

1. Sponsorship to attend Faculty Development Programmes, Seminars, Workshops
2. Sponsorship to attend Conferences
3. Cash incentive for Membership Registration Fee of Professional Bodies

File Description	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: 50.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	20	40	40

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

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: 90.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	80	97	85	87

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	22	22	22

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	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:

The management of Dr Lankapalli Bullayya College of Engineering formulates the strategies for mobilization of funds from various sources. It has setup a college finance committee, which ensures effective, optimal and efficient utilization of financial resources. The major source of revenue for the institute is Annual Tuition Fee collected from students.

Utilization of Funds: Budget planning is an important aspect of the institute. Before the start of every academic year, Budget shall be prepared for proper distribution of the funds and its utilization. Initially, all the departments were informed to submit a budget estimate as per their requirements. The requirements of the particular department are analyzed by college finance committee separately and the required budget is allocated subject to the approval of Governing Body. The Budget approvals will be communicated to the departments and the concerned units. All purchases are done with the approval of the purchase committee. Utilization of the allocated funds are monitored periodically and reviewed at the end of the Financial Year by the college finance committee.

Institution conducts internal and external financial audits regularly

The institute has an effective mechanism for auditing the accounts. It conducts internal and external financial audits regularly. The observation made during these audits is considered with utmost responsibility and action is taken to rectify immediately. The books of accounts and the supporting evidences are subjected to both internal and external audit. Proper utilization of financial resources is planned at the beginning of every financial year. Every financial transaction is recorded. All procedures and dealings are computerized. The expenses made for various heads are recorded properly and the income and expenditure statements of the Institute are subjected to regular internal and external audit. When there are additional expenses over and above the budget proposals, special sanction is to be taken from the Governing Body.

Need for Financial Auditing:

- Monitoring the effectiveness of internal controls and proposing improvements
- Investigating instances of fraud/theft
- Monitoring compliance with laws and regulations of the trust

Internal Audit: Annual Internal Financial Audit is done by the internal auditors, by the approval of the Principal. The Internal auditors examine the proofs of hard copy or electronic records of the transactions, ensure compliance with the procedures and test the effectiveness and implementation of internal controls. The deficiencies in Internal controls are recorded by them. Internal auditors make recommendations on improvement. The findings of the Internal Audit are discussed with the Principal, Secretary and Correspondent, Accounts officer and actions are taken to resolve them.

External Audit: The Chartered Accountants from M/S. Avasarala Associates, Visakhapatnam, are the External Auditors. They conduct the process of statutory audit regularly as per Government rules and assure the institution of various compliances. After the completion of proper audit, Tax returns are

prepared and filed within stipulated dates.

Audit Report: The outcome of the audit report contains recommendations for improvements together with the opinion on the effectiveness of distribution in place.

File Description	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:

1. Innovative Teaching Methods for Outcome Based Education

Dr.Lankapalli Bullayya College of Engineering (LBCE) has been implementing strong Teaching Learning Process. IQAC has been guiding the faculty members to implement the outcome based Education through traditional and Innovative Teaching Learning methods. IQAC has been insisting all the departments to implement the innovative teaching methodologies like Teaching with ICT Tools, Participatory Learning, Experiential Learning, Flipped/Blended Learning, Project based Learning, Activity Based Learning.

At the beginning of the Semester, IQAC instructs all the faculty members to prepare the Lesson Plan of courses by incorporating the traditional and Innovative Teaching Learning methods. IQAC also suggests to prepare the Course Outcomes for each course. Faculty members carryout the Course Outcomes attainment of their respective courses after release of End Examination results by the university. IQAC reviews the Attainment of Course Outcomes and advises the faculty members to implement the Teaching Learning Methods to improve the CO attainment and set the new targets for CO attainment of the respective courses in the next academic year. Thus the outcome based education has been implemented through a proper Teaching Learning process. This is one of the quality assurance strategy. This has been institutionalized as a result of IQAC initiative.

