# YEARLY STATUS REPORT - 2023-2024

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1.Name of the Institution** | Lords Institute of Engineering and Technology |
| • Name of the Head of the institution | Dr. R.K.Singh |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 9949673059 |
| • Mobile no | 9949673059 |
| • Registered e-mail | principal@lords.ac.in |
| • Alternate e-mail | vc@lords.ac.in |
| • Address | Survey No. 32, Near TSPA, Himayat Sagar |
| • City/Town | Hyderabad |
| • State/UT | Telangana |
| • Pin Code | 500091 |
| **2.Institutional status** | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Urban |

| | |
|---|---|
| • Financial Status | Self-financing |
| • Name of the Affiliating University | Osmania University |
| • Name of the IQAC Coordinator | Dr Ch Santhan Kumar |
| • Phone No. | 9885554065 |
| • Alternate phone No. | 9885554065 |
| • Mobile | 9885554065 |
| • IQAC e-mail address | iqac@lords.ac.in |
| • Alternate Email address | drsanthankumar@lords.ac.in |
| **3.Website address (Web link of the AQAR (Previous Academic Year)** | https://www.lords.ac.in/aqar/ |
| **4.Whether Academic Calendar prepared during the year?** | Yes |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.lords.ac.in/examination-cell/academic-calendar/ |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| Cycle 2 | A | 3.02 | 2021 | 19/02/2021 | 31/12/2026 |
| Cycle 1 | A | 3.02 | 2016 | 19/02/2016 | 18/02/2021 |

| | |
|---|---|
| **6.Date of Establishment of IQAC** | 01/08/2014 |

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| Nil | Nil | Nil | Nil | Nil |

| | |
|---|---|
| **8.Whether composition of IQAC as per latest NAAC guidelines** | Yes |
| • Upload latest notification of formation of IQAC | View File |

| | | |
|---|---|---|
| **9.No. of IQAC meetings held during the year** | **02** | |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | **Yes** | |
| • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| **10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** | **No** | |
| • If yes, mention the amount | | |

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

**Hackprix (36 Hours Hackathon) organised during June 8-9, 2024**

**Student Development Programs on AWS Cloud, Microsoft Cyber Security in association with ICT Academy sponsored by Corporate Sector**

**Mock Interviews Competition to make students ready for placement drives**

**Revision of R&D and HR Policy**

**B.E CSE, ME, and ECE were Re-accredited by the NBA for 3 years and the IT Program was freshly accredited by the NBA for 3 Years.**

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

| Plan of Action | Achievements/Outcomes |
|---|---|
| To conduct Placement Readiness Programs | Mock Interview Competition conducted for III and IV Year, 400+ students particpated and gained confidence to face the HR round during placement drives |
| To organise training programs on Cutting Edge Technologies | Student Development Programs are conducted on Microsoft Cybersecurity for 85 III Year Students and AWS Cloud Training conducted for 110 IV Year Students sponsored by Microsoft and Paypal |
| To organise 36 Hours Hackathon | Organised Telnagana's first 36 Hours Hackathon named Hackprix during June 8-9, 2024 |
| To get all Eligible UG Programs Accreditation by NBA | The B.E Programs of ECE, ME, CSE got accredited by NBA for the third time for a period of 3 yeras i.e 2023-24 to 2025-26, B.E IT Program got fresh accreditation for a period of three years i.e 2024-25 to 2026-27 |
| To revise the HR and R&D policies | New R&D and HR Policies are formulated and got approved Governing Body towards implementation |

**13.Whether the AQAR was placed before statutory body?** Yes

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| Governing Body | 17/12/2024 |

**14.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|---|---|
| 2022-23 | 01/02/2024 |

**15.Multidisciplinary / interdisciplinary**

The National Education Policy (NEP) 2020 emphasizes transformative reforms in higher education to equip the next generation for success in the evolving digital era. It is built on five foundational pillars: Affordability, Accessibility, Quality, Equity, and Accountability, fostering a culture of continuous learning. A key focus of NEP 2020 is the promotion of interdisciplinary and multidisciplinary academic programs, which aim to broaden educational horizons and nurture holistic development. Our college is committed to adopting the NEP 2020 framework and is currently awaiting specific implementation guidelines from the affiliating university, Osmania University, and the Government of Telangana. Once these guidelines are issued, the college will align its academic policies and practices to ensure seamless compliance and to contribute effectively to the objectives of the NEP.

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

The National Education Policy (NEP) 2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability, promoting lifelong learning and interdisciplinary education. The college awaits guidelines from Osmania University and the Government of Telangana for implementation. To adopt the Academic Bank of Credits (ABC) system, the college will: Conduct workshops for awareness. Align the curriculum with a credit-based system. Integrate technology with the ABC platform. Train staff and guide students on credit management. Collaborate with institutions for credit transfer policies. Set up student support systems and regularly review progress. The college is committed to implementing NEP reforms effectively.

**17.Skill development:**

Our institute is dedicated to comprehensive skill development, equipping students with technical and soft skills essential for career success. We offer hands-on training in programming, design, and engineering, alongside programs focused on communication, leadership, and problem-solving. We enhance employability and personal growth by providing industry-relevant courses, real-world projects, and internship opportunities. We also promote continuous learning through workshops and certifications to keep students updated on industry trends. Our holistic approach ensures that graduates are well-prepared to excel in dynamic work environments,

fostering confidence, adaptability, and resilience for future success.

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

The National Education Policy (NEP) 2020 emphasizes transformative reforms in higher education to equip the next generation for success in the evolving digital era. It is built on five foundational pillars: Affordability, Accessibility, Quality, Equity, and Accountability, fostering a culture of continuous learning. A key focus of NEP 2020 is the promotion of interdisciplinary and multidisciplinary academic programs, which aim to broaden educational horizons and nurture holistic development. Our college is committed to adopting the NEP 2020 framework and is currently awaiting specific implementation guidelines from the affiliating university, Osmania University, and the Government of Telangana. We have already included courses such as Indian Constitution into our curriculum and once more guidelines are issued by Osmania University and AICTE, further courses will be added.

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

Lords Institute of Engineering and Technology (LIET) rigorously follows the Outcome-Based Education (OBE) framework, aiming to develop well-rounded engineers with a strong foundation in technical knowledge, problem-solving, research, and employability skills. Since 2021, the curriculum has undergone three revisions under LR21, LR23, and LR24 academic regulations to keep pace with evolving educational standards and industry needs. OBE at LIET emphasizes the alignment of program objectives with student outcomes, focusing on competencies students must demonstrate upon graduation. This includes the program’s vision, mission, Educational Objectives (PEOs), Outcomes (POs), and specific Program Outcomes (PSOs). The curriculum is carefully designed, including well-defined course titles, credit hours, prerequisites, objectives, and outcomes. These are mapped to program outcomes to ensure that students meet both academic and professional standards. To foster a comprehensive learning environment, LIET incorporates a variety of pedagogical strategies, including project-based learning, experiential learning, and case studies, as well as leveraging ICT for enhanced engagement. Students also engage in self-learning through MOOCs, promoting lifelong learning. Assessment of student learning outcomes is both direct (through exams) and indirect (via surveys), allowing the institution to measure the effectiveness of teaching and identify areas for improvement. This continuous feedback loop ensures that the curriculum remains dynamic and responsive to the needs of

students and industry.

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

Distance education/online education is not offered

## Extended Profile

### 1.Programme

| | |
|---|---|
| 1.1<br><br>Number of courses offered by the institution across all programs during the year | 691 |

| File Description | Documents |
|---|---|
| Data Template | View File |

### 2.Student

| | |
|---|---|
| 2.1<br><br>Number of students during the year | 4435 |

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

| | |
|---|---|
| 2.2<br><br>Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | 1008 |

| File Description | Documents |
|---|---|
| Data Template | View File |

| | |
|---|---|
| 2.3<br><br>Number of outgoing/ final year students during the year | 973 |

| File Description | Documents |
|---|---|
| Data Template | View File |

### 3.Academic

| | |
|---|---|
| 3.1<br><br>Number of full time teachers during the year | 241 |

| File Description | Documents |
|---|---|
| Data Template | View File |

| | |
|---|---|
| 3.2<br><br>Number of sanctioned posts during the year | **243** |

| File Description | Documents |
|---|---|
| Data Template | View File |

| **4.Institution** | |
|---|---|
| 4.1<br><br>Total number of Classrooms and Seminar halls | **81** |
| 4.2<br><br>Total expenditure excluding salary during the year (INR in lakhs) | **1035.47** |
| 4.3<br><br>Total number of computers on campus for academic purposes | **1050** |

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curricular Planning and Implementation

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

**The curricula for the undergraduate and postgraduate engineering programs are carefully crafted in alignment with AICTE guidelines and the institution’s vision and mission. These programs are designed to produce highly skilled engineers who can address the demands of various industries, including infrastructure, manufacturing, and information technology. The undergraduate curriculum includes a blend of Humanities, Basic and Engineering Sciences, Professional Core subjects, Electives, Skill Development courses, and Project work, ensuring a well-rounded education. Emphasis on mini-projects, internships, and industrial exposure enhances students' technical expertise, communication skills, and problem-solving abilities. Honours degrees are awarded to students meeting higher academic criteria, recognizing excellence in their academic pursuits.**

**Postgraduate programs focus on advanced technical knowledge, research, and laboratory work, aiming to develop expertise in specialized fields. These programs are structured to nurture critical thinking, innovation, and practical application of knowledge. Both undergraduate and postgraduate curricula prioritize soft skills training, ensuring students are equipped with the necessary life skills for successful careers.**

**The success of these curricula is evident in higher employability rates, successful industry placements, and admissions to prestigious higher education institutions globally. This comprehensive approach ensures that students graduate with the skills and knowledge necessary to excel in a dynamic, competitive global job market.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.lords.ac.in/examination-cell/curriculum/ |

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

**The institution strictly adheres to its academic calendar, which plays a crucial role in organizing and conducting Continuous Internal Evaluation (CIE). CIE is an integral part of the assessment system, designed to evaluate students' progress continuously throughout the semester, rather than relying solely on final exams. The academic calendar specifies the timelines for all academic activities, including when internal evaluations should take place. This ensures that CIE is conducted in an organized manner and within the planned timeframes.**

**The CIE typically involves various assessment methods such as surprise tests, assignments, and descriptive exams. By aligning CIE with the academic calendar, the institution ensures that these evaluations are spaced appropriately, providing students with regular feedback on their academic performance. It also allows instructors to track progress and address any learning gaps before the final examinations.**

**Adherence to the academic calendar for CIE ensures consistency, fairness, and transparency in the evaluation process. Students are well aware of when assessments will take place, which helps them**

**plan and prepare accordingly. Moreover, this systematic approach promotes a balanced workload, allowing students to engage in continuous learning and improvement throughout the semester, contributing to a more comprehensive educational experience.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.lords.ac.in/examination-cell/academic-calendar/ |

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

**A. All of the above**

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

**1.2 - Academic Flexibility**

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

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

**14**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

### 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

**30**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template ) | View File |

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

**3655**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

### 1.3 - Curriculum Enrichment

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

**An institute integrated crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum by embedding them in both core and elective courses. Professional Ethics was incorporated through case studies, ethics-focused modules, and discussions on real-world dilemmas, ensuring students understood integrity and accountability in their fields.**

**Gender equality was promoted by including diverse perspectives in the curriculum, addressing issues like gender bias and discrimination, and creating an inclusive learning environment.**

**Human Values, such as respect, fairness, and compassion, were emphasized through service learning projects, community engagement, and the development of ethical decision-making skills. Environmental sustainability was woven throughout various disciplines, encouraging students to explore sustainable practices, design eco-friendly solutions, and consider environmental impacts in their work.**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

