SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

LITTLE FLOWER INSTITUTE OF SOCIAL SCIENCES AND HEALTH(LISSAH)

KAITHAPOYIL (PO) KOZHIKODE
673586
www.lissah.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Little Flower Institute of Social Sciences and Health (LISSAH), established in 2003, stands as a distinguished self-financing College affiliated with the University of Calicut. Nestled amidst the tranquil foothills of the Western Ghats, in the idyllic settings of Kaithapoyil, the institution embodies excellence in education. Operated by the St. Thomas Province of Little Flower Congregation (CST Fathers), a revered religious and charitable Trust (Reg. No. 279/IV/ 2000), LISSAH is dedicated to uplifting the quality and dignity of the underprivileged, serving as a beacon of hope.

Spanning an expanse of 18 acres, the campus is adorned with lush greenery and meticulously landscaped lawns, creating an immersive educational sanctuary. Architecturally, it possess three storied buildings housing well-appointed, spacious classrooms and administrative offices, providing an ideal milieu for learning, training, and research endeavors.

LISSAH takes pride in offering a diverse spectrum of academic programs, comprising ten courses, including five Undergraduate and five Postgraduate programs in Arts, Science, Commerce, and Social Work. Additionally, the institution extends its educational offerings with nine Certificate Courses, catering to the evolving educational and employment requisites of today's generation. The campus celebrates a multicultural environment, drawing students from all fourteen districts of Kerala, fostering an enriching and inclusive community.

At the heart of LISSAH are its dedicated faculty members—seasoned educators from varied backgrounds, blending experience with youthful enthusiasm. Committed to preparing students for the globalized, competitive, and multifaceted world, they ensure comprehensive educational experiences.

LISSAH's distinctive strength lies in its seamless integration of teaching, research, and fieldwork, cultivating an optimal learning environment for both faculty and students. The institution places paramount importance on the holistic development of every individual. Various student clubs cells and department associations actively spearhead numerous programs promoting the holistic growth of students, fostering a culture of integral development within the college.

In essence, Little Flower Institute of Social Sciences and Health (LISSAH) epitomizes a nurturing haven for academic excellence, social responsibility, and holistic development, committed to sculpting individuals prepared to thrive in the dynamic global landscape.

Vision

The vision of Little Flower Institute of Social Sciences and Health (LISSAH) is deeply rooted in the ethos of addressing rural development and uplifting the marginalized. This vision is a manifestation of the foundational principles upheld by the Little Flower congregation of CST Fathers, which inherently emphasizes the empowerment of underprivileged communities and the advancement of rural areas.

The distinctive charism of the Little Flower congregation accentuates a dedicated commitment towards

fostering rural development and empowering those on the margins of society. It is this guiding principle that inspired the establishment of LISSAH in a rural setting, where the institution aspires to serve as a catalyst for panoramic development in the Malabar region.

The fervent aspiration behind the creation of LISSAH is to become a pivotal force, spearheading initiatives that transcend mere academic pursuits. It seeks to embed itself within the fabric of the local community, contributing significantly to its overall progress. By strategically locating itself in a rural area, LISSAH aims to bridge the gap between academia and societal needs, channeling its resources, expertise, and initiatives towards uplifting the marginalized sections of society and fostering the holistic development of rural regions.

The institution envisions a future where education acts as a potent instrument for social change and empowerment. Through multifaceted interventions, including academic programs, community outreach initiatives, and sustainable development projects, LISSAH endeavors to create a ripple effect that positively impacts the socio-economic landscape of the Malabar region.

At its core, LISSAH is driven by a profound commitment to social justice, equality, and the promotion of human dignity. It aims to instill a sense of agency and self-reliance among underrated communities, facilitating their active participation in the process of their own upliftment.

Ultimately, the vision of LISSAH transcends the confines of traditional education, aspiring to be a beacon of hope and catalyst for positive change in the lives of rural communities and the marginalized, thereby contributing significantly to the comprehensive development of the Malabar region.

Mission

The mission of Little Flower Institute of Social Sciences And Health (LISSAH) encapsulates a profound commitment to fostering human development through education, training, and research. Rooted in this mission is the aspiration to elevate the quality and dignity of individuals, empowering the youth to comprehend societal realities and respond adeptly to pressing social issues.

LISSAH envisions a world where harmonious coexistence, justice, and happiness prevail universally. The institution is driven by a mission to facilitate the creation of such a world, where every individual, irrespective of background or circumstance, can thrive in an environment of peace and equity.

The objectives of LISSAH are structured to mold citizens with a strong foundation in mutual respect, fostering mature personal relationships, and nurturing a profound sense of social commitment. The institution ardently advocates for the promotion of justice, peace, and compassion. It stands steadfast in its dedication to advocating for gender equality, empowerment of marginalized communities, and organizing the unprivileged sections of society.

Central to LISSAH's spirit is the motto "Towards life in its fullness." This succinct yet profound motto encapsulates the essence of the institution's mission and objectives. It symbolizes a relentless pursuit of comprehensive development, aspiring not just for mere existence but for a life brimming with fulfillment, purpose, and prosperity.

The institution ardently believes in shaping individuals who are not only academically proficient but also deeply rooted in values that promote the greater good of society. Through a holistic approach to education and

engagement, LISSAH strives to instill in its students the values of empathy, social responsibility, and proactive engagement in societal transformation.

By integrating the mission, objectives, and motto into its educational framework, LISSAH aims to equip its students with the tools, values, and mindset necessary to contribute meaningfully towards building a more just, equitable, and compassionate society. The institution stands as a lamp, guiding its students towards a future where life is experienced in its entirety, enriched by knowledge, empathy, and a commitment to communal welfare.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Located in a serene rural area besides many environmental divergences and eco-friendly green campus.
- Excellent community – neighborhood relation.
- Tranquil, eco-friendly campus audits for sustainability, utilizing solar and biogas to diminish conventional energy reliance.
- First Social Work UG College in Calicut University.
- Students from all the districts of Kerala.
- Socially committed extension activities.
- High demand for Social Work and Psychology Programmes.
- Recognised for contributions to community based practices.
- Digitally equipped library with 10,500 books, N-LIST access.
- Highly committed young qualified faculty members and administrative staffs.
- Wi-Fi enabled campus, ICT enabled classrooms, well-equipped labs, resourceful library etc. to enhance academic ambience.
- Academic collaborations, students and staff exchange programmes.
- Skill oriented certificate courses.
- Strong support for extracurricular and sports activities.
- Well-structured tutorial and mentoring system.
- Transparency in admission process, internal assessments and grievance redressal.
- Outcome based evaluation is implemented.
- Student exposure to field visits and residential camps.
- Registered alumni association and regular involvement of PTA.
- The availability of management scholarships and freeships.
- Robust feedback system; collected and evaluated.
- Proactive unit of NSS and other departmental clubs.
- Conduct of international/national conferences and workshops and faculty development programmes.
- Hostel facility for boys, girls and teachers.
- Institution has state of art infrastructure facility.
- 75 % of the admitted students are girls.
- Dynamic, open and broad minded and quick decision making management.
- LISSAH Journal with multidisciplinary perspectives.
- LISSAH psychotherapy center and its extension activities.
- Divyangjan-friendly campus

Institutional Weakness

- Lack of permanent affiliation due to Government policy.
- No Government grants for the College.
- Challenges exist in expanding student facilities due to financial constraints within a self-financed college structure.
- No research departments.
- Lack of Government Agency funded projects.
- Minimum number of research publications in referred journals.
- Lack of academic flexibility and limited role to design curriculum.
- Limited to the academic syllabus designed by the university to which it is affiliated.
- Faculty members with research degree are low in numbers.
- Lack of foreign students and collaboration with eminent institutions.
- Limited industry-institute linkage.
- Lack of consultancy services.
- Staff impermanency.

Institutional Opportunity

- Opportunities to add new programmes to the existing programmes.
- Multidisciplinary approach in view of NEP 2020.
- The campus boasts generous space conducive to accommodating the institution's expansion and development.
- Boom in the demand for professional manpower.
- Conversion of all classrooms to smart classrooms.
- Introduction of more skill oriented certificates and add on programmes.
- Scope to launch research departments offering PhD programmes.
- Resources to broaden the extension activities catering to the needy in the neighbouring community.
- Services of alumni can be channeled to the developmental, academic, research and mentorship activities of the students.
- Enabling the implementation of the Academic Bank of Credits under the NEP, empowering students to pursue additional certificate courses.
- Establishment of incubation center to foster an eco-system encouraging students for start-ups.
- To establish a career training and competitive examination center in the campus.
- To establish a yoga center and health club in the college

Institutional Challenge

- Delay in the announcement of examination results by the affiliating University.
- Need to get Government/University sanction for more new generation courses.
- Need to improve student quality/skills for employability and life skills.
- Need to strengthen the activities of Placement cell.
- Need to obtain National Funding Agency grants for research and development.
- Resource mobilization for financial stability.
- Retention of faculty for long term is a challenge for the college.
- Financial constrains to offer lucrative salary to attract high profile faculty to the institution.

- Insufficient financial support from both government and non-governmental entities for the advancement of infrastructure.
- Large number of educational institutions coming up in the state in the private sector.
- Preference among students for migrating to other states and countries for higher education and research.
- Inadequate preparation of individuals for the job market and industry due to syllabi focusing predominantly on theoretical aspects rather than practical skills essential for employment.
- Unavailability of UGC funds poses a challenge to conduct FDPs, workshops and seminars.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Little Flower Institute of Social Sciences and Health (LISSAH) is an affiliated Institution of University of Calicut, and follows a predetermined syllabus.
- Choice Based Credit and semester System for all UG and PG with elective courses.
- The course delivery is a combination of blended learning with classroom contact sessions, workshops, seminars, certificate programmes, and projects and assignments.
- The College believes in realizing the curricular aspects by defining Programme Outcomes, and Course Outcomes that bring out the desired competencies.
- Academic processes in LISSAH are supported with academic calendar, timetable and instructors course file. Academic Calendar is prepared by the College in accordance with the University Academic Calendar.
- LISSAH College's educational approach is fortified by robust and fitting ICT support. The institution boasts a technologically advanced and inclusive infrastructure comprising a well-stocked library, computer labs, smart classrooms, and unrestricted Wi-Fi access.
- The student-centric methodology is followed by every department and quality teaching and learning is one of the key focus areas of the institution. The curriculum enhances the enrichment in ethical values, human values and environmental studies.
- Our teachers regularly update their academic and subject knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and participation in Seminars/Workshops/Conferences.
- 50% students completed field projects/internships/student projects which incorporate cross-cutting issues and aspects needed for skill development and employability.
- Cross-cutting issues relevant to environmental sustainability, professional ethics, human values and gender have been addressed through the curriculum of various programmes.
- The Institution enriches the curriculum through additional Add-on / Certificate courses, to augment to the University stipulated syllabus, keeping in tune with updates around the globe from time to time.
- The institute complements these pursuits with strong tutorial and mentor-ward system.
- Well-structured and maintained library provides adequate books and e-resources to make the curriculum strong.
- The institute monitors the quality of teaching-learning through IQAC and other relevant cells, which collect feedback from the students and other stakeholders.
- Parents-teachers meetings are held regularly.

Teaching-learning and Evaluation

- The institution adheres to the admission policy of the Government and Affiliated University ensuring transparency, inclusivity and equity.
- The institution has a transparent admission process catering to students from diverse backgrounds and geographies and economically disadvantaged sections of society.
- Seats are reserved for SC, ST, OBC, Divyangjan according to Government norms.
- Every year, the Student Induction Programme is organized to welcome new students. Academic and examination calendars are distributed to all stakeholders in both digital and printed formats for easy accessibility and reference.
- The student-teacher ratio is 17:1
- The Staff Council in association with IQAC prepares a well-structured Action Plan that engages the students on an academic schedule enriched with certificate courses, Field Trip, Industrial visits, Internships, co-curricular and extracurricular activities.
- The Academic Calendar and syllabus approved by the University of Calicut for its affiliated Colleges serve as a broad roadmap for the academic year.
- The College has adequate number of smart classrooms and an effective LMS.
- Students are provided access to N-LIST and an institutional repository, and a digital Question Bank.
- Internal assessment is done systematically and transparently under the Internal Examination Committee (IEC), as per the schedule given in the academic calendar.
- The college adopts Outcome Based Education (OBE) and introduces it to students as part of their educational framework. Course Outcomes (CO) and Programme Outcomes (PO) are visibly showcased on the college website and department notice boards. To facilitate the integration of OBE, CO-PO Mapping is implemented through the Embase app.
- The College promotes ICT enabled teaching through the learning systems facilitated by INFLIBNET, N-LIST, digital resources, Google Classroom, Zoom, video lectures and Power Point presentations.
- Skill development, employability and entrepreneurship components are integrated in the curricula.
- All sanctioned posts are filled with qualified teachers.