2. Skill Development

The Quality of Education can be measured by the attainment of Skills by the Students. IQAC has been insisting on Skill Development of Students. Dr.Lankapalli Bullayya college of Engineering has setup the Skill Development Centre (SDC) to impart the training to students on different skills on par with the regular academics. In accordance of the Vision of the College to create Value added Citizens with a world view of empowering themselves and the society through the tool of education, the Skill

Development Centre works in tandem with all the departments by inculcating the right admixture of attitude and aptitude essential for students to perform and outshine others on a global scale. To achieve this, the Skill Development Centre practices two different types of training, Campus Recruitment Training as well as Campus Specific Training. In the former students are trained on the overall set of skills required to face a recruitment drive from any company whereas in the latter students are trained in domain specific areas particular to various organizations. i.e., The Skill Development Centre conducts the Training programmes on Soft Skills, Language and Communication Skills, Latest Technologies as per the industry requirement which are very helpful for the students.

The Skill Development Centre aims to create a skill set that is on par with the industry standards by conducting the iterative cycle of continuous assessment, evaluation, feedback and guidance till the required benchmarks are reached. IQAC guides SDC towards improving their Training Mechanism. Thus Internal Quality Assurance Cell (IQAC) has been contributing for institutionalizing these quality assurance strategies and processes.

File Description	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: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	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:

Life begins from the womb and it is the responsibility of any human being to respect Women who play multiple roles without expectations, thereby forming the backbone of the society.

Dr.Lankapalli Bullayya College of Engineering strives to play a proactive role in achieving this by empowering women professionally through conducting activities which bring awareness towards existing opportunities in the fields of Science as well as in the rewarding fields of Information and Communication Technology through celebrating International Day of Women and Girls in Science, as well as International Girls in ICT Day.

The College celebrates the contributions of Women by conducting various events annually such as International Womens Day Celebrations. This is done with the objective of acknowledging the important role that women play in our society as well as ensuring that the society also acknowledges this and ensures that a supportive environment is provided for their wellbeing and development. On this occasion, the College conducts various awareness activities both within the College as well as at various locations in the city to sensitize the youth, menfolk and society in general regarding importance of Women Empowerment and its benefits to society.

The College celebrates National Girl Child Day in order to bring awareness among the public regarding the inequities faced by Girl child as well as creating healthy and safe environment for their empowerment. On this day activities promoting awareness about rights of Girl child as well as importance of female education, health and nutrition are conducted.

The College also conducts activities which safeguards the rights of women at the workplace. For this purpose programmes are conducted by Industry experts focusing on the need for Gender Sensitization, as well as current mechanisms available in industry which protect the rights of women at the work place.

The College provides awareness to the Girl students to utilize opportunities in fields traditionally pursued by men such as Armed Forces. The College has in the past conducted webinars by Women working in Armed Forces regarding current change in the work environment which encourages more women to actively pursue careers in Armed forces.

The College provides a platform for successful Women occupying responsible positions in both the Government and Private Sector through events conducted in association with CII IWN. These events aim to boost the morale of the women employees, provide awareness regarding their rights, and

responsibilities and encourage them to pursue their dreams boldly and fearlessly without fear or stigma. In this direction the college has conducted Events focusing on Gender equity both at the Workplace, home and society in general are conducted on a regular basis in association with organizations such as CII IWN. Since these Girls students are prospective employees of Multi-National Companies, the College has conducted event related to Western ideas on Gender Diversity to acclimatize them to prepare for the future.

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

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: C. Any 2 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

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:

Dr. Lankapalli Bullayya College of Engineering aims to build Value Added Engineers who play a proactive role in societal development. The college instills among its Students and Staff principles of Peace and Harmony, Tolerance and Inclusiveness and encourages them to adopt broad perspectives of accepting diversity. The college strongly believes that this outlook is essential to build a united and resilient workforce which is an essential ingredient in sustainable National Development.

In this direction, the college takes initiatives to help the students to understand the diversity existing in the society.

To achieve this the college inculcates among its students a mindset of tolerance, inclusion and the spirit of transforming existing societal diversity into constructive enterprise for individual, societal and national benefit. Successful societies encourage, cherish and uplift sections of diverse individuals and communities while taking steps to provide them with equal rights, opportunities for development. The college takes steps to sensitize the young minds to the existing differences in cultures, languages, religions, and most importantly the challenges faced by the socially and economically challenged sections of the society.

The college promotes cultural diversity by way of organizing events such as Christmas, Ugadi, and Ethnic Day that reflect our multicultural society. The togetherness that these events generate goes a long way in imprinting among minds that “Unity in Diversity” is our strength. Events related to Linguistic diversity such as World Poetry Day and English Language Day are conducted. These events would prepare the prospective Engineers to be comfortable in working with multi-linguistic teams.