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

**182**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

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

**1830**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

### 1.4 - Feedback System

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

A. All of the above

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://www.lords.ac.in/2023-24/curriculum/feedback.pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | No File Uploaded |
| Any additional information | View File |

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

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | https://www.lords.ac.in/2023-24/curriculum/feedback.pdf |

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

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

**2.1.1.1 - Number of students admitted during the year**

**1305**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

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

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

**1008**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

**2.2 - Catering to Student Diversity**

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

**Students admitted to the institution came from diverse backgrounds with varying levels of knowledge, skills, and learning needs. To address these differences, tailored support systems were implemented.**

**For first-semester students, assistance was provided based on their proficiency and competency levels, helping them adapt to the academic environment. From the second semester onward, slow learners were identified using internal assessment marks and backlog history.**

**To support slow learners, mentors were assigned to understand their challenges and provide guidance. Remedial classes were conducted for students appearing in supplementary exams to help them clear backlogs. Skill development programs, including technical courses and Campus Recruitment Training (CRT), were also organized. Slow learners received additional practice sessions and exercises to enhance their performance.**

**Advanced learners were identified based on CGPA, with the top ten students from each class offered opportunities to excel further.**

**They were given higher-order assignments to improve critical thinking and advanced training programs in emerging technologies.**

**To motivate and reward academic excellence, Best Academic Performance Awards were presented to the top three students in each class. Medals were awarded to university rankers and branch toppers during graduation ceremonies, celebrating their outstanding achievements.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|---|---|
| **4435** | **241** |

| File Description | Documents |
|---|---|
| Any additional information | View File |

### 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

**The institution provides a dynamic platform for students to acquire advanced skills, knowledge, attitudes, and values essential for their personal and professional growth. Every department undertakes innovative programs designed to stimulate creativity, nurture problem-solving abilities, and foster participative learning, ensuring a holistic development experience.**

**Experiential Learning: To enhance students’ creativity and cognitive abilities, the institution integrates practical, hands-on learning through:**

- **Laboratory Sessions**
- **Summer Internships**
- **Mini-Projects and Theme-based Projects**
- **Co-curricular Activities**

**Participatory Learning: Interactive and collaborative activities empower students to actively engage in their learning journey. These include:**

- **Paper Presentations**
- **Group Discussions and Debates**
- **Seminar Presentations**
- **Publishing Papers in Conferences and Journals**
- **Innovative methods like Flipped Classrooms**

**Problem-Solving Focus: Students are encouraged to hone their analytical and critical thinking skills through:**

- **Problem-based Assignments**
- **Quizzes**
- **Case Studies**
- **Project-based Learning**
- **Participation in Hackathons and similar events**

**By adopting these student-centric methods, the institution ensures a vibrant learning environment that prepares students for future challenges, fosters innovation and instils a lifelong learning mindset.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Link for additional information | https://www.lords.ac.in/campus-life/events/ |

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

**The campus is equipped with advanced ICT facilities to make learning more effective and engaging. Classrooms and laboratories feature projectors and high-speed internet, allowing the seamless use of technology in education. Faculty utilize various ICT tools to enhance teaching and support students.**

1. **Smartboards: Each department has a Smartboard for interactive and engaging lessons.**

2. **ICT-EnabledClassrooms: LCD projectors are used to show presentations, videos, and animations, simplifying complex topics and making learning enjoyable.**

3. Advanced Assignments: Assignments focus on critical thinking, problem-solving, and creativity.

4. Online Platforms: Tools like Google Meet, Zoom, and Microsoft Teams are used for online classes.

5. Recorded Lectures: Classes are recorded and made available on a YouTube channel, allowing students to revisit and review lessons anytime.

6. Student-Centered Tools: Various online tools are used for interactive activities, ensuring active participation and collaborative learning.

These ICT-enabled practices create a modern and interactive learning environment that supports student growth and improves the teaching process.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

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

#### 2.3.3.1 - Number of mentors

202

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full time teachers against sanctioned posts during the year

241

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | View File |

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

**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

51

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

**2.4.3.1 - Total experience of full-time teachers**

1915

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

**2.5 - Evaluation Process and Reforms**

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

**The internal assessment system is clear and fair, ensuring consistent evaluation of student performance. Assessments such as quizzes, assignments, and practical exams are conducted regularly throughout the course, with schedules provided at the start. This frequent assessment helps students receive timely feedback and understand areas for improvement.**

**The assessments are designed around Bloom's Taxonomy levels, covering a range of cognitive skills. This ensures that students are tested on various aspects, including remembering, understanding, applying, analyzing, evaluating, and creating, allowing for a well-rounded evaluation of their abilities.**

**The assessments are aligned with the course outcomes, ensuring that the skills and knowledge expected from students are effectively measured. Assessment criteria and grading rubrics are clearly explained, so students understand how their work is evaluated. Teachers are available to clarify any questions about the assessments, ensuring fairness and helping students meet course outcomes. This transparent approach fosters an accountable learning environment.**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Link for additional information | **Nil** |

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

**The institute follows a simple procedure to address internal examination grievances:**

1. **Submission: Students submit grievances online or in person to the Examination Department.**
2. **Acknowledgement: The grievance is acknowledged within 48 hours.**
3. **Review: A committee reviews the issue impartially.**
4. **Resolution: A decision is communicated within 10–15 days.**
5. **Appeal: Students can appeal to a higher level if dissatisfied with the outcome.**

6. **Transparency: Grievance results are recorded, and trends are reviewed for process improvement.**

**This transparent, time-bound approach ensures efficient, fair grievance resolution for students.**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Link for additional information | Nil |

### 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

**The Institute adopted Outcome Based Education (OBE) to impart education through student student-centric approach and follow an outcome-oriented teaching-learning process. Course Outcomes, Program Outcomes and Program Specific Outcomes are the key components of OBE.**

**Course Outcomes (COs) are the “Statements of observable student actions that serve as evidence of the Knowledge, Skills and Attitudes acquired in a course”. The course outcomes of each course are prepared by the course coordinator based on feedback from the stakeholders and in line with respective POs and PSOs.**

**Programme Outcomes (POs) represent the graduate attributes formulated as per the Washington Accord and adopted by the National Board of Accreditation.**

**Programme Specific Outcomes (PSOs) are specifically defined outcomes of the programme which the graduates have to acquire by the end of the programme.**

**Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been formulated for all the UG and PG programmes. COs, POs, and PSOs of all the UG and PG Programmes have been communicated to all stakeholders through the College Website, HoD Office, Faculty Rooms, Laboratories, Notice Boards, and Printed on Student Lab Records, Syllabus books, Lab manuals, Department Newsletter, Course files, and Discussed in Board of Studies meeting, Alumni Meet, Induction Program · Orientation Program and Parent**

**Teacher meeting.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional information | https://www.lords.ac.in/cse/learning-goals/ |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

**CO Attainment is computed using Continuous Internal Evaluation (CIE- Internal examinations, Assignments, Surprise Test) and Semester End Examinations(SEE) Questions given in the various assessment tools are mapped to corresponding COs as indicated in the question paper.**

**Every course must set the CO attainment levels using the set threshold. Three attainment levels are defined as**

**Level3: >=70% students scoring >=40% marks**

**Level2: >=51% to <70% students scoring >=40% marks**

**Level1: <=50% students scoring >=40% marks**

**In addition to direct assessment tools (SEE, CIE), Course End Survey is considered as indirect assessment tool to compute CO attainment.**

**Direct CO Attainment = 30% of Internal Examination + 70% of SEE**

**Overall CO attainment= 80% Direct CO attainment + 20% Indirect CO attainment through course end survey**

**PO & PSO attainment computation is done using direct & indirect assessment tools.**

**CIE, SEE, and Rubrics for projects and seminars are the direct assessment tools. The COs are mapped to the POs and PSOs on a scale of 1 to 3. CO attainments and CO-PO, CO-PSO mappings are used to compute PO & PSO attainment.**

**Student Exit Surveys, Alumni Surveys, Employer Surveys, and Parent Surveys, are indirect assessment tools. The questions in the surveys are mapped to POs and PSOs on a scale of 1 to 3. The responses and**

**the mappings are used to compute the indirect attainment of PO & PSO.**

**PO& PSO attainment = 80% direct attainment + 20% indirect attainment**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | Nil |

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

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

**878**

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

### 2.7 - Student Satisfaction Survey

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

https://www.lords.ac.in/iqac-student-satisfaction-survey/

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

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

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

**4.25**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

### 3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

### 3.1.2.1 - Number of teachers recognized as research guides

**2**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

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

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

**2**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://mekuva.com/ |

### 3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

**The Entrepreneurship Cell (E-Cell) encourages students to**

participate in various entrepreneurship-related workshops and competitions actively. It is enriched with value-added activities such as guest lectures, invited talks by entrepreneurs, idea-generation workshops, and seminars. The primary objective of the E-Cell is to inspire and guide young students in their entrepreneurial journey. It aims to educate them about the opportunities available and the various government schemes that can support their aspirations to become successful entrepreneurs.

The institution is affiliated with prominent entrepreneurial networks, including IIT Bombay E-Cell, Wadhwani Foundation, and The Telangana Hub, further enhancing its ecosystem.

The Lords Technology Business Incubator (TBI) plays a pivotal role in fostering innovation and entrepreneurship. Its primary objective is to incubate startups and enterprises with innovative technologies stemming from academic and industry research. The institute offers a wide range of support services, including infrastructure, technical assistance, networking opportunities, seed capital, and mentorship, to encourage students to pursue their entrepreneurial goals.

Additionally, the institute conducts outreach programs aimed at skill development for students in schools and nearby villages, extending its impact beyond campus.

Notably, the institute was recognized with a Certificate of Recognition from the Ministry of Education – Innovation Cell, Government of India, under the category of Band 101–150 Institutes for Innovation Achievement. During the academic year 2023–24, a total of 23 activities were successfully conducted, reflecting the institute's commitment to fostering an innovation-driven culture.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://www.lords.ac.in/central-committee/edc/ |

**3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year**

**3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual**

**Property Rights (IPR) and entrepreneurship year wise during the year**

**8**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

### 3.3 - Research Publications and Awards

### 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

### 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

**2**

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | https://www.lords.ac.in/central-committee/rnd-consultancy/ |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

### 3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

**91**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

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

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

**19**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

### 3.4 - Extension Activities

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

**The NSS cell of the institution conducted Extension activities in collaboration with the Government of Telangana state & many other NGO’s during A.Y-23-24.**

**1. Haritha haram**

**2. Anti-Ragging Awareness program**

**3. Voter Awareness program**

**4. Blood Donation Camp - In collaboration with the Institute of Preventive Medicine (IPM) Blood Bank Government Blood Bank and Thalassemia & Sickle Cell Society.**

**The other extension activities conducted in the local community include: Yoga Training, Health Camp, Food Donation, Fund Raising etc.**

**Name of the activity Students participated FDP on Design Thinking 20 Girl Student Counselling 120 Personal Development & Personal Hygiene 300 National Innovation Day 250 Free Health Checkup Camp 150 Youth Sports Fest 2023-24 900 Viksit Bharat@2047 120 SDP Communication Skills 300 Food Drive for Orphans 140 Kite Festival 350 UPSC Awareness Session 250 Blood Donation Camp 95 Elocution Competition 88 Republic Day 2024 310 Feed the needy in Ramdan 520 International Yoga day 321**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/central-committee/nss/ |
| Upload any additional information | View File |

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

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

**4**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

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

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

**16**

| File Description | Documents |
|---|---|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

### 3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

**3913**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

## 3.5 - Collaboration

### 3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

### 3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

**86**

| File Description | Documents |
|---|---|
| e-copies of related Document | View File |
| Any additional information | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

### 3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

### 3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

**32**

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

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

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

**Lords Institute of Engineering and Technology has a beautiful landscape, eco-friendly campus, spacious classrooms, well-equipped laboratories and excellent infrastructure spread over 10 acres.**

