



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**LITTLE FLOWER DEGREE COLLEGE , UPPAL,
HYDERABAD**

OPPOSITE SURVEY OF INDIA, UPPAL, R R DISTRICT, MEDCHAL MALKAJGIRI
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Little Flower Degree College (LFDC)

Nestled in the vibrant city of Hyderabad, Telangana, India, the Little Flower Degree College (LFDC) stands as a beacon of quality education and holistic development. Established in 2008 by the Montfort Brothers of St. Gabriel, LFDC has since upheld its mission to provide students with a nurturing environment conducive to academic and personal growth with the motto "**LEAD TO ILLUMINATE**".

Affiliated with Osmania University, LFDC offers a diverse array of undergraduate and postgraduate programs designed to meet the dynamic demands of society. From Bachelor of Commerce (B.Com) and Bachelor of Business Administration (BBA) to Bachelor of Science (B.Sc) programs in Mathematics, Statistics, Computer Science, Biotechnology, and more, LFDC ensures that students have ample opportunities to pursue their academic interests and career aspirations.

At LFDC, emphasis is placed not only on academic excellence but also on fostering a holistic approach to education. The college boasts state-of-the-art infrastructure, including modern classrooms, well-equipped laboratories, a comprehensive library, and advanced computer facilities, all aimed at creating an optimal learning environment for students. Moreover, the institution prides itself on its dedicated faculty, comprised of experienced educators who are passionate about mentoring students and guiding them towards success.

With a diverse student body exceeding 1200, LFDC cultivates a dynamic and inclusive atmosphere where every individual is encouraged to thrive and excel. The college promotes a healthy balance between rigorous academics and extracurricular activities, encouraging students to participate in sports, cultural events, and community service initiatives. This holistic approach ensures that graduates are not only academically proficient but also well-rounded individuals prepared to make meaningful contributions to society.

LFDC's commitment to excellence extends beyond academics. The institution's institutional strengths, such as its transparency in academic assessments, safety measures, and strategic partnerships with prominent institutions, underscore its dedication to holistic education and societal impact. Additionally, LFDC places a strong emphasis on student support services, offering scholarships, guidance for higher education, and various welfare initiatives to ensure the well-being of its students.

LFDC, guided by its vision, inspires leaders, driving positive change. Committed to academic excellence, it shapes tomorrow's leaders through holistic development.

Vision

Vision:

Quality education that fosters academic excellence, value enrichment, social responsibility, and promotes holistic development, inclusivity, and nurturing individuals who contribute positively to society.

The guiding principles of Little Flower Degree College Vision :

1. **Striving for academic excellence involves a multifaceted approach, fostering profound understanding that cultivates wisdom surpassing knowledge acquisition and a commitment to continuous learning and growth.**
2. **LFDC has developed a learning approach centred on activities tailored at liberating individuals from prejudice and leading them towards informed decision-making through clarity and judgement.**
3. **Encouraging value enrichment among students by providing diverse opportunities for personal development, ethical reflection and meaningful involvement with the community.**
4. **Embracing their social responsibility, students actively engage in various community service initiatives, and contribute to the welfare of the society.**
5. **Encouraging holistic development and inclusivity among students, not only nurtures individual growth but also empowers them to positively impact society, fostering a more compassionate and equitable world.**

Mission

Mission:

Cultivate academic excellence, instil ethical values that promote integrity, social responsibility through community engagement and prepare individuals with essential skills to navigate the challenges of the dynamic world and foster holistic development by embracing diverse perspectives.

- To encourage staff and students to strive for the highest standards in academics, sports, and extracurricular activities.
- To instil honesty, responsibility, and moral uprightness in all aspects of life.
- To enhance skills to face the challenges of the competitive world.
- To celebrate the diverse talents and interests.
- To promote a spirit of selflessness and compassion towards others.
- To develop responsible leaders in society.
- To cultivate Self Discipline, Self-esteem and a strong work ethic.
- To Nurture spiritual development within an ethical framework.

OBJECTIVES

Founded on the principles of academic excellence and holistic development, LFDC is beacon learning, innovation and social responsibility. LFDC stands as a testament to the transformative power of education and is dedicated to nurturing not only scholarly minds but also compassionate hearts preparing students to excel academically while embracing values that enrich their lives and society.

1. Foster a culture of intellectual curiosity, critical thinking and to engage in continuous academic excellence to enhance teaching and learning.
2. Integrate ethical values and principles across curriculum to instil integrity, empathy and social responsibility.
3. Promotes diversity and inclusivity by incorporating sustainability practices into campus

operations and curriculum.

- 4. Encourage initiatives that address social justice issues, promote inclusivity and advocate for the rights of marginalised communities with a sense of shared humanity.**
- 5. Emphasise the importance of lifelong learning and adaptability to prepare for future challenges in a rapidly changing world.**

CORE VALUES

Excellence, Integrity, Equality , and Universal Brotherhood

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

LFDC Institutional Strengths

LFDC believes not only in cultivating physical prowess but also mental resilience along with character development. With the focus on holistic growth, our college strives to foster a supportive community where every individual can thrive and excel in their academic journey.

- **CBCS Flexibility:** LFDC offers interdisciplinary courses under the Choice Based Credit System (CBCS), enhancing learning flexibility to meet global standards.
- **Skill-oriented Courses:** The college provides skill-oriented certificate courses, ensuring students are equipped with practical skills.
- **Community Engagement:** LFDC conducts extension activities to raise awareness of local issues and foster community engagement.
- **Transparency:** The institution ensures transparency in academic assessments through Parent-Teacher meetings and ICT-enabled facilities.
- **Safety Measures:** With CCTV surveillance across campus, including classrooms and labs, LFDC prioritizes the safety of its students and staff.
- **Convenient Location:** LFDC's strategic location near city bus stops and metro stations offers convenient commuting options for students and staff.
- **Proximity to Prominent Institutions:** LFDC's location provides easy access to renowned institutions like Survey of India, NGRI, CCMB, and IICT, facilitating collaborative opportunities and academic exchange.
- **Inclusive Environment:** LFDC offers a Divyangjan-friendly campus and provides support through bridge courses and remedial classes.
- **Academic Monitoring:** Timely internal assessments, innovative assessment procedures, and parental access to faculty ensure effective academic monitoring.
- **Student Support:** LFDC supports students from diverse backgrounds with scholarships and guidance

for higher education.

- **Staff Welfare:** Staff welfare includes benefits like earned leaves, provident fund, and support for research programs.
- **Spiritual Development:** LFDC emphasizes spiritual development through morning assemblies, prayers, and value education courses.
- **Interfaith Understanding:** Celebrating religious festivals and organizing pilgrim field trips promote interfaith understanding among students.
- **Partnerships:** Active partnerships with educational institutions, NGOs, and industries facilitate student projects and interactive programs.
- **Student Support Services:** LFDC extends financial and emotional support to students during adversities, ensuring their well-being.
- **Institutional Social Responsibility:** Initiatives such as village adoption in Konampeta through our extension wing LIFE, environmental activities through LENVIN, and active NSS and NCC wings enable students to prove themselves as dedicated citizens.

Thus, LFDC's varied initiatives highlight its dedication to holistic education and societal impact, from academics to community engagement.

Institutional Weakness

Weaknesses

Within the vibrant tapestry of SWOC analysis lies a canvas of institutional weaknesses awaiting transformation and enhancement. Little Flower Degree College (LFDC) embraces these challenges as catalysts for growth, innovation, and continuous improvement.

- **Academic Autonomy Constraints:** Our academic autonomy is constrained due to adherence to the affiliated university's prescribed curriculum.
- **Lack of Hostel Facilities:** The absence of hostel facilities poses challenges in accommodating outstation students.
- **Program Admission Reduction:** Certain programs have experienced a decrease in admissions, attributed to the implementation of DOST (Online Admissions).
- **Student Disinterest in Government Exams:** Students show minimal interest in government competitive exams like UPSC, SPSC, and SSC.
- **Delayed Fee Reimbursement:** Timely reimbursement of fees by the government is lacking, causing financial strain on students.

- **Ad Hoc Faculty Attrition:** There is a continual attrition of Ad Hoc teaching faculty, impacting institutional stability.
- **PhD Faculty Shortage:** The institution faces a shortage of faculty members holding PhDs, affecting research and projects .
- **Government Funding Hurdles:** The absence of a 12(b) certificate results in the denial of funding from government agencies like UGC.
- **Limited Research Output:** Faculty members have limited paper publications and research contributions in UGC CARE and other esteemed journals.
- **Research Collaboration Opportunities:** The institution lacks significant collaboration with national and international research institutions.
- **Internship Insufficiency:** Inadequate internship opportunities hinder students' practical learning experiences.
- **International Collaborations:** There is a need to foster more collaborations with international institutions for academic enrichment.
- **Alumni Engagement Deficit:** Alumni engagement and contribution to the institution's growth are limited, despite a global alumni network.

Conclusion:

With a proactive mindset and a commitment to continuous improvement, LFDC aims to transform its weaknesses into stepping stones for progress, resilience, and excellence, ensuring that each challenge serves as an opportunity for growth and innovation in its journey towards academic distinction and societal impact.

Institutional Opportunity

Institutional Opportunities

In assessing the opportunities available to our institution, it's crucial to recognize the advantageous position we hold amidst a dynamic educational landscape. Embracing opportunities allows us to capitalize on our strengths, address weaknesses, and navigate challenges effectively. Let's delve into the potential avenues for growth and advancement:

Opportunities:

- **Proximity to Academic and Research Centers:** Leveraging our geographical location, we have the advantage of being in close proximity to eminent academic institutions, government research centers, and affiliated universities, fostering collaboration and knowledge exchange.
- **Industrial Collaboration and Academic Tie-ups:** There is ample scope for forging partnerships with industrial entities and prestigious academic institutes, enhancing our research capabilities and enriching our academic programs.
- **International Collaborations:** Exploring avenues for international collaborations opens doors to diverse perspectives, research opportunities, and exchange programs, enriching the academic experience for both students and faculty.

- **Research Project Expansion:** With the potential to undertake more research projects, we can tap into grants offered by government agencies, fostering innovation, and contributing to knowledge dissemination.
- **Faculty Paper Publications:** Motivating our staff to publish papers in reputed international journals like UGC CARE enhances the visibility and credibility of our institution, contributing to academic excellence.
- **Alumni Inspiration:** Drawing upon the achievements of our prominent alumni across various fields serves as a source of inspiration for current students, motivating them to excel in their academic and professional endeavors.
- **Faculty Development Programs (FDP):** Identifying opportunities to conduct more Faculty Development Programs focused on recent trends in education empowers our faculty with the necessary skills and knowledge to adapt to evolving pedagogical practices.
- **Online Training Programs:** Offering more online training programs for staff on Teaching, Learning, and Assessment methodologies enhances the quality of education delivery and promotes continuous professional development.

Conclusion:

As we explore and capitalize on these opportunities, we position ourselves for sustainable growth and excellence in education. By harnessing the potential of collaborations, research endeavors, alumni networks, and professional development initiatives, we can realize our vision of becoming a beacon of academic innovation and excellence.

Institutional Challenge

Challenges

In navigating the path towards institutional growth and development, it is imperative to acknowledge and address the challenges that lie ahead. These challenges serve as opportunities for introspection, strategic planning, and concerted action. Let's delve into the key challenges confronting the institution:

Institutional Challenges:

- **Academic Hurdles and Curriculum Integration:** Addressing the academic challenges entails bridging the gap in student achievement, effectively integrating new curriculum, and keeping abreast of rapidly evolving fields of study to ensure relevance and quality education.
- **Examination and Result Publication Delays:** The delayed conduct of university examinations and publication of exam results pose significant hurdles, impacting students' progression in higher education and causing uncertainty.
- **Program Seat Allotment:** Filling allotted seats for certain programs remains a challenge, necessitating innovative recruitment strategies to attract qualified candidates.
- **Competitive Environment:** The institution faces stiff competition from other educational

establishments, necessitating differentiation and enhancement of offerings to maintain a competitive edge.

- **Ethical and Moral Education:** Moulding the youth ethically and morally strong, fostering conscious compassion for humanity, and preparing them to confront global challenges emerge as imperative tasks.
- **Semester System Performance:** Improving results in the semester system requires targeted interventions and academic support mechanisms to enhance student outcomes.
- **Addressing Social Media Addiction:** Weaning the young minds from addiction to social media demands concerted efforts to promote healthy digital habits and foster meaningful offline engagements.
- **Incorporating Social Responsibility:** There is a pressing need to incorporate social responsibility among students, nurturing a sense of civic duty and empathy towards societal issues.
- **Supporting Economically and Socially Backward Students:** Preparing economically and socially backward students for competitive exams and job placements necessitates tailored support mechanisms and holistic development initiatives.
- **Alumni Fundraising:** Generating funds from alumni requires effective engagement strategies, highlighting the value of their contributions in advancing the institution's mission and vision.
- **Multinational Company Recruitment:** Attracting multinational companies for campus recruitment drives necessitates proactive industry engagement, showcasing the caliber of our graduates and the conducive learning environment offered by the institution.

Conclusion:

Challenges offer growth opportunities. Proactive addressing, leveraging strengths, and fostering collaboration will propel the institution to excellence amid obstacles.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Enhancing Educational Excellence: A Curricular Focus at Little Flower Degree College

Introduction: Little Flower Degree College (LFDC), affiliated with Osmania University, emphasizes dynamic engagement with curricular aspects to ensure holistic student development. While adhering to university guidelines, LFDC innovates within established frameworks, fostering an environment conducive to academic growth and career readiness.

Criterion I: Curricular Aspects

Key Indicators:

Curricular Planning and Implementation: LFDC meticulously plans and implements curricula, supplementing university-provided frameworks with innovative teaching methodologies and student-centered activities. Faculty members actively engage in curriculum delivery, ensuring alignment with institutional goals and academic standards. The college's unique approach reflects its commitment to quality education.

Associated Proofs: LFDC provides evidence of a well-documented curriculum planning process, including

academic calendars, internal assessment procedures, and workload allocations.

