



**Loyola College of Social Sciences**  
*(Affiliated to the University of Kerala)*  
Thiruvananthapuram - 69501, Kerala

**SELF STUDY REPORT  
FOR  
RE-ACCREDITATION**

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

**AUGUST 2007**

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## ABBREVIATIONS

4WS	Women, Well-being, Water, and Sanitation
ADS	Area Development Society
APL	Above Poverty Line
BDOs	Block Development Officers
BoS	Board of Studies
CA	Continuous Assessment
CACEE	Centre for Adult and Continuing Education and Extension
CAT	Common Admission Test
CCC	Clean Cheruvickal Campaign
CESS	Centre for Earth Sciences
CEU	Continuous Education Unit
CTCRI	Central Tuber Crop Research Institute
EFE	Ethnographic Field Exposure
ESA	End Semester Assessment
FACT	Fertilizers and Chemicals Travancore Ltd
FIL	Field Interactive Learning
HRIS	Human Resource Information System
HRMIS	Human Resource and Management Information System
IPP	Integral Pedagogical Paradigm
IQAC	Internal Quality Assurance Cell
ISA	International Sociological Association
KBP	Knowledge Building Process
LCSS	Loyola College of Social Sciences
LES	Loyola Extension Services
LRC	Loyola Research Centre
MFS	Multimedia Feedback System
MIS	Management Information System
NGOs	Non Governmental Organization
NHGs	Neighbourhood Groups

PIME	Planning, Implementing, Monitoring and Evaluation
PLA	Participatory Learning and Action
PRA	Participatory Rural Appraisal
PRIs	Panchayati Raj Institutions
PTA	Parent Teachers Association
SAP	Student Accompaniment Programme
SCTIMST	Sree Chithira Thirunal Institute of Medical Science, Thiruvananthapuram
SDP	Staff Development Programme
SET	Student Evaluation Template
SHGs	Self Help Groups
SHRM	Strategic Human Resource Management
SIT-UP	Student IT Upgrade Programme
SKIL	SoftsKill Imparting and Learning
SPSS	Software Package for Social Sciences
SSR	Self Study Report
STEC	Science and Technology Entrepreneurship Council

**PART-I**

**INSTITUTIONAL DATA**

## Part I: Institutional Data

### A) Profile of the College

1. Name and address of the College:

Name: <b>Loyola College of Social Sciences</b>
Address: <b>Sreekariyam PO City: Thiruvananthapuram</b>
District: <b>Thiruvananthapuram State: Kerala Pin code: 695 017</b>
Website: <b>www.loyolacollegekerala.edu.in</b>

2. For communication:

#### Office

Name	Area/ STD code	Tel. No.	Fax No.	E-mail
Principal : <b>Dr. M. K. George SJ</b>	<b>0471</b>	<b>2591018, 2592059</b>	<b>2591760</b>	<b>mkgsj@yahoo.com</b>
Vice Principal - NA				
Steering Committee Coordinator <b>Ms. Elizabeth Mathew</b>	<b>0471</b>	<b>2591018, 2592059</b>	<b>2591760</b>	<b>ebmathew@hotmail.com</b>

#### Residence

Name	Area/ STD code	Tel. No.	Mobile No.
Principal: <b>Dr. M. K. George SJ</b>	<b>0471</b>	<b>2592058</b>	<b>09447388879</b>
Vice Principal - NA			
Steering Committee Coordinator <b>Ms. Elizabeth Mathew</b>	<b>0471</b>	<b>2530288</b>	<b>09447161680</b>

3. Type of Institution:

- |                  |                                 |                                     |
|------------------|---------------------------------|-------------------------------------|
| a. By management | i. Affiliated College           | <input checked="" type="checkbox"/> |
|                  | ii. Constituent College         | <input type="checkbox"/>            |
| b. By funding    | i. Government                   | <input type="checkbox"/>            |
|                  | ii. Grant-in-aid                | <input checked="" type="checkbox"/> |
|                  | iii. Self-financed              | <input type="checkbox"/>            |
|                  | iv. Any other(Specify the type) | <input type="checkbox"/>            |
| c. By Gender     | i. For Men                      | <input type="checkbox"/>            |
|                  | ii. For Women                   | <input type="checkbox"/>            |
|                  | iii. Co-education               | <input checked="" type="checkbox"/> |

4. Is it a recognized minority institution?

Yes  No

If yes specify the minority status (Religious/linguistic/ any other)  
(Provide the necessary supporting documents)

5. a) Date of establishment of the college:

Date	Month	Year
<b>01</b>	<b>06</b>	<b>1963</b>

b) University to which the college is affiliated (If it is an affiliated college)

<b>University of Kerala</b>
---------------------------------

or which governs the college (If it is an constituent college)

6. Date of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	<b>04-01-1964</b>	
ii. 12 (B)	<b>04-01-1964</b>	

(Enclosed the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

7. Does the University Act provide for autonomy of Affiliated/ Constituent Colleges?

Yes  No

If yes, has the college applied for autonomy?

Yes  No

8. Campus area in acres/sq.mts:

**18 acres**

9. Location of the college: (based on Govt. of India census)

Urban

Semi-urban

Rural

Tribal

Hilly area

Any other (specify)

10. Details of programmes offered by the institution: (Give last year's data)

Sl. No.	Program Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted
i)	Post-graduate	Sociology	2 years	Graduation	English	25	25
		Social Work	2 years	Graduation	English	25	27
		Personnel Management	2 years	Graduation	English	10	14
ii)	Ph. D.	Social Sciences	3+ years	NET/MPhil/ Kerala University PhD Entrance/ 7years teaching exp.	English		13
iii)	Certificate course	PG Certificate Course in Research Methodology in Social Sciences	3 months	PG in Social Sciences	English		Not offered last year
		PG Certificate Course in Counselling	4 months	Degree	English		12
		Library and Information Science	6 months	SSLC	English		28
		Community Services	10 months		English		18
		Counselling for School Teachers'	15 days		English		32
		SoftSkill Imparting and Learning (SKIL)	10 months		English		25

11. List the departments:

<b>Arts</b> (Language and Social sciences included)
---

Departments: <b>Sociology, Social Work, Personnel Management</b>
--

12. Unit Cost of Education

*(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)*

(a) Including the salary component = Rs.53511

(b) Excluding the salary component = Rs.22438



## B) Criterion-wise Inputs

### Criterion I: Curricular Aspects

1. Does the College have a stated

Vision?

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

Mission?

Objectives?

2. Does the college offer self-financed Programmes? Yes  No

If yes, how many?

--

Fee charged for each programme (include Certificate, Diploma, Add-on courses etc.)

Sl. No.	Programme (B.sc.,B.Com. etc.)	Fee charged in Rs.
	<b>Not Applicable</b>	

3. Number of Programmes offered under

a. annual system

b. semester system

c. trimester system

<b>Nil</b>
<b>3</b>
<b>Nil</b>

4. Programmes with

a. choice based credit system

Yes		No	✓	Number	
-----	--	----	---	--------	--

b. Inter/multidisciplinary approach

Yes	✓	No		Number	<b>3</b>
-----	---	----	--	--------	----------

c. Any other, specify

Yes		No	✓	Number	
-----	--	----	---	--------	--

5. Are there Programmes where assessment of teachers by students is practiced?

Yes	✓	No		Number	<b>3</b>
-----	---	----	--	--------	----------

6. Are there Programmes taught only by visiting faculty?

Yes		No	✓	Number	
-----	--	----	---	--------	--

7. New programmes introduced during the last five years

UG

Yes		No	✓	Number	
-----	--	----	---	--------	--

PG

Yes		No	✓	Number	
-----	--	----	---	--------	--

Certificate Courses

Yes	✓	No		Number	<b>5</b>
-----	---	----	--	--------	----------

8. How long does it take for the institution to introduce a new programme within the existing system? 

<b>Time period varies- subject to approval from the Board of Studies, University of Kerala</b>			
--	--	--	--
9. Does the institution develop and deploy action plans for effective implementation of the curriculum? 

Yes	✓	No	
-----	---	----	--
10. Was there major syllabus revision during the last five years? If yes, indicate the number. 

Yes	✓	No		Number	<b>3</b>
-----	---	----	--	--------	----------
11. Is there a provision for Project work etc. in the programme? If yes, indicate the number. 

Yes	✓	No		Number	<b>4</b>
-----	---	----	--	--------	----------
12. Is there any mechanism to obtain feedback on curricular aspects from
- |                                    |   |                             |
|------------------------------------|---|-----------------------------|
| a. Academic Peers?                 | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| b. Alumni?                         | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| c. Students?                       | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| d. Employers?                      | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| e. Non Governmental Organizations? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| f. Parents?                        | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

## Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission to various courses?
- |  |                                     |
|--|-------------------------------------|
| (a) Through an entrance test developed by the institution        | <input type="checkbox"/>            |
| (b) Common entrance test conducted by the University/ Government | <input checked="" type="checkbox"/> |
| (c) Through interview  | <input checked="" type="checkbox"/> |
| (d) Entrance test and interview                                  | <input checked="" type="checkbox"/> |
| (e) Merit at the previous qualifying examination                 | <input checked="" type="checkbox"/> |
| (f) Group Discussion   | <input checked="" type="checkbox"/> |

*(If more than one method is followed, kindly specify the weightages)*  
 MA Sociology: Admission done through merit at the qualifying examination.  
 MSW and PM: there are four qualifying criteria: 40% of Merit in qualifying examination, 30% Entrance Test conducted by the University, 15% Group Discussion and 15% Personal Interview.

2. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic year

PG Programmes	Open category		SC/ST category		Community Category	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
Sociology	<b>73.25</b>	<b>45.75</b>	<b>57.63</b>	<b>42.66</b>	<b>61.38</b>	<b>59.5</b>
Social Work	<b>71.2</b>	<b>60.74</b>	<b>60.19</b>	<b>53.25</b>	<b>60.74</b>	<b>59.43</b>
Personnel Management	<b>68.33</b>	<b>59</b>	<b>40.44</b>	<b>-</b>	<b>59.7</b>	<b>-</b>

3. Number of working days in the last academic year **277**

4. Number of teaching days in the last academic year **209**

5. No. of positions sanctioned and filled Sanctioned  
 Filled

Teaching	<b>16</b>	<b>14</b>
Non-teaching	<b>10</b>	<b>9</b>
Technical	<b>Nil</b>	<b>Nil</b>

5. a. Number of regular and permanent teachers (gender-wise)

Professors	M	-	F	-
Readers /Sl.Grade	M	<b>4</b>	F	<b>1</b>
Sr. Lecturers	M	<b>1</b>	F	<b>1</b>
Lectures	M	<b>4</b>	F	-

b. Number of temporary teachers (gender-wise)

Lecturers – Full- time	M	<b>1</b>	F	<b>1</b>
Lecturers – Part- time	M	-	F	-
Lecturers (Management appointees) - Full time	M	<b>2</b>	F	<b>1</b>
Lecturers (Management appointees) - Part time	M		F	
Any other				
<b>Total</b>	<b>14</b>			

c.	Number of teachers	From the same State	<b>13</b>
		From other States	<b>1</b>

\* **M – Male F – Female**

7.	a.	Number of qualified/ permanent teachers and their percentage to the total number of faculty	Number	%
			<b>11</b>	<b>100%</b>

b.	Teacher: student ratio	<b>1:8</b>	
c.	Number of teachers with Ph.D. as the highest qualification and their percentage to the total faculty strength	<b>6</b>	<b>54%</b>
d.	Number of teachers with M. Phil as the highest qualification and their percentage to the total faculty strength	<b>2</b>	<b>20%</b>
e.	Percentage of the teachers who have completed UGC, NET and SLET exams	<b>28%</b>	
f.	Percentage of the faculty who have served as resource persons in Workshop/ Seminars/ Conferences during the last five years	<b>100%</b>	

g	Number of faculty development programmes availed by teachers (last five years)	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
	UGC/ FIP programme	<b>2</b>	<b>2</b>			<b>1</b>	
	Refresher:	<b>2</b>	<b>3</b>		<b>2</b>		<b>1</b>
	Orientation:				<b>1</b>		
	Any other (specify)						

h	Number of faculty development programmes organized by the college during the last five years						
	Seminars/ workshops/symposia on curricular development, teaching- learning, assessment, etc.	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
	Research management	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>
	Invited/endowment lectures	<b>5</b>	<b>12</b>	<b>4</b>	<b>5</b>	<b>11</b>	<b>9</b>

	Number	%
8. Number and percentage of the courses where predominantly the lecture method is practiced	<b>3</b>	<b>35%</b>
9. Does the college have the tutor-ward system? If yes, how many students are under the care of a teacher?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
	<b>10</b>	
10. Are remedial programmes offered?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Number <b>1</b>
11. Are bridge courses offered?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Number <b>2</b>
12. Are there Courses with ICT-enabled teaching-learning processes?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Number <b>3</b>
13. Is there a mechanism for:		
a. Self appraisal of faculty?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
b. Student assessment of faculty performance?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
c. Expert /Peer assessment of faculty performance?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
14. Do the faculty members perform additional administrative work? If yes, the average number of hours spent by the faculty per week	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>7</b>

**Criterion III: Research, Consultancy and Extension**

	Number	% of Total
1. How many teaching faculty are actively involved in research? (Guiding student research, managing research projects etc.,)	<b>9</b>	<b>65%</b>
2. Research collaborations		
National	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
If yes, how many?	<b>20</b>	
International	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
If yes, how many?	<b>10</b>	

3. Is the faculty involved in consultancy work? Yes  No

If yes, consultancy earnings/ year (average of last two years may be given)

**1,00,000**

4. a. Do the teachers have ongoing/ completed research projects? Yes  No

If yes, how many?

On going

**4**

Completed

**26**

b. Provide the following details about the ongoing research projects

Major projects	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>4</b>	Agency	1. Louisiana State University, USA 2. Kerala State AIDS Control Society 3. Govt. of Kerala (World Bank assistance) 4. Ajanoor Panchayat	Amt.	<b>29 lakhs</b>
Minor projects	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number		Agency		Amt.	
College Projects	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number		Amount			
Industry sponsored	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number		Industry		Amt.	
No. of student research projects	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>1</b>	Amount sanctioned by the College through WNSP			<b>7500</b>

5. Research publications:

International journals

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>14</b>
-----	-------------------------------------	----	--------------------------	--------	-----------

National journals – refereed papers

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>16</b>
-----	-------------------------------------	----	--------------------------	--------	-----------

College journal

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>2</b>
-----	-------------------------------------	----	--------------------------	--------	----------

Books

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>11</b>
-----	-------------------------------------	----	--------------------------	--------	-----------

Abstracts

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>7</b>
-----	-------------------------------------	----	--------------------------	--------	----------

Book Review

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>10</b>
-----	-------------------------------------	----	--------------------------	--------	-----------

Chapter in Book

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>6</b>
-----	-------------------------------------	----	--------------------------	--------	----------

NAAC Publication on Best Practices

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>3</b>
-----	-------------------------------------	----	--------------------------	--------	----------

Popular articles	Yes	✓	No	Number	<b>18</b>
Awards	Yes	✓	No	Number	<b>1</b>

6. Has the faculty

a) Participated in Conferences?	Yes	✓	No	Number	<b>218</b>
b) Presented research papers in Conferences?	Yes	✓	No	Number	<b>66</b>

7. Number of extension activities organized in collaboration with other agencies/NGOs (such as Rotary/Lions Club) (average of last two years) **140**

8. Number of regular extension programmes organized by NSS and NCC (average of last two years)	NSS	NCC
	<b>5</b>	<b>-</b>

9. Number of NCC Cadets/units

M	F	Units
-	-	<b>Nil</b>

10. Number of NSS Volunteers/units

M	F	Units
<b>30</b>	<b>86</b>	<b>1</b>

**Criterion IV: Infrastructure and Learning Resources**

1. a. Campus area in acres	<b>18</b>
b. Built up area in Sq. Meters (*1 sq.ft. = 0.093 sq.mt)	College 2166 sq.mt Mens Hostel: 1725 sq.mt Dinning Area: 342 sq.mt LES old block: 868 sq.mt LES new block: 767 sq.mt Auditorium: 476 Sq.mt Chapel: 200 sq.mt Library: 355 sq.mt Ladies Hostel: 1344 sq.mt Ladies Hotel annex:338sq.mt

2. Working hours of the Library

a. On working days	<b>8.30-4.30</b> <b>8.30-6 PM (on Mon,</b>
--------------------	---

	<b>Wed &amp; Fri.)</b>	
b. On holidays (Except public holidays)	<b>9.00-4.00</b>	
c. On Examination days	<b>9.00-4.00</b>	
3. Average number of faculty visiting the library/day (average for the last two years)	<b>14</b>	
4. Average number of students visiting the library/day (average for the last two years)	<b>135</b>	
5. Number of journals subscribed to the institution	<b>120</b>	
6. Does the library have the open access system?	Yes	<input checked="" type="checkbox"/>
	No	<input type="checkbox"/>
7. Total collection (Number)	Titles	Volume
a. Books	<b>21194</b>	<b>21599</b>
@ Social Lab Training Centre	<b>202</b>	<b>202</b>
b. Textbooks	<b>286</b>	<b>299</b>
c. Reference books	<b>688</b>	<b>777</b>
@ Social Lab Training Centre	<b>198</b>	<b>198</b>
d. Magazines (General Periodicals)	<b>50</b>	
@ Social Lab Training Centre	<b>12</b>	
e. Current journals		
Indian journals	<b>59</b>	
Foreign journals	<b>11</b>	
f. Peer- reviewed journals	<b>35</b>	
g. Back volumes of journals	<b>797</b>	
h. E-resources		
CDs/ DVDs	<b>170</b>	
Databases	<b>90</b>	
Online journals (including those access through DELNET)	<b>432</b>	
Audio- Visual resources	<b>52</b>	
i. Special collections (numbers)		
Repository (World Bank, OECD, UNESCO , Mathew Zacharia, Joseph Chandy)	Yes	<input checked="" type="checkbox"/>
Interlibrary Borrowing facility	No	<input type="checkbox"/>
Materials acquired under special schemes (UGC, DST etc )	No.	<b>2</b>
	Yes	<input checked="" type="checkbox"/>
	No	<input type="checkbox"/>
	No.	<b>2</b>
	Yes	<input checked="" type="checkbox"/>
	No	<input type="checkbox"/>
	No.	<b>3045</b>



Materials for Competitive examinations including Employment news, Yojana etc	Yes	✓	No		No.	<b>89</b>
Book Bank	Yes	✓	No		No.	<b>209</b>
Braille Materials	Yes		No	✓	No.	
Manuscripts	Yes		No	✓	No.	
Any other. Please specify	Yes		No	✓	No.	

8. Number of books/journals / periodicals added during the last Two years and their cost

	The year before last		The last year	
	Number	Total Cost	Number	Total Cost
Text books	<b>15</b>	<b>8295</b>	<b>9</b>	<b>2728</b>
Reference Books	<b>53</b>	<b>36519</b>	<b>20</b>	<b>130956</b>
Other books	<b>325</b>	<b>62722</b>	<b>208</b>	<b>37196</b>
Journals/ Periodicals	<b>68</b>	<b>29364</b>	<b>70</b>	<b>25369</b>
Encyclopaedia	<b>18</b>	<b>6490</b>	<b>11</b>	<b>128061</b>

9. Mention the

Total carpet area of the Central Library (in sq. ft)	<b>3340</b>
Number of departmental libraries	<b>Nil</b>
Average carpet area of the departmental libraries	<b>Nil</b>
Seating capacity of the Central Library (Reading Room)	<b>111</b>

10. Status of Automation of Library

- not initiated
- fully automated
- partially automated

11. Percentage of library budget in relation to total budget

<b>8.3</b>
------------

12. Services/facilities available in the library (If Yes, tick in the box)

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Reprography	<input checked="" type="checkbox"/>
Computer and Printing	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Inter-library loan	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>
Information retrieval using CD ROM Databases.	<input checked="" type="checkbox"/>
Career Guidance Service	

13. Average number of books issued/returned per day	<b>230</b>
14. Ratio of library books to the number of students enrolled	<b>186:1</b>

15. Computer Facilities	
Number of computers in the college	<b>32</b>
Number of Departments with computer facilities	<b>1</b>
Central computer facility (Number of terminals)	<b>4</b>
Budget allocated for purchase of computers during the last academic year	<b>1,00,000</b>
Amount spent on maintenance and upgrading of computer facilities during the last academic year	<b>50,000</b>

Internet Facility, Connectivity	Dialup	Broadband	Others (Specify)
		<input checked="" type="checkbox"/>	

Number of nodes/ computers with Internet facility	<b>20</b>
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16. Is there a Workshop/Instrumentation Centre?	Yes	No	<input checked="" type="checkbox"/>	Available from the year
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17.	Is there a Health Centre?/Health Room	Yes	✓	No	Available from the year	2000
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18.	Is there Residential accommodation for Faculty?	Yes	✓*	No	
	Non-teaching staff?	Yes	✓*	No	

*\*only single accommodation*

19.	Are there student Hostels?	Yes	✓	No	
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If yes, number of students residing in hostels

Male	Yes	✓	No	Number	20
Female	Yes	✓	No	Number	34

20.	Is there a provision for	Yes	✓	No	
	a) Sports fields	Yes		No	✓
	b) Gymnasium	Yes	✓	No	
	c) Womens' rest rooms	Yes	✓	No	
	d) Transport	Yes	✓	No	
	e) Canteen/Cafeteria	Yes	✓	No	
	f) Students centre	Yes		No	✓
	g) Vehicle parking facility	Yes	✓	No	

### Criterion V: Student Support and Progression

1. a Student strength (Provide information in the following format for the past two years)

Student Enrolment		PG			Ph.D			Diploma / Certificate		
		M	F	T	M	F	T	M	F	T
Number of students from the same State where the college is located	2005-06	42	75	117	11	16	27	5	12	17
	2006-07	30	86	116	11	19	30	11	24	35
No. of students from other states	Nil									
No. of NRI students	Nil									
No. of foreign students	Nil									

**M – Men, F- Female, T-Total**

b. Dropout rate in UG and PG (average for the last two batches)

UG

PG

Number	%
-	-
<b>6</b>	<b>5.17</b>

2. Financial support for students: (last Year)

Endowments:

Freeships(Poor Students' Aid Fund generated by the College for sundry help):

Scholarship (Government)

Scholarship (Institution)

Number of loan facilities:

Number	Amount
<b>13</b>	<b>170000</b>
<b>NA</b>	<b>16376</b>
<b>10</b>	<b>21960</b>
<b>9</b>	<b>314900</b>
<b>8</b>	<b>522350</b>

3. Does the college obtain feedback from students on their campus experience?

Yes  No

4. Major Cultural Events (data for last year)

Events	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university				✓		<b>1</b>
National						
Intra College	✓		<b>1</b>	✓		<b>1</b>

5. Examination Results (data of past five years)

Results	PG				
	2001-02	2002-03	2003-04	2004-05	2005-06
Pass Percentage	<b>96</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
No. of first classes	<b>26</b>	<b>51</b>	<b>40</b>	<b>42</b>	<b>41</b>
Ranks (if any)	<b>6</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>

	Number	Amount	Agency
6. Number of overseas programmes on campus and income earned:	12	3208040	<ul style="list-style-type: none"> <li>• Cleveland State University, USA</li> <li>• Louisiana State University, USA</li> <li>• Maryland University, USA</li> <li>• Lund University, Sweden</li> <li>• American Adult and Continuing Education and others</li> </ul>

7. Number of students who have passed the following examinations during the last five years

	1	2	3	4	5
NET	<b>5</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>8</b>
SLET/SET	<b>22</b>	<b>20</b>	<b>7</b>	<b>3</b>	<b>3</b>
CAT					
TOEFL				<b>1</b>	
GRE					
G-MAT					
Civil Services (IAS/IPS/IFS etc.)					
Defence Entrance					
Other services	<b>2</b>			<b>4</b>	
Kerala University PhD Entrance				<b>4</b>	

8. Is there a Student Counselling Centre?

Yes	✓	No	
Yes	✓	No	

9. Is there a Grievance Redressal Cell?

10. Does the college have an Alumni Association?

Yes	✓	No	Formed in the year	<b>1967</b>
Yes	✓	No	Formed in the year	<b>2001</b>

11. Does the college have a Parent-teachers Association?

### Criterion VI: Governance and Leadership

1.	Has the institution appointed a permanent Principal?	Yes	✓	No	
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If Yes, denote the qualifications

**MA Andragogy, MA Sociology, PhD in Interdisciplinary**

If No, for how long has the position been vacant?

-

2.	Number of professional development programmes held for the Non-teaching staff (last two years)	<b>1</b>	<b>1</b>
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3. Financial resources of the college (approximate amount) – Last year’s data

Grant-in-aid	<b>29,66,647</b>
Fee from aided courses	<b>2,64,135</b>
Donation	<b>1,96,400</b>
Fee from Self-funded courses	<b>1,52,000</b>
UGC	<b>6,37,000</b>
Management	<b>16,39,421</b>
Projects/Consultancy Services	<b>15,66,800</b>

4. Statement of Expenditure ( for last two years)

Item	Before last	last year
% spent on the salaries of faculty	<b>36</b>	<b>48</b>
% spent on the salaries of non-teaching employees including contractual workers	<b>17</b>	<b>23.43</b>
% spent on books and journals	<b>2.15</b>	<b>3.22</b>
% spent on Building development	<b>10.5</b>	<b>2.86</b>
% spent on hostels, and other student amenities	<b>5.18</b>	<b>3.4</b>
% spent on maintenance - electricity, water, telephones, infrastructure	<b>1.14</b>	<b>3.2</b>
% spent on academic activities of departments - laboratories, green house, animal house, field trips etc.	<b>1.85</b>	<b>3.17</b>
%.% spent on research, seminars, etc.	<b>23.5</b>	<b>11.86</b>
% spent on miscellaneous expenditure	<b>2.37</b>	<b>0.66</b>

5. Dates of meetings of Academic and Administrative Bodies during the last two years:	2005-06	2006-07
Managing Committee	<b>14.03.05</b>	<b>23.03.07</b> <b>20.07.06</b>
Internal Admn. Bodies (mention only three most important bodies)		
Advisory Committee	<b>18.04.05</b>	<b>13.04.07</b>
Core Committee of the Managing Committee	<b>17.04.06</b> <b>30.10.05</b> <b>20.07.05</b>	<b>08.03.07</b> <b>05.12.06</b> <b>11.09.06</b> <b>18.07.06</b>
Staff Council	<b>29.03.06</b> <b>23.02.06</b> <b>09.01.06</b> <b>22.11.05</b> <b>28.09.05</b> <b>12.08.05</b> <b>01.07.05</b> <b>03.06.05</b>	<b>19.03.07</b> <b>05.02.07</b> <b>22.01.07</b> <b>02.01.07</b> <b>05.12.06</b> <b>13.11.06</b> <b>15.09.06</b> <b>09.08.06</b> <b>19.07.06</b> <b>30.05.06</b>
IQAC	<b>19.03.05</b> <b>10.05.05</b> <b>1.06.05</b> <b>10.06.05</b> <b>19.08.05</b> <b>9.09.05</b> <b>20.10.05</b> <b>31.10.05</b>	<b>01.06.06</b> <b>25.08.06</b> <b>18.10.06</b> <b>25.10.06</b> <b>12.02.07</b> <b>14.02.07</b> <b>9-4-07</b> <b>7-5-07</b> <b>18-6-07</b> <b>22-6-07</b>

Social Labs

<b>05.11.05</b>	<b>18.06.07</b>
<b>12.08.05</b>	<b>01.06.07</b>
<b>15.06.05</b>	<b>27.04.07</b>
	<b>20.11.06</b>
	<b>17.08.06</b>
	<b>28.04.06</b>

6. Are there Welfare Schemes for the academic community?

Loans:

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

Medical allowance

Contribution at Retirement time

7. Are there ICT supported / Computerised units/processes/activities for the following?

a) Administrative section/ Office

Yes	✓	No	
-----	---	----	--

b) Finance Unit

Yes	✓	No	
-----	---	----	--

c) Student Admissions

Yes	✓	No	
-----	---	----	--

d) Placements

Yes	✓	No	
-----	---	----	--

e) Aptitude Testing

Yes	✓	No	
-----	---	----	--

f) Examinations

Yes		No	✓
-----	--	----	---

g) Student Records

Yes	✓	No	
-----	---	----	--

### Criterion VII: Innovative Practices

1. Has the institution established Internal Quality Assurance Mechanisms?

Yes	✓	No	
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2. Do students participate in the Quality Enhancement initiatives of the Institution?

Yes	✓	No	
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3. What is the percentage of the following student categories in the institution?

a. SC

<b>13</b>
-----------

b. ST

<b>Nil</b>
------------

c. OBC

<b>9</b>
----------

d. Women

<b>74</b>
-----------

e. Differently-abled

<b>2</b>
----------

f. Rural

<b>73</b>
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h. Tribal	<b>Nil</b>
i. Any other (specify)	-

4. What is the Percentage of the following category of staff?

	Teaching Staff	%	Non Teaching Staff	%
a. SC	-	-	<b>1</b>	<b>11</b>
b. ST	-	-	-	-
c. OBC	<b>1</b>	<b>7.1</b>	<b>3</b>	<b>33</b>
d. Women	<b>4</b>	<b>28.57</b>	<b>2</b>	<b>22</b>
e. Physically Challenged	-	-	-	-
f. General Category	<b>13</b>	<b>92.85</b>	<b>5</b>	<b>55.55</b>
g. Any other (specify)				

5. What is the percentage incremental academic growth of the following category of students for the last two batches?

	At Admission		On Completion of the course	
	Batch I	Batch II	Batch I	Batch II
a. SC	<b>11</b>	<b>18</b>	<b>11</b>	<b>15</b>
b. ST	-	-	-	-
c. OBC	<b>39</b>	<b>43</b>	<b>34</b>	<b>37</b>
d. Women	<b>73</b>	<b>83</b>	<b>70</b>	<b>78</b>
e. Physically Challenged	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
f. General Category	<b>54</b>	<b>47</b>	<b>54</b>	<b>45</b>

## C. PROFILE OF THE DEPARTMENTS

### I. Department of Sociology

<b>Responses</b>			
1.	Name of the Department	<b>Sociology</b>	
2.	Year of Establishment	<b>1963</b>	
3.	Number of Teachers sanctioned and present position	<b>5</b>	<b>5</b>
4.	Number of Administrative Staff	<b>Nil</b>	
5.	Number of Technical Staff	<b>Nil</b>	
6.	Number of Teachers and Students	<b>52</b>	
7.	Demand Ratio (No. of seats : No. of applications)	<b>1:3</b>	
8.	Ratio of Teachers to Students	<b>1:9</b>	
9.	Number of research scholars who had their master's degree from other institutions	<b>4</b>	
10.	The year when the curriculum was revised last	<b>2006</b>	
11.	Number of students passed NET/SLET etc. (last two years)	<b>10</b>	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	<b>Comparison Not Applicable</b>	
13.	University Distinction/ Ranks	<b>All ranks</b>	
14.	Publications by faculty (last 5 years)	<b>79</b>	
15.	Awards and recognition received by faculty (last five years)	<b>Nil</b>	
16.	Faculty who have Attended National and International Seminars (last five years)	<b>5</b>	<b>5</b>
17.	Number of National and International seminars organized (Last five years)	<b>3</b>	<b>Nil</b>
18.	Number of teachers engaged in consultancy and the revenue generated	<b>4</b>	<b>40000</b>
19.	Number of Ongoing projects and its total outlay	<b>2</b>	<b>2.5 lakhs</b>
20.	Research projects completed during last two years & its total outlay	<b>9</b>	<b>2496913</b>
21.	Number of inventions and patents	<b>Nil</b>	<b>Nil</b>
22.	Number of Ph.D theses guided during the last two years	<b>13</b>	
23.	Number of Books in the Departmental Library, if any	<b>Nil</b>	
24.	Number of Journals/Periodicals	<b>48</b>	
25.	Number of Computers	<b>1</b>	
26.	Annual Budget (only for student activities)	<b>17,500</b>	

## II. Department of Social Work

<b>Responses</b>			
1.	Name of the Department	<b>Social Work</b>	
2.	Year of Establishment	<b>1964</b>	
3.	Number of Teachers sanctioned and present position	<b>6</b>	<b>5</b>
4.	Number of Administrative Staff	<b>Nil</b>	
5.	Number of Technical Staff	<b>Nil</b>	
6.	Number of Teachers and Students	<b>56</b>	
7.	Demand Ratio (No. of seats : No. of applications)	<b>1:8</b>	
8.	Ratio of Teachers to Students	<b>1:8</b>	
9.	Number of research scholars who had their master's degree from other institutions	<b>6</b>	
10.	The year when the curriculum was revised last	<b>2005</b>	
11.	Number of students passed NET/SLET etc. (last two years)	<b>7</b>	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	<b>Comparison Not Applicable</b>	
13.	University Distinction/ Ranks	<b>All ranks</b>	
14.	Publications by faculty (last 5 years)	<b>6</b>	
15.	Awards and recognition received by faculty (last five years)	<b>1</b>	
16.	Faculty who have Attended National and International Seminars (last five years)	<b>5</b>	<b>5</b>
17.	Number of National and International seminars organized (Last five years)	<b>2</b>	
18.	Number of teachers engaged in consultancy and the revenue generated	<b>3</b>	<b>161000</b>
19.	Number of Ongoing projects and its total outlay	<b>Nil</b>	
20.	Research projects completed during last two years & its total outlay	<b>3</b>	<b>120000</b>
21.	Number of inventions and patents	<b>Nil</b>	
22.	Number of Ph.D theses guided during the last two years	<b>6</b>	
23.	Number of Books in the Departmental Library, if any	<b>Not Applicable</b>	
24.	Number of Journals/Periodicals	<b>24</b>	
25.	Number of Computers	<b>Nil</b>	
26.	Annual Budget (only for student activities)	<b>1,23,500</b>	

### III. Department of Personnel Management

Responses			
1.	Name of the Department	<b>Personnel Management</b>	
2.	Year of Establishment	<b>2001</b>	
3.	Number of Teachers sanctioned and present position	<b>5</b>	<b>3 (guest lectures)</b>
4.	Number of Administrative Staff	<b>Nil</b>	
5.	Number of Technical Staff	<b>Nil</b>	
6.	Number of Teachers and Students	<b>23</b>	
7.	Demand Ratio (No. of seats : No. of applications)	<b>1:5</b>	
8.	Ratio of Teachers to Students	<b>1:7</b>	
9.	Number of research scholars who had their master's degree from other institutions	<b>Nil</b>	
10.	The year when the curriculum was revised last	<b>2005</b>	
11.	Number of students passed NET/SLET etc. (last two years)	<b>Nil</b>	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	<b>Comparison Not Applicable</b>	
13.	University Distinction/ Ranks	<b>All ranks</b>	
14.	Publications by faculty (last 5 years)	<b>Nil</b>	
15.	Awards and recognition received by faculty (last five years)	<b>Nil</b>	
16.	Faculty who have Attended National and International Seminars (last five years)	<b>3</b>	<b>Nil</b>
17.	Number of National and International seminars organized (Last five years)	<b>3</b>	<b>Nil</b>
18.	Number of teachers engaged in consultancy and the revenue generated	<b>2</b>	<b>10000</b>
19.	Number of Ongoing projects and its total outlay	<b>Nil</b>	<b>Nil</b>
20.	Research projects completed during last two years & its total outlay	<b>Nil</b>	<b>Nil</b>
21.	Number of inventions and patents	<b>Nil</b>	<b>Nil</b>
22.	Number of Ph.D theses guided during the last two years	<b>Nil</b>	
23.	Number of Books in the Departmental Library, if any	<b>Nil</b>	
24.	Number of Journals/Periodicals	<b>19</b>	
25.	Number of Computers	<b>Nil</b>	
26.	Annual Budget(only for student activities)	<b>2,65,000</b>	

## SELF-STUDY REPORT: RE-ACCREDITATION

### EXECUTIVE SUMMARY

The Self Study Report presents the chequered trajectory of our commitment to strive *‘for quality in the field of higher education in social sciences,’* based on the strength of the Peer Team report that stated, *‘... it (Loyola College) holds a promise for quality in the field of higher education in applied social sciences.’* Our focus in this report is to unfold the *process* initiated towards the singular goal of quality sustenance and enhancement, ever since the college was accredited at the Five-Star Level.

We designed the overall framework of this process as an ever rigorous attempt at operationalising the triple goals of higher education in accordance with our avowed Vision, ‘Excellence in teaching, learning, research and outreach, with social sensitivity’, through the treasured terrains of the five core values enunciated by the NAAC. In this endeavour, we have also renewed our focus on the three areas of concern: gender sensitivity, preferential option for the disadvantaged communities and the differently-abled.

The entire efforts at this ‘quality sustenance and enhancement process’ are coordinated, by the IQAC of the college. A series of collective soul-searching programmes conducted in Revisiting Vision Workshops, Faculty Development Programmes, Benchmarking Exercises, Student Charter, Teachers’ Manual Syllabus Revision Workshops, Organizational Analysis, culminating in the ‘Re-visioning Workshop’ took us a long way in reframing our educational goals. This helped us in addressing the contemporary global challenges and national demands and repositioned our functions in terms of teaching-learning, research and extension, so as to mould responsible citizens contributing to national development.

The introduction of Knowledge Building Process (KBP) as the pedagogical frame of reference constituting our teaching-learning culture is a paradigmatic

leap we have made. Our unique system of information management with a repertoire of feedback mechanisms that ensures a built-in 'quality check,' is embedded in the application of KBP. The KBP synergises with the renewed PIME approach (Planning, Implementation, Monitoring and Evaluation) as an integral part of all our curricular and co-curricular undertakings. The 'Activity Manuals', various evaluations schemes ('Stef-04', 'Peer evaluation' and 'Open House' etc), feedback mechanisms and student support programmes (Employers/Agencies/PTA Meets, Research Scholars' Meet', 'Meet Excellence' 'Meet Alumni Series', 'Meet the Malayali Sociologist Series', 'University Interactive Exposures', and the whole gamut of linkages) are to be perceived as part of this comprehensive package of 'Quality Strengthening Measures.' These instill professionalism in our students fostering 'global competencies' and 'quest for excellence', the hallmark of any Jesuit endeavour.

The routine exercises built into the curriculum for value clarification that constitutes our learning-experience is an overt indication of our commitment to the development of a value system with a secular-spiritual perspective. Moreover, our inclusive practices with special reference to the disadvantaged (in our admissions, extension activities, welfare and social service programmes), the revived eco-consciousness (weekly environment management programs, waste management and bio-gas plant, tobacco free minimal plastic waste campus, preservation of flora and fauna, rainwater harvesting initiatives, gifting plants to guests) and gender sensitisation drives reflect our value commitment. Our recent infrastructural expansion, enhanced access and use of ICT as a tool in governance and teaching learning endeavours, point to our genuine initiatives in the use of technology.

**Certain highlights in the seven criteria based evaluation are as follows:**

**Curricular Aspects:** Introduction of certificate courses (5), bridge/enhancement /orientation modules; the language lab and digitalisation of

lessons; higher outreach options; inclusion of stakeholders in curricular revision; value-based learning, personality development integrated with the curriculum.

**Teaching-Learning and Evaluation:** KBP and PIME; more participatory and technology-assisted lectures; increased field exposures and interactive learning; ethnographic field visits; presentation of ethnographic visual essays; workshops on street theatre and PRA/PLA; latest ICT techniques and tools; simulations; e-based learning resources; revised evaluation procedures; rural live-in camps.

**Research, Consultancy and Extension:** Re-vitalised Loyola Research Centre; monthly Research Colloquium; publication of Working Paper series; the peer-reviewed bi-annual of *Loyola Journal of Social Sciences* now in its 20<sup>th</sup> year of uninterrupted publication; 30 research projects; consultancies by all the faculty, 140 extension activities (in 2006 alone) including Kudumbasree/Self-Help Groups involvement; 12 International on-campus programmes and increased focus on neighbourhood communities; a Consultancy Register and Capability Statement. One of us participated in the Asian/World Social Forum.

**Infrastructure and Learning Resources:** Fully automated Library; 2327 Books, 27 journals and 134 CD/DVDs added, bar coding; DELNET; additional tables and chairs; rotary display stand; cabins; two new conference halls; renovated offices; additional accommodation; Wi-Fi connectivity; access to disable friendly infrastructure; new identity cards, access to Library from 8.30 am – 6 p.m.