**Classrooms:**

**Classrooms are well-furnished, spacious and well-ventilated to fulfil the norms of proper visibility and audibility. They are provided with LCD projectors and Wi-Fi connectivity. Four classrooms in various departments have digital boards to aid the teaching-learning process.**

**Laboratories:**

**The Institution has domain-specific laboratories and project labs as per the regulations of AICTE and Osmania University, with safety measures.**

**Seminar Halls:**

**The college has 4 seminar halls to conduct seminars, conferences, guest lectures, and workshops for students and faculty. They are equipped with LCD projectors, raised platforms and a public address system with an internet facility.**

**Computing Equipment:**

**The institution has 1340 computers. Every department has computer labs for conducting programming & simulation experiments. Teachers**

**are provided with desktops having internet connectivity.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.lords.ac.in/academic-facilities/ |

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

**Sports Facilities**

**The college has adequate facilities to conduct both indoor and outdoor games. Indoor games such as caroms, chess, karate, judo, wrestling, and table tennis are organized in rooms with an area of 210 sq.m. Outdoor games such as volleyball, throw ball basketball, cricket, football, hockey etc. are organized outdoors on grounds spread over 11000 sq.m. Students have bagged prizes in intra-college, inter-college and university competitions.**

**Auditorium**

**The college has a 456 sq.m auditorium with the required infrastructure. It has a public address system and LCD projector. It has a seating capacity of 500 people. The auditorium organises cultural events, sports inaugural events, guest lectures, and events on occasions such as Engineers' Day, teachers' Day, branch-specific programs, etc.**

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://www.lords.ac.in/campus-life/sports/ |

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

**59**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.lords.ac.in/ict-facilities/ |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

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

**258.88**

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template | View File |

**4.2 - Library as a Learning Resource**

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

**The library is automated with NewGenLib, which is integrated library management software developed by verus solutions. The library has been using NewGenLib Enterprise edition Version 3.0.4 Carbon (Release 3) open-source software since 2014. It uses a blend of free open-source sources sophisticated third-party libraries and packages.**

**The following facilities are available in NewGenLib.**

- **See the details of the records as well as their availability**
- **Reserve Items**
- **Request for checkout View their transaction history**

- View their current checkouts and also renew them
- View their current reservations and also cancel them
- View their current requests and check out and also cancel them
- List of new arrivals

**OPAC**

**The Computerized bibliographic details of the books, CDs, and Back volumes of the journals are available in the library through the OPAC (Online Public Access Catalogue) service. The users can access the OPAC on the intranet through the web-based OPAC module**

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional Information | https://www.lords.ac.in/library/ilms/ |

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources** A. Any 4 or more of the above

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

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

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

**16.4**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

**503**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

**4.3 - IT Infrastructure**

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

**The Campus Network Control Centre has been established at a cost of Rs.3.5 crores and is maintained by the Department of CSE. The old network has been upgraded and replaced with 87 extreme switches, 57 wireless Routers, a WLAN controller, and Servers for Antivirus, FTP and DHCP. The present wired and wireless network infrastructure has been established with priority on reliability, performance and cost-efficiency. A Dedicated leased line Internet facility with a bandwidth of 2.2 Gbps is available to cater to the academic & research needs in the Campus. The entire campus is Wi-Fi enabled. The activity in the institute is under video surveillance with 400CC cameras. Digital TVs are placed at the major places in the institute that continuously display information regarding any upcoming events, photographs of the completed events, campus news, and awarded photographs. These systems will be continuously running during working hours. Video-conferencing and A-View facilities are also available within the institute. The periodical updates and maintenance are done by qualified in-house personnel. Parameter: 2023-2024 Internet and Wi-Fi Bandwidth 2.2 Gbps.**

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://www.lords.ac.in/it-facilities/ |

### 4.3.2 - Number of Computers

1330

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| List of Computers | View File |

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

A. ? 50MBPS

| File Description | Documents |
|---|---|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

### 4.4 - Maintenance of Campus Infrastructure

### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

776.5

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

**The institution prioritizes the upkeep and enhancement of its facilities to foster an enriching learning and development environment.**

**In laboratories, annual maintenance of existing equipment is meticulously handled by respective departments within their sanctioned budgets. Proposals for acquiring new equipment, accompanied by detailed quotations, are initiated by Heads of Departments and approved by the Principal and Governing Body. Departments regularly upgrade equipment to support cutting-edge R&D activities alongside academic requirements.**

**The library is enriched through the Central Library Monitoring Committee, which facilitates departmental recommendations for new reference books and textbooks. Regular updates ensure the library remains a comprehensive resource for academic and research pursuits.**

**Sports facilities are actively utilized to promote physical well-being and team spirit. Students are encouraged to engage in various sports activities, while faculty competitions foster camaraderie. Awards and certificates motivate participation, and annual maintenance of sports equipment is carried out by the physical director and their team.**

**Classrooms are equipped with ICT facilities to enable effective teaching and learning. Regular maintenance ensures these resources remain functional and accessible to both faculty and students, contributing to an interactive and engaging educational experience.**

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

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the**

**Government during the year**

**2396**

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

**372**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

**A. All of the above**

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.lords.ac.in/campus-life/events/ |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

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

**3912**

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

**3592**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

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

**A. All of the above**

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | View File |

### 5.2 - Student Progression

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

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

**383**

| File Description | Documents |
|---|---|
| Self-attested list of students placed | View File |
| Upload any additional information | No File Uploaded |
| Details of student placement during the year (Data Template) | View File |

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

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

**210**

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | View File |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

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

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

**168**

| File Description | Documents |
|---|---|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

## 5.3 - Student Participation and Activities

### 5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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

**36**

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

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

**As the primary stakeholders of this institute, students play a key role in most committees. These student members represent the student community, act as a bridge for communication between students and**

**the administration, and ensure that the committees function effectively. By conveying requirements from both sides, they contribute to the productivity of the committees. Additionally, these members are instrumental in facilitating the smooth execution of various activities and ensuring the optimal utilization of available facilities.**

- **Student Counseling/ Mentoring, Grievances Redressal Committee**
- **Canteen /House-keeping/Hygiene/Sanitation Committee**
- **NSS**
- **Sports/Games Cell**
- **Transport Committee**
- **Arts/Cultural Committee**
- **Department Associations Coordination Committee**
- **Entrepreneurship Cell**
- **Alumni Coordination Cell**
- **Professional Societies Coordination Committee**
- **Medical Care Cell**
- **Internal Complaints Committee**
- **Anti-Ragging Committee**
- **R&D and Consultancy Cell**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/central-committee/ |
| Upload any additional information | **No File Uploaded** |

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

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

**47**

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

### 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

**Lords Alumni Association**

**Registered under the Telangana Societies Registration Act, 2001 (No. 1122 of 2020), the Lords Alumni Association is a dynamic community dedicated to fostering lifelong connections among alumni and supporting the growth of its alma mater. It serves as a platform for alumni to contribute to the development of the institution through financial aid, mentorship, and other support services, empowering stakeholders and enhancing the institution's vision.**

**Membership is open to all graduates of the Lords Institute of Engineering Technology, including B.E/B.Tech, M.E/M.Tech, and MBA programs. The association acts as a hub for alumni to interact, network, and collaborate. Its members have excelled as leaders, entrepreneurs, professionals, and social influencers, making significant contributions to society across various fields.**

**The flagship event, RECONNECT, held annually in the last week of December, provides a space to celebrate shared heritage, strengthen bonds, and explore collaborative opportunities.**

**Beyond reunions, the association plays a pivotal role in the professional and academic ecosystem. It organizes webinars with distinguished alumni, spreads awareness of job and recruitment**

**opportunities, collaborates with the placement cell, and actively supports students’ career aspirations globally.**

**The Lords Alumni Association remains a cornerstone for nurturing relationships, promoting knowledge exchange, and contributing to the institution's ongoing success.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/alumni/ |
| Upload any additional information | View File |

**5.4.2 - Alumni contribution during the year (INR in Lakhs)** **A. ? 5Lakhs**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

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

**Vision:**

**Lords Institute of Engineering and Technology strives continuously for excellence in professional education through quality, innovation and teamwork and to emerge as a premier institute in the state and across the nation.**

**Mission:**

- **To impart quality professional education that meets the needs of the present and emerging technological world.**
- **To strive for student achievement and success, preparing them for life, career and leadership.**
- **To provide a scholarly and vibrant learning environment that enables faculty, staff and students to achieve personal and professional growth.**

- **To contribute to the advancement of knowledge, in both fundamental and applied areas of engineering and technology.**

- **To forge mutually beneficial relationships with government organizations, industries, society and alumni.**

**Perspective Plans:**

**The Strategic Plan for 2021-2025 is currently being implemented. Achieving higher academic standards, better placements, improved R&D, Industry-Institute Interaction, attract better human resources are key strategic factors.**

**The institute became autonomous in the year 2021, Participation of the Faculty in the decision-making bodies: Faculty are represented on the Governing Body, Academic Council, Board of Studies, IQAC, etc. Faculty are also represented as members of various academic and administrative committees.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/vision-mission/ |
| Upload any additional information | No File Uploaded |

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

**The governance structure at Lords Institute of Engineering and Technology (LIET), Hyderabad, is characterized by decentralized administration, with a strong emphasis on participatory processes in Teaching, Learning, and Evaluation (TLE). Here are the key features of the governance:**

**Decentralized Administration:**

**The Principal, as the head of the institution, is functionally supported by various Deans and Directors who manage different areas, including Academics, Research, Innovation, Incubation & Entrepreneurship, Career Guidance, Placements, and Student Affairs. The Internal Quality Assurance Cell (IQAC) plays a significant role in ensuring quality measures across the institution.**

**Stakeholder Involvement:**

**Over 30 central committees involving stakeholders like Management, Faculty, Industry experts, Alumni, Parents, and Students contribute to the functioning and decision-making processes at the institution.**

**Departmental Autonomy:**

**Heads of Departments (HODs) are empowered to make key decisions related to department budgets, subject allocation, timetable preparation, recruitment training programs, and appointing coordinators for various committees.**

**Examination Process:**

**The Principal, serving as the Chief Superintendent of Examinations, oversees the examination process in coordination with the Controller of Examinations (COE) and Additional COE, ensuring that the paper setting, examination conduct, and evaluation follow the prescribed norms of Osmania University without interference.**

**This governance model fosters autonomy, transparency, and a collaborative approach, ensuring that each function is carried out effectively with minimal bottlenecks.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/central-committee/ |
| Upload any additional information | View File |

### 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

**LIET’s Two-Year Strategic Plan aims to enhance faculty quality, infrastructure, teaching techniques, research, and institutional reputation through focused goals and measurable targets.**

**Goal-1 focuses on recruiting and developing faculty to meet academic challenges by hiring PhD-qualified individuals, especially from IITs/NITs/Central Universities, and increasing faculty with research and industry experience. Targets include 35% PhD-qualified faculty and 40% with industry experience by 2025-26.**

**Goal-2 emphasizes modernizing infrastructure by upgrading laboratories and implementing ICT tools, with targets of 100% modernization and ICT implementation by 2025-26.**

**Goal-3 seeks to enhance teaching techniques through smart classrooms and adopting modern practices, achieving 65% smart classroom implementation and 100% adoption of modern teaching practices by 2025-26.**

**Goal-4 promotes research and innovation by establishing centers of excellence, increasing internal seed money to ?40 lakhs, and securing ?150 lakhs in external funding by 2025-26.**

**Goal-5 aspires to elevate LIET to a nationally significant institute, aiming for Tier-1 NBA accreditation, A++ NAAC grade, and a top-200 NIRF ranking.**

**The plan’s implementation will be closely monitored through quarterly and halfyearly reviews to ensure effective progress and alignment with targets.**