Academic Flexibility: LFDC encourages interdisciplinary learning and student mobility with diverse certificate and value-added courses. Active promotion of online programs enhances academic flexibility. Flexible course structures and interdisciplinary options empower students to customize their academic journey for holistic growth and skill development.

Associated Proofs: LFDC showcases enrollment data and completion certificates for certificate/value-added programs and online courses over the past five years.

Curriculum Enrichment: LFDC integrates cross-cutting issues such as professional ethics, gender, human values, and sustainability into its curriculum, fostering holistic student development. The institution emphasizes project work, fieldwork, and internships to provide practical exposure.

Associated Proofs: LFDC presents reports and certificates for project work, fieldwork, and internships, demonstrating its commitment to curriculum enrichment.

Feedback System: LFDC prioritizes stakeholder feedback as a cornerstone of continuous improvement. Through surveys and consultations, the institution gathers insights from students, faculty, employers, alumni, and other stakeholders. This feedback informs strategic decisions and initiatives aimed at enhancing the learning environment and academic outcomes.

Associated Proofs: LFDC provides filled feedback forms, analysis reports, action taken reports, and survey methodologies to demonstrate its robust feedback system.

Conclusion: LFDC exemplifies excellence in curricular aspects by balancing adherence to university guidelines with innovative practices tailored to student needs. Through a comprehensive approach encompassing academic flexibility, curriculum enrichment, and stakeholder feedback, LFDC remains committed to fostering a conducive learning environment for its students.

Teaching-learning and Evaluation

Nurturing Excellence: Teaching, Learning, and Evaluation at LFDC

Introduction: LFDC is dedicated to providing effective teaching, learning, and evaluation experiences for its diverse student body. This commitment is reflected in the institution's emphasis on student-centric approaches, faculty development, and robust evaluation mechanisms.

Criterion II: Teaching Learning and Evaluation

Key Indicators:

2.1 Student Enrolment and Profile: LFDC ensures transparent admissions, fostering diversity and wide access. It maintains equity in student representation from varied backgrounds.

Associated Proofs: LFDC provides enrollment data, admission lists, and evidence of compliance with reservation policies.

2.2 Student Teacher Ratio: LFDC maintains a favorable student-teacher ratio, enhancing personalized learning and mentoring opportunities.

Associated Proofs: LFDC presents lists of full-time teachers and students for the latest academic year.

2.3 Teaching Learning Process: LFDC employs diverse teaching methodologies, including participative, experiential, and ICT-enabled approaches, fostering effective learning.

Associated Proofs: LFDC showcases activities conducted under different teaching methodologies, emphasizing student engagement.

2.4 Teacher Profile and Quality: LFDC emphasizes faculty development and quality, with a significant percentage pursuing higher qualifications.

Associated Proofs: LFDC provides appointment letters and lists of qualified faculty members.

2.5 Evaluation Process and Reforms: LFDC ensures transparency and efficiency in assessment processes, facilitating feedback-driven improvements.

Associated Proofs: LFDC provides policy documents and evidence of a grievance redressal mechanism.

2.6 Student Performance and Learning Outcomes: LFDC evaluates student performance against specified learning outcomes, ensuring alignment with program objectives.

Associated Proofs: LFDC demonstrates dissemination of course and program outcomes and provides pass percentage data.

Conclusion: LFDC's commitment to effective teaching, learning, and evaluation is evident in its transparent admission process, favorable student-teacher ratio, diverse teaching methodologies, emphasis on faculty quality, robust evaluation mechanisms, and focus on student learning outcomes. Through these initiatives, LFDC strives to create a dynamic learning environment conducive to holistic student development.

Research, Innovations and Extension

Fostering Research, Innovation, and Extension at LFDC

Introduction: LFDC cultivates a collaborative environment among stakeholders to nurture a culture of research, innovation, and extension. Through initiatives like the Entrepreneurship Cell and active engagement with the community, LFDC promotes entrepreneurial spirit and social responsibility.

Criterion III: Research, Innovations, and Extension

Initiatives:

Research and Innovation Culture: LFDC fosters a culture of research and innovation through its Entrepreneurship Cell, providing a stable platform for students. Faculty publish research papers in UGC-CARE list journals and receive financial assistance for professional development.

Entrepreneurship Promotion: The Entrepreneurship Cell organizes interactive sessions, guest lectures, seminars, and workshops to inspire students to become job creators. Successful alumni serve as role models, encouraging others to pursue entrepreneurship.

Extension Activities: LFDC's extension units, including NSS, NCC, LIFE, and LENVIN, actively engage in community service. Over 130 extension activities are conducted, including medical camps, free eye testing, and village adoption programs like Little Flower Extension (LIFE) in Konampeta, Telangana.

Social Responsibility: Under Institutional Social Responsibility (ISR), LFDC- LIFE-Little Flower Extension wing installed water purifier, conducted school clean-ups, and survey of village residents' economic status. NSS participates in Swachh Bharat campaigns, blood donation drives, and health awareness initiatives, fostering a sense of duty towards the nation.

Collaborations: LFDC has MOUs with institutions nationwide, facilitating field trips, faculty exchanges, and cultural interactions. These collaborations enhance students' exposure and enrich their academic experience.

Conclusion: LFDC's commitment to research, innovation, and extension is evident in its vibrant ecosystem of entrepreneurial support, community engagement, and collaborative partnerships through these initiatives, LFDC empowers students to excel academically, contribute to societal welfare, and realize their full potential as future leaders and innovators.

Infrastructure and Learning Resources

Nurturing Learning through Infrastructure and Resources at LFDC

Introduction: LFDC recognizes the pivotal role of infrastructure and resources in facilitating quality education. Criteria IV evaluates LFDC's commitment to provide conducive physical facilities, advanced IT infrastructure, and a well-equipped library to enhance the learning experience.

Criterion IV: Infrastructure and Learning Resources

Physical Facilities:

Campus Infrastructure: LFDC's expansive campus, spanning 28922 m², hosts state-of-the-art facilities including 38 ICT-enabled classrooms, 14 laboratories and one studio catering to various departments. A robust ERP system and website developed in-house by the Computer Science Department streamline administrative

processes.

Proofs:

- Documentation showcasing campus infrastructure and facilities.
- Records of ICT-enabled classrooms and laboratory equipment.

Sports Facilities: LFDC boasts extensive sports facilities, promoting physical fitness and community engagement. With basketball courts, football grounds, cricket pitches, volleyball courts, and more. LFDC provides ample opportunities for students to participate in sports activities.

Proofs:

- Records of sports facilities and equipment available on campus.
- Documentation highlighting the variety of sports activities offered.

Library as a Learning Resource:

Library Management: LFDC's library is equipped with an Integrated Library Management System (ILMS) for efficient organization and access to resources. The library subscribes to e-resources and journals, ensuring students have access to a diverse range of learning materials.

Proofs:

- Agreements and documentation related to ILMS and e-resource subscriptions.
- Usage statistics and feedback from library users.

IT Infrastructure:

Technology Deployment: LFDC prioritizes technology deployment and maintenance, ensuring staff and students have access to ICT facilities for academic and administrative purposes. The college provides campus-wide Wi-Fi coverage and updates its IT facilities regularly.

Proofs:

- Records of IT equipment procurement and maintenance.
- Data on internet bandwidth and student-computer ratio.

Maintenance of Campus Infrastructure:

Regular Upkeep: LFDC allocates resources for the regular maintenance of physical facilities to ensure optimal functioning. Through effective mechanisms, LFDC promotes the upkeep and optimal utilization of campus infrastructure.

Proofs:

- Audited income and expenditure statements highlighting expenditure on maintenance.
- Documentation demonstrating the effectiveness of maintenance mechanisms.

Conclusion: LFDC's commitment to enhancing infrastructure ensures a conducive learning environment. Continuous investment and maintenance efforts enable access to top-notch facilities, fostering holistic development and academic excellence.

Student Support and Progression

Criterion V: Student Support and Progression

Introduction: Criterion V assesses Little Flower Degree College's efforts to support student development and progression, focusing on assistance mechanisms, student performance, and alumni engagement. The college's commitment to providing meaningful learning experiences and facilitating holistic growth is paramount.

1. Student Support

Little Flower Degree College offers robust student support through guidance, placement, and grievance redressal cells. Scholarship opportunities benefit a significant percentage of students. Capacity development activities include soft skills, language proficiency, and technological awareness.

Associated Proofs: Documentation includes reports, photographs, circulars, brochures, and online program links showcasing capacity-building programs.

The institution also demonstrates a proactive approach to addressing student grievances, including sexual harassment and ragging.

Associated Proofs: Documentation includes evidence of organization-wide awareness, grievance submission mechanisms, implementation of statutory/regulatory guidelines, details of statutory/regulatory committees, and annual reports on grievance redressal activities.

2. Student Progression

The institution actively supports student progression to higher education and employment. Remedial measures are implemented to address poor attainment, and sustainable practices are encouraged. Placement assistance, internships, and coaching for interviews contribute to students' successful transition to the workforce. The college also tracks students' achievements in state/national/international examinations over the past five years.

Associated Proofs: Records include placement details, progression to higher education, and certificates of qualification in examinations.

3. Student Participation and Activities

Little Flower Degree College promotes inclusive practices and values-based education, fostering social responsibility among students. The college encourages active participation in social, cultural, and leisure

activities, facilitating holistic development. The institution acknowledges students' achievements in sports and cultural events, enhancing their college experience.

Associated Proofs: Records encompass lists of awards, certificates, and the number of sports and cultural programs participated in by students.

4. Alumni Engagement

The college maintains a vibrant alumni association, LAGAN, which significantly contributes to institutional development. Alumni actively participate in placement programs, mentorship initiatives, and career counseling sessions, leveraging their expertise to support current students.

Associated Proofs: Documentation includes registration certificates, alumni enrollment forms, executive committee details, financial contributions, and reports on alumni engagement.

Conclusion: LFDC ensures holistic student development through robust support and progression mechanisms and active alumni engagement.

Governance, Leadership and Management

Criterion VI: Governance, Leadership, and Management at Little Flower Degree College (LFDC)

Introduction: Effective governance, leadership, and management are crucial for the success of any educational institution. At Little Flower Degree College (LFDC), these aspects are carefully cultivated to ensure the realization of the institution's vision and mission. This analysis focuses on key indicators outlined in Criterion VI, highlighting LFDC's strategies and initiatives in governance, leadership, and management.

1. Institutional Vision and Leadership (Key Indicator 6.1): LFDC emphasizes effective leadership that aligns with its vision and mission. The institution actively participates in the implementation of the National Education Policy (NEP), showcasing sustained growth and decentralization efforts. Through short-term and long-term Institutional Perspective Plans, LFDC demonstrates its commitment to organizational development and governance participation.

2. Strategy Development and Deployment (Key Indicator 6.2): LFDC's leadership ensures clear strategy development and deployment, facilitating transparent governance. The institution implements e-governance across various operations, including administration, finance, student support, and examinations. This enhances efficiency and accountability in institutional processes.

3. Faculty Empowerment Strategies (Key Indicator 6.3): LFDC prioritizes faculty empowerment through performance appraisal systems, welfare measures, and career development opportunities. Financial support for conference attendance and professional memberships is provided, fostering continuous learning and skill enhancement among staff.

4. Financial Management and Resource Mobilization (Key Indicator 6.4): LFDC maintains robust financial management practices, emphasizing optimal resource utilization and mobilization. Strategies for funding

diversification and regular internal and external audits ensure transparency and accountability in financial operations.

5. Internal Quality Assurance System (Key Indicator 6.5): LFDC's Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance mechanisms. Through academic and administrative audits, collaborative initiatives, and participation in rankings, LFDC continuously strives for academic excellence and improvement.

Conclusion: Little Flower Degree College (LFDC) exemplifies effective governance, leadership, and management practices, as evidenced by its strategic vision alignment, faculty empowerment strategies, robust financial management, and commitment to quality assurance. Through these initiatives, LFDC remains dedicated to academic excellence, social responsibility, and inclusive community development.

Institutional Values and Best Practices

Little Flower Degree College (LFDC): Promoting Institutional Values and Best Practices

Introduction: Little Flower Degree College (LFDC) recognizes the imperative role of educational institutions in addressing societal challenges and fostering inclusivity. This report delineates LFDC's initiatives towards institutional values, best practices, and distinctive approaches.

Institutional Values and Social Responsibilities: LFDC champions gender equity, environmental sustainability, and inclusivity through various measures such as gender audits, eco-friendly practices, and facilities for differently-abled individuals. Quality audits ensure compliance and progress in environmental initiatives.

Inclusive Environment and Constitutional Obligations: LFDC fosters inclusivity by celebrating diversity, promoting constitutional awareness, and organizing events highlighting cultural, regional, and linguistic richness. Educational trips and community outreach programs instill social responsibility.

Promoting Gender Equity at LFDC: LFDC implements gender sensitization programs, audits, and curricular integration to promote gender equity. Initiatives include entrepreneurship showcases, self-defense programs, and scholarships for female students.

Best Practice 1: 'Continuous Professional Development': LFDC prioritizes staff development through workshops, training programs, and collaborative learning opportunities. The practice enhances teaching effectiveness, research output, and overall staff engagement.

Best Practice 2: 'Campus Voice: Student Cabinet': LFDC's Student Cabinet cultivates leadership skills, advocates for student interests, and fosters campus engagement. Despite challenges, it contributes significantly to student empowerment and positive campus culture.

Institutional Distinctiveness (SANYOG): LFDC's SANYOG initiative integrates various practices such as

promoting socioeconomic equity, gender inclusivity, interfaith harmony, environmental stewardship, and student empowerment. These efforts reflect LFDC's commitment to holistic education.

