



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council*

is pleased to declare

Little Flower

Institute of Social Sciences and Health (LJSSAH)

*Kaithapoyil, Thamarassery, Kozhikode,
affiliated to University of Calicut, Kerala as*

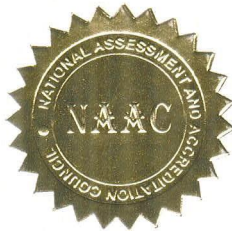
Accredited

with CGPA of 3.08 on four point scale

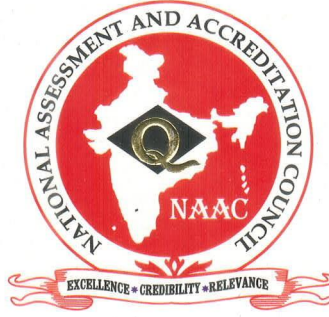
at A grade

valid up to April 05, 2029

Date : April 06, 2024



[Signature]
Director



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Quality Profile

Name of the Institution : Little Flower Institute of Social Sciences and Health (LISSAH)

Place : Kaithapoyil, Thamarassery, Kozhikode, Kerala

Criteria	Weightage (W_i)	Criterion-wise Weighted Grade Point (Cr WGP _i)	Criterion-wise Grade Point Averages (Cr WGP _i / W_i)
I. Curricular Aspects	100	380	3.80
II. Teaching-Learning and Evaluation	350	1125	3.21
III. Research, Innovations and Extension	110	310	2.82
IV. Infrastructure and Learning Resources	100	330	3.30
V. Student Support and Progression	140	340	2.43
VI. Governance, Leadership & Management	100	253	2.53
VII. Institutional Values and Best Practices	100	340	3.40
Total	$\sum_{i=1}^7 W_i = 1000$	$\sum_{i=1}^7 (Cr WGP_i) = 3078$	

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (Cr WGP_i)}{\sum_{i=1}^7 W_i} = \frac{3078}{1000} = \boxed{3.08}$$

Grade = A

Date : April 06, 2024


Director

- This certification is valid for a period of Five years with effect from April 06, 2024
- An institutional CGPA on four point scale in the range of 3.51 - 4.00 denotes A⁺⁺ grade, 3.26 - 3.50 denotes A⁺ grade, 3.01 - 3.25 denotes A grade, 2.76 - 3.00 denotes B⁺ grade, 2.51 - 2.75 denotes B^{*} grade, 2.01 - 2.50 denotes B grade, 1.51 - 2.00 denotes C grade
- Scores rounded off to the nearest integer



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
LITTLE FLOWER INSTITUTE OF SOCIAL SCIENCES AND
HEALTH(LISSAH)
C-8129**

**Thamarassery
Kerala
673586**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	LITTLE FLOWER INSTITUTE OF SOCIAL SCIENCES AND HEALTH(LISSAH) Thamarassery Kerala 673586	
2.Year of Establishment	2003	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	7	
Programmes/Course offered:	10	
Permanent Faculty Members:	44	
Permanent Support Staff:	10	
Students:	689	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Self-financed Minority institution affiliated to Calicut University and marching towards a silver jubilee of its existence. 2. Extensive and meaningful Extension Activities and Societal Contributions in the region are the hallmarks of the institution 3. Visionary Management and Missionary approach to work environment creates a cohesive team work.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 26-03-2024 To : 27-03-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SUDHIR GAVHANE	FormerVice Chancellor,MAHATMA GANDHI MISSION University
Member Co-ordinator:	DR. PROF MANSAF ALAM	Professor,Jamia Millia Islamia
Member:	DR. PROF MANOJ S KAMAT	Principal,DCTs S S Dempo College of Commerce and Economics
NAAC Co - ordinator:	Dr. N R Mohan	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>
1.4	Feedback System

Qualitative analysis of Criterion 1

The College is affiliated with Calicut University which designs the curriculum for its affiliated colleges. The College adopted the Choice-Based Credit and Semester System for all UG and PG with elective courses.

Academic processes in the College are supported by academic calendar, timetable and instructors course file. Academic Calendar is prepared by the College as per the University Academic Calendar.

The college updates its academic and subject knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and participation in Seminars/Workshops/Conferences. The college prepared COs and POs for all programs run by the college.

The college is quite sensitive in addressing issues related to gender discrimination, bias and inequality. The college has been witnessing a very good percentage of girls' enrolment.