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://www.lords.ac.in/strategic-plan/ |
| Upload any additional information | No File Uploaded |

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

**The institution has a well-defined administrative structure with the Governing Body as the highest decision-making authority, supported by 36 functional committees. These committees manage various operational, academic, and student-related affairs. The institution follows established service rules, procedures, and policies that align with AICTE guidelines, State Government regulations, and the affiliating university. These rules, first published in 2003, are periodically revised and approved by the Governing Body to ensure relevance and compliance. The policies are made accessible to all staff and students through departmental copies and are also available on the college website, ensuring transparency and awareness across the institution.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/policies/ |
| Link to Organogram of the institution webpage | https://www.lords.ac.in/organogram/ |
| Upload any additional information | No File Uploaded |

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

A. All of the above

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | No File Uploaded |
| Screen shots of user inter faces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

**6.3 - Faculty Empowerment Strategies**

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

**The institution offers a comprehensive benefits package designed to support both the professional and personal well-being of its faculty and non-teaching staff. Key benefits include Medical Insurance, ensuring access to healthcare, and Marriage & Festival Advances, which provide financial support during significant personal events. Subsidized Transport makes commuting more affordable, while Research Incentives encourage academic excellence. Staff are also recognized through Awards & Rewards for Outstanding Contributions, fostering motivation and achievement.**

**Financial assistance options like Zero Interest Loans and Professional Development Incentives help staff manage personal finances and pursue further training and qualifications. Additionally, the institution offers Financial Support for Professional Society Memberships/Conferences/Workshops, allowing staff to engage in continuous learning and development.**

**Health is prioritized with Free Medical Camps, and Maternity & Paternity Study Leaves provide necessary time off for new parents. Faculty Recreational Events promote work-life balance by offering opportunities for relaxation and socialization.**

**This well-rounded benefits package not only supports employees' health, financial stability, and professional growth but also fosters a positive, productive work environment that values both personal and professional development.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/welfare-measures/ |
| Upload any additional information | View File |

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

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

**128**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

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

**27**

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

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

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

**132**

| File Description | Documents |
|---|---|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

**The Performance Appraisal System at Lords Institute of Engineering and Technology (LIET) is designed to evaluate and enhance the effectiveness of both teaching and non-teaching staff, contributing to the institute's continuous growth and excellence. The system assesses staff members based on criteria such as technical expertise, job performance, attitude, punctuality, teamwork, and**

**alignment with the institute’s goals and values.**

**For teaching staff, key performance indicators include teaching quality, student feedback, academic research, involvement in curriculum design, and participation in professional development activities. Regular classroom observations, peer assessments, and student evaluations are utilized to measure the effectiveness of teaching methods and academic contributions, ensuring that faculty members uphold the institution’s high standards.**

**For non-teaching staff, performance evaluation is based on efficiency, quality of administrative support, adherence to deadlines, communication skills, and collaboration with faculty and students. Feedback from both faculty and students helps in assessing their role in maintaining smooth institutional operations.**

**The appraisal process at LIET includes self-assessment, peer reviews, supervisor evaluations, and goal-setting sessions. This ensures that staff receive constructive feedback and are provided with opportunities for professional growth. The system fosters a culture of continuous improvement, ensuring that both teaching and non-teaching staff contribute positively to the institute’s mission of academic excellence and holistic development.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/forms/ |
| Upload any additional information | View File |

### 6.4 - Financial Management and Resource Mobilization

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

**Lords Institute of Engineering and Technology (LIET) regularly conducts both internal and external financial audits to ensure transparency and compliance. Internal audits include quarterly reviews of financial transactions, departmental audits, and compliance checks with institutional policies. External audits consist of statutory audits to verify the accuracy of financial statements and tax audits to ensure compliance with tax laws. When audit objections arise, they are first reviewed and discussed by the concerned departments. A corrective action plan is then developed, followed by a follow-up audit to verify resolution. Finally, a**

**report is prepared to document the actions taken, ensuring the institution adheres to all financial regulations. This process helps LIET maintain financial integrity and accountability.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/finance-committee/ |
| Upload any additional information | View File |

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

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

**0**

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

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

**Lords Institute of Engineering and Technology (LIET) can mobilize funds and optimize resources through diverse strategies. These include securing government grants, forging industry partnerships, engaging alumni for donations, and leveraging corporate CSR funds. The institution can also generate revenue by offering consultancy services, professional certification programs, and fostering entrepreneurship through startup incubators. Efficient resource management, including sustainable campus development and digital transformation, enhances cost-effectiveness. Additionally, promoting research, innovation, and strategic marketing can attract funding opportunities. Transparent financial management and regular audits ensure accountability, positioning LIETfor long-term growth and sustainability in both academic and financial realms.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/policies/ |
| Upload any additional information | No File Uploaded |

### 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

**The Internal Quality Assurance Cell (IQAC) at Lords Institute of Engineering and Technology (LIET) has been instrumental in institutionalizing effective quality assurance strategies and processes. The cell plays a key role in fostering a culture of continuous improvement across academic and administrative spheres. IQAC ensures that the institution’s teaching-learning practices are in line with industry standards and emerging trends, while also enriching the curriculum to meet the evolving needs of the workforce. Regular academic audits, assessments, and feedback mechanisms help the institution monitor its performance and implement corrective actions where necessary. The cell organizes various faculty development programs to enhance teaching methodologies and promote academic excellence. Additionally, IQAC promotes research, innovation, and collaborative learning among students and faculty, thus strengthening the institution's overall academic environment. The cell also supports the institution’s efforts in acquiring national and international accreditations, ensuring compliance with quality benchmarks. Through these comprehensive efforts, the IQAC at LIET has significantly contributed to improving institutional efficiency and delivering high-quality education, which in turn enhances the overall student experience and prepares them for professional success.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/iqac/ |
| Upload any additional information | No File Uploaded |

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

**Lords Institute of Engineering and Technology (LIET) systematically**

reviews its teaching-learning processes, operational structures, and methodologies to enhance academic and institutional performance. This is accomplished through the Internal Quality Assurance Cell (IQAC), established in compliance with prescribed norms. The IQAC plays a pivotal role in planning, monitoring, and implementing quality benchmarks across various academic and administrative functions.

Periodic reviews are conducted to assess teaching methodologies, curriculum delivery, faculty performance, and student learning outcomes. Feedback from stakeholders such as students, faculty, alumni, and industry experts is analyzed to identify areas of improvement. The institution emphasizes integrating innovative teaching practices, such as ICT-enabled learning, experiential learning, and collaborative projects, to ensure active student engagement and better knowledge retention.

Incremental improvements are documented and shared during IQAC meetings. Notable achievements include enhanced student academic performance, increased participation in research and co-curricular activities, and successful implementation of outcome-based education (OBE). These efforts align with the institution's commitment to providing a learner-centric environment and fostering a culture of continuous improvement.

The IQAC’s structured approach ensures that LIET consistently achieves its objectives, maintains accreditation standards, and prepares students to excel in their professional careers.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/iqac/ |
| Upload any additional information | No File Uploaded |

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

A. All of the above

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | https://www.lords.ac.in/iqac/ |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

**LIET has taken proactive steps to promote gender equity and ensure the safety and well-being of female students, fostering a supportive and inclusive campus environment. The institution has strengthened campus security with 24/7 monitoring by personnel and the installation of 107 CCTV cameras at key locations such as the entrance gate, library, and auditorium, ensuring a secure atmosphere for all students. A dedicated Women Grievances Cell addresses issues faced by female students and staff, ensuring their concerns are promptly resolved.**

**The Anti-Ragging Committee upholds discipline and a ragging-free campus, further supporting a safe space for female students. Exclusive common rooms for female students are well-equipped with essential amenities like beds, drinking water coolers, and washrooms, providing a private area for relaxation. Additionally, the mentorship and counselling framework, with a 1:20 mentor-student ratio, offers guidance on academic and personal matters, supporting female students' growth.**

**Awareness programs on self-defence, anti-ragging, and saving female children empower students to assert their rights. The campus also encourages female participation in sports, with opportunities to represent the institution in intercollegiate competitions. To inspire and engage, prominent female personalities are invited to discuss gender-sensitive issues. These efforts underscore LIET's commitment to creating a safe, equitable, and empowering environment for all students.**

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://www.lords.ac.in/iccactivities |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | Nil |

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

A. 4 or All of the above

| File Description | Documents |
|---|---|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

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

**The institution has implemented comprehensive waste management practices to ensure sustainability. Solid waste is managed through segregation at the source with labelled bins for dry and wet waste across the campus. Biodegradable waste, including food and plant residues, is processed in a 1.5 cubic meter biogas plant near the canteen, generating fuel for campus use. Paper waste is minimized by adopting double-sided printing.**

**Liquid waste is managed through a 15,000-litre sewage water treatment plant that collects water from daily rituals, which is filtered and used for gardening. Rainwater harvesting pits capture rainwater for groundwater recharge and future use. Wastewater from RO systems and bathrooms is directed to the college grounds and drainage channels, while stored water is utilized to sprinkle the sports ground.**

**Biomedical waste, primarily from laboratories, is treated using an Effluent Treatment Plant (ETP) with neutralization agents and**

**coagulation techniques. Regular tests ensure safe disposal. E-waste, such as non-functional electronics, is handed over to authorized recyclers in compliance with environmental regulations.**

**While hazardous and radioactive waste generation is minimal due to the basic nature of lab experiments, the institution is committed to planning advanced waste management facilities for such materials shortly.**

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | View File |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

**A. Any 4 or all of the above**

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

**7.1.5 - Green campus initiatives include**

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

**A. Any 4 or All of the above**

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

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

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

A. Any 4 or all of the above

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | No File Uploaded |

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

A. Any 4 or all of the above

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

**Institutional efforts to foster an inclusive environment focused on promoting tolerance and harmony across cultural, regional, linguistic, communal, and socioeconomic diversities. These initiatives include implementing diversity and inclusion policies that ensure equal opportunities and address discrimination, offering cultural competency training to reduce biases, and prioritizing diverse representation in leadership and decision-making. Institutions also celebrate cultural diversity through events and festivals, revise curricula to reflect diverse perspectives, and provide support systems such as financial aid and mentorship for underrepresented groups. Community engagement initiatives strengthen connections with local communities, and conflict resolution mechanisms address misunderstandings arising from cultural differences. By continuously evaluating and improving these efforts, institutions create environments where all individuals, regardless of their background, feel respected, valued, and included.**

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

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

**To foster a sense of responsible citizenship, institutions must actively sensitize students and employees to constitutional values,**

**rights, duties, and responsibilities. Awareness programs, including workshops, seminars, and guest lectures by experts, can educate participants on fundamental rights and duties as enshrined in the Constitution. Observing significant national events like Constitution Day, Republic Day, and Independence Day reinforces these values through activities such as Preamble readings, debates, and patriotic programs. Integrating constitutional education into the curriculum through dedicated modules, projects, and case studies ensures deeper understanding. Participatory activities like mock parliaments, essay competitions, and community service drives encourage the practical application of these principles. Visual aids, such as posters and displays of the Preamble in key areas, along with digital tools like e-learning modules and social media campaigns, can amplify awareness. Institutions can also collaborate with government bodies, NGOs, and legal aid societies to enhance the outreach of sensitization programs. Ethical training, discussions on contemporary issues, and field visits to legislative and judicial bodies provide experiential learning. Recognizing active participation through certificates or incentives further motivates engagement. These initiatives collectively instil constitutional awareness, promoting a culture of justice, equality, and civic responsibility within the institution.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | **Nil** |
| Any other relevant information | https://www.lords.ac.in/2023-24/Sensitization-Stakeholders.pdf |

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

**A. All of the above**

| File Description | Documents |
|---|---|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