Conclusion: LFDC's commitment to institutional values, best practices, and distinctive approaches underscores its dedication to excellence and societal responsibility. By nurturing inclusivity, fostering continuous improvement, and promoting holistic development, LFDC sets a commendable standard for educational institutions striving for positive societal impact.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LITTLE FLOWER DEGREE COLLEGE , UPPAL, HYDERABAD
Address	Opposite Survey of India, Uppal, R R District, Medchal Malkajgiri District New
City	Hyderabad
State	Telangana
Pin	500039
Website	www.lfdc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jayanthi Pothireddy	091-7673960152	9441934669	-	principal@lfdc.edu.in
IQAC / CIQA coordinator	PRASHANT H M	-	9553355828	-	prashanth@lfdc.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details				
State	University name	Document		
Telangana	Osmania University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	07-10-2018	View Document		
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	Opposite Survey of India, Uppal, R R District, Medchal Malkajgiri District New	Urban	2	22789.42

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	BCom,Commerce,Honours	36	Intermediate	English	60	39
UG	BCom,Commerce,Computer Application	36	Intermediate	English	100	100
UG	BCom,Commerce,General	36	Intermediate	English	50	0
UG	BBA,Management,	36	Intermediate	English	120	119
UG	BSc,Physical Sciences,Mathematics Physics Computer Science	36	Intermediate	English	40	21
UG	BSc,Physical Sciences,Mathematics Physics Chemistry	36	Intermediate	English	50	0
UG	BSc,Physical Sciences,Mathematics Electronics Computer Science	36	Intermediate	English	40	6
UG	BSc,Physical Sciences,Mathematics Statistics Data Science	36	Intermediate	English	50	20
UG	BSc,Physical Sciences,Mathematics	36	Intermediate	English	40	27

	Statistics Computer Science					
UG	BSc,Life Sci ences,Botany Zoology Chemistry	36	Intermediate	English	15	0
UG	BSc,Life Sci ences,Biotec hnology Botany Chemistry	36	Intermediate	English	15	0
UG	BSc,Life Sci ences,Biotec hnology Microbiology Chemistry	36	Intermediate	English	30	22
UG	BSc,Life Sci ences,Microb iology Zoology Chemistry	36	Intermediate	English	20	17
UG	BA,Arts,Mod ern Language Psychology Mass Comm unication	36	Intermediate	English	25	17
UG	BA,Arts,Mod ern Language Political Science Mass Communicati on	36	Intermediate	English	25	10
PG	MSc,Statistic s,Statistics	24	UG	English	40	3
PG	MA,Psychol ogy,Psycholo gy	24	UG	English	40	14

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				0				48			
Recruited	0	0	0	0	0	0	0	0	10	38	0	48
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						6
Recruited	1		5		0	6
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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	20	0	24
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	15	0	21
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	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	231	5	0	1	237
	Female	160	1	0	0	161
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	15	0	0	0	15
	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	29	36	18	11
	Female	27	20	23	12
	Others	0	0	0	0
ST	Male	3	4	8	5
	Female	5	4	2	2
	Others	0	0	0	0
OBC	Male	135	143	117	83
	Female	100	82	81	108
	Others	0	0	0	0
General	Male	87	91	76	79
	Female	52	86	50	66
	Others	0	0	0	0
Others	Male	2	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		440	466	375	366

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

a) Vision/Plan for Transformation: LFDC aims to become a holistic multidisciplinary institution by fostering an environment that encourages exploration across various fields of knowledge, promoting diversity in curriculum and teaching methods, and integrating technological advancements to enhance logical decision-making, innovation, critical thinking, and creativity.

b) Integration of Humanities and Science with STEM: Little Flower Degree College (LFDC) innovatively integrates humanities and science with STEM (Science, Technology, Engineering, and Mathematics) across its curriculum and extracurricular activities, fostering interdisciplinary learning. LFDC offers programs where elements of interdisciplinary learning are present:

1. Elective Courses: Students choose from various subjects, including humanities, to broaden perspectives and enhance critical thinking.
2. Cross-Disciplinary Projects: Collaborative projects integrate humanities and science with STEM, addressing societal issues with applied statistics, for instance.
3. Interdisciplinary Seminars/Workshops: LFDC organizes events exploring connections between humanities and STEM. LFDC follows Osmania University's innovative CBCS curriculum, offering interdisciplinary courses like project work and gender sensitization. Faculty also provide additional interdisciplinary courses through platforms like MOOCs and SWAYAM. LFDC offers diverse undergraduate programs combining different disciplines, bridging STEM with other fields:

- B.Sc. Programs: Mathematics, Statistics, Computer Science (MSCs); Mathematics, Physics, Computer Science (MPCs); Mathematics, Electronics, Computer Science (MECs); Mathematics, Physics, Chemistry (MPC); Mathematics, Statistics, Data Science (MSDs).
- B.Sc. in Life Sciences: Biotechnology, Microbiology, Chemistry (BTMC); Botany, Zoology, Chemistry (BZC); Microbiology, Zoology, Chemistry (MZC); Biotechnology, Botany, Chemistry (BTBC).
- B.Com Programs: General, Computer Application, Honors.
- BBA (Bachelor of Business Administration).

LFDC's commitment to interdisciplinary education prepares students for the complex, interconnected future by offering diverse programs, elective courses, cross-disciplinary projects, and seminars.

c) Flexible and Innovative Curricula: LFDC offers various value-added and add-

	<p>on courses, including Android development, start-up management, accounting for banking and insurance, travel & tourism, and mushroom cultivation and vermicomposting. These courses aim to provide a holistic and multidisciplinary education. d) Multidisciplinary Flexible Curriculum: Although LFDC follows a structured curriculum set by Osmania University, it is ready to implement a multidisciplinary flexible curriculum with multiple entry and exit points once academic flexibility is granted through NEP. e) Multidisciplinary Research Endeavors: LFDC plans to engage in more multidisciplinary research by fostering collaborations with academia, research institutions, and industry partners to address society's pressing issues and challenges. f) Good Practices: LFDC promotes a multidisciplinary approach through initiatives such as faculty participation in UGC-sponsored online courses on NEP orientation, and offering interdisciplinary courses on various platforms to enhance capacity building.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>a) Initiatives for ABC: LFDC is prepared to adopt the ABC system once implemented by Osmania University, despite currently lacking academic flexibility due to its affiliation. b) Registration under ABC: LFDC is ready to enroll students in the new academic depository system once Osmania University decides to implement NEP. c) Collaboration and Credit Transfer: LFDC is exploring partnerships for joint degrees and internationalization of education, facilitating seamless collaboration and credit transfer. d) Faculty Encouragement: LFDC encourages faculty to design their own curricular and pedagogical approaches, including the selection of textbooks, reading materials, assignments, and assessments within the approved framework. e) Good Practices: LFDC emphasizes experiential learning and competency-based education through practical training, internships, industry projects, and community engagement initiatives.</p>
<p>3. Skill development:</p>	<p>a) Efforts for Vocational Education: LFDC promotes skill development through training in diverse disciplines such as ICT skills, language skills, soft skills, and entrepreneurship. Initiatives like NASSCOM and 'Skills for Her' programs are integral to this vision. b) Programs for Vocational</p>

	<p>Education: LFDC offers skill development courses integrated into the regular curriculum, aiming to expose students to practical skills. c) Value-Based Education: LFDC provides value-based education to inculcate positivity, including the development of humanistic, ethical, constitutional, and universal human values, as well as life skills. d) Institutional Efforts: LFDC aims to design a credit structure ensuring all students take at least one vocational course before graduating, engage industry veterans and master craft persons, offer vocational education in various modes, and associate with NSDC for unified platform management. e) Good Practices: LFDC plans to introduce further skill development programs, continuing its commitment to capacity building and practical skill exposure.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a) Strategy for Integration: LFDC integrates Indian knowledge systems, including Indian languages and culture, within curricular and extracurricular activities. Optional courses in Telugu, Hindi, and Sanskrit are offered across all UG programs. b) Faculty Training for Bilingual Delivery: LFDC currently conducts classes primarily in English but is prepared to incorporate bilingual delivery as needed. c) Degree Courses in Indian Languages: LFDC offers courses in Telugu, Hindi, and Sanskrit as part of its curriculum. d) Preservation and Promotion Efforts: LFDC promotes Indian languages, traditional knowledge, arts, and culture through various activities, including cultural events, seminars, workshops, and educational trips to places of worship and historical significance. e) Good Practices: LFDC integrates elements of Indian culture and traditional wisdom into its curriculum through interdisciplinary approaches and online platforms, fostering a deeper understanding among students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>i. Initiatives for OBE: LFDC has adopted OBE from the academic year 2023-24 onwards, focusing on course outcomes (CO), program-specific outcomes (PSO), and program outcomes (PO). Workshops on OBE have been conducted to align student performance assessments with the college's vision and mission. ii. Efforts for Capturing OBE: LFDC employs various assessment methods, including written exams, practical assessments, projects, and presentations, to measure student attainment of learning outcomes. iii. Good Practices: LFDC</p>

	emphasizes competency development, continuous quality improvement, and student-centered learning approaches, aligning with the NEP 2020's vision of holistic development and lifelong learning.
6. Distance education/online education:	a) Possibilities for Vocational Courses via ODL: LFDC is exploring opportunities to introduce vocational courses through open and distance learning (ODL) mode. b) Technological Tools for Teaching: LFDC utilizes digital platforms such as Google Classroom, Zoom, and Google Meet for academic activities. These platforms support blended learning, combining traditional instruction with online components. c) Good Practices: During the pandemic, LFDC adapted to online learning methods, conducting classes, exams, and other academic activities via digital platforms. The institution continues to encourage students to enroll in online certificate courses through platforms like SWAYAM and MOOC.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution stands committed to safeguarding the democratic values of the country. The formal electoral literacy club will be created shortly. However, informally the college already initiated several attempts to motivate the students to engage in the electoral process of the country. Our students helped the government employees on polling day as volunteers. Activities about the awareness of voting rights, Voter's Day Celebrations, Voter Registration Process, Voter Rally etc are organised in the college under NSS Club.
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?	The ELC activities are being conducted by the NSS Club, with the faculty and student co-coordinators overseeing the process. We are in the midst of developing a functional framework for the ELC, which will include a student coordinator and coordinating faculty members
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	LFDC has encouraged students to take part in various electoral processes and made students participate actively as responsible citizens with instructional seminars, rallies and awareness programs to enlighten

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>students about the importance of voting and their rights as voters as a part of it LFDC conducts College elections to elect college cabinet for every academic year which creates an interest and motivates them to cast ethical voting. ? Voter pledge drives are held on the college campus on the occasion of National Voters Day to enlighten students about the importance of voting and their right to vote. ? 116 students of LFDC have voluntarily worked and helped polling officers in the 2018 Assembly elections. ? NSS Volunteers of LFDC helped PWD (Persons with Disability) to cast their vote in 2018 and 2023 December General Assembly elections. . ? Conducted an awareness rally in collaboration with Eenadu print media from Little Flower Degree College to Uppal Ring road (Uppal Constituency) ? Arranged a Mock Polling Booth in the college premises to provide an awareness about how to cast their vote and explained the procedure to cast their ballots and the role of election process. ? Awareness initiatives were conducted to motivate and educate students for Voter registration. The importance of voter registration and the several forms ,Form 6 for voter enrollment, Form 8 for any necessary adjustments, and Form 7 for removal from the voter list. ? NSS volunteers participated in (SVEEP) Systematic Voters' Education and Electoral Participation program.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Awareness campaigns are done to motivate and educate students for Voter registration. The importance of voter registration and the different forms, 'Form 6' for voter enrollment, 'Form 8' for any necessary revisions, and 'Form 7' for removal from the voter list were explained to students. NSS cell organised a rally in collaboration with Eendu (print media). A seminar was organised voter awareness before the rally, which began at the campus and ended in the Uppal neighbourhood. In addition, we set up a mock polling booth in our campus, which was overseen by the RDO of the Uppal Constituency, and all the students visited it to learn more. Encourage citizens to support transparent and fair elections. Students emphasise the importance of voting in democracy and advocate for fair elections. The students of our college conducted a survey and prepared a project report on the topic “Analysing Elections Data:Understanding Voter</p>

<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Behaviour and Electoral Dynamics”.</p> <p>LFDC organised an awareness program and campaign program for our students to enrol as voters in the electoral roll for the eligible students who crossed 18 years in the college premises, we set up a Registration desk on 12-01-2018. The NSS club at the Little Flower Degree College has organised a special voter registration drive for students who turn 18 years on September 8, 2023. Many students took part in the special process and students who had completed eighteen years registered in the voting process. Among the attendees were district representatives, the Principal, the NSS Programme Officer, and faculty. This program was organised in collaboration with GHMC, Uppal, and Medchal Malkajgiri, Member of Parliament constituency. Since many undergraduate students are first-time voters, the college assumes responsibility for setting up a registration desk on campus to make it easier for them to get listed on the voter registers.</p>
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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
1260	1190	1108	1192	1154

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: 86

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
48	46	46	48	42

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
500.64	405.08	81.04	272.14	83.64

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:

Fostering Academic Excellence: Curriculum Planning and Implementation at Little Flower Degree College

Introduction: Little Flower Degree College (LFDC) is deeply committed to providing an enriching educational experience that encompasses the holistic development of our students. With a focus on academic excellence, we prioritize the cultivation of intellectual, social, and personal growth within the framework of prescribed syllabi. Our structured approach to curriculum planning and implementation ensures that every aspect of our academic programs is meticulously organized to meet the diverse needs of our student body.

1. Comprehensive Academic Procedures: At LFDC, we pride ourselves on our efficiently organized academic procedures, which are designed to ensure seamless operations throughout the academic year. Timetables, workloads, and administrative duties are meticulously planned well in advance of each academic session. Our dedicated faculty members are at the forefront of fostering a modern teaching-learning environment, utilizing relevant Information and Communication Technology (ICT) tools to enhance the educational experience. Additionally, our well-equipped library and utilization of smart boards in all classes further facilitate a technologically enabled education.