Research, Innovations and Extension

LISSAH College encourages and creates an ecosystem for innovation and transfer of knowledge by providing various opportunities for students and staff. All innovative and extension activities are student centric. Various activities are conducted to nurture and nourish the minds of students.

- The College has been publishing a Bi-annual Journal; LISSAH JOURNAL with ISSN 2349-8382 for transferring knowledge.
- The College Library has access to N-LIST subscription to facilitate research.
- Participation in Institution's Innovation Council (IIC), Young Innovative Programme (YIP) and ICT Academy.
- The College has functional MOUs to develop academic, practical knowledge and awareness of the Job skills with various institutions and organizations.
- 51 programmes were organized pertaining to Research Methodology, Intellectual Property Rights, Entrepreneurship and Skill Development.
- The Entrepreneurship Development Cell works towards nurturing self-employment skills.
- College is widely known for its extension activities in the neighborhood. 98 extension and outreach programmes were conducted by the institution through NSS, Dept. of Social Work, Dept. of Psychology and other clubs and cells.
- College has received awards and recognitions from the Government and other recognized bodies for

extension activities.

- The college also involves in extension activities in different categories like community development, Social work, Health awareness, Health camp, Blood donation camp, Environment awareness, Gender sensitization etc.
- Psychology department conducts Counselling and other activities for student support.
- Social work department conducts Village adoption and other extension activities in the neighboring community.

Infrastructure and Learning Resources

- The green-certified campus of 18 acres with a built-up area of 6763.7 sq.m has well-planned facilities for academic and extra-curricular activities.
- The institution has 21 ICT-Enabled smart classrooms, two well-equipped seminar halls, audio-visual production studio, and auditorium.
- Campus is Wi-Fi enabled, and all the departments, offices and labs remain connected to LAN. The computer laboratories, classrooms, library, studio, seminar halls, are with 200 Mbps high speed internet connections.
- There are 65 computing systems for students in the lab, and 24 for the teachers in their staff room and administration purpose.
- The campus provides sports facility for football, basketball, cricket, volleyball, badminton and Soft baseball.
- The campus has 3 main blocks, administrative block, auditorium block, library block and an aesthetically designed physical space for recreation.
- High-power generator is installed for complete power backup.
- Media lab with an exclusive sound recording unit, Audio Visual center with video lecture capturing equipment and editing facilities are available.
- Nearly 27% of the annual budget allocation is meant for infrastructure augmentation.
- The college has RFID enabled fully automated library in two floors with a total area of 2177 sq.m with more than 10,500 books. The library is automated with Embase Pro Suit software.
- The library provides remote access to e-resources through its digital library. The e-resources are mainly accessed through the platform of INFLIBNET, N-LIST, e-shodhsindhu, etc. Nearly Rs.3,00,000/- is spent annually for the purchase of books and journals.
- The college has well established systems and procedures like Library Committee, Infrastructure and Maintenance committee and other committees for monitoring and maintaining the physical infrastructure of the college.
- The institution promotes the Up-gradation of technological resources, cleaning of campus with proper waste disposal and initiatives for Green Campus.
- The campus is equipped with various amenities designed to support individuals with disabilities, including features such as ramps, accessible restrooms and wheelchairs, ensuring a welcoming environment for everyone.
- Resources like Non-Visual Desktop Access (NVDA) are provided for visually impaired students, offering necessary support and accessibility tools to ensure an inclusive learning environment.

Student Support and Progression

LISSAH College is dedicated to follow its motto "Towards life in its fullness" to support the students for

acquiring quality education and thereby getting professionally settled. A strong students' support system is active in the college. The college takes many proactive steps to help the students in their academic and other endeavors.

- On an average 15% of the students get scholarships and freeships from the government and non-government agencies.
- College Management has been sponsoring students from economically backward families every year. 116 students were benefitted from LISSAH Scholarship Scheme and fee waiver amounting to Rs1056000/
- 43% of outgoing students secured placement and/or progressed to higher education.
- 53 programmes were organized under the leadership of various departments to enhance the Soft Skills, Language and Communication skills, Computing/ ICT Skills and Life Skills of the students.
- 25 Career Counseling /Guidance/Training for Competitive Examinations/ Placement were conducted in the college through Career Guidance and Placement Cell and various departments.
- ICT and computing skills of students are enhanced making the best use of the online platforms, digital library, Google classroom and Zoom platform.
- LISSAH College has been hosting prestigious national level intercollegiate campus fests with several innovative competitions such as LISSOM seminar series by Social Work Department, "BIVTEO" International Film by Journalism Department, Residential theatre Camp by English Department etc.
- Students have won 23 awards/prizes/medals for outstanding performance in sports and cultural activities at University, state and national levels during the last five years.
- Students are provided with offline and online facilities to report their grievances. Students Grievance Redressal Cell is keen to redress students' grievances as soon as they are received.
- The College Union engages in a structured partnership with teachers and the management in organizing various activities and programmes of the college.
- The LISSAH Alumni Association (Reg.No: KKD/CA/110/2021) is actively involved in the campus, in a close partnership with the management, staff and students, offering scholarships, placement and internship opportunities, and job-oriented practical training.

Governance, Leadership and Management

- The College is run by St. Thomas Province of Little Flower Congregation (CST Fathers) a religious and charitable Trust (Reg. No. 279/IV/ 2000) which works towards improving the quality and dignity of the people especially the poor and marginalized.
- LISSAH College has a transparent and multi layered governance system. The Governing Body of the college meets on a regular basis to discuss issues related to the overall development of the institution. Similarly, Staff Council meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes.
- Principal is assisted by IQAC, College Staff Council, Department Staff Council and Administrative Staff.
- Institution has professional system for the performance appraisal of teaching and non-teaching staff.
- Institution conducts internal and external financial audits regularly, with the preparation of the annual budget.
- A system of e-governance in admission, fee payment, and other formalities formalize the function of the administrative section.
- The faculty is supported by welfare measures such as PF, ESI and other welfare schemes. They are also supported financially to attend FDPs and other short term courses and conferences.

- 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. The college has a fund mobilization policy from internal and external agencies. The college has a well-defined policy of fund mobilization and its optimal utilization.
- Annual Academic and Administrative Audit, ISO Audit are conducted to confirm the appropriate functioning of different bodies.
- Internal and external financial audits are conducted periodically.

Institutional Values and Best Practices

- LISSAH College promotes gender sensitiveness through various programmes organized by 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 Gated compound and 24x7 security.
- The College provides Sickroom for girls, Napkin Incinerators, and Sanitary napkin vending Machine.
- Counselling is provided to the students with due importance.
- Inclusiveness and tolerance are practiced through activities such as celebration of Festivals and observance of birth/death anniversaries of national leaders and visiting old age homes, rehabilitation centers, and homes for differently abled etc.
- More than 100 national and international commemorative days, events and festivals were organized to instill national integration and harmony.
- 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.
- An MoU is signed with Haritha Karma Sena of Puthuppady Gramapanchayath for Waste management.
- The institution promotes water conservation facilities such as rain water harvesting, pond recharge, conservation of water bodies etc.
- LISSAH is a Plastic free campus banning single use plastic items.
- Institution provides facilities to cater to the needs of the Differently abled.
- The institution takes 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 for 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', where we prioritize and emphasize mental wellness as a crucial aspect of our approach and focus within the institution and neighbouring schools.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LITTLE FLOWER INSTITUTE OF SOCIAL SCIENCES AND HEALTH(LISSAH)
Address	Kaithapoyil (PO) Kozhikode
City	Thamarassery
State	Kerala
Pin	673586
Website	www.lissah.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Benny Joseph	0495-2232085	7025385135	-	naac@lissah.com
IQAC / CIQA coordinator	Subin Varghese	0495-2234129	8089370344	0495-2234129	principal@lissah.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details		

State	**University name**	**Document**
Kerala	University Of Calicut	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Kaithapoyil (PO) Kozhikode	Rural	18	6763.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BSW,Social Work,	36	Pass in Plus Two Examination	English	50	50
UG	BSc,Psychology,	36	Pass in Plus Two Examination	English	80	73
UG	BA,English,	36	Pass in Plus Two Examination	English	40	23
UG	Bachelor of Computer Science,Computer Science,	36	Pass in Plus Two Examination	English	36	21
UG	BA,Sociology,	36	Pass in Plus Two Examination	English	40	22
PG	MSW,Social Work,	24	Entrance Examination plus Fifty Percent Mark in Any Degree	English	30	29
PG	MSc,Psychology,	24	Minimum Fifty Percent Mark in BSc Psychology or BA Psychology	English	20	19

PG	MA,English,	24	Minimum Fifty Percent Mark in Any Degree	English	15	11
PG	MCom,Commerce,Finance	24	Minimum Fifty Percent Mark in B Com. or BBA	English	20	15
PG	MA,Journalism And Mass Communication,Journalism and Mass Communication	24	Entrance Examination plus Forty five Percent Mark in Any Degree	English	20	11

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				42			
Recruited	0	0	0	0	1	0	0	1	13	29	0	42
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	3	5	0	8
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	4	3	0	7
PG	0	0	0	0	0	0	9	25	0	34
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	62	0	0	0	62
	Female	127	0	0	0	127
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	66	0	0	0	66
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	1	2	1
	Female	2	4	4	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	7	3	2	7
	Female	22	23	21	19
	Others	0	0	0	0
General	Male	22	13	11	18
	Female	69	76	73	77
	Others	0	0	0	0
Others	Male	52	33	41	43
	Female	99	113	102	98
	Others	0	0	0	0
Total		274	267	257	269

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP 2020 emphasizes structural changes, regulatory reforms, and a holistic, multidisciplinary curriculum. Our management is actively paving the way for the successful implementation of interdisciplinary education. Students and staff actively engage in extension activities, outreach programs, conferences, workshops, webinars, and social events, promoting physical and mental well-being, as well as fostering critical thinking. The college is introducing certificate/add-on courses in various multidisciplinary subjects, striving to become a holistic institution. Undergraduate and postgraduate students participate in community service, visiting adopted villages to promote women's education,

	hygiene, elderly care, water conservation, energy efficiency, and Swachhta Abhiyan. This comprehensive approach aims to shape well-rounded individuals with a wide range of skills and knowledge.
2. Academic bank of credits (ABC):	The college administration wholeheartedly endorses the Academic Bank of Credits (ABC) concept outlined in NEP 2020 and pledges to fully implement it once introduced by the affiliating University in upcoming academic sessions. A dedicated Nodal Officer has been appointed to oversee ABC and associated admission processes. Additionally, the college assists students in establishing DigiLocker accounts for document storage, facilitating smooth transfer to their ABC accounts and enabling direct ABC card downloads.
3. Skill development:	LISSAH, an affiliated college, strictly follows the curriculum mandated by the affiliating University. The institution offers diverse skill development courses, such as Tally, Google product fundamentals, Microsoft office automation, E-applications in business, Personality Development, Life Skill acquisition, and Competent Skills for professionals. It actively promotes vocational education and soft skill development through bodies like the Institutional Innovation Council (IIC), ICT Academy of Kerala, and the Cell for Entrepreneurship. LISSAH has formed MOUs with prominent institutes and training centers, enabling activities like industrial visits, technical talks, workshops, and internships to boost students' skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our campus actively integrates Indian knowledge systems by celebrating festivals and special days, preserving languages and literature, such as Mother Tongue Language Day and Kerala-Piravi, the state's foundation day. We observe Reading Week, with programs by Malayalam and Hindi departments to promote Indian languages. We operate bilingually as per the Kerala government's directive, fostering language diversity. Students explore traditional knowledge through field trips to tribal hamlets, focusing on tribal medicines and economic practices. Our Arts festivals provide training and a platform for traditional art performances, raising cultural awareness. National and regional festivals are celebrated to instill an appreciation for diverse

	traditions on campus.
5. Focus on Outcome based education (OBE):	In 2022, the college introduced Outcome-Based Education (OBE) for new students, requiring teachers to undergo training in OBE and Course Outcomes (CO) mapping. Faculty Development Programs (FDPs) were conducted, enhancing teachers' skills. Comprehensive orientation programs were implemented, explaining course outcomes to students, promoting transparency. Course outcomes were displayed in classrooms for easy access. A Professional Development Workshop strengthened teachers' proficiency in CO-PO mapping, aligning education with precise objectives, ensuring a structured and transparent approach to learning.
6. Distance education/online education:	As per the University regulations, the college is not permitted to conduct Distance Education Programmes. However, the institution utilizes Google Classroom and Zoom for online education, emphasizing assignment submissions via Google Classroom. With Wi-Fi access across campus, webinars and e-content are promoted to prepare students for future challenges.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Students' Coordinator: Erik Jomy Mathai Coordinating Faculty Members: Mr. Vikas George (Dept. of Commerce), Ms. Leana George (Dept. of CS), Fathimath Noora (Dept. of Social Work). The college is deeply committed to cultivating responsible citizens who uphold crucial societal and ethical values such as integrity, fairness, equality, and justice. To achieve this, the college collaborates with the District Election Office to implement programs fostering active electoral engagement among young individuals, aiming to shape future voters.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	During the assessment period, the Electoral Literacy Clubs (ELCs) have initiated various impactful programs. ELCS raised awareness about Electronic Voting Machines (EVMs, making voting technology more accessible and understandable. They organized