**Student Support and Progression:** Loyola Students' Counselling Centre; additional Scholarships, Cash Awards and freeships; Faculty contribution to Student Welfare Fund; four student welfare schemes; improved strategies for information dissemination; structured Tutorials/ Mentoring; Remedial Accompaniment; value addition programmes such as Induction; institutional

net-working; improved placement services; Alumni insourcing and contributions; inter-collegiate exposure.

**Governance and Leadership:** IQAC; regrouping of committees; Open-Door policy; linkages with more agencies; novel staff monitoring mechanisms; annual evaluation and planning workshops, academic calendar, departmental calendar and course modules; improved Resource Mobilisation; Strategic Planning Workshop; a new Bursar; ICT enabled office governance; budgetary controls; Interface meetings with different units; Grievance Redressal Cells – for students and employees; a blend of experience and youth in our Human Resources.

**Innovative Practices:** Re-visioning workshop; peer evaluation; external refereeing, Staff Development Programmes; intensified community engagement; Library orientation; Open Houses; preferential option for the marginalised; differently-abled friendly; eco/gender sensitivity; social analysis and social awareness programmes; Alumni Interface ; Loyola Family spirit.

**Specific Future Plans:** A strategic plan for the coming five years: publishing of benchmarks; achievement of autonomy; technology assisted pedagogy; credit and semester system; specific proposals made for the XI Five Year Plan.

**Conclusion:** The College, reeling under the Govt. ban on appointments, has severe limitations as an affiliated college under the University of Kerala. We are also in an advantageous position of relative autonomy being the only affiliated college offering the PG Courses in Social Work, Sociology and Personnel Management. It is in this context that we continue our relentless struggle for quality enhancement. Concrete proposals are on the anvil including legal measures and the possibility of re-affiliating with the proposed national Jesuit University.



## INTRODUCTION

The Ignatian Vision of pursuing ‘MAGIS’ – excellence - in whatever you do, led the Kerala Province of the Society of Jesus, to establish an institution of higher education in Social Sciences in the capital city of Kerala, Trivandrum in 1963. With the rich Jesuit heritage of Education, the College has since its inception maintained a high level of excellence which was given an official recognition by the NAAC, UGC in 2001 adjudging it at the FIVE STAR level. The Jesuit educational tradition has built an innovative method – Integral Pedagogical Paradigm (IPP), which integrates experience, reflection and action and thus provides a new value base to the very curricula.

The Peer Team that visited the College as part of its accreditation process in 2001, in their draft report elaborately looked into all aspects of the educational endeavours of the College on the basis of the seven criteria framework stipulated by the NAAC. We are happy to place on record that the College has taken special care in attending to the suggestions of the Peer Team on a priority basis and made concerted efforts in responding to them based on a three-pronged approach, namely, **strengths of the College, areas requiring further improvement, suggestions made by the Peer Team.**

The Peer Team report in its ‘**overall analysis**’ stated that ‘the College with its commitment to traditional pedagogic approaches and end-uses is responding very effectively to the emerging vibrant issues and problems of the society.’

The Peer Team was appreciative of the performance of the College in most of the crucial aspects of the seven-fold criteria wherein in accordance with the avowed Vision, Mission, Objectives and Motto of the institution, College pursues its educational goals articulated by UGC in building responsible

citizens who contribute to knowledge generation and national development. The Peer Team concluded the report commenting that ‘in view of the overall performance of the College on the seven criteria of NAAC, its dynamism, social concern and even commitment of resources to fill the gaps, it holds a promise for quality in the field of higher education in applied social sciences.’ We took off from this substantive ground. The present Self Study Report (SSR) will reveal that the College has journeyed far beyond in further strengthening these key dimensions in the direction of enhancing quality through sustained efforts coordinated by the IQAC instituted in the College subsequent to the previous accreditation of the institution at the Five Star level. A major breakthrough in this direction is the introduction of Knowledge Building Process (KBP)\* as the substratum of its pedagogical orientation and practice. KBP is a new approach wherein knowledge building process starts as a systematic and objective interaction with reality, fostering discussions leading to perspective building and Vision building. Reflection which is invariably value based, leads to attitudinal and behavioural change leading to system building.

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\* The ‘\*’ marks in the report denote that a detailed documents are maintained in the College

## CRITERION I: CURRICULAR ASPECTS

### 1.1 Curriculum Design and Development

1.1.1 State the Vision and Mission of the institution, and how it is communicated to the students, teachers, staff and other stakeholders?

#### **Our Vision**

To pursue excellence in teaching, learning, research and outreach, with social sensitivity.

#### **Our Mission**

- We shall aim at moulding men and women of competence, conscience, empathy and commitment to fellow beings.
- We shall dedicate ourselves to the development of human resources to meet the challenges of the contemporary socioeconomic, political, cultural and technological realities.
- We shall strive for the commitment of the stakeholders to be complete, ethical, intellectually competent, open, spiritual and caring.

#### **Our Motto**

*Striving for Excellence in Life, in Service*

The Vision and Mission is communicated to various stakeholders and a common ownership is achieved through various programmes such as;

1. Orientation to every stakeholder group every year
  - i. Induction programme (including the exposition of the Vision, Mission and Objectives) for the fresh batch

- ii. Parent-Teacher Association Meet
  - iii. Staff Development Programme –Vision, Mission, Core Values, and strategies are redefined.
  - iv. Annual planning and evaluation meetings of the staff and students.
  - v. Regular IQAC Meetings
  - vi. Meeting of the Advisory Body
  - vii. Neighbourhood Meetings
  - viii. Meeting with the Employers
  - ix. Meeting with the Training/Fieldwork Agencies
  - x. Loyola Student Charter
2. Prospectus, Calendar, Website, Newsletters and other occasional publications carry the Vision and Mission statement prominently.
  3. Prominent display of the Vision and Mission on the portico and the corridors of the College and the respective departments.
  4. Daily quotes on the white board at the entrance.
  5. Celebrations such as College Day, commemorative days, etc.

1.1.2 How does the Mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientation?

The distinctive characteristic of Loyola College of Social Sciences is **commitment to excellence with social sensitivity** -

- The College 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’*** (institutional tradition and value orientation).
- The College has moulded thousands of men and women of competence, possessing social sensitivity, empathy and commitment to fellow beings and society at large – ***‘Men and Women for Others’*** (addressing the needs of the society and the students).
- The institution emphasizes developing human resources to meet the challenges of the socioeconomic, political, cultural and technological realities – ***‘Leaders in Service’*** (addressing the needs of the society and the students).
- The institution strives to create students who are ethical, intellectually competent, open, spiritual and caring - ***‘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 – ***‘Lifelong Openness to Growth’*** (addressing the needs of the society).
- The Mission statement has so far stimulated all stakeholders to build a deep sensitivity to the needs of the society, especially the

marginalized - *‘Preferential option for the marginalized’*  
(addressing the needs of the society and value orientation).

- To keep up the tradition of Jesuit Education, as old as five hundred years, to maintain the deep value orientation that guides every action of ours (**institutional tradition and value orientation**)

1.1.3 Are the academic programmes in line with the institution’s goals and objectives? If yes, give details on how the curricula developed / adopted, address the needs of the society and have relevance to the regional / national and global trends and developmental needs? (access to the Disadvantaged, Equity, Self development, Community and National Development, Ecology and Environment, Value orientation, Employment, ICT introduction, Global and National demands and so on)?

Our Institution aims (Goals) at ‘participating in the development of our nation and the world and the progress of our society, through a process of ongoing search, discovery, dissemination of knowledge and active involvement in such subjects, issues and programmes as we have the opportunity and competence to make meaningful contribution.’

### **Objectives of the LCSS**

- To provide quality education in the field of Social Sciences.
- To equip the teachers and students, to become intellectually competent.
- To help students to become self-reliant.
- To make students and teachers socially sensitive.

- To develop a critical approach to dehumanizing social values and life itself.
- To take up research on the felt needs of the society, with a view to getting involved in its sustainable development.
- To lobby with appropriate authorities for the creation of efficient and humanizing systems and services.
- To document research findings and extension activities.
- To interact and cooperate with other organizations of excellence.
- To establish Loyola as a multidisciplinary educational consortium.
- To network with Government Organizations (GOs), Non-Governmental Organizations (NGOs) - local, national and international - for mutual advancement.
- To provide consultancy services to industries, Governmental and Non-Governmental Organizations.
- To offer certificate and diploma programmes, aimed at securing meaningful employment and or career advancement.
- To continually update the curriculum, teaching and research methods to make the academic programmes relevant to and useful for, the changing and globalizing times.
- To equip the students with the know-how and the competence, to get usefully employed, through effective placement services.

Yes, the academic programmes are in line with the institution's goals and objectives. The development of curriculum was done with due representation

of the stakeholders – teachers, students, researchers, community, alumni, NGOs, industry, professionals, social activists and employers. Thus, we address the relevant needs of the present society in tune with global trends.

For instance,

- **Access to the Disadvantaged/Differently-abled:** Optional programmes have been offered, personal tutoring/mentoring and conduct of viva-voce instead of seminars.
- **Equity:** Courses on Gender and Society, Preferential option for the socio-economically backward and minorities
- **Self-development:** Foundation course, Softskill training, Job seekers course, Street Play Theatre, Yoga, Spoken English and English language mechanics.
- **Community and National Development:** Community engagements, papers on Social Awareness for Social Change and Social Work Interventions and Contemporary Issues, Development Economics; Research; Rural Live-in-Camps, Lecture series on Gandhian Thoughts. Community Development as a specialisation in MSW. All these contribute to community and national development.
- **Ecology and Environment:** Papers/topics on Disaster Management, Crisis Management, Development Management, Tourism and Agrarian Social Structure.
- **Value Orientation:** History and philosophy of social work, Ethics, Value Education.



- **Employment:** Fieldwork practicum, workshops on counselling, project planning, PRA/PLA training, Job Seekers' Course.
- **ICT introduction:** Paper on Sociology of Information Society, Social Statistics and Computer Application, SPSS, SIT-UP (Student IT Upgrade Programme).
- **Global and National demands:** Course on Globalization and Society, Developmental Economics, Project Planning and Management, Sociology of Marketing, Business Environment and Corporate Strategy.

The above-stated courses expose our students to societal realities – local and global - characterized primarily by globalization and ICT. They also prepare our students to participate in nation building process and future employment. All these are provided in addition to the mandatory course-work expected of a PG student in terms of concepts and skills.

1.1.4 How does the curriculum cater to inclusion/integration of Information and Communication Technology (ICT) in the curriculum, for equipping the students to compete in the global employment markets?

In order to meet the global trends in employment opportunities and to meet the growing demands of the Govt. and private organizations the College has offered courses in computer (SIT-UP) to create computer savvy students. Advanced training is offered to students in SPSS. A paper on Social Statistics and Computer Applications also has been introduced. An orientation is given in special topics such as e-Commerce, MIS, SHRM and HRMIS to meet the global demand.

1.1.5 Specify the initiatives and contributions of the institution in the curriculum design and development process. (Need assessment, development of information database, feedback from faculty, students, alumni, employees and academic peers, and communicating the information and feedback for appropriate inclusion and decisions in statutory academic bodies, Membership of BOS and by sending agenda items etc.)

In designing the curriculum we incorporate issues of contemporary relevance in tune with the model curriculum supplied by the UGC. A feedback was 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 were consolidated. These inputs were taken up in a two-day workshop involving experts, research scholars, university representatives and the major stakeholders. The draft syllabus was finalized by the faculty assigned and submitted to the University for approval. The final syllabus was taken up for discussion with the Board of Studies and was approved., Three of our faculty members - T.S. Thomas, Usha John and Charles Leon who are members of the University Board of Studies, took active role in connection with the Syllabus revision in the. Two of our faculty, Helena Judith and M.K. George were members of the Academic Council of the University of Kerala and Charles Leon is also a Senate member of the University. Their presence in the key bodies of the University helps us to make necessary interventions in updating our syllabus.

## 1.2 Academic Flexibility

### 1.2.1 What are the range of programme options available to learners in terms of Degrees, Certificates and Diplomas?

Master of Arts in Sociology

Master of Social Work (MSW)

Master of Arts in Personnel Management (MAPM)

Ph.D in the Faculty of Social Sciences

PG Certificate Course in Research Methodology in Social Sciences

PG Certificate Course in Counselling

Certificate Course in Computer Applications

Certificate Course in Library and Information Science

Certificate Course in Community Services

Certificate Course in Counselling for Teachers

Certificate Course in Softskill Imparting and Learning (SKIL)

### 1.2.2. Give details on the following provisions with reference to academic flexibility, value addition and course enrichment: a) Core options b) Elective options c) Add on courses d) Interdisciplinary courses e) Flexibility to the students to move from one discipline to another f) flexibility to pursue the programme with reference to the time frame (flexible time for completion)

a) **Core options:** Across the board, for all the courses core options are compulsory.

- b) **Elective options:** Academic flexibility is available in the choice of elective options. The Sociology students have a choice of four out of twelve electives and for Social Work there are two specializations.
- c) **Add on courses:** Computer courses, PRA, Social Analysis, Courses for Sociological Skills, Softskill Imparting and Learning (SKIL)
- d) **Interdisciplinary courses:** All the courses follow an interdisciplinary approach.
- e) **Flexibility to the students to move from one discipline to another:** The absence of a credit and semester system in affiliated Colleges, prevent the free movement of students from one discipline to another.
- f) **Flexibility to pursue the programme with reference to the time frame (flexible time for completion):** The students are given two chances within the time frame of three years.

1.2.3 Give details of the programmes and other facilities available for international students (if any)

The College has been organizing “India Experience” programme for the Cleveland State University (USA) since 2000. The other international beneficiaries include Sophia University (Japan) and Lund University (Sweden), Louisiana State University and Maryland University (USA). Facilities such as – library, computer lab, accommodation, transportation, academic inputs, community live-in experience and guided reflection, guided interface, cultural exchange – are made available to the students.

1.2.4 Does the institution offer any self-financed programmes in the institution? If yes, list them and indicate how they differ from other

programmes, with reference to admission, curriculum, fee structure, teacher qualification and salary etc.

The rules of the University of Kerala do not allow self-financing programmes in an aided College. This has been one of the most severe limitations for us.

### **1.3 Feedback on curriculum**

1.3.1. How does the College obtain feedback on curriculum from students, alumni, parents, employers/industry, community?

- a) **Students** – Curriculum feedback is obtained through an Open House conducted at the end of every semester. The Heads of Departments also obtain a written evaluation on the curriculum. Individual teachers collect feedback on their respective courses.
- b) **Alumni** – Those alumni who are connected with the area of study are contacted at the time of the syllabus workshop for their feedback. The suggestions given by the Alumni during the earlier meetings, on developing a more relevant syllabus are also considered.
- c) **Parents** – During the PTA meetings the parents give their suggestions regarding the curriculum.
- d) **Employers/ Industries** – Feedback from them are obtained through the Employers Meet, Agency Meet and meetings of “Meet Excellence Series”. Eminent industrialists like the former Chairman of FACT, former CEO of Technopark Trivandrum, MD of Thermo Penpol, VP of Computer Associates, MD of Kudumbashree, Govt. of Kerala, Medical Doctors from SCTIMST/Medical Colleges and CEO of Guru Management, Bangalore have personally contributed to the curriculum development.
- e) **Academic Peers** – Advisory Committee members in the academic field and Faculty members from other institutions in and outside the State

provide valuable information as to how the curriculum can be improved and updated. They also participate in the syllabus revision workshop.

- f) **Community** – The Social Labs of the College have representatives from neighbourhood communities in their Advisory Board who actively participate in guiding the student-engagement with their curriculum. They also contribute substantially to the ‘Community-Engagement Content’ of the curriculum.

1.3.2. How is the above feedback analysed and the outcome/ suggestions used for continuous improvements, and communicated to the affiliating university for appropriate inclusion?

The feedback obtained from every group is analysed immediately to find the possibilities of incorporating 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. Since three of our faculty are members of Board of Studies, one of them a Senate member and two of our faculty are in the Academic Council, this process becomes easier.

#### **1.4 Curriculum update**

1.4.1 What is the frequency and the basis of syllabus revision and what are the major revisions made during the last two years?

The syllabus can be revised only after five years as per University of Kerala guidelines. Last year the syllabus for all three disciplines was revised and the major revisions were the following:

- New papers were added - Globalization and Society, Developmental Economics, Project Planning and Management, Disaster Management, Sociology of Marketing, Business Environment and Corporate Strategy
- New electives replacing earlier ones – Gerontology, Sociology of Health
- Included field visits in all subjects.
- Subjects retained were modified.
- Computer Applications was made a major part of the statistics course.
- Realignment of papers based on student preference – Community Development & Municipal Administration, Rural Sociology, Rural Community Development and Panchayathi Raj

1.4.2 How does the institution ensure that the curriculum bears a thrust on core values adopted by NAAC?

The new curriculum has integrated subjects pertaining to national and global development trends (Sociology of Globalization, Corporate Social Responsibility, Business Environment and Corporate Strategy, Social Awareness for Social Change, Sociology of Development, Developmental Economics, Rural Community Development and Panchayati Raj, Project Planning and Management) the application of technology in the study of the discipline (Statistics and Computer Application, Sociology of Information Society, SPSS), fieldwork practicum and value added programmes - FIL (fostering global competencies) and the integration of the study of value

building (History, Philosophy and Fields of Social Work, Value Education). The addition of higher knowledge levels in the respective disciplines, and programmes for the development of quality in the individual are steps taken towards pursuing excellence.

1.4.3 Does the institution use the guidelines of statutory bodies (UGC/AICTE/State Councils of HE and other bodies) for developing and / or restructuring the curricula.

The College has used the model curriculum provided by the UGC for the revision of its curricula.

1.4.4 How are the existing courses modified to meet the emerging/changing national and global trends?

The courses were periodically modified by:

- a) Adding new concerns of national and global relevance such as Social Work Interventions and Contemporary Issues, Disaster Management, Globalisation, Local Self Governance Institutions, Gerontology, Social Marketing and Information Society
- b) Making modifications within the existing courses such as, addition of the topic on Computer Applications in the course on statistics and other relevant changes made to update
- c) Re-aligning of combinations of courses to enable the students to meet the challenges of the contemporary society and to accommodate student preferences. For instance, Urban and Rural Sociology, Urban Community Development and Municipal Administration, Rural Community Development and Panchayati Raj have been re-grouped as



1. Urban Sociology, Urban Community Development and Municipal Administration and 2. Rural Sociology, Rural Community Development and Panchayati Raj. This regrouping has given space for an additional paper named, Social Work Intervention and Contemporary Issues.

### **1.5 Best Practices in Curricular Aspects**

1.5.1 What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

- a) Ensuring participation of representatives of all stakeholders and outside experts in the revision process.
- b) Adopting Benchmarks similar to Institutes of National repute.
- c) Integrating five core values enunciated by the NAAC, UGC:
  - i. Inclusion of topics and Certificate Courses of national/international relevance.
  - ii. Exposure and training through methodology used by institutions of higher learning.
  - iii. Soft Skill Development with help of Psychometric Lab.
  - iv. e-Learning facilities/resources/guidance for all the students.
  - v. Language Lab and Communications.
  - vi. Interaction with experts organized for faculty and students.
  - vii. Field-oriented teaching and practicum.

1.5.2 What best practices in Curricular Aspects have been planned/implemented by the institution?

The best Practices in Curricular Aspects that have been planned and implemented by the College are as follows:

- a) Introduction to the pedagogy – “Knowledge Building Process” (KBP)
- b) Inclusion of contemporary issues for engagement based on feed back from the stakeholders
- c) IPP model (curriculum internalization of values)
- d) Exposure of students to the latest knowledge in their course.
- e) Building student knowledge in ground realities related to the topics through working on such assignments and seminars.
- f) *Concurrent* Fieldwork besides the usual Block Placement/ Community Services for students enabling them to be facilitators in the development process.
- g) Digitalization of learning resources – e-learning resources, Digital texts
- h) Preparation of departmental calendars
- i) Course Module development
- j) Academia – Industry/ Civil society Interface Programmes
- k) Special Training in Communicative English
- l) Re-aligning of courses and introduction of new courses in accordance with changing global trends
- m) Value Education Workshops
- n) *Semester in India Programme* for overseas students
- o) Presence of industrialists, NGOs and other major stakeholders in curriculum restructuring

- p) New and more relevant areas for fieldwork practicum
- q) Integrating fieldwork with State Government programme

### **For Re-accreditation**

1. What were the evaluative observations made under Curricular Aspects in the previous assessment report and how have they been acted upon

The Peer Team had pointed out the following constraints in the curricular aspects of the College:

- Homogeneous syllabus and evaluating procedures suggested by the University, constraining the flexibility regarding time frame, horizontal mobility, elective options and non-core options
- No curriculum auditing procedure adopted for upgrading the curriculum

**An important step in lessening these constraints** was the inclusion of social activists, industry, civil society (NGOs), besides teachers, community, students, researchers and alumni, and the review and consolidation of the syllabi of other premier institutes as part of the Curriculum Revision Workshop that in a way acted as a curriculum audit in the upgradation process. ‘Employers’ Meet’, ‘Neighbourhood Residents’ Association Interface Meet’ along with ‘Meet Alumni Series’, ‘Meet Excellence Series’, ‘Meet the Malayali Sociologist Series’ which feature regularly in the College, contribute further to the pool of feedback to the curriculum and training. Participation in State/University level discussions also helped in the process. As a result, we have updated the syllabus with the inclusion of those courses which directly address cotemporary global trends and national demands.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Curricular Aspects?

The Peer Team has highlighted the following strengths pertaining to the curricular aspects of the College:

- As an affiliated institution, providing various pragmatic options to go beyond the prescribed syllabus and evaluation procedure.
- The interdisciplinary and multidisciplinary approach employed in the curricular programmes.
- Research scholars opting for the College as their research centre.
- Offering Certificate courses in Computer Application and/or Community Organization.
- Conducting meaningful and socially relevant field work programmes organised with the effective participation of the staff and students, even when field work is not part of the academic requirement.
- Students' involvement in emergency services during the calamities.
- History of engaging in creative interfacing and networking with neighbourhood, hospitals and industry.
- Social awareness generating field-work communities, besides fulfilling partial academic requirement.
- Positive contribution of the Alumni-feedback in transcending the curriculum and the regular interaction with the NGOs at the State and Local levels.

We have tried to further strengthen some of these elements of curricular aspects to bring about a qualitative improvement in the curriculum design,

flexibility and feedback within the purview of the University system. We have introduced more **certificate courses** and **bridge/enrichment/orientation modules** such as PG certificate courses in Research Methodology in Social Sciences, Counselling, Library and Information Science under the auspices of the CACEE, University of Kerala, Certificate courses in Counselling for Teachers, and bridge programmes for Community Services, Softskill Imparting and Learning (SKIL), enhancement modules in Gandhian Thoughts, learning enrichment modules for beginners, orientation modules on MIS, SHRM and HRMIS for the students and ICT advanced programmes for both faculty and students. The digitalisation of lessons and the Language Lab further complement our curriculum. Introduction of these new features help us to provide better choice and flexibility in the curriculum with higher outreach options to include the larger community of stakeholders and cater to the institutional goal of value-based personality development and integral growth of the students.

## CRITERION II

### TEACHING – LEARNING AND EVALUATION

#### **2.1 Admission Process and Student Profile**

##### **2.1.1 How does the institution ensure wide publicity to the admission process?**

The College disseminates information regarding the admission process through:

- a) **Advertisement in Regional/National Newspapers** – Frequently the College is on the news because of the various programmes that we organize in the College\*. Moreover, the staff have carved a niche for themselves either as eminent speakers/discussants or frequent faces in the media (radio talks, TV appearances), consultants to various NGOs and socio-political movements, national and international. The Jesuit brand has tremendous fascination for our stakeholders. With all these we get substantial publicity for the courses and the admission process. Besides, the admission and course details are published as news releases by the University.
- b) **Prospectus** – It gives updated information on the courses offered, syllabus, the eligibility criteria, fee structure, facilities available and admission process.
- c) **Institutional website** – provides details of the above including the vision, mission, motto, goals, objectives, courses, faculty members, consultancy areas and capability statement.

2.1.2 How are the students selected for admission to the following courses?

Give the cut off percentage for admission at the entry level.

The Admission Process is undertaken strictly based on merit and as per the University norms. The distribution of seats is as follows: Merit/General - 50%, Community - 10%, SC- 15%, ST - 5% and Management - 20%. As a policy we give substantial consideration for the physically challenged, the disadvantaged, neighbourhood community, fisherfolk community, etc.

**University prescribed eligibility criteria for admissions:**

**MA Sociology:** Graduation with not less than 45% marks in Part III optionals in arts, sciences, social sciences, commerce, law, BBA, BCA, B.Sc. Graduates in oriental studies are not eligible.

**MSW:** Graduation with not less than 45% marks in Part III optionals in arts, sciences, social sciences, commerce, oriental studies, law, and BAMS.

**MAPM:** Graduation with a minimum of 55% marks in Part III optionals in the faculties of arts, sciences, social sciences, commerce, law, and communicative English.

**PhD in Social Sciences:** NET/MPhil/ Kerala University PhD Entrance/ 7years teaching experience.

**Admission Procedure:** The selection process begins with,

- a) Issue of **notification** by the University in leading dailies.
- b) **Distribution of prospectus** and application forms following the publication of degree results of the University.
- c) Collection of applications and closing on the due date prescribed by the University

**MA Sociology:** Selection is based on marks of the qualifying examination and personal interview with the committee headed by the Principal, and consisting of the Head of the Department, a staff representative and an office bearer of the PTA. 75% seats is reserved for candidates with BA (Sociology)

**MSW and MAPM:** The steps in the admission for MSW/MAPM process include:

- d) A **Common Admission Test (CAT)** consisting of objective and descriptive (language) components
- e) Short-listing candidates four times the number of available seats.
- f) Group discussion.
- g) Interview of the rank-listed candidates by the Principal in the presence of a University nominee (the chairman for the CAT) and the Head of the Department
- h) An hour-and-a-half-long briefing by the Principal on the vision, mission, values and the expectations of the College, the department and the programmes offered to the short-listed candidates and their parents. This is attended by the HODs and the teachers of the Departments, who provide necessary clarifications.
- i) The following are the weightage given to the various elements

Marks obtained in qualifying exam	: 40% marks
CAT	: 30% marks
Group Discussion	: 15% marks
Personal Interview	: 15% marks



It was through the constant appeal by the respective departments that the University (vide order EB V.2/412/2002 dtd 23.7.2002) approved a **Common Admission Test (CAT)** in the year 2002. The evaluators of the above process include externals – teachers and such officers – deputed by the University.

2.1.3 How does the institution ensure transparency in the admission process?

Every step of the admission-process is publicized. University news releases, websites of the university and the College, and the College Notice Board are the media used. Every individual candidate is informed of the admission procedures through personal letters posted under the certificate of posting. Timely reports on the process are submitted to the University. The University closely monitors the process. Hence, all in all total transparency is ensured.

All admissions and option for cancellation of admissions end a month after the initiation of the course as stipulated by the university.

2.1.4 How do you promote access to ensure equity?

- a) 50% of our students are from the disadvantaged communities like SC/ST and minorities.
- b) Our College has predominantly women students accounting for 78% of the student community presently
- c) The College has made an effort to admit at least one differently-abled student per batch
- d) Over the years, a substantial percentage of our students are coming from economically weaker sections. Currently over 60% of our students are from lower middle class and some even from below the poverty line.

- e) Sports personnel are encouraged even though there is the constraint of mandatory field work affecting their sports career. However, the current batch has two sports persons of national standing.
- f) Students from the below-poverty level are given at least one seat in the management quota as a token of the institution's commitment to the marginalized.

## **2.1 Catering to diverse needs**

2.2.1 Is there a provision for assessing the student's knowledge and skills before the commencement of the programme? If yes, give details on the strategies of the institution to bridge the knowledge gap of the incoming students for enabling them to cope with the programme to which they are enrolled.

As a general practice, before the commencement of any teaching programme, the teachers interact with the students to find out their backgrounds – subject stream, medium of education, avocation, aptitude for the current programme, aspirations, their learning needs and skills. Some of the teachers obtain a written statement. Their knowledge of basic concepts in the course is also tested prior to initiating the programme.

The knowledge gap is bridged by means of the foundation courses. The foundation courses are prepared to give an orientation to students who come from subject streams other than the core course. The respective heads of departments orient the students regarding the course content and the scope of the course. Remedial English courses were earlier given only to those who opted to improve their English but now it is given to all those who are found to be in need of improvement on the basis of a test. The students are also briefed

on the basic courses (Sociology, Social Work, Personnel Management, Research and Statistics). Some of the teachers take time during the first and second semesters to orient, clarify and show the linkages between the various courses. They also undertake Field Interactive Learning (exposure visits) to various agencies. Visiting teachers from other related disciplines and practitioners are invited to orient the students with regard to allied subjects - Economics, General Psychology, Psychiatry, Research, Industrial Sociology, etc. Some other strategies used are:

- Collection of personal profile of students
- Student Accompaniment Programmes – mentoring, tutorials counselling, etc.

2.2.2 How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating slow and advanced learners.

The institution identifies slow and advanced learners based on the response of students, their pace of comprehension and assimilation, their articulation of ideas, conceptual abilities and progression in learning of subjects as rated by the teacher.

**Slow Learners:** Tutorials are organized to attend to slow learners. Slow learners are given options for extra classes and special time is allotted for teacher contact.

**Advanced Learners:** Various options were offered to fast learners to prepare additional seminar papers on topics of their choice depending on their competency, and are encouraged to develop and make presentations at conferences elsewhere\*. Students are also involved in College projects. Extra

handouts and reading materials are provided and they are encouraged to consult reference material/Website. They are also assigned to conduct and anchor academic seminars/conferences organised by governmental agencies and other academic institutes.

Peer study groups are formed consisting of strong and weak students in which the better performers assist slow learners in their studies. This is also the idea envisioned in cooperative learning as conceived by the IPP.

2.2.3 Does the institution have a provision for tutorial for students? If yes, give details.

Yes. The tutorial system is a priority area of the teaching-learning and evaluation system employed by the College. Tutorials are offered to all students for the improvement of learning. Tutorials cover all the subjects for the MA Sociology students.

Considering the necessity for fieldwork guidance and the corresponding thrust to personal growth, the tutorial is also favoured in the MSW and MAPM programmes.

2.2.4 Is there a provision for mentoring of students or any similar process? If yes, give details.

Yes. The mentoring system consists of a mentor for a group of students ranging from 5-10 accompanying them in their personality development pursuits. The mentor is chosen by the students. The student has an option of choosing faculty from any department in the College as his/her mentor. The mentors meet the students regularly (at least once a week) and are available as and when need arises.

2.2.5 How does the institution cater to the needs of the differently-abled students?

The differently-abled students are offered optional programmes instead of project work which may be difficult for them to carry out. Personal tutorials, mentoring and conduct of viva-voce instead of seminars, is given to such students on a personal basis. University examinations are written with the help of a scribe and internal tests are written by themselves with additional time. Audio CDs are available for use by the visually impaired.

**2.3 Teaching –Learning Process**

2.3.1 How does the institution plan and organize the teaching –learning and evaluation schedules? (academic calendar, teaching plan and evaluation blue print, etc)

**Academic calendar:** The University calendar forms the broad framework to accommodate the curricular and co-curricular activities. We have a College calendar and a Departmental calendar that give the teaching-learning and evaluation schedules. At the end of the year the respective Departments evaluate and plan activities for the next year which is presented at a joint meeting with the Principal, where the calendar is finalised by assigning appropriate dates for the programmes envisaged in the following year. Each department also holds an Open House at the end of the semester to take stock of the activities undertaken in view of incorporating them in the following year.

**Teaching Plan:** The Teaching Plan for each subject is prepared as course modules by the concerned faculty before the beginning of each semester.

Copies of the same are provided to the students and also exhibited on the department notice board.

**Evaluation Blue Print:** The evaluation blue print is made and followed as detailed:

For every item evaluated specific criteria are given and made known to the students. For instance, for a seminar presentation every component is identified, specified and levels of competency delineated and percentage of marks assigned. This evaluation system is followed for items like Assignments, Examinations, Project Work, *viva voce*, Fieldwork etc.

2.3.2. What are the various teaching-learning methods (lecture, interactive method, project based learning, computer assisted learning, experiential learning, seminars and others) used by teachers? Give details.

Various teaching-learning methods used by teachers are the following:

1. Interactive lectures using black board, LCD or OHP
2. Experiential learning through field work: For all three courses, although for sociology it is not mandatory.
3. Organising collaborative educational and awareness programmes in fieldwork communities by students under the guidance of faculty – e.g. Cancer awareness programme, ICDS Knowledge Centres, *Varnotsav 2005, Kilikkoottam*
4. Exposure visits to field work settings like hospitals, prison, juvenile homes, NGOs and others.
5. Interaction with target groups – communities, victims of natural disasters, HIV/AIDS, differently-abled, prisoners

6. Group discussion – as part of the lectures as well as independently
7. Peer teaching-learning and group learning
8. Cooperative learning strategies – small groups are empowered to learn together taking the slow learners along with the group
9. Book and journal article reviews
10. Debates – both course related and on emerging social issues
11. Case Studies – course related and current issues
12. Study tours – to NGOs, industries and academic institutions of national repute
13. Participatory Learning and Action – time line analysis, transect walk and other PLA tools
14. “Virtual” research proposal/project preparation
15. Delphi Technique (used by Personnel Management department only)
16. Nominal Group Technique (used by Personnel Management department only)
17. Simulations and group games
18. Workbooks – on eminent theoreticians
19. Role Play
20. Visual essays in Sociology – dramatic and scientific presentation on socially significant themes followed by interactions
21. Documentary ethnography by students of Sociology – e.g. on tribals titled *Pushthakathalukalkku Appram* (Beyond the Leaves of the Books)
22. Dossiers – on eminent people, issues etc. e.g. Sir Laurie Baker
23. Rural live-in-camps
24. Use of e-resources

25. Language lab for English
26. “Meet Alumni Series” provides opportunity to interact with alumni who excel in their respective areas
27. “Meet the Malayali Sociologist Series” eminent sociologist of Kerala origin are brought in to reflect collectively on issues that affect the region and nation.
28. Ethnographic exposure visits – to tribals and fishing communities
29. Project work
30. Street Theatre – intense training in social analysis, dramatics and communication which boosts the self-esteem of the participants
31. Guided self-learning

2.3.3. How is learning made student-centric? What are the institutional strategies which contribute to acquisition of life skills, knowledge management skills and life long learning?

- During the induction programme there is a specific session on study methods which orient the students to the necessary paradigm shift in learning at the higher education level. Students who are used to spoon feeding are told definitely that we follow a student centred, more accurately, a learning-centred method where the student and the teachers are co-learners. The responsibility for learning is taken up by the students. Most students feel nervous about the process but the tutorial and mentoring systems compensate for it.
- There is a huge focus on building life skills. At the beginning of the course students are helped to identify the skill set required to be a professional. From then on every activity becomes an acquisition of



these skills. For example, the students select the topic of assignments/ seminars/project, find additional resources and present the findings to the faculty for feedback.

- Student-centred activities include group discussions, brainstorming, role-play, case study and project work.
- Personal feedback is provided individually to the students at each stage of the learning cycle.
- The students are oriented to the course modules prepared at the beginning of every semester and the evaluation criteria. A copy of the module is distributed to the students.
- Students are assigned field tasks including gathering data, literature and pamphlets from agencies (DHS, STEC, Planning Board, Travel agencies, companies and others).
- Video clippings/ VCD format of Films are assigned to different groups. The students review, discuss and report on the various aspects observed and link them to a theory. e.g. the theoretical framework in Human Growth and Development & Counselling are related to life situations portrayed in feature films.\* The students are free to do the review at a time of their choice and leisure.
- Involving students in creating wallpapers (e.g. “Gender Times”), and prepare activity charts of the programmes organised
- The Student Union activities – Union Inauguration, Planning Forum, Sports Day, Arts Day, College Day, etc. are student-centred and student-led

- The Student Magazines, College Newsletters and the Glossary are initiated by the students
- A workbook on theorists is being published by the students
- Newspaper files on news, views, and issues relevant to the courses are organised by the students
- The College has integrated WHO list of life skills and created occasions to integrate them into curriculum. For example, students who go for field work are helped to identify the conflicts in the community and handle them. They are given group exercises to handle conflicts among them. The institutional strategy used is the 'open forum'
- The field work and the organisation of related programmes in the community give our students tremendous opportunity for skill up-gradation and taking initiatives on their own\*.
- All the programmes organised in the campus –conferences/seminars/get-together etc. – are managed by the students using the PIME methodology.
- Knowledge Management has become a major concern among the students with the introduction of KBP.
- The student involvement in the Continuing Education Programme (sponsored by the State Literacy Mission) gives our students an intense experience for the need for life long learning.
- The students are exposed to eminent professionals/entrepreneurs/ industrialists which give them a sense of the need for life-long learning.

2.3.4 How does the institution ensure that the students have effective learning experiences? (Use of modern teaching aid)

The students are guided and encouraged to use electronic technologies and the internet for presentations, to download study materials required, as well as to research on employment opportunities. The following resources are open to the students:

- 1) LCD
- 2) OHP
- 3) Internet
- 4) Charts
- 5) CD ROMs
- 6) VCR/DVD player
- 7) TV
- 8) Wi-Fi connectivity provides internet access on round the clock
- 9) A communication-lab has been set up and available for development of English communication skills of the students
- 10) Electronic learning resources – CDs and VCDs - are available
- 11) Use of simulations, dramatics, visual essays and street theatre
- 12) Preparation of dossiers on various themes

2.3.5 How do the students and faculty keep pace with the recent developments in the various subjects?

The faculty members keep abreast with the developments in the subjects by attending seminars, computer-based courses and reading journals. The students attend seminars and conferences and review books and journals recommended by teachers. Students and teachers also access e-learning resources. The new arrivals/information are displayed at key positions (notice boards, files, display stands). The College provides opportunities for interaction with students and faculty coming in as part of exchange programmes – national and international. Faculty shares their off campus experience and display conference materials, publications and souvenirs.

The students and faculty are exposed to refresher programmes and actual practice situations through industrial/organisational/field visits, interaction with professionals, experts, managers, activists, social workers and development workers in the field. Opportunities are created to interact with persons of excellence. Visits to premier institutes of learning are also arranged to keep pace with the recent developments.

2.3.6 Are there departmental libraries for the use of faculty and students? If “yes”, how effectively are they used for the enhancement of teaching and learning?

The books, journals and learning resources are located in the central library considering the fact that we are only three departments and 150 students including research scholars.

2.3.7 Has the institution introduced evaluation of the teachers by students? If “yes”, how is the feedback analyzed and implemented for the improvement of teachers?

The Stef-04\*, an improvement of the earlier format, incorporates an objective rating as well as a descriptive component for evaluation of the teachers by the students. This format is used to evaluate all programmes. The data is consolidated and fed back to the teachers individually by the principal. The ‘Faculty Evaluation System’\* has been developed for this purpose.

## **2.4 Teacher Quality**

2.4.1 How are teachers selected? Does the College have required no. of qualified and competent teachers to handle all the courses? If not, how does the institution cope with the requirement?

Teachers are selected purely on merit and subject to the UGC/University specifications and Government regulations. The College does have adequate number of faculty for MA sociology and MSW departments. The five MAPM faculty positions sanctioned by the University in 2001 is yet to be approved by Government of Kerala. The department copes with this by engaging guest lecturers, alumni, experts from the field and HR practitioners, the expenses of which is borne by the management and the students. The management has resorted to legal measures to rectify this anomaly.

The faculty to student ratio is 1:12. The management has been able to incorporate a blend of experience and youth in its human resources.

2.4.2 How does the College appoint additional faculty to teach new programmes/modern areas of study (Biotech, IT, Bioinformatics)? How many such appointments were made during the last year?

The College had proposed MA in Counselling and Rural Management to the University. The same has not been granted. However, for the new certificate courses initiated, faculty were selected from the vast human resources available within the city. For example, for the Library and Information Science we managed to rope in faculty from the Department of Library Sciences, University of Kerala. The management has pro-acted by appointing competent and qualified staff and engaging the alumni, visiting faculty and practitioners in the field by organizing workshops during the course of study.

Two appointments have been made during the past one year. The faculty has been selected strictly on the basis of merit and experience. The recruitment is done through a process of open advertisement in leading dailies, followed by an interview by a panel consisting of subject experts, government nominee and the management representative.

2.4.3 What efforts are made by the management for the professional development of the faculty? (e.g. research grants, study leave, deputation to national/international conferences/seminars, training programmes, organizing national/international conferences)? How many faculty have availed these facilities during the last three years?