**Celebrating national and international commemorative days, events, and festivals fosters cultural awareness, unity, and education within institutions. These celebrations provide an opportunity to honour history, heritage, and shared values while highlighting important global and societal causes. Institutions can observe national days like Independence Day and Teachers' Day to instil patriotism and recognize contributions, while international days such as World Environment Day and International Women's Day raise awareness of global issues.**

**To mark these occasions, institutions can organize thematic activities such as art competitions, seminars, and exhibitions that engage participants and promote learning. Community involvement is key, with collaborations involving students and staff.Cultural programs featuring traditional music, dance, and cuisine further enrich these celebrations, while social media campaigns amplify their reach. Emphasizing inclusivity, sustainability, and active participation ensures the success of such events. By documenting and evaluating these activities, institutions can continuously improve their impact. Celebrating these days not only enhances the educational experience but also fosters a sense of belonging and responsibility, preparing individuals to contribute meaningfully to society.**

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

### 7.2 - Best Practices

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

**Practice 1: HACKPRIX - A Premier 36-Hour Hackathon**

**HACKPRIX is a 36-hour hackathon aimed at fostering innovation, collaboration, and skill development among students. With over 455 participants from 70+ cities and prestigious institutions like NITs and IITs, the event focused on interdisciplinary learning, problem-solving, and exposure to emerging technologies like AI, blockchain, and web development. Sponsored by companies such as Tezos, Polygon, and GitHub, it provided students with industry mentorship. Participants enhanced their technical skills, teamwork, and confidence, with winners receiving cash prizes. Challenges included coordinating logistics for diverse participants and ensuring robust infrastructure, which were overcome through strategic planning and sponsor support. The success of HACKPRIX has led to plans for an expanded second season in June 2025.**

**Practice 2: Industry-Sponsored Student Development Program (SDP)**

**The SDP bridges the gap between academia and industry, equipping students with knowledge in AI, ML, Cybersecurity, and FinTech, while also developing soft skills like communication and leadership. Sponsored by ICT Academy, PayPal, and Infosys Foundation, the 100-hour program, held from November 19 to December 5, 2024, provided certification and industry networking opportunities. With over 200 participants, the program enhanced students' readiness for the job market. Challenges in content accessibility and mentorship were addressed through a hybrid learning approach and tailored mentorship. The program successfully prepared students for competitive tech roles.**

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.lords.ac.in/bestpractices/ |
| Any other relevant information | Nil |

### 7.3 - Institutional Distinctiveness

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

**One area where LIET truly excels is advanced technological research in Artificial Intelligence (AI) and Machine Learning (ML). With a dedicated AI-ML department, equipped with cutting-edge laboratories and experienced faculty, the institute supports students and researchers in undertaking innovative projects that address real-world challenges. This focus aligns with its thrust on building competencies in emerging technologies, which are critical for the evolving global industry landscape.**

**Collaborations with prominent tech companies and organizations bolster the institute’s performance in this priority area. LIET has facilitated internships, workshops, and hackathons, enabling students to apply theoretical knowledge in practical scenarios. Furthermore, the consistent participation and achievements of students in national and international technical contests reflect the institute’s emphasis on excellence in research and innovation.**

**By integrating industry needs with academic rigour, LIET not only prepares its students for future challenges but also contributes significantly to the technological advancements in AI and ML, setting itself apart in this niche field.**

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curricular Planning and Implementation

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

**The curricula for the undergraduate and postgraduate engineering programs are carefully crafted in alignment with AICTE guidelines and the institution’s vision and mission. These programs are designed to produce highly skilled engineers who can address the demands of various industries, including infrastructure, manufacturing, and information technology. The undergraduate curriculum includes a blend of Humanities, Basic and Engineering Sciences, Professional Core subjects, Electives, Skill Development courses, and Project work, ensuring a well-rounded education. Emphasis on mini-projects, internships, and industrial exposure enhances students' technical expertise, communication skills, and problem-solving abilities. Honours degrees are awarded to students meeting higher academic criteria, recognizing excellence in their academic pursuits.**

**Postgraduate programs focus on advanced technical knowledge, research, and laboratory work, aiming to develop expertise in specialized fields. These programs are structured to nurture critical thinking, innovation, and practical application of knowledge. Both undergraduate and postgraduate curricula prioritize soft skills training, ensuring students are equipped with the necessary life skills for successful careers.**

**The success of these curricula is evident in higher employability rates, successful industry placements, and admissions to prestigious higher education institutions globally. This comprehensive approach ensures that students graduate with the skills and knowledge necessary to excel in a dynamic, competitive global job market.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.lords.ac.in/examination-cell/curriculum/ |

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

**The institution strictly adheres to its academic calendar, which plays a crucial role in organizing and conducting Continuous Internal Evaluation (CIE). CIE is an integral part of the assessment system, designed to evaluate students' progress continuously throughout the semester, rather than relying solely on final exams. The academic calendar specifies the timelines for all academic activities, including when internal evaluations should take place. This ensures that CIE is conducted in an organized manner and within the planned timeframes.**

**The CIE typically involves various assessment methods such as surprise tests, assignments, and descriptive exams. By aligning CIE with the academic calendar, the institution ensures that these evaluations are spaced appropriately, providing students with regular feedback on their academic performance. It also allows instructors to track progress and address any learning gaps before the final examinations.**

**Adherence to the academic calendar for CIE ensures consistency, fairness, and transparency in the evaluation process. Students are well aware of when assessments will take place, which helps them plan and prepare accordingly. Moreover, this systematic approach promotes a balanced workload, allowing students to engage in continuous learning and improvement throughout the semester, contributing to a more comprehensive educational experience.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.lords.ac.in/examination-cell/academic-calendar/ |

| | |
|---|---|
| **1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University  Setting of question papers for UG/PG programs  Design and Development** | **A. All of the above** |

| **of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University** | |
|---|---|

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

**1.2 - Academic Flexibility**

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

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

**14**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

**30**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template ) | View File |

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

**3655**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

**1.3 - Curriculum Enrichment**

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

**An institute integrated crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum by embedding them in both core and elective courses. Professional Ethics was incorporated through case studies, ethics-focused modules, and discussions on real-world dilemmas, ensuring students understood integrity and accountability in their fields. Gender equality was promoted by including diverse perspectives in the curriculum, addressing issues like gender bias and discrimination, and creating an inclusive learning environment.**

**Human Values, such as respect, fairness, and compassion, were emphasized through service learning projects, community engagement, and the development of ethical decision-making skills. Environmental sustainability was woven throughout various disciplines, encouraging students to explore sustainable practices, design eco-friendly solutions, and consider environmental impacts in their work.**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

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

**182**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

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

**1830**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

**1.4 - Feedback System**

| | |
|---|---|
| **1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni** | A. All of the above |

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://www.lords.ac.in/2023-24/curriculum/feedback.pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | No File Uploaded |
| Any additional information | View File |

| 1.4.2 - Feedback process of the Institution may be classified as follows | A. Feedback collected, analyzed and action taken and feedback available on website |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | https://www.lords.ac.in/2023-24/curriculum/feedback.pdf |

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

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

**2.1.1.1 - Number of students admitted during the year**

**1305**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

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

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

**1008**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

**2.2 - Catering to Student Diversity**

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

**Students admitted to the institution came from diverse backgrounds with varying levels of knowledge, skills, and**

learning needs. To address these differences, tailored support systems were implemented.

For first-semester students, assistance was provided based on their proficiency and competency levels, helping them adapt to the academic environment. From the second semester onward, slow learners were identified using internal assessment marks and backlog history.

To support slow learners, mentors were assigned to understand their challenges and provide guidance. Remedial classes were conducted for students appearing in supplementary exams to help them clear backlogs. Skill development programs, including technical courses and Campus Recruitment Training (CRT), were also organized. Slow learners received additional practice sessions and exercises to enhance their performance.

Advanced learners were identified based on CGPA, with the top ten students from each class offered opportunities to excel further. They were given higher-order assignments to improve critical thinking and advanced training programs in emerging technologies.

To motivate and reward academic excellence, Best Academic Performance Awards were presented to the top three students in each class. Medals were awarded to university rankers and branch toppers during graduation ceremonies, celebrating their outstanding achievements.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|---|---|
| 4435 | 241 |

| File Description | Documents |
|---|---|
| Any additional information | View File |

**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

**The institution provides a dynamic platform for students to acquire advanced skills, knowledge, attitudes, and values essential for their personal and professional growth. Every department undertakes innovative programs designed to stimulate creativity, nurture problem-solving abilities, and foster participative learning, ensuring a holistic development experience.**

**Experiential Learning: To enhance students' creativity and cognitive abilities, the institution integrates practical, hands-on learning through:**

- **Laboratory Sessions**
- **Summer Internships**
- **Mini-Projects and Theme-based Projects**
- **Co-curricular Activities**

**Participatory Learning: Interactive and collaborative activities empower students to actively engage in their learning journey. These include:**

- **Paper Presentations**
- **Group Discussions and Debates**
- **Seminar Presentations**
- **Publishing Papers in Conferences and Journals**
- **Innovative methods like Flipped Classrooms**

**Problem-Solving Focus: Students are encouraged to hone their analytical and critical thinking skills through:**

- **Problem-based Assignments**
- **Quizzes**
- **Case Studies**
- **Project-based Learning**
- **Participation in Hackathons and similar events**

**By adopting these student-centric methods, the institution ensures a vibrant learning environment that prepares students for future challenges, fosters innovation and instils a lifelong learning mindset.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Link for additional information | https://www.lords.ac.in/campus-life/events/ |

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

**The campus is equipped with advanced ICT facilities to make learning more effective and engaging. Classrooms and laboratories feature projectors and high-speed internet, allowing the seamless use of technology in education. Faculty utilize various ICT tools to enhance teaching and support students.**

1. **Smartboards: Each department has a Smartboard for interactive and engaging lessons.**
2. **ICT-EnabledClassrooms: LCD projectors are used to show presentations, videos, and animations, simplifying complex topics and making learning enjoyable.**
3. **Advanced Assignments: Assignments focus on critical thinking, problem-solving, and creativity.**
4. **Online Platforms: Tools like Google Meet, Zoom, and Microsoft Teams are used for online classes.**
5. **Recorded Lectures: Classes are recorded and made available on a YouTube channel, allowing students to revisit and review lessons anytime.**
6. **Student-Centered Tools: Various online tools are used for interactive activities, ensuring active participation and collaborative learning.**

**These ICT-enabled practices create a modern and interactive learning environment that supports student growth and improves the teaching process.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

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

**2.3.3.1 - Number of mentors**

**202**

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

**2.4 - Teacher Profile and Quality**

**2.4.1 - Number of full time teachers against sanctioned posts during the year**

**241**

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | View File |

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

**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

**51**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

**2.4.3.1 - Total experience of full-time teachers**

**1915**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

**2.5 - Evaluation Process and Reforms**

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

**The internal assessment system is clear and fair, ensuring consistent evaluation of student performance. Assessments such as quizzes, assignments, and practical exams are conducted regularly throughout the course, with schedules provided at the start. This frequent assessment helps students receive timely feedback and understand areas for improvement.**

**The assessments are designed around Bloom’s Taxonomy levels, covering a range of cognitive skills. This ensures that students are tested on various aspects, including remembering, understanding, applying, analyzing, evaluating, and creating, allowing for a well-rounded evaluation of their abilities.**

**The assessments are aligned with the course outcomes, ensuring that the skills and knowledge expected from students are effectively measured. Assessment criteria and grading rubrics are**

**clearly explained, so students understand how their work is evaluated. Teachers are available to clarify any questions about the assessments, ensuring fairness and helping students meet course outcomes. This transparent approach fosters an accountable learning environment.**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Link for additional information | Nil |