Cross-cutting issues relevant to environmental sustainability, professional ethics, human values and gender have been addressed through the curriculum of various programmes in this college.

The college is also offering value-added/add-on certificate module courses. The College makes consistent efforts to integrate cross-cutting issues like climate change etc. out of the curriculum supplied by the university. Some guest lectures are arranged for curriculum enrichment.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The College adheres to the admission policy of the Government and Affiliated University ensuring transparency, inclusivity and equity. The College achieves satisfactory enrolment in BSW and B.Sc Psychology programmes. Government and Calicut University reservation policy is strictly followed for the admission of the students in the college. The college organized an induction program every year for new students.

The faculty members in the College use ICT-enabled tools for teaching-learning activities. The college has a sufficient number of smart classrooms. The college follows the examination and assessment process as per the ordinance of Calicut University.

College should make available Smart Boards for each department, and develop competencies of teachers in usage of ICT in the classrooms. The Faculty should be encouraged to create digital content / Online MOOCs and motivate students to do more online courses.

The college has an Intra-Semester Assessment (ISA) Monitoring Committee that prepares a schedule for ISA and the Examination Committee prepares a timetable for Semester End Examinations based on the dates specified by Calicut University and notifies the students well in advance.

The College has a Grievance Committee and Unfair Means Inquiry Committee established to address grievances regarding the examination. The college implemented outcome-based education. The student-teacher ratio is good. The college uses participatory and problem-solving methodology in the teaching-learning process.

The College realises the curricular aspects by defining Programme Outcomes, and Course Outcomes that bring out the desired competencies, and has evolved a matrix for effective measurement through an ERP system.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

The college is overdependent on the fee component from the students and needs to garner efforts to solicit grants/donations/funding from non-governmental organisations through philanthropy and CSR funding.

The College needs to incentivise research and innovation by faculty and students through collaboration.

The College needs to make efforts to create an innovation and research culture. The IIC and the Entrepreneurship Development Cell are established but need to be made more functional. Participation in the YI programs has created awareness about Design Thinking and Pitch Deck Preparation and needs to be pursued more rigorously.

The College is a leader in the region in terms of Community engagement and extensive counselling support but needs to make concrete efforts to connect with the industry to offer more opportunities for students in internships, and placements and facilitate industrial visits. The institute's commitment to the community is embodied in its motto "life towards its fullness", which is reflected in the way it carries out its extension services.

The college could take more initiatives for career counselling for Std XII students in the neighbourhood higher secondary schools, thereby benefiting from a better perception of the college and more enrolments. The college has organised a significant number of programs on IPR, and student-centred seminars

The College has an in-house research journal, giving opportunities for the faculty to publish their work, however, the quality of research output through publications in UGC Care List journals is significantly low. The College could develop an incentive system to promote collaborative research and enhance publications in standard journals.

The college is widely known for its extension activities in the neighbourhood. The NSS unit, Dept. of Social Work, Dept. of Psychology has done extraordinarily well in carrying out the societal activities, enabling the

college to receive awards and recognitions from the Government and other recognized bodies. The Psychology department conducts Counselling and other activities for student support, while the Social Work department conducts Village adoption and other extension activities in the neighbouring community

The college is found to be well involved in extension activities in different categories like community development, Social Work, Health awareness, Health camp, Blood donation camp, environmental awareness, Gender sensitization etc.

The college has entered into MoUs, formal engagements with many organisations however needs to organise at least 2-3 activities each year under each MoU to make the collaboration more functional and meaningful.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

Qualitative analysis of Criterion 4

The College campus has very good infrastructure and facilities. The college has a green-certified campus.

The college's entire campus is WiFi-enabled and under CCTV surveillance. The College's academic infrastructure includes good classrooms equipped with Android TV screens, Computer Laboratories, Audio-Visual rooms, staff rooms, and an Auditorium with a very good seating capacity. The college has separate hostel for boys , girls and also has facility of guest house.

The College has a Principal’s chamber, staff room, office and committee/meeting room. The College has a Volleyball Court, Basketball Court and a playground. Adequate IT facilities are available in the college. The IT facilities include a 200 Mbps connection LAN configuration with good speed. The college has a good

Media lab. The college has well equipped canteen, however the extended space for indoor sports is needed.