The management has supported teacher development by granting permission as well as extending infrastructure and resources for such programmes

- Study leave/FIP provided – 3 teachers
- Research grants advance/seed money given – 5 teachers
- Publishes the working paper series of the faculty members
- Deputation to/for holding/participating national/international conferences etc – 14 teachers
- In-service training/staff-development – 14 teachers
- Overseas assignments - Long term: 2 teachers, Short term: 4 teachers

Three of our staff members have availed FIP and another two have undertaken assignments in universities overseas (KwaZulu University, SA and Gondar University, Ethiopia). Faculty members are relieved for Refresher Programmes and other academic courses. All the staff members have been involved in organizing at least three conferences of national or international significance each year\*. All the staff members participated in various in-

service training and faculty development programmes. The management also supports the faculty by way of seed money for a period of time. The travel expenses to seminars/conferences are partly taken care of by the respective departments and/or the management. The management has proposed a green channel to data-mine data sources available with the LES, our Social Lab and to publish the same. Teachers are provided opportunities to interact and run workshops for international/national university delegations visiting the campus as a process of sharing information and cultural exchange.

The College also facilitates in providing infrastructure support to faculty members for undertaking minor and major researches sponsored by the national and international agencies. Last year faculty members have sent proposals to reputed institutes like UGC, ICSSR etc., to take up innovative research projects. The College provides the financial resource for the publication of the Working Paper Series of the faculty members. The Faculty members are encouraged to provide consultancy, do research, organise training in project management, management development, etc., to various national and international organisations. The faculty members are encouraged to undertake innovative programmes and projects in association with the social lab of the College.

2.4.4 Give details on the awards/recognitions received by the faculty during the five years?

- Fr. Charles Leon was recognized for his contributions to the field of community participation in Blood Donation by the SCTIMST during the years 2006 and 2007. He is also an elected Senate member of the

University of Kerala. He is elected as the Educational Secretary of the Kerala Region Latin Catholic Council

- Ms. Elizabeth Mathew is Vice-President, Research Committee on Tourism. She is also the member of Women Empowerment Committee, National Council of YMCA's in India. She was Vice President of Kerala Sociological Society 2003 and 2004
- Fr. Dr. M .K. George was the President of Kerala Sociological Society in 2001 and 2002. He was Governing Board Member of the State Resource Centre of the Ministry of HRD
- Dr. Jose Boban was the Secretary of Kerala Sociological Society in 2005 and 2006
- Dr. Antony P.V. is the Vice President of Kerala Sociological Society.
- Dr. K.A. Joseph is the Honorary Director of Ability Aids India International
- The following faculty members have been approved as research guides by the University- Dr. MK George, Dr. Usha John, Dr. KA Joseph and Dr. Antony P.V.
- Dr.Lekshmi.V.Nair is the editorial secretary of *Kerala Sociologist*
- Though not formally awarded, our faculty members' excellence in teaching has been recognized by various institutions of excellence.

They are:

- Fr. Joye James (orientation for Colleges of Social Work)
- Dr. MK George (Academic Staff College(ASC), University of Kerala)
- Dr. Antony PV (ASC – University of Kerala)



- Fr. Charles Leon (State Institute for Rural Development)
- TS Thomas, MK George, Sonny Jose and Manoj AS (College of Engineering Thiruvananthapuram)
- MK George and Sonny Jose (Child Development Centre, Medical College, Thiruvananthapuram)

2.4.5 How often does the institution organise training programmes for the faculty in the use of computers, internet, IT, audio-visual aid and computer aided packages, material development of CAL, multimedia, etc.?

The Faculty IT Upgrade Programme (FIT-UP) organised periodically expose the faculty to internet learning resources, documentation, data storage and SPSS. The faculty are also encouraged to discuss the problems arising out of the use of the above. Although the faculty are familiar with computers, internet, audio visual aids and multimedia presentations, the College organises training programmes for upgrading their skills.

## **2.5 Evaluation Process and Reforms**

2.5.1 How are the evaluation methods communicated to the students and other institutional members?

The students are oriented to the evaluation methods (CA & ESA) and the assessment criteria. The same is done at various points – during the induction, at the beginning of the course and before each test. It is done orally and/or in writing. During the staff council meetings, the various evaluation criteria developed for different departments are shared and discussed for the knowledge of the entire faculty.

2.5.2 How does the institution monitor the progress of the students and communicate it to the students and their parents?

The College follows the semester system based on the examination calendar proposed by the University. The following parameters are considered for the Continuous Assessment requirements of the University:

1. Attendance
2. Assignments
3. Internal tests (2 per Semester)
4. Seminars
5. Observation Reports & Field work reports
6. Project work/Dissertation is undertaken in phases
7. End Semester/University exams.

The marks, with the exception of the confidential marks (e.g. fieldwork) are communicated individually to the students.

Until 2003, the results were communicated to the parents through land mail. Later this was disseminated directly to the parents at the PTA Meeting. Students who score below the benchmark of 50% and those who are absent are given the assignment of rewriting the test. Their parents are called to meet the HOD and the Principal. Students who do not complete the required number of fieldwork within the stipulated period are asked to complete their fieldwork requirement before the completion of the course.

2.5.3 What is the mechanism for the redressal of grievance regarding evaluation?

The College has an internal Grievance Redressal Cell. The consolidated internal marks (CA) are displayed on the notice board. The students

communicate the grievance, if any, regarding the internal evaluation to the grievance cell. The three tier system –first at the teacher level, second at the HOD level, and third at the Principal level – effectively redresses any grievance. In the case of a grievance unresolved at the above levels and those regarding the ESA, the student may take the matter with the University of Kerala in writing.

2.5.4 What are the major evaluation reforms initiated by the institution/affiliating university? How does the institution ensure effective implementation of these reforms?

The College being an affiliated one, it follows the evaluation criteria prescribed by the University. However, with the introduction of the Semester System in 2001, the individual departments/College institutionalised their own criteria for evaluation.

The important ones include:

- Stef-04
- Multimedia Feedback System '07(MFS-07 )\*

Some other reforms have been initiated by individual teachers, based on the need of the various courses. An innovative evaluation method is Multimedia Feedback System '07(MFS-07) – which includes a feedback provided through written report and video play back of seminars/interviews from the peer observers and the faculty. The students individually review their recordings and cull out their own learnings. This is compared with the written and verbal feedback offered by the peers. The concerned teachers too give them a feedback regarding the content and presentation skills. As part of the implementation of KBP, students undertake scientific evaluation procedures

on the common programmes conducted in the College which richly complements the routine evaluation done as part of the PIME\* strategy.

## **2.6 Best Practices in Teaching -Learning Process**

### **2.6.1 Detail any significant innovations in teaching/learning/evaluation introduced by the institution?**

Some of the significant innovations in teaching/learning/evaluation introduced during the past five years by the institution:

- a) Cooperative Learning/Group Study methods
- b) Peer teaching learning methods and study groups consisting of fast and slow learners
- c) Regular seminars (organising, inputs from experts, interaction with diaspora)
- d) Interaction with international/national students & teachers (TISS, XLRI, LSU, Maryland, CSU, etc.)
- e) Going beyond the syllabus and connecting with contemporary issues which help the students and faculty to update
- f) Incorporating various practical sessions with inclusive learning activities such as
  - Visual Essays on Sociological issues
  - Workbooks on social thinkers
  - Street Theatre and Training in Histrionics
  - Video Ethnography
  - Simulations for Community Organisation/Group Work

- g) Evaluation reforms
  - Open house
  - Stef-04
  - Multimedia Feedback System '07(MFS-07 )
- h) Allowing students' use of LCD for all presentations
- i) PIME approach to every programme – academic and non-academic – organised on behalf of the College.
- j) Scientific evaluations undertaken as part of the KBP

**For Re-accreditation**

1. What were the evaluative observations made under Teaching-Learning and Evaluation in the previous assessment report and how have they been acted upon

Peer Team had gathered the following strengths in the teaching learning and evaluation carried out by the College:

- Providing options to go beyond syllabus and evaluation procedures stipulated for teaching, learning and extension
- Focus is given to personal care of the students.
- Importance of the teacher-learner interaction based a pedagogic option which is a popular recipe among the learners.
- Emphasis is on learning rather than teaching that lays stress on ‘cooperative learning’ and ‘learning through doing’
- Knowledge, skills and attitudes are assessed continuously and monitored through field work supervision, mentoring and formal tests.

- Attention to weaker students through tutorials and additional work and out of campus programmes for advanced learners.
- Learning aids and technology through bulletin boards, OHPs, Slide Projectors, VCR/VCP, computers, Internet etc. facilitated education. Case studies, brainstorming, group discussions, exposure visits, field-based seminars, role plays etc. are supplements to teaching methods
- Multi-faceted extra-curricular and co-curricular activities including periodic academic workshops, seminars and conferences.
- Faculty participates in seminar/workshops at the national and international levels
- Courses in training para-professional social workers, urban poverty activists, women empowerment volunteers, counsellors and multi purpose workers, which are recognised by national and international agencies.
- Remedial classes in English and bridge courses for new entrants in the form of modules that can be adopted by other institutions
- Continuous evaluation procedure through weekly, monthly and mid-term tests to enable the students to face University exams and evaluation method is properly communicated to the students at the beginning
- Evaluation of teachers is done through self appraisal and student evaluation of teachers
- Conducting periodic faculty improvement programmes

The Peer Team had reported the concern expressed by the College that in spite of its ability to combine pragmatism with its traditional teaching learning

practices, it is unable to realise its intended academic goals in full. The affiliation-nature of the institution is perceived as a bottleneck, and so the College aspired and made concerted efforts at becoming an autonomous College. The Peer Team has also observed that MAPM is managed by contract/guest faculty.

### **Steps taken to implement Peer Team Suggestions**

The Common Admission Test (CAT) for MSW and MAPM courses, the approval for which, the College obtained through continuous appeal and sustained efforts, began to contribute in translating its academic goals into reality. In addition, the department-wise annual calendar prepared in the beginning of the academic year with the combined effort of all teachers of the respective departments, is yet another step that helps us circumvent the limitations of the University system to some extent and experiment with our characteristic way of procedure in teaching, learning and evaluation methods in a more organized and systematic fashion.

In order to regularise the appointment of the teachers in the MAPM Department, the Management has resorted to legal measures successfully and expects to complete the process of the appointment of the required number of permanent teachers shortly.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Teaching-Learning and Evaluation?

By way of sustaining and further improving upon these strong factors of the teaching learning and evaluation criteria, the Knowledge Building Process (KBP) is built into all the academic activities of the College as a scientific

frame of reference and this paradigmatic shift has given a qualitative facelift to the teaching learning and evaluation ambience of the institution. KBP along with the time-tested organisational strategy of PIME (Planning Implementation Monitoring and Evaluation) provides students a heightened quality domain for teaching, learning and evaluation procedures. Further, the emphasis is now placed more on hands-on experience with increased field exposures, interactive learning in the field and ethnographic field visits and presentations of ethnographic visual essays.

The bridge/enrichment/orientation modules (cf. 2.2.1) are definite additional inputs that facilitate qualitative changes in the learning process of both slow and advanced learners.

Realising its importance in today's job market, improving and strengthening of self-esteem of the students has become a thrust area of our training and formation. Organising course in Yoga, Street play workshop and field-based PRA are all geared to this end. Adoption of some of the latest ICT techniques such as simulations, use of e-based learning resources, e-contents etc. as esteemed tools in the effective teaching-learning programme of the College do enhance the overall quality of our academic outputs. The regular featuring of "*Meet Excellence Series*", "*Meet Alumni Series*" and "*Meet the Malayali Sociologist Series*" also make quality contributions to the teaching-learning and evaluation process of the academic community. The revised evaluation procedures and programmes for the teacher-student evaluations also have further strengthened the evaluative measures of the College that added to its quality enhancement (cf. 2.3.7; 2.5.1, 2).



### CRITERION III

#### RESEARCH, CONSULTANCY AND EXTENSION

##### 3.1 Promotion of research

3.1.1 Is there a research committee to facilitate and monitor research activity?

If “yes” give details on its activities, major decisions taken (during the last year) and the composition of the committee?

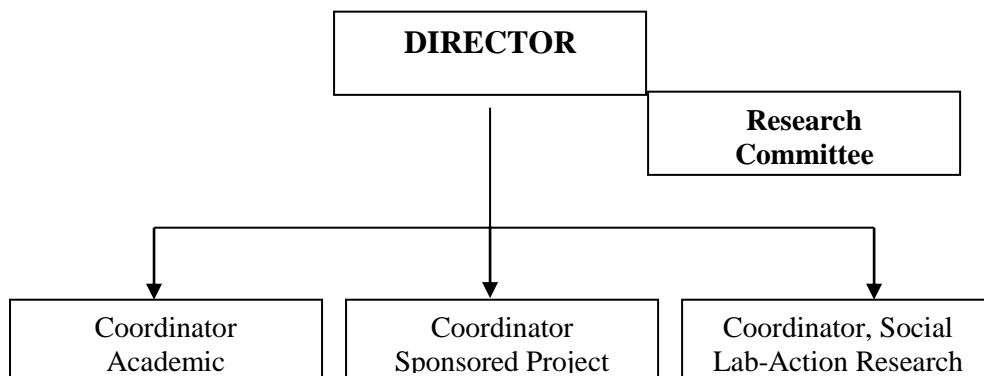
Yes, there is a Research Committee.

The Research Committee is a body functioning under the larger umbrella called the Loyola Research Centre (LRC). The LRC is directed by the Principal of the College. The LRC has three wings - Academic wing, dealing with the research scholars, a second wing dealing with Sponsored Research of the college, and a third one concerned with the Action Research Projects of the Social Lab. Each of the wings has a coordinator. The heads of departments constitute the other members of the committee.

The Research Committee oversees the proposals, implementation, monitoring and evaluation of all the sponsored projects and Social Lab research projects.

The academic wing takes care of the PhD Programmes and the requirements of the University.

#### LOYOLA RESEARCH CENTRE



Composition of the Committee:

1. Director – Principal (Dr. MK George SJ)
2. Coordinator, Academic (Dr. Usha John)
3. Coordinator, Sponsored Projects (Ms. Anney Philip)
4. Coordinator, Action Research Project (Dr. Paily Kurian)
5. Members: Ms. Elizabeth Mathew, Head, Dept. of Sociology

Dr. Jose Boban

Dr. KA Joseph

Fr. Sabu P Thomas

The **major activities** of this committee are:

- a) Motivating and assisting faculty and students to prepare project proposals
- b) Monitoring of the research projects of the College and its Social Lab (LES)
- c) Acting as a facilitator in the organization of various projects
- d) Publishing of the research reports

**Major decisions taken during the last one year**

- a) Submission of the final report of the 4WS project after review by the Research committee.
- b) Reassignment of the Science Project to Dr. Antony P.V.
- c) Execution of the TEAP Survey for the Government of Kerala, Dept of Fisheries.
- d) Submission of the report after review by the Research Committee with the corrections proposed by the Dept of fisheries.
- e) Approval of the suggestions made by the Research coordinator to apply for various projects.
- f) Decisions regarding the Kerala State Transport Project (KSTP):

- Appeal to the Government of Kerala to sanction the amount allotted to KSTP
  - Quit the project, unless the Government sanctions the amount and extends the period.
- g) finalisation the reports of the following projects and to forward them to the respective agencies;
- Impact Assessment of Programmes and Activities of Sahayi – Centre for Collective Learning and Action, Trivandrum (2006)
  - Beneficiary Oriented Study of the Scheme of Family Counselling Centres Run by the Central Social Welfare Board. Sponsored by Central Social Welfare Board (2006)
  - Supplementary Feeding in ICDS – Present system of Food Purchase, Distribution and Satisfaction of Beneficiaries. Sponsored by the Dept. of Social Welfare, Govt. of Kerala. 2006.
  - Watershed development Project (Sreekariyam Grama Panchayat) Sponsored by Swiss Agency for Development & Co-operation (SDC) CapDeck. (2006-07)
  - Panchayat Empowerment Project (PEP) - Sreekariyam Gramapanchayat. Sponsored by Swiss Agency for Development & Co-operation (SDC) CapDeck. (2004-06)

3.1.2. How does the institution promote faculty participation in research (providing seed money, research grants, leave, other facilities)?

The College promotes research not only within the campus, but also initiates research activities in collaboration with other institutions. The College promotes research by persuading the faculty to acquire higher qualification in their respective domains. The LRC, under the close supervision of the Director and the research guides, organizes at regular intervals orientation and advanced inputs in research methodology and statistics by inviting eminent resource persons. 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. This subsequently led to the Working Paper Series\* in view of publication in leading journals. The faculty members are encouraged by the College to undertake research projects utilizing the seed money available from the management. Some of the faculty members have undertaken major and minor researches, as well as collaborative projects sponsored by national and international agencies\*. The faculty members are providing consultancy services to various research projects undertaken by NGOs/ other organisations. Faculty members who are engaged in active research are also given flexibility in teaching schedule. Adequate furnished infrastructure has been set apart for the purpose of research.

3.1.3. Does the institutional budget have a provision for Research and Development? If “yes” give details.

The College proposes every year certain number of projects to various agencies. The sanctioned amount becomes the major resource for the year. However, a seed amount is maintained. Last year the seed amount was Rs. 1,22,585.00

3.1.4. Does the institution promote participation of students in research activities? If “yes,” give details.

Yes. The project work is a compulsory requirement for all the three PG programmes. Students are allotted to faculty for guidance from the selection of research topic till the submission of the report. The departments prepare a time schedule to ensure completion of their project work on time. The students are made to present their research synopses to a faculty panel comprising of faculty members from the various departments. Besides the regular faculty guidance, experts in various fields are invited to enhance the knowledge on research and practice. Each student is oriented on SPSS package and he/she makes use of this facility in the Computer Lab.

Students are provided opportunities to participate in the regular research work of faculty. This enhances the students’ knowledge and practice in Research Methodology. Students are involved in major and minor projects of the College; they work as field assistants and also help in analyzing the data.

3.1.5 What are the major research facilities developed on the campus?

The College has a research centre (LRC) equipped with a mini-conference room and cubicles. There is a separate bay in the Library assigned to research scholars along with a well-equipped computer room. Our campus is Wi-Fi

enabled providing unlimited access to the internet and e-resources. Our library has an assortment of national and international research journals. The documentation centre of the LES is a rich resource for those pursuing research especially in the areas of Capacity Development, Panchayati Raj Institutions and Local Self-Governance.

The LRC undertakes periodic review of the progress made by the research scholars. It also organizes pre-submission presentations for those completing their dissertations. The Centre provides the Research Scholars a platform to interact with experts in research methodology and provides inputs sessions on the methodological and statistical issues.

The monthly Research Colloquium provides the faculty members with a forum to discuss and peer review their research outputs, subsequently published as working papers and later in leading journals.

The sponsored Research Coordinator, networks, provides consultancy, and undertakes major and minor research projects.

The College also conducts a Certificate course on Research Methodology for Social Sciences for the University of Kerala, which is also open to our students. The management encourages the faculty to undertake the FIP for the completion of their doctoral thesis.

The Loyola Journal of Social Sciences (LJSS), published by the College, is an excellent forum for publishing our research works.

3.1.6 Give details of the initiatives taken by the institution for collaborative research (with national/ foreign Universities/ Research/Scientific organisations / Industries / NGOs)

The College has undertaken major and minor collaborative research projects with various agencies:

**Foreign Universities and Agencies**

1. Scientific Communication among Scientists, Collaborative Research Project with Louisiana State University, USA. Since 2000
2. Women, Well-being, Work, Waste, and Sanitation, European Commission, Delft, Netherlands (2002-06)
3. *Marakkalle!* Campaign! Rapid Assessment Study for. Kerala Condom Promotion Project (KCPP), implemented by the Kerala State AIDS Control Society (KSACS) with the support from Department for International Development (DFID), March 2007
4. Watershed Development Project (Sreekariyam Grama Panchayat), sponsored by Swiss Agency for Development & Co-operation (SDC) CapDeck. (2006-07)
5. Socio-economic profile of Ajanur *Gramapanchayat*, as part of Grama Jyothy Holistic Development Project with the support from SDC-Cap Deck, (2007)
6. Panchayat Empowerment Project (PEP) - Sreekariyam *Panchayat*. Sponsored by CapDeck. 2004-06
7. A documentation on the 'Public Health Promotion' Project Implemented in Temporary Settlement Camps of 18 Tsunami Affected

Villages at Colachel in Kanyakumari District, Tamil Nadu, by CARD in Association with OXFAM, UK. (2005)

8. Counselling in Higher Secondary Schools of Thiruvananthapuram, Kerala, in collaboration with Winston Netto Foundation, UK, June 2005
9. Evaluation of - HELP 2000 project (Housing, Employment and Life Promotion 2000) (100 new houses), *Sreyas Vanitha Samajam* (SVS), Kottayam for the Manos Unidas, Madrid, Spain. (April 2004)

#### **Research / Scientific Organizations**

1. Psychosocial Problems and Quality of Life of Women who have undergone Hysterectomy, funded by the Kerala Research Programme on Local Level Development, Centre for Development Studies, Trivandrum, 2003.
2. Gender Relations and Sexuality. Funded by the Kerala Research Programme on Local Level Development, Centre for Development Studies, Trivandrum, 2001.

#### **National Agencies/Govt Departments**

1. Kerala State Transport Project, Rehabilitation and Resettlement under the P.W.D. of Kerala Govt. since 2004
2. A research study titled 'A Study among College Students Regarding the Existing Core Human Values,' under the UGC scheme on Human Rights and Values in Education in collaboration with Mar Ivanios College, Trivandrum, (2007)



3. The Tsunami Emergency Assistance Project (TEAP) - Socio-economic Survey of Self-Help Groups in Coastal Area, for the Department of Fisheries, Government of Kerala, (2006)
4. Beneficiary oriented study of the Family Counselling Centres Scheme run by the Central Social Welfare Board, in Collaboration with Tata Institute of Social Sciences (TISS) sponsored by Central Social Welfare Board (2006)
5. Supplementary Feeding in ICDS – Present system of Food Purchase, Distribution and Satisfaction of Beneficiaries. Sponsored by the Dept. of Social Welfare, Govt. of Kerala. (2005-06.)
6. A study on the Experience of Sector Investment Plan (SIP) from the Implementation of District Action Plan – 1 (DAP-1) in Kollam District, (2005 )
7. A Comparative Study of Self Help Groups organized and promoted by NGOs and Kudumbasree in Kerala towards Empowerment of Poor Women. Sponsored by the Ministry of Human Resource Development, Dept of Women and Child, (2004)
8. Socio-economic study of Thiruvananthapuram and Kollam Corporations under the Kerala Sustainable Urban Development Project (2004)
9. Evaluation of Community Health Programme, Health Department, Government of Kerala(2003)
10. Organisational evaluation study on St. Joseph’s Mission Hospital, Anchal, Kollam (2004)

11. Evaluation of an action research project "Arogya Swayam Sahaya Sangham" (ASWASAM)- Trivandrum city, Kerala (2003)

## NGOs

1. Impact Assessment of Programmes and Activities of Sahayi Centre for Collective Learning and Action, Trivandrum (2006)
2. Evaluation of Tribal Unity for Development Initiatives (TUDI), an Institute of Tribal Lore Echome, Wayanad, Kerala, Society of Jesus of Kerala Province (2002).
3. Evaluation of Ma Sa Vim Project, AVARD, Chalakudy (2001)
4. Evaluation of two ITCs of Edathuva & Pariyaram, Society of Jesus, Kerala Province (2001)

## **3.2 Research and Publication Output**

- 3.2.1 Give details of the research guides and research students of the institution (Number of students registered for Ph.D. and M. Phil., fellowship/scholarship, funding agency, Ph.Ds and M.Phils awarded during the last five years, major achievements, etc.,)

The College is a recognized research centre of the University of Kerala, offering doctoral programmes in Social Sciences. Currently we have 13 Research Guides, 23 full-time and 7 part-time research scholars pursuing their PhD in Sociology & Social Work.

### **Research Guides**

1. Dr. Mariamma Joseph
2. Dr. E.J. Thomas
3. Dr. Jose Boban
4. Dr. Sooryamoorthy
5. Dr. Usha John
6. Dr. M.K. George
7. Dr. Saji P. Jacob
8. Dr. Helena Judith

9. Dr. Antony P. V.

12. Dr. K A Joseph

10. Dr. George Chakkacherry

13. Dr. Abraham Vijayan

11. Dr. Ravi Kumar

As an approved research centre under university of Kerala, our UGC-JRF Scholars are entitled to Rs. 10000 per month, with contingency grant for a period of 3 years, while the University JRF Scholars are entitled to Rs. 4000 per month with contingency grant for a period of three and half years. The College also provides seed money for undertaking research projects.

The research centre of the College has produced 8 Ph.D.s during the last five years.

Dr. Usha Kandaswamy, one of the scholars, was awarded the Blood Donor Motivator Award in recognition of her interventions and services to the community as well as academic contributions to the field of Blood Donation.

3.2.2 Give details of the following: a) Departments recognized as research centres; b) Faculty recognized as research guides; c) Priority areas for research; d) Ongoing Faculty Research Projects (minor and major projects ,funding from the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International agencies), e) Ongoing Student Research Projects (title, duration, funding agency, total funding received for the project).

**a) Departments recognized as research centres:** The College is an approved research centre for social sciences. The Sociology department is a recognized research centre. Steps are underway for the approval of the social work department as a research centre.

**b) Faculty recognized as research guides:**

- |                      |                      |
|----------------------|----------------------|
| 1. Dr. Jose Boban    | 5. Dr. Saji P. Jacob |
| 2. Dr. Sooryamoorthy | 6. Dr. Helena Judith |
| 3. Dr. Usha John     | 7. Dr. Antony P. V.  |
| 4. Dr. M.K. George   | 8. Dr. K. A. Joseph  |

**c) Priority areas for research:** Developmental issues, women empowerment, socio-economic studies, issues of Dalits, Tribals and other marginalized groups, 'Child-issues', Family studies, Community Health, Science and Technology with focus on ICT.

**d) Ongoing Faculty Research Projects (minor and major projects, funding from the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International agencies)**

1. "Scientific Communication among Scientists." Collaborative Research Project with Louisiana State University, USA. Since 2000
2. *Marakkalle!* Campaign! Rapid Assessment Study for Kerala Condom Promotion Project (KCPP), implemented by the Kerala State AIDS Control Society (KSACS) with support from Department for International Development (DFID), 2007
3. Kerala State Transport Project, Rehabilitation and Resettlement under the PWD. of Kerala Govt. since 2004
4. Socio-economic profile of Ajanur *Gramapanchayat*, as part of Grama Jyothy Holistic Development Project with the support from SDC-Cap DecK, 2007

e) **Ongoing Student Research Projects (title, duration, funding agency, total funding received for the project).**

1. Study on the Impact of Democratic Decentralization on Poverty Alleviation – one year- Winston Netto Scholarship Project – Rs.7500

3.2.3 What are the major achievements of the research activities of the institution (findings contributed to subject knowledge, to the Industry needs, community development, patents etc.)?

- The **Development Induced Displacement** Study conducted in association with the Indian Social Institute, New Delhi, was eventually published as *Development Induced Displacement in Kerala* (2003) by Rawat Publications, Jaipur. This was preceded by a dissemination campaign meant to bring about major policy changes. This is the first study of its kind on the issue. The study propelled the College to undertake the ambitious Kerala State Transport Project (KSTP).
- The Tsunami disaster on December 26, 2004 triggered the College to get involved in a study of the SHGs in the Tsunami affected coastal areas. The **Tsunami Emergency Assistance Project** (TEAP) evolved the modality for the allocation of a revolving funds based on the findings of this study.
- The studies on ‘**Communication Patterns among Scientists**’ in association with the Louisiana State University (US), have generated a series of articles in national and international journals. The study has also ignited the publication of two books, one each in English and Malayalam.

- In Sreekariyam *Gramapanchayat*, the Panchayat Empowerment Project established *ward samithis* to provide the community members the necessary direction and orientation to participate in the *Gramasabhas*. It has inspired women representatives to undertake developmental initiatives, besides organising empowerment programme for themselves. As part of the project we also established *Jagratha Samithi (Awareness Groups)*, that conscientised the community against harassment of women and evolved guidelines in dealing with such issues. The College facilitated Teenage Clubs in all the 42 anganwadis of Sreekariyam *Gramapanchayat*. Another innovation was the Agro Clinic, a platform to converge the farmers of the community. The clinic provided convergence of indigenous ideas and techniques. An outcome of this initiative is *Mukulangal*, a handbook on the indigenous methods of farming.
- The College undertook a baseline survey on the counselling intervention in Schools in 2004, and the same was disseminated through a workshop on ‘Counselling in Higher Secondary Schools’. This was sponsored by the Winston Netto Foundation, UK. The outcome was the establishment of the Loyola Students’ Counselling Centre and the popular Certificate Course on Counselling for Teachers.
- The Socio-Economic study of Thiruvananthapuram, Kollam, Kochi, Thrissur and Kozhikode Corporations under the **Kerala Sustainable Urban Development Project (KSUDP)** generated exhaustive data on households, access to services such as water supply, sanitation, drainage, solid waste, road and transport. Further data was gathered on

vulnerability, gender status, economic development and prospects for growth. This exhaustive data has become the baseline, on the basis of which substantial number of projects for improvement of the urban amenities has been built.

- **Beneficiary oriented evaluation study of the CSWB run Family Counselling Centers Scheme.** This was a rapid study which brought about substantial changes in the policy of CSWB. For instance, our study recommendation to hike the honorarium of the counsellors has been accepted and already implemented.
- **The Women, Well being, Work, Waste and Sanitation (4WS) Study -** this baseline study has had far reaching implications both at the theoretical and activist areas. As an alternative strategy for environmental sanitation and waste-management for improved health and socio-economic development in peri-coastal communities in South Asia, the findings helped a new level of active intervention for growth and development. A variety of programmes such as awareness generation, employment, and skill training, have been initiated in Thumpoly, Alleppey
- The knowledge produced from the researches has been published in Loyola Journal of Social Sciences and other national and international journals of repute. These findings have contributed to subject knowledge and policy decisions.

3.2.4 Are there research papers published in refereed journals by the faculty?

If yes, give details for the last five years including citation index and impact factor.

Yes, (cf. 3.2.5).

Two of our faculty have citation index: Dr. Sooryamoorthy- 0.6 and Dr. Antony PV - 0.6.

3.2.5 Give list of publications of the faculty.

**A. BOOKS**

- **Dr. MK George and Dr. Jose Boban**, Co-authors: *Development- Induced Displacement in Kerala* New Delhi Rawat; 2003
- **M.K. George**, Thenthullikal. Carmel Pulishers, Trivanrum, 2007.
- **Dr. Jose Boban**: Tribal Movements in Kerala: Struggles for Survival, in TM Joseph (ed) *Grassroot Democracy and Nation Building*. Thodupuzha: Publication Division, Newman College, 2007

**Dr. Antony P V**

- *Grassroot Development: Establishing Successful Micro enterprises Kerala Experience*, Co-authored with Nair and Brody, Human Networks Publication, Cleveland, USA, 2007
- *Information Society and Development – Lessons from Kerala Information Society and Development: Lessons from Kerala Experience*, Co edited with Wesley Shrum, Rawat Publications, Jaipur (Forthcoming in July) 2007
- *Vivarasankethikavidyayum Vikassanavum* (Information Technology and Development) Co-edited with Wesley Shrum Kottayam: Olive Books, 2007



- “*Adisthana Vikasanthine Oru Kerala Mathrika Prasthanavum Cherukida Samrambhagalum*” (Mal) (Grassroots Development- A Kerala Model - Neighbourhood Movement and Micro enterprises) Co-authored with Nair and Brody, New Delhi: Southern Book Star Publication 2006
- *Managing Water and Water Users*, Co-edited with R Sooryamoorthy, University Press of America, New York, 2003
- *Samskaram Pradhirodham Aathmeeyatha* (Mal), (Culture, Resistance, Spirituality) Samskriti, Current Books, Kottayam, 2002
- “Knowledge Production and Developmental Structures – e- Science in Developing Societies” co authored with Wesley Shrum in *Information Society and Development – Lessons from Kerala*, Rawat Publications, Jaipur, 2007

**Dr. R. Sooryamoorthy**

- *Managing Water and Water Users: Experiences from Kerala*, (first co-editor). University Press of America, Lanham, MD, USA., 2003:
- *NGOs in India: A Cross-sectional Study* (first co-author), Greenwood, Westport, CT. USA., 2001

**B. CHAPTERS IN BOOKS**

**Dr. Antony Palackal**

- “Secular Legacy and Communal Paradox” in *Social Integration and Communal Harmony*, edited by Jose Boban and Radhakrishnan, Sriperumbatur: Rajiv Gandhi Institute for Youth Development, 2007

- “Information Technology and the Kerala Model” in *Past, Present, and Future of Research In the Information Society*,. Edited by, Wesley Shrum, Keith R. Benson, Wiebe E. Bijker, Klaus Brunnstein, Springer, 2006
- “E-Science in the Developing World and the System of Gender Stratification” in *New Infrastructures for Knowledge Production: Understanding e-Science*, edited by Christine M. Hine, U.K.: Information Science Publishing, 2005

**Dr. MK George**

- Towards an Alternative Education for Fisherfolk, edited by V. Sukumaran Nair: *Emerging Facets of Education*, Literacy forum Kerala, 2003
- Globalizing Higher Education, Alternative Economic Survey, India, Delhi: Daanish Books, 2004-05

**Dr. Sooryamoorthy**

- ‘Fast Dying River Systems: Periyar and Bharathapuzha Basins,’ In R. Sooryamoorthy and Antony Palackal (eds), *Managing Water and Water Users: Experiences from Kerala*. University Press of America, Lanham, MD, USA. ISBN 0-7618-25557-6. 2003.

**C. ARTICLES**

**Dr. M. K. George**

- Residual Literacy in a Coastal Village, Discussion Paper, No:45, Centre for Development, Trivandrum, 2002
- Co-author: *Counselling in Higher Secondary Schools in Thiruvananthapuram*, Loyola Journal of Social Sciences Vol. XVIII. No: 1, 2004

- Women in the Bible: A personal reading of select women (2007).  
Indian Journal of Family Studies. Vol. 5. No. 1. April, 2007
- Sociology of Fathers and Relationships in *Manasasthram*,  
(Psychology) Feb. 2005, Vol.2 No.28
- Educational Backwardness among Marine Fish workers of Kerala,  
India, Loyola Journal of Social Sciences, Vol. XVII, No.2, Jul.-Dec  
2003
- Wealth from Waste, Experience of Thumpoli (Kerala, South India)  
Women Loyola Journal of Social Sciences, Vol. XX, No.1, Jan.-June  
2005
- Editorials (13): for Loyola Journal of Social Sciences from 2001 to  
2007

**Dr. R. Sooryamoorthy**

- “The NGO Sector: Lessons from Kerala.” *The Indian Journal of Public Administration*. Vol. XLVIII, No. 2, Apr-Jun 2002, pp. 165-82. 2002
- “Sexual Health of Urban Slum Dwellers in Kerala, India.” (with Emmanual). *Loyola Journal of Social Sciences*, Vol. XVI, No.2, Jul-Dec 2002, pp.167-94, ISSN 0971-4960. 2002.
- “Mobilising Rural Poor: *Mantrangal* of PWDS.” *Gandhi Marg*, Vol. XXI, No.2, Jul-Sept 2001, pp.193-209. 2001.
- “Fast Dying River Systems of Kerala,” *Loyola Journal of Social Sciences*, Vol. XV, No.1, Jan-Jun 2001, pp.91-102, ISSN 0971-4960. 2001.

**Dr. Jose Boban**

- *Marginalisation and Emerging social Movements in Kerala*, Kerala Sociologist. 2002.

- *Sociology of Indian Society: A Review*, Kerala Sociologist Vol. XXXIV, No. 2, 2006.

**Dr. Antony PV**

- Internet Equalizer? Gender Stratification and Normative Circumvention in Science”, *Indian Journal of Gender Studies*, Vol. 14, No. 2, 2007
- “Gender and Science in Developing Areas: Has the Internet Reduced Inequality? with Paige et al, *Social Science Quarterly*, 2006
- “When do scientists ‘Adopt’ the Internet? Dimensions of Connectivity of Developing Areas” with Marcus et al, *Scientometrics* Vol. 63 (1), 2005
- “Commodities Signs and Images: Cultural Contours of Kerala in the Age of Globalisation”, *Kerala Sociologist*, Journal of the Kerala Sociological Society. December, Vol. XVIII No.2, 2005
- “Globalization Paradox – The Constructed Order and De-constructed Identities”, *Kerala Sociologist*, Journal of the Kerala Sociological Society, 2004
- “Is Partisanship Warranted: A Reflection on the Legacy of Objectivity in Social Science”, *Kerala Sociologist*, Journal of the Kerala Sociological Society, Vol. 31 No. 1, 2003
- “Gender and Occupational Structure”, *Loyola Journal of Social Sciences* Vol. XVI No.2, 2002
- “Status of Scientific Facts – The Constructivist Approach”, *Kerala Sociologist*, Journal of the Kerala Sociological Society Vol. XXX No.1, 2002

**Dr. Lekshmi V.Nair**

- Aging Population and Health, *Kerala Sociologist*, 2003

- Gender and Aging in Later life, *Kerala Sociologist*, 2004
- Impact of Migration on the Elderly, *Kerala Sociologist*, 2005
- Socio Economic Problems of Rural Elderly, *Geriatric Care*, 2006
- Longevity of Elderly, *Kerala Sociologist*, 2006
- Health Status of Elderly Women, *Kerala Sociologist*, 2007
- Enlightenment of women at Grass Root Level Gender Equity and Main Stream, 2007

**Sonny Jose**

- Team-work Among Teachers in HEI's in Kerala (*communicated*). *Indian Journal of Labour Relations*, 2007
- Social Work Education at Plus Two Level: Challenges and Concerns *Educere* Vol. II (1) June 2006 2006

**Dr. Usha John**

- Social work Concerns Towards Elderly Abuse in the book: *Abuse of Elderly* by B.R. Publishers, 2007

**Charles Leon**

- Human Rights Violations, *Loyola Journal of Social Sciences*, 2003
- “Human Rights Violation in Fish vending Women: A Case Study of Vizhinjam Panchayat.”, *Loyola Journal of Social Sciences*, 2004

**Elizabeth Mathew**

- Globalization and Women, Aikya Sameeksha Publications , 2005

## **D. BOOK REVIEW**

### **Dr. M. K. George**

- *Marine Resource Management: Conflict and Regulation in the Fisheries of Coromandel Coast; Livelihood and Environment*, Sage Publication, New Delhi, 2003
- A Trip Too Far: Ecotourism, Politics and Exploitation, Loyola Journal of Social Sciences, Vol. XVII, No.2, Jul.-Dec 2003

### **Dr. Jose Boban**

- 'Ageing and Human Development'. Kerala Sociologist, 2002.