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

**The institute follows a simple procedure to address internal examination grievances:**

1. **Submission: Students submit grievances online or in person to the Examination Department.**
2. **Acknowledgement: The grievance is acknowledged within 48 hours.**
3. **Review: A committee reviews the issue impartially.**
4. **Resolution: A decision is communicated within 10–15 days.**
5. **Appeal: Students can appeal to a higher level if dissatisfied with the outcome.**
6. **Transparency: Grievance results are recorded, and trends are reviewed for process improvement.**

**This transparent, time-bound approach ensures efficient, fair grievance resolution for students.**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Link for additional information | Nil |

**2.6 - Student Performance and Learning Outcomes**

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

**The Institute adopted Outcome Based Education (OBE) to impart education through student student-centric approach and follow an outcome-oriented teaching-learning process. Course Outcomes, Program Outcomes and Program Specific Outcomes are the key components of OBE.**

**Course Outcomes (COs) are the "Statements of observable student actions that serve as evidence of the Knowledge, Skills and Attitudes acquired in a course". The course outcomes of each course are prepared by the course coordinator based on feedback from the stakeholders and in line with respective POs and PSOs.**

**Programme Outcomes (POs) represent the graduate attributes formulated as per the Washington Accord and adopted by the National Board of Accreditation.**

**Programme Specific Outcomes (PSOs) are specifically defined outcomes of the programme which the graduates have to acquire by the end of the programme.**

**Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been formulated for all the UG and PG programmes. COs, POs, and PSOs of all the UG and PG Programmes have been communicated to all stakeholders through the College Website, HoD Office, Faculty Rooms, Laboratories, Notice Boards, and Printed on Student Lab Records, Syllabus books, Lab manuals, Department Newsletter, Course files, and Discussed in Board of Studies meeting, Alumni Meet, Induction Program · Orientation Program and Parent Teacher meeting.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional information | https://www.lords.ac.in/cse/learning-goals/ |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

**CO Attainment is computed using Continuous Internal Evaluation**

**(CIE- Internal examinations, Assignments, Surprise Test) and Semester End Examinations(SEE) Questions given in the various assessment tools are mapped to corresponding COs as indicated in the question paper.**

**Every course must set the CO attainment levels using the set threshold. Three attainment levels are defined as**

**Level3: >=70% students scoring >=40% marks**

**Level2: >=51% to <70% students scoring >=40% marks**

**Level1: <=50% students scoring >=40% marks**

**In addition to direct assessment tools (SEE, CIE), Course End Survey is considered as indirect assessment tool to compute CO attainment.**

**Direct CO Attainment = 30% of Internal Examination + 70% of SEE**

**Overall CO attainment= 80% Direct CO attainment + 20% Indirect CO attainment through course end survey**

**PO & PSO attainment computation is done using direct & indirect assessment tools.**

**CIE, SEE, and Rubrics for projects and seminars are the direct assessment tools. The COs are mapped to the POs and PSOs on a scale of 1 to 3. CO attainments and CO-PO, CO-PSO mappings are used to compute PO & PSO attainment.**

**Student Exit Surveys, Alumni Surveys, Employer Surveys, and Parent Surveys, are indirect assessment tools. The questions in the surveys are mapped to POs and PSOs on a scale of 1 to 3. The responses and the mappings are used to compute the indirect attainment of PO & PSO.**

**PO& PSO attainment = 80% direct attainment + 20% indirect attainment**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | Nil |

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

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

878

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

**2.7 - Student Satisfaction Survey**

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

https://www.lords.ac.in/iqac-student-satisfaction-survey/

**RESEARCH, INNOVATIONS AND EXTENSION**

**3.1 - Resource Mobilization for Research**

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

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

4.25

| File Description | Documents |
|---|---|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

**2**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Institutional data in prescribed format | View File |

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

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

**2**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://mekuva.com/ |

**3.2 - Innovation Ecosystem**

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

**The Entrepreneurship Cell (E-Cell) encourages students to participate in various entrepreneurship-related workshops and competitions actively. It is enriched with value-added activities such as guest lectures, invited talks by entrepreneurs, idea-generation workshops, and seminars. The primary objective of the E-Cell is to inspire and guide young students in their entrepreneurial journey. It aims to educate them about the opportunities available and the various government schemes that can support their aspirations to become successful entrepreneurs.**

**The institution is affiliated with prominent entrepreneurial networks, including IIT Bombay E-Cell, Wadhwani Foundation, and The Telangana Hub, further enhancing its ecosystem.**

**The Lords Technology Business Incubator (TBI) plays a pivotal role in fostering innovation and entrepreneurship. Its primary objective is to incubate startups and enterprises with innovative technologies stemming from academic and industry research. The institute offers a wide range of support services, including infrastructure, technical assistance, networking opportunities, seed capital, and mentorship, to encourage students to pursue their entrepreneurial goals.**

**Additionally, the institute conducts outreach programs aimed at skill development for students in schools and nearby villages, extending its impact beyond campus.**

**Notably, the institute was recognized with a Certificate of Recognition from the Ministry of Education – Innovation Cell, Government of India, under the category of Band 101–150 Institutes for Innovation Achievement. During the academic year 2023–24, a total of 23 activities were successfully conducted, reflecting the institute's commitment to fostering an innovation-driven culture.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | https://www.lords.ac.in/central-committee/edc/ |

**3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year**

**3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year**

**8**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | **No File Uploaded** |
| List of workshops/seminars during last 5 years (Data Template) | View File |

## 3.3 - Research Publications and Awards

### 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

### 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

**2**

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | https://www.lords.ac.in/central-committee/rnd-consultancy/ |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

### 3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

**91**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

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

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

**19**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

**3.4 - Extension Activities**

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

**The NSS cell of the institution conducted Extension activities in collaboration with the Government of Telangana state & many other NGO’s during A.Y-23-24.**

**1. Haritha haram**

**2. Anti-Ragging Awareness program**

**3. Voter Awareness program**

**4. Blood Donation Camp - In collaboration with the Institute of Preventive Medicine (IPM) Blood Bank Government Blood Bank and Thalassemia & Sickle Cell Society.**

**The other extension activities conducted in the local community include: Yoga Training, Health Camp, Food Donation, Fund Raising etc.**

**Name of the activity Students participated FDP on Design Thinking 20 Girl Student Counselling 120 Personal Development & Personal Hygiene 300 National Innovation Day 250 Free Health Checkup Camp 150 Youth Sports Fest 2023-24 900 Viksit Bharat@2047 120 SDP Communication Skills 300 Food Drive for Orphans 140 Kite Festival 350 UPSC Awareness Session 250 Blood Donation Camp 95 Elocution Competition 88 Republic Day 2024 310 Feed the needy in Ramdan 520 International Yoga day 321**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/central-committee/nss/ |
| Upload any additional information | View File |

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

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

**4**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

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

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

**16**

| File Description | Documents |
|---|---|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

**3913**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

**3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

**86**

| File Description | Documents |
|---|---|
| e-copies of related Document | View File |
| Any additional information | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

**32**

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

**Lords Institute of Engineering and Technology has a beautiful landscape, eco-friendly campus, spacious classrooms, well-equipped laboratories and excellent infrastructure spread over 10 acres.**

**Classrooms:**

**Classrooms are well-furnished, spacious and well-ventilated to fulfil the norms of proper visibility and audibility. They are provided with LCD projectors and Wi-Fi connectivity. Four classrooms in various departments have digital boards to aid the teaching-learning process.**

**Laboratories:**

**The Institution has domain-specific laboratories and project labs as per the regulations of AICTE and Osmania University, with safety measures.**

**Seminar Halls:**

**The college has 4 seminar halls to conduct seminars, conferences, guest lectures, and workshops for students and faculty. They are equipped with LCD projectors, raised platforms and a public address system with an internet facility.**

**Computing Equipment:**

**The institution has 1340 computers. Every department has computer labs for conducting programming & simulation experiments. Teachers are provided with desktops having internet connectivity.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.lords.ac.in/academic-facilities/ |

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

**Sports Facilities**

**The college has adequate facilities to conduct both indoor and outdoor games. Indoor games such as caroms, chess, karate, judo, wrestling, and table tennis are organized in rooms with an area of 210 sq.m. Outdoor games such as volleyball, throw ball basketball, cricket, football, hockey etc. are organized outdoors on grounds spread over 11000 sq.m. Students have bagged prizes in intra-college, inter-college and university competitions.**

**Auditorium**

**The college has a 456 sq.m auditorium with the required infrastructure. It has a public address system and LCD projector. It has a seating capacity of 500 people. The auditorium organises cultural events, sports inaugural events, guest lectures, and events on occasions such as Engineers' Day, teachers' Day, branch-specific programs, etc.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | https://www.lords.ac.in/campus-life/sports/ |

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

**59**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.lords.ac.in/ict-facilities/ |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

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

**258.88**

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template | View File |

**4.2 - Library as a Learning Resource**

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

**The library is automated with NewGenLib, which is integrated library management software developed by verus solutions. The library has been using NewGenLib Enterprise edition Version 3.0.4 Carbon (Release 3) open-source software since 2014. It uses a blend of free open-source sources sophisticated third-party libraries and packages.**

**The following facilities are available in NewGenLib.**

- **See the details of the records as well as their availability**
- **Reserve Items**
- **Request for checkout View their transaction history**
- **View their current checkouts and also renew them**
- **View their current reservations and also cancel them**
- **View their current requests and check out and also cancel them**
- **List of new arrivals**

**OPAC**

**The Computerized bibliographic details of the books, CDs, and Back volumes of the journals are available in the library through the OPAC (Online Public Access Catalogue) service. The users can access the OPAC on the intranet through the web-based OPAC module**

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional Information | https://www.lords.ac.in/library/ilms/ |

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

**A. Any 4 or more of the above**

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

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

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

**16.4**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data**

**for online access) (Data for the latest completed academic year)**

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

**503**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Details of library usage by teachers and students | View File |

**4.3 - IT Infrastructure**

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

**The Campus Network Control Centre has been established at a cost of Rs.3.5 crores and is maintained by the Department of CSE. The old network has been upgraded and replaced with 87 extreme switches, 57 wireless Routers, a WLAN controller, and Servers for Antivirus, FTP and DHCP. The present wired and wireless network infrastructure has been established with priority on reliability, performance and cost-efficiency. A Dedicated leased line Internet facility with a bandwidth of 2.2 Gbps is available to cater to the academic & research needs in the Campus. The entire campus is Wi-Fi enabled. The activity in the institute is under video surveillance with 400CC cameras. Digital TVs are placed at the major places in the institute that continuously display information regarding any upcoming events, photographs of the completed events, campus news, and awarded photographs. These systems will be continuously running during working hours. Video-conferencing and A-View facilities are also available within the institute. The periodical updates and maintenance are done by qualified in-house personnel. Parameter: 2023-2024 Internet and Wi-Fi Bandwidth 2.2 Gbps.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | https://www.lords.ac.in/it-facilities/ |

**4.3.2 - Number of Computers**

**1330**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| List of Computers | View File |

| 4.3.3 - Bandwidth of internet connection in the Institution | A. ? 50MBPS |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

**4.4 - Maintenance of Campus Infrastructure**

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

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

776.5

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The institution prioritizes the upkeep and enhancement of its facilities to foster an enriching learning and development environment.

In laboratories, annual maintenance of existing equipment is meticulously handled by respective departments within their sanctioned budgets. Proposals for acquiring new equipment,

accompanied by detailed quotations, are initiated by Heads of Departments and approved by the Principal and Governing Body. Departments regularly upgrade equipment to support cutting-edge R&D activities alongside academic requirements.

The library is enriched through the Central Library Monitoring Committee, which facilitates departmental recommendations for new reference books and textbooks. Regular updates ensure the library remains a comprehensive resource for academic and research pursuits.

Sports facilities are actively utilized to promote physical well-being and team spirit. Students are encouraged to engage in various sports activities, while faculty competitions foster camaraderie. Awards and certificates motivate participation, and annual maintenance of sports equipment is carried out by the physical director and their team.

