# Loyola College of Social Sciences

*(Affiliated to the University of Kerala)*
**Thiruvananthapuram - 695017, Kerala**

# SELF STUDY REPORT

## FOR

# 3ʳᵈ CYCLE OF RE-ACCREDITATION

*Submitted to*
**National Assessment and Accreditation Council**
Bangalore

**JULY 2014**

# Preface

I am happy to submit the Self-Study Report for the 3rd Cycle of Re-accreditation. The report is an honest reflection of our efforts at sustaining and enhancing quality, ever since our previous Re-accreditation. Treating the criteria-wise questions provided by NAAC as a guide, our attempt has been to portray a comprehensive picture of the overall programmes and activities of the institution in realizing the avowed goals in tune with our Vision and within the framework of the core values enunciated by NAAC.

True to the integrated quality assurance framework of NAAC, this Self-Study Report seeks to present the *inputs, processes, outcomes* involved in our quest for quality sustenance and enhancement. To this effect, we tried to enunciate our efforts at realizing the primary goals of higher education, namely teaching-learning, research and extension, which correspond with the five core values that NAAC considers central to higher education.

The IQAC of the college engineered this entire effort at mapping the chequred trajectory of our 'quality sustenance and enhancement process.' IQAC tried to bring together different stakeholders and make the process highly participatory and interactive. While the internal contingent comprising the management, staff and students basically conceived and owned the process, the external stakeholders provided the necessary strength and support for treading into newer horizons of quality initiatives and innovations, captured and represented in the report. This soul searching exercise, though very intensive and laborious, has been a rewarding and fulfilling experience.

Dr. Joseph K. A.
07-07-2014                                                          Principal

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**IQAC Committee**

**Declaration by the Head of the Institution**

# ABBREVIATIONS

| | | |
|---|---|---|
| ACe | – | Loyola Alumni Centre |
| ADS | – | Area Development Society |
| AIMS | – | Amrita Institute of Medical Sciences |
| AKSAA | – | All Kerala Social Work Students' Association |
| ALCLE | – | Assessment of Loyola Campus Life Experience |
| AMC | – | Annual Maintenance Contract |
| ASK | – | Analytical Sociological Kaleidoscope |
| BEE-Live | – | Biodiversity and Environmental Engagements |
| BIG | – | Bio-Intensive Garden |
| BPL | – | Below Poverty Line |
| CACEE | – | Centre for Adult and Continuing Education and Extension |
| CAT | – | Common Eligibility Test |
| CBSE | – | Central Board for Secondary Education |
| CDS | – | Centre for Development Studies |
| CII | – | Confederation of Indian Industries |
| CIIE | – | Centre for Innovation, Incubation and Entrepreneurship |
| CMS | – | Content Management System |
| CDC | – | Child Development Centre |
| CSR | – | Corporate Social Responsibility |
| CTCRI | – | Central Tuber Crops Research Institute |
| DDC | – | Dewy Decimal Classification System |
| DDCE | – | Deputy Director of Collegiate Education |
| DHS | – | Directorate of Health Services |
| DMHP | – | District Mental Health Programme |
| DMHP | – | District Mental Health Programme |
| DHS  – | – | Directorate of Health Services |
| DPP | – | District Perspective Plan |
| EAT | – | Entry Assessment Test |
| EKB | – | Engaged Knowledge Building |
| ESA | – | End Semester Assessment |
| FaCTS | – | Field and Community Training Services |
| FDP | – | Faculty Development Programme |

| | | |
|---|---|---|
| FIP | – | Faculty Improvement Programme |
| FITUP | – | Faculty IT up-gradation |
| HCDC | – | Human Capital Development Centre |
| HRD | – | Human Resource Development |
| ICDS | – | Integrated Child Development Society |
| ICJHE | – | International Committee for Jesuit Higher Education |
| IALSE | – | Indian Association of Life Skills Education |
| ICSSR | – | Indian Council for Social Science Research |
| ICSW | – | Indian Council for Social Welfare |
| IISAC | – | International Institute for Scientific and Academic Collaboration |
| ILL | – | Inter Library Loan Service |
| INFLIBNET | – | Information Library Network |
| IOP | – | Induction and Orientation Programme |
| IPP | – | Integrated Pedagogy Paradigm |
| IPR | – | Intellectual Property Rights |
| IQAS | – | Internal Quality Assurance System |
| IRG | – | Institutional Resource Generation |
| ISBN | – | International Standard Book Number |
| ITES | – | IT enabled Services |
| JAAI | – | Jesuit Alumni Association of India |
| JHEASA | – | Jesuit Higher Education Apostolate South Asia |
| KBP | – | Knowledge Building Process |
| KFC | – | Kentaky Fried Chicken |
| KILA | – | Kerala Institute for Local Administration |
| KPCC | – | Kerala Pradesh Congress Committee |
| KSS | – | Kerala Sociological Society |
| KSS | – | Kerala Sociological Society |
| LACE | – | Loyola Academy for Competitive Examinations |
| LAMPS | – | Loyola Association of Management Professionals and Students |
| LAN | – | Local area network |
| LES | – | Loyola Extension Services |
| LET | – | Loyola Ethnographic Theatre |
| LFCC | – | Loyola Family Counselling Centre |
| LJSS | – | Loyola Journal of Social Sciences |

| | | |
|---|---|---|
| LRC | – | Loyola Research Centre |
| LSC | – | Loyola Summer Camp |
| LSCC | – | Loyola Student Counselling Centre |
| LSG | – | Local Self-Governance |
| MFS | – | Multi Feedback System |
| MSS | – | Malankara Social Service Society |
| MSSS | – | Malankara Social Service Society |
| NAPM | – | National Alliance of People's Movement |
| NGO | – | Non-Governmental Organization |
| NIMHANS | – | National Institute of Mental Health and Neuro Sciences |
| NIPM | – | National Institute of Personnel Management |
| NLIST | – | National Library and Information Services Infrastructure for Scholarly Content |
| NMEICT | – | National Mission on Education Through Information and Communication Technology |
| NORKA | – | Non-Resident Keralites Affairs |
| NPTEL | – | National Programme on Technology Enhanced Learning |
| NREGA | – | National Rural Employment Guarantee Act |
| NSS | – | National Service Scheme |
| NTS | – | Non-Teaching Staff |
| OBC | – | Other Backward Communities |
| ODL | – | Open and Distance Learning |
| OEC | – | Other Eligible Community |
| OFC | – | Optic Fibre Cable |
| OPAC | – | Online Public Access Catalogue |
| PHC | – | Primary Health Centre |
| PIME | – | Planning, Implementation, Monitoring and Evaluation |
| PRA | – | Participatory Rural Appraisal |
| PTA | – | Parents Teachers Association |
| RCC | – | Regional Cancer Centre |
| RFID | – | Radio Frequency Identification |
| RGNIYD | – | Rajiv Gandhi National Institute of Youth Development |
| SALT | – | Social Work Association of Loyola College |
| SAP | – | Student Accompaniment Programme |
| SDB | – | Salesians of Don Bosco |

| | | |
|---|---|---|
| SEWA | – | Self Employed Women's Association |
| SEZ | – | Special Economic Zone |
| SHE | – | Secretary for Higher Education |
| SHG | – | Self Help Group |
| SICHREM | – | South India Cell for Human Rights Education and Monitoring |
| SIMC | – | State Institute of Mentally Challenged |
| SITUP | – | Student IT Up-gradation |
| SPSS | – | Statistical Package for Social Sciences |
| STEF | – | Student Teacher Evaluation Form |
| SWOC | – | Strength, Weakness, Opportunities, Challenges |
| TED | – | Technology, Entertainment, Design |
| TiE | – | The IndUS Entrepreneurs |
| TIES | – | Tropical Institute of Ecological Sciences |
| TMA | – | Trivandrum Management Association |
| ToT | – | Training of the Trainers |
| TSSS | – | Trivandrum Social Service Society |
| UBSP | – | Urban Basic Sanitation Programme |
| WC | – | Women's Commission |
| WHO | – | World Health Organization |
| WNSF | – | Winston Netto Scholarship Foundation |
| WUJA | – | World Union of Jesuit Alumni |
| XLRI | – | Xavier Labour Relations Institute |
| YRC | – | Youth Red Cross |

## EXECUTIVE SUMMARY

Buoyed by the accomplishment of the previous reaccreditation, we present the Self-Study Report for the 3rd cycle of reaccreditation, mapping our efforts at assuring *'quality in the field of higher education in social sciences'*. As the institution revels in the fullness of the Golden Jubilee, this introspection bears testimony to our renewed commitment to excellence and quality. At this historic juncture, we are both enthused and challenged. We are enthused, because this record of our introspection reaffirms our commitment to *quality* ever since our reaccreditation with a CGPA of 3.7; we are challenged, as we remain in awe for the reconfirmation that our astounding strides for the last five years, continue to bear the signature of sustained and enhanced quality.

The leadership, governance and management of the institution from its very inception have been anchored in the cardinal Jesuit ideal of *magis* (striving for ever greater excellence). As a Jesuit institution, Loyola College Trivandrum is part of a network of nearly 150 higher education institutions across the globe. At the global level the International Committee for Jesuit Higher Education (ICJHE), headed by a Secretary for Higher Education, oversees the Jesuit educational mission and periodically brings out documents related to Jesuit education to inspire, sustain and enrich the quality and characteristics of the Jesuit education in a rapidly changing and challenging global environment (ref. *With Renewed Vigour and Zeal 2008, Challenges to Jesuit Higher Education Today* 2010). At the national level, Loyola belongs to the Jesuit Higher Education Apostolate South Asia (JHEASA), a consortium of 50 Jesuit higher education institutions in the country. In 2013, Loyola, Trivandrum had the privilege of hosting a three-day national workshop on the campus for JHEASA on Jesuit Branding and Identity. At the state level, the institution belongs to Kerala Jesuit Province, headed by the Provincial as its custodian, who ensures that the institution always upholds quality as its hallmark, being faithful to the Jesuit ideal of *magis* and the cherished values of the nation. The Administrative Council comprises of the top leadership of the Jesuit Province that monitors the quality initiatives of the institution.

**IQAC & Post Accreditation:** While affirming and building on the strengths identified by the previous Peer Team, the IQAC has been keen in rectifying the limitations cited and addressing the opportunities and challenges that the Team had pointed out in the report. IQAC has paid special attention to the considered recommendations of the Peer Team, which in fact paved the way for giant moves towards quality improvements and innovations since the previous accreditation. Re-visioning and revising the vision, mission, objectives, the core values, quality policy and the Loyola Perspective Plan 2010-15, were major painstaking undertakings of the IQAC, which were highly rewarding. In the light of the Peer Team recommendations, IQAC has successfully facilitated the initiatives for developing new Diploma, Certificate and Skill Development courses, sourcing permanent faculty members for the MA programme in Human Resource Management, strengthening of the research profile of Social Work faculty with inter-disciplinary researches, updating and higher number of courses in the curriculum, using LES data-bank for students' research projects and affiliating with the Community College of Trivandrum Social Service Society (TSSS) have been launched. All of these have taken us a long way in redefining our educational goals in a manner as to respond to the contemporary global challenges and national demands on the one hand, and mould our students as responsible citizens contributing to national development, on the other.

**Engaged Knowledge Building:** The institution has redefined its pedagogical framework, making an emphatic shift from Knowledge Building Process (KBP) to Engaged Knowledge Building (EKB) in order to recast our focus to make the learning more socially engaging. This paradigmatic leap in the pedagogical frame of reference reinvented the substratum of all our teaching-learning, research, extension and outreach activities, synergizing them all into the singular strategic goal of quality sustenance and enhancement. This shift emphasizes that the knowledge building that occurs in the institution entails an ongoing and sustained engagement with the society in order to bring about qualitative difference in the lives of the people around.

The cardinal goal of Loyola College, as enshrined in the vision statement, entails to commit itself to 'engaged knowledge building' for inclusive social transformation and moulding globally competent and socially sensitive professionals. Thus, we have incorporated the basic dictum into the quality initiatives enunciated in this report, to make education learner-centric, liberating and empowering the learners to live a creative and meaningful social life as responsible, humane citizens and lifelong learners.

**Pedagogical Perspectives:** With a view to integrating its educational programmes with the institutional goals and the ensuing objectives, Loyola has espoused certain perspectives and activities at two levels - pedagogical and programmatic. Pedagogically, 'Engaged Knowledge Building' (EKB), constitutes its foundation. EKB, which envisions societal engagement and outreach particularly for the cause of the excluded, is integral to learning. The focus here is on knowledge management.

It is in this context that the institution made research a priority area, making it on par with the teaching-learning process. Therefore, whether it be the reframed Policy Manual that contains the policies on all the vital organs of the institution, or the whole gamut of teaching-learning processes, or the newly built-in systems of information management with a repertoire of feedback mechanisms that ensure a built-in 'quality check,' all of them are embedded in the application of EKB. In this sense, EKB repositioned our agenda for social sciences. It is in the light of EKB that we have redefined our Vision, Mission, Values and Objectives, blending them with the pronounced core values of NAAC.

The pedagogical principle of the institution that ensures quality is the deployment of PIME in the conduct of all the extracurricular programmes and activities of the institution. PIME refers to Planning, Implementation, Monitoring and Evaluation, the fourfold principle of Modern Human Resource Management (HR) and Organizational Behaviour (OB). The unique feature of the PIME template is that the students are the key players in the organization and they deploy PIME for the execution of the activities of the institution. Further, recognizing the need to integrate theoretical discourses with hands on experiences, the motif of extension and outreach is constituted as the third pedagogical principle of the institution. The extension and outreach programmes of the institution are envisaged to enrich and challenge the classroom learning and to facilitate the students to have a wholesome experience in the field (lab to land). Each and every outreach activity is followed up by a collective reflection and personal integration process whereby the students critically assimilate the insights gained from the experience in the field.

In translating these triple pedagogical principles into the everyday lives of the students, in collaboration with all its stakeholders, the institution has employed a number of activities, which may be clustered under five motifs that more or less reflect the five core values enunciated by NAAC.

- **Engaged Learning** & **Knowledge Building** - Rural-Live-in-Camps & Tribal-Live-in Camps, Exposure Camps, Exposure Visits, Industry/Agency interactions, Students Research Clinic, Buddy Mentoring, Moodle, Smart classrooms, Digital Library, International and National Cultural Exchange Programmes…
- **Value based Education -** Value Education Programme, Meet Excellence & Meet Alumni Series, Celebration of festivals such as Onam, Christmas, Idul Fither etc. Inter-religious/Secular Prayer services in special occasions…
- **Integral & Humane Growth -** Student Welfare & Development Centre, Life Skill Training, Loyola Academy of Competitive Exams, Street Play Theatre Workshop, Job Seekers Course, Training & Workshop in English, Student Assessment and Assessment Index…
- **Inclusive & Sustainable Societal Development -** Action Research with LES; regular and continuous community engagements & intervention, Field and Community Training and Services (FaCTS), Rural Help Desk, Consortium of Jesuit Social Engagement Centers, Loyola Summer Camp…
- **Eco-sensitive & Inclusive Culture –** Biodiversity and Environmental Engagements (BEE), Environment and Waste Management Practices, Green auditing with Biodiversity, Energy & Water auditing…

We believe we have translated these core values into action. Given below is the gist of our reflections over our achievements aginst the backdrop of the **seven criteria** envisaged by NAAC:

**Curriculum Planning:** The curriculum has constantly evolved reflecting the aspirations of our stakeholders and the emerging realities. All the departments have organised workshops to restructure their respective curriculum getting inputs from industry experts, academicians, organisations and the industry with which we engage. We have tried to enrich and yet remain flexible for our diverse and increasingly women dominated learner population, within the limitations set by the rigid structures.

**Teaching-Learning & Evaluation:** Our teaching-learning system has stayed true to the spirit of cooperative learning strategies, where the facilitator and the learner stay together in a process of mutual learning. We continue to strive to learn together in service, accompanying the learner every step of the way. True to our professed motto of *magis*, we have left no stone unturned constantly evolving perhaps the most complex and meticulous forms of blended learning systems and systems of evaluation through smart classrooms, e-learning systems, mentoring system, open houses, various feedback mechanisms and the Student Accompaniment and Progress (SAP) Index. All these reflect our quest for excellence in spite of our limitations with regard to time.

**Research Consultancy & Extension:**  In the light of the renewed pedagogical orientation we have made research a priority, putting it on par with teaching-learning.

True to this revisioned focus, we had numerous publications, books and major research projects. Our teachers are sought after by the corporate sector and NGOs for training, research and consultancy services.

**Infrastructure & Learning Resources:** All our developmental efforts are envisaged and geared in accordance with the infrastructural policy that the college has articulated. The library of our institution 'Loyola Knowledge Resource Centre' is a dynamic repertoire of digital and hard intellectual resources in Social Sciences. Our ICT infrastructure connects the learning community to the global network of knowledge and information making them comparable to their counterparts anywhere in the world. The institution has remarkably high computer student ratio, with stand alone as well as LAN facilities, 10 mbps Internet and Wi-Fi connectivity.

**Governance Leadership & Management:** Loyola pursues an 'open door' policy and we have revamped our administrative operations of governance to include a host of participatory Councils – Academic, Faculty, Department and students' – that meet periodically to plan, implement, review and evaluate our processes – academic and administrative. LES continues to address the needs of the poor and the vulnerable, and yet continues to generate funds in a competitive, fast changing environment where government funding is fast drying up. Our challenge continues to be the learners, who hail from the most underprivileged backgrounds, and increasingly feminine, precipitating a double jeopardy.

**Student Support & Progression:** We have had the privilege of working with the differently-abled almost one every year, who find our environment genuinely fostering given its strong co-curricular and extracurricular thrust which is taken through the PIME template that promotes engaged learning, reflection and overall development. We undertake study tours and exposure visits to institutions organisations of excellence. Our campus provides the students several opportunities for interaction with international learners who seek 'InidaEncounters'. Almost 50% of learners are being subsidised in numerous ways from endowments instituted by the alumni and stakeholders, the management and well-wishers.

**Innovations & Best Practices:** Loyola has provided an ambience for innovation. The LiveLab, Biodiversity initiatives, and the Research Clinic are symbolic of our engagement with innovation and sustainable initiatives.

## SWOC ANALYSIS

It is against the backdrop of the renewed spirit of quality assurance, emerging pedagogical orientations and programmatic undertakings with a range of multifaceted qualitative initiatives and innovations that we submit the SWOC analysis of the institution.

**Strengths**
- The goodwill rooted in the Jesuit brand name and its rich international tradition in education.
- High ranking in NAAC accreditation that ensures continuous change and quality enhancement.

- High rating in the national surveys by the periodicals – 3rd place in the Outlook (*Dhristi* Survey for 2013-14) and 5th place in the Week (*HANSA* for 2013-14), as the only one institution to be recognized in the State of Kerala.
- Openness, enthusiasm and commitment inherent to our stakeholders – the students, the faculty, the alumni, the practitioners, and the community.
- Qualified, committed and experienced faculty.
- Transparent Governance and Administration.
- Very warm and healthy relation among the management, the principal, the faculty and the students.
- Continuous upgrading of infrastructure and leveraging of technology catalyzed by a pro-active management.
- Promotion of an intellectual culture through innovative pedagogies and dialogue.
- Rich student support and progression programmes and activities.
- Emphasis on the development of soft skills of the students.
- Promotion of value based education.
- Strong and recognized contribution in extension through Social Labs that focus on women's empowerment, community development, counselling, child rights, legal services and training.
- Strong and acclaimed presence in research, consultancy and publication.
- Rich exposure to eminent personalities and centres of excellence.
- Facilitates meaningful and gainful employment by maintaining an effective placement bureau.
- Network with industries/agencies in operationalizing curriculum.
- An array of Certificate/Diploma, Enhancement, Skill Development courses.
- The faculty contributing substantially to the development of the curriculum and courses.
- Transparency, diversity and inclusiveness in admission process
- High Teacher-student ratio.
- Integration of cross-cutting issues such as Gender, Environmental Education, Human Rights into the teaching-learning programme.
- Liberal scholarships and freeships for socio-economically backward students.
- Renewed emphasize on ICT and its upgradation in the teaching-learning resources.
- Good Library & updated ICT facilities and e-resources - library automation, barcode, on-line facilities, CD ROM database, Updated reference section, Inter-Library Loan facility with American Library, Automated bibliography generation.
- Periodic & continuous acquisition of books/journals.
- Student-friendly and effective library services.
- High computer-student ratio.
- Highly supportive alumni assisting in placements and resource development.
- Green, eco-friendly and bio-diversity campus.
- Calm and quiet ambience of the college premises
- Emphasis on environmental and bio-diversity programmes and activities.
- Green audited campus with water, energy and biodiversity audits.
- Linkages with higher educational bodies such as Xavier board, Jesuit Higher Education Apostolate South Asia (JHEASA).

- Attention to the development of both hard skills and soft skills.
- Membership and active participation in professional organizations.
- Rigour, transparency and objectivity in internal assignments.
- Flexibility to attend any programmes organized by any department of the college
- Partnership with various agencies and institutions in India and abroad.
- Vibrant research activity with Students Research clinic with interdisciplinary inputs.
- Rich extension activities with an array of networks/linkages.
- Regular Community/field engagements.
- Streamlined and organized contingent of Research Scholars Extensive collaborations with NGOs, Industries, Hospitals etc.
- Student party politics-free campus.
- Leading role in organizing a number of national and international programmes.
- Good facilities for curricular and non-curricular activities.
- Residential facilities and WiFi-enabled campus.
- Optimum use of facilities.
- Differently-abled friendly campus.

**Weakness**
- Inadequate initiatives in advocacy and networking.
- Absence of a complete and systematic 'MIS' feedback loop and documentation system.
- Lack of adequate funding for infrastructure improvements.
- Lack of systematic documentation of mentoring and tutorial.
- Inadequate scholarships and funding for large proportion of disadvantaged students.
- Lack of stable employment (Project) for certain percentage of students.
- Absence of concerted effort to promote visibility inspite five decades of existence.
- Limited Staff Cabin space
- Inadequate formal networking with other institutions.
- Inadequate use of the funds and opportunities from the national educational agencies such as UGC and ICSSR.
- Government and University bureaucracy dampening the quality and effectiveness of our education.
- Lack of autonomy in the academic and administrative matters.

**Opportunities**
- Jesuit-focus on collaboration – national and international collaboration and networking with premier institutions and industry for advanced, applied research & academic interaction through MoUs.
- Climate of internationalization of education.
- Strong research-bend of the college – need for enhancing research activities through sponsored R&D projects.
- Resources of the strong and well placed alumni.
- An advanced centre catering to doctoral and post-graduate education and research

- Linkages with social movements.

**Challenges**
- Capitalizing on the brand name and goodwill through effective Public Relations to consolidate and expand our network
- Equip students to become intellectually liberated, self-reliant, socially responsible, and emotionally mature.
- Socio-economically challenged background of students.
- Low motivation and aspiration among newly admitted students.
- Develop a culture that emphasizes the responsibility of the students in the learning process.
- Instil a critical approach to dehumanizing values and systems and develop a culture of social responsiveness.
- Offer meaningful academic programmes by continuous updating of the curriculum, pedagogy, and research methodology to suit the changing needs.
- Creative and sustained ways of making students proficient in English language.
- Develop a separate Research Centre on the campus with more action oriented projects and academic publication.
- Research the felt needs of society to spearhead sustainable development.
- Use knowledge to influence the formulation of effective policies and services responsive to human needs.
- Evolve models through social experiments by adopting communities/ panchayaths and capitalizing on our Social Labs.
- Expand networks and collaborative initiatives with Governmental and Non-Governmental Organizations at the local, national and international levels.
- Provide continuous and more intense research, consultancy, and training services to industries, Governmental and Non-governmental organizations.
- Install appropriate IT enabled feedback systems (MIS) for sharing timely and process specific feedback with stakeholders.
- Leverage the strengths and network of the alumni to the fullest potential.
- Acquiring institutional autonomy for better management and conduct of the institution.
- Re-inventing student support and progression programmes and evaluation systems
- Ensure better placement and employment.
- Kindling innovation in a fund-starved environment.

# PROFILE OF THE COLLEGE

1. Name and address of the College:

Name: **Loyola College of Social Sciences**
Address: Sreekariyam P.O., Thiruvananthapuram
City: Thiruvananthapuram        Pin: 695 017        State: Kerala
Website: **www.loyolacollegekerala.edu.in**

2. For communication:

| Designation | Name | Telephone with STD code | Mobile | Fax | Email |
|---|---|---|---|---|---|
| Principal | Dr. Joseph K.A | O: 0471-2592059 R:0471-2742781 | 9447657758 | 0471-2591760 | joseantonyncs@yahoo.co.in |
| Vice Principal | Fr. Ranjit I. George SJ | O: 0471-2592059 R: 0471-2592058 | 9539411030 | 0471-2591760 | ranjitgeorgesj@gmail.com |
| Steering Committee Co-ordinator | Dr. Antony P. V. | O: 0471-2592059 R:0471-2595498 | 9447739189 | 0471-2591760 | antonypalackal@gmail.com |

3. Status of the of Institution :

Affiliated College        ✓
Constituent College
Any other (specify)

4. Type of Institution:
   a. By Gender
      i. For Men
      ii. For Women
      iii. Co-education        ✓

   b. By shift
      i. Regular        ✓
      ii. Day
      iii. Evening

5. Is it a recognized minority institution?
      Yes        ✓
      No

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

| Religious | *Enclosure: 1* |
|---|---|

6. Source of funding:
      Government
      Grant-in-aid        ✓
      Self-financing

7. a. Date of establishment of the college: **01-06-1963**

   b. University to which the college is affiliated /or which governs the college constituent college)

   | University of Kerala |
   | --- |

   c. Details of UGC recognition:

   | Under Section | Date, Month & Year | Remarks (If any) |
   | --- | --- | --- |
   | i.  2 (f) | 04-01-1964 | *Enclosure: 2* |
   | ii. 12 (B) | 04-01-1964 | |

   d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) - **Not Applicable**

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

   Yes ☑          No ☐

   If yes, has the College applied for availing the autonomous status?

   Yes ☑          No ☐

9. Is the college recognized
   a. by UGC as a College with Potential for Excellence (CPE)?

   Yes ☐     No ☑

   b. for its performance by any other governmental agency?

   Yes ☐     No ☑

10. Location of the campus and area in sq.mts:

| Location * | Urban |
| --- | --- |
| Campus area in sq. mts. | 72843 m$^2$ |
| Built  up area in sq. mts. | College 2166 sq.mt<br>Mens Hostel: 1725 sq.mt<br>Dinning Area: 542 sq.mt<br>LES old block: 868 sq.mt<br>LES new block: 767 sq.mt<br>Auditorium: 476 sq.mt<br>Chapel: 200 sq.mt<br>Library: 355 sq.mt<br>Ladies Hostel: 1344 sq.mt<br>Ladies Hotel annex: 338sq.mt |

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

| | |
|---|---|
| • Auditorium/seminar complex with infrastructural facilities | ✓ |
| • Sports facilities | |
| ∗ Play ground | ✓ |
| ∗ swimming pool | |
| ∗ gymnasium | ✓ |
| • Hostel | |
| ∗ Boys' Hostel | ✓ |
| i. Number of Hostels | 1 |
| ii. Number of inmates | 27 |
| iii. Facilities (Computer, Mess, Water Cooler, Sports, Recreation, Fitness equipments, Reading Corner etc.) | ✓ |
| ∗ Girls' Hostel | ✓ |
| i. Number of Hostels | 1 |
| ii. Number of inmates | 56 |
| iii. Facilities (Computer, Mess, Water Cooler, Sports, Recreation, Reading corner etc.) | ✓ |
| ∗ Working women's Hostel | - |
| i. Number of inmates | - |
| ii. Facilities (mention available facilities) | - |
| • Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise) | - |
| • Cafeteria | ✓ |
| • Health centre | |
| ∗ First aid, Inpatient, Outpatient, Emergency care facility, Ambulance……. | ✓ |
| ∗ Health centre staff | |
| ▪ Qualified doctor Full time Part-time | |
| ▪ Qualified Nurse Full time Part-time | |
| • Facilities like banking, post office, book shops | |
| • Transport facilities to cater to the needs of students and staff | |
| • Animal house | |
| • Biological waste disposal | ✓ |
| • Generator or other facility for management/regulation of electricity and voltage | ✓ |
| • Solid waste management facility | |
| • Waste water management | |
| • Water harvesting | ✓ |

12. Details of programmes offered by the college  (Give data for current  academic year): **2013-14**

| Sl. No. | Programme Level | Name of the Programme/ Course | Duration (yr) | Entry Qualification | Medium of instruction | Sanctioned/ approved Student strength | No. of students admitted |
|---|---|---|---|---|---|---|---|
| 1 | Post-Graduate | 1. Sociology | 2 | UG - 45% | English | 25 | 40 |
| | | 2. Social Work | 2 | UG - 45% | ,, | 25 | 55 |
| | | 3. Human Resource Management | 2 | UG - 50% | ,, | 10 | 24 |
| | | 4. Counselling Psychology | 2 | UG - 45% | ,, | 12 | 3 |
| 2 | Ph. D. | 1. Sociology | 3+ | NET/JRF/MPhil or Uni.Entrance | ,, | - | 19 |
| | | 2. Social Work | 3+ | ,, | ,, | - | 19 |
| | | 3. Management Studies | 3+ | ,, | ,, | - | - |
| 3 | Certificate courses | Library & Information Science | ½ | +2 | ,, | 25 | 25 |
| 4 | PG Diploma | Counselling Psychology | 1 | Degree | ,, | 40 | 44 |

13. Does the college offer self-financed Programmes?

    Yes ☐          No   ☑

14. New programmes introduced in the college during the last five years if any?

| Yes | ✓ | No | | Number | 2 |
|---|---|---|---|---|---|

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

| **Particulars** | **PG** | **Research** |
|---|---|---|
| Arts | 1. Sociology<br>2. Social Work<br>3. Personnel Management | 1. Sociology<br>2. Social Work<br>3. Management Studies |
| Science | Counselling Psychology | |
| *Commerce* | | |

16. Number of Programmes offered under (Programme means a degree course like BA, BSc,MA,M.Com…)
    a. annual system
    b. semester system    **3**
    c. trimester system

17. Number of Programmes with
    a. Choice Based Credit System
    b. Inter/Multidisciplinary Approach
    c. Any other ( specify and provide details)

18. Does the college offer PG programmes in Teacher Education?
    Yes ☐    No ✓

19. Does the college offer UG or PG programme in Physical Education?
    Yes ☐    No ✓

20. Number of teaching and non-teaching positions in the Institution

| Positions | Teaching faculty | | | | | | Non-teaching staff | | Technical staff | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | Associate Professor | | Assistant Professor | | | | | |
| | *M | *F | *M | *F | *M | *F | *M | *F | *M | *F |
| Sanctioned by the UGC / University / State Government *Recruited* | - | - | 3 | - | 9 | 2 | 5 | 2 | - | - |
| *Yet to recruit* | | | | | | 1 | - | - | | |
| Sanctioned by the Management/society or other authorized bodies *Recruited* | | | | | 1 | 3 | - | 6 | 1 | |
| *Yet to recruit* | | | | | | | | | - | - |

**\*M-Male  \*F-Female**

21. Qualifications of the teaching staff:

| Highest qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | |
| Permanent teachers | | | | | | | |
| D.Sc./D.Litt. | | | | | | | |
| Ph.D. | | | 3 | - | 4 | 1 | 8 |
| M.Phil. | | | | - | - | - | - |
| PG | | | | | 5 | 1 | 6 |
| Temporary teachers | | | | | | | |
| Ph.D. | | | | | - | 2 | 2 |
| M.Phil. | | | | | - | - | - |
| PG | | | | | 1 | 1 | 2 |

22. Number of Visiting Faculty /Guest Faculty engaged with the College.    | 60 |

23. Furnish the number of the students admitted to the college during the last four academic years.

| Categories | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | |
|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| SC | 7 | 6 | 2 | 4 | 1 | 2 | 2 | 2 |
| ST | - | 1 | - | 1 | - | 1 | 2 | 0 |
| OBC | 11 | 22 | 11 | 26 | 13 | 36 | 13 | 34 |
| General | 9 | 32 | 8 | 26 | 17 | 23 | 22 | 39 |
| OEC | - | 3 | - | 2 | - | 2 | 2 | 4 |

24. Details on students enrolment in the college during the current academic year: **2013-14**

| Type of students | PG | Ph.D. | Total |
|---|---|---|---|
| Students from the same state where the college is located | 62 | 5 | 67 |
| Students from other states of India | 3 | - | 3 |
| NRI students | - | - | - |
| Total | 65 | 5 | 70 |

25. Dropout rate in UG and PG (average of the last two batches)

UG [          ]          PG [    2.5%    ]

26. Unit Cost of Education
    *(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)*
    (a) including the salary component        | Rs. 139822 |
    (b) excluding the salary component        | Rs. 23880 |

27. Does the college offer any programme/s in distance education mode (DEP)?
    Yes [✓]          No [ ]
    If yes,
    a) is it a registered centre for offering distance education programmes of another University
    Yes [✓]          No [ ]

        iii.    Name of the University which has granted such registration.
                | IGNOU |

        iv.    Number of programmes offered          | 3 |

        v.    Programmes carry the recognition of the Distance Education Council.
              Yes [ ]      No [ ]

28. Provide Teacher-student ratio for each of the programme/course offered

| Name of the Programme/ Course | Teacher-student ratio |
|---|---|
| 1. Sociology | 1:8 |
| 2. Social Work | 1:11 |
| 3. Human Resource Management | 1:5 |
| 4. Counselling Psychology | 1:1 |

29. Is the college applying for
    Accreditation:    Cycle 1    ☐    Cycle 2 ☐    Cycle 3 ☐    ✓ Cycle 4    ☐

    Re-Assessment:    ☐
     *(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)*

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)
     Cycle 1: **03/08/2001** Accreditation Outcome/ Result:  **FIVE STAR**.
     Cycle 2: **22/12/2007** Accreditation Outcome/Result:  **A GRADE with a CGPA 3.7**

*\* Accreditation certificate(s) Enclosure:  3 & 4  and peer team report(s) Enclosure: 5*

31. Number of working days during the last academic year.    **275**

*32.* Number of teaching days during the last academic year *(Teaching days means days on which lectures were engaged excluding the examination days)*

     **193**

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

     **05/07/2004**

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
     AQAR   (i)    2008 - 2009        17/08/2011
     AQAR   (ii)   2009 - 2010        17/08/2011
     AQAR   (iii)  2010 – 2011        02/12/2013
     AQAR   (iv)   2011 – 2012        02/12/2013

35. Any other relevant data (not covered above) the college would like to include.

The College has a full-fledged extension and outreach centre - Loyola Extension Services (LES) with 11 full-time staff. It is the Social Lab of the College.

# CRITERION I
# CURRICULAR ASPECTS

## 1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission, and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

**Vision**
Loyola College Trivandrum, a premier institute of excellence, engaged in knowledge building for inclusive social development and moulding globally competent and socially sensitive professionals towards social transformation.

**Mission**
Loyola College Trivandrum strives to educate and form the youth as liberated lifelong learners who are sensitive to gender and ecology, empowered to respond to global challenges. We are committed to facilitate an integral, inclusive and humane development of the society.

**Objectives**
- To provide excellent, value-based education in the field of social sciences aimed at integral and humane development of human capital.
- To equip students to become self-reliant, intellectually vibrant, socially committed, spiritually alert and emotionally mature persons with a critical consciousness.
- To offer meaningful academic programmes by continuous updating of the curriculum, pedagogy and research methodology to suit the changing needs.
- To facilitate credible and challenging placement opportunities for professional growth and fulfilment.
- To develop a research culture on the campus through academic publication and project work.
- To foster collaboration of stakeholders towards eco-sensitive and inclusive culture of development.
- To respond to current social issues with academic acumen.
- To build networks and collaborative initiatives with governmental and non-governmental organizations at the local, national and international levels.
- To provide consultancy and training services to industries, Governmental and Non-governmental organizations.
- To sensitize students to actively get involved in social movements, issues and creative social animation.

The Vision, Mission and Objectives of the college is communicated to all the stakeholders through the following means:

- The Loyola Student Charter and Loyola Teacher Charter, in accordance with the Vision and Mission.
- Prospectus, Calendar, Website, Newsletters and other occasional publications carry the Vision and Mission statement prominently.

- Printed leaflets of the Vision and Mission are given to every stakeholder.
- The Vision and Mission are displayed in the front office of the college and Departmental Vision is exhibited in all the departments of the college.
- **To the Students:** The induction programme for the freshers introduces the students to the Vision, Mission and objectives of the college. A half-day vision-mission concretization workshop is conducted for all internal stakeholders for deeper understanding and internalization.
- **To the teaching & non-teaching staff:** Periodic revisiting and reviewing exercises are undertaken in their respective groups; the perspective plan for 2010-15 and the revision of the Vision, Mission and objectives were the outcome of a series of meetings and interactions primarily held among the teaching faculty and later with several other stakeholders.
- **To the new faculty:** The institution gives an introduction and orientation of the Vision, Mission, Motto, Core Values and Objectives to the newly joined teachers.
- **To the Alumni**: At the Annual Meet (26th January every year) and at the periodic alumni executive meetings.
- **To the Parents**: in the PTA (Parent Teachers Association) meeting
- Programmes and activities organized for the **neighbourhood communities** are always reflective of the professed Vision and Mission of this institution.
- It is communicated to the Employers and Training/Fieldwork Agencies in the periodic meetings.

1.1.2 <u>How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific examples.</u>

The Institution develops action plans with active involvement of IQAC, through a democratic participatory process in several workshops at the Department level and College level involving:

1) The faculty and students of each department at the end of the semester work out their plans in each subject of the curriculum keeping in mind the Vision and Mission of the institution.
2) The individual subject plans are brought to the Department Council where it is integrated as the Dept. plan and tentatively calendarised.
3) The incorporation of these plans into the Institutional Strategic Plan is made in the meeting of the Academic Council.
4) These plans are brought to the Faculty Council for finalisation in terms of strategy and action.
5) The Principal and the Vice Principal coordinate these action plans of the various Depts. and oversee their efficient and effective implementation. The HoDs have the major responsibility to see to the implementation of these plans. At the end of the semester each department also evaluates and renews their plan for the new semester. For instance:

  - The departments integrate classroom teaching with various learning methodologies such as exposure to field and access to knowledge from a variety of sites pertaining to the particular subjects of study. Thus, the teachers together with students of a department bring out a tentative plan for the particular places they intend to visit in the coming semester for their

study, the methods they would employ, the number of seminars the students will attend outside the institution, the co-curricular activities they intend for that subject, etc.

- The teacher prepares the teaching plans known at the department meetings and the HoD coordinates the subject plans as the rewritten Departmental Plan.
- The departmental plans are brought to the Academic Council consisting of HoDs', Vice-Principal and the Principal. Here the Department Plans are integrated into the Institutional Plan.
- Later, each faculty prepares the teaching plan in a modular form and uploads it in the *Moodle* teaching-learning management system for the benefit of the students.

**Feedback & Evaluation:** At the end of every semester, department-wise open forum is conducted in order to gather students' feedback on the implementation of the curriculum. Department-wise Parent-Teachers' meeting (PTA) is also held after each semester. The feedback thus gathered is taken up at the faculty evaluation meetings held at the end of every semester, both at the departmental and college level.

For example, it was pointed out by the students in the feedback session that they need a quick recapitulation and a couple of crash sessions on Research Methodology at the beginning of the third semester when they are introduced to the Dissertations. It was based on this feedback that the institution decided to conduct a few practical sessions in research methodology, beginning with 'how to identify a research problem'.

1.1.3    What type of support (procedural and practical) do the teachers receive (from the University and /or institution) for effectively translating the curriculum and improving teaching practices?

**University Support**
- Being an affiliated college, the University facilitates curriculum revision and provides the required administrative and financial support for the conduct of the Curriculum Revision Workshops. The University supports major revisions after every five years and slight corrections in curriculum after three years. Hence, Curriculum Revision Workshops were organized for the department of Sociology in 2011 and for the departments of Social Work and Personnel Management in 2012 and 2013, respectively.
- In view of shifting the thrust of the course more in tune with the current trends of the industrial and business job market, the Department of Personnel Management proposed a change in the nomenclature of the course from MA in Personnel Management to MA in Human Resource Management (MA HRM) along with a radical change in the number of papers from 18 to 24. The Department of Social Work, in its curriculum revision proposal has recommended increasing the papers from 16 to 24, so that the course corresponds to national and international standards. The proposed changes have been approved and sanctioned by the Board of Studies and the Academic Council of the University. The university took a radical step to delink these courses from the regular PG stream to accommodate these changes in the syllabus.

**Institutional Support**

The institution has created a procedural and practical system for the regular organisation and smooth conduct of the following:

- The annual curriculum implementation planning and its evaluation at the department levels.
- Training to faculty on Smart Board and *Moodle* in ICT (Information Communication Technology) for improving the teaching-learning and knowledge management process.
- Staff development and enrichment programme every year.
- Open forum among students at regular intervals and department wise meeting at the end of every semester on curriculum implementation.
- Administration of Student's Teacher Evaluation Form (STEF) in every semester.
- Periodic PTA meetings to collect feedback from parents.
- Academic audit of the departments and external peer review of the teaching faculty with the support of IQAC.
- To recognise and appreciate the publications of the faculty by displaying on the main notice board.
- Display board is set up in front of the college for the exhibition of the articles, books, journals, documentaries produced by the faculty members.
- The curricular and academic performance of the faculty and students is announced during the college day celebrations for the awareness of the stakeholders and the general public.
- The best scholastic performance award is given to the best department and three awards are introduced to encourage the performance of the faculty, (a) in teaching-learning (b) research and publication (c) student support and progression.

1.1.4    Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other statutory agency.

Loyola has initiated certain procedures that ensure the effective delivery and transaction on the curriculum provided by the University. They include the following:

- Annual planning and evaluation sessions first at the departmental level and later at institutional level
- Teachers prepare the teaching plan and course module and upload them in *Moodle.*
- Organising and conducting *Research Clinic*  at the college level for a systematic and continuous guidance and supervision of the student research projects
- Assigning topics of  contemporary relevance and/or significance at the level of application for assignments and seminars
- Providing latest books, journals and other materials, including ICT enabled library support.
- Organising a number of seminars and conferences every year on issues and themes related to the curriculum and at the same time having contemporary relevance and importance. Besides their participation, students play an active role in the organization and conduct of these seminars.

- The Departments of Social Work, Sociology and Personnel Management conduct Participatory Rural Appraisal (PRA) as an enhancement programme enriching their Research Methodology course.
- The Department of Sociology offers a certificate course in Field and Community Training and Services (FaCTS) as a supplement to the curriculum and bridge course for those students who join the course from a non-sociology background.
- All the departments undertake ongoing exposure/field visits supplementing the curriculum.
- Organizing complementary co-curricular enhancement programmes and add on courses like Students IT Upgradation (SITUP), Statistical Package for Social Sciences (SPSS), Excel, Street Theatre Workshop, Life Skills training and so on.
- All the students of the college are members of the National Service Scheme (NSS). The involvement in the communities, especially during the student-led seven days rural live-in camp, provides them with lessons for life which the classroom probably is not capable of doing.
- Value education programmes are means by which lessons of life which are not there in the syllabus are handled.
- Buddy System connects the advanced learners with the slow learners and the students with the alumni of the college as external mentors.
- Academic expeditions and journeys to centres of excellence.
- Students, under the guidance of the faculty members, organize various programmes for the neighbourhood/field communities which provide them with lessons on society that supplement the curriculum.

1.1.5    How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

Close network and interaction with several members from the industry, business organization, research bodies, NGOs and social activists does happen in the operationalisation of the curriculum.

- At the formulation level of the curriculum, prominent scholars and well-known practitioners in industry, research bodies, movements and NGOs are invited to be part of the curriculum revision workshops to make it comprehensive and relevant.
- At the operationalisation level, members from the industry, research centres, academic institutions and Non Governmental Organizations (NGOs) engage special sessions for certain specialized units of the curriculum (Industrial Relations, Labour laws, Tourism, Business Communication, Social Entrepreneurship, Therapeutic Interaction for Social Work Practice etc).
- Students are also provided with opportunities to interact with people from the industries, business organizations and NGOs.
- Guided interaction is given to the students with the industrial and other field agencies during the ongoing visits and  field work in neighbourhood communities, hospitals and mental health  institutions and also in industrial and business organizations
- Organizes 'Meet Alumni' (Talk and interaction by a successful alumnus of the college once a month), 'Meet Excellence' series (Monthly talk and interaction by a person of eminence from a particular filed) and Employers Meet.  These meetings are occasions to talk about and get feedback on curriculum.

- Organizes short term and long term research methodology workshops in which experts and scholars from various research institutes and centres of excellence take classes and engage in close interactions with the students.
- Organizes lectures and interactions with visiting and guest faculties on topics which have a close bearing upon curriculum.
- Faculty development programmes organized with the help of leading research institutes are organised periodically. Sessions on academic writing and publications are also given during these occasions.
- Some of the faculty members of the college are Chairman, PG Board of Studies and/or Members, Board of Studies and Academic Council network and interact with the members of the various bodies of the university in the process of getting the approval and sanction for the revised syllabi and curriculum.

1.1.6   What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (Number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

- In designing the curriculum we incorporate issues of contemporary relevance in tune with the model curriculum supplied by the UGC.
- All the teaching faculty contribute substantially to the periodic revision and update of the curriculum which are sanctioned and ratified by the university.
- All departments organize and conduct the revision workshops in which, representatives from the related areas do participate.
- Later, the revised curricula are taken through the process of approval and sanction of the respective Board of Studies and Academic Councils of the university wherein some of our faculty members function either as the Chairman or as members.
- The department of Social Work initiated the radical revision of the former outdated curriculum with 18 papers and drafted a new one with 24 papers that would place the course on a par with the national and international standards and also would make it compatible with the global job market.
- The department of Personnel Management also radically revised the old syllabus by introducing six more papers and increasing the number of papers from 18 to 24. It also proposed the change of nomenclature from MA in Personnel Management (MAPM) to MA in Human Resource Management (MA HRM). These proposals enable the students to cope with the current industrial and business demands. In fact, this suggestion first came up from our alumni.
- All the members of the faculty of the department of Sociology involve actively in the curriculum revision workshops and undertake the preparation of the updated syllabi of most of the courses. They also play a vital role in the introduction of new papers in accordance with the emerging and frontline areas of society and the feedbacks they pick up from various sources (e.g. Courses on Marginalized Communities, Development of Sociology as a discipline, Social Policy and Planning, Ethnicity, Civil Society and Nation State, Social Welfare Administration, etc.)
- For the new Department of Counselling Psychology, the MSW staff worked on the initial inputs for the University.
- The HoDs and a few members take chairmanship of examination on rotation.

- The teaching faculty of Loyola has a high level of representation in the various bodies of the University:
    - Dr. Charles Leon: Member of the Senate, the highest decision making body of the Kerala University.
    - Dr. K.A. Joseph: Chairman, PG Board of Studies for Masters in Social Work and Masters in Personnel Management of the University and Member, Academic Council for Social Sciences,
    - Dr. Elizabeth Mathew: Member, PG Board of Studies for Masters in Sociology.
    - Dr. Sonny Jose: Member, Board Studies for Masters in Social Work.
    - Dr. Jose Boban: member, Board of Studies for Sociology.
    - Dr. Prakash Pillai: Member, Board of Studies Personnel Management and member, Academic Council for Social Sciences.
- Bodies of other Universities
    - Dr. Jose Boban is a member of the BA Pass Board of the University of Kerala, and a member of the PG Board of Studies of Calicut University
    - Dr. Saji P. Jacob is a Member of the PG Board of Studies of Kannur University.
- Feedback is obtained from the major stakeholders – students, teachers, communities, employers, placement agencies, industries, NGOs and social activists. Inputs from syllabi of other premier institutes, national and international workshops/conferences/ symposium are consolidated. Based on the feedback gathered, specific suggestions are given to the university regarding our courses, the curriculum revision, nomenclature change and the following:
- Admission processes need to be advanced so that we get a good intake that can in turn improve curriculum transactions. The University has paid heed to this suggestion.
- The examinations have to be held on schedule to ensure the effectiveness of the curriculum processes.
- The announcement of the results on time can increase the efficacy of the curriculum implementation as well the employment prospects of our students.

1.1.7  <u>Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.</u>

Yes, the institution has developed curricula for a few courses other than the curriculum provided by the University.

**1.  Field and Community Training & Services (FaCTS)**
The Department of Sociology developed the curriculum of Field and Community Training Services as the university syllabus of the PG programme does not contain this component in the curriculum. The curriculum is developed in consultation with the Community Development wing of the Loyola Extension Services. The students are initially oriented to a field view and the dynamics of field involvement, equiped with skills in fieldwork and community organization and finally they apply it in the community where they are sent for fieldwork and community organization.

**2. Participatory Rural Appraisal (PRA)**
It is primarily an approach and method for learning about rural life and conditions from, with and by the rural people by facilitating community interaction and encouraging participatory developmental initiatives. This method is now used extensively in developmental studies and projects by international and national agencies. The faculty who was trained and well exposed to a number of other workshops in PRA by other agencies, worked out the curriculum customized for our students.

**3. Street Theatre Workshop**
Assessing the sociological and personal significance and scope of street play theatre in the present day society, the college offers one week long programme with a curriculum that combines theatric and dramatic skills with personality development inputs and practice. The faculty concerned teamed with the experts in preparing the curriculum customizing it to the needs of the students and the stated goals of the programme.

**4. LiveLab for Life Skills Training**
The curriculum of LiveLab consists of a series of modules for the students on Life Skills proposed by WHO as a ToT (Training of Trainers). The programme was evolved in the light of the experiences, studies and observations at the time of fieldwork and the input by the student counsellors.

**5. Computer Courses**
  a) **Student IT Upgradation (SIT-UP)** is a systematic training on the basics of computer to make them globally competent and to equip and enable them to undergo Loyola's curriculum. Need assessment is made at the time of induction by administering an entry level assessment form. It is conducted by the computer cell of the college.
  b) **SPSS and Excel -** Software Packages for Social Sciences is used for the coding, tabulation and processing of the quantitative data in social research. The college offers this to the senior batch of students once they complete their data collection for their research project.

**Induction & Orientation Programme (IOP)**: The contents of the programme are set in the background of the main objectives with which the programme is offered. The team members prepare the contents that would help the students to get introduced to the process of knowledge building, pedagogical approach and the learning culture of the college and familiarize them with the vision, mission and the value base of the college. Later, Academic Council will discuss and finalize the draft schedule prepared by the team. The curriculum is being revised every year taking into consideration of the feedback by the previous batches.

**Bridge Course - Introduction to Social Sciences:** This course was conceived and designed as the teaching faculty in their meeting realised that the students need to have a basic idea on Social Science disciplines in general and understand the linkages between the various programmes offered in the college.

**Value Education Programme:** The curriculum was prepared by a committee comprising of two faculty members. The committee first collected a feedback from

the students. In the light of the suggestions and recommendations received from the students the committee prepared the curriculum which was presented in the Faculty Council and got approved after due discussions.

1.1.8 How does the institution analyse/ensure that the stated objectives of curriculum are achieved in the course of implementation?

In the curriculum of every subject the Course Objectives and Outline has been stated which makes it possible for the teacher to assess how much of these have been achieved. The feedback from the teachers on this matter to the Principal helps to validate the feedbacks of the students on the course implementation of each subject.

**Students' evaluations** & **feedback** collected through
- Specially designed tool, STEF contains a section on course teaching. The data gathered from the students are coded, analysed and graded in SPSS and printed documents are given to the teaching staff by the head of the institution pointing out their strengths and areas for improvement.
- End semester open houses are conducted in the departments wherein the students evaluate, in the presence of all the respective faculty, whether the stated objectives of the particular semester in terms of the curriculum are achieved and offer their feedback.
- ALCLE – (Assessment of Loyola Campus Life Experience) is administered to the students at the end of the academic year (Exit Evaluation) to evaluate their activities, particularly in terms of the operationalisation of curriculum. The feedback thus collected are taken up in the annual planning meeting of the faculty.

## 1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/ diploma/skill development courses etc., offered by the institution.

The College offers various certificate, diploma and skill development courses geared to the academic and integral development of the students. The major programmes include the following:

**A. Certificate Courses**

1. **Library and Information Science:** Certificate course in Library and Information Science, an extension work of our library, is a six-month course under the Centre for Adult Continuing and Extension Education, the University of Kerala. The objectives of the course are 1) to train the students in the basic principles of Library and Information Science including fundamental laws, library organization, management, library and information services, and library automation 2) To train persons in the day-today routine work involved in the running of small public and academic libraries 3) To train semi-professional staff of college and special libraries in the respective routine work of a modern library. The College librarian coordinates the course and engages the students as the main faculty.

2. **Field and Community Training Services (FaCTS):** This course is designed to provide students of Sociology with skills, perspectives and hands on experience in fieldwork and community involvement. The basic objectives are: 1) introduce the students to the pedagogical process of sociological reflection and analysis based on empirical observation; 2) help the students to develop the skills of integrating theory and method; 3) train the students in the basics of community organization and animation.

3. **LiveLab for Life Skills Training:** Loyola offers this as a separate programme with a twin purpose: 1) to meaningfully extend its outreach wings through the students to make the younger generation learn to negotiate life in a manner that aids personal growth, personality development and self esteem so that they learn to face the impending perils and stresses in life, 2) make our students effective trainers in life skills through a well-designed and systematically administered ToT (Training of Trainers) in life skills training by adopting the modules proposed by the WHO.

4. **Participatory Rural Appraisal Course:** Participative learning approach forms the bedrock of our field interactions facilitating organized and systematic community involvement. A week long workshop conducted batch wise provides the students opportunity for social learning with specific perspectives in each specific situation. With field learning tools and community organizing techniques. It is designed as a certificate programme of the institution. The specific objectives of the programme includes: 1) understand the concept of Participatory Rural Appraisal, 2) provide experiential learning through field training, 3) know its scope and relevance in life and career 4) develop leadership skills and skills for group/team work.

5. **Street Theatre Course:** All the students undergo a week-long course cum workshop in street theatre under the guidance of the experts and practitioners from the field. At first the students are apprised of the social and personal significance and scope of the street play. Then, the students are familiarised with the various techniques of street plays by means of different exercises. Later, the students practise street plays on different themes in groups. After the practise and training, the students stage these plays in front of larger audiences in various parts of the city and neighbouring campuses.

6. **Computer Courses**
   a) **SIT UP** - **Student IT Upgradation:** The goal is to equip the students with the basics of the computer in order to optimize their learning, competency building and academic training. Therefore, the objective is to enable the students to be familiar with the use of the computer in their daily curricular and extracurricular activities. All the students are taken through this course in the first semester batch wise. As part of this training they are also given sessions in **IT@LibLoyola,** orienting them to the IT enabled facilities in the Library. They also learn to use smart boards, handicams, digital camera, LCD projector, *Moodle*, intranet, digital library and create and use emails.
   b) **Training in SPSS and Excel:** These softwares are essentially required for the coding, tabulation and analysis of quantitative data in Social Sciences. The

college offers this to all the students to enable them to undertake data coding and analysis in social research with ease and confidence.

## B. Diploma Course

1.  **PG Diploma in Counselling:** This is a one-year programme for students having a bachelor degree, under the auspices of the Centre for Adult Continuing Education and Extension of the University of Kerala. The primary objective of the course is to introduce the participants to the major principles and therapeutical techniques in counselling and to develop counselling skills with mandatory practical sessions.  Our students and alumni, who are interested, also enrol for this course.

## C. Skill Development Courses

1.  **Induction & Orientation Programme (IOP):** The main objectives of the programme are: a) to introduce the students to the process of knowledge building, pedagogical approach and learning culture of the college and familiarize them with the vision, mission and the value base of the college b) to help the students to get acquainted with the various departments and activities of the college 3) to ensure the students' smooth socialization with the staff and senior students. A team of the faculty is assigned for the conduct of the programme.
2.  **Value Education Programme:** Systematic and regular weekly value education programme is a hallmark of Loyola.  The primary objective of the programme is to provide a weekly platform 1) to clarify and resolve value conflicts and dilemmas and to commit for a higher value orientation and conviction in life 2) to discuss social issues and themes to develop critical awareness of the self and the society 3) to reflect on personality development and self-esteem and 4) to learn and practise group dynamics techniques, creativity and innovation. Every Wednesday 5th hour is set apart for value education. The teaching faculty and the faculty from the Loyola Extension Services handle the sessions.
3.  **Foundational Course - Introduction to Social Sciences:**  Before the start of the respective departmental programme proper, the students are given a week long orientation and introduction to social sciences as a whole, with special reference to Sociology, Social Work, Counselling Psychology and Human Resource Management. The main objective of the programme is to integrate the students into the social science stream and orient them to professions therein. More specifically, it familiarizes the students with the different social science programmes offered in the college and makes them understand the basic concepts in each of these programmes.
4.  **Job Seekers' Course:**  Special training is organised by the Loyola Placement Cell with the help of alumni to make the students employable.  It is organised by the end of the fourth semester in order to make the students confident and prepared to face interviews for prospective jobs.

1.2.2  <u>Does the institution offer programmes that facilitate twinning/dual degree?  If 'yes', give details.</u>

Yes, the institution had been offering programmes that facilitate dual degree. The Institute was a Centre (Reg. No. LCS 6917) for Convergence Programme of Open and Distance Learning (ODL) and Conventional Systems under Indira Gandhi National Open University (IGNOU). This centre had been offering **Dual Degrees** (Two degrees of the same level - conventional & IGNOU - at the same time). Interested students of the college as well as those from the outside could opt for any of these programmes. In 2010-2012, the Centre offered the following Degree programmes under this scheme: MA in Sociology, Master of Social Work, Bachelor of Commerce, Bachelor of Business Administration. However, later IGNOU wound up this Convergence Scheme for some reason and so the college could not continue with it after that.

**PG Diploma in Counselling** is also offered as a dual programme, in which Loyola students can pursue this course while they undergo the University degree programme in Loyola.

**Twinning:** The College has initiated a twinning with EU Global College, Sweden and as part of this programme a group of students came here and later the Manager visited the College in Sweden. More such exchange programmes for both students and teachers are planned for the future.

1.2.3  <u>Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability.</u>

The college has a wide range of options geared to academic flexibility which help the students in terms of their skill development, academic development, academic mobility, progression to higher studies and improved potential for employability. For instance,

- All the courses follow an interdisciplinary approach in terms of curricula and syllabi.
- The core options and elective options, special sessions in sociological skills, Field and Community Training and Services (FaCTS) available in the department of Sociology.
- Social Work course with two major specialisations as elective options - Community Development and Medical and Psychiatric Social Work, and intense training in field work and block internships and service learning.
- The case study approach, organized and systematic industrial/agency visits, periodic academic interactions and exchanges with top managers/executives of industries and organizations for the MA HRM course.
- Training in counselling in the Department of Counselling facilitates academic and skill development in the students and enhances their employability.
- Enhancement programmes such as foundation course**,** bridge course**,** training in Computer Basics, SPSS and Excel, Training in PRA, Street Theatre workshop, LiveLab, exposure visits and study tours, conference, workshops,

- seminars, panel discussions, symposia on topics/areas of academic and/or social significance.
- Research methodology course with a specific interdisciplinary thrust and group teaching orientation, Research Clinic for close guidance and monitoring of the dissertation with the interdisciplinary faculty.
- Job seekers programme
- Lab to land approach (class room to field): Learning in the field with the community – interactive learning with the community,
- Tribal Field learning
- Learning Management through Case Writing (LMCW) in the Department of Personnel Management– students wrote cases on Kumar Tea Stall/Krishna Textiles/ZamZam Hotel
- Use of Video Ethnography as a method of research and a means of dissemination of the results of the study for the public in the form of visual essays

1.2.4 <u>Does the institution offer self-finance programmes?  If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.</u>

The rules of the University of Kerala do not allow regular degree programmes in the self-financing mode in an affiliated college. This has been a serious constraint for us.

However the Certificate course and the PG Diploma course of the CACEE (Centre for Adult Continuing Education and Extension) that Loyola conducts, in fact partially operate in the self finance mode. The course requires a higher fee of 40%, compared to the regular academic programmes of the University.

1.2.5 <u>Does the college provide additional skill oriented programmes, relevant to regional and global employment markets?  If 'yes', provide details of such programme and the beneficiaries.</u>

Yes, the college offers a number of additional skill oriented programmes relevant to regional and global employment markets. To begin with, the intense orientation to and training in the pedagogical perspective in higher education, *Engaged Knowledge Building (*EKB*)* process, i.e. the core process in higher education as building knowledge that facilitates engagement with social reality and PIME Approach (Planning, Implementation, Monitoring and Evaluation) which forms the basic organizational, managerial and leadership method do prepare the students for the regional and global employment markets.  Both EKB and PIME in fact constitute the substratum of the learning culture of the institute.  Other additional programmes such as jobseekers course, training in English language, ICT training (SIT-UP, SPSS and Excel), Life Skills and personality development training (LiveLab), special coaching for national and regional competitive examinations (LACE), FaCTS, Street Theatre, Entrepreneurial skill development programmes are all organized with the specific aim of enhancing the competency of the students for the regional and global job market. Some of our students of the recent batches who are employed in the HR departments of Earnest and Young, KTDC Project, Apollo Tyres, NeST, Speridian Technology as

personnel managers bear witness to the fact that Loyola's academic training does equip the students for regional and global job markets.

1.2.6 <u>Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice? If 'yes' how does the institution take advantage of such provision for the benefit of students?</u>

The University does not provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses or combination of their choice

Notwithstanding this fact, IGNOU Courses offered in the college provided an opportunity for the students to obtain a dual degree. In this programme, the benefit of combining the conventional, face-to-face mode with Distance Mode of Education was available to the students. It was also available to others who were employed and at the same time interested in getting an academic degree. The college had organized this programme under the banner of Loyola Extension Services, the Social Lab of the college, in order to transcend the constraining rule that prevailed in the University that did not permit the affiliating colleges to conduct dual degree programmes.

However, the Certificate course and the PG Diploma course of the CACEE (Centre for Adult Continuing Education and Extension) that Loyola offers has the provision to combine conventional face-to-face courses with Distance Mode of Education.

## 1.3. Curriculum Enrichment

1.3.1 <u>Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated.</u>

In view of translating the Principal goals of the institution, we have adopted both **pedagogical and programatic** supplements to the University curricula. Pedagogically, we integrate three cardinal principles into the lives of the students as a supplement to the University curricula: 1) '**Engaged Knowledge Building'** (EKB), 2) **PIME Scheme**, 3) **Lab to Land** (outreach and extension) perspectives in the conduct of the curricular and extracurricular programmes.

In order to put into practice the triple pedagogical perspectives, we have initiated a series of programmes under six major motives: 1) **Engaged Learning** & **Knowledge Building** (Foundation courses, Bridge course, Rural-Live-in-Camps, Research Clinic, PRA, Study tours & Industrial/NGO/Hospital/Community visits & interactions, International and national cultural exchange programmes etc.), 2) **Value based Education** (Value education programme, Meet Excellence & Meet Alumni Series, Celebration of festivals, Inter-religious/Secular Prayer services etc.), 3) **Integral & Humane Self-Development** (Live Lab – Life Skill Training, LACE – Loyola Academy of Competitive Exams, Counselling and personal accompaniment, Street Play Theatre Workshop; Job seekers course etc), 4) **Inclusive & Sustainable Societal Development** (Participation in Live Labs, Action Research with LES, FaCTS – Field and Community Training and Services, Tribal-Live-in Camps, Exposure Camps,

Loyola Summer Camp (LSC) etc.), 5) **Eco-sensitivity & Environmental Management** (Environmental Awareness Seminars/Lectures , Bio-diversity parks, Green audit etc.), 6) **Promoting Diversity** (Inter-religious Prayer Service on Religious Festivals and New Year etc., Celebration of Religious Festivals and National/State Festivals, Commemoration of Days of National & International importance)

1.3.2 <u>What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?</u>

The major efforts in the direction of modifying, enriching and organising the curriculum so as to explicitly reflect the experiences of the students and cater to the needs of the dynamic employment market are the following:
- Collect feedback from the students through various feedback mechanisms (cf. 1.3.5 & 1.4.2)
- Collect feedback and comments from other stakeholders parents, alumni, industries, hospitals, fieldwork agencies, NGOs, communities etc., at different occasions (cf. 1.3.5 & 1.4.2)
- Discuss those feedback at the departmental council and consolidate the required modificaions, enrichments and present them at the Faculty Concil for final approval at the institutioanl level
- Take up those proposed modifications and enrichments in the respective syllabus revision workshops of each department in which our faculties play the predominant role and contribute substantially. Later, take the proposals of the workshops through the University Bodies for ratificaiton and approval
- Some such modifications included:
  o Introduction of new papers ("Sociology of Marginalized Communities"; "Social Policy & Planning", "Ethnicity, Civil Society & Nation State"; "Social Welfare Administration")
  o Changing the nomenclature of the course MA in Personnel Management (MA PM) to MA in Human Resource Management (MA HRM)
  o Increasing the number of papers in MSW and MA HRM
  o Curriculum calendar, curriculum implementation plan, course plan and course modules by the respective faculty.
  o Introduction of an array of programmes and activities that are listed in 1.3.1

1.3.3 <u>Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?</u>

The institution has made conscious efforts to integrate the cross cutting issues like Gender, Climate Change, Environmental Education, Human Rights, ICT and so on into the curriculum.
**Gender:**
- We have a Women Cell that functions actively under the guidance of a lady faculty. It has organized gender awareness programmes on topics such as women and law, gender awareness workshops with the help of a team from Women's

Resource Centre 'Sakhi'.
- LES, the Social Lab has a Legal Awareness Cell with a full time lawyer attending to the legal issues, particularly cases of domestic violence against women.
- The institution has participated in the 'One Billion Rising' programme in collaboration with other agencies to raise sensitivity and awareness about women's issues.
- The weekly wallpaper of the department of sociology (*ASK* – Analytical Sociology Kaleidoscope) brings out special issues on themes related to gender and women as part of their regular co-curricular activity.
- Women issues centred on domestic violence and abuse against women have been the major theme of the street plays that the students perform in a number of places in Trivandrum city and all around Kerala, especially on the occasions of the annual conferences/meets of the respective professional bodies.

**Climate Change:**
- Special awareness sessions on climate change and ozone depletion
- Organized a national workshop on waste management. The issue of climate change and carbon emission was a major point of reference in the keynote address and later it was elaborated in a number of paper presentations.
- Conducted special lectures on energy conservation and preservation with resource persons from energy management cell, Govt. of Kerala.

**Environmental Education:**
- Organized an inter-collegiate seminar on Kasthuri Rangan and Gadgill report. Mr. Oommen V. Oommen, Chairman of Biodiversity Board, Govt. of Kerala and RVG Menon, the renowned environmentalist and educationist presented their perspectives on the report from the Kerala context.
- Students together with the faculty have weekly engagements in biodiversity parks and environmental management. Before commencing the development of biodiversity parks, we had organized special orientation and training sessions by an agricultural scientist and a field officer from Centre for Tuber Crops Research Institute (CTCRI) for the students and the faculty. Three plots were allotted to the students for the creation of bio-diversity parks.
- Conduct of green audit of the campus with bio-diversity, water and energy audits with the support of Tropical Institute of Ecological Sciences (TIES). According to the instructions and training given by the faculty from TIES, students, ably guided by the faculty members, carried out the whole auditing (cf 7.1).
- Collaborate with NGOs like Green Community, Malanakara Social Service Society (MSS) and Trivandrum Social Service Society (TSSS).
- Students participate in seminars/conferences on environmental topics/issues.
- Organize special lectures and activities on International Environmental Day – June 5<sup>th</sup> (*Ayushya* Seminar)

**Human Rights:**
- Awareness campaigns through the medium of street theatres on themes/issues such as HIV/AIDS, eye donation, immigration policies, etc. or contemporary issues such as gender violence, food safety, etc. We also collaborate with many like-minded NGOs in this creative endeavour.

- Dr. Antony Palackal has undertaken an exhaustive study on Land Issues and Social Exclusion for which he was awarded Senior Research Fellowship (2011-2013). As part of this study, he has made a video ethnography (academic movie) titled "Promised Land and the Broken Promises" which was screened before several academic and non-academic groups.
- Organized a national conference, supported by ICSSR, on Social Exclusion in 2010.
- Several Exposure programmes with a view to introducing the students to different facets of human life and social settings
  - Visits to old-age homes, homes for the destitute and the infirm, orphanages, home for the children in distress, are regular features of the institution
  - Hands on experience with NGOs (Mitraniketan), Industries, Tour service agencies etc.
  - Exposure to struggle-fronts and social movements (Chengara land struggle, Vilappilsala struggle on the issue of waste management, Koodamkulam issue, etc.).
  - Represented in the state convention of NAPM (National Alliance of People's Movement)
  - Community engagements and interventions: medical camps in both allopathy and indigenous systems of medicine, at various neighbourhood communities, workshops for teenage girls and *Anganavadi* teachers of Sreekariyam Grama Panchayat. Along with NSS, 'clean-green surrounding' programme where they cleaned up the dirty/ garbage-dumped environment around slum-like areas (Veli, Akkulam, Sadhana, etc.).

**Disaster Risk Reduction Programme**: Students have participated in the awareness campaign organized by the United Nations Development Programme in collaboration with the Trivandrum Corporation.

**ICT Education and Training:** Education and Training in ICT is a priority area which has been well integrated into the curriculum.
- As soon as the students join the college, all of them are given training in the use of power point presentation in LCD and the use of SMART class room facilities in all their academic activities and other extracurricular programmes.
- Those students who are not familiar with the basics of computer are given a course - SIT-UP.
- Students are also given training in research related software in Social Sciences, namely, SPSS and Excel, and NVivo, which are used for quantitative and qualitative researches respectively.
- Training in Library Search Engines/facilities is given to the student at the outset of their academic life in the institute.
- Some students get opportunity to participate as investigators in the International Research on the Internet and Mobile Phones, the longitudinal study being conducted in the institution in collaboration with Louisiana State University.

1.3.4 <u>What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?</u>

With a view to ensuring holistic development of the students, the institution offers a

wide range of value added and enrichment programmes. They include the following:

**Moral and ethical values:** Weekly value education sessions, monthly Meet Excellence & Meet Alumni Programmes; Inter-religious Prayer Sessions & Celebration of feasts of different religions; Commemoration of days of National Significance, Inter-religious/Secular Prayer in the morning as the day begins.

**Life skills and skills for employment**: Live-Lab – for training in life skills, Career guidance, Street Theatre Workshop, Yoga & Meditation, Spoken English Programmes, Literary & Art Programmes, Sports, Gymnasium etc

**Career guidance and employability skills:** Certificate Courses in Counselling & Library, IGNOU Convergence Programmes, Training in UGC, SET, NET, PSC, UPSC & Civil Services (LACE); NGO-Academia Interface, Industry-Academia Interface, PRA, Training in computer and Internet (SITUP), International Exchange Programme – EMINTE, Twinning programme with Swedish University, Career guidance workshop.

**Community engagement:** Consortium of Loyola Field and Community Engagements, Diploma Course in Training in Field and Community Services (FaCTS), Fieldwork, Tribal-live-in Camp, Exposure Camps and Medical Camps.

1.3.5 <u>Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?</u>

Loyola makes use of the feedback from various stakeholders in enriching the curriculum in the subsequent syllabus revision workshops of the respective departments organized by the University in which almost all the faculty participate.

- Feedback from the students has been instrumental in making a paradigm shift in research as it received more focused attention which eventually led to the creation of Research Clinic in order to streamline the class room teaching and hands on experience of research.
- The feedback from students also helped to bring in some substantial changes in the curriculum in terms of modifying some courses (theoretical courses and courses in research methodology) or introducing new courses (e.g. "Ethnicity, Civil Society & Nation State", "Social Policy & Planning; Social Welfare Administration") and for the enrichment of the discipline (e.g. Development of Sociology as a Profession").
- The suggestions from NGOs and/or respective agencies have led to the introduction of some new papers on disaster management and intervention and the drafting of the syllabus of certain papers (Medical sociology and health).
- Feedback from research scholars, the alumni, and the industries and companies and parents truly prompted the department of Personnel Management to take up with the University the task of changing the nomenclature of the course from MA in Personnel Management (MAPM) to MA in Human Resource Management (MA HRM) and to radically modify the curriculum by increasing the number of courses from 18 to 24 papers.
- In the same way, department of social work also modified the curriculum

substantially with new papers and revised content increasing the number of papers from 18 to 24, mainly because of the suggestions from its young alumni, (those graduated in the recent batches) to raise the programme to international standards.

- The pattern of question paper and the mark allotment of the question paper of the End Semester Assessment of Sociology (ESA) were recently changed because of the feedback from fellow teachers from other Universities who participated in the curriculum revision workshop.

1.3.6  How does the institution monitor and evaluate the quality of its enrichment programmes?

- Evaluations by the students: 1) following the PIME model in the presence and under the guidance of the faculty members concerned in each enhancement programme, 2) reviews made in the open house at the departmental level, 3) Exit interviews (ALCALE) at the end of the academic programme
- Reviews and suggestions are also sought in Parent-Teachers meetings (Arts & Sports; Street Theatre Workshop, Participatory Rural Appraisal, Study Tours etc), Alumni (Career Guidance Workshop, Life Skills Training, Community Engagements etc), Industrial, Hospital Administrators (for programmes connected to Medical and Psychiatry of MSW) and NGO Meet (Fieldwork and Community services, Block placements, Life skills training etc, exposure visits and study tours)
- Reviews and suggestions received by the students and other stakeholders are taken up in the weekly academic council and monthly general faculty meetings and necessary follow up decisions and action plans for further monitoring are made.
- At another level, enrichment programmes of the departments are handled at department level monthly meetings
- Some decisions that require consultation with or ratification by the management are taken up in the College Council Meeting of the Jesuit Management

## 1.4. Feedback System

1.4.1  What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Given the particular nature of the University programmes offered in Loyola (that follows only semester system and not the credit and semester system), the institution plays the Principal role and contributes the major share in the design and development of the curriculum organized under the aegis of the University.

- Curriculum revisions are organized by the University in every five years. Many a time, Loyola faculty is entrusted with the conduct of the curriculum revision workshops, especially for Social Work and Human Resource Management.

- Almost all the faculty participate in the curriculum revision workshops and contribute to the revised curriculum, based on the feedback they gather from the stakeholders – students, parents, alumni, industrial, business and NGO agencies and so on (cf. 1.1.6).
- Later, when the revised curriculum is taken through the process of approval and sanction of the respective Board of Studies and Academic Councils of the University including the Senate, the highest decision making body, Loyola plays a crucial role as there are several faculty members on those bodies either as Chairman or as members (cf. 1.1.6).
- The Department of Social Work initiated and facilitated the process of radically revising the curriculum with 24 papers 18 papers, and the department of Personnel Management initiated and facilitated a similar revision of their curriculum, making it 24 papers. The nomenclature of MAPM is changed to MA in Human Resource Management (MA HRM).
- Similarly, all the members of the faculty of the department of Sociology involved actively in the curriculum revision workshop and undertake the preparation of the updated syllabi of most of the courses and the introduction of the new courses.