### **Dr. Antony PV**

- "Book Reviews: *The Family in India: Structure and Practice* Tulsi Patel, ed.,. New Delhi: Sage. 2005, 310 pp, *International Sociology, Review of Books* (Forthcoming in Vol. 22: 5), 2007
- *Sociology of Globalisation: Perspectives from India*. Sakarama Somayaji and Ganesha Somayaji (ed.): Jaipur: Rawat Publications, 2006, *Sociological Bulletin*, 2007
- *Globalization and Indigenous peoples in Asia: Changing the Local-Global Interface*. Dev Nathan, Govind Kelkar and Pierre Walter (eds.): New Delhi: Sage Publications, 2004, *Sociological Bulletin*, Vol. 55, No. 1. 2006
- *A Companion To Gender Studies*, Edited by Philomena Essed, David Theo Goldberg & Audrey Kobayashi, USA: Blackwell Publishing 2005, *Loyola Journal of Social Sciences*, Vol. XIX No. 1, 2005
- *Class, Caste, Gender* (Readings in Indian Government and Politics – Volume 5), Manoranjan Mohanty (ed.): 2004 New Delhi: Sage Publications, *Sociological Bulletin*, Vol. 54, No. 1, 2005

- ‘*Vargam Jati Lingapadavi – Prayoga Patangal*’ (Mal) (Class Caste Gender – Practical Lessons) Review of *Class, Caste, Gender* (Readings in Indian Government and Politics – Volume 5), Manoranjan Mohanty (ed.): New Delhi: Sage Publications, *Samakaleena Malayalam Weekly*, 2005
- “*Restructuring Work and the Life Course*, Victor W. Marshall, Walter R. Heinz, Helga Kruger and Anil Verma de, London: University of Toronto Press, *Loyola Journal of Social Sciences*, Vol. XVII, No.1, 2003
- *Nayar Woman Today: Disintegration of Matrilineal System and the Status of Nayar Women in Kerala*, Renjini. D, New Delhi: Classical Publishing Company, *Loyola Journal of Social Sciences* Jan- June 2002, Vol.XV1, No.1, 2002

**Dr. Sooryamoorthy**

- *The Elusive Promise of NGOs in Africa: Lessons from Uganda. Journal of Third World Studies*. Fall, Vol. 20, No. 2, pp. 205-8, ISSN 8755-3449. 2003.
- *Thinking Social Sciences in India: Essays in Honour of Alice Thorner. Pacific Affairs*. Summer, Vol.76, No. 2, pp. 319-20, ISSN 0030-851 X. 2003.
- *Credit Unions and the Poverty Challenge: Extending Outreach, Enhancing Sustainability. Journal of Third World Studies*. Spring, Vol. XX, No.1, pp. 311-4, ISSN 8755-3449. 2003.
- *Democratization and Women’s Grass-roots Movements. Journal of Third World Studies*. Spring, Vol. XX, No.1, pp. 304-7, ISSN 8755-3449. 2003

- *The Gandhian Philosophy of the Spinning Wheel*, 2. *Gandhian Satyagraha*, and 3. *Gandhi and His Religion* (3 books). *Sociological Bulletin*. Vol.51, No.2, Sept. 2002, pp.296-8, 2002.
- *Women in the New Asia: From Pain to Power*. *Journal of Third World Studies*. Spring Vol. XIX, No.1, ISSN 8755-3449. 2002.

**Dr. Saji P. Jacob**

- Institution of Marriage across History, Kerala Bhasha Institute, 2001

**Dr. Joseph K.A.**

- “Implementing model of Disability”, *International Sociology* 2007

**Charles Leon**

- Health Status in Bogata, *Loyola Journal of Social Sciences*, 2006

**E. CONFERENCE/SEMINAR PROCEEDINGS**

**Dr.M.K.George**

- Organising Secretary, 'International Conference on Lifelong Learning for Social Development'. 2002

**Sonny Jose**

- Organizing Secretary, UGC sponsored National Workshop on Human Rights Education, Loyola College of Social Sciences (2007)
- ICMR,UNESCO International Seminar on Bio-Ethics (2006)
- Bio-ethics Seminar Workshop, University of Kerala (2006)
- International Conference on Life Long Learning, Loyola College of Social Sciences (2002)



**Dr. Joseph KA and Sonny Jose**

- Organizing Secretary, “CARECON”, UGC sponsored National Conference on Social Work Intervention in Care Profession, Loyola College of Social Sciences (2004). Proceeding were brought out.

**Sonny Jose and Charles Leon**

- 3rd National Social Work Conference. Response to HIV/AIDS, US Embassy, New Delhi (2006)

**Dr. Antony P.V.**

- Organizing Secretary, Academia- NGO Networking, UGC Sponsored Workshop at Loyola College of Social Sciences brought out the proceedings (2005)

**Dr. Lekshmi. V. Nair**

- UGC sponsored State level Seminar on ‘Revisiting the Concept of Family in the 21<sup>st</sup> Century’ Loyola College of Social Sciences (2007)

**F. COURSE MATERIALS (FOR DISTANCE EDUCATION)**

**Sonny Jose**

- 2004, Syllabus Restructuring for Plus Two Social Work – SCERT
- 2005, Open School Syllabus Designing and Plus Two Social Work Textbook for SCERT
- 2006, Open School Text Book for Social Work - SCERT

**Dr. Usha John, Dr. KA Joseph, Shakeela KP and Sonny Jose**

- 2006 Edumate Preparation for Plus Two - SCERT

**Dr. Jose Boban:** 2004, SCERT, Text Book for Sociology Plus Two

**Dr. MK George:** 2006, IGNOU study materials for Sociology

### **G. e-LEARNING MATERIALS**

**Dr. Antony PV:** Sociological Theories, Globalization and Culture, Women and Society, Leadership and Personality Development

**Dr. MK George:** Counselling

**Sonny Jose:** Psychology for Social Work, Employee Training Video for Home for Destitutes, Employee Training Video for *anganwadis* (ICDS)

**Ranjith George:** Organizational Behavior

**TS Thomas and Sonny Jose:** Employee Training Video for Old Age Homes

### **3.3 Consultancy**

3.3.1 List the broad areas of consultancy services provided by the Institution during the last five years (free of cost and/or remunerative). Who are the beneficiaries of such consultancy?

The College has intervened at critical junctures to provide consultancy both professionally and also free of cost. We take pride in having intervened during the time of natural disasters; we had collaborated with the Department of Community Psychiatry to intervene in the Alappad Panchayat, one of the areas worst hit by Tsunami. The campus provided the backdrop for Group Therapy Sessions. The faculty members of our College have also provided consultancy services to various socio political movements and NGOs. In addition, to these which are done for a social cause, we have also engaged in professional consultancy.

**Consultancy offered include:** Adult and Continuing Education, Child Labour, Community Organisation, Counselling, Disability Management, Empowerment of Women, Extension, Gender Studies, Gerontology, Hospital Administration, Labour Welfare, Leadership, Log-Frame Planning, Management, Non-Governmental Organisations (NGOs), Organisational Behaviour, PRA/PLA, Human Resource Management, Psychiatric Social Work, Rehabilitation of Mentally Challenged, Research Methodology, SHGs, Tribal Studies, Welfare Administration.

**Beneficiaries of our consultancy:**

*Government Departments/Programmes:* State Resource Centre, Govt. of Kerala; ICDS, Dept. of Social Welfare, Govt. of Kerala; Health Department; Ministry of Urban Development; Kudumbashree Mission; Kerala State AIDS Control Society; Department of Tourism, GoK; State Planning Board, GoK

*Panchayati Raj Institutions:* Sreekariyam Grama Panchayat.

*Industry:* English Indian Clays, TTPL, Hindustan Latex Ltd., Asianet, Gemini Software-Techno Park

*Academic Institutions/Agencies:* Board of Education, Archdiocese of Trivandrum; Academic Staff College, University of Kerala, Child Development Center, Trivandrum Medical College; National Institute of Personnel Management, Trivandrum Branch; Neighbourhood Schools, Colleges and other educational professional educational institutions

*NGOs:* Centre for Education and Communication, New Delhi, TSSS, QSSS, PSSS, Mitraniketan, SAHAYI

*International:* International Movements for Christian Students, Cleveland State University, Louisiana State University.

3.3.2 How does the institution publicize the expertise available for consultancy services?

The College has published a **Directory of Consultants**, that highlights the competency of the faculty and the core areas in which consultancy is offered. A **Capability Statement** lists the numerous researches undertaken by the College and the LES. Both these documents are being periodically revised and circulated among potential clients both in and outside the country. This is also uploaded on the College website. Enquiries come through hearsay, the acquaintances of clients and from other who read our project/research reports.

3.3.3 How does the institution reward the staff for the consultation provided by them?

The faculty engaging in the consultancy shares 70% of proceeds post-expenditure. Public appreciation is given to the faculty who undertakes consultations, in the College annual reports, in the newsletters, during public meetings and common functions, etc.

3.3.4 How does the institution utilize the revenue generated through consultancy services?

It ploughs the revenue generated back into staff development, infrastructure development, research publications, subsidy for travel expenses of scholars, networking, as seed money for research projects and as salary for the staff.

### **3.4 Extension Activities**

#### 3.4.1 How does the institution promote the participation of students and faculty in extension activities? (NSS, NCC, YRC and other NGOs)

The Social Lab (LES) is the main arena for extension work for every student and faculty of the College. The restructured LES is now constituted of Loyola Family Counselling Centre, Women Empowerment Cell, Continuing Education Centre (Nodal), Adoption Coordination Agency, CHILDLINE (Nodal), Loyola Students' Counselling Centre, Human Rights Cell, Training, Research and Documentation Centre. In every one of these units, faculty and students are actively involved making it their live laboratories for learning. A detailed report is given along with the *Evaluative Report*.

#### **Through the National Service Scheme**

All the students of the College are Volunteers of NSS. The faculty members take regular turns to officiate as programme officers of NSS. Every faculty member actively participates in its activities. The NSS unit of our College has integrated the community needs into its activities. The creative initiatives include: Vector Control Programme & Awareness Campaign in Cheruvickal Village, 'Hariyalli' (Social Forestry & Greening) Programme, Community Blood Donation Campaign, and Remedial Education.

Some other community based activities include: Ten Day Live - In experience with the community, Three Day Rural Camp, Environmental Management, cleaning of hospitals, roads, offices and *GramaPanchayats*, construction of roads, rain water harvesting, cleaning drainages and toilets, Intra – city Initiatives, awareness programmes regarding social evils, Human Rights,

health programmes, personality development programmes, legal awareness programmes, etc.

3.4.2 What are the outreach programmes organized by the institution? How are they integrated with the academic curricula?

The College channelises its out reach programmes through the LES, its Social Lab. The LES helps to link theory and practice of applied social sciences. It also serves as a vital link between the institution and the community.

The **LES** has different wings undertaking specialized activities:

- **Training wing** – various training programmes are organized for special groups such as adolescents, teachers, women representatives, students, personnel in corporate and social sectors. The faculty and students are an integral part of this activity, either as resource persons or participants, making this a forum for testing the theories that they learn.
- **Human Rights Cell** undertakes training programmes for students and NSS volunteers. It has also compiled a Module on Human Rights titled *Manushyavakasa Vidyabhyasam College Vidyardhikalku* (Human Right Education for College Students). The social awareness component of our curriculum is best served through this unit.
- **Women Empowerment Cell** has supported the project for the empowerment of urban poor women in the two wards of Pattom-Kesavadasapuram (PKADS). This unit has been a veritable field of authentic learning for the Social Work and Sociology students.
- **Loyola Family Counselling Centre** provides free family counselling services to community members with the objective of strengthening the

social fabric. Social Work students use this centre for their fieldwork practicum, and the Counsellors serve as resource persons for the College.

- **Loyola Students' Counselling Centre** is a resource centre for schools, Colleges, institutions and other organizations. This centre assists the students in their value formation, in inculcating life-skills, and integration into the institutional culture.
- **Adoption Coordinating Agency (ACA)** is a recognized body by Central Adoption Resource Authority (CARA), and sponsored by the Ministry of Women and Child Development to facilitate and expedite the legal process for in-country adoption within the state. It also conducts awareness programmes, pre- and post- adoptive counselling services, follow-ups, preparation of home study reports, etc. that become part of the curricular and extra-curricular activities of the students.
- **CHILDLINE** as a nodal agency nationally coordinated, caters to the need for networking, national exposure and social commitment of the College community. Student volunteers help in the conduct of programmes.

3.4.3 How does the institution promote College-neighbourhood network in which students acquire attitude for service and training, contributive to community development?

The College has had a symbiotic relationship with the local community, right from its inception. It interacts with the local community to ascertain the changing needs and develop interventions accordingly. There is a core committee consisting of 10 members with equal representation from the community and the College. Some of the programmes include awareness classes, remedial education programmes, medical camps, blood donation,

‘Clean Cheruvickal Campaign’ and revitalization of the *Mahila Sanghoms* (*Women’s Groups*). The community in turn has helped the College by being an arena for field work for our students. All the programmes are planned, organized, and executed with the active participation of the student community. The students have organized teenage clubs and *balasabhas* as part of their community engagements. The College infrastructures such as the auditorium and the playgrounds are shared with the community.

3.4.4 What are the initiatives taken by the institution to have a partnership with University / Research institutions / Industries / NGOs etc. for extension activities?

Extension activities are initiated at two levels (1) as part of the fieldwork practicum and (2) through the efforts of the fulltime staff of Social Lab (LES). The College has signed a MoU each with the District Kudumbashree Mission, and IITMK, Technopark. The institution has taken initiatives to conduct collaborative international symposia and academic seminars with academic institutes and research centres of international and national repute, such as: American Association of Adult and Continuing Education, Cleveland State University (USA), The University of Nijmegen (Netherlands), Mitraniketan, CACEE, University of Kerala, Kerala State Literacy Mission, CTCRI.

3.4.5 How has the local community benefited by the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs).

There are four communities we cater to:

- Cheruvickal, the neighbourhood community
- Pattom-Kesavadasapuram Area Development Society



- Sreekariyam Gramapanchayat
  - Kallikkad Grama Panchayat
1. The major intervention done in Cheruvickal includes remedial programme, awareness and home management classes.
  2. In Pattom-Kesavadasapuram (PKADS), the focus was the empowerment of urban poor women Below Poverty Line in two wards. Our intervention spanning 11 years, included organizing NHGs & ADS, providing vocational training, implementing the National Slum Development Programme, the VAMBAY housing scheme, *Ashraya* Project (rehabilitation through house construction) and the USEP scheme for self employment. Many of the women were able to start their own initiatives and have been able to upgrade their socio-economic status (APL).
  3. In the Sreekariyam *Gramapanchayat*, women have been the major beneficiaries. There, we were able to establish *jagratha samithis* to conscientise the community against harassment of women. A committee was constituted incorporating the ADS supervisor, a woman advocate and the Sub-Inspector of Police with jurisdiction over the area. They evolved guidelines in dealing with issues pertaining to harassment on women. The College established Teenage Clubs in all the 42 anganwadis of Sreekariyam *Gramapanchayat*. Representatives of these adolescent girls were trained in the LES.
  4. Another benefit was the formation of Agro Clinic, a platform to converge the farmers of the community. The clinic provided convergence of indigenous ideas and techniques. An outcome of this initiative is *Mukulangal*, a handbook on the indigenous methods of farming. Ward

*samithis* were established to provide the community members the necessary direction and orientation to participate in the Gramasabhas.

3.4.6 How has the institution involved the community in its extension activities? (Community participation in institutional development, institution-community networking etc.)

As mentioned under 3.4.4 and 3.4.5, the College recognizes the community as a prime stakeholder, and hence involves it at each level of its planning and development. Our entire gamut of activities ranging from the 3/10 day Rural Live-in Camps, Fieldwork Practicum, Community Services Programme, etc. has the strong involvement of the community. The formation of the Cheruvickal Residents Association – College interface is a major initiative in planning and coordinating extension activities.

3.4.7 Any awards or recognition received by the faculty / students / Institution for the extension activities?

Fr. Charles Leon has been recognized for his contribution to community based blood donation campaign by the Blood Bank of the SCTIMST, Thiruvananthapuram.

### **3.5 Collaborations**

3.5.1 Give details of the collaborative activities of the institution with the following organizations:

- **Local bodies/ community**
  - Cheruvickal - Clean Cheruvickal Programme, Vector Control Programme

- Pattom-Kesavadasapuram ADS - Urban Basic Services Programme, thrift collection and generation of revolving funds, vocational training and self employment programme, slum development, housing and rehabilitation programme
- Panchayat Empowerment Programme for Sreekariyam Panchayat – *Jagratha Samithi*, Teenage Clubs, *Ward Samithi*, Agro-clinic, etc
- Kallikkad – Self Help Groups
- **State**
  - Kerala State Transport Project – Phase 1 - Comprehensive Survey and Phase 2 - rehabilitation
  - State Institute for Rural Development – training of BDOs
  - Kerala State Police Training College – training
  - Child Development Centre (CDC)- training
  - Kudumbasree - formation and animation of SHGs; formation of *Balasabhas* (Children’s Groups)
  - ICDS – Anganwadis – formation and facilitation of Teenage Clubs for girls, organising mothers’ groups, awareness classes, medical camps, strengthening of Libraries
- **National**
  - Central Social Welfare Board – research and consultancy, Family Counselling Centre
  - CHILDLINE Foundation – Trivandrum Nodal Centre
- **International**
  - ADB/World Bank - KSUDP Base line Survey, publication of research articles; KSTP – rehabilitation

- Larsen & Tubro - Vizhinjam Port Feasibility Study
- UNICEF – CHILDLINE – counselling and rehabilitation
- UNESCO - training of CDPOs of Directorate of Social Welfare
- IRC, International Water and Sanitation Centre, The Netherlands – baseline study, action programme for sanitation and publication of research articles.
- Louisiana State University – research and publication
- **Industry**
  - Asianet Satellite Communsiation – Management Development Programme
  - English Indian Clays – training
  - Gemini Software – setting up of Complaint Committee Against Sexual Harassment
  - Hindustan Latex – counselling and training
- **Service sector**
  - Dept. of Community Psychiatry – Trauma Counselling
  - Directorate of Health Services (DHS) – policy formulation on Aging for GoK
  - District Mental Health Programme (DMHP) – awareness creation at the community level
  - IITM-K – training
  - Centre for Management Development (CMD) – research and training
  - Kerala State AIDS Control Society (KSACS) – research and awareness creation

- **Agriculture sector**
  - Agriculture Department- agro-clinic
  - Forest Department – social forestry
- **Administrative agencies**
  - Modernizing Government Programme (MGP) – consultancy and development of Employee Training Video
- **NGOs**

Mitranikethan, Dale View, Kizhakkumkara Mahila Samajam, Trivandrum Social Service Society, Malankara Social Service Society and others
- **Research Organisations**

Centre for Development Studies, RRL (Thiruvananthapuram), CTCRI, CESS, Agriculture University, Indian Social Institute (New Delhi), Science & Technology Entrepreneurship Council (GoK) for the ICT Study

### 3.5.2 How has the institution benefited from the collaboration?

- (a) **Curriculum development:** The College has benefited from the variety of collaborations by their active participations in curriculum development and the syllabus revision workshops. They made a significance difference in designing relevant skill based courses.
- (b) **Internship:** A host of agencies have collaborated in imparting training/internship. Some of those of repute are: UNICEF; NIMHANS Bangalore; SCTIMST; SCARF, Chennai; AIMS, Cochin; *Grameena Padhana Kendram*, Karakulam; Travancore Titanium Products Limited, Kerala Minerals and Metals Limited, Chavara; Mithraniketam, Vellanad,

Apollo Tyres; Southern Railways; CESS; Terumo Peninsular Polymers;  
Toyota-Kirloskar; TISCO, Jamshedpur.

(c) **On-the-job training:** CAPART, Delhi and Dharward; Raja Hospital, Chavakkad; Grameena Padhana Kendram; Neyyattinkara Integral Development Society; Synergy; Ariyan Software; Technopark; Mitraniketan, Vellanad; Trivandrum Social Service Society, Quilon Social Service Society, Kollam; Kusumagiri Hospital, Ernakulam.

(d) **Faculty exchange and development:** Guru Management, Bangalore; PLANet Kerala, Thiruvananthapuram; CDS, Thiruvananthapuram; Venture Management Associates, Thiruvananthapuram.

(e) **Research:** The following agencies provided the funding, research guidance and monitoring support while we provided them with research tools, data and reports

- ICDS
- Centre for Education and Communication, New Delhi
- CDS
- Louisiana State University, USA
- UGC, Bangalore & New Delhi
- Indian Social Institute, Bangalore
- Delft, Netherlands
- OXFAM
- SAHAYI
- KSACS
- Department of Fisheries, GoK
- Directorate of Social Welfare
- Department of Health, GoK
- SDC-CapDecK
- Central Social Welfare Board
- Ministry of Human Resource Development

**(f) Consultancy**

- SAVE
- IMCS
- Gemini software, Technopark
- Dept of Tourism
- Centre for Education and Communication, New Delhi

- Dept. of Social Welfare, GoK
- Nesamony Memorial College,
- TTPL
- DHS
- ICDS
- Modernising Government Programme

**(g) Extension**

- Women's Commission
- Family Court
- SIMC
- SDC-CapDecK
- Ministry of Social Justice and Empowerment
- Loyola Student Counselling Centre (outcome of a research study)
- CASP
- ADB/WorldBank

**(h) Publication**

- Louisiana State University, Ohio, USA
- Kerala Sociologist

**(i) Student Placement**

- CAPART, Dharward
- Raja Hospital, Chavakkad
- Synergy
- Ariyan Software, Technopark
- Mitraniketan, Vellanad
- Trivandrum Social Service Society
- Quilon Social Service Society, Kollam
- Kusumagiri Hospital, Ernakulam
- NIMHANS
- SCTIMST
- SCARF, Chennai
- AIMS, Cochin
- Grameena Paddhana Kendram, Karakulam
- Travancore Titanium Products Limited
- Kerala Minerals and Metals Limited, Chavara
- Mithraniketan, Vellanad
- Appollo Tyres
- Southern Railways
- CESS
- Terumo Peninsular Polymers
- Toyota-Kirloskar
- TISCO, Jamshedpur
- CMD
- Nest, Technopark

- Computer Associates, USA
- Alliance Cornhill
- KINFRA
- FACT
- University of Kerala
- KTDC
- South Park
- Infosys
- TISS
- Madurai Kamaraj University
- Vimala College
- LISSAH College
- St. Joseph's College Irinjalakuda
- Rajagiri College of Social Sciences
- IAS (Kerala Cadre)
- BSNL
- Thapar Group English India Clays Limited
- KwaZulu University, South Africa
- Universtiy of Ottawa, Canada
- Malayala Manorama
- Mathrubhumi
- Eli Lilly Pharma
- Plantation Corporation
- DC School of Management
- Reliance
- Sudchmie
- WIPRO
- UAE – Exchange, Oman
- TCS
- CMC
- US Technologies

3.5.3 Does the institution have any MoU/MoC / mutually beneficial agreements signed with

**Other academic institutions**

- Cleveland State University
- Louisiana State University IITMK
- IITMK

**Industry**

- English Indian Clays
- Asianet Satellite Communications Ltd.

**Other agencies**

- Kudumbashree Mission



### **3.6 Best Practices in Research, Consultancy and Extension**

#### **3.6.1 What are the significant innovations / good practices in Research, Consultancy and Extension activities of the institution?**

1. The active involvement of a full time Research Officer appointed by the Management who coordinates research work utilizing the e-facilities/resources available.
2. Collaborative researches undertaken by faculty with the involvement of students, are used by faculty as resource for teaching – learning.
3. Preparation of Capability Statements on projects completed by the College for estimation of research capability by other institutions.
4. Preparation of Directory of Consultants about faculty in the form of Directory and Web page to facilitate new collaborations.
5. Developing Research Competencies among faculty through research colloquiums and similar exercises
6. Creation of a better research ambience by engaging in conferences at the national and international levels, both as organizers and participant and translating the same into action projects
7. Various community engagement and neighbourhood programmes
8. Vocational Training and Self Employment Programme, slum development, housing and rehabilitation programmes undertaken in a neighbouring community as a result of which all the families were raised above the poverty line with a better quality of life.
9. Panchayat Empowerment Programme for Sreekariyam Panchayat for empowering the women.

10. Ten day rural live in camp for the students where they come to know the realities of life.
11. Research and projects leading to concrete outcomes.
12. Community outreach programmes born out of student initiative.
13. Constant College-industry/NGO interaction to promote a research culture in the campus
14. Improved use of ICT in the research activities of the College.

### **For Re-accreditation**

1. What were the evaluative observations made under Research, Consultancy and Extension the previous assessment report and how have they been acted upon?

The Peer Team has identified the following areas as constitutive strengths of the research, consultancy and extension activities undertaken by the College:

- Research done through four channels: project reports of students, research projects undertaken by the College, doctoral work and studies by Extension Services
- Organising field data based seminars
- *Ad hoc* project committees to scrutinize project proposals
- Visible end use of researches
- Strong, organic linkage between the College and Loyola Extension Services for the purpose of academic, research and training programmes promoting various service programmes, research ad survey exercises

The Peer Team had observed that the income from consultancy expertise is meagre. Thus, the College charted out concrete schemes under the *aegis* of

Loyola Extension Services in addressing this crucial dimension of the consultancy programmes. The efforts have generated revenue to the tune of Rupees 15 lakhs from various consultancies the College provided the last year.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to research, consultancy and extension?

In our attempts at sustaining and enhancing this active environment of research, consultancy and extension prevailing in the campus, the following steps have been initiated:

1. Revitalising the Research Centre with more periodic meetings and better coordination.
2. Introducing monthly Faculty research colloquiums and resuming the publication of the Working Paper Series (3.1.2)
3. Initiating quality enhancement drive for the Loyola Journal with Peer Review and reconstituting the advisory committee consisting of scholars from India and abroad. The quality of the Journal has now definitely improved so much so that it is now indexed in AIIPLE, CSA, IBSS etc.
4. The presence of the Research coordinator to coordinate and streamline the research undertakings of the College
5. Introducing research project as a core subject in the syllabus and involving the students in the research projects of the College (3.1.4)
6. Digitisation of the Library with improved infrastructural facilities and greater flow of books and journals

7. Certificate course on Research Methodology for the University of Kerala, which is also open to our students
8. Setting up of two additional units to the Social Labs of the College – Human Right Cell and Students’ Counselling Centre. The highlight in the installation of these two units of the Social Lab is that, they are born out of outstanding research exercises organized by the College.
9. Students’ field work with the women empowerment project of Govt. of Kerala under the auspices of Kudumbashree project, and their close engagement with some women-specific Self Help Groups (SHGs) in both urban poverty pockets and rural outskirts of Trivandrum district, was a milestone ensuring substantive participation of the student community in the extension activities of the College.
10. Another qualitative move was the revamped neighbourhood thrust (3.4.3 & 3.4.5) in the extension activities initiating intense involvement with the neighbourhood panchayat (Sreekariyam) and village (Cheruvickal) under the auspices of Sreekariyam Panchayat Empowerment Project and Cheruvickal Resident Association respectively. Students also engage in these extension initiatives, particularly among the adolescent girls of these localities.

## CRITERION IV

### INFRASTRUCTURE FACILITIES

#### 4.1.1 What are the infrastructure facilities available in the College for academic, co- curricular and sports activities?

Loyola is envied for its lush green campus with an abundance of trees providing just the right ambience for teaching-learning and research. It's amidst this natural beauty that the College complex stands. The following are the infrastructural facilities available:

#### **Facilities available for the academic activities:**

The College has 8 lecture halls well-lit and spacious enough to accommodate more than 25, with flexible individual seating arrangement to accommodate group work and exercises. Wi-Fi connectivity, portable LCD Projectors and OHP is available for each hall. The College has 4 Computer Stations. Fr. Jose Murickan Hall, a new addition, an air-conditioned hall doubles up as a conference hall as well as a multimedia presentation room. We have an audio-visual room, a mini-conference hall, a compact auditorium (designed by Sir Laurie Baker), 4 seminar halls, a mentoring room and a records room.

**Facilities for learning include** Laptops – 2, LCD – 2, Computer – 32, Video Camera - 1, Slide Projector – 1, OHP – 6, Televisions – 2, and Xerox machines – 2.

**Facilities available for the co-curricular activities:** The Seminar Halls, auditorium, the conference halls, the open-air stage and the sprawling green lawn provide the ambience for academic debates, group discussions and case studies. The various committees convene their meetings in these spaces to

plan, implement and evaluate the various co-curricular activities, seminars, conferences and workshop. The various committees - *smrithi*, The Planning Forum, Badaam Communities, Arts Club and the Social Work Forum engage in co-curricular activities. The College extends all support and facilities to the students for co-curricular activities.

**Facilities available for the sports activities:** There are two playgrounds (one shared with Loyola School), a basketball court, facilities for indoor games (Caroms, Chess), and sports materials to engage in sports. The popular sports are Basketball, Football, Shuttle Badminton and Cricket. Space and time are allotted for yoga training class, which is organized at least once for every set of students.

**Transport:** The College owns a mini-bus which is the vehicle to Rural Live-in Camps and Exposure Visits. The College has also acquired an Omni van for multipurpose use.

The recent infrastructural additions in the College include a solar heater and a generator.

Continued efforts are made to provide additional space for increased activities. As and when job oriented and self financing courses are introduced, the institute supported by the management, is determined to further upgrade and expand its infrastructural facilities.

4.1.2 Enclose the master plan of the campus indicating the existing physical infrastructure and projected future plans?

4.1.3 Has the institution augmented the infrastructure to keep pace with academic growth? If yes, specify the facilities and the amount spent during the last five years.

Yes, the College has moved in accordance with the times by integrating at a consistent pace, additional infrastructure such as:

Facility	Amount
Network Computer facilities	20000
Wi-fi connectivity	45000
Added 18 computers	400000
A/C & non-A/C accommodation	2000000
Ladies Hostel – Annexes	1980644
2 LCD	180000
Loyola Hall	1840000
Open air Stage	75000
Fr. Jose Murickan Hall	264155
Reprographic facilities (2 Xerox)	195000
E- learning materials & e-resource centre in the Library	26000
Principal's Chamber	219914
New Office Room	200199
Canteen	40000
Bar-coding system	26000
Generator (2800kv)	57000
Solar Heater	27100
Rotatory Type New Arrivals Display Track	12000

4.1.4 Has the institution made common rooms and wash facilities and any other facilities for women students and staff?

Yes. The College has separate facilities for women students and staff. They are provided with a separate rest room, separate toilet and washroom.

4.1.5 How does the institution plan and ensure that the available infrastructure is optimally utilized?

- Lecture Halls are being optimally used throughout the week for diverse activities. Other than the regular teaching-learning hours from 9.00 am to 4.00 pm from Monday to Friday, the lecture halls are made use of for the certificate courses, competitive exams and other training programmes during the weekends.
- The Sutter Hall, the Loyola Hall and the Fr. Jose Murickan Hall are being used by the students of the College, various governmental and non-governmental organizations, academic institutions, and the neighbouring community for holding seminars, conferences, workshops, election, socio-cultural programmes at the district, state and national levels. The Sutter Hall is used by the Loyola School also.
- Audio-visual Room is used for inter-departmental meetings, value education classes, News Watch, Film appreciation, Debates, co-curricular activities and for the conduct of certificate courses.
- The College library being a reputed repository of social science literature is put to optimum use by the students, research scholars, faculty of the College as well as other colleges and universities.
- The reprographic centre, canteen, transportation facilities etc. are used by the stakeholders who not only ensure optimum use, but also generate additional revenue for the institution.
- Playgrounds are optimally used by the students, faculty and alumni of the College and the School, local clubs and neighbouring communities.



4.1.6 How does the institution ensure that infrastructure facilities meet the requirements of the differently-abled students?

The College has provided two easily identifiable ramps to accommodate wheelchair users, one to enter the main block, and the second adjacent to the library entrance to ensure easy access. There is a separate toilet available for people with disabilities. The bathrooms are slip resistant. There is a coin telephone mounted on a table with sitting arrangements meant for the differently-abled. Student volunteers have been assigned to assist them.

No specific requirement has been made by the visually challenged student and efforts have been taken to integrate her into the mainstream.

**4.2 Maintenance of Infrastructure**

4.2.1 What is the budget allocation for the maintenance of: a. Land b. Building c. Furniture d. Equipment e. Computers f. Transport?

No.	Description	Budgeted amount per annum
1	Land	70,000
2	Building	77,603
3	Furniture	1,00,000
4	Equipment	2,00,000
5	Computers	1,00,000
6	Transport	45,000

4.2.2 How does the institution ensure optimal utilization of budget allocated for various activities?

The budget allocated for all developmental activities is adequately utilized. Annual budgeting is an exercise done by each unit within the provisions of the general budget. The monitoring of the utilization is done by the Core

Committee of the Managing Committee during its monthly meetings. The monthly staff council meetings act as a check to this. The review of the audited statement is also another means to ensure optimal utilization.

4.2.3. Are there staff appointed for maintenance and repair? If not how are the infrastructure facilities, services and equipments maintained?

Yes. There is a full time person appointed for overseeing the maintenance and repair. He is appointed by the management. He is assisted by a non-teaching staff responsible for helping in the co-ordination of repairs and maintenance. Technical personnel such as electrician, plumber, and carpenter are called in as and when needed. There is a committee headed by the principal to review the maintenance requirements periodically. Annual stock checking is also undertaken.

Since the College has vast open spaces, maintenance of the garden is vital. The gardener tends the garden which gives an aesthetic appearance to the campus.

The faculty and the students also take care to maintain the College and its premise. Every Wednesday the students, in groups, guided by faculty members take turns to clean and maintain the College and its surroundings.

Every member of the College community is reminded to take note of the maintenance required in and out of the College and report it to the person in charge. In fact, a book is kept in the staff room cum reading room, in which teachers can register their suggestions and requirements regarding infrastructure.

### **4.3 Library as learning resource**

#### **4.3.1 Does the library have an advisory committee? What are its major responsibilities?**

Yes, the library has an advisory committee with the Principal as the chairman and Librarian as the secretary. It meets regularly to review the progress made. The major responsibility is the overall supervision of acquisition, maintenance and update of the books, documents, e-resources, reference services, archives, etc. provided through the library\*.

#### **4.3.2 How does the library ensure access, use, and security of materials?**

The College library is fully computerized and barcode enabled to ensure easy access and use, as well as security of materials. The library, following Open Access System, is adjacent to the academic block and is easily accessible to the students and faculty of all departments. For ensuring optimum use, the working time of the library is extended both in the morning and in the evening. The library access also is provided to other academic, governmental and non-governmental institutions and full time and part time researchers. Each student has to surrender his/her identity card while entering the Library. This will be returned to them while leaving the hall, thus further ensuring the security of the materials. No books are allowed inside the library. Besides, registers are maintained at the entrance to monitor various categories of users. The library is progressively being digitized to provide easy, effective and secure access.

#### **4.3.3 What are the facilities available in the library?**

The Library laid out in 3340 sq.ft has the capacity to accommodate 100 students at a time and 10 Research Scholars. The partitioned tables and their

arrangement in the library provide privacy and ambience for reading. The other facilities include:

- **Air conditioned Computer Room with six computers**, five of them having Internet connectivity, are available for research scholars, students and teachers for academic use. In addition to this, Wi-Fi Internet connectivity has been provided in the library. Users with laptop can retrieve online information using this wireless internet access facility. Three of the Computers are networked through LAN and provided for the users to search the library catalogue and for accessing CD ROM Databases.
- **Well designed and spacious Counter** for the circulation of books and periodicals. The charging and discharging operations are fully automated using barcode system.
- **Periodical Section:** The library has a strong collection of journals catering to Sociology, Social Work and Management. A number of journals have been added during the last six years. The details are given below.

	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007
Journals added	5	4	6	4	4	2
Total No. of journals	50	54	60	64	68	70
Cost(Rs.)	6206	8479	24478	26632	29364	25369

**The General periodicals (50)** are displayed in an aesthetically designed rack made up of wood and glass. The subject periodicals are displayed using three

periodical display racks with pigeon holes to accommodate back issues. The periodicals are arranged alphabetically by title.

**Book collection:** The collection mainly constitutes the following:

- General Collection
- Reference
- Book Bank
- Mathew Zachariah Collection
- Joseph Chandy Collection
- ICSSR Collection
- Collection on Gandhian Studies
- Dissertations/Project Works

The general collection is arranged in the library's main hall near to the reading tables. The collection is classified using Dewey Decimal Classification Scheme. The spine labels of books, incorporating call number and accession number are printed using computer, from the database of documents created as part of library automation. The shelves are well labelled so as to facilitate easy retrieval of documents.

**Reference Section:** Ready Reference Service and Long Range Reference Service are rendered using the rich collection (777) of reference materials available in the library. The reference collection includes encyclopaedias (both general and subject specific), dictionaries, reports, directories, atlases and books dealing with comprehensive information in Social Sciences as general topics. The reference tools are updated frequently. Latest additions include titles like Blackwell Encyclopaedia of Sociology and Comprehensive Text Book of Psychiatry by Kaplan.

**Book Bank:** This section maintains a good collection (299) of text books, books for competitive examinations such as UGC NET exam, UPSC exam and KPSC exam as well as latest sources of secondary data such as Economic

Review, Human Development Report and World Development Report. Overnight issue service is provided for these resources.

**Mathew Zachariah Collection and Joseph Chandy Collection** are books in Sociology and Social Work respectively, donated by the families of late Mr. Mathew Zachariah and Mr. Joseph Chandy.

Books published by Indian Council of Social Science Research, books on and by Mahatma Gandhi and Dissertations/Project Works of postgraduate students are kept as separate collections. The details of books added during the last six years are listed below:

	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Books Added	374	666	388	269	393	237
Acc. No. From-To	19273- 19646	19647- 20312	20313- 20700	20701- 20969	20970- 21362	21363- 21599
Cost(Rs.)	61465	52696	57382	44186	107536	168152

- **Stack room:** This room is planned to house back volumes of journals and books removed from active use.
- **Cabin for researchers:** A separate cabin is assigned for research scholars as the library is aiming at facilitating social science research
- **Resource materials for youth camps**
- **CD-ROM Database:** A collection of 140 CD ROMs is stacked in the computer room. The collection includes bibliographical CD, full text journal CDs, statistics like Census Reports, Encyclopaedias, and other educational CDs. The number of CD ROM Database added during the last six years is given in the following table:

	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007
No. of CDs Added	5	4	3	4	23 + 50 (Project work)	45 + 12 (Project work)
Total No.	11	15	18	22	45	140

- **Reprography:** Reprographic service is extended to the library users and the facility is available at the block 30 meters from the library

4.3.4 How does the library ensure purchase and use of current titles, important journals and other reading materials? Specify the amount spent on new books and journals during the last five years.

Books, Journals and other documents are procured or subscribed to on priority basis considering the preference of the respective departments. The librarian and faculty scan through the catalogue of the new arrivals and visit book exhibitions, book fairs, book stalls and make proposals to purchase necessary books. The faculty also take the freedom to purchase books and bill on the College. Book exhibitions are occasionally organized on campus and also during major conferences, during which the faculty members or the librarian identify books to be purchased. Some of the publishers send a catalogue of the latest publications from which suitable titles are selected by the faculty and the librarian. We also purchase books from those submitted by book sellers for approval. Librarian does the necessary duplicate checking and sends the current titles to the departments concerned. The faculty members, after going through the books, give their opinion. Based on this the librarian gives orders and purchases the same. The College also purchases books through the

contacts abroad with the various academic collaborators. Some of the collaborating universities – Cleveland State University, Louisiana State University – gift books. The families of a few alumni and well wishers (Mathew Zachariah Collection) have donated their book collection posthumously.

4.3.5 Give details on the access of the online and internet services in the library to the students and faculty (hours, frequency of use, subscriptions, licensed software).

The library has Broad Band Internet connection with static IP (202.88.237.22).The service provider is Asianet. The connection has a speed of 512 Kbps.

Considering the fact that the campus has Wi-Fi connectivity, the extent of use is wide. The internet services are provided to the students in the library and to the faculty members in the computer room from 8.30 a.m. till 6.00 p.m. However, in order to monitor use and ensure equity in access to computer terminals, a priority register is maintained in the computer lab in the library.

4.3.6 Is the library service computerized? If “yes”, to what extent?

Yes. All the functions of the library are automated using the software LIBMAS. Some of the modules of the software are Acquisition, Membership, Circulation, Serial Control, Dues Calculation, Stock Verification and Online Public Access Catalogue.

4.3.7 Does the institution make use of the INFLIBNET/DELNET/IUC facilities? If yes, give details.

Yes. The library is an institutional member of DELNET. The membership number is IM-1147-I. The library has subscribed to all the services of



DELNET including Inter Library Loan Service. With the increasing demand on ICT, the College has applied for connectivity to UGC INFONET E-Journal Consortium of INFLIBNET. The College has been identified as one among the seven Colleges promised to be included under this programme by the government.

4.3.8 What initiatives are taken by the library staff to enrich the faculty and students with its latest acquisitions?

The library staff arrange for the new arrivals – books, journals and magazines – to be displayed prominently in the respective staff rooms for the first three days and later on the New Arrival rotary display stand for seven days before being inducted into the issue list in the library. The fast learners as well as the faculty are encouraged to read the same and engage in seminars and even publish book reviews. The library staff ensure that uninterrupted Internet and Wi-Fi connectivity are maintained at all times. Journals are organized and sent to the press to be bound at the end of each year. In addition to these the library provides value added services like press clippings service, library bulletin service, language lab and career guidance service.

4.3.9 Does the library have interlibrary borrowing facility? If “yes”, give details of the facility.

Yes. The library maintains interlibrary borrowing facility with British Library, Thiruvananthapuram and American Library, Chennai and DELNET.

4.3.10 What are the special facilities offered by the library to the visually disabled and physically challenged persons? How are they used?

The College has constructed a ramp adjacent to the library entrance, to ensure easy access for the physically challenged to the library. Considering the fact

that the College looks forward to better integration with the rest of the group, no specific arrangements have been made in the library for the visually challenged.