Classrooms are equipped with ICT facilities to enable effective teaching and learning. Regular maintenance ensures these resources remain functional and accessible to both faculty and students, contributing to an interactive and engaging educational experience.

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

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

2396

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

**372**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

**A. All of the above**

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.lords.ac.in/campus-life/events/ |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

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

**3912**

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

**3592**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

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

**A. All of the above**

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | View File |

**5.2 - Student Progression**

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

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

383

| File Description | Documents |
|---|---|
| Self-attested list of students placed | View File |
| Upload any additional information | No File Uploaded |
| Details of student placement during the year (Data Template) | View File |

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

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

210

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | View File |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

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

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

168

| File Description | Documents |
|---|---|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

**5.3 - Student Participation and Activities**

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

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

**36**

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

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

**As the primary stakeholders of this institute, students play a key role in most committees. These student members represent the student community, act as a bridge for communication between students and the administration, and ensure that the committees function effectively. By conveying requirements from both sides, they contribute to the productivity of the committees. Additionally, these members are instrumental in facilitating the smooth execution of various activities and ensuring the optimal utilization of available facilities.**

- **Student Counseling/ Mentoring, Grievances Redressal Committee**
- **Canteen /House-keeping/Hygiene/Sanitation Committee**
- **NSS**
- **Sports/Games Cell**
- **Transport Committee**

- Arts/Cultural Committee
- Department Associations Coordination Committee
- Entrepreneurship Cell
- Alumni Coordination Cell
- Professional Societies Coordination Committee
- Medical Care Cell
- Internal Complaints Committee
- Anti-Ragging Committee
- R&D and Consultancy Cell

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/central-committee/ |
| Upload any additional information | No File Uploaded |

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

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

47

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

## 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

**Lords Alumni Association**

**Registered under the Telangana Societies Registration Act, 2001 (No. 1122 of 2020), the Lords Alumni Association is a dynamic community dedicated to fostering lifelong connections among alumni and supporting the growth of its alma mater. It serves as a platform for alumni to contribute to the development of the institution through financial aid, mentorship, and other support services, empowering stakeholders and enhancing the institution's vision.**

**Membership is open to all graduates of the Lords Institute of Engineering Technology, including B.E/B.Tech, M.E/M.Tech, and MBA programs. The association acts as a hub for alumni to interact, network, and collaborate. Its members have excelled as leaders, entrepreneurs, professionals, and social influencers, making significant contributions to society across various fields.**

**The flagship event, RECONNECT, held annually in the last week of December, provides a space to celebrate shared heritage, strengthen bonds, and explore collaborative opportunities.**

**Beyond reunions, the association plays a pivotal role in the professional and academic ecosystem. It organizes webinars with distinguished alumni, spreads awareness of job and recruitment opportunities, collaborates with the placement cell, and actively supports students' career aspirations globally.**

**The Lords Alumni Association remains a cornerstone for nurturing relationships, promoting knowledge exchange, and contributing to the institution's ongoing success.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/alumni/ |
| Upload any additional information | View File |

| 5.4.2 - Alumni contribution during the year (INR in Lakhs) | A. ? 5Lakhs |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

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

**Vision:**

**Lords Institute of Engineering and Technology strives continuously for excellence in professional education through quality, innovation and teamwork and to emerge as a premier institute in the state and across the nation.**

**Mission:**

- **To impart quality professional education that meets the needs of the present and emerging technological world.**
- **To strive for student achievement and success, preparing them for life, career and leadership.**
- **To provide a scholarly and vibrant learning environment that enables faculty, staff and students to achieve personal and professional growth.**
- **To contribute to the advancement of knowledge, in both fundamental and applied areas of engineering and technology.**
- **To forge mutually beneficial relationships with government organizations, industries, society and alumni.**

**Perspective Plans:**

**The Strategic Plan for 2021-2025 is currently being implemented. Achieving higher academic standards, better placements, improved R&D, Industry-Institute Interaction, attract better human resources are key strategic factors.**

**The institute became autonomous in the year 2021, Participation**

**of the Faculty in the decision-making bodies: Faculty are represented on the Governing Body, Academic Council, Board of Studies, IQAC, etc. Faculty are also represented as members of various academic and administrative committees.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/vision-mission/ |
| Upload any additional information | **No File Uploaded** |

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

**The governance structure at Lords Institute of Engineering and Technology (LIET), Hyderabad, is characterized by decentralized administration, with a strong emphasis on participatory processes in Teaching, Learning, and Evaluation (TLE). Here are the key features of the governance:**

**Decentralized Administration:**

**The Principal, as the head of the institution, is functionally supported by various Deans and Directors who manage different areas, including Academics, Research, Innovation, Incubation & Entrepreneurship, Career Guidance, Placements, and Student Affairs. The Internal Quality Assurance Cell (IQAC) plays a significant role in ensuring quality measures across the institution.**

**Stakeholder Involvement:**

**Over 30 central committees involving stakeholders like Management, Faculty, Industry experts, Alumni, Parents, and Students contribute to the functioning and decision-making processes at the institution.**

**Departmental Autonomy:**

**Heads of Departments (HODs) are empowered to make key decisions related to department budgets, subject allocation, timetable preparation, recruitment training programs, and appointing coordinators for various committees.**

**Examination Process:**

**The Principal, serving as the Chief Superintendent of Examinations, oversees the examination process in coordination with the Controller of Examinations (COE) and Additional COE, ensuring that the paper setting, examination conduct, and evaluation follow the prescribed norms of Osmania University without interference.**

**This governance model fosters autonomy, transparency, and a collaborative approach, ensuring that each function is carried out effectively with minimal bottlenecks.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/central-committee/ |
| Upload any additional information | View File |

**6.2 - Strategy Development and Deployment**

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

**LIET’s Two-Year Strategic Plan aims to enhance faculty quality, infrastructure, teaching techniques, research, and institutional reputation through focused goals and measurable targets.**

**Goal-1 focuses on recruiting and developing faculty to meet academic challenges by hiring PhD-qualified individuals, especially from IITs/NITs/Central Universities, and increasing faculty with research and industry experience. Targets include 35% PhD-qualified faculty and 40% with industry experience by 2025-26.**

**Goal-2 emphasizes modernizing infrastructure by upgrading laboratories and implementing ICT tools, with targets of 100% modernization and ICT implementation by 2025-26.**

**Goal-3 seeks to enhance teaching techniques through smart classrooms and adopting modern practices, achieving 65% smart classroom implementation and 100% adoption of modern teaching practices by 2025-26.**

**Goal-4 promotes research and innovation by establishing centers of excellence, increasing internal seed money to ?40 lakhs, and securing ?150 lakhs in external funding by 2025-26.**

**Goal-5 aspires to elevate LIET to a nationally significant**

**institute, aiming for Tier-1 NBA accreditation, A++ NAAC grade, and a top-200 NIRF ranking.**

**The plan’s implementation will be closely monitored through quarterly and halfyearly reviews to ensure effective progress and alignment with targets.**

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://www.lords.ac.in/strategic-plan/ |
| Upload any additional information | No File Uploaded |

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

**The institution has a well-defined administrative structure with the Governing Body as the highest decision-making authority, supported by 36 functional committees. These committees manage various operational, academic, and student-related affairs. The institution follows established service rules, procedures, and policies that align with AICTE guidelines, State Government regulations, and the affiliating university. These rules, first published in 2003, are periodically revised and approved by the Governing Body to ensure relevance and compliance. The policies are made accessible to all staff and students through departmental copies and are also available on the college website, ensuring transparency and awareness across the institution.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/policies/ |
| Link to Organogram of the institution webpage | https://www.lords.ac.in/organogram/ |
| Upload any additional information | No File Uploaded |

| **6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and** | A. All of the above |
|---|---|

**Support Examination**

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | No File Uploaded |
| Screen shots of user inter faces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

**6.3 - Faculty Empowerment Strategies**

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

**The institution offers a comprehensive benefits package designed to support both the professional and personal well-being of its faculty and non-teaching staff. Key benefits include Medical Insurance, ensuring access to healthcare, and Marriage & Festival Advances, which provide financial support during significant personal events. Subsidized Transport makes commuting more affordable, while Research Incentives encourage academic excellence. Staff are also recognized through Awards & Rewards for Outstanding Contributions, fostering motivation and achievement.**

**Financial assistance options like Zero Interest Loans and Professional Development Incentives help staff manage personal finances and pursue further training and qualifications. Additionally, the institution offers Financial Support for Professional Society Memberships/Conferences/Workshops, allowing staff to engage in continuous learning and development.**

**Health is prioritized with Free Medical Camps, and Maternity & Paternity Study Leaves provide necessary time off for new parents. Faculty Recreational Events promote work-life balance by offering opportunities for relaxation and socialization.**

**This well-rounded benefits package not only supports employees' health, financial stability, and professional growth but also fosters a positive, productive work environment that values both personal and professional development.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/welfare-measures/ |
| Upload any additional information | View File |

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

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

**128**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

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

**27**

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

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

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

**132**

| File Description | Documents |
|---|---|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

**The Performance Appraisal System at Lords Institute of Engineering and Technology (LIET) is designed to evaluate and enhance the effectiveness of both teaching and non-teaching staff, contributing to the institute's continuous growth and**

**excellence. The system assesses staff members based on criteria such as technical expertise, job performance, attitude, punctuality, teamwork, and alignment with the institute's goals and values.**

**For teaching staff, key performance indicators include teaching quality, student feedback, academic research, involvement in curriculum design, and participation in professional development activities. Regular classroom observations, peer assessments, and student evaluations are utilized to measure the effectiveness of teaching methods and academic contributions, ensuring that faculty members uphold the institution's high standards.**

**For non-teaching staff, performance evaluation is based on efficiency, quality of administrative support, adherence to deadlines, communication skills, and collaboration with faculty and students. Feedback from both faculty and students helps in assessing their role in maintaining smooth institutional operations.**

**The appraisal process at LIET includes self-assessment, peer reviews, supervisor evaluations, and goal-setting sessions. This ensures that staff receive constructive feedback and are provided with opportunities for professional growth. The system fosters a culture of continuous improvement, ensuring that both teaching and non-teaching staff contribute positively to the institute's mission of academic excellence and holistic development.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/forms/ |
| Upload any additional information | View File |

**6.4 - Financial Management and Resource Mobilization**

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

**Lords Institute of Engineering and Technology (LIET) regularly conducts both internal and external financial audits to ensure transparency and compliance. Internal audits include quarterly reviews of financial transactions, departmental audits, and compliance checks with institutional policies. External audits consist of statutory audits to verify the accuracy of financial**

**statements and tax audits to ensure compliance with tax laws. When audit objections arise, they are first reviewed and discussed by the concerned departments. A corrective action plan is then developed, followed by a follow-up audit to verify resolution. Finally, a report is prepared to document the actions taken, ensuring the institution adheres to all financial regulations. This process helps LIET maintain financial integrity and accountability.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/finance-committee/ |
| Upload any additional information | View File |

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

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

**0**

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

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

**Lords Institute of Engineering and Technology (LIET) can mobilize funds and optimize resources through diverse strategies. These include securing government grants, forging industry partnerships, engaging alumni for donations, and leveraging corporate CSR funds. The institution can also generate revenue by offering consultancy services, professional certification programs, and fostering entrepreneurship through startup incubators. Efficient resource management, including sustainable campus development and digital transformation, enhances cost-effectiveness. Additionally, promoting research, innovation, and strategic marketing can attract funding opportunities.**

**Transparent financial management and regular audits ensure accountability, positioning LIETfor long-term growth and sustainability in both academic and financial realms.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/policies/ |
| Upload any additional information | No File Uploaded |