The Library is fully automated with Software and RFID enabled. The library also provides a reading room facility. The N-LIST database, provided by UGC-INFLIBNET is subscribed by the library and provides students and staff access to resources (e-books/e-journals). As college is offering PG Program, Reference books and International Journals and back Volumes are required to be acquired.

The college has ramps, accessible restrooms and wheelchairs available for everyone. The college needs to upgrade/update and maintain the infrastructure of the college regularly.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

The College assists students in applying for government scholarships in a limited manner and the college gives scholarships to meritorious students. The College contributes to students by conducting various courses and organising activities to promote skills such as ICT, communication, leadership, interpersonal relationships, and life skills.

The college provides training to students for competitive examination and placement. The College has been hosting prestigious national-level intercollegiate campus fests with several innovative competitions. The College facilitates students' progression by organising career guidance talks.

The college has an anti-ragging and Prevention of sexual harassment cell working properly. The College has a Grievance Redressal Committee, which is working actively. The students actively participate in sports activities at International and national level / state-level cultural competitions. The College has a registered alumni association.

The alumni come to the college share experiences with students and give scholarships to the students. The alumni activities should be enhanced.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

Visionary leadership, missionary governance, and well-coordinated administration are the hallmarks of the College. The institution is run by St. Thomas Province of Little Flower Congregation (CST Fathers) a religious and charitable Trust which works towards improving the quality and dignity of the people, especially the poor and marginalized.

The commitment of the staff and management is realized through a collaborative effort involving both faculty and students.

The College has a transparent and multi-layered governance system with effective decentralised management facilitated by coordinated teams. The Governing Body Staff Council, IQAC, Department Staff Council and Administrative Staff meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes.

The management embraces a decentralized approach, collaborating with the above bodies to make decisions regarding policy, finance, and infrastructure.

The institution's governance and leadership align seamlessly with its vision and mission, evident through its Strategic Development Plan 2018-2023. The College needs to develop an Institutional Development Plan with a 10-year perspective, documenting its short, medium and long-term plans, with periodic yearly reviews to establish its effective implementation.

The composition of statutory committees like the Internal Complaints Committee (Anti-Sexual Harassment)

and the Grievances Committee needs to be set up strictly as per the statutory requirements. Similarly, the college could lay down effective SOPs (System Operating Procedures) for each department/level/activity for effective functioning.

Being a self-financed minority institution, the college has set up its policies regarding service conditions, remuneration systems and appraisals, and is in tune with the requirements. However, upward revisions in pay and emoluments to teaching and non-teaching staff are strongly needed to keep the staff motivated and prevent attrition levels.

The College needs to develop a system for training, grievance redressal for staff, and for incentivising best-performing departments, teachers, research output and also for the administrative staff.

The institution conducts internal and external financial audits regularly, with the preparation of the annual budget while an effective e-governance in admission, fee payment, and other formalities formalize the function of the administrative section.

The Annual Academic and Administrative Audit, Green audit, environmental audit ISO Audit are conducted to confirm the appropriate functioning of different bodies. It is advised that the college participates in the NIRF process every year.

The faculty is supported by welfare measures such as PF, ESI and other welfare schemes. They are supported financially to attend FDPs and other short-term courses and conferences, however, the number of beneficiaries and the quantum of resources released are found to be limited.

The IQAC reviews the teaching-learning process and attainment of learning outcomes in tune with the OBE policy. The IQAC meets regularly, analyses feedback for improvement, collaborates with institutes of quality and organizes quality initiatives.

Being a self-financing college, it receives no financial assistance from the government or the UGC and needs to garner resources from external sources. The college has a fund mobilization policy from internal and external agencies, but no major success has been noted.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The College promotes gender sensitivity through various programmes organized by the Women's Cell, Social Work Department, NSS and other clubs, cells and Department associations.

The institution ensures safety and security by installing nearly 100 CCTV cameras throughout the campus with a Gated compound and 24x7 security. The institution provides facilities to cater to the needs of the Differently abled. The College provides a Sickroom for girls, Napkin Incinerators, and Sanitary napkin vending Machine and ensures facilities to promote inclusivity in their education processes.

Counselling is provided to the students with due importance. Inclusiveness and tolerance are practised through activities such as the celebration of Festivals and observance of birth/death anniversaries of national leaders and visiting old age homes, rehabilitation centres, and homes for differently abled etc. More than 100 national and international commemorative days, events and festivals were organized to instil national integration and harmony.