The college admits students from a diverse spectrum including people from different linguistic, communal, socio-economic backgrounds. By providing admission to students from diverse backgrounds, the College provides an opportunity for Students to be exposed to and experience the different languages, cultures and backgrounds, thereby eliminating possibility of adopting a prejudiced view of communities and societies.

The College also provides equal opportunity for employment for people from all communal backgrounds thereby creating a multicultural and vibrant work environment where employees work together in peace and harmony towards shared organizational goals.

Sensitization of students and employees to the constitutional obligations

The college implements initiatives to sensitize students and employees to understand the constitutional obligations, values, rights, duties and responsibilities of citizens.

Our society is governed by the Constitution of India and making the students understand their Constitutional rights and responsibilities is an important step in empowering them to participate responsibly in Nation building. For this purpose, the college conducts various events such as National Constitution Day. The Constitution of India guarantees Equal rights to all its citizens. However, globalization has resulted in organizations and individuals infringing upon the rights of employees.

International Day for Abolition of Slavery is conducted to bring awareness to the prospective Engineers of tomorrow regarding protecting their rights. The college also celebrates World Day for Social Justice providing a reassurance to the student community of the existence of frameworks to provide Social Justice at the national and international levels.

File Description	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 1:

1. Title of the Practice: Implementing Teaching Learning Methods and Conducting Remedial Classes to enhance the Performance of Students:

2. Objectives of the Practice:

1. To create an inclusive academic environment where students feel free to experience the “Joy of Learning” while eliminating possible inhibitions, fear of failure or ridicule due to poor academic performance or Telugu medium background.
2. To provide a platform for students the opportunity to learn, comprehend and apply concepts using Student-centric Teaching Learning Methods while also clarifying any doubts using Remedial Classes.

3. Context: Student-Centric methods are relevant in the context of improving the academic performance of all Students. Remedial Classes are essential for improving the performance of academically slow learners.

4. The Practice:

1. The Principal and the HODs regularly monitor effectiveness of TLMs periodically.
2. The Principal during the meetings of the Academic Committee instructs the HODs to ensure the proper conduct of Remedial Classes after First Mid Term Examinations.
3. The HODs during Departmental Meetings instructs the Faculty Members to evaluate the First Mid Term Examination scripts and identify List of Students who have obtained less than 60% marks in individual subjects.
4. The HOD in consultation with the Department Academic Committee and the individual Faculty Member finalizes a Remedial Classes schedule for conducting Remedial Classes for these

Students as well as also ascertaining possible reasons for poor academic performance.

5. The Faculty Members conduct the Remedial Classes as per the Schedule after College hours from 04:00 PM to 05:00 PM.
6. The performance of the Students is reassessed in the Second Mid Term Examinations and appropriately reported to the HOD.
7. The HOD along with the Academic Committee analyzes it and suggest appropriate changes to be made in future Remedial Classes as necessary for enhancing the Academic performance of the Students.

5. Evidence of Success: The Success of these practices is evident from the fact that

1. Performance of academically slow learners improved
2. Beneficiaries of this practice have performed well in the Second Mid Term Examination, cleared all their subjects in time and got their B.Tech Degree in the stipulated Four Year duration.
3. Few diligent students have subsequently obtained Campus Placement or obtained opportunity for Higher Education.

6. Problems Encountered and Resources Required: Capturing and retaining the attention of young minds towards structured academic activity is the major challenge faced by Teachers and Academic Institutions. It takes a certain amount of patience and perseverance on the part of the Teacher to ensure that all the shortlisted Students are oriented, and work towards their own academic improvement. Once this challenge is overcome it becomes easy for the practice to provide the desired objectives.

Resources Required: It is essential for the college to provide infrastructure, manpower and resources including Non-Teaching personnel required for the successful conduct of this practice.

Best Practice 2:

1. Title of the Practice: Involving Students as active practitioners of Green Initiatives and Environmental Conservation both within the Campus and beyond.

2. Objectives of the Practice:

1. To Increase the active participation and advocacy of Students in Environmental Conservation initiatives through extension activities and student clubs.
2. To involve Students in Maintaining and Enhancing the Existing Green Cover in the Campus

3. The Context: Educational institutions have to play the role of influencers, facilitators responsible to nurture the continued interest of its Students to actively pursue the path of Environmental Conservation. Students exposed to these aspects in the earlier stages of life have a higher chance of actively pursuing them in the future. It is in this context that the present Practice of Encouraging Green Campus Initiatives among the Students becomes relevant.