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	awareness sessions on parliamentary elections, emphasizing their importance and promoting a deeper understanding of the democratic system. ELCS played a key role in promoting voter registration among students and local residents, ensuring more people exercise their right to vote. Regular college elections were conducted with the support of ELCS, allowing students to directly engage with the democratic process, fostering civic responsibility and leadership. ELCs initiated a Voter ID-Aadhaar Card Linking Campaign to streamline voter verification, enhancing the accuracy of voter records.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college has been actively engaged in several socially relevant projects and initiatives related to electoral issues, thereby making a significant contribution to advancing democratic values and encouraging participation in electoral processes. These initiatives include: On 24th June 2022, the college Union, in collaboration with the NSS (National Service Scheme) units of the college, organized a full- fledged election event. This unique initiative served a dual purpose. Firstly, it aimed to promote good citizenship by actively involving students in the electoral process, fostering an understanding of their civic responsibilities. Secondly, this election was part of the 'Nasha Mukt Bharat Abhiyaan' (Campaign for a Drug-Free India) led by the Kozhikode District Administration. In this event, eight candidates represented different types of habits and addictions to raise awareness against drug abuse. It also helped familiarize participants with the voting procedures for Parliamentary Elections.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	53% of students are yet to be enrolled as voters in the electoral roll. The College, in collaboration with the district administration, is actively working to facilitate the enrolment of students in the electoral roll.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
710	690	664	656	627

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 99

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	41	38	41	38

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
94.45	76.24	58.94	98.90	96.95

07-02-2024 11:48:33

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

LISSAH has been affiliated with the University of Calicut in Kerala since 2003. The institution follows the University's prescribed syllabus for both its Undergraduate and Postgraduate programmes. While the University frames the syllabus, LISSAH plans the curriculum delivery based on its own vision, mission, and core values to ensure the holistic development of its students. Calendars of events are prepared in accordance with the academic schedule of Calicut University, and the institution's action plan is tailored accordingly by aligning it with the Sustainable Development Goals and the core values of HEI. It focuses on contributing to national development, fostering global competencies, inculcating a value system, and promoting the use of technology.

Curriculum Delivery Planning

- The IQAC prepares an Annual Academic Plan in accordance with university academic calendar and the departmental academic plans which is made available to students through the College handbook and website.
- The College website provides information on the syllabi for various programmes, as well as the POs, PSOs, and COs.
- A Master timetable is prepared for all classes, as well as department timetables, and Instructors Course File.
- Internal exam timetable is prepared and published well in advance.
- Offers Value-Added and Certificate Courses as a supplement to the University curriculum.
- Adopts an adaptive teaching methodology to cater to the individual requirements of each student.

Curriculum Delivery Process

- The faculty members prepare an Instructor Course File that focuses on the Course Outcomes.
- Conducts induction/orientation programmes for first-year students and parents to provide them with a broader understanding of the curriculum.
- Hybrid learning modes.
- Provides access to N-List resources, the digital library contains e-resources, and previous years' university question papers. The faculty members utilise a range of ICT platforms, including Google Classroom, YouTube Channel, Kahoot etc.
- Student participation in activities, such as paper presentations, field visits, observation visits, rural camps, community interaction programmes, webinars/seminars, study tours, workshops, industrial visits, and interaction with eminent scientists/innovators, and alumni.
- Provides remedial classes, peer teaching, mentor support programmes, and counselling sessions.

Continuous Internal Assessment

- As part of the classroom assessment, the institution conducts regular tests. Additionally, the institution ensures the proper conduct of centralised, outcome-based internal exams in each semester and timely evaluation of answer scripts.
- Ensures that seminars, assignments, projects, internships, industrial visits, field works, observation visits, rural camps, etc., are completed within a specified time frame.
- Ensures that Certificate Courses are completed within a specified time frame, and certificates are distributed upon completion.
- Identifies slow and advanced learners based on their test performance and overall progress. Remedial classes are arranged for slow learners, while challenging activities are provided for advanced learners.
- Conducts batch-wise outcome attainment analysis.
- Conducts regular academic audits through IQAC.
- Conducts class-wise Parent-Teacher Association (PTA) meetings.
- Collects and scrutinises exam-related grievances and implements corrective measures to institutionalise proper mechanisms for continuous assessments.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 28

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 51.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
378	332	399	324	307

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Various programs, talks, activities, and workshops are offered by the different departments of the college to enrich the curriculum at different levels. Both the undergraduate and postgraduate syllabi cover topics related to gender, human values, professional ethics, environment, and sustainability. These subjects encourage students to think critically and act responsibly as productive citizens.

Cross-Cutting Issue Addressed	No. of Courses addressing the issues
Gender Sensitivity	41
Human Values	51
Professional Ethics	25
Environment and Sustainability	24

No. of Project Works Addressing Cross Cutting Issues	812

Meanwhile, the institution has taken substantial initiatives to enhance the cross cutting issues through impactful academic; such as Projects Works, and non academic events as part of curriculum transactions which is functional in terms of various bodies, practices and activities targeting the sensitization of students as follows:

Gender Sensitivity

The College offers Gender-related courses, including core and elective courses that aid in the understanding of gender's social construction. Field and community activities provide practical experience. Women's and Grievance Redressal Cells promote gender equity and handle safety and security issues for female students, faculty, and staff.

Supplemented through:

- Women's Cell
- Anti Sexual Harassment Cell
- Legal Awareness Programmes
- Human Rights
- Gender Awareness
- Skill Development
- Entrepreneurship

Human Values

The College propagates human values through varied foundational, interdisciplinary and elective courses offered by the departments.

Built up through

- Mentoring
- Social Interventions
- Visit to old Age homes
- Financial Assistance
- Cleaning Drives
- COVID Awareness
- CFLTC for COVID Treatment
- Psychological Counselling
- Anti -Drug Awareness Campaigns
- Anti-Human Trafficking
- Blood Donation

Professional Ethics

Professional ethics can be strengthened through academic and non-academic training, which can help

students develop the skills and knowledge necessary to become successful professionals in their respective fields, such as:

- Career Guidance
- Value added Courses
- Soft Skills development
- Pre-Placement Training
- Verbal and Logical skill training
- Industry partnerships

Environment and Sustainability

The NSS and ALELA groups promote environmental protection through tree planting and sustainable development programs, including annual camps with activities like village clean-ups, poster and debate competitions, and invited talks. The college has also initiated various environmental campaigns and activities, such as cleaning public spaces, cultivating Miyawaki forest and herbal gardens, and conserving mangroves, as well as celebrating Environment Day, Water Day, Biodiversity Day, and Ozone Day. Following is a short list of activities accomplished to create empathy for Environment and Sustainability.

- Energy audit
- Green Audit
- Energy conservation initiatives
- Nature club-ALELA
- Environment Sensitization Talks
- Garden and Landscape
- Waste Collection & Disposal
- LED Lamps and Power Saving Appliances Installation
- Solar lamps and Panels installation
- Sensor Based lamps
- Bio Gas
- Rain Water harvesting
- Miyawaki Forest
- Green Awareness Campaigns
- Planting saplings
- Eco Restoration Project
- Webinars and seminars on Sustainability.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 50.85

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

Response: 361

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
274	267	257	269	216

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
351	331	316	312	264

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 79.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
183	177	171	171	138

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

2022-23	2021-22	2020-21	2019-20	2018-19
235	221	211	209	177

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.51

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Consonantly, LISSAH believes in the adoption of student's centric methods guided by the principles of National Education Policy, to enhance student involvement as part of participative learning, experiential learning and problem solving methodology. The Institute follows ICT enabled teaching in addition to the traditional classroom education.

1. Experiential Learning: By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations.

- Industry visits, Cultural visits, Study tour, Field Trips, Residential rural camps
- Add-on Courses
- Campus Tree Count
- Interaction with Alumni
- Laboratory Facilities
- Trainings and Workshops
- Media production (Focus World: Weekly news round up, *Arinjathilappuram,* Monthly News Analysis) and Publication
- Film Festivals
- Exhibitions
- Projects, Internships, Social Surveys
- Participation in Young Innovative Programme of Govt. of Kerala
- Active member of Institution's Innovation Council

2. Participative learning: The institute promotes participative learning for encouraging students to become actively involved in their learning process.

- Acquirement of knowledge through Conferences, Seminars and Workshops.
- Invited lectures by experts on topics of core subjects, Career opportunities, recent technologies and research.
- Debate, Group Discussions and Quiz competitions.
- NSS/Clubs/Association Activities
- Skill development sessions.
- Intercollegiate fests.
- Inter departmental competitions.
- Students Seminars/Assignments.
- Each One Teach One Programme, Peer teaching.
- Community Intervention.
- Creation of educational content and awareness videos
- Campus Newspaper "Mirror", *"Kadalas"* and magazines
- "Voice of LISSAH" - Campus Radio
- Role Plays
- Tribal colony adoption

3. Problem Solving Methodologies: It enhances the learning outcomes of the students by increasing critical thinking skills, problem solving abilities and better understanding of concepts.

- Case study analysis

- LISSAH Journal
- Research Projects
- Publication
- Brainstorming
- Programme writing and execution

4. ICT enabled tools for enhancing effective teaching-learning process: Teachers in the college try to make the best use of ICT for effective teaching-learning process.

- The College has Wi-Fi enabled campus with 200 Mbps bandwidth.
- The College has ICT enabled classrooms and seminar halls having Laptops, smart TVs, Projectors etc.
- The Audio visual lab provides an acoustic studio for e-content recording.
- Teachers prepare and use PowerPoint Presentations in the classrooms.
- The College has an automated library which provides accessibility to NList, e-Books and e-Journals to teachers and Students.
- Digital question bank containing question papers of the University examinations in College website.
- The College has well equipped computer labs.
- Institute provides Google Classroom and Zoom for online teaching.
- Teachers share reading materials, short notes, e-books through different platforms like Google Classroom, E-mails, College Portal etc.
- Institute promotes the use of ICT Resources available in National Digital Library and Repositories such as e-PGPathshala, Shodhganga, E-ShodhSindhu, eGyanKosh etc.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	41	38	41	38

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

2.4.2

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

Response: 31.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	12	14	5

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute conducts transparent internal and external evaluations and assessments, with an efficient system for grievance redressal that ensures prompt resolution of issues.

07-02-2024 11:48:33

Assessment Scheme

The evaluation scheme for each course shall contain two parts;

- Internal /Continuous Assessment - 20%
- External Evaluation / End Semester Evaluation - 80%

The institute has taken many operative measures for the effective implementation of Continuous Internal Evaluation (CIE).

CIE Assessment Methods

As per University norms, the students performance is evaluated based on

- **Classroom Participation** (Attendance)
- **Assignments** - Two for each course
- **Seminars** - One for each course
- **Internal Examination** - As per Universit regulations during the semester
- **Project** - Once during the Programme

Action Plan for Internal Assessment

- The academic calendar includes the tentative dates for internal examinations, which are conducted under the supervision of the Internal Exam Committee to ensure their smooth functioning.
- Question papers are prepared in Outcome Based Education format.
- Students receive their valued answer scripts with detailed remarks and suggestions for improvement. Progress reports are discussed with parents during the Parent-Teacher Association meetings.
- Seminars and Assignments are valued by the respective teachers.
- Digitalization of attendance and Internal scores in the college portal.
- The marks are sent to the University only after each student has been given ample opportunity and time to review and register his/her complaints.