2. Meticulous Academic Calendar Planning: The planning of our academic calendar is a collaborative effort involving the academic council, HODs, and coordinators. Various factors such as semester lengths, university almanacs, and holidays are carefully considered to ensure optimal scheduling. Faculty members actively contribute to the planning process, aligning proposed activities with institutional goals and priorities. Initial discussions occur well in advance to ensure alignment with overarching college themes each year, while regular staff meetings facilitate discussions on achievements and areas for improvement.

3. Faculty Development and Engagement: Continuous professional development is a cornerstone of our academic ethos at LFDC. Our faculty members actively engage in ongoing training through participation in seminars, conferences, orientation programs, and certificate courses. This commitment to professional growth enables our faculty to stay abreast of the latest educational trends and methodologies, enhancing the quality of instruction delivered to our students.

4. Emphasis on Experiential Learning and Assessment: At LFDC, we prioritize experiential learning as a means of enriching the educational experience. Internships, projects, and field trips are integral

components of our curriculum, providing practical exposure to our students. Internal assessments, including slip tests, mid-term examinations, and pre-final examinations, are meticulously planned and executed to evaluate student progress. Clear guidelines and rubrics ensure consistency and transparency in grading, while faculty members actively engage with students to provide guidance and support.

Conclusion: In conclusion, Little Flower Degree College is dedicated to fostering academic excellence through comprehensive curriculum planning and implementation. Our structured approach to academic procedures, meticulous calendar planning, emphasis on faculty development, and commitment to experiential learning ensure that every student receives a well-rounded education. By prioritizing transparency, accountability, and stakeholder alignment, LFDC strives to create a collaborative and meaningful educational experience for all.

File Description	Document
Upload 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: 34

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: 56.03

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
803	317	448	798	942

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:

Curriculum Enrichment at Little Flower Degree College (LFDC)

Introduction

The holistic development of students is a central objective of the curriculum at Little Flower Degree College (LFDC). Beyond the prescribed academic content, LFDC integrates courses and activities that address pressing national and international issues. These include gender equality, environmental sustainability, human values, and professional ethics. By incorporating these cross-cutting themes, LFDC aims to produce well-rounded individuals who are not only knowledgeable but also socially responsible and ethically grounded.

Gender Equality

At LFDC, gender equality is a cornerstone of the institution's mission. The college actively promotes gender sensitization through various initiatives and curriculum integration. Courses on gender sensitization educate students on gender roles, stereotypes, and the importance of inclusivity and respect

for all genders. Annual events, such as the celebration of International Women’s Day, and programs like self-defense training for girls, further reinforce these values. Additionally, the college invites women officers from the Indian Army to inspire both male and female students to pursue careers in the armed forces, emphasizing the importance of gender equality in all fields.

Environmental and Sustainability

LFDC is committed to environmental sustainability, which is reflected in its curriculum and initiatives. The Little Flower Environment Initiative (LENVIN) addresses community environmental challenges and integrates environmental science into the curriculum. Through partnerships with organizations like Bisleri’s Bottle for Change, the college promotes plastic waste management. Annual tree plantation drives under the Telangana Ku Haritha Haram initiative and activities like distributing eco-friendly items highlight the institution’s dedication to environmental stewardship. These efforts aim to raise awareness and instill a sense of responsibility towards the environment among students.

Human Values

Education at LFDC extends beyond academics to include the cultivation of noble human values. The curriculum includes modules that explore core values such as love, compassion, truth, non-violence, and service. These modules aim to instill a profound understanding of these values and their practical applications in various life domains. By fostering ethical literacy, LFDC prepares students to act with integrity and compassion in their interactions with others and the world around them.

Professional Ethics

LFDC emphasizes the development of professional ethics essential for success in the workplace. The college offers comprehensive courses on communication, critical thinking, problem-solving, teamwork, and leadership. These courses are designed to prepare students for the dynamic nature of today’s job market. Divided into modules covering career skills, team skills, presentation skills, and group discussion skills, these courses equip students with the necessary tools to thrive in their professional lives. By instilling a strong foundation in professional ethics, LFDC ensures that its graduates emerge as confident, competent, and ethical professionals capable of making meaningful contributions in their chosen fields.

Conclusion

Little Flower Degree College (LFDC) promotes holistic student development by integrating gender equality, environmental sustainability, human values, and professional skills into its curriculum. LFDC's comprehensive activities and initiatives foster inclusivity, responsibility, and ethical conduct, preparing students to meet modern challenges.

File Description	Document
Upload Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**Response:** 61.98**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 781

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 64.13

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
440	466	375	366	405

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
760	760	560	560	560

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: 58.03

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
251	251	202	162	203

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
438	438	322	322	322

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.25

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:

Empowering Learning through Student-Centric Methods and ICT Integration at LFDC

Introduction: At Little Flower Degree College (LFDC), the teaching-learning process is thoughtfully crafted to cater to the diverse needs of students. Through a combination of experiential learning, participative learning, problem-solving methodologies, and integration of ICT tools, LFDC aims to enhance learning experiences and empower students for success in a rapidly evolving world.

Experiential Learning Initiatives: LFDC recognizes the importance of hands-on experiences in reinforcing classroom learning. Various initiatives such as field trips to forensic science labs, workshops on cooking and mental health awareness, and exhibitions on diverse topics provide students with practical exposure beyond traditional classroom settings. These experiences not only deepen understanding but also foster critical thinking and application of knowledge in real-world contexts.

Participatory Learning Events: Active student participation is encouraged through a multitude of events ranging from seminars and workshops to guest lectures and online webinars. These events, facilitated by experts in their respective fields, promote interaction, discussion, and collaborative learning among students. Through activities like PPT presentations and departmental competitions, students hone their communication, teamwork, and presentation skills while gaining insights into diverse subjects.

Problem-Solving Initiatives: Problem-solving lies at the core of academic excellence, and LFDC nurtures this skill through a variety of intra and inter-collegiate competitions. From math thambola to CPU assembling competitions, these events challenge students to think critically, analyze problems, and devise creative solutions. Through such initiatives, students not only enhance their academic prowess but also develop essential life skills essential for success in their future endeavors.

Integration of ICT Tools: LFDC embraces technology as a catalyst for enhancing teaching and learning experiences. Teachers utilize a wide array of ICT tools including digital boards, computers, projectors, online classes, and Google Classroom to facilitate the creation, sharing, and management of information. Wi-Fi-enabled classrooms, digital libraries, and online practical demonstrations further enrich the learning environment, making education more accessible, interactive, and engaging.

Conclusion: In conclusion, LFDC stands as a beacon of innovative and student-centric education, where experiential learning, participative learning, problem-solving methodologies, and ICT integration converge to create a dynamic and enriching learning ecosystem. By providing diverse learning opportunities and leveraging technology effectively, LFDC empowers students to become lifelong learners, critical thinkers, and competent professionals equipped to thrive in the ever-evolving landscape of the 21st century.

File Description	Document
Upload 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
48	46	46	48	42

File Description

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

Document

[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: 16.09

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
9	6	7	7	8

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:

Transparent Assessment and Grievance Redressal at LFDC

Introduction

Evaluation processes in academic institutions play a crucial role in assessing students' understanding and progress. At Little Flower Degree College (LFDC), transparent assessment mechanisms and an efficient grievance redressal system ensure fairness and accountability.

Types of Examinations

LFDC conducts various internal assessments such as slip tests, midterms, pre-finals, and practical exams, alongside external semester exams. Each assessment type serves specific purposes in evaluating students' comprehension and progress.

Transparent Assessment Mechanism

LFDC maintains transparency in assessment procedures by adhering to Osmania University's examination guidelines, as the college is affiliated with it. The Examination Committee oversees the fair and transparent conduct of all internal assessments, providing precise instructions on evaluation criteria, marking schemes, and techniques for both internal and external exams.

Additionally, LFDC ensures timely dissemination of assessment-related information, including examination timetables, submission deadlines, and evaluation schedules. Internal marks are accurately recorded and communicated to students, and attendance records for exams are meticulously maintained. Faculty members are responsible for offering comprehensive feedback to students, emphasizing areas of strength and areas needing improvement.

Grievance Redressal System

LFDC's grievance redressal system is designed to address complaints or appeals from students regarding exam-related issues promptly and impartially. Students are encouraged to bring grievances to the attention of the Examination Committee, which investigates and resolves complaints within stipulated timelines.

The college communicates assessment results and grievance resolutions through official channels, ensuring transparency and accountability. Circulars informing students about the grievance redressal mechanism are regularly issued, and revaluation procedures are standardized and conducted online for efficiency. LFDC also organizes PTA meetings to discuss students' performance and address any concerns raised by parents.

Conclusion

LFDC prioritizes transparency, fairness, and efficiency in its assessment and grievance redressal practices. By adhering to standardized procedures, maintaining open communication channels, and fostering a culture of accountability, LFDC aims to uphold academic integrity and promote student satisfaction.

File Description	Document
Upload 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:

Empowering Education Through Transparent Learning Outcomes at Little Flower Degree College (LFDC)

Introduction:

Little Flower Degree College (LFDC) is firmly committed to fostering transparent education by prominently displaying Program Outcomes (POs) and Course Outcomes (COs) on its official website. This practice aligns seamlessly with the curriculum prescribed by the affiliating university, reflecting LFDC's mission and vision of student empowerment through clear learning objectives. By readily providing access to these outcomes, the college demonstrates its dedication to student success.

Display and Communication of Outcomes:

LFDC's website serves as a comprehensive resource, offering detailed information on the various programs and courses offered. Each program's specific POs and associated COs are strategically displayed, ensuring easy access for students. Additionally, at the beginning of each semester, these outcomes are proactively communicated to students, fostering a sense of purpose and direction in their academic pursuits. Furthermore, strategically placed display boards within college corridors reinforce the visibility of these outcomes, providing students with constant reminders.

Leveraging Technology for Widespread Communication:

Recognizing the importance of digital communication, LFDC leverages students' preferred platforms like WhatsApp groups to disseminate POs and COs. This ensures widespread accessibility and allows students to engage with these outcomes on their chosen digital platforms. LFDC's commitment to clarity extends to online communication, fostering a holistic understanding among the student body.

Beyond Dissemination: An Interactive Learning Approach:

LFDC doesn't simply disseminate information; it actively engages students in the learning process. Faculty members lead interactive discussions that delve into the conceptual knowledge, practical applications, and real-world relevance of each topic within the syllabus. By connecting Program Outcomes and Course Outcomes to students' future endeavors, faculty members encourage a forward-thinking approach and a deeper understanding of how their studies will impact their professional lives.

Faculty Involvement and Continuous Development:

Acknowledging the crucial role of faculty, LFDC actively involves teachers in the process. Program Outcomes and Course Outcomes are communicated to faculty members, enabling them to align their course curriculum, teaching methodologies, and assessment strategies with the intended learning outcomes. To empower educators further, LFDC organizes Faculty Development Programs, Workshops, and Refresher Courses. Additionally, faculty members are encouraged to attend workshops and seminars organized by other academic institutions, fostering a culture of continuous learning and adaptability within the teaching community.

Ensuring Continuous Improvement Through Training:

In the ever-evolving landscape of education, staying updated with changing learning outcomes and syllabi is paramount. LFDC understands this and strives to ensure continuous training opportunities for faculty members. This empowers them with the necessary knowledge and skills to navigate an ever-changing technological, social, and digital environment. This commitment to faculty development underscores LFDC's dedication to providing quality education that aligns with contemporary educational standards.

Conclusion:

Little Flower Degree College prioritizes clear learning goals by displaying Program and Course Outcomes. Engaging students and faculty, along with continuous development opportunities, ensures the institution's educational offerings remain relevant and empower all stakeholders

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:

Evaluation of Program Outcomes by Course Outcome Mapping at LFDC

Introduction

LFDC ensures educational excellence by systematically mapping Course Outcomes (COs) to Program Outcomes (POs), using structured SOPs to assess and improve undergraduate and postgraduate attainment levels.

Standard Operating Procedure for Undergraduate Programs:

1. **Mapping COs with POs:** Course Outcomes (COs) for each course are aligned with the Program Outcomes (POs) for each program.
2. **Assigning Weightage:** A scale from 3 to 1 is used to assign weightage based on the strength of the mapping (strong, medium, low).
3. **Approval Process:** The Head of the Department (HOD) approves the mapping and correlation matrix.
4. **Calculating Averages:** The average mapping for each PO across all courses in a semester is calculated.
5. **Determining CO Attainment Levels:** The CO attainment level for each course is determined using the formula:
 - $CO = \text{Sum of PO attainment levels} / \text{Number of POs}$
6. **Exam Results Basis:** End semester exam results, conducted and evaluated by the affiliating university, are used to calculate CO attainment.
7. **Threshold Value Assignment:** Threshold values for each course are set based on the difficulty level of the exam, with approval from the HOD.
8. **Weightage Assignment:** Students' performance above the threshold is used to assign weightage on a scale of 1 to 3:
 - $>70\%$: Attainment level 3
 - $60\% < \text{grade} < 70\%$: Attainment level 2
 - $50\% < \text{grade} < 60\%$: Attainment level 1
9. **Comparative Measurement:** The target attainment level is compared with the achieved attainment to measure CO attainment.

10. Action Report: An action report is prepared based on the comparative analysis.

Standard Operating Procedure for Postgraduate Programs:

1. **Follow Undergraduate Steps:** Steps 1 to 5 from the undergraduate SOP are followed. The CO-PO mapping determines the target attainment level.
2. **CO Evaluation:** CO attainment is evaluated based on student marks:
 - Internal Tests: 15 marks
 - Assignments: 5 marks
 - End Semester Exam: 80 marks
3. **Threshold Value Assignment:** Threshold values for internal exams, assignments, and the end semester exam are set based on difficulty, with HOD approval.
4. **Weightage Assignment:** The percentage of students above the threshold determines the attainment level on a scale of 1 to 3:
 - >70%: Attainment level 3
 - 60% < grade ? 70%: Attainment level 2
 - 50% < grade ? 60%: Attainment level 1
5. **Internal and Assignment Average:** The average attainment in internal exams and assignments for each course is calculated.
6. **Overall Course Attainment:** The overall course attainment is calculated using:

$$\text{Overall attainment} = 80\% \times \text{End Semester Exam} + 20\% \times \text{Internal Exams}$$

1. **Target PO Attainment:** The average PO attainment for all courses in the program is calculated.
2. **Evaluating PO Attainment:** PO attainment for all courses is evaluated as:

$$\text{Average of each PO} \times \text{CO attainment} / \text{Highest attainment level}$$

1. **Tabulation of Attainment:** Target PO attainment and achieved PO attainment are tabulated.
2. **Evaluation Details:** This process details the evaluation of both POs and COs.