1.4.2 <u>Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?</u>

Yes, the institution has formal mechanisms to obtain feedback from students and stakeholders on curriculum. They include the following:
- **Students:** Department-wise Open house and Exit evaluation (ALCLE) at the end of every semester
- **Parents:** Department-wise PTA meetings twice a year
- **Alumni:** Periodical alumni executive meetings, Young/batch-wise alumni meetings
- Periodical Meetings of the industries, business organizations, NGOs, field work/block placement agencies, either by respective individual faculty or departments
- Feedback from national and international guest faculty, academicians and professionals

The feedback thus collected from various stakeholders are brought in for discussion at different levels in the institution – department, academic council, faculty council - and in certain cases before the management (e.g. change of nomenclature of the course of MA PM to MA HRM; or changing the number of papers from 18 to 24 for MSW and MA HRM), and certain decisions on the changes/revisions are drawn.

The proposed revisions are then taken up at the time of the curriculum revision workshops of the respective programmes organized by the University. At this point, the faculty members from Loyola play a crucial role in initiating those proposed changes or introduction of new courses in the revised curriculum.

Once the curriculum is finalized in the revision workshops, it is brought before different bodies such as Board of Studies and Academic Council of the University for

approval and ratification. The faculty members who represent the institution in these bodies will again work towards ensuring that the proposed changes are approved. Certain issues regarding the curriculum, such as changing the very nomenclature itself of the course (MAPM to MA HRM) are taken up directly to the respective bodies of the university and get them approved.

1.4.3 <u>How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)</u>

We have introduced the new course: **MSc in Counselling Psychology**. The rationale for introducing this new course includes:

- Loyola has been in the forefront in offering counselling services, and expertise in the state for a long period. Loyola Extension Services that functions as the social lab of the college, has a Family Counselling Centre, approved by the Social Welfare Department of the State,  with two full time counsellors who offer free counselling service on a regular basis to the clients from the Family Courts, some neighbouring educational institutions and the general public. This Family Counselling Centre established in 1986 is the first of its kind in the State of Kerala.
- Loyola also has a Student Family Counselling Centre catering primarily to the needs of the students of the institution.
- Loyola also had a PhD scholar who made her study on School Counselling which was the first of its kind in the State.
- On being singled out by the Govt. of Kerala for the purpose, Loyola extension services recently trained a large number of school counsellors in higher secondary schools in different parts of the State.
- The college has been offering PG Diploma Course in Counselling for the past few years
- Students of Social Work Department have also been offering counselling service to the children of  the neighbouring schools

Lessons and insights from all the above systems and mechanisms of the institution convinced us that there is ever-growing demand for professional counsellors in the present day society where people in general and children and the youth in particular are in dire need of psycho-therapeutic counselling and accompaniment. Therefore the institution decided to start this programme for the first time in the state.

<u>Any other relevant information regarding curricular aspects which the  college would like to include.</u>

A curriculum that is ultimately prepared under the aegis of the University and approved and ratified by its administrative system and the fact that it has to pass through chequered bureaucratic procedures, is not fully devoid of limitations and constraints. This is also the case with the teaching-learning schedules. Being aware of this constraining shadow on our curriculum and teaching-learning programmes, the institution is all for autonomy, in spite of the fact that Govt. is unable to give us this status in the first instance,  since we do not satisfy the present condition  set by the systems concerned, that we don't have any UG programme in the institution. But we are hopeful that the Government will wave this condition for us being the only Advanced Centre for Social Sciences under all the Universities in the State.

# CRITERION II
# TEACHING-LEARNING AND EVALUATION

## 2.1 Student Enrolment and Profile

2.1.1  How does the college ensure publicity and transparency in the admission process?

**Publicity for Admission**
Publicity for admission operates at two levels a) public visibility of the institution as an attracting force b) admission specific publicity.

### a.  Visibility and goodwill of the College
Loyola College has created an authentic goodwill and visibility among the public over the years and that acts as a major propellant in attracting the students to the institution. Some of the key factors in augmenting this goodwill include:

- The **Jesuit brand** and pedigree which we inherit from being a Jesuit institution
- Our alumni are excellent brand ambassadors and they also recommend potential candidates to opt for Loyola
- Visit of Shri. Pranab Kumar Mukherjee, the Honourable President of India, to inaugurate the **Golden Jubilee** celebrations of Loyola College in October, 2013, in which 3000 special invitees participated
- The national surveys such as those in The Outlook-MDRA and The Week-HANSA have been ranking us as the 3rd and 5th best Social Work college in the country respectively
- Our students' outstanding performances in **competitions** organized by other colleges, professional associations and universities, both at the state and national levels
- Participation and paper presentations by both the students and the faculty at official conferences and seminars organized by major professional bodies such as the ICSW, KSS, ISS, AKKSA, NIPM, IASSW, etc.
- The faculty members are regular participants in various discussions and talk shows featured in the media.
- Consultancy services provided by the faculty to various NGOs, government agencies and socio-political movements both at the national and international spheres.
- Loyola Extension Services (LES), the social lab of the college, is a platform for various government consultations, training programmes and community intervention activities.
- The regular outreach programmes such as the activities of the NSS unit, field engagements and the community work by the students
- The publicity given by our stakeholders as exemplified in the influx of students from North-east and North India seeking admission
- The Departments tie up with various agencies such as NORKA, the Corporation, the State Disaster Management Agency, the Trivandrum Social Service Society and the Quilon Social Service Society to deliver a variety of community engagement programmes, medical camps and street play on contemporary issues.

b. **Admission-specific Publicity**

Besides this public visibility and goodwill created through the above engagements, at the time of admission the college employs the following strategies for admission-specific publicity:

- Advertisement in leading dailies and career publications almost a month prior to the date of admission.
- Details regarding admission and courses are published on the websites of both the college and the University.
- The University publishes admission notification in all dailies in the 'university news column'.
- We disseminate admission-related information through social networks such as facebook and the yahoo group mail
- Direct inquiries by prospective candidates or parents through phone calls, emails and personal visits during the academic year are managed diligently and systematically by the office.
- Other mechanisms involved are:
  o **College prospectus** providing updated information on the courses offered syllabus, eligibility criteria, fee structure, facilities available and admission process.
  o **Institutional website** espouses the Vision and Mission, Goals, Objectives, and details regarding courses, faculty members, consultancy areas and distinctive features of the college. The website notifies admission dates and also has provision for downloading the application form. We are in the process of providing on-line application facility to the applicants.
  o **College noticeboard** provides information on the admission to the new courses which is useful for the visitors as well as our students who pass on the information to the aspirants.
  o Attractive printed posters portraying unique features of the college and details of the courses offered are sent to various catchment colleges in and out of the state.
  o **TV programmes** such as 'Career Guru' presents the college, the quality and dynamics of its training, course details and job prospects to the students.

**Transparency in the Admission Process**

In order to ensure transparency in the admission process, the college always adheres strictly to the instructions and guidelines provided by the State Government and the University. Every step of the admission-process is publicized through various mediums including the national dailies, University news releases, websites of both the University and the college, and the college noticeboard. Every candidate is informed of the admission procedures individually by way of letters and personalized telephone calls. Timely reports regarding the progress of the admission process are submitted to the University. The University closely monitors and supervises the process. Thus total transparency is ensured at all stages of the process. Admissions and option for cancellation of admissions close a month after the commencement of the course as stipulated by the University. Candidates on the waiting list are informed in the event of any vacancy arising.

2.1.2 <u>Explain in detail the criteria adopted and process of admission (Ex. (i) merit(ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.</u>

Loyola College offers doctoral and postgraduate programmes.

**Doctoral programmes:** The college is an approved centre for doctoral research in Sociology, Social Work and Management Studies. The eligibility for admission is pass in NET/JRF, M.Phil., Kerala University PhD Entrance Examination or seven years teaching experience.

**Postgraduate Programmes:** The college offers postgraduate courses in Sociology, Social Work, Human Resource Management and Counselling Psychology. Admission to these courses is undertaken strictly based on merit and as per the University norms. The distribution of seats is as follows: Merit/General – 50 per cent, Community - 10 per cent, SC- 15 per cent, ST - 5 per cent and Management - 20 per cent. As a policy laid down by the Society of Jesus and manifested in the Vision, Mission, Objectives and Core Values of the institution, due consideration has been given to the physically challenged, the disadvantaged, neighbourhood community, fishing community, etc.
The criteria adopted and the process followed for admission to the postgraduate programmes are of two types and are delineated below:

a) **MA Sociology and MSc Counselling Psychology:** Admission to these two courses is centralized following single window system. Applications for admission are submitted online to the University which prepares the merit list in accordance with the respective eligibility criteria. Based on this merit list and in tune with the University norms, the college grants admission.

b) **MSW and MA HRM**: The steps in the admission process for these courses include:
   - **The University notifies** dates of application, Entrance Exam, Group Discussion (GD) and Interview in its website and leading dailies. Later, the college also announces the same in the leading dailies and its website
   - **Prospectus** and application forms can be downloaded from the college website or can be collected from the college office
   - Filled in applications are collected until the closing date prescribed by the University
   - The Entrance Test, GD and Interview are conducted.
     - The **Common Admission Test (CAT;** vide order EB V.2/412/2002 dtd 23.7.2002) conducted by the University assesses candidates for objective and descriptive (language) components.
     - Group Discussion is conducted in the college with the participation of subject experts appointed by the University and the nominees from the respective domains.
     - All the candidates are interviewed by an interview panel consisting of the Principal, a University nominee (the Chairman of the CAT) and the Head of the Department concerned.
     - A rank list is generated by the University giving weightage to the four components at the following rate:

- Marks obtained in qualifying exam        : 40% marks
- CAT (Common Admission Test)              : 30% marks
- Group Discussion                         : 15% marks
- Personal Interview                       : 15% marks

**Admissions**

- On the admission day when the shortlisted candidates arrive at the college, the Principal, Vice-Principal, and HoDs address them along with the parents to orient them regarding the courses, the vision, mission, values and the expectations of the college, the departments and the programmes offered
- The certificates are verified at the office before the interview
- The candidates then appear for an informal interview with the Principal and management representative and the candidates are formally admitted

**Management and Community Quota**

Students seeking admission in the management and community quotas have to submit the filled-in applications directly to the college office.

- In the community quota, students belonging to the Catholic community are admitted on merit
- In the management quota, students from the coastal belt and the religious are given weightage on condition that they have appeared for the CAT so that their quality can be assessed and ensured

2.1.3  Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

The required details are furnished in the following table. However, a comparative study is very limited in scope because except KNM Govt.college, Kanjiramkulam that started MA Sociology only in 2012, there is no other college in the University offering MSW, MA HRM and MSc Counselling Psychology programmes.

| Postgraduate Programme | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max |
| Sociology | 60.5 | 77.62 | 54.87 | 72.12 | 48.5 | 76.5 | 46 | 83.75 | 51.75 | 85 |
| Social Work | 48.90 | 77.38 | 41 | 73 | 46.27 | 81.1 | 48.5 | 89.5 | 46.67 | 86 |
| Human Resource Management | 51.13 | 89.47 | 48 | 82.6 | 60.62 | 76.36 | 53.88 | 84.5 | 55.50 | 88.75 |
| Counselling Psychology | Course sanctioned in 2013 | | | | | | | | 55.75 | 85.13 |

| MA Sociology, KNM Government College, Kanjiramkulam | | |
|---|---|---|
| Year | Min | Max. |
| 2012 | 45% | 65% |
| 2013 | 45% | 81% |

A comparison of the percentage of minimum and maximum marks secured by the students in their BA Sociology examination shows that the students with a higher percentage of marks prefer Loyola College. There has been consistent improvement in the case of maximum marks over the years.

2.1.4 <u>Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?</u>

Yes, there are mechanisms for the annual review of the admission process and the student profile.

**Review of Admission Process**
The admission process is reviewed in the department meetings and subsequently by the Staff Council and it is in the light of the review that the college requested the University for advancing the commencement of the admission process of MSW and MA HRM, which the University graciously permitted. The college also requested the University to streamline and revise the online application and allotment procedures on the basis of the review.

**Review of the Profile of the Students**
The college has an established system to monitor and review all its academic processes. The College Staff Council assesses the student profile after admitting a new batch of students. Such reviews revealed many aspects of the profile of the students:

- Over the years, girl students form the lion's share of the student population; accounting for around 70%
- A limited number of women candidates admitted are married and some of the girls get married during the course of their study
- Students from all regions of Kerala take admission here even though the college is located in the southern part of the state
- In the recent period there have been applicants from outside Kerala including places such as Delhi, Meghalaya, Jharkhand, etc.
- During the last five years, a visually challenged student per batch has taken admission and completed the course successfully
- Religious priests and nuns, who are relatively older than the rest of the students, are part of the student community

The college has evolved proactive strategies in order to attract more candidates and ensure diversity. Given below are two such strategies that paid off:

- In 2009, when the centralized admission process was introduced by the University, the college experienced a decline in the number of applicants for Sociology. This was on account of the complications arising out of inaccessibility to the Internet owing to the rural background of the applicants. The college introduced a Help Desk to assist those keen on applying online and advertised the same in the newspapers. Fortunately, the strategy paid off and students from the Malabar region, especially Wayanad and Kozhikode, took admission. The department has also been organizing the regional conference of the Kerala Sociological Society wherein degree students from

the Thiruvananthapuram region visit the college. Many of them later take admission in the college.

- Since 2012, the admission process for MSW and MA HRM has been initiated ahead of the publication of the final year degree results in the University of Kerala, to accommodate students from other Universities in Kerala and outside, where the results are published in the month of May.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion of *SC/ST, *OBC, *Women, *Differently-abled, * Economically weaker sections, *Minority community, * Any other

The Vision statement of the college endorses preferential option for the marginalised and it is implemented in our admission process and in the course of other academic and co-curricular activities. In certain years we employed the Help Desk system to facilitate admissions online. The students' meets and regional seminars and workshops we host have been attracting a diverse population. The profile of those admitted reflects our proactive admission policy and our commitment

a) 50 per cent of our students hail from the disadvantaged communities like SC/ST, OBC, OEC and minorities.
b) Women constitute almost 70 per cent of our student community.
c) The college is known for its affirmative action towards admissions for differently-abled students; we have had at least one visually challenged student each year.
d) Over the years, we get more students who are first generation learners at the college level who hail from the lower middle class and below poverty line.
e) 25 per cent of the management quota seats are allocated to students from marginalized communities.
f) Students from economically weaker sections are given scholarships by the college and their hostel fees subsidized.
g) Students from the minority communities are also admitted in considerable number. In the community quota, students are admitted from the Catholic community on merit basis.
h) Candidates from the field of sports and arts are also encouraged.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

The following tables depict various programmes offered by the institution during the last four years.

| Programme | Number of applications | | | | | Number of students admitted | | | | | Demand ratio | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009 -10 | 2010 -11 | 2011 -12 | 2012 - 13 | 2013 -14 | 2009 -10 | 2010 -11 | 2011 -12 | 2012 -13 | 2013 -14 | 2009 -10 | 2010 -11 | 2011 -12 | 2012 -13 | 2013 -14 |
| PG Sociology | Single window allotment by the University of Kerala | | | | | 13 | 15 | 11 | 19 | 26 | - | - | - | - | - |

| Programme | Number of applications | | | | | Number of students admitted | | | | | Demand ratio | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009 -10 | 2010 -11 | 2011 -12 | 2012 - 13 | 2013 -14 | 2009 -10 | 2010 -11 | 2011 -12 | 2012 -13 | 2013 -14 | 2009 -10 | 2010 -11 | 2011 -12 | 2012 -13 | 2013 -14 |
| Social Work | | 97 | 61 | 122 | 129 | | | | | 25 | 4:1 | | | | |
| Human Resource Management | | 28 | 19 | 38 | 24 | | | | | 11 | | | | | |
| Counselling Psychology | Course sanctioned in 2013 | | | | 5 | Course sanctioned in 2013 | | | | 3 | NA | NA | NA | NA | NA |
| Ph.D. | | | | | 6 | | | | | 5 | NA | NA | NA | NA | NA |
| Certificate Library and Information Science | 25 | 20 | 30 | 40 | 45 | 21 | 18 | 20 | 23 | 25 | NA | NA | NA | NA | NA |
| Diploma Field and Community Training Services | | | | | | 11 | 12 | 9 | 17 | 20 | NA | NA | NA | NA | NA |
| PG Diploma Counselling Psychology | 29 | 24 | - | - | 57 | 25 | 23 | - | - | 44 | NA | NA | NA | NA | NA |
| Value added 1. Training in Life Skills, 2. Basics in Computer, 3. Participatory Rural Appraisal 4. Training in Street Theatre (**Compulsory for new admissions**) | | | | | | | | | | | | | | | |

**MA Sociology –** There is in general good demand for the MA Sociology programme offered by the college. The introduction of the centralized online application system by the University in 2009 resulted in a decline in the number of applicants. Realizing that the lack of access to Internet and the lack of computer literacy were the impediments, the college established a Help Desk to assist the aspiring candidates. Simultaneously, the college organized regional conferences and workshops under the aegis of the Loyola unit of Kerala Sociological Society that occasioned students of the Thiruvananthapuram district to visit the campus; some of them later took admission in the college. The college was able to overcome this problem by 2012-13 and now there is sufficient number of applicants here.

**MSW and MA HRM** – there is good demand for both these programmes. As mentioned earlier, the move by the University to advance the admission process and conduct the CAT (Common Admission Test) much before the publication of the results has enabled candidates from other universities to apply for admission here. Naturally, there has been a substantial increase in the number of applicants for these programmes.

**MSc Counselling Psychology** – being a new programme introduced only in the academic year 2013-14, it is not possible to analyze the trends in the number of applicants and the demand ratio.

**PG Diploma in Counselling Psychology** – it is a programme offered by the CACEE, University of Kerala through Loyola. Given the demand and career prospects, participants increasingly come from distant places. The batch that commenced after a short break in 2011, after a restructuring in the curriculum, has been oversubscribed. This programme utilises the expertise of resource persons from the college, Loyola Extension Services and elsewhere.

**Certificate in Library and Information Science**– is a programme offered by the Centre for Adult, Continuing Education and Extension (CACEE) of the University of Kerala, in collaboration with the Continuing Education Unit of the College. Over the years there has been an increase in demand for this programme on account of the quality of coaching. Participants come from distant places such as Wayanad, Palakkad, Trichur, etc.

**MSW Programme** –was offered by Loyola under IGNOU's convergence scheme; the course that ran two batches was discontinued owing to revamping of the convergence programme by IGNOU.

## 2.2 Catering to Student Diversity

2.2.1 <u>How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?</u>

The college has a tradition of fielding differently-abled candidates. Fellow students are motivated by the teachers to assist the visually challenged students in all possible manners. Over the past five years the college catered to the needs of two visually challenged candidates. One of them, a lady, who completed MA in Sociology (2008-10), was encouraged to join the MSW programme (2010-12). Both of them were elected to the College Council, and moreover, they officiated as conveners of the various functional committees. These students also actively participated in the arts competitions and emerged winners and even became *kalathilakam*. Audio CDs are made available for use by the visually impaired. The college has also collaborated with *Chakshumathi* to develop e-books specially meant for the differently-abled. Students of the college served as their scribes during the internal test papers and for the University examinations, scribes were arranged from the outside. Both of them are well-placed now– the lady as an accomplished school counsellor and the gentleman as the HR Coordinator at SAP, India.

2.2.2 <u>Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.</u>

Yes, the institution does have strategies to assess the students' needs in terms of knowledge and skills prior to the commencement of the programme. During the induction programme the Principal interacts with the students and communicates to them regarding the facilities for knowledge building and skill development, at their disposal. The Principal also inquires about their expectations about this. Moreover an Entry-level Assessment Form is administered to record their needs and it is taken to be the baseline document.

After having briefed and oriented the newly admitted candidates, at the second level, the Heads of Departments meet the newly admitted students and explain the specific requirements of their course. As a general practice, before the commencement of any teaching, the teachers interact with the students to ascertain their background, subject stream, medium of education, avocation, aptitude for the current programme, aspirations, areas of interest, their learning needs and skills. Some of the teachers conduct simple tests to assess the general knowledge of the students and their depth of knowledge in the chosen subject. Moreover, tests are also conducted to assess their proficiency in English and in the light of these tests students are identified in terms of their language skills, and peer learning groups (especially in the context of hostels) and other training in language and communication are arranged.

The college also administers a student accompaniment (mentoring) programme, as a part of which a Mentoring Dossier containing personal information and career needs of all students is maintained with the college.

2.2.3 <u>What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.)</u>

The institution has drawn and deployed many innovative strategies for bridging the knowledge gap of the newly enrolled students and to empower them to cope with demands of the chosen course:

a) The institution organizes department-wise Bridge Courses for bridging the knowledge gap of the newly admitted students. The week-long foundation courses for all the students provide an orientation to students joining from other subject streams. A syllabus of the Bridge Course is prepared and taught by each department. As a preparatory prelude to more serious teaching, the HODs give the students a clear picture of the content and scope of the chosen course.

b) During the induction programme some preliminary inputs are given on Engaged Knowledge Building, social analysis, self-management, PIME, public speaking, leadership and soft skills. Over the years it has been noticed that such classes and exercises make the students more open and receptive to new ideas and practices to which they are always exposed during their studies. As the students are coming from a variety of backgrounds, a conscious effort is made to tune them to the requirements of the subjects they have opted for.

c) Remedial English courses and soft skill development programmes are also provided to all students. Students who have a good command of English are identified and are motivated to help those students who are weak in English (Peer Learning).

d) Participation in the seven-day NSS rural live-in camp provides the students an exposure to ground realities as it involves direct interaction with the rural communities, especially marginalized communities and helps the students develop sensitivity and moderate their attitude to work with the disadvantaged which is indeed the core area of social welfare.

e) Students also undertake Field Interactive Learning (Exposure Visits) to various agencies under the guidance of the teachers.

f) Eminent teachers and expert practitioners in related fields are invited as Visiting Faculties to orient the students with regard to allied subjects -- Economics, General Psychology, Psychiatry, Research and Industrial Sociology.

Some other strategies used are:
- Collection of personal profile of students at intake
- Administration of Student Accompaniment Programmes (SAP) which includes mentoring, tutorials and counselling

2.2.4 <u>How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?</u>

The college organizes various programmes in order to make the staff and the students sensitive to the issues such as gender, environment, inclusion etc.

**Gender**

**Gender Sensitization Programmes of the College**
- Gender sensitization programmes such as legal literacy classes on women's issues and rights are arranged by the Women's Cell functioning in the college under the supervision of a staff guide.
- Every year International Women's Day is observed on 8ᵗʰ March by organizing programmes including poster exhibitions, seminars etc. Eminent women are invited to the college on that day so that the students can interact with them.

**Gender Sensitizing Student Activities**
- Students regularly display on the departmental noticeboard newspaper clippings, photos, etc. depicting violence against women.
- Sociology students bring out ASK (the weekly manuscript magazine with the accent on gender issues) and display it prominently on the main noticeboard of the college.
- Street theatre workshops are arranged for students and later they organize street plays based on gender issues for the public.
- The college sends selected students to participate in seminars and conferences on gender issues organized outside the college.

Students assisted the women in the nearby *Cheruvaikkal* village to form women's self-help groups.

**Faculty Involvement in Gender Sensitivity**
- The faculty of the college takes up research projects on gender related issues such as the study on 'All Women Police Stations' conducted in collaboration with the Police Department.
- Some of the faculty members attended refresher courses on gender studies.

**Curriculum and Gender Sensitization**

Gender is given emphasis in the curriculum
- MA Sociology has a paper on gender studies
- MSW has modules on HIV, Human Trafficking and Disaster Management that sensitise learners to gender disparities

**Gender Sensitive Activities/ Services of LES**
- Prevention of Domestic Violence Act Probation Officer available in LES, functions as a service provider for women victims of domestic violence.
- LES organized a seminar on Domestic Violence Act.
- Gender awareness programme for *Anganwadi* teachers was organized

### Collaborative Programmes on Gender Sensitivity

- Our girl students have been regular participants at the One Billion Rising campaign being coordinated by the *Sakhi.*
- The college collaborates with women's organization *Sakhi,* a prominent women resource centre, and organizes programmes including pre-marital courses for the benefit of the lady students.
- The MSW department is in talks to coordinate a GPS survey for women safety, *Safeti-PIN* initiated by Hindustan Times alongside *Sakhi.*
- With the help of *StreeSakthi,* a women's movement, women safety seminar was organized.

The gender inclusive nature of the institution is evident from practices such as no separate seats for boys and girls in the classrooms, encouraging the growth of healthy male-female relationships, allowing boys and girls to participate without any restrictions in all academic, extracurricular and co-curricular programmes. Many a time girls have been elected Chair-persons to the College Council. The college management is proactive on this front and we have had three lady Principals so far.

### Environment
### Eco-sensitization Programmes of the College
- Environmental management programme is organized on Monday afternoons after the class hours, during which students clean the premises of the college under the guidance of teachers. This helps students to internalize the value of keeping the environment clean and appreciate the value of manual labour.
- The College proposed a plan to initiate a biodiversity park christened *Smrithivanam*, to commemorate the Golden Jubilee of the college.
- The college maintains separate waste bins on the campus for the collection and segregation of biodegradable and non-biodegradable waste which also creates awareness among the students regarding the scientific disposal of waste.
- Efforts are taken to make the college campus plastic free.
- Bio-gas plants have been installed on the campus for the scientific disposal of the waste from the college canteen and LES.

### Collaborative Eco-sensitization Programmes
- In view of preserving and enhancing the biodiversity environment of the campus, there is a Bio-diversity Club functioning in the college. As part of this project, students have been divided into three groups and allocated three zones where they plant varieties of saplings under the guidance of teachers and nurture them. This project is in collaboration with the Kerala State Bio-diversity Board.
- The Department of Social work, in collaboration with Ayushya Foundation, Changanacheri, organized *Ayushya*, a workshop on biodiversity, organic farming, water conservation, etc. As part of this workshop we had initiated a herbarium *Ayushya* which is now taken over by the biodiversity club.
- Green audit, water audit and energy audit were conducted in the college in collaboration with TIES, Kottayam, an NGO engaged in energy preservation and audit.

- The college organised a national seminar on Solid Waste Management in December 2012, in collaboration with *Suchitwa Mission* of the Government of Kerala.

**Eco-sensitization Programmes of the NSS**
- As part of the NSS activities cleaning programmes are organized in public places especially *Shramadaans* on Gandhi Jayanthi and during the annual seven-day rural camps.
- During the NSS camps, awareness campaigns against environmental degradation are organized in villages. For example, a plastic cleaning campaign was organized at Madhavapuram, a coastal village.
- Dry day was organized on the campus to combat the mosquito menace.
- The students visited Vilappilsala village as an expression of solidarity with the local people agitating against the controversial waste disposal plant run by POABS Group.

**Inclusion**
Inclusion is one of the core values upheld by the college and incorporated in all its activities and processes. Preferential option for the marginalized an integral part of the policy of the institution. The following are some of the illustrations as to how this has been abided by:

**I) Programmes / Policies of the College Aiming at Inclusion**
The college follows a policy of inclusion in all its activities including **appointment** of teaching and non-teaching staff, admission of students etc. This is evident in the adequate representation based on gender, religion, region and socio-economic backgrounds.
- The college always follows a differently-abled friendly policy regarding admission, infrastructure, and processes.
- The insitution pays special attention to ensure inclusiveness by accommodating vulnerable populations as given below.
  - We admit at least one student from the fishermen community in the community quota.
  - Special attention is paid to retain those students who are at the verge of dropping out from the college for different reasons; in genuine cases, financial support and free-ships are offered.
  - An Equal Opportunity Centre functioned in the college to support and encourage the students from the Scheduled Caste communities.
  - In assigning responsibilities like committee leadership, class leadership etc. often students with difficulty are given preference.
- The college has organized conferences and seminars related to social policy to facilitate inclusion in order to create sensitivity towards the problems of the marginalized and the need to mainstream.
- The college organised a Roundtable Conference sponsored by ICSSR to discuss the issues related to and rights and a resolution was passed onto the government.
- The college offers counselling services to the students in the college as well as students from outside the campus.

## II) Issues of Inclusion Incorporated into the Curriculum
- MA Sociology has full papers on Ageing, Gender, Sociology of Development and Sociology of Marginalized Communities
- MSW has various modules on Aging, HIV/AIDS, Human Trafficking

## III) Commemoration of Days of Importance
The college encourages students to organize programmes in order to observe important days declared by the UN and other agencies many of which are also included in the college calendar. Observation of these days is helpful to internalize important concerns of the global society and expose students to the issues of the vulnerable. Some such days observed in the college are, World AIDS Day, World Environment Day, World population Day, Independence Day, Teacher's Day, World Mental Health Day, *Kerala Piravi*, New Year, Republic Day, Social Work Day, International Women's Day, Cancer Day, and Alzheimer's Day. Religious festivals such as Onam, Christmas and Eid are celebrated on the campus.

## IV) Students' Activities Aiming at Inclusion
### a) Activities during Field Work
During field work special care is taken by the faculty and the students to help the people on the periphery - slums and nearby village. Occasions are designed to bring them onto the campus to participate in various programmes. The students mobilize resources to help homeless, poor or deserted patients
- Life Skills training was provided to *anganawadi* Workers and Helpers
- The students occasionally visit orphanages, old-age homes, etc. and gift them or help in cleaning their premises
- The students occasionally visit prisons, juvenile homes etc. to get first-hand knowledge of their problems
- Community children are brought on campus to celebrate culmination of fieldwork
- They organize cancer detection camps and eye check-up camps with the support of RCC and Ahalia Foundation respectively for the benefit of the people living in slums and the coastal belt
- They also participate in awareness programmes on cancer in the name of *run for a cause*

### b) Engagements in Social Movements
- The faculty and the students participated in the protest against the Koodamkulam Nuclear Power Project
- Sociology students visited the Vilappilsala village to understand the problems encountered by the local community due to the presence of the waste disposal plant there
- Visits to tribal areas are organized regularly when students visit tribal settlements under the guidance of the faculty

### c) Research Related to Issues of Inclusion
- MSW students in collaboration with DMHP surveyed a population of 19000 in Kuttichal Grampanchayat including 22 tribal settlements in Kottoor Forest to identify health problems and to facilitate treatment through the PHC
- MSW students collaborated with the Malappuram District Administration in a survey to identify issues of tribals as part of Tribal Sub-plan

- NSS student volunteers collaborated with *Sahajeevan*, an NGO working with the differently-abled, to conduct a survey to identify persons with palliative needs in Kazhakoottam Block Panchayat
- For their dissertations, some students zero in on problems and rights of the children, issues and concerns of the tribals, dalits and women, problems faced by the elderly, socio-economic and health status of the fisherfolks and so on.
- Some students participated in a survey conducted by the college as part of an ageing study led by LES
- One of the Ph.D Research Scholars of the Sociology Department is studying the problems of people displaced from their land

**V) Programmes of LES Aiming at Inclusion**

Loyola Extension Services (LES), our social lab, coordinates our professional outreach activities and provides support to the college in the training of the students. In the community engagement programmes of LES, special focus is given to the marginalized groups especially children and the aged. The following are some of their activities:

**a) Programmes Aiming at the Inclusion of Children**
- LES was one of the pioneering agencies in promoting the Childline project in Kerala and it still leads its activities in Trivandrum. Our city coordinator got an award for his daring and creative services in Childline
- The Rector and Manager of Loyola Institutions is now the Chairman of the Child Welfare Committee
- Kerala Child Rights Observatory (Ke-CRO) is established at LES in collaboration with UNICEF to conduct and monitor programmes on child rights all over the state
- One of our research scholars is a member of the State Child Rights Commission
- The MSW Community Development specialisation under the supervision of LES collaborates with SICHREM, Bangalore to monitor infrastructure development in the Children's Homes in the Southern Districts
- LFCC of LES offers counselling to families in distress and also for prevention and redressal of domestic violence

**b) Concern for the Aged**
- LES conducted a survey on the problems of the elderly
- As part of the Golden Jubilee celebrations of the college there is a proposal to run a *pakalveedu* (day care centre) on the campus for old persons
- The college and LES have had talks with City of Bristol College, UK for initiating a project for training geriatric nurses in palliative care

2.2.5 <u>How does the institution identify and respond to special educational/learning needs of advanced learners?</u>

The institution employs a three-fold mechanism for identifying advanced learners:
   a) The entry level assessment form administered during the induction programme gives a preliminary idea regarding the advanced learners in the batch.
   b) At the second level, advanced learners belonging to each class are identified on the basis of teachers' assessment of the students in the light of their

response, pace of comprehension, assimilation, articulation of ideas, engagement in learning and conceptual abilities.

c) At the third level, an analysis of the performance in internal assessment confirms and justifies the identification.

**Advanced Learners**

The college has a policy to encourage the advanced learners through the following institutional practices:

- Opportunities are provided for the advanced learners to prepare additional seminar papers on topics of their choice depending on their competency.
- Extra handouts and reading materials are provided and they are encouraged to consult reference material and websites.
- They are also encouraged to develop and make presentations at conferences elsewhere besides being allowed to participate in, conduct and anchor the academic programmes organized outside the college.
- The advanced learners are also deputed to outside programmes for debates, quiz, research paper presentations etc.
- The advanced learners are provided with special mentoring by the faculty. They are motivated to read original books/primary woks.
- As a part of cooperative learning as conceived by the IPP (Integrated Pedagogical Paradigm) inbuilt in the Jesuit Education, peer study groups consisting of strong and weak students are formed in which the advanced learners assist slow learners in their studies.
- Merit scholarships are instituted for students with potential and proficiency prize and awards are also given to them.
- The advanced learners are also given guidance for higher studies including Civil Service Examinations, UGC/JRF etc.
- The advanced learners are given opportunity to involve themselves in the action researches taken up by the college (e.g. Police study, Old age survey).
- An award is instituted for the best outgoing student in order to encourage others to strive for excellence.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

The college is concerned with the problems faced by a good number of students coming from the disadvantaged sections of the society like the scheduled caste, OBC, fishermen community, OEC and other marginalized communities. Many of them, who are first generation learners at the college level, have parents who are manual labourers, auto rickshaw drivers or last grade government employees. These parents are not in a position to guide or assist their wards intellectually in their studies. Loyola considers it a privilege to rise to the challenge of including these children in higher education and carrying them to the next level.

However, there were a few cases of dropouts because of the inability or unwillingness to maintain the level of academic discipline expected of the students here. The vital information on students at risk of drop-out is gathered from the following platforms:

- **PTA Meetings** – In the two PTA meetings conducted annually the Principal and teachers meet the parents to discuss the performance of their wards in the college in order to provide and obtain feedback. The college resorts to remedial steps whenever required and the teachers do advise the parents on what they can do in such situations to motivate their wards.
- **Open House** – At the end of each semester department-wise open house is conducted to evaluate the academic and non-academic activities of the previous semester. Often the problems experienced by the students are freely shared and the teachers use this data to take remedial measures.
- **Personal Interaction with the Students** – The personal interactions and cordial relationships between students and teachers help easy identification of the problems of the students.
- **Tutorials** – Weekly tutorials are conducted where each teacher spends one hour with a small group of four or five students and help them as per their need.
- **Attendance Records** – At the end of each semester, attendance of the students is calculated as part of the continuous assessment and students at potential risk of drop out are identified and are given special attention.
- **Continuous Assessment Tests** - Teachers also identify students with problems during the conduct of internal test papers and other academic exercises. Poor academic performance is an indicator of probable dropouts.

**Analysis of the Data on Potential Dropouts**
The faculty members directly discuss the problems with students and try to guide them out of the difficulty. Data on the problems of the students are gathered from relevant sources, compiled and analyzed at three levels**:**

Level 1 - Department (department staff meeting)
Level 2 - Academic Council (meeting of the Principal, Vice- Principal and HoDs)
Level 3 - Staff Council (general assembly of teaching staff)

**Utilization of the Data**
The data are used for helping the students concerned depending on the nature of the problem and are addressed at different levels:

**Level 1 –Department Level**
Teachers usually provide personal guidance to students who encounter problems. Some of them experience difficulties in studies due to lack of ability to adapt with the environment in the college. Slow learners are given special support by the teachers by taking time with them especially through.

- mentoring/tutorial sessions
- personal accompaniment and emotional support

Problems of the potential dropouts that an individual teacher cannot handle all by himself or herself are referred to the HoD who usually connects with the parents concerned too for their resolution. If all these efforts do not bear fruit, they are handled and most often resolved by the Faculty Council.

**Level 2 – Management/Administration (issues pertaining to Finance and Policy)**
At the second level, issues with regard to discipline and policy as well as requirement of financial assistance are handled. A fund is generated with the monthly contribution of the teachers to help those students who cannot afford to pay the hostel fees, college fees or dissertation expenses. Institutional scholarships are provided to those students who are financially weak.

**Level 3 - Counselling**
Counselling service is provided to students who need it. It is provided to those who come on their own or are referred to by the faculty. The students are assisted either by the teachers, or the counsellor attached to LES or LSCC.

## 2.3 Teaching-Learning Process

2.3.1 <u>How does the college plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc)</u>

The college has structured procedures of planning and organizing the teaching, learning and evaluation schedules:

**Academic Calendar**
Preparation of the next year's academic calendar is an important activity at the end of every year. The calendar contains the teaching, learning and evaluation schedules. The initial planning is done at the Department Council and proposals are presented and approved in the Faculty Council during the evaluation-planning session. Planning is done on the following academic matters:
- Schedule for Dissertation work
- Presentations on Fieldwork
- Study tours, exposure visits and industrial visits
- Seminars, workshops and symposiums

Along with the academic activities the co-curricular and extracurricular activities are also planned and scheduled so that the curricular programmes are given prime time and priority.
- The College Council activities like arts day, sports day and college day
- Celebrations such as Onam, Christmas and Eid.
- Commemoration of important days such as Environment Day, Population Day, Anti-nuclear Day, Independence Day, Republic Day etc
- Training programmes like PRA, Street theatre, NSS Rural Camp and LiveLab training.
- As a policy, common programmes such as external lectures, Value Education, Meet Alumni/Excellence Series are conducted on Wednesdays.

In the beginning of each semester, preparation of the timetable for each class and allocation of papers among teachers are carried out by the HoD, in consultation with all other faculty members. This is communicated to the students by displaying it in classrooms, Principal's chamber and staff rooms. There is a common time schedule for classes with bells controlled from the college office. The college follows the time frame provided by the University for commencement of the courses.

**Teaching Plan**

Each teacher prepares the teaching plan before the beginning of the semester and communicates it to the students. The teachers also plan the schedules for assignments and seminar presentations of the students as part of teaching respective courses. The learning management system, *Moodle*, is used for effective planning and implementation of the teaching process.

**Evaluation**

The college follows the semester system in which Continuous Assessments (CA) and End Semester Examinations are adopted for the academic evaluation of students. The CA includes marks for seminar presentation, assignment, attendance and test papers. Specific aspects incorporated into evaluation include the following:

- Evaluation of assignments and seminars is carried out based on well-defined criteria
- The answer papers of test papers and assignments are handed over to students after the evaluation to ensure transparency.
- There is a feedback system on the results of internal assessment. After the continuous assessment marks are finalized, it is exhibited on the class notice board so that students can verify it. Only after getting their signature it is sent to the University. If there is any anomaly, they can meet the teacher concerned and further if required can approach the HoD to present their grievances.
- Each department has a customised field work evaluation system.

The End Semester Examinations (ESA) are scheduled, conducted and the answer papers are evaluated by the University for all the courses.

2.3.2 <u>How does IQAC contribute to improve the teaching-learning process?</u>

IQAC plays a crucial role in ensuring, sustenance and enhancement of quality of the teaching- learning process in the areas such as ICT enabled teaching-learning process, assessment and evaluation, research and planning and monitoring of the quality of the teaching-learning process.

**ICT enabled teaching-learning process**

- To provide modern technological devices for the teaching-learning process, the IQAC suggested installing smart boards in all the departments and later organized an orientation programme on their use.
- IQAC organized a workshop on the use of '*Moodle',* a learning management system, in the open source domain.

**Assessment and Evaluation**

- IQAC took the initiative to design and develop the Student Accompaniment Programme (SAP) format for a comprehensive and integrated assessment and evaluation of the students in terms of their overall development.
- It modified the second version of the Student Teacher Evaluation Format (STEF) meant for the evaluation of the performance of the teachers by the students.
- It initiatedthe academic audit of all the departments. IQAC assisted the HoDs to formulate the guidelines of the audit and to find out the appropriate experts to carry out the audit.

- It convenes the annual evaluation and planning sessions.

**Research**
- IQAC proposed to organize a research clinic to coordinate the research activities (dissertation) undertaken by the students. As a part of this, common presentations were made by the students at the college level and this was an opportunity for them to get the comments from the teachers of all departments in the college.
- It took the initiative to send the research scholars of the college to participate in the Ph.D. Open Defences at the University.
- IQAC gave support in facilitating workshops in areas like research methodology, sponsored by ICSSR.
- It introduced the idea of organizing a weekly meeting of the research scholars on every Wednesday, where they share their ideas and problems.

**Planning and Monitoring of the Quality of Teaching-learning Process**
- IQAC convenes weekly Academic Council meetings in which the Principal, Vice-Principal and all HoDs sit together to plan out the activities on a weekly basis.
- Monitors and follow up systematically the planning and scheduling of teaching-learning and evaluation process of the college in the IQAC meetings held periodically.
- It organizes academic programmes including seminars, conferences, workshops etc for the benefit of the faculty and the students.
- Moreover, IQAC invites eminent resource persons and arranges extension lectures.

2.3.3 <u>How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?</u>

The college promotes a student-centric academic environment on the campus. We have adopted certain strategies for promoting student-centric learning and for providing adequate support structures and systems for teachers to develop interactive, collaborative and independent learning among the student community.

**Student-centric Learning**
The student-centric learning approach is integrated as a constitutive element in the teaching plan and pedagogic processes in Loyola.
- The interactive methodologies and strategies incorporated by the teachers are**:**
  o A student-friendly synopsis is prepared for each module and the content of the module is taught in an interactive manner.
  o Case study is a preferred method of instruction that allows the students to analyze and interpret given cases.
  o Research-oriented assignments that encourage self-study and they are followed by panel presentations and discussions.
  o Field work experiences are shared in the class where individual understandings are collectivised and reflected up on.

- o In pedagogical practices in the classroom, the students are encouraged to read wider, prepare their own notes and invest personal effort for learning the material.
  - o Students are asked to find and carry out creative assignments and seminars which give them autonomy and involvement. These seminars become occasions for the students to do personal learning and to present its fruits to the class and ignite discussions and feedbacks.
  - o Current issues are brought into the classroom for discussion and interaction wherein the students are encouraged to build up their own perspectives and positions on issues and concerns.
  - o Discussions, debates and quiz competitions are all employed to make the learning student-centric.
  - o Students are sent out to participate in various programmes which are personal learning opportunity for them.
- The student-friendly technology (ICT) increasingly incorporated are:
  - o Multi-media Feedback System (MFS) is used as a student-friendly strategy to provide Audio-Video feedback during seminar presentations.
  - o Wi-Fi enabled campus allows the students to access learning resources on the Internet at anytime.
  - o ICT enabled seminars, classes and sessions make the learning interactive and demand active contributions from the students.
  - o Videos, documentaries and films that are relevant to the topics under discussion, are screened and collectively reflected up on.
- Students are given training to help them develop their confidence and capacities in self-study through:
  - o Library orientation
  - o Soft skills development
  - o Life skills training
  - o Awareness and training programmes for utilizing institutional facilities
- Some important institutional initiatives to make learning student-centric are:
  - o Cooperative Learning is a student-centric methodology where peer teaching and learning approach is advocated and encouraged. Discussion of topics in small groups, followed by common presentations and discussions are part of this learning process.
  - o **Buddy System** within the classroom where a weak student is teamup with a fast learner so that peer mentoring takes place.
  - o **Group e-mail** id for a batch helps in sharing resources and generating discussions and thus making the learning collaborative and cooperative.

**Support Structures for the Teachers:**
The support structures and systems for teaching-learning purposes are developed in the institution to enable the teachers to empower the students to be interactive, collaborative and independent learners.

- The institution provides necessary infrastructural support for interactive learning like computers and smart boards for the use of teachers and students.
- The college library maintains a good collection of books, journals and e-resources. Often students are sent to the library after introducing a topic of study by the teacher concerned. Then they are supposed to collect relevant material from the library and learn the subject by themselves. The students are

free to seek clarifications from the teacher. The college website and calendar have a list of contact details of the faculty.

- Teachers are exposed to modern student-centric teaching methods by participation in refresher courses outside the college and through staff development programmes arranged in the college. They practise those new methods later in the classrooms.
- The members of the faculty are always willing to share their expertise with colleagues and thus maintain a student-centric ambience on the campus.

ICT infrastructure is continually upgraded to suit the teaching-learning requirements of the changing time:

- All classrooms are ICT enabled with LCDs for presentations
  - Smart classroom with the smart board and allied facilities helps in engaging the students in the learning process.
- The centralized ICT administration operates as a support centre for all the ICT-enabled learning processes of the students as well as the teachers:
  - The Wi-Fi with optic fibre high speed Internet connectivity, NLIST, online journals and e-books help the students to have access to massive information regarding the matters of their learning
- Integration of technology into course administration
  - *Moodle* Learning Management Software systematizes the teaching modules, course plan, resource sharing and student interaction. They help both the students and the staff to come to the class with prior preparation and the learning becomes collaborative and interactive
  - Organized training for teachers on technology-oriented teaching
- The institution encourages collaborative teaching and team teaching across departments and even within the respective department; teachers seek the expertise of their colleagues from other departments in the areas of research and analysis, social policy and community organisation.
- Teachers are inclined to updating through:
  - visiting institutions of excellence like IIM Ahmedabad, AIMS, NIMHANS, XLRI to study models of teaching
  - maintaining continuous interaction with practising professionals
- Study India Programme and India Experience with various International Universities from the US and the European Union find our teachers interacting with international students who excel in student-centric learning practices.

2.3.4 <u>How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?</u>

As a social science institute, we foster critical thinking, creativity and scientific temper among our students as the key attributes they should imbibe so that they will be transformed into life-long learners and innovators. Therefore all our curricular, co-curricular and extracurricular activities are geared towards this.

**Critical Thinking**
Loyola cherishes critical thinking among the students which includes a process of actively and skilfully conceptualising, applying, analyzing, synthesising, and

evaluating information to reach an answer or conclusion. The following are the institutional initiatives in this direction which transform them into lifelong learners.

- Praxis oriented learning which involves action, reflection and action
- Weekly manuscript magazine on issues related to gender
- Organising film shows and critiques provoking students to think differently
- Interacting with social activists and eminent scholars on the campus to give opportunity to students to get inspired and acquire fresh perspectives
- Conducting open houses at the end of semesters and encouraging students to have a critical evaluation of the activities in the college
- Visiting institutions like orphanages, prison, mental health centres, etc. to motivate the students to reflect on the hard social realities
- Exposure to TED Talks
- Celebrating festivals of all religions and promoting secular values on the campus

**Creativity**

The college encourages and appreciates creative talents among its students through various programmes which inculcates entrepreneurship and innovation. This helps them to think out of the box, which is reflected in their participation in various activities listed below

- Engaged knowledge building
- Meet Excellence and Meet Alumni Series of talks
- Conducting competitions for naming the College Day, Arts Day and Sports Day
- Participating in university youth festivals and other competitions
- Student creativity finds its manifestation in the form of artistic works:
    - Matchstick model of the college
    - Students do in-house designing of certificates for the participants in seminars and the winners of competitions held at the college
- Organising days of commemoration
    - Organ Donation campaign was organized creatively leading to the entire college signing up for organ donation
    - Exhibitions and quizzes were conducted on the World AIDS Day
    - Organizing street plays, mimes, etc. with the script written by students and presenting them for NGOs - NORKA (Migrant Rights), Chaitanya Hospital (Eye Donation and Blindness Prevention), Ahalia Hospital(Eye testing and distribution of free lenses)
    - Organizing literary competitions based on current social issues
    - Banner signing
- The students are assigned to organize academic programmes such as seminars and workshops and preparing reports on their proceedings
- Promoting activities of the college students' union and appreciating their new initiatives
- Encouraging innovations in conducting NSS activities by integrating surveys and action projects to benefit the communities
- Involving students in community work and encouraging them to do something for the needy people like conducting medical camps and blood group identification camps

- Students' organizations like KSS, SALT and LAMPS give opportunity for students to show their talents in paper presentations, literary and arts competitions
- Publications like *HR Mix,* and *ASK* are platforms for creativity and critical reflections.

Some other ways in which students get opportunity to showcase their creativity and talents are:

- Producing short film documentaries
- Loyola  Ethnographic Theatre (LET)
- LiveLab inputs - equip students with life skills and also imparts ToT Training
- Street plays in response to contemporary issues performed both inside and outside the college and during students' meets
- Paper presentations based on the community experience, in the annual conference of Kerala Sociological Society
- Screening documentaries and video presentations on the various events organized at the college by students
- Creative training on decoration during various occasions in the college
- Freedom to students to plan and implement programmes and events in the college
- Innovative entrepreneurship initiatives (starting NGOs like PENCIL etc.)
- Students performing as Master of Ceremonies of programmes.
- Participation in programmes like *Yuvatharam*, *Sahayathrika*, debates, talk shows etc. hosted by electronic media.

**Scientific temper**

Loyola strives to the scientific temper of observing reality, questioning analysing, and communicating and with that end in view organizes the following:

- Research Clinic
- Research methodology seminars and workshops
- Research scholars forum and its activities
- Dissertations and research oriented assignments
- Scientific papers prepared by the students
- Field exposures and reflections
- Green Audit, Energy Audit and Water Audit
- Formation of the Biodiversity club
- Practising scientific waste disposal on the campus by the segregation of degradable and non-degradable solid waste

2.3.5    What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL)  and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

The college gives top priority to bring in cutting edge technology and devices in order to provide facilities for the faculty to attain effective teaching. Smart boards have been installed in all the departments and LCD projectors are available in all the

classes. Laptop and desktop computers are also made available to the faculty according to their needs. Some of the modern technologies used by the faculty:

- *Moodle* Learning Management System is being implemented
- Loyola is part of the National Mission on Education through ICT (NMEICT), funded by the Ministry of Human Resources Development, Govt. of India. NMEICT in collaboration with BSNL has provided us with 10 mbps optic fibre Internet connectivity
- We are also part of Information and Library Network (INFLIBNET) through which our faculty has gained access to NLIST (National Library and Information Services Infrastructure for Scholarly Content)
- E-learning resources: NLIST provides us access to electronic journal databases such as EBSCOHOST (2800 plus titles), JSTOR (2000 plus titles), annual reviews, e-books, online Indian journals (150 plus titles) and other relevant e-resources. The faculty is provided access to subscribed e-journals
- Our faculty and Research Scholars have access to electronic theses through *Shodh-Ganga*, a project of UGC
- The high speed Internet connectivity is also used by our faculty to access open access e-resources such as DOAJ.
- Skype and teleconference to enable multi-site access to resource persons
- Power Point for presentations and seminars
- Appropriate use of SPSS for student dissertations and MS Excel as tools for learning
- Judicious use of group e-mail facebook to facilitate sharing of study materials with students
- Editing software for creating video clippings and using them as instruction medium and point of discussion

2.3.6 <u>How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?</u>

The faculty and students are exposed to IT upgrade training programmes to keep them abreast of the latest developments. Both the faculty and students participate in many academic programmes outside the campus so that they get ample exposure to the modern technology, advanced teaching methods and related skills. Introduction of innovative teaching methodologies and modern technology in the college such as the Wi-Fi, Greenstone Digital Library Software and *Moodle* are all outcomes of such exposures.

**Exposure to advanced level of knowledge and skills**
- Workshops, seminars and conferences (national and international) are regularly organized in the college wherein experts from outside come and share their knowledge.
- The faculty and students are allowed to participate in seminars and conferences (national and international) organized outside the college.
- Programmes with erudite scholars/experts/activists provide an opportunity to the academia for the interaction and exchange of ideas that can lead to a synthesis. Some of such regular programmes organized are:

- o **Meet Alumni Series –**The eminent alumni of the college are invited to interact with the faculty and the students to share advanced level of knowledge and skills.
  - o **Meet Excellence Series** is a platform to interact with persons who have excelled in various fields and diverse walks of life and inspire the students and the faculty to elevate themselves to a higher level of knowledge and skills.
  - o **Research Clinic** - is a platform where the faculty and the students of the various departments come together and share their knowledge and skills in the conduct of social research. This exercise equips the students with higher levels of knowledge and skills in research methodology, data analysis, interpretation, etc.

Innovative knowledge building activities for students that enhance their knowledge skills and competence include:

- Collaboration
  - o With District Mental Health Programme (DMHP) to survey Kottoor *Gramapanchayat* conducted by MSW students
  - o PRA training programmes with District Administration, Malappuram and Nilambur Forest Division
  - o 'Gender Friendliness among Police' in collaboration with Kerala Police
- Interactions with visiting delegations from foreign universities and faculty
- Collaborative research projects involving students in teachers' projects

**Blended learning**

In Loyola, face-to-face classroom methods are combined with computer-mediated teaching-learning activities, which includes multimedia (CD ROM/DVD), web-based learning, virtual learning environment using video streaming, blog, video clips from YouTube, learning management using *Moodle*, self-paced tutorials, digital library through LAN etc. This helps the students and the faculty in improving their knowledge and skills as the students become active participants in the teaching learning process.

2.3.7 <u>Detail (process and the number of students\benefited) on the academic, personal and psycho-social support and guidance services (professional counselling/mentoring/academic advise) provided to students?</u>

The college always maintains a supportive environment and is ready to support those who face problems. All students benefit from the Student Accompaniment Programme (SAP), which is a mentoring programme conducted in all the departments of the college. Students also benefit from the following:

**Professional Counselling Services**
- Loyola Student Counselling Centre and LFCC attend to the psychosocial needs of students
- Career guidance programmes are arranged for the students to help them plan their future
- Stress management sessions teach the students how to manage stress
- Pre-marriage course  and gender training aim at developing sensitivity and promoting healthy male-female relationship on campus

**Mentoring**
- Mentoring groups are formed in which a teacher is assigned for eight to ten students to provide regular guidance and accompaniment.
- There are times when the staff accompanies the students in their hours of crisis, specifically at the funeral ceremonies in the families of students
- Value education classes for all-round development are conducted every week

**Academic advice**
- Tutorial groups for providing academic advice are formed at the beginning of the course. Teachers meet the students regularly and provide personalized academic support and guidance
- Regular personalized interaction with parents to monitor the progress of their wards in addition to PTA
- Remedial Teaching for slow learners

| Sl No | Items | No. of students (2009-13) |
|-------|-------|---------------------------|
| 1. | Professional counselling | 60 (15%) |
| 2. | Mentoring | 360 (90%) |
| 3. | Academic advice | 250 (60%) |

2.3.8 <u>Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?</u>

The faculty is open to adopting the latest innovative teaching approaches and methods. Some of these adopted in the last four years are:
- *Moodle* software for effective learning management
- Multi-media Feedback System (MFS) for providing audio-video feedback to students about their body language and presentations
- ICT enabled teaching/learning
- Audio-visual enabled teaching-learning using film clips, films, documentaries, etc.
- Teaching-learning experience is augmented by the presentation of TED talks and BBC talks on relevant topics
- The teachers guide the students through issues on ethical dilemmas and social issues in order to develop fresh perspectives and assist students to find solutions by themselves
- Relating the social science concepts to the everyday reality
- Encouraging students to incorporate appropriate web resources in their presentations
- Case studies are assigned to the students for developing in-depth understanding of the concepts by means of data collection and analysis
- Occasionally open book tests are conducted to initiate learning. Later answers are presented in the class and followed by discussion
- The students are motivated to read original books of the authors and later presentat the review in the class
- Group teaching as part of the research clinic

- Field and industry training experiences are shared and discussed in the class
- Reflection is encouraged; students are exposed to Praxis, the action-reflection paradigm
- Cooperative learning which promotes group involvement in the learning process
- Peer Academic Mentoring - slow learners are entrusted with fast learners for tutoring them
- Group research and presentation for which the students are divided into smaller groups and assigned subject which include community survey. The result of the research is then presented in the class
- Exposure visits to NGOs, factories, houses of the destitute and other agencies are frequently organised with the aim of teaching subjects that have direct bearing on community, industry or institutions.
- Case Study method of discussing real-life cases in HRM and Social Work departments.
- Practice-oriented assignments to understand concepts and practices
- Community outreach programme with students

**Institutional Support to the Faculty**

The institution encourages teachers to adopt new ideas from the Faculty Development Programmes (FDP), seminars/conferences/workshops which could be implemented on the campus. Some of the proactive efforts are:

- Faculty are given full autonomy with regard to the transaction of the subjects by way of activities, evaluation techniques and getting external expertise
- A congenial environment with adequate technical infrastructural facilities and services of support- staff
- Infrastructural support is continuously upgraded as in the case of high speed optic fibre Internet connectivity with Wi-Fi facilities, high end laptops, LCDs with Wi-Fi, smart boards, networked reprographic machines with scanning facilities and laser printers, etc.
- Planning and organising training to give assistance on the use of new technology in tandem with the upgrades

**Other strategies include:**

- Benchmarking and developing creative teaching-learning and evaluation practices
- Acknowledging and appreciating new initiatives in public functions
- Administrative support for field related activities
- Support for networking and linkages with other institutions
- Books required or recommended by the faculty are purchased promptly

**Impact on Student Learning**

**Academic Progress**

- Better result in University examinations
- The students prepare and present papers in conferences outside the campus
- Students participate in competitions like quiz, debates etc in other institutions
- Students takk up action research
- Increasing number of students going for higher education; e.g. Ph.D. and M.Phil.

**Extracurricular Activities**
- Greater involvement in learning and engagement with campus life
- Better performance in organizing activities both inside and outside the college
- Students get invitation to participate in discussions in TV channels
- Students emerge as better formed individuals entitled
- Students get more equipped to handle the problems in the field and are more successful in the capacity building activities at the SHG level.

**Outreach and CSR**
- Conducts training programmes for industries during students' internship
- Students motivated to learn from ground reality-they practise what they learn by organizing programmes in the community, e.g. conducting medical camp and surveys for identification of mental problems, systemic constraints, etc.
- Students acquire expertise  and offer training
    - PRA training to officials of Forest Department.
    - Student associations (SALT) doing Life Skills training in schools
    - Students organising training in Life Skills for *anganawadi* personnel

**Formation and Placements**
- Improvement in the skills - life skills and social skills - of the students
- Certificates of appreciation from the field agencies on completion of training
- The students get placed in agencies where they do their block internships or placement training

2.3.9  How are library resources used to augment the teaching-learning process?

The library is an integral part of the teaching-learning activities going on in the college. The college library has a rich collection of books, journals, research reports and e-resources. Students are motivated to make use of it effectively for achieving academic excellence.

The institution makes efforts for dynamically integrating the library into the teaching-learning processes.  Some significant efforts include:
- Extended time for library use both in the morning and in the evening hours
- Earmarks an hour in the timetable for the use of library
- Orientation given to all fresh batch of students on the effective use of the library

Some other initiatives in this regard are:
- The faculty gives  reading list of various topics and encourages students to use the library
- Guided reading with regard to the subjects handled
- The students prepare notes on various topics after the lecture classes using the library resources
- The students are given book-review as assignments
- The students are encouraged to use the library books for preparing seminars and assignments, as against the cut and paste culture
- Students depend on the library to prepare the dissertation
- Current contents service is provided by the library for helping the students

- New arrivals list is displayed on the noticeboard and new arrivals are kept on the 'New arrival's display rack' to make the students aware of the latest additions.
- Journal routing service is helpful for the users to integrate latest studies in the teaching-learning process
- Availability of back volumes of journals in print and electronic formats helps the students and the faculty to get comprehensive information on the topics of interest.
- Better exposure to e- resources through NLIST of INFLIBNET, subscribed e-journals and CD ROM databases enables to integrate classroom teaching with library resources

2.3.10 <u>Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.</u>

As the college is affiliated to the University of Kerala it follows the academic calendar prepared by the University. Naturally, the college has limited freedom in planning and organizing its academic activities. Class days are not lost due to strikes by students or teachers as there is no party politics on the campus. This is helpful for completing the curriculum within the stipulated timeframe.

**Challenges**
The **lack of autonomy** in academic matters is a huge impediment to the functioning of the college. The government and the university system present a host of challenges. These are:
- Last-minute changes in the exam schedule by the university
- Unexpected loss of working days due to declaration of holidays by the Government or the district administration
- Delay in starting and closing of admission process by the University

**Institutional Strategies**
The college uses various proactive strategies to address the demands of course**:**
- Engaging classes on Saturdays and other holidays
- Scheduling classes in the morning and afternoon beyond the class hours
- Using the excess time available due to postponement of exams for revision
- Arranging accommodation for day-scholars on days of strikes / *harthals*

2.3.11 <u>How does the institute monitor and evaluate the quality of teaching-learning</u>

Keeping in mind our Vision of creating learners with sensitivity and drive for excellence, Loyola takes consistent efforts in developing evaluation systems in order to assess the quality of teaching-learning. Some of the mechanisms developed over the years to monitor and evaluate include:
- Open Houses at the end of each semester
- Students' evaluation of the teachers, conducted at the end of each semester, by using a specifically designed tool.

- Academic progress of the students is assessed at different stages and by different means – regular test papers, periodic seminars and assignments, fieldwork conferences, dissertations, and viva voce.

## 2.4 Teacher Quality

2.4.1 <u>Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum</u>

Loyola takes utmost care in planning and management of its human resources to ensure that qualified and competent teachers are recruited and retained in the institution.

The strategies for the recruitment and retention of the faculty are given below:

**Recruitment of the Teachers**
Recruitment of the teachers in the college is a rigorous process undertaken as per the norms prescribed by the Government of Kerala, UGC and the University of Kerala. The Staff appointment is based purely on merit and undertaken in a transparent manner. All vacancies are notified in national and local newspapers, college website and career publications and a month's time is given to the candidates for submitting completed application forms. This is followed by a systematic interview by the board constituted for the purpose and comprising, as per norms, the nominees of the State Government and the University. The candidates are expected to take a demonstration class each to prove their proficiency in teaching. Recruitment of teachers in the Community Quota is also made on the basis of pure merit. Faculty selection is done with utmost discretion, where the primary focus is on the non-negotiable factors such as academic excellence (those with higher qualifications such as M Phil & PhD, teaching experience and publications are given weightage) and the suitability of the candidate vis-a-vis the institutional vision.

The selected faculty members are given orientation to the ethos, work culture and institutional expectations through various sessions by the Manager, the Principal and the senior faculty members. They are gradually inducted into the college life by involvement in various committees and tasks.

All the vacancies in the three departments of Sociology, Social Work and Personnel Management have been filled. The recruitment process of the permanent teachers in the newly begun Counselling Psychology course is in progress. At present the department is run with the support of contract teachers.

**Retention of the Teachers**

Retention of the eminent faculty members has not been a serious problem for the college. During the past five years we had only one incident of a member of the staff leaving this place for health reasons. All Loyolites are generally considered part of the 'Loyola Family' and all the teachers are given functional autonomy to discharge their

responsibilities. The ambience, work culture, opportunities for self actualization, respect and appreciation, freedom of expression, impartial and just dealings are some of the hallmarks of Loyola which motivate the faculty to remain in Loyola. The institution also recognizes individual achievements and contributions of its faculty.

Thus Loyola has been able to recruit and retain a group of qualified, committed and proactive teachers whose qualifications are given in the following table.

**Qualifications of Faculty Members**

| Highest Qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | |
| Permanent teachers | | | | | | | |
| Ph.D. | - | - | 3 | - | 4 | 1 | **8** |
| PG | - | - | - | - | 5 | 1 | **6** |
| Contract teachers | | | | | | | |
| Ph.D. | - | - | - | - | | 2 | **2** |
| PG | - | - | - | - | 1 | 1 | **2** |
| **Total** | | | | | | | **18** |

2.4.2  How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

The strategy followed by the college for the management of new programmes and emerging areas of study is given below:
- On account of its careful human resource planning, the college has got a good mixture of highly qualified senior as well as junior teachers for handling most of the emerging areas and new courses. The college also takes special care to provide inputs in emerging areas by professionals in industry and other settings to supplement the regular classroom teaching.
- The teachers also regularly attend various courses to update themselves on diverse issues like human rights, women studies, video ethnography, research methodology etc. They are also avid learners of frontier areas of knowledge.
- We also seek the assistance of external experts and the alumni working in reputed organisations, to transact certain modules that are highly technical and specialised. In addition to this, we regularly invite eminent persons and subject experts from outside as discussants during debates on contemporary social issues, e.g. Gadgil Committee, Kasthuri Rangan Report, Tribal issues, Mullaperiyar Dam issue, Koodamkulam controversy etc.
- We also organize workshops to update on latest topics related to emerging areas.

**Efforts made to cope with teaching new programmes / emerging areas**

| Efforts | 2010 - 11 | 2011 - 12 | 2012 – 13 |
|---|---|---|---|
| No. of teachers who attended orientation /refresher courses | 3 | 4 | 4 |
| No. of teachers who attended seminars/workshops | 15 | 15 | 15 |
| No. of teachers who joined for acquiring additional qualifications | 8 | 9 | 10 |
| No. of sessions handled by the Alumni | 20 | 24 | 28 |
| No. of sessions handled by experts from Industry and other Organizations | 12 | 16 | 20 |
| No. of discussions / debates / interactions with external resource persons | 60 | 54 | 62 |
| No. of workshops organized | 4 | 3 | 6 |

2.4.3 <u>Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.</u>

The institution always encourages the teachers in equipping themselves through staff development programmes.

a) **Nomination to Staff Development Programmes**

| Academic Staff Development Programmes | Number of teachers nominated |
|---|---|
| Refresher courses | 9 |
| HRD programmes | 12 |
| Orientation programmes | 2 |
| Staff training conducted by the university | 8 |
| Staff training conducted by other institutions | 5 |
| Summer / winter schools, workshops etc. | 15 |

b) **Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning**

The college organized the following training programmes to empower and enable its faculty for upgrading the curriculum, enhancing methodological innovations in research and using various ICT tools for improved teaching learning process.

- **Teaching Learning Methods/Approaches**

An external resource person was invited to conduct an orientation programme on Neuro Linguistic Programming at our college. Training programmes specifically on teaching learning were conducted by an expert in the field of education. The Librarian attended a workshop on Green Stone Digital Library Software at IIM Kozhikode.

- **Handling New Curriculum**

The IQAC facilitated all the Departments in organising syllabus revision workshops with the assistance of subject experts and externals, in order to update the syllabus in accordance with the contemporary emergent issues and in tandem with the needs of industry/society. It is with this expertise that the college could initiate the design of the Counselling Psychology course. Staff members also had participated in the

Syllabus preparation workshop organized by Higher Education Council, Govt. of Kerala

- **Content/Knowledge Management**

The IQAC organised a training programme on *Moodle* Learning Management Software for the faculty members of the college. FITUP was organised on computerised data analysis using the software SPSS. A session on the use of e-resources from NLIST, subscribed e-journal and the Library's OPAC was conducted by the Librarian

- **Selection, Development and use of Enrichment Materials**

One of the faculty members was given training in video ethnography for teaching and blended learning.

- **Assessment**

Teachers were given an orientation programme on the use of Student Accompaniment and Progress (SAP) format used to assess the students at the end of each semester. Sessions were conducted for the faculty members on assessment and evaluation during the syllabus revision workshops.

- **Cross Cutting Issues**

Staff Development Programmes were organized on the cross cutting issues as given below:
  - Gender Sensitivity

Women's cell of the college organized gender awareness programmes on Women & Law. It also conducted workshops with the help of a team from Women's Resource Centre *Sakhi*
  - Environmental issues:

The faculty was provided training sessions on topics such as Biodiversity Audit, Green Audit, Energy Audit, Climate Change and other environmental issues. Special awareness sessions were organized on climate change and ozone depletion. The college organized a National Workshop on Waste Management and conducted special lectures on Energy Conservation and Preservation with resource persons from Energy Management Cell (EMC), Govt. of Kerala. The college organized an inter-collegiate seminar on Kasthuri Rangan and Gadgil reports. Faculty members were given instructions and training in Green Audit by the resource persons from Tropical Institute of Ecological Sciences (TIES).
  - Human Rights:

The College organized a National Conference supported by ICSSR on Social Exclusion, in 2010.

- Audio Visual Aids/multimedia

A training programme to promote the use of Audio Visual Aids/Multimedia and Smart Class was imparted to the faculty members which enable the faculty to use Smart Board effectively for teaching learning purpose

- Open Educational Resources (OER)

Training sessions were organized on the use of OERs such as Directory of Open Access Journals (DOAJ). Sessions were conducted on Intranet communication and content management systems.

- Teaching learning material development, selection and use

Faculty members of our college were given training for the development, selection and use of teaching learning material by State Council for Education Research & Training (SCERT). Two of the prominent items of this training were Curriculum Development Workshop and Textbook Writing Workshop.

- **Research**

In order to make the staff aware of the latest tools and techniques of social research the following training programmes were organized:

  o ICSSR sponsored National Workshop on Research Methodology for Social Sciences
  o Dr. T.K. Oommen (Delhi University) delivered a lecture on Qualitative Research Methodology
  o Prof. Dr. Sebastian Mampilly (Cochin University of Science and Technology) offered training in Epistemology in Social Research.
  o Dr. S. Kevin (Former Pro Vice Chancellor, University of Kerala) engaged a workshop on Scientific Writing.
  o Prof. Andre Beteille, (Professor Emeritus, Delhi School of Economics) offered a Faculty Development Programme on Empirical Aspects of Research.

 c) **Percentage of Faculty**

The institution's pro-active policy towards updating knowledge as well as networking has reflected in the form of 100 percent participation in all modes of academic exercises:

- Invited as resource persons in Workshops/ Seminars / Conferences organized by external professional agencies like other Social Work and Sociology Departments, B.Ed. Colleges, Academic Staff College etc. – **100%**
- Participated in external Workshops / Seminars/ Conferences recognized by national/ international professional bodies – **100%**
- Presented papers in Workshops/Seminars/ Conferences conducted or recognized by professional agencies – **100%**

2.4.4 <u>What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)</u>

As stated earlier, following re-accreditation in 2007, research and publication went up on the list of priorities and is now placed on a par with teaching. Thus the institution devised policies/systems to support the staff in research and other activities as listed below:

- The Management realising the dire need to focus on research has evolved a system of providing seed money to the faculty members whenever required for taking up Research Projects.
- The college has been generous with those teachers who want to proceed on academic fellowships and other career advancements such as ICSSR Senior Research Fellowship, teaching in international institutions, UGC sponsored faculty development programmes.
- Infrastructure and secretarial support are provided for research and publications especially to undertake research projects. The college also promotes the faculty

members to publish in reputed journals and appreciates such efforts (through notice boards and college day reports). During the last five years 18 such major research projects have been undertaken by the faculty.

- We encourage our faculty to take up editorships. Dr. Antony P.V. is the Associate Editor of Kerala Sociologist. Dr. Sonny Jose is a member of the Editorial Board of International Journal of Social Welfare and Human Relations published from New York as well as the LJSS.

- The college supports the faculty members to take up teaching in national institutions. Thus the faculty members handled sessions in institutions like CMS, Rajagiri College of Social Sciences, State Institute for Rural Development (SIRD), IISER, IIST, Sree Chithira Thirunal Institute for Medical Sciences and Technology (SCTIMST), UGC-ASC (University of Kerala), Mohan Das College of Engineering, TKM Institute of Management etc.

- The college also encourages its staff to engage in overseas assignments. Two faculty members had undertaken overseas assignments during the past five years (In Cleveland State University and Addis Ababa University)

2.4.5 <u>Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.</u>

The following table gives the details of our faculty who received award / recognition at the state, national and international level for excellence in teaching during the last four years. This is achieved because of the generous support of the institution and the keen interest evinced in extension. The institution always promotes such kind of activities in the form of providing duty leave. Such achievements are acknowledged through noticeboards and in public functions.

| Faculty | Award/Recognition | Level of Recognition |
|---|---|---|
| Dr.K.A. Joseph | *Mahacharya* | State |
| | Honorary Director, Ability Aids India, International | State |
| Dr. Elizabeth Mathew | President, Kerala Sociological Society | State |
| | Elected, Vice-President of the Research Committee on Sociology of Leisure of International Sociological Association | International |
| | Member, Peer Team, NAAC | National |
| Dr. Jose Boban | Secretary, Kerala Sociological Society | State |
| Prof. T.S. Thomas | *Bodhi Thara* | State |
| Dr. Antony Palackal | *World Sci Excellence Award* | International |
| | Senior Research Fellowship | National |
| | Video ethnography selected in Paris Film Festival | International |
| | Elected, Managing Committee Member, Indian Sociological Society | National |
| | Elected Vice President and Secretary, Kerala Sociological Society | State |

In addition to these our faculty members are recognised by institutions of excellence in the form of invitations to be their guest of honour.

2.4.6 <u>Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?</u>

Yes, there is a common format to collect student feedback on each of the teachers during every semester. This is known as STEF (Student Teacher Evaluation Form). The STEF was an innovative tool developed in 2004 by the students and the teacher of the Research Methodology programme; it has since been revised in 2013 by eliminating the subjective elements. All the HoDs together collected suggestions from teachers and students on improving this format. At the beginning of each semester, the Principal shares confidentially the summary of the feedback with the individual teachers so that everyone understands their strengths and weaknesses.

External peer review evaluation is also conducted for the teachers with a structured format in order to ensure objectivity and transparency. It is based on this evaluation that awards for the best teachers are detirmened.

An Academic Audit is undertaken with the assistance of a panel of external experts including former Vice Chancellors and subject experts. They do a comprehensive assessment of every teacher in terms of their administrative, teaching, research and outreach activities. A comprehensive feedback is given to each of the teachers in a one to one interaction.

## 2.5 Evaluation Process and Reforms

2.5.1 <u>How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?</u>

The college has a battery of evaluation systems. The evaluative process is transparent and the rules are clearly stated in the college handbook and on the website and reiterated in the orientation sessions at the start of the academic year. Parents are also kept informed about the nature of the courses and the evaluative processes on the day of the orientation sessions and during the Parent-Teacher Meeting which are held twice a year. The students and other stakeholders are briefed on these evaluation tools on various other occasions too:
- **Induction**: During the induction the students are given a detailed orientation on all the academic and administrative processes. One such process emphasized during the induction is evaluation - Continuous Assessment (CA), End Semester Assessment (ESA), SAP Report and PIME (Plan, Implement, Monitor and Evaluate).
- **Department wise orientation**: At the beginning of the first semester all the teachers jointly meet the students and explain the details of the course and its components, especially the evaluation system.
- **Fieldwork:** Fieldwork manual/guidelines with special emphasis on the evaluating criteria, is given to every student before the commencement of the fieldwork activities.