Action Plan for End Semester Examination

- Schedule of end semester examinations will be communicated as and when the schedule is released by the affiliating University.
- The answer scripts are collected and sealed paper wise and sent to the university for external valuation.
- Institute sends its faculty members as examiners to the valuation camp and Board of Practical Examinations of the affiliating University.
- Students can apply for revaluation and recounting of external examination marks within fifteen days of publication of results by the University.

Grievance - Redressal Mechanism

- Grievance forms can be downloaded from the institutional website.

- Grievance redressal committee functions in the college at department level, college level and University level.
- Any grievance unsolved by the department level committee is sent to the College level committee for further actions.
- The department provides a grievance redressal form that includes details of the grievance, committee reports, and actions taken for redressal.

Types of Grievances during the last five years and Redressal Methods;

- **Regarding retest of internal exams:-** Students with genuine reasons were allowed to reappear for the internal examination.
- **Regarding post noon class after internal examinations:-** Classes were suspended depending on the availability of working days in the semester.
- **Regarding exam portions:-** may be reduced as per the decision of the teacher.
- **Related to study leave:-** proportionate days were allotted for the external exams.
- **Evaluation related:-** provision for revaluation and rectification of marks.
- **Online Examination related:-** provision for retest made available.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The National Education Policy (NEP) 2020 emphasises Outcome Based Education (OBE) as a key aspect of educational reform in India. In OBE, the emphasis is on what students should be able to demonstrate as a result of their education. In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and the stakeholders.

Evolution of POs, PSOs and COs

The IQAC at LISSAH College is entrusted with formulating Program Outcomes (POs) aligned with the institution's vision and mission. The finalization of Program Outcomes involves a collaborative process involving faculty, administration, students, and industry experts. It includes iterative reviews and refinements to ensure alignment with the institution's goals, industry requirements, and changing societal

needs. Courses Outcomes (COs) are specific learning objectives crafted at the departmental level, tailored to individual courses within the curriculum.

The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

Communication to Teachers

- Faculty Development Programmes were conducted to align the Vision and Mission of the college.
- Workshops were conducted for faculty on Outcome Based Education.
- The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting and College Committee meeting.
- Department level discussions were conducted to develop Course Outcomes
- Opportunities for the faculties to participate in OBE related activities/workshops.
- Interdepartmental faculty groups formed to give peer mentoring to fine tune measurable outcomes and assessments.
- Department level meetings held at the beginning of every academic year to communicate the POs and PSOs to the teachers.
- POs and PSOs are displayed in the Departments.
- Learning Outcomes are displayed on the college website.
- The Campus ERP, EMbase provides provision for HoDs to enter and review Course Outcomes.
- Individual teachers enter COs and map COs with PSOs in the EMbase portal.

Communication to Students

- OBE is introduced to the students during the induction programme, every year.
- Discussion of POs, COs and PSOs and assessment strategies amongst students in every batch by the teachers at the beginning of each semester.
- The POs, PSOs and COs are published in the College Website (www.lissah.com) for the reference of the students.
- The faculty members, mentors, course coordinators also inform the students and create awareness and emphasise the need to attain the outcomes.
- The campus ERP, Embase displays PSOs, POs and COs in the students portal.
- Outcome centric question papers and evaluation sheets with COs are provided.
- POs and PSOs are displayed in the Department Notice Board.
- Internal Marklists are shared with the students and detailed suggestions are signed.

The programme Outcomes and Programme Specific Outcomes are assessed with the help of course outcome of relevant courses through direct and indirect methods. The assessment structure and computation have been automated through the campus ERP – Embase Pro Suit.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Outcome Based Education

We have established a systematic and structured Outcome-Based Education (OBE) framework, with a primary emphasis on assessing student performance based on predefined learning outcomes. Our approach places significant importance on evaluating graduates across various dimensions, including knowledge, skills, critical thinking, effective communication, and problem-solving abilities. The implementation and oversight of our OBE policy are entrusted to the OBE committee, operating under the guidance of the Institutional Quality Assurance Cell (IQAC).

Components of Assessment

Each course incorporates two distinct assessment components: Continuous Internal Assessment (CIA) for formative evaluation and an End Semester Examination (ESE) for summative assessment. The CIA involves subject teachers evaluating students' progress in achieving Course Outcomes (CO) through internal examinations, assignments, seminars, group discussions, debates, case studies, minor projects, and field visits. The ESE, conducted by the affiliating University, assesses cognitive skills to gauge CO attainment.

Evaluation of CO, PSO/PO Attainment

Course instructors are responsible for aligning Course Outcomes (COs) with Program Outcomes (POs), and the assessment of CO and PO attainment is facilitated through the Embase Learning Management System. This assessment occurs at both the course and program levels. The OBE committee sets benchmarks for CO and PO attainment to ensure consistent and effective measurement of educational outcomes.

Illustration of alignment between COs and POs in terms of their Attainment and Co-relation

CO Attainment

Attainment levels are established in accordance with predefined benchmarks for Course Outcomes (COs), allowing for the assessment of distinct levels of CO achievement within specific courses. For postgraduate (PG) programs, the CO attainment benchmark necessitates a minimum score of 50%, while for undergraduate (UG) programs, students are expected to achieve a minimum of 35% marks to meet the CO attainment criteria.

Weightage	Internal – CIA - 20%

	External – ESE – 80%

Level	UG Programme	PG Programme
1	20% attains more than target	40% attains more than target
2	40% attains more than target	60% attains more than target
3	50% attains more than target	80% attains more than target

PO Attainment

PO attainment is measured as the average percentage of marks obtained by all students across all courses of the programme that are mapped to a particular PO. The attainment of programme outcome is indicated at three levels.

Level	UG Programme	PG Programme
A	Less than 45%	Less than 50%
B	Between 45% and 55%	Between 50% and 60%
C	Above 55%	Above 60%

Interpretation of PO Attainment Levels (UG)

- Level A: Less than 45% have attained the PO
- Level B: 45 to 55% have attained the PO
- Level C: Above 55% have attained the PO

Interpretation of PO Attainment Levels (PG)

- Level A: Less than 50% have attained the PO
- Level B: 50 to 60% have attained the PO
- Level C: Above 60% have attained the PO

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

2.6.3

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

Response: 84.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
185	201	197	222	202

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

2022-23	2021-22	2020-21	2019-20	2018-19
256	244	237	238	221

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.83

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.25	0.475	0.24	0.2250	0.415

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

LISSAH College creates and encourages an ecosystem for innovation and transfer of knowledge by providing various opportunities for students and staff. All innovative and extension activities are student centric. Various activities are conducted to nurture and nourish the mind-set of youth.

- **Participation in IIC:** LISSAH College's Institutions Innovation Council (IIC), endorsed by India's Ministry of Education, drives educational innovation. Engaging students and coordinating teachers, it fosters ideas, skills, and incubation through ideathons, workshops, and more. Expert interactions, showcases, networking, and initiating the National Innovation and Startup Policy amplify creative problem-solving.
- **Participation in Young Innovative Programme (YIP):** The Young Innovators Programme, under K-DISC, fosters innovation for evolving societal needs. The institution excelled in the rigorous YIP 2020 assessment. Additionally, from April 7th to May 5th, 2021, students actively

participated in training on Design Thinking and Pitch Deck Preparation.

- **Entrepreneurship Development Club:** A dedicated college entity is established to foster entrepreneurial prowess among students, focusing on nurturing, refining, and incubating their business acumen. This initiative encompasses diverse activities including startup awareness sessions, direct interaction with seasoned entrepreneurs, and comprehensive entrepreneurship development programs.

- **Transfer of Knowledge:** LISSAH College issues the bi-annual LISSAH JOURNAL (ISSN 2349-8382) for knowledge sharing. The English department created an ISBN-bearing Workbook, "Nuts and Bolts of English," and seminar proceedings with ISBN. Departments and the College union release print and digital magazines, while encouraging student engagement in national seminars and workshops, promoting research paper presentation.

- **IPR Cell:** The IPR Cell organizes awareness seminars addressing topics such as patents, copyrights, and research ethics. These programs aim to educate participants about intellectual property rights and ethical considerations in research.

- **Industry Collaboration:** This initiative prioritizes industry collaboration for enriched academic and practical learning, emphasizing vital job skills. Key partners like Trin Business Solutions, Red Hat Hacker Academy, and ULCSS collectively cultivate well-rounded skill sets, bridging the gap between education and industry demands.

- **Community Orientation:** During the assessment period, the Institution organized various community-oriented programs focusing on topics such as drug abuse, social stigmas, environment, and sustainability. These initiatives aimed to raise awareness and educate the community about these crucial issues, fostering a deeper understanding and promoting positive change.

- **Extended Counselling Support:** LISSAH College extends *Santhwanam* and SMILE and *Nervazhi* counselling aid through the LISSAH Clinic, fostering participative learning. This initiative operates in nearby schools, underscoring the college's commitment to holistic education and community engagement.

- **Village Surveys:** Social work department surveys on village socio-economic status drive student awareness and action. Addressing sanitation, communicable diseases, and more, this initiative facilitates practical engagement with critical community issues.

- **Green campus:** The Green Campus Initiative at LISSAH College educates students about diverse environmental concerns, fostering awareness and promoting sustainable practices for a greener future.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 51

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	4	11	4	6

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	2	5	4

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.06

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

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. By conducting 100 programmes of social relevance, the institute aims to foster social and humanistic values among students.

Swachh Bharat Abhiyan:

The "Swachh Bharat Campaign" witnessed a series of cleaning drives across various locations. The Campaign at Thusharagiri Eco-Tourism Spot, Wayanad Ghats, Beach Hospital, Government General Hospital, Puthuppadi Village Office, Primary Health Center, *Anganwadis* etc are some of the initiatives. Students' active participation fostered civic responsibility, enhancing cleanliness and waste management awareness in society, visibly improving hygiene and aesthetics of public spaces.

Psychological Counselling:

Psychosocial counselling to schools, jail-inmates and Buds Schools highlighted mental health

commitment. Actions aided coping, empathy, recognizing significance, promoting compassion among students.

Community Intervention and Rural Community Living Camps:

Engaging students in community intervention and rural living camps creates immersive learning experiences, fostering a deeper understanding of local cultures and challenges.

- Online Counselling
- Covid-19 anxiety management counselling,
- COVID-19 First Line Treatment Center (CFLTC) at LISSAH,
- Tele help desk for vaccination,
- Wheelchair donation, and
- Honouring health workers at CFLTC.

Social outreach in rural camps and NSS special camps.

These camps facilitated mutual growth, nurturing a sense of humility, and highlighting the potential for positive change through collaboration.

Blood Donation and Medical Camps:

Participation in blood donation drives and medical camps exposed students to healthcare inequalities. This gave students a sense of empowerment and a deeper understanding of societal needs.

Tribal Community Empowerment:

LISSAH's engagement with tribal colonies showcased the importance of social integration. The programs include Tribal colony adoption and upliftment, mentor appointment in Tribal Colony, and admission support for tribal students. Students actively participating in holistic development activities contributed to transforming marginalized communities, nurturing a sense of empathy and responsibility.

Observing Special Days:

Active involvement in International Women's Day and other gender-focused observances demonstrated to students the significance of global awareness. These observance include AIDS awareness Street plays, Unity Run, newspaper distribution to nearby schools etc. Through these events, students learned to celebrate diversity and advocate for equality, expanding their horizons beyond classroom learning.

Raising Awareness:

LISSAH's awareness campaigns via street plays and public events, addressing safe neighborhoods for children and mental health, taught students the power of communication for social change.

- *SADGAMAYA*" and "*Porattam* Campaign" raise drug awareness
- Theme Dance Presentation against Drug Abuse
- Street plays on water conservation, child labor, mental health, safe neighborhoods, and anti-war sentiments.

Environmental and Green Initiatives:

The institute took significant steps towards environmental preservation through initiatives. These activities not only raised awareness about ecological concerns but also engaged students in practical conservation efforts.

- Environmental protection rally
- Eco Restoration Drive
- Urjakiran Rally and
- Green Carnival.