4. The Practice: The College has actively practiced Environmental Conservation by curating and maintaining a large number of trees for the past five decades. The College creates awareness regarding the importance of Green initiatives through Constituent committees and Clubs such as Green9 EnSav Club, EcoFocal Club which conduct

1. Plantation Programmes within the Campus on various Commemorative Days such as Gandhi Jayanthi etc., on a regular basis.
2. Awareness Campaigns at various prominent locations in the city on a regular basis regarding the importance of Environmental Conservation, Avoiding plastic, Water Conservation, and Reducing Power Consumption etc.,.
3. Involve Students Green9 Club in Surveys of Electric Power Consumption where Students identify and suggest to the area residents the possible methods to reduce power consumption by suggesting viable and cost-effective alternatives.
4. Involve Students of EcoFocal Club in Building Surveys focusing on identifying the Source of Water as well as Water Analysis where by Students are able to bring awareness to the residents regarding the possible use of Rainwater harvesting pits, and other methods necessary for water Conservation.
5. Involve Students in Eco-friendly Walks, Runs and Treks through constituent clubs and NSS whereby Students practice and preach Plastic removal to the general public at locations such as Beach Road, Simhachalam Hills, and Kambalakonda Forest Reserve.

5. Evidence of Success: Active participation of the Students as well as Awards received by Students and Clubs in these activities bears testimony that Students have become aware of the importance of Environmental conservation and will actively pursue it as necessary in the future. Furthermore, the feedback received from the residents of the areas where the Surveys on Domestic Electric Consumption have been conducted indicates that the residents of that area have benefited from the activity and are open to enhanced information sharing and application in the future.

6. Problems Encountered and Resources Required: Reorienting tech-savvy young minds to move into Nature and actively practice Environmental Conservation needs time, patience and continued motivation and support.

Resources Required The College needs to provide the necessary infrastructure and resources required.

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:

Women Empowerment

Dr Lankapalli Bullayya College of Engineering for Women was started in 2010 with the aim of societal empowerment by focusing its energies towards Women's Empowerment through the tool of education. Policies were created and effectively implemented so that Female students belonging to the socially and economically disadvantaged sections get an opportunity for affordable, quality education. The College through its efforts achieved institutional distinctiveness in the area of Women empowerment for a decade after which it evolved into a Co-education College in 2020.

The contributions of the College towards Women's Empowerment may be categorized as under:

- 1. To the Parent Community of Girl Students:** Since its inception in 2010 for a decade the College has taken pride in being able to provide Quality Education to the most challenged section of our society, the Girl child. Through its Student-oriented policies and society-empowering policies, the College has maintained a fee structure that is well within the reach of the average lower-middle-class parents. This allows the parents to be able to educate the Girl child without being concerned about high fees and expenses. The College encourages Parents of Students from weaker socio-economic to pursue the education of their wards through providing them additional time for fee payment as well as payment of fees through instalments. Parents from these communities have after their ward graduated mentioned that these encouraging policies have provided them with moral strength and fortitude in fulfilling their dream of educating their ward.
- 2. To the Girl Student Community:** The College feels proud that it has been able to provide the opportunity for Students of all backgrounds, from different parts of the country to utilize the opportunity of Empowerment through Education. Laying special emphasis on Students with the potential to excel, the College through its various Departments and Committees ensures that such Students never miss an opportunity to learn, improve or demonstrate their skills. Care is taken to ensure that opportunities for Internships, Campus Placements, Internships, participation in Student Project Expositions and Seminars are provided to them.
- 3. Women Empowerment of Students:** The College has sensitized its Faculty Members towards treating female students in an honourable manner while always teaching Life Skills necessary for a successful Life after College. It is said that “Educating a Girl child is Educating an entire family”. The College has implemented policies which instil the spirit of self-confidence along with the necessary Academic and Professional knowledge and skills necessary for success. To achieve this, the Girl Students of the College are under the watchful eye of the Faculty Members, Women Empowerment Cell as well as a large contingent of Non-Teaching Staff Members and Security Personnel. Additionally, many locations within the College and beyond are under the coverage of the CCTV cameras which continuously monitor the premises to prevent any untoward incidents. Senior Women Faculty Members who comprise the Women Empowerment Cell continuously monitor, counsel and provide necessary help and assistance to the female students on short notice. Furthermore, any untoward incidents are reported and necessary remedial action is taken without any delay. Dr Lankapalli Bullayya College of Engineering is a Member of the CII IWN Network, which regularly conducts awareness activities for the Girl Students.
- 4. Women Empowerment of Staff Members:** The College has always encouraged Women Faculty Members to contribute to the College by expanding their knowledge, skills and abilities in order to meet organizational objectives. The College has since its inception provided Employment opportunities to Women from all socio-economic backgrounds and it consistently had a large number of Women Faculty Members under its roles. Women-oriented policies such as Maternity Leave have always encouraged Female Faculty Members to work for and contribute to their own development as well as the achievement of organizational objectives. Women Faculty Members