- **Semester orientation:** At the beginning of every semester, the HoDs convey to the students the expectations which in turn help the students to set their goals for that semester. At the very outset of each semester, each teacher gives the students a clear picture of the course-content and objectives, the number and nature of assignments and their due date of submission, the level of seminar presentations expected, and the evaluation criteria applicable to these.
- **STEF administration**: STEF has direct questions on the teaching learning process and the importance of this evaluative too is clearly explained before administering it. As a result, the students provide their feedback in the most objective and responsible manner.

The college also has the mechanism to ensure the stakeholders' awareness of the evaluation process:
- **PIME Approach:** The PIME template is applied to every programme and activity undertaken on the campus, whether it be a session, a workshop, conference or a celebration. This exercise has been cited by many of our students as the ultimate tool in organising programmes which stands them in good stead in the industry and NGOs where they are employed. The students and faculty together plan, implement, monitor and evaluate the activities collectively to complete the cycle of mutual learning.
- **Faculty Council Meeting**: During the faculty council meeting the faculty discusses the general performance of the students. This throws light on the awareness level of the students on the evaluation criteria and helps the institution to change strategies, if need be, to augment the student awareness.
- **Open House** at the beginning of every semester is an occasion for the students to express their views on the critical areas - teaching-learning processes, continuous assessment, ESA, and campus activities in general. This is another opportunity to ensure that the college makes use of a transparent evaluative process.
- **Exit Interview**: This tool is administered to the students at the completion of the course. There are focused questions on the teaching learning and the evaluative process in the college. Each student interacts with a teacher from another department who takes the feedback and it provides the institution the necessary insights on the evaluative process.

The faculty members of this college are well aware that some of these tools – STEF, open house, PIME, exit interview etc – directly or indirectly evaluate their performance too. Thus, a critical analysis of the results of the above tools helps the institution to ensure that the stakeholders, especially the students, the parents and the faculty are aware of the transparent evaluation processes in the college.

2.5.2   <u>What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?</u>

The introduction of the Continuous Internal Assessment, with innovative methods of evaluation like presentations, seminars, fieldwork, and written projects have created a learning atmosphere right through the year, focusing the attention of the students on incremental learning and internalization.

**Evaluation Reforms by the University:**

**Continuous Assessment and End Semester Assessment:** The evaluation scheme of the university suggests that 25% marks should be set apart for Continuous Assessment (CA) and the remaining 75% for End Semester Assessment (ESA). The CA includes marks for seminar presentation, assignment, attendance and test papers. In order to ensure transparency in the CA, the marks have to be verified and authenticated by the students. There is a mechanism to raise clarifications if any with the faculty concerned. If their grievance is not resolved by the respective faculty, they can approach the HoD and finally the Principal. We strictly follow all the university guidelines in this regard.

**Dissertation Assessment:** The University has changed the assessment pattern of dissertation and set new criteria for evaluation, specifying its components.

**Online Examination Management by the University:** The University has introduced a new system that enables the downloading of the application forms and hall tickets, the uploading of CA marks and the publication of the results on the website.

**Evaluation Reforms by the Institution:**
- **STEF:** This collects student feedback on each of the teachers handling different subjects during every semester. At the beginning of the subsequent semester, the Principal personally shares the summary of the feedback with individual teachers, thereby enabling them to understand their strengths and weaknesses. .
- **Exit Interview**: This is a comprehensive feedback undertaken about Loyola Life, used at the end of the fourth semester. This is a descriptive form where the students are free to express their critical views on the course and the college. Their creative suggestions are also represented in this form.
- **Evaluation from Parents**: Two parents' meetings are organised every year to discuss the concerns and performance of each student. This gives an opportunity to the parents to give feedback about their wards to the college. The teacher meets the parents individually to make the sharing more focused and meaningful.
- **Fieldwork Evaluation**: For MSW, M.Sc. Counselling and MA HRM programmes field practicum is an inevitable component. Every semester, the students spend a month in different settings under the supervision of a trained professional in the agency. There is a faculty guide assigned for each student. After every such Training (Placement) received, we seek an evaluation of the students by the agency supervisor in a prescribed format. Similarly students are also asked about the benefit they have had by the agency training and whether the agency may be approached for future training engagements. These inputs are used productively to plan and organise field training in the subsequent semesters.
- **Assessment by Employers**: There is also a mechanism in which a feedback is sought from the employers of students, especially those placed through campus placements. Their suggestions are integrated in the form of corrective measures for the subsequent batch of students.
- **Feedback from the Alumni**: The college appreciates and values the feedback from the alumni towards improvement of our teaching-learning and evaluation processes. It maintains a constant interaction with the alumni and gets them

involved in diverse activities ranging from industry interface, viva voce, placements, conferences and workshops. They are always willing to give feedback on the institution, and suggestions to improve teaching-learning and training. This is considered a vital component in redesigning the curriculum.

- **Evaluation of Students' Research Presentation:** Draft presentation of the dissertation is a mechanism evolved in the Research Clinic to evaluate the work by the students in at least three stages – problem formulation cum synopsis presentation, tool development and pre-submission. This in turn helps the students to get a critical feedback on their work based on which they may bring about modifications if required.
- **Student Accompaniment and Progress Index (SAP):** This is a new multi-criteria evaluation tool to assess the learner on various dimensions and help the teachers and mentors concerned in evaluating the progress made in the holistic manner. Being a two-way non-threatening exercise, it helps the learner reflect on the feedback especially if there is a divergence in assessment and decide on a plan of action if necessary. This also leads to a system of cooperative goal-setting.
- *Moodle***:** The use of *Moodle*, the newly initiated teaching-learning management system, has made the evaluation of the students continuous and transparent.

2.5.3 <u>How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?</u>

The Continuous Internal Assessment of students has been a major addition to the teaching-learning process, encouraging students to take every unit of study seriously, as they add up to the Cumulative Grade Point Average on which one's performance is graded. The discussion with the students on model answers, after the evaluation of their internals, helps to give clarity to the students about the expectations of the teachers. The monitoring of the effective implementation of the evaluation reforms is done at two levels. At the departmental level, the HoD ensures that the evaluation is carried out as per the University norms and subject to the specific course requirements and the broader goals of the institution. At the institutional level, the Principal monitors the evaluation process through the Academic Council meeting. The academic calendar supplied by the University is followed.

2.5.4 <u>Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.</u>

The formative assessment is done based on the following: Attendance, Assignments (one or two per Semester), Internal tests (two per Semester), Seminars, Project work/Dissertation

In addition to this, the students undergoing the MSW and MA HRM programmes which have a training (field practicum) component are evaluated on the basis of: Observation Reports, Fieldwork Reports, Conferences - Group and Individual, Fieldwork/Case Presentations

**Summative Evaluation**: It is done by the End Semester Assessment (ESA) in the form of three-hour examinations conducted by the University to assess the academic competence.

**Evaluation of Students' Research Presentation:** It gives the summative evaluation of the student research progress and its further potential. This system ensures that the students are in the right direction and follow rigorous methodology in pursuing their work.

**Student Accompaniment and Progress (SAP):** This tool is meant for making a comprehensive assessment of the student's holistic development throughout the course. A standard evaluation criterion has been developed for this purpose.

2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students' results /achievements (Programme/Course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The result of the performance in continuous assessment test is shared with the students at the end of every semester. The mark is communicated to the students within a week of the completion of the test. On the spot feedback is given on the seminar presentations of the students in which a peer evaluation is included. Similarly the assignments are rated by the faculty and the grades are communicated to the students to let them understand the quality of their work.

**Pass Percentage**

| Course | 2010 | 2011 | 2012 | 2013 |
|--------|------|------|------|------|
| MA Sociology | 100 | 100 | 100 | 100 |
| MSW | 95 | 100 | 90 | 95 |
| MA HRM | 100 | 100 | 95 | 100 |

The above chart indicates that the college has made a steady performance in its results irrespective of the departments. Many of the years cited above, the college gets 100 per cent pass and more than 60 per cent scores above first class.

2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioural aspects, independent learning, communication skills etc.)

• **Student Accompaniment and Progress (SAP):** This is a comprehensive assessment of the student throughout the course. The students are evaluated based on interest in academics, skill learning, quality and quantity of work, qualities like problem solving, team work, dependability, reflection, resourcefulness, response to supervision, ethics, social sensitivity, entrepreneurship, writing and oratory skills, interpersonal relationship, and communication.

   • Personal feedback to students on their performance after their presentations

- One to one discussion on the mode of answering in the test papers
- Personal guidance in preparing assignments
- Individual and group level feedback system for the field training to students.
- Feedback from the agency supervisor is sought after the completion of field training in every semester.
- Adequate weightage is given to the qualities like promptness in work, reporting, initiatives, contributions to the agency and written and oral communication skills.
- Viva voce in every semester
- Discussion with the field agencies
- Mentoring and tutorial
- Criteria for assessment.
- *Moodle* and technology in the evaluation process
- Email communication
- Excel software

### 2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Yes, the teachers and the institution use the assessment of the students as a basis of evaluating the student performance. This is a continuous process. The advanced learners are facilitated to gain more competencies and exposure by deputing them to programmes outside the campus. Similarly the slow learners are supported through different mechanisms like peer learning and remedial coaching. The mentoring system is effectively utilised for helping the slow learners to overcome their hurdles. Teachers spent a lot of time to make the slow learners to understand the difficult areas.

Assessment at Loyola is more a continuous process than a onetime affair, and much helpful in planning effective strategies for the benefit of all concerned. Evaluation of all sorts enables us to categorize the students into advanced and slow learners. The plans we have drawn up and have been executing are:
- Deputing advanced learners to more challenging programmes outside the campus
- Remedial coaching, peer groups and special mentoring for slow learners

### 2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

The college generally encourages an Open Door Policy towards entertaining grievances. Besides this informal approach, there is a specific system to redress grievances. With regard to academics, the CA marks generated are shown to the students and they are free to discuss with the teacher concerned before endorsing by way of signing. If any issue arises, the grievance is handled in a three-tier system – first at the level of the teacher, then at the level of the HoD, and third, at the level of the Principal. In case of any grievances regarding the internal evaluation, the students are free to communicate it to the grievance cell. In the case of a grievance unresolved

at the above levels and those regarding the ESA, the student may take the matter to the authorities at the University, in writing.

## 2.6 Student Performance and Learning Outcomes

2.6.1 <u>Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?</u>

Yes, the college has clearly stated outcome in all the academic and co-curricular activities carried out every year. At the academic realm, the students trained to excel in their studies and perform well in the University examinations and our results bear testimony to the institution's efforts in this regard.

As the institution is committed to the integral development of the learners we train them and assess them on multipronged fronts during the course of their study here. An orientation to this is given at the outset of the programme when they are inducted into the institution. They are introduced to:
  a) Engaged Knowledge Building (EKB) as an approach to learning and knowledge production
  b) Planning-Implementation-Monitoring-Evaluation (PIME) template as the methodology on the campus

The college aspires to transform each student (personal transformation) to a level where they would be able to relate to our core values and uphold the same, i.e., to contribute constructively to social transformation. A Loyolite, as an engaged learner, is expected to relate, and engineer changes through conscious personal reflection. Therefore, beyond academics, Loyola looks up to the holistic development, the 'Gold Standards'. The various parameters the students are expected to be consciously looking at and developing include:

- Interest in academics
- Skill learning
- Quality of work
- Quantum of work
- Problem solving ability
- Team work
- Dependability
- Reflection

- Resourcefulness
- Response to supervision
- Ethics
- Social sensitivity
- Entrepreneurship
- Writing skills
- Oratory skills
- Interpersonal relationship skills

We have devised SAP, a participative evaluation system to assess the growth of the learner and to provide feedback and accompany them through empathetic mentoring.

At various levels the learning targets are fixed, communicated and evaluated:

**Departmental Level**
- At the beginning of the year different departments prepare their teaching plan and share it with the students.
- Each department has its own Vision and Mission, unique to the respective disciplines. This is explained to the learner at the time of induction. The department plans its expected curricular and co-curricular outcomes based on

the vision and mission and communicate them to the students. In some cases students are also made part of this planning process.

- During the course of Annual Evaluation and Planning, the learners assess whether the stated learning outcomes have been achieved through the following mechanisms:
    - STEF at the end of each semester, which assesses the teacher and the transaction of the subject
    - Open House, the end semester collective deliberation on the learning experience, fieldwork, the activities and the life on the campus
    - The entry and exit assessments generally reflect the holistic growth experienced by the learner

The outcome of this evaluation process is assessed by the Department Staff Council and integrated into the planning of the expected outcome for the next semester.

**Institutional Level**

In addition to this a host of programmes are organised in the college in which the students are expected to gain specific outcomes. For example: the rural live in camp gives an opportunity to understand the grass roots realities of the people. This also teaches the students how to forgo luxury and live with the minimum facilities. Another initiative of the college is the biodiversity club. This makes the students sensitive to the ecological concerns. Research clinic is a mechanism to ensure the research skills among the students. Thus, all the co-curricular activities of the college have their own specific intentions to change the students positively.

**Stakeholders' Level**

Employers, alumni, parents and representatives of the community provide us with feedback which in turn is reflected in the subsequent changes in the syllabus, curriculum plan, training modules etc.

2.6.2 <u>How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?</u>

The institution has devised teaching, learning and assessment strategies to accomplish the stated outcomes of the pedagogic process.

**Teaching Strategies**

The teaching strategies followed in the college to realize the learning goals are to:

- Prepare and abide by the teaching plan
- Prepare annual calendar in which the teaching-learning activities are scheduled
- Employ creative teaching methodologies (especially ICT enabled) to impart the knowledge, values and skills to attain the learning outcomes
- Follow student-centred teaching strategy wherein the library and the community are the primary resources.

**Learning Strategies**

As the student community in the college belongs to PG and PhD programmes, we inculcate adult learning practices which are student-centred. The learning strategies are given below:

- Ensuring continuous learning throughout the course period

- Encouraging research oriented learning practices and a research culture
- Learning process includes classroom transactions, self-study and community engagements. Thus the learning strategy of the institution envisages assimilating through classroom-library-community linkage.
- Creating ambience for discussions and sharing through Peer learning (IPP) practices as a strategy for engaged and involved learning
- Exclusive research wing co-ordinates and facilitates the learning processes of the research scholars

**Assessment Strategies**
- Continuous assessment gives clarity to the students on the areas to perform better and provides them with the opportunity to strategically integrate their efforts.
- SAP is a comprehensive participatory assessment of the students throughout the course on twelve indicators (ref. 2.6.1)
- End semester assessment is done by the University through a written exam. A dissertation and viva voce are done at the end of the course.

**Institutional Structuring of Teaching, Learning and Assessment Strategies**

The teaching learning and assessment strategies of the institution are planned, structured and monitored at different levels. At the College level, this is ensured by the Principal. The Department Council, the Faculty Council, and the Academic Council are involved in the planning, structuring and monitoring of the strategies. IQAC meets fortnightly to support the learning activities of the different departments and functional units.

2.6.3   What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

Loyola believes in the philosophy of continuous improvement to keep the courses current and relevant. It updates its curriculum and devices creative practices and activities in order to meet the demands of the changing socio-economic scenario.

**a) Curriculum revision**
Considerable effort is made in updating the syllabi of all the courses, once in five years as allowed by the University. The practitioners, employers and senior alumni are also participants, in addition to academicians, and subject experts, in the Syllabus Revision Workshops. The significant changes in the recent revision are:
- In order to maintain compatibility with global standards, the MSW and MA HRM programmes have incorporated new and relevant topics – Entrepreneurship, Eco-social Work, Business Environment, CSR, Cybercrime, Abnormal Behaviour, etc. to replace redundant modules in the syllabus, and thereby compensate for restrictions imposed by the University schems. This will be useful for placements abroad and for seeking admission to higher studies.
- The syllabus of MA Sociology programme is revised to offer to accommodate the fieldwork component.

**b) Placement-oriented initiatives**
- **Job Seeker's Course** is offered every year to facilitate the outgoing batch for gaining good placements. The major areas of inputs broadly include: general knowledge and language skills, resume preparation, training to participate in group discussions and interviews. Students have found it extremely beneficial to their placement efforts.
- As the college realized that the nomenclature of MAPM programme is a limiting factor in the job prospects we negotiated the matter with the University and got it changed to MA HRM, from 2013 onwards.

**c) Research aptitude**
Research and Consultancy is in increasing demand in the development sector. In order to match this demand and to promote a research culture on the campus the following novel initiatives have been taken:
- Research Clinic: It is a novel initiative where the dissertation work of the students is monitored systematically keeping a common schedule.
- The college has organised workshops and conferences in research and allied areas during the past five years.
- SPSS training has been offered annually to all semester IV students and research scholars.
- The **Research Colloquium** has provided research scholars with an opportunity for pre-submission presentations of their theses.
- Students and scholars are encouraged to participate in the **Ph.D. open defence** conducted at the University which gives them academic exposure and inspiration.
- Research scholars and PG students also collaborate in the research projects undertaken by the faculty members and the institution. This is a rare learning opportunity to provide hands on research experience. Some of the examples are:
  - Health Survey of a 19000 population for DMHP
  - A survey on all women police stations
  - Designing CSR projects for Apollo Tyres
  - PRA for the Malapuram district administration for the tribal sub-plan
  - Children's home study for SICHREM
  - Survey of migrant labourers
  - Baseline Survey of Cheruvickal community
  - The 'World Science Project' survey for Louisiana State University, USA

**d) Entrepreneurship and Innovation**
Loyola encourages creativity and innovation in the courses offered here. The students are given the responsibilities of planning and implementing various programmes on the campus which they do creatively employing their innovative ideas and entrepreneurial skills. Some of such activities and practices are:
- Life skills training offered by the LiveLab to schools in Trivandrum as part of our social entrepreneurship and community service. The creation of LiveLab was inspired by a Workshop held in 2012 titled LiveLab. This has given us opportunities such as:
  - hosting an International Conference on Life Skill Education
  - providing consultancy for Rajagiri College of Social Sciences, offering them ToT

- Gathering ideas from demonstration models for entrepreneurial initiatives, students run 'Food Courts' on special occasions like arts festival, admissions, conferences, etc. for fund raising.
- Our students proved their competencies in volunteer services in their respective fields through resource mobilisation as exemplified by the following:
  - Helping a family to secure financial support from the Chief Minister's Relief Fund to the tune of Rs. 3 Lakhs.
  - Getting the support of Heera Group to construct a house for a needy family at Nettayam.
  - Our students of 2010 batch took the initiative to construct a house for an alumnus who was suffering from severe arthritis.
  - Helping the mother of a migrant labourer to get compensation from their contractor who had deserted them during her convalescence. This initiative was supported by the Commissioner of Labour Department, Government of Kerala.
  - Organizing *Nirakkootu*, an innovative initiative, a painting competition for *Anganawadi* children
  - Organizing other innovative initiatives such as:
    - Blood identification camp organised with the help of Chaitanya Eye Hospital
    - Eye testing camp in collaboration with Ahalia Foundation (2013)
    - Voluntary blood donation campaign, alongside HLLFPPT (2010)
    - Indigenous medical camp in collaboration with Shanthigiri Asharmam (2014)
    - Mental health programme in Cherucivkal in collaboration with DMHP (2013)

2.6.4    How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?

The college collects and analyzes data on student learning outcomes from various stakeholders in the following ways:

**Collection and analysis of data from the students**
The main source of data on student learning outcomes is the student community. The tools used for data collection are:
- **Student Accompaniment and Progress Report**:  It is a continuous performance assessment and ranking system based on the data collected from the students at the end of each semester. The data are analysed and used by the mentors to help their students overcome their learning difficulties.
- **Open House:** This is an open forum, conducted at the end of each semester, for sharing their experience of learning and the factors that enhanced or limited their learning outcomes. The data garnered from the open house are subjected to serious discussions and appropriate steps are taken at different levels for overcoming the barriers.
- **Entry Assessment and Exit Evaluation:**  There are two tools, EAT &ALCALE, for entry assessment and exit evaluation. EAT, that assesses the

expectations of the students, does a SWOC analysis and helps goal-setting at the point of entry. The ALCALE attempts to assess the Loyola campus life experience, conducted towards the end of academic life. The data collected through both the tools are used to find out the expected learning outcomes and the barriers in the way of achieving the same.

- **Continuous Assessment (CA):** The college has its own institutionalised mechanism for the CA process within the framework of the University norms. The analysis of CA marks gives an opportunity to understand the students' potential, right from the beginning. Based on this analysis, the college extends appropriate support to the needy students and encourages the advanced learners to achieve more.
- **End Semester Assessment Examination (ESA) results:** The results of the ESA are another data on learning outcomes which reflects the effectiveness of the teaching learning process. This gives the students, an opportunity for self-evaluation and identification of the barriers to achieving the learning outcomes. The college gives serious consideration to these marks and the faculty member concerned helps the students to overcome the barriers.

**Collection and Analysis of Data from other Stakeholders**

The college also collects data from other stakeholders such as parents, agencies, alumni, and NGOs.

- **Parents-Teacher Meeting:** During the time of admission there is a PTA meeting in which the data on expectations on learning outcomes are collected from the parents. In the subsequent PTA meetings data on the performance of their wards are collected and analyzed. Suggestions for solutions to the barriers are discussed in the individual meetings of teachers with the parents.
- **Agency/Employer Feedback:** The partner agencies / NGOs play an important role in training our students to be competent professionals. During the field training the teachers interact with the agency supervisor to set the learning goals and achieve it successfully. After the completion of the training a formal analysis of the student learning is done. These inputs are used for planning and implementation of training in the subsequent semesters to overcome the barriers identified. Similarly, the Placement-in-Charge does follow up with the employers whom the college places students with; it provides us an insight into the gaps between work demands and the quality of students.
- **Alumni feedback:** The interaction with the alumni takes place on a regular basis. One important input they give is a critical review of the systems and practices in the college whcih helps us to sieve out redundant practices. They also communicate to us the gaps they have experienced between the learning outcomes achieved from the college and the demands of the professional world they are into now. These structural and systemic barriers in learning are thus identified and removed.

**Use of data for overcoming the barriers in learning**

The common barriers that the students face in materializing the expected learning outcomes and the remedies that the institution has implemented are:

- Lack of proficiency in English is an impediment many students experience initially in the process of achieving learning outcomes. The institution has

- taken steps to remedy this by offering the Remedial English language course and language lab facilities.
- When the differently-abled students come to the normal stream to study a curriculum which is designed for others, they do face certain problems. The institution has addressed this by taking measures like providing mobility training, white cane (where relevant), and ramps. For supporting their academic endeavours the institution provides electronic resources, CD ROM databases, software and high speed Internet.
- Equal Opportunity Centre provides capacity building training for students from the SC, ST and OBC so that they can confidently cope with the academic demands and surmount the initial barriers.
- The students hailing from science streams experience an initial barrier to adapt to the social science pedagogy. Identifying this gap the institution conducts bridge courses for acclimatizing them to the social science paradigm. As a result of this effort these students fare as well or even better than their counterparts from social science background.
- The institution identifies slow learners from the data gathered through the above mentioned ways. As they encounter difficulties in achieving the expected learning outcome, the institution tries to support them through buddy system and peer learning, which are our cooperative learning initiatives.
- As the attendance and achievement of learning outcomes are positively correlated, the institution has a mechanism to collect and analyze attendance data, identify those lacking sufficient attendance, communicate it to the persons concerned and intervene as and when required.

2.6.5 <u>How does the institution monitor and ensure the achievement of learning outcomes?</u>

As mentioned elaborately earlier, the institution monitors and ensures the achievement of learning outcomes through the following: Mentoring and SAP, Tutorials, Tests, Seminars and Assignments, Viva Voce, Continuous Assessments, PTA Meetings, Attendance data monitoring, Open House, Fieldwork Conferences - Individual and Group, etc.

2.6.6 <u>What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?</u>

The graduate attributes specified and inculcated by the college are classified into social, personal, professional and academic. The college is particular in organizing programmes that can impart and enhance these attributes in a learner. These attributes make a Loyolite unique in thinking, perception, interaction and intervention.

The important graduate attributes specified by the college include:

| 1.     Social attributes | |
|---|---|
| **Attributes** | **Programmes** |
| Social Responsibility and inclusive orientation, Openness to diversity, Empathy, solidarity and Humaneness, Ethical, Eco sensitivity | Value education programme, Rural/tribal live-in camp, Ongoing sensitization programmes, Community activities, PRA training, Commemoration of important days, Bio-diversity club |

| 2. Personal Attributes | |
|---|---|
| **Attributes** | **Programmes** |
| Self-awareness and Self-esteem, Stress management, Life skills, Secular thinking, Civic sense | LiveLab, Value education programme, Rural/Tribal Live-in Camp, community activities, ongoing sensitization programmes, commemoration of important days, Human Rights Activities, Street theatre workshop, Placement training and career guidance, PRA training, Meet excellence series and meet alumni series, Seminars and workshops, Celebration of major festivals like Onam, Christmas, and Eid |

| 3. Professional Attributes | |
|---|---|
| **Attributes** | **Programmes** |
| Professionalism, Creativity, Entrepr-eneurship, ICT skills, Gender sensitivity, Interpersonal skills, Adaptability, Legal Awareness, Communication skills, Problem solving skills, Resource mobilization skills, Networking skills, Reporting , Documentation, Directing | Organizing group activities and teamwork, Organizing arts and sports, community activities, Placement training and career guidance, Street theatre workshop, meet excellence series and meet alumni series, Seminars and workshops, Value education programme, ongoing sensitization programmes, Commemoration of important days, SITUP, LET (Loyola Ethnographic Theatre), *Moodle*, |

| 4. Academic Attributes | |
|---|---|
| **Attributes** | **Programmes** |
| Research aptitude& skill, Critical thinking, Scientific temper, Life-long learning, Presentation skills Theoretical depth, Observation skills, Monitoring skills, Evaluation skills, Analytical skills, Conceptualization skills, Knowledge of various settings | Classroom teaching, curriculum/ syllabus revision, Consistent learning and consistent assessment, Evaluation and exams, Fieldwork, Community engagement, Block-placements, Research clinic, PRA training, Seminars and workshops, Exposure visits and study tours, LET (Loyola Ethnographic Theatre), Interaction with institutions of excellence/exchange programmes, Continuing education programmes, *Moodle* |

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

- **Student Accompaniment and Progress Report:** This is a unique initiative of Loyola to have a comprehensive assessment of the students throughout the course. The students are evaluated based on their performance in academics, skill learning, quality and quantity of work, qualities like problem solving, team work, dependability, reflection, resourcefulness, response to supervision, ethics, social sensitivity, entrepreneurship, writing and oratory skills, interpersonal relationship, and communication. This provides a critical reflection of their self and facilitates them to understand their strengths.
- **Field based training:** Loyola moulds the students by providing them real exposure to the field. This not only provides them an opportunity to understand the society and grass roots realities, but also to have a critical reflection on their self, especially their competencies and accept their limitations.
- **Collaboration with agencies:** The training at Loyola is supplemented by networking and collaboration with various agencies who are engaged in social action. The students get an opportunity to learn by involving in social action and providing help to the needy whenever necessary.

# CRITERION III

# RESEARCH, CONSULTANCY AND EXTENSION

## 3.1 Promotion of Research

3.1.1 <u>Does the institution have recognized research centre/s of the affiliating University or any other agency/organization?</u>

Yes, the departments of Sociology, Social Work and Personnel Management are recognised research centres of the University of Kerala for the respective disciplines. They got registration in 1987, 2008 and 2014 respectively.

3.1.2 <u>Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.</u>

The Research Committee is a body functioning under the larger umbrella called the Loyola Research Centre (LRC) and the Principal is its Director. LRC works on four verticals – Doctoral Research, Student Research Clinic, Funded Research and Extension Research. Each of these verticals is coordinated by the Coordinator/Convener. The Research committee consists of the Principal, the Coordinators of these verticals and the HoDs concerned.

**LOYOLA RESEARCH CENTRE**

| Doctoral Research | Student Research Clinic | Funded Research | Extension Research |
|---|---|---|---|
| Research Coordinator | Research Convenor | Research Coordinator | Asst. Administrator, LES |
| PhD Guides | HoD | Faculty | LES Staff |
| PhD Students | PG Students | Organizations/ Agencies | Organizations/ Agencies |

Director → Research Committee
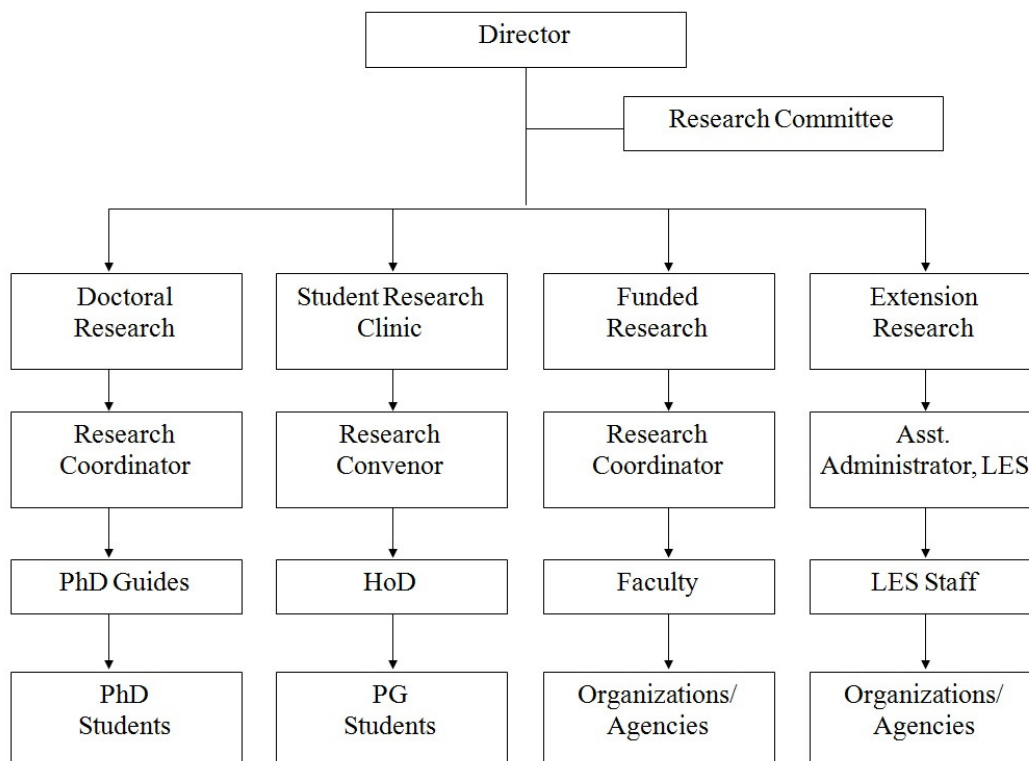
**Composition of the Research Committee:**
Director (Principal)
Research Coordinator (Doctoral Research)
Research Convenor (Student Research Clinic)
Research Coordinator (Funded Research)
Research Coordinator (LES)
Head, Dept. of Sociology
Head, Dept. of Social Work
Head, Dept. of Personnel Management
Head, Dept. of Counselling Psychology

**The responsibilities of the Committee include:**
- Prepare the policies regarding research, execute, revise and modify whenever required
- Motivate and assist the faculty, research scholars and students to prepare project proposals in their research area
- Approve the research proposals for recommendation and  funding
- Monitor  the research projects of the college and social lab - LES
- Publish  the research reports and the institutional journal – LJSS

**Some Recommendations of the Research Committee**
- Regarding Research Scholars: conduct weekly meetings,  ensure their regular attendance, organize pre-submission seminars for them, involve them in the teaching-learning process of the institution and provide Research Scholars booth
- Regarding Students' Research Projects: monitor and streamline them better with an inter-disciplinary approach
- Send students to attend the Open Defence of the research scholars of our centre.
- Send proposals to the UGC/ICSSR to organize and conduct national research methodology workshops
- Honour doctoral awardees of  Loyola Research Centre in an annual function

**Impact of the recommendations**
- Research Scholars are well integrated into the everyday functioning of the college and they are now more organized and streamlined
- Developed students research clinic with better interdisciplinary coordination and monitoring of students' research projects
- Conducted a couple of national research methodology workshops
- Revamped the overall research culture on the campus

3.1.3 <u>What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?</u>

The faculty is given full autonomy in the organization and conduct of research projects. All the resources required for the research are made available to them. The institution has a policy of rearranging classes for the faculty, in order to enable them to pursue quality research. The faculty members are encouraged to undertake research projects utilizing the seed money available from the institution. The institution also advances money, if there is delay in getting the money from the funding agency.

Adequate infrastructure has been set apart for the purpose of research. Students' assistance is also provided in data collection.

The college also promotes research activities in collaboration with other institutions. The college follows a policy of maintaining a separate account for each project, setting all payments within 30 days of the completion of the project, issuing utilisation certificates on time and of ensuring transparency in all dealings by getting the account audited every year.

The college encourages the faculty to acquire higher qualification in their respective domains. The LRC, under the close supervision of the Director and the research guides, organizes orientation and advanced inputs in research methodology and statistics by inviting eminent resource persons at regular intervals. The centre organises periodic meetings in which the faculty members and research guides review the progress of the scholars' work. Pre-submission seminars are convened in order to assist students preparing for the submission of their doctoral theses. The research colloquium is another periodic feature of the institution in which the research outputs of the faculty members are presented and LRC publishes working papers.

3.1.4 <u>What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?</u>

The *Research Clinic* is responsible for the upkeep of the research culture among students. The *Research Clinic* regularly conducts synopsis presentations, classes on various topics in research methodology, SPSS training, bi-weekly conferences and pre-submission of dissertation topics by the post-graduate students. The research clinic is essentially interdisciplinary in nature, a veritable confluence of all departments. It, therefore, is not only the Principal agent in fostering research aptitude among the students, but also a true measure of the research culture on the campus.

The students are sent for the open defence of the research scholars of the centre and they also attend the pre-submission seminars of the research scholars. The students are given opportunity to assist certain research projects of the faculty. Some students also conduct their research projects using the research bank of the LES.

All these provide the students with rich experience and learning in the conduct of social research, which in turn improve their research temper and enrich their aptitude in research.

Research scholars are streamlined with periodic meetings, reviews, regular attendance and participation in the teaching-learning process of the campus. Further, intense methodology workshops with the support of ICSSR and UGC are also organized to maintain and enhance the research culture on the campus.

3.1.5 <u>Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.)</u>

The institution being an advanced research centre for Social Sciences, all its faculty members are actively involved in research.
- Every faculty member guides student dissertations (100%).
- 9 out of 14 permanent members of the faculty (64%) are recognized research guides of the University of Kerala. Currently the institution has 25 full-time and 15 part-time research scholars pursuing their doctoral programme under the guidance of the faculty members of the institute. The University awarded PhD to a total of 9 research scholars of the centre during the last four years.
- 12 out of 15 members of the faculty (80%) have individual or collaborative research projects. They are either Principal investigators or co-investigators. In the last four years the faculty completed 28 individual projects, 2 inter-disciplinary and one international collaborative project and currently 7 research projects are on-going of which 2 are inter-disciplinary and one is international.
- ICSSR has awarded Senior Research Fellowship to one faculty member of the Department of Sociology, the first of its kind in Sociology in the state.
- The Research Team of Loyola Extension Services also is very active in research. LES engages mainly in action researches, need assessment studies and evaluative studies. In the last four years it carried out 5 studies and one study is on-going.

3.1.6 <u>Give details of workshops/ training programmes/sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.</u>

- The Student Research Clinic is very much into the action of capacity building and inculcating a research culture among the staff and the students
- Group teaching methods are practised in the classes on research methods by the involvement of faculty from different departments
- Periodic workshops are conducted in research methodology, which are open to PhD Scholars and the young teachers from outside the college. Along with the faculty of the institution, experts from various parts of the country engage sessions in these workshops.
- Pre-submission seminars for PhD Scholars before they submit their theses
- Setting up of the UGC's "Equal Opportunity Centre". Eight of our research scholars presented papers and internally published under the auspices of this centre.
- Conducting need analysis study/survey during NSS rural live in camps.
- Extensive Tribal survey conducted by the students of Social Work on behalf of DMHP-DHS of Kuttichal Grampanchyath (a survey covering 19000 people in 17 tribal settlements deep inside the Kottoor forest), and the follow up camp.
- PRA training for all the students who later conduct PRA based studies in rural settings (PRA trainings in Nilambur, Wayanad, Highranges etc.)
- Social Lab – LES undertakes studies in which the students and the faculty participate.

- Display of completed reports, publications etc. in the institution becomes a source of inspiration and motivation.
- Publication of Working Papers of the faculty based on their studies.

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

The college has got competent faculty in varied areas as follows:

| Sl. No. | Name of the Faculty | Areas of Expertise |
|---|---|---|
| 1 | Dr. K. A Joseph | Disability Rehabilitation, Community Development, Social Work Practices |
| 2 | Dr. Sonny Jose | Counselling, Mental Health, adolescent problems, Personality Development, OD |
| 3 | Dr. Charles L. | Health, Community Engagement |
| 4 | Fr. Sabu P. Thomas | Community Development, Gender studies |
| 5 | Ms. Francina P. X. | Women Empowerment |
| 6 | Dr. Jose Boban | Social Anthropology, Migration, Tourism, Gerontology |
| 7 | Dr. Saji P. Jacob | Gender Studies, Research Methods |
| 8 | Dr. Antony Palackal. | Culture, Development & Gender Studies, Science Technology & Society Studies |
| 9 | Fr. Aneesh Joseph | Theoretical and conceptual studies, Gender studies |
| 10 | Dr. Prakash Pillai R. | HRD Climate, Research Methods, Higher Education Studies |
| 11 | Mr. Aby Tellas | Family Business Management, Industrial Relations |
| 12 | Dr. Anitha S. | Training & Development, OB |
| 13 | Fr. Ranjit I George | Training & Development, OC & OD |
| 14 | Mr. Angelo M. P | Technology Management, Performance Management |
| 15 | Dr. Susha Janardhanan | Student & Family Counselling |
| 16 | LES – Social Lab | Child Rights Observatory (funded by UNICEF), Student/ Family Counselling Training, Adoption, Women Empowerment, Community/Rural Development, |

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

Being an advanced research centre in Social Sciences, Loyola always attracts eminent personalities to interact and associate with the institution. The efforts are mainly at three levels:
- The special lectures, workshops, seminars, conferences are one of the main occasions when researchers of eminence visit us and interact with the faculty.
- Researchers of eminence visit the institution in connection with the collaborative researches undertaken by the faculty and LES.
- Scholars from abroad visit the institution and bring student-groups for educational programmes.
- A number of top Govt. officials and Policy makers visit LES and interact with the researchers at LES.

- Scholars of eminence visit the institution as part of our network and collaboration with other educational institutions such as CDS, Academic Staff College, scholars from Jesuit institutions in India and abroad and university/ departments and professional associations such as, KSS and NIPM.

3.1.9 <u>What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?</u>

About 35% of the faculty utilized long leave in connection with research and higher academic engagements, though in principle, affiliated colleges do not have the provision for Sabbatical leaves. The institution encourages the faculty by granting leave to pursue doctoral studies under Faculty Development Programme (FDP). In recent years, four members of the faculty have availed themselves of this opportunity and two of them have completed the work. Dr. Antony Palackal of the Dept. of Sociology was given two years of leave to conduct his research on 'Land question in Kerala', under ICSSR Senior Fellowship.

The provision for long leave directly contributed to improve the quality of research and imbibe research culture on the campus:

- The doctoral programmes improved the research culture and quality of the teaching-learning in the institution.
- The research clinic for the students, and more community and health oriented researches are some direct effects.
- Increased the resourcefulness of the institution in terms of quality faculty for research methodology workshops and lectures both within and outside the campus.
- Expertise on Land Question and Social exclusion in the state.
- A pioneering contribution to video ethnography – academic movie – an emerging field in social science research, which brings the research findings to the larger public as visual essays.

3.1.10 <u>Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)</u>

The college takes several initiatives in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community. They include the following:
- Publications – Articles in peer-reviewed journals, books and book chapters.
- Articles in news papers, regional periodicals.
- Talks and discussions over All India Radio and visual media.
- Screening of Video-ethnography before various audiences – conferences, seminars, student groups and public.
- Publication of seminar/conference reports and proceedings.
- Working Paper series.
- Project reports.

- The faculty presenting papers in international/national/regional conferences, seminars and workshops.
- Action researches conducted by LES are utilized for interventions by the respective agencies (e.g. agricultural survey in Sreekariyam Panchayat & Airport study).
- Organization of conferences and seminars
  - Land Issues and Land Struggle in the Neo Liberal Era, two-day national conference
  - Land Acquisition and Rehabilitation in the context of the Moolampilly Struggle.
  - NGO-Academia Interface Seminar
  - Seminar on Social Work Practices
  - Two-day National Seminar on Waste Management in India
- Submitting reports to the Govt. and policy makers.
  - The consolidated report containing the suggestions and recommendations that came up in the course of two day's deliberations prepared by a Committee on the two-day national conference on land question was submitted to Sri. V.S. Achuthanadan, former Chief Minister, Govt. of Kerala).
  - A report on the proceedings of the Two-day *National Seminar on Waste Management in India* was submitted to the *Suchitwa Mission*, Govt. of Kerala
- The outcome of the studies on School Counselling (Need Assessment and later PhD) by Dr. Susha Janardhanan, Dept. of Counselling Psychology, led to a series of training sessions for School Counsellors at LES, organized by the Govt. of Kerala and paved the way for the establishment of 'Loyola School Counselling Centre' for school children and the introduction of new course of MSc in Counselling Psychology.
- Life Skill Training programmes of the LiveLab for students in schools in and around Trivandrum and the Training of the Trainers (ToTs).

## 3.2 Resource Mobilization for Research

3.2.1 <u>What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.</u>

- **Percentage of the Total Budget Earmarked for Research:**

  2009-2010    : 30%        2010-2011      : 35%
  2011-2012    : 35%        2012-2013      : 20%

- **Sources of Income Generated for The Research**

| Sources | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|
| Project overhead income | 1,62,070 | 1,42,650 | 1,67,195 | 1,87,520 | 2,73,440 |
| Research grant from the university | 10000 | 20000 | 16000 | 40000 | 31250 |
| Contribution from the management | 1,28,000 | 1,88,000 | 1,85,000 | 1,48,000 | 1,01,820 |
| **Total** | **3,00,070** | **3,50,650** | **3,68,195** | **3,75,520** | **4,06,510** |

- **Financial Allocation:**

| Items | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|
| Allocated amount for the year | 3,00,000 | 3,50,000 | 3,70,000 | 3,75,000 | 4,10,000 |
| For research and survey studies | 50% 1,50,000 | 50% 1,75,000 | 50% 1,85,000 | 50% 1,87,500 | 50% 2,05,000 |
| Infrastructural upgrading | 20% 60,000 | 20% 70,000 | 20% 74,000 | 20% 75,000 | 20% 82,000 |
| Honorarium | 5% 15,000 | 5% 17,500 | 5% 18,000 | 5% 18,750 | 5% 20,500 |
| Journals and Books | 10% 30,000 | 10% 35,000 | 10% 37,000 | 10% 37,500 | 10% 41,000 |
| Printing/publication | 10% 30,000 | 10% 35,000 | 10% 37,000 | 10% 37,500 | 10% 41,000 |
| Photostat and stationery | 5% 15,000 | 5% 17,500 | 5% 18,500 | 5% 18,750 | 5% 20,500 |

- **Details of Major Heads of Expenditure and Actual Utilization**

| Items | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|
| Survey expenses | 38,000 | 20,400 | 22,350 | 24,800 | 26,730 | 27500 |
| Computers, Internet, maintenance | 64,000 | 1,14,000 | 1,16,800 | 1,39,000 | 1,26,110 | 1,15,400 |
| Salary of the research coordinator | 1,15,000 | 1,15,000 | 1,08,740 | 1,28,000 | 1,20,000 | 1,20,000 |
| Photostat | 8,000 | 8,500 | 10,150 | 13,340 | 14,690 | 14,230 |
| Books / Journals | 11052 | 22,650 | 27,590 | 29,600 | 25,700 | 27,950 |
| Reading corner | | | | | | 27,000 |
| Shelves/ cabinet | | | 20,400 | | | 46,800 |
| Printing working papers/ Publishing books | 11,000 | | 12,000 | 13,500 | 13,650 | 13,970 |
| Honorarium for eminent scholars | 15,000 | 13,000 | 16,500 | 17,800 | 16,250 | 13,660 |
| **Total** | **2,62,052** | **2,93,550** | **3,34,53** | **3,66,04** | **3,43,13** | **4,06,510** |

3.2.2 <u>Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?</u>

Yes, there is a provision in the institution to provide seed money to the faculty for research. The fund generated for the research is the source from which seed money is provided. The seed money, which is advanced, is normally pooled back when the funding organization releases the sanctioned amount. About 40% of the faculty involved in research has availed of the seed money in the last five years, excluding the LES Research Team.

The details of the faculty who availed themselves of the seed money and the amount disbursed is as follows:

**2009-10** Fr. Sabu Thomas: For the conduct of the socio-economic survey of Mariyanadu - Rs. 20,400/-

**2010-11** Fr. Sabu Thomas: For the conduct of the socio-economic survey of Mukundara village - Rs. 22,350/-

**2011-12** Dr. K.A. Joseph: Advance amount for the study for Framing Social Work Practice Guidelines Applicable in 20 Social Work Practice Settings in India.(UGC) - Rs. 85,000/-

Mr. Aby Tellas: For the conduct of the Socio-Economic Survey of Madhavapuram village - Rs. 24,800/-

**2012-13** Mr. Aby Tellas: Health Status of Fishing Community Survey in Puthiyathura fishing village - Rs. 26,730/-

**2013-14** Mr. Aby Tellas: Survey of Differently-abled in Andoorkonam Panchayat – Rs. 27500/-

Dr. Anitha S. & Mr. Aby Tellas: Advance money for the study on Lifestyle Risk Factors of IT/ITES Professionals – A case of Technopark, Trivandrum (UGC) - 15,000/-

**3.2.3** <u>What are the financial provisions made available to support student research projects by students?</u>

The institution has various financial provisions to support students' research projects.

- A portion of the seed money from the research.
- The faculty fund pooled every month. This is basically to support the stationery and transportation costs towards dissertation work.
- Winston Netto Scholarship for the needy and deserving students who are good at studies. This fund can be used for their research purposes.
- Students are provided opportunities to participate in the regular research work of the faculty and they are amply remunerated for the service they provide.
- The best dissertation from each department carries a cash award. This is given away annually during the college day.
- MSW students under the guidance of the faculty conducted Participatory Rural Appraisal (PRA) for the tribal areas of Nilambur, Wayanad. They were funded by the ministry of Local Self Government and Dept. of Forests, Govt. of Kerala.
- Tribal survey at Kottoor on behalf of DMHP-DHS of Kuttichal Grampancahyat was fully funded by DMHP, Govt. of Kerala.

**3.2.4** <u>How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavours and challenges faced in organizing interdisciplinary research.</u>

The institute promotes the culture of inter-disciplinary research. In undertaking interdisciplinary research, the faculty bring together the strength of the discipline and the competencies of the respective faculty; hence, complementing subject scholarship with research competency. In joint researches, the concerned faculty work on the proposal together and share the data collection, training of the investigators, and analysis between them.

The two researches carried out by Dr. Sonny Jose (Department of Social Work) and Dr. Lekshmi Nair (Department of Sociology) are examples of successful interdisciplinary researches. The faculty from Social Work, who is strong in the field aspects of the research, has attended to the conduct of the field work including the training of the field workers and the faculty from Sociology, who is strong in theory, and literature complemented with the analysis of the data and conceptualization of the report. Thus the studies beautifully blend the research competencies of the respective disciplines and the faculty.

Another area where the various departments and faculty interact in the domain of research is in the organization and conduct of the Research Methodology Workshops. The institution organized two workshops in the reporting period (June 2011 & November 2013), which were conducted as interdepartmental ventures, though departments of Sociology and Personnel Management respectively took the lead role respectively. The programme schedules were prepared in consultation with faculty from other departments and number of faculty from other departments engaged sessions for the workshop. Both the workshops did contribute to the promotion of inter-disciplinary research culture in the campus.

The Student Research Clinic is yet another forum by which interdisciplinary research culture is promoted on the campus. The presentations and monitoring of students' research work become occasions where lots of interdepartmental interactions and exchange of ideas do take place. PhD pre-submission presentations are also held in interdisciplinary manner.

3.2.5 <u>How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?</u>

- The library of the college maintains a register to check the footfalls. This is maintained separately for PG students, research scholars and faculty members. Now this is done electrically using bio-metric punching system. The customized programme for library retains the details of all books and its issuing from there.
- The college provides Wi-Fi connectivity for all the stakeholders. There is dedicated Internet connectivity to faculty members and research scholars. The IT platform of the new era provides the analytical table about the usages of data sources like Inflibnet and N-list.
- The institute provides training in Research Methodology and its allied areas, which is beneficial for all the research scholars and provide them with hands on experience.
- All the research scholars also use the physical facilities such as cabins and reading corner.
- Mini research hall is used for weekly meetings of the research scholars and for the interactions and discussions among the research scholars

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

Being a Social Science institution, industry or other beneficiary agency does not usually provide fund for solely developing research facilities, as in the case of Science institutes. However, the institution has received finance from the following agencies in connection with the research works it has undertaken and part of that finance has been utilized to develop certain research facilities:

| Funding Agency | Projects | Research facilities developed |
|---|---|---|
| UGC/ICSSR | 6 Major Projects & 2 minor projects | Books for the library, laptops |
| Sophia University | 2 Projects | Support of the Research Coordinator, Publications |
| Louisiana State University | Study on ICT | Books for the library, Printer, software – SPSS, Nvivo, Final Cut Pro - Apple Mac Book, Almarah |
| Childline India Foundation | Child-related studies & work | Computer, Fax Machine, Web Cam, Still Camera |

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

Loyola provides all possible help to the faculty in securing research funds by:
• Approving and forwarding the research proposals promptly.
• Providing the mid-term and utilization certificates on time.
• Providing necessary recommendation letter and the letters regarding the availability of the resources required for the research.

The table below gives the details of ongoing and completed projects and grants received during the last four years.

**ONGOING PROJECTS**

| Faculty | Title of the Project | Amount |
|---|---|---|
| Dr. K.A. Joseph | A Study for Identifying Specific Knowledge Base, Skills, Interventions and Practices Applicable to Fifteen Fields of Social Work Practice in India 2012 -2014 | 8,84,725 |
| Dr. Prakash Pillai R. | Social Orientation of Higher Education Institution in India (with special Reference to Kerala State)  2012-14 | 7,50,350 |
| | Labour Movements in Agricultural Sector – A Case Study in Kuttanadu Region – Kerala Institute for Labour and Employment , Govt. of Kerala | 3,00,000 |
| Dr. Charles L & Aby Tellas | "Perception among Public about the Gender Friendliness of Kerala Police" for the State Police Dept., Govt. of Kerala -  Jan – Aug 2014 | 5,00,000 |
| Dr. Antony Palackal | Science, Technology and Society Studies – World Science Project 2009- | 2,00,000 |

| Faculty | Title of the Project | Amount |
|---|---|---|
| Dr. Anitha S & Aby Tellas | Lifestyle Risk Factors of IT/ITES Professionals – A case of Technopark, Trivandrum (ICSSR) - 2013 – 2014 | 75,000 |
| LES | The Problems and Needs of the Elderly among BPL Families in Kerala, National Institute of Social Defense, New Delhi. | 4,94,300 |

**RESEARCHES COMPLETED**

| Faculty | Title of the Project | Amount |
|---|---|---|
| Dr. Lekshmi | Long-term Living in Institutions- A Study of Old Age Care in Selected Institutions of Kerala (UGC): 2008 - 2011 (Collaborative study with Dr. Sonny Jose) | 6,04,300 |
| | Women in New Profession: A Study of Women in the Tourism Industry in Kerala (ICSSR): 2008 - 2009 (Collaborative study with Dr. Sonny Jose) | 3,90,225 |
| | Living Beyond 90: A Study of Elderly Women in Kerala (UGC Minor): 2008 | 25,000 |
| Dr. Sonny Jose | Elderly Under Institutional Care: The Kerala Scenario (ICSSR Project): 2010 – 2012 | 5,00,950 |
| | Women in Tourism: A Study in Kerala (UGC): 2009 – 2011 | 2,58,000 |
| Dr .K. A. Joseph | Society and the Disabled Analyzing the Social Model of Disability with Reference to Kerala Society (UGC Minor): 2008-2009 | 50,000 |
| | A Study for Framing Social Work Practice Guidelines Applicable in 20 Social Work Practice Settings in India. (UGC): 2009 – 2011 | 4,37,200 |
| Dr. Antony Palackal | Survival and resistance: Subaltern Uprisals and Political Economy in the Age of Globalisation (UGC): 2009 - 2011 (6 months Extension) | 4,34, 200 |
| | The Land Question and Social Inclusion: A Study with Special Reference to Kerala- (ICSSR Senior Fellowship): 2011 – 2013 | 12,85,196 |
| Dr. M. K. George | A Study on the Impact of Jalanidhi Program on the Community Mobilization in Rural Kerala (UGC): 2008 – 2009 | 2,23,100 |
| | Participatory Development for Water: Sustainable Human Development Strategy for Environmental Protection. A joint study by Sophia University, Japan, 2008 | 1,00,000 |
| Dr. Charles L. | Social Exclusion and Latin Catholic fish workers in Kerala (UGC Minor): 2008 | 20000 |
| Fr. Sabu P. Thomas | Pilot Study for the Formulation of State Policy for Street Vendors, in collaboration with SEWA, Trivandrum: 2008. | Self funded |
| | Socio-Economic Profile of the Farming Community in Palakkad District. Study conducted for the Kerala State Planning Board: 2010 | 9,30,500 |

| Faculty | Title of the Project | Amount |
|---|---|---|
| | Knowledge, Attitude and Perception of HIV/AIDS among the Senior Secondary Students with special Emphasis on Pre-marital Sex and Mandatory Testing Prior to Marriage: 2009-2012 | 5,26,800 |
| | Human Development Approach to Health and Longevity. A joint study by Sophia University, Japan: 2011 | 1,00,000 |
| | Baseline Survey on Socio-Economic Profile of Farming Community in Kollam, The Kerala State Planning Board: 2012 | 1, 10,000 |
| | Baseline Survey on Socio-Economic Profile of Farming Community in, Pathanamthitta, The Kerala State Planning Board: 2012 | 1, 18,000 |
| | Baseline Survey on Socio-Economic Profile of Farming Community in Malappuram  The Kerala State Planning Board: 2012 | 1, 18,000 |
| | Baseline Survey on Socio-Economic Profile of Farming Community in Wayanad The Kerala State Planning Board: 2012 | 1, 18,000 |
| | Baseline Survey on Socio-Economic Profile of Farming Community in Kannur. The Kerala State Planning Board: 2012 | 1, 18,000 |
| | Baseline Survey on Socio-Economic Profile of Farming Community in Kasaragode. The Kerala State Planning Board: 2012 | 1, 18,000 |
| Loyola Extension Services | NREGA – Preparation of District Perspective Plan for Trivandrum District, Rural Welfare Commission, Government of Kerala, 2008 | 10,00,000 |
| | An Empirical Study on the Magnitude of The Child in Need of Care and Protection as Defined Under J. J. (CPC) Act 2000 and to Find out the Needs and to Evaluate to What Extent the Existing Facilities Under J. J. Homes Satisfy them in Kerala: 2008 | 3,65,400 |
| | Baseline Study to Assess the Needs of Market at Perunelli near Trivandrum Airport: 2013 | 30,000 |
| | Verification of  slums under Rajiv Gandhi Awas Yojana (RAY) in the Thiruvananthapuram Corporation: 2011 | 2707 |
| | Rajeev Gandhi National Crèche scheme monitoring done in Lakshadweep: 2010-11 | 17,000 |

## 3.3 Research Facilities

3.3.1 <u>What are the research facilities available to the students and research scholars within the campus?</u>

The following are the research facilities available to the students and research scholars within the campus.

- **Loyola Research Committee (LRC),** which oversees the four research wings of the college – research centre, students' research projects, funded researches and researches of LES.
- **Loyola Research Centre** recognized by the University of Kerala. The research centre of Sociology has 5 research guides, Social Work has 3 research guides and Personnel Management has 2 research guides. Currently Loyola research centre has 28 full-time and 10 part-time scholars pursing Ph.D in Social work and Sociology out of which 5 candidates avail Junior Research Fellowship (JRF) from UGC.
- **Library Learning Resources -** Separate cabin for research scholars, special section for PhD theses, a strong collection of books on research including *The Sage Encyclopedia of Social Science Research Methods,* stack room for bound volumes, balanced collection of books, classified and retrieved using the OPAC of an integrated library automation package, a rich collection of periodicals – general as well as subject-wise, IBM server computer – LAN with 20 computers in the library hall, Internet – wired and wireless (Wi-Fi), 10 mbps optic fibre connectivity and access to online Journals – INFLIBNIT
- **Computer Lab Facilities:** The research scholars are provided with lab facilities with 24x7 Internet connectivity. Individual systems are provided to each scholar.
- **Research Clinic** organizes common presentations at various stages of the students' project work and monitors the progress.
- **Orientation classes on conducting research and Methodology Workshops**
- **Accommodation facilities for researchers**
- **Research forum for the doctoral students** – *The scholars select a leader to coordinate the activities of the forum. The forum meets on every Wednesday.*
  - o Organizes the annual meeting of the supervising teachers and research scholars
  - o Coordinates the research-related activities among the scholars.
  - o Helps research scholars to attend seminars and present papers.
- **Pre-submission presentation:** The research scholars are given opportunity to make a pre- submission presentation of their PhD work before the open defence. In all such presentations the students, research scholars and the faculty members are present.
- **Participation in defence viva of other research scholars:** Both students of the college and research scholars are given opportunity to attend the open defence of other research scholars who have registered in Loyola Research Centre.
- **Loyola Journal of Social Sciences** (LJSS), published by the College, is an excellent platform for publishing the research works of research scholars.

3.3.2 <u>What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?</u>

The research committee of the college has framed several strategies in this regard. With the help of the four wings of the research committee, several new initiatives have been taken by the college to this end.

**Library Upgradation**
- IBM server computer – LAN with 20 computers in the library hall.
- Internet –wired and wireless (Wi-Fi), 10 mbps optic fibre connectivity.
- Access to online Journals.
- Air-conditioned computer room and CDROM workstation.
- Access to e- resources provided by NLIST.
- Purchase of encyclopaedia and special reference books.
- Current contents service.
- Notification of new arrivals using the Notice Board.
- New arrivals display rack.
- **Career/Employment Information Service:** a regularly replenished collection of books and periodicals devoted to career advancements is maintained in the library and relevant details are regularly brought to the notice of the research scholars by means of notifications labelled 'Career/Employment Information Service' and displayed on the notice board
- **Subscription to e-journals:** like *Indian Journal of Gender Studies*, *Harvard Business review*, International Rural Management etc.
- Addition to the infrastructure by using the funds for the International, National and Government research projects (Books, computers, laptops, software etc.)
- **Institutional Resource Generation:** and creation of seed money from the institutional share of the approved research projects.

3.3.3 <u>Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/ facilities created during the last four years.</u>

Yes, the institution has received grants for developing research facilities.

| Researcher | Beneficiary agency | Facilities created |
|---|---|---|
| Dr. K. A. Joseph | UGC/ICSSR | Books 21 |
| Dr. Sonny Jose, Dr. Lekshmi Nair | UGC/ICSSR | Books 8, Laptop |
| Wesley Shrum, Dr. Antony Palackal | World Science Project | Books 16, Laptop, Software SPSS, Nvivo, Almarah |
| Dr. Fr. Charles L. | State Police Dept. KILE | |
| Mr. Aby Tellas | State Police Dept. | |
| Dr. Prakash Pillai R. | ICCSR, KILE | Books 5 |
| Dr. Anitha S. | UGC, CII | |
| Childline Scheme (LES) | Central Government | Printer, Scanner and Fax integrated machine, Webcam, Almirah |

3.3.4 <u>What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?</u>

- Facilitates memberships in leading libraries. Most of the students have membership in Centre for Development Studies (CDS).
- Provides opportunities and conveyance facilities to attend the open defence of the research scholars in the respective discipline.

- Facilitates participation in training programmes/workshops, conferences and paper presentations.
- Facilitates application to international research programmes like EMINTE (*Erasmus Mundus* India to Europe) – fully funded scholarship to Europe.

3.3.5 <u>Provide details on the library/information resource centre or any other facilities available specifically for the researchers?</u>

Our Library has been building up resources and facilities for supporting research activities. The library is envisaged as a knowledge hub and maintains an ambience for self-study and research. The facilities provided to the research scholars include:

- Separate cabin for research scholars.
- Special section for PhD theses.
- A large collection of books on research, including, *The Sage Encyclopedia of Social Science Research Methods.*
- Stack room for bound volumes.
- Arnos Padiri reading corner in the garden.
- Balanced collection of books classified and retrieved using the OPAC of an integrated library automation package.
- Collection of periodicals –general as well as subject oriented.
- IBM server computer – LAN with 20 computers in the library hall.
- Internet –wired and wireless (Wi-Fi), 10 mbps optic fibre connectivity.
- Access to online Journals.
- Air-conditioned computer room and CDROM workstation
- Access to e- resources provided by NLIST of INFLIBNET
- Inter Library Loan (ILL) service is established with American library

3.3.6 <u>What are the collaborative research facilities developed / created by the research institutes in the college. For eg. Laboratories, library, instruments, computers, new technology etc.</u>

As the institution is an advanced research centre in Social Sciences, the major collaborative research facilities developed in the college are in the form of the most updated library in terms of books, journals and e-resources, and full-time, high speed Wi-Fi facilities. Other facilities include laptops and other computers with required software for research such as SPSS, Excel and Nvivo, Final Cut Pro etc. The institute has also developed well furnished research rooms and mini and maxi seminar halls for the conduct of discussions and trainings related to collaborative researches.

## 3.4 Research Publications and Awards

3.4.1 <u>Highlight the major research achievements of the staff and students in terms of Patents obtained and filed (process and product)</u>

**Process Patent**
Mr. Angelo P. Mathew of the Department of Personnel Management has filed a process patent on 'Knowledge workers performance computing; an automated system configuration.' Applied for IPR (Patent filed for Process Assessment; NIT-T. July 2013 FACT (Frontiers in Advanced Computing Technology).

Original research contributing to product improvement

Baseline Study to Assess the Needs of Market at Perunelli near Trivandrum Airport: Airports Authority of India, Trivandrum, commissioned LES for a need assessment study of the open fish market at Perunelli Junction near Trivandrum Airport. Fish-waste is dumped at open disposal places, causing birds-menace in the vicinity of the airport and threatening safe aircraft operation. LES assessed the need for providing a sheltered fish market, better solid waste management and their socio-economic impact of the beneficiaries in the proposed location, and submitted a report.

Research studies or surveys benefiting the community or improving the services

The following studies and surveys have benefitted the respective communities and/or improved the services as these studies have action content.
- Pilot Study for the Formulation of State Policy for Street Vendors, in collaboration with SEWA, Trivandrum, (Loyola Research Team, 2008).
- 'An Empirical Study on the Magnitude of the Child in Need of Care and Protection as Defined Under J. J. (CPC) Act 2000' and to find out the needs and to evaluate to the extent of the existing facilities under J. J. Homes in Kerala. Ministry of Women & Child Development, Government of India, New Delhi, (Loyola Research Team, 2008).
- Fr. Charles L. Social Exclusion and Latin Catholic Fish Workers in Kerala, UGC, 2008.
- A Study on the Impact of Jalanidhi Programme on Community Mobilisation in Rural Kerala, UGC (Dr. M.K. George, 2008 – 09).
- Socio-Economic Profile of the Farming Community in Palakkad District. Study conducted for the Kerala State Planning Board, (Loyola Research Team, 2010).
- Study on the Knowledge, Attitude and Perception of HIV/AIDS among the Senior Secondary Students with Special Emphasis on Pre-marital Sex and Mandatory Testing Prior to Marriage. Major Research Project, University Grants Commission, New Delhi, (Sabu P. Thomas, 2009 – 2012)
- A Baseline Survey on the Socio-Economic Profile of the Farming Community in Kollam, Pathanamthitta, Malappuram, Wayanad, Kannur and Kasaragode, The Kerala State Planning Board, (Sabu P. Thomas, 2012).
- Participatory Rural Appraisal at Chaliyar Panchayat, in collaboration with Kerala Forest Research Institute, Nilambur Sub-centre, Malappuram and the Department of Tribal Welfare for developing Tribal Sub-plan for Nilambur, Malappuram (Department of Social Work, 2013).
- Health Survey focusing on Life Style diseases and detection of Mental Health Problems among 19000 people in Kuttichal Grama Panchayat, in collaboration with District Mental Health Programme, Trivandrum and Kuttichal Primary Health Centre (2014).
- Survey on 'The Differently-Abled in Andoorkonam Panchayat' in collaboration with Sahajeevan Special School, Andoorkonam. (2014) to make Andoorkonam Panchayat a 'Differently-Abled Friendly Panchayat' (NSS, 2014).

Research inputs contributing to new initiatives and social development

1. The Land question and social inclusion with special reference to Kerala. The Senior Research Fellowship awarded by ICSSR, New Delhi to Dr. Antony Palackal. In connection with this study,
   - A National Round Table Conference on Land Issues in Kerala was organized and the report submitted to the Chief Minister; reflected in the Govt. policy on giving land to all the landless in Kerala
   - Produced a Video-ethnography on Land question based on three representative land struggles in Kerala; viewed by several audiences both academic and non-academic

3.4.2 <u>Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?</u>

The Institute publishes a peer-reviewed journal *Loyola Journal of Social Sciences* ISSN 0971-4960

- **The Editorial Board consists of**
  - The Chief Editor, presently the manager of the institution,
  - The Editor, a senior faculty member of the institute,
  - 14 members including, 1 faculty member, 6 former faculty members, 1 alumni member working in the Social Work department of a University in America, a former vice chancellor of one of the Universities in Kerala, a development economist in Kerala, and 4 senior and renowned scholars of various foreign universities, of whom two are non-Indians.

- **The policy of the Journal includes:**
  - The journal shall be bi-annual (January-June and July-December), of which one may be edited by a Guest Editor.
  - The journal shall be multi-disciplinary, covering different areas of social sciences.
  - The articles in the journal shall be published only after peer review.
  - Quality and merit of the articles shall only be the consideration for inclusion in the journal.
  - The quality standards are being equal, the articles of the faculty and the students of institution shall be given priority.

- **The Journal is abstracted/Indexed in:**
  - *All Indian Index to Periodical Literature in English*
  - *CSA Sociological Abstracts*
  - *CSA Worldwide Political Science Abstracts*
  - *Social Services Abstracts*
  - *International Bibliography of the Social Sciences (IBSS)*

The faculty members who are associated with other journals are the following:
- **Dr. Antony Palackal:** Associate Editor, *Kerala Sociologist,* Peer Reviewed Journal Kerala Sociological Society, 2010 – present
- **Dr. Sonny Jose:** Member, Editorial Board, International Journal of Social Work and Human Services Practice, HR Publishers, New York, USA. Member, Editorial Board, *Adelaide Journal*, Roshni Nilaya, Mangalore.

- **Mr. Aby Tellas:** Editorial Board Member, *Advance Management Research*, An International Journal, DAV Centenary College, Trivandrum
- **Mr. Angelo Mathew:** Sub editor: *Prachothan* Journal of Management Science, ISSN numbered, Applied for Board of Studies, university of Kerala, Published by Lourds Matha College of Science and Technology, Trivandrum

3.4.3 <u>Give details of publications by the faculty and students:</u>

**Publication by the faculty:**

## DEPARTMENT OF SOCIOLOGY

### Dr. Elizabeth Mathew
**Journal Article**
"Gender, Development and Society" *Kerala Sociologist*. Dec 2012.

**Book Chapter**
"Social Policy: Themes and Approaches", 2008, Paul Spicker, Jaipur Rawat Publications, Reprint. 2010.

### Dr. Jose Boban K.
**Journal Articles**
"Lifestyle Diseases in Kerala: Need for a Proactive Approach to Healthcare." 2008. *Kerala Sociologist*. 2008: 36 (1)
Role of Women Members in PRIs: A Sociological Analysis'. 2010. *Kerala Sociologist*. 2008: 38 (2)

**Chapters in books**
"Development Induced Displacement and Social Exclusion". in *Facets of Social Outliers (*ed.) Dilip K.G. and Abraham Vijayan. New Delhi: Reliance Publishing House. 2013: 145-168
"Tribal Ethnomedicine: Prospects and Problems". In Vinodkumar Kallolickal (ed), *Medicine and Society*. Ernakulam: Dept of History, Maharajas College. 2012.
"Land Reforms and Its Social Consequences in Kerala". In *Introduction to Kerala Studies*, (eds) J. V. Vilanilam, Antony Palackal and Sunny Luke. New Jersey: International Institute for Scientific and Academic Collaboration (IISAC). 2012. ISBN 978-0-615-45465-8

### Dr. Saji P. Jacob
**Book**
*Secularisation and Communalisation in Kerala: Challenges for Civil Society*, Germany: VDM Velrag. 2011.

**Chapters in books**
"Missing Perspectives in Practicing Sociology: Issues of theory and practice in Social Gerontology" in K. G Dilip &Vijayan A (eds) *Facets of Social Outliers*, New Delhi, Reliance Publishing House. 2013.

"Marriage and Family in Kerala: Changes and Continuities". in J. V. Vilanilam, et al. (eds) *An Introduction to Kerala Studies.* New Jersey: International Institute for Scientific and Academic Collaboration, Inc. 2012.

"Gender Relations and Sexuality in the urban family in Kerala: Developing an intra-family perspective" in Vineeta Menon and K. N. Nair (eds) *Confronting Violence against Women: Engendering Kerala's Development Experience.* Studies in Local-Level Development-8, Danish Publishers: NewDelhi. India 2008.

## Dr. Antony Palackal

**Books**

*Globalization, Consumer Culture and Identity – Middle Class in a Postmodern Society*. New Dehi, Jaipur: Rawat  Publications. 2010.

*Introduction to Kerala Studies*. New Jersey: International Institute for Scientific and Academic Collaboration (IISAC), 2012 (Co-edited with J.V. Vilanilam and Sunny Luke. 2012)

**Research Papers Published**

"What Happened to the Internet? Scientific Communities in Three Low-income Areas"**.** (Co-authored with Wesley Shrum, Dan-Bright Dzorgbo, Paul Mbatia, Mark Schafer, Paige Miller) *Perspectives on Global Development and Technology.* 2014:  301-331.

Review article on *Beyond the Nuclear Family: Families in a Configurational Perspective*. Eric D. Widmer & Ritta Jallinoja (eds.). Bern: Peter Lang.  2008, *International Sociology Review of Books* 28 (2):  2013: 237-239

"Are Mobile Phones Changing Social Networks? A Longitudinal Study of Core Networks in Kerala". (First author) Paul Nyaga Mbatia, Dan-  Bright Dzorgbo, Richard B. Duque, Marcus Antonius Ynalvez and Wesley Shrum in *New Media and Society.* 13 (3):  2012: 391-410.

"Patterns of Visitation - Site Visits and Evaluation in Developing Areas". 2011. (First author, co-authored with Wesley Shrum. *Sociological Bulletin.* 62 (2).  June-August  2011: 327-345.

"Mobile Phones and Core Network Growth in Kenya: Strengthening Weak Ties". 2011. (Co-authored with Paul Nyaga Mbatia, Dan-  Bright Dzorgbo, Richard B. Duque, Marcus Antonius Ynalvez and Wesley Shrum.  In *Social Science Research*.  Vol. 40 (2) March 2009: 614-625.

"Mobile Phones and Network Changes in Kenya". (Co-authored with Paul Nyaga Mbatia, Dan-Bright Dzorgbo, Richard B. Duque, Marcus Antonius Ynalvez and Wesley Shrum. *New Media and Society.* 13 (3). 2009: 391-410.

"Evicted from Farm Evicted from Life: Kerala's Agricultural Economy in the context of Globalization". *Social Action*, Quarterly Review of Social Trends Vol. 58 (1) January-March.  2009: 79-91.

**Chapters in books**

"Diaspora Engagement in Education in Kerala, India". in *Diaspora Engagement and Development in South Asia*, Edited By Tan Tai Yong and Md Mizanur Rahman, UK: Palgrage Macmillan. 2013

"Feminine Disciplinary Regime: Mapping Gender, Sexuality & Power". 2013. in *Facets of Social Outliers*. Edited by Dilip K.G. and Abraham Vijayan. New Delhi: Reliance Publishing House. 2013: 129-144

"Shifting Identities: Consumer Culture and the Middle Class in a Globalized World". in *Modernization, Globalization and Social Transformation.* Ishwar Modi (ed.). Rawat Publications. 2012: 314-333

"Ethnography of Caste System in Kerala – A Comparative Note". in *Introduction to Kerala Studies*, (Co-authored with Abraham Thomas) (eds.) J. V. Vilanilam, Antony Palackal and Sunny Luke. New Jersey: International Institute for Scientific and Academic Collaboration (IISAC). 2012.

"Globalization and Kerala Society- A Cultural Analysis". in *Introduction to Kerala Studies*. Edited by J. V. Vilanilam, Antony Palackal and Sunny Luke. New Jersey: International Institute for Scientific and Academic Collaboration (IISAC). 2012.

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Kerala model of Development – Legacy and Paradox" . In *Introduction to Kerala Studies*. Edited by J. V. Vilanilam, Antony Palackal and Sunny Luke. New Jersey: International Institute for Scientific and Academic Collaboration (IISAC). 2012.

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"Internet Reagency: the Implications of a Global Science for Collaboration, Productivity, and Gender inequity in Less Developed Areas". (Co-authored with Paige Miller, Ricardo Duque, Meredith Anderson, Marcus Antonius Dzorgho, Paul Mbatia and Wesley Shrum. in *International Handbook of Internet Research*. Edited by Jeremy Hunsinger, Liseth Klastrup, Mathew Allen. New York: Springer, 2010: 379-394.

**Academic Movie (Video ethnography)**

Conceived, directed and produced (Shorter version for 15 mnts, 20 mnts and a larger version for 35 mnts.) a video ethnography titled "Promised Land and Broken Promises", the story of the landless and their struggles for land in Kerala, 2013, as part of the ICSSR research project.