Addressing Gender Issues:

LISSAH's dedication to gender equality and inclusivity was evident through its initiatives. This not only educated the community but also sensitized students to gender diversity, fostering empathy and breaking stereotypes.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

The institution's educational mission, known as "Engagement beyond Classrooms," is geared towards promoting the holistic development of students. This commitment involves the design and implementation of a range of extracurricular activities that enrich students' educational experiences while fostering their social skills. Through these activities, students are provided with a platform for engagement and interaction with their peers, facilitating their personal growth and learning. Notably, LISSAH has received awards for its outstanding extension activities from 2018 to 2023, underlining the institution's dedication to student development.

Furthermore, in the current landscape significantly impacted by the COVID-19 pandemic, LISSAH College recognizes the paramount importance of addressing the mental health needs of schoolchildren. To this end, the college offers motivational sessions for both parents and students, conducts mental health assessments, and delivers psychological counseling services, all aimed at helping students manage stress and build resilience. LISSAH has won the following awards for extension activities during the period 2018-23.

Sl No	Name of the Award	Awarding Agency	Year of Award

1	Best Socially Resposible Educational Institution	Kozhikode District Administration	2022-23
2	Letter of Appreciation	St. Joseph's UP School, Mylellampara	2022-23
3	Letter of Appreciation	Little Flower English Medium School, Chelavoor	2022-23
4	Letter of Appreciation	GMUP School Kaithapoyil	2022-23
5	Letter of Appreciation	MGM Higher Secondary School Engapuzha	2022-23
6	Letter of Appreciation	Mar Baselios English Medium School, Engapuzha	2022-23
7	Letter of Appreciation	MES Fathima Rahim Central School, Kaithapoyil	2022-23
8	Letter of Appreciation	St. Thomas LP School Nellipoyil	2022-23
9	Letter of Appreciation	Little Flower School Sreekandapuram, Kannur	2022-23
10	Letter of Appreciation	St. Mary's Higher Secondary School, Koodathai	2022-23
11	Letter of Appreciation	Nirmala UP School, Chamal	2022-23
12	Letter of Appreciation	Bhoomi Foundation, Kakkanad	2022-23
13	Letter of Appreciation	Nehru Yuva Kendra, Kozhikode	2022-23
14	Letter of Appreciation	Mar Baselios English Medium School, Engapuzha	2021-22
15	Letter of Appreciation	Little Flower English Medium School, Chelavoor	2021-22
16	SOWOCCO Award for the Best Social Work, UG Department in Kerala	IMHANS, Kozhikode	2021-22
17	Letter of Appreciation	Little Flower School Sreekandapuram, Kannur	2021-22
18	Organizing and conducting blood donation Camp	"BE POSITIVE" Blood donation Group, Kozhikode	2020-21

19	Letter of Appreciation	Little Flower English Medium School, Chelavoor	2020-21
20	Certificate of Appreciation	Kerala Association of Professional Social Workers, Kottayam	2020-21
21	Letter of Appreciation	Little Flower School Sreekandapuram, Kannur	2020-21
22	Rebuild Kerala Programme Appreciation	Kozhikode District Panchayat	2018-19
23	Sevana Sreshta Award for the services at Kolathara Blind School	Indo-Arab Confederation, Calicut	2018-19
24	Certificate of appreciation for Green Carnival Initiative	Kozhikode District Panchayat	2018-19
25	Certificate of appreciation for Rebuild Kerala Survey	Kozhikode District Panchayat	2018-19

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 98

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	11	14	12	36

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

3.5 Collaboration

3.5.1

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

Response: 67

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

College is located on a beautiful 18 acre campus providing a state of art academic facilities. Adequate infrastructure facilities are available and are upgraded for effective teaching–learning and holistic development of the students. The floor space, furniture, equipment, support system and ICT facilities meet the statutory requirements.

Classrooms Facilities:

- 33 well aerated and spacious classrooms with proper sitting capacity, electrification and Wi-Fi.
- The College has 21 smart classrooms for enhancement of teaching-learning process.

Laboratory Facilities:

- Well-equipped Computer Science & Psychology Laboratories.
- Two computer Labs with 64 computers.
- Air conditioned Audio visual production studio (media lab).

ICT Facilities:

- Fully WiFi Enabled campus with 200 Mbps Bandwidth.
- ICT enabled and Smart Classrooms.
- 25 Smart TVs and Projectors.
- One Interactive Smart Panel.
- Two Computer Labs.
- RF ID Enabled automated Library equipped with Embase Pro Suit ILMS software. The library has access to NLIST, National Digital Library, e-books, e-journals, Shodh Ganga etc.
- 10 Printers/Scanners/Copiers.
- E-Learning Software: Google Suite and Zoom.
- Embase Prosuit LMS Software for Academic and Administration.

Cultural facilities:

- The College has an auditorium equipped with audio system and fixed LED projector with a

seating capacity of 400.

- Open air stage and courtyards are also used for cultural activities.
- There are two seminar halls with advanced multimedia facilities for workshops and seminars.
- Audio-Visual Studio.

Sports Facilities:

- Spacious playground for athletics, football and cricket (3600 sq.m).
- International standard basketball court (420 sq.m).
- Soft baseball coaching center.
- Volleyball court.
- Shuttle Badminton court (82 sq.m).
- Sports Pavilion room for Boys and Girls.

Yoga Centre:

- The College's Yoga Centre collaborates with various departments, NSS, Women Cell and other cells and forums to organise Yoga sessions.

Other Facilities:

- Counselling Center.
- Separate canteen facility for staff and students with an area of 1780 sq. feet.
- Sick/Women's Room.
- Office spaces for clubs and forums.
- Reprographic centre, stationary store, Bank ATM.
- Two Girl's Hostels and two Boy's Hostels.
- CCTV Surveillance Campus.
- Conference Room.
- Departmental Staff Rooms.
- Napkin Vending Machine and Incinerators.
- Water Purifiers.
- Separate Parking Facility for students and staff.
- Rainwater Harvesting.
- Vermicompost Compost Units.
- Disabled Friendly Campus – Ramps, Disable-friendly Washroom and Wheelchair.
- Diesel Power Generator
- Solar power generation

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 26.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.09	19.25	21.83	31.78	25.27

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library of LISSAH spans a total carpet area of 587.95 square meters and is named as Fr. Basilius Panat Memorial Library. It posesses an impressive collection of 10,500 books, 26 academic journals, 53 magazines, and periodicals. Additionally, it offers access to online resources. The library is fully automated using library management software solutions- Embase Pro Suit, which provides a user-friendly interface for resource searches, including information on resource availability. This automation is made possible through Radio Frequency Identification (RFID) Technology, which includes book tagging and a desktop reader.

1	The central library of the college has	Working Hours: On working days - 8:30 A.M. to 05:00 P.M
		Carpet area – 587.95 m2
		Seating capacity – 100
		Books – 10500

		Journals -26
		Newspapers – 08
		Magazines – 53
		Internet Connection, Wi-Fi Facility and CCTV surveillance for security.
		ID card containing RF ID is provided to the students and entry and exit is registered by using this ID Card.
2	Library automation	Fully
		Name of the software used: Embase Pro Suit
		Year of automation: 2018
		Library is made online with 24 hours search facility of books - https://www.library.lissah.com/catalogue
		Library link: https://www.library.lissah.com/
3	Features of Library Software	OPAC (Online Public Access Catalogue)
		Various report generation
		Print out in desired format
		Multi User facility
		Bar code facility
4	Library sections	Reference Section
		Newspaper/Periodical
		Stack room
		Reprography
		Faculty reading section
		UG reading section
		PG reading section
		Reading Room, Newspaper reading area
5	Library services	Computerised issue/return/renewal
		Reference Services
		New arrival display
		Just return display
		Subscription of journals/periodical

		Orientation programme for new users
		Previous year question paper and syllabus reference
		Access to INFLIPNET-N-LIST resources
6	Name of Resources	Print books - 10500
		E-books -100
		Back volumes Journals-220+
		CDs & DVDs – 90+
		Data Bases - Embase Pro Suite
		Dictionaries – 30+
		Encyclopaedias – 50+
		Journals - 27
		E-journals - 05
		NVDA - screen reader for the blind and vision impaired
		Magazines - 70
		Newspapers - 08
		Rare Books - 05
		Reference Books - 1250
		Theses & Dissertations – 500+
		Year Books - 100
7	e-Resources	• https://nlist.inflibnet.ac.in/ • National Digital Library • ePathshala • Shodhganga • e-Shodh Sindhu • Open Access Theses & Dissertation • E-Books • E-Journals • Audio Books • Previous Question Papers • Video Lectures • Dictionaries
8	Best Practices	• Orientation for Online e-Resources and library facilities • Yearly Best Library Scholar Award • Reading Week Celebration

Years	2022-23	2021-22	2020-21	2019-20	2018-19
Amount (Rs)	389,305	211,632	187,383	284,182	587,517

Average per day usage of library by students and teachers;

Month	No. of Students and Teachers Library Used	Working Days	Per Day Usage of Library
2023 February	3101	19	163.21
2023 January	2890	19	152.10
2022 December	1722	14	123
2022 March	1592	19	83.79
2022 February	1359	15	90.60
2022 January	749	9	83.22
2021 December	1058	16	66.13
2021 November	1631	17	95.94
	14102	*128***	*110.17*

** During the AY 2021-22 students were partially admitted in the institution due to COVID-19 pandemic. (Online users are not included.)

File Description	Document
Upload Additional information	[View Document]
Provide Link for Additional information	[View Document]

4.3 IT Infrastructure

4.3.1

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

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

Response:

LISSAH College's faculty and students are privileged to have access to state-of-the-art ICT amenities, including complimentary Wi-Fi hotspots, fast internet connections, technologically advanced classrooms, Smart classrooms, and a digital library, all conveniently accessible on campus.

- The campus is fortified with a network of 100 CCTV cameras, providing a watchful eye to safeguard the well-being of students, educators, and all individuals involved in the institution.
- There are **2 computer labs** and a Media Lab and **85 computers** in the College.
- The institution has **two Internet Connectivity** in our campus with a bandwidth of 200 Mbps.
- The institution underscores its commitment to enriching the teaching and learning experience

through 21 smart classrooms equipped with android TVs and Wi-Fi connectivity.
- The college library actively participates in INFLIBNET, granting users complimentary access to an extensive array of online journals and books, enriching the academic resources available to its community.
- The institution adeptly utilizes virtual learning and interactive platforms, particularly Google Classroom, to facilitate effective educational experiences.
- The institution employs a G-Suite domain account for its students and faculty members with unlimited storage capacity.

Items	Prior to 2018	Upgradation during 2018 - 2023
Internet Provider	1 Internet Provider	2 Internet Providers
Internet Bandwidth	20 Mbps	- During 2018-19, WiFi was upgraded to 100 Mbps fiber connection. 2019-20 onwards the institution avails 100 Mbps BSNL fiber connection and 50 Mbps Kerala Vision fiber connection. 2020-21 onwards BSNL bandwidth expanded to 200 Mbps and Kerala Vision to 250 Mbps. 2021-22 onwards LISSAH is a fully WiFi enabled Campus
WiFi access points	Nil	17
ICT Facility	4 ICT enabled classrooms	33 ICT enabled classrooms including 21 classrooms with Smart TVs/Projectors
	0 Smart Classroom	1 Smart Classroom
Integrated College Management System (ICMS)	e-College Solutions	Upgraded to Embase Pro Suit in 2022-23
Computers	27	85
CCTV Cameras	60	100
LCD TVs	1	3
Printers/Scanners	4	9
Library RFID	Nil	RFID Enabled ILMS
INFLIBNET & N-LIST Subscription	Nil	College library is linked to INFLIFNET. Access to e-journals and e-books are provided by N-LIST.
Bio-Metric Punch in/Out	Nil	Upgraded to Biometric punching for staffs
G-Suite & Zoom Subscription	Nil	2020 Onwards
Institutional Domain ID	Nil	2020 onwards Institutional domain IDs are made available to staff and students

Academic Management Application EMbase Pro-suit that runs on cloud-based software.