have been promoted to lead Departments and Committees based on Qualifications and abilities on par with men without discrimination. The College is strongly committed to empowering its Staff Members as is evident from its association with CII IWN Network which regularly conducts awareness activities for the Staff Members.

- 5. Special Initiatives for Women Students Participation in Sports:** The College has a Woman as Asst. Director of Physical Education, who along with a dedicated team of Coaches continuously train and guide the Students towards Success in various Tournaments and Competitions. The College trains female students interested in Weightlifting, Powerlifting, basketball, Boxing, Table Tennis, Chess and Skating for Competitions at Inter-Collegiate, University and National level Competitions. The College has required infrastructure including a Gymnasium with the latest equipment. The College has a Common Wealth Games Gold Medallist as a Weightlifting coach who has been instrumental in our College Team securing Overall Championship Runners-up in Inter-Collegiate Championships in both Weight lifting and Powerlifting for the past Five Years since 2019 except for the duration of the Pandemic. The College has a Women's Basketball Coach who has guided Seven Students of our College to be selected to the Andhra University Team since 2019. Students of our College Basket Ball Team have won Second Place in the Inter-Collegiate Basket Ball Tournament conducted by Andhra University. Our College is proud to have our female student win the Silver Medal in Boxing in both the All India Level Championships and Inter-University Championships. Our Students have also won National level Medals in Kick Boxing and Taekwondo championships. Recognizing the active participation of our Students in Sports activities at the University level, the Asst. Director of Physical Director of our College has been selected as a Member of the Sports Board at Andhra University.
- 6. Women Empowerment at Society Level:** Led by a Woman, the NSS wing of the College has the distinction of being one of the few NSS wings selected for the prestigious UNICEF Project at the time of the COVID-19 pandemic. True to their motto of “Not Me But You”, our NSS wing played a vital role in running various awareness Women Empowerment programmes in the Resapuvanipalem slum which it had adopted. The NSS unit and College have received appreciation letters from the Village authorities expressing their gratitude in this regard.

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

5. CONCLUSION

Additional Information :

Dr.Lankapalli Bullayya College of Engineering has continually strived towards its Vision of using Value-Added education as a tool for societal improvement. In this process, the College has been able to instil values of social responsibility among its Faculty Members. The College has during the Covid-19 pandemic allowed the Greater Municipal Corporation of Visakhapatnam to organize Rythu Bazaar at its College Grounds.

The College NSS Unit has conducted different extension activities in the neighbourhood area. For the dedicated service by our NSS Unit, the NSS Programme Officer Mrs S.Siva Jyothi has received the Appreciation letters from the Greater Visakhapatnam Municipal Corporation. The college has also established a Second NSS Unit with Mr B.Satish Naidu as Programme Officer.

The college is an Institutional member of the CII IWN Andhra Pradesh chapter, through which various programs are conducted for the benefit of Girl Students. Dr V Radha Devi is the Vice-Chair Woman of CII IWN Andhra Pradesh.

The Faculty Members of the College have been active in voluntarily providing service to society either by way of running Non-Governmental Organizations as well as through individual contributions from time to time. During the LG Polymer Explosion incident at Visakhapatnam, our Faculty Members were at the forefront of extending a helping hand to the people who were left behind in the area surrounding the incident. Food items including bread fruit and other essentials were also supplied. During the COVID-19 pandemic our Faculty Members Dr.D.Deenabandhu, Maj.T.Brahmananda Reddy participated in service activities such as providing food, medicine, masks, and hand sanitisers to the needy. Dry rations including rice, oil, dal, onions and potatoes were also distributed at various locations in the city.