**Book Reviews**

*Vulnerability and Globalisation – Perspectives and Analyses from India.* N. Jayaram and D. Rajasekhar (eds.) Rawat Publications, Jaipur, 2012, xiv + 338 pp. Rs. 795 (hb). ISBN 978-81-316-0489-2; in *Sociological Bulletin.* 2013. Vol. 61 (3) Pp. 511-513

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*Economic reforms and social transformation.* S.R. Ahlawat (ed.) Jaipur: Rawat Publicaitons, in *Sociological Bulletin.* 57 (3), September-December, 2008

## Aneesh Joseph S.J.

### Book Chapter

"Womenscape and Gender Issues in Kerala". 2012. In *Introduction to Kerala Studies*. Edited by J. V. Vilanilam, Antony Palackal and Sunny Luke. New Jersey: International Institute for Scientific and Academic Collaboration (IISAC)

"Technology: Enabling or Disabling". *Kerala Sociologist*, 39 (1), June 2013 (co-authored with Bryan S. Raj)

### Popular Articles

"Church and Politics: Some Critical Questions from Kerala", *Light of Truth*. 1 (22), November 16-30,2010 p.3 & 13

"Mathasvatantryavum Naveena Mathaprasthanangal Uyarthunna Velluvilikalum", *Jeevadhara,* Vol. XXXXIII, No. 237, ISSN 0970-1117; 2010: 355-367

"Keralathile Sabhayum Rashtreeyavum: Uyarunna Chila Chodyangal," Assissi *Masika*, Dec-2010; p.32-33

"Rashtreeya Nethrutvavum Kraistavasamoohavum: Oru Padanam", *Jeevadhara,* 2009, 39 (233), 2009: 355-364. ISSN 0970-1117 *(*Co authored with Biju George and Ramlet Thomas)

"Vimochana Samaram: Message and Meaning", with *Indian Currents,* 21 (26). 2009: p. 19-21 (Co authored with Dolichan K.M)

## DEPARTMENT OF SOCIAL WORK

### Dr. K. A. Joseph

#### Journal Articles

"Challenges and Opportunities for Persons with Disabilities in Kerala" In *Introduction to Kerala Studies*. Edited by J. V. Vilanilam, Antony Palackal and Sunny Luke. New Jersey: International Institute for Scientific and Academic Collaboration (IISAC). 2012

"Spirituality and Aging". *Kerala Sociologist*. 40 (1). December 2012

### Dr. Usha John

#### Journal Article

"Transcending the Social Work and Leisure Boundary" in *Kerala Sociologist* Vol.XXI No.2, 2008

### Dr. Sonny Jose

#### Journal Articles

"Women SHGs in Coastal Kerala: The Lope-side of Social Development". *International Journal of Sociology and Anthropology* Vol. 3(2), February 2011

Life Skill Training as a medium for Social Group Work Intervention with Vulnerable Children" (Co-authored with Anand M., Elz Matthew & Aleema Asif) in *International Journal of Multidisciplinary Education and Research*, 2013.

"MFS: A Best Practice" . *Kerala Sociologist*. Vol. 37, June 2008

"FBOs in Combating HIV/AIDS Related Stigma: Towards an Integrated Paradigm, *ENAP, NAPSWI e-journal*. 1 (2) December 2008

"Marginalisation of Elderly: Aftermath of Tsunami in Kerala" *Indian Journal of Gerontology*, Vol. 6, 2008

"Team Effectiveness among Teachers in Kerala". *Elixir*, NIPM Journal. 2009

"Pro-people Movements: A Case Study of SHGs in Kerala" Social Action Vol. 60 (1) April – June, 2011

"Tribal Health: Studying Sexual Behaviour" in *Sociological Bulletin* Vol. 60 (2), January- April 2011

"Counselling: A Comprehensive Profession" *Loyola Journal of Social Sciences*. 25 (1) January 2011.

"Intelligence Quotient: A Critical View, Recent Trends in Paediatrics" in *Paediatric Neurology*. Dec 2013.  Vol. 2, Barmar: IAP, 2009

"Criminal Justice System in India: A Case for Social Work Intervention" *Adelaide Journal*, Vol.1, Roshni Nilaya, Mangalore, 2011.

"Future of Social Work: Challenges & Opportunities in HR", in *Educere*, BCM College, Kottayam (Communicated)

**Chapters in books**

"History of Social Group Work" (Co-authored with Aishwarya Jyothiram),  IGNOU MSW 2001, 2009

"Social Groups" (Co-authored with Dr. Lekshmi V. Nair), IGNOU MSW 001 Unit: MSW001, 2009

"HIV/AIDS and Social Work Intervention",   IGNOU MSW, 2009

"The Butterfly Effect, Sociology of Disasters and the Ways Forward". In *Eco-social Justice: Issues, Challenges and Ways Forward*; Voices from Denovo, Jones, Miles, et al (Eds.), Books for Change, Bangalore, India, 2011

"Through Childhood into Adolescence" in *Introduction to Kerala Studies*. (eds.) J. V. Vilanilam, Antony Palackal and Sunny Luke. New Jersey: International Institute for Scientific and Academic Collaboration (IISAC), 2012

"Life Skill Training as a Strength-based Intervention for Social Group Work Intervention with Vulnerable Children." Sage, New Delhi, 2012.

"The Dead End: Musings on Suicide in Kerala" to Sage Publications to a book being compiled on "Strength-based practices in Mental Health" in collaboration with James Cooke University, Australia. Sriperumbudur: RGIYD, 2014

"Life Skills Training as a Strength-based Approach for Social Work Intervention with Vulnerable Girl Children: The Abhayabala Experience" in *Life Skills and Maximising Potentials of Youth*, in *International Social Work Education*, JCU-DiST. 2013

"Seeing the     Other Side: Negotiating an     understanding of     working     with indigenous Cultures". (Co-authored with Francina P.X., Vijayalekshmi VA & Lithin Zacharias) Sage, Chennai (Accepted), 2014

"Community Mental Health Initiatives in Kerala: The MEHAC Experience", in Social *Work in Mental Health: Areas of Practice, Challenges, and Way Forward* (Volume 2), (co-authored with Dr. Chitra Venkateswaran) Primrose Hall Publishing Group, Queensland, Australia. (Accepted), 2014

Strength-Based Approach to Community Mental Health, *Advancing Social Work in Mental Health through Strengths Based Practice (C*o-authored with Vijayalekshmi V.A.), Sage India. (Accepted), 2013

"The State of Criminal Justice Social Work Education and Training in India, in Francis A. and Chong David, *Demystifying Criminal Justice Social Work in India*. 2013

"The Price of Development-induced Displacement: A Case study of the Perandoor Canal Displacement in Kerala". (Co-authored with Ms. Francina P. X and Dr. Maya Mohan) in *Development, Displacement and Marginalisation*. edited by

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**Book Review**

A Book Review of *Information Society and Development*, The Kerala Experience, in *Kerala Sociologist*, Vol. 38, 2009

### Fr. Sabu P. Thomas

**Book**

Human Development Approach to Health and Longevity (Co-authored with Dr. John Joseph Puthenkalam) Loyola Publications, 2012.

**Journal Article**

"Women in Panchayathi Raj Institutions - A Logical Continuation of Community Development Programme in India" in *Loyola Journal of Social Sciences*, Vol. 28 (1), 2014.

### Francina P. X.

**Journal Articles**

Community Agricultural Literacy and Community Empowerment: A Case study on Kadakkarappally Coastal Panchayat of Kerala. (Co-authored with Dr. Norvy Paul). *Indian Journal of Social Sciences Research*. July-Sept. 2012, Vol. 1, No.4. ISSN-2277-2227

A Social Work Student's identification of Critical Pathway in relating Social Work Theorem with Practicum (Co-authored with Dr. Norvy Paul & Amda ) *Indian Journal of Social Sciences Research*, Oct-Dec. 2012, Vol. 1, No-5, ISSN-2277-2227

"Commercial Sex workers and awareness about HIV/AIDS" (Co-authored with Dr. Norvy Paul). *Health Action*. Vol. 26 (1). 2013. ISSN No. 0970-471 .

**Book Chapters**

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"Psychological Empowerment in the Women Empowerment Programme of Neighbourhood Groups: A Study on the Kudumbashree Mission of Kerala" (Co-authored with Dr. Norvy Paul) *Global Vision of Women Empowerment.* Delhi :Victorious Publishers. 2013: 49-54.  ISBN 978-81-924744-2-7

"Community Food Security Interventions: A Case Study on Paddy Cultivation in Kerala" (Co-authored with Dr. Norvy Paul). *Global Vision on Food Security*. Excellent Publishing House, New Delhi. 2013.  ISBN 978-93-83083-08-4

"The Price of Development-induced Displacement: A Case study of the Perandoor Canal Displacement in Kerala". (First author, Co-authored with Dr. Maya Mohan and Dr. Sonny Jose) in "Development, Displacement and Marginalisation" edited by Dr. Norvy Paul, Vincentian Service Society, Kerala, 2014.  Pp. 82-98; ISBN 978-93-5126-733-1.

"Biological development in Infancy and Childhood" in IGNOU MSW 012, Block 1, Unit 1. 2014

"Psychological development in Infancy and Childhood" in IGNOU MSW 012, Block 1, Unit 2.  2014

"Social development in Infancy and Childhood" in IGNOU MSW 012, Block 1, Unit 3. 2014

"Cognitive development in Infancy and Childhood" in IGNOU MSW 012, Block 1, Unit 4. 2014

"Role of Adults in Society " in IGNOU MSW 012, Block 3, Unit 4. 2014

"Group Dynamics" in IGNOU MSW 013, Block 2, Unit 2. 2014

"Conversion Disorders" (First author, co-authored with Ms. Vijayalekshmi V. A.) in IGNOU MSW 013, Block 4, Unit 4. 2014

"Essentials of counselling & practical issues involved in counselling" (First author, co-authored with Dr. Norvy Paul) in IGNOU MSW 015, Block 2, Unit2. 2014

"Context and Trends in Counselling". (First author, co-authored with Dr. Norvy Paul) in IGNOU MSW 015, Block 2, Unit1. 2014

"Ethics of Counselling" (First author, co-authored with Dr. Norvy Paul) in IGNOU MSW 015, Block 2, Unit 2. 2014

"Essentials of counselling & practical issues involved in counselling". (First author, co-authored with Dr. Norvy Paul) in IGNOU MSW 015, Block 2, Unit1. 2014

"Family Therapy". (First author, co-authored with Ms. Vijayalekshmi V. A.) IGNOU MSW 015, Block 3, Unit 3. 2014

## DEPARTMENT OF PERSONNEL MANAGEMENT

### Dr. Prakash Pillai R.

**Journal Articles**

"Drivers and level of employee engagement: Case of an IT organization".
*Review of Social Sciences.* 12 (2), July–December 2011 & January- June 2012. 19. (co-authored)

Learning Orientation of Employees - A Study among Banking Organisations in the *AIMS International Journal of Management, Houston, USA*,

**Chapters in books**

"Market Research Dilemma for Ayurvedic Eye Drops", (co-authored with Dr. Vinith Kumar Nair and Aby Tellas). in *Management Case Book*. Excel Books. May 2011, ISBN: 978-81-7446-953-3

### Dr. Anitha S.

**Journal Article**

"Drivers and level of employee engagement: Case of an IT organization". *Review of Social Sciences.* 12 (2), July–December 2011 & January- June 2012. P-19. (co-authored)

### Mr. Aby Tellas

**Journal Articles**

"The Art of Selecting: Beyond Reliability & Validity – the Basis Questioned", *Prachothan* – A Journal of Management Science, Dept. of Management Studies, LMCST, Thiruvananthapuram. 1 (2); November 2011: 77-85, ISSN 2249 – 5088.

**Chapters in books**

"Revamping Business Ecosystem and Corporate Restructuring" (co-authored with Umesh Neelakantan) *Envisioning the Future Emerging Trends in Management and Information Technology* (seminar proceedings), Chinmaya Institute of Technology, Kannur & Mythri books, Dec 2011,  ISBN No **:** 978-81-921983-9-2

"Case – Pramod Kumar Gupta", (co-authored with Himadri Barman and Umesh Singh Yadav) published in *Management Case Book*, Excel Books, May 2011, ISBN: 978-81-7446-953-3

"Case – Market Research Dilemma for Ayurvedic Eye Drops". (co-authored with Dr. Vinith Kumar Nair and Dr. Prakash Pillai R.) published in *Management Case Book*, Excel Books. May 2011. ISBN: 978-81-7446-953-3

"Case - Success story of Koumudi Grameena Netralaya". (co-authored with Umesh Neelakantan) published in *Cases in Services Marketing*, Excel books, March 2010.  ISBN No : 978-81-7446-840-6

"Case – Rama Varma Club" (co-authored with Dr. Vinith Kumar Nair and Krishnan M.), published in *Cases in Services Marketing*, Excel books, March 2010. ISBN No : 978-81-7446-840-6

### Mr. Angelo Mathew

**Journal Article**

"Need for crèche at workplace to retain women knowledge workers in SEZ parks in India" (Co-authored with Leena John) *Kerala Sociologist*, 38 (2) December 2010: 64-74.

"Corporate Employee Revamping" *Kerala Calling*,  3. Feb 2011: 52-54, 71

"Human relations retention model to manage attrition in the knowledge industry" Management *Innovator*. Nov 2012

**STUDENTS' PUBLICATIONS : 24 nos.** (for details c.f. 5.3.4)

## 3.5 Consultancy

3.5.1 <u>Give details of the systems and strategies for establishing institute-industry interface.</u>

The institution has well established systems and strategies for institute-industry interface. Such an interface is so built into the very nature of the courses of MA HRM and MSW that they demand continuous interaction with industry. Students engage in guided visits and interactions with the HR personnel of many industries, business organizations and NGOs across the country and conduct their concurrent field work and block placement with them. The students of MA HRM are sent to various industries and attached with the HR mangers. There is also a month-long industry training in which students are placed under an industry guide for grooming. MSW students carry out their field training under the supervision of an agency guide in different settings like NGOs, hospitals etc. The Human Capital Development Centre (HCDC) of PM Department offers training programmes for industries on a customised basis tailored to their requirements. This is an opportunity to network with practising professionals and share their expertise.

Further, the departments of PM and SW organize a minimum of one conference every year in order to facilitate closer institute-industry interface. In turn, the faculty and students also attend conferences and training programmes organized by the corporate bodies. In order to promote the faculty and students to attend these programmes, the institution provides financial support in terms of Registration fees /transportation cost.

Faculty members and students have membership in professional bodies such as All Kerala Social work Students Association (AKSSA), Trivandrum Management Association (TMA), National Institute of Personnel Management (NIPM), Confederation of Indian Industries (CII) and Kerala Sociological Society (KSS). This helps to establish contacts with professionals in the relevant field.

As a promotion strategy for institute-industry platform every month the institution organizes Meet Excellence programme where eminent persons from all walks of life share their experience with the students. The college has a good alumni base where most of the alumni are occupying key positions in industry. Meet Alumni programme is also conducted every month. The alumni also recommend our students for placement to various organizations.

3.5.2 <u>What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?</u>

The institution has a stated policy regarding taking up consultancy services. The faculty members are encouraged to take up consultancy services. It has a consultancy brochure carrying details of the faculty and their areas of expertise. The profiles of the faculty members are given in the college website. Human Capital Development Centre (HCDC) and LiveLab are centres specifically meant for consultancy and training. The income generated through consultancy on working days is shared with the college on a 60-40 basis. The institution has eminent faculty having expertise in the field of HR, social work practices, soft skills, counselling, community development, PRA, video ethnography and so on. As part of the consultancy services, faculty members offer extension lectures and training sessions to various groups and agencies.

LES, the Social Lab, is a recognized centre offering consultancy and training programmes in child rights, human rights issues, community development, family and student counselling, women empowerment, soft skill training and so on. It has networks with several governmental departments and non-governmental agencies across the state. The faculty members of the college also get involved in the consultancy and training programmes of LES.

3.5.3 <u>How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?</u>

The institution does this by:
- Encouraging the faculty members to take up consultancy services.
- Providing duty leave for consultative works.
- Preparing and circulating consultancy brochure carrying details of the faculty and their areas of expertise.

- Publishing the profiles of the faculty members in the college website.
- Lending all support to the Human Capital Development Centre (HCDC) and LiveLab, the centres specifically meant for consultancy and training.
- Providing opportunity and financial assistance for the faculty to attend skill development programmes.

3.5.4 <u>List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.</u>

The institution offers various consultancy services to Governmental and Non-Governmental Agencies, Educational Institutions, Industries and Hospitals.

The broad areas and the major consultancy services offered include Social Work, Community Development, Soft Skills, Gender, Women Empowerment, Leadership and Organizational Skills, Team Work, Stress Management, Motivation, Inter-personal Relations, Organisation Development and Change Management, Orientation and Induction Programmes, Socio-Cultural Analysis, Participatory Rural Appraisal, Rational Emotive Behavioural Therapy, NGO Consultancy Services, Counselling Classes and Workshops, Family Counselling and Child Counselling, Child Rights and Related issues, Research Methodology and Labour Legislations.

**The revenue generated during the last four years**

| Year | Revenue |
|---------|-----------|
| 2009-10 | 76,000 |
| 2010-11 | 98,000 |
| 2011-12 | 1,24,000 |
| 2012-13 | 1,52,000 |

3.5.5 <u>What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?</u>

The income generated through consultancy is shared between the faculty involved and the institution. The ratio of sharing is 60:40. 60% of the income generated will be given to the faculty and 40% to the institution.

The income generated from the consultancy have used for the following developmental initiatives:
- The training of the children of the coastal village of Trivandrum who are part of the Jesuit Social Engagement Centres. This was later developed into one of our new initiatives titled 'Consortium of Jesuit Social Engagement Centres'.
- Conduct of the medical camps (allopathic and indigenous) and for the free distribution of medicines in the neighbourhood communities
- Development of Herbarium in the campus which paved way for the creation of Bio-diversity parks sponsored by the Department of Biodiversity, Govt. of Kerala
- The seed money for the development of LiveLab

- Part of the money is also used for the expense of Loyola Journal of Social Sciences

### 3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The institution has many extension services that ensure the development of social responsibility in the students.
- **Loyola Extension Services:** the Social Lab of the college, is a fully-fledged non- profit organization started in 1986 to coordinate the extension activities of the institute. It has initiated a number of pioneering interventions (Family Counselling Centre, Childline, Child right observatory, Area Development Society (ADS), Training centre in community development and social welfare etc.) to build successful models of institution- neighbourhood –community network and student engagement over the years contributing to good citizenship, service orientation and holistic development of the students.
- **Field & Community Engagements:** The institution organizes various extension activities through the departments as part of curricular and extracurricular activities. The SW department undertakes extension activities in the neighbourhood communities – Cheruvickal, Fathimapuram, Kaniypuram and Pothencode block – ICDS. The Department of Sociology developed FaCTS as the university syllabus of the PG programme does not contain this component in the curriculum. During the fieldwork, the Students get engaged in a number of activities for different sections of the community (such as children, youth, elders, anganavadi teachers). The enthusiastic participation of the respective groups in all such activities promotes institution-neighbourhood-community network.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

During their two years of academic life in the institution, the students are sensitized to various social issues and  movements through studied and in-depth inputs, guided exposure visits and organized interactions with eminent social activists like Daya Bhai, Medha Patkar,  C.K. Janu, Prof. R.V.G. Menon and so on, to cite a few. In the recent years our students got many chances to be involved in various social concerns such as Koodamkulam Nuclear Project, Mullaperiyar river issues, Endosulfan issues, Kasthuri Rangan- Gadgil reports, Vilappilsala waste plant, Vishinjam harbour projects etc. Students are also motivated to collaborate with NGOs and action groups in the capital city like Sakhi (Women Resource Centre), Sahayi (PRIs consultancy) KSMTF (Fishermen struggle), Green Community, Open Space, AICUF, NAPM, One billion rising movement activities, environmentalists, tribal settlement and reed workers. In all these programmes and activities, members of the faculty monitor and coordinate these activities and accompany them during camps, campaigns and rallies.

The institution takes special efforts to enlighten the students to develop a balanced perspective through discussions, debates and talks by experts and in some cases

through workshops. When students return to the campus, the institution or the departments concerned organize reflection sessions, which enable the students to assimilate their experience of their involvement in various social movements and struggles. Students also make presentations or share experience when they are sent out to participate in sessions/seminars on social issues. Thus tracking students' involvement in various social movements and activities, which promote citizenship roles, becomes smooth and easy.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The institution solicits stakeholder perception on its overall performance and quality mainly through interactions and the feedbacks received from them. There are mechanisms for feedback from all sections to ensure whether the expectation of the society and the stakeholders are met. Some of the programmes, means and tools to ensure objective feedback and open expression of opinion by the stakeholders are the PTA meetings, open houses, 'Meet Alumni' and 'Meet Excellence' gathering, numerous special functions to which everyone is invited and in which many invitees open up their mind, periodic interactions with field work agencies, exit interviews, the suggestion box kept in front of the college office and also invited to attend the major events in the college, special occasions of guests of honour, national and international workshops and seminars.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The institution plans and organizes its extension activities at three levels:
1) Institutional, 2) Departmental 3) Social Labs - Loyola Extension Services

**Institutional Extensions and Outreach:**
- LiveLab - team of trained students engage life skills classes for various groups in collaboration with schools, colleges, NSS, NCC, ICDS, Children's homes and orphanages, church, clubs, residence organizations
- Consortium of Jesuit Social Engagements – organize trainings/camps/academic input sessions for the stakeholders of various social Jesuit Social Service Centres in and around Trivandrum

| Programme | 2011-2012 | 2012-13 | 2013-14 |
|---|---|---|---|
| Consortium of Jesuit social extension works | 18,000 | 32,000 | 35,000 |
| LiveLab | - | - | 74,479 |

**Departmental Extensions and Outreach:** under the close guidance and supervision of the faculty of the respective departments, students undertake various extension and outreach programmes mainly in connection with their field works. Some of them include:

- Organizing medical camps (allopathic, ayurvedic, sidha) and distribute free medicine in the neighbourhood communities
- Conducting free blood group test
- Organizing and conduct gatherings, seminars, camps and awareness classes in blood donation, literacy campaign, legal awareness, hygiene, public health, women empowerment, employment generation, child rearing etc.
- Engaging in literacy campaign, legal awareness, hygiene, public health, women empowerment activities, employment generation, child rearing, adolescent groups, and alcoholic anonymous groups under De addiction centre
- Providing Rural Help Desk to help the children, women and elderly of the rural communities helping them to access Govt. schemes and programmes
- Forming Association for Adolescent girls, *Balasabhas* (Association for children) in collaboration with various Anganavadis of Pothencode Block. The children of the *Balasabhas* are initiated to the parliamentary democratic process of our nation.
- Organizing summer courses in collaboration with Ability Aids India International for physically challenged children of neighbourhood communities.
- *Fleur Enfance* - engaging in child rights activities in collaboration with the Childline and Child Observatory of LES, the Loyola Social Labs
- Mentoring a Child – students taking up mentorship of one child each of the Government school in the neighbourhood.
- Offering free Counselling Service to the Children from neighbourhood schools by the department of Counselling Psychology.
- Involving in various extension and outreach activities of Loyola Extension Services.

| Departments | 2009-10 | 2010-11 | 2011-2012 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|
| MSW Deptl. expense | 52,488 | 61876 | 80736 | 82024 | 1,14,844 |
| Students' Fieldwork | 98,000 | 1,28,000 | 1,74,500 | 1,36,500 | 2,22,000 |
| SALT | - | - | 9,000 | 17,430 | 22,928 |
| MA HRM | 46,292 | 38267 | 42,841 | 75,439 | 57,349 |
| Sociology | 8750 | 9310 | 15,144 | 7065 | 31,129 |
| Counseling | - | - | - | - | 25,000 |
| **Total** | 1,44,292 | 2,37,453 | 3,22,221 | 3,18,458 | 4,73,250 |

**Extension and Outreach activities by Loyola Extension Services (LES):**
LES possesses a separate infrastructure and fully-fledged faculty to coordinate all its extension and outreach activities. It specializes in the training of personnel in Kudumbasree, ICDS supervisors, probation officers, child rights, youth, family counselling, voluntary organisations etc. LES is conceived and designed as the Social Lab of the college and the students do participate and involve in all the programmes and activities of the college, which contributes substantially to their training and formation.
Major ongoing extension and outreach programmes of LES include the following:

**Loyola Family Counselling Centre (LFCC):** Loyola Family Counselling Centre (LFCC) has completed 28 years of commendable service to individuals and families with problems and those who need guidance. LFCC functions with financial assistance from the Central Social Welfare Board and in close collaboration with the

State Social Justice department. The major beneficiaries are women and children who are the victims of atrocities, and dysfunctional families from the low socio-economic stratum. The counsellors of LFCC attend counselling sessions in the Family Courts (FCs), at Thiruvananthapuram and at Nedumangad every week. They offer counselling services to the inmates at the State Institute of Mentally Challenged (SIMC), Pangappara, Thiruvananthapuram, Kerala State Women's Commission (WC), LBS, Engineering College, Poojapura, Navajeevan School, Nalanchira, Air force Station, Akkulam and Navajyothi Rehabilitation Centre for Girls, Kariyavattom. It is noteworthy that during the period of 5 years from 2009-2013, LES handled over 2500 cases of which 2481 were closed.

**Loyola Students' Counselling Centre (LSCC):** acts as a resource centre for schools, colleges, institutions and other organizations in counselling services for the benefit of students, parents and teachers. It provides a forum for the stakeholders to meet and share their views and experiences. Awareness programmes and short-term training programmes are organised for students, teachers and parents. Long-term certificate courses are also offered to teachers in counselling which enables them to identify and effectively handle students with problems. Follow up training and guidance is provided to the trained teachers. It has conducted about 75 training programmes for various groups across the state totalling more than 3000 participants and handled about 800 cases from 67 batches of various institutions in and around Trivandrum.

**Service Provider for Legal Counselling:** LES is an official service provider (vide GO (P) No. 46/2007/SWD, dated 21-08-2007) for offering legal counselling service for women's protection against domestic violence. The Centre provides free counselling service and medical assistance to women affected by domestic violence, as and when required. The legal counsellor provides three hours service per day for three days a week and she has handled 101 cases and conducted 30 awareness sessions.

**Technical Support Group for the School Counselling Programme:** The Social Welfare Department, Govt. of Kerala appointed LES as the State Level Monitoring Agency for the Psycho Social Services to Adolescent Girls (School Counselling programme in Kerala) for one year from June 2010 with the financial support from UNICEF. LES identified 14 Agencies/Social work Colleges for District Level monitoring and appointed 14 District Level Project Managers. The Govt. also appointed LES as the State Level Technical Support Group for the School Counselling programme in Kerala.

**HRD Training Programme:** LES is an accredited Training Institute recognized by the Central and State Governments, and the UNICEF. It designs and conducts purpose-specific and need-based training programmes for professional and para-professional social workers, governmental and non governmental officials, school and college teachers, elected representatives of local self government institutions, social animators, students of professional colleges etc. Besides conducting its own training, LES provides infrastructure facilities to other agencies and government Departments to conduct training programmes at LES.

In the last five years LES has organized 78 programmes for a total of 5424 participants from across the state and conducted 6 programmes for 1183 participants

outside LES, and several other governmental and non-governmental agencies have utilised the facilities of LES for seminars and training programmes in which a total of more than 4000 participants have attended.

**Childline Nodal Organisation Trivandrum:** a 24-hour help line and an emergency outreach service for children in need of care and protection is a project of the Central Ministry of Women and Child Development, implemented in collaboration with State Governments, NGOs, UNICEF, the Corporate sector and individuals concerned. LES is the first Nodal Organisation of Childline in the State since 2000. As a Nodal Organization, LES coordinates, networks, organize awareness and sensitization programmes in Trivandrum in association with Don Bosco Nivas, the Collaborating Agency and Trivandrum Social Service Society (TSSS), the support organisation.

Some of the other major interventions of Childline are as follows:
- Campaigns against child labour through Street drama in various parts of the city.
- Raids in hotels, restaurants and shops in the city from where 17 children were found employed as child labourers.
- Campaigns through Street drama on Iodine Deficiency Disorder.
- Placement of permanent boards on Childline awareness in Hospitals and Police Stations.
- General Mass Awareness Programmes during festivals like *Attukal Pongala*, Onam Celebrations, School and Youth Festival.

### Budgetary Details

| Outreach and Extension | | Income | Expenditure |
|---|---|---|---|
| Institutional | LiveLab (October 2013 to March 2014) | 76,400 | 74,479 |
| | Consortium of Jesuit Social Engagements | Self | 85,000 |
| Departmental | Various Community engagements and outreach programmes | 8,87,000 | 8,78,124 |
| Loyola Extension Services | LFCC | 8,59,330 | 8,65,185 |
| | Legal Counselling | 2, 67,586 | 2,46,174 |
| | School Counselling | 16,84,177 | 21,66,631 |
| | HRD Training | 1, 12, 95,082 | 77, 24,307 |
| | Childline | 9,70,789 | 9,01,410 |

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The institution mainly follows PIME scheme in ensuring and promoting the participation of the students and the faculty in extension activities. Programmes are planned, implemented, monitored and evaluated together with the faculty and the students, while the faculty's role is more in consultation and guidance. This process by and large ensures students' active participation with a sense of ownership. The teachers facilitate the process and guide the students to achieve the goal.

**National Service Scheme (NSS):** Govt. of India and the University of Kerala appointed the college as technical experts of the National Service Scheme in Kerala

University in 1970. The first ever training session for the NSS of the colleges in Kerala was organized by Loyola. The college continues to have an exemplary NSS unit that is creatively engaged in multifarious community oriented activities where, all its PG students are volunteers and they have to undergo a 7 day rural camp irrespective of their disciplines. Such rural camps have been extremely useful for fostering a sense of fellowship, social consciousness and civic responsibilities. The students also plan and organize various programmes under NSS by way of observing national and international days of special importance.

The students donate blood at regular intervals to the needy at RCC and Medical College. It is noteworthy that some of them even have donated blood every three months during their two years of study here.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from underprivileged and vulnerable sections of society?

The college is sensitive to the issues of the underprivileged and vulnerable sections of the society and gives top priority to those concerns. The following table gives the details of programmes:

| | |
|---|---|
| Social Survey | 1. Socio Economic Survey at Mukundara (NSS 2011), Mariyanad (NSS 2010) and Fathimapuram (NSS 2009)<br>2. Disability-friendliness survey in association with Sahajeevan Special School in Andoorkonam Panchayat (NSS 2014)<br>3. Mental Health survey among the tribal settlement colonies in Kottoor Panchayat in association with District Mental Health Programme of State Mental Health Authority (2013)<br>4. Health Status of Fishing community Survey at Puthiyathura in association with Trivandrum Social Service Society (TSSS) (NSS, 2013)<br>5. Socio economic survey at Madavapuram in association with Trivandrum Social Service Society (NSS 2012)<br>6. BPL family survey at Cheruvickal village with LES, in order to update the list of PL families (2012)<br>7. Preparation of Human Development Report for the Fisher folk in Kerala – Analysis of Primary Data, State Planning Board, Government of Kerala, (2009)<br>8. Social Exclusion and Latin Catholic Fish workers in Kerala, UGC (Minor), 2008. |
| International Projects | 1. *Gender Democracy and Development.* A joint study with Sophia University, Japan and Loyola College, Thiruvananthapuram published by Loyola Publications in 2011.<br>2. *Human Development Approach to Health and Longevity.* A joint study by Sophia University, Japan and Loyola College, Thiruvananthapuram published by Loyola Publications in 2010.<br>3. *Participatory Development for Water: Sustainable Human Development Strategy for Environmental Protection.* A joint study by Sophia University, Japan and Loyola College, Thiruvananthapuram published by Loyola Publications in 2009. |

| | |
|---|---|
| Social Research | 1. Social Orientation of Higher Education Institutions in India with special reference to the Kerala State. A major research project given by Indian Council of Social Science Research (ICSSR). 2012-2014<br>2. A study for identifying specific knowledge base in intervention and best practices applicable to fifteen fields of social work practice in India. A major project given by Indian Council of Social Science Research. period: June 2012- 2014<br>3. Knowledge, Attitude and Perception of HIV/AIDS among the Senior Secondary Students with special Emphasis on Pre-marital Sex and Mandatory Testing Prior to Marriage. Major Research Project, University Grants Commission, New Delhi, 2009 – 2012<br>4. An Empirical Study on the Magnitude of The Child in Need of Care and Protection as Defined Under J. J. (CPC) Act 2000 and to Find out the Needs and to Evaluate to What Extent the Existing Facilities Under J. J. Homes Satisfy them in Kerala', Ministry of Women & Child Development, Government of India, New Delhi, 2008 |
| Action Research | 1. Baseline Study to Assess the Needs of Fish-Market at Perunelli near Trivandrum Airport<br>2. Study on the problems and needs of the elderly among BPL families in Kerala-National Institute of Social Defence, New Delhi approved the proposal of LES for a study on the problems and needs of the elderly among BPL families in Kerala. |
| Extension and outreach programmes | 1. Medical and Health camps for the nearby community<br>2. Voluntary Blood donation to the needy patients especially at Regional Cancer Centre, Trivandrum<br>3. Human Rights involvements |
| Directories/ Awareness | 1. Social Justice Resource Directory, compiled by LES, 2013<br>2. Atrocities against children-legal provisions, 2013<br>3. Rights of children, 2012<br>4. Childline, Thiruvananthapuram, 2012 |

3.6.7 <u>Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.</u>

During their stay at Loyola, Students' academic learning experience is well complemented and their value system and professional skills were groomed to a great extent by their participation in the extension activities. The table gives the values and skills inculcated in students learning experience.

| 1 | Values | 1. Accepting the dignity and worth of an individual<br>2. Objectivity in assessing and understanding social realities<br>3. Preferential option for the poor and marginalized<br>4. Empathetic approach towards vulnerable groups<br>5. Self-discipline and accountability<br>6. Pro-marginalized and vulnerable approach in policy |

| 2. | Skills | 1. Communication<br>2. Presentation<br>3. Observation<br>4. Analytical<br>5. Problem-solving<br>6. Leadership<br>7. Organizing<br>8. Social Analysis | 9. Resource mobilization<br>10. Networking<br>11. Reporting<br>12. Controlling<br>13. Directing<br>14. Monitoring<br>15. Evaluation<br>16. Designing |
|---|---|---|---|

3.6.8 <u>How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?</u>

The institution ensures the involvement of the community in its outreach activities and various strategies to contribute to the development of the community. The details of the initiatives and the various supportive participations are:

- Attendance of the community members,
- People contribute to the success of the programme by way of advertising through residence association, religious institutions,
- Providing the infrastructure facilities in the community,
- Free access to the resources available in the community,
- Finding out the sponsors and financial support etc.,
- Becoming part of the organizers and conductors of the programmes,

3.6.9 <u>Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.</u>

The institution has constructive relationships with other institutions of the locality for working on various outreach and extension activities. The college organizes various interface programmes with the agencies and addresses the academic and career concerns. The college also provides infrastructure and other facilities for the functions organized by other association and agencies. LES has a wide range of networking and collaboration with other institutions. The following are a few of the neighbouring institutions with which the institution is engaged in constructive partnership for working on various outreach and extension activities: Cheruvickal Residents Association, State Biodiversity Board, CTCRI, Blooming Dale, TSS, MSS, Sahai, Sakhi, DMHP, Sahajeevan, Santhigiri, Aids Control Society, Green Community, Indian Life Skill Education and Ability Aids International.

3.6.10 <u>Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.</u>

In recognition of its fruitful extension activities and contribution to community development, this institution in general and some individuals their in have been accorded the following awards and special privileges:

- Mr. Maneesh M. Nair won the *Sisu Bandhu* award instituted by Media Talent & Management for his contributions to child welfare in collaboration with the Education Department, Government of Kerala in 2013.
- The Local Self Government Department of the Government of Kerala selected LES as an Expert Agency for the preparation of District Perspective Plan (DPP) for Thiruvananthapuram District in August 2008
- LES is entrusted as the Technical Support Group for the 'Psycho Social Services to Adolescent Girls' (School Counselling Programme in Kerala) by the State Government. 2010-11
- Fr. Joye James SJ, the Director of the extension centre is appointed as the Child Welfare Committee Chairman of the Thiruvananthapuram District from 2012
- Fr. Philip Parekkat is appointed as a member in the State Child Rights Commission

### 3.7 Collaboration

3.7.1 <u>How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.</u>

The institution sends project proposals to other funding agencies and institutions for research projects. The major institutions include UNICEF, UGC, ICSSR, KILE State Police Department, NGOs and various departments of the Government of Kerala. The students and faculty from Cleveland University visits our college as part of exchange programme. The Sweden social work students came to our college as part of collaboration. The Manager of Loyola College and LiveLab co-ordinator who were accompanying the students in the collaboration programme were invited to visit Sweden. In May 2014, the manager had been on a 9 day visit to Sweden. On his visit, he signed an MoU for exchange programme. In collaboration with Confederation of Indian Industries (CII) Loyola College has taken up a study on Gender Gap analysis. ICSSR has awarded Senior Research Fellowship to Dr. Antony Palackal for a study on Land Question and Social Inclusion.

3.7.2 <u>Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.</u>

The institution has signed the following MoUs:

- Tropical Institute of Ecological Sciences (TIES) – for the conduct of Green Audit with water, energy and biodiversity audits,
- Kerala State Biodiversity Board,
- Confederation of Indian Industries – talks on customer rights, MSME, entrepreneurship seminars, consumer rights, industrial grievance redressal council,
- Cosmopolitan Hospital - to impart regular training to the staff in Stress Management,
- Harrisons Malayalam Ltd., Ernakulam – conduct state-wide training for plantation for the workers – Aby Tellas,

- Childline India Foundation, Govt. of India for implementing Childline Service in Trivandrum,
- UNICEF for maintaining Kerala Child Rights Observatory,
- Kerala State Social Welfare Board – for conducting Family Counselling Centres, Legal Service Providing Centre (protection of Women from Domestic Violence Act,
- Collaborative agreements with UGC, ICSSR, State Police Department, Govt. of Kerala, and Cosmopolitan hospital for training their staff on stress management.

3.7.3 <u>Give details (if any) on the industry-institution-community interactions that have contributed to the establishment/creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories/library/ new technology/placement services etc.</u>

Loyola College maintains an active industry, institution, community interactions which contribute to the development of the institution as well as the students.

- The institution is able to build human resource as well as expertise on account of the collaborations with Social Welfare Department,
- The association with the Bio-diversity Board has contributed greatly to make the campus more bio-diverse. More than 800 new plants were planted on account of the interaction,
- The research collaboration with Sophia University, Japan, has been helpful for the publication of two books and for procuring partial support for the research coordinator,
- The research collaboration with Louisiana State University has contributed to publications, research training to our students in the capacity of Research Assistants, and provided Apple Mac Laptop, software for the coding and analysis of quantitative and qualitative data in social research,
- The Alumni gives a strong support in the placement services,
- Some agencies have financially supported the research projects of the students,
- Childline – computer, printer, scanner, fax machine, web camera and live camera,
- Child Rights Observatory (KeCRO) maintained by UNICEF in Loyola Extension Services contributes highly on our networking with child-related institutions in the whole state and provides scope for students involvement.

3.7.3 <u>Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.</u>

**NATIONAL**

| Year | Conference | Sponsored/ Collaborated | Eminent Participants |
|---|---|---|---|
| 2009 | "Social Exclusion and Inclusion: Issues, Prospects and Responses", 20-22 November, 2009 | ICSSR, Kerala Sociological Society | • His Excellency R.S. Gavai, Governor of Kerala<br>• Prof. Uttam Bhoite, President, Indian Sociological Society<br>• Prof. Prabhat Patnaik, Vice-Chairman, Planning Commission |

| Year | Conference | Sponsored/ Collaborated | Eminent Participants |
|---|---|---|---|
| 2010 | "Struggles of the Excluded Communities in the Neo Liberal Era with Special Focus on Land Issue", 22-23 March | UGC | • Prof. TK Oommen, Professor Emeritus, JNU<br>• Dr. P.K. Sivanandan IAS, Chairman, SC/ST Commission<br>• Dr. P. Geetha, Govt. Samskrita College, Pattam<br>• Sri. Madhavamenon, IAS<br>• Dr. G. Gopakumar, University of Kerala<br>• Sri. BRP Bhaskar, Human Rights Activist |
| | Ayushya, 18-19, July 2010 | UGC, Ayushya, Kerala | • Dr. Eliza Kuppozhakkal, Director Ayushya<br>• Dr. Joy G., Laugh Therapist<br>• Dr. John Baby, Rtd. Professor, Psychology<br>• Mr. Vava Suresh, Snake Specialist |
| 2011 | Moolampilly Struggle: Experience & Lessons, 28 July 2011 | ICSSR | • Sri. Thiruvanchoor Radhakrishnan, Minister for Revenue, Govt. of Kerala<br>• Prof. Francis Kalathinkal, Engineering College, Adoor |
| | Back 2 Basics, 2-3 December 2011 | UGC | • Dr. Cherian Kurien, Director, Marian College Kuttikanam<br>• Fr. Joye James, Director, LES<br>• Dr. Nalini Nayak, Social Scientist & Activist |
| | Research Methodology 31 Oct.- 1 Nov. 2011 | UGC | • Prof. Jayram, Tata Institute, Mumbai<br>• Dr. Bino Paul, Tata Institute of Social Sciences<br>• Dr. Omkumar Krishnan, Professor IMT, Ghasiabad |
| | Solid Waste Management – Issues and Perspectives, 20-21 December 2012 | Suchithwa Mission, Govt. of Kerala | • Dr George Chakkachery, Director, Suchitwa Mission<br>• Dr. Sultan Ismail, Director: Eco-science Research Foundation, Chennai<br>• Sreekanth, Vice-president HR, Britannia India<br>• K. Venu, Social Scientist Activist |
| 2012 | Social Work at Crossroads - Academia-NGO Interface, 23 August 2013 | UGC/TSSS | • Bishop Yovn Ambrose, President, CBCI Commission for Peace and Development<br>• Mr. Placid, Director, Sahay |
| | HR & Labour Law Workshop, 7-8 December 2012 | Asianet Satellite Communications | • Mr. Sebastian K.V., Associate Vice President, Asianet<br>• Mr. Ajay Mohan, Deputy Manager, HR, Asianet |
| | The role of youth in Peace, Conflict and Communal Harmony, 22-24 March 2013 | CSSS Mumbai | • Vasundara Mohan, Secretry, CSSS<br>• Col. Syed Makar<br>• Aswathy Thirunal Swami |

| Year | Conference | Sponsored/ Collaborated | Eminent Participants |
|---|---|---|---|
| 2013 | Strengthening Human Relationships for Strategic Business Management, 7 October 2013 | Various Corporate organizations | • Shri. Nikhil Kumar (Hon. Governor of Kerala)<br>• Mrs .Geetha Paul , Indian P&T, A&F Services(Rtd)- Ex Principal GM ,Indian Postal Services<br>• Dr. V A Joseph, MD, South Indian Bank<br>• Shri. P G Jayakumar,  MD , Dhanlaxmi Bank Ltd<br>• Shri. H N Srinivas ( Senior VP, HR, Taj Group of Hotels)<br>• Shri. Shibu Baby John (Hon: Minister for Labour, Govt. of Kerala)<br>• Shri. K. Nanda Kumar, MD&CEO, Suntec Business Solutions.<br>• Shri. Jaiveer  Srivastava, Chairman &MD, FACT Ltd |
| | Jesuit Brand Identity in Higher Education, 7-8, November 2013 | JHESA | • Prof. Swathi Sarkar, St. Xavier's  Calcutta<br>• Fr. Ozzy Mascarenhas, St. Alosyius Institute of Management<br>• Dr. A. Vaz, Pricipal, Bed College, St. Xavier's College, Bombay<br>• Dr. Paul Fernadez, XIMB, Bhuwaneswar |
| 2013 | Research Methodology, 18-27, November 2013 | ICSSR | • Dr. Sunil D.S,, Tata Institute of Social Sciences<br>• Dr. Bino Paul, Tata Institute of Social Sciences<br>• Prof. Kevin S., Director, Bishop Jerome Group of Institutions<br>• Prof. K.P. Vijayan, HoD, Dept. of Library & Information Science, University of Kerala<br>• Prof. Sebastian Mampilly, Professor, School of Management Studies, KUSAT<br>• Prof. TSN Pillai, Rtd. Professor, Loyola College |

**INTERNATIONAL**

| Year | Conference | Sponsored/ Collaborated | Eminent Participants |
|---|---|---|---|
| 2013 | Religion, Culture and Society,  January 12, 2013, | Santa Clara University, California | • Shri. M. P. Abdussamad Samadani<br>• Prof. Ninan Koshi<br>• Prof. Dr.Thomas Cattoi, Santa Clara University, California<br>• Dr. Binoy Jacob<br>• Dr. Jose Kuriyedath, Prof. Emeritus, Sacred Heart College, Ernakulam<br>• Dr. J. Devika, Centre for Development studies |
| 2014 | Life skills Education, February 20-23, 2014 | Indian Association of Life Skills Education | • Dr. K.A. Radhakrishnan Nair, President, Association of Life Skills Education<br>• Dr. Partha Pradeep Mitra, Principal, Labour and Employment Advisor and Director General Govt. of India |

| Year | Conference | Sponsored/ Collaborated | Eminent Participants |
|---|---|---|---|
| | | | • Mr. C.R. Kesavan, Vice President, Rajeev Gandhi National Institute of Youth Development<br>• Dr. Athiquil Lasker, Conant Institute, California<br>• Dr. Bosco Roland, School of Psychology, Dekain University, Melborn<br>• Prof. Mary Ngoma, University of Zambia, Zambia |

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated

- Curriculum development/enrichment: we have linkage with both the academia and industry.
- Internship/ On-the-job training: we send our students to industrial establishments for organizational study, internships and block placement activities. Most of the students are attached to the mangers in the company as part of concurrent fieldwork.
- Summer placement: most of the students are able to get placement. The alumni is supporting us in this venture.
- Faculty exchange and professional development: Most of our faculty are visiting professors to major universities in India.
- Research: several projects are taken up by the faculty.
- Consultancy: there is a professional body named Human Capital Development Centre. This takes into account all the consultancy areas.
- Extension: Loyola Extension services render these functions.
- Publication: there are several publications by the students and the faculty.
- Student Placement: we give placement training to all the students in the last semester.
- Twinning programmes: Cleveland State University, Swedish University.
- Introduction of new courses: a new course named MSc (Counselling Psychology).
- Student exchange: Sweden visit.
- Agreement with Cosmo Hospital.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

The college gives all types of help to the faculty for research, consultation and collaboration activities. Specially laid down policies are there in the college for carrying out all these activities. There is proper documentation of all the processes and every activity is kept transparent. For all the major activities in the college these linkages are informed and invited.

# CRITERION IV
# INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 Physical Facilities

4.1.1 <u>What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?</u>

The Infrastructural Policy of the college consists of policies regarding (a) the General Infrastructure (b) ICT Infrastructure (c) Library (d) LES. The salient policies are culled out and presented below:

## A. GENERAL INFRASTRUCTURAL POLICY
Creation, enhancement and maintenance of infrastructure at Loyola College is undertaken to assist the college in effectively achieving its mission of teaching, learning, research, and extension.

**General Policies**
- The college shall create, upgrade and maintain infrastructure in accordance with its academic growth and the requirements of the stakeholders.
- The stakeholders, who utilise the infrastructure, shall provide suggestions and feedbacks for the creation, enhancement and maintenance of the same.

**Specific Policies**
- The college shall seek and explore possible funding sources such as UGC for constructing, upgrading and maintaining the buildings
- There shall be a person in-charge for looking into the creation, enhancement and maintenance of the infrastructure
- The college shall create or upgrade durable, functional and lasting sets of furniture for the office, library, classrooms and auditorium
- The college community shall take the responsibility of maintaining the surrounding lawn and garden and these shall be used for functions or programmes only with the permission of the authority
- The college shall ensure diversity in planting trees and cutting / pruning of trees shall be done with utmost discretion
- The college shall maintain playgrounds for different kinds of games and the students and the faculty shall be encouraged to utilise them optimally
- The maintenance of the hostels is taken care of by the hostel administrative committee
- Women's restroom shall be maintained in the college. The service of an on-call doctor shall be ensured. First-aid is to be provided at the institution
- A gymnasium and adequate facilities for exercise shall be provided
- Transportation shall be provided as per the prior request from the departments
- Canteen facilities and safe-drinking water are to be provided
- The campus shall be preserved as a plastic-free campus and cleanliness and hygiene shall be an institutional priority
- The maintenance of all the infrastructure shall be done annually

## B. ICT INFRASTRUCTURE POLICIES

Consonant with its Vision, the college is committed to create and maintain a wellequipped state-of-the-art IT infrastructure for the academic and administrative requirements.

### General Policy

- The college shall create and provide ample information and communication technology infrastructure to enhance the educational, administrative, communicative and operational efficiency
- The institution shall be committed to continuous upgrading and expansion of ICT infrastructure and ICT enabled teaching/learning practices

### Specific Policies

- The college shall maintain server computers to ensure better networking, sharing of computers and centralized monitoring
- The system administrator shall take care of the creation, upgradation and monitoring of the ICT infrastructure
- Log books shall be maintained for the use of ICT equipments such as LCDs, common laptops and smart boards to facilitate responsible use and proper maintenance of them
- Free high-speed Internet and Wi-Fi access for using e-resources (NLIST, online journals, etc.) shall be made available to all the students and the faculty
- Website of the college shall be updated and upgraded periodically
- For aligning the ICT infrastructure in tune with the latest developments in the field, the college shall send its faculty for workshops/training programmes
- Administrative and library services shall be automated and continually upgraded

## C. LIBRARY POLICIES

The Loyola Library is envisaged to serve the needs of our faculty, research scholars, students and other academia and is developed as an important repertoire of learning resources, functioning as the heart of the college.

### General Policies

- The library shall acquire, maintain and ensure efficient use of the latest hard copy /soft copy of books, journals, documents, reports and other learning resources
- The library facilities shall be regularly upgraded

### Specific Policies

- The library shall be developed as a hybrid knowledge resource centre offering both print and electronic resources
- The library shall follow open-access system
- The internally generated knowledge resources such as Dissertations, Project Reports, Theses, Books, Journals, Journal Articles and Conference proceedings shall be documented and made available in the library
- The library operations shall be fully automated using integrated library automation package, bar-code technology, bio-metric punching machine, etc.

- User terminals shall be provided in the library hall for accessing electronic resources and searching OPAC

### D. LOYOLA EXTENSION SERVICES' POLICIES

Loyola Extension Services (LES) shall function as a vibrant extension wing of the college, mobilizing and empowering people through training, and activating them in participatory development initiatives in a sustainable framework

**General Policies**
- LES shall create and provide infrastructural support as a nodal centre of excellence in extension services to promote integral development through social transformation
- LES shall extend its infrastructure to create, develop and sustain inter-organizational linkages and networking systems among voluntary organizations

**Specific Policies**
- LES shall create adequate infrastructure for functioning as a field laboratory of the college where the classroom concepts and theories can be field tested in the communities through interventional activities
- The infrastructure of LES shall be enhanced to provide counselling services and legal guidance on family welfare, student issues and parenting
- The centre shall constantly upgrade and maintain infrastructure such as accommodation, public address system, ICT facilities, halls, canteen, etc. to undertake training, research and consultancy services on areas of current social significance
- Part of its infrastructure shall be dedicated for child related activities such as Childline, Child Rights Observatory, Child Welfare Committee, etc.

4.1.2 <u>Detail the facilities available for a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, animal house, specialized facilities and equipment for teaching learning and research etc. b) Extra -curricular activities - sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.</u>

**a) Facilities for Curricular and Co-curricular Activities**
The college has sufficient facilities for curricular activities as follows: There are nine classrooms with modern facilities. For the teaching purposes we have both white and blackboards in all classrooms and there are four portable white boards for sessions conducted outdoors. Each department has a smart classroom with smart-boards and Wi-Fi LCDs. In all other classrooms, LCDs are provided and besides these, two separate LCDs are kept for common use. Additionally, we have a centralized air-conditioned room with smart-board facility. There are three laptops in the college for common purposes and 80 per cent of the students have personal laptops. The common computer facilities available are at the disposal of the students. High-speed optic fibre Internet connectivity is provided both in the wired and wireless mode and the entire campus is Wi-Fi enabled. We subscribe to two service providers, namely,

BSNL and Asianet. The three seminar halls (Jose-Murickan Hall, Loyola Hall, and Audio-visual Room) and an auditorium (Sutter Hall) provide ample space and ambience for conducting workshops, seminars, 'meet excellence' series and so on. The research room and the project room provide facilities for various research and project activities. Software for research data analysis such as SPSS and Nvivo is available. The library with computer, Internet facilities and other digital resources has become the learning haven of the college where the college community throngs for acquiring the tools and resources that give the students, the competitive edge and the teachers, the knowledge and wisdom they need to enlighten the younger generation. The ICT infrastructure is centrally managed at the system admin's room.

We also have space for facilities such as:
Tutorials and remedial sessions (faculty cubicles), Social labs (LES), Bio-diverse garden, IQAC Room, Counselling lab, Language lab, Arnos Padiri Reading Corner (open air reading/discussion space in front of the library).

**b) Facilities for Extracurricular Activities**
Sports and games facilities for the overall development of the college community are available on the campus. They include:

| | |
|---|---|
| – Football courts (2) | – Badminton court (1) |
| – Basketball courts (2) | – Volleyball court (1) |

In order to co-ordinate our sports and games activities we have a physical education in-charge in the college. The indoor game facilities are provided in the college hostels. The college has a gymnasium (health and fitness centre) for our students and the faculty.
The college has access to the following auditoriums:
a) The Sutter Hall, an auditorium which is a monumental construction of the famous architect Sir Laurie Baker which is listed in the Hindu index of special monumental buildings.
b) The open auditorium that capitalizes on the natural endowments of the lush green campus
c) Loyola indoor stadium in the school premises, which can accommodate five thousand people.

These auditoriums have been used for regular cultural activities and celebrations – Arts Day, Onam, Christmas, Eid and College Day celebrations and College Union activities. Seminars, conferences and workshops are also held in these venues.
The other facilities are:
NSS Room, Ladies' Health Room with First Aid Facility, Mentoring Room, Student Welfare and Support Centre - Counselling, LACE, LiveLab, Placement Cell, Psychology Lab

For developing the soft-skills and communication competencies of the students we have Spoken English and Communication CDs and digital resources. Public speaking, debates, and discussions are conducted at Murickan Hall, Loyola Hall and Sutter Hall with public address system, generator, lecterns, etc.
For ensuring hygiene:
• The campus is maintained as a plastic-free campus

- Segregated waste bins and trash cans are placed at key points on the campus
- Biogas plants (2)
- Two workers are engaged in ensuring a hygienic campus and adequate materials and equipments (lawn mover) are provided for the same
- A store is set apart for keeping the equipments used by the students for environmental management that ensures hygiene
- Personal hygiene facilities are also provided

For the integral growth and development of our students we have a specialist as Yoga and Meditation trainer. He conducts the training and practice on the hostel terrace and at the gymnasium. The college chapel is an additional facility for meditation and religious practices.

4.1.3   How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).

At Loyola, infrastructure improvement keeps pace with the gradual academic growth and as a result the facilities available here are adequate to address the demands of the old and new courses offered here. For meeting the demands of the academic growth in the institution, we have developed facilities such as room for research scholars, classrooms for new courses, faculty rooms for new faculty, the Internet and Wi-Fi connectivity, upgraded ICT infrastructure, well-stocked library, spacious and well-furnished canteen, alternative power supply, etc. **The master plan of the institution with all the details is enclosed – *Encl-5*)**

The facilities developed in the last four years include:
- Smart boards in all the departments
- LCDs in all classrooms for technologically assisted teaching/learning
- Smart room
- Spacious, well-ventilated and well-furnished canteen
- Digital library with an IBM server computer
- Digital handicam and stillcam
- Digital notice board
- Water purifier with hot and cool provisions
- Additional computers and laptops
- Separate Wi-Fi for the faculty and the students
- Solar power generation system of 4KVA
- Solar invertor at Ladies' Hostel
- Public address system for the auditorium
- Public address system for the college building
- Vehicles (Tavera and Omni)
- Recreation space
- Gymnasium (Health and Fitness Centre)
- Reading enclaves (benches) in front of the library

- Renovated Ladies' Hostel
- Portable teaching amplifier
- Sufficient number of computers in the library
- Cabins for all the faculty
- Extension department dining facility (LES Mess) renovated
- Accommodation facility at the extension department improved
- Printers cum scanner
- CCTV/surveillance camera at library
- Bio-metric punching machine at the library for recording walk-ins
- Reprographic machine with scanning facility

**New Initiatives Envisaged**: The blueprint for a separate administrative block, adjacent to the college building, is prepared. In this new building we envision administrative office, Principal's office, faculty rooms, and a multipurpose audio-visual hall. This addition will provide ample facilities for the various innovative activities that we are planning to introduce.

**Optimal Utilization**: The institution is particular about the optimal utilization of its facilities and so, they are open to external stakeholders as well, especially the neighbourhood community. The following instances testify the institution's effort at optimal utilization of its infrastructure:
- The library is open to outsiders who come for reference
- The infrastructure of the institution is also used for conducting continuing education programmes, certificate courses, etc.
- For conferences, seminars sponsored by UGC, ICSSR, or other agencies
- For training programmes of Govt. and NGOs (LES)
- Neighbourhood communities use these facilities for their programmes (e.g. Cheruvickal Residents' Association conducts its annual gathering on the campus, annual day of music schools at Sreekaryam)
- For conducting programmes of the students from Consortium of Jesuit Social Engagements
- For syllabus workshops (SCERT, University syllabuses)
- For summer camps (for neighbourhood and other needy, differently abled students)
- For alumni programmes
- For organizing medical camps (Chaitanya, Loyola Old Boys Association)
- As election booth and electoral enrolment centre
- Space for the KSS office

**The money spent over last five years**: In the past five years the institution spent over ninety lakhs rupees for upgrading, developing and maintaining the infrastructure.

| Years | Items | Money spent (in lakhs) |
|-------|-------|------------------------|
| 2009-10 | Tavera, Badminton Court maintenance, Football court maintenance, Invertor LH, water tank of LH, Tiling LH, Pump, Basketball court, Men's Hostel re-wiring, Computer expense, Maintenance (LES) | 29.09 |

| Years | Items | Money spent (in lakhs) |
|---|---|---|
| 2010-11 | LCDs, Generator, College maintenance work, Men's Hostel maintenance work, Volleyball court, Expense for Ladies Hostel kitchen work, Computer expense, Maintenance (LES), Aviator, Miscellaneous expense | 7.64 |
| 2011-12 | Faculty Cabins, Smart board , Computers , Photostat machine, Handy-cam, Multimedia Speaker system, Maintenance (LES), miscellaneous expense | 10.32 |
| 2012-13 | Ladies Hostel renovation, Men's hostel, Canteen renovation, Omni, Expense of men's hostel front elevation, College portico & other  maintenance work, Ladies hostel wall re-building & Wall covering expense Ladies hostel Painting & other maintenance work  + other infrastructure, Maintenance (LES), furniture | 26.38 |
| 2013-14 | Solar Panel, MSc Lab, Public address system, College painting of the college building and other maintenance work including Ladies room & Ladies toilet | 17.22 |
| **Total** | | **90.65** |

4.1.4 <u>How does the institution ensure that the infrastructure facilities meet the requirements of the students with physical disabilities?</u>

There is a commendable differently-abled-friendly consciousness on the campus as it is a social science college. In terms of infrastructure we have tried to develop the following facilities for the students with physical disabilities:
• Ramps for the differently-abled in all the buildings on the campus (College main building, library, Sutter Hall and Loyola Hall)
• Rest room where wheel chairs can go in
• Electronic resources which can be used by the visually challenged

4.1.5 <u>Give details on the residential facility and  various provisions available within them: Hostel Facility - Accommodation available; Recreational facilities, gymnasium, yoga centre, etc.; Computer facility including access to Internet in hostel; Facilities for medical emergencies; Library facility in the hostels; Internet and Wi-Fi facility; Recreational facility-common room with audio-visual equipments; Available residential facility for the faculty and occupancy; Constant supply of safe drinking water; Security</u>

**Residential Facility:** The college has been focusing on developing its residential facilities over the years and we have made marked improvement in this:
• Our Men's Hostel on the campus has 40 well-furnished single rooms and we have been accommodating all those students who have sought for admission in the hostel.
• The Ladies Hostel which is located outside and adjacent to the college premises has five quarters capable of accommodating six students each and

fourteen double rooms and eight single rooms. Part of the Ladies Hostel is the masterpiece construction of Sir Laurie Baker.
- We have on-campus residential facility for 100 at our extension centre (LES) for guests and those who attend training, workshops, conferences and seminars.
- The faculty of the college is given accommodation at the hostels on demand and at present two members of our faculty stay in the ladies hostel. The Jesuit faculty of the college, who require residential facility within the campus, are accommodated at the Jesuit faculty-residence and currently three members are accommodated there.

**Recreational Facility:** Since the Men's Hostel is within the campus, the hostellers have been utilizing all the following recreational facilities for sports, games and indoor games available on the campus for which materials are made available by the college.

- Football courts
- Basketball courts
- Badminton court
- Volleyball court
- Cricket ground
- Indoor games
- Gymnasium
- Yoga and Meditation centre

Girls stay back on the campus till 6.30 in the evening and they make use of the above recreational facilities in the college. Besides these, there is a throw-ball court in the ladies hostel.
- The well-furnished gymnasium is available for the students and the faculty
- Men's Hostel terrace is also used for practising Yoga and Meditation

Recreation common room with audio-visual equipment is made available for watching TV, listening to music, viewing documentaries and movies. The LCD and speakers aid in presentation and other allied recreational activities. A separate TV facility is available in the ladies hostel.

**Computer and Internet Facilities**
- Internet facilities (Wi-Fi) and computers are made available in the hostels and personal lap tops are allowed
- The 24- hour - Wi-Fi on the campus is especially helpful to the Men's Hostel students

**Medical Facilities**
- First-aid
- Doctor-on-call service is provided with the help of CJ Hospital and the Health Centre, Pangappara
- The College, also makes use of the services of Govt. Medical College nearby
- We have periodic visit to University Health Centre (within 8 KMs)

**Library in Hostels**
- Recreational reading corners are set up in both hostels where newspapers, general periodicals along with books are available.

**Safe Drinking Water**: We use water from our well on the campus, which is available throughout the year because of the unique rain-water management system that we have devised. The rainwater from the whole campus gets collected in a valley through prepared channels and this water seeps into the well. The water pumped from the well goes through the purifiers and is made available for drinking. We have facility for both hot and cold water on the campus as well as in the hostel.

**Security:** We have two night-watchmen for security purposes on the campus and in the Ladies Hostel respectively.

1.1.6    What are the provisions made available to the students and the faculty in terms of health care on the campus and off the campus?

The college has taken the following provisions to attend to the health needs of the college community:
- Health room
- First-aid kit in the office
- Medical facility is available in the immediate vicinity
- Medical camps sometimes become opportunities for check ups
- Periodic visit to the University Health Centre
- Service of doctor on-call
- Per semester medical check up for the faculty and the students
- Health related talks and seminars (Ayushya – alternative healing methods)

4.1.7    Give details of the Common Facilities available on the campus-spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for the faculty and the students, safe drinking water facility, auditorium, etc.

The college has set apart space for the special units and common facilities:
- IQAC room, Grievance Redressal Unit, Women's Cell, Counselling and Career Guidance, Placement Cell, Health Room, Canteen and access to the School Canteen, Recreation Room for the faculty and the students (Sociology faculty room and Audio-visual room), Safe drinking water.
- Auditorium: Sutter hall, Loyola hall, Open auditorium

## 4.2 Library as a Learning Resource

4.2.1    Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

The library operates under the guidance of the advisory committee that meets periodically and reviews the status and suggests new initiatives. The committee consists of:
- The Chairman – Principal
- The Secretary – Librarian
- Members – Vice-Principal, HoDs, Bursar and the student representatives

The following are the important initiatives implemented as per the suggestions and decisions of the committee:

- Open access, Need-based acquisition
- Library automation & software development
- Barcoded issue/return
- Air conditioned server room
- IBM Server computer
- Digital library using open - source software (Greenstone)
- Building up of institutional repository
- Access to e-resources (Online and Offline)
- CCTV /Surveillance camera
- Bio-metric punching machine
- Wi-Fi enabled reading corner
- Reorganizing and restructuring the library counter
- Other infrastructural facilities like tables, shelves, new arrivals display rack, periodical display racks and noticeboard

4.2.2 <u>Provide details of the following: * Total area of the library (in Sq. Mts.) * Total seating capacity * Working hours (on working days, on holidays, before examination days, during examination days, during vacation) * Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)</u>

The institution has a centralized library, which is located adjacent to the main building and functions independently. The library has a well-ventilated and lighted reading-cum-stack room, mezzanine floor for housing special collections, reference section, periodical section, IT zone, research scholars' section and circulation counter.

- The library has sufficient area (355 sq.m.) and seating capacity (110)
- We have a toilet and washbasin attached to the library
- Extended working hours – one hour in the morning and one hour in the evening
- The library also works on Saturdays and during the vacation and on special request from the users
- Tables modified as individual reading carrels
- Lounge area for browsing and reading journals, newspapers and relaxed reading
- Wi-Fi enabled reading corners
- Air-conditioned server (IT Zone) with an IBM server. Twenty computers are networked (LAN) with the server for accessing e-resources and library OPAC
- A special collection of CD ROM databases
- Computers are provided in the reading space as well for accessing the Internet, digital library and library OPAC

4.2.3 <u>How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.</u>

The library has initiated various means to ensure the purchase and use of current titles, journals and reading materials. The library is dedicated to provide need-based

supply of resources for enabling the teaching-learning and research processes in the institution. In order to ensure this we undertake a balanced collection of books and journals based on suggestions from the teachers and the students and thus provide an equitable collection to cater to the needs of all four departments.

- The library has subscribed to e-journals in addition to print journals besides facilitating access to the resources available in the open access.
- Maintenance of CD ROM database collection
- Book collection is classified using Dewy Decimal Classification system and arranged in shelves with proper shelf labels for optimum use
- Journals arranged alphabetically in pigeon-hole display racks for facilitating use of current as well as back issues
- Passwords of e-resources are provided to the users at the beginning itself as part of the orientation programme

For promoting the use of current titles and journals:

- New arrivals (books) are displayed on a display rack which can be rotated and placed in the launch area to attract the attention of the users to the current titles
- List of new arrivals is displayed on the noticeboard
- Current contents service – content pages of the current issues of journals are collated, indexed and published
- OPAC (both through LAN and Internet) helps easy access to new titles
- A guided access to e-journal and other reading materials facility is provided within the library

**Amount spent on procuring new books, journals and e-resources during the last four years**

| Library holdings | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | |
|---|---|---|---|---|---|---|---|---|
| | No. | Total Cost (Rs.) | No. | Total Cost (Rs.) | No. | Total Cost (Rs.) | No. | Total Cost (Rs.) |
| Text books | 325 | 1,11,689 | 265 | 83,334 | 325 | 1,65,730 | 200 | 1,00828 |
| Reference Books | 14 | 8776 | 14 | 33007 | 10 | 16,448 | 9 | 15956 |
| Journals | 69 | 27396 | 72 | 24701 | 76 | 38238 | 77 | 25499 |
| General Periodicals | 48 | 3798 | 48 | 3932 | 50 | 4473 | 51 | 4687 |
| e-resources CD ROMs | 130(2) | 2000 | 138(8) | 4000 | 140(2) | 5195 | 157(17) | 8742 |
| NLIST Subscription | | | 1 year | 5000 | 1 year | 5000 | 1 year | 5000 |
| Subscribed Online Journals | 4 | 4530 | 4 | 5190 | 5 | 7640 | 7 | 13103 |
| Others (News Papers) | 8 | 9628 | 8 | 10693 | 8 | 12031 | 8 | 13565 |

4.2.4 <u>Provide details on the ICT and other tools deployed to provide maximum access to the library collection? ∗ OPAC ∗ Electronic Resource Management package for e-journals ∗ Federated searching tools to search articles in multiple databases ∗ Library Website ∗ In-house/remote access to e-publications ∗ Library automation ∗Total number of computers for public access ∗ Total numbers of printers for public access ∗ Internet band width/ speed □ 2mbps □ 10 mbps □ 1 gb (GB) ∗ Institutional Repository ∗ Content management system for e-learning ∗ Participation in Resource sharing networks/consortia (like Inflibnet)</u>

The library has been consistently upgrading its structures and facilities in tune with the advances in ICT to make it learner-friendly and maximally accessible. The following initiatives are taken in this direction:

- The library is automated using indigenously developed integrated software with OPAC and bar code technology. The software includes modules such as acquisition, circulation, membership, serial control, stock verification, etc. (This has been cited as a best practice by NAAC)
- The access to e-journals at our library is managed through user-name and password for in-house as well as remote use. The package consists of (a) subscribed e-journals (b) e-journals from NLIST (c) open access journals
- Search facility is provided for multiple databases such as electronic journals, e-books, CDROM databases and bibliographic database of library books
- The Library website provides details of the resources, facilities, services of our library and it also facilitates online search of our catalogue. 'WordPress', the open source content management system (CMS) based on PHP and MySQL, is used for this purpose
- Twenty computers are provided in the library for public access with an IBM server connecting them through LAN
- Three printers are arranged for public access
- Internet access is given both in the wired and in the wireless mode which has a speed of 10 mbps with optic fibre connectivity
- Institutional repository of our library contains dissertations, theses, Loyola Journal, articles and books by the faculty, syllabi, question bank etc.
- Digital library system using Greenstone for augmenting content management and e-learning
- Participating in resource sharing network of INFLIBNET such as N-LIST

4.2.5 <u>Provide details on the following items:∗ Average number of walk-ins ∗ Average number of books issued/returned ∗ Ratio of library books to the students enrolled □ Average number of books added during last three years □ Average number of login to OPAC □ Average number of login to e-resources □ Average number of e-resources downloaded/printed □ Number of information literacy trainings organized □ Details of "weeding out" of books and other materials</u>

- Average number of walk-ins (per year): **30766**
- Average number of books issued/returned (per year): **23467**
- Ratio of library books to the students enrolled: **153:1**

- Average number of books added during the last three years :

|  | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| No. of books added | 279 | 335 | 209 |
| Average no. of books added per year | 274 | | |

- Average number of login to OPAC : 61560
- Average number of login to e-resources : 184680
- Average number of e-resources downloaded/printed : 123120
- Number of information literacy trainings organized (per year) : 16

**Details of "weeding out" of books and other materials:**
The library has a separate stack room for keeping the 'weeded out' books. Very old editions and damaged books are removed from active collection and kept in this section. Old newspapers are disposed of during the vacation, after collecting important clippings. The general periodicals are also weeded out each year.

4.2.6  Give details of the specialized services provided by the library □ Manuscripts □ Reference □ Reprography □ ILL (Inter Library Loan Service) □ Information deployment and notification (Information Deployment and Notification) Download □ Printing □ Reading list/ Bibliography compilation □ In-house/remote access to e- resources □ User Orientation and awareness □ Assistance in searching Databases □ INFLIBNET/IUC facilities

We extend specialized library services to its stakeholders. These services include:
- Reference services using strong and updated reference collection
- Reprographic service for both internal and external users
- Inter Library Loan Service (ILL) is established with the American Library, Chennai
- Information deployment and notification is done through new arrivals display rack, display on the notice board, posts on the library website and communication via intra-net service. A separate noticeboard is maintained for career / employment information service
- Download services are available for the stakeholders from subscribed e-resources, resources from NLIST and open access resources
- Printing service to those who need it.
- Automated bibliography generation service is made available by using the catalogue module of the integrated library automation package
- In-house and remote access to e-resources based on user name and password
- Regular awareness sessions and orientation for fresh users for ensuring the efficient utilization of the library services. As and when ICT up-gradations are done or new additions are made to the library, special orientation programmes are held for the benefit of the users
- The library faculty render assistance to search and retrieve information from e-resources, on request
- INFLIBNET services (NLIST) are made available to the user community for academic purpose.

4.2.7 <u>Enumerate on the support provided by the library faculty to the students and teachers of the college.</u>

**Catalogue Search Service:** The catalogue is computerized using an integrated library automation package. The OPAC can be searched using the LAN of the library as well as over the Internet through the library website.

**Document Retrieval (Books are Classified using DDC):** The books are classified using the international classification scheme, Dewy Decimal Classification Scheme, and arranged in well-labelled shelves so as to enable easy retrieval.

**Information Retrieval Using Electronic Resources:** The library supports the retrieval of information from electronic resources by providing sufficient computers and the Internet access in both wired and wireless mode.

**Content-Based Personal Guidance:** The library faculty is keen to provide personal guidance, leading the users to the content of the documents

**Current Awareness Service (Current Content Service, New Arrivals Display Rack, Notice Board and Journal Routing Service):** These are provided to make the users aware of the latest developments and additions to the libirary.

**Resources-Facilities Display Service**: A perforated board to display the different resources and facilities is kept in the library and is continually updated. This gives a bird's eye view of the resources and facilities provided in the library.
**Bar-Coded Issue/ Return Service**: Charging and discharging operations are fully automated using barcode scanner. This helps the library faculty to provide accurate status information on books to the users. This results in saving the time of the user.

**Press Clippings Service**: The collection of news on the institution published in various print media is organized, preserved and released as a publication viz. "Media Speaks on Loyola"

**Research Assistance:** The library faculty, being competent in helping and guiding the students in their research efforts, provides assistance to the research scholars and the PG students in their dissertation work.

**Institutional Documentation Service:** The library faculty takes the initiative in garnering the knowledge output from the institution and documenting it for later reference and use. Dissertations, theses, seminar talks, books, journal, journal articles, etc. are collected, organized and preserved in the library.

**Promotion Talks and Demonstration Sessions**: The library arranges promotion talks for enhancing the use of library OPAC, resources and services. The demonstration sessions are organized to familiarize the students and the faculty with the utilization of the ICT centred e-resources and institutional digital collections.

**Book Exhibitions:** The library arranges book exhibitions in connection with World Environmental Day (June 5), World Population Day (July 11), World Tourism Day (September 27), International Women's Day (March 8) World Mental Health Day

(October 10) and World Human Rights Day (December 10) to attract the users to its resources.

4.2.8 <u>What are the special facilities offered by the library to the visually/physically challenged persons? Give details.</u>

The institution gives admission to the visually/physically challenged students and we have made the following facilities for them:
- Ramp for the physically challenged
- Electronic resources for the visually challenged
- Open source software for the visually challenged

4.2.9 <u>Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)</u>

The library gets feedback through various means and it is taken up and deliberated on and decisions are made by the Advisory Committee.
- There is a permanent Suggestion Box kept in the library to get feedback from the users
- A general 'Library Open House' is conducted for the students for collecting feedback on library services annually
- The user survey that is done periodically is a convenient means to collect feedback
- There is an informal circuit of feedback which operates through the faculty and the departments wherein the feedback given by the students is communicated to the library faculty.
- Feedback is collected regularly from the external users with the help of an indigenously developed tool
- Electronic feedback system – provision for this is made in the website

The feedback is analysed and acted upon in two ways. Minor problems mentioned in the feedback are solved by the library faculty and major ones are referred to the Advisory Committee.