4.3.11 List the infrastructural development of the library over the last five years?

The library furniture and seating has been renovated and modernized to function as individual “Workstations”. The library has been upgraded to include bar-code scanner, an air-conditioned cabin housing six computer systems with Internet connectivity as well as a language lab, a printer, CD-ROMS and a rotary new arrivals display rack. In addition to these library enhanced the following infrastructural facilities: Periodical Display Racks-2, Book shelves -20, Rack for CDROM Database – 1, Notice Board – 1, Board for displaying Information about Library resources – 1, Wireless Access Point-1.

4.3.12 What other information services are provided by the library to its users?

The library provides the following information services to users

- Online Public Access Catalogue Service, providing bibliographical information about the documents and its availability in the library.
- Information Retrieval Using CD ROM Database. This includes both bibliographic and full text information.
- Online information retrieval using Internet - both wired and wireless access (**cited by the NAAC as a best practice**)
- Language lab
- Career guidance information services
- Library use orientation

- A Best User Award has been instituted

The College has an Archives wing that partially fulfils the requirement of an archive section which we hope to develop in the near future. The section houses important documents. The library also stores as many as 1000 dissertations/Project Works, doctoral theses and bound volumes of journals. The library staff are extremely courteous, are available and support the users, students and faculty.

#### **4.4 ICT as Learning Resource**

4.4.1 Does the institution have up-to-date computer facility? If “yes”, give details on the available hardware and software (no. of computers, computer-student ratio, stand alone facility, LAN facility, configuration, licensed software, etc.)

Yes, the College has up-to-date and cutting edge computer facility. The College has 32 working computers, the computer -student ratio is 1:5. Two standalone computers (Laptops) are available besides the personal computers/laptops of the faculty. Four different networks of LAN facility are in operation viz. Office, Library, Central Computer Unit and Social Lab.

General Configuration include: AMD Sempron 3000 +/-Celeron processor, 512 Mb RAM, 40-80GB Hard Disk, DVD Combo Drive/DVD Writer, 1.44 Mb FDD etc. Licensed Software: Windows XP Professional, Office XP and SPSS

11.5.  
4.4.2 Is there a central computing facility? If “yes”, how is it utilized for staff and students?

Yes, the College has a central computing facility. The Computer Centre spearheads the development of a computer intensive environment within the

campus. The major components include: campus-wide network, which connects Principal's Office, Research Centre/Student Computer Cell, Library and Wi-Fi enabled computers on campus. All except the central computing centre are accessible to students from 8.30 a.m. till 10.00 p.m. to analyze data, scan documents and images, obtain printouts, prepare presentations, search e-mail, and also for browsing the net. To enhance service quality especially in Internet and network access, the Computer Centre extends the wireless coverage (Wi-Fi) areas to cover more strategic locations around the campus. Faculty and students with wireless enabled device can use this facility free of charge. In addition to the above mentioned facility, there are 16 terminals in the campus which provide Internet access. The Ladies hostel has acquired two computers with internet connectivity. The centre organizes basic computer classes for students (SIT-UP) as well as faculty (FIT-UP). The Computer Centre has a lady staff competent enough to provide technical support as well as complete solutions for research projects and related ventures. It doubles as a parallel office during times of admission and offers multimedia support for all major programmes.

4.4.3 How are the faculty facilitated to prepare computer aided teaching/ learning materials? What are the facilities available in the College for such efforts?

The computer department promotes the establishment of resource rich learning environment by selecting a wide variety of educationally appropriate materials to meet the needs of all learners and to satisfy various teaching styles. The centre offers computer upgrade programmes (FIT-UP) to the faculty. Eminent persons are invited to make a presentation on the advanced use of SPSS. Some

of the faculty prepare e-notes and PowerPoint presentation of the important topics and related areas, which is made available to the students of the College and those visiting the library, on CD ROMS.

From November 2005, the Centre has introduced a Static IP address for web based resources for Teachers and Students. The immediate objective is delivery of e-learning resources from INFLIBNET, EDUSAT and Internet.

4.4.4 Does the institution have a website? How frequently is it updated?

Yes, the College has a website. This is planned to be updated on a weekly basis. The institutional website provides details of the vision, mission, goals, objectives, courses, faculty members, consultancy services, Social Labs and other facilities. The College also hosts two e-groups (www.loyolacollegekerala@yahoogroups, www.loyolacollegetvm@yahoogroups) which are very active with information regarding opportunities for employment, placements and news regarding the alumni.

4.4.5 How often does the institution plan and upgrade its computer system?

What is provision made in the annual budget for update, deployment and maintenance of the computers in the institution?

The College incorporates changes in tune with the developments in ICT and hence it mandates acquisition of cutting edge technology. Acquisition of a Smart Board and DLP projectors are in the pipeline. The provision made for update, deployment and maintenance of computers in the annual budget of the institution is Rs.1,00,000.

4.4.6 How are the computer and its accessories maintained in the department?

A staff with expertise in ICT, scrutinizes and advises the College on matters regarding the purchase and maintenance of the computers and related accessories. The repair work is outsourced to a reliable agency (Volks Computers). The College generates the necessary resources for this purpose. Apart from this, for the rational utilisation of the computers and LCD projectors, an utilisation record book is maintained in the Centre.

**4.5 Other facilities**

4.5.1 Give details of the following facilities: Capacity of the hostel, Occupancy, Rooms in the hostel, Recreation facilities, Sports and games facilities, Health and hygiene

There are separate hostels for gents and ladies on the campus. The **Men's Hostel** has 20 resident students as against the availability of 36 rooms. The facilities in the Men's hostel include three guest rooms, a dining hall, a reading room, a health room, a recreation room, and sports equipments, kitchen amenities with refrigerator and grinder.

The **Ladies Hostel** is a masterpiece designed by late **Sir Laurie Baker**, the renowned architect. The Ladies' Hostel has four single rooms, five Cottages that can accommodate 6 in each, 8 double rooms in the old building. The Ladies Hostel (Annex) built with UGC Funding has 12 rooms (21 seats). This hostel complex accommodates 34 students in the hostel. Other facilities in the ladies hostel include a common study hall, guest rooms, a parlour, a recreation room, a common dining hall, prayer room, and two computers, coin telephone, a land telephone, a refrigerator, Water purifier, grinder and iron boxes.

There is a playground adjacent to the men's hostel. The students have access to a volleyball court and a basketball court. Cricket is another popular game. The equipment is stored in a sports chest in the men's hostel. Shuttle badminton is a popular sport among the ladies.

The institution has two health rooms where first aid and a cot are provided for both students and faculty. Medical facilities are available within 500mts. of the campus.

4.5.2 How does the institution ensure participation of women in intra- and inter-institutional sports competitions and cultural activities?

Our College population being dominantly female, all sports and arts events witness active participation by the female students. Students who excel in the respective items are encouraged to participate in inter-institutional and University Youth Festivals. However, the participation has not been significant.

4.5.3 Give details of the common facilities available with the institution.

The canteen facility of the College is used by the faculty, students and those visiting the College. It has adequate facilities, is easily accessible and food available at a reasonable rate. The canteen is run by women SHG, organized by the extension wing of the College. The College has also installed a bio-gas plant that facilitates the recycling of organic wastes as well as the generation of alternative fuel.

There are two staff rooms, one for the Sociology Department and the other shared by the Social Work and Personnel Management faculty. The audiovisual room and the seminar halls are used conveniently as common rooms. There is a rest room each for the female students and the faculty. The

men students use the hostel rooms for the same purpose. There is a car-cum-scooter parking shed and two parking bays - one adjacent to the library and another adjacent to the LES. There are three common coin-box telephones on the campus. We have a mini bus and an Omni car that provides transportation whenever necessary. There are three water purifiers and a water-cooler on the ground floor. The College has a guest house in the Loyola Hall Complex that has four deluxe and four regular rooms. The College has proposed to the UGC for two additional independent guest house/faculty quarters and Ladies' Facility Building on the campus.

#### **4.6 Best Practices in Infrastructure and Learning Resources**

##### **4.6.1 What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?**

The following are the various innovations included in the infrastructure and learning resources:

1. Residential facilities available for all students and faculty if required on the campus in the two hostels and extension block
2. Well located compact library building, housing various learning resources related to the courses offered and general reading
3. Extended infrastructural facilities for student development
4. A meditation and prayer facility in the fine architecture chapel
5. A bio-gas plant to conserve energy and recycle waste
6. Maintenance of the building and campus is assisted by the students and faculty once a week
7. The campus has Wi-Fi connectivity



8. Environment sensitivity by naming and maintenance of trees and gardens
9. A certificate course in Library science is offered
10. Book talks organized (information)
11. A Best User (Library) Award has been instituted
12. Library orientation is provided to new users during the induction program and information is shared through the College handbook and Calendar
13. Occasional book exhibitions are organized
14. Digitalization of library and services
15. Recently started practice of compiling and displaying student /teacher attendance statistics.
16. Career Employment information services in the library
17. Suggestion box in the library and a system of timely response
18. Technology assisted teaching and learning
19. Various computer education programmes for students and faculty
20. Use of multimedia in the evaluation process
21. Drug free campus and minimal plastic waste campus

### **For Reaccreditation**

1. What were the evaluative observations made under infrastructure and learning Resources in the previous assessment report and how have they been acted upon

In an appreciative tone, the report has enunciated the following facilities of the College in terms infrastructure and learning resources:

- Adequate physical infrastructure and support facilities with spacious buildings, large, well maintained campus, advanced technology and a separate building for library.
- Optimum utilization of infrastructural facilities is done by sharing them with school, other institutions, local panchayat, neighbourhood groups, cultural organisations and industries which strengthens institutional bonds.
- Regular campus-beautification programme and students' involvement in the cleaning.
- Tobacco free campus and minimal use of plastics.
- Computerised library having facilities for reprography, computers, AV cassettes, Internet and CD-ROM.
- Availability of the central library facility.

The Peer Team report called our attention to the fact that the College has to build enough holdings of books and journals in the library to adequately meet the needs of the existing professional courses. Taking serious cognisance of this deficit, the College set in motion a 'collection drive' to amass new books, journals and periodicals for the past five years. We have improved substantially the number of books and journals in the library. In addition to this, the library has been upgraded to include bar-code scanners, an air-conditioned cabin housing six computer systems with Internet connectivity, and a career management programme. We have added a language lab, a printer, CD-ROMS and a rotary display stand. Further, the College, in collaboration with the University of Kerala, has initiated the process of establishing the DELNET (cf. 4.3.1-11). These undertakings together did improve the standard of the library and the end use of it is quite visible with

the increased use of library by the academic community within and out of the campus.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to infrastructure and learning resources?

Building on the sound infrastructural facilities and learning resources already available, the College has succeeded in augmenting them substantially with number of new additions such as renovated conference hall (Fr. Jose Murickan Hall), Loyola Hall and residence wing etc.,. Realising the high potential of ICT as an effective tool for creative learning, we have made the campus ICT-intensive so as to enable our learning process to match the global standards. Another significant policy option in this regard is the facilities arranged for the differently-abled students.

**CRITERION V****STUDENT SUPPORT AND PROGRESSION****5.1 Student Progression**

5.1.1 Give the socioeconomic profile (General, SC/ST, OBC, etc.) of the students of the last two batches.

Course		Male	Female	SC/ST	OBC	OEC	Minorities	Others	Total
Sociology	2006-07	9	38	5	11	3	12	16	47
	2005-06	14	33	5	10	3	11	18	47
Social Work	2006-07	16	33	9	2	-	27	11	49
	2005-06	22	28	10	2	-	26	12	50
Personnel Management	2006-07	5	16	2	1	2	10	6	21
	2005-06	6	14	1	3	1	7	8	20
Ph.D in Social Sciences	2006-07	7	15	2	6	-	4	10	22
	2005-06	3	9	2	3	-	2	5	12

5.1.2 What are the efforts made by the institution to minimise the dropout rate and facilitate the students to complete the course?

Being a professional College imparting quality education, the drop out rate is substantially low. Moreover, being a small College every student is personally known to the teachers and their peers. There are strong student support

measures in the form of induction programmes, goal setting sessions, counselling, mentoring and tutorial sessions that help better integration.

5.1.3 On an average, what percentage of the students progress to further studies and for employment. Give details for the last two years.

Post-graduate courses are considered as an entry point to the job market. The students in MAPM and MSW enjoy 100% placements and get placed even before their course completion. A few of our students who get employment also pursue part-time programmes in allied areas –Counselling, HR, Law, Project Management, Applied Psychology, Disaster Management, and Future Studies. We have been developing campus placements and have a loyal group of recruiters in CAPART, TCS and Google India.

In sociology about 30% of the students get employed, while about 10% opt for M.Phil or Ph.D. The others go for higher studies such as B.Ed. Some of our students attend specialised coaching for civil services, UPSC and KPSC.

	2005-06	2006-07
Employment	78	81
Higher studies/Ph.D.	10	(to be qualified)
Part-time studies	21	10

5.1.4 How does the institution facilitate the placement of its outgoing students? What percentage of the graduating students have been employed?

The College has good reputation and credibility with employers and enjoy a good network with the employers in the social service sector. The Principal, teachers, the manager and the network of alumni also help out with

placements. The teachers frequently visit the placement and training agencies. Courtesy our network we have campus placements with a host of agencies (CAPART, TCS & Google India).

We also hold an annual employers' meet to evaluate the demands of the market in order to incorporate changes with the curriculum and training. The College has a Placement Cell and active e-group that bring together employment news. The College has also proposed an innovative career management workshop with the UGC.

- The MAPM and MSW programmes secure 100% placement even before the course completion
- With regard to MA Sociology
  - About 30% get employed
  - Around 15% go for higher studies (Ph.D./M.Phil/B.Ed.)

It has been a weak point on our part that we have not kept precise data on some of the above details. However, we are making a systematic attempt to make up for the same.

5.1.5 How does the institution facilitate and support students for appearing and qualifying in various competitive examinations? Give details on the number of students coached/appeared and qualified in various competitive examinations?

Since there is a close parallel between the course and UGC/NET syllabi, the teachers instruct the students with regard to key areas of probable questions. We have organized UGC coaching at the College level and also by the initiative of individual teachers. The students are also encouraged to

participate in the UGC/NET coaching programme conducted by the University Students Centre. The details of those who have qualified for the various examinations during the last two years are as follows:

Test	Appeared	Qualified
UGC – CSIR – NET	22	7
Ph D entrance test	14	10
GATE/ CAT/ GRE/ TOEFL	4	2
GMAT/ Central/ State services	19	6

5.1.6 Give a comparative analysis of the institutional academic performance with reference to other colleges of the affiliating university and the university average (pass percentage, distinctions, gold medals and university ranks, marks obtained in relation to university average etc. during the last five years).

The College holds a unique status in the University as it is the only Social Science College at the post-graduate level in the affiliating university. The MAPM and MSW courses are the only ones of its kind in the University. The MA Sociology course is also distinctly different, in that it does not fall under the credit and semester system, followed by the MA Sociology course of the University Centre. Hence, we have the top scorers in all the three courses in the University examinations.

Item	Course	2001-02	2002-03	2003-04	2004-05	2005-06
Pass percentage	Sociology		100	100	100	100
	Social Work	100	100	100	100	100
	Personnel Management	100	100	100	100	100
First Class	Sociology	-	74%	59%	90.4	64%
	Social Work	71%	96%	84%	64%	76%
	Personnel Management	90%	100%	67%	100%	66.6%
Gold Medals	Sociology	No	Yes	Yes	Yes	Yes
	Social Work	Yes	Yes	Yes	Yes	Yes
	Personnel Management	Yes	Yes	Yes	Yes	Yes
% of marks of I Rank holder	Sociology	-	69.2%	73%	75%	76%
	Social Work	66.4%	76.2%	72%	70%	75%
	Personnel Management	73%	71%	70.1%	73%	75.5%

## **5.2 Student Support**

5.2.1 Does the institution publish its updated prospectus and handbooks and other student information material annually? If yes, what is the information disseminated to students?

Yes. The institution publishes its updated prospectus and handbook annually. The information regarding the College is communicated to the students through the College website, Yahoo-group mail for the alumni, prospectus, brochure, handbook, newsletter and directory of the College, the alumni newsletter and the calendar of each department.



The information disseminated through the various prospectuses, handbooks and brochures include:

- a. Brief history of the College, its vision and mission.
- b. The courses offered by each department, its duration and its scope.
- c. Admission procedures – eligibility, entrance, GD, interviews
- d. Fee structure.
- e. The support facilities available in the College like library, canteen, ladies room, etc.
- f. Important days.
- g. Address, telephone number and email ID of faculty, staff, alumni office bearers and students and their date of birth
- h. Information regarding alumni
- i. Details of field work
- j. Campus discipline
- k. Awards for academic excellence
- l. Scholarship and welfare measures
- m. Departmental activities
- n. Information regarding placements.
- o. Achievements of alumni
- p. Details of the library

5.2.2. Does the institution provide financial aid to students? If yes, specify the type and number of scholarships/freeships given to the students during the last academic year by the institution (other than those provided by the social welfare departments of the State or Central Governments).

Yes. The College has organized financial assistance at four different levels. The College has **instituted scholarships** viz. Winston Netto Scholarship, Mrs. Somi Jacob Cash Award, Mr. TS Thomas Award for Student with Potential for Excellence, and Fr. Dominic George Memorial Scholarships are also available to the students. Every month the teachers of the College set apart a specific amount as contribution to the **Principal's Welfare Fund** for the needy students. The money generated from consultancy, PTA and other donations received are also pooled into the same. There is also a **Department Student Welfare Fund** mobilized and managed by the respective departments for specific academic needs of the deserving students. In addition to the above, **freeships** are offered to deserving candidates to support their food and accommodation by the management.

5.2.3 Give details of the schemes for student welfare (insurance, subsidized canteen facilities, special diets, student counselling support, “earn while you learn” schemes, etc)

Apart from the four schemes (5.2.2) mentioned, we have some other welfare measures. The deserving students are given free/subsidised canteen facilities. Special diets are provided on need. The students may avail counselling service from the Loyola Students' Counselling Centre (refer 3.2.3) and LES. Apart from this, the teachers are also available to provide personal counselling and each student is assigned a mentor/tutor (1:8) for personal guidance.

5.2.4 What type of support services are available to overseas students?

Every year a batch of students from the Cleveland State University visit the College. The College offers 6-9 credits for the students of Cleveland University. Special accommodation, unique orientation courses by the faculty and other experts, various socio-cultural activities, cultural exchange programmes, locker facility for the safekeeping of important documents etc. are provided. The library and computers with internet facilities are also provided to them. The College also makes facilities to integrate the two culturally different ethos.

We also refer overseas students to the University of Kerala that has an office to help them.

5.2.5 Give details of the placement and counselling services for the students?

The Placement Cell of the College builds linkages with employing organizations. It also collects information on vacancies available and assists candidates to find the right job. The College has developed the Campus Placement services with the active support of its loyal employers. With the cooperation and help from the alumni the Cell spreads awareness about varied career options which is displayed through the notice board of the College. The Placement Cell in association with the Alumni conducts various programmes such as 'Job Seekers' Course', 'Professional Interface' and 'Entrepreneurship Development Programmes' as well as the 'Meet Alumni Series' of talks.

The College has a students' counselling centre where counselling is given to students as and when required. The faculty also offers counselling/mentoring to the students during the tutorials and mentoring sessions. The faculty offers counselling in their respective subjects and assist students to find job

placement whenever possible. Systematic efforts are made by the faculty of varied specialization to facilitate linkage with various organizations and arrange campus interviews as well as job placement for students.

5.2.6 How does the institution encourage and develop entrepreneurial skills among the students?

The institution conducts Entrepreneurship Development Programmes in collaboration with the Centre for Management Development. The fieldwork provides opportunities for working with micro-enterprises in the neighbourhood community aiding entrepreneurship skill development. Event management which is an inevitable component of all our programmes is acquired by the students. This skill is sought after by organizations outside our College and affirms the students' confidence. Some of our courses offer inputs regarding administration of Human Service Organizations, Societies Act, Personnel Management and financial audit. We also bring in entrepreneurs as part of the 'Meet Excellence Series' of talks which gives the students ideas regarding the possible avenues of employment.

5.2.7 Does the faculty participate in academic and personal counselling? If yes, give details on services provided during the last academic year?

Yes. Each teacher takes 5-10 students under their supervision for the Student Accompaniment Program (SAP), a mentoring-cum-tutorial program. The students are encouraged to approach the faculty whenever there is a need. Formally the teachers make themselves available to the students, once a week during the tutorial/mentoring hour. The teacher is involved in monitoring the performance of the students, both at academic and personal level.

At the informal level counselling is given as and when need arises. The faculty are also available in the staffroom during the breaks and after class for the academic and personal counselling of students. All the 14 faculty members participate in this process.

**Allied support includes:**

- Separate room spaces/“Mentoring Room” are available for the personal counselling of students
- Priority is given to the academic needs of the socially, economically and physically disadvantaged
- Slow learners are given guidelines and directions to resources for learning and preparing assignments
- System of cross-reference among the teachers for special students requiring attention and team approach is taken to assist them
- Cases requiring professional help is referred to our counselling centre or outside

5.2.8 Is there a separate guidance and counselling centre for women students? If yes, enumerate the activities of the centre?

Being a numerically women dominated College; special attention is taken to employ ladies for the post of counsellor. We have three lady counsellors on campus. We also hold debates, discussions and awareness programmes regarding gender sensitisation under the auspices of the Women’s Study Centre.

5.2.9 Is there a Cell/Committee constituted for prevention/action against sexual harassment of women students? If yes, detail its constitution and enumerate its activities (issues addressed during the last two years)

Yes. The College has an Anti Sexual Harassment Committee. This committee of the College, with a lady faculty as the head, has 80% female and 20% male representation. The members are from among the faculty, non-teaching staff and students. The committee has till date not received any complaint, as there are no such incidents in the College.

5.2.10 Does the institution have a grievance redressal cell? If yes, what are its functions? Detail the major grievances redressed during the last two years.

Yes. The grievance redressal cell was first constituted in the year 2000. The main objectives of the cell are to:

1. Provide a forum for the faculty, staff and students to express their grievance without any duress
2. Settle the grievances that come in through the cell
3. Address the issues in consultation with the authorities concerned, with the required seriousness
4. Create an ambience where the grievances are redressed quickly

The College is open to grievances and we have received only two grievances during the past five years which have been settled amicably and to the best of the interests.

The Cell meets periodically where the staff and students sit with the authorities concerned to address the various issues that arise and appropriate action is taken. A suggestion box has been placed in the College for the

students to avail the facility. The College hosts an Open House during each semester and collects feedback from the students on all fronts. It is a matter of pride **that this Open House figures as one among the Best Practices listed by the NAAC.**

5.2.11 Is there a provision for acquiring computer skills / literacy for all students, in the curriculum? If yes, give details on how it is imparted, and level of proficiency.

Immediately after induction into the campus, all the students are oriented to the basics of computer (Word, Excel and PowerPoint) through SIT-UP. During the second semester, all the students are given theoretical inputs regarding SPSS which is a part of the curriculum for all three programmes. This is complemented by a demonstration class. During the third and fourth semesters the students put these skills into practise through their dissertation work. Experts in SPSS are invited on campus to make presentations and introduce students and the faculty to the advanced applications. Right from the first semester, the faculty members encourage the students to do PowerPoint presentations for their seminars and groups assignments. Even the extra-curricular activities are evaluated (PIME) using SPSS in conjunction with KBP.

To facilitate a better integration in learning the College authorities keep the computers accessible to students from 8.30 a.m. till 10.00 p.m. to analyze data, scan documents and images, obtain printouts, prepare presentations, e-mail, and also for browsing the net, during the peak season. The regular working hours are 8 a.m- 8 p.m. The Wi-Fi facility provides unlimited internet access on campus, perhaps the first of its kind for the affiliated colleges in the

University. The ladies hostel has acquired two computers with internet connectivity.

The central facility has a lady staff competent enough to provide technical support as well as complete solutions for research projects and related ventures.

5.2.12 What value-added courses are introduced by the institution to develop life skills; career training; community orientation; good citizenship and personality development of students?

The College organizes various value added courses such as value education, yoga and meditation, computer courses, counselling workshops, PRA/PLA, Social Analysis, courses for sociological skills and SoftSkill Imparting and Learning (SKIL). It also continuously imparts soft skills training programmes and personality development programmes that prepare the students for the future. We have Field Interactive Learning (FIL) and Ethnographic Field Exposure (EFE) to orient our students to the ground realities.

5.2.13. How does the institution ensure safety and security of the students, faculty and the institutional assets?

We understand that safety and security of our human resource is operational at two levels - psycho-spiritual and physical. The Student Accompaniment Programmes (SAP) and the familial spirit of the College are mechanisms through which we ensure the psycho-spiritual health of the students. They are also conscientized regarding their civic responsibilities and the need for a sustainable environment. The Jesuit values, 'to be leaders in service', 'to be men and women for others', are constantly lived out and preached.



We are also aware of the safety at the physical level. We have developed practices, like informing when you go out of the campus, late slips when one is late etc, to ensure the physical safety of the students and the faculty.

The organization believes that trust in the stakeholders is the best form of security. We trust our stakeholders with all the assets and are rewarded by it. Our students are trained to be sensitive for the upkeep of the infrastructure. The College also has an ambience of openness and informality and encourages the staff members to be critical and creative. Our security is just minimal with only a night watch man to guard our heavy infrastructure. The nearby police station (100 metres away) is a source of security.

### **5.3 Student Activities**

5.3.1 Does the institution have an Alumni Association? If yes, List its current Office bearers, List its activities during the last two years, Give details of the top ten alumni occupying prominent positions, Give details of the contribution of alumni to the growth and development of the institution.

Yes. The College has a long tradition of alumni associating with it since the inception of the association in 1967. The alumni meet regularly every year, on January 26 and the executive committee meets on a regular basis.

#### **i. Office Bearers**

Dr. M.K.George SJ, Director

Dr. Sivaraman Nair, Director, CMD (President)

Sudeep P, Registrar, CESS (Vice-President)

Sonny Jose, Lecturer, Loyola College (Secretary)

Dr. Usha John, Head, Department of Social Work, Loyola College  
(Treasurer)

Elizabeth Mathew, Head, Department of Sociology, Loyola College (Editor)

**Executive Committee**

L Radhakrishnan IAS, Secretary to GoK

Babu Thomas, CMD, Plantation Corporation

Rosamma Manuel, Medico-Social Worker, Blood Bank, SCTIMST

Dr. Usha Kandaswamy, Medico-Social Worker, Blood Bank, SCTIMST

KK Jayamohan, Superintendent of Police, Vigilance

Sasikumaran Thampi, Sr. Personnel Officer, TTPL

Dominic Mathew, Education Officer, CBWE

Ram Mahesh R, Finance Officer, NeST, TECHNOPARK

Sajith Babu GP, Youth Officer, NSS Regional Centre

VV Jose, Welfare Officer, Plantation Corporation of Kerala Ltd

Sr. Leesa SVM, Lecturer, BCM College

**List its activities during the last two years.**

- Conducting the *Meet Alumni Series*, a series of lectures by renowned alumni of the College.
- *Professional Interface Programme* is an interface between the students and the alumni so that the students get to know the latest requirements and demands of the field.
- Constituting endowment funds for helping the needy students and also to facilitate students of academic excellence.
- Arranging Block Placements and job placements for our students.

- The alumni pitch in to organize academic programmes such as seminars, conferences, Insourcing workshops, etc.
- The College has regional meets (Kochi, Kozhikode, Kollam)/ international meets (USA, UK)
- The alumni also has made generous contributions in the form of furniture, computers and peripherals, books etc
- Consultancy and guidance have been provided to the College at appropriate junctures
- The alumni association funds the installation of portraits of retired teachers
- The alumni bulletin is brought out twice a year
- The new, air-conditioned Fr. Jose Murickan Hall has been partly built on funds contributed by the alumni.
- Planting trees by anniversary batches.

**ii. Give details of the top ten alumni occupying prominent positions**

1. G.C Gopala Pillai -Mentor Reliance Industries Ltd (retail business),  
Former CMD. FACT
2. L .Radhakrishnan IAS –Secretary (Port), Government of Kerala,  
Visiting faculty IIM
3. Dr. L Tharabai, Madurai Kamaraj University
4. Sreekanth AK-VP HR Computer associates United States.
5. Dr. Sivaraman – Director, CMD
6. MS Sreekumar, VP-HR, Binani Zinc Pvt ltd.
7. Reghunath R., MD, Kadaloram Resorts and Mediamate, former  
Governor, Rotary International (Dist – 321)
8. KC Joseph, MLA, Kerala

9. Dr Murali Nair, Director- India Studies, Cleveland University, USA

10. Mrs Geetha Paul IAS, GM, BSNL

**iii. Give details of the contribution of alumni to the growth and development of the institution.**

Endowment prizes are constituted by the alumni of the College viz. Mrs. Mariamma Joseph Retirement Endowment Cash Award for the best outgoing student, Mrs Somi Jacob Award for a needy student, Dr. Helena Judith Endowment Award for the first rank holder in Medical and Psychiatric Social Work, and Mr. Gopalakrishnan Nair Retirement Endowment Gold Medal and cash award to the best student project work (MSW). On several occasions sponsorships were given by the alumni to organize seminars, conferences and workshops within the campus. Besides the material helps mentioned above, renowned Alumni share experiences with the students through the 'Meet the Alumni series' and the interface programme. It also helps in job placement and block placement of our students. They also refer resource persons to engage sessions for the students.

5.3.2 How does the institution encourage its students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years. (Institution level/ inter-collegiate /Inter-University/Inter-state/ National/International)

The College encourages admission to those who have excelled in extra-curricular activities. Efforts are made to felicitate persons with outstanding achievement in sports. Certificates and trophies are handed over on various occasions such as College day, sports day, etc.

Owing to the demands and rigours of higher education – fieldwork and semesterisation – our students are not able to do justice to sports in the true sense. Nevertheless, we have had a representative in Hand Ball at the national level and Kabadi at the state level.

5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, College magazine, and other material? List the major publications/materials brought out by the students during the previous academic session.

The College brings out a College Magazine of outstanding quality. This theme based venture gives ample opportunity for our students to express their flair for writing and creativity. The students put up regular collages and wallpapers – Gender Times, *smrithi (collection of memories)*, Badaam Communities – and also display paintings in connection with celebrations, competition and student activities. The students are encouraged to develop research articles to be published in journals including the Loyola Journal of Social Sciences. The College News Letter and the Alumni Bulletin are edited by our students.

5.3.4 Does the institution have a Student Council or any similar body? Give details on its constitution, major activities and funding.

We have the College Union, the equivalent to the Student Council. There is a faculty in charge operating as the Union Advisor. Our College is unique for its non-partisan stance and is free of party politics. All the same the College authorities conduct elections in the manner notified by the University to ensure fair and democratic elections. The following are the offices:

- Chairperson
- Vice-chairperson
- General Secretary
- University Union Councillor

- Arts Club Secretary
- Sports Club Secretary
- Social Work Secretary
- Planning Forum Secretary
- Coordinator- Women's Study Centre
- Magazine Editor
- Coordinator - IQAC

The College Union Activities: The activities start after the formal inauguration of the College union usually done by eminent persons from the areas of arts and literature. The gala programmes are the Arts Day, College Day Celebrations and the Sports Day. The council conducts debates, film analysis, media analysis, workshops on media, quiz, panel discussions, etc. Other activities are competitions in essay, short story, poetry and painting. The College union also publishes a very compact, attractive directory which is taken by the outgoing students as a keepsake. The College magazine is the joint effort of the magazine editor and the entire College community. The special days including Women's Day, Kerala *Piravi* (Kerala Day), AIDS Day, Environment Day, Sadbhavanadivas, etc. are celebrated.

5.3.5 Give details of the various academic and administrative bodies and their activities (academic and administrative), which have student representations on them.

The College believes in empowering the students every step of the way. Hence adequate student representation and participation is a priority in any activity – academic or non-academic. Some of the bodies with student representation are:

**IQAC:** Co-ordinating and monitoring the quality enhancement programmes and helping in the documentation

**Grievance Redressal Cell:** Assist in collecting, articulating and handling of the grievances raised by the student community. Helps in the documentation of the committee.

**Women's Study Centre:** Gender sensitization programmes in the campus and in the community outside. Gender Auditing, Documentation.

**Complaint Committee against Sexual Harassment and Anti-ragging Committee:** being watchdogs; documenting.

**Legal Literacy Centre:** Assists in organising seminars, awareness classes, lectures and documenting

**Library Committee:** Brings in the voice of the student committee with regard to needs and requirements. Monitors the function of the library

**Continuing Education Centre:** Assists the Prerak in the running of the Nodal Continuing Education Centre. Training the participants of the CEC

**Placement Cell:** assists the placement officer in gathering and disseminating employment related information; networking; documenting

**Alumni Association:** Networking with the senior alumni; organising the Alumni meets; documenting

**Kerala Sociological Society:** Loyola Unit: Organises regional association programmes; conducts talks, seminars, cultural programmes, inter-college meetings etc. Documentation

**Hostel Committee:** Assists in the smooth running of the hostel, particularly the Mess.

**Committees of the Social Lab:** Joins in the planning and implementation of various programmes, within the limits of their curriculum.

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers, to improve the growth and development of the institution?

The College has an annual Employers Meet as well as an Agency Meet (Training) to get feedback regarding our graduates. The meeting acts as a driving force for restructuring the curriculum as well as the training programmes. The invaluable experience and network of the alumni association is also another source of feed back and improvement. There is frequent interaction with the alumni through various programmes such as the Annual Alumni Day, In-sourcing Workshops, Professional Interface, Meet the Alumni Series of Talks, etc. We specifically ask for feedback from select personnel and agencies regarding the curricular and extra-curricular performance of our students.

**5.6 Best Practices in Student Support and Progression**

5.6.1 Give details of institutional best practices towards Student Support and Progression?

We have various best practices in student support and progression. These include:

1. Information dissemination done through notice boards installed for various purposes – Main Information, Highlights, Placement/Alumni, IQAC, University News, Quotable Quotes, Gender Times, Department, Career Information, Statutory committee information and Classroom notice boards.
2. Records room to preserve personal data, documentation of various activities undertaken



3. Tutorial and remedial services
4. Student accompaniment program and mentoring
5. Counselling services – we have three trained lady counsellors on campus
6. We have a host of value addition programmes such as ;
  - a. The Induction Program
  - b. Value education process
  - c. PIME approach to every program undertaken
  - d. Career guidance
  - e. Soft skill Imparting and Learning (SKIL)
7. Institutional networking services – our students undertake resource sessions or research programmes to aid other institutions (SN College, Mar Ivanios College, St. Joseph’s Higher Secondary School)
8. Student Resource Team : small batches of students trained and monitored to offer training programmes for sister institutions.
9. Placement services – we have excellent placements and credible record in higher studies
10. Feedback systems – we avail feedback from our stakeholders – employers, training agencies, parents – regarding the performance of our students. We also have regular Open House sessions and institutionalized evaluation procedures (Stef-04)
11. Alumni – contributes to the upgrade of infrastructure and aid professional development vide the Professional Interface and Meet Alumni Series
12. Gender sensitivity is developed through various activities organized by the women’s cell and wall papers - *Gender Times*

13. Secular spirituality – we take pride in inculcating secular spirituality versus religious spirituality through organizing various inter-religious prayers
14. Student welfare measures – there are four student welfare schemes with a host of scholarships and freeships

### **For Reaccreditation**

1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

The following were the positive things highlighted as suggestions and comments by the Peer Team with regard to student support and progression:

- Impressive student support programme
- Placement Cell offering placement possibilities to the students enabling and motivating them to be placed within six months after having passed out
- Very high percentage of students (95%) getting employed and/or going for further study
- An active Alumni established as early as 1967
- Positively disposed student community to the facilities provided and the academic and field work programmes offered in the College
- Seven awards, two Gold Medals and cash awards for meritorious achievements in various academic programmes
- Weekly mentoring programme and personal counselling of the students enabling them to deal with their personal, scholastic and career related concerns

- Publications: Loyola Journal of Social Sciences (27 issues), Newsletters, sizeable faculty publications on topics and issues of social significance
- Offering consultancy to various govt. and non-govt. agencies focussing on organisational and community and managerial development and evaluation

Except for the positive points mentioned above, the Peer Team Report contained no adverse remarks.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

Within the last five years, the following new value added programmes and activities were organised that enhanced the component of Student Support and Progression in the College.

- The conduct of ‘Employers Meet’ and ‘Field Work Agencies’ Meet’ to evaluate the demands of the market and collect feedback on our curriculum and formation
- Interface with Neighbourhood (Cheruvickal) Residents Association for more intense engagement with the neighbourhood community
- The newsletter of the College, the alumni newsletter, the departmental calendar,
- The rejuvenation of the Placement Cell with a vibrant alumni e-group, ‘Insourcing Workshops’, ‘Professional Interface Meets’ ‘Entrepreneurship Development programmes’ all actively sponsored by employed alumni, bringing together employment/career news, views and prospects
- Increased emphasis on the use of ICTs and their infrastructural augmentation and so on

Setting up of a students' counselling centre is another milestone in this regard. Instituting a few a more scholarships and cash awards (Winston Netto Scholarship, Mrs. Somi Jacob Award, Mr. T.S. Thomas Award, Fr. Dominic George Memorial Scholarships) precisely to boost up the morale and encourage the financially weak students, is yet another development in this area. In this connection, the monthly contribution of the teachers to the 'Principal's Welfare Fund' is a gracious gesture symbolising our renewed commitment to Student Support and Progression.

## CRITERION VI

### GOVERNANCE AND LEADERSHIP

#### **6.1 Institutional Vision and Leadership**

6.1.1 State the Vision and Mission statement of the institution and give details on how the institution a) ensures that the vision and mission of the institution is in tune with the objectives of the nation b) translates its vision statement into its activities?

#### **Our Vision**

To pursue excellence in teaching, learning, research and outreach, with social sensitivity.

#### **Our Mission** (Ref. Criteria 1)

The institution ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education policies of the Nation in the following manner. The triple goals of higher education, Teaching/Learning, Research and Extension have always been in the horizon of all our efforts, as evidenced by our track record of an excellent set of alumni, significant researches and a well organized and established extension services (Social Lab). Further, the core values enunciated, namely, contributing to national development, fostering global competencies among students, inculcating a value system, promotion of the use of technology and quest for excellence, have been incorporated in our documents and programmes that we design. We have ensured that our Vision-Mission Statement contains all the elements of the declared goals of higher education by the nation's premiere educational agency, the University Grants Commission.

**The institution translates its vision statement through the following steps:**

- a) Induction programme for students and staff
- b) Inculcating the vision-mission statement in all the stakeholders through meetings, discussion sessions and common action programmes, wherever possible
- c) Systematic planning process- annual and semester wise
- d) Regular monitoring and evaluation process
- e) Re-visioning exercise/ re-visiting the vision exercise on an annual basis
- f) Intense community engagements
- g) Endowments, Scholarships and freships
- h) Preference to the disadvantaged communities for admission

6.1.2 Enumerate the Management's commitment, leadership-role and involvement for effective and efficient transaction of the teaching-learning processes.

The commitment of the management, its leadership-role and involvement for effective and efficient transaction of the teaching-learning processes are manifested by a variety of steps taken over the years. First of all, the full time Manager actively involved in the activities of the College demonstrates the commitment of the management. Provision of financial and man power resources beyond what is given by the University and the Government is a major step in the functioning of the College. The maintenance of the serenity and greenery of a large campus adds to the quality of the learning ambience. Provision of sufficient staff, when the Government does not allow regular

appointments go a long way in an otherwise crisis situation. The infrastructure has improved consistently over the past five years. The number of equipments, computers and other learning technologies has made a real difference. The library has got maximum attention from the Management, in deference to the suggestion made by the Peer team. The management has encouraged the staff to attend seminars, conferences and have even given financial support for it. It has maintained the quality and effectiveness of the social lab as a vital concern. Infrastructural improvement at all levels of the units is another hallmark. It is also making attempts to gain autonomy and raise the status of the college as a centre of excellence. We were one of the strong contenders for centre with potential for excellence. Most importantly, the management has shown a willingness to take into confidence every stakeholder in achieving the noble goals set by the institution. The management provides an atmosphere for innovation and best practices.

6.1.3 How does the management and the Head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The following steps ensure that responsibilities are defined and communicated to the staff of the institution

- Orientation programme for teachers
- Clear definition of job profiles, job description and periodic monitoring
- Bi-annual staff development programmes
- Staff Planning/Annual evaluation
- Monthly staff council meetings
- Involvement of the staff in the implementation of every event in the College

- Providing Code of conduct for Teachers
- College calendar
- Encouragement given to staff to get involved in research, extension and consultancy activities.
- Manager addressing the staff periodically
- Movement registers, diaries and staff file

6.1.4 How does the Management/Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the management, to review the activities of the institution?