The College has a Bharat Scouts and Guides (Rovers and Rangers) Unit for which Mrs.U.Ganga Bhavani, the Physical Director is the Ranger Leader. The Unit has organized service activities such as the donation of fruits to Old age homes. Activities such as these instil a feeling of social responsibility towards the weaker sections of society.

Concluding Remarks :

Dr Lankapalli Bullayya College of Engineering is a College approved by AICTE, New Delhi and affiliated to Andhra University, Visakhapatnam and therefore follows all the guidelines prescribed by AICTE as well as Andhra University. The admissions to the various courses are done following the rules prescribed by Andhra Pradesh State Council for Higher Education, APSCHE and the fee structure is as per the norms prescribed by AP Higher Education Regulatory and Monitoring Commission. As the College is affiliated with Andhra University, the course structure and syllabus prescribed by Andhra University are followed and implemented. The organizational hierarchy is focused on decentralization and utilizing resources and facilities to benefit stakeholders. The administrative set-up includes a wide range of committees which are actively engaged in achieving set organizational objectives. In order to achieve its objective of societal improvement through education, the college gives appropriate priority to content preparation, delivery and evaluation using Student-centric methods and Outcome-based education. In order to equip students with skills, concepts and technologies beyond the syllabus, the College encourages its faculty members to conduct Add-On programs, Workshops and

Seminars. In order to widen the intellectual horizons of the students, and interface them with current industry trends, interactions with experts from relevant domains is organized by the department. Faculty Members are incentivized to pursue Research actively. They are also encouraged to organize and conduct Faculty Development Programmes and workshops related to their area of specialization. In order to achieve holistic development of the Students, co-curricular and extracurricular activities including participation in Sports, NSS and NCC are planned and implemented by various committees. In order to bring awareness to our budding Engineers regarding their constitutional obligations and make them enlightened citizens, various extension activities are planned and implemented by relevant committees. In order to introduce our Students to the need for Environmental conservation and sustainability, various activities are planned and implemented by relevant committees. The College continues focusing on its distinctive area of Women empowerment through proactively organizing and implementing related activities. Through its Employee Welfare measures the College aims to make the College one of the most desirable places to work. Thus, the College continuously strives to achieve its vision of using Value-added education as a tool for societal improvement.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :02</p> <p>Remark : As per clarification received from HEI, and excluding the courses are part of the regular university curriculum, thus DVV input is recommended.</p>																				
1.2.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>776</td> <td>622</td> <td>623</td> <td>699</td> <td>764</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>131</td> <td>115</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	776	622	623	699	764	2022-23	2021-22	2020-21	2019-20	2018-19	131	115	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
776	622	623	699	764																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
131	115	0	0	0																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 529</p> <p>Answer after DVV Verification: 242</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.4.2	<p>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)</p> <p>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</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	30	29	26	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	26	26	26	19

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	15	17	7	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	9	11	4	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	4	6	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	6	6	6

	<p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
3.5.1	<p><i>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.</i></p> <p>Answer before DVV Verification : Answer After DVV Verification :56</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>118.50</td> <td>130.74</td> <td>43.37</td> <td>109.73</td> <td>120.86</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>26.46</td> <td>4.76</td> <td>1.833</td> <td>8.33</td> <td>10.18</td> </tr> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	118.50	130.74	43.37	109.73	120.86	2022-23	2021-22	2020-21	2019-20	2018-19	26.46	4.76	1.833	8.33	10.18
2022-23	2021-22	2020-21	2019-20	2018-19																	
118.50	130.74	43.37	109.73	120.86																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
26.46	4.76	1.833	8.33	10.18																	
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
5.2.2	<p><i>Percentage of students qualifying in state/national/ international level examinations during the last five years</i></p>																				

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.)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	1	6	7	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	1	3	7	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	04	03	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	03	02	02

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	24	1	11	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	1	5	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	39	20	47	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	20	40	40

Remark : As per the revised data and clarification received from HEI, and according to the manual..financial support of less than 5000 rs per faculty per year, should not be considered, thus based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	81	101	92	89

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
74	80	97	85	87

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	29	33	33	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	22	22	22

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 96 Answer after DVV Verification : 84
1.2	Number of teaching staff / full time teachers year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
73	73	73	74	74

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64	73	73	74	74

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
165.61	140.9	47.86	136.94	168.08

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
165.61	140.72	47.86	136.72	168.08