4.3.1. <u>Give details on the computing facility available (hardware and software) at the institution. Number of computers with Configuration (provide actual number with exact configuration of each available system), Computer-student ratio, Stand alone facility, LAN facility, Wi-Fi facility, Licensed software, Number of nodes/ computers with Internet facility, any other.</u>

Appreciative of the possibilities of ICT enabled teaching-learning, Loyola has incorporated its best features into its pedagogic practices. The institution developed a well-knit computer system with an admin centre that governs and networks the computer labs and other independent systems. Both the faculty and the students are provided with all the facilities for computer related work on the campus. The fully Wi-Fi enabled campus facilitates inter and intranet networking which meets teaching-

learning and research requirements of this institution. The faculty and the students also have access to these facilities through their own personal laptops.

**Configuration details of the Computers**

| No. | PC No. | Processor Details | RAM | Hard Disk | Operating System |
|-----|--------|-------------------|-----|-----------|------------------|
| 1. | CC-23 | Intel Pentium 4, 3 GHZ | 2 GB | 80 GB | Windows 7 Ultimate- 32bit |
| 2. | CC-26 | AMD Sempron 2500+, 1.4 GHz | 1 GB | 500 GB | " |
| 3. | CC-02 | AMD Sempron 145, 2.8 GHz | 2 GB | 500 GB | " |
| 4. | CC-01 | AMD Sempron 145, 2.8 GHz | 2 GB | 500 GB | " |
| 5. | CC-10 | AMD Sempron 2500+, 1.4 GHz | 2 GB | 40 GB | " |
| 6. | CC-03 | AMD Sempron 2500+, 1.4 GHz | 2 GB | 40 GB | " |
| 7. | CC-04 | AMD Sempron 2500+, 1.4 GHz | 2 GB | 40 GB | " |
| 8. | CC-24 | Intel Core 4300, 2.7 GHz | 2 GB | 80 GB | " |
| 9. | CC-05 | AMD Sempron LE100, 1.9 GHz | 2 GB | 80 GB | " |
| 10. | CC-21 | AMD Sempron 140, 2.71 GHz | 2 GB | 80 GB | " |
| 11. | CC-11 | AMD Sempron 2500+, 1.4 GHz | 2 GB | 40 GB | " |
| 12. | CC-07 | Intel Celeron, 1.7 GHz | 2 GB | 40 GB | " |
| 13. | CC-06 | Intel Pentium D, 2.6 GHz | 2 GB | 80 GB | " |
| 14. | CC-29 | AMD Sempron LE1250, 2.21 GHz | 2 GB | 250 GB | " |
| 15. | CC-28 | Intel Pentium Dual Core E2180, 2 GHz | 2 GB | 160 GB | " |
| 16. | CC-13 | AMD Athlon XP 2000+, 1.67 GHz | 1 GB | 150 GB | " |
| 17. | CC-12 | AMD Sempron 2500+, 1.4 GHz | 2 GB | 40 GB | " |
| 18. | CC-09 | Intel Pentium Dual Core E5700, 3 GHz | 2 GB | 160 GB | " |
| 19. | CC-27 | AMD Sempron LE-1100, 1.9 GHz | 2 GB | 80 GB | " |
| 20. | CC-14 | AMD Sempron 145, 2.8 GHz | 2 GB | 500 GB | " |
| 21. | CC-17 | AMD Sempron 145, 2.8 GHz | 2 GB | 500 GB | " |
| 22. | CC-20 | AMD Sempron 145, 2.8 GHz | 2 GB | 500 GB | " |

| No. | PC No. | Processor Details | RAM | Hard Disk | Operating System |
|---|---|---|---|---|---|
| 23. | CC-19 | AMD Sempron 145, 2.8 GHz | 2 GB | 500 GB | " |
| 24. | CC-25 | AMD Athlon IIX2 250, 3 GHz | 4 GB | 2 TB | " |
| 25. | CC-16 | AMD Sempron 3000+, 1.6 GHz | 2 GB | 80 GB | " |
| 26. | CC-15 | AMD Athlon IIX2 250, 3.01 GHZ | 2 GB | 500 GB | " |
| 27. | CC-32 | Intel Pentium D, 2.6 GHz | 2 GB | 80 GB | " |
| 28. | CC-33 | Intel 13210, 3.1 GHz | 4 GB | 500 GB | " |
| 29. | CC-31 | AMD Sempron 145, 2.8 GHz | 2 GB | 500 GB | " |
| 30. | CC-34 | Intel Core i5- 4440, 3.10 GHz | 4 GB | 1 TB | " |
| 31. | CC-36 | Intel Core i5- 4440, 3.10 GHz | 4 GB | 1 TB | " |
| 32. | CC-08 | Intel Pentium 4, 1.8 GHz | 2 GB | 40 GB | Proxy server-pfSense |
| 33. | CC-37 | Intel Core i5- 4440, 3.10 GHz | 4 GB | 1 TB | Ubuntu(Linux)- for *Moodle* Server |
| 34. | CC-18 | Intel Xeon E5-2620 (IBM Server),2 GHz | 16 GB | 2 TB | Windows Server 2008 R2 Standard |

- **Configuration details of Common Laptops**

| No. | Asset No. | Manufacture | Model No. | Processor Details | RAM | Hard Disk |
|---|---|---|---|---|---|---|
| 1 | 49 | Acer | Travel Mate 2350 | Intel Celeron, 1.4 GHz | 240 MB | 40 GB |
| 2 | 50 | Dell | INSPIRON N4050 | Intel Pentium - B940, 2 GHz | 2 GB | 250 GB |
| 3 | 51 | Lenovo | Ideapad Z460 | Intel Core i3, 2.27 GHZ | 2 GB | 500 GB |

- Computers for the students and researchers: **37 no.**
- High Computer student ratio : 1:4 (This is exclusive of the personal laptops which 80% of the students have)
- Stand-alone as well as LAN facilities
- Optic Fibre Internet connectivity is available on the campus
- Wi-Fi Facility with speed of 10 mbps

**LAN and Wi-Fi Facility:** We are using the 'Tree topology' for our LAN .This topology integrates star and bus topologies. This bus/star hybrid approach supports

future expandability of the network. The configuration of devices used for the network is given below.

- **Configuration of Network Devices**

| No. | Description | Brand Name | Model | Ports | Qty |
|-----|-------------|------------|-------|-------|-----|
| 1 | Optical to Electrical Media Converter | Mortek | FCAT01-CAD | 1 | 1 |
| 2 | Wireless Routers | TP-Link | TL-WR340G/ 54Mbps | 4 | 1 |
| 3 | Wireless Routers | D-Link | DIR 605L /300Mbps | 4 | 1 |
| 4 | Wireless Mini Access Point Router | i-Ball Baton | iB-WRR300N/300Mbps | 1 | 2 |
| 5 | Wireless Access Point | TP-Link | TL-WA500G/ 54Mbps | 0 | 1 |
| 6 | Ethernet Switches | TP-Link | TL-SF1008D | 8 | 3 |
| 7 | Ethernet Switches | Digisol | DG-FS1008DG | 8 | 1 |
| 8 | Ethernet Switches | Digisol | DG-FS1024D | 24 | 1 |
| 9 | Ethernet Switches | Dintek | DN-1008 | 8 | 1 |
| 10 | Ethernet Switches | D-Link | DES-1008A | 8 | 1 |

- All the computers (37) of the college and the laptops of the faculty and the students are connected through this network. Windows Server 2008 R2 is the operating system used by the IBM server computer and Ubuntu is the operating system used for the learning management system (*Moodle*)
- **Licenced Software**: Windows and Ms Office, Libmas, Mlib, SPSS, and Nvivo
- **Other software includes:** Greenstone digital library software, Demontools
- IBM server in the library for securing the database with a stable system and for providing Internet and intranet facilities

4.3.2 <u>Detail on the computer and Internet facility made available to the faculty and the students on the campus and off-campus</u>

The computer and Internet facilities have been constantly upgraded to meet the changing requirements of the teaching-learning community of the institution. Computers are upgraded, new computers are purchased, the computer lab is relocated, speed of the Internet connectivity is enhanced and the Wi-Fi system is restructured, recognizing the need and demands of the academic community. These ICT facilities are open and accessible to the entire faculty and the students.

- A total of 37 computers are available for the students and the faculty
- The faculty has access to the computer admin centre as well as the computers at the library. They all have personal laptops which are connected to the LAN.
- 80 per cent of the students have personal laptops in addition to the access to the common computer lab. These laptops are connected to the central computer system through Wi-Fi networking.

- Incorporating the computer lab to the library has augmented the utilization of computers as well as library and has made it a coveted spatial confluence of learning resources.
- Wi-Fi with 10 mbps Internet connectivity is provided for the entire campus.
- Computers are available in the hostels (off campus)
- The institution provides facility for off-campus access to library OPAC through its website.
- The students and the faculty can access the subscribed e-journals and e-resources from NLIST through username and password while they are away from the campus as well.
- The interactive IT enabled teaching-learning facilitated through *Moodle* can also be accessed off campus.

4.3.3 <u>What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?</u>

Consonant with its vision the college is committed to maintain a well-equipped state-of-the-art IT infrastructure for the academic and administrative requirements. The college has articulated its policies (c.f. 4.1.1), plans and strategies for deploying and upgrading the IT infrastructure and associated facilities.

**a) IT Infrastructure Deployment and Upgrading Plan**

The institution has systematically worked out plans and strategies for upgrading and initiating new IT infrastructure facilities. Gradual and continuous upgrading is the fundamental thrust of these policies, plans and strategies.

Upgrading plans that have been implemented

- Internet speed increased to 10 mbps with optic fibre connectivity
- Wi-Fi enabled campus
- Intranet services
- Digital library
- *Moodle*
- Smart classrooms with Smart Boards
- Wi-Fi enabled LCD Projectors in the classroom
- Multi-media feedback system
- New multi-option printers, scanners and computers
- Digital Display Board for common communications

- Upgraded Public address system in the auditorium
- Installed centralized public address system in the college building and the library for common communications
- Reprographic system upgraded
- Purchased and installed IBM Server
- Commissioned solar hybrid inverters that produce 4 KV electricity for the ground floor
- CCTV inside the library
- Biometric punching machine in the library

**b) Future plans:**

- Server – for the college office
- Automation software for the office
- CRT Monitors are to be replaced by LED Monitors
- More Smart Class rooms

- Podium console with Internet and intranet facilities in all classes and seminar rooms
- Fully-fledged and upgraded Multimedia Feedback System

- Video Conferencing/ Webinar Room
- Centralized hybrid energy UPS system for supporting the ICT equipment in the institution
- Electronic Notice Board for the Library
- RFID for the library

- High Speed Book Scanner for the library
- More computers for the lab and library
- Increase the speed of Internet to 100 mbps

**c) Strategies:**

1. A full-time administrator in-charge to follow up the upgrading needs of the institution
2. External training and exposures for the faculty which can help in need assessment and prospective upgrading options
3. The financial strategy is to apply for grants from the UGC and the state Govt. The college management is also requested to finance the upgrading of the ICT infrastructure of the institution
4. The ICT facilities are deployed at converging points like faculty rooms, library, computer lab, audio-visual room and seminar halls where they are made the best use of. In addition to this wireless access is given to the individuals
5. Training of end-users for effective utilization of the infrastructure for teaching-learning purposes

4.3.4 <u>Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)</u>

The institution has been earmarking a major chunk of its annual budget for the IT infrastructure which enables us to procure and deploy state-of-the-art facilities for the academia and administration.

| Items | 2009-10 (in Rs.) | 2010 -11 (in Rs.) | 2011-12 (in Rs.) | 2012-13 (in Rs.) | 2013-14 (in Rs.) |
|---|---|---|---|---|---|
| Procurement | 64,000 | 3,14,767 | 4,16,878 | 5,39,670 | 3,06,124 |
| Up-gradation | 37213 | 10,500 | 1,64,100 | 28,455 | 19,938 |
| Deployment | 25,910 | 54,741 | 30,637 | 30,168 | 6000 |
| Maintenance | 1,00,640 | 71,160 | 67,228 | 32,128 | 32,299 |
| **Total** | **2,27,763** | **4,51,168** | **6,78,843** | **6,30,421** | **3,64,361** |
| **Grand Total** | **23,52,556** | | | | |

4.3.5 <u>How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its faculty and the students?</u>

The institution encourages and provides ample facilities for enhancing extensive use of ICT resources for augmenting and supplementing the traditional pedagogic practices.

This provides a novel pedagogic experience for the teaching-learning community by sharpening the pedagogic communication and deepening the assimilation process.

- The institution provides ICT facilities both hardware and software for the faculty for preparation of computer-aided teaching learning material. The system administrator assists them in utilizing these facilities
- The ICT infrastructure helps teachers to develop learning materials such as lecture notes, modules, power point presentations, audio-video clips, etc.
- The *Moodle* software helps the teachers to develop and systematize the teaching modules, teaching plan, resource sharing and student interaction
- The facilities help teachers to develop ways and means for managing and monitoring their courses
- The students utilize the ICT facilities for developing power point presentations for seminars, material for assignments, short films and other creative activities
- The software (SPSS, Nvivo, etc) and e-resources are utilized for doctoral research and for preparing dissertations
- The screening and collective reflection on videos, documentaries and films that are relevant to the topics under discussion enhances learning experiences
- Access to e-resources from NLIST, subscribed online journals (through high-speed Internet) and digital library help the teachers and the students to have required information for their research, teaching and learning
- Group e-mail id for a batch and a facebook page help in sharing resources and generating discussions and thus making the learning collaborative
- TED talks and BBC talks: Teaching/learning experience and expanse is augmented by the presentation of ted talks and BBC talks on topics related to the subjects under discussion

4.3.6 <u>Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.</u>

The institution has consciously adopted a student-centric pedagogic approach. Besides the regular seminars, assignments and presentations the students are made to research and participate actively in the learning process. This requires them to access the learning resources both online and in the library, encouraging them to be independent learners. The students, during the course of their academic programme, also learn to be competent in using the ICT enabled classrooms in their presentations, interactions and seminars. The following mechanisms are deployed by the institution, with regard to the ICT resources, to make the learning student-centred:

- Formal training in basic computer skills is given for the students (power point, word, excel, SPSS, web-research etc)
- The student seminars and presentations are ICT enabled
- Teachers also use ICT for teaching – LCD presentations, smart board, etc.
- The students are trained to be active learners through *Moodle*
- The online resources are accessed by the students for gathering data, information and materials related to the topics for their study
- Sharing of learning resources and discussions are done through the Internet and intranet

- Emailing and group mail are widely employed

4.3.7 <u>Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?</u>

We are part of the National Mission on Education through ICT (NMEICT), funded by the Ministry of Human Resources Development, Govt. of India. NMEICT in collaboration with BSNL has provided us with 10 mbps optic fibre Internet connectivity. Such high-speed connectivity has been immensely helpful to the faculty and the students in their pursuit of excellence in teaching, learning and research.

We are also part of Information and Library Network through which we have gained access to NLIST (National Library and Information Services Infrastructure for Scholarly Content).
NLIST provide us access to electronic journal databases such as EBSCOHOST (2800 plus titles), Jstor (2000 plus titles), annual reviews, e-books, online Indian journals (150 plus titles) and other relevant e-resources.

## 4.4 Maintenance of Campus Facilities

4.4.1 <u>How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?</u>

The institution sets apart a considerable amount of its annual budget for the maintenance and upkeep of the infrastructure, which includes physical facilities and academic support facilities. This budgeting is done in tune with the infrastructural plan and policy of the institution. Regular budgeting is done every year in the month of January.
- The account is audited every year by both internal and external agencies
- The Management Committee monitors the financial deployment
- Suggestions from various stakeholders are taken into account in allocating the financial resources judiciously

**The five-year breakup of expenses for creation, maintenance and upkeep of infrastructure (amount in rupees)**

| Items | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|
| **Physical Facilities** | | | | | |
| **Building:** (renovation, additions, painting, repair works, electrical maintenance, plumbing, landscaping and gardening works) | 16,32,883 | 2,61,699 | 1,88,081 | 16,98,645 | 6,17,479 |
| **Furniture:** (tables, chairs, computer tables, counters, cabins, filing cabinets, shelf, white boards, notice boards, display boards etc) | 2,15,600 | 1,19,551 | 2,26,271 | 23,800 | 1,60,770 |
| **Vehicles:** (Bus, Tavera, Omni, Aviator) | 8,74,128 | 1,02,278 | 43,800 | 3,67,107 | 55,828 |

| Items | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|
| **Others:** (Sports facilities: Basketball court, Badminton court, Volleyball court, Sports equipment) | 3,94,094 | 11,577 | - | - | - |
| **Academic Support Facilities** | | | | | |
| **Equipment:** (printers, LCDs, smartboard, photocopier, water purifier, digital notice board, UPS, Generator, public addressing system, codeless phone, intercom, scanner, camera – video and still, solar inverter, Wi-Fi router, OFC Internet connectivity, sign boards, bio-gas plant, fax machine, telephone charges) | 58,582 | 3,13,592 | 5,60,359 | 5,06,685 | 7,75,975 |
| **Computer:** (new computers, lap tops, computer parts, maintenance of computers, Internet charges, website and interactive social network) | 1,33,440 | 2,45,990 | 1,76,840 | 3,74,600 | 71,349 |
| **Others** (Library electronic facilities) | | | | 65,000 | 1,26,680 |
| **Total** | 33,08,727 | 10,54,687 | 11,95,351 | 30,35,837 | 18,08,081 |
| **Grand total** | 1,04,02,683 | | | | |

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The institution, over the years, has developed systems, structures and procedures for the maintenance, upkeep and utilization of both physical facilities and academic support facilities.

- We have regular follow up mechanism for maintenance and upkeep
- The Vice-Principal is in-charge of initiating and monitoring the maintenance works of the infrastructure
- Suggestions and feedback on the need for maintenance and upkeep of classrooms, seminar rooms and faculty rooms are given by the respective academic departments and of library, computer, sports, etc. are provided by respective support sections. The Vice-Principal, in turn, takes necessary measures to address them
- The institutional planning board, purchasing committee, management committee, departmental faculty council and library committee provide suggestions for allocation of funds and procurement of equipment
- We have various agencies that assist us in maintaining the campus. There are groups that take care of the masonry, plumbing, electrical works, computer maintenance, AC, reprographic machine, water purifier, digital display board, etc.
- For the ICT equipment we have Annual Maintenance Contracts

- We also send our faculty for training in ICT, which give them exposure to the cutting edge ICT and it in turn ensures efficacious maintenance and upkeep of ICT equipment
- We also utilize on-line purchase facilities for ordering new equipment and parts
- Our stakeholders such as the students, the faculty, the alumni, the parents and other collaborators also contribute to the upkeep of the infrastructure

The institution encourages optimal utilization of the physical and academic support facilities to achieve its stated goals and objectives. There are established procedures such as log books for efficient utilization of the facilities and their effective maintenance.

4.4.3 <u>How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?</u>

Loyola being a social sciences college, we do not have highly sophisticated lab equipment/instruments of the sort required in a college that offers courses in physical and natural sciences. However, the service providers regularly undertake the calibration of the smart boards. In the case of most other ICT equipment/instruments fine-tuning is part of the AMC provisions.

4.4.4 <u>What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?</u>

The institution ensures voltage stability through UPS and voltage stabilizers in order to protect its sensitive ICT facilities. Solar inverter enables constant supply of power in spite of electricity fluctuations. The separate transformer which is placed within the campus on our request ensures more or less uninterrupted power supply. We also have done proper earthing and lightning protection for the sensitive equipment and the building respectively. We ensure constant supply of water through regular pumping from our well and bore-well. The rain water recharge system that we have indigenously devised ensures that the well has constant spring. In addition to this we also utilize the water supplied by the corporation of Trivandrum.

# CRITERION V
# STUDENT SUPPORT AND PROGRESSION

## 5.1.    Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes' what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

**Prospectus & Handbook/Diary**
Yes, the college publishes a prospectus-cum-handbook, which is updated and re-printed annually. It provides information regarding
- vision, mission and pedagogy
- admission procedures and eligibility criteria
- course details
- rules and regulations
- various merit scholarships
- calendar on major events and activities – curricular and co-curricular
- the teaching departments and the research centre
- major amenities and welfare provisions – Library, LES & Social Labs, PTA, Loyola Student Counselling Centre, Placement Cell, Hostels, Conveyance

The institution ensures accountability by reviewing and updating the prospectus-cum-handbook annually, by circulating it among the stakeholders for a feedback; modifications, if necessary, are subsequently incorporated. The most significant consideration is the feedback available from the Annual Review and Planning Meeting, Open Houses, where the students and the teachers reflect on their experience of the various systems, programmes and processes in the college.

5.1.2 Specify the type, number and amount of institutional scholarships/ freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

Loyola has the tradition of promoting education and creating an equal opportunity for the learners, especially the disadvantaged and marginalized, by way of scholarships and freeships. The major share of the scholarships as listed below has been instituted by the alumni, former teachers and the management which are disbursed during the course of the year.

| Year | Type of Scholarship | No. of students availed | Total amount Disbursed |
|---|---|---|---|
| 2009-10 | Sponsored Scholarship (Winston Netto) | 5 | 1,85,600 |
| | Institutional Scholarship  (Freeships) | 6 | 8,119 |
| | Endowment Scholarships | 3 | 8,077 |
| | **Total** | **14** | **2,01, 796** |

| Year | Type of Scholarship | No. of students availed | Total amount Disbursed |
|---|---|---|---|
| 2010-11 | Sponsored Scholarship (Winston Netto) | 10 | 1,75,660 |
| | Institutional Scholarship (Freeships) | 4 | 6,650 |
| | Endowment Scholarship | 7 | 36,000 |
| | **Total** | **21** | **2,18,310** |
| 2011-12 | Sponsored Scholarship (Winston Netto) | 9 | 82,676 |
| | Institutional Scholarship (Freeships) | 3 | 8,675 |
| | Endowment Scholarship | 7 | 42,000 |
| | **Total** | **19** | **1,33,351** |
| 2012-13 | Sponsored Scholarship (Winston Netto) | 4 | 24,000 |
| | Institutional Scholarship (Freeships) | 4 | 24,664 |
| | Endowment Scholarship | 8 | 75,000 |
| | **Total** | **16** | **1,23,664** |
| **2009-13** | **Grant Total** | **70** | **6,77,121** |

Thus, during the last five years, six lakhs seventy seven thousands and one hundred and twenty one rupees was disbursed to a total number of 70 students in the college which is about fifteen per cent (70/483) of the total number of students of that period.

5.1.3 <u>What percentage of students receives financial assistance from the state government, the central government and other national agencies?</u>

As the table below indicates, on an average 39.1 per cent of its students availed themselves of fee concession or scholarships of some form, from the State Government during the past five years. A few of its students also got 'Indira Gandhi Single Girl Child' and 'Central Sector' scholarships.

| Year | KPCR | SC | OEC | Fisheries | Total number of the students who availed scholarships | Percentage of the students |
|---|---|---|---|---|---|---|
| 2009-10 | 30 | 14 | 4 | 3 | 51/95 | 53.6 |
| 2010-11 | 20 | 15 | 3 | 2 | 40/91 | 43.9 |
| 2011-12 | 17 | 6 | 2 | 0 | 25/80 | 31.2 |
| 2012-13 | 24 | 3 | 2 | 2 | 31/95 | 32.6 |
| 2013-14 | 29 | 6 | 5 | 2 | 42/122 | 34.4 |
| Grant Total | **120** | **44** | **16** | **9** | **189/483** | **39.1** |

5.1.4 <u>What are the specific support services/facilities available for:</u>

**Students from SC/ST, OBC and Economically Weaker Sections:**
- Government Scholarships – Fisheries Department, Minority Scholarships, SC/ST lump sum Grants.
- Institutional Freeships – Instituted by the management and the staff of the college (for the economically weaker student).

- 'Equal Opportunity Centre'- Under the aegis of UGC, exclusively meant for the development of SC students.

**Students with Physical Disabilities:**
The college has had the privilege of supporting at least three students with varying degrees of **disabilities** during these years. These students have all been assisted by way of freeships towards fees, food and accommodation. Ms. Anu A. perhaps in appreciation of the ambience, care and support stayed on in the college to complete her MSW in addition to the MA Sociology programme which she completed in 2010. In the cases of Ms. Anu A. and Mr. Shibu A.S., who are **visually challenged**, electronic books (for visually impaired) have been provided in collaboration with Chakshumathi, NGO. Ms. Anu A. was personally assisted and trained by Dr. Joseph K.A., the founder of Ability Aids India and our present Principal, in the use of a white cane. A **student**, who was forced to discontinue his education due to **rheumatoid arthritis**, was provided treatment and empathising with his circumstances, the MSW students has taken initiative to mobilize funds to purchase land and to construct a house.

**Overseas Students:**
The college has hosted various groups of students during this period, from the United States (Cleveland State University, Grand Valley State University, St. Mary's College, Santa Clara State University), the European Union (Global College, Sweden) and the Pacific-rim (Sophia University, Japan) and oriented them in the local ethos as well as provided them with excellent "India Experience" programmes tailor-made to their specific requirements. We have also had overseas students (e.g. Steve A., Sweden; Martha, Italy; Caroline, Stephy, Philip Gunther, Germany) approaching us individually based on hearsay or referred through contacts. In all cases the college has provided them with unique cultural exposure, guidance as well as accompaniment in their fieldwork. Dr. Antony Palackal, the co-guide for a doctoral student from the Louisiana State University (Mimi Anderson) extended his complete support and guidance, especially for her fieldwork among *Kudumbasree* women groups.

**Students to Participate in Various Competitions/National and International:**

Our students actively participate in the inter-collegiate competitions organized by professional bodies such as ICSW, KSS, ISS, AKKSA, NIPM, IASSW, etc. The department concerned provides either registration fee or travel allowance to the students to participate in such intercollegiate competitions. The college funds the meritorious students their actual travel expenditure to participate in the University, the state and the national level competitions. In certain deserving cases the entire expenditure including travel and accommodation was borne by the college. As a policy, students take turns in order to provide equal opportunity to all. Local transportation is arranged, whenever a large group travels. The faculty concerned and the programme coordinators accompany the students during such programmes.

**Medical Assistance to Students: Health Centre, Health Insurance etc.**
Immediate medical assistance in the form of First Aid is available in the college. Free emergency transportation and accompaniment is made available to the

students during hospital emergency or loss of family members nearly all occasions. The college has also made an arrangement with a Doctor-on-Call with CJ Hospital at Sreekariyam, nearly a kilometre away from the campus. It has a well-furnished fitness centre to care to the multifaceted health and fitness needs of its students.

**Organizing Coaching Classes for Competitive Exams**
Programmes and platforms are available in the college for equipping those appearing for competitive examinations. The most recent initiative is LACE (Loyola Academy for Competitive Examinations) which provides peer-initiated preparation for competitive examinations such as the PSC, UPSC and the UGC-JRF/NET. The college e-group provides a platform for active sharing of materials. The tutorials and classes are a point at which career orientation has been initiated. The college has got a dedicated "Career Resource Corner" where career advancement materials especially for the competitive examinations are available. The library also has got a career notice board for displaying career related news. These platforms help and motivate our students in their preparations.

**Skill Development (Spoken English, Computer Literacy etc.)**
The college arranges for niche programmes and provides opportunities for **skill development.** Some of the salient programmes include: Street Theatre Workshops, PRA Training Workshops, Counselling Workshops, Research Workshops, SPSS Workshops, LiveLab for Life Skills Training, Training in Sociological Skills, SIT-UP training in basic applications, Soft Skill Training, Career Orientation, Job Seekers/Pre-placement Training, Pre-marital Course and English Language Proficiency Workshop.

**Support for 'Slow Learners'**
Slow learners are given due attention and appropriate support during their stay in the college, which includes the following:
- Mentoring Groups.
- English Proficiency Programmes.
- Tutorials.
- Peer Academic Mentoring (especially in the Hostels).
- Equal Opportunity Center (for socio-economically disadvantaged students).

**Exposure of Students to Other Institutions of Higher Learning, Corporate Business House Etc.**
The students of this college get diverse opportunities for exposure to agencies and persons of excellence in the respective fields. These include:
- Exposure Visits - NGO/Agency, Industrial, Tribal Settings; DMHP, DHS and LSG.
- Block Fieldwork/Internships with institutes and industries of repute.
- National study tour which covers centres of excellence such as Tata Memorial, NIMHANS, VIMHANS, St. Johns, XLRI, CAPART, AMUL, Britania, Max Life Hospitals, IIM-A, LIBA, AIIMS, NIPCCID, CARITAS, NIF, Tata Steel etc.
- Meet Alumni Series.
- Meet Excellence Series.

**Publication of Student Magazines**

The college encourages and provides its students with opportunities for publication at various levels –institutional, national and international. Some of these are listed below:

- Student Magazines & Wall Papers - HR Mix, Analytical Sociological Kaleidoscope, Gender Times and various manuscripts (*nirakoottu*) ,
- The Annual College Magazine,
- Documentary on Social Issues & Video-ethnography for Competitions under the auspices of Loyola Ethnographic Theatre (LET),

Apart from this they are also given opportunities to publish in the following institutional, national and international publications such as:

- *Vision Beyond* - The College Newsletter,
- *The Loyolite* - Alumni Newsletter,
- *Kerala Sociologist*- the peer-reviewed journal of the Kerala Sociological Society,
- *Loyola Journal of Social Sciences.*

5.1.5 <u>Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.</u>

Students are exposed to various workshops on innovation and entrepreneurship (Eg., Alexei Levine, CEO, Innovation Experience and Mr. Lawrence Adley, CEO- Nigerian Social Innovation and Development Network, 'SPRINGBOARD'). SALT, the students' association, encourages the students to do sale promos during festivals of the college such as arts fest, sports meet etc. It helps them to learn the nitty-gritty's of entrepreneurship. Food committees which are formed during external seminars run Food Stalls and make significant earnings and make donations to the student welfare funds. Papers on Entrepreneurship, Project Planning, Marketing and Social Entrepreneurship are included in the syllabus so as to equip and motivate the students for starting new enterprises and to undertake professional management.

The Placement Cell has periodically organised Entrepreneurship Development Programmes (EDPs) with expert assistance from the alumni (Dr. M. Sivaraman Director, CMD and Hari G.V., Trainer). The college has also witnessed innovations in the form of "LiveLabs" (Life Skill Training Centre) under the department of social work. Various other enterprises too have been initiated during this period.

5.1.6 <u>Students' Extracurricular and Cocurricular activities</u>

The college recognizes the importance of co-curricular and extracurricular activities for the all-round personality development. The activities include:

**Extracurricular**

- The college has various clubs, activities and celebrations that aid in all-round development.

- There are various clubs whose activities are planned and organised by the students - Sports Club, Arts Club, Biodiversity Club, and Environment Management Club.
- We also celebrate various festivals - Onam, Christmas, Eid.
- We sensitise the learners on various concerns by commemorating days of importance: World AIDS Day, Alzheimer's Day, World Population Day, World Human Rights Day, and World Environment Day.
- There are also various venues to develop creativity and skills - Planning Forum, Loyola Ethnographic Theatre.

**Co-curricular**

Co-curricular activities help in honing academic acumen and discussion

- NSS Rural Live-in Camps.
- Medical Camps (Ahalia Foundation, Chaitanya Eye Hospital, Santhigiri Ayurveda & Sidha Research Centre, DMHP).
- SALT - Social Work Students' Association has community engagement and extension programmes such as *anganawadi* teachers training, medical camps and mobilizing books for community libraries.
- KSS Loyola – Sociology Student's Association, organizes seminars, debates, book reviews, quiz competitions, film reviews, and community engagements.
- Student Outreach Programmes – voluntary blood donation, blood-grouping, *sramadan*, mobilising resources for housing projects for the sick and destitute.
- Participation in conferences and inter-collegiate professional competitions viz., *DeNovo, Rendezvous, Dyuti*, *KSS*.

In order to foster student involvement, the college divides the students into two or three houses for undertaking activities – co-curricular as well as extracurricular. This is to motivate students and give them training in team management. Most of the activities are organised under the *aegis* of the Student Council, which in itself is an elected body of the student representatives. Excellent student support and participation is thus ensured. Students are encouraged by the faculty and the staff advisors concerned to compete on healthy grounds by way of ideas and activities.

5.1.7 <u>Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.</u>

The college takes efforts to create an environment and to provide opportunities to equip those appearing in competitive examinations. The Wi-Fi infrastructure provides adequate opportunity for familiarization with on-line exams and competitions. The college group mail (loyolacollegekerala@yahoogroups.com), which is enriched with a wide network of e-groups (keralamsw & indiamsw, to name a few) provides a platform for notification of upcoming examinations and opportunities, and active sharing of materials. The tutorials and classes are points at which discussions have been initiated. The LACE, fosters peer-initiated learning for competitive exams.

According to our guesstimate, about 30% students from the outgoing batches and about 10% students from the previous batches appear for NET/JRF exams every time. Out of this, 10-15% qualify NET/JRF. Similarly, about 30% students appear for the State Service exams and 5-10% seems to qualify. Only a few appear for the Central Services exam and about 5-10% attempt Civil Services Exam. However, only a few of them qualified the preliminary and one of them (Anu S. Nair, MSW 2005) made it to the Final Rounds. But he secured first rank in the Deputy Collector exam conducted by the PSC.

Number of students qualified UGC NET and JRF is given below:

| Year | NET | JRF |
|---------|-----|-----|
| 2009-10 | 5 | 3 |
| 2010-11 | 6 | 6 |
| 2011-12 | 7 | 3 |
| 2012-13 | 4 | 2 |

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social, etc.)

The college being pioneers in student counselling in the State of Kerala, is conscious of the need for continuous orientation and accompaniment at all stages in the course of each and every student who studies in Loyola and even after. This starts at the point of induction into the Loyola academic culture. A student counselling centre is functioning in the college for the past one decade under a consultant Counsellor Dr. Susha Janardhanan who now functions as the HoD of the Counselling Psychology Department. The teachers do undertake mentoring systematically with the help of a dossier. Tutorials facilitate the student's mental health and adjustment especially during the initial semesters or year of study. Personal counselling is provided by Loyola Student Counselling Centre and at times by the teachers or the mentors. Buddy system is a programme engaging the alumni in mentoring and orienting the students. Loyola Family Counselling Centre too provides professional assistance. Altogether we have four trained counsellors, projecting a ratio 1:30.

At the professional level, for the students who aspire to become counsellors, especially students of social work are encouraged to participate in various workshops such as the ToT Counselling Workshops for Plus Two Teachers and School Social Workers (Kishori Sakthi Yojana) and also to register for the Diploma Programme in Counselling. LiveLab, a social enterprise initiated by a faculty member and former student of the college, gives them opportunity to develop life skills. Career Counselling is provided for the second year students as they are preparing for placements.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

As part of the career orientation programmes, the institution organizes Industrial Visits, Internships and Field Work. Career orientation programmes of the institution help the students to identify the right career choice and more promising career profiles. The college group mail (loyolacollegekerala@yahoogroups.com) is of a rich network of feeder e-groups and provides platform for notification of employment opportunities, upcoming examinations, active sharing of materials, answer keys, etc. Discussions featuring avenues for employment abroad are also occasionally held.

Career orientation and pre-placement trainings are organized by the Placement Cell. The Placement Cell facilitates Interface Programmes with the alumni to familiarise the students with the demands of the industry, the agency or even fields of specialization. In addition to the above cited support systems, a notice board is placed in the library specifically to display opportunity updates as well as career guidance information. Moreover, the institution has a formal tie up with a Technopark based company (Proudeon) for Net based profile upload and placement service to facilitate career and placement of our students.

The Placement agencies and Companies include: Atmamitra, Harrisons Malayalam Limited, Kanthari (IISE), National Institute of Speech and Hearing (NISH), Sun Tec, HLL, Kudumbasree Mission Kerala, DB Tech, Leela Hotels, Rajah Hospital, TSSS, QSSS, NIDS, Muthoot Fincorp, Chaitanya Eye Hospital, Amrita Hospital, MetLife, Mathrubhumi-SEED, SAP, Save a Family, Eram Technologies, ABS, Apollo Tyres, DB Arc, Delhi, H2O, CAPART.

Approximately 15-20% students get selected by campus interviews, especially for the MSW and MA HRM programmes.

5.1.10 <u>Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.</u>

Yes, there is a student grievance redressal cell.
One case that was brought before the Cell was regarding the running of the college canteen by the Kudubashree Unit. The students had complaints about the quality of the food served in the canteen. The Cell held a few sittings with the students and settled the case amicably to the full satisfaction of all concerned.

5.1.11 <u>What are the institutional provisions for resolving issues pertaining to sexual harassment?</u>

There is an Anti-Sexual Harassment Committee headed by the Principal, and represented by the teachers, the students and the office staff. There was an instance brought to the notice of the administration and the Principal appointed an Inquiry Committee to probe into the issue and disciplinary action was initiated against the student concerned**.**

5.1.12 <u>Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?</u>

Yes, there is an anti-ragging committee in the college. The college has had no major issues in the recent times.

5.1.13  <u>Enumerate the welfare schemes made available to the students by the institution.</u>

The college has a number of welfare schemes to assist the needy students.There is an institutional Students' Welfare Fund as well as a Departmental Fund to assist the students with financial difficulty. The managment offers various scholarships and freeships for deserving students such as hostel fee, tuition fee concession, free hostel accommodation etc. Remedial Coaching and Career Counselling are provided during the third semester to prepare the students for placements. In addition to the above, the college provides the opportunity for recreation, games and sports, an exclusive fitness and yoga centre, canteen, space for prayer and meditation, transportation (College Bus), ladies rest-room, sandy vending machine, uninterrupted Wi-Fi etc. The college distributes endowment awards every year for deserving students.

5.1.14  <u>Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?</u>

Yes, the college has a very loyal and active alumni association which is a registered body, having its chapters globally (New York, England, Bangalore, Kochi). Every year Annual Alumni Gathering is held on January 26<sup>th</sup>.

The Alumni Association is a major stakeholder in all the major events of the college and extends loyal support and participation. It instituted the Golden Mentor Award which was awarded to Prof. T.S.N Pillai for his outstanding contributions to Management and Research. Several alumni members have been in the forefront of the College Golden Jubilee Celebrations, heading various important committees. In 2013 as the college celebrated its Golden Jubilee the alumni organised *'Guruvandanam'* as a distinct programme to felicitate their retired teachers. They have contributed for the furniture in the Sutter Hall, the renovation of the prestigious Jose Muricken Hall, as well as sponsored various alumni gatherings and conferences.

The alumni is also involved in lobbying and networking on behalf of the college. Some of them are in the College Governing Council.  They also actively engage in the everyday activities of the college through Meet Alumni Series, placements, training and internship opportunities, academic conferences etc. They have also instituted scholarships for the students. Of late, the alumni is involved in the Buddy Programme as 25 of them have agreed to interact on a regular basis with the students for academia- industry or NGO interface. There is an Alumni Centre (ACe) in the college for the alumni to meet and organize their programmes.

## 5.2 Student Progression

5.2.1 Providing the percentage of the students progressing to higher education or employment (for the last four batches) highlight the trends observed.

| Student Progression | MA HRM | | | | MSW | | | | MA SOCIOLOGY | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Total No. of Students | 7 | 9 | 9 | 5 | 24 | 23 | 24 | 19 | 20 | 12 | 13 | 19 |
| Higher Studies | 0 | 1 | 1 | 1 | 5 | 2 | 3 | 2 | 7 | 6 | 4 | 1 |
| Campus selection | 2 | 2 | 4 | 1 | 6 | 10 | 8 | 6 | 2 | - | - | - |
| Other selections | 5 | 6 | 4 | 3 | 9 | 10 | 13 | 10 | 10 | 5 | 7 | 4 |

MA HRM being a highly profession-oriented programme, majority of the students get placed immediately after the completion of the course. Thus, it is found that 71.4 per cent and 88.8 per cent students in 2009-10 and 2011-12 were placed, respectively and the remaining opted for higher studies. The placements went up to nearly100 per cent both in 2010-11 and 2012-13.

The MSW programme of the college offers best placements to the students through campus selection and direct recruitment. As the trend indicates, about 20 per cent opted for higher studies in 2010. The campus placements show a steady increase from 2009-10 to 2011-12 to reach almost 50 per cent. During the last two years the students remain placed directly and only less than 10 per cent opted for higher studies. The placements went up to 100 per cent in 2012 and 94.74 per cent in 2013.

The Sociology programme offered by our college promotes greater scholastic pursuit than other courses in comparison. More than 25 per cent of the students cleared either UGC NET/JRF, SLET or entrance examinations for doctoral studies conducted by various Universities. From 2009 to 2013 number of students pursued B.Ed studies as there is good demand for this combination. Some students get placed in short-term and long-term funded projects.

5.2.2 Provide details of the programme-wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the University)?Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating University within the city/district.

From 2010 till 2014 pass rate across disciplines on an average is found to be 100 per cent. The college could maintain this academic performance except in the year 2011 in the case of MSW programme, where it was only 97 per cent due to death/ family emergency of a student. It is also important to see that more than 60 per cent of the students secure a first class or first class with distinction in the University

examinations. Since there are no colleges of the affiliating University offer similar programmes in SW & HRM such a comparison could not be made and for MA Sociology, the first batch of students has not completed their programme in the college where it started recently.

5.2.3 <u>How does the institution facilitate student progression to higher level of education and/or towards employment?</u>

The institution facilitates student progression to higher level of education through the following ways:
- Ongoing accompaniment and guidance in the conduct of the Research Project of the students through Research Clinic.
- Coaching for the UGC NET/JRF examinations through LACE.
- Facilitating applications to international scholarship programmes such as Eminte.
- Providing opportunities to participate in the pre-submission and open defense of the Research Scholars of our Research Centre.
- Organizing exposure visits and interactions with nationally acclaimed centres of higher learing in Social Sciences such as XLRI, LIBA, NIMHANS, Loyola College Madras, JNU, AIMS and IIM.

The college has a system of orienting the students towards placements right from the time of induction. Induction programmes form the first phase of career orientation which also feature interaction with role models and successful alumni placed in reputed organizations across the globe. Further, institution facilitates employment of the students in the following manner:

- **Career Orientation by the Faculty:** Teachers orient the students from the first semester onwards while they select seminar topics, assignments and eventually dissertations (eg, Grief Counselling, Ethics, Medico-legal issues and Laws).
- **Concurrent Fieldwork and Community Engagements:** Application of theory is achieved through concurrent field work and community services arranged in the NGOs, the companies and the Government departments and neighbourhood communities which enable greater networking, hands-own training and enhance placement prospects.
- **Industry/Alumni Interaction Initiative:** Input/interactive sessions are provided with the help of the placement cell by inviting industrialists and corporates to help the students to sense the pulse of the job market on a regular basis. The college being in close contact with the Alumni organizes periodic interactions - Meet Alumni and Meet Excellence - and also encourages external mentoring.
- **Career Guidance Workshop and Placement Training** that covers Aptitude Testing, Group Discussion, Mock Interviews, Career Counselling and CV Preparation which is officiated by experts and employers.
- **Placement Cell:** Organisations such as Apollo Tyres, TSSS, QSSS, KSSS, and Coin-a-Day Foundation are invited for Campus Placements. The

students also get to interact with the placement officer to know about various openings and help themselves choose the right careers.

- **IKAN training** is an annual specialised training programme offered to the students on essentials of communication and personality development by an external agency for three- days a year.
- **LiveLab & Soft Skill training.**
- **PRA Training** as a promising job opening or career option.
- **Uploading CV in a Web-portal:** The institution has made an arrangement with a Technopark based company to upload the CVs of the students as soon as they complete their course, in order to enhance their placement prospects. The portal networks with a number of prospective organizations.
- **Groupmail** which informs the students on various avenues of employment through referrals for career advancement. It facilitates not only information dissemination but also aids the institution retain the link with its alumni.
- **Library Resource Centre & Career-Employment Information Services**
- **Career Notice Board in the Library** & **Career Notifications in the Main Notice Board**

5.2.4. <u>Enumerate the special support provided to the students who are at risk of failure and dropout?</u>

Loyola has relatively low dropouts or failures. There are rare occasions when the students discontinue on account of employment. The special support provided to the students who are at risk of failure and dropout are the following:

- The close systematic student accompaniment by way of mentoring and follow up from the respective departments.
- The PTA meeting is an event that facilitates the students through interface between the parents, and teachers.
- The students who needed special attention are provided with tutorials by the respective faculty.
- The students with considerable learning related problems are provided special attention by involving their parents also into the problem solving mechanism initiated by the respective Teachers/HoDs.
- The Loyola Student Counselling Centre provides psycho-social support to the students who are referred by the mentors.
- Some departments facilitate tutorials or close guided reading for those who do not do up to the mark on internals.
- Supplementary exams are conducted by the teachers for those who fail to take internals on genuine grounds.
- Academically weaker students are assisted through guided library work and assignments.

## 5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to the students. Provide details of participation and programme calendar.

The Faculty Council schedules the common programmes to be held for the entire year during the Annual Review and Planning Meeting and the same is published in the college Calendar. It is reviewed during the Staff Council held every month. The list of common programmes:

- Arts Festival (solo song, classical music, dance, instrumental music, skit, mime, elocution etc.),
- Sports & Games Competitions (football, volleyball, cricket, basketball, sprint items and indoor games such as chess, caroms, table tennis, etc.),
- Literary Competitions such as story writing, versification, essay writing, painting, cartoon, collage etc. are organized by the Planning Forum of the Student Council,
- Commemoration of Special Days,
- Celebrations - Onam, Christmas, Eid, Patron's day,
- Conferences,
- NSS & Biodiversity Programme  - Wednesday 3.30-4:30 pm,
- Environment Management,
- Meet Alumni Series/ Meet Excellence Series - Wednesday 2:30-3:30 pm,

The most salient feature of our competitions and extracurricular activities is that these are organized by the students under the aegis of the Student Council. Being a Social Sciences College, the themes of the cultural and literary programmes are mostly social and contemporary. Winners are encouraged to attend the University fest. Our strengths are the greenery, lawn, and plenty of space; moreover, an endorsement to engage the students beyond 3.30 pm as well as on the weekends and holidays. Some of the programmes - Literary Competitions and Sports - are held over a period of time. The student feedback is obtained from the Open Houses as well as the student council for further improvement of the competitions.

5.3.2. Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

The college involves in various University Arts and Literary competitions.

| University | Wesley Kuruvila (Second, English Recitation), 2013<br>Mohammed S. (Second, Cartoon), 2013<br>Wesley Kuruvila (First, English Recitation), 2014<br>Jan Elizabeth Joseph ( First, English Essay Writing), 2014 |
|---|---|
| State | Overall champions in *Rendezvous* in 2013, 2014<br>Overall champions in *Samanwya* 2013<br> First prize in Street Theatre Competition conducted by Kerala Social Service Society, Kottayam in 2009, 2010, 2013<br>First in Debate Competitions   by *Spectra*  in  2014<br>Dinna Johnson won first place in the State Bank of India Essay Writing Competition 2013 |

| **Zonal** | Dinna Johnson won First prize in Public Speaking conducted by Trichur Cultural Society, 2013 |
|---|---|
| **National** | Praise Pious was National Record Holder for Karate, 2013<br>Lenin participated in National University sports in Hand ball in 2009 |

5.3.3. <u>How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?</u>

The college has over the years evolved various platforms for gathering vital feedback from its graduates and employers. The following are the systems available:

- College level - evaluation of exposure visits, evaluation of every activity using PIME approach (mentioned in 5.3.1), study tours and industrial visits, field conferences - Individual and Group Conferences, End-semester Open House, Internal Viva Voce, Suggestion Box, etc.
- Graduate/Alumni level - Annual Alumni Day, Syllabus Revision Workshops where key Alumni are accommodated, Comprehensive Viva Voce, feedback through the loyolacollegekerala@yahoogroups.com and loyolaexcelsia on Facebook with regard to college matters, employment opportunities and appointments, etc.
- Employer level - convening annually the Employers Meet, the periodic NGO-Interface, faculty supervision of fieldwork at various agencies.

The data generated are pooled and consolidated at the Department level, which is subsequently taken to the Faculty Council Meeting, from where it ascends through the Principal to the level of General Body and finally to the Management Committee. These become the agenda for the next year's planning. The following are the **data and feedback forms instituted** pertaining to teaching-learning evaluation, administration and campus life:

- Entry Assessment Test (EAT)
- Exit Interview and Exit Assessment Form
- SAP (to determine Student Assessment and Progression)
- Semester-wise student-teacher evaluation forms (STEF)
- Teacher Self Appraisals

5.3.4 <u>Publication: How does the college involve and encourage the students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.</u>

The students publish articles and poems and other literary works through the College Magazine. Alternately, they also review academic work through their own creative manuscripts in the form of Wallpaper Journal and Newsletters. Analytical Sociological Kaleidoscope (ASK) and Gender Times are MA Sociology students' initiative; *Nirakootu,* Manuscript magazine is produced by the students of MSW to commemorate the fieldwork culmination, while MA HRM has HR Mix (Newsletters) that features academic work. The College is publishing a Golden Jubilee Souvenir. The Loyola Journal of Social Sciences accommodates the papers

from research scholars. The students undertake publications in the *Kerala Sociologist* as well as in other peer-reviewed journals.

| Name | Publication |
|------|-------------|
| Afseer KP, Research Scholar | 1. "Life skill Development in Children: A Mental Health Perspective" in *Strength-based Practices*. New Delhi: Allied Publishers. 2013. (co-authored with Dr. Sonny Jose)<br>2. "Student 'start ups': The Loyola Experience". *Management*. Trivandrum: IMK, University of Kerala. 2014 (co-authored with Dr. Sonny Jose) |
| Sangeetha A. Nair, Research Scholar | "A Corporate Initiative in the Rehabilitation of Hearing and Speech Impaired" *Progressive Outlook Journal.* (Accepted) (co-authored with Dr. Sonny Jose & Ajith Sankar) |
| Ajith Sanker, Research Scholar | "A Corporate Initiative in the Rehabilitation of Hearing and Speech Impaired" *Progressive Outlook Journal.* (Accepted) (co-authored with Dr. Sonny Jose & Sangeetha A. Nair) |
| Vijayalekshmi, Research Scholar | 1. Strengths-Based Approach to Community Mental Health" Primrose Hall, Australia (co-authored with Dr. Sonny Jose) (Accepted)<br>2. "LiveLab: The Concept", *Proceedings of the Vth International Conference of Life Skills Education*. New Delhi: Excel India Publishers,2014. |
| Binsu S. Paul, Research Scholar | "Endangering Health – Role Conflict Issues Leading to Health Problems Among Working Women", *Kerala Sociologist*, 36 (1), June, 2008 |
| Mansy M., Research Scholar | 1. "Gulf Migration and Social Change: in the Context of Kerala', *Kerala Sociologist*, 37 (2). 2009.<br>2. "Labour Migration to Middle East Countries: Consequence on the Lives of the Elderly Left Behind", *Indian Journal of Gerontology*, 23(4), 2009.<br>3. "Fathers in Gulf, Children in Kerala: Impact of Male Migration to Middle East Countries on Children Left Behind", *Kerala Sociologist*, 38 (2). 2010.<br>4. "The Migrant Malayalee: A Historical Perspective", *An Introduction to Kerala Studies*, Vol. II, 2012, IISAC, New Jersey. Inc |
| Maya M. Research Scholar | 1. "Stereotyping, Stigma and Development Initiatives: A Tribal Experience' *Kerala Sociologist*, 37 (2) December 2009.<br>2. "Thinking beyond Participatory Tribal Development in Kerala: an Experience of Kadar Community." *Society, Technology and Sustainable Development* 1(1), 2011<br>3. Forest Right Act & Community Forest Resource Area Management. Thrissur: Western Ghats Hornbill Foundation, 2013. ISBN : 978-81-927105-6-3. (co-author)<br>4. "Experiencing Participatory Tribal Development: A Case of Kadars in Kerala" in *Thoughts and Practices of Social Transformation*, Delhi: Authors Press, 2014<br>ISBN: 978-81-7273-798-6<br>5. "The Price of Development - induced Displacement: A Case Study of the Perandoor Canal Displacement in Kerala" in *Development, Displacement and Marginalisation*, Cochin: Vincentian Service |

| Name | Publication |
|---|---|
| | Society. 2014, ISBN: 978-93-5126-733-1. |
| Binu K., Research Scholar | 1. "Information Technology Opportunities and Challenges in Scientific Productivity in Kerala", *South East Asian Journal of Socio Political Studies*, 11 (1), 2010<br>2. "Gender, Development and technology focusing on Internet usages in women scientific communities in Kerala", *Journal of Arts science and humanities* vol 1 special issue July 2013 |
| Jeevan S., Research Scholar | "Elements of Tradition and Modernity in Kerala" in *Introduction to Kerala Studies,* Vol. I, 2012, IISAC, New Jersey |
| Shalini K., Research Scholar | 1. "Adolescent Education Programme and Academics", *Kerala Sociologist*, 36 (1), June 2008<br>2. "Gender Dimensions of Illness in Narrations among HIV infected Women" in *Qualitative Study of Well-Being*, Rutledge Publications, New Delhi |
| Andrew Michael, | "Mobilization of Women for Social Development", *Kerala Sociologist*, 39 (1), June 2011 |
| Reshmi M. | "Women in Media". *Kerala Sociologist*, 39 (1), June 2011 |
| Bryan S. Raj, | "Technology: Enabling or Disabling". *Kerala Sociologist*, 39 (1), June 2013 |

The students are adept in Videoethngraphy and have produced a few documentaries. The list is as follows:

| | |
|---|---|
| Video ethnography / Documentary | Uma Senan - *Pachpattalam* (2009)<br>Bitty Thomas - *Tribal Health (2011)*<br>Amal Sebastian - *Puthunaambu (2013)*<br>Cyriac Kottukapally & Amal Sebastian *Aksharam*, (2013)<br>Lithin Zacharias - *Uravu* (2013)<br>Lithin Zacharias- *Kaithangu* (2014) |

5.3.5   Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Yes, indeed the college has a very vibrant Student Council. The Student Council has a significant role in coordinating the key activities of the college: Planning Forum programmes, Arts Day, Sports Day, Literary events, Legal Literacy, Women's Cell, and Publication of the Annual College Magazine. The Annual College day is organized by the Council and chaired by the Chairperson of the Council.

The Council is constituted through an election process and as per the directives of the University. A small portion of the funding for its activities is provided by the University, and the rest is given usually by the college management.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

At Loyola, the entire gamut of activities – Arts, Sports, Literary competitions, commemorations (World Environment Day, World AIDS Day, World Population Day, Women's Day), the Annual College Day are all organized by the students

themselves. The students are involved in the upkeep of the campus and in various administrative committees - IQAC, Grievance Redressal, Hostel Committee, Canteen Committee, Green Audit, Bio-diversity Club, Women's Studies Unit, NSS, Library Committee, Golden Jubilee Committee, Anti-sexual Harassment Committee, and Anti-ragging Committee. The Students are given opportunities in organising and managing walk-in-interviews (HCL), which the college occasionally hosts, and are even remunerated.

The students are an inevitable part of all the seminars, conferences and workshops. The students have made substantial contributions during syllabus revision workshops. The Chapters of various professional bodies such as Kerala Sociological Society, All Kerala Social Workers Student Association (SALT) function here actively. We also have Loyola Association of Manangement Professionals and Students (LAMPS).

5.3.7    How does the institution network and collaborate with the Alumni and former faculty of the Institution. Any other relevant information regarding Student Support and Progression which the college would like to include.

The college has an alumni association that is having 50 years of history which is part of the Jesuit Alumni Association of India (JAAI) federated to World Union of Jesuit Alumni (WUJA). The Alumni meetings are organised officially, hosted by the college on an annual basis and specifically on 26ᵗʰ January since1990.

A yahoogroup network (loyolacollegekerala@yahoogroups.com) which is operational since 2006, communicates opportunities arising, alumni news, achievements, movements on job, demises as well as the college events. The college has subsequently ventured into social networks especially the facebook (excelsia-loyolagoldenjubilee), and more recently the WhatsApp. We have instances where the alumni have offered employment opportunities, accompaniment as well as scholarships to deserving candidates (as in the Buddy system).

The alumni are involved in almost all the student accompaniment activities; these include Meet Alumni Series, placement guidance, field work training, guest sessions, induction, evaluation assessment of the students by way of viva voce. In 2014, the college alumni and the department of PM jointly organized a conference (HRCon). The speakers for various conferences sourced with the able assistance of the alumni.

Special sessions and lectures have been organized to interact with veterans from various disciplines especially in the area of Research, PRA Training, Industrial Sociology and Medical Social Work.

A good number of the former teachers and alumni are associated with the Loyola Research Centre as research guides. Three of them are members of our Governing Council, two of them are on the Management Committee and a few of them are on the editorial board of the *Loyola Journal of Social Sciences*. Dr. M.K. George, former Principal is an excellent resource person considering our special needs as an exclusive social sciences college. The former teachers are invited for guest sessions. The expertise of them is also sought while undertaking academic audit as well as during Syllabus Revision.

# CRITERION VI
# GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's traditions and value orientations, vision for the future, etc.

**Vision**
Loyola College Trivandrum, a premier institute of excellence, engaged in knowledge building for inclusive social development and moulding globally competent and socially sensitive professionals towards social transformation.

**Mission**
Loyola College Trivandrum strives to educate and form the youth as liberated lifelong learners who are sensitive to gender and ecology, empowered to respond to global challenges. We are committed to facilitate an integral, inclusive and humane development of the society.

The institution's commitment to excellence in engaged knowledge building is reflected in its academic programmes which are supplemented by regular field/agency engagements, interaction with practitioners and social, community, and industry projects. The development of curriculum was done with due representation of the stakeholders – teachers, students, researchers, community, alumni, NGOs, industry, professionals, social activists and employers to address the relevant needs of the present society in tune with global trends.

The vision and mission of the institution aims to provide students with an environment for the integral development of their mental, physical, aesthetic, social, and spiritual potentials, together with the attitudes of quality, sustainability, eco-sensitivity, humaneness in life and profession, integrity, hard work, honesty, fairness, tolerance, collaboration and promotion of justice. Much more than any personal attainment for its own sake, excellence in these fields is interpreted as the socially conscious and productive application of the knowledge and skills (Engaged Knowledge Building - EKB) for the uplift of the marginalized in our country so that everyone in the society is entitled to equal opportunities and a sense of dignity.

The motto as well as the core values spring from the vision and mission of the institution which defines the institution's distinctive character in terms of the institution's traditions and value orientations. Loyola is rooted in a 500-year- old Jesuit tradition of academic excellence and all-round development.
The distinctive characteristic of Loyola College of Social Sciences is **commitment to excellence with social sensitivity**.
- The institution has been promoting the growth of human resources and striving to achieve excellence in all aspects on the basis of its Mission – *'Call to Human Excellence'- 'facilitate integral and humane development of human capital'* (institutional tradition and value orientation).

- The institution emphasizes developing human resources to meet the challenges of the socioeconomic, political, cultural and technological realities – '*an organic knowledge development centre, proactively responding to global challenges in service*' (**addressing the needs of the society and the students**).
- The institution has moulded thousands of men and women of competence, possessing social sensitivity, empathy and commitment to fellow beings and the society at large. Today with the renewed vigour and zeal it seeks the '*collaboration of the stakeholders towards eco-sensitive and inclusive culture of development*' (**addressing the needs of the society and the students**).
- The institution strives to mould students who are ethical, intellectually competent, open, spiritual and caring – '*Integrity and humanness in life and profession*'- '*Integral Formation of the Individual*' (**addressing the needs of the students**).
- Based on the mission, the institution links with the larger community and all stakeholders to promote the Ignatian Vision, which helps thousands of students to play a major role in nation building – '*Collaboration and Promotion of justice*'(**addressing the needs of the society**).

6.1.2 <u>What is the role of the top management, Principal and Faculty in the design and implementation of its quality policy and plans?</u>

Loyola has a well-defined quality policy and action plans. The top Management, Principal and Faculty play a vital role in the design and implementation of its quality policy and plans.

As a Jesuit Institution, Loyola is part of the global network of 848 educational institutions spread across 112 countries. About 150 of these are institutions of higher learning, including a few Universities. Loyola College, Trivandrum being an important link in this global network, is driven by the Jesuit vision and answerable to the International Committee for Jesuit Higher Education (ICJHE) that in turn reports to the head of the Jesuit order.

- At the national level, a robust, effective structure has been set in place to ensure that quality in terms of service is converted to excellence in each of its units of higher education. It also ensures the implementation of the vision and mission of each institution while making these relevant to the changing times and circumstances. Jesuit Higher Education Apostolate South Asia (JHEASA) is a consortium of 50 Jesuit higher education institutions in the region to periodically review the quality of the Jesuit education in this region.
- At the regional level, a review of the heads of institutions and the Jesuit Province level meetings on Higher Education are held twice a year for ensuring proper implementation of the Values, Vision, and Mission at the Province level. Apart from this, it has an Administrative Council, which is made up of the senior Jesuits of the Province that monitors the quality initiatives of the educational institutions. The Manager has to report periodically to the Governing Council.
- At the local level, Loyola has a Governing Council consisting of various experts from the field; representation from the academia, the government, and it includes among others, former Vice-Chancellors, Principals, Chairman of the

Board of Studies of the University, top industrialists in the state, and the upper rung of the administrative hierarchy in the college - mainly the Principal and the Manager who authenticate the policies and programmes of the institution. The body discusses, evaluates and plans for the future, discussing the feasibility and relevance of ideas that help the college to grow.

- At the institutional level, the college has a 'Managing Committee' which includes the Principal and the Jesuit Team (College Jesuit Council). The Committee has periodic meetings in which the Principal briefs the group about events and happenings and seeks advice on important matters.

- The Academic Council that comprises the Principal, Vice- Principal and Heads of Departments, meets on a regular basis every week to plan and review the running of the Institute.

- Regular meetings of the Faculty Council are held to discuss and decide on matters relating to academics and administration. Implementation of policies is now carried forward by the HoDs who deal with the day-to-day administration in collaboration with the members of the teaching and non-teaching staff.

- The Student Council which consists of staff advisors and student union's office bearers periodically meets and makes relevant suggestions to improve the institutional systems and process.

- The Internal Quality Assurance Cell (IQAC) is a key unit to initiate and to implement quality enhancement and assurance measures of the college. The Principal as ex-officio Chairperson plays a key role in ensuring communication among the various components of the college.

Thus, an effective two-way communication system from the local up to the international level is in place in designing and implementing the quality policy and plans of the institution.

6.1.3. Involvement of leadership in ensuring:

The policy statements and action plans for fulfilment of the stated mission:

The leadership in collaboration with the IQAC ensures that the institution has well-defined policy statements and action plans (*Handbook on Policy* and *Perspective Plan 2010-2015)* for the fulfilment of the stated vision and mission. It is subject to periodic review and modification. The leadership also plans and organizes periodic planning and review meetings of the various bodies: Management Committee, Advisory Committee, faculty, students and other stakeholders both at the beginning and end of the year to review policy and action plans. The bi-annual staff development programmes arranged by the leadership are also occasions for re-visiting the vision, mission and perspective plan of our institution and conceiving of a concrete time-bound plan of actions for the fulfilment of our mission.

Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan.

As stated above, action plans are developed with the active involvement of IQAC, through a democratic participatory process keeping in mind the vision and mission of the institution. The major responsibility to implement those plans by

incorporating them to the institutional strategic plan lies with the HoDs who discharge it in collaboration with the other members of the department. Action plans for other campus activities are also followed up along the same lines. Each department also meets at the beginning of each term/semester, midway through the term/semester and at the end of the term/semester for interim evaluation and further planning. These plans are brought to the Academic Council by the HoDs and from there to the Staff Council for concretization in terms of strategy and action.

Interaction with the stakeholders

Regular interactions of leadership with various stakeholders of the institution at formal and informal meetings create a feeling of common ownership. This is also achieved through various programmes continuously being held, such as:

- Induction programme (including the exposition of the Vision, Mission and Objectives) for the fresh batch with the involvement fo Alumni too.
- Meeting of the Parents with the Manager, Principal and HODs at the time of admission and during the Department-wise PTA meeting and General PTA.
- Principal's and Manager's interaction with the students on a regular basis.
- Redefining Vision, Mission, Core Values, Perspective Plan and Strategies were done by the Faculty, the Principal and the Management representatives.
- Annual planning and evaluation meetings of the faculty and the students.
- Regular IQAC Meetings.
- Meeting of the Governing Council.
- Neighbourhood interactions of the students and the faculty in programmes.
- Meetings with the Employers.
- Meeting with and visits to the Training/Fieldwork Agencies.
- Extension programmes by the departments and in and through LES.
- Parent-Teachers meeting at departmental and institutional levels.
- Alumni Interaction - Annual General Body of the alumni, periodic Executive Committees meeting, Meet Alumni series and Young Alumni Meet.
- Various committees working under the organizational principle of PIME Scheme are constituted for a convenient management of different activities in the college.

Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders

- Periodic Need Analysis is carried out in the college by various committees such as the Purchase Committee, Library Committee, Research Committees (Academic and Collaborative), Faculty Council, Student Council, Administrative Council, Managing Committee, and Extension Executive Committee under the leadership of the Principal, the Vice-Principal and even the Manager in certain committees, at least once a year. The need assessment is done through consultations and necessary research inputs are gathered from Student Entry Assessment Form and Exit Tool,  Evaluations of various committees' action plans, ALCALE, and deficiency noticed through feedback from the stakeholders. In the process, meticulous effort is made to identify the training needs of the faculty for improving their teaching, subject knowledge and research competence.

- Social Connectivity: Loyola Extension Services (LES), the extension wing of the College, serves as a social lab for the students to learn and to understand social concerns that need the involvement of the community. The leadership, especially the Manager who directs these Extension Services, goes out of the way to connect with people in positions in order to help those in need. Thus our social connectivity ranges from relevant departments of the State Government, the Media, Industry, Hospitals, Police, Planning Board, Panchayats, Neighbouring Wards, Kudumbasree, other NGO's and Educational Institutions in and outside the State.

- Feedback & Evaluation: a) Feedback on teacher effectiveness is obtained from the students every semester. Student Entry Assessment Form and Exit Tool, ALCALE and evaluations of various committees' action plans. These feedbacks along with those from the Student Council help the College not only to sustain but to improve upon its level of excellence. b) The faculty makes interdepartmental peer evaluation and submits the consolidated feedback to the leadership c) Evaluation and feedback from the members of the Academic Audit, Employers/ Industries, Community, Parents, the alumni and others are used to enhance the quality in every aspect of its functioning. The feedback obtained from every group is analysed to find the possibilities of incorporating the new perspectives and good suggestions in them at the earliest, either by the teacher concerned with the subject or by making the changes possible through syllabus restructuring organized by the Board of Studies of the University.

Reinforcing the culture of excellence & championing organizational change

The institution has modified its policies and set the Perspective Plan based on periodic reviews and feedbacks from all its stakeholders and it is noteworthy that the following institutional reforms were the outcome of periodic SWOC and PIME analyses conducted for reinforcing the culture of excellence and championing organizational changes:
- Paradigm shift in research.
- Teaching-learning reforms with the renewed emphasis on Engaged Knowledge Building (EKB).
- Introduction of *Moodle*, as a teaching-learning management system.
- Smart classrooms.
- Substantial improvement in the Library as a learning resource.
- Emphasis on biodiversity and environmental upkeep.
- Introduction of a number of innovative programmes for the holistic development of the students.
- Introduction of the new department of Counselling Psychology.
- Change in nomenclature from MAPM to MA HRM, and the increase in number of papers in MA HRM and MSW courses.
- Automation process in admission etc.

In short, the institution follows a policy of reviewing and redesigning itself periodically to keep pace with the changing trends in higher education, global

trends and societal needs.  This helps the college in the reinforcing the culture of excellence and addressing them through organizational interventions.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The institution adopts various processes and procedures to monitor and evaluate its policies and plans for effective implementation and improvement from time to time. The most effective ones are the periodic evaluations and reviews conducted at various levels and by different bodies:

- College Jesuit Council meeting
- Governing Body meeting
- Management Committee meeting
- Weekly Academic Council meeting
- Periodic Student Council meeting
- Annual and semester-wise planning  and review meetings

- Regular interaction with the stakeholders & Feedback from them (Students, Alumni, Parents, Neighbourhood etc.)
- Periodic IQAC meeting
- Regular implementation of PIME Scheme
- Committee meetings (Research, Library)
- Entry & Exit Assessment Tool
- Provincial & Manager meet Faculty, Students

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

- Jesuit Higher Education Apostolate South Asia (JHEASA) is a consortium of 50 Jesuit higher education institutions in the region to periodically review the quality of the Jesuit education in this region. A robust, effective structure has been set in place to ensure that quality in terms of service is converted to excellence in each of its units of higher education. It also ensures the implementation of the vision and mission of each institution while making these relevant to the changing times and circumstances.
- At the province level, a review of the heads of institutions and the Jesuit Province level meetings on Higher Education are held twice a year for ensuring proper implementation of the Values, Vision, and Mission. Apart from this, it has an Administrative Council having members from the top leadership of the management including the Jesuit Provincial and his team. The Manager has to report periodically to it.
- At the local level, Loyola has a Governing Council consisting of various experts from the field as well as the Manager, the HoDs, and the Vice-Principal. Developmental plans are discussed and decided at the Governing Body meeting which is held at least twice a year. The body discusses, evaluates and plans for the future, discussing the feasibility and relevance of ideas that help the institution to grow.

- The college also has a 'Managing Committee' which includes the Principal and the Jesuit Team (College Jesuit Council). The Committee has periodic meetings in which the Principal briefs the group on events and happenings and seeks advice on important matters.
- The Academic Council, that comprises the Principal, Vice-Principal and HoDs, meets every week to plan and review the running of the college.
- Regular meetings of the Faculty Council are held to discuss and decide on matters related to academics and administration. Implementation of policies is now carried forward by the HoDs who deal with the day-to-day administration in collaboration with the members of the teaching and non-teaching staff.
- The student Council which consists of staff advisors and student union's office bearers periodically meets and makes relevant suggestions to improve the institutional systems and process.
- The Internal Quality Assurance Cell (IQAC) is a key unit to initiate and to implement quality enhancement and assurance measures for the entire academic and the administrative processes in the college. The Principal as ex-officio Chairperson plays a key role in ensuring communication among the various components of the institution.
- The Management also takes initiative in training the faculty and the students in the use of new teaching-learning technologies (Use of Smart Board/*Moodle*, Digital Library etc.) and all the departments have LCD projectors and smart boards for effective teaching and learning.

Apart from this, the management maintains an open door policy for constant interaction with the faculty and the students. The policy allows leave on FIP requests, Orientation & Refresher courses. It also conducts periodic staff development programmes and develops and earmarks seed money for projects and encourages publishing of their research works. The management also ovsersees the implementation of the Ignatian Pedagogic Paradigm (IPP), the time-tested teaching-learning pedagogy of Jesuit education.

The faculty is encouraged to actively participate in the professional bodies of their respective areas. The management offers partial assistance to the staff for attending training programmes, seminars and conferences organized by AIACHE, XAVIER BOARD, NIPM and such other prestigious agencies. The occasional visits of the Jesuit officials/academicians from the international, national and regional administrative units have been inspirational for the faculty.

6.1.6   How does the college groom leadership at various levels?

The College grooms leadership at all the three levels:
- Management and Administration
- Teaching and Non Teaching Staff
- Students

**Management and Administration** - It is wholly looked after by the Jesuit Management in the college. The Manager is appointed by the Jesuit Provincial and the Jesuit Society selects the most appropriate person in the Society for the post of college Manager. The Bursar is appointed by the Manager from among the Jesuits in the college and educates the prospective candidate for the post.   A Jesuit Vice-

Principal is appointed by the Manager for the administration of the hostels and formation of students. The grooming for such leadership is done in the Order itself.

**Teaching and Non Teaching Staff** - The college has promising resource for leadership because its faculty is competent and committed. The Perspective Plan of the institution provides for succession planning and so, the change of leadership is smooth. The HoDs are appointed by seniority and so they get ready for this role by taking up administrative responsibilities in committees and in conducting different programmes. All the teachers take various curricular, extracurricular and administrative responsibilities in rotation. Periodic staff development programmes also help them to sharpen their managerial skills. The college sends the administrative staff for relevant training to meet the day-to-day challenges of administration. The constant backing of the management has often been acknowledged by the faculty.

**Student Leadership** - All the activities in the institution (such as seminars, workshops, celebrations etc.) are planned and executed by various Student Committees, with certain functional and financial autonomy. Though there are faculty members in each of the functional committees, students are given complete freedom to chart out and conduct programmes that are later reviewed objectively. Student representatives are also incorporated into various statutory and non-statutory bodies such as Canteen Committee, Grievance Redressal Committee, Hostel Management Team, Campus Discipline Committee, NAAC Committee, Celebration Committee etc. to help them develop leadership qualities.

6.1.7  <u>How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards decentralized governance system?</u>

Loyola has a functionally decentralized organizational matrix with a strict adherence to the principle of subsidiarity and collective responsibility. It enables the institution to delegate authority and provide operational autonomy to various segments in the institution. Authority  central to every position is made known to all members by the Manager at relevant times such as the induction of members to higher positions such as the Principal, Vice-Principal, Hod, Bursar, and other Administrative positions.

The Manager delegates the authority and the Principal provides operational autonomy to the various units while directing and coordinating them. (There is a document outlining the Guidelines for the College Operation brought out in 2008).

The delegation of authority and provision of operational autonomy are implemented through various representative committees, such as:

**Discipline Committee**-for the maintenance of general discipline, preventing ragging, as well as for initiating disciplinary action when required.

**Research Committee** - for identifying research areas and for promoting quality improvement in PhD research.

**Purchase Committee** - for finalising purchases for different departments.

**Library Committee -**overseeing the activities of the library and for encouraging the optimum utilisation of the library.

**Golden Jubilee Committee-** for organizing and coordinating various programmes related to the Golden Jubilee of the institution and to envision new projects and programmes for the years to come.

**PTA Executive Committee**- for supporting student development activities.

**IQAC-** for assuring and enhancing quality and excellence in the developmental initiatives of the institution.

As stated above, Loyola follows a de-centralized leadership model. The college is actually managed at the level of its departments. Each HoD manages the department in terms of its day-to-day running by ensuring collaboration of the teaching and the non- teaching staff. The departments are coordinated through the Academic Council by the Principal who thus ensures the smooth running of the college. Co-curricular activities are coordinated almost autonomously by the faculty members and the student representatives, in close consultation with the Principal. Thus, these functional organs are primarily accountable to the Principal.