The college has set new benchmarks in energy/water conservation and for adoption of pollution-free, and environmentally sustainable practices like horticulture, herbal gardens, Miyavaki forests etc. The flora and fauna on the college campus are rich in its diversity. Institution facilitates alternate sources of energy and energy conservation such as solar and biogas, LED bulbs and tubes, Sensor-based lights, energy efficient devices etc. and MoUs are signed with many related organisations for Waste management.

The institution promotes water conservation facilities such as rainwater harvesting, pond recharge, conservation of water bodies etc. The College is a Plastic-free campus banning single-use plastic items and has taken initiatives to foster green practices and Green landscaping.

The College has an effective waste management system. Biodegradable and non-biodegradable wastes are collected separately. The biodegradable waste is used as manure, food for poultry and the production of biogas. Green audits are conducted to assess the performance of the college in green initiatives and to spread

the message of environmental consciousness among students.

Two exemplary practices include the 'LISSAH COMMUNITY IMPACT INITIATIVE (LCII)', focusing on extension and outreach programs benefiting the local community, and "A Road to Sustainable Campus: Strategies for Going Green," emphasizing sustainable initiatives for a more environmentally friendly campus.

The unique characteristic of our institution lies in 'LISSAH Mind Care', which prioritizes and emphasizes mental wellness as a crucial aspect of our approach and focus within the institution and neighbouring schools.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

The college enjoys excellent societal goodwill and a reputation for serving marginalised ties.

College is known for strong Strong Community ties

Able to attract the majority of female students from all religions/economics classes.

Good Infrastructure with clean, green, and a well-maintained eco friendly Campus

Supportive Management and Young and Dedicated Faculty Members with a cohesive work environment.

Weaknesses:

College has no Permanent Affiliation and no 12B recognition status from the UGC

Despite having PG programs there is no satisfactory research output.

The teaching-learning process is mostly conventional.

The quality of teachers specifically in terms of those having doctoral degrees is a strong weakness.

The Computer Laboratories are not updated.

Opportunities:

Opportunities to introduce new edged/professional programs in tune with the NEP.

Opportunity to adopt a Multidisciplinary approach in curriculum design and teaching/learning as per NEP 2020

Undertake skill-based and employment-enhancing value-added programs for the benefit of the marginalised communities in the neighbourhood.

Introduce Research Centres in Social Work and Psychology and a PG program in Computer Sciences/IT.

Develop MOOCs, acquire Open Education Resources, and introduce more digital training resources as per the UGC directives.

Develop an Incubation Center to Promote Student Startups.

Challenges:

Increase enrollments in all programs.

Establishing a proactive and professional Placements / Internship units

Develop a Centre for Skill Building and Entrepreneurship.

Obtain approval for new generation Program

Faculty retention challenge.

Mobilization resources for financial stability

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- College needs to update its IT infrastructure, specifically the computer science labs with systems of latest configurations and Servers, as well as separate Labs for UG and PG in Psychology with state of art equipment sufficient enough for student population.
- Considering the ever changing technology driver trends in higher education and advent of NEP from ensuing year, College can introduce new programs in emerging technology such as in AI and ML, Block Chain, IoT, Data Sciences, 3D Printing under IT Department.
- College needs to initiate professional UG programs in E commerce, Integrated BBA-MBA as well as in Economics (Social Sciences), Clinical and Industrial Psychology, Fine and Performing Arts such as Music, Dance and Commercial Arts.
- Increase more teachers with doctoral degrees and encourage present teachers' to pursue doctoral research.
- Since publications are not sufficient enough, encourage teachers to undertake research by initiating an incentive system.
- Acquire 12 B status from the UGC on an immediate basis, and devise a transition plan to acquire autonomy in due course of time..
- Establish Gymkhana, Indoor stadium and an athletic ground.
- Set up an Incubation Centre and develop a separate research fund to create a research culture.
- Measures be taken for increasing enrollments. The service conditions and salary package for the teaching and administrative staff as per qualification and experience to prevent attractions.
- Establish a Centre for Skill Development with industry collaboration and National Government authority.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SUDHIR GAVHANE	Chairperson	
2	DR. PROF MANSAF ALAM	Member Co-ordinator	
3	DR. PROF MANOJ S KAMAT	Member	
4	Dr. N R Mohan	NAAC Co - ordinator	

Place

Date