- Regular meetings of the various bodies
- Open houses
- Regular feedback collected from the major stakeholders such as students' evaluation of teachers, peer appraisal of teachers, feedback from employers, field work agencies, alumni and neighborhood communities
- Monthly staff council meetings
- Personal dialogue with the stakeholders by the Manager and the Principal

6.1.5 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

- Involving them in the planning, implementation and evaluation processes
- Delegating various responsibilities
- Keeping an open door policy



6.1.6 Describe the leadership role of the Head of the institution, in governance and management of the institution.

The Principal as the key leader performs the following roles in the governance and management of the institution

- The Principal acts as a **motivator of** the group through regular personal, group and whole college gatherings. Every common meeting is addressed by the Principal, with notes of acknowledgement, encouragement, correction and suggestions
- The Principal involves in the **Planning process** as the secretary of the Management Committee. With the staff and all other planning bodies, he acts as the leader in the planning processes
- The **Monitoring dimension** is taken care of by the principal through the various systems developed, but also through the personal interaction with the staff.
- The leadership needed to **co-ordinate** the various sub-units is provided by the principal
- Substantial amount of time is spent by the principal to **liaison with the** Government for the approval of the faculty and other bodies like UGC to get the maximum benefits from those agencies.
- The Principal has **delegated** responsibilities appropriately, to the heads of departments and the committees-in-charge. He ensures their proper integration to the larger group.
- The Principal takes care of selection of staff, inducting them and initiating them into the culture of Loyola.
- Organising of the various activities and units of the College, budgeting, staffing, grievance redressal and evaluation of all activities is under the initiative and direction of the principal

- Finally, the principal has striven to play the role of keeping the College on track, striving *for excellence in life and in service*, the motto of the College.

## 6.2 Organizational Arrangements

6.2.1 Give the organizational structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research and extension activities, linkages and examinations held during the last two years.

SW - Social Work

ACA - Adoption Coordinating Agency

PM – Personnel Management

LSCC – Loyola Students' Counselling Centre

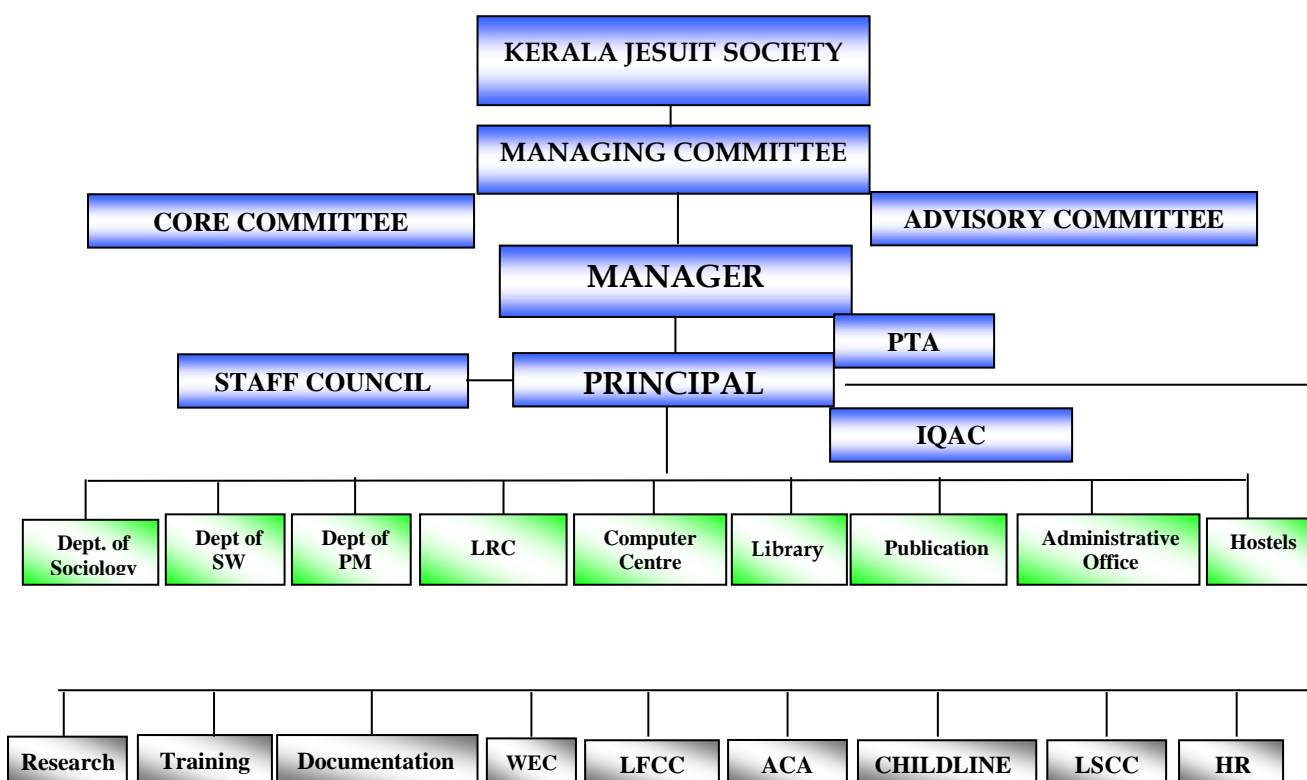
WEC – Women’s Empowerment Cell

HR – Human Rights Cell

LFCC – Loyola Family Counselling Centre

LRC – Loyola Research Centre

### Organization Chart



As is seen in the chart, the Kerala Jesuit Society manages the College through the Managing committee which oversees the running of the College and is ably assisted by an Advisory committee, including former vice-chancellor, IAS officers, representatives from Industry and others. The Manager and the Principal lead the group. The Core group of the managing committee meets every month and monitors the every day running of the college and oversees the implementation of the policies. They are assisted by the Staff Council which meets every month. The meeting with the heads of departments and the periodic Social Lab - Teaching faculty interaction ensure the overall co-ordination and smooth functioning of the institution. The establishment of IQAC has given a new fillip to quality sustenance and enhancement in the college.

#### MANAGING COMMITTEE MEETING

Date	Major Decisions
23.03 '07	<ul style="list-style-type: none"> <li>• The activity report was approved</li> <li>• The IQAC activities and the Re-accreditation plan was discussed and approved</li> <li>• Advisory Committee meeting: date and agenda finalized</li> <li>• The Budge for 2007-08 approved</li> </ul>
20.07.'06	<ul style="list-style-type: none"> <li>• Decision to announce the certificate courses</li> <li>• Expansion of the management committee to include 2 more members: Prof: Dr. J.V. Vilanilam and Fr. Sabu P. Thomas</li> <li>• College Reports, Budgets and Financial statements presented and approved</li> <li>• Decision taken on MAPM course</li> <li>• Advisory committee meeting date is fixed for August</li> <li>• Decision to give recognition to the Staff at the completion of 25 years of service.</li> </ul>

14.03.'05	<ul style="list-style-type: none"> <li>• Decision to apply for two more Masters Courses</li> <li>• Advisory committee meeting fixed for April 18<sup>th</sup>, 2005</li> <li>• Request for the former principal's reappointment, not recommended</li> <li>• Research committee meeting recommended to be more regular</li> <li>• College Reports, Budgets and Financial statements were presented and approved</li> </ul>
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### ADVISORY COMMITTEE MEETING

Dates	Major Decisions
13.04.2007	<ul style="list-style-type: none"> <li>• To approach the State Planning Board for new research projects</li> <li>• Submission of student assignments to be done through email.</li> <li>• To make Social Work research more action-oriented</li> <li>• Suggested that the teachers and students should improve their library utilization</li> <li>• Decided to enquire into the possibility of using EDUSAT</li> <li>• Decided to request an expert to conduct an Academic Audit</li> <li>• Worked out new strategies for resource mobilization, in consultation with Dr. Sivaraman.</li> </ul>
18.04.'05	<ul style="list-style-type: none"> <li>• Decision to make MAPM a self-financing course</li> <li>• Decision to create a Database on the Alumni</li> <li>• Decision to form an Institutional Review Committee for performance evaluation. The committee to do Impact Assessment and a Performance audit.</li> <li>• Decision to invest more finance on library</li> <li>• Decision to develop need-based courses</li> <li>• Decision to look in to the feasibility of evening courses for employed people.</li> <li>• Decision to build on the brand name of Jesuits; decision to try out 1-2 courses on a trial basis for which catchment area</li> </ul>

	<p>could be industry, Management institutes, and NGOs.</p> <ul style="list-style-type: none"> <li>• Decision to organize programmes for HR departments. Refresher courses to be organized</li> <li>• Decision to think in terms of a Loyola Educational Complex.</li> </ul>
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### CORE MANAGEMENT COMMITTEE MEETING

Dates	Major Decisions
08.03.'07	<ul style="list-style-type: none"> <li>• Plans to improve approved extension centre filing system</li> <li>• NAAC reaccreditation preparation schedule updated</li> <li>• Infrastructural maintenance decisions taken</li> <li>• Auditing and accounting decisions reported</li> <li>• ADS issues finalized</li> </ul>
05.12.'06	<ul style="list-style-type: none"> <li>• Campus layout plans to be drawn</li> <li>• Acquisition of a generator</li> <li>• Rent and the mess fee of men's hostel revised</li> </ul>
11.09.'06	<ul style="list-style-type: none"> <li>• Accounting procedures of the men's hostel canteen finalized</li> <li>• Bio-gas plant to be commissioned</li> <li>• Fr. Dominic George memorial project finalized</li> </ul>
18.07.'06	<ul style="list-style-type: none"> <li>• Accounts approved</li> <li>• Inauguration of Loyola hall fixed for 31<sup>st</sup> July</li> <li>• Conference Hall to be renamed Fr. Jose Murickan Hall</li> </ul>
17.04.'06	<ul style="list-style-type: none"> <li>• Decision on contract with the canteen self-help group</li> <li>• Decision to request for financial support from the Kerala Jesuit Society.</li> <li>• Unused vessels of the Hostel to be sold off.</li> <li>• College development fund to be used for renovation and maintenance.</li> </ul>
30.10.'05	<ul style="list-style-type: none"> <li>• Case to be filed for appointment in MAPM department</li> <li>• Filling of the vacancy in Sociology department</li> <li>• Rent and mess-fee of Ladies Hostel revised</li> </ul>

20.07.'05	<ul style="list-style-type: none"> <li>• Decision to appoint management staff in the office</li> <li>• Decisions to fill in academic vacancies</li> <li>• Decision to deposit college money in the Kerala Jesuit Society</li> <li>• Child Line additional expenses to be sought from the central office</li> <li>• New project proposal to be submitted to CARITAS</li> <li>• Decision to continue the ADS work at Pattam-Kesavadasapuram area</li> <li>• A review of the college to be conducted.</li> </ul>
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**STAFF COUNCIL MEETING**

<b>Dates</b>	<b>Major Decisions</b>
03.06.'05	<ul style="list-style-type: none"> <li>• State Level Workshop on Learning Disability</li> <li>• Interaction with CTCRI</li> <li>• Industry-academic network to be followed up</li> <li>• Module preparation will be followed up.</li> <li>• Departmental plans deadlines to be prepared by 7<sup>th</sup> June.</li> <li>• Meet Excellence and Meet Alumni series to be enhanced</li> </ul>
01.7.'05	<ul style="list-style-type: none"> <li>• Decision to do staff evaluation on the basis of a score</li> <li>• Induction programme for the year finalized</li> <li>• IQAC work shall be expedited by reconstituting the committees</li> <li>• Environment management committee staff supervisors finalized</li> <li>• St. Ignatius feast-day details finalized</li> </ul>
12.08.'05	<ul style="list-style-type: none"> <li>• Certificate course in-charge appointed</li> <li>• University work (examination) discussed and modalities finalized</li> <li>• Seminar on NGO – Academia Networking planned</li> <li>• Evaluation of the induction programme done.</li> </ul>
28.09.'05	<ul style="list-style-type: none"> <li>• Onam celebration evaluated</li> <li>• Union elections planned</li> </ul>

	<ul style="list-style-type: none"> <li>• State level NGO-Academia Networking finalized</li> <li>• Re-allotment of tasks for staff done.</li> <li>• Gandhi-Jayanti general cleaning at the premises of Hospital for chest deceases planned</li> <li>• Curriculum revision workshop for M A sociology planned</li> </ul>
22.11.'05	<ul style="list-style-type: none"> <li>• Decided to strictly enforce silence in the library</li> <li>• Various committees for Christmas celebration finalized</li> <li>• Staff guides for various associations and clubs finalized</li> <li>• Evaluation of the seminar on NGO-Academia Networking to be done.</li> <li>• Staff picnic finalized</li> </ul>
09.01.'06	<ul style="list-style-type: none"> <li>• IQAC follow-up calendar of the events finalized</li> <li>• Staff development programme planned on 25<sup>th</sup> march</li> <li>• College day programme finalized</li> </ul>
23.02.'06	<ul style="list-style-type: none"> <li>• CAPART campus interview planned</li> <li>• Fr. Dominic George Endowment Lecture proposed</li> <li>• Invigilation schedule finalized</li> </ul>
29.03.'06	<ul style="list-style-type: none"> <li>• Department wise evaluation finalized</li> <li>• Invigilation schedule revised and finalized</li> <li>• IQAC subcommittees and reporting planned</li> <li>• New staff secretary appointed</li> </ul>
30.05.'06	<ul style="list-style-type: none"> <li>• Code of conduct for the teachers discussed</li> <li>• Value education classes allotted</li> <li>• Each teacher will take up a consultancy / research programme.</li> <li>• Staff development programme finalized on 9<sup>th</sup> June</li> <li>• Staff guides for various programmes finalized</li> <li>• IQAC seminar planned for 8<sup>th</sup> July.</li> </ul>
19.07.'06	<ul style="list-style-type: none"> <li>• Working paper presentation planned for 26<sup>th</sup> July</li> <li>• St. Ignatius feast –day programmes planned</li> <li>• Student Educational Assistance cell finalized</li> <li>• Certificate course finalized</li> </ul>

09.08.'06	<ul style="list-style-type: none"> <li>• One day workshop on SWOT analysis planned</li> <li>• Street Theatre Workshop finalized</li> <li>• Staff allocation for fieldwork supervision done</li> <li>• Cell-phones to be banned on the campus</li> <li>• Institutional Membership taken in British Council Library</li> <li>• Onam celebration committee finalized</li> </ul>
15.09.'06	<ul style="list-style-type: none"> <li>• PTA meeting planned on 16<sup>th</sup> September</li> <li>• Programme dates finalized</li> <li>• Staff seminar and research scholars meeting planned</li> </ul>
13.11.'06	<ul style="list-style-type: none"> <li>• Re-accreditation process updated</li> <li>• Committees and the programme for Christmas celebration finalized</li> </ul>
05.12.'06	<ul style="list-style-type: none"> <li>• Sociological conference participation planned</li> <li>• MAPM seminar Srishti- 2006 evaluated</li> <li>• Faculty agreed to contribute Rs.100/- per month towards economically poor students</li> <li>• Union inauguration and other programmes planned</li> <li>• Staff seminar dates finalized</li> <li>• Research scholars meeting finalized</li> <li>• Documentation officer appointed</li> </ul>
02.01.'07	<ul style="list-style-type: none"> <li>• Peer evaluation of the Staff planned</li> <li>• Research guides meeting finalized</li> <li>• College day committees finalized</li> </ul>
22.1.'07	<ul style="list-style-type: none"> <li>• College day planning in view of the proposed Hartal</li> <li>• Best outgoing student finalized</li> </ul>
05.02.'07	<ul style="list-style-type: none"> <li>• Fr. Dominic George Memorial Lecture fixed for 6<sup>th</sup> March. 2007</li> <li>• College day celebrations and alumni day celebrations evaluated.</li> <li>• NAAC re-accreditation process- planned and revised</li> </ul>
19.03.'07	<ul style="list-style-type: none"> <li>• Seminar on “Revisiting the Family” and Workshop on “Human Rights” planned</li> </ul>



	<ul style="list-style-type: none"> <li>• Grievance committee re-constituted</li> <li>• Farewell programme for seniors finalized</li> <li>• Fr. Dominic George Memorial Lecture evaluated</li> <li>• Staff Development programme on 24<sup>th</sup> April</li> </ul>
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### IQAC MEETING

Date	Decisions
19.03.05	<ul style="list-style-type: none"> <li>• Faculty evaluated and formulated plans for the next academic year</li> </ul>
10.05.05	<ul style="list-style-type: none"> <li>• Suggested for the infrastructural changes to be made – Principal's &amp; Administrative office, Improving toilets on every floor, Putting up a new building for extension service, etc</li> <li>• Delegated IQAC committees to work for enhancement of quality</li> </ul>
1.06.05	<ul style="list-style-type: none"> <li>• Students decided on departmental. programmes in the light of College and Dept. vision</li> </ul>
10.06.05	<ul style="list-style-type: none"> <li>• Decisions taken by faculty on the integrated plans for College &amp; Dept.</li> </ul>
19.08.05	<ul style="list-style-type: none"> <li>• Students decided on building Quality Assurance</li> </ul>
9.09.05	<ul style="list-style-type: none"> <li>• Reviewed best practices by the committees</li> </ul>
20.10.05	<ul style="list-style-type: none"> <li>• IQAC Student Representatives meetings decided that these representatives will disseminate the information on quality and be initiators at the class level</li> </ul>
31.10.05	<ul style="list-style-type: none"> <li>• Meeting of IQAC committees to review the progress decided to conduct programmes with more regularity</li> </ul>
01.06.06	<ul style="list-style-type: none"> <li>• Senior students made decisions on Dept. plans for the academic year</li> <li>• Senior students drew up students charter</li> </ul>
25.08.06	<ul style="list-style-type: none"> <li>• Decisions made by faculty and students on student quality</li> </ul>
18.10.06	<ul style="list-style-type: none"> <li>• Junior students drew up students charter</li> </ul>
25.10.06	<ul style="list-style-type: none"> <li>• Student representatives decided to integrate the charter drawn up by both seniors and juniors to make the Loyola Student Charter</li> </ul>

12.02.07	<ul style="list-style-type: none"> <li>Decision by students to rework the reports based on revised guidelines from NAAC – Session -1</li> </ul>
14.02.07	<ul style="list-style-type: none"> <li>Decision by students to rework the reports based on revised guidelines from NAAC - Session -2</li> </ul>
9-4-07	<ul style="list-style-type: none"> <li>Faculty review</li> </ul>
7-5-07	<ul style="list-style-type: none"> <li>Decide to send the Letter of Intent. Also decided to re-draft the SSR after the receipt of the new format</li> </ul>
18-6-07	<ul style="list-style-type: none"> <li>Drew up plans for effective linkages by reviving the sub committees</li> </ul>
22-6-07	<ul style="list-style-type: none"> <li>Combined meeting of the whole College to declare the process of re-accreditation open.</li> </ul>

6.2.2 To what extent is the administration decentralized? How does the institution collaborate with different sections/departments and personnel of the institution to improve the quality of its educational provisions?

The administration is decentralized in curricular, extra-curricular, academic, research, consultancy and maintenance of discipline. The overall finance and infrastructure, development and upkeep are centrally managed whereas the departmental and unit wise finances are managed by the concerned heads. The three departments and the various units of the college come together regularly and take necessary measures to improve the quality of the educational services. Periodic interface among the departments and the PIME done under the direction of the Principal for all the activities of the College also helps in the process of decentralization. Regular IQAC meetings monitor the quality sustenance and enhancement.

6.2.3 Does the institution have effective internal coordination and monitoring mechanisms? If yes, specify.

The institution has developed an effective internal coordination and monitoring mechanism. The Following systems and processes help:

- Weekly departmental heads' meet
- The monthly Jesuit core team meet
- Monthly Staff council meetings
- Monthly/weekly departmental meetings
- Bi-annual open houses
- Periodic IQAC meetings
- Movement Register and departmental diaries
- The open door policy of the administration. This is possible considering the fact that we are a relatively small group. In all we are only around 200.

6.2.4 Does the institution have a Grievance Redressal Cell for its employees? If yes, what are its functions? List the number of grievances redressed during the last two years.

Yes. The College has a functioning Grievance Redressal Cell, the major functions of the cell being :

- i. To provide a forum for the employees to express their grievances without any duress
- ii. To settle the grievances that come in to the Cell
- iii. To address the issues in consultation with the concerned authorities
- iv. To create an ambience for quick redress of the grievances
- v. To create a grievance free campus

However, no significant grievance has been reported so far, this can be attributed to the unity of the group and the familial spirit built up over the years on the campus.

6.2.5 How many times does the management meet the staff in an academic year? What are the major issues discussed during the last meeting?

The management and the staff meet on several occasions.

Official meetings are held at least thrice in a year. However, given the unique nature of the college, 120 students and ten faculty members, we have developed a system whereby the management and the students are in constant touch with each other. In fact, the presence of the Manager for most of the programmes, and Value education classes, every week, makes the students and staff feel that the management is with them in all their pursuits – academic and life.

6.2.6 Is there a Cell to prevent sexual harassment of women staff? How effective is the functioning of the Cell?

Yes. The family spirit maintained by the College and the gender sensitiveness take into consideration while organizing programmes, have helped us succeed in maintaining a campus where there is absolutely no problem of sexual harassment. Developing a healthy Man – Woman relationship has been a priority concern for us and is reflected in the College handbook too.

### **6.3 Strategy Development and Deployment**

6.3.1 Describe the procedure of developing the perspective institutional plan. How are the Teachers, Students and Administrators involved in the planning process?

Five years ago we had prepared a perspective plan and every year at the beginning of the academic year, we meet in various bodies: Management Committee, Advisory Committee, Staff, students and other stakeholders to plan for the particular year. At the end of the year, in the same way in various bodies the evaluation is done. The bi-annual staff development programmes are also occasions for re-visiting the perspective plan of our institution and conceive a concrete time-bound plan of action for the year ahead. This year we have already initiated a process to re-visit the perspective plan and reframe the same\*.

6.3.2 How are the objectives communicated and deployed to all levels, to ensure individual employee's contribution for the institutional development?

The objectives of the institution are communicated to all stakeholders through committee meetings, staff development programmes, vision-revisiting workshops, individual departmental planning, individual plans at the beginning of the year, Manager's inspirational talks, the document on the roles and responsibilities of the faculty, their involvement in the implementation of College programmes and the documentary on the College. Besides these, the printed documents on the college, such as handbooks, brochures, reports etc., always carry the objectives which are read widely.

6.3.3 List the different committees constituted for the management of different institutional activities? Give details of the meetings held and the decisions taken, regarding academic management, finance, infrastructure, faculty, research, extension and linkages, and examinations held during the last two years.

The Committee system has gone a long way in making the functioning of the institution student friendly, accessible and effective. The various committees are: Finance committee, Student Grievance Redressal Cell, Environment Management committee, Hostel committee, Campus Ministry (psycho-spiritual development), Remedial programme committee, Placement committee, NSS advisory committee, Social Lab Coordination committee, Research committee, Publication committee, Alumni association, UGC affairs committee, Adult and Continuing Education Unit, Arts and Sports Club, Legal Literacy Cell, Library committee, Social Work committee, Student Welfare and Extra Curricular committee, Planning Forum, (Separate files are maintained on each of these committees)

**Select decisions of some of the important bodies are given below:**

#### PTA MEETING

Dates	Major Decisions
10.12.'05	<ul style="list-style-type: none"> <li>• Reports, financial statements presented and approved</li> <li>• Decision to buy a video camera, more white boards and pinup boards.</li> <li>• Decision to motivate the stakeholders for hardwork and excellence</li> <li>• Decision to speed up the process of re-accreditation</li> <li>• Decision to apply for autonomy</li> </ul>
16.09.'06	<ul style="list-style-type: none"> <li>• Reports, financial statements presented and approved</li> <li>• Re-accreditation process to be speeded up</li> <li>• Follow-up for the approval of MAPM faculty</li> <li>• New office bearers elected.</li> </ul>

**SOCIAL LAB**

<b>Date</b>	<b>Major Decisions</b>
15.06.2005	<ul style="list-style-type: none"> <li>• Authorize Fr. Pious Vachaparambil to apply for the grant for the activities of CHILDLINE for the year 2005-2006</li> </ul>
12.08.2005	<ul style="list-style-type: none"> <li>• Both the annual report and the audited statements presented and passed</li> <li>• Request of Fr. Cyriac Panjikaran for the incorporation of Neyyatinkara project to LES is accepted</li> </ul>
05.11.2005	<ul style="list-style-type: none"> <li>• To seek grant from the Central Social Welfare Board for a Helpline for counseling</li> </ul>
28.04.2006	<ul style="list-style-type: none"> <li>• To Seek grant for the activities of CHILDLINE</li> </ul>
17.08.2006	<ul style="list-style-type: none"> <li>• Both the annual report and the audited statements presented and passed</li> </ul>
20.11.2006	<ul style="list-style-type: none"> <li>• To apply for the second installment of grant for the activities of CHILDLINE for the year 2006-2007</li> </ul>
27.04.2007	<ul style="list-style-type: none"> <li>• To apply for the grant of the activities of Kerala State Literacy Mission Authority and CHILDLINE for the year 2007-2008</li> </ul>
01.06.2007	<ul style="list-style-type: none"> <li>• To operate an account with Kotak Mahindra Bank Ltd, Trivandrum Branch to operate the joint account</li> </ul>
18.06.2007	<ul style="list-style-type: none"> <li>• Decided to call a special annual General Meeting in order to discuss and take an appropriate decisions on the proposed amendments in memorandum and byelaw</li> <li>• Remove all those who have been absent for two years from the meetings of the General Body and only keep the names of the founding fathers in Trivandrum. However secretary is requested to sent a letter to check our senior members are interested in continuing the membership</li> <li>• The College-LES committees to draw up future action plans</li> </ul>

6.3.4 Has the institution an MIS in place, to select, collect, align and integrate data and information on the academic and administrative aspects of the institution?

We have a system of gathering essential information which is fed into the various units for appropriate action. For instance, every major activity in the college is planned and documented (refer files). After implementation they are evaluated and reported. The action agenda is communicated in writing to the respective units, who in turn follow the suggestions and report on the same to the concerned authority. Thus a cycle of *information – action – information* is maintained. At the end the whole process the event is documented for further planning and action (ref. documents). However, a formal MIS is still in the planning stage.

6.3.5 Does the institution use the various data and information obtained from the feedback, in decision-making and performance improvement? If yes, give details.

Yes. Information gathered from students on teaching faculty is given as documents to the teachers. Data generated from the other stakeholders like Managing committee, Advisory committee, P T A, Employers etc are fed back to the appropriate groups either as minutes or decisions for follow up action. For regular activities of the college, like the college day, Onam celebration etc., it has been the customary practice of the college to always refer back to the files before planning the same.



6.3.6 What are the institution's initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating/providing conducive environment, etc.)

Inter departmental staff meetings are common. Faculty exchange is regularly done. Staff from one department takes classes in other departments as well. Faculty is encouraged to meaningfully contribute to society through their consultancy and extension programmes. Whenever there is a chance the faculty are allowed to go for workshops, training sessions and other programmes which will help them empower themselves and in turn contribute to the overall growth of the stakeholders. Our faculty, whenever they return from a major conference or workshop addresses the whole campus in order to share the knowledge and experience. Monthly research colloquiums organized facilitate sharing of knowledge, generated through research by the individual faculty.

#### **6.4 Human Resource Management**

6.4.1 What are the mechanisms for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve teaching/ research of the faculty and service of the faculty by other staff? If yes, how?

The various mechanisms for performance assessment followed by the institution are

- Regular evaluation of the faculty by the students
- Evaluation by peers

- Feedback from P T A , Employers, NGOs and other stakeholders are passed on to the respective units and are acted upon
- Self-appraisal by teachers
- Evaluation of faculty performance by an external expert

The principal based on these evaluation data meets each faculty member and gives a consolidated feedback. Additional programmes are also organized to update the quality of the faculty members as and when it is required.

6.4.2 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

- Loans are given to staff, particularly whenever they need
- Salary advances by the management
- Seed money is given for research projects
- Grievance Redressal cell and Sexual Harassment Cell

6.4.3 What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills?

Being an aided college, recruitment of the faculty is governed by the rules and regulations of the University and the Government. Whenever a vacancy arises the job profile is prepared, advertisements are given, interviews held and selection lists sent to the University/ Govt. for approval. For the appointment of guest faculty too, we follow all these steps. While, strictly abiding by the governmental regulations, preference is given to the best talent available, nothing else being considered. We have, never, in the history of the institution taken any donation for appointments.

The strategies used for retaining the staff include the familial spirit of the institution, focus given to research and consultancy, the encouragement for personal growth and enhancement and the advantage of working in a Jesuit Institution.

6.4.4 What are the criteria for employing part-time/adhoc faculty? How are the recruitment conditions of part-time/adhoc faculty different from that of the regular faculty? (Eg. salary structure, workload, specialisations).

The ban on appointments makes it impossible for us to get government sanctioned appointments. We have, therefore, taken a policy to advertise in the newspapers, interview and select the best candidates available in order to run the college efficiently and effectively. The procedure followed is the same as prescribed by the government with a hope to get it approved later. However, only honorarium is given to such staff. The eligibility, workload and the specializations are exactly the same as required of the regular faculty.

6.4.5 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Eg. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Generally the staff is helped with funds for their own professional development. The Management gives very positive recommendation letters which do help them. On rare occasions we have partly assisted the staff as for

the meetings of AIACHE, XAVIER BOARD, National Institute of Personnel Management ( NIPM) and such other bodies, in which we pay the travel and registration of the participant staff either in full or in part. We have also made arrangements to pay for part expenses of seminars, conferences etc. from the resources allotted by the U G C.

The policy of all round encouragement allows leave on F I P requests, seed money for projects and encourages publishing of their research works through the research colloquium, and working paper series are among the strategies adopted by the institution to ensure the professional development of the faculty.

The faculty are encouraged to actively participate in the professional bodies in Sociology, ( International Sociological Association, Indian Sociological Society and Kerala Sociological Society which has its office in the College), Personnel Management (National Institute of Personnel Management and Trivandrum Management Association), and Social Work (Indian Council of Social Workers, National Association of Professional Social Workers in India) and others.

6.4.6 How do you assess the needs of the faculty development? Has the institution conducted any staff development programmes for skill up-gradation and training of the staff? If yes, give details.

The need assessment is usually done through brainstorming sessions, demands from the staff and deficit noticed through feedback from the stakeholders.

Yes. The staff development programmes conducted were

- SPSS training
- Computer literacy (FITUP – Faculty IT Upgrade Programme)

- Training in Research methodology
- Workshop on Integral Pedagogical Paradigm(IPP)
- Occasional lecture series on Research and Development

6.4.7 What are the facilities provided to faculty? (Well-maintained and functional office, infrastructure and other space to carry out their work effectively etc..)

- Comfortable office rooms
- Rest rooms
- Free access to internet 24 hours
- Wi Fi campus
- Vehicle parking facility
- Cubicle in the library
- Easy access to computer, xerox, phone,
- Individual lockable almirahs
- Separate section in the dining hall
- Accommodation in the hostels, when needed

## **6.5 Financial Management and Resource Mobilization**

6.5.1 Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the sources of revenue and income generated during the last three years?

**Yes**

	2004-05	2005-06	2006-07
Salary	2724115	2966647	3789968
Stipend for students	559812	138070	793808
Grant from UGC	917500	637000	251440

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last two years.

	2005-06	2006-07
Donation through PTA	153700	300629
College Dev. Fund	200000	140000

6.5.3 Is there adequate budget to cover the day-to-day expenses? If no, how is the deficit met?

As the government funds are not sufficient we generate funds from the following sources:

- Jesuit Management
- Consultancy charges
- Donations
- Income from hostels , Agricultural Farm and other sources as detailed in the Income and Expenditure statement

6.5.4 What are the budgetary resources to fulfill the institution's mission and offer quality programmes? (Budget allocations over the past two years, provide income expenditure statements)

**Income and Expenditure (Summary Sheet prepared from Detailed Audited Reports)**

Item	2005-06		2006-07	
	Income	Expenditure	Income	Expenditure
Salary to Staff	2966647	2966647	3635478	3635478
Stipend to Students	138070	138070	793808	793808
UGC (Building, Seminar/	637000	637000	251440	251440

Item	2005-06		2006-07	
	Income	Expenditure	Income	Expenditure
Conferences, Book/ Journals)				
Research Projects/ Consultancy*	1307191	941331	545254	422669
Fee to government	104000	104000	185800	185800
Establishment	730239	798223	1107408	1082186
Men's Hostel	119864	199555	251995	267957
Ladies' Hostel	209362	103994	199508	204348
Agri.Farm	59165	44056	80510	102498
Social Lab(LES)	1953393	1005071	2377104	1591513
Surplus	0	921124	0	768023
Total	6917740	6917740	8883051	8883051

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and the audit reports for last two years.

Accounts are audited regularly in three modes. One, the internal audit done by the Kerala Jesuit Society representative annually, second, by an authorized auditor, whose report is submitted regularly to the Government, Kerala Jesuit Society and the local management and the third being done by the Kerala State Government auditors, once in three years.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

Yes. Tally programme is used to keep accounts

## **6.6 Best Practices in Governance and Leadership**

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

- Re-visiting the Vision and Mission of the College

- The PIME approach to managing things
- Transparency in admission, administration and all other governance and leadership dimensions.
- Open door policy
- Resource mobilization using various stakeholders
- The LOYOLA FAMILY SPIRIT (manifested by simple gestures like birthday celebrations, visiting the relatives who are sick, putting up notices when someone needs help etc.)
- Management displaying the performance and achievements of the faculty members
- Multiple mechanisms for regular feedback
- Management Core team meeting on a regular basis
- Resource mobilization through projects, consultancy and donations
- Strategic plan formulation
- Job profiles and job descriptions
- Regular upgrading of the Staff in ICT
- Financial support to students through various scholarships/freeships
- Loyola system of Managing Information (ref. 6.3.4)
- Participatory decision making process among students and faculty
- Grievance free campus
- The re-working of the Vision-Mission Statement under the guidance of a management expert and alumni
- Departmental Vision-Mission statements
- Limited fee collection from the students
- Admission of students and appointment of teachers without donations



**For Re-accreditation**

1. What were the evaluative observations made under Organisation and Management in the previous assessment report and how have they been acted upon?

**Evaluative observations made by the peer team**

- Daily meetings of Principal and Vice-principal, and periodic meetings of Managing Committee and Advisory Committee.
- Formation of Advisory Committee comprising of members from various walks of life which plays substantive role in policy formulations
- Strong and supportive management
- Adopting a participatory model of functioning through 19 different committees
- Linkages with 28 national and international centres and institutions
- Regular checking of the work efficiency of the staff
- Committee for preparing the academic calendar with HODs and Superintendent
- Welfare programmes including emergency interest-free loans, subsidized accommodation, rest and health rooms
- Instituting grievance redressal cell and open house policy
- High degree of discipline
- PTA as an emerging support for programmes and funding
- Plans for linkage with international agencies

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Organisation and Management? \*  
Responses to questions from 6.1.1 to 6.1.7 should be based on data of five years after accreditation

**A. Strengthening of the already commended measures and mechanisms** particularly the following

- i. Increase of committees, renewal of memberships, and the conduct of various committee meetings
- ii. Renewal of Advisory Committee members
- iii. Renewal of Membership in statutory bodies
- iv. Newer mechanisms for the monitoring of Staff
- v. Academic calendar and course modules refined
- vi. Introduction of Departmental calendar
- vii. Welfare programmes, amounts and beneficiaries increased
- viii. Grievance Redressal Cell revived
- ix. PTA has become a more active agency
- x. International Linkages continued and strengthened with 4 agencies.

**B. New measures adopted for enhancing quality**

- a. Exercise in revising the vision mission statement - guided by a Management expert and our alumni
- b. Strategic planning workshop
- c. A new bursar
- d. Resource mobilisation through projects
- e. Interface meetings between the College and Social Lab faculty

- f. Linkages with the neighbourhood community through Cheruvickal Residence Association(CRA)
- g. New offices for the principal and the administrative staff
- h. ICT enabled office governance
- i. Liaisoning with employers and placement agencies through annual official meetings and periodic personal meeting
- j. Budgetary control through annual budgets and auditing.

## **CRITERION VII**

### **INNOVATIVE PRACTICES**

#### **7.1 Internal Quality Assurance System**

7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative systems?

There are various mechanisms incorporated at various levels:

##### **General**

- The IQAC
- Re-Visioning Workshop
- Annual Vision Workshops
- Integral Pedagogical Paradigm (IPP)
- Knowledge Building Process (KBP)

##### **Academic, Co-curricular and Extra-curricular**

- Evaluation Stef-04 (ref. criteria 2)
- Departmental calendars
- Academic Audit
- MFS – 07
- Student Evaluation Templates (SETs)
- Peer evaluation
- Self- appraisal
- PIME Approach
- Grievance Redressed Cell
- Open House
- PTA

Market demand is ascertained through various mechanisms such as:

- Syllabus Restructuring Workshops

- Employers' Meet
- Field work Agency Meet
- Professional Interface
- Inter-college exposure

**Administrative**

- Staff Appraisal - Non-teaching
- Open House
- Grievance Redressal Cell
- Open door Policy
- Notice Boards
- Enhanced ICT access and use

7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?

**General**

The IQAC, constituted in the college after the first accreditation process, functions as a built-in mechanism that ensures and monitors the Total Quality Management of the institution particularly in achieving its specific goals and objectives. IQAC has organized annual workshops entitled '**Revisiting Our Vision**' for the faculty and student community, in view of conceptualizing and internalizing the vision and value base of the College, for the effective and relevant operationalization of its mission, goals and objectives.

Intense **Round Table Conference** was a major component of these workshops in which concerted plans were worked out. The Student Charter was also prepared in this manner. The College has evolved different feedback mechanisms for periodic internal quality checks. The functions of the above mechanisms are:

- **Re-Visioning Workshop** – An exercise done , under expert facilitation, after about five years, to evolve new paradigms and to interpret the core Jesuit values to the stakeholders in the changing times
- **Annual ‘Revisiting Vision Workshops’** – workshops to revisit the vision and to re-affirm our commitment.
- **The Knowledge Building Process (KBP)** oriented to building up of knowledge- generating, managing and disseminating knowledge – the core activity involved in any learning process.
- **Integral Pedagogical Paradigm (IPP)** – which defines the pedagogy of praxis: action-reflection-action process
- **PIME** (Planning, Implementation, Monitoring and Evaluation) - a scheme of pedagogical procedure adopted in all academic as well as co-curricular activities organized in the College by the students under the guidance of the faculty members.
- **Departmental calendars** set the expectations and benchmarks to be achieved as part of the curricular transaction
- **Evaluation Systems**
  - **Stef-04**, the evaluation of teachers by the students at the end of every semester
  - **Multimedia Feedback System (MFS-07)**, provides feedback to the learner regarding soft- and presentation skills
  - **Peer Evaluation** to evaluate the team life, academic contributions and involvement among the teaching faculty
  - **Self Appraisal** of faculty members
  - **Appraisal** of the (non-teaching) staff

- **Student Evaluation Templates (SETs)** provides an evaluation criteria for assessing the performance of the students for progress in project work, assignments and seminars
- **Academic Audit** is an objective assessment done by an expert in order to provide a feedback to the faculty.
- **Open House** for the students is organized at the end of every semester wherein students offer critical appraisal of both the curricular and co-curricular programmes and facilities offered in the college
- The **Grievance Redressal Cell** addresses the grievance and acts upon the same in a time bound manner
- **PTA** : Annual meetings of the General body of the PT A and the bi-annual meetings of the Executive Committee provide opportunities for creative interactions among parents, teachers and management
- **Notice Boards** are put to creative use; separate notice boards are assigned for various matters: monthly highlights, policy, and official, IQAC, placement, general, career corner, student activities and others.
- **Preparatory interface meetings conducted for Syllabus Restructuring Workshop** to gather feedback from the stakeholders (employers, academicians, alumni and professionals) to deliberate the developments, challenges posed and changes to be incorporated into the syllabus.
- **External Refereeing** – professionals/experts are incorporated into our viva voce boards as externals to ensure objectivity and standardization
- The **Open Door Policy** employed by the Principal: Anyone is welcome and free to walk into his office with any matter – personal and academic – that concerns the college

- Increased use of **ICT** in governance
- **Staff Development Programmes** are imparted to the staff in order to ensure quality service in our office.
- **Inter-collegiate Exposure Programs** to premier colleges, challenge our staff members to review their benchmarks and strive to achieve greater heights

7.1.3 What role is played by students in assuring quality of education imparted by the institution?

Students' participation in the evaluation of all academic programmes (Open House, Stef-04, mid-term evaluations) help to assure the quality. They actively participate in the *Knowledge Building Process* and incorporate the PIME approach for every programme undertaken by them under the guidance of the faculty. This continuous learning process and feedback help in assuring quality of education imparted by the institution. Students are encouraged to represent the college at various quality programs - conferences/seminars, interact with persons of excellence and visit various centers of excellence. This impels our students to challenge our existing systems and provides us an insight into the changes due.