6.1.8 <u>Does the college promote a culture of participative management? If 'yes',</u>
       <u>indicate the levels of participative management.</u>

The college is committed to a culture of participative management. Academic leadership of the college is vested with the Principal while the Vice- Principal and the Bursar share the administrative responsibility.

The four-tier system comprising the Management Council, Academic Council, Faculty Council and Student Council ensures that the students and the faculty are constantly involved and participate in the everyday functioning of the institution.

The Principal functions through an Academic Council of all the HODs, Vice-Principal and Bursar, which meets at least once in a week. This expands into the IQAC, which does the planning, and evaluation for the college and meets periodically throughout the year. At the Department level, Heads of the Departments are encouraged to hold meetings periodically and bring points for discussion to the Academic Council.

Further, all matters related to academic activities and policy changes are discussed in detail in the Faculty Council Meeting and the decisions are implemented by various committees that comprise the faculty and the students as well. Co-curricular and extracurricular activities are coordinated autonomously by the faculty members with the assistance of the student representatives, in consultation with the Principal. The Principal meets the Class Representatives forming the Discipline Committee once a month and with the Research Scholars and Guides twice a year. Thus both the students and the faculty participate actively in the execution and management of various activities on the campus.

The Principal also conducts meeting with the administrative faculty twice a year. The interaction of LES and the college takes place twice a year. At all these levels, the

pulses of the stakeholders are taken to ensure that Loyola operates on a participative model of management and all decisions of the institution are governed by management of facts, information and objectives.

## 6.2 Strategy Development and Deployment

6.2.1  Does the Institution have a formally stated quality policy? How is it developed, driven,   deployed and reviewed?

Yes, the quality policy of the institution pronounces that "Loyola is committed to pursue global standards of excellence in all our endeavours by focusing on raising standards of human relations through engaged knowledge building in Social Sciences (research, teaching,  learning,  extension, administration  and  management), while building a culture of inclusion and positive values of commitment to work, delivery of service, innovation in work, and high ethical standards."

This policy on overall development and excellence is developed and driven in a systematic manner. The quality policy of the college is formulated at the local level with the active participations of the representatives of its internal stakeholders. The key policies and strategies which are laid down at the global level are taken into consideration while formulating the quality policy of the college. Various strategies are further adapted and customized for implementation at the specific local level of the college.

Excellence at all levels is a prime concern. Various programmes are designed to augment quality in teaching -learning process. It involves planned teaching, transparent evaluation, regular reviews of result patterns and taking remedial action at the individual and group levels. The same applies to excellence in sports and extracurricular activities. The Governing Council, Management Committee, Academic Council, IQAC, and the Faculty Council periodically review the policies when they are operationalized and make necessary suggestions for improvement. All activities planned are reviewed by the participants (students/faculty), external members (Advisory, IQAC) and the Management team to make that they are deployed in accordance with the stated quality policy.

6.2.2  Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Yes, the college does have a perspective plan of development worked out in 2010 and meant for the next five years. The document is envisaged in four parts: Part I draws the background of the document (context, enablers, inhibitors and opportunities), and states the vision and mission, core values, objectives and strategies in the areas of education, knowledge generation, management and outreach. This is followed by the most important part of the document, namely, perspective plan for the development of the college. It dwells elaborately on the following areas which constitute the major aspects considered for inclusion in the plan: research thrust of the institution, diversification of courses, corporate social responsibility of the college, student support and progression, teamwork and group thinking of the faculty. Part III deals with the implementation of the perspective plan and monitoring mechanism. Part IV, the final section, gives department-wise perspective plan.

The Perspective Plan document is indeed the cumulative result of a series of extended discussions, reflections, reviews and deliberations at various levels (faculty, departments, LES, external audit committee, governing body etc.). A process that began on 26th April 2008 with the first meeting of the draft committee culminated in the official launch of the document by His Excellency Sri Uthradam Thirunal Marthanda Varma on the 47th College Day of Loyola College on 12th March 2010.

6.2.3 Describe the internal organizational structure and decision making processes
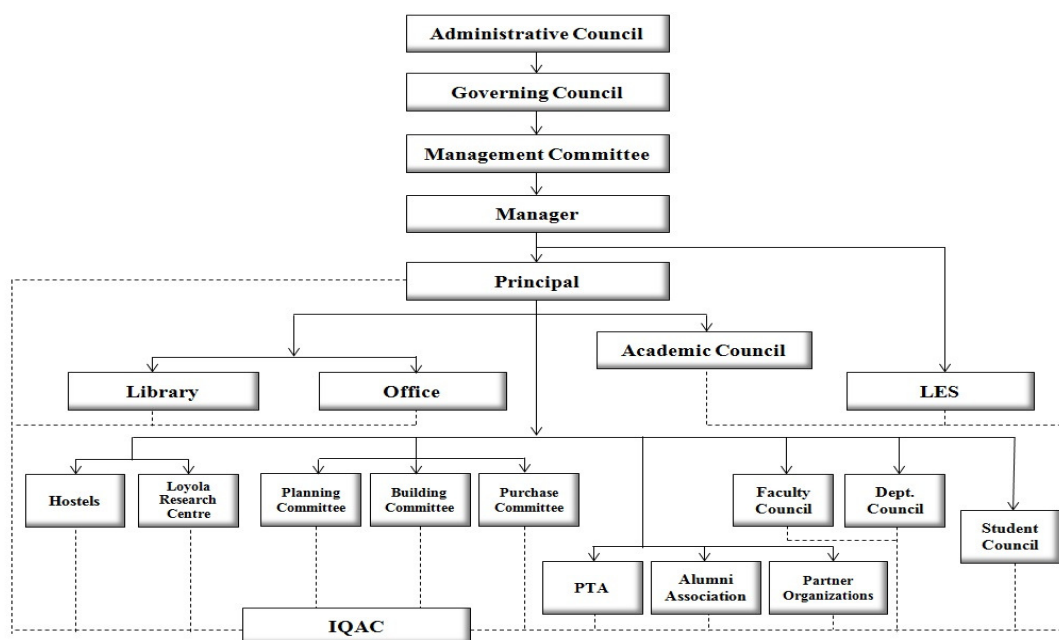


As an appellate decision making body of the institution the **Administrative Council** has members from the top leadership of the management in Kerala, including the Jesuit Provincial and his team.

**The Governing Council** has representation from the academia, the government, and it includes among others, former Vice-Chancellors, Principals, Chairman of the Board of Studies of the University, top industrialists in the state and the upper rung of the administrative hierarchy in the college, mainly the Principal and the Manager who authenticate the policies and programmes of the institution.

**The Management Committee** headed by the Manager, comprises all the officials of the college and the former Principals and it meets periodically to review the functioning of the institute, monitors and facilitates its regular activities. The suggestions and proposals evolved in the Academic Council and staff council are reviewed by the Management Committee and placed before the Governing Body for approval.

**The Academic Council** of the institute consists of the Principal, Vice-Principal, Bursar, HoDs and the IQAC coordinator. It meets fortnightly to review and plan the institutional programmes and procedures. It is empowered to take decisions on routine academic and administrative matters. This implies the decentralized academic and administrative autonomy that helps the smooth functioning of the institute.

**The Internal Quality Assurance Cell** is constituted of members as directed by NAAC. As depicted in the organogram it has got a vital link with all the constituents in the institute and takes special care in ensuring the sustenance and enhancement of quality and excellence of the institute. The IQAC insists on systematic documentation and recording of all events. The IQAC organizes professional and personal development programmes for both the faculty and the students.

**The Faculty Council** has the entire teaching faculty as members and it meets at least once in a month to plan and review the institutional process. The recommendations of the Faculty Council are finalized in the Academic Council meeting.

**The PTA** is a vibrant association. Its Executive Committee comprises representatives of the parents, the management, and teachers. It meets regularly to discuss the overall development of the college, matters that concern the staff and the students such as, issues related to academics, extracurricular activities, personality development of teh students, hostel living, social behaviour, infrastructure and finance. General Body Meeting is held twice a year. The Manager, Principal and all the faculty members are present at the AGM. In the interactive session, parents are encouraged to give their feedback and suggest measures for improvement. The recommendations and decisions of the PTA are recorded and the Principal implements them. It extends financial support for infrastructural expansion.

**The Alumni Association:** The institute has got an active alumni association whose sustained goodwill and expertise always support the institution. Seminars, conferences and workshops are held periodically with its support.

**The Office**: The Office of the institution takes care of all the administrative matters pertaining to the faculty and the students. The entire office is segmented into various sections to facilitate human resource management and expedite execution of duty.

**Committees:** The decentralization of power becomes highly specialized at this level. The college thrives on its committees; some are statutory and the others are non-statutory in nature.

6.2.4    Give a broad description of the quality improvement strategies of the institution for each of the following:

Teaching & Learning
One of the strategies for quality improvement in teaching and learning is the introduction of new papers and revision of the existing scheme and syllabus of the courses. UGC sponsored merged schemes, like Career Counselling and Equal Opportunity Centre, have been quiet helpful in enriching the institution's learning resources. During the past four years the college has expanded its collection of reference books and text books; 47 and 1115 respectively. The campus is also Wi-Fi enabled and so the faculty and the students have easy access to teaching and learning resources. Substantial improvements have been made in the library, particularly in the augmentation of its e-learning facilities. Dual mentoring - by the faculty and the practitioners - has been contributing to perceptible qualitative improvement in the performance of the students. The faculty and the students are trained in the use of new

teaching-learning technologies (Use of Smart Board/*Moodle*, Digital Library etc.) and all the departments have LCD projectors and smart boards for effective teaching and learning.

Other noteworthy initiatives to improve the quality of the teaching-learning processes in this institution are as follows:
- LiveLab - an innovative experiment to supplement social work education
- LACE - a resource centre to support the students' preparation for competitive examinations
- Research clinic - a new experiment in group teaching and student progression in research
- LET- a platform that promotes experiential and engaged learning of the students
- HCDC - a centre to coordinate consultancy and industry training
- Ace - a volunteer effort of the alumni to share their expertise in student training

Research & Development

Loyola College is a Postgraduate, Research institution. As stated in its vision, the college is committed to 'Engaged Knowledge Building'. Over the years the college and its extension wing in total completed over 125 research projects. It is commendable that some of them influenced the policy decisions of the government.

The college has a policy that encourages all its faculty members to complete their doctoral studies while encouraging others to do further research. They are also encouraged to conduct research related workshops, advanced training in statistical software etc. To achieve this, faculty members are given a work space, and resources are released on time. Special leave is granted for attending seminars and paper presentations. It has also succeeded in building up seed money to undertake researches even when no external funds are available. Thus, over the years the college has built up a research culture which encourages its faculty members to undertake various minor or major research projects of UGC, ICSSR, State Planning Commission, and other similar national and international agencies.

Special care is taken to foster among the students a lifelong aptitude for research. Research and Statistics papers are part of the syllabus of all the four PG programmes offered in the college. The research clinic in the college becomes a platform for the students to seek help from the faculty members of other departments at various stages of their projects. The administration ensures that the library is updated with latest books and e-resources with a view to facilitating research. Apart from this the students get many chances to participate in the pre-submission presentation of the doctoral students of the college. They are also given a special privilege to attend the open defence of the scholars in their respective discipline at the University Centre. At times they are also made part of the research projects of the college which gives them hands on experience in conducting research. As a result, it has been observed that the number of students who pursue PhD study is also on the rise. In addition, the strategies on research include the following:

- A paradigm shift wherein research is given equal importance with teaching.
- Infrastructural facilities given to research scholars

- Creating an ambience for quality research among academic research scholars
- Adoption of latest technology such as online surveying, software for analysis etc
- Integrating the experience in action research and the extensive network of the extension activities in the teaching-learning process (in response to previous NAAC Peer Review Recommendation).

Community Engagement

Being faithful to its inceptional vision, community engagement is a priority area of the institution for which LES was established as the extension of the college. The history of its community engagements has made it a recognised training centre for the Government. The college has undertaken a number of projects (UBSP)/surveys on socially relevant issues and problems through this extension wing. Students of social work and their faculty members are in constant touch with the community. Though community engagement is not part of their curriculum, the faculty and the students of the other three departments are also very keen in community engagements (FaCTS conducted by the department of Sociology). It is also noteworthy that all the PG students of this college are members of the NSS. In-fact, the NSS's first training programme on community engagement was conducted by this institute. The quality improvement strategy in LES has been to focus on engagements with children as their problems later become the problems of the adult society. Work in the Childline has got extended to managing the first Child Right Observatory for Kerala in LES. Major Child issues in the State could be handled objectively and resolved by our director of LES Fr. Joye James (also Manager of the College) when he took over as Chairman of the District Child Welfare Committee, a semi-judicial post.

Human Resource Management

Human capital development and management is the fundamental commitment of Loyola. It focuses on the quality of its personnel. Many in-house as well as external HR programmes are arranged for the faculty and the students, which include motivational talks, soft skills training, ICT training, research skills and stress management sessions.

Industry Interaction

In order to bridge the gap between theory and practice, industry/agency interactions have been made a regular feature of the curriculum. Students from all the departments are given opportunities to meet and interact with the practitioners at their own place or in the institution itself. The institute has produced a number of professionals in various walks of life who on a regular basis come back to their Alma Mater to inspire and assist the budding professionals here. The recent initiative of the Alumni Academic Cell is an attempt to systematize this process. Apart from this, internship at regular intervals gives the students hands-on experience and exposure to industry/agency culture.

6.2.5   How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Principal, as the Head of the institution takes special care in ensuring that adequate information is communicated to the top management and the stakeholders. S/he gathers adequate information through various meetings: Academic Council, Faculty Council, IQAC, Student Council, Hostel meetings, Alumni Association and PTA. STEF is an effective tool which gives an insight into the teaching learning process on the campus. The Principal gathers a summary report from the STEF to communicate the insights to the faculty members concerned, the stakeholders and to the top management. The report presented by the Principal on the annual day ensures flow of information from the College to the Management and other stakeholders. Major feedback and observations on the institutional practices are then communicated to the top management. Annual evaluation of these by IQAC is used to make necessary changes while planning the following year's activities.

6.2.6    How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The Management ensures that all the members of the staff understand and share the Vision and Mission of the College. This is achieved through periodic Staff Development Programmes, transparency of policies, and a sharing of responsibilities. This helps in fostering a sense of 'ownership' which is expressed in terms of belonging to the 'Loyola Family'. The endearing concept of 'Loyola Family' is cherished and shared by the staff, the students and the alumni of the college. The Management also endeavours to create a core team of HoDs to empower the Academic Council to work together as a coherent unit. The HoDs in turn make systematic efforts to create teams at the departmental level. Through sharing of responsibilities at every level (preparing teaching plan, scheduling examinations and value added programmes, maintaining discipline on the campus, participating in various committees etc.) opinions are sought and taken into account when decisions are made. This ensures that every staff member feels being part of the institutional process.

6.2.7    Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

| Resolutions | Status of implementation |
|---|---|
| Fill the vacant posts in the Department of SW & PM | Implemented |
| Organize Staff Development Programmes | Implemented |
| Initiate an early admission process for MSW & MA HRM   in June | Implemented |
| Apply for marginal increase of seats for Sociology & MA HRM | Implemented |
| Apply for base seat increase for MA HRM | Submitted Application |
| Start a new department of Counselling | Started |
| Upgrade the MA HRM department to a research department | Implemented |
| Apply for a Grade change, with respect to non-teaching staff pattern, from 'E' to 'D,' to address the problems of shortage of NTS | Submitted Application |
| Conduct Green Audit- Energy, water and Bio-diversity audit | Conducted |
| Focus more on Green Campus- Bio-diversity | Implemented |

| | |
|---|---|
| Enhance the teaching learning process with the support of advanced technology *MOODLE*, Digital Library, Wi-Fi enabled reading corner, smart board in all the departments | Implemented |
| Each department should conduct at least one seminar | Implemented |
| Set up Alumni Centre | Implemented |
| Give IQAC an independent room | Implemented |
| Initiate Energy Conservation projects- Solar units at LH, and the College | Implemented |
| Street theatre has to be conducted in the First Semester | Implemented |
| Change the Nomenclature of MA PM to MA HRM | Implemented |
| Delink MA HRM & MSW from the PG Stream | Implemented |
| Initiate LiveLab for Life Skill training | Implemented |
| Initiate competitive examination training centre - LACE - at Loyola | Initiated |
| Foster international collaboration to augment academic process- Swedish University, EMINTE etc. | Initiated |
| Modify the website | Implemented |
| Bio-metric punching machine at Library | Implemented |
| CCTV Camera at Library | Implemented |
| Upgrade the Internet with OFC | Implemented |
| Renovate the canteen | Implemented |
| Construct a fitness centre | Implemented |

6.2.8    <u>Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?</u>

Yes, Loyola College has applied for autonomy as soon as the Government mooted the idea of granting autonomy to some higher educational institutions in the state. Though our college was a leading contender for the autonomy at various parameters (secured 3.7 CGPA on a 4 point scale, one of the highest scores secured by any colleges in the State) it could not obtain autonomy status this time on the ground that it did not have any UG Programmes which was one of the selection criteria specified by the Government of Kerala. Yet we have made representation to the State Higher Education Council, the Ministry of Education, and the Chief Minister of the State, highlighting the distinctiveness of our institute and the contribution we have been making as an advanced centre of Social Sciences.

6.2.9    <u>How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?</u>

The college has a formal mechanism to ensure that grievances/complaints are promptly attended to and resolved effectively. An effective system for the grievance redressal is operationalised at Loyola which allows everyone to present their grievance first to the immediate authority concerned. If the grievance is not redressed, they are free to present the matter before the Principal. The Principal takes up the matter with the Grievance Redressal Committee. The next level of grievance redressal is the Manager. Generally, there is a very healthy relationship prevailing on the campus and no serious complaints have been lodged.

The college also follows an open door policy which allows the stakeholders to represent their concerns directly to the Principal or the Manager according to their convenience. Apart from this, the college has placed a suggestion box outside the Principal's office where grievance notes may be dropped. This enables everyone including the general public to drop in a note concerning any matter related to any aspect of the college. The Principal periodically attends to these and calls for a consultative meeting of the HODs, IQAC Coordinator, and Vice- Principal to assess the nature and gravity of the grievances. Minor grievances are addressed promptly and others are referred to the Grievance Committee. After interactions and discussions at the appropriate level, corrective actions are taken.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

There has not been any court cases filed by or against the institution.

6.2.11 Does the institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

The college has developed various tools to gather and analyze student feedback on institutional performance, such as STEF, Exit Evaluation (ALCALE), Suggestion Box and Open House. The feedback thus gathered is analyzed for action and wherever required, appropriate policy decisions are taken and communicated to everyone concerned and implemented promptly.

## 6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

As the college thrives on the staff-friendly environment, various steps have been taken for the professional development of the teaching and non-teaching staff. The following mechanisms are evolved in the process for both the faculty and administrative staff with a view to developing their professional competencies.

- Annual Staff Development Programmes are organized for the staff with a view to supporting development, facilitating the improvement of performance to meet agreed objectives and achieving career aspirations.
- Reasonable structural adjustments are made based on individual need, context and circumstances to support its staff members to build on and develop the knowledge, ability and skills required to carry out the role for which they have been employed (consultancy, workshop etc.).
- Periodic discussions on staff development programmes with staff ensuring a strategic, systematic, consistent and fair approach in the staff development.
- Appropriate induction programmes are conducted for the fresh staff, or those taking up additional or different responsibilities, or changing job role.

- All the departments are supported to conduct a seminar or workshop annually.
- FITUP; *Moodle*, training and exposure to the enhanced e-resources of the library.
- UGC schemes and plans are made available to the staff to enhance their professional development.
- Periodic development programmes and IT skill upgradation programmes are conducted for the non-teaching staff to enhance their personality and computer skills for the better management of their office work.
- Every year a good number of teachers are encouraged to attend general orientation and refresher courses conducted by various universities for the upgradation of their skills and knowledge. The college provides duty leave, TA & DA and other support.
- The institution encourages its teaching and non-teaching staff to attend seminars, conferences and workshops at the local, national and international levels, both for professional development and for networking with their counterparts in other institutions.

6.3.2 <u>What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?</u>

At the heart of our commitment to faculty empowerment is the policy that seeks to encompass the whole staff community. At the same time it recognizes that scholarly activity in pursuit of academic excellence is the responsibility of each member of the staff, supported and guided by their HoD. It encourages its staff to introspect and identify their own development requirements and aspirations as well as being supported in this process by the management. In accordance with the college's Equality and Diversity Policy there is a commitment to providing equality of opportunity to the entire faculty regardless of disability, gender, marital status, family responsibilities, age, union membership and activity, political and religious beliefs, regular or contractual status. Apart from this, periodic Need Analysis and SWOC analysis are carried out in the college to identify the personal and professional learning and development needs and interests of the faculty under the guidance of the Principal and the IQAC Coordinator. The following decisions are the outcome of such plans and analysis:
- Provide opportunity for those who wish to attend orientation/refresher courses on basic and advanced pedagogy.
- Arrange more training programmes in the college on e-learning.
- Provide opportunity to update themselves with the current developments in the subject and interact with eminent resource persons handling classes.
- Organize research colloquium for the faculty, enhancing the process of peer learning.
- Purchase new books, journals and e-resources for the college library to ensure a climate conducive to advanced learning.
- Bring eminent academicians periodically – both national and international – to the campus and facilitate interaction with the faculty.
- Create more avenues for faculty members to visit universities abroad by entering into faculty exchange programmes with such universities.
- Give financial assistance to teachers attending national level workshops/seminars.

- Redesign the college website to disseminate the information on various conferences/seminars coming up in the country and abroad.
- Motivate teachers to acquire higher/additional qualifications such as PhD, diploma and certificate programs for empowering them with knowledge and wisdom.
- Provide infrastructural and secretarial assistance to teachers taking up research projects of various agencies including the UGC, ICSSR etc.
- Accelerate the IRG (Institutional Revenue Generation) for supporting the mini research projects of the faculty.
- Support the faculty to publish their research reports and articles.
- Further, with a view to motivating the faculty for better performance, Loyola has instituted **department-wise annual awards** for the most meritorious faculty as per the following criteria: 1) Teaching-Learning & Evaluation, 2) Research, Consultancy & Extension, 3) Student Support & Progression

Thus, at Loyola, faculty empowerment in its broadest sense includes on-job learning, specific training in order to carry out new projects and challenges, knowledge sharing with colleagues, mentoring, coaching, research and study, consultancy, participation in conferences, seminars, courses, and training events. The college administration ever remains active to provide latest infrastructural and training input to the faculty. It uses all its resources, governmental schemes as well as donations to add to the equipment. At present all the departments have latest computers, smart boards, projectors etc to support faculty programmes.

6.3.3 <u>Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.</u>

The institution evaluates a member of the faculty under the following categories: Teaching, Learning & Evaluation related Strategies; Co-Curricular, Extension and Professional Development Activities and Research contribution. The college administration obtains feedback on the performance of the staff from the stakeholders periodically. Performance appraisal of the staff is carried out on a regular basis with the help of the following tools:
- Appraisal on the teaching: STEF, Open house, PTA, Peer Evaluation, Exit evaluation.
- Appraisals on the other activities: PIME, Written / Oral feedback from the students, informal sharing by the students.

The feedback received is codified and the Principal communicates it to the faculty concerned. The Principal reviews his/her performance at a personal meeting. The Principal uses this format to encourage, and to point out the strengths and weaknesses of the faculty for further improvement.

6.3.4 <u>What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?</u>

The results of the periodic appraisal are scrutinized by the Principal on behalf of the Management and s/he sends the consolidated report to the management. Based on the

analyses, the Manager meets the faculty members individually or collectively when such interventions are necessary. He also encourages the faculty to do better or suggests areas for improvement. This process has helped the institution to ensure its commitment to excellence in the past years.

- Outcome of the review of performance appraisal reports
  - o Improvement in the performance of the staff.
  - o Better motivation.
  - o More focus on the teaching learning process.
- Major decisions taken
  - o The Manager meets the staff individually at least twice a year.
  - o Prepare & implement course plan by making use of the new learning management system; *Moodle*.
  - o Staff meetings on every first Wednesday at 2.30 pm.
  - o Improvement in the infrastructure: personal cabin, high speed Internet, printer in all the departments and the services of a technical assistant made available to all the staff.

6.3.5 <u>What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?</u>

The college has several welfare measures for the well-being of its teaching and non-teaching staff:

- Seed money for research projects.
- Rest room for the non teaching staff.
- Interest-free loan to the staff.
- Staff reading corner.
- Individual cabin & book shelves with lock.
- Staff picnic with family members.
- Assistance for children's education.
- Advance salary, especially when there is a governmental delay in disbursing salary.
- Provision of leave for completing studies, especially Ph. D.
- Duty leave for officially sanctioned training or workshops.
- Sanction long leave for those who are awarded fellowships by governmental agencies, or short assignments abroad
- Recompense provisions in the event of dying in harness.
- Special consideration given to son/daughter of staff members in PG admissions.

6.3.6 <u>What are the measures taken by the Institution for attracting and retaining eminent faculty?</u>

The heritage of the institution and its rating in terms of NAAC score are attractions in themselves for the prospective faculty. However, we also advertise the vacancies in prominent newspapers, institutional website and undertake buzz marketing for new recruitments.

Faculty selection is done with utmost discretion, adhering to the norms stipulated by the state and its regulatory bodies. The primary focus is on the non-negotiable factors: academic excellence and the suitability of the candidate vis-a-vis the institutional vision. The selected faculty members are given orientation to the ethos and work culture and institutional expectations through various sessions by the Manager, the Principal, and senior faculty members. They are gradually inducted into the college life by involvement in various committees and tasks.

**Retention** of the eminent faculty members has not been a serious problem for the college. During the past five years we had only one incident of a staff member leaving this place that was due to health issues. All Loyolites are generally considered part of the 'Loyola Family' and staff members are given functional autonomy to discharge their responsibilities. The ambience, work culture, freedom, opportunities for self actualization, respect and appreciation, freedom of expression, impartial and just dealings are some of the hallmarks of Loyola which motivate the faculty to remain in Loyola. The institution also recognizes individual achievements/ contributions. These factors make Loyola an attractive workplace.

## 6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The institution has a well formulated financial and infrastructural development policy. The Finance Committee of the college is actively involved in the mobilization and use of available financial resources. The institution has a regular system of annual budgeting and auditing of its account. One of the key attributes of budgeting is that it clearly links planning and budgeting. In this process, academic units set annual operational budgets which focus on the trade offs of various ambitions and needs and encourage strategic and long range thinking but with a clear knowledge of the likely resources that will be available.

- **Internal Budget & Audit**
  o Preparation of the budget for all the regular programmes.
  o Study of the budget by the Finance Committee.
  o Sanction of the budget.
  o Submission of the account to the Bursasr's office with all the supportive documents.
  o Cross checking of the bills and expenditure.
  o Internal audit by the management committee.

The Bursar of the institution is in charge of maintaining accounts and the management of funds. Financial resources are available mainly from the Government, UGC and Management funds and the Staff Council is entrusted to identify the needs of the various departments. The HoDs submit their requirements and a priority list is prepared in the joint meeting of the Planning Board, Purchase Committee and the Building Committee. Funds are allocated on a priority basis for various purposes. Over the years we have developed an effective system of financial management which ensures the efficient use of the available financial resources. Audited financial statements are also studied by the Finance Committee, and scrutinized by the

Managing Committee to ensure further effectiveness and efficiency in the use of financial resources.

6.4.2  What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

**Internal and External Audit**
Quarterly internal audit is conducted by the Finance Committee while the Management Committee conducts the annual internal audit. Above all, these accounts are audited annually by a qualified external agency.

**External Audit**

- External audit of all financial transactions and resources by a competent Chartered Accountant firm.
- Final external audit by government agencies; Deputy Director of Collegiate Education's (DDCE) office, Kollam and Auditor General's (AG) office Trivandrum

**Periodicity**
Internal and external audit of the account are carried out every year. Audit by the DDCE and AG's office are done at the retirement of a Principal or within two or three years whichever is the earliest. Since the institute has had a change of Principals quite frequently, it is privileged to get its accounts audited by these competent agencies periodically. In the academic year 2013-14 all its accounts were audited by all the external agencies.

**Major Audit Objections**
The recent external audit reports bear testimonies to the effective and efficient use of the available financial resources. It is noted by all the external agencies that there are no major irregularities with respect to the financial management of the institution.

**Recommendations and compliance**
- Auditors from the AG's office pointed out that the institution has an accumulated sum of over a lakh in the Personal Deposit account which could be made use of the developmental needs of the institution with the concurrence of the DDCE, Kollam. Adhering to this recommendation the college has presented a proposal to DDCE for the effective utilization of the accumulated resource and got permission to do so.
- Stock register: it was recommended that a stock register may be maintained for the purchases from the UGC Schemes. A separate stock register is maintained for such purchases thereafter.

6.4.3  What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/ corpus available with institutions, if any?

Major sources of institutional receipts are the following:
1) The state government pays the salary to our faculty members and administrative staff under the aided scheme 2) UGC grants, 3) University grant for research and Journal, 4) PTA contribution, 5) In-house and out-house training programmes conducted by the extension centre, 6) consultancies, 7) research projects, 8) contributions from the alumni 8) annual income from the PD account

The Institution raises adequate resources to cover its day-to-day expenses. However, for infrastructural development this is insufficient. Thus advances are obtained from the management and further loans are being contemplated for introducing new programmes requiring additional infrastructure facilities.

Summary of the audited Income-expenditure statement of the last 4 years is given below.

| Sl. No | Source | 2012-13 (in Rs.) | 2011-12 (in Rs.) | 2010-11 (in Rs.) | 2009-10 (in Rs.) |
|---|---|---|---|---|---|
| I | **STATE GOVT.** | | | | |
| 1. | NTS – Salary | 17,44,988 | 15,42,369 | 13,31,339 | 13,04,372 |
| 2. | T.S. – Salary | 67,29,941 | 76,95,786 | 33,89,960 | 23,19,962 |
| 3. | Provident Fund | 30,54,042 | | 7,12,020 | |
| 4. | STIPEND | 240726 | | 60,665 | 4,55,207 |
| II | **KERALA UNIVERSITY** | | | | |
| 5. | Research Journal | 20,000 | 20,000 | 15,000 | 15,000 |
| 6. | Merit Scholarship | 24,000 | 19,897 | 7,200 | 4,800 |
| 7. | Research Grant | 16,000 | 16,000 | 10,000 | 10,000 |
| 8. | NSS | 40,950 | 39,000 | | 28,000 |
| 9. | Exam remuneration | 2,512 | 2,000 | 2,962 | 2,549 |
| 10. | Merit  scholarship | 1,500 | | | |
| III | **FROM STUDENTS** | | | | |
| 11. | Caution deposit | 36,600 | 23,400 | 69,600 | 24,600 |
| 12. | Exam fee | 1,09,605 | 97,300 | 98,740 | 1,32,205 |
| 13. | Registration | 35,080 | 33,540 | 2,840 | |
| 14. | Tuition fees | 1,29,900 | 90,255 | 90,080 | 95,760 |
| 15. | Special fees (Govt.) | 32,030 | 94,927 | 46,570 | 1,52,043 |
| 16. | Recognition | 9,000 | 3,400 | 2,000 | 4,200 |
| 17. | Matriculation | 3,600 | 2,050 | 750 | 1,900 |
| 18. | Special fees (University) | 37,230 | 17,860 | 58,166 | 49,900 |
| 19. | TPA 33 | 36,600 | 25,800 | | |
| 20. | University platinum jubilee fund | 5,200 | | | |
| 21. | TC late fee | 670 | | | |
| IV | **FROM UGC/ICSSR** | | | | |

| Sl. No | Source | 2012-13 (in Rs.) | 2011-12 (in Rs.) | 2010-11 (in Rs.) | 2009-10 (in Rs.) |
|---|---|---|---|---|---|
| 22. | ICSSR | 14,65,739 | | | |
| 23. | Additional assistance | | | | |
| 24. | Merged schemes | | | | |
| 25. | UGC project | 1,75,800 | | 10,73,000 | 2,60,000 |
| 26. | UGC seminar | 52,500 | 38,25,00 | | |
| 27. | FDP salary | 1,73,750 | 4,49,160 | 1,07,400 | 1,73,914 |
| V | **OTHER SOURCES** | | | | |
| 28. | Bank loan (Study) | 2,31,000 | 2,84,529 | | 3,59,621 |
| 29. | Tender | 2,302 | | | |
| 30. | **IRG- College** | 46,55,235 | 30,44,142 | 18,45,368 | 13,5,3088 |
| 31. | **IRG - LES** | 41,90,952 | 57,16,549 | 51,90,647 | 68,73,288 |
| | **Total** | **2,30,16,726** | **1,92,17,964** | **1,41,14,307** | **1,22,67,321** |

6.4.4 Give details on the efforts made by the institution in securing additional funding and utilization of the same (if any)

Apart from the regular sources of income, the institution explores alternative sources of additional funding. The following are some of the efforts towards securing additional sources of income:
- By undertaking action research (e.g. Airport Study).
- By undertaking collaborative researches with Sophia University, Japan.
- By conducting test for the selection of teachers in other institutions.
- By raising funds for the Jubilee celebration from various stakeholders.
- By establishing Endowment Scholarships.
- By collecting funds from the teaching faculty for freeships.
- By establishing memorial scholarships by batchmates.
- By the judicious use of the college's own resources such as play grounds, buildings etc. without affecting its core activity.

## 6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a) Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes' what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

True to the Jesuit motto of 'MAGIS' (Excellence/ better than the best/ greater and greater) Loyola always had an inbuilt mechanism of internal quality assurance processes. The institutional policy with regard to quality assurance states that the institute will,
- Ensure, sustain and enhance quality of teaching, learning and infrastructure.
- Appreciate innovation in teaching by individuals and departments.
- Document the healthy practices.
- Facilitate the individuals to perform better.

After the accreditation and reaccreditation, the institution revamped its quality assurance process abiding by the guidelines given by NAAC in 2008. In order to make it much more inclusive and participatory, in 2011 it was further expanded by incorporating representatives from all its stakeholders: management, faculty, staff, students, civil society, alumni, university representatives et al. Thus, over the years the IQAC has evolved into an all-encompassing coordinating cell which ensures quality in all its endeavours.

As the internal organizational structure depicts, the IQAC plays a crucial role in connecting and coordinating the various bodies in the institute especially in the matters related to the teaching- learning process in the institute.  It functions as an umbrella organ engaging and interacting with all the other systems in materializing its goals and objectives.

b)  How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

| No | Suggestions of the IQAC approved by the Management | Status of implementation |
|---|---|---|
| 1 | Expand the Canteen facility | Implemented |
| 2 | Appoint a competent hand to support ICT enabled learning | Implemented |
| 3 | Upgrade the Library to a Hybrid Library | Implemented |
| 4 | Appoint a Research Co-coordinator | Implemented |
| 5 | A digital display board for visibility and to economize the use of paper | Implemented |
| 6 | A centralized Public address system to  begin the day with an interreligious/secular prayer/music/thought for the day | Implemented |
| 7 | Separate the academic and administrative wings of the college | New admini-strative block is in the pipeline |
| 8 | Better furnishing  of the audio-visual room | Decision pending |
| 9 | Modernize the classrooms with ICT facility; smart board in the remaining classrooms. | Implemented |
| 10 | Introduce *MOODLE* to support the learners | Implemented |
| 11 | Update the Website to make it more attractive, informative and user-friendly | Implemented |
| 12 | Advance the admission procedures to attract and retain quality students | Implemented |
| 15 | Use the possibilities of Marginal increase in PG seats to optimize the student strength in the college | Implemented |
| 16 | Increase the base seat of MA HRM to facilitate better student interaction & learning | Implemented |
| 17 | Initiate a self-managed competency development centre to facilitate students' preparation for competitive exams | Implemented |
| 18 | Print the posters of the college and send them to various catchment areas to attract prospective students | Implemented |
| 19 | Initiate alumni academic cell | Implemented |

| No | Suggestions of the IQAC approved by the Management | Status of implementation |
|----|-----------------------------------------------------|--------------------------|
| 20 | Conduct green audit | Implemented |
| 21 | Conduct energy audit | Implemented |
| 22 | Strengthen bio-diversity activities in the college | Implemented |
| 23 | Initiate LiveLab to augment student learning | Implemented |
| 24 | Organize a half-day orientation programme on quality improvement for the NTS | Implemented |
| 25 | Revisit the vision, mission & perspective plan of the institution | Implemented |
| 26 | Explore the possibilities of student and faculty exchange programmes with Stockholm University, Sweden | Implemented |
| 27 | Create  Wi-Fi enabled reading corners at Library | Implemented |
| 28 | Install sandy wending to cater to the needs of the women students | Implemented |
| 29 | Furnish Ladies' health room and rest room | Implemented |
| 30 | Printers are to be setup at all departments | Implemented |
| 31 | Create separate cabin for teachers to support personal work, preparation and mentoring | Implemented |
| 32 |  Allocate separate room for the activities of the IQAC | Implemented |
| 33 | Set up a Social Entrepreneurship Cell in the College | Implemented |
| 34 | Explore the possibilities of high-speed Wi-Fi facilities to all the staff and the students and extend it to the whole campus | Implemented |
| 35 | Develop intranet communication facility | Implemented |
| 36 | Implement student grading system to improve quality | Implemented |
| 37 | Constitute an Academic Council | Implemented |
| 38 | Interdepartmental research collaboration & Use of  LES databank for research purposes | Implemented |
| 39 | Open space reading corner in the garden of the library | Implemented |

c) Does the IQAC have external members on its committee? If so, mention any significant contribution made by them

The IQAC has external members in it. It is appreciable that all of them actively participate in the quality enhancement efforts.

• Mr. Manoj Joseph (Agricultural Officer, Krishi bhavan, Kazhakkoottam) - He makes active contribution to the running of LACE, Biodiversity, Motivational session to the students.

• Mr. Thomas P. (Section Officer, Exam, University of Kerala) - He is a vital link in the institute's networking with the University. He has rendered significant help in the process of conducting the entrance exam and changing the nomenclature of PM to HRM.

• Mr. Sarathchandran Nair (President, Cheruvickal Residents Association) – Renders support to organize programmes in the neighbourhood.

d) How do students and alumni contribute to the effective functioning of the IQAC?

**Students** significantly contribute to the effective functioning of the IQAC. Student representatives from all classes are inducted in to the extended committee of the

IQAC and they serve as the primary link between the IQAC and the student community. They also help the IQAC in the documentation process by writing the reports of some of the programmes conducted under the auspices of the IQAC. They have also been very much part of the reflection and documentation process preparatory to NAAC visit. The general student community becomes part of the IQAC process through,

- Feedback and suggestions on the institutional processes & practices,
- Helping in the running of innovative programmes,
- Active contribution to the green audit, energy audit & biodiversity project,
- Feedback on teaching learning process and teachers' evaluation,
- Documentation of the processes and programmes,
- Resource mobilization.

**Alumni:** Over the years the institution has produced quality professionals who play a significant role at various capacities across the world. They are always passionate and proactive in rendering generous support to enhance the quality of their Alma Mater as manifested in the following:

- Loyola Alumni Academic Cell,
- Meet alumni series,
- Collaboration in the organization of programmes,
- Timely and appropriate feedback for the institutional development,
- Supports for the placement of students,
- Supports in training the students,
- Supports in the resource generation.

e) How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC plays a catalystic role in communicating to and engaging the staff from different constituents in the institution. The major contribution of the IQAC is that it bridges the gaps in disseminating the institutional vision and mission to all the staff members. As depicted in the internal organizational structure of the institution, it is in continuous contact with the different constituents in the institution and therefore plays a crucial role with respect to the assurance, enhancement and sustenance of quality in the institution which is achieved through its various constructive interventions and effective communication with the staff of the different constituents.

- Conducts the training need analysis.
- Assists the departments for academic audits.
- Assists in the institutional planning and evaluation process.
- Assists in identifying the infrastructural requirements of the different constituents in the institution.
- Arranges appropriate Staff Development Programmes in consultation with different constituents of the institutions.
- Facilitates the formation of various staff teams for the different activities in the institution.
- Facilitates the fortnightly IQAC meetings with the teaching staff.
- Continuously monitors the institutional processes, conducts evaluation and provides timely feedback to different constituents in the institution.

Thus the IQAC functions as an effective instrument in ensuring the institutional commitment to excellence and quality enhancement by engaging various constituents in the institution.

6.5.2   Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes' give details of its operationalization?

Yes, the institution has an integrated framework for quality assurance of the academic and administrative activities. It is basically built on the quality policy of the institution in which categorical commitment to quality assurance is avowedly pronounced. The IQAC further conceptualized and operationalized the integrated framework for quality assurance of the academic and administrative activities of the institution based on this institutional policy on quality.

The IQAC carried out the conceptualization of the framework more or less in the pattern of SWOC analysis, which was administered at three levels – 1) Faculty, 2) Parents & 3) Young Alumni. At the faculty level an elaborate discussion on the strengths, weaknesses, opportunities and challenges, was held in smaller groups. The framework provided by NAAC based on the seven-criteria, which encompasses the entire academic and administrative activities of the institution, formed the basic guideline for this exercise.

At the second level, the SWOC was conducted among the parents who assembled for the Annual Parent Teacher's Meet. After introducing the significance and scope of SWOC analysis in quality sustenance and enhancement, the parents were asked to write down the major areas of strengths, weaknesses and their suggestions for improvement. At the third level of this process, a one-day Young Alumni Meet was organized in the college with the help of the former students at Loyola during the last ten years, mainly those working or staying in Trivandrum and its two neighbouring districts. The IQAC later consolidated the deliberations held at these three levels and prepared the master list.

In the second phase of the conceptualization of the framework, faculty members in groups according to the seven criteria, sought to come up with possible ways in which the identified weakness/limitations/gaps and challenges could be addressed and opportunities tapped in each criterion and drew the draft of the action-plan. Later, the IQAC took up this list for elaborate discussion in the general faculty council and accordingly a consolidated 'Action-Plan Chart' was prepared. This chart formed the integrated framework for quality assurance of the institution.

In implementing this integrated framework for quality assurance, the IQAC prepared a time-bound proposal that detailed: 1) the action plans to be implemented, 2) faculty/administrative unit responsible for its implementation. Reporting on the progress made on each of the action plans by the respective actor/s is made in the periodic IQAC meeting.

6.5.3   Does the institution provide training to its staff for effective implementation of Quality assurance procedures? If 'yes', give details enumerating its impact.

Yes, the institution does provide training to its staff in the effective implementation of Quality assurance procedures. The following are the most recent trainings and their impact:

a) Seminar on Quality Enhancement: Former Pro-vice-chancellor, University of Kerala, Member, NAAC Peer Team and Director, Bishop Jerome Group of Institutions delivered the key note address on 21st October 2013. The seminar highlighted the need for an unflinching approach to quality maintenance and quality enhancement. In the process, it identified some areas where the IQAC has to undertake follow-up actions and the impact is given below:
- Institutional Chronicle (revamped the logbook kept by the Principal and the Vice-Principal).
- Enhanced Documentation system - Diary, File with programme schedule etc, photo album (suggested more systematic arrangements)
- Teacher's audit (carried out).
- System to review internals and a feedback system: (A student assessment index was prepared).
- Award for research & publications (Scholastic Award for the best department is instituted).

b) Staff Development Programme on quality assurance, held on 31st October, 2013; facilitator: Dr. M.K. George, Director, Indian Social Institute, Bangalore.

The main agenda of the programme was to revisit the vision, mission, motto and core values of the institute and to discuss the framework for quality assurance. Some of the major decisions arrived at and the impact are the following:

- **Re-visioning the Vision document:** A committee was formed to work on the proposed revisions on the vision, mission, motto and core values which the faculty-groups prepared and the final draft to be submitted in a week to the IQAC (Implemented).
- **Review the policies of the various institutional constituents** (One-day intensive meet of the faculty was held to review and finalize the draft of the policies and manuals of various aspects of the institution).
- To institute **department-wise annual awards** for the faculty to recognize the most meritorious faculty according to the following criteria: 1) Teaching-Learning & Evaluation, 2) Research, Consultancy & Extension, 3) Student Support & Progression; The selection will be made at two levels, namely External Peer Evaluator & Students of the department. (Decision arrived at in the faculty council; IQAC is to follow it up)
- Install a centralized public address system for common announcements and to begin the day with an interreligious/secular prayer/music/thought for the day (implemented).

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes' how are the outcomes used to improve the institutional activities?

Yes, the institution conducts Academic Audit of all the departments separately and also the external teacher's audit. The outcomes of the audits have definitely helped to improve the activities of the departments in particular and the institution in general. Some of them include the following:

- To bring about a paradigm shift in research work and guidance, particularly that of the student research project leading to the creation of a *research clinic.*
- To use the rich resources and inputs of Loyola Extension Centre for student research projects.
- To give more attention to publications by the faculty.
- To initiate the buddy system of mentoring in the departments.
- To maintain the Log of the departmental meetings.

6.5.5    <u>How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/ regulatory authorities?</u>

As far as the institute is concerned, the most important and primary external quality assurance agency is NAAC itself. Loyola, as an institution committed to the cause of higher education in this country, takes every step to align its internal quality assurance systems and procedures with this statutory external quality assurance agency at the national level. So, the institution has embarked upon the task of conceiving the notion of quality, defining its parameters and dimensions and operationalizing it with integrated frameworks, systems and procedures in the pattern of NAAC as defined and prescribed by it in its *Manual for Self-Study Report in terms of the seven criteria.* Our integrated framework for quality assurance is thus a clear case of this alignment.

6.5.6    <u>What institutional mechanisms are in place to continuously review the teaching, learning process? Give details of its structure, methodologies of operations and outcome?</u>

Loyola has elaborate and extensive mechanisms put in place for the ongoing review of the teaching, learning process. These mechanisms operate at four levels: 'Institutional', 'IQAC', 'Departmental' and 'Faculty'. Different methodologies are employed in administering the review processes:

| Levels | Methodology | Outcome |
|---|---|---|
| Institutional | Weekly Academic Council Meeting | Ongoing monitoring and follow up of the academic calendar, course plan and course module and review of teaching-learning activities. |
| | Monthly Faculty Council Meeting; HoDs present reports | Planning, scheduling, implementing & reviewing of various teaching-learning activities such as tutorials, mentoring, assignments, internal tests, feedback to slow learners etc through a group process. |
| | PIME approach and Evaluation procedure, especially for enhancement of programmes | Learning of the organization, management, leadership and evaluation of programmes. |

| | | |
|---|---|---|
| **Department** | Monthly faculty meeting | Plan, schedule & review departmental activities pertaining to teaching-learning. |
| | Semester-wise Open House | Discuss and sort out issues & arrive at decisions on the activities and report the same in the general faculty meeting. |
| | Assessment-Index & Feedback | Objectivity and transparency in internal assignments. |
| | Special mentoring & buddy system for slow learners | Steady Progress for slow learners. |
| **Faculty** | STEF, Entry & Exit level evaluations | Review of faculty-wise performance<br>Need assessment of the students<br>Quality improvement of the institutional practices. |

6.5.7  <u>How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?</u>

The college communicates its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders as follows:

- **Students**: induction programme, periodic meetings, PIME based review meetings.
- **Parents:** website, calendar, departmental and annual meetings of the PTA, Annual college day.
- **Alumni:** annual general body meeting & the periodic executive meetings, meet alumni series, group mails.
- **Other stakeholders:** website, calendar, meetings of the governing body, meetings and face to face interactions with neighbourhood communities, industrial & other fieldwork agencies.

Thus, all the stakeholders are well informed of all the quality enhancing mechanisms in the college. It is noteworthy to highlight the contribution of the IQAC in this regard.

# CRITERION VII
# INNOVATION AND BEST PRACTICES

## 7.1. Environment Consciousness

7.1.1    Does the Institute conduct a Green Audit of its campus and facilities?

Yes, the institution conducted Green Audit at three levels; energy audit, water audit and bio-diversity audit respectively guided by the Tropical Institute of Ecological Sciences (TIES), Kottayam (www.ties.org.in) and assisted by the faculty and the students in three different groups.

### 1. Energy Audit
An awareness programme on 'Energy Conservation,' (in collaboration with Energy Management Centre, Government of Kerala) and an orientation session on 'Social and Ecological Imapct of the Koodamkulam Nuclear Power Plant' were the precursors of the energy audit conducted in the college.  Energy audit revealed the energy consumption pattern in the institution. This was done with a meticulous data collection by the students. A group of students assigned to energy audit inspected each power equipment and sent the consumption data to the expert group. Abiding by the suggestions of the experts, the institute took constructive steps to change a few fans, lights, switchboards, and panel boards. In the next stage, it commissioned a solar power unit to supplement the power supply in the college. At present it generates an average of 14 units per day which is sufficient to meet the power requirements on the ground floor, staff cabins, and the server room in the library. It has also re-wired the ground floor, changed the fuses on the first and second floors to reduce energy loss in the college.  A positive result of the awareness programmes and the subsequent energy audit is that the students are now alive to the need to conserve energy and that they voluntarily minimise the use of energy-gobbling equipment and promptly switch off fans, lights and other power equipments when not required and so the consumption level has come down.

### 2. Water Audit
For the water audit, the students collected data on the total length of water pipe laid on the campus, the length of damaged pipe and the number of faulty taps that require replacement or repair, the per capita water-consumption of the hostellers  (150 litres a day), the total consumption on the campus (12000 litres a day), the amount of waste on account of leakage (especially in the toilets, bathrooms and the canteen) and suggested remedial measures like reflooring of some toilets and the provision of dual flushes. The faculty and management have initiated some of the proposed changes in the college building and hostels. A committee consisting of the faculty and the students is entrusted to monitor the effective and judicious usage of water on the campus.

### 3. Bio-diversity Audit
Bio-diversity audit was carried out at three different levels to identify the species of the trees and plants on the campus. The students were divided into three groups to gather data on species richness, species even and species abundance. As the first step the students were given training, in identifying the flowering plants, fruit trees,

medicinal plants and vegetable plants. At the next level they got training in naming and numbering the trees and plants in a systematic manner. At the third stage, these bio-parks were entrusted to three different groups of students who took the initiative in planting new saplings to make their area more bio-rich. Green fencing is done with bamboos in one of those areas. The nurturing of the newly planted saplings has been entrusted to each student. As a result the campus is expected to be more bio-rich in the coming years.

7.1.2 <u>What are the initiatives taken by the college to make the campus eco-friendly?</u>

The institution has taken a number of initiatives to make the campus eco-friendly.

**1. Eco-friendly Campus**

Loyola has an eco-friendly campus. The tall three-storied college building in the lush green ambience bears testimony to it. It is a building with sufficient windows and verandas which ensure free flow of fresh air to classrooms.

- The institution has a practice of collecting dried leaves and decomposing them in composite pits and then using it as manure for the trees.
- The campus has a very systematic waste segregation process. A national seminar on "Waste Management in India: Perspectives and Alternatives" in collaboration with Clean Kerala Mission helped the faculty and the students to develop a lifestyle that reduces waste-generation to the minimum and to follow the practice of segregating biodegradable and non-degradable waste at the source itself and of its disposal at appropriate storage points.

**2. Energy Conservation and the Use of Renewable Energy**

In order to conserve energy and tap sources of renewable energy, the college has installed:

- One 4KV solar power unit in the college
- One 1KV solar inverter in the Ladies Hostel
- Two biogas plants on the campus to reduce cooking expenditure and to manange biogas
- Replaced most of the incandescent lights with LED lights

**3. Water Harvesting**

The campus has a natural landscape very conducive to water shed management. The campus has an inbuilt catchment area where rain water is being collected during the monsoon. This helps to recharge the groundwater and thereby replenish the well that provides the campus with abundant water supply throughout the year.

**4. Construction of Check Dams on the Campus**

Loyola campus has two natural check dams which act as filtering agents for the rain water.

**5. Efforts for Carbon Neutrality**

- Loyola makes a sincere effort to promote carbon neutrality on the campus by strictly adhering to its policy of 'not burning dry leaves and degradable or non- degradable waste.'
- Bio-degradable waste is used as input in the biogas plant.

- Loyola campus is declared as a plastic free zone and plastic waste is collected in a pit constructed specially for this. The most popular slogan on Loyola campus is: 'renounce, reduce, recycle and reuse'. Most students follow the advice to shun plastic bags and instead use paper/jute/cotton bags for their shopping. The institution has organized workshops for the students to teach them the art of creating utility goods from waste materials. The trained students in turn teach these techniques to their friends, neighbours, community and family members.
- The staff and the students use bicycles for their local travel as far as possible. There are 10 bicycles earmarked on the campus for this purpose.

## 6. Plantation
- The college campus has got coconut, teak and mahagani plantations which are also rich in bio-diversity. As and when eminent personalities visit the campus, it is customary to plant trees commemorating their visit.
- The institute has yet another practice of greeting guests on the campus with a sapling which is either planted on the campus or taken by them to their homes/institutions.

## 7. Hazardous Waste Management
Though the college does not have any hazardous waste on the campus such as chemicals or acids, it takes extreme care in managing its e-waste. It also separates and disposes of other waste like glass splinters and aluminium scrap in an eco-friendly manner.

## 8. E-waste Management
- Loyola manages systematically its e-waste. Most of it is stored in a secured place with a view to reusing some of its working parts. The equipment which cannot be reused is sold to recycling agencies.
- Some old working computers are given to the needy people.

## 7.2 Innovations

7.2.1 <u>Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.</u>

During the past four years, Loyola has introduced a number of innovative schemes and programmes under the continuous and systematic coordination and facilitation of the IQAC of the college. Given below are a few of the major innovations commissioned during the past four years, with a brief note on each of them, as they are mentioned under detail in the respective criterion.

- **Engaged Knowledge Building** – for a paradigmatic shift of the pedagogic frame of reference from **Knowledge Building Process** (KBP) to **Engaged Knowledge Building** (EKB)
- *Moodle*- for innovative breakthrough in teaching-learning organization and management
- **Smart class room** – for ICT up-gradation to improve teaching-learning

- **Mentoring** and **Buddy System** for the slow learners by the advanced peers and for the advanced learners by the alumni
- **Internal Assessment Index-**for streamlining and improving the quality of internal assessment
- **SAP** –for a continuous and integral assessment of the students in terms of their overall performance
- **Arnos Padiri Reading Corner -** for facilitating the light reading of the students
- **Gymnasium** – for the psycho, spiritual and physical well being of the students
- **Human Capital Development Centre (HCDC)** – for training and consultancy for the corporates initiated by the Department of Personnel Management
- **Student Welfare and Development Centre -** for various student enhancement initiatives such as LiveLab, LACE etc. coordinated by IQAC.
- **Bio-diversity Clubs** – for fostering higher sensitivity to bio-diversity and awareness about ecology and environment among the students by making the campus more green and bio-diverse
- **LiveLab-** for fortifying Loyola's outreach activities with a view to imparting life skills to the growing generation. We reach out to children, adolescents and young adults.
- **Loyola Academy for Competitive Exams (LACE) –**for enabling the students to perform well in various competitive exams like IAS, UPSC, NET/SET, PSC etc.
- **Research Scholar's Cabin** – for enhancing the facilities of the research scholars
- **Career Resource Corner –** for career-centred preparation
- **Display Board for Publications** – for promoting publications by the faculty and for better institutional visibility
- **Research Clinic –** for coordinating and monitoring students' research projects and to promote interdisciplinary research culture on the campus
- **LES Research Bank** – for using LES data/experience for Students' dissertation.
- **Hybrid Library** – for facilitating the technology- enabled learning of the students
- **National Workshop** on Scientific Writing and Academic Publishing – for promoting scientific writing and academic publishing
- **Loyola Summer Institute/School –** for organizing summer courses for children who are physically challenged and also to children of neighbourhood communities.
- **Rural Help Desk –** Access to Govt. schemes/policies-for helping the needy groups such as the old and the sick, women and children, adults of the rural areas where our students undertake continuous field engagements.
- **Children's Parliament & Democratic Process in Schools**- for familiarising the children of the *Balasabhas* with our parliamentary democratic process.
- **Consortium of Jesuit Social Engagements –** for the consolidation and facilitation of the social service centres and activities of the Jesuits in Trivandrum focusing on training and academic inputs by the institution.
- **Medical Camp and Free Distribution of Indigenous Medicines (A**yurveda and Sidha); and in **mental health**
- **Interventions in Children's Home**-for "Raising Standards of Care in Children's Homes in Kerala." This is a programme in collaboration with SICHREM, AANGAN Mumbai &UNICEF. MoU is signed with the NGO.
- *Fleur Enfance* – 'Blossoming Childhood – for students' involvement among children, especially those in distress and to promote child rights

- **Mentoring a Child** – students taking up the care and support of one student at a Government school in the neighbourhood

## 7.3 Best Practice

7.3.1 <u>Give details of any two best practices which have contributed to better academic and administrative functioning of the College</u>

### Best Practice I

1. **Title of the Practice: LIVELAB**

**2. Goal**

"Life through life skills" forms the vision of LiveLab. In realizing this vision, the LiveLab aims at imparting life skills education to children, adolescents, young adults and other needy people by building their capacity through strength based practice and experiential learning. More specifically the objectives include:

- a) Helping the participants to learn to negotiate life in a manner that aids personal growth
- b) Enabling the participants to set their life's vision, mission & goals by tapping the innate potential of the young talented minds
- c) Dissemination of life skills education among the teachers and the students.
- d) Developing Training of Trainers (ToT)
- e) Facilitating evidence based practice in Life Skills Education

**3. The Context**

LiveLab owes its origin to the following:

- **Need Assessment Studies:** The college has been approached by teachers, school counsellors and parents for social skills training and group activities. Interaction with the stakeholders as well as researches conducted, indicate that school adolescents are facing multiple problems. The college has had studies undertaken by Dr. Susha Janardhanan, Dr. M.K. George and Dr. Anita S. It has published those studies in the *Loyola Journal of Social Sciences* first documenting the dire need for counselling and group interventions as early as 1995.
- **UGC Sponsored Workshop on 'LiveLab'**: It upheld the need for meaningful field work engagement of the MSW students, as well for providing them with an opportunity for incubation and entrepreneurship.
- **Extension of Social Labs of the College**: In the process of grooming social engineers the college makes use of social labs to integrate theory and practice. Social labs provide opportunity for praxis - experiential learning and reflection. LiveLab provides the training for students interested in group work and group counselling.
- **As a Medium for Social Group Work Intervention:** The social group work can be delivered in a more systematic and effective manner and with particular programme content especially in addressing adolescent population. Adolescent population is subject to numerous 'fissures' which jeopardise their health – physical and mental. LiveLab may be regarded as a response to this stark reality.

• **Growing Importance of School Social Work:** Since 2008 Kerala has taken interest in promoting school social work. The various government interventions in the form of School Counselling (*Kishori Sakty Yojana*) has provided a fillip to group work and group counselling practice in both the community and school setting.

## 4. The Practice

Basically LiveLab conducts a series of sessions comprising ten modules on life skills. These sessions are held at two levels. At the first level, it is conceived as a ToT for the MSW students of Loyola with a view to training them as trainers in life skills. At the second level, the trained team of the college reaches out to potential clients of the LiveLab- school children, adolescents, youth and so on – and organizes the sessions so as to impart the life skills to them.
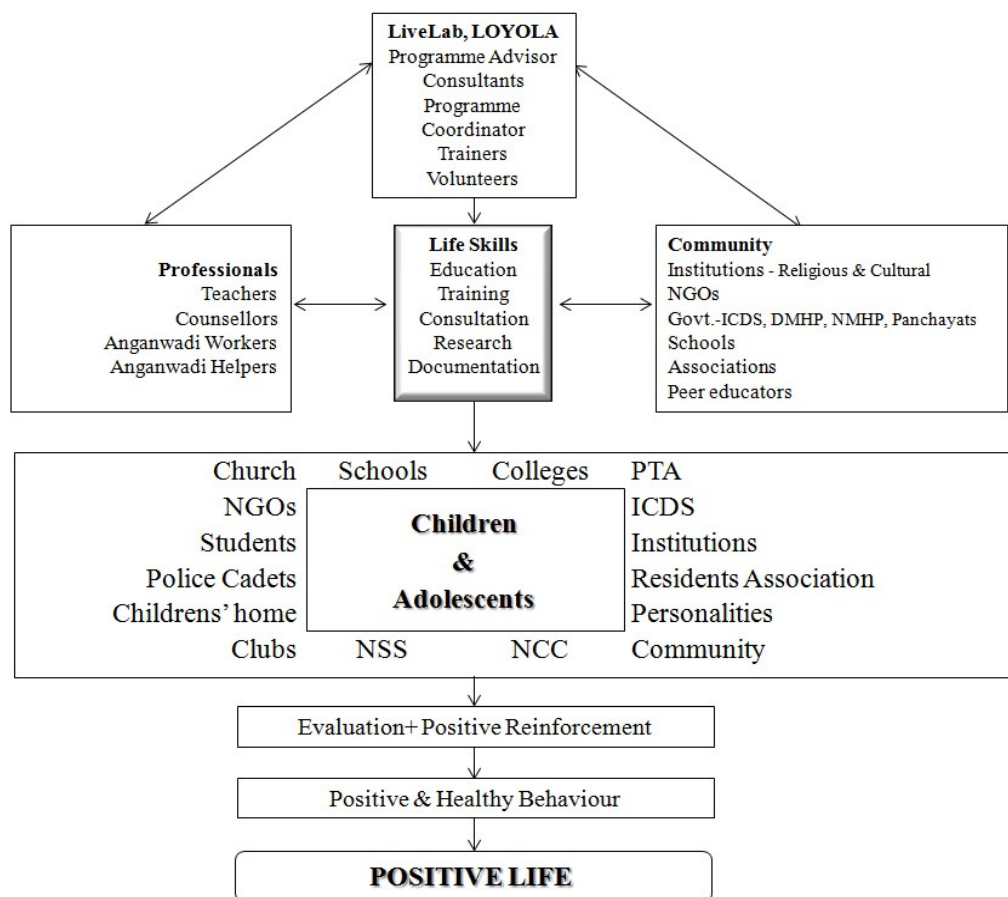


At the outset of the programme, the team leader orients the students to the whole concept of life skills and its importance in the lives of the adolescents. Following this, 10 modules providing an overview of the ten life skills proposed by WHO, are given. They include: 1. Self-awareness, 2. Empathy, 3. Creative thinking, 4. Critical thinking, 5. Coping with stress, 6. Coping with emotions, 7. Effective communication, 8. Interpersonal relationship, 9. Decision making, 10. Problem solving.

The module is transacted in a very innovative and interactive way that makes the participants involve in the sessions with enthusiasm and interest. The teaching methods include: role plays, brain storming, discussions, individual and group work, exercises, situation analysis, case studies, games, demonstrations, story analysis and simple lecturing. All the activities included in the module connect with daily life situations appropriate to the participants (age, family background, school, and community). If any student needs individual care and attention, LiveLab provides the service.

The mission of LiveLab is achieved through the activities of training, research, peer education, material development, consultancy, and documentation. LiveLab works in collaboration with other government and non-governmental agencies/ organizations/ institutions (schools, colleges, NSS, NCC, ICDS, children's homes and orphanages, church, clubs, residents' associations). LiveLab has a team to deliver quality life skills training. That includes the programme advisor, programme coordinator, and the MSW Students who are the key resource persons trained in Life Skills. The alumni of the college also cooperate with LiveLab as volunteers. Other volunteers who have genuine interest in Life Skills fields also engage with our activities. LiveLab foresees the possibility of collaborating with the M.Sc. Counselling Psychology Department in order to ensure counselling sessions for such children.

## 5. Evidence of Success

In six months of its inception, LiveLab has conducted around 40 training programmes for about 3000 adolescent participants. LiveLab's foremost intervention area is schools because the life skills help the students to cope with the relationship issues, suicidal ideation, child abuse, substance abuse, pornography, exam fear, stress, emotional outburst, imitation, facebook and Internet abuse, bullying, peer pressure, and many other problems with age- specific situations. The responses to our interventions have been very positive. Schools are approaching us on hearsay. LiveLab also gives life skills training sessions for the parents (alone and/or with the students). The feedback from the parents and children regarding LiveLab sessions indicates that the intervention in this realm is very useful which help them to tackle the issues in a fruitful manner.

The second UNESCO conference on Higher Education held in Paris in July 2009 recognized the significance of social responsibility and community engagement for institutions of higher education; its declaration stated explicitly that "higher education is a public good and the responsibility of all stakeholders". In India, various commissions from time-to-time upheld the importance of community engagements for ensuring social justice and social integration. LiveLab ToT enables the future trainers to understand the entire context and equips them to become the scaffolds of the students. LiveLab provides life skills training for them for the enhancement of their personal life and career.

## 6. Problems Encountered
Some of the administrators of the schools are unaware of the concept of life skills. Even if CBSE proposed that their schools have compulsory life skills education, several of them don't pay attention to it and most of them are not aware. Life skills education is included in the state school curriculum, but the situation there also

remains the same. So LiveLab takes special effort to convince the school authorities about the programme.

Some schools want the sessions to be held for the whole divisions of a particular class which will seriously affect the trainer-student ratio. The appropriate number of participants is 25. Sometimes the trainer is forced to handle 40-45 students per session. Some schools undertake life skills training for namesake, perhaps to spend their budget, or for the reports that it conducted an extracurricular programme or to convince the management and other officials. At the same time some eminent persons and institutions come forward for the life skills sessions because they understand its importance.

**Resources Required**
- Regular supply of volunteers
- Financial resources to subsidize the trainings for the backward sections and institutions
- Regular staff as trainers and counsellors for expansion
- Intense collaboration and networking with other organisations

**7. Contact Details**
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**Best Practice II**

**1. Title of the Practice:**
                **BEE-Live – Biodiversity and Environmental Engagements**

**2. Goal**
The goal of BEE-Live is to instil eco-friendly values and develop skills and tools necessary to understand and appreciate the symbiotic relationship among humans, their culture and their bio-physical surrounding and thereby reaffirm an environmental ethics built on interdependence and interrelationship with the mother earth. The ultimate aim is 'Green consciousness for green learning and green living'. More specifically, it aims at radically transforming current consciousness and thereby promoting and enhancing green consciousness among students, staff and various stakeholders by showcasing models of green behaviour and practices. Further it seeks to explore and experiment a model that will address environment and ecology related problems of the contemporary society. Specific objectives of BEE-Live are:
- To expose the learning generation to a culture of ecological sustainability and inculcate in them a pro-nature consciousness and life-style
- To develop replicable models in eco-preservation and energy-generation and to disseminate them to the neighbourhood

- To spearhead pro-environmental campaigns and to network with like-minded agencies for effecting appropriate policy changes
- To build up participative processes and methodology on eco-preservation for its ongoing sustainability

## 3. The Context

- **International Decade of Biodiversity:** 2011-2020 has been declared by the UN General Assembly as the 'International Decade for Biodiversity'. Maintaining the bio-diversity becomes indispensable for sustaining and nourishing life on this planet. As part of the International Decade of Bio-diversity, the college took initiatives to make the campus more eco-friendly.
- **Restoration of the Bio-diversity of Agro-ecosystems** in the context of the general degradation of the environment and the depletion of biodiversity in the state which has plummeted drastically during the last decades.
- **Social Work Education and Environment Studies:** Study of the environment is the heart of today's education. Therefore, BEE-Live is aimed at experiencing the symbiotic relationship between humans and nature.

## 4. Practice

The practices that we follow for engraving green consciousness among all on the campus are catergorized under five sub projects with many activities.

**I. Green Campus**: Greening the environment is a priority activity that the institution is undertaking with the firm conviction that the environment shapes our consciousness, learning practices and life itself.

## A. Formation of Bio-diversity Club

Loyola College of Social Sciences and Bio-diversity Board, Government of Kerala entered into a contract on 18th March 2013 and the Bio-diversity Club was registered. The students were divided into three groups and assigned three plots as stipulated in the agreement. These three groups named their clubs as *Thanal, Daya Park,* and *Violet Bouquet*. A half day workshop was conducted to design objectives and different strategies for the biodiversity unit of the college.

In preparation for the launch of the clubs, the Biodiversity unit organised two awareness programmes for teachers and students in which Mr. Radhakrishnan, the project coordinator and Mr. Satheeshan from CTCRI (Central Tuber Crops Research Institute) and Sri. Manoj, from the Department of Agriculture, Government of Kerala were the resource persons. They oriented the club members and clarified their doubts, guided them to plan and creatively design their plots.The official inauguration was done on an auspicious occasion when Ms. Dayabhai, the Jansi Rani of the tribals visited our college on 24th July 2013. Then she planted a sapling in the *Daya Park*. The groups were given freedom for selecting and purchasing different plants and saplings. The groups planted a number of new seedlings in their respective plots according to their choice and design. Besides daily watering and managment, every Wednesday 3.30 pm to 4.30 pm. is assigned for the club's work during which all the groups together with their faculty guides undertake the needed manual labour in their plots.

**B. Smritivanam**

Initiated as one of the Golden Jubilee Project of the college, Smritivanam is envisioned as a small bio-diverse forest wherein the trees are planted by the representatives of each of the alumni batches. The project is conceived as a broad initiative to landscape the campus and remodel and realign it in a manner that befits the ecological concerns and bio-diverse requirements that we dream of. We have done the following:

a) Extensive land survey of the campus plotting the existing trees, plants and buildings on the campus (by Artech Surveyors)
b) Creating a blueprint of landscaping and smritivanam (Sudheer architectural group)
c) Making a 3-D digital simulation of the landscaped campus
d) Collecting the saplings of a variety of trees that are to be planted in the Smritivanam

We hope to complete the process by 2017 by which we will have a completely revamped, overhauled and re-conglomerated landscape on the campus.

**C. Alternative and Renewable Energy**

As part of the BEE-Live project, we foresee the campus as completely reliant on alternative sources of energy which is ecologically sustainable and financially tenable.

a) Solar energy: Loyola envisions of the times when it can operate completely on solar hybrid energy and it can be totally self-reliant in the matter of energy. The project is scheduled in phases and as its first phase we installed a single panel solar inverter in the hostel that can be used during power failures. In the second phase the entire first floor of the college building was provided with solar energy with a hybrid inverter. In the envisioned third phase the entire campus would bank solely on solar energy.
b) Biogas plant: As part of managing the bio-waste generated on the campus, we have two biogas plants – one for the canteen, and the other for LES. This ensures that the bio-waste gets treated and energy is produced out of it and that gets circulated back to the centres for further work.
c) Waste water treatment: We are creating systems to manage the waste water from the kitchen and washrooms creatively by utilizing it to water plants.
d) Rainwater harvesting: We have devised a systematic rainwater management system on the campus operating at two levels. Firstly, rainwater is channelled to the valley on the campus where it gets collected. Secondly, the water that falls on to the Sutter Hall and Chapel gets collected to a single spot from where it is channelled to the valley next to the well. This also becomes a water resource for the well and also for the cultivable land which lies in that direction. These two systems ensure that our common well on the campus has water throughout the year supplying the entire campus with safe drinking water. Besides these, we are also planning to construct a rainwater harvesting container that can preserve water.

**II. Training and Exposure**

Organizing eco-seminars and workshops: the institution keeps organizing seminars and workshops that debate these concerns so that newer thinking on it can be circulated and stakeholders can be conscientised. The following seminars were pivotal in these efforts:

- *Ayushya* **– Integrative Health, Healing and Wholeness:** A National level two-day workshop was organized with the support of UGC on 7-8ᵗʰ July 2011, which focused on alternative medicine and indigenous medicine.
- **National Seminar on Solid Waste Management: Issues and Perspectives**. In the context of the looming problem of waste management, the seminar sought to discuss and deliberate the possible ways and models of solid waste management (20-22 December, 2012).
- **Understanding Kasturi Rangan and Gadgil Report in the Kerala Context:** In this inter-collegiate seminar, held on 6ᵗʰ December 2013 in collaboration with Kerala Sociological Society, Prof. Oommen V. Oommen, Chairman, Bio-diversity Board, Govt. of Kerala and Prof. R.V.G. Menon, renowned educationalist and environmentalist deliberated on the theme.
- **Vizhinjam Sea Port - Implementation and Impact – Prospects and challenges:** A half -day seminar was organized on 15ᵗʰ January 2014 with Mr. Elias George as the key resource person.

## III. Conscientisation Campaigns and Advocacy

**Rally and campaigns for eco-concerns:** The institution has made it a point to join the protest movements that support ecological concerns. The students and the staff joined the following protest movements:

a. Koodamkulam protest: protested against the nuclear power plant that is scheduled to be commissioned as it would endanger a large section of the fisherfolk and others in Kanyakumari and in the border of Kerala.

b. Mullaperiyar protest rally: seeking the intervention of the state against a possible disaster of breaking of the Mullaperiyar dam.

c. Endosulfan victims protests: the victims of Endosulfan pesticide sought justice and ban of the lethal pesticide.

d. Protests against Kasthoori Rangan-Gadgil report: the wide-ranging protest of people against the report that would affect the lives and livelihood of those living near the Western Ghats.

## IV. Green Festivals and Green Celebrations

a) Environmental day celebrations: Every year the college commemorates World Environment Day, on June 5ᵗʰ with different programmes. In 2012, Sri.Antappan, Director of Green Community and a green activist conducted a half -day workshop on green campus. We also organized an exhibition on bio-diversity. In 2013 Dr. Charles Leon, faculty in-charge biodiversity, gave a half- day orientation on bio-diversity and planting of a sapling.

b) Earth day celebrations: This is done with the intention of valuing the earth, the benevolent mother and the greatest asset of humans. We commemorate earth days with symbolic celebrations and street play campaigns that portray the need to save the earth.

c) Celebrating nature: The students organize celebrations pertaining to the level of the communities and also in schools where our services are rendered. The celebrations are often structured in such a way that the students can present ecological themes with a touch of creativity in the form of painting, poems, skits etc. and thus make the readers and spectators reflect on the value of nature.

### V. Eco-friendly Practices

a) Exposure visits to different NGOs and government agencies engaged in environment consciousness and environmental protection activities such as Thanal (an agency specialized in Waste Management), Mitra Niketan, Krishi Vinjan Kendra (agencies that promote organic farming, mushroom cultivation and plantain cultivation) and Santigram (agency that works in the area of traditional and indigenous medicines).

b) **Bio-Intensive Garden (BIG)**
The social work students initiated a vegetable garden on the campus, inspired by the model of SHREYAS, Wayanad.

c) **Environment Management**
Environment management programme on every Wednesday for the students and the staff is a unique model of Loyola College which paved the way for *Smritivanam.* Environment management groups were formed for watering the plants, manoeuvring, preparing the ground for planting and replanting saplings.

d) **Practice of Planting Trees by the Eminent Personalities** on the campus on very special occasions.

e) **Practice of Welcoming Guests with a Plant:** The institute has a practice of welcoming guests on the campus not with a bouquet of flowers but with a plant in the pot.