It offers provisions like:

EMbase Pro-suit	Student Enrolment
	Fee Management (exemptions and discounts)
	Calendar
	Online Payment
	Consolidated Assessment Forms
	Time-Table
	Attendance Management
	OBE management
	Internal Assessment (Seminars, exams, assignments, projects,)
	Library Management

- The institutional website, along with its presence on social media platforms such as Facebook, Instagram, and YouTube with educational and extracurricular videos serves as a catalyst for fostering unity and connection among all stakeholders of the institution.
- Digital repository-Fr. Basilius Panat Memorial Library.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 8.45

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

Response: 84

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 43.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
60.54	28.88	22.71	41.12	32.89

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 13.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	86	72	111	113

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 62

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

2022-23	2021-22	2020-21	2019-20	2018-19
427	364	515	325	444

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	99	75	85	63

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

2022-23	2021-22	2020-21	2019-20	2018-19
185	201	197	222	202

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

5.2.2

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

Response: 10.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	9	20	15	13

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	0	0	4

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 8.8

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The LISSAH Alumni Association is a non-profit making registered Society, under the Societies Registration Act 1860, with the Registration No: KKD/CA/110/2021. The Association is dedicated to bringing together the alumni committee on a common platform to build and strives to enrich the lives of alumni and strengthen their bonding with the institution. In order to foster a warm relationship, the College maintains regular contact with the alumni and former faculty through various email groups and social networking sites such as Facebook. The Alumni is very active in promoting, mentoring and guiding the current students of the College. Various Departments of the College have taken initiatives to organize Departmental Meets which have facilitated the strengthening and widening of LISSAH Alumni Association

The Mission of LISSAH Alumni Association is to form a global network and forum that connects and engages the alumni with their Alma Mater.

Objectives

- To plan and organize successful reunions in the second week of February (2nd Saturday) on an annual basis.
- To build a bridge between college life and career life and to make them judicious to face the challenges that may emerge in their career path.
- To promote best practices in different areas of social life for the benefit of society
- To promote the institutional motto "Towards Life in its Fullness" through the lives of Alumni

Some of their major activities include:

- Offering Scholarships to Students (Akhil Memorial Scholarship for the Best outgoing BSW student and Diana Memorial Scholarship to the Best Research Scholar in MSW)
- Strengthening library assets by contributing books, Furniture etc.
- Organizing exhibition and cultural programmes
- Conducting Career oriented activities and motivational talks by eminent Alumni
- Providing charity activities and financial support
- Notable alumni serve as Chief Guests, resource persons and keynote speakers for conferences, seminars and academic enrichment activities.
- Support and facilitate placement opportunities
- Support in admission campaign of the institution
- To be instrumental in building the brand image of the college.
- Generate fund for the activities

Office Bearers of LISSAH Alumni Association 2022-23		
Name	**Designation**	**Position Held**
Dr. Benny Joseph	Principal, LISSAH	President
Fr. Sebin C P CST	Vice-Principal, LISSAH	Vice-President
Mr. Shiju Elias	Asst. Professor, LISSAH	Secretary

Fr. Niju Thomas CST	Director, LISSAH	Treasurer
Mr. Ebin Mathew	Psychiatric Social Worker	Joint Secretary
Mr. Abhinand T Nair	Asst. Professor	Executive Member
Mrs. Cissa M George	Asst. Professor	Executive Member
Mr. Shyjal K T	Social Worker	Executive Member
Mr. Praise Pious	Project Head, DDU-GKY	Executive Member

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision and Mission

The institution's governance and leadership align seamlessly with its vision and mission, evident through their short and long term Institutional Perspective Plan to serve students in a meaningful way. The institution is dedicated to nurturing intellectual growth and fostering academic excellence, a commitment that permeates every facet of its structure. This commitment is realized through a collaborative effort involving both faculty and students.

Administration and Governance

The education process at the College is a collaborative team effort, involving various stakeholders:

- Governing Body
- Principal
- IQAC
- Staff Council
- Faculty Members
- Strategic planning and decision-making take place during Staff Council and staff meetings.
- Faculty members play a crucial role in planning, coordinating, and executing academic activities, as well as managing clubs and associations.
- Administrative staff, under the captaincy of the Superintendent, help realise the administrative
- The Students' Council, a statutory elected body of students functioning under the guidance of Staff Advisors, facilitates student-centric education.
- The institution interacts with all major stakeholders

NEP implementation

Our institution champions interdisciplinary education, fostering student and staff engagement through extension activities, outreach, conferences, and well-being events. Fully supporting the Academic Bank of Credits (ABC) concept from NEP 2020, we await its implementation by the affiliating University. We have appointed a dedicated Nodal Officer for ABC processes and successfully introduced Outcome-Based Education (OBE) in 2022, ensuring transparency through teacher training, orientation programs, and visible course outcomes in classrooms.

Decentralization and Participatory Management

The management embraces a decentralized approach, collaborating with the College Governing Body to make decisions regarding policy, finance, and infrastructure. Matters related to academics and administration are thoroughly discussed within the College Governing Body, and decisions are subsequently implemented through the coordination of the Principal, Vice Principal, IQAC, Heads of Departments, faculty, and non-teaching staff. This decentralized decision-making approach ensures that various perspectives and expertise contribute to the institution's overall success.

The management exhibits a high degree of responsiveness and meticulous planning to ensure the optimal utilization of resources. The successful execution of these policies and plans is attributed to several key factors:

- **Excellent Communication:** Maintained at all levels, fostering transparency and clarity throughout the organization.
- **Strong Interpersonal Relationships:** The management maintains excellent interpersonal relationships, both between management and the Head of the Institution and among staff and students.
- **Transparency and Participation:** The Head of the Institution upholds a commitment to total transparency and participatory management, involving all relevant individuals in the decision-making process.
- **Structured Meetings:** Various meetings, including staff meetings, departmental meetings, association meetings, examination committee meetings, and students' union meetings, play a crucial role in shaping policies and plans.
- **Governing Committee Oversight:** Regular meetings of the Governing Committee provide oversight and guidance in areas such as policy-making, finances, and infrastructure.
- **Sense of Belonging:** The positive approach of the management fosters a strong sense of belonging among both staff and students.
- **Financial Accountability:** Annual auditing of accounts by a statutory auditor appointed by the trust ensures financial accountability.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The **Administrative set-up** of the College consists of the Governing body, Principal, teaching staff, non-

teaching staff and the students. The institution is run by St. Thomas province of Little Flower Congregation (CST Fathers) a religious and charitable trust (Reg. No. 279/IV/2000). **View the Organogram here**.

The governing body is the highest decision-making body which is in constant touch with the Principal on all academic and non-academic matters.

The Director and Manager of the institute is appointed by the Governing Body oversees the functioning of the college. The Manager appoints the college staff, confirming to the regulations stipulated by UGC and the affiliating University.

The Vice Principal, the Head of the Departments, the Staff Council and the Non-Teaching Staff assist the Principal.

The College Council comprising the Head of the Departments, one teacher representatives and non-teaching staff representative meet at least twice every semester for the effective planning and implementation of curricular and extracurricular activities.

Internal Quality Assurance Cell, Infrastructure and Maintenance Committee, Library Advisory Committee and various committees headed by staff co-ordinators are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes.

Anti-ragging Cell, Grievance Redressal Cell, Anti-Narcotic Cell, Women's Cell etc**.** are functioning to ensure that no violation of rules occurs within the College and work towards addressing and settling grievances if any.

Policies and Procedures

The College has established a set of exclusive policies and procedural guidelines that are fundamental to its effective operation, and these are readily accessible on the College's website.

Recruitment Procedure is headed by the College Governing Body. The selection board comprises of the Director, Principal, Head of the department and subject experts. Advertisement regarding vacancies is published in the leading newspapers and college website. The selection board screens and selects the candidates based on UGC qualifications, experience and performance in the interview.

Strategic Plan Deployment

Of the proposed initiatives outlined in the Strategic Plan for 2018-2023, the following have been successfully achieved or completed.

- To offer a broader range of academic disciplines the college introduced**;**

1. MA English – 2018 - 19
2. BA Sociology – 2022 - 23

- The institution established Memorandums of Understanding (MoUs) and collaborative partnerships with industries and other educational institutions.

- Annually, FDPs are conducted to introduce innovative teaching methodologies and practices.
- The institution actively promotes Faculty and Student Exchange Programs in collaboration with other institutes.
- Additional endowments and scholarships have been established to inspire and support students in their academic pursuits.
- A mentor-mentee system fosters stronger teacher-student relationships.
- The campus hosts placement drives to provide students with ample opportunities for employment.
- A new cafeteria has been built to enhance student support services.
- The library has been fully automated with the installation of an RFID system.
- Conducted Green audits, Energy audits, and Environmental audits to monitor the sufficiency of our resources and sustainability
- ISO certification for quality management.
- Events such as "Meet the Entrepreneurs" and initiatives focused on facilitating entrepreneurship were organized to nurture and enhance the self-empowerment skills of students.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has a tradition of offering support to its major stake holders and ensures that workshops and training programmes are conducted periodically to equip the teaching and non-teaching staff professionally. Encouragement is provided for their academic advancement and care is taken to ensure their wellness and enable them to optimize their true potential.

The following are the welfare schemes available for the teaching and non–teaching staff:

- Institution contributes to PF and ESI benefits for the eligible employees as per the norms of the Government.
- Medical and Maternity leave for eligible employees.
- Staff are provided Hostel accommodation,
- Provision of medical and casual leaves.
- Special Casual Leave is given to staff members during any medical emergency like cancer and its treatment.
- Accidental Insurance Scheme for the staff and students.
- Summer Pay
- ATM facility of SIB is available on the campus.
- Kiosk and Canteen facilities are provided to staff at a subsidized rate
- A separate Parking area is maintained for parking the staff vehicles.
- An annual tour programme is arranged for the staff members.
- The Management ensures a multicultural environment by celebrating all festivals.
- Free Wi-Fi facility on campus and domain email addresses to all staff members.
- Festival Allowance

- Salary advance facility for teaching and non-teaching staff in case of urgency.
- Financial support to staff for attending FDP
- On-duty leaves/ Permission to attend seminars/ Workshops at national level.
- Free Counselling facility for staff members.
- Additional income to staff for providing training sessions for various competitive exams.
- Gifts are distributed during special events.

Teachers Self-Appraisal

The College requires that the teachers furnish a self-evaluation form every year. Through this form a teacher can showcase his/her continuous professional development, involvement in academic and administrative activities etc. IQAC of the college assess the report submitted by the faculty. If there is a scope for improvement on the part of the teacher, they are advised to upgrade themselves. This system is carried out discreetly. The respective teacher is informed about the same and suggestions are given.

Teacher's Evaluation by Students

- Students are allowed to provide their feedback of the teachers.
- The questionnaire is structured to elicit responses for parameters like communication skills, subject knowledge, discipline, work-ethics, and grade the teacher's ability to create an interactive, discussion-oriented and democratic classroom.
- These forms are then evaluated by the Principal of the institution with the help of IQAC who analyses all the reports and meets the teachers with constructive feedback and corrective measures.

Non-Teaching Appraisal

- The College requires that all the non-teaching staff furnish a self-evaluation form every year.

This feedback report is analysed by a committee headed by the Director and a constructive feedback is given to the employee so that they can further enhance their performance level and efficiency.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 24.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	17	0	1

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

6.3.3

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

Response: 6.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	6	0	0

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

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

07-02-2024 11:48:34

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Major source of institutional revenue:

- Fees and other related receipts (95%)
- Contribution from management trust (3%)
- Other incomes (2%)
- For infrastructure development management takes loan from banks and repays in subsequent years.
- Endowments from well-wishers of the Institute.

Optimal utilization of resources

- The College has a Governing Body, Infrastructure and Maintenance Committee, Library and various associated bodies which help in the preparation, division, allocation and utilization of funds.
- The College infrastructure is utilized as an examination centre for Government examinations/University Examinations.
- Library services and Sports services are strengthened. Laboratories are augmented and IT infrastructure is increased.
- National and International Conferences, workshops and seminars, invited lectures, field trips,

industrial visits etc. are organized for students.

- All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through Cheques/Electronic mode. Only authorized persons by management can operate the transaction through the bank.
- The accounts are done by Tally Software, so all the entries can be monitored by authorities.
- Before the financial year begins, The Director, Principal and Account section prepares the College budget.
- The Institutional budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs.
- It includes planned expenses such as lab equipment purchases, furniture, and other development expenses.
- The budget is scrutinized and approved by the top management and Finance Committee.

The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. External audit is conducted once in every year by an external agency of Chartered Accounts with Reg. No. M. No. 025486, CA G Santhosh Pai, B.Com LLB, FCA, DISA.