Conclusion:

LFDC's SOPs rigorously map COs to POs, consistently measuring and analyzing attainment levels to enhance educational quality and ensure continuous improvement and academic excellence.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 93.15

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
357	343	346	425	256

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
395	356	369	452	282

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

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

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Fostering Innovation: Little Flower Degree College's Dynamic Ecosystem

Introduction

Little Flower Degree College (LFDC) has created a thriving ecosystem where creativity flourishes, nurtured by the Indian Knowledge System (IKS) and emphasis on intellectual property rights (IPR). With an IPR cell and an incubation center, LFDC fosters innovation and knowledge dissemination, empowering students and faculty to drive change. This comprehensive approach reflects LFDC's commitment to innovation and strategic initiatives, transforming vision into reality.

Institutional Innovation Policy

At the heart of LFDC's innovation ecosystem lies its robust institution innovation policy, providing a roadmap for fostering a culture of innovation, creativity, and entrepreneurship. This policy governs the

planning, implementation, and monitoring of innovation activities, ensuring that they align with the institution's vision and objectives. Through regular meetings and meticulous record-keeping, the policy serves as a guiding framework for driving innovation across all levels of the institution.

Establishment of Incubation Center

LFDC's visionary approach is evident in its establishment of an incubation center, providing students with the resources, mentorship, and networking opportunities necessary to transform their ideas into viable businesses. Success stories like 'Woke Apparel Private Limited' and 'Black Hill Marketing Agencies' underscore the effectiveness of the incubation center in nurturing entrepreneurial ventures and fostering a culture of innovation on campus.

IPR Cell and Awareness Initiatives

LFDC's proactive stance on intellectual property rights (IPR) is reflected in the establishment of an IPR cell and a series of awareness initiatives aimed at educating students and faculty about the importance of protecting their intellectual assets. Workshops, seminars, and professional development programs (PDPs) on IPR have equipped participants with the knowledge and skills needed to navigate the complexities of patent filing, copyright protection, and technology transfer.

Collaborative Endeavors and Outcome Attainment

LFDC's collaborative approach extends beyond its campus borders, with collaborations with national institutions and industry partners facilitating research and student-centric programs. The college's extensive network of statutory cells and committees ensures the smooth functioning of various administrative and academic processes, laying the foundation for innovation and knowledge exchange.

Empowering Students Through Research and Internships

LFDC provides students with ample opportunities to engage in research through project work, internships, and experiential learning initiatives. These hands-on experiences not only stimulate students' interest in their respective fields but also enhance their cognitive abilities and prepare them for future careers. Student elections further empower students to take on leadership roles, shaping the future direction of the institution.

Conclusion

In conclusion, LFDC's innovative ecosystem is a testament to its commitment to fostering creativity, entrepreneurship, and knowledge exchange. Through strategic initiatives such as the establishment of an incubation center, proactive measures to protect intellectual property rights, and collaborative endeavors with industry partners, LFDC has created a dynamic environment where ideas thrive and innovation flourishes. By empowering students and faculty to think innovatively and act boldly, LFDC is laying the groundwork for a brighter, more innovative future.

File Description	Document
Upload 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: 48

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
11	11	9	12	5

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: 0.23

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
05	01	0	13	01

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
03	02	0	0	0

File Description	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:

Nurturing Social Responsibility and Environmental Consciousness:

LFDC's Extension Initiatives

Introduction: Little Flower Degree College (LFDC) is dedicated to cultivating socially responsible individuals and fostering environmental consciousness through its extension activities. Over the past five years, LFDC has actively engaged in community outreach programs and environmental initiatives, with a focus on sensitizing students and addressing social issues. This article examines the outcomes and impact of LFDC's extension activities, highlighting the efforts of the LIFE (Little Flower Extension) and LENVIN (Little Flower Environmental Initiative) wings.

Extension Activities at LFDC: LFDC's extension activities aim to develop students' sensitivities towards community issues and instill a sense of social responsibility. The NSS, LIFE, and LENVIN units play pivotal roles in organizing and executing these initiatives. LIFE focuses on community service, while LENVIN is dedicated to environmental conservation.

LIFE (Little Flower Extension): Established with a commitment to community outreach and civic engagement, LIFE engages students and faculty in diverse social service activities. These include:

- 1. Village Adoption Program:** LIFE adopted Konampeta village in Sangareddy District in September 2021, addressing its developmental needs through various programs, including setting up an RO Water Plant.
- 2. Medical Camps:** Organizing free medical camps in collaboration with organizations like Lion's Club and Malla Reddy Medical College, providing essential healthcare services to underprivileged communities.
- 3. Blood Donation Drives:** Conducting blood donation drives to raise awareness about the importance of blood donation and contribute to saving lives during emergencies.
- 4. Crisis Relief:** Actively engaging in relief efforts during natural disasters or pandemics, demonstrating compassion and solidarity with affected communities.

LENVIN (Little Flower Environmental Initiative): Initiated in 2014, LENVIN focuses on promoting environmental awareness and sustainable practices among students and faculty. Its initiatives include:

- 1. Awareness Programs:** Organizing seminars and workshops on biodiversity, energy efficiency, and conservation to sensitize the campus community about environmental issues.
- 2. Campus Greening:** Spearheading initiatives to enhance the campus's green cover through tree plantation drives, gardening projects, and waste management programs.
- 3. Student Leadership:** Appointing a secretary annually to oversee club activities, ensuring continuity and active student participation in environmental initiatives.
- 4. Community Outreach:** Engaging in community sensitization programs to promote environmental conservation and sustainable living practices among local communities.

Impact and Outreach: LFDC's extension initiatives have yielded significant outcomes and impact:

- 1. Social Impact:** LIFE's initiatives directly benefit underprivileged communities by providing essential healthcare services and life-saving support.
- 2. Environmental Impact:** LENVIN's efforts contribute to creating a greener campus environment and raising awareness about environmental issues.
- 3. Community Engagement:** Both LIFE and LENVIN foster a sense of social responsibility and

civic engagement among students through outreach programs.

4. Educational Experiences: Providing valuable learning experiences through visits to old age homes, orphanages, and refugee camps, fostering empathy and understanding among students.

Conclusion: LFDC's extension initiatives, led by the LIFE and LENVIN wings, exemplify its commitment to holistic education and social responsibility. Moving forward, LFDC remains dedicated to nurturing socially responsible individuals and fostering environmental consciousness among its students, empowering them to create a better world for all.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Celebrating Excellence: LFDC's Accolades in Extension Activities

Introduction: LFDC integrates extension activities to instill social awareness and values in students, fostering community commitment. Over five years, LFDC has garnered multiple awards from government or government recognized bodies for its exceptional contributions to extension activities, reflecting its dedication to producing socially responsible individuals.

NSS and Club Engagements: LFDC boasts vibrant National Service Scheme (NSS) units and clubs like LIFE and LENVIN, engaging students in various extension activities. These initiatives include participation in international events such as the International Yoga Day and Swachh Bharat, along with national endeavors like the National Integration Camp and Telangana Ku Haritha Haram. LFDC's NSS units and clubs play a pivotal role in instilling values of service and citizenship among students.

Faculty Achievements: Faculty members at LFDC have also been lauded for their contributions to extension activities. Mrs. Usha Rani, a microbiology faculty member, received an appreciation certificate from the Ministry of Education for presenting research at an international conference on water and waste management. LFDC's involvement in the MANAV-Human Atlas Initiative, a collaborative project focusing on building a human atlas, further underscores its commitment to scientific research and community engagement.

Community Internships and Collaborations: LFDC collaborates with NGOs and government organizations to provide students with internship opportunities focused on community service. The

internship program with Voice for Girls, in collaboration with the Government of Telangana, empowers students to educate girls in remote areas about adolescence. Additionally, LFDC organizes eco-friendly campaigns, blood donation camps, and youth leadership programs, fostering sustainable practices and societal well-being.

Cadet Corps Contributions: LFDC's National Cadet Corps (NCC) program exposes students to diverse extension activities focused on adventure training, social services, and leadership development. Through NCC, students acquire essential skills such as discipline, teamwork, and civic responsibility, preparing them to become future leaders and contributing members of society.

Recognition and Appreciation: LFDC's commitment to extension activities has been recognized both locally and internationally. Certificates from institutions like MNJ Institute of Oncology and Thalassemia Rakshita Blood Center commend LFDC's efforts in organizing voluntary blood donation camps, highlighting its impact on public health initiatives. Additionally, LFDC has received appreciation from schools and institutions for donating desks and benches, further cementing its reputation as a catalyst for positive change.

Additional Information: In 2018-19, LFDC was recognized by prestigious organizations. The Ministry of Information and Broadcasting's Regional Outreach Bureau awarded LFDC prizes for an essay writing competition, recognizing its efforts to promote awareness through literary pursuits. LFDC actively participated in Seva Bharati Swachh Bharat initiatives, contributing to national cleanliness campaigns. Additionally, LFDC received certificates of appreciation from the Election Commission of India for assisting senior citizens and people with disabilities during the 2018 Telangana state elections, showcasing its commitment to democracy and inclusivity.

Conclusion: LFDC's extension activities highlight its commitment to community, academics, and societal progress. Through diverse initiatives, LFDC contributes to social welfare, environmental conservation, and education, earning recognition for its dedication.

File Description	Document
Upload 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: 90

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
20	16	19	16	19

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

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: 25

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:

Empowering Education: Little Flower Degree College's Cutting-Edge Infrastructure

Introduction: A conducive environment is pivotal for fostering effective teaching-learning experiences. Little Flower Degree College (LFDC) places paramount importance on robust infrastructure to complement its academic prowess and nurture holistic development. This comprehensive report delves into LFDC's state-of-the-art infrastructure, ICT facilities, and provisions for cultural and sports activities, showcasing its commitment to excellence.

1. Comprehensive Infrastructure: Situated over 2 acres, LFDC boasts sophisticated infrastructure meticulously designed to cater to the needs of students and staff. With a total built-up area spanning 28,922 sq.m, LFDC features academic buildings, administrative offices, and recreational facilities. The infrastructure supports the smooth operation of 15 UG and 2 PG programmes. It includes 38 ICT-enabled smartboard classrooms with inbuilt CPUs and internet facilities, along with 229 computers spread across 14 labs and a recording studio. Modern software such as Python, XAMPP, Final Cut Pro and G Suite for Education enhances the learning experience. Additionally, LFDC houses two AC and two non-AC seminar halls, equipped with projectors and smartboards, facilitating interactive learning experiences.

2. Advanced ICT Facilities: LFDC embraces technology to augment education, offering a 20 Mbps Fiber Leased Line Connection, 100 Mbps broadband connection and campus-wide Wi-Fi access. The institution has developed an in-house ERP software and website, featuring modules for student, parent, admin, and teacher logins. This software streamlines administrative processes, including attendance tracking and admissions. LFDC's commitment to student welfare is evident through CCTV surveillance systems installed across the campus, ensuring safety and security.

3. Facilities for Cultural Activities: LFDC celebrates a variety of cultural activities including ethnic day, intra and inter collegiate competitions, commemorative day celebrations and many more. The central Karunya Court serves as a focal point for student gatherings, events, and recreation, fostering a vibrant campus culture. The college also features a music room with musical instruments for choir practice. The college auditorium facilitates cultural performances.

4. Sports and Recreational Facilities: LFDC prioritizes holistic development through comprehensive

sports facilities aimed at promoting physical fitness and teamwork. The institution boasts two basketball courts, three cricket pitches, a football ground, and volleyball and throwball courts. Indoor facilities for badminton, chess, carrom, and table tennis are also available. Students receive specialized coaching to excel in various sports, enabling them to compete at national and state-level contests. The campus **gymnasium**, equipped with modern fitness equipment, promotes physical well-being and recreation ,a peaceful area for **yoga** classes and additionally, LFDC's **digital studio**, equipped with Apple Mac systems and Final Cut Pro software, provides students with opportunities for hands-on experience in digital media production.

Conclusion: LFDC's unwavering commitment to providing cutting-edge infrastructure underscores its dedication to empowering education. By blending modern amenities with traditional values, LFDC creates an enriching environment where students thrive academically, culturally, and athletically. With its state-of-the-art facilities and forward-thinking approach, LFDC remains at the forefront of educational excellence, preparing students for success in an ever-evolving world.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 12.2

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
22.72	50.99	35.34	35.58	19.11

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:

Optimizing Learning: Little Flower Degree College Library

Introduction

Little Flower Degree College (LFDC) prioritizes an enriched library experience, integrating technology and fostering exploration. Through an Integrated Library Management System (ILMS) and robust e-resource infrastructure, LFDC ensures optimal utilization for faculty and students, shaping their academic journey.

Automation and Digital Access

LFDC's library stands as a beacon of modernity with its automated infrastructure powered by iSLIM 21 software. This comprehensive system covers essential modules like Acquisition, Cataloguing, Circulation, and Serials, streamlining administrative processes and enhancing user experience. Through iSLIM, the library efficiently tracks lost books, monitors book circulation and generates insightful reports. The transition to digital platforms has not only modernized operations but also enriched accessibility, enabling remote access to e-resources and journals, a necessity particularly highlighted during the COVID-19 pandemic.

Usage Trends and Adaptability

The library's popularity is evidenced by its burgeoning footfall, with an average of 96 entries daily by both staff and students. Despite the challenges posed by the pandemic, LFDC's library remained resilient, adapting its services to ensure continuity through remote access and innovative solutions. Before the pandemic, daily visits averaged 70, showcasing a significant increase in utilization over the years.