### 5. Evidence of Success

There is a general change in the attitude and behaviour of the students which is pro-environmental and has enhanced sensitivity to nature. They have started taking personal ownership in greening the campus, maintaining its biodiversity and following up green practices. Students were able to cultivate a considerable amount of vegetables and plant newer varieties of plants. The students were able to sustain the interest in gardening and environment management. Evidence on improvement in the biota especially of soil organisms, benthic fauna, amphibians and birds is also found. It was observed that insectivorous birds which disappeared decades back reappeared. The population of crabs, frogs and reptiles also increased after the shift from chemical manure to organic manure as evidenced in environmental auditing. The awareness on organic farming practices of the students enhanced considerably. BEE-Live has considerably reduced the carbon content in the air. Newly planted plants are the evidence of continued care and protection given by the Clubs.

BEE Live initiatives substantially enhanced the practice of energy conservation and the use of renewable energy in the campus. Since the planting of new saplings the quality harvested rainwater has increased. The catchment area of the well and the ground water is productively charged. The institution utilized various educational approaches to learn from the environment with stress on practical activities and first-hand experience. Therefore we can say with confidence that the students are imbibing and internalizing green consciousness.

### 6. Problems Encountered and Resources Required

- Limited number of students: The College has only 4 PG courses and the maximum number of students per year is between 50 to 60 which constrains planning of projects and ensuring its continuity.

- Irregular pattern of semester system and the exam schedules.
- Financial Constraints: limited financial flow affects the quality and quantity of work.
- Lack of specific and/or specialized knowledge in the area of climate, soil, saplings and manure also affected the practice.
- The hot summer and the apparent non-availability of the students owing to various academic activities as well as fieldwork and competitions.
- Mind set and Attitudinal change: There are students who show reluctance to work in the mud and consider gardening or planting samplings a low profile involvement.

**Resources Required**
- Availability of experts with specific knowledge
- Free flow of financial assistance
- Training on group work and individual differences
- Incentives to student groups for successful showcasing of activities

7. **Contact Details**

Name of the Principal: Dr. Joseph K. A,
Name of the Institution: Loyola College of Social Sciences
City: Thiruvananthapuram, Pin Code: 695 017
Accredited Status: A Grade with a CGPA of 3.7
Work Phone : 91-471-2592059 , Fax: 91-471-2591760
Website: www.loyolacollegekerala.edu.in
E-mail: lcsstvm@asianetindia.com
Mobile: 9447657758

# DEPARTMENT OF SOCIOLOGY

1. Name of the Department           : Department of Sociology

2. Year of Establishment           : 1963

3. Names of Programmes /Courses offered:
   1. MA in Sociology
   2. PhD in Sociology

4. Names of Interdisciplinary courses and the departments/units involved
- PG Diploma in Field and Community Training Services (FaCTS) in collaboration with Department of Social Work and Loyola Extension Services
- Certificate course in Participatory Rural Appraisal (PRA) in association with Department of Personnel Management
- Certificate course in Life Skills with the support of LiveLab of the college
- Training in Basics in Computer (Students IT Upgradation - SITUP) and SPSS (Software for Quantitative Analysis), conducted as an open course for the students of all the departments with the aid of the Computer Cell of the Institute.
- Course in Research Methodology, with MA HRM & MSW

5. Annual/ semester/choice based credit system (programme wise): Semester System

6. Participation of the department in the courses offered by other departments
By and large, the curriculum set by the University gives limited scope for participation in the courses offered by other departments. Not withstanding, realizing the importance of interdisciplinary approach in learning, the department makes efforts to transcend this limitation and attempt to participate in the academic activities of other departments which bring in reciprocal benefits. Some faculty members engage certain specialized courses in other departments as and when required (e.g. Dr. Jose Boban on Social Movements for MSW 4th Semester; Dr. Saji Jacob on Research Methodology for MA HRM etc). Likewise, our students join in some special lectures and sessions of other departments (e.g. Industrial Sociology students join in some of the classes offered/guest lecturers arranged by Personnel Management Department)
However, the major interdisciplinary participation occurs in the ongoing guidance and supervision of the Research Projects of the other departments, namely Social Work and Personnel Management. The department also contributes in the training of Participatory Rural Appraisal of the Department of Personnel Management.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.
The major programme of the department, namely MA in Sociology is offered in collaboration with the similar programmes of various universities in Kerala by way of interactions with the faculties and the students, participation in seminars, conferences, workshops etc. The department also engages in collaborative academic activities with respective industries and agencies particularly for courses on Industrial Sociology and Sociology of Tourism and Cultural Heritage. Moreover, the department has participated in the conduct of the Study Abroad Programme by Cleveland State University, USA and the Semester in India Programme offered by the Centre for International Academics, University of Kerala for a group of students from different

universities in which the interaction with students and engaging classes for them was mutually beneficial.

8.  Details of courses/programmes discontinued (if any) with reasons: Nil

9.  Number of Teaching posts

| Sanctioned | Filled |
|---|---|
| 5 | 4 (1 vacant due to retirement on 31-03-2014) |

10.  Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

| Name | Qualifications | Designation | Specialisation | No. of Years of Experience | Ph.D. Guidance for last 4 years |
|---|---|---|---|---|---|
| Dr. Elizabeth Mathew (retired on 31-03-2014) | MA, MPhil, PhD | Associate Professor | Gender Studies Tourism & Cultural Heritage | 30 | - |
| Dr. Jose Boban K | MA, MSW, PhD | Associate Professor | Social Anthropology Social Movements Social | 21 | 5 |
| Dr. Saji P. Jacob | MA, PhD MPhil | Associate Professor | Social Theory Social Research Political Sociology Gender Studies | 15 | 5 |
| Dr. Antony Palackal | MA, PhD | Assistant Professor | Sociological Theories Cultural & Developmental studies STS studies | 15 | 5 |
| Aneesh Joseph SJ | MA, MSc (Psy) | Assistant Professor | Social Theories Gender & Sexuality Cultural studies | 5 | - |

11.   List of senior visiting faculty:

- Dr. Andre Beteille, Member, Prime Minister's Knowledge Commission 2006, Vice Chancellor North Eastern Hill University, Shillong; Prof. Emeritus, Department of Sociology, Delhi School of Economics
- Dr. TK Oommen, Emeritus Professor, School of Social Systems, Jawaharlal Nehru University
- Prof. Tulasi Patel, Secretary, Indian Sociological Society, Delhi School of Economics, Delhi
- Prof. Jacob John Kattakayam, President, Indian Sociological Society, Professor Emeritus, Department of Sociology, University of Kerala
- Prof. Gopakumar, Former Dean of Studies, Faculty of Social Sciences and HOD, Dept. of Political Sciences

12.   Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:  Not Applicable

13.   Student -Teacher Ratio (programme wise):  MA in Sociology: 8:1

14.   Number of academic support staff (technical) and administrative staff; sanctioned and filled

Being an aided college, departments do not have separate support or administrative staff. It is entitled to avail the assistance of the common support and administrative staff of the college.

15.   Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

| Name of the Faculty | Qualification |
|---|---|
| Dr. Eizabeth Mathew | MA, MPhil, PhD |
| Dr. Jose Boban K. | MA, MSW, PhD |
| Dr. Saji P. Jacob | MA, MPhil, PhD |
| Dr. Antony Palackal | MA, PhD, Senior Fellow, ICSSR |
| Aneesh Joseph SJ | MA, MSc (PSy.) |

16.   Number of faculty with ongoing projects from national and international funding agencies and the grants received

a)  National Funding Agencies - 1
b)  International Funding Agencies - 1
      Grants received – Rs. 20, 19396/-

17.   Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

      Departmental projects:  3
      Inter-departmental projects:  2
      Total grants received : Rs. 27,38,921/-

18. Research Centre /facility recognized by the University
    Yes, Recognized research centre of the University

19. Publications:

| Faculty | Published in Peer reviewed journals | Listed in International Data Base | Chapter in Books | Books |
|---|---|---|---|---|
| Dr. Elizabeth Mathew | 1 | - | - | - |
| Dr. Jose Boban K | 2 | - | 3 | - |
| Dr. Saji P. Jacob | 1 | - | 3 | - |
| Dr. Antony P.V | 7 | 4 | 10 | 2 |
| Fr. Aneesh Joseph SJ | 1 | - | 1 | - |
| Students | 5 | - | 1 | - |

a) **Books with ISBN/ISSN Numbers and the details of publishers**

**Dr. Saji P. Jacob**
*Secularization and Communalization in Kerala: Challenges for Civil Society.* 2011. Germany: VDM, Velrag. ISBN: 978-3-639-37635-7

**Dr. Antony Palackal**
*Globalization, Consumer Culture and Identity – Middle – Class in a Postmodern Society*. New Dehi, Jaipur: Rawat Publications. ISBN 81-316-0396

J. V. Vilanilam, **Antony Palackal**, Sunny Luke, 2012, *Introduction to Kerala Studies*. New Jersey: International Institute for Scientific and Academic Collaboration (IISAC), ISBN 978-0-615-45465-8, in two volumes, pp.4500

b) **Impact Factor**

Paul Nyaga Mbatia, Dan- Bright Dzorgbo, **Antony Palackal**, Richard B. Duque, Marcus Antonius Ynalvez and Wesley Shrum. 2011. "Mobile Phones and Core Network Growth in Kenya: Strengthening Weak Ties". In *Social Science Research*. Vol. 40 (2) March. Pp. 614-625. **Impact Factor: 1.570 (2012)**

**Antony Palackal**, Paul Nyaga Mbatia, Dan- Bright Dzorgbo, Richard B. Duque, Marcus Antonius Ynalvez and Wesley Shrum. 2011. "Are Mobile Phones Changing Social Networks? A Longitudinal Study of Core Networks in Kerala" In *New Media and Society*. 13 (3). Pp. 391-410. **Impact factor: 1.824 (2012)**

Paul Nyaga Mbatia, Dan-Bright Dzorgbo, Richard B. Duque, **Antony Palackal** Marcus Antonius Ynalvez and Wesley Shrum. 2009. "Mobile Phones and Network Changes in Kenya". *New Media and Society*. 13 (3). , 2011. Pp. 391-410. **Impact Factor: 1.824 (2012)**

**Antony Palackal**, Meredith *Anderso*n, Paige B. Miller, and Wesley Shrum. 2007. "Internet Equalizer? Gender Stratification and Normative Circumvention in Science", In *Indian Journal of Gender Studies*, Vol. 14 (2) May – August 2007. Pp. 231-258 **Impact factor: 0.059 in 2012**

20. Areas of consultancy and income generated

All the faculty offer frequent consultancy to several governmental and non-governmental agencies. Some of them include, State Youth Welfare Board, Kerala

State Women's Development Corporation, Kudumbashree Mission, Govt. of Kerala, Department of Scheduled Caste and Scheduled Tribe, Govt. of Kerala, Centre for Disabilty Studies, Sree Chitra Tirunal Institute of Medical Sciences and Technology, Public Service Commission, and numerous numbers of NGOs. However, in nearly all cases the consultation was offered free of charge as these agencies are either governmental or non-governmental who are struggling for funds though genuinely trying to carry out lot of good works for the benefit of the society, particularly the underprivileged

21. Faculty as members in
a) **National committees**
   • Dr. Elizabeth Mathew, President, Kerala Sociological Society, 2010-2012
   • Dr. Jose Boban K, Secretary, Kerala Sociological Society, 2004-06
   • Dr. Antony Palackal, Member, Managing Committee, Indian Sociological Society, 2013
   • Dr. Antony Palackal, Secretary, Kerala Sociological Society 2008-2010
b) **International Committees**
   • Dr. Elizabeth Mathew, Asia Representative in the Research Committee on 'Women in Society', International Sociological Association, 2010-12
   • Dr. Elizabeth Mathew, Vice President of the Research Committee on 'International Tourism', since 2013
   • Antony Palackal, Principle Team Member, World Science Project, Louisiana State University, Louisiana, USA, Since 2002
c) **Editorial Boards**
   • Dr. Elizabeth Mathew, Editor, Loyola Journal of Social Sciences, Peer reviewed journal
   • Dr. Antony Palackal, Associate Editor, Kerala Sociologist, the Official Peer reviewed journal of Kerala Sociological Society
   • Dr. Elizabeth Mathew, Editorial Member, Kerala Sociologist, the Official Peer reviewed journal of Kerala Sociological Society

22. Student projects
   a) Percentage of students who have done in-house projects including inter departmental/programme – **100**
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies – **25**

23. Awards / Recognitions received by faculty and students
a) **Faculty**

**Dr. Elizabeth Mathew**
   • Elected as the President of Kerala Sociological Society, 2010-2012
   • Elected as the Vice-President of the Research Committee on Sociology of Leisure of International Sociological Association, 2011-2013
   • Member, Board of Studies for PG in Sociology, Kerala University
   • Examiner, Public Service Commission, Govt. of Kerala

**Dr. Jose Boban**
   • Elected as the Secretary of Kerala Sociological Society.

- Nominated member of the BA Pass Board of the University of Kerala, and member of the PG Board of Studies of Calicut University and Sanskrit University , Kalady
- Member, Ph D Doctoral Committee of M G University, Kottayam, Sanskrit University, Kalady and the University of Kerala
- Member, Faculty of Social Sciences, University of Kerala
- Member, Panel of Resource Persons, Kerala Public Service Commission

**Dr. Saji P. Jacob**
- Expert member of the Faculty of Social Sciences of Kannur University
- Member of question paper setting board of University of Kannur.

**Dr. Antony Palackal**
- *WorldSci Excellence Award* for the Best Project Coordinator 2003-2014 by World Science Project, Louisiana State University, Louisina, USA, 2014
- ICSSR Senior Research Fellowship Award for the first time in Sociology in Kerala, 2011-2013
- *Promised Land and the Broken Promises*, the academic movie produced by Antony was selected for the Ethnograph Film festival in Paris,2014
- Elected as member, Managing Committee, Indian Sociological Society,2013
- Country Coordinator and Principal Investigator, World Science Project that study Communication practices, Social Networks, Collaboration and Productivity of Scientists in the wake of the spread of ICTs., Since 2012
- Team Member, for the Study on Multi Ethnic Democracy in Kenya in the context of the Post Election Violence in 2007, World Science Project, Louisiana State University, 2009
- International Consultant for Curriculum Revision, Department of Sociology, University of Peradiniya, Ministry of Education, Sri Lanka as part of Improving Relevance and Quality of Undergraduate Education (IRQUE) under World Bank Project
- Peer Reviewer for the international Journals *New Media and Society*, and *Science, Technology and Society*, *Sociological Bulletin*
- Member, Editorial Board, *An Introduction to Kerala Studies*, For the students of foreign universities and the Diaspora Community of Keralites published by International Institute for Scientific and Academic Collaboration (IISAC), USA
- Visiting Professor in Sociology, Indian Institute of Science Education and Research (IISER), Thiruvananthapuram
- Member of Academic Council, Sociology, MG University 2009-2011

**b) Students**
- Charles Varghese and Sheethal were awarded for the best paper presented in the National Seminar held in connection with the 36th Sociological Conference, 2009
- Charles Varghese was nominated as the executive member, representing Research Scholars, Kerala Sociological Society
- Shiny Thomas, Senate Member, Kerala University, 2013
- Sunil John, Post Doctoral Fellowship from UGC 2012

24. List of eminent academicians and scientists/visitors to the department
- Prof. Wesley Shrum, Chair, Department of Sociology and Secretary, Society for Social Studies of Science (4S), Louisiana State University, Louisiana, USA
- Prof. Dr. Thomas Cattoi, Santa Clara University, California, USA
- Dr. Mallika Pinnawallae, Department of Sociology , University Peredinaya, Srilanka.
- Mr. Alexei Levine, Social Innovator, London, UK & Co-founder EnGen Ltd
- Padmabhushan Dr. Andre Beteille, Member, Priminister's Knowledge Commission 2006, Vice-Chancellor North Eastern Hill University, Shillong; Prof. Emeritus, Department of Sociology, Delhi School of Economics
- Padmashree Dr. T.K Oommen, Emiritus Professor, School of Social Systems, Jawaharlal Nehru University
- Prof. Oommen V. Oommen, Chairman of Biodiversity Board, Govt. of Kerala
- R.V.G. Menon, Environmentalist and educationist and former, Director ANERT, Govt. of Kerala
- Smt. Sugathakumari, Renowned Poet & Environmentalist
- Sri. G. Vijayaraghavan, Member, Planning Board, Govt. of Kerala
- Dr. Sultan Ismail, Director, Eco-science Research Foundation, Chennai.
- Prof. Tulasi Patel, Secretary, Indian Sociological Society, Delhi School of Economics, Delhi
- Prof. Jacob John Kattakayam, President, Indian Sociological Society, Professor Emeritus, Department of Sociology, University of Kerala
- Dr. Chakrapani Gandha, Professor, Head of Sociology, Dr. B.R. Ambedkar, Open University, Hyderabad, & Director for Centre for Social Development
- Ms. Aleyamma Vijayan, Director, Sakhi, Centre for Women Studies and Action, Thiruvananthapura
- Prof. K.E.N Kunhahmed, writer and orator, Secretary of *Purogamana Kala Sahitya Sangham*,
- Mr. Kesavan Nair former MD, KERAFED
- Dr. PK Sivanandan IAS, Chairman, SC/ST Commission, Govt. of Kerala
- Sri. Madavamenon IAS (Rtd.), the Director, Dravidian Linguistics Center, Trivandrum
- Sri. Joseph Mathew, Former IT Adviser to Govt. of Kerala,
- Prof. P.K. Sivanandan, former Faculty, Centre for Development Studies, Trivandrum
- Sri. BRP Bhaskar, Member PUCL, Human Rights Activist,
- Sri. Civic Chandran, Editor, Patabhedam, Kozhikode
- Sri. C.P John, Member, Planning Board, Govt. of Kerala
- Mr.Syed Ibrahim, Managing Director,Pulnar Transmedia Pvt Ltd, Technopark, Trivandrum
- Adv. Dileep Khan, a renowned legal practitioner and also a member of Legal Services Authority , Kerala
- Robert Athickal SJ, Director, *Tarumitra* (Friends of Trees), Patna
- Dr. G.C. Gopala Pillai, Chairman KELTRON, Govt. of Kerala
- Dr. Vasundhara Mohan, Executive Director, CSS, Mumbai.
- Prof. Gopakumar, Former Dean of Studies, Faculty of Social Sciences and HOD, Dept. of Political Sciences

25.    Seminars/ Conferences/Workshops organized & the source of funding
 **a) National**
   1.    "Scientific Writing and Publishing", 20-22 November 2014, UGC funded (sanctioned)
   2.    "Challenges & Prospects of Secularism",  23 October 2008, Supported by Kerala Sociological Society
   3.    "Social Exclusion and Inclusion: Issues, Prospects & Responses" in connection with KSS Annual Conference. 20-22 November, 2009, Funded by ICSSR and Kerala Sociological Society
   4.    "Struggle of the Excluded Communities with Special Focus on Land Issue", 22-23 March, 2010, Funded by UGC
   5.    "Moolampilly Struggle: Experience & Lessons", 28 July 2011, Supported by ICSSR and Department of Sociology
   6.    "Studying Sociology: Problems & Prospects", January, 10, 2012, Supported by Kerala Sociological Society
   7.    Workshop on Research Methodology, 2011, Funded by UGC
   8.    "Solid Waste Management – Issues and Perspectives", National Conference in connection with the Golden Jubilee of Loyola College, December, 20-21, 2012, Funded by *Suchithwa Mission*, Kerala
   9.    "The role of youth in Peace, Conflict and Communal Harmony", 3 Day workshop, March 22-24, 2013, Funded by CSSS Mumbai

 **b)    International**
   1.    International Seminar on 'Religion, Culture and Society',  January 12, 2013, Funded by Loyola College of Social Sciences
   2.    International Conference on 'Lifeskills Education', February 20-23, Funded by Indian Association of Lifeskills Education

26.    Student profile programme/course wise:

| Name of the Course/programme (refer question no. 4) | | Applications received | Selected | Enrolled | | Pass percentage |
|---|---|---|---|---|---|---|
| | | | | *M | *F | |
| MA Sociology | 2013-14 | Online/ Centralised allotment by the University of Kerala | 26 | 11 | 15 | 100 |
| | 2012-13 | | 19 | 4 | 15 | 100 |
| | 2011-12 | | 11 | 5 | 6 | 100 |
| | 2010-11 | | 15 | 2 | 13 | 100 |
| PhD | 2013-14 | | | 2 | 2 | - |
| | 2012-13 | | | 2 | 7 | - |
| | 2011-12 | | | 1 | 4 | - |
| | 2010-11 | | | 1 | 0 | - |

   *M = Male   *F = Female

27.  Diversity of Students

| Name of the Course | % of students from the same state | % of students from other States | % of students from abroad |
|---|---|---|---|
| MA Sociology | 100 | - | - |
| PhD | 100 | - | - |

28.  How many students have cleared national and state competitive  examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
     **JRF   - 8**
     **NET   - 8**

29.  Student progression

| Student progression | Against % enrolled |
|---|---|
| UG to PG | NA |
| PG to M.Phil. | 10% |
| PG to Ph.D. | 20% |
| Ph.D. to Post-Doctoral | 1 student |
| **Employed** <br> • Campus selection <br> • Other than campus recruitment | <br> 5% <br> 60% |
| Entrepreneurship/Self-employment | 10% |

30.  Details of Infrastructural facilities

   **a) Library**
        •    Separate shelves in the library for Sociology courses
        •    All e-resource facilities in the library
   **b) Internet facilities for Staff & Students**:  Yes, Wi-Fi enabled
   **c) Class rooms with ICT facility:**
        • All the classrooms are equipped with ICT settings such as computers, LCDs, portable public addressing system
        • One classroom in the department has smartboard
     **d)  Laboratories:** Not Applicable

31.  Number of students receiving financial assistance from college, university, Government or other agencies

|  | College | University | Govt. | Other Agency (Welfare board) |
|---|---|---|---|---|
| **2010-11** | 25% | NA | 40% | - |
| **2011-12** | 30% | NA | 25% | - |
| **2012-13** | 20% | NA | 50% | - |
| **2013-14** | 25% | NA | 42% | - |

32.    Details on student enrichment programmes (special lectures / workshops / seminar)

a) **Special Lectures**

- Special lecture on "Adivasi – Concept and Problems" delivered by Dr. George Thenadikulam on October 15, 2009
- Lecture series on academic enrichment skills such as reading books, reviewing books, use of library, writing assignment, use of electronic library resources, conducting role plays, presenting papers, report writing and so on in 2009
- Special Lecture on "Ethnic Conflict in Srilanka" by Dr. Mallika Pinnawallae, Department of Sociology , Univesity Peredinaya, Srilanka, December 3, 2009
- Special lecture on "Status of Women in India", by Prof. Tulasi Patel, Dept. of Sociology, Delhi School of Economics, Delhi
- Special lecture on 'Nature conservation, both green and water' by Dr. Thankamony, former faculty, College of Engineering, Trivandrum and the holder of *Vrikshamitra*, National Award for Enviornment Management and, the state award *Palathulli* award by Manorama Group of Publishers
- Special Lecture on Rational Emotive Behavioural Therapy (REBT) by Dr. Antony Palackal, Department of Sociology, Loyola College, September 16, 2010
- Special lecture on 'Mapping Environmental changes and Bio-diversity' in Kerala by Robert Athikkal, Director of Tarumitra, Patna; July 2, 2013
- Special Orientation lecture on EMINTE, by Mr. Niklas Namnskog, Coordinator EMINTE Consortium and Ms. Stephanie Boehler, Project Coordinator, Freie University, Berlin, Germany on 'Opportunities for Students in International Universities'; 28th October 2013
- Special lecture on 'Language, Culture and Values' by Prof. James Erl and Prof. Louis M. Bishop from USA; 21st January, 2013.
- Special lecture on 'International Sociology' by Prof. Thomas Landy, Department of Sociology, Holy Cross College, USA.; 22 January, 2013
- Special lecture on ' Inter-cultural interface' by Dr. Philip Gunther, from Frankfurt, Germany, 20 January, 2012.
- Special lecture on Video Ethnogrphy and Screening of the Video Ethnography film 'Brother Time' by Prof. Wesely Shrum, Chair, Department of Sociology and Secretary, Society for Social Studies of Science (4S), Louisiana State University, Louisiana, USA, 19 June 2013
- Special Inter-departmental (with PM Department) Lecture Series on Industrial Relations and Human Resource Management. Resource Persons. Mr. Kesavan Nair former MD, KERAFED, Mr. Jose V. Union Leader and Ms. Saraswathy A.V.VP- HR, HLL Life Care Limited, 24-26 June 2013
- Special lecture on the Status and Opportunities for the Marginalized by : Dr. Chakrapani Gandha, Professor, Head of Sociology, Dr. B.R. Ambedkar, Open University, Hyderabad, & Director for Centre for Social Development, October 10, 2013
- Special iner-departmental (MSW Department) lecture on Entrepreneurial Innovations by Mr. Alexei Levine, Social Innovator, London, UK & Co-founder EnGen Ltd.; October 12, 2013

### b) Workshops

- Street theatre workshop for 5-7 days organized every year with external resource persons. With external experts. Techniques of street play are taught through games and exercises. There will be separate exercises for building trust, meditation, yoga and interpersonal relations. The workshop enables overall development of the students physical, mental, communication as well as in personality development
- Workshop on Participatory Rural Appraisal for 3-5 days conducted every year coordinated by the internal faculty and supported by external faculty. The workshop introduces the students to the philosophy, methodology and tools of Participatory Rural Appraisal with emphasis on field experience. Group work and team work is also emphasized as part of the pedagogy
- Workshop on Soft-skill Imparting and Learning (SkIL) for the development of soft skills - such as personality development, positive thinking, communication skills and so and group dynamic skills
- Workshop on Book Review on Kerala Studies by Aneesh Joseph SJ, Department of Sociology, Loyola College

### c) Seminars

- One day seminar on 'Introducing Sociology', by Prof. Andre Beteille, Chairman, ICSSR, June 29, 2009
- Experience sharing on working in Holy Cross University, USA with special reference to International Education System in USA, by Dr. M.K. George, on July 8, 2009
- Seminar on 'Gender Awareness' with resource persons from Sakhi, Women's Resource Cell, March 1, 2010
- Intercollegiate Seminar on Gadgil and Kasturi Rangan Report, Resource Person: Prof. Oommen V. Oommen, Chairman of Biodiversity Board, Govt. of Kerala & Prof. RVG Menon, Former Principal College of Engineering, Former Director ANERT, environmentalist and educationist

33. Teaching methods adopted to improve student learning

- Case study for relevant topics. Students given cases to interpret and analyze themselves
- Life history narratives as assignments. Students are asked to prepare the life history of persons belonging to marginalized communities through which they can learn the gravity and extend of marginality and exclusion
- Cooperative learning including discussion of topics in small groups followed by common presentations and discussions
- Slide shows, video clippings, CD ROMs, News papers
- A synopsis is prepared for each module and the content of the module is taught in an interactive manner
- Students are guided to link current social realities to the course content
- Assignments and seminars are given in relation to the subjects taught
- Field work experiences are shared in the class and students motivated to link theory and practice

- Giving more focus on learning than teaching by making classes more interactive
- Guided book reviews on special topics
- Discussions, debates and quiz are all employed to make the learning student involved
- Peer teaching and learning approach is advocated and encouraged
- Buddy system within the class room where a weak student is entrusted with a fast learner so that peer mentoring can be done
- Research-oriented assignments are given and these assignments are taken up for panel presentation and discussion
- Current issues are brought into the class room for discussion and interaction wherein the students are encouraged to build up their own perspectives and positions on issues and concerns
- The ICT enabled seminars, classes and sessions make the learning interactive and demands active contributions from the students- blended learning
- Videos, documentaries and films that are relevant to the topics under discussion, are screened and collectively reflected up on
- Students are send out to participate in various programmes which is a learning opportunity for them
- Group e-mail id for a batch help in sharing resources and generating discussions and thus making the learning collaborative and cooperative
- Facebook group account as discussion forum for particular subjects taught

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

A firm conviction that classroom practices cannot be severed from the socialites around informs our outreach endeavours. The outreach programmes in the department are envisaged to enrich and challenge the classroom learning and provide an opportunity to exercise social responsibility. Each and every outreach activity is followed up by collective reflection and personal integration process whereby the students critically assimilate the insights gained from the experience in the field. Listed below are some of the major programmes undertaken as part of the institutional social responsibility and extension activities.

- **Street Plays:** Periodic and issue-based street theatres in various communities in the district have been a major inter-departmental outreach initiative. Awareness campaigns such as HIV/AIDS, eye donation, immigration policies, etc. or contemporary issues such as gender violence, food safety, etc. are effectively organized through street theatres which become a popular medium in direct graphic communication to the people. We also collaborate with many like-minded NGOs in this creative endeavour. In preparation for this creative conscientization campaigns among the marginalized community, the students of the department acquire necessary skills and facilities by undergoing a weeklong street theatre training workshop under the guidance of experts.

- **Exposure Programmes:** The department organizes exposure programmes for the students with a view to introduce them to different facets of human life and social settings. Visits to old-age homes, homes for the destitute and infirm, orphanage (Assissi Niketan, sisubhavan, Chitra home, Cheshire homes, etc.) are

regular features of the department. They provide ample opportunities for the students to encounter and interact with 'so-called' distant human and social realities and to develop social sensitivity and concern for these marginal lives.

- **Involvements in Contemporary Social Movements** (Participation in the struggles and resistant movements of the people): As part of declaring our unflinching solidarity with the struggling masses who are in contestation with oppressive forces and for underlining our firm commitment to social justice the department has resorted to join hands with genuine social movements from time to time. The students and the faculty have been on the ground of struggle with the resistant groups in issues like *Koodankulam and Vilappilsala.*

- **Disaster Risk Reduction Programme:** students of the department participated in the awareness campaign organized by the United Nations Development Programme in collaboration with the Trivandrum Corporation.

- The department has also represented in **the state convention of NAPM** (National Alliance of People's Movement) held at VJT hall under the aegis of activists like Ms. Medha Patkar, C. R. Nilakandan, etc. These are outreach initiatives that build social consciousness, analytical rigour and ground experiences.

- **Community Intervention Programmes:** Our students also take up programmes such as interventionary activities in the community level. These interventions are geared to facilitate direct support to the community around. Our students collaborated with associations in organizing community level medical camp at Cheruvickal. They had in the past organized one day workshops for teenage girls of Sreekariyam Grama Panchayat. Along with NSS, they have worked in the 'clean-green surrounding' programme where they cleaned up the dirty/ garbage-dumped environment around slum-like areas (Veli, Akkulam, Sadhana, etc.).

- **Community Involvement and Field work:** Field work practicum as a certificated co-curricular activity has been a hallmark of the Sociology Department at Loyola. This course has been ingeniously devised to provide the students with skills, perspectives and hands on experiences in fieldwork and community involvement. The first part of this course is to orient the students to a fieldview and the dynamics of field involvement. Then at the second level the students are required to undergo skill acquisition training in fieldwork and community organization. Once the students are equipped with the desired skills and perspective, they are sent to the community for field work and community organization. This fieldwork is a guided practicum which has to be documented and reported promptly. They study the community profile and various aspects of the community and then organize different sections of the community such as parents, women, children, etc. and give them various kinds of training and activities. These field involvements enable the students to be effective organizers of the community at the grassroots and to initiate experiment and materialize actual changes in the lives of the people and in the social structure.

- **Medical Camp in Ayurveda & Siddha:** In collaboration with the intersecting two Wards of Cheruvickal Panchyath, the department organized free medical camp in indigenous medical systems of Ayurveda for the backward neighborhood communities on 8th October 2013. The main purpose of conducting a medical camp in Ayurveda, was to promote indigenous medical practices, as an alternate healing system. In this sense, it was a unique and different medical camp. The Health Research Center, Santhigiri, Pothencode, Trivandrum conducted the camp. The Medical team consisted of five doctors and four administrative Staff of Santhigiri Health Research Center. It was held at Government Upper Primary School at Cheruvickal.

  The highlight of the camp was that the Association was able to distribute free Ayurveda medicine to the tune of 29,000/- to all those who attended the camp. In addition, Mental Health counter was also opened for the participants to get free mental consultation. This was also accompanied by an exhibition and awareness class on Mental Health by the District Mental Health Department, Govt. of Kerala.

- **Research Exposures in the Field:** The department has also envisaged research exposures in the field as an important aspect of our outreach programmes. The students have been part of some of the research ventures where large data need to be generated. These experiences provide the students with chances of acquiring skills such as interview skills, FGD facilitating skills, data collection skills, observation skills and social skills. Data collection for Police Department was such an opportunity where the students of the department participated in an evaluation of the programme called 'Janamaithry Policing'.

- **Summer Internships:** The department provides opportunity for interested students to take internships with NGOs working among the marginal communities in the state. A group of our students went for a summer internships among the Tribals of Attappadi in association with an NGO named AADI. The live-in experience among the tribal community enabled the students to have an insider's perspective on the life and struggles of tribals.

35. SWOC analysis of the department and Future plans

**Strengths**
- The first department of Sociology in the University hence remains the model for teaching sociology in the state setting up its tradition and culture
- Enjoys a leadership role in the discipline, as the faculty in the other institutions are always represented by the alumni of the department
- Competent and committed faculty
- Faculty always being represented in the academic bodies of the parental University and other Universities in the State
- Strong contingent of highly placed alumni in various fields at the regional, national and international levels
- High representation of the faculty in revision workshops of the discipline organized by the University in every three years
- A strong research centre for pursuing doctoral programme
- Learning sociology is envisioned as 'engaging' and 'public' with definite social

perspective and commitment , especially to the excluded
- Updated syllabus with number of choices in the subjects
- The syllabus has strong focus on theory and research
- Special attention to the training and development of soft skills
- Classroom teaching is adequately complimented with field engagements, exposure and training, though not well stressed in the syllabus
- Due attention to student enhancement  programmes in acquiring the study of the discipline
- Employment of updated methods and tools in  teaching-learning
- Updated ICT enabled teaching-learning ambience
- Continuously updated and maintained library with e-resources
- Attention to slow and advanced learners
- Buddy system mentoring and peer learning
- Integration of differently- abled students with the mainstream students
- Good teacher-student ratio
- Close teacher-student relationship
- Creative and personalized student accompaniment programmes
- Transparency in the evaluation of internal assignments
- Continuous and ongoing feedback system
- Being awarded as the best PG department in the State by the professional body of Sociology

**Weakness**
- Lack of proper motivation among good many students
- Deficiency in faculty/student publications.
- Lack of dissemination lectures of research findings by the staff and the students
- Less interdisciplinary and multidisciplinary
- Inadequacy of fund to conduct various programmes and activities
- Many students have poor command over English language
- Limited  job opportunities for students

**Opportunities**
- Highly diverse group of students
- Re-mould the discipline along the international lines of public sociology movement and integrate such trends in our syllabi
- With the introduction of new syllabus, greater scope for collaborative engagements with community, industry, and organizations of empowerment and good governance.
- Implement the new syllabus and determine the results of employability
- Scale up cosultancy services that brings in higher grants

**Challenges**
- Majority students hail from low socio-economic background and some first generation learners
- Less demand for Sociology as an employable discipline in the emerging educational and academic climate in the globalized world
- Newer sociology departments in the State
- Seek autonomy in curriculum designing and student evaluation processes.
- Intensify extension and outreach programmes to the frontier areas

- Integrate research component to the outreach programmes
- Build competencies in the students for more effective community engagement
- Enhance employability
- Facilitate the interaction with the community on a weekly basis and integrate the classroom lessons to the community.
- Diversify the levels of involvement and methods of interventions to make the extension activities creative and exciting for all the stakeholders
- Integrate research thrust to the extension involvements whereby studying the community becomes integral to the activities undertaken there
- Strengthen the existing community involvement by broadening its scope and heightening its intensity
- Build skills for a novel focus on engaging with current and live issues in society

**Future Plans**

- Prepare department brochure
- Introduce some inter-disciplinary training for sociology students so as to instill a more holistic understanding for them.
- introduce a research colloquium for the faculty and students, where there will be presentations of the ongoing research works leading to the publication of a working paper series
- Conduct a minimum of one research project every year by the faculty members
- Faculty members will present a minimum of two papers in the research colloquium of the college
- Publish at least one academic article, including book reviews, yearly by each faculty member
- Conduct minimum five extension lectures on different social topics/issues to a variety of groups by each faculty
- Organize annual seminar on the research projects of the students and select the best ones for publication
- Conduct/participate in at least one programme by each faculty to upgrade research skills.
- Render consultancies on projects so as to generate more grant
- Incorporate use of latest pedagogical methods and inter-disciplinarily to groom aspirants for higher learning
- Prepare consultancy brochure
- Provide training to those groups and agencies such as NGOs, Social Activists, Members of Social Movements, Policy Makers, Political and Communal organizations and so on, who may find sociological competencies useful
- Involvement of Department as resource persons at Loyola Extension Services programmes.
- Facilitate ToT (Training of Trainers) for our students in view of enabling them to take up more training programmes for various groups along with community involvements so as to enhance their employability

## SELF EVALUATION

The history of the department shows that research and extension went with teaching right from the start of this department. During the Institution's re-accreditation by NAAC in 2007, the department was acknowledged for its teaching methods, highest number of publications in the institution, exposure at International and National levels and collaborations with reputed organizations. The department was rated as the best Sociology department in the State continuously for four years since 2007by the professional body of Sociology.

In 2008 the re-visioning for the deparment was done within the framework of the reworked vision and mission of the college. It has been spelt out as given below.

**Vision**
Excellence in research, teaching, learning and practice in Sociology, and exploring new vistas of research with social sensitivity.

**Mission**
Forming a community of committed Sociologists with a concern for the marginalised in the Society.

The department has fifteen full-time and five part-time research scholars. All faculty members are active members of the Kerala Sociological Society. We have editors of two peer-reviewed journals. All the faculty are members of the Board of Examinations of Sociology for PG, UG and Distance Education and some of us are external examiners and subject experts in MA Sociology for Viva Voce/Mphil and PhD Doctoral Committees in MG University, Kottayam, Sri Sankaracharya University of Sanskrit, Kalady, and Calicut University.

The curriculum of the department has been revised in a syllabus revision workshop in 2011. The revised syllabus has special features designed to meet the needs of the students who are career oriented in Sociology. There are 12 compulsory and 11 optional papers to meet the requirements of the students..

In addition to the 16 papers all students have to undertake a mini research project as an essential requirement of the course. Undertaking exposure visits to various institutions including NGOs, orphanages, tourist destinations, important institutions like legislative assembly, Block development Office, prison etc. under the guidance of the teachers is another opportunity for students for learning. They write reports on the basis of such visits. Students also had opportunity to participate in group dynamics programmes, street play theatre etc. that equip them to understand social realities from a different perspective.

More than 70 to 80 per cent of the students get first class and the best students get more than 80 percent marks. 20-30 per cent students in every batch get qualified in the UGC JRF/NET and they go for higher studies, while some others opt for B.Ed and pursue teaching-career. In addition to the academic performance, many students show marked improvement in their soft skills and personality.

The department gives great importance for research along with teaching. Four out of the five teachers in the department are PhD holders all four of them are approved research guides of University of Kerala. The department also takes up major research projects sponsored by UGC and ICSSR. Considering the social significance, the 'land question in Kerala' was chosen as the focal theme for in depth studies and research of the department in the recent years. The department has undertaken the following programmes in the last four years.

- A field trip by the faculty and the students to the struggle front in Chengara in December 2008 which was followed by a series of academic exercises in the college among the students and the teachers on land struggles.
- In February 2009, Dr. Antony Palackal participated and presented a paper on the theme in a national seminar organized by the Centre for the Study of Social Exclusion and Inclusive Policy Gokhale Institute of Politics and Economics, Pune, which later appeared as a chapter in the edited book on the Seminar.
- The department in 2009-10 conducted a major study under the aegis of UGC on "Survival and Resistance: Political Economy of the Indigenous struggles in Kerala".
- A UGC sponsored two-day National Round Table Conference on "Land Issues and Land Struggle in the Neo Liberal Era" in March 2009. The report of the deliberations of the conference, prepared by the a three member Committee nominated by the participants of the conference, was submitted to Sri. V.S. Achuthanadan, Chief Minister, Government of Kerala, for the consideration and action by the Government.
- Later on July 28, 2010 the department organized another one day Conference on Development induced Land Acquisition and Rehabilitation in the context of the Moolampilly Struggle. Thiruvanchoor Radhakrishnan, the then Minister for Revenue, Govt. of Kerala, inaugurated the Conference.
- It was in the background of these academic programmes that Dr. Antony Palackal of the department was awarded ICSSR Senior Research Fellowship for two years to pursue a study on the "Land Question and Social Exclusion' with special reference to Kerala". He prepared a publishable manuscript and produced two versions of an academic movie (videoethnography) on the topic as part of the project.

**Extension, Outreach and Consultancy:** Recognizing the need to integrate theoretical discourses with hands on experiences in the field, the department has been organizing outreach programmes that give the students ample opportunities to build holistic perspective on the discipline. The department has organized multifarious encounters of the students with the empirical realities at different levels. As part of these extension and outreach activities, students accompanied by the faculty were exposed to some of the contemporary social movements and struggles.

The faculty has been offering consultancy services at various levels: Subject experts of the interview board in Public Service Commission and other similar Govt and private recruitment agencies, experts in question paper setting of various universities and syllabus preparation, resource persons in seminars and workshops, consultants to government departments such as Youth Welfare, Kudumbashree, Akshaya, Women Welfare Department, Centre for Disability Studies and so on.

**Conclusion:** Sociology in the world over is getting remoulded along the lines of public sociology movement and the challenge of the department is to integrate such trends in our programme. In tune with the emerging paradigm of 'public sociology' and "engaged scholarship, the task is to bring the generated and learnt sociological knowledge in the classroom and the field to the wider world, to make a difference. Accordingly, as a perspective plan for the next five years we intend to focus on 1) intensifying outreach involvements so as to integrate a research thrust into it and 2) diversifying the levels of involvement and methods of interventions to reach out to more frontier areas, and 3) building higher competency in the students in order to equip them with competencies of interaction, involvement, animation, organization and team work.

# DEPARTMENT OF SOCIAL WORK

1. Name of the Department:          Department of Social Work

2. Year of Establishment :          1964

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :

   PG  -  Master of Social Work
   Ph. D in Social Work
4. Names of Interdisciplinary courses and the departments/units involved:
   Diploma in Counselling, LES, LiveLabs
5. Annual/ semester/choice based credit system (programme wise) : Semester

6. Participation of the department in the courses offered by other departments:
   • Research Methodology
   • Research Project of the students

7. Courses in collaboration with other universities, industries, foreign institutions, etc:

   Global College, Sweden,   IGNOU Convergence Scheme

8. Details of courses/programmes discontinued (if any) with reasons: No
10. Number of teaching posts

|  | Sanctioned | Filled |
|---|---|---|
| Professors | Nil | Nil |
| Associate Professors | 1 | 1 |
| Asst. Professors | 4 | 4 |

Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

| Name | Qualification | Designation | Specialization | Years of Experience | No. of Ph.D. Students guided (last 4 years) |
|---|---|---|---|---|---|
| Dr. Joseph K A | MASW, Ph. D | Associate Professor | Community Development | 29 | 8 |
| Dr. Sonny Jose | MSW, MA., Ph.D | Assistant Professor | Personnel Management | 15 | 7 |
| Dr. Charles L | MSW, M.Phil, Ph. D | Assistant Professor | Medical & Psychiatric Social Work | 15 | - |

| Fr. Sabu P Thomas (on FDP) | M.S.W | Assistant Professor | Community Development | 9 | - |
|---|---|---|---|---|---|
| Francina P. X | M.S.W, M.A | Assistant Professor | Community Development | 6 | - |
| Fr. Saji J SJ | MSW | Guest lecturer | Generic | 1 | - |

11. <u>List of senior visiting faculty</u>:

| Name | Courses Taught | Qualification | Industry Experience |
|---|---|---|---|
| 1. Dr. Ipe Varghese (Head, Dept. of Social Work, BCM College, Kottayam) | History and Philosophy of Social Work | MSW, Ph.D. | 45 Yrs |
| 2. Dr. G C GopalaPillai (CMD, KELTRON) | HSO | MSW, Ph.D. | 45 yrs |
| 3. Sr. Claire ICM | Group Dynamics, Group Work, Street Theatre | MSW | 43 yrs |
| 4. AS Girish (H. R Head, Appollo Tyres) | HSO, Value Education, Placement Orientation | MSW | 40 yrs |
| 5. Baby Challil S.J., (Director, TUDI, Waynad) | Indigenous People, Community Organisation | MA | 41 yrs |
| 6. Shiva Santhakumar, (Human Trust,Kodaikanal) | Group Dynamics, Group Work, Street Theatre | MA | 40 yrs |
| 7. Dr. Ramdoss R, (Gandhi Peace Foundation, Trivandrum) | History & Philosophy of Social Work Rural Sociology | MA (Eco), Ph.D. | 40 yrs |
| 8. DayaBhai (Social Activist) | Community Development | MSW | 40 yrs |
| 9. L. Radhakrishnan IAS (Home Secretary, Government of Kerala) | HSO | MSW, MBA | 40yrs |
| 10. Dr. Cherian P. Kurian Director, Marian College, Kuttikanam | Social Group Work Social Case Work Community Development | MSW, Ph.D. | 39yrs |
| 11. Dr. Sirimavo Nair, Associate Professor, Dept. of Foods and Nutrition, Faculty of Family and Community Sciences, M.S. University of Baroda, Vadodara, Gujarat. | Community Health | Ph.D. | 30 yrs |

| Name | Courses Taught | Qualification | Industry Experience |
|---|---|---|---|
| 12. Joye James S.J., Chairman CWC & Director LES | Group Work, Community Development, Community Organisation, Research | MSW | 25yrs |
| 13. Dr. Susha Janardhanan, Freelance Consultant | Counselling, Case Work | MSW, Ph.D. | 29 yrs |
| 14. Dr. Indu P.S. (Associate Professor, Dept. of Community Medicine, Medical College, Thiruvananthapuram) | Community Health | MBBS, DM. | 26 yrs |
| 15. Dr. Anil Kumar T.V. (Associate Professor, Dept. of Psychiatry, Medical College, Thiruvananthapuram) | Community Psychiatry Psychiatry | MBBS, DM. | 26 yrs |
| 16. Dr. Joy John (RMO, PHC, Paruthipally, Kuttichal) | Community Health, Medical Information | MBBS | 20 yrs |
| 17. Stephen S. (Under Secretary, GoK) | Community Development | MSW, MA, LLB, | 25 yrs |
| 18. Dr.Kiran P.S. (Nodal Officer, DMHP) | Psychiatry | MBBS, Dip.NB | 23 yrs |
| 19. Dr. Johann Bjyork (Stockholm College, Sweden) | Community Organisation | Ph.D. | 25 yrs |
| 20. Geetha Paul, IA & AS | Sociology, HSO, Public Administration | MA, MBA | 32yrs |
| 21. Dr. Wesley Shrun (University of Wisconsin) | Sociology | Ph.D. | 30 yrs |
| 22. Jose Pulinthanam, Director, AICUF | Contemporary Issues for Social Work Intervention (Youth Development) | MBA, MA (Phil) | 25yrs |
| 23. Dr. Magnus D., (Director - Social Work, Global College, Sweden) | Community Organisation | MSW, Ph.D. | 28yrs |
| 24. Alexei Levine (Innovator, Innovation Experience, Technopark) | Project Planning Social Entrepreneurship | MBA | 20 yrs |
| 25. Nanda Gowry (Psychiatric Social Worker, Govt. Mental Health Centre, Peroorkada) | Social Case Work Counselling Psychiatric Information for Social Work | MSW | 16 Yrs |

| Name | Courses Taught | Qualification | Industry Experience |
|---|---|---|---|
| 26. Dr. Maria G., (Global College, Sweden) | Community Organisation | MSW | 15 yrs |
| 27. Dr. Emma Frankle, (Global College, Sweden) | Community Organisation | MSW, Ph.D. | 15 yrs |
| 28. Sibichen K Mathew IRS | Sociology, HSO | Ph.D, MA Sociology, MBA | 27 yrs |
| 29. Sebastian Britto | Group Work (Group Dynamics), Community Organisation | MA (Pol) | 20 yrs |
| 30. Sr. Sally FMM, Director, Migrant Forum India | Youth Development, Social Legislations, Community Organisation, Street Theatre | MA Sociology | 23 yrs |
| 31. Bhrama Nayakam, Director, Sahajeevan Special School | Group Dynamics, NSS, Community Organisation | MA | 21 yrs |
| 32. Dr. PunnenKurien, TIES, Kottayam | Project Management, Energy Audit | B.Tech, Ph.D. | 30 yrs |
| 33. Dr. Abraham Manuel, TIES, Kottayam | Project Management, Water Audit | B.Tech, Ph.D. | |

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty :
   60 hrs of lectures: 256 hrs of practical and on hand experience

13. Student -Teacher Ratio (programme wise): 11:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: N.A.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D./ M.Phil./P.G.

| Ph. D. | 3 |
|---|---|
| M. Phil | - |
| P.G | 3 |

16. Number of faculty with ongoing projects from   a) National b) International funding  agencies  and  grants received
   a) Number of faculty with national Funding Agency: 4
   b) Number of faculty with international Funding Agency: 1
   **c)** Grant received – 24,30,500.00
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:
   • Departmental projects: 15
   • Inter-departmental projects: 3
   • Total grant received: 49,08,175.00

14. Research Centre /facility recognized by the University: Doctoral Centre of Kerala University for Social Work

15. Publications: * a) Publication per faculty * Number of papers published in peer reviewed journals (national / international) by faculty and students

| Sl. No. | Name of Faculty Member | No. of papers | |
|---|---|---|---|
| | | International | National |
| 1 | Dr. Joseph K. A | | 1 |
| 2. | Dr. Usha John | | 1 |
| 3. | Dr. Sonny Jose | 2 | 11 |
| 4. | Fr. Sabu P Thomas | | 1 |
| 5. | Ms. Francina P. X | | 3 |

- Chapter in Books

| Sl. No. | Name of Faculty Member | No. of papers |
|---|---|---|
| 1 | Dr. Joseph K. A | 1 |
| 2. | Dr. Sonny Jose | 12 |
| 3. | Ms. Francina P. X | 14 |

- Books with ISBN/ISSN numbers with details of publishers *

Fr.Sabu P Thomas, Human Development Approach to Health and Longevity (Co-authored with Dr. John Joseph Puthenkalam), Loyola Publications, 2012

20. Areas of consultancy and income generated:

We have been offering mostly academic/honorary consultations which were not remunerative.

| Sl. No. | Name of Faculty | Particulars |
|---|---|---|
| | Dr. Usha John | Kerala State Women Development Corporation Ltd |
| 3. | Dr. Charles L | 1. Consultant in Trivandrum Social Service Society<br>2. Consultant in Centre for Fisheries Research Studies<br>3. Consultant to Sakhi, Trivandrum<br>4. Consultant to Management, St. Joseph's HSS, Trivandrum<br>5. Consultant in School of Social Work, IGNOU, New Delhi |

21. Faculty as members in a) National committees b) International Committees

| Sl. No. | Name of Faculty | Particulars |
|---|---|---|
| 1 | Dr. K. A Joseph | 1. Director, Ability Aids India International, Trivandrum<br>2. Advisory Committee member of International Conference on Inclusive Education, at Assumption College, Changanacherry.<br>3. Executive Committee Member and Asian Representative International Institute of Ability Advancement Inc., US<br>4. Committee member, Santhosham foundation, Netherlands.<br>5. Resource Person in : Disability management, Leadership management in India and abroad<br>6. Member, Board of Studies, Mahatma Gandhi University, Kottayam, Kerala<br>7. Member, Board of Studies, University of Kerala, Kerala<br>8. Member, Board of Studies, Sree Sanakara University, Kalady, Kerala<br>9. Advisory committee member: Kerala State Information Technology Mission.<br>10. Public Service Commission, Kerala |
| | Dr. Usha John | 1. Expert panel committee member of the committee choosing Ph.D. Scholars, University of Kerala, Kerala<br>2. Member of the Board of Studies in Social Work of Holy Cross College, Nagercoil affiliated to Manomaniam Sudaranar University.<br>3. External Examiner for MBA selection at Lourde Matha College of Science and Technology 6/6/2009<br>4. Expert at the Doctoral Committee for Ph.D Registration in M.G. University |
| 2 | Dr. Sonny Jose | 1. Women Development Corporation<br>2. Youth Welfare Board<br>3. Advisory Committee members of International Conference on Inclusive Education, at Assumption College, Changanacherry<br>4. Member, Board of Studies, Mahatma Gandhi University, Kottayam, Kerala<br>5. Member, Board of Studies, University of Kerala, Kerala |
| 3. | Dr. Charles L | 1. Member, Board of Studies, Mahatma Gandhi University, Kottayam, Kerala<br>2. Member, Board of Studies, University of Kerala,<br>3. Member, Board of Studies, Sree Sanakara University, Kalady, Kerala |
| 4 | Fr. Sabu P Thomas | 1. Governing Body member of Loyola, Poovar<br>2. Governing Body member of Sneharam, Anjengo |

c) Editorial Boards

| Name of Faculty | Name of Journal |
|---|---|
| Dr. Sonny Jose | • **Member, Editorial Board**, International Journal of Social Work and Human Services Practice, HR Publishers, New York, USA<br>• **Member, Editorial Board**, Adelaide Journal, Roshni Nilaya, Mangalore.<br>• **Member, Editorial Board**, *Loyola Journal of Social Sciences* |

22. Student projects
    a) Percentage of students who have done in-house projects including inter departmental/programme: 100%
    b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: 100%

1. Awards/ Recognitions received by faculty and students
    1. Winners of ICSW sponsored Rendezvous State Level Students meet in succession 2013, 2014.
    2. Winners of Samanwaya 2014 Students of Social Work Meet at BCM College.
    3. Winners of various events at Spectra 2014 at Marian College, Kuttikanam.

List of eminent academicians and scientists/ visitors to the department

| Name | Courses Taught | Qualification | Industry Experience |
|---|---|---|---|
| 1. Dr. Sirimavo Nair, Associate Professor, Dept. of Foods and Nutrition, Faculty of Family and Community Sciences, M.S. University of Baroda, Vadodara, Gujarat. | Community Health | Ph.D. | 30 yrs |
| 2. Dr. Lawrence Adhele, Ambassador &Agriprenuer, Springboard Nigeria | Project Planning, Social Entrepreneruship | Ph.D. | 7yrs |
| 3. Dr. Ramdoss R, Gandhi Peace Foundation, Trivandrum | History & Philosophy of Social Work, Rural Sociology | MA (Eco), Ph.D. | 40yrs |
| 4. Joye James S.J., Chairman CWC & Director LES | Group Work Community Development Community Organisation | MSW | 25yrs |

| Name | Courses Taught | Qualification | Industry Experience |
|---|---|---|---|
| | Research | | |
| 5. Maneesh M Nair, City Coordinator, CHILDLINE | Social Legislations (CHILDLNE) | MSW | 7 yrs |
| 6. Dr. Susha Janardhanan, Freelance Consultant | Counselling, Case Work | MSW, Ph.D. | 29 yrs |
| 7. Dr. Cherian P Kurian Director, Marian College, Kuttikanam | Social Group Work Social Case Work Community Development | MSW, Ph.D. | 39yrs |
| 8. Dr.Kiran P S (Nodal Officer, DMHP) | Psychiatry | MBBS Dip.NB | 23 yrs |
| 9. Dr. Prakash Pillai R. (Head, Dept. of Personnel Management) | Social Research | MSW, Ph.D. | 14yrs |
| 10. Anu S Nair (Deputy Collector) | Community Health | MSW | 9 yrs |
| 11. Rineesh S. ( Coordinator, KSACS) | Contemporary Issues for SW Intervention (HIV/AIDS) | MSW | 4 yrs |
| 12. JincyElsy George (Coordinator, ASAP) | Contemporary Issues for SW Intervention (HIV/AIDS) | MSW | 5 yrs |
| 13. Shiny Joseph (Head, Medical Social Work, AIMS) | Medical Social Work | MSW | 14 yrs |
| 14. Dr. Indu P S (Associate Professor, Dept. of Community Medicine, Medical College, Thiruvananthapuram) | Community Health | MBBS, DM. | 26 yrs |
| 15. Dr.Aneesh (Assistant Professor, Dept. of Community Medicine, Medical College, Thiruvananthapuram) | Community Health | MBBS | 12 yrs |
| 16. Dr.Amritha P, (Clinical Psychologist, DMHP) | Psychiatry, Abnormal Psychology | MA, Ph.D. | 7 yrs |
| 17. Dr. Anil Kumar T V (Associate Professor, Dept. of Psychiatry, Medical College, Thiruvananthapuram) | Community Psychiatry Psychiatry | MBBS, DM. | 26 yrs |
| 18. Dr. Joy John (RMO, | Community Health, | MBBS | 20 yrs |

| Name | Courses Taught | Qualification | Industry Experience |
|---|---|---|---|
| PHC, Paruthipally, Kuttichal) | Medical Information | | |
| 19. DayaBhai (Social Activist) | Community Development | MSW | 40 yrs |
| 20. Dr. Cini (RMO, PHC, Pangappara) | Medical Information | MBBS | 11 Yrs |
| 21. Ms. Beena, Consultant, Kudumbashree Mission, Trivandrum | Urban Sociology Rural Sociology | MSW | 10 Yrs |
| 22. Nanda Gowry (Psychiatric Social Worker, Govt. Mental Health Center, Peroorkada) | Social Case Work Counselling Psychiatric Information for Social Work | MSW | 16 Yrs |
| 23. Sandya Sony (Psychiatric Social Worker, Govt. Mental Health Center, Peroorkada) | Social Case Work, Counselling, Psychiatric Information for Social Work | MSW | 8 Yrs |
| 24. Anand M (Trainer, Pan Arabian Engineers, Kuwait) | Social Group Work Life Skill Education Community Organisation | MSW | 14 Yrs |
| 25. Dr. Ipe Varghese (Head, Dept. of Social Work, BCM, Kottayam) | History and Philosophy of Social Work | MSW, Ph.D. | 45 Yrs |
| 26. Stephen S. (Under Secretary, GoK) | Community Development | MSW, MA, LLB, | 25yrs |
| 27. L Radhakrishnan IAS (Home Secretary, Government of Kerala) | HSO | MSW, MBA | 40yrs |
| 28. Dr. G C GopalaPillai (CMD, KELTRON) | HSO | MSW, Ph.D. | 45 yrs |
| 29. Dr. Johann Bjyork (Stockholm College, Sweden) | Community Organisation | Ph.D. | 25 yrs |
| 30. Dr. Wesley Shrum (University of Wisconsin) | Sociology | Ph.D. | 30 yrs |
| 31. Alexei Levine (Director, Innovation Experience, Technopark) | Project Planning Social Entrepreneruship | MBA | 20 yrs |

| Name | Courses Taught | Qualification | Industry Experience |
|---|---|---|---|
| 32. Jose Pulinthanam, Director, AICUF | Contemporary Issues for Social Work Intervention (Youth Development) | MBA, MA (Phil) | 25yrs |
| 33. Dr. Maria G., (Global College, Sweden) | Community Organisation | MSW | 15yrs |
| 34. Dr. Magnus D., (Director - Social Work, Global College, Sweden) | Community Organisation | MSW, Ph.D. | 28yrs |
| 35. Dr. Emma Frankle, (Global College, Sweden) | Community Organisation | MSW, Ph.D. | 15yrs |
| 36. Geetha Paul, IA & AS | Sociology, HSO, Public Administration | MA, MBA | 32yrs |
| 37. Sibichen K Mathew IRS | Sociology, HSO | Ph.D, MA Sociology, MBA | 27yrs |
| 38. Sebastian Britto | Group Work (Group Dynamics), Community Organisation | MA (Pol) | 20 yrs |
| 39. A.S. Girish, HR Head, Apollo Tyres | HSO, Value Education, Placement Orientation | MSW | 40yrs |
| 40. Shiva Santhakumar,Human Trust, Kodaikanal | Group Dynamics, Group Work, Street Theatre | MA | 40 yrs |
| 41. Sr. Claire ICM | Group Dynamics, Group Work, Street Theatre | MSW | |
| 42. Sr. Sally FMM, Director, Migrant Forum India | Youth Development, Social Legislations, Community Organisation, Street Theatre | MA Sociology | 23yrs |
| 43. Bhrama Nayakam, Director, Sahajeevan Special School | Group Dynamics, NSS, Community Organisation | MA | 21 yrs |
| 44. Dr. PunnenKurien, TIES, Kottayam | Project Management, Energy Audit | B.Tech, Ph.D. | 30 yrs |
| 45. Dr. Abraham Manuel, TIES, Kottayam | Project Management, Water Audit | B.Tech, Ph.D. | 26 yrs |

| Name | Courses Taught | Qualification | Industry Experience |
|---|---|---|---|
| 46. Baby Challil S.J., Director, TUDI, Waynad | Indigenous People, Community Organisation | MA | 41 yrs |

25. Seminars/ Conferences/Workshops organized & the source of funding
    a)National

| Sl No. | Name of Seminar/ Conference/ Workshop | Year | Source of Funding |
|---|---|---|---|
| 1. | AYUSHYA | 2010-11 | UGC |
| 2. | Back 2 Basics | 2011-12 | UGC |
| 3. | Social Work Praxis | 2011-12 | UGC |
| 4. | Academia –NGO Interface | 2012-13 | (TSSS) |
| 5. | Syllabus Revision (M.S.W) | 2012-13 | University of Kerala |
| 6. | Syllabus Revision (B.S.W) | 2013-14 | University of Kerala |
| 7. | Caste, Culture & Social Change | 11ᵗʰ & 12ᵗʰ December 2013 | In collaboration with Santhigiri |
| 8. | Research Methodology | February 2014 | ICSSR |

  b)  International: None

26. Student profile programme/course wise: (refer question no. 4)
    Student profile of MSW department

| Years | Applications Received | Selected | Enrolled *M | *F | Pass Percentage |
|---|---|---|---|---|---|
| 2009-10 | 105 | 25 | 10 | 15 | 100 |
| 2010-11 | 97 | 26 | 6 | 19 | 100 |
| 2011-12 | 61 | 26 | 5 | 13 | 100 |
| 2012-13 | 123 | 30 | 13 | 16 | 100 |
| 2013-14 | 129 | 25 |  |  | Course not completed |

*M=Male F=Female

Student profile of PhD students

| Years | No. of students enrolled |
|---|---|
| 2009-10 | 2 |
| 2010-11 | 2 |
| 2011-12 | 1 |
| 2012-13 | 2 |
| 2013-14 | 5 |

27. Diversity of Students

| Name of the Course | % of students from the Same state* | % of students from other States* | % of students from abroad | % of Differently abled students |
|---|---|---|---|---|
| MSW | 97.55 | 2.45 | 0 | 2.45 |
| Ph.D | 100 | - | 0 | - |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?
    **UGC JRF : 6**
    **UGC NET: 7**
    **State Competitive Exam: 1 (Deputy Collector)**

29. Student progression*

| Student progression* | Against % Enrolled |
|---|---|
| UG to PG | N.A. |
| PG to M.Phil. (NIMHANS) | 0.27 |
| PG to Ph.D. | 15.8 |
| Ph.D. to Post-Doctoral | None |
| Employed<br>• Campus selection<br>• Other than campus | 25<br>89 |
| Entrepreneurship/Self- | 7 |

30. Details of Infrastructural facilities
    a) Library:

| S.No. | Statements | Numbers |
|---|---|---|
| 1 | Number of books in library | 23761 |
| 2 | Number of books added in library during last 3 years | 823 |
| 3 | Number of journals added in library during last 3 years | 5 new journals<br>Renewals:<br>71 Journal<br>53 Periodical |
| 4 | Number of electronic databases in library | CD-ROM - 200<br>Subscribed Online Journals - 7<br>N-List Resources - 6000+ e-journals & 97000 e-books |
| 5 | Number of national journals in library | 62 |
| 6 | Number of international journals in library | 9 |

b) Internet facilities for Staff & Students: The campus is totally Wi-fi enabled allowing connectivity to staff and students with laptops

c) Class rooms with ICT facility: 3 (all)
d) Laboratories: LES, LiveLab and Field Lab

31. Number of students receiving financial assistance from college, university, government or other agencies

| Scholarship sponsoring body | Type/Nature of scholarship | Number of students getting this scholarship in their first year | | | | |
|---|---|---|---|---|---|---|
| | | 2009 | 2010 | 2011 | 2012 | 2013 |
| By our college | a. Shibu Haridas Memorial Scholarship for Student with Potential for Excellence | 0 | 0 | 0 | 0 | 2 |
| | b. Prof. T.S. Thomas' Retirement Award | 1 | 1 | 1 | 1 | 1 |
| | c. Mrs. Somi Jacob Award, | 2 | 2 | 2 | 2 | 2 |
| | d. Prof.R.Gopalakrishnan Retirement Scholarship Award, | 1 | 1 | 1 | 1 | 1 |
| | e. Prof.R.Gopalakrishnan Nair Retirement Endowment Award | 1 | 1 | 1 | 1 | 1 |
| | | 5 | 5 | 5 | 5 | 7 |
| | Grand Total | 27 | | | | |
| By other bodies/societies | Winston Netto Foundation Scholarship, UK | 5 | 5 | 5 | 5 | 5 |
| By Government | KPCR Scholarship | 4 | 2 | 5 | 4 | 6 |
| | Fishermen Community Scholarship | 2 | 2 | - | - | - |
| | SC/ST Scholarship | 4 | 6 | 4 | - | - |
| | Other Eligible Community | 1 | 2 | - | 1 | 2 |
| | Central Sector Scholarship | - | - | - | - | 1 |
| | University Merit Scholarship | 2 | 1 | 1 | 2 | - |
| Total | | 13 | 13 | 10 | 7 | 9 |

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
- Street Theatre Workshop (Sr. Claire ICM & Shiv Santhakumar, Kodaikanal)
- Counselling Workshop (Dr. Susha Janardhanan)
- Entrepreneurship (Alexei Levine, Innovation Experience)
- Social Work & Professional Challenges (Dayabhai)
- Gandhian Thought (Dr. Ramdoss R., Gandhi Peace Foundation)
- Community Health and Research (Sirimavo Nair)
- Job Training (Mohammed Ikan)
- Community Health (Rahul S.)

- Community Health (Jincy Elsy George)

33. <u>Teaching methods adopted to improve student learning</u>
    - Seminars
    - Assignment
    - Viva-voce
    - End Semester Assessment (ESA)
    - Field Work Performance Assessment
    - Periodical Report Submission + Presentation
    - Case Studies
    - Dissertation
    - Open House
    - Cooperative learning (peer learning)
    - Assessment of Loyola Campus Life Experience (ALCALE)
    - Open House
    - STeF – Student Teacher Evaluation Format
    - Field Work Conferences – Group and Individual (Weekly)
    - Field Work Documentation
    - Summer Placement, in addition to Field Work in Developmental Agencies and Hospitals
    - Field Work Evaluation
      - 1. Viva Voce
      - 2. Presentation
      - 3. Field Work Supervisor of External Agency (PeAF)
    - Student Appraisal SAP (to assess CGPA)
    - Continuous Assessment (CA)

34. <u>Participation in Institutional Social Responsibility (ISR) and Extension activities</u>
    - Engagement with Tribal Sub-plan Development, Social Welfare Department, Malapuram.
    - Collaborating with DMHP and DHS survey of Kuttichal GramPanchayat, including 27 Tribal settlements in Kottoor Forest.
    - Consultancy in designing CSR Projects for Apollo Tyres, Chalakkudy.
    - Collaborate with NGOs to address various issues

34. SWOC analysis of the department and Future plans

**Strength**
- Qualified staff
- Extension activities and collaboration with external agencies
- Regular faculty
- IT enabled smart class room
- Properly ventilated class room
- Better field work agencies
- Good net- work with GOs and NGOs
- Credibility in training
- Loyola being a pioneer department seeking admission to Loyola in particular

- Job market demand
- Highly positioned alumni
- Job placement
- Value education
- Personality development
- Twinning programmes
- Exchange programme
- Faculty undertaking various GOs and NGOs project and action research
- Providing consultancy
- Recruiting students as staff
- Innovative practices in teaching
- Absorbing and transforming many students into research
- Staff students relationship
- Mentoring
- Student feedback on institutional experience
- Promising academic results
- Staff representatives in the board of studies and academic council of the Universities
- Creative records/documents
    - Leave letter record
    - Staff meeting report
    - Field work register
    - Field work movement register
    - Field work diary
    - Field work agency records

**Associations for students**
- SALT (Social work Student's Association of Loyola Thiruvanathapuram)
- AKSSA (All Kerala Social Work Students Association)
- National Association of Professional Social Workers in India
- Indian Council of Social Welfare,
- Association of Schools of Social work Kerala
- NSS (National Service Scheme)

**Weakness**
- Inadequate social work orientation among the students at the entry level
- Lack of action research
- Lack of dissemination lectures of research findings
- Students' lower educational profile
- Academic suffering at the expense of semester pattern
- No degree course in Social Work
- Less stress on social action, lobbying and advocacy

**Opportunity**
- Possibilities for networking with international NGOs
- Since the college being in the capital city and all the departments collaboration, advocacy, lobbying and negotiation are possible

- Small college with varied and multi-faceted possibilities
- Staff representatives in the board of studies and academic council of the universities

**Challenge**
- Lagging semester
- Rigid university system
- Mushrooming of Self financing colleges in Social Works

**SELF EVALUATION**

Established in the year 1964, the department has transformed itself over the years from being a depart engaged in conventional areas of academics and training, into an institute that is into dissemination in vital areas of contemporary issue by way of workshops and conferences, into research and also active consultancy and outreach.

Our teachers have kept upgrading themselves by way of engaging in research and allied areas in tandem with the shift in our focus from Teaching-Learning, Research and Extension axis to Research, Teaching-Learning and Extension. Three of our teaching faculty had qualified with Ph.Ds. and two of them are in the process of completing their Ph.D.work. Almost simultaneously they have undertaken major research projects with ICSSR and UGC funding. The fact that the department has gathered 15 projects worth 49 lakhs from 2008 alone is an indication of our commitment to research.

The department takes a lead in academic discourses. We have lead the schools of social work in various realted to social work discourse. Some of the themes are as follows:
- AYUSHYA (on Alternate Health and Practices)                    2010
- Back 2 Basics (on Basic Methods)                                2012
- Social Work Praxis (on Issues and challenges to social work practice) 2012
- LiveLab on Fieldwork Curriculum                                 2012
- Academia –NGO Interface (issues to NGOs and ways out)           2013
- Syllabus Revision (M.S.W)                                       2013
- Syllabus Revision (B.S.W)                                       2014
- Caste, Culture & Social Change (on culture and healing)         2013
- Research Methodology                                            2014

Our department has also increasing involvement in generation publications. The teachers have published almost 19 articles in peer-reviewed journals two of which are in international journals. Similarly, our faculty has also written around about 28 Chapters in different books some of which are by international publishing houses in the US and New Zealand. One of our faculty members has published a book titled Human Development Approach to Health and Longevity, brought out by our in-house publication division. One of our staff members is on the editorial board of three journals.

Our students and staff are actively engaged in extension activities. The staff and students have undertaken two major social responsibility engagements where their theoretical and practical skills were tested:

- the first was a survey undertaken for the District Mental Health Programme and Directorate of Health Services; the survey was to identify the comprehensive health needs of the Kuttichal GramPanchayat covering 19000 population involving 27 tribal settlements in dense forest
- the second, was a PRA undertaken on the invitation of the Malapuram District Administration to assist in augmenting the Tribal sub-plan.

There have been other creative engagements. The LiveLab, our social lab imparting Life Skills training consists of team of a research scholar and the students that reaches out to the student community in Trivandrum District. This team has also been invited to a National Workshop at Rajagiri College of Social Sciences to train ToTs. Our students too have been active in engaging the community. The medical camps and street theatres have been a regular feature in the community field work; we have had Street Theatre plays and camps on blindness prevention (Chaitanya, Ahalia), Food Safety (TSSS), Environmental Hygiene (TSSS), Mental Health (DMHP), etc.

The department has also provided consultacy for various centers of excellence and industries:
- Kerala State Women Development Corpration ( Gender Sensitivity Video)
- CDC, Medical College (Research, Counselling ToT)
- Family Apostolate, Major Archdiocese (Premarital Counselling)
- Apollo Tyres (CSR)
- IGNOU (Academic and Resource Materials)
- TSSS (Research and Community Extension)
- DMHP (Life Skills Training)
- Department of Psychiatry (Medical College)

The teaching-learning processes have been fine tuned in tandem with the specific requirements of the social work profession. This covers three critical domains - academic and co-curricular.

On the **academic** forum our teaching learning process is interactive and based on case discussions. We get experts and academicians from out of campus. We have almost 40 visiting faculty, among whom two-thirds have 20+ years of academic or NGO experience. The balanced-theoretical inputs and evaluative strategies had paid well. Over the past six years 6 of our students have cleared JRF and additional 13 have cleared various Ph.D. entrance and secured admissions to various national institutes of excellence - NIMHANS, TISS, MISS, etc.

On the **co-curricular** domain our learners are given inputs such as workshops in counselling, social case work and social group work, group dynamics, street theatre workshop, PRA training. This is besides the fieldwork. All these inputs equip students in terms of their confidence and skill them in planning, organizing, and evaluation. The same is reflected in our performance. Our students continue to lead the schools of social work. They have won numerous titles and wins during various schools of social work meets. Some of the recent have been
1. Winners of ICSW sponsored Rendezvous State Level Students meet in succession 2013, 2014.
2. Winners of Samanwaya 2014 Students of Social Work Meet at BCM College.
3. Winners of various events at Spectra 2014 at Marian College, Kuttikanam.

The Department of Social Work, Loyola College has been figuring in the national surveys on Top 10 schools of social work and is the only college to be listed from Kerala. Our department has been rated exceptionally high:
- **#3 in the Outlook- Dhristi Survey for 2013-14**
- **#5 in the Week-HANSA Survey for 2013-14**

Our department has contributed in numerous **innovations** emerging from learning:
- LiveLab, is a self-supporting initiative that uses volunteers from among our students to impart training in schools; this has covered 22 schools and around 2500 students between November 2013 and March 2014. LiveLab was an idea generated from a Workshop (2012) of the same title that highlighted the need for creative enterprises in community based interventions.
- Ayshya Herbarium is a bye-product of the Ayushya Workshop on Alternative Health and Practices orgainsed in 2010. This Herbarium was started and managed by students. It received a fillip with the college taking up biodiversity as a priority and tieing up with the State Biodiversity Board.
- SALT, the students association which was started for taking up social activities, had pooled the fund initially by themselves. Recently they are able to raise the funds through entrepreneurship; by running food stalls during special occasions and celebrations in the campus.