Process of the internal audit:

- Internal audit is a continuous process which ensures after each and every financial transaction, whereby the college itself carries out the initial stage of the internal audit.
- In the initial stage, the officer in-charge scrutinizes and verifies the financial data. This is again scrutinized by the Administrative Officer and the Bursar for clarity, authenticity, transparency and financial accuracy.
- Income/Expenditure is closely monitored by the Bursar, the Principal and the Section Officer (Accounts).
- Besides this, an expert from the Trust is appointed as an internal auditor to confirm the accounts. He makes a thorough study of the fiscal details and submits the report to the Manager and the Bursar of the college and the Trust.

Process of the external audit:

- The accounts of the college are audited by chartered accountant regularly as per the government rules. The external audit takes place annually after the completion of every financial year.

The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell identifies, plans, executes and monitors the quality assurance strategies in the institution. It ensures the integration of modern methods of teaching, promoting research initiatives and maintains a professional standard.

IQAC's Quality Assurance Initiatives

- Enriching curriculum with Add-on/Certificate Courses.
- Guide the annual planning process for each department incorporating qualitative insights.
- Establishes a systematic process for collecting and analysing stakeholder feedback to drive enhancements.
- Create and manage databases for students, teachers, and administrative staff.
- Enhancing employable skills.
- Maintains a comprehensive record of the institution's academic, extracurricular, and co-curricular activities.
- Institutional Collaborations.
- Implemented an efficient documentation process in accordance with NAAC requirements.
- Tracks and records student progression toward higher education or placement, as well as maintains records of student scholarship details.
- Development and application of quality benchmarks in academic and administrative activities.
- Coordinates orientation, training, and workshop initiatives for students, teachers, and support staff.
- Conducts audits on infrastructure, administrative, academic, energy, environmental, and green aspects.
- Alumni Lecture Series.

Review of Teaching-Learning Process

- Develops a comprehensive academic calendar with Year plans of activities /exam schedules.
- Collects department semester plans at the beginning of the semester and monitors its effective implementation.
- Ensures Teaching plan through Instructor's Course File to facilitate and evaluate Classroom functioning.
- Recommends innovative pedagogical methodologies in addition to the completion of curriculum through Assignments, Class Tests, Tutorials etc.
- Promotes the culture of research amongst students by organizing Research Workshops.
- Introduced collection and analysis of Self-Appraisal of Teaching and Administrative Staff.
- Collection, analysis and communication of Student's Feedback and Stakeholder Feedback-on General and Curriculum aspects.

Review of Structures & Methodologies of Operations

- Green, Energy and Environment Audits
- Academic Audits
- Audit recommendations are conveyed to the relevant departments for their attention and action.
- Oversees the implementation of corrective actions following audits.
- IQAC monitors the Mentoring System and Remedial System

Review of Learning Outcomes

- IQAC has taken the initiative to introduce Outcome Based Education (OBE)
- Attainment of COs and PSOs are evaluated and Mapped with POs with LMS Software Embase Prosuit.
- Analyse and assess the attainment of CO, and subsequently communicate any corrective measures to the respective teacher/department as needed.
- Around 50 programs are designed to enhance the efficiency and professionalism of students, faculty, and non-teaching staff.

Incremental improvement during 2018-23

- Introduced Two new Programmes and 31 Certificate Courses
- 2 Online Add-on Course in Psychotherapy and 1 Add-on Course in Cyber Security
- 17 publications by faculty of which 12 are in UGC CARE list.
- 4 Books/Chapters were published by faculty.
- 68 MoUs/collaborations to facilitate a wide range of academic initiatives and activities.
- Established Institution Innovation council
- 50 Workshops/seminars/conferences on Research Methodology, IPR and entrepreneurship.
- ISO Certification
- The computer count has surged from 27 to 85 units.
- 65% of classrooms have been equipped with ICT facilities.
- Campus were upgraded to fully WiFi-enabled
- Upgraded Integrated College Management System and Library Management System Software
- College Library was automated with ILMS and RFID
- INFLIBNET & N-LIST Subscription
- New Canteen
- Solar Panel Installation

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

LISSAH Shows gender sensitivity through various initiatives and actions for creating a safe, secure, and healthy atmosphere on the campus. Through special lectures and functions, the students are made aware of the importance of gender equality. The University curricular activities are supplemented with Gender sensitization courses. The syllabus of the programmes like Social Work, English and Psychology contains modules that sensitize gender equity. Specific initiatives of the Institution are as follows:

- **E-Surveillance** with high-resolution cameras (100 Nos).
- **Separate hostels** for boys and girl students.
- All student and staff compulsory wear **ID cards** on the campus.
- The Institution has strong **security personnel** deployed all around the campus.
- Girls' hostels have only **female wardens and supervisors.**
- **Sanitary Napkin incinerator & Sanitary napkin vending Machine**.
- A **Women Grievance & Empowerment Cell** also plays role actively to address the issues of all the female students in the college.
- Regular **parent-teacher meetings** are organized to bring the students–parents and teachers together.
- Female students are always **accompanied by female faculty** members during off-campus visits.
- The **student counselling centre** has been working under the guidance of senior faculty to take up informal counselling of students to keep them psychologically strong and confident.
- A system of **mentoring in each department** for inculcating social, moral, and ethical values.
- Common **Rest Room**.
- **Separate washrooms** are available for girls and boys.
- **Sickroom** for Girl students.
- **Complaint Boxes** placed at different locations.
- **Compound wall** for the campus.
- **Women's representation** is ensured in College Committees.
- **Enrolment of girls** nearly 70%
- **Awareness campaigns** on women's safety and gender sensitivity through street plays, rallies, and camps.
- Promoting **research on women empowerment** and other related issues.

The college is particular to observe various days of national and international importance. They are the following:

- World Mental Health Day
- Women's day
- Nurses Day
- Aids Day
- Shakespeare Day
- Environmental Day
- Kerala piravi
- Independence Day
- Christmas
- Biodiversity Day
- Hiroshima Day
- Yoga Day
- Onam
- Anti-Drug Day
- World Television Day
- Republic Day
- Social Work day
- Teachers Day
- World Photography Day
- Pulwama Day Observance
- World postal Day
- Children's Day
- Forest Day
- World Water Day
- Indian Army Day
- World Radio day
- World Autism day
- World No-tobacco Day
- Human Rights day
- Anti-Terrorism day
- Day Against child labour
- National Blood donation Day
- Cancer Awareness Day
- Theatre (Drama) day
- NSS Day
- Diwali
- Gandhi Jayanti
- Reading Day
- World Poetry Day
- Road Safety Day
- Holi
- Nirbhaya Day
- Rose Day
- Ozone day
- International Day Of Democracy
- World Humanitarian Day
- Nature Conservation Day
- World Health day

- Day of Older Persons
- Indian Air force Day

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

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

Response:

Institution believes in the principle of unity in diversity that's what motivates our students to respect different religions, language and culture. We greet and wish each other at different festivals and maintain the religious, social, and communal harmony.

As LISSAH is promised to build a better nation, diverse activities and programmes in the college focuses on sensitisation of students, faculty, and staff on constitutional obligations: values, rights, duties and responsibilities of citizens.

1. Catering to Inclusive Environment- Cultural: The followings are organized to inculcate an inclusive environment in culture.

- Every year the institution conducts Arts day – an inter departmental cultural festival which captures cultural diversity through music, dance, plays, literary and fine arts.
- Onam- The national festival of Kerala is celebrated every year with traditional cultural programmes and Onam floral carpet.
- The Journalism Department of the institute regularly conducts State level intercollegiate Film Festival (BIVTEO) and the institution actively participates in the International Film Festival (IFFK) organized by Government of Kerala.
- Department level cultural activities are organized by the department associations.
- Theatre Club: Department of English organizes residential theater workshops in association with Malabar Christian College, Calicut.
- Every year Fresher's day and Farewell day are organized department-wise.
- Study tours, Industrial visits and Internships at different places promote culture of historical and geographical significance and provide a sensual treat of global culinary diversity.

2. Catering to Inclusive Environment- Balanced Regional Growth: Being located in the rural area in north Malabar, the college bridges the distant geographical locales among teachers and students.

- Institution has students enrollment from all fourteen districts of Kerala
- There is faculty representation from different socio-cultural backgrounds.
- We celebrate Kerala regional festivals like Onam, Kerala Piravi etc. with various traditional cultural activities.

3. Catering to Inclusive Environment- Linguistic:

- Distribution of daily newspapers to nearby schools and adopted tribal colonies to promote reading habits of students.
- Inter collegiate literary fest and competitions
- Campus newspaper "Kadalas" and "Mirror"
- Remembrance of Poets, Novelists and National Legends.
- Theater club activities
- Reading day competitions

4. Catering to Inclusive Environment- communal socioeconomic:

- College promotes secularism and communal harmony through seminars and special lectures.
- College pays prime attention to fulfilling the needs of socially and economically backward students.
- Rural residential camps by NSS and Social Work Department.
- Free Medical camps.
- Adoption of Tribal colony
- Flood relief activities
- Special attention to marginalized groups
- Cleaning drives
- Counselling activities
- "MYTHRI" Projects for Differently Abled.
- LISSAH Clinic

5. Activities organized to promote sensitisation on constitutional obligations:

- Workshops and awareness campaigns were organized on Child and Women Rights.
- Organized EVM (Electronic Voting Machine) awareness campaign spreading the electoral responsibility of the citizens
- Activities on sensitisation of role and responsibilities of students towards persons with disability.
- Remembrance of Pulwama Day
- Contribution to CMDRF
- Observance of Independence Day, Republic Day, Gandhi Jayanti etc.
- Cleaning drives
- Blood donation

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice – 1

Title of the practice

LISSAH Community Impact Initiative (LCII)

Supports Mahatma Gandhi's famous quote "Be the change that you wish to see in the world."

Objectives of the Practice

- Raise social issue awareness.
- Foster service attitude and confidence in students to contribute to the wellbeing of others.
- Uncover and leverage inner strengths to find new solutions to the social problems.
- Facilitate student-led community development.
- Collaborate with public and government for initiatives.
- Contribute to societal and national improvement.

The Context

The "LISSAH Community Impact Initiative" places a significant focus on enhancing educational opportunities in a rural area characterized by tribal colonies and limited educational resources. By collaborating closely with the community, the initiative offers targeted training programs to strengthen the community's capacity for development. Notably, it is committed to fostering social justice, equity, and inclusion not only within the local community but also extending its impact beyond.

The Practice

Care for the Marginalized

LISSAH College prioritizes "Care for the Marginalized" in Calicut and Wayanad districts. The Social Work Department aids tribal colonies with hygiene education, surveys, and financial support for HIV-affected students. Support extends to differently abled individuals in Puthuppady Panchayat through events and product promotion. The college distributes aids like wheelchairs, walkers, and sports kits, plus

library books for nearby schools. Initiatives include mobile phone distribution for online education, COVID-19 meal relief, and visits to old age homes. Fundraising showcases commitment, reflecting institution's strong social responsibility and dedication to community well-being.

Care for the Ailing

LISSAH College prioritizes "Care for the Ailing" through stress clinics, disease eradication campaigns, and essential healthcare services. The college organizes blood donation camps, maintains a blood group directory, and conducts medical camps. It assumes responsibility for cleaning public areas, ensuring a hygienic environment. Surveys enhance public services, and awareness camps promote healthy practices. Institution, supported by management, staff, and students, provides public services, demonstrating a strong sense of social responsibility and dedication to the community's health and well-being.

Evidence of success

- Collaborative social activities in Calicut and Wayanad Districts involve LISSAH College's Social Work and Psychology Departments, NSS, clubs, and forums.
- Tribal colonies in Kodencherry and Vattachira benefit from hygiene education, surveys and medical camps.
- Mentor appointed in Pathippara tribal colony ensures children's academic progress.
- 'Mythri' project provides a year-long Rs.800/month scholarship to 25 HIV-infected children in Kozhikode.
- Counselling and Psychotherapy centre, offers services for mental disorders.
- Scribe services provided to Kolathara Blind School.
- Around 50 students annually donating blood.
- COVID-19 initiatives include free noon meals, library block used as a CFLTC, and honoring health workers during Onam.
- Flood relief activities in different parts of Kerala in 2018 and 2019.

Problems encountered and Resources Required

- Lack of cooperation and unwillingness from tribal people.
- Lack of financial resources.
- COVID-19 pandemic created a gap for continuous operation for nearly two years.