Facilities and Services

LFDC's library offers a plethora of services aimed at enriching the academic experience. From daily lending facilities to a diverse selection of reading materials, the library ensures accessibility while promoting sustainability by encouraging digital consumption over printouts. Moreover, the institution prioritizes transparency and engagement through prominently displayed rules, feedback mechanisms, and personalized orientation sessions.

Enhanced Resource Sharing

Membership in DELNET has revolutionized resource sharing and collaboration, empowering LFDC's

library to cater to the diverse information needs of its stakeholders. Through DELNET, students and faculty gain access to a vast repository of e-resources, including books, journals, and research papers, fostering a culture of academic inquiry and intellectual growth. This collaboration not only enhances access but also promotes cost-effective solutions and professional development opportunities.

Continual Innovation

LFDC's library remains committed to innovation, regularly updating its collection to align with evolving syllabi and subject requirements. New arrivals are promptly circulated among students, accompanied by informative sessions and events such as field trips, guest lectures, and competitions. These initiatives underscore the library's role not only as a repository of knowledge but also as a vibrant hub for intellectual exchange and enrichment.

Financial Commitment and Accountability

LFDC's investment in its library reflects its commitment to academic excellence. Annual expenditures on book acquisitions and journal subscriptions demonstrate the institution's dedication to providing comprehensive resources to its stakeholders. Audited financial statements attest to the prudent management of funds, ensuring transparency and accountability in resource allocation.

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.01	7.97	4.62	1.16	3.83

Conclusion

LFDC's library excels in technology integration, collaboration, and user experience. Through innovation and adaptability, it remains a cornerstone of learning and research, reflecting LFDC's commitment to excellence.

File Description	Document
Upload 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:

Empowering Learning: Little Flower Degree College's IT Infrastructure

Driving Academic Excellence through Technological Innovation

Introduction

In the digital era, access to advanced IT infrastructure is crucial for fostering a dynamic learning environment. Little Flower Degree College (LFDC) recognizes this imperative and is committed to providing state-of-the-art IT facilities to enhance academic and administrative processes.

Modernizing IT Infrastructure

LFDC's dedication to technological advancement is evident in its comprehensive IT infrastructure. With 229 computers distributed across five labs, equipped with modern software like Final Cut Pro and Python, students have access to tools essential for their academic pursuits. Additionally, Apple Mac systems, 5 laser printers, 3 xerox machines, a color xerox machine, a rapid copier, and a biometric machine are all connected to LAN, ensuring seamless integration of administrative functions.

Enhancing Classroom Experience

The college prioritizes interactive learning with 38 smart sense boards installed in each classroom. These boards, equipped with inbuilt CPUs and internet connectivity, facilitate dynamic and engaging teaching methods, enhancing the overall learning experience for students.

Seamless Connectivity

LFDC prioritizes connectivity by providing open Wi-Fi across its campus and cafeteria, complemented by individual bandwidth speeds. With a 20 Mbps Fiber Leased Line Connection and a separate 100 Mbps internet sharing connection, students can access resources efficiently. The college also features four projectors for interactive teaching and learning experiences.

Innovative Solutions

LFDC leverages GSuite Education for collaborative work and online meetings, fostering communication and productivity, especially in the era of remote learning. Furthermore, the college's in-house Data Management System (LfMS) streamlines administrative processes, from admissions to fee payments. The digital recording studio equipped with professional-grade equipment serves media and mass communication students.

Continuous Upgrades

LFDC remains committed to staying abreast of technological advancements, as evidenced by its yearly procurements. Recent upgrades include the acquisition of 40 computers in 2022-23, 20 computers and 20 smart sense boards in 2021-22, among others. These investments underscore LFDC's dedication to providing cutting-edge facilities for its stakeholders.

Ensuring Security and Efficiency

LFDC prioritizes campus security with 42 strategically placed CCTV cameras. Moreover, wireless routers ensure fast and reliable internet access, promoting efficiency in academic and administrative tasks. The library software, iSLIM21, facilitates smooth functioning and addresses hardware and network issues promptly.

Website and Software

The college maintains an active website (<https://www.lfdc.edu.in>), which provides comprehensive information ranging from admissions procedures to result declarations. Furthermore, LFDC has acquired 110 Microsoft licensed software to ensure smooth computer operations across its campus. All college staff and students have official college email addresses with the college domain name, facilitating seamless communication and collaboration.

Conclusion

LFDC's IT infrastructure stands as a testament to its commitment to academic excellence and technological innovation. By providing cutting-edge facilities, seamless connectivity, and innovative solutions, LFDC empowers its community to thrive in the digital era. Through continuous upgrades and investments in security and efficiency, LFDC ensures a transformative learning experience for all.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 5.5

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

Response: 229

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: 8.97

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
18.52	13.57	19.21	37.39	31.68

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: 6.27

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
117	97	50	62	44

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](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

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: 79.44

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
444	1243	229	2622	152

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 61.49

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
219	228	193	262	160

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
357	343	346	425	256

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: 11.88

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
32	9	14	19	5

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: 32

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	6	3	8	7

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: 66.4

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
73	73	14	93	79

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:

Fostering Alumni Engagement: Little Flower Degree College's Path to Progress

Building Bridges for a Brighter Tomorrow

Introduction

Alumni engagement is a cornerstone of Little Flower Degree College's (LFDC) commitment to holistic education. Through the active involvement of its alumni association, LFDC not only fosters a sense of community but also harnesses their expertise and resources to drive institutional growth.

Establishing LAGAN

In line with its mission to maintain enduring connections with its alumni, LFDC established the Little Flower Alumni Graduate Association (LAGAN). Registered under the Telangana Societies Registration Act, 2001, dated 19/03/2021 (No: 224 of 2021) LAGAN serves as a vital link between the alma mater and its alumni, fostering mutually beneficial relationships.

Facilitating Collaboration

LAGAN operates as a conduit for collaboration, organizing regular meetings where alumni freely discuss themes concerning the institution's role and contribution to its development. These meetings provide a platform for alumni to share their insights, which are carefully considered by the college management to drive positive change.

Empowering Through Mentorship

LFDC's alumni association actively engages in mentorship and guidance programs for current students. Alumni are invited to conduct interactive sessions on various topics, ranging from career opportunities to competitive examination strategies, providing invaluable insights and support to the next generation.

Celebrating Alumni Achievements

LFDC celebrates the achievements of its alumni through annual alumni meets. These gatherings not only serve as a reunion for former students but also inspire current students through success stories and networking opportunities. The association also recognizes distinguished alumni for their contributions to society.

Contributions

LAGAN contributes significantly to LFDC's development through both financial and non-financial means. Alumni support services such as career counseling sessions, research methodology workshops, and guidance on higher education pathways, enriching the academic experience for current students.

Sustaining the Connection

LFDC maintains an active alumni database and communication channels, ensuring continued engagement and involvement. The college's website serves as a hub for alumni updates and information, facilitating seamless communication and collaboration.

Alumni Registration

LFDC provides an online platform for alumni enrollment through the Alumni Enrollment Form available at <https://lfdc.edu.in/alumni/register.php>. This form enables graduates to register and stay connected with their alma mater, fostering a vibrant and inclusive alumni community.

Alumni Meetings

Minutes of Meetings of the Alumni Association are meticulously documented, capturing discussions, decisions, and action points. These minutes serve as a record of the association's activities and provide valuable insights for future planning and collaboration.

Reports on Alumni Engagement

The reports on alumni engagement meticulously documents LFDC's efforts to foster lifelong connections and mutual growth with its graduates. It serves as a testament to the college's commitment to leveraging alumni support for institutional advancement and alumni enrichment.

Conclusion

LFDC's Alumni Association stands as a testament to the enduring bonds forged within its community. Through collaboration, mentorship, and celebration, LAGAN enriches the academic experience at LFDC and contributes to its ongoing success. As LFDC continues to evolve, alumni engagement remains a cornerstone of its journey towards excellence.

File Description	Document
Upload 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:

Institutional Governance and Leadership at Little Flower Degree College (LFDC)

Introduction

Little Flower Degree College (LFDC) exemplifies effective governance and leadership aligned with its vision of providing quality education and fostering holistic development. Established in 2008, LFDC has evolved to offer diverse programs while adhering to its mission of cultivating socially responsible leaders.

Vision and Mission

Vision: Quality education that fosters academic excellence, value enrichment, social responsibility and promotes holistic development, inclusivity, and nurturing individuals who contribute positively to society.

Mission: Cultivate academic excellence, instil ethical values that promote integrity, social responsibility through community engagement and prepare individuals with essential skills to navigate the challenges of the dynamic world and foster holistic development by embracing diverse perspectives.

Governance at LFDC

The governance structure at LFDC promotes academic prowess and holistic development through democratic and participatory processes. The hierarchy includes the Provincial Superior, Correspondent, Principal, and Vice-Principal, ensuring seamless management and decision-making.

Strategies for NEP Implementation

LFDC has embraced the National Education Policy (NEP) with initiatives such as interdisciplinary approaches, the Academic Bank of Credits, and skill development programs. The institution integrates Indian knowledge systems, focuses on outcome-based education, and supports online learning, ensuring a holistic educational experience. Students can engage in diverse fields, enhancing their critical thinking and creativity.

Decentralization and Participative Management

Decentralization at LFDC empowers departments and units to make autonomous decisions, fostering accountability and creativity. Faculty members participate in decision-making processes, contributing to curriculum development in addition to Osmania University prescribed curriculum, student support, and research projects. Committees and clubs provide platforms for inclusive governance, ensuring diverse perspectives in policy-making. Teachers serve as coordinators and members of numerous committees, overseeing day-to-day operations and ensuring the institution's smooth functioning.

Institutional Perspective Plan

Peek into Plans: Sustained growth through strategic initiatives.

Long-Term Plan:

- Extend incubation center facilities.
- Enhance research resources and library capacity.
- Construct a new auditorium and additional classrooms.

Short-Term Plan:

- Integrate new technologies in teaching.
- Provide faculty training workshops.
- Expand counseling and career development initiatives.
- Promote interdisciplinary collaborations and outreach events.
- Implement new software for remote learning and establish emergency funds for students in need.

Participation in Institutional Governance

Active participation in governance involves stakeholders at all levels, from management to students. Committees such as the Examination, Admission, Placement, Research and other Committees ensure that decisions reflect collective interests and values. The IQAC plays a crucial role in quality assurance and strategic plan implementation. Faculty, non-teaching staff, and students are all encouraged to contribute, ensuring a holistic and inclusive approach to governance.

Visible Practices: LF FEST

LF FEST, organized by the student council, is a prime example of decentralization and participative management. This cultural and literary fest develops students' organizational and entrepreneurial skills, enhancing their confidence and teamwork abilities. The event planning and execution involve various stakeholders, from faculty to management, showcasing the college's commitment to inclusive governance.

Conclusion

LFDC's strategic governance, decentralized leadership, and participative management embodies its vision. Sustainable growth, holistic student development, quality education, inclusivity, and community engagement positions LFDC as a model institution.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institutional Excellence at Little Flower Degree College (LFDC)

Introduction: Little Flower Degree College (LFDC) is dedicated to academic excellence and transparent governance. Through its Institutional Perspective Plan, robust policies, efficient administrative setup, and comprehensive service rules, LFDC ensures effective deployment of strategies for holistic development and quality enhancement.

Strategy Development and Deployment: LFDC's Institutional Perspective Plan outlines short and long-term goals, focusing on technological integration, faculty development, student wellbeing, interdisciplinary collaboration, community engagement, and online learning platforms. These plans, subject to modification, aim to enhance teaching quality, research infrastructure, and student support services.

Institutional Bodies and Their Functions: LFDC's decentralized structure ensures participatory management, involving various bodies like the Principal, Vice Principal, Heads of Departments, Faculty, Administrative Staff, IQAC, NSS, Examination Committee, and Management Authorities. Each body has defined functions contributing to efficient governance and academic excellence.

Policies at LFDC: LFDC's policies encompass academic, administrative, welfare, and governance aspects. These policies ensure transparency, inclusivity, and adherence to high standards in areas such as recruitment, teaching and learning, staff welfare, leave rules, disciplinary procedures, and grievance resolution.

Delegation of Powers and Decentralization: LFDC's organogram illustrates its decentralized structure, emphasizing collaborative decision-making and accountability. This approach fosters inclusivity, innovation, and continuous improvement, ensuring effective governance and institutional success.

Roles and Responsibilities: At LFDC, stakeholders play crucial role in maintaining academic standards and supporting institutional objectives. From the Principal to administrative staff, each member contributes to fostering a conducive learning environment and achieving academic excellence.

Recruitment/Selection and Appointment of Staff: LFDC follows transparent and merit-based recruitment processes, ensuring the selection of qualified candidates aligned with the institution's values.

The appointment terms, service conditions, and responsibilities prioritize professionalism, dedication, and collaborative engagement.

Leave Rules: LFDC's leave rules provide employees with necessary time-off while ensuring operational efficiency. Various types of leaves, such as casual leave, earned leave, and maternity leave, are granted based on eligibility and institutional regulations.

Retirement Benefit Scheme: LFDC's retirement benefit scheme outlines provisions for employees based on their appointment dates and service periods. The scheme ensures financial security and welfare for retiring employees, acknowledging their contributions to the institution.

Union Activities and Grievance Resolution: Trade unions are prohibited at LFDC, and grievances are resolved through dialogue and understanding. The disciplinary procedures ensure fair treatment of employees while maintaining discipline and integrity within the institution.

Conclusion: LFDC's commitment to institutional excellence is evident through its strategic planning, transparent governance, and employee welfare measures. By fostering a culture of collaboration, accountability, and continuous improvement, LFDC aims to uphold its reputation for academic excellence and holistic development.

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

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:

Faculty Empowerment and Welfare Measures at Little Flower Degree College

Introduction: Little Flower Degree College (LFDC) values its teaching and non-teaching staff's roles in delivering quality education. Committed to their growth and welfare, LFDC offers structured appraisals, welfare measures, and career development opportunities to empower and support its faculty and staff.