**Conclusion**

The Department of Social Work has been continuously tried to live up to its motto of excellence in service and learning. The faculty have lived beyond their qualification to contribute to the society by way of active research, action research, consultancy and CSR. This has been disseminated by way of academic discourses and publications. Our stakeholders -teachers, learners, trainers, NGOs - are constantly evolving strategies to work together. We are also encouraging innovations in the arena of sustainability and entrepreneurship. It is perhaps the difference we have made to the community around and the society at large that has garned us recognition at the national level. An our search for excellence in learning and service has found us reach into the Top Five nationally.

## DEPARTMENT OF PERSONNEL MANAGEMENT

1.  Name of the Department:  Department of Personnel Management

2.  Year of Establishment: 2000

3.  Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D.,   Integrated Masters; Integrated Ph.D., etc.):

    PG: MA HRM, (Master of Arts in Human Resource Management)
    PhD:   Management Studies

4.  Names of Interdisciplinary courses and the departments/units  involved:

Industrial Sociology and Social Work courses under the MA HRM programme is run with the faculty assistance of the department of Sociology and Social Work.

5.  Annual/ semester/choice based credit system (programme wise):

MA HRM Semester System, PhD Yearly System.

6.  Participation of the department in the courses offered by other departments:

Research Methods and Statistics is a common course to all other departments in the college, which is handled and conducted by the department of Personnel Management.

Statistics sessions on specialised areas like Regression Analysis, Scaling Techniques, SPSS training etc. are done by this department. Courses such as Administration of HSO for MSW, Industrial Social Behaviour for MA Sociology and Tourism management were taught by the faculty of this department.

7.   Courses in collaboration with other universities, industries, foreign institutions, etc.

We have collaborations with the prominent Jesuits institutions – XLRI, Jamshedpur and LIBA, Chennai. Our students have opportunity in visiting either of the campuses and to attend sessions take by their faculty. In 2013, our students visited IIM-Ahmedabad and interacted with IIM faculty. A live conciliation anchored by the Labour Commissioner was witnessed by our students as part of the Industrial Relations & Labour Legislation course.

8.  Details of courses/programmes discontinued (if any) with reasons: **NIL**

9.  Number of Teaching posts

| | Sanctioned (in 2011) | Filled |
|---|---|---|
| Associate Professors | -- | -- |
| Asst. Professors | **5** | **5** |

10. Faculty profile with name, qualification, designation, specialization,(D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

| Name | Qualification | Designation | Specilization | Years of Experience | No. of Ph.D. Students guided for the last 4 years |
|---|---|---|---|---|---|
| Dr.Prakash Pillai R | MSW Ph D. | Asst. Professor | Personnel Management | 15 | 9 |
| Aby Tellas | MA PM&IR | Asst. Professor | Personnel Management | 13 | |
| Dr. Anitha S. | MSW, Ph D. | Asst. Professor | Personnel Management | 5 | 2 |
| Ranjit I George | MASW PM&IR | Asst. Professor | Personnel Management | 4 | |
| Angelo M. P | MBA, M Phil. (Ph.D.) | Asst. Professor | HRM | 10 | |

List of senior visiting faculty:

| | Name | Designation |
|---|---|---|
| 1. | Prof. T. S. N Pillai | Retired Professor and Management Consultant |
| 2. | Prof. M. Sivaraman | Professor Emeritus , CMD |
| 3. | Prof. T. S Thomas | Retired Professor, Loyola College. |
| 4 | Dr. Sebastian Rupert Mampilly | Professor, SMS, CUSAT, Cochin |
| 5 | Tom Mc Gauley | Vice President, Canadian Trade Union |
| 6 | Dr. K. P. Vijayakumar | Head, Dept of Library and Information Science, University of Kerala. |
| 7 | Dr. S. Kevin | Director, Bishop Jerome Institutions, Kollam |
| 8 | Dr. Anilkumar K | Head, Dept. of HRM, Rajagiri School of Business. |
| 9 | Dr. Bino Paul | Professor, Tata Institute of Social Sciences, Mumbai. |
| 10 | Dr. Sunil D.S | Asst. Professor, Tata Institute of Social Sciences, Mumbai. |
| 11 | Mr. Rai Varghese | Head HR, C-DAC, Pune |
| 12 | Mr. Vincent Alex | Addl. Labour Commissioner, Govt. of Kerala |
| 13 | Mrs. Geetha Paul, IA&AS | Rtd.CGM,BSNL |
| 14 | Dr. G. C. Gopala Pillai | Chairman, KELTRON |
| 15 | Prof. Biju Varkkey | Professor, P&IR, IIM Ahmedabad |
| 16 | Prof. Kesavan Nair | Retired MD, Kerafed, Thiruvananthapuram. |
| 17 | Mrs. Saraswathydevi | HLL Life Care Ltd. |
| 18 | Mr.Arun B | DLO Thiruvanathapuram |
| 19 | Mr. V. I Jose | INTUC Trade Union Leader |
| 20 | Tonny Alexander | CEO, Oman UAE Exchange LCC |

13. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:

In the MA HRM program, about 20 % of the specialised areas and contemporary developments in the field were handled by the external experts. For PhD in Management Studies course specialised research oriented sessions are handled by experts from the leading institutes of India and abroad.

Student -Teacher Ratio (programme wise): MA HRM, (Master of Arts in Human Resource Management) programme has the ratio 1:4 whereas the PhD in Management Studies programme has 1:5 only.

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

The Department is entitled to avail the services of the entire support staff (technical) and administrative staff of the institution.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:

| Name | Qualification |
|---|---|
| Dr. Prakash Pillai R | PhD, MSW (PM&IR), FDP-IIMK |
| Aby Tellas | MA (PM&IR), FDP –IIMA |
| Dr. Anitha S | PhD, MSW (PM&IR), PG Diploma in Child Adolescent & Family Counselling, PG Certifcate in Counselling |
| Fr. Ranjit I. George SJ | MASW(PM&IR), MA Philosophy |
| Angelo M. P | MBA, M. Phil.,PGDBM, (Ph.D) |

16. Number of faculty with ongoing projects from a)National b) International funding agencies  and  grants received: 3

17. Departmental projects funded by  DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

| | Title of the Project | Agency | Amount of Grant Received Rs. (in lakhs) |
|---|---|---|---|
| 1 | Social Orientation of Higher Education Institutions  in India with Special reference to Kerala State | ICSSR | 7.45 |
| 2 | Life style Risk Factors among IT/ITES Professionals. | UGC | 0. 75 |
| 3 | Perception among Public on the Gender Friendliness of Kerala Police, for State Police Department, Govt. of Kerala. | Department of Police, Govt. of Kerala | 5.0 |
| 4 | Labour Movements in Agriculture Sector: A Case Study of Kuttanad Region | Kerala Institute of Labour and Employment, Govt. of Kerala | 3.0 |

18. Research Centre /facility recognized by the University:
Yes, the Department is an approved research centre of the University of Kerala in Management Studies.

19. Publications:
   a) Publication per faculty:
Number of papers published in peer reviewed journals (national/ international) by faculty and students: 7

Dr. Anitha-2, Angelo Mathew-3, Dr.Prakash Pillai R-2, Aby Tellas- 2.

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database -International Social Sciences Directory, EBSCO host, etc.) :  Nil

Chapter in Books: 7

Dr. Prakash Pillai R- 2, Aby Tellas- 4, Angelo Mathew-1

19. Areas of consultancy and income generated:

The following is a list of consultancy cum training sessions undertaken by the HCDC (Human Capital Development Centre), which is an extension activity promoted by the Department of Personnel Management. The list will give an overall understanding of the revenue generated through the programme.
   • Training Series on Stress Management to Nurses in Cosmopolitan Hospitals Pvt Ltd. Revenue generated INR 20,000.
   • Personality Development Programme for Teacher Trainees, SN Training College, Neduganda. Revenue generated INR 3,000.
   • ONGC's Corporate Rejuvenation Training – "*NAV UTSAH*" at Cherai Beach Resorts, Cherai Beach, Ernakulam on *Team Building & Conflict Resolution* – 25th & 26th February 2013, Revenue generated INR 30,000.
   • Industrial Relations & Labour Legislation Workshop for Asianet Satellite Communications, Revenue generated INR 20,150.
   • Leadership for Excellence training workshop, Indian Rare Earths (Ministry of Atomic Energy, Govt. of India). Revenue generated INR 9,260.
   • Effective Formal and Interpersonal Communication for Executive Results  for Indian Rare Earths (Ministry of Atomic Energy, Govt. of India), Revenue generated INR 9,300.
   • Change Management – Centre for Management Development(Govt. of Kerala), Revenue generated INR 2,000.
   • Research Methodology Workshop for MSW students of Bishop Vayalil College, Pala, Kottayam. Revenue generated INR 6,000.
   • Leadership Workshop organized by Arya Vaidya Sala, Kottackkal for their Ayurvedic Doctors and Administration Managers at their premises  on 4th & 5th December 2012. Revenue generated INR 24,500
   • Individual Effectiveness for Leadership Asst. General Managers' Training Program  organized by  State Bank of Travancore (SBT) Training College,

Thiruvananthapuram for their newly promoted Asst. General Managers at Hotel Keys, Thiruvananthapuram on 5th October 2012. Revenue generated INR 3500

- Youth orientation and Leadership Training: Personality Development, Social Sensitivity & Consciousness and Spiritual Wellbeing of the youth especially the college students organized by AICUF Centre, Thiruvananthapuram.(Free service)

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards….

Aby Tellas
- Panel Member, State Level Youth Awards, Dept. of Youth & Sports Affairs, Govt. of Kerala.
- Editorial Board member in DAVCC-AMIRJ.

Angelo Mathew
- Editorial Board Member in *Prachothan*, Journal of Management Science

21. Student projects
    a. Percentage of students who have done in-house projects including inter departmental/programme. : All the students takes part in such projects.

    b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:

All the students are placed in projects as internees since there are four internships to be undergone by each student during the term of the MA HRM program.

22. Awards/ Recognitions received by faculty and students:
- Dr. Prakash Pillai R, has been elected as the member in the Academic Council of University of Kerala.
- Aby Tellas has been deputed as the NSS Programme Officer of the College.
- Manu G. Rajan, fourth semester student of MA HRM, has been elected to the Senate of University of Kerala.
- Dinna Johnson, Fourth Semester student, received the first prize for intercollegiate essay writing competition organised by State Bank of Travancore.

23. List of eminent academicians and scientists/ visitors to the department:
- Tom Mc Gauely, Canadian Trade Union leader
- Rai Varghese,Head HR C-DAC
- A. S. Girish, Head-HR, Apollo Tyres
- Vincent Alex, Addl. Labour Commissioner (Rtd.)
- Ms.Saraswathy Devi, HLL Life Care Ltd.
- Dr.K.G Jomon, XLRI faculty
- Mariam Mathews, Director, Promethus
- Suresh Arvind, Global HR Head, Johnson&Johnson
- Dr. Benny Thomas, Senior Manager-GAMMA, UST Global
- Dr. Babu Thomas, Vice-President, HLL Life Care Ltd.Trivandrum.

24. Seminars/ Conferences/Workshops organized & the source of funding

**a) National:**
- Workshop on Labour Legislations: Asianet Satellite Communications Ltd.
- Research workshop on Research methods for research scholars: ICSSR
- HR Conference on Strengthening Human Relationships for Strategic Business Management
  - Sponsored by UGC, Union Bank of India, Skyline Builders Ltd., Bharat Petroleum,Manappuram Finance Ltd.,Malabar Cements Ltd.,Apollo Tyres Ltd., KMML, KalyanSilks, Canara Bank,People Power Consultants, Kerafed, Nirapara, Techpro Ltd., MAPM 2000-'02 (first batch) and Instrumentation Ltd.

25. Student profile programme/course wise: **MA HRM**

| Name of the Course/programme (refer question no. 4) | Applications Received | Selected | Enrolled | | Pass Percentage |
|---|---|---|---|---|---|
| | | | *M | *F | |
| 2009-10 | 20 | 9 | 2 | 7 | 100 |
| 2010-11 | 28 | 9 | 2 | 7 | 100 |
| 2011-12 | 19 | 5 | 2 | 3 | 100 |
| 2012-13 | 38 | 13 | 3 | 10 | 100 |
| 2013-14 | 24 | 11 | 3 | 8 | -- |

26. Diversity of Students : MA HRM

| Year | % of Students from the same state | % of students from other States | % of Students from abroad |
|---|---|---|---|
| 2009-10 | 100 | -- | -- |
| 210-11 | 100 | -- | -- |
| 2011-12 | 100 | -- | -- |
| 2012-13 | 100 | -- | -- |
| 2013-14 | 91.01 | 9.09 | -- |

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.  :

Four  MA HRM passed out students have passed the NET examination during the reporting period. *Two* students have passed the state public service commission exam for Assistant Labour Officer.

28. Student progression

| Student progression | Against % enrolled |
|---|---|
| UG to PG | NA |
| PG to M.Phil. | -- |
| PG to Ph.D. | 3% |
| Ph.D. to Post-Doctoral | -- |
| Employed<br>• Campus selection<br>• Other than campus recruitment | 40%<br>50% |
| Entrepreneurship/Self employed- | 7% |

29. Details of Infrastructural facilities

a) Library: There is separate departmental books collection under five domain  heads such as Management, Personnel Management, Labour Legislations, Economics and Research in the  library, the students and faculty make use of the central Library  facility of the College. International peer reviewed journal subscription for the  management students including Harvard Business Review is worth mention. There is digital repository of resources also available in which separate sections are devoted to the resource needs of HRM and related areas**.** Online sources such as PROQUEST, J Gate etc are also made available

b) Internet facilities for Staff & Students: YES, there is both Wi-fi and wired Internet connectivity to all the staff and students.

 c) Class rooms with ICT facility:
   All the classrooms are enabled by ICT facilities such as Wi Fi connectivity and wall mounted LCD/ DLP projectors. One class room is equipped with interactive smart board.

d) Laboratories :Being a department focussing on management science research the computing  and analytics facility in the form of computer labs with analysis softwares such as SPSS are available. For imparting training on effective communication, behavioural modification training and language skills improvement a language lab with lab suit is also made available.

30. Number of students receiving financial assistance from college, university, government or other agencies:

The following table will summarise the common scholarships received by the students from the Government.

| Year | KPCR | OEC | Minority Grant in aid from UGC | Total number of students received. |
|---|---|---|---|---|
| 2009-10 | 5 | - | - | 5 |
| 2010-11 | 3 | - | - | 3 |
| 2011-12 | 2 | - | 2 | 4 |
| 2012-13 | 5 | 1 | - | 6 |
| 2013-14 | 7 | 1 | - | 8 |

Every year two proficiency based scholarships are given to deserving students' by the college. At least one deserving student will receive financial support to attend the compulsory Industrial exposure visit in the form of travelling expenses or accommodation or both every year. Various free ships are provided to eligible students such as free hostel accommodation is worth mention. In addition to this there are students availing Government scholarships and University scholarships on various grounds.

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

The department organises a spectrum of programmes for the fortification of students professional acumen by focussing on ideation and total development focussing on enhance their organising skills, industry orientation and managerial skills. Periodic interaction with the practicing managers or executives, sessions on break through strategies and experiments by personalities with proven track record etc. are conducted in order to give greater exposure to students and thereby employability. Special lectures by invited experts from the academia or industry are conducted at least once in every month. One national seminar is organised on the theme 'Strengthening Human Relationship for Strategic Business Management', to discuss topics of national relevance by involving experts from reputed industrial organisations. Personality and grooming workshops, out-bound training, sensitivity training, NLP training, and interaction with reputed alumni members are also organised. The students are also deputed to participate and play organising or facilitating roles in the programmes organised by other institutions and professional bodies like Trivandrum Management Association(TMA), National Institute of Personnel Management (NIPM), Confederation of Indian Industry(CII), and The IndUS Entrepreneurs (TiE). There is a worthy programme called Daily News Analysis conducted by the department followed by a fortnightly quiz. 'News Observer prize' is given on an yearly basis to the person who does news analysis most efficiently. This is regularly conducted in the department since news papers such as Economic Times or Business Line are subscribed by all the students as directed by the coordinating teacher and monitored by a faculty and therefore enables students to get abreast with the day to day happenings in the industry.

32. Teaching methods adopted to improve student learning:

Case method of learning is vehemently practiced in the department for enhancing student learning. Practice oriented learning is promoted in which students are also actively involved in the teaching learning process. Live projects such as manpower audit of the organisation, studying the office organisation, real time touch and feel study of Forms design and control, assessing layout of the college etc. are examples. Participative learning practices such as Guided Garden Group Learning are included while conducting complex courses.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities:

All the students are members of the National Service Scheme (NSS) of the college. They participate in the rural live-in camp for a period of ten days a year. Public awareness programmes and many other activities are organised by the college on various occasions incorporating the neighbourhood community. Systematic planning

of CSR is carried out by the students and the faculty collectively in the light of research project findings or felt needs of the society from time to time.

34. <u>SWOC analysis of the department and Future plans</u>

<u>Strengths</u>
- MA HRM is a unique programme not offered in any other colleges under the University
- One of the highest faculty student ratio (around 1:5)
- Loyola brand provides high credibility
- The faculty team has research competency
- Faculty with potential & competence as trainers
- Admission process including Aptitude test, GD and Personal Interview
- Strong alumni support
- Practicum based training model
- HCDC
- Training
- Placements
- Nomenclature change
- Study of Industrial Relations and Labour Legislation (in the syllabus) will provide an advantage in placement of students

<u>Weaknesses</u>
- Inadequate publicity for the course.
- Revenue generation opportunities are limited
- Visibility of the programme among stakeholders is low
- Not included as a professional Post Graduate programme by the University
- Concurrent revision of syllabi restricted by the affiliation norms
- Lack of autonomous status

<u>Opportunities</u>
- Corporate consultancy can be undertaken in areas of Training, Management Development Programmes (MDP)s and Research
- Academic collaboration with reputed foreign universities can enhance the quality of the programme
- Sabbaticals for faculty
- Exchange programmes and collaboration with international Universities or institutes.
- Tie up with consultancy firms
- Branding the PG and Doctoral programmes nationally
- Design and offering of Short term vocational programmes to suit the industrialisation of Kerala.

<u>Challenges</u>
- Large number of MBA colleges poses a challenge in getting suitable candidates for the programme
- Attracting students from other states and countries.
- Growing need to sign agreements for internship training with corporate.

Future Plans
- Foreign Collaboration and Exchange programmes
- PhD to all the faculty by 2020
- Strengthen Consultancy wing of HCDC

**SELF EVALUATION**

The Post Graduate Department of Personnel Management, since its inception in the year 2000, promotes quality education, research and consultancy in the field of Human Resource Management and management studies in general. The department offers two programmes namely MA HRM a two year full time PG programme and a PhD programme in management studies. The department focuses on moulding young professionals into globally competent, socially committed and well disciplined managers through its practicum based well monitored system of course administration. Apart from the regular pedagogy, the department promotes various activities which orient students to avenues of employment emphasising character, competence and conscience development. The department strives to develop effective leaders for industries with ethical and human values. To reshape the nation's destiny through value based professionals competent to take up challenges, increased emphasis is given on skill acquisition of the student for enhanced productivity of the organization. The programmes are so designed that it prepares young minds for the managerial challenges of the 21$^{st}$ century. It emphasizes conceptual clarity, analytical reasoning, communication skills and computer proficiency. The alumni of the department are occupying prestigious positions in various fields like NGOs, Corporate, Government Departments and academics across the globe. The focus of the department can be read from the goal statement, vision, mission and the objectives stated below.

**Goal**
Develop the department as a centre of excellence in value based, management education and research.

**Vision**
Fostering a management perspective where human beings are deemed the most important resource on earth

**Mission**
To mould committed management professionals with zeal for excellence in a humanizing work environment.

The department's highlight during the reporting period is the national conference titled 'HRCon 2013' on the topic 'Managing Human Relationship for Strategic Business Management' inaugurated by Sri. Nikhil Kumar Hon. Governor of Kerala. The presidential address was delivered by Shri. Shibu Baby John, Hon. Minister for Labour, Govt. of Kerala. Shri. H N Srinivas, VP (HR) Taj Group of Hotels, delivered the Keynote address. Altogether 10 eminent corporate heads representing prestigious organizations such as South Indian Bank, shared their experiences.

Competent faculty

Two PhD research guides Dr. Prakash Pillai and Dr. Anitha together are   guiding 11 research scholars .Mr. Aby Tellas is Panel Member, State Level Youth Awards , Dept. of Youth & Sports Affairs,Govt. of Kerala. Mr. Angelo Mathew,and Mr.Aby Tellas are in the editorial board of management research journals published by other institutes.There are contributions in about *seven* books in the form of chapters and a list of more than 10 national and international journal publications.

Consultancy Services
The department ventured into consultancy after a decade of its inception in 2011 by taking up a specific assignment for M/s Air Travel Enterprises India Ltd., Thiruvananthapuram: The organization authorised the faculty resource persons to chart out a training program for the lower level staff on Selling skills, CRM and People Skills. Out of which the People Skills modules were prepared by done by faculty of the department which included the following specific areas namely Individual effectiveness, Identifying Strength and Weaknesses, Johari exercises, Body Language- especially Eye movements, Team building exercises, Work Life Balancing and Goal setting.With the successful completion of the consultancy other companies started approaching the department.

'i-miRa Knowledge Solutions' invited the faculty as Project Consultants in producing the high quality content for different training programs like Leadership, Communication etc. It was followed by consultancy for publishing the in house journal for Manappuram group of companies and there are other consultancy projects in the pipe line. Year 2013 being the golden jubilee year of the college prompted the department to venture in to corporate training and it paved the way for the foundation of'Human Capital Development Centre (HCDC)

Human Capital Development Centre (HCDC)
This is the customised training and consultancy wing of the department of Personnel Management extending its expertise to the corporate. This is a mechanism through which more than a dozen corporate clients have been served within ten months time. Potential faculty members will be identified and deputed as resource persons for the demanded training programme. A portion of the income generated through this activity is shared with the college fund and another portion is reserved for development activities of the department.

Professional Affiliations

The department's PG programme being a highly professional one efforts were taken from the very beginning to establish affiliations with professional associations. This facilitate handful of learning opportunities outside the college, enabling students to gain good exposure and interaction with working professionals.   The following associations are closely engaging our department in their activities, namely
- NIPM – National Institute of Personnel Management – Student volunteers
- CII – Confederation of Indian Industry - Invited delegates to conferences.
- KMA – Kerala Management Association – Invited delegates
- ISTD – Indian Society for Training & Development
- NHRD – National HRD Network

- TiE – The IndUS Entrepreneurs
- TMA – Trivandrum Management Association
- SEEM – Society of Energy Engineers Managers, in collaboration with them to have a National Seminar in mid August 2012
- Green Community – Working as Consultants for the Thiruvananthapuram zone, includes programme development, programmes for Environmental consciousness. The faculty as well as students are actively engaged in collaborative events and professional networking with these professional associations.

**LAMPS**

The Loyola Association of Management Professionals & Students is named LAMPS, initiating activities that are essential to learn and promote the brand of Loyola Management professionals. There is a half yearly student's news letter 'HR Mix' published by the association incorporating various activities carried out by the department.

Research Workshop

Department of Personnel Management has organised a 10 day workshop on Social Research Methods from 17<sup>th</sup> to 27<sup>th</sup> November, 2013. Around 35 participants from across the country attended the programme. This research workshop was fully supported by the Indian Council of Social Science Research (ICSSR). Research experts from reputed Social Science Institutions including TISS were the resource persons for the programme. This programme helped our PhD research scholars debate and engage in intellectual discourse in addition to JRF holders carrying out research in other Universities.

Industry Interaction

The department maintains continuous interaction with industry through industry visits, study tours, organisational study, internships and concurrent field works. 10 days in a year are earmarked for Industrial visit to diverse industries preferably in the northern part of India. From 23<sup>rd</sup> February to 5<sup>th</sup> March 2013,the students were exposed to the functioning of the organisations like : Amul, Blind Peoples Association (BPA), Aravind Mills Ltd, National Innovation Foundation(NIF), Centre for Innovation, Incubation & Entrepreneurship (CIIE), and IIM Ahmedabad. In 2012 students visited organisations like National Instruments, SAB Miller India, Continental Automotives, 3M India , BOSCH, Schneider Electric, SFO Technologies, Toyota Kirloskar Motors, ITC Ltd, SICHREM (NGO), and Promethus an HR Consultancy in Bangalore. The 2011 batch visited Jamshedpur and had interactions with organizations such as Tata Steel, Telco, Tata Cummins etc. They also had opportunity to interact and attend sessions by the XLRI faculty. The stay in XLRI enrich them with feel and essence of the management culture of the institute.

Daily News Analysis and News Observer Prize

This is regularly conducted in the department since news papers such as Economic Times or Business Line are subscribed by all the students and the process is monitored by a faculty. This enable students to get abreast with the day to day happenings in the industry and help them sense the pulses of the job market. An annual prize is also instituted to encourage the students to remember the news written and submitted by them every day through quiz programmes conducted fortnightly.

## DEPARTMENT OF COUNSELLING PSYCHOLOGY

1. Name of the Department                    : Department of Counselling Psychology

2. Year of Establishment                     : 2014

3. Names of  Programmes /Courses offered:
   MSc Counselling Psychology

4. Annual/ semester/choice based credit system (programme wise):  Semester system

5. Courses in collaboration with other universities, industries, foreign institutions, etc.

The Master of Science in Counselling Psychology established in 2014, is the first of its kind at the University of Kerala. The department envisages various academic, research and extension activities and programmes in collaboration with agencies functioning in the field of Counselling and Psychology.

6. Details of courses/programmes discontinued (if any) with reasons: Nil

7. Number of teaching posts

| Sanctioned | Filled |
|---|---|
| Applied, not sanctioned | 3   Temporary staff |

8. Faculty profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D. / M. Phil. etc.,)

| Name | Qualification | Designation | Specialisation | No. of Years of Experienc | Ph.D. Guidance for last 4 years |
|---|---|---|---|---|---|
| Dr. Susha Janardanan | MSW, PhD | Course Coordinator | Counselling, Parenting, Training | 27 | - |
| Dr. Reji.V.S | MA,MPhil, PhD | Guest Lecturer | Educational Psychology | 5 | - |
| Ms. Aroline. K.Tom | MSc | Guest Lecturer | Clinical Psychology and Education | 2 | - |

9. List of senior visiting faculty:
   - Mr. Joy Lazzarus, Psychotherapist, Ireland
   - Fr. Joye James S.J., Manager, LES & Chairman, CWC-Trivandrum
   - Ms. Pushpabhai, Family Counsellor, LFCC

10. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:  Not Applicable

11. Student -Teacher Ratio (programme wise): MSc Counselling Psychology: 1:1

12. Number of academic support staff (technical) and administrative staff; sanctioned and filled

Being an affiliated college of the university, departments do not have separate support or administrative staff. It is entitled to avail the assistance of the common support and administrative staff of the institution.

13. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

| Name of the Faculty | Qualification |
|---------------------|---------------|
| Dr. Susha Janardanan | MSW, PhD |
| Dr. Reji V.S. | MA, MPhil, PhD |
| Ms. Aroline .K.Tom | MSc |

14. Number of faculty with ongoing projects from and the grants received: Nil

15. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

16. Research Centre /facility recognized by the University: Nil

17. Publications:

| Faculty | Published in Peer reviewed journals |
|---------|-------------------------------------|
| Dr. Susha Janardanan | 2 |
| Dr. Reji.V.S | 1 |
| Ms. Aroline .K.Tom | 1 |

18. Areas of consultancy and income generated

The faculty offer consultancy services to several governmental and non-governmental agencies and also regularly participates in various consultative meetings. Some of them include Department of Education, Social Justice Department, Social Security Mission, Kerala, Nirbhaya, a Kerala Government project for women and children, Our Responsibility to Children (ORC) government of Kerala etc. However, in nearly all cases the consultation is offered free of charge.

19. Faculty as members in

   d) Membership in Committees: The faculty is a member of Loyola Family Counselling Subcommittee, Child Welfare Society, Trivandrum Social Service Society.

   20. Student projects : Nil

   21. Awards / Recognitions received by faculty and students: Nil

22.  List of eminent academicians and scientists/visitors to the department
- Dr.M.K.George S.J., Director, Indian Social Institute, Bangalore
- Dr. Sheena Shukkur, PVC, MG University, Kerala
- Dr. Mohan Raj, Principal Counsellor, Family Court
- Fr. John Manipadam S.J., Transanctional Analysis Expert, Chinese Taipei

23.  Seminars/ Conferences/Workshops organized & the source of funding
   **a. National : Nil**
   **b. International: Nil**

24.  Student profile programme/course wise:  MSc. Counselling Psychology course is started in 2013-2014 academic year

| Applications received | Selected | Enrolled | | Pass percentage |
|---|---|---|---|---|
| | | *M | *F | |
| 5 | 3 | - | 3 | NA |

*M = Male   *F = Female

25.  Diversity of Students

| Name of the Course | % of students from the same state |
|---|---|
| MSc. Counselling Psychology course is started in 2013-2014 academic year | 100% |

26.  Details of Infrastructural facilities
   a) **Library**: Separate shelves in the library for Counselling & Psychology books. Various journals are also subscribed.
   b) **Laboratories:**  A lab has been set up with all facilities to conduct psychological tests as per the University norms.
   c) **Internet facilities for Staff & Students**:  All classrooms and faculty rooms are Wi-Fi enabled
   d) **Class rooms with ICT facility:** All the class rooms are equipped with Smart settings

27. Details on student enrichment programmes (special lectures / workshops / Seminar)

   **Workshops**
- Three day Workshop on Counselling & Counselling Skills conducted by LES, April 7th to 9th 2014
   **Seminars**
- International Seminar on 'Life Skills', February 20th to 22nd , 2014

28. Teaching methods adopted to improve student learning

- Classroom exercises on self-awareness to get an understanding of self and others.
- Participatory activities in the classroom on Counselling Skills to develop deeper understanding on counselling.
- Case observation and recording. Students observe individual counselling to get familiarize with the practice of counselling.
- Cooperative learning including discussion of topics followed by common presentations and discussions
- A synopsis is prepared for each module and its content is taught in an interactive manner
- Most of the topics are presented in slide shows
- Students are guided to link current social realities to the course content
- Assignments and seminars are given in relation to the subjects taught
- Field exposure visits are conducted to get awareness about the functioning of different agencies.
- Field work experiences are documented shared in the class to give the students an idea how to link theory and practice which is very essential for their future engagements.
- Giving more focus on learning than teaching by making classes more interactive
- Guided book reviews on special topics related to counselling
- Discussions, debates and quiz to make the learning student centric.
- Peer teaching and learning approach is advocated and encouraged
- Bridge system introduced to make students familiar with various concepts of Counselling & Psychology
- The ICT enabled seminars, classes and sessions make the learning interactive and demands active contributions from the students
- Students are encouraged to participate in various programmes inside and outside the campus to provide a learning opportunity for them.

29. Participation in Institutional Social Responsibility (ISR) and Extension activities

As part of a social science college, it is imperative for the department to create social responsiveness and sensitivity in the minds of the students through a variety of outreach programmes. These programmes are designed in such a way to provide an enriched learning experience for the students. They also get an opportunity to connect theory learnt in the classroom and the reality in the field.

Each and every outreach activity is followed up by collective reflection and personal integration process whereby the students critically assimilate the insights gained from the experience in the field. Listed below are some of the major programmes undertaken by the department in the limited time as part of the institutional social responsibility and extension activities.

- **Community Visit**: As part of the curriculum, students along with faculty visits nearby communities. During these visits awareness programmes are conducted and also counselling is provided for the needy.

- **Exposure programmes:** The department organized a few exposure programmes for the students with a view to introduce them to different facets of human life and social settings. The students visited shelter homes, old age homes, homes for the destitute and orphanage. These visits provide ample opportunities for the students to encounter and interact with people from various social and cultural backgrounds and understand their issues and concerns. These social realities will help them to develop social sensitivity.
- **Extension Activities**: Counselling services are provided for needy children from various schools and colleges through Loyola Students' Counselling Centre by the faculty. In addition the faculty conduct classes on various topics such as counselling, parenting, adolescent issues etc for various groups.
- **Community Intervention Programmes:** The students actively participated in a community survey while attending the NSS camp, to list the mentally challenged children in a particular community. They also conducted group programmes for these children during the NSS camp.
- **Skill Development and Field visits:** Practicum is part of the curriculum which provides students a variety of experiences to understand oneself, to develop counselling skills and practice these skills under supervision. Various exercises are being conducted at the classroom level initially to orient students on various counselling skills. The students are then taken to counselling centres and provide them a chance to observe the activities carried out by experienced counsellors. They interacted with the individuals and their family members to get the feel of various concerns and issues faced by the people who seek help from these centres.
- **Summer Fieldwork:** The department provides opportunity for the students to do fieldwork during summer in NGOs working among the marginal communities in the state. One student did one month fieldwork in an old age home which enabled the student to have a different perspective on the life and struggles of the aged. Other two students were in Loyola Extension Services and engaged themselves in different kinds of activities. They attended a workshop, assisted in a three day workshop for disabled children, visited a community and interacted with the people and also visited a home for destitute women and children. They have conducted individual sessions with a few people as well. This fieldwork is a supervised activity and hence it has to be documented and reported promptly.

30. SWOC analysis of the department and Future plans

**SWOC analysis**

**Strengths**
- The pioneering department of Counselling Psychology under the University of Kerala: hence can set standards in the profession of counselling through engaged teaching - learning and practice methodologies.
- As a Social Science Institution, the college provides all supportive environment for the development of the department.
- The highlight of this course is counselling practicum and psychological practical tests. The Loyola Extension Services, which is the social lab of the college,

provide ample opportunities for students to carry out these activities.
- The cooperation from other departments to carry out departmental activities in the campus
- Competent and committed faculty.
- Faculty is in constant touch with various governmental and non-governmental organizations
- Good teacher-student ratio
- Close teacher-student relationship
- Continuously updated and maintained library with e-resources
- Attention to slow and advanced learners
- Class room teaching is adequately complimented with field engagements, exposure and training.
- Due attention to student enhancement programmes in acquiring the knowledge, skills and attitude required for the study of the discipline

**Weakness**
- Inadequate number of students
- Students do not have proper subject background.
- Lack of prior models of practice to follow.
- Lack of focus in the syllabus about the contemporary issues in the society and emerging trends in the practice of Counselling and Psychology.

**Opportunities**

- Counselling is emerging as an employable discipline in the current global scenario: counsellors are employed in various government departments, schools, Family courts, hospitals, industries, Corporate sectors.
- The syllabus provides an opportunity for students to acquire theoretical as well as practical orientation in the field of Counselling Psychology
- New Counselling Psychology departments in the State
- Scope for association and interaction with major NGOs practicing in the same line.

**Challenges**
- Lack support from agencies to provide supervised counselling internship for the students
- Lack of an association or board or committee to give license for professional practice for the students
- To get autonomy in curriculum designing and the student evaluation processes.
- Develop consultancy services that brings in higher grant
- Lack of evidence based studies for major research activities

**Future Plans**

- Prepare department brochure
- Prepare booklets on case study articles
- Conduct annual workshop on counselling and related topics
- Invite resource persons experienced in the field of counselling and Psychology to interact with students

- Publish at least one academic article, including book reviews, annually by each faculty member
- Conduct mini research activities by the students with the support of the faculty.
- Provide opportunity for the students to present papers in National and International seminars in each academic year.
- Advocacy activities for the promotion of Loyola Students Counselling Centre
- More professional approaches through Loyola Students Counselling Centre by including Psychological testing.
- Introduce some inter-departmental activities to promote self development through indigenous programmes.
- Collaborative initiatives with Loyola Extension Services to conduct various programmes such as Personality Development, Counselling Training, Vocational Guidance, Life Skills Education, Stress management techniques etc.
- Conduct various lecture series on emerging themes
- Collaborative research activities with other departments

## SELF EVALUATION

This is a newly added department to the college in 2014 and first of its kind under the University of Kerala. MSc Counselling Psychology program has been designed to prepare individuals aspiring to work as counsellors or in counselling-related fields. This program provides the knowledge, skills, and attitudes necessary to become a competent professional counsellor through academic and experiential learning. The curriculum helps students to examine and address the psychological needs of individuals, families, groups, organizations/institutions, and communities with psychological and counselling theoretical models and rigorous practical trainings.

**Context**

The different departments in Loyola College of Social Sciences such as Social Work, Sociology and Human Resource Management are engaged in continuous interaction with communities and various organisations as part of their curriculum. The college also has a long standing credibility for providing counselling services to individuals and families through its Family and Student Counselling Centres. In addition the college is conducting Postgraduate Certificate and Diploma courses in Counselling for a few years. Counsellors are increasingly being employed in various settings (schools, Government projects, rehabilitation centres etc) due to the changing family and social scenarios in recent years. This emerging trend along with the ample resources available in the college has inspired the management to propose for a new course in counselling. The new course, "Master of Science in Counselling Psychology" thus came into existence in 2014 with the following motto, vision and mission.

**Motto**
Engaged learning in caring and healing

**Vision**
A pioneering centre of excellence, setting standards of competence, compassion and ethics in Counselling

**Mission**

- To mould a caring cadre of professional counsellors committed to empowering individuals, families and society
- To enhance professional practice by encouraging critical reflection, freedom of inquiry, academic excellence and high standards of ethical decision-making
- To create benchmarks in counselling, counsellor education, training, research and publication
- To advocate for progressive state and national mental health policies

**The Course**

Three students have enrolled in the first batch. A coordinator and two lecturers were appointed to manage the course, of which two are from Psychology and one, from Social work background. The course is spread over four semesters of five months each.

**Departmental Activities**

The Department has taken a few initiatives during this short span of time. The following are the list of those initiatives:

- Outreach programs in the nearby communities-conducted awareness programs for targeted groups on parenting, adolescent issues etc.
- Collaborative efforts with NGOs in the field of counselling –this is to carry out field exposure visits and also to provide an opportunity for the students to observe counselling activities.
- Consultancy services to governmental and non-governmental organisations- to plan new projects, to conduct refresher courses for school counsellors, to carry out training programs for social welfare department personnel etc.
- Revival of Loyola Students Counselling Services- to provide counselling services on appointment to students and their parents.
- Extension activities in partnership with Loyola Extension Services- conducted counselling training programs for teachers and others.
- Academic support to other courses offered by the college and other institutions- the faculty provides lectures for PG Diploma in counselling offered by Loyola College and Child Development Centre.

The department has plans to organise various programs in the coming years such as annual seminar on counselling, psychology and other related topics, personality development training, lecture series by eminent resource persons, and also research activities on contemporary themes.

## SIGNIFICANT QUALITY SUSTENANCE AND ENHANCEMENT MEASURES UNDERTAKEN DURING THE LAST FOUR YEARS

### I. Curricular Aspects
- Paradigmatic shift of the pedagogic frame of reference from Knowledge Building Process to Engaged Knowledge Building
- Revised Vision, Mission, Motto and Values of the institution
- Revised curriculum for Sociology, MSW and MAPM departments
- New programme in MSc Counselling
- Vision, Mission, Motto of the MSc Counselling
- Changing the nomenclature of the programme of the Department of Personnel Management as Human Resource Management
- Increasing the number of papers from 18 to 24 for the course on Human Resources Management
- Increasing the number of papers from 16 to 24 for the course on Social Work
- Curriculum implementation plan
- Radically revision and re-launch of the website
- Creation of Institutional email ID
- Dual Degree and Enhanced Access Programmes with IGNOU
- Twinning with EU Global College, Sweden
- Tribal Live in Camps
- Loyola Summer Camp (LSC)
- Consortium of Loyola Field & Community Engagements
- Conference on Waste Management

### II. Teaching Learning and Evaluation
- Foundational Course – Introduction to Social Sciences
- Faculty training and commissioning of *Moodle,* the software for teaching-learning management and organization
- Revision of Stef 04 in 2013
- Identification of slow and advanced learners and special accompaniment activities
- External audit of the teachers
- Award for the best faculty in teaching-learning, Research and Publications & Student Support and Progression
- Internal Assessment Index
- Smart Board facility in all the departments
- helpdesk to assist students who wish to apply for admission online
- Equal Opportunity Centre
- Research Clinic
- Open Educational Resources - OERs
- Mentoring dossier
- Self-learning modules – Digital Manual Software
- Buddy System Mentoring
- Peer learning
- Training in case method of training

- Weekly Meetings of the PhD Scholars
- Daily prayer/reading from the sacred and other spiritual texts in the morning
- LES Research Bank - Student Projects with LES, the Live Lab of the College
- Analytical Sociology Kaleidoscope (ASK – wall paper)
- Conference on Waste Management
- Exposure to and participation in social struggles such as Vilappilsala, Koodamkulam etc
- Application for the International Exchange Program – EMINTE
- Young Alumni Meet
- ALCALE – Exit Evaluation

## III. Research, Publication and Extension
- Paradigm shift in research
- Renewed thrust in community engagement
- Consortium of Jesuit Social Engagement Centres
- Tribal Survey in collaboration with DMHP-DHS of Kuttichal Grampancahyath
- Department of Personnel Management as a PhD Research Centre
- Video ethnography – academic movie- on Land question
- Loyola Ethnographic Film Centre (LET)
- Establishment of Child Rights Observatory by UNICEF in LES
- Chairmanship of Child Welfare Commission
- Membership in Child Rights Commission
- Organ donation campaign
- Study on Land Question under Senior Research Fellowship
- NGO-Academia Interface Seminar
- Seminar on Social Work Practices
- Scholastic Award for the best practices
- Two books by Loyola Publications as the outcome of international collaborative researches
- Two workshops in research methodology
- Workshop on Waste Management
- SCTIMST AWARD for Blood donation
- Sr. Sally's organization for the best street theatre programme
- MoUs with State Police Department, Govt. of Kerala, Kerala State Biodiversity board, TIES, Confederation of Indian Industries we have collaborative agreement with cosmopolitan hospital
- National knowledge network public lecture series
- National seminar on strengthening relations for strategic business management
- Medical camp on Indigenous Medical Systems in the Neighbourhood community and supply of free medicines
- Blood test conducted by students in the backward neighbourhood communities

## IV. Infrastructure and Learning Resources
- Infrastructure Policy and Policy on ICT and Extension

- Revised Library Policies
- Smart classroom
- Library automation with catalogue search service
- Digital library system using Greenstone for augmenting content management and e-learning
- Participating in resource sharing network of INFLIBNET such as N-LIST
- IBM server computer – LAN with 20 computers in the library hall
- Internet –wired and wireless (Wi-Fi),   10 mbps optic fiber connectivity
- Press Clippings Service
- Institutional Documentation Service
- LCDs in all the class rooms and 2 LCDs for common use
- Expansion of canteen
- Digital library with an IBM server computer
- Digital handicam and still cam
- Access to E-resources(Online and Offline)
- CCTV /Surveillance Camera
- Bio-metric punching machine
- Wi-Fi enabled reading corner
- Online Public Access Catalogue
- Reorganizing and restructuring the library counter
- Subscription to e-journals
- Digital notice board
- Career Resource Corner
- Intranet services
- Water purifier with hot and cool facilities
- Separate Wi-Fi for staff and students
- Solar Invertor at Ladies' Hostel
- Public address system for the college
- Health and Fitness Centre (Gymnasium, Yoga & Meditation)
- Arnos Padri Reading Corner as annex of the library
- Learning enclaves (benches) spread over the lush green locations on the campus
- Renovation of facilities at the Ladies' Hostel
- Provision of computers in the library

## V.  Student Support and Progression
- Student Welfare and Support Centre
- LiveLab for Life Skill Training and ToTs for the students in LiveLab
- Loyola Academy of  Competitive Exams (LACE)
- Career/Employment Information Service
- Alumni-Academia Cell
- Renovation of Ladies' Health room
- Spoken English and Communication CDs and Digital Resources
- Electronic Resources for the visually challenged
- Open source software for the visually handicapped
- Service of an on call doctor

- The Shibu H Das Scholarship for Student with Potential for Excellence, was instituted in 2013, in memory of Late Shibu H. Das, by his batch mates from 2003
- Career-Employment Information Services Notice Board
- IKAN Training
- Rural Help Desk
- Children's Parliament & Democratic Process in Schools
- Human Capital Development Centre (HCDC)

**VI. Leadership, Administration and Management**
- Handbook on  Policies
- Redefined and restructured organogram of the institution
- The concepts of Academic Council and Faculty Council
- Weekly Academic Council Meeting
- IQAC Centre
- Institutional Email IDs for the faculty

**VII. Innovation**
- Green audit – Energy Audit, Water Audit and Bio-diversity Audit
- Plastic free campus
- An addition of Biogas plant
- Replacement of the more energy consuming incandescent equipments to less energy consuming equipments
- Use of bicycles for the campus and local travels
- Bio-diversity parks
- Bee Live initiatives

भारत सरकार

राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग

**GOVERNMENT OF INDIA**
**NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS**

प्रथम तल, जीवन तारा भवन, ५, संसद मार्ग
पटेल चौक, नई दिल्ली - ११०००१
1st Floor, Jeevan Tara Building, 5, Sansad Marg
Patel Chowk, New Delhi - 110001

Dated............................

# C E R T I F I C A T E

THIS IS TO CERTIFY THAT BY THE ORDER DATED 14TH DAY OF SEPTEMBER 2011 PASSED BY THE NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS, NEW DELHI IN CASE NO. 2673 OF 2010 (LOYOLA SCHOOL, SREEKARIYAM, THIRUVANANTHAPURAM, KERALA, AND ORS. VS. SECRETARY, GENERAL EDUCATION DEPARTMENT, GOVERNMENT OF KERALA), THE FOLLOWING INSTITUTIONS RUN BY THE KERALA JESUIT SOCIETY HAVE BEEN DECLARED AS MINORITY EDUCATIONAL INSTITUTIONS COVERED UNDER SECTION 2 (g) OF THE NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS ACT, 2004.

| SI. No. | File No. | Name of the Institutions |
|---------|----------|--------------------------|
| 1. | F. No. 2673 of 2010 | Loyola School, Sreekariyam, Thiruvananthapuram, Kerala. |
| 2. | F. No. 2674 of 2010 | St. Xavier's College, St. Xavier's College P.O., Thiruvananthapuram, Kerala. |
| 3. | F. No. 2675 of 2010 | St. Michael's Anglo-Indian Higher Secondary School, P.B No. 26, Kannur, Kerala. |
| 4. | F. No. 2676 of 2010 | Archbishop Kavukatt Memorial (AKJM) Higher Secondary School, Kanjirappally, Kottayam Dist., Kerala. |
| 5. | F. No. 2677 of 2010 | Loyola College of Social Sciences, Sreekariyam, Thiruvananthapuram, Kerala. |

*A-9*

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली 110 002

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

ज्ञान-विज्ञान विमुक्तये  9 (3)

F. 1-2/2004 (CPP-I)

September, 2007

**1 5 OCT 2007**

The Principal,
Loyola College of Social Science,
Sreekariyam,
**Thiruvananthapuram-695 017 (Kerala).**
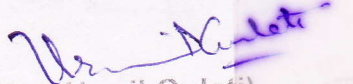
Sub:- Recognition of College under Section 2 (f) & 12 (B) of the UGC
Act, 1956 - Loyola College of Social Science, Sreekariyam,
Thiruvananthapuram-695 017 (Kerala).

Sir,

With reference to your letter No. UGC/XI/2/07 dated 17.07.2007 on the
above subject, I am directed to say that the name of **Loyola College of Social
Science, Sreekariyam, Thiruvananthapuram (Kerala)** is included in the list of
Colleges maintained under Section 2 (f) of the UGC Act, 1956 under the head
Non-Government Colleges teaching upto Post Gradaute Degree. The College is
also eligible to receive Central Assistance under Section 12 (B) of the UGC Act.

Yours faithfully,

**(Mrs. Urmil Gulati)**
Under Secretary

Mr. Stanley
File
24/10/07

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

*An Autonomous Institution of the University Grants Commission*

# Certificate of Accreditation

The Executive Committee of the

National Assessment and Accreditation Council

on the recommendation of the duly appointed

Peer Team is pleased to declare the

Loyola College of Social Sciences

Sreekariyam, Thiruvananthapuram, affiliated to University of Kerala,

Kerala as

Accredited

with a CGPA of 3.70 on four point scale

at A grade.

Date : December 22, 2007

Director

EC/43/RAR/02

# National Assessment and Accreditation Council

An Autonomous Institution of the University Grants Commission

*Bangalore*

## CERTIFICATE OF ACCREDITATION

*The Executive Committee of the*

*National Assessment and Accreditation Council*

*on the recommendation of the duly appointed*

*Peer Team, is pleased to declare the*

**Loyola College of Social Sciences**

*Thiruvanthapuram, affiliated to University Kerala, Kerala, as*

**Accredited[1]**

*at the Five star level[2].*

*(among the Affiliated/ Constituent Colleges)*

Date: August 03, 2001

**Director**

---

1. This certification is valid for a period of 5 years with effect from the assessment academic year 2001 - 2002.

2. An institutional score (%) in the range of *55-60* denotes one star, *60-65* two stars, *65-70* three stars, *70-75* four stars, and *75 and above* five stars (upper limit exclusive).

# REPORT

## ON

# REASSESSMENT AND RE-ACCREDITATION

## OF

**LOYOLA COLLEGE OF SOCIAL SCIENCES**
**THIRUVANANTHAPURAM**
**(KERALA)**

**Visit Dates**
**29th – 30th OCTOBER, 2007**

**National Assessment and Accreditation Council**
**Bangalore**

# REPORT OF THE PEER TEAM ON INSTITUTIONAL RE-ACCREDITATION OF LOYOLA COLLEGE OF SOCIAL SCIENCES, THIRUVANANTHAPURAM, KERALA

## October 29- 30,  2007

## SECTION - 1

## 1.  General

**1.1 Name & Address of the Institution**: Loyola College of Social Sciences,

Thiruvananthapuram, Kerala

**1.2  Year of establishment** : **1963**

**1.3  Current Academic Activities at the Institution:**

- Faculties :      One( Social Science)

- Departments :   Three(Sociology, Social Work and Personnel Management)

- Programs :      04( PG -3, Ph.D in Social Sciences, Three PG Certificates  - Research Methodology, Counselling, Library and Information Science and four Certificates level– Community Service, Computer Applications, Counselling for Teachers and Softskill Imparting and Learning offered at the College level.

- Permanent Faculty Members:  Sanctioned - 11,  Recommended to Govt. by the University – 5. Thus total 16,  Filled- 11

- Permanent Support Staff :      Sanctioned - 10,   Filled- 09

- Students (2006-2007):  181 ( PG-109, Ph.D-31, Certificate- 41 )

### 1.4 Three Major Features in Institutional Context:

- College exclusively for PG and Research Program in Social Sciences.

- More than 70% of the students are women. About 50% from disadvantaged and minority community.

- Only institution affiliated to Kerala University offering PG programs in Social Work, Sociology and Personnel Management.

**1.5** Dates of visit of the Peer Team: *29-30 October, 2007*

**1.6** Composition of Peer Team :

| | |
|---|---|
| Chairperson: | Prof. C. Thangamuthu |
| | Former Vice Chancellor, Bharathidasan University |
| Member: | Dr. Miglani K. L. |
| | Principal, Arya P.G. College, Panipat |
| Member: | Prof.(Mrs.) Mamata Satapathy |
| | Former Professor & HOD & UGC Emeritus Fellow, |
| | Dept. of Physics, Utkal University, Bhubaneswar |
| NAAC Coordinator: | Dr. (Mrs.) Sujata Shanbag |

## SECTION II

## CRITERION-WISE ANALYSIS
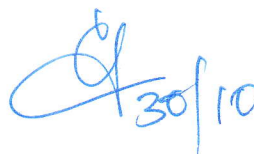
## 2.1 Curricular Aspects:

### 2.1.1 Curricular Design & Development:

- The academic programs are in conformity with the institution's goals and objectives.

- Being the only affiliated college having PG in three social science subjects, the faculty gets opportunity to contribute to the curricular development and design, as some members of the faculty are the members of BOS, Academic Council and Senate.

- A two-day syllabus revision workshop is being conducted with the representatives of the stakeholders, once in three years by the College.

- By way of enrichment, the college offers Student IT Upgrade Program (SIT-UP), Advanced training on Software Package for Social Sciences (SPSS). Orientation given on special topics such as e-commerce, Management Information System (MIS), Strategic Human Resource Management (SHRM) etc. to make the students IT savvy and globally competent.

### 2.1.2 Academic Flexibility:

- Three program options at the PG level, four elective options in sociology and two specializations in Social Work course.

- Choice based credit system has not been introduced, so no flexibility for horizontal mobility, and limited flexibility in time frame.

- After the first accreditation, the college has introduced 5 UG certificate courses with skill orientation.

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### 2.1.3. Feedback on Curriculum:

- Feedback on curriculum development obtained from students through Open House, conducted at the end of each semester and also through written evaluation. Feedback from the parents during PTA meeting.
- Feedback and Suggestions from academic peers, alumni and experts are taken during syllabus revision workshops.
- Feedback from Employers /Industries, obtained during Employers Meet, Meet Excellence Series

### 2.1.4 Curriculum Up-Date:

- Being an affiliated college, the curricula are revised by the University once in three years; a major syllabus revision has taken place during the last two years.
- National curricula, curricula of reputed institutions and UGC guidelines are followed in syllabus update.
- Curricula have been modernized in different subjects by introduction of new papers i.e. Globalization and Society, Developmental Economics, Disaster Management, Sociology of Marketing, Business Environment and Corporate Strategy.
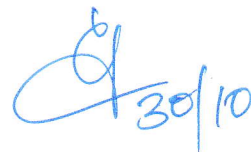
### 2.1.5 Best Practices in Curricular Aspects:

- Curricular revision workshop, Employers' Meet, Meet Excellence Series, etc.
- Introduction of Knowledge Building Process (KBP)
- Introduction of value added courses, certificate courses of modern relevance, bridge/enrichment/orientation modules

## 2.2 Teaching-Learning & Evaluation:

### 2.2.1. Admission Process and Student Profile:

- Publicity for admission through college prospectus, website and news papers.
- Transparent admission process: Common Admission Test by the University, followed by interview, group discussion and performance in qualifying examination for MSW and MAPM. Courses; Interview and performance in qualifying examination for admission in Sociology course
- Reservation policy of the Govt. for minority institutions is followed in true spirit.
- Detailed Student Profile Maintained: about 70% students are women; 50% from disadvantaged and minority

## 2.2.2 Catering to Diverse Need:

- Slow and advanced learners identified through entry assessment tool. Extra classes conducted for the slow learners. Advanced learners encouraged for peer teaching.
- Peer study, co-operative learning, mentoring system for all. Tutorial classes for all students.
- Differently-abled students are given special facilities;
- Three days induction program for the freshers.

## 2.2.3. Teaching Learning Process:

- Teaching - Learning and Evaluation schedule followed as per the College and departmental calendars.
- Semester system adopted; with Continuous Internal Assessment (CIA) of 25% which is rigorously conducted.
- Lecture method is supplemented by interactions, group discussions, seminars, field study, study tour, projects, street theatre, case studies etc for most of the courses.
- Use of audio-visual aids, LCD, CD, Internet and Computer is evident.
- The Faculty Evaluation System by students is being implemented

## 2.2.4. Teacher Quality:

- Teachers recruited on the basis of merit as per the guidelines of UGC/ State Govt. and University. There are 10 permanent and 03 temporary teachers. One from outside the state.
- Eight teachers with Ph.D, 02 M.Phil. and others are NET/SLET qualified. A number of them are members in professional bodies.
- Faculty members encouraged to participate in Faculty Development Programs
- College conducts training programs in IT through Faculty IT Upgrade Program (FIT-UP). During last five years organized – 11 State level seminars, workshops on curricular development, 07 research management and 41 endowment lectures.
- There is no qualified core faculty in the Dept. of Personnel Management; the Govt. is yet to approve the sanction of faculty. The program is managed by guest faculty and visiting faculty drawn from industries and other teaching institutions.

### 2.2.5. Evaluation Process and Reform:

- Continuous assessment and evaluation through class tests, assignments, project work, field work, *viva voce*.

- Marks obtained in the college examinations communicated to the students and also to parents in PTA meetings.

- Any grievance regarding internal evaluation is redressed by the teacher/HOD/Principal.

- Multi-media feedback system, an innovative method, to enable the student to get a visual feedback of his/her seminar presentation and for verifying the reliability of CIA marks for the same.

### 2.2.6. Best Practices in Teaching-Learning and Evaluation:

- The mechanism of students' evaluation of the teachers, its analysis and action taken by the Principal and the self-appraisal system.

- Adoption of modern ICT technique, Computer, Internet, e-based learning resources, e-contents used as effective tools in teaching learning process.

- Knowledge Building Process (KBP) which has sensitized the students/faculty as the "method of making knowledge" out of any event that occurs in the campus.

## 2.3: Research, Consultancy and Extension:

### 2.3.1 Promotion of Research:

- Loyola Research Centre is constituted to implement monitor, and evaluate the sponsored research projects.

- Students are exposed to SPSS a major software used in social science research projects.

- Faculty members encouraged/facilitated to participate research/consultancy projects assigned to the college.

### 2.3.2 Research and Publication Output:

- Sociology Department, a recognized Research Centre – 8 teachers as approved guides; good publication form the Sociology Department; the other Departments may need to improve their publications.

- 20 full time and 11 part-time research scholars, with financial assistance from concerned University, one UGC JRF. Produced 08 Ph.D s during last five years.

- 14 papers published in international, 16 in national refereed, 02 in college journals. Faculty members published 11 books, 10 book review, 06 chapters in book, 07 abstracts and 60 research paper presentation in conferences during the last five years

- The Loyola Journal of Social Sciences, a biannual refereed journal with a good professional standards/recognition has been published by the college uninterrupted for over 20 years.

### 2.3.3. Consultancy:

- The College provides professional consultancy services to GOs and NGOs in the areas of Adult and Continuing Education, Community Organization, Gender Study, Hospital Administration, Rehabilitation of mentally challenged, Gerontology etc.

- Generated Rs.24 lakhs last year from consultancy; the resource sharing formula for consultant faculty may need to be formalized and implementation.

- Publishes a Directory of Consultants highlighting their expertise.

### 2.3.4. Extension Activities:

- Extension activities and out reach programs through college NSS unit and Loyola Extension Services (LES), the later having seven wings, Training Research and Documentation Wing, Human Right Cell, Women Empowerment Cell and Loyola Family Counseling Centre, Adoption Coordination Agency, CHILDLINE(Nodal) and Continuing Education Centre(Nodal). The LES, a separate registered body, acts as a social lab for research purpose.

- LES, through its units caters to the development of the neighborhood community, Gram Panchayats, slum dwellers. It also offers vocational training programs. The NSS unit undertakes Vector Control Program and various Awareness campaign, Hariyalli program, Remedial Education etc.

- College recognizes the community as the prime stake holder and involves them in its planning and development programs.

### 2.3.5. Collaboration:

- Collaborates with GOs, NGOs, local bodies, industry level for curricular, extracurricular and extension activities.

- It has undertaken many welfare projects like Kudumbasree a Self Help Group project, formation and facilitation of teenage clubs, family counseling centre.

- Signed MOU with Cleveland State University, Louisiana State University and several other centres abroad; students from social work programs of these universities have one month field visit/outreach program facilitated by the Colleges.

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### 2.3.6 Best Practices:

- Preparation and publication of Directory of Consultants.
- Publication of a Capability Statement.
- Uninterrupted publication of Loyola Journal of Social Science for the last 20 years.

## 2.4. Infrastructure and Learning Resources:
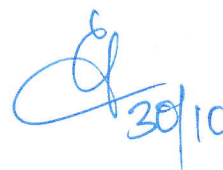
### 2.4.1 Physical facilities for Learning:

- Spacious green campus in urban area of 15 acres of land with scope for future growth and expansion. Well-equipped class rooms, Library, Laboratories, Auditorium and Seminar halls.
- Optimally used for its own purpose and for extension activities.
- Special infrastructural facilities like providing ramps, slip resistant toilettes, coin telephone etc. for differently abled students. Student volunteers are assigned to assist them.

### 2.4.2 Maintenance of Infrastructure:

- Budget provision of about Rs.6 lakhs, (last year) for maintenance of infrastructure and is fully utilized.
- A full time supervisor appointed by the management for overseeing the maintenance and repair work. Technical persons are called when needed

### 2.4.3 Library as Learning Resource:

- Fully automated library with 21599 books, 299 text books, 777 reference books, 797 back volumes and subscribes to magazines and Indian journals, and few foreign journals, and it has procured 170 CDs/DVDs. 90 databases, 432 on-line journals 52 audio-visual resources.
- Reprographic, Book bank, Internet, Interlibrary loan facilities are available. A Computer room with 06 computers, 05 with internet and 03 with LAN are provided to the users. Wi-Fi internet connectivity is also available to the library.
- Library Advisory Committee with Principal as Chairman and Librarian as Secretary to look after the overall functioning and review the progress of the library.
- About 8.3% of total budget is spent on library. During the last two years, 630 books, were purchased at a cost of Rs. 275,688 /- and Rs. 54,733/- has been spent on journals and periodicals respectively.

### 2.4.4 ICT as Learning Resources:

- Altogether 32 computers, including 02 laptops, four different networks of LAN facility for library, office, central computer unit and social lab.
- The Centre offers basic courses through SIT-UP for students and FIT-UP for faculty.
- Institute has website which is updated and hosts two e-groups active with information regarding employment, placement etc.
- The college develops and modernizes its ITC with cutting edge technology. Computer and its accessories are maintained by a staff with expertise and the repair work is done by outside agency.
- The campus has also been provided with Wi-Fi facility; there are two computers with broadband connectivity in the Women's hostel.

### 2.4.5 Other Facilities:

- Separate hostels for men and women with adequate facilities available in the campus. The intake is 20 and 34 respectively.
- The college has two health rooms with first aid facility.
- A canteen run by women SHG provides food at reasonable rates.
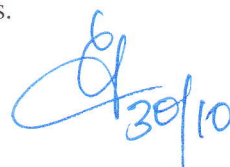
### 2.4.6 Best Practices:

- A biogas plant to recycle the waste and produce alternative energy.
- Students and teachers assist the campus maintenance once a week.

## 2.5 Student Support and Progression:

### 2.5.1 Student Progression:

- Detailed socio-economic profile of the students maintained. More than 70% are women
- About 100% success rate for all PG courses, rank holders and a good number of first classes. Drop out rate for PG is nominal i.e. 9% only.
- About 100% placement for MSW and MAPM students, for Sociology, 30% placement and 15% go for higher studies.
- No formal coaching facility for competitive examination. However, during the last two years, 07 qualified for UGC-CSIR-NET, 10 Ph.D entrance, 02 GATE/CAT and 06 GMAT/Central examinations.

### 2.5.2 Student Support:

- Updated College Prospectus, Handbook, Brochures, and College Website containing relevant information.
- Financial support available: Last year 10 Govt. scholarship, 09 institution scholarship, 13 endowments and freeship, total amounting to Rs.5,23,236/-
- Special accommodation, Library, computer facilities provided to the visiting overseas students.

### 2.5.3 Student Activities:

- Duly elected Students' Union organizes academic, cultural, social activities, holds debate, quiz, essay, painting, games events competitions.
- The College should make efforts to encourage the students in sports and games. Some students representation in Handball at National and Kabbaddi at State level.
- Strong Alumni association since 1967, holds annual meeting and involved in developmental activities of the college, instituted endowment fund and conducted various job related programs in association with placement cell.

### 2.5.4 Best Practices in Student Support and Progression:

- For the holistic development of the students, academic, cultural activities and quiz, debate, painting, essay writing competitions are conducted.
- Alumni involvement in the development of the college, institution of Endowment fund, organization of Professional Interface Programs etc.
- Grievance Redressal Cell functioning along with Suggestion Box taken care of.
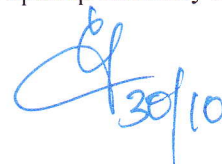
## 2.6 Governance and Leadership:

### 2.6.1 Institutional vision and Leadership:

- Clearly stated vision and mission in conformity with the goals and objectives of the National Higher Education Policy. Wide publicity of the vision and mission statement

### 2.6.2 Organizational Arrangements:

- College run by the Kerala Jesuit Society through the Managing Committee and assisted by Advisory Committee.
- Independent decentralized transparent system of administration and management with internal coordination and monitoring mechanism. Only overall finance and infrastructure development and upkeep centrally managed

9

- Principal along with staff council with various committees, IQAC monitors the academic activities and administrative function of the college.
- Regular meetings of the committees and interactions among various communities of the college for its development and progress.

### 2.6.3 Strategy development and deployment:

- Monthly research colloquiums facilitate the sharing of knowledge and experiences of the faculty.
- Although major activity of the college is planned and documented yet a formal Management Information System (MIS) to be developed.
- Management is severely constrained by Govt. University in planning for and implementation never academic programs from a long-term perspective.

### 2.6.4 Human Resource Management:
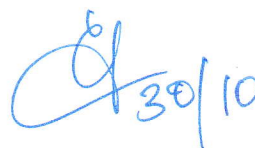
- Faculty is encouraged to attend conferences, workshops and actively participate in their respective professional bodies.
- Conducts professional training programs for teaching staff on Research Methodology, Faculty IT upgrade program (FIT-UP), SPSS and IPP workshop etc.
- College should make efforts to conduct professional training programs for the non-teaching staff.
- Mechanism for the performance assessment of the faculty through student evaluation, Peer evaluation, and self-appraisal has been evolved.

### 2.6.5 Financial Management and Resource Mobilization:

- Financial support to the tune of Rs.12.77crore received from State Govt. and UGC during last three years and budget allocation is accordingly made
- In 2005-06 about Rs.1.96 lakh has been mobilized through donation, Rs.15.66lakh from project and consultancy, Rs. 1.52 lakh from self-funded courses and Rs. 6.4 lakh from the student stay for a month in the field in India facilitated by the college.
- Account is audited annually by Kerala Jesuit Society followed by an authorized auditor and finally by the Kerala State Govt. once in every three years.
- The Finance Management System is fully computerized.

### 2.6.6 Best Practices in Governance and Leadership:

- Decentralized administration through various committees and staff council
- Revisiting Vision and Mission of the college.

- Loyola Family Spirit permeating in this campus.
- Alumni support for the development of the college.

## 2.7 Criterion VII: Innovative Practices:

### 2.7.1 Internal Quality Assurance System:

- Quality assurance through IQAC, KBP, Academic audit, etc.
- Spacious lush green campus with beautiful architecture, right ambience for academic pursuit and creativity, adoption and integration of best practices, and benchmark for quality during induction process.
- Students exposed to quality enhancement programs: community engagement through social lab, revisit vision workshop. Meet excellence series, national integration and harmony etc.
- Instituted proficiency and endowment prizes for students.

### 2.7.2 Inclusive Practices:

- About 50% of the students are from disadvantaged and minority community. More than 70% are women.
- Gender sensitization program undertaken by Women Study Cell.
- Incremental growth and academic progress of the students of the disadvantaged community is evaluated through internal tests, tutorials, end semester examinations, feedback and is monitored by the mentor teacher, HOD and Principal at different stages.
- Rural live in campus program is a great success in promoting social justice.

### 2.7.3 Stakeholder Relationship:

- Personal, informal and cordial relationship among the students, teachers, non-teaching staff, Principal and Management.
- Associating the stakeholders with the college development programs, curricular development workshop, etc.
- Alumni instituting endowment scholarship for economically weaker and meritorious students, organizing job related programs for students.

# SECTION III

## OVERALL ANALYSIS

### 3.1 Institutional Strengths:

- Good, well maintained and optimally utilized infrastructure with ICT facility and with scope (15 acre campus) for expansion/diversification of programs.

- Institution uniquely placed exclusively for social sciences, with potentials for emerging as a Centre for Excellence in the select programs of social relevance (Sociology, Social Work)

- Quite a rigorous process of teaching-learning-evaluation with several innovative initiatives, resulting in a quality student output, well absorbed in the job market.

- Fairly an impressive track record of research, consultancy and extension; consultancy earnings touching an impressive figure of over Rs.25 lakhs per annum, and extension services channelised through a specialized and registered nodal agency "Loyola Extension Services"; An impressive list of publications (books and journals) (particularly from Sociology) and publication of a bi-annual, refereed journal for over 20 years.

- A good governance by the committed Jesuit leadership, a familial spirit permeating throughout the campus; quite imaginative / enterprising in resource generation and planning / development.

### 3.2. Institutional Weaknesses:

- Only a limited attempt in inter-departmental (inter-disciplinary approach) in teaching, research and extension (enormous, but under exploited, scope for interactive teaching, research between sociology and social work)

- Institution yet to be very clear about its perspective plan, say for another 10 or 20 years, particularly in respect of the institutional character, growth and program diversification in tune with the emerging socio-economic scenario.

- Need to improve the visibility of the college, not able to attract students / faculty (fresh blood) from other parts of the country which could inspire in-built challenges of teaching-learning.

- Notwithstanding the extensive network of extension activities and experience in action research projects, adequate thrust on the development of NGO Management as a discipline/course has not been given.
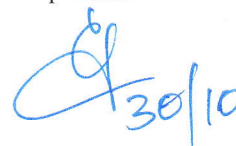
12

- Lack of qualified core-faculty in one of the Departments (Personnel Management) due to the non-availability of Government sanction for appointments.

## 3.3. Institutional Challenges:

- Institutional and structural constraints (absence of provision for autonomy/ academic freedom) stifling the initiative of going in for newer programs and curricular reforms.

- A general social perception about the lack of career prospects of social sciences deter the brighter students from opting for social sciences (a country-wide challenge, of course, affecting the prospects of basic sciences as well to some extent)

- Having chosen to be uni-faculty in character, the academic benefits of a multi-faculty institution (cross disciplinary approach in teaching and research) have been deprived of; the support / interaction of sister disciplines in social sciences (Economics, History, Anthropology, Philosophy, etc) is also not available, in the given character of the College. This challenge deserves the necessary consideration for future.

- In the context of MBA emerging as a highly relevant/corporatised program, the sustenance of an exclusive/narrow M.A. in Personnel Management would be a challenge.

## 3.4 Institutional Opportunities:

- Scope for program diversification in the cutting-edge social science areas, with management perspective e.g. Disaster Management, NGO Management. Dynamics of Social Change and management, Development Administration and Management (targeting G.O), Social Entrepreneurship Development.

- Opportunity for exploitation of the available campus infrastructure by adding more of student intake, more of diversified programs, short-term career-oriented and skill based programs to be offered, if necessary, in the label of the College.

- Relevance of a Community College, with adequate curricular flexibility and career focus, targeting particularly the school dropouts, with a facility for vertical link to formal higher education system; the College could be a pace setter in this direction.

- To explore the possibility of emerging as a Deemed University (on the lines of Tata Institute of Social Sciences) which would provide ample scope / opportunities for better institutional growth and development.
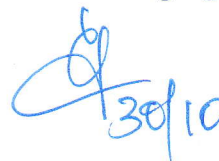
30/10

- Centrally located in urban area with adequate land for future growth and expansion and locational advantage to start new programs

# SECTION IV

## Recommendations for Quality Enhancement of the Institution:

- Need for a clear-cut perspective plan and a road map for the development of the institution (in respect of program diversification and institutional character)

- Taking due advantage of the reputation and brand equity gained by the institution over the period, it can offer well-structured Diploma programs, in the label of the college, in the thrust areas related to social work and other social sciences (as suggested above in the Report)

- The M.A program in Personnel Management is facing a crisis-like situation on account of absence of adequate core-faculty (for want of Govt. approval), despite visiting faculty drawn from industries. The situation needs to be remedied by all concerned, including the University / Government.

- More attention may be given to interactive research between sociology and social work Departments. The research profile of the Social Work faculty needs to be strengthened.

- Entrepreneurship Development, NGO management, Project Planning and Development be given adequate thrust as part of the curricula (or as additional inputs).

- Soft-skill Development may be given a better and structured thrust as a student support service for all the students of the campus.

- The facility of specialized nodal structure for extension services (Loyola Extension Services) be further fine-tuned into an R&D Centre. The volley of data/experience in action research be fully exploited by the faculty for research analysis and quality publications.

- The college may explore the possibility of establishing a community college on the campus with a view to offer a wide range of flexible skill-based Diploma / Certificate programs. This structure would further strengthen / complement the LES in the actual skill enrichment and empowerment of the target groups.

- The enormous consultancy potential of the college be further harnessed, by streamlining the actual resource sharing between the faculty consultants and the college.

- While appreciating a well-structured student evaluation of teachers, student charter, teacher charter, open house feedback, Academic Audit and several other quality initiatives, the college may also introduce a Comprehensive Exit Evaluation, an overall feedback about the entire system by the outgoing students just before their exit.

## Members of the Peer Team

**Dr.C. Thangamuthu** 30/10/07   **Dr. Miglani K.** 30/10/07   **Dr. (Mrs.) Mamata Satapathy**

(Chairman)               (Member)            (Member)

I have read the above report and I agree to the contents of the report.

**Dr. M. K. George SJ**

Principal.
Loyola College of Social Sciences
Thiruvananthapuram

Place: Thiruvananthapuram.

Date: 30th October 2007

PROPOSED
ADMININSTRATIVE BLOCK(3 STOREY)

837

793

300

1400

3600

1400

691

LIBRARY(SINGLE STOREY)

MULTIPURPOSE SEMINAR HALL
PROPOSED ABOVE THE LIBRARY
(FIRST FLOOR LEVEL)

484

96.452

PUMP HOUSE

316

301

321

304

EXISTING BLOCK

ACADEMIC BLOCK AND STAFF COMPLEX ARE CONNECTED

44.50

PROPOSED COMPLEX(3 STOREY)
STAFF COMPLEX(3 STOREY)

611

304

840

550

N
E
S
W

# IQAC Committee

**Chairman:**

Fr. Joye James S.J.

**Coordinator:**

Dr. Antony Palackal

**Members:**

Fr. Ranjit George S.J., Vice-Principal

Fr. Aneesh Joseph S.J., Bursar

Dr. Jose Boban, Head, Dept. of Sociology

Dr. Sonny Jose, Head, Dept. of Social Work

Dr. Prakash Pillai R., Head, Dept. of Personnel Management

Dr. Susha Janardhanan, Head, Dept. of Counselling Psychology

Dr. Sunilkumar P, Librarian

Dr. Manoj Joseph, Agricultural Officer, Krishi bhavan, Kazhakkoottam

Prof. James Thomas., Rtd. Professor, St. Joseph's College, Calicut

Mr. Sarathchandran Nair, Patron, Cheruvickal Residents' Association

Dr. G.C. Gopalapillai, Chairman & MD, Keltron, Govt. of Kerala, and President, Loyola Alumni Association

Dr. Usha Kandaswamy, Executive Member, Loyola Alumni Association

Ms. Neeraja Sajan, 2nd Semester, MA Sociology

Mr. Cyriac K. J, 2nd Semester, MSW

Ms. Sanya Tony, 2nd Semester, MA HRM,

# DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Dr. Joseph K.A.
Signature of the Head of the institution

Place: Sreekariyam
Date: 08 June 2014