Best Practice – 2

Title of the practice

The Road to A Sustainable Campus: Strategies for Going Green.

Objectives of the Practice

- Raise awareness about the role of campuses in promoting sustainable practices.
- Reduce energy and water consumption.
- Promote waste reduction and recycling.
- Embrace sustainable practices as a shared responsibility across the campus community.
- Opportunities for students to learn about sustainable practices.

- Practices such as minimum waste and conservation of biodiversity.
- Pursue self-sustainability in areas of power, water, and cleanliness.
- Foster a sustainable campus culture through collaborative efforts.

The Context

LISSAH in Kozhikode district fosters a deep connection with nature, treasured by both staff and students. The campus features academic blocks, playgrounds, lawns, and biodiverse gardens, blending beauty with functionality. Well-planned infrastructure coexists harmoniously with 0.35 hectares of lush lawns and 7.28 hectares of dense trees, enhancing aesthetics and recharging groundwater. This safe and conducive learning environment prioritizes greenery, offering a balanced space for education and nature.

The Practice

Green Audit

Institution conducts Green Audits, including Energy, Environmental Quality, and Biodiversity audits, using Green Volunteers. These audits enable the institution to assess resource usage, plan changes, ensure savings, and enhance waste minimization strategies.

Green Protocol

Driven by staff and student dedication, LISSAH has achieved a green campus by eliminating plastic, prioritizing water conservation, and utilizing renewable resources. Eco-friendly communication, through e-notices and e-banners, further supports sustainability efforts.

Green Activities

LISSAH prioritizes green initiatives, celebrating World Environment Day with sapling planting. Clubs like ALELA and NSS actively safeguard flora and fauna, engaging students in green efforts.

Miyawaki Forest

LISSAH NSS unit cultivates a ten-cent Miyawaki forest, managed by volunteers—a cherished gift to the next generation, praised by the forest department.

Organic Farming

In the half acres land of the campus, organic vegetable cultivation is done with organic manure from the animal farm. The campus has diverse fauna with seasonal fruits and vegetables grown by students through ALELA and NSS.

Dairy and Poultry Farming

LISSAH has a dairy and poultry farm with different breeds of cows and poultry species.

Solar Energy and Led Bulb Campaign

Solar panels installed on campus help reduce electricity consumption. Conventional tube lights and lamps have been replaced with LED bulbs and tubes.

Rainwater Harvesting

LISSAH implements various water conservation measures, such as rainwater harvesting, tree plantation to maintain underground water levels, and recharging groundwater by collecting and storing rainwater runoff.

Waste Management

LISSAH's waste generation is moderate, with systematic collection and disposal using the support of the local Panchayath. A large biogas plant digests wet waste for cooking energy, and solid and liquid residues are used as manure in greening efforts.

Evidence of success

- Per capita carbon footprint - 0.198 tons.
- 836 trees sequester 295.20 tons of carbon.
- Campus features 0.35 ha carpet grass aiding water percolation, 0.50 ha for organic cultivation.
- Initiatives: Plastic elimination, water conservation, renewable resource use, eco-friendly communication.
- World Environment Day Celebrations: sapling plantations, 300-variety Miyawaki forest, rainwater harvesting, and a biogas plant.
- Emphasis on awareness and training for sustainability efforts.

Problems Encountered/Suggestions

- Demands determined, long-term commitment from stakeholders.
- Expensive, requiring expert advice and resource investment.
- Sustainable maintenance requires ample manpower.
- Insufficient awareness among students and the community.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

LISSAH Mind Care: Prioritizing Mental Wellness

Mental Health Support for Students

LISSAH College has actively engaged in supporting the psychological well-being of the public, including school children, through its dedicated counseling cell, ensuring interventions and assistance for mental health concerns since 2017. Following the COVID-19 pandemic and its aftermath, the shift to online education has significantly impacted students, particularly school children, leading to various mental health challenges as they transition back to offline learning. To tackle these issues among school children, LISSAH College has initiated an extensive School Clinic Program aimed at resolving these psychological concerns and supporting their well-being during their return to in-person education. The college provides motivational classes for parents and students, mental health screening, and psychological counselling to help students cope with stress and build resilience. LISSAH College also serves as a resource for schools, providing information on mental health and referrals to other professionals as needed. This support is critical for schools that may not have the resources or expertise to address mental health concerns effectively.

Santhwanam LISSAH Clinic (An extension of counselling to the students of schools in the vicinity): is aimed at enhancing mental well-being of students across 8 schools in the neighbourhood. The primary objective of the "Swanthwanam" project is to address and alleviate mental health challenges faced by school-level students, ultimately contributing to a higher quality of learning and an improved overall quality of life.

The institution extended Santhwanam LISSAH Clinic in eight neighbouring schools

- Mar Baselios English Medium School, Engapuzha
- St Joseph's UP School, Mylellampara
- St Thomas LP School, Nellipoyil
- GM UP School, Kaithapoyil
- St. Mary's HS School, Koodathai
- MES Fathima Rahim Central School, Kaithapoyil
- MGM HS School, Engapuzha
- Nirmala U P School, Chamal

SMILE (Social Mental Intellectual Learning in Education) Programme is an extension service for nurturing social mental and intellectual learning for a bright tomorrow in education. SMILE programme sought to provide motivation training, life skills development, behavioral modification, and academic retraining counselling sessions for both students and their parents. The participating schools include

- Little Flower School, Kannur
- Little Flower School, Chelavoor, Kozhikode

Nervazhahi- A Psycho Social Support Programme for jail Inmates: is a program aimed at providing counselling and aid to the district jail inmates. This initiative specifically addressed concerns related to impulsivity, self-esteem, and anger management among the participants. Students under the leadership of psychology department teachers provided personalized attention and support to each participant during

counselling sessions, which spanned approximately 30 to 40 minutes. The provision of personalized counselling for prisoners with diverse concerns further strengthens the effectiveness and inclusivity of the program. The programme conducted at

- Kottayam District Jail
- Palakkad District jail

COVID-19 Pandemic Response: During the COVID-19 pandemic, Little Flower Institute of Social Sciences And Health (LISSAH) and LISSAH Counselling and Psychotherapy Center collaborated to offer Free Online Counselling sessions. These sessions were available across fourteen districts in Kerala, aiming to address mental and psychological challenges faced by the general public during this period. To ensure accessibility and support, each district was assigned a student coordinator who was available round the clock, providing assistance and guidance to individuals in need.

Recognizing the mental health challenges brought on by the pandemic, LISSAH College provided free online counselling services. This support was particularly critical for those dealing with anxiety, stress, or other mental health issues during the pandemic.

Overall, LISSAH College's efforts during the pandemic highlight its role as a responsible and responsive institution, committed to community well-being.

Programmes

- Talk to an Expert COVID 19 Anxiety Management Counselling Service
- Counselling Facilities for Public During COIVID 19 Pandemic
- Free Online Counselling Facility for Individuals Experiencing Post COVID Impacts on their Mental Health

Empowering Minds: LISSAH Social Work Department's school mental health services prioritize the mental well-being of nearby schools and anganwadies. By offering diverse services like counselling, parenting education, and awareness programs, they foster academic and emotional growth, reaching 22 institutions.

Multifaceted Support for Public Well-being: LISSAH has been actively involved in providing support to students during their SSLC exam preparation. They have been providing counselling and motivational classes to help students manage their stress and anxiety during this critical time. This initiative has helped students cope with the pressure of exams and has contributed to their overall success.

During the floods of 2018 and 2019, Kerala encountered significant devastation, affecting numerous families. These families faced various challenges, including mental strain and related issues due to the catastrophic events. Alongside the relief efforts aimed at addressing immediate needs, the institution extended support to enhance the mental well-being of the affected families.

Programmes

- Counselling and Motivational Class to SSLC Students, MJHS, Elettil
- Psychological Counselling to Muttil WOVHS School Students.
- Social Interaction Programme by Counselling and Psychotherapy Centre.

- Psycho-Social Counselling to Flood Affected Families.

LISSAH has undertaken numerous initiatives dedicated to enhancing the mental well-being of the local community, demonstrating its strong commitment to societal welfare and fostering a socially responsible environment.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

- LISSAH commenced its journey in 2003 offering a solitary program, the MSW (Master of Social Work).
- In 2005, LISSAH introduced two additional undergraduate programs: BSW and BSc in Psychology.
- To enhance its infrastructure, LISSAH constructed a new auditorium block in 2007.
- In 2010, LISSAH initiated the BA in English and MSc in Psychology programs.
- In 2014, LISSAH expanded its range of programs by introducing M Com, MCJ, B Com, BSc in Computer Science, and BSc in Statistics.
- The inception of the LISSAH Journal, marked by ISSN 2349-8382, commenced in 2014.
- The inauguration of a new library block took place in 2016.
- In 2017, LISSAH College was granted Minority status.
- In 2017, the institution was granted membership to the UN Academic Impact.
- In 2018, the Kozhikode District administration honored the institution with the prestigious award for being the best socially committed college in the district.
- In 2018, the institution introduced the MA in English program.
- In 2020, a new administrative office was established at the institution.
- New Canteen inaugurated in the year 2021.
- In 2021, LISSAH College was honored with the prestigious SOWOCO award for having the best Social Work Department in Kerala. This award was instituted by IMHANS Kozhikode and the association of Psychiatric Social Work Departments.
- During 2021, the institute carried out a green audit.
- In 2022, the institute was honored with a prestigious award recognizing it as the top socially committed college in the district.
- In 2022, LISSAH initiated the BA in Sociology.
- In 2022, the College completed the ISO certification process.
- The institute implemented Outcome-Based Evaluation, analyzing course outcomes and program effectiveness through the campus ERP solution.
- The institute monitors the quality of teaching-learning through IQAC and other relevant cells, which collect feedback from the students and other stakeholders.
- The well-organized and maintained library offers an ample collection of books and e-resources like N-List, contributing to fortifying the curriculum.
- Campus emphasizes student-centered learning via industrial visits, internships, projects, and problem-solving methods, fostering experiential, applicable domain knowledge.
- The Psychology department organizes counseling and additional initiatives to offer support to students and community.
- The Social Work department engages in Tribal Colony adoption and various outreach programs within the neighboring community.

Concluding Remarks :

LISSAH's vision is to embody the educational ethos of the CST Congregation through a relentless pursuit of excellence, as reflected in its vision, mission, objectives, and fundamental values. The institution prioritizes a curriculum infused with social commitment, shaping students into fulfilled and well-rounded individuals.

Guided by a global perspective, all its initiatives aim to contribute to society at large, enabling the institution to carve a niche in the country's higher education landscape within just twenty years of inception.

The forward-looking curriculum, designed by the affiliated University, prioritizes the enhancement of skills through reskilling and up skilling while integrating a strong emphasis on societal and environmental issues. Outcome-based evaluation, facilitated by a combination of experiential and blended learning approaches, serves as a catalyst for enhancing both employability and entrepreneurial skills.

A thorough Human Resource Plan initiates faculty development, career advancement programs, and welfare initiatives aimed at fostering the continual progression of faculty members. The institute endeavors to cultivate global competence and social responsibility among its students concurrently. Through diverse initiatives, the college provides opportunities for students to interact with local communities and marginalized groups, offering exposure to real-life societal challenges.

The institution fosters inclusivity, accessibility, and a friendly environment for individuals with different abilities, ensuring a conducive atmosphere for comprehensive growth. Its adoption of e-governance, robust IT infrastructure, e-content development centers, and e-learning platforms paves the way for future advancements.

Over its two-decade tenure, the institution has experienced comprehensive growth by introducing new academic programs, adapting its vision and mission to evolving higher education needs, and extending its curriculum through collaborations and MoUs with other institutions. The college seamlessly combines academic pursuits with robust extracurricular and co-curricular initiatives. With a cadre of qualified educators, enthusiastic students, visionary leadership, and ample opportunities for talent expression, the institution creates a rich tapestry of learning and development.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :28 Remark : DVV has made changes as per the report shared by HEI.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
183	178	173	174	138

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
183	177	171	171	138

2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
235	221	211	209	177

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
235	221	211	209	177

Remark : DVV has made changes as per the report shared by HEI.

| 5.1.2 | *Following capacity development and skills enhancement activities are organised for improving students' capability*

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene) |

4. ICT/computing skills

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	40	17	31	49

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	39	43	47	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	6	0	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 97 Answer after DVV Verification : 99