Faculty Empowerment Strategies:

LFDC employs comprehensive human resource planning to ensure effective recruitment, performance appraisal, and professional development. By incorporating feedback and analyzing responses, the college continuously seeks to enhance the professional competence of its staff. These efforts are reinforced by policies designed to recognize and reward outstanding performance, fostering an environment where staff are motivated to excel.

Welfare Measures for Teaching Staff:

The welfare measures for teaching staff at LFDC include a variety of benefits aimed at supporting their professional and personal well-being. These include maternity leave, EPF for permanent staff, and celebratory gifts on occasions like Christmas and Teachers' Day. Additionally, staff receive incentives for publishing research articles in prestigious journals and for authoring textbooks. The college also provides financial assistance for medical treatment, interest-free loans, leave encashment, and support for attending professional development activities.

On-duty facilities are available for staff attending NET/SET/Ph.D. admissions and examinations. Annual

medical screenings, free computer systems with internet access, extended library hours, and management-sponsored tours further contribute to a supportive work environment. Stress management programs, recreational opportunities, and awareness programs ensure the well-being of the staff. The college also recognizes and rewards the best performers, fostering a culture of excellence.

Welfare Measures for Non-Teaching Staff:

LFDC extends similar welfare measures to non-teaching staff, ensuring their inclusion and support. Benefits include ESI facilities for those earning below Rs. 15,000, maternity leave, EPF, and leave encashment. Non-teaching staff also receive financial assistance for medical treatments, interest-free loans, and free uniforms for housekeeping staff. Skill enhancement programs are regularly conducted to promote their professional growth.

Self-Appraisal System:

The performance of each employee is assessed annually to evaluate their work and identify potential areas for improvement. The self-appraisal system includes evaluations of teaching-learning activities, co-curricular activities, professional development, and research contributions.

Performance Appraisal for Faculty:

The college adopts a 360-degree appraisal system involving self, peer, coordinator, principal, management, and student evaluations. This system evaluates:

- **Teaching and Learning:** Syllabus coverage, teaching methods, involvement in university activities.
- **Co-curricular Activities:** Community service, professional development, research, and publications.
- **Peer and Coordinator Evaluations:** Communication skills, teamwork, punctuality, and document maintenance.
- **Principal and Management Evaluations:** Leadership qualities, vision alignment, and overall contribution to the institution.

Performance Appraisal for Non-Teaching Staff:

The performance evaluation includes technical skills, interpersonal skills, communication, work standards, punctuality, and initiative. Additional skills such as computer and subject knowledge are also assessed. Regular feedback and goal setting ensure continuous professional growth and alignment with institutional goals.

Conclusion:

LFDC's comprehensive policies for performance appraisal and welfare measures aim to create a supportive and inclusive environment for all staff. Through these initiatives, LFDC promotes a culture of continuous improvement, driving better organizational outcomes and enhancing the overall educational experience.

File Description	Document
Upload 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: 55.65

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
28	29	22	27	22

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 / workshops and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 57.57

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
53	59	52	5	6

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
14	16	15	15	14

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

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:

Financial Management and Resource Mobilization at Little Flower Degree College (LFDC)

Introduction

Little Flower Degree College (LFDC) maintains a robust financial management system, ensuring the optimal utilization of resources and effective mobilization of funds. By implementing a structured Standard Operating Procedure (SOP), LFDC ensures transparency and accountability in financial dealings, contributing to the institution's mission and strategic objectives.

Strategies for Mobilization of Funds

LFDC mobilizes its financial resources from various sources, primarily tuition fees, which constitute the main revenue stream. Additionally, the institution receives support for infrastructure from the provincial superior's head office. Other sources of funds include:

1. **Grants and Donations:** LFDC secures funding through grants from ICSSR and TAS to organize seminars and workshops. Contributions from philanthropists and benefactors also play a significant role in resource mobilization.
2. **Alumni Contributions:** Alumni support the institution through funds and sponsorships for various events and activities.
3. **Consultancy Services:** The institution plans to raise funds through consultancy services, enhancing its financial base while contributing to academic and research growth.
4. **Leasing and Investments:** The college generates income by leasing the canteen and making strategic investments, such as in bank deposits.

Strategies for Optimal Utilization of Resources

LFDC prioritizes the allocation of resources based on strategic goals and operational needs. Key strategies include:

1. **Budget Allocation:** Each department submits its budgetary requirements, which are reviewed by the principal and approved by the governing body. This ensures that funds are allocated effectively to meet both academic and administrative needs.
2. **E-Governance Implementation:** By implementing e-governance, LFDC promotes a paperless policy, reducing operational costs and increasing efficiency through digital applications.
3. **Resource Planning and Management:** The institution uses an effective resource planning and management system to optimize resource utilization. This includes sustainable practices in infrastructure development to minimize environmental impact and operating costs.
4. **Holistic Development Investments:** Significant investments are made to develop amenities that support the holistic development of students, including salaries, infrastructure maintenance, and procurement of lab equipment.

Internal Audit Report

LFDC conducts regular internal audits to ensure the accurate recording of all financial transactions. The internal audit process involves scrutinizing the expenses, such as those for Faculty Development Programs (FDPs), workshops, equipment maintenance, and other academic activities. A dedicated team verifies all transactions to maintain financial integrity and transparency. The audit covers funds and grants received from various sources, ensuring they are utilized effectively for the institution's development.

External Audit Report

The external audit at LFDC is conducted annually by qualified chartered accountants. The audit includes a thorough examination of financial records, and the income and expenditure balance sheets are certified by the chartered accountant and the correspondent. This process ensures that the institution's financial practices comply with regulatory standards and that funds are judiciously used to enhance academic and

administrative processes.

Conclusion

LFDC's strategic financial management and regular audits ensure sustainability, transparency, and accountability, supporting immediate needs and long-term objectives, fostering continuous improvement and educational excellence.

File Description	Document
Upload 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:

Enhancing Quality through the Internal Quality Assurance Cell (IQAC) at LFDC

Introduction: At Little Flower Degree College (LFDC), a robust internal quality assurance system is in place to ensure continuous improvement and academic excellence. Central to this system is the Internal Quality Assurance Cell (IQAC), established by the institution's governing body in May 2022. The IQAC is entrusted with the responsibility of overseeing and enhancing various aspects of the college's operations, with a focus on academic and administrative quality.

Composition and Functions of IQAC: The IQAC comprises key faculty members, including a coordinator and co-coordinator, appointed by the governing body. Its primary function is to develop and implement quality assurance procedures aligned with the institution's goals. This includes coordinating internal assessments, conducting audits, and collecting feedback from stakeholders. Additionally, IQAC members collaborate on formulating policies to enhance academic and administrative quality.

Strategies and Activities: IQAC adopts strategic approaches to monitor and evaluate teaching-learning processes, research activities, and infrastructure development. It benchmarks the institution against best practices in higher education and facilitates the adoption of innovative methodologies. Moreover, IQAC engages in regular meetings to plan initiatives for quality enhancement, such as faculty development programs, research promotion, and environmental sustainability efforts.

Minutes of Meetings (MoM) and Action Taken Reports (ATR): IQAC conducts regular meetings to review progress and plan future initiatives. These meetings are documented through MoMs, which outline discussions, decisions, and action points. Subsequently, ATRs detail the implementation of decisions made during meetings, providing a comprehensive record of IQAC's contributions to LFDC's development.

Intervention in Teaching-Learning Process (TLP):

The IQAC at LFDC enhances the teaching-learning process through regular meetings focused on refining assessment criteria for faculty and students. A key initiative is the integration of Information and Communication Technology (ICT) into education since 2021, supporting the use of electronic textbooks, email, WhatsApp, and instructional software.

- **Support and Development Programs:** The IQAC organizes training sessions, remedial classes, and encourages advanced students to present papers at workshops. It arranges visits to enterprises and fairs, providing practical exposure. Interactive methods like video courses and lab demonstrations are promoted to enrich learning.
- **Guest Lectures and Industry Interaction:** Guest lecturers and industry leaders are invited to bridge academic knowledge and industry needs. Faculty are encouraged to involve students in mini-projects and internships, enhancing research skills.
- **Higher Education and Collaboration:** Guidance on higher education and collaboration with other institutions are promoted, fostering continuous learning. Regular evaluations and feedback ensure commitment to LFDC's vision and mission, strengthening stakeholder relationships.

Steps for Incremental Improvement: Over the years, IQAC has spearheaded numerous initiatives aimed at enhancing the college's academic environment. These include organizing national workshops, conducting faculty training programs, and facilitating community outreach activities. Additionally, IQAC actively participates in internal and external audits to ensure transparency and accountability in the institution's operations.

Conclusion: The Internal Quality Assurance Cell (IQAC) at LFDC fosters academic excellence and continuous improvement, promoting innovation, collaboration, and holistic student development, while advancing the college's mission and vision.

File Description	Document
Upload 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

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:

Promoting Gender Equity at Little Flower Degree College (LFDC)

Introduction: Gender equity is a fundamental principle at Little Flower Degree College (LFDC), where inclusivity, respect, and equality for all genders are upheld. Over the past five years, LFDC has implemented various measures to promote gender equity and foster a campus environment that prioritizes awareness, understanding, and empowerment among students, faculty, and staff.

Measures for Gender Equity Promotion: LFDC leverages national and international events and festivals to promote gender equity, inclusivity, and respect for all genders. The college has organized initiatives such as the annual celebration of International Women's Day, entrepreneurship showcases, motivational talks by women officers from the Indian army, and self-defense programs for students. Additionally, certificate courses in "Skills for Her" and scholarship opportunities for girl students have been facilitated through collaborations with NGOs and corporate entities.

Gender Audit Initiation: LFDC conducts regular gender audits to assess and enhance gender balance across decision-making processes, curriculum, and co-curricular activities. The objectives of these audits include promoting gender balance, cultivating a culture of gender equality, preventing sexual harassment, empowering leaders among both genders, and boosting self-respect and confidence. The audit for the academic year 2022-23 revealed encouraging trends in gender distribution across various courses, with notable efforts to prioritize women in certain programs.

Gender Sensitization in Curricular and Co-curricular Activities: LFDC integrates gender sensitization into its curriculum and co-curricular activities to promote awareness and understanding of gender issues. Courses across departments address gender equality, diversity, and contemporary issues related to women's roles in society. Co-curricular activities such as workshops, seminars, chart presentations, and webinars further enhance students' learning experiences by providing practical opportunities for dialogue, reflection, and skill-building in gender sensitization.

Facilities for Women on Campus: LFDC prioritizes the safety, security, and well-being of female students through various facilities and initiatives. These include 24-hour CCTV surveillance, round-the-clock security guards, separate sick rooms, grievance redressal and counseling cells, and mentoring by faculty members. These measures ensure a supportive and secure environment for female students to thrive academically and personally.

Conclusion: Little Flower Degree College's commitment to promoting gender equity is evident through its multifaceted approach, encompassing curriculum integration, co-curricular activities, gender audits, and facilities for women on campus. By fostering awareness, understanding, and empowerment, LFDC is not only creating a more inclusive campus environment but also preparing students to become advocates for gender equality in society. As LFDC continues its journey towards gender equity, it sets a commendable example for educational institutions striving to create a more equitable and inclusive world.

File Description	Document
Upload 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:

Inclusive Environment and Constitutional Obligations at Little Flower Degree College

Introduction

Little Flower Degree College (LFDC) fosters an inclusive environment through initiatives promoting tolerance, harmony, and constitutional awareness. These efforts ensure a holistic educational experience, nurturing academic and social development. This article explores LFDC's dedication to inclusivity and sensitizing students and staff to their constitutional duties.

Measures Taken to Create an Inclusive Environment

LFDC has implemented several measures to promote inclusivity and cultural diversity. Events like LF Fest, Festa Literaria, and various inter-collegiate competitions allow students to showcase talents in essay writing, debates, quizzes, dancing, singing, and rangoli. Ethnic Day celebrates cultural identity, and educational tours offer firsthand knowledge of diverse customs and traditions. Hosting international students and celebrating Language Day further enhance cultural diversity. The inclusion of regional and foreign languages in the curriculum reflects LFDC's commitment to linguistic diversity.

Activities Conducted Towards Creating Tolerance and Harmony

LFDC organizes numerous events to promote moral, cultural, and spiritual values. Commemorative days and interfaith committee educational tours to places of worship foster emotional and religious unity. Celebrations of Eid, Christmas, and Bathukamma ensure inclusive participation, emphasizing equality of all cultures and traditions. These activities foster an environment of tolerance and harmony among students from different ethnic and socioeconomic backgrounds.

Sensitization to Constitutional Obligations

LFDC is dedicated to educating students and employees about their constitutional rights and responsibilities. Educational trips to refugee camps and villages, visits to government schools and old age homes, and eco-friendly events like Van Mahotsav and National Pollution Day highlight social responsibility and sustainable development. These activities underscore constitutional obligations and ethical citizenship. The college's efforts include mentorship programs, remedial classes, and counseling services, all aimed at promoting communal and socioeconomic unity.

Events Related to the Indian Constitution

LFDC emphasizes constitutional awareness through various events and community engagements. Adoption of Konampeta village, Swachh Bharat Summer Internship, National Voters Day, and Har Ghar Tiranga Abhiyaan encourage active participation in nation-building. A compulsory paper on the Indian Constitution reinforces democratic values and educates students about their rights and duties. These initiatives help students and staff understand their role in upholding the constitution and contributing to society.

Conclusion

Little Flower Degree College fosters an inclusive environment and constitutional awareness through diverse initiatives. By promoting cultural diversity, tolerance, and social responsibility, LFDC prepares students and staff to be active, responsible citizens, upholding its values and contributing to a harmonious society.

File Description	Document
Upload 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: Continuous Professional Development

Title of the Practice: ‘Continuous Professional Development’

Objectives of the Practice: The primary objective is to enhance the professional skills and knowledge of teaching and non-teaching staff at Little Flower Degree College (LFDC). It aims to ensure staff stay updated with advancements in their fields, fostering a culture of lifelong learning and continuous improvement.