7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the Best Practices have been internalized?

The ambience of the college with the informal and transformational leadership and the familial spirit provides the ideal conditions for adoption and integration of best practices. The KBP as a substratum of the pedagogy is in



itself a Best Practice. This was the outcome of a soul-searching exercise during a staff development program. This system introduced to the students during the induction process, exposes the concepts of Best Practices and Benchmarks and also ingrains within the students a habit of scientifically evaluating every action and program undertaken, learn and improve on it. The college mandates the integration of the PIME approach into every activity initiated along with the continuous supervision by the head of the institution and the staff concerned. This method is incorporated into every one of our committee meetings. During these meetings the benchmarks are set and best practices identified. This is later evaluated and further improved upon. We also adopt various benchmarks by exposure to programs, people and institutions of excellence.

Three of our Best Practices (Community Engagement, Library and Open House), showcased by the NAAC publication, have been displayed for the benefit of the college community.

7.1.5 In which way has the institution added value to the quality enhancement of students?

The curriculum and the various activities – co-curricular and extra-curricular – all are directed towards contributing to the value addition to quality enhancement of the students as enshrined in University education, core values of NAAC and as well as the Jesuit pedagogy.

The Jesuit value of *magis* drives us to excel in every little way. We constantly expose our human resources – faculty and students – to men and centers of excellence as well as through various internal programmes such as Meet Excellence Series, Meet Alumni Series, Meet the Malayali Sociologist Series,

etc. We also hold periodic Revisit Vision Workshops to remind ourselves and the stakeholders of the call to excel (*strive for excellence*). The KBP which drives the ideology of continuous learning through evaluation and reframing programs is a habit ingrained in our education. This is supported by our strong evaluation systems – Open House, Stef-04, MFS-07 – that add value to the quality education promised.

Thus, every activity and committee meeting constantly evaluate the best practices set and develop new benchmarks. The Loyola Student Charter is another dynamic mechanism of setting bench marks.

We get the students involved in community engagement and development through our Social Labs in order to contribute to *national development*. A major component of the curriculum is the Value Education sessions that challenges the students with regard to the value dilemmas posed. The exposure to the Ignatian vision and core values of Jesuit Education brings a focus on the secular spirituality versus the religious spirituality (*inculcating a value system, national integration and harmony*).

There are continuous efforts to improve and upgrade the infrastructure with special emphasis on ICT (e-resources, DELNET, Wi-Fi), and its accessibility, and ensure connectivity .We also encourage our students to event manage public meetings, workshops, seminars and conferences of international standards in order to foster citizenship, academic pursuit, proficiency in research, softskills, spoken English and ICT skills (*fostering global competencies*).

## 7.2 Inclusive practices

7.2.1 What practices have been taken up by the institution to provide access to students from the following sections of the society:

### a. Socially-backward

The College follows University norms in admission procedures which mandate 30% of the admissions to the socially backward groups. Besides this, the management also sets apart from its quota 20% for the socially disadvantaged groups. The students are supported by providing learning materials through the Book Bank Facility and Foundation courses. Our style of interaction and leadership create an ambience in which no distinction is made between the various categories. In order to ensure equity our prospectus advises students against wearing unconventional, gaudy or expensive dresses.

### b. Economically-weaker

As a policy we give substantial consideration for the economically weaker sections, the fishermen community and the neighbourhood community. There are various instituted scholarships offered viz. Winston Netto Scholarship, Mrs. Somi Jacob Cash Award, Mr.T.S. Thomas Award for Student with Potential for Excellence, and Fr. Dominic George Memorial Scholarships to deserving candidates. In addition, freeships are offered to deserving candidates in the form of tuition fee, travel expenses during the study tour, food expenses from our canteen, accommodation, etc. We also have various schemes geared to support the economically weak. However, as a policy, in order to respect anonymity we do not publicize the freeships offered. Realizing the increasing number of financially weak students in our college we initiated steps to generate a corpus fund.

**c. Differently-abled**

The differently abled are offered optional programmes instead of project work which may be difficult for them to conduct. Personal Tutorials, mentoring and conduct of viva-voce instead of seminars, are offered to such students on a personal basis. University Examinations are written with the help of a scribe and internal tests are written by themselves with additional time. Audio CDs are available for use by the visually impaired. Two ramps are available for the differently abled – one near the library and the other adjacent to the main building. Appropriate infrastructure has been developed over the years based on the changing needs.

7.2.1 What efforts have been made by the institution to recruit Staff from the disadvantaged communities? Specify?

- a) **Teaching** - It is the policy of the management that 50% of the appointments are from the minority communities. The approach of the management is to prefer the economically weaker person all the conditions remaining equal.
- b) **Non-teaching** – the non teaching staff, especially those of the Class IV category are chosen from among the disadvantaged of the neighbourhood community / minority communities. However, recruitment at the higher level is purely on merit irrespective of caste, class or creed.

7.2.2 What special efforts are made to achieve gender balance amongst students and staff?

Despite the fact that there is no special effort taken, and given that our admission procedures provide equal opportunity to all, our student population

is predominantly female (80-85%). All the other requirements remaining the same, we give due preference to women in staff recruitment.

7.2.2 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/students? Give details.

Yes, gender audit has been undertaken and disseminated through the notice board. As part of the women's study center, gender sensitization programmes are offered to the faculty and students. Such programmes sensitize men and women on gender equality and gender justice. They help to spread awareness on women's issues among the staff and students at the micro level, and among the community members at the macro level. The wall paper *Gender Times* published by the students of Gender and Society augments these activities. We have proposed two certificate courses, several seminars/workshops and a few schemes on this theme to the UGC, for approval under the 11<sup>th</sup> plan.

7.2.4 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/tribal backgrounds?

The major chunk of our students is from rural settings. We have programs such as Foundation Programs, Softskill Programs, Spoken English, Public Speaking, etc. meant for the rural candidates to aid the mainstreaming. Other students can also participate in these programs.

7.2.5 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

The internal test and End Semester Assessment (ESA) are the major yardsticks for guiding the students in monitoring academic programs. The Tutorials, Mentoring groups and Staff Meetings are mechanisms to monitor and obtain

feedback the students from students of disadvantaged sections regarding the growth they register. We have also proposed a systematic entry and mid-level assessment to record the incremental academic growth of the students from among the disadvantaged. The Principal takes personal efforts to monitor the progress of students from the backward communities and also meet their parents to provide them with feedback.

7.2.6 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?

To promote social responsibilities, citizenship role and to inculcate values among the students, the college organizes various programmes and activities. We have continuous community engagement vide responding to disasters (Tsunami rehabilitation, fire outbreak at Anjengo), vector control campaigns, social analysis programs, rural live-in camps, environmental management programs, rainwater harvesting, tribal visits, exposure visits, workshops/conferences on Human Rights as well as live debates/talks/ panel discussion on contemporary social issues. The rural live-in Camps have been a cause for tremendous transformation of our students. We have been cited among the best practices by the NAAC for students' involvement in community engagement through ICDS.

**7.3 Stakeholder relationships**

7.3.1 How does the institution involve all its stakeholders in planning, implementation and evaluation of the academic programmes?

The institution takes special care to involve all its stakeholders - students, staff, parents, alumni, NGOs, the local community and the employers during

the stage of need assessment. For setting of our objectives and revisiting the vision, we include students, faculty, alumni, experts and parents. We have incorporated multidisciplinary teams into curriculum restructuring workshops. The evaluation regarding the institution is obtained from the various stakeholders – students, employers, alumni, training agencies, community, parents, etc.

The management and administration make sure that all the members of the fraternity and all the stakeholders are aware of the various decisions taken or changes brought about. Hence the concept of **Loyola Family** becomes an endearing and meaningful sense of feeling for all the stakeholders in general that reflects its attitude and approach to stakeholder participation.

### 7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?

The Jesuit value of *magis*, a continuous call to excel, is the cornerstone of every activity creating an ambience conducive to learning. This value essentially challenges all the stakeholders to a philosophy of praxis, where we reflect on every action undertaken and improve on it further.

The informal relations and familial spirit, a hallmark of our college, creates an ambience which facilitates free thinking and sharing between the stakeholders. The KBP, modular teaching, and various evaluation systems are the outcome of various staff development programmes. The learning pedagogy of praxis operationalized through PIME provides an environment conducive for teaching-learning and research. In addition to this we organize various events such as revisiting the vision, induction program, conferences, networking meets, visits and interaction by persons and to institutes of excellence, etc.

The institution has evolved various evaluation systems that include Stef-04, PIME, MFS '07, peer appraisal, self appraisal etc, done through staff and student participation. The open house whereby the students give their feedback on all activities of the college has been cited by NAAC among the best practices. We also gather evaluative insights and ideas from various other institutes of excellence. The outcomes of these programs are new, improved systems and activities that would be incorporated into the various systems.

Need-based community development programmes are planned through a dynamic process of communication between the college and the community. This in turn helps the students to enrich themselves through community services and interventions. Many programmes are thus born out of student initiatives.

Several concrete programmes – the Loyola Student Counselling Centre, Human Rights Cell, Panchayath Empowerment Programmes (PEP) – have evolved from academic activities such as research projects, workshops and seminars.

Most of the innovative programmes of the institution are evolved out of the brain storming and reflections which take place in the staff councils. The group exercises, committee working, interface meetings and syllabus restructuring workshops done along side our learners, faculty, other stakeholders including professionals. Employers also help in the development of new programmes to enrich our curriculum.

**Some of the major programs initiated include:**

- Compulsory English classes
- e-literacy programs - FIT-UP, SIT-UP



- Setting up e-learning resources and the language lab, which is accessed on a voluntary basis
- Regular academic exercises such as research colloquium, symposiums, conferences, workshops, seminars, guest lectures, etc.
- Group exercises and committee working involving the PIME approach

7.3.3 What are the key factors that attract students and stakeholders, to the institution and result in stakeholder satisfaction?

The brand name as a Jesuit institution has a great deal of goodwill and remains with us in good stead. Loyola is envied for its lush green campus with an abundance of trees and the architecture provides just the right ambience for teaching-learning and research. The informal relations, a hallmark of the college, allow the students, teachers and the stakeholders to relate very personally and informally and develop long lasting relations. The vision and mission of the college ingrained in the students and the stakeholders reflects the goals of higher education. Some of the features that have a lasting impact on their lives include:

The **Interface** between the Principal, the faculty, parent and the aspiring candidates before the final interview during the selection procedure, helps to clarify the expectations and demands of the various programs and is an anticipatory socialization for the students and the parents about Loyola.

**Induction Program** orients the students to navigate the life at Loyola with a family spirit. This is being punctuated in the continuous process of learning (KBP). The Peer Mentoring and the Transect Walk at the very beginning aid bonding with the new environment and people.

The **PIME approach** and **Committee Working** are unique to our system and we adapt them to every activity of ours; get ingrained in our learners as a habit. They equip our students with the necessary skill and confidence to work with people in large and small groups. This has created a great impression with our employers.

The various **Rural Live-in Camps** and ample opportunities for **community engagement** expose the students to the harsh realities faced by the common man. This exercise humbles and challenges their thinking, and facilitates bonding between the students and the teachers.

The **Study Tours** and **Picnics** organized periodically bring about exposure to the real world of learning and practice and improve cohesion among the participants.

**Objectivity** and **transparency** in all matters including administration and the evaluation procedure, is an essential character that endears our campus and becomes a lasting value.

All **Celebrations** are observed in the true spirit, with joy, gaiety and they are theme-based. They also provide us with a meaningful and secular understanding of rituals and festivals with essential exposure to a mix of diverse cultures and cuisines. Sharing of fellowship with meals/sweets etc, is an added attraction in these occasions

An **Open Door Policy** allows people to take up and resolve their grievances at the earliest.

**The culture** of the campus wherein Parents are encouraged to come-in spontaneously

Small **compact groups** for all purposes provide a background for personal touch, care and consideration and give the students intense experiences both positive and negative

The **infrastructure** with cutting edge technology (one computer for every five students), exposure to developments in **ICT** equips them with necessary skills to enter the e-savvy world.

The **college library** boasts of the largest collection of social science books and journals referred to by the faculty, students and research scholars from all over India.

**Preferential option for the marginalized** and the disadvantaged and the various scholarships and welfare schemes operated with the necessary anonymity ensures that the individuality and dignity of the recipients is respected.

**Innovative methods** of teaching-learning provide a unique opportunity for optimal performance. The **IPP** that encourages cooperative learning and the experiential learning strategies incorporated into our curriculum adds another dimension to learning.

The **Alumni** with a 40-year-long tradition of fellowship is our strength. The campus provides ample opportunities for interaction with the Alumni. They provide the necessary benchmarks for excellence and act as a reference group for our students. The frequent get-togethers, In-sourcing Workshops, informal interactions, placement networking, resource inputs and expertise prepare our students for the challenges in their respective fields of choice.

Last but not the least, excellent academic results, superior placement opportunities-100 per cent for the Social work and M A Personnel

Management students, about 50 per cent for MA Sociology students, intense life skill development programmes and the overall personality growth attract students to the College. The politics-free campus is another attraction. The healthy boy-girl relationship, focus on value formation and insistence on basic discipline attract the parents to send their wards to the College.

7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students, considering the curricular and co-curricular activities, research, community orientation and the personal/ spiritual development of the students?

The informal relationship and the familial spirit that we foster in the college facilitates a continuous interaction with all the stakeholders – parents, alumni, employers, training agencies, the neighbourhood, students, staff - teaching and non-teaching – at each stage of curricular and co-curricular functions. Representatives of the stakeholders are invited to all major events and celebrations. All internal decisions are communicated to the stakeholders through the college newsletters, alumni bulletin, the website and the three vibrant yahoo groups. The open door policy adopted by the leadership gives them the total freedom to walk in at any time and present ideas as well as issues. We acknowledge their contributions through public meetings, college day celebrations, presentation of mementoes, etc. Considering the developmental needs of the students in the curricular and co-curricular activities, research, community orientation and the personal/ spiritual growth, we have regular interface programmes such as the Employers Meet, Training Agency Meet, Professional Interface, PTA, Alumni Meet, Neighbourhood Interface Meetings, etc. We are open to objective feedback and take personal

feedback from a select group of stakeholders for introspection. Through lecture series such as “Meet the Alumni”, “Meet Excellence” “Meet the Malayalee Sociologist” and various interface programmes we interact with high achievers and original thinkers and integrate them all into our educational enterprise.

7.3.5 How do you anticipate public concerns in your current and future programme offerings and operations?

The institution as a premier social science college is concerned with social issues plaguing our society and nation at large. We are in constant interaction with the communities, agencies and persons who are in touch with issues – poverty, ill health, violence, disasters, child abuse, gender discrimination, mental health - at the grassroot level. We have strengthened our research activities and broadened the scope of our areas and studies (ref. Advisory Committee Meeting, 2007). We have included social analysis, improved community engagement, addressed the marginalized and strengthened our community work skills. As part of our academic work students are assigned contemporary topics for seminars and project work for better understanding.

Our students have responded to natural disasters by working along with professional teams. The outcome of this interventional programme motivated some of our students to take up their project work on the area of natural disasters, such as tsunami and environmental degradation. Moreover, the college has carried out research project related to this area. We have taken up training programs and action programs addressing the women at the grassroots (PEP). We look forward to any opportunity of interacting with the academicians and attending seminars/conferences (Global Education Meet,

Jesuit Education Association Meets, Xavier Board Meets) to ascertain the current trends and developments worldwide at the macro-level.

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive programme for the same?

With a view to promote social responsibilities and citizenship role among the students, the college organizes various programmes and activities. A brief snapshot of the same is given below:

- **Commemorating important national and international days** - World AIDS Day, World Environment Day, International Day against Drug Abuse, Anti Nuclear Day, Anti-Terrorist Day, Alzheimer's Day, Blood Donation Day, Human Rights Day, Women's Day etc. are observed by displaying relevant articles on the notice board, exhibiting posters, collages, oath-taking, wearing symbols, attending seminars and rallies organized by the Govt. departments, NGOs etc.
- **Blood donation** for needy patients of Medical College, RCC and SCTIMST show our students' social commitment. A **Blood Donors' Forum** has been organized as an outcome of a ten-day camp of the NSS in that village.
- Ten/Three Day Rural Live-in camps are organized every year in order to enhance social sensitivity and citizenship role among the students.
- Conducting *Sramadan* in hospitals, roads, ponds etc on different occasions.
- The College has initiated **new interventions** especially in community engagement with the support, collaboration and cooperation of the

Kudumbashree Mission, ICDS, District Mental Health Programme (DMHP), various NGOs, Panchayats, Development Blocks, and other Govt. institutions. These programmes enable the students to develop a sense of social sensitivity and community orientation which are essential for them to become global citizens.

- We host **gender sensitization** programs both for the college and the community
- **Students' initiatives** in community engagement and in field work settings - Varnolsavam (2006), FLAMES(2006), Mazhavillu (2005), Kilikootam (2005), etc.
- **Students involvement** in various research and action projects –TEAP, KSUDP, psycho-social/trauma care for Tsunami victims - undertaken by the college given them adequate exposure to prepare for the future
- **Interactive talks** by personalities of eminence through the *Meet the Malayali Sociologist Series, Meet Excellence Series* and the *Meet Alumni Series*
- **Engagement with environment** is seen in various undertakings – weekly Environment Management Programs, Waste management and Biogas plant, Minimal Plastic Waste Campus, Drug free campus, Eco-friendly campus, rain-water harvesting initiatives in the community by the students, gifting plants to guests instead of bouquets, etc. We have also put up the nomenclature of trees on campus as part of the nature club. The 76-78 batch of students as part of their Silver Jubilee got together and planted a tree in front of the college, symbolizing their affection for their alma mater. The *mazhakkuzhi* Campaign in the neighbouring communities

found the student volunteers training and digging up rainwater pits in a scientific manner to promote rain water harvesting. Our students also engaged in the Vector control programme in the neighboring community.

7.3.7 What are the institutional efforts to bring in community-orientation in its activities?

The community is a primary stakeholder in the policy decisions and in the curriculum restructuring. Being a social science college, our entire gamut of activities are community oriented and development focused. We do regular networking and undertake fieldwork activities. There are periodic meetings with employers and training agencies. The rural live-in camps, various programs and celebrations involving the communities we engage in, allow us to relate with them at an emotional plane. The felt need of the communities identified by research has been the priority area of action. The continuous ongoing interaction vides the social labs keep us focused on our priorities. The institution has a host of welfare and social service programs – housing, water-harvesting, environmental management, health camps, etc. all of which are facilitated by the faculty members. The NGOs and civil societies have provided unstinted support in the above mentioned engagements. The infrastructure is put to optimal use by sharing with the community.

7.3.8 How does your institution actively support and strengthen the neighbourhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?

The college is actively engaged in the neighbourhood communities. There is a dynamic involvement with the local residents' association in a host of



activities ranging from environment management (CCC), remedial education, strengthening *mahila mandals*, blood donation campaigns, vector control interventions, etc. The college extends its infrastructure such as the auditorium, conference halls, the departments of the LES, playgrounds, the chapel, etc. to the community for its various activities. The needs of the community are identified during joint meetings between the representatives and officials from the communities and the college. Our fieldwork activities undertaken through the LES, the ICDS, Kudumbashree Mission, and the NSS are essentially community focused. As part of the community development interventions of the students and Panchayath Empowerment Project of LES, students have continuous involvement in some Gramasabhas. A social baseline as well as need assessment survey is an essential component of all NSS camps. The students and faculty are trained in participatory research methods that aid them in generating the data regarding the felt needs of the community. The involvement of all stakeholders is ensured in all our ventures. The 11 years of social engagement in Pattom-Kesavadasapuram ADS and the Sreekariyam Grampanchayath is standing testimony to our social commitment.

#### 7.3.8 How do the faculty and students contribute in these activities?

The students initiate various community oriented programs in consultation with the faculty. Some of the activities included childfests - *varnolsavam* (2006), *FLAMES*(2006), *mazhavillu* (2005), *kilikoottam* (2005), *kaikudannapookkal* (2005), celebrations of national importance and local festivals - *Onam*, Christmas, medical camps, blood donation campaign, social service campaigns, etc. They have brought out manuscripts and presentations regarding their activities. They also operate as animators in various SHGs and

NHGs and started various initiatives such as teenage clubs, *mahila samithis* and *balasabhas* in the neighbourhoods. The faculty members are an integral part of all the above mentioned community engagements and take regular turns in officiating as well as coordinating various programmes. The faculty members network with the various communities, the representatives and agencies. They inevitably involve at all stages -planning, implementation, monitoring and evaluation – of any programme.

7.3.9 Describe how your institution determines student satisfaction, relative to academic benchmarks? Do you update the approach in view of the current and future educational needs and challenges?

We ascertain whether the students are delighted with the teaching-learning experience through a comprehensive evaluation system. This includes the Open House, Stef-04, the mid-term evaluations and the suggestion box as a part of the Grievance Redressal Cell. The tutorials and mentoring programs also help in ascertaining the students' satisfaction with the teaching experiences provided.

We do revise our academic benchmarks in the face of changing needs and challenges posed. These benchmarks are set in consultation with the students and the faculty in order to ensure ownership and involvement. For instance, in order to improve the facility in English, Foundation programme is administered, following an entry level test. This allows us a base to redesign future programs in order to improve upon. The faculty members in consultation with the learners set criteria and benchmarks for evaluation of seminars, assignments and examinations (preparing examination key). Similarly, training arrangements, training regimen, study tour, etc. are planned in consultation with the students and also based on the recommendations of the previous batches. The Open House and end semester review are specific systems that help us to determine student satisfaction and reset benchmarks.

The enthusiasm with which the alumni return to the campus is a major measure of their satisfaction with the education that they received here.

7.3.10 How do you build relationships?

- **to attract and retain students**

There are many features unique to our college.

- a) The informal relations between the students, faculty and the administrators engendering a family atmosphere christened in the concept of *Loyola Family*
- b) The warmth and orientation provided through the induction program
- c) Open Door policy in administration
- d) We have a proactive system of grievance redressal ensuring time bound action and restructuring and systems
- e) Open House programs
- f) Innovative methods of teaching-learning
- g) Transparent evaluation systems
- h) Team centric approach to committee working and leadership rotation
- i) A compact environment allowing individual attention and personal growth

- **to enhance students performance**

There are a good many innovations that provide a feedback to the students and help them improve on their performance. These include:

- a) KBP which incorporates the PIME approach to program evaluation
- b) Tutorial and mentoring groups providing personal attention
- c) Peer evaluation procedures incorporated during group work and during seminars
- d) Opportunities to organize different programs
- e) Documentation in the form of activity reports which become the benchmark for the future

- f) MFS-'07
  - g) Personal feedback
  - h) Acknowledgement for Best Outgoing students
  - i) Awards and scholarships for enhancing enthusiasm for better performance
  - j) Series of talks – Meet Alumni, Meet Excellence & Meet the Malayali Sociologist - challenge the students to excel
  - k) Softskill Training - SKIL
  - l) Benchmarking by the Loyola Student Charter
  - m) Acknowledging and putting up notices of the achievements of the students – the present and the past
- **to meet their expectations of learning**

The institution has formulated a Loyola Student Charter and developed concrete action plans based on the said document.

The open door policy at the administrative level and the informal relations promote openness to constructive criticism and expeditiously incorporate systems and structures to offset any lacunae. The feedback obtained from the various Open Houses is subsequently feedback into the system and modifications.

7.3.11 What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?

The college has an open door policy. It promotes informal relations among the stakeholders. However it has three formal complaint management mechanisms – the Grievance Redressal Cell, Open House and the Complaint Committee against Sexual Harassment.

The Grievance Redressal Cell meets periodically, where the staff and students sit with the authorities concerned to address on the various issues that arise. A suggestion box has been placed in the college for the students to register their grievances. The college hosts an Open House during each semester and collects feedback from the students on all fronts. It is a matter of pride that this Open House figures as one among the Best Practices listed by the NAAC. The Complaint Committee against Sexual Harassment, functions with the Principal as the head, has 80% female and 20% male representation. The members include students, staff – teaching and non-teaching. This committee is convened as and when an issue is brought to notice.

Ours being a tolerant and proactive community, there had been only two specific grievances in the past six years. These had been given due serious consideration and have since been incorporated as learning experiences. Nevertheless the committees meet periodically and review complaints, if any. We review the activities of the various complaints mechanisms annually and incorporate structural and systemic changes to serve the best of interests.

### **For Re-accreditation**

1. How are the Core Values of NAAC reflected in the various functions of the institution?

As a Social Science institute we are constantly challenged and fed back by the dynamic context of the present day social reality primarily characterized by the rubrics of globalization with its global-local nexus and the digitalization of human lives. Our periodic engagements with the institution's pronounced vision, mission and objectives help us to be constantly rooted in the changing milieu in all our educational undertaking.

We believe that our renewed emphasis on the community engagements, community developmental initiatives, Rural Live-in-Camps, interventions at

the time of natural calamities and the lecture series on Gandhian Thoughts, debates, discussions organized under the banner of Women's Cell etc, which are inextricable part of teaching-learning, point to our commitment to **national development**. Moreover, the whole gamut of activities undertaken by the Research centre and the myriads of extension and collaborative programmes coordinated by the Social Labs in connection with our research and extension functions do contribute to the core value of **national development** and continuously remind our students to the need to be better equipped to contribute to the same.

To keep pace with the spiraling developments at the global level and therefore equipping our students with **global competencies**, we make conscious efforts in the skill development of our students in our various teaching-learning, research and extension undertakings. For instance, the innovative attempts at initiating paradigmatic frameworks for the teaching-learning programme (KBP) and the trainings in pedagogical methodologies (IPP, PIME) definitely mirror our commitment to the core value of **fostering global competencies among students**. The exposure programmes and educational transactions organized among the students with their counterparts in some of the Western universities and national centers of learning and the concerted efforts at establishing ongoing networks with diverse fieldwork agencies, employers, industries, and fostering intimate linkages with the neighbourhood communities and so on, echo the emphasis we give to the core value of acquiring global competencies for our students.

Some of the other entrepreneurial accomplishments ingrained in our teaching-learning, research and extension functions that reflect our revived enthusiasm in moulding high caliber students who are equipped to meet the challenges of global professional market include: the special field based training courses offered for project planning, research methodology, PRA/PLA, Counselling,

Street Theatre, etc, and the value addition efforts at developing softskills, ICT skills and spoken English.

Being a Jesuit institution, value formation is an integral component of our educational functions with high priority. Hence, deliberate attempts are made at combining professional and market value base with more humanising and spiritual value system. The regular exercises built into the curricular and co-curricular programmes for value education, value clarification and resolution constitute our learning experience. In a land of cultural pluralities and diversities, the inter-religious prayer services, common celebrations of religious feasts do reflect our unambiguous devotion to a secular-spiritual perspective. Further, our preferential option for the disadvantaged in admissions, extension activities, welfare and social service programmes, ecological and environmental concerns and gender sensitization programmes also reflect our genuine commitment for inculcating a **value system among students.**

Considering the fact that we comprise a small academic community, the high-propelled developments in ICT access and its use, which we have recently commissioned, bear witness to our explicit option for the core value of **promoting the use of technology** in all our educational enterprise. We proudly note that with the installation of Wi-Fi, we have become a fully 'Internetised' campus. Looking at ICTs as esteemed tools that enhance social capital essential for any effective and meaningful learning process, research undertaking and governance today, we are determined to provide the academic community with state of the art educational and governance technologies. Our deliberate efforts in orienting the students and faculty in the acquisition and upgradation of the needed ICT skills and rigorous campaigns for accelerating the use of ICTs mark our undeniable preference for **promoting the use of technology.**

Inspired by the seasoned Ignatian ideal of *Magis*, the **quest for excellence**, in fact constitutes the *sui generis* of our value base, which is pronounced in its vision statement. Hence, a constant call to and search for excellence characterizes all our educational undertakings and accomplishments. The annual ‘Revisiting Vision Workshops’ for the major stakeholders, the student charter, faculty roles and responsibility manual, the routine evaluation exercises conducted for different groups of the academic community, the diverse renewal programmes organized periodically, setting up of benchmarks for the major programmes, the systematic ‘organisational analysis’ and the follow up actions carried out recently that culminated in the ‘Re-visioning Workshop’ - are all visible translations of our **quest for excellence**.

Finally, realizing the fact that human persons are the real resource, we ultimately aim at bringing connectivity in the hearts and minds of the key stakeholders in a multicultural society, embedded with the self confidence which enables them to bring forth the best in them, both as persons and citizens. Hence, as the Self Study Report reveals, every function of our educational enterprise is primarily oriented to human resource development and capacity building of the learning community, guided by the values of excellence, social sensitivity and an openness to the advances in science and technology, ultimately to cater to the development of our nation.



## DEPARTMENT OF SOCIOLOGY

The Department of Sociology strives to enhance the quality of all its activities by living up to its vision and mission using the knowledge building process.

The vision and mission of the Department are:

**Vision** – *Excellence in teaching, learning, research and practice of Sociology and exploring new vistas of research with social sensitivity.*

**Mission** – *Forming a community of committed sociologists with a special concern for the marginalized in society.*

1. Faculty profile - adequacy and competence of faculty.

Sl.	Name of Faculty	Sex	Yrs. of Exp.	Highest Qualification	Special competency
1.	M.K.George	M	18	Ph.D.	Academician, Counsellor, Androgogy Resource Person, Social Worker
2.	Elizabeth Mathew	F	23	M.Phil.	Academician, Researcher, Consultant, Public Relations
3.	Jose Boban K.	M	15	Ph.D.	Academician Researcher, Consultant
	R.Sooryamoorthy (on leave – since 2003)	M	7	Ph.D	Academician, Researcher, Consultant
	Saji Jacob (on leave – since 2005)	M	10	Ph.D	Academician, Researcher, Consultant
4.	Antony P.V.	M	7	Ph.D	Academician, Researcher, Consultant
5.	Lekshmi V.Nair	F	2	Ph.D	Academician, Researcher, Consultant

2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

The Entry level competency is stipulated by the University which the college follows strictly.

The socio -economic status of students are given below.

Year	Total	Male	Female	SC/ST	OEC	OBC	Minorities	Others
<b>2006- 7</b>	47	9	38	5	3	11	12	16
<b>2005-06</b>	47	14	33	5	3	10	11	18
<b>2004-05</b>	45	14	31	8	1	11	12	13
<b>2003- 04</b>	45	14	31	9	-	11	13	12
<b>2002-03</b>	48	17	31	8	-	10	15	15
<b>2001-02</b>	50	20	30	4	2	6	24	14

- There has been a steady rise in the number of girls to boys getting admitted in this course and the present ratio stands at 70% of girls to the total average.
- Majority of students have been residents from this State with increasing number of rural and 1st generation learners. More than 50% of the students are from Thiruvananthapuram district.
- The students from Scheduled and Backward class communities have increased from 55% in 2003-04 to 77 % in 2004-05 thereby posing greater challenges to the faculty in the teaching – learning process. Such students lack the social and economic support from home such that the faculty spend more time and effort for them, even mobilizing finance to pay for their needs.
- In the last five years there has been an increase in students having low proficiency in language.

Therefore the efforts taken by the faculty include: use of simple English, grammatical corrections on their assignments and project work, and teaching communicative English during tutorials.

3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes.

- Syllabus revised in 2005 with new relevant subjects such as Disaster Management, Social Marketing, Local Self Governments and Society, and Sociology of Information Society.
- Study visits formed part of the curricula of all subjects possible, in contrast to earlier syllabus.
- The Department through the social lab, has made Community Service as an optional Certificate Course, systematizing it with theoretical inputs and professional skills, as a scheduled programme.

All faculty members contributed to ‘Curriculum Revision Workshop’ in 2005 in the following manner :

- Elizabeth Mathew and Dr. MK George worked out the new syllabus for discussion in the workshop in respect of the subjects - Disaster Management and Social Marketing. She also contributed to the revision of subjects such as Industry and Society, Tourism & Cultural Heritage and Indian Diaspora. Elizabeth could also involve into the syllabus workshop an Industrial manager who was keen on fine tuning the education on Industry related topics.
- Jose Boban participated in the preparation of the syllabi of the Social Research and Social Statistics and Computer Applications papers.

- Antony P.V. helped to prepare the schemes of the new subjects such as Sociology of Information Society, Globalization and Society and revised the earlier subjects such as Theory and Sociology of Movements.
- Dr. MK George and Lekshmi V Nair contributed to the revision of the syllabi of the following papers: Kerala Society: Structure and Change, and Sociological Theories.
- Dr. Jose Boban and Dr. Antony comprised the committee to prepare the final draft of the revised curriculum to be submitted to the Chairman, Board of Studies (Sociology), Kerala University for the approval process in various bodies of the University.

4. Trends in the success and drop out rate of students during the past two years

Year	Tot students	Success Rate	Ist Class	Drop out rate
2006	47	100%	64%	3 (6%)
2005	45	100%	90.4%	5 (11%)

An average of 9% dropout in the Department due to family compulsions or getting admission in more preferred courses. Students continuing in the course for at least four months in a year will hardly like to leave unless for unavoidable reasons. The close interaction, personalized accompaniment and support rendered by the faculty aid to continue through the Course.

5. Learning resources of the Dept - library, computers, laboratories and other resources.

The Learning resources of the Dept. include:

- Books and Reading materials maintained by each staff.
- Latest Journals and dailies displayed in the Staffroom.

- One computer is available in the department, in addition to three laptops for the faculty
- Six notice boards to display various learning materials.
- Back issues of 'Gender Times' (wallpaper) stored.

6. Modern teaching methods practiced and use of ICT in teaching-learning

The department as a whole focuses on a **cooperative learning methodology**. Hence our teaching-learning involves group work, team assignments, group discussion, seminars presentations, discussion on newspaper reports, debates on social issues, preparation of newspaper files, gender charts, peer group study, book reviews, guided self-learning method, preparing bibliography and writing project proposals, etc. are used in addition to lecture method. The department has a unique tradition of using **field interactive learning**, which is strengthened with ethnographic visual essays and ethnographic documentaries as pedagogical tools. OHP is used more often by the students, and all of them are **computer literate**. This facilitates internet usage for study. Students also use the LCD projector to make PowerPoint presentations. e-submission of assignments has been introduced, and students seminars are documented on CDs. Dissertation guidance is undertaken over the email. A proper foundation to aid students coming from different disciplines, Mentoring and Tutorials are also provided.

7. Participation of teachers in academic and personal counseling of students.

- Mentoring and tutorials by teachers in their assigned groups of 5-10 students.

- Availability of faculty in staffrooms during break and after class, for academic and personal counselling of students. Teachers make use of separate room spaces for the same.
  - Special attention to academic needs of the socially, economically and physically challenged is considered by the faculty during counseling.
  - Slow learners are given guidelines and directions to resources for learning and preparing assignments.
8. Details of faculty development programmes and teachers who have been benefited during the past two years.

Refresher programme – 1

Faculty development workshops – 4

International conferences and workshops - 10

National conferences and workshops - 30

9. Participation/contribution of teachers to the academic activities including teaching, consultancy and research.
- Participation in seminars, conferences, workshops by **all 5 faculty** at State, National and International levels.
  - Organized a departmental association in Sociology
  - All the faculty of the dept provided consultancy and conducted research for various agencies and socio-political organizations.
  - Fr. M.K. George and Dr. Antony P.V. were resource persons to the Academic Staff College, University of Kerala
  - Fr. M.K. George and Dr. Jose Boban offered lectures in the Institute of Distance Education, University of Kerala

- Dr. Jose Boban, coordinated and took classes in the Centre for Adult, Continuing Education and Extension, University of Kerala
- Dr. Antony is a consultant to Akshaya, e-literacy programme, IT Mission, Govt. of Kerala

10. Collaboration with other departments and institutions at the national and international levels and their outcome during the past two years.

	<b>Name of the Agency</b>	<b>Nature of collaboration</b>	<b>Outcome</b>
<b>International</b>	Louisiana State University, USA	Research Project	Knowledge Generation & Publication
	School of Social Work, Cleveland State University	Research Project and Publication	Publication of Books in English and Malayalam
	Centre for Healing Across Cultures, Cleveland State University	Research study and Publications	Publication a Book Chapter
	Dept. of Socio-Spatial Analysis, University of Wageningen, Netherlands	Research committee on international tourism of ISA	Organisation of a conference in Kerala on Sustainable tourism in 2009
	Dept.of Tourism, Centre for Excellence, Wageningen, Netherlands	Research committee on international tourism of ISA	Organisation of a conference in Kerala on Sustainable tourism in 2009
	International Sociological Association, Spain	Research committee on women and society	Knowledge generation and organizational collaboration
<b>National</b>	UGC	Academic	Organizing conferences, seminars & workshops
	Madurai Kamaraj University	Academic	Organizing a Seminar
	Rajasthan Sociological Association, Jaipur	Research Committee on international tourism of ISA	Organisation of a conference in Kerala on Sustainable tourism in 2009
	Centre for Communication and Education, New Delhi	Research	Study report

	Name of the Agency	Nature of collaboration	Outcome
State	Dept of Sociology, University of Kerala	Academic	Preparation of the new syllabus of M A Sociology, Academic
	Dept of Social Welfare, Govt. of Kerala	Consultancy	Preparation of a project Report, Recruitment
	Kerala Sociological Society	Participation as resource persons	Organizing state level conferences
	Sree Narayana College, Chempazhanthy	Academic	Organizing a state level conference
	Sreekariyam Grama Panchayath	Extension	Offering community service programme
	Trivandrum Management Association, TVM	Academic, consultancy	Coordination of study centre
	St. Xavier's College, Thumba	Research	Evaluation Study
	Trivandrum Social Service Society	Consultancy	Placement
	Department of Tourism, Kerala	Consultancy, Research	Studies
	Kerala Institute for Travel and Tourism Studies	Academic	Curricular assistance
	Centre for Gerontological studies	Consultancy, Research	Studies, reports
	Academic Staff College, University of Kerala	Resource Persons, Consultancy	Extension Lectures
	Sakhi, Women's Resource Centre, TVM	Academic, consultancy	Curricular assistance and consultancy collaborations
	Ecotourism Society, GOK	Academic	Curricular assistance
	Directorate of Health Services, GOK	Consultancy	Policy development for 11 <sup>th</sup> Plan
	Akshaya, e-literacy programme, IT Mission, GoK	Consultancy, Research	Recruitment, Policies, Pilot study
	Kerala State Remote Sensing and Environment Centre, GOK	Consultancy	Recruitment
	Great India Consultancy Services, TVM	Consultancy & Research	Research Project

11. Priority areas for research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

**Priority areas** for research of the Department include:



- Developing research aptitude and skills in students with hands on experience in research
- Developmental and welfare programmes for Women and Children
- Tourism and its socio-cultural impact
- Science and Technology
- Social Surveys
- Problems of marginalized communities like fishermen, slum dwellers etc

**Ongoing Projects:**

1. Communication among Scientists in the age of Internet in collaboration with Louisiana State University, USA Since 2002
2. Impact of Mobile Communication in Kerala, in collaboration with Louisiana State University. Since 2003
3. Status of Closed Tea Gardens in Trivandrum District, in collaboration with Centre for Communication and Education, New Delhi

**Projects Applied for:** The Department has applied for two major and one minor project with the UGC and the ICSSR

**Noteworthy Publications**

In the past five years the Dept. has to its credit 6 publications in International journals, 8 publications in National journals, 4 books, 7 book chapters, and 4 book reviews in International journals.

12. Placement records of the past students and the contribution of the Dept. to aid Student's Placement.

About 50% are placed in various governmental and non-governmental agencies, 20% of the students join other courses, 22% prepare for competitive examinations and while only 8% opt for homemaking. The department facilitates linkage with various organizations and intimates the students about

the various vacancies in the field and also directs students for suitable jobs. The students gain through the training offered by the placement cell.