**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

**The Internal Quality Assurance Cell (IQAC) at Lords Institute of Engineering and Technology (LIET) has been instrumental in institutionalizing effective quality assurance strategies and processes. The cell plays a key role in fostering a culture of continuous improvement across academic and administrative spheres. IQAC ensures that the institution’s teaching-learning practices are in line with industry standards and emerging trends, while also enriching the curriculum to meet the evolving needs of the workforce. Regular academic audits, assessments, and feedback mechanisms help the institution monitor its performance and implement corrective actions where necessary. The cell organizes various faculty development programs to enhance teaching methodologies and promote academic excellence. Additionally, IQAC promotes research, innovation, and collaborative learning among students and faculty, thus strengthening the institution's overall academic environment. The cell also supports the institution’s efforts in acquiring national and international accreditations, ensuring compliance with quality benchmarks. Through these comprehensive efforts, the IQAC at LIET has significantly contributed to improving institutional efficiency and delivering high-quality education, which in turn enhances the overall student experience and prepares them for professional success.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/iqac/ |
| Upload any additional information | No File Uploaded |

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

**Lords Institute of Engineering and Technology (LIET) systematically reviews its teaching-learning processes, operational structures, and methodologies to enhance academic and institutional performance. This is accomplished through the Internal Quality Assurance Cell (IQAC), established in compliance with prescribed norms. The IQAC plays a pivotal role in planning, monitoring, and implementing quality benchmarks across various academic and administrative functions.**

**Periodic reviews are conducted to assess teaching methodologies, curriculum delivery, faculty performance, and student learning outcomes. Feedback from stakeholders such as students, faculty, alumni, and industry experts is analyzed to identify areas of improvement. The institution emphasizes integrating innovative teaching practices, such as ICT-enabled learning, experiential learning, and collaborative projects, to ensure active student engagement and better knowledge retention.**

**Incremental improvements are documented and shared during IQAC meetings. Notable achievements include enhanced student academic performance, increased participation in research and co-curricular activities, and successful implementation of outcome-based education (OBE). These efforts align with the institution's commitment to providing a learner-centric environment and fostering a culture of continuous improvement.**

**The IQAC’s structured approach ensures that LIET consistently achieves its objectives, maintains accreditation standards, and prepares students to excel in their professional careers.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.lords.ac.in/iqac/ |
| Upload any additional information | **No File Uploaded** |

| | |
|---|---|
| **6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality** | **A. All of the above** |

| | |
|---|---|
| **initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** | |

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | https://www.lords.ac.in/iqac/ |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

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

**LIET has taken proactive steps to promote gender equity and ensure the safety and well-being of female students, fostering a supportive and inclusive campus environment. The institution has strengthened campus security with 24/7 monitoring by personnel and the installation of 107 CCTV cameras at key locations such as the entrance gate, library, and auditorium, ensuring a secure atmosphere for all students. A dedicated Women Grievances Cell addresses issues faced by female students and staff, ensuring their concerns are promptly resolved.**

**The Anti-Ragging Committee upholds discipline and a ragging-free campus, further supporting a safe space for female students. Exclusive common rooms for female students are well-equipped with essential amenities like beds, drinking water coolers, and washrooms, providing a private area for relaxation. Additionally, the mentorship and counselling framework, with a 1:20 mentor-student ratio, offers guidance on academic and personal matters, supporting female students' growth.**

**Awareness programs on self-defence, anti-ragging, and saving female children empower students to assert their rights. The campus also encourages female participation in sports, with**

**opportunities to represent the institution in intercollegiate competitions. To inspire and engage, prominent female personalities are invited to discuss gender-sensitive issues. These efforts underscore LIET's commitment to creating a safe, equitable, and empowering environment for all students.**

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://www.lords.ac.in/iccactivities |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | Nil |

| | |
|---|---|
| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment** | **A. 4 or All of the above** |

| File Description | Documents |
|---|---|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

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

**The institution has implemented comprehensive waste management practices to ensure sustainability. Solid waste is managed through segregation at the source with labelled bins for dry and wet waste across the campus. Biodegradable waste, including food and plant residues, is processed in a 1.5 cubic meter biogas plant near the canteen, generating fuel for campus use. Paper waste is minimized by adopting double-sided printing.**

**Liquid waste is managed through a 15,000-litre sewage water treatment plant that collects water from daily rituals, which is filtered and used for gardening. Rainwater harvesting pits capture rainwater for groundwater recharge and future use.**

**Wastewater from RO systems and bathrooms is directed to the college grounds and drainage channels, while stored water is utilized to sprinkle the sports ground.**

**Biomedical waste, primarily from laboratories, is treated using an Effluent Treatment Plant (ETP) with neutralization agents and coagulation techniques. Regular tests ensure safe disposal. E-waste, such as non-functional electronics, is handed over to authorized recyclers in compliance with environmental regulations.**

**While hazardous and radioactive waste generation is minimal due to the basic nature of lab experiments, the institution is committed to planning advanced waste management facilities for such materials shortly.**

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | View File |

| | |
|---|---|
| **7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** | A. Any 4 or all of the above |

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

**7.1.5 - Green campus initiatives include**

| | |
|---|---|
| **7.1.5.1 - The institutional initiatives for greening the campus are as follows:**<br><br>**1. Restricted entry of automobiles**<br>**2. Use of bicycles/ Battery-powered vehicles**<br>**3. Pedestrian-friendly pathways** | A. Any 4 or All of the above |

| | |
|---|---|
| **4. Ban on use of plastic**<br>**5. Landscaping** | |

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

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

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

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|---|
| **7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** | A. Any 4 or all of the above |

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

**Institutional efforts to foster an inclusive environment focused on promoting tolerance and harmony across cultural, regional, linguistic, communal, and socioeconomic diversities. These initiatives include implementing diversity and inclusion policies that ensure equal opportunities and address discrimination, offering cultural competency training to reduce biases, and prioritizing diverse representation in leadership and decision-making. Institutions also celebrate cultural diversity through events and festivals, revise curricula to reflect diverse perspectives, and provide support systems such as financial aid and mentorship for underrepresented groups. Community engagement initiatives strengthen connections with local communities, and conflict resolution mechanisms address misunderstandings arising from cultural differences. By continuously evaluating and improving these efforts, institutions create environments where all individuals, regardless of their background, feel respected, valued, and included.**

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

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

**To foster a sense of responsible citizenship, institutions must actively sensitize students and employees to constitutional values, rights, duties, and responsibilities. Awareness programs, including workshops, seminars, and guest lectures by experts, can educate participants on fundamental rights and duties as enshrined in the Constitution. Observing significant national events like Constitution Day, Republic Day, and Independence Day reinforces these values through activities such as Preamble readings, debates, and patriotic programs. Integrating constitutional education into the curriculum through dedicated modules, projects, and case studies ensures deeper understanding. Participatory activities like mock parliaments, essay competitions, and community service drives encourage the practical application of these principles. Visual aids, such as posters and displays of the Preamble in key areas, along with digital tools like e-learning modules and social media campaigns, can amplify awareness. Institutions can also collaborate with government bodies, NGOs, and legal aid societies to enhance the outreach of sensitization programs. Ethical training, discussions on contemporary issues, and field visits to legislative and judicial bodies provide experiential learning. Recognizing active participation through certificates or incentives further motivates engagement. These initiatives collectively instil constitutional awareness, promoting a culture of justice, equality, and civic responsibility within the institution.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | **Nil** |
| Any other relevant information | https://www.lords.ac.in/2023-24/Sensitization-Stakeholders.pdf |

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

**programmes on Code of Conduct are organized**

| File Description | Documents |
|---|---|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

**Celebrating national and international commemorative days, events, and festivals fosters cultural awareness, unity, and education within institutions. These celebrations provide an opportunity to honour history, heritage, and shared values while highlighting important global and societal causes. Institutions can observe national days like Independence Day and Teachers' Day to instil patriotism and recognize contributions, while international days such as World Environment Day and International Women's Day raise awareness of global issues.**

**To mark these occasions, institutions can organize thematic activities such as art competitions, seminars, and exhibitions that engage participants and promote learning. Community involvement is key, with collaborations involving students and staff.Cultural programs featuring traditional music, dance, and cuisine further enrich these celebrations, while social media campaigns amplify their reach. Emphasizing inclusivity, sustainability, and active participation ensures the success of such events. By documenting and evaluating these activities, institutions can continuously improve their impact. Celebrating these days not only enhances the educational experience but also fosters a sense of belonging and responsibility, preparing individuals to contribute meaningfully to society.**

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

**7.2 - Best Practices**

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

**Practice 1: HACKPRIX - A Premier 36-Hour Hackathon**

**HACKPRIX is a 36-hour hackathon aimed at fostering innovation, collaboration, and skill development among students. With over 455 participants from 70+ cities and prestigious institutions like NITs and IITs, the event focused on interdisciplinary learning, problem-solving, and exposure to emerging technologies like AI, blockchain, and web development. Sponsored by companies such as Tezos, Polygon, and GitHub, it provided students with industry mentorship. Participants enhanced their technical skills, teamwork, and confidence, with winners receiving cash prizes. Challenges included coordinating logistics for diverse participants and ensuring robust infrastructure, which were overcome through strategic planning and sponsor support. The success of HACKPRIX has led to plans for an expanded second season in June 2025.**

**Practice 2: Industry-Sponsored Student Development Program (SDP)**

**The SDP bridges the gap between academia and industry, equipping students with knowledge in AI, ML, Cybersecurity, and FinTech, while also developing soft skills like communication and leadership. Sponsored by ICT Academy, PayPal, and Infosys Foundation, the 100-hour program, held from November 19 to December 5, 2024, provided certification and industry networking opportunities. With over 200 participants, the program enhanced students' readiness for the job market. Challenges in content accessibility and mentorship were addressed through a hybrid learning approach and tailored mentorship. The program successfully prepared students for competitive tech roles.**

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.lords.ac.in/bestpractices/ |
| Any other relevant information | Nil |

**7.3 - Institutional Distinctiveness**

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

**One area where LIET truly excels is advanced technological research in Artificial Intelligence (AI) and Machine Learning (ML). With a dedicated AI-ML department, equipped with cutting-edge laboratories and experienced faculty, the institute supports students and researchers in undertaking innovative projects that address real-world challenges. This focus aligns with its thrust on building competencies in emerging technologies, which are critical for the evolving global industry landscape.**

**Collaborations with prominent tech companies and organizations bolster the institute’s performance in this priority area. LIET has facilitated internships, workshops, and hackathons, enabling students to apply theoretical knowledge in practical scenarios. Furthermore, the consistent participation and achievements of students in national and international technical contests reflect the institute’s emphasis on excellence in research and innovation.**

**By integrating industry needs with academic rigour, LIET not only prepares its students for future challenges but also contributes significantly to the technological advancements in AI and ML, setting itself apart in this niche field.**

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

7.3.2 - Plan of action for the next academic year

**Academic and Administrative Decentralization: Give departments more decision-making power to improve efficiency and accountability.**

**Faculty Training on Active and Engaged Learning: Train faculty in modern teaching methods to make learning interactive and engaging for students.**

**New Student Clubs for Peer Learning: Set up student-led clubs to encourage knowledge sharing and collaboration.**

**Recruit More PhD Faculty: Hire more PhD-qualified faculty to boost research and teaching quality.**

**Prepare for NBA Tier 1 Accreditation: Align departmental processes with NBA criteria and enhance faculty readiness.**

**Enhance Awareness of NEP 2020 and Its Guidelines??????: Increase awareness among faculty and students about the National Education Policy (NEP) 2020 and its guidelines.**

**Promote Sustainable Development Goals (SDGs): Include SDGs in the curriculum and encourage student projects that address societal issues.**

**Student Representation at National and International Competitions??????: Support and encourage students to participate in competitions like Hackathons and SkillCompetitions, to showcase talent and gain exposure.**