The Context: The educational landscape is rapidly evolving, requiring educators to keep pace with new teaching methodologies, technological advancements, and research developments. LFDC identified a need for structured professional growth opportunities to maintain high educational standards. The increasing reliance on technology in education and the necessity for innovative teaching methods highlighted the importance of continuous professional development for staff to effectively support student learning and institutional goals.

The Practice: LFDC is deeply invested in the continuous professional development of its staff, recognizing that the quality of education is directly linked to the expertise and enthusiasm of its faculty and support staff. The college organizes a range of professional development activities, including:

- **Workshops and Seminars:** Regularly scheduled sessions on the latest developments in various academic fields, teaching methodologies, and educational technologies. These workshops are often conducted by experts from prestigious institutions and industries, ensuring that LFDC's staff are exposed to cutting-edge knowledge and practices.
- **Training Programs:** Tailored training programs aimed at enhancing specific skills such as digital literacy, research methodologies, and administrative competencies. These programs are designed to keep the staff adept at utilizing new tools and techniques that can enhance the learning experience for students.
- **Collaborative Learning:** Encouraging a culture of collaborative learning where faculty members can share their insights and experiences. This includes peer reviews, team-teaching opportunities, and participation in joint research projects.

By investing in the professional growth of its staff, LFDC ensures that the educational delivery is dynamic, contemporary, and responsive to the changing educational landscape.

Evidence of Success: The success of this practice is evident in performance appraisals, which show higher engagement and productivity among staff. Student feedback has shown significant improvement in teaching effectiveness, with greater satisfaction with the education received. Additionally, the increase in faculty research outputs and publications indicates the positive impact of this practice on professional growth.

Problems Encountered and Resources Required: Challenges include balancing professional development activities with regular duties and securing sufficient funding for high-quality trainers. Addressing these issues requires adequate funding and a flexible schedule to accommodate training without disrupting primary functions. Effective resource management and external grants or sponsorships can support the program.

Notes: Institutions adopting this practice must tailor plans to meet specific needs and goals, considering budget allocation and timing for activities. Cultivating a culture of lifelong learning is vital, utilizing peer-led sessions for cost-effective collaborative learning. Partnerships with other institutions and industries

offer valuable resources. Implementing these strategies enhances staff capabilities and educational quality, fostering professional growth.

Best Practice 2: Campus Voice: Student Cabinet

Title of the Practice: ‘Campus Voice: Student Cabinet’

Objectives of the Practice: The objective of the ‘Campus Voice: The Student Cabinet’ at Little Flower Degree College (LFDC) is to cultivate leadership skills among students, ensuring they are equipped to advocate for their peers, foster a positive campus environment, and address student concerns effectively. This practice aims to develop strong communication, empathy, problem-solving, and teamwork abilities.

The Context: Leadership qualities are essential for students to navigate challenges and contextual issues in college. Effective leadership fosters clear communication, problem-solving, direction-setting, and resilience. The Student Cabinet at LFDC plays a crucial role in arranging events, promoting inclusivity, and demonstrating networking and leadership skills, thereby enriching the student community.

The Practice: The Student Cabinet at LFDC is a student-led council representing student interests, facilitating campus activities, and promoting engagement. The uniqueness of this practice lies in its comprehensive approach to leadership development within the institutional context. The Student Cabinet is responsible for organizing the college fest, which brings together students from various colleges, showcasing their talents in fundraising, networking, and event management. They promote the event through multiple channels, demonstrating their ability to mobilize and engage the student community.

The Student Cabinet also advocates for a student code of conduct aligned with the college's vision and mission and fosters independent thinking and strong decision-making abilities. Their leadership approach is participatory and inclusive, reflecting the diverse cultural dynamics of Indian higher education institutions.

However, the Student Cabinet faces constraints such as limited autonomy due to institutional focus on academics, potential misuse of position, and resistance from some colleges towards student-led initiatives. These challenges require proactive leadership and collaboration to overcome, ensuring the cabinet continues to foster a supportive campus environment.

Evidence of Success: The success of the Student Cabinet is evident through increased student engagement, higher voter turnout in elections, successful implementation of initiatives, and positive feedback from the student body. Performance metrics include enhanced funding and networking opportunities for student activities, improvements in campus infrastructure based on student feedback, and the overall positive impact on campus culture. These results indicate that the Student Cabinet is effectively advocating for student interests, promoting positive change, and fostering leadership qualities within LFDC.

Problems Encountered and Resources Required: Implementing the Student Cabinet practice involves challenges such as low student engagement, managing diverse opinions, and balancing academic and extracurricular responsibilities. Essential resources include dedicated faculty advisors, training programs for student leaders, financial support for events, meeting spaces, technology for communication, and

administrative support. Additionally, fostering a positive and inclusive college culture requires time, effort, and commitment from both students and faculty.

Notes: For other institutions considering this practice, it is crucial to provide robust support systems for student leaders, including mentorship, training, and financial resources. Encouraging a participatory and inclusive leadership approach can enhance student engagement and promote a vibrant campus culture. Additionally, addressing institutional resistance through proactive collaboration and communication can help in the successful implementation of a student cabinet.

File Description	Document
Best practices as hosted on the Institutional website	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:

Institutional Distinctiveness: SANYOG (Synergy)

Introduction

Little Flower Degree College (LFDC) stands out as a beacon of educational excellence due to its unique commitment to creating a synergistic learning environment. This approach, aptly named SANYOG (Synergy), integrates academic rigor with a vibrant campus culture, fostering a holistic educational experience that prepares students for both personal and professional success. LFDC's focus on personalized education within a diverse community exemplifies its dedication to nurturing well-rounded individuals ready to thrive in a pluralistic society.

The distinctiveness of LFDC's SANYOG initiative is showcased through several key areas that demonstrate its commitment to fostering an inclusive, equitable, and dynamic educational environment.

Uniform: Socioeconomic Equity

One of the most distinctive practices at LFDC is the implementation of a uniform policy aimed at promoting socioeconomic equity among students. By minimizing the visibility of economic disparities through a standard dress code, the college fosters a sense of unity and belonging. This practice eliminates

the overt markers of social status or wealth, ensuring that all students feel part of a cohesive community. The uniform policy at LFDC not only creates a level playing field but also strengthens bonds among students from diverse socioeconomic backgrounds, promoting inclusivity and mutual respect.

Gender Equity: Every Voice, Every Gender, Equal Rights

LFDC's commitment to gender equity is evident in its co-educational setup, which encourages interaction and collaboration among students of different genders. This environment helps break down traditional gender stereotypes and fosters mutual respect and understanding. By exposing students to a variety of viewpoints, LFDC enriches classroom discussions and prepares students for professional settings where gender diversity is the norm. This approach ensures that every voice, regardless of gender, is heard and valued, promoting a culture of inclusivity and equal rights.

Interfaith Harmony: Building Bridges

LFDC has made significant strides in promoting interfaith understanding and cooperation on campus. Daily morning prayers and weekly themes focus on high moral values and ethical behavior, nurturing students' spirits and tolerance towards each other's faiths. These practices instill a sense of moral responsibility and help build bridges between students of different religious backgrounds. LFDC's emphasis on interfaith dialogue and cooperation fosters a campus environment where diversity is celebrated and mutual respect is paramount.

LENVIN (Little Flower Environmental Initiative)

Take care of the Earth and the Earth will take care of you

LFDC's Little Flower Environmental Initiative (LENVIN) underscores the college's commitment to environmental stewardship. This program educates students on the impact of their decisions on the environment and equips them with the skills needed to address ecological issues. On the college's terrace, medicinal plants are cultivated, promoting biodiversity and socio-economic growth. LENVIN not only raises awareness about environmental sustainability but also encourages students to take positive actions to protect and preserve the planet for future generations.

Kalakshetra: Diverse and Inclusive Environment

The cultural committee at LFDC, known as Kalakshetra, plays a pivotal role in celebrating India's multicultural heritage. Through various cultural programs, Indian festivals, and language days, Kalakshetra promotes the preservation and protection of indigenous languages and celebrates cultural and linguistic diversity. These events provide students with an opportunity to appreciate and engage with different cultural traditions, fostering a sense of unity and respect for diversity within the college community.

Festa Letteraria: Ideas and Creativity

Under the banner of Festa Letteraria, LFDC offers a range of academic clubs that encourage students to develop creative thinking skills and share their ideas on various topics. This initiative lays the foundation for all other academic knowledge and skills, providing a platform for students to express their creativity and intellectual curiosity. It enhances their critical thinking abilities and prepares them for future

academic and professional endeavors.

LF Fest: Learn and Inspire

LFDC's annual LF Fest is a hallmark event that helps students develop essential skills such as event management, communication, teamwork, leadership, and problem-solving. This fest provides an excellent opportunity for students to network with peers and professionals from various industries, potentially leading to future collaborations, internships, and job opportunities. LF Fest celebrates student talent and creativity, showcasing their abilities in music, dance, and other artistic pursuits.

Women Empowerment: You can, You Should and You Will

LFDC is dedicated to empowering female students by ensuring they have equal access to opportunities and education. The college celebrates International Women's Day with a week-long series of events that encourage girl students to recognize their strengths and pursue their goals. These initiatives aim to boost the confidence and aspirations of female students, enabling them to achieve success in their academic and professional lives.

Student Endowment: A small step in guiding through Challenging times

Fee Concession for Single Mothers

LFDC places a strong emphasis on student welfare, recognizing the importance of nurturing the emotional, social, and physical well-being of its students. The college offers fee concessions for single mothers and implements various student welfare activities to ensure that students receive the support they need to thrive both academically and personally. These initiatives reflect LFDC's commitment to providing a supportive and inclusive environment for all students.

Institutional Strength: Holistic Development

Institutional Strength and Commitment

LFDC believes in fostering both physical prowess and mental resilience, along with character development. The college's strategic location, excellent infrastructure, and commitment to transparency and academic excellence create an environment synergic to holistic growth. With initiatives like CBCS, skill-oriented certificate courses, and extension activities, LFDC ensures that students receive a comprehensive education that prepares them for global standards and current societal challenges.

Conclusion

SANYOG (Synergy) at Little Flower Degree College epitomizes the institution's distinctiveness through its holistic approach to education. By integrating academic rigor with a vibrant campus culture, LFDC creates a supportive community where students from diverse backgrounds can thrive. The college's commitment to socioeconomic equity, gender inclusivity, interfaith harmony, environmental stewardship, cultural diversity, and student empowerment reflects its dedication to fostering a well-rounded, socially conscious, and professionally competent student body. Through these initiatives, LFDC not only prepares students for future challenges but also sets a benchmark for excellence in higher education.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Unique Features of LFDC

Academic Affiliation and Excellence

- Affiliated with Osmania University, providing a robust academic framework.
- Ensures a comprehensive and up-to-date curriculum that meets educational standards.

State-of-the-Art Infrastructure

- Modern laboratories equipped with advanced technology.
- An extensive library with a vast collection of books, journals, and digital resources.
- Classrooms designed to enhance the educational experience.

Extracurricular Activities and Personal Development

- Variety of clubs and societies catering to diverse interests: cultural, literary, sports, and community service.
- Activities that foster leadership, teamwork, and social responsibility.

Focus on Technology and Innovation

- Integration of ICT (Information and Communication Technology) in teaching and learning.
- Ensures students are well-versed in the latest technological advancements.

Faculty Development

- Emphasis on ensuring educators are well-qualified and updated with the latest pedagogical trends.
- Commitment to high-quality instruction and mentorship.

Industry Engagement and Partnerships

- Regular organization of seminars, workshops, and internships in collaboration with industry leaders.
- Provides students with practical exposure and enhances their employability.

Conclusion

- LFDC combines academic rigor with personal and professional development.
- Supported by excellent facilities and a forward-thinking attitude towards education.

- LFDC is dedicated to shaping the leaders of tomorrow through a comprehensive educational approach that emphasizes both academic excellence and holistic growth.

Concluding Remarks :

Conclusion

Little Flower Degree College (LFDC) in Hyderabad, India, stands as a beacon of academic excellence and holistic development. Established in 2008 by the Montfort Brothers of St. Gabriel, LFDC has been unwavering in its mission to provide students with a nurturing environment conducive to both academic and personal growth.

LFDC's educational philosophy places a strong emphasis on curricular innovation, ensuring that each student's academic journey is tailored to their unique interests and aspirations. Through meticulous planning, academic flexibility, and curriculum enrichment, LFDC strives to meet the dynamic needs of its diverse student body.

Moreover, LFDC is committed to providing effective teaching, learning, and evaluation experiences. By employing student-centric approaches and robust evaluation mechanisms, LFDC creates an environment where every student can thrive academically.

LFDC also fosters a vibrant culture of research, innovation, and extension. Through initiatives like the Entrepreneurship Cell and community engagement programs, LFDC empowers students to excel academically while making meaningful contributions to society. State-of-the-art facilities and advanced IT infrastructure ensure that students have access to the resources necessary for their academic pursuits.

Furthermore, LFDC is dedicated to supporting student development and progression through robust student support mechanisms and proactive interventions. Effective governance, leadership, and management practices ensure that the institution remains steadfast in its commitment to academic excellence and institutional growth.

Additionally, LFDC promotes institutional values and best practices, fostering inclusivity, celebrating diversity, and empowering students to become agents of positive change.

LFDC's strengths lie in its established reputation for quality education, strong emphasis on curricular innovation, and robust student support mechanisms. With these solid foundations, LFDC is well-positioned to capitalize on significant opportunities. Its strategic location near academic and research centers offers potential for enhanced academic collaboration. Furthermore, there is immense potential for industrial collaboration and increased internship opportunities, aligning education with real-world applications.

With a proactive mindset and a commitment to continuous improvement, LFDC remains dedicated to shaping tomorrow's leaders. LFDC's focus on excellence and strategic opportunities ensures it continues to empower minds and nurture excellence in its students.