13. Plan of action of the Department for the next five years.

1. Focus more on the overall development of the weaker and underprivileged.
2. Take up Book projects
3. To undertake textbook projects to be done in regional languages
4. Proposes to undertake the following academic projects which have been submitted for consideration by the UGC in the 11<sup>th</sup> Plan.

**A. Research Projects:**

1. The Case of Girl Child in Kerala
2. Widowhood in Kerala
3. Impact of the Tsunami on Psychosocial Health and Well-being in Kerala and Tamilnadu
4. Action Research on Domestic Violence Against Women in Kerala
5. Loyola Research Projects on Kerala Society

**B. Seminars/Conferences/Workshops**

1. National Seminar on Tourism and Women
2. Training workshop on Research Methodology for Women Studies
3. Round Table conference on Re-inventing Sociology in a Globalised Society
4. Workshop on Indigenization of Sociology – Challenges of Globalization
5. Seminar on Women's Health in Kerala – Issues and Challenges

## DEPARTMENT OF SOCIAL WORK

### Introduction

The Department of Social Work established in 1964, strives to excel as envisioned by the Jesuits.

Our Vision: “Learning to Serve and Serving to Learn”

Our Mission: “*Moulding professionals with conviction, capable of upholding human dignity, interpreting reality and empowering people.*”

All the activities - curricular and extra curricular are attuned to this vision.

#### 1. Faculty Profile: adequacy and competency of the faculty?

Name and Designation	Yrs. of Service	Qlfn.	Special Competency
Dr. Usha John Sel. Grade	27	Ph. D.	Academician & Consultant : Gerontology & Counselling
Dr. KA Joseph Sel. Grade	20	Ph.D.	Academician: Research, Consultant: Disability Management
Fr. James Joye S. Sel. Grade	13	MA	Academician & Consultant: Community Development, Counselling
Sonny Jose Lecturer	7	MSW, MA (Psych). pursuing PhD	Academician, Consultant & Trainer: Psychotherapy & Counselling Research Methodology SPSS IT enabled Teaching
Fr. Charles Leon Lecturer	6	MSW, M.Phil, pursuing PhD	Human Rights, Trainer: PRA Academician & Consultant Project Consultancy Management & Administration
Fr. Sabu P Thomas Lecturer	2	MA Social Work. pursuing PhD	Academician & Consultant: Community Development Team Building
Helena Judith. P Retired (31/05/04)	23	Ph.D	Academician & Consultant: Counselling, Gender
T.S. Thomas Retired (31/03/06)	24	MA Social Work	Academician: Personnel Management, Industrial Relation, Criminology Consultant: Projects

2. Student profile – entry level competency, socio-economic status, language proficiency

As per the University norms an applicant who is a graduate with not less than 45% marks in Part III Optionals in Arts, Sciences, Social Sciences, Commerce, Oriental Studies, Law, and BAMS qualifies for the Common Admission Test (CAT) that is followed by a Group Discussion and Interview. The students are mostly from the lower middle class backgrounds. Some of the students avail bank loans in order to finance their education. By and large, students possess good communication and language skills. Considering the need for good communication and reporting skills, the rest who are average or below average, are exposed to various English proficiency programs. Guided supervision and timely monitoring ensures that the students pick up the necessary language, communication and documentation skills.

Year	Total	Male	Female	SC/ST	OEC	OBC	Minorities	Others
2006-07	49	16	33	9	-	2	27	11
2005-06	50	22	28	10	-	2	26	12
2004-05	50	18	32	9	-	1	25	15
2003-04	49	14	35	8	-	1	26	14
2002-03	50	16	34	10	-	6	26	8
2001-02	49	13	36	10	-	7	22	10

3. Changes made in the courses or the programs in the past two years and the contribution of the faculty to those changes

The following are the modifications undertaken with regard to the following:

**1. Curriculum**

- a. The social work syllabus was modified to suit the semester pattern which came into effect in 2001.

- b. Curriculum Restructuring Workshop was held in 2005 and the revised syllabus came into effect from 2006 admission onwards.
  - c. A core paper, "Social Work Intervention and Contemporary Issues" had been introduced. All the existing modules have been upgraded. Some of the new topics included are Zoonotic diseases, social work intervention with specific target groups and situations, research ethics, crisis management and suicide prevention, SPSS, etc.
  - d. Papers have been re-aligned to incorporate contemporary issues
  - e. Additional training inputs on PRA/PLA and street theatre were incorporated.
  - f. The department designed the syllabus for a three year evening MSW course for the University of Kerala.
2. **Fieldwork** was redesigned and the new initiatives were:
- a. MOU signed with the Kudumbashree Mission, Government of Kerala.
  - b. Increased community orientation with the inclusion of ICDS of Social Welfare Department, Government of Kerala, and District Mental Health Programme of the State Mental Health Authority.
  - c. Focus on learning from the neighbourhood communities based on the individual live-in experience during the weekends.
  - d. Fieldwork exposure to diverse settings (Institution/NGO, community engagement/ICDS)
  - e. Flexibility in fieldwork practicum in accordance with the varied needs of the students and field setting
    - in timings
    - methodologies (block and/concurrent)

4. Trends in Success and Dropout rates of students during the past

Year	Success Rate (pass rate)	Dropout
2001-2002	100	1 (4%)
2002-2003	100	Nil
2003-2004	100	1 (4%)
2004-2005	100	Nil
2005-2006	100	2 (8%)

5. Learning resources of the department – library, computer, and other resources.

The department utilizes the central library with regard to the books, journals and learning materials. The Central Library maintains separate shelves for specialized topics as directed by the department. 24 social work journals and magazines connected to the various specializations are subscribed to and maintained in the Central Library.

The department maintains a separate rack in the class rooms with field work related materials and news paper clippings. Fieldwork and Block Placement reports are also made available for future references.

Our staff members have laptops that permit access to Wi-Fi facility allowing instant access to e-learning resources.

6. Modern Teaching Methods practiced and the use of ICT in teaching-learning.

Being a professional course, the curricular instruction provides a judicious mix of theory with an increased emphasis on **experiential learning** provided through workshops, role play, case study, individual as well as group

conference, simulation exercises, street play, guided group learning exercises, preparation and execution of learning modules, fieldwork, Block Placement and exposure visits. The students are also provided Video clippings/ VCD Films for critical analysis and subsequent presentation. The staff members make balanced use of the traditional lecture method and various multimedia options - LCD Projector, e-learning resources (CDs, interactive learning modules). The students too use PowerPoint presentations as well as workshop mode for class. The Multimedia Feedback System (MFS-07) is a strategy incorporated to improve the presentation and softskills of the students. PRA/ PLA training enhances the student's ability to generate data, problem analysis and infer through participatory methods. “**Learning by Doing**” has become learning methodology in project planning and management and counselling. Dissertation guidance is undertaken over the email.

7. Participation of teachers in academic and personal counselling of students.

As part of the Student Accompaniment Program (SAP), each teacher is required to act as mentor for 5 students from each semester and the same is timetabled to ensure that proper attention is given accordingly. The activities handled include personal tutoring, individual counseling, fieldwork and dissertation guidance. The students are given the option of selecting a mentor of their choice during the second year of their education and the mentoring sessions are timetabled. The staff members consult each other and develop strategies to assist the slow learners and especially those who require personal attention.

8. Details of faculty development programs and the beneficiary teachers during the past two years

**Dr. Usha John.**

- 11<sup>th</sup> National Conference on Dementia organized by ARDSI, Trivandrum Chapter and Department of Neurology and Radiology, SCTIMST, Trivandrum
- State Level Workshop on Academia- NGO Networking organized by Loyola College, Trivandrum
- National Workshop on “HIV and Trafficking in women and girls”
- Global Education Meet, Kochi
- Workshop on “Psychotherapy” organized by SCTIMST, Trivandrum
- National Consultative Workshop on Curriculum Restructuring for PGP in Social Work, Department of Social Work, SSUS, Kalady
- 7th National workshop on “Human Rights Education for Academia”
- South India Level Conference on Groupwork in Health Care Settings, Roshini Nilaya Mangalore
- Implementing quality management system in colleges based on ISO 9000 seminar
- All India Child Protection – NGO Consultation on the 11<sup>th</sup> Five Year Plan (Kerala State Level consultation)

**Fr. Sabu PT SJ**

- PRA Camp, Bison Valley Gram Panchayat, Munnar
- State Level Workshop on Academia- NGO networking organized by Loyola College, Trivandrum
- PRA Camp, Vythiri Grama Panchayat, Wynad
- “A Decade after Panchyati Raj: An Evaluation”, KILA
- PRA Camp and Social Forestry Micro Plan Preparation in collaboration with the Forest Department, in Marayur
- “Workshop on Methodology for Planning for Welfare Measures”, CMD
- Seminar on “Citizen Participation in Accountable Governance, Right to Information”
- State Level Consultation for Ensuring Minimum Standards for the Victims of Trafficking, at Calicut.
- Street Theatre Workshop
- Seminar on Disaster Management, Assumption College.
- State Level Workshop on Fieldwork Practicum, Marian College.



- Workshop on Promotion of Social Action for Sustainable Economic and Social Development organized by UNGLS and Institute for Inter – disciplinary Research Trivandrum
- PRA Camp, Pariyaram and Kadannappally Grama Panchayats
- State Level Policy Workshop on “Protection of Women and Children: Approaches and Challenges” organized by CRS and Kerala Social Service Forum in Trivandrum
- All India Child Protection – NGO Consultation on the 11<sup>th</sup> FYP Kerala State level Consultation
- 7th National Workshop on “Human Rights’ Education for Academia”

**Sonny Jose**

- “A Decade after Panchyati Raj: An Evaluation”, KILA
- 5 Day Statistical Package for Data Analysis Workshop, NORMA, Thiruvananthapuram
- "Writing up a research publication,” InClen, Chennai
- Inclen Research Methodology Workshop, InClen, Chennai
- ICMR-UNESCO International Seminar on Bio-Ethics
- Bio-ethics Seminar Workshop, University of Kerala
- 3<sup>rd</sup> National Workshop on Social Work Response to HIV/AIDS, US Embassy, ND
- 10 day Softskill Workshop for Educators, AIACHE, Bangalore

**Dr. KA Joseph**

- HIV and Women Trafficking
- Vocational Training and Placement
- State Level Workshop on Academia- NGO networking organized by Loyola College, Trivandrum
- Srishti 2006 : Human Resource Management for Managing Changes
- National Human Rights Workshop

**Fr. Charles Leon**

- PRA Camp, Munnar
- PRA Camp, Vythiri
- Three Day State Level Workshop on Human Rights for NSS volunteers and Programme Officers, Loyola College, Trivandrum
- PRA Camp, Marayoor
- National workshop on social education and HIV- AIDS conducted by IGNOU, New Delhi
- State Level Follow up of Human Rights Workshop for NSS volunteers,

Loyola College, Trivandrum

- State Level workshop on Academia- NGO Networking at Loyola College, Trivandrum
- National Level workshop on “Prevention of trafficking of women and children” by NIPCCD, New Delhi

9. Participation/contribution of teachers to the academic activities including, teaching, consultancy and research

All the teachers of the department associate with the various units and the research undertakings of the Social Lab, as coordinators. All the teachers have actively contributed to the curriculum restructuring by organizing a Curriculum Restructuring Workshop in 2005, incorporating all its stake holders. The following is the list of teachers who offer consultancy and extension activities:

**RESEARCH**

**TS Thomas**

- KSUDP Survey for Trivandrum & Kollam Districts
- Beneficiary oriented Study of the Scheme of Family Counselling Centers run by CSWB
- Vizhinjam Port Feasibility Study
- MGP- Modernizing Government Programme

**Helena Judith P**

- 4WS – women, well being, water, waste and sanitation.
- Psycho - social problems and quality of life of women who have undergone hysterectomy – CDS-KRPLLD

## CONSULTANCY

**Joye James SJ**

- Save A Family India
- IMCS

**Dr. Usha John**

- Directorate of Health Services
- Board of Studies Social Work, University of Kerala, Calicut University and MG University, SSUS, Kalady.
- Complaint Committee, Sexual Harassment Prevention Committee, TTPL
- KSACS

**Sonny Jose**

- SCERT
- MGP, GoK
- *Akshaya*
- TCS/MGP, GoK
- State Planning Board GoK
- Family Apostolate - Diocese of Trivandrum & Archdiocese of Trivandrum
- Formation Houses St. Aloysious & St. Joseph's Major Seminary
- Suicide Hotline, Thrani/FIRM

**Fr. Charles Leon**

- Senate Member, University of Kerala
- PSC
- NIDS
- QSSS
- KRLCBC
- PRI Trainer, Diocese of Cochin
- FVTF, Bangalore

**Shakeela KP**

- Resource Person, Certificate Course in Counselling
- Consultant, Curriculum Workshop for Social Work, University of Kerala
- Resource Person, Ashraya, RCC

**Fr. Sabu P Thomas**

- SAHAYI
- Department of Fisheries
- Kudumbashree Mission, Government of Kerala
- Directorate of Social Welfare, Government of Kerala

**TS Thomas**

- Board Member, PSC
- Board of Studies Social Work, University of Kerala, Calicut University and MG University, SSUS, Kalady.

**Helena Judith**

- Peer Team Member, NAAC
- Board Member, PSC
- Board of Studies Social Work, University of Kerala, Calicut University and MG University, SSUS, Kalady.

10. Collaboration with other departments, institutions at the state, national and international levels and the outcome during the past two years.

The Social Work Department collaborated with other departments or organizations with the objective of strengthening academic, research, consultancy, exposure and learning at various levels during the last two years.

*1. Collaborating Agencies at International Level*

- Cleveland State University, USA
- Louisiana State University, USA
- Maryland University, USA
- University of Fort Hare, East London Campus, South Africa
- UNICEF

*2. Collaborating Agencies at the National Level*

1. TISS- Mumbai	10. NIMHANS, Bangalore;
2. UGC	11. St Johns Medical College Hospital, Bangalore
3. NIPCCD, New Delhi'	12. KIDWAI Banglore,
4. CAPART Delhi	13. TTK Chennai,
5. All India Institute of Medical Sciences New Delhi	14. SCARF Chennai
6. CARITAS INDIA New Delhi	15. MGM Hospital Mumbai
7. Integrated Community Development Society, Chennai	16. St. Joseph's College, Trichy Sardar Patel university, Gujarat
8. Parinathi, Mysore	17. Sacred Heart's College, Thiruppathur
9. Bharathi, Thiruvarur	

3. *Collaborating Agencies at the State Level*

- Regional Cancer Centre, Trivandrum
- Sree Chithira Thirunal Institute of Medical Science and Technology, Trivandrum.
- Mental Health Centre Peroorkkada
- Central Jail, Trivandrum
- Juvenile Home, Trivandrum
- Medical College Hospital, Trivandrum
- Trivandrum Social Service Society
- Neyyattinkara Integral Development Society
- Mitraniketan, Vellanadu
- Grameena Patana Kendram, Karakulam
- Dale view, Punalal
- Pratheeksha De-addiction Centre.
- Vocational Rehabilitation Centre
- Rajagiri College of Social Sciences, Kalamassery
- BCM College, Kottayam
- Bharat Matha College, Thrikkakkara
- Marian College, Kuttikanam
- ADB/WB for KSUDP Survey
- State Social Welfare Board
- ICDS, Child line
- Kudumbashree Mission, Gove. Of Kerala
- KSACS, Trivandrum
- State Mental Health Authority, MGP/TCS/DMHP
- Department of Fisheries- Feasibility Study for Vizhinjam Harbor

- Tsunami Emergency Assistance Programme (TEAP)
- State Council of Education Research and Training

The **outcome** of collaborations are as follows:

Academic:

- Interface with the international and national delegates provided a broader perspective on social work and a better understanding on the issues intervened in the respective countries/regions
- Cultural integration-East meets West.
- Better (job) placements for our students
- International and national workshops/seminar/conferences occasioned
  - Wider exposure to academicians, administrators and practitioners.
  - Accumulation of knowledge from various dimensions-legal, gender and academic.
  - Preparation of modules for college/community Human Rights Education
  - Cultivation of documentation and reporting skills
- Develop linkages to source resources for our students for dissertation and research
- Noteworthy that the linkages and collaborations with the various institutions, NGOs, and government departments, etc., played a vital role in enriching the teaching-learning of our department.
- Three training videos meant for employee training and development.

Fieldwork:

- The one month internship with the UNICEF exposed two of our students to the problems faced by the children at the national level and an opportunity to learn with an international student body.

- the faculty and the students acquire, learn and share the field knowledge, skills and attitude.

#### Skill

- The students developed event management skills and inter-personal skills
- Students inculcated the skill for theme presentations and fieldwork experience sharing with other institutions

#### Extension

- Mobilised resources to improve infrastructure at the Chest Diseases Hospital Trivandrum.
- Resource sharing with the communities/NHGs
- The Social Work department organised a Street Theatre Programme at RCC, Trivandrum in connection with Anti-Tobacco Day celebration
- Empowering women and children collaborating with Kudumbashree Mission and ICDS
- AIDS awareness seminars and programmes were conducted in collaboration with KSACS and generating volunteers from our college to work with these institutions

#### 11. Priority areas for research and details of ongoing projects, important and noteworthy publications of the faculty during the past two years

The priority areas for research in the social work department are inherently connected to the interest areas of the respective staff members. Dr. Usha John who has done her doctorate in gerontology pursues keen interest in that area. She has published a research article titled “Social Work Perspective on the Abuse of Elderly” in the book “Abuse of the Elderly,” edited by Dr. PKB Nair and published by the Centre for Gerontological Studies, Trivandrum. Dr. KA

Joseph shows keen interest in the area of differently abled and provides consultancy. Mr. Sonny Jose evinces interest in Human Resources, Social Work Education, Counselling and Social Psychology. Fr. Charles Leon and Fr. Sabu P Thomas take active interest in PRIs and Community Health. They are working on a field action project to develop *anganwadis* of the ICDS as Community Resource Center in Kazhakoottam Block. As fieldwork supervisors they are guiding the students in strengthening all women SHGs in various wards of Thiruvananthapuram District. Fr. Charles Leon has reviewed "Health in Bogata" in Loyola Journal of Social Sciences, 2006.

Priority areas proposed for research projects in the forthcoming years include: gender and occupation, Social Work Education, vocational and career development, gerontology, HIV/AIDS among women and children.

Mr. Sonny Jose has communicated two major and one minor project to the UGC and the ICSSR. The faculty members associate with the various research projects undertaken by the college.

12. Placement record of the students in the past two years and the contribution of the department to aid student placements.

The Principal, the faculty members of the department, the stakeholder networks and the Placement Cell work in tandem to promote placements. Mr. Sonny Jose, a faculty of the Department officiates as Placement Officer. The job placement for the passing out students has been an enviable 100%. This has been aided by a loyal group of employers which include CAPART, TSSS, QSSS, Kusumagiri Hospital, Gramina Paddhana Kendram, State Social Welfare Board, Raja Hospital - Chavakkad, Kudmbashree Mission, KSACS



etc. A good number of our alumni are employed in the social care service sector in UK, the US and Australia.

### 13. Plan of action

Loyola College has been striving to scale dizzy heights in imparting quality education to students hailing from different strata of society since 1963. In her pursuit for excellence, the college has always upheld the rich cultural ethos of 'Jesuit education' envisaging a sublime mission with a perspicuous vision. In order to actualize the above mentioned vision the department has designed a comprehensive action plan as mentioned below:

- 1) It proposes to organize an All India level workshop/seminar/conference once a year.
- 2) It proposes to host and organize an International level workshop/seminar/conference once in 5 years.
- 3) Each staff member has been entrusted with the onus of processing and publishing at least one article on a relevant topic of academic importance.
- 4) Three faculty members in the department are expected to complete their doctoral pursuit shortly so that all the members of the faculty become adequately equipped with the skills, knowledge and qualifications consistent with the UGC norms.
- 5) vulnerable groups such as adolescents and women will be given emphasis in our community engagements
- 6) Each teacher has to undertake the guidance and supervision of 5 students to inculcate the basic methods of case work, group work and community organization activities.

- 7) Students will be optimally motivated to avail of effectively the internet and library in order to facilitate academic pursuit.
- 8) Students will be prompted to organize and participate meaningfully in celebration of festivals, personality development and career development programmes, medical camps, tour programmes, community service activities, resource mobilization and motivating women to involve actively in local bodies like 'Grama Panchayat'.
- 9) Streamlining of the documentation system pertaining to multiplex activities organized by the department will be rendered more efficient.

Following the research projects/seminars/workshops have been proposed:

**Research Project:**

- 1) All Women Police Stations in Kerala : challenges and prospects
- 2) Social work Education in Kerala : prospects and challenges
- 3) Post- retirement careers : challenges to the aged

**Workshops:**

- 1) A 3 Day State level consultative workshop on "implications of HIV/AIDS on women and children in Kerala"
- 2) A 2 Day conference for teachers of social work on social work education in Kerala : prospects and challenges
- 3) Workshop on vocational development and career counseling
- 4) A 3 Day State level workshop on research methodology.

## DEPARTMENT OF PERSONNEL MANAGEMENT

### Introduction

The Department of Personnel Management established in 2001, strives to achieve the vision “Fostering a Management Perspective where Human Beings are deemed the most important Resource on Earth.” The mission statement of the department is to “Mould committed Management Professionals with zeal for Excellence in a Humanizing Work Environment.” The planning and implementation of various activities both curricular and extra-curricular, reflect this vision of Personnel Management.

#### 1. Faculty profile, adequacy and competency of faculty

Name and Designation	Yrs. of service	Qlfn.	Special Competency
Manoj A.S Lecturer	2	MBA	Export Management, Quality Control(JQMS), TQM –ISO 9001:2000, Entrepreneurship Development, Operations Management, Management Research
Ranjit George Lecturer	1	MSW	Leadership & Communication, Team Building
Bindya Yohannan Lecturer	1	MSW	Training & Development, Networking
Dr. Usha John* Head of the Department	27	Ph. D.	Gerontology Counselling
Dr. K.A. Joseph* Sel. Gr. Lecturer	20	Ph. D.	Disability Management Research Methodology Human Resource Development

\* has been assigned to liaison with the university for official matters

2. Student profile – entry level competency, socioeconomic status, language proficiency

Year	Total	Male	Female	SC/ST	OEC	OBC	Minorities	Others
2006-07	21	5	16	2	2	1	10	6
2005-06	20	6	14	1	1	3	7	8
2004-05	19	6	13	1	-	4	7	7
2003-04	16	6	10	1	-	4	4	7
2002-03	21	6	15	1	-	4	6	10
2001-02	23	6	17	1	-	5	7	10

A graduation with not less than 55% marks in Part III Optional in Arts, Sciences, Social Sciences, Commerce, Law, and Communicative English qualify for the Common Admission Test (CAT), followed by a Group Discussion and Interview. Relaxation is given for SC/ST candidates as per the University regulations. The students are a mix of upper middle class, middle class and lower income groups and the fishermen community. A few students avail bank loans in order to finance their education.

3. Changes made in the courses or programmes during the past five years and the contributions of the faculty to those changes.

- Designing the semester syllabus with the introduction of the semester system in 2001
- Syllabus was restructured in 2005 and the revised and restructured syllabus came into operation in 2006
- New papers such as Business Environment, Corporate Social Responsibility, Training & Development, Labour Welfare & Administration were added.

- Introduction of Work Books for all Subjects
  - Instruction using simulation exercises, video, study modules
  - Soft Skill Development – Mantrain, Sparkles, Braintwisters
4. Trends in success rate and dropout rate of the students during the past five years.

Year	Success rate %	Drop out rate %
2001 -2002	100	Nil
2002 – 2003	100	Nil
2003 – 2004	100	Nil
2004 – 2005	100	Nil
2005 – 2006	100	1 (5%)

5. Learning resources of the Departments like library, computers, laboratories and other such resources.

The Personnel Management Department utilizes the centralized library system with regard to the books, journals and learning materials. Separate shelf is provided for books, journals and magazines. There is provision to display the new arrival of books, journals, magazines, e -content packages, Management Videos, Training CD ROM etc.

6. Modern Teaching Methods practiced and the use of ICT in teaching-learning.

Apart from lecture method, the faculty follows other methodologies for teaching which includes:

- Case study
- Simulations
- Virtual Research Proposal
- Delphi techniques

- Nominal Group Techniques
- Video Clippings on Management
- Work Books
- News paper files
- Group learning
- Assigning reference links

There are frequent interactions with employers, managers and trade union leaders from industries. Fieldwork and exposure are also provided to the students.

7. Participation of teachers in academic and personal counselling of students

Counselling and Mentoring: The teachers are assigned 5 students each for mentoring; assigning students during the first year and the students are offered the option of taking persons from outside the department during the second year

8. Details of faculty development programmes and teachers who benefited during the past five years.

**Prakash Pillai R**

- La Gestion 2002 :National Seminar on Human Resource Management

**Aby Tellas**

- La Gestion 2002 :National Seminar on Human Resource Management
- Unnathi 2004 National Seminar on Managing Human Potentialities in Industry The HR Assurance
- IITMK- E-learning for social Sciences

**Angelo M**

- Unnathi 2004 National Seminar on Managing Human Potentialities in Industry: The HR Assurance

**Manoj A.S.**

- Shristi 2006: Human Resource Management for Managing Changes
- National Human Rights Workshop

**Ranjit George**

- Shristi 2006 : Human Resource Management for Managing Changes
- National Human Rights Workshop

**Bindhya Yohannan**

- Shristi 2006: Human Resource Management for Managing Changes
- National Human Rights Workshop

9. Participation of teachers in academic activities other than teaching and research.

**Dr. K.A. Joseph**

- Member Board of Examination MHRM M.G & Kerala University

**Mr. Manoj A. S.**

- Leadership and Group Dynamics Sessions, CET, Thiruvananthapuram
- IAS Coaching, Centre for Career Development Studies
- Resource Person, Geriatric Care Workshop – Center for Gerontological Studies
- Management Development Programme for Asianet

**Angelo Mathew**

- Interview and Group Discussion, CET, Thiruvananthapuram

**Bro. Ranjit George**

- Management Development Programme for Asianet
- Resource Person, Geriatric Care Workshop – Center for Gerontological Studies

**Thushara TR**

- Management Development Program, Asianet

**Ms. Bindhya yohannan**

- Resource Person, Geriatric Care Workshop – Center for Gerontological Studies
- Management Development Programme for Asianet

10. Collaboration with other departments and institutions at the national and international levels and their outcomes during the past five years.

Name of collaborating Institutions	Outcomes
XLRI	As a part of ten days exchange programme there were interaction with the faculty & Students of XLRI and Visits to the TATA and allied industries.
LIBA	Interaction with the faculty and study along with five day industrial visit.
NIPM	Collaborating with NIPM in organizing events, National Seminars, Workshops etc.
ADB/WB	KSUDP Survey
TEAP	Survey and FGD for Tsunami Rehabilitation programme

11. Priority areas for research and details of ongoing projects, important and noteworthy publications of the faculty during the past two years

Research is a significant activity of the Department. The priorities in research include:

- Developing research aptitude and skills in students through hands on experience in research
- Industrial surveys



- Social Surveys

The faculty of our department collaborate/associate with research center and agencies out side the college They also collaborate with the research projects of the college.

- Manoj A.S published a Working Paper on “Integration of Lean Management and Six Sigma for Business Improvement.”
- Dr. K.A. Joseph published a Book review in the Journal of International Sociology.
- Dr. Prakash Pillai co-authored “Development Induced Displacement” published by Rawat Publications, New Delhi.

12. Placement record of the students in the past two years and the contribution of the department to aid student placements.

The faculty members, the Principal, the stakeholder networks and the Placement Officer work in tandem to promote placements. The placements have been 100% every year. Placement is initiated by the College Placement Cell through networking with industries and the Alumni.

13. Plan of action of the department for the next five years

- a. Compulsory out of state fieldwork arrangement – Block
- b. Annual Seminar/workshop/National Conferences
- c. International workshop every five years
- d. Management Workshops
- e. Intercollegiate Management Meets
- f. Publishing articles Books/ e-resources
- g. Web based Learning/Blended Learning
- h. acquiring permanent Faculty

## **THE SOCIAL LAB OF LOYOLA COLLEGE: LOYOLA EXTENSION SERVICES**

As physical laboratories are to physical sciences, so are Social Laboratories to Social Sciences. Loyola College of Social Sciences has always had an unflinching commitment to community engagement. The Social Labs of the College are coordinated through the Loyola Extension Services (LES), registered under the Societies Registration Act in 1986. LES functions as the field laboratory where the classroom concepts and theories of Social Sciences are field-tested and applied. (Cf. Document)

The College has, since its accreditation restructured the Social Labs (LES) as:

- Loyola Family Counselling Centre (LFCC),
- Women Empowerment Cell
- Loyola Students' Counselling Centre
- Continuing Education Centre (Nodal) of Kerala State Literacy Mission
- Adoption Coordination Agency (ACA)
- CHILDLINE Nodal Organisation
- Human Rights Cell
- Training Unit
- Research and Documentation

Over the last two decades, the LES has evolved as a powerful medium, to translate the knowledge generated into action as well as to provide training/workshops to the community, Government officials, students, social activists, counsellors, child development workers, human rights activists and others. Career guidance and soft skill training have been the forte of LES. It  
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has since found its niche and branched out into diverse areas including corporate training, Urban Development, *Panchayathi Raj* and local self governance. Realizing the need to be e-savvy the LES too has incorporated cutting edge technology into its operations.

### **Brief reports on the units**

#### **1. Loyola Family Counselling Center (LFCC)**

Loyola Family Counselling Centre (LFCC) offers counselling services to people under all kinds of crisis situations. The counsellors of LFCC attend counselling sessions in the Family Courts at Thiruvananthapuram and Nedumangad. LFCC Counsellors also offer counselling to the inmates at the State Institute of Mentally Challenged (SIMC) and Kerala State Women's Commission (WC). There were 814 cases registered with LFCC from the above centres during the period 2005-07, of which 794 cases had been closed and the remaining 19 carried forward. The counsellors of LFCC handled 96 sessions relating to counselling and related fields.

The faculty of the College opts to serve the centre, as staff guides and advisory committee members. Students of the College, particularly the Medical and Psychiatric students regularly use the centre for field practicum. Students and staff refer cases to the centre, thus making it widely used.

#### **2. Women Empowerment Cell**

One of the flag ship programmes is the Pattom-Kesavadasapuram Area Development Society (PK-ADS) which is a unit of Community Development Society (CDS) of Thiruvananthapuram Corporation. We have actively promoted the ADS through the efforts of the Dept. of Social work and the full time animator. The thrust in the PK-ADS is to alleviate poverty through

women empowerment programmes. There are 10 Neighbourhood Groups (NHGs) in Pattom and Kesavadasapuram Wards of the Thiruvananthapuram Corporation. Thrift savings, withdrawal/loan from thrift savings, and loan repayment are some of the important activities of NHGs. During the last two years, thrift savings was Rs. 91,115, withdrawal/loan from thrift savings Rs. 1,50,755 and loan repayment Rs. 85,170.

Under different urban development projects and schemes of both Central and State Governments, most of the members have availed benefits like housing, group enterprises, individual self-employment, sanitation, infrastructure development, etc. PK-ADS organized several awareness generation programmes on social issues, community problems, women's empowerment etc; skill development and upgradation training programmes in collaboration with CDS and other NGOs with assistance from different Government Departments.

Students of Social Work of Loyola College are placed in the area of operation for fieldwork. Students Social Work and even Sociology Departments of the College and supervising teacher cooperate and collaborate with all the major activities in the area. In many ways this programme has been our lifeline as social engineers. The Cell coordinate the Certificate Course on Community Services of the Department of Sociology

### **3. Vikasana Vidhya Kendram (VVK)**

The Vikasana Vidhya Kendram (VVK), a Kerala State Literacy Mission programme, has been functioning for the last six years at Chennilodu Colony, Kumarapuram, under the aegis of Loyola Extension Services. The aims and objectives of the programme are to retain the basic knowledge in literacy; to

provide learning facility to those who desire; to create opportunities to the materialized in learning process and to share information about various welfare and development schemes of the Government and enable the poor to draw benefit from these schemes. The Centre maintains a library for the neo literates, provides school dropouts to prepare and appear for equivalency examinations at VI and VII standards. Social and employment oriented skill development training programmes and awareness generation programmes are held regularly. Students and faculty of the Sociology Department have been facilitating this work. There is a well qualified and trained *Prerak* taking care of the regular running of the Kendra.

#### **4 Adoption Coordinating Agency (ACA)**

The Thiruvananthapuram Chapter of Adoption Coordinating Agency (ACA) operating from LES covers three Southern districts in Kerala, namely, Thiruvananthapuram, Kollam, and Pathanamthitta. The ACA promotes adoption within the country. Out of the 112 couples registered with the chapter office, 62 have obtained placements. The Counsellor at ACA, with help from the College faculty and students organise regular training programmes, awareness generation programmes, and get together of adoptive- and adopted parents. They visit other agencies and NGOs too, for engaging classes on procedures of adoption.

#### **5. CHILDLINE Nodal Organization – Thiruvananthapuram**

Loyola College is the accredited Nodal Organisation for the CHILDLINE, the 24-hour Helpline (1098) and emergency outreach service meant for children in need of care and protection. It has completed 7 years of service and has received more than one lakh calls. CHILDLINE Thiruvananthapuram

responds to different child related issues and reaches out to grassroots level. The CHILDLINE Thiruvananthapuram, organized various programmes such as the State Level Child Participation Meet, Kerala, 8<sup>th</sup> Southern Regional Team Members' and Co-ordinators' Meet, State Level Consultation on Child Protection with the participation of NGOs. It also holds meetings including bi-annual Central Advisory Board (CAB), Kerala CHILDLINE Forum (KCF) meetings, Open Houses, CHILDLINE Blood Donors Forum meetings, National Service Scheme advisory board meetings, etc. Several programmes such as awareness about CHILDLINE, Rights of the Child, State Level Skill Development Programme for staff of Juvenile Justice Institutions, leadership and personality development camps, etc. were also organized by CHILDLINE. The students and faculty of the College were actively involved in the programmes of the CHILDLINE as resource persons, guides and volunteers.

#### **6. Loyola Students' Counseling Centre (LSCC)**

LSCC was initiated in 2003 based on a need assessment survey conducted in the Thiruvananthapuram district. During the last two years, LSCC organized two training programmes for 35 teachers from different schools. LSCC has become a veritable source of support to the students of Loyola College, neighbouring schools and a host of other institutions.

**7. The Training Center** brings together a variety of think-tanks and actors from the Social Development Sector to train and develop human resources. Over the past two years, there has been 162 training programmes over 436 days and involving 5857 participants from various sectors. It also undertake other activities in the field of softskill development. The students over the

years have acquired skills in training methodologies and event management from camps, ToT and training programs organized. The faculty too contribute as resource persons.

**8. Researches and Documentation Wing** – is a storehouse of knowledge and is a resource centre for the college and the community. It helps to locate virgin areas of social concern and research. This wing has also undertaken a few creative action research projects given below :

**a. Watershed Development Project (WDP)**

The Watershed Development Project (WDP), a joint venture of Loyola Extension Services and Sreekariyam *Grampanchayat*, implemented in Sreekariyam Gram Panchayat of Thiruvananthapuram District, was an action research supported by the SDC-CapDecK. The project was a micro level intervention in the development of human capabilities, resources and institutions. WDP did a socio-economic survey and resource mapping covering 12,340 households, of the entire 22 wards of the *Grampanchayat*. It constituted agro clinics, *ward samithis*, *jagratha samithis*, Teenage Clubs and *balasabhas* in all the wards. It published a handbook ‘Mukulangal’ documenting the indigenous agricultural practises in the locality. There were also several training programmes for self-employment and capacity building. More than 14,000 people participated in 924 programmes covering 17 topics. The programme was ably supported by the staff and students particularly of the Sociology Department.

**b. Kerala State Transport Project (KSTP)**

LES was appointed as an NGO Consultant for the Resettlement and Rehabilitation of Project Affected Persons (PAPs) and Project Affected

Families (PAFs), under the Kerala State Transport Project (KSTP), a World Bank assisted project, in November 2003 for a period of three years. The KSTP aims at upgrading and widening of 600 kms. of High Priority State Roads and the heavy maintenance of another selected 1000 kms. of State highways and major District roads at different parts of Kerala in two Phases. LES was involved during Phase II for the development of the 62 kms. of the SH from Punalur to Placherry spread over 16 villages in Kollam and Pathanamthitta Districts.

**Three publications undertaken by the Research and Documentation wing are:**

- “*Navakiranangal*, a Malayalam Souvenir for “State Level Personality Development and Leadership Training Camp” of the Children of Juvenile Justice Homes in Kerala (Publishers: Directorate of Social Welfare, Kerala and Loyola Extension Services-2006)
- “*New Horizons*”, an English Souvenir for “State Level Personality Development and Leadership Training Camp” for the Children of Juvenile Justice Homes in Kerala (Publishers: Directorate of Social Welfare, Kerala and Loyola Extension Services-2006)
- “*Mukulangal*”, a hand book for farmers on the regarding the indigenous agricultural practices and services provided by Agro related institutions (Publishers :Loyola Extension Services and SDC CapDeck-2006)

## **9. PLAN OF ACTION**

1. The LES plans to have a long term strategy of developing **model pilot projects** starting with small models and expanding onto larger models. The successful models may be extended to other *Panchayaths*



2. Adoption of Kazhakoottam ICDS Block as a Model Block over a period from 5-7-10 years making use of secondary data (*panchayat vikasana rekha*)
3. Explore feasibility for programs in *Panchayath* e.g. watershed management, child rights, IGP
4. The Department of Social Work has proposed to inform the *thrithalapanchayath*, and simultaneously initiate engagement through ICDS support program
5. Strengthen documentation, improve monitoring and make it time bound
6. Research Officer of the Loyola Research Centre will forward feasible proposals to the respective funding agencies
7. Mobilize the social resources from possible external sources to fund the initial study (feasibility, input, sponsor a child program, summer camps, capacity development, IT intervention)
8. Capability statement/brochure to be finalized and revised annually
9. A resource pool i to be compiled and included in the Capability Statement.
10. Strengthen networking especially with other NGOs and funding agencies
11. Release a combined bi-annual bulletin of the College, LES and the Alumni Association
12. Training to be provided in thrust areas:
  - PRA/PLA
  - Social Analysis
  - Groups Games
  - Research
  - Project Planning & Management
  - RET
  - Assertion, Time, Stress (ATS)
  - Networking
  - Fundraising
  - Counselling

## LOYOLA PUBLICATIONS

Academic publishing of the scientific research findings is a core activity at Loyola College. This realization led to the initiation of the major organ, LOYOLA JOURNAL OF SOCIAL SCIENCES (ISBN 0971-4960), in 1987. As a bi-annual, peer-reviewed International Journal accredited by various agencies across the world, the Journal is indexed/abstracted in 'All India Index to Periodical Literature in English (AIIPLE), CSA Sociological Abstracts, CSA Worldwide Political Science Abstracts, Social Services Abstracts and the International Bibliography of the Social Sciences (IBSS). We have already applied for indexing by the ISI (Institute for Scientific Information) that will enable us to assess the impact factor.

The Journal with a 20 year history of uninterrupted publication has been consistently receiving the Kerala University Award for Research Journals published by research centers of the University. It has a readership consisting of academicians, social scientists, policy makers, social activists in reputed Universities and Research Institutes the world over.

The International Editorial Board consists of academicians from the U.S., Canada, South Africa and India. Similarly, the peer reviewers also are drawn from the international academic community.

**Besides the Journal, other publications brought out include:**

- Working Paper Series - 3 issues
- Seminar Proceedings
- College Annual Magazines

- Special issues of College Magazine in lieu of retirement of principals
- Source book on Crisis Counselling
- Placement Directory
- Student Directory
- Directory of Consultants
- Souvenirs: E.g. *Flames*, *Kaikodunnapookkal*
- Handbook/Broachers on the College and LES
- College Newsletter
- Alumni Newsletter
- Book of Glossary on Management
- “*Mukulangal*”, “*Navakiranangal*”, “*New Horizons*” – three handbooks published through the Social Lab for the use of farmers and for trainers from Social Welfare Department.

The Publication Wing of Loyola College has been a challenging activity for the academic community.

**Future Plans:**

During the recent Editorial Committee meeting, it was suggested that the Advisory committee of the Journal be revamped. Other recommendations included efforts to source an assortment of papers worldwide, and explore the possibility of publishing the Journal quarterly.

## **D. 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.

**Signature of the Head of the institution**

**With seal:**

Place:

Date: