

**LOYOLA COLLEGE OF SOCIAL SCIENCES
THIRUVANANTHAPURAM**



OPEN HOUSE REPORTS 2016- 2021

**LOYOLA COLLEGE OF SOCIAL SCIENCES
THIRUVANANTHAPURAM**



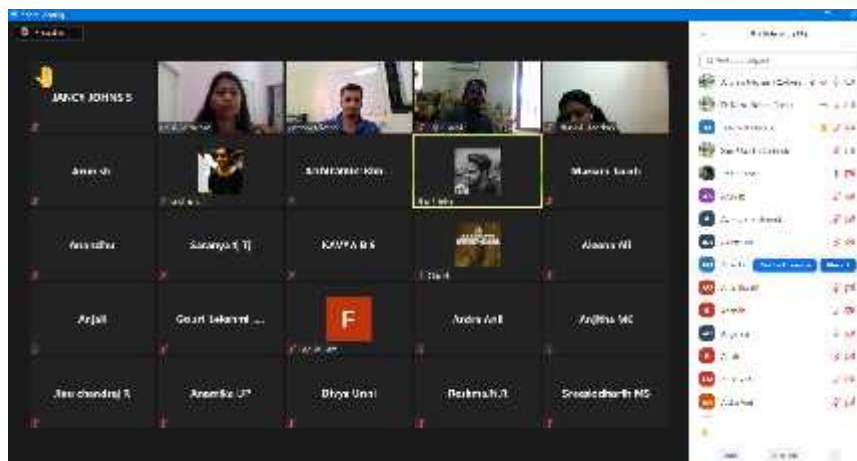
**OPEN HOUSE REPORTS
ALL 5 DEPARTMENTS
2021**

DEPARTMENT OF SOCIOLOGY

Open-House in Third Semester

The first semester started in January 2021 and the Open-house for the same was held on 28th April 2021. All the students were present except Bhagya S Kumar due to her health issues. All the staff Dr. Saji P. Jacob, Dr. Nisha Nelson, Andrew Michael and Dr. Lekshmi Chandran were present.

Four papers were taught during the semester.



Paper	Course Faculty
Theoretical Foundations in Sociology	Mr. Andrew Michael
Perspectives on Indian Society	Dr. Lekshmi Chandran
Introduction to Social Research Methods	Dr. Nisha Jolly Nelson
Introduction to Sociological Imagination	Dr. Saji P.Jacob

Major outcomes

-) All the activities in the college are good and they satisfied. It is a new experience all together and they love to be part of Loyola. A few expressed that they are able to experience a real college and class room unlike MG and other colleges. Expressed that Loyola is different in every aspect. All of them feel happy and comfortable at Loyola.
-) All the students are happy with the courses and satisfied with the teaching and learning. Though they felt difficult to follow the classes in the beginning especially the late joinees and the students from non-sociological background, later, after reading books and notes, they are now able to follow. They expressed that they need to work hard and read a lot to understand the subject.
-) Expressed that first time that they have read a full book and it helped them to have a better understanding and critical thinking.
-) The late joinees had to write the first internal exam as they joined. They felt little difficult.

-) Use of black-board is good.
-) Some of them have expressed that they missed the induction and NSS camp.
-) Students have expressed that the study materials can be uploaded in the MOODLE.
-) All acknowledged that mentoring was very helpful and they could guidance and support from their respective mentors. When they were stressed up, the mentors have helped them to feel at home in the college.
-) Buddy system was useful in learning. Late joining was really a challenge but the buddy system had helped them.
-) All of them are very happy with the teachers and acknowledged that they are very supportive and encouraging...
-) A few expressed that online classes are little difficult due to network issues.
-) The Day-scholars have expressed that the canteen staff are not that courteous with the day-scholars.



Head
Dept. of Sociology
Loyola College of Social Science
Thiruvananthapuram- 695 017



DEPARTMENT OF SOCIAL WORK

Event Title	Open House for MSW 2020-2022 Semester-1
21 June 2021	Time: from 8.37am - 1.00pm.
Objective: Evaluating Semester-1	
Members Present: Sonny, Fr.Sabu, Ms.Francina, Fr.Saji, Ms.Vandana, Ms. Parvathy and Ms. Ann.	

Process:

The groups were provided the some initial parameters on the 19June and which they improved upon in their personal groups to include:

- **Ambience**
 - Induction & Orientation Campus Life
 - Mentoring
 - Management Governance and Administration
 - support by Seniors, Teachers
 - Social inclusion
- **Curricular**
 - Teaching - content, availability
 - Guidance
 - Library facility
 - LES psychological support
- **Co-curricular**
 - Exposure visits
 - Fieldwork
 - Summer Field
 - SALT
 - NSS
 - Various club activities - LAILA, LITCOF, GEL
- **Extracurricular**
 - Sports & Arts
 - ESAF Liveable Cities Survey
 - Conferences - Global Sessions
 - CV Workshop
 - C5 research survey
 - DMHP Telecounselling
 - Recreational facility

They were sent into breakout groups for 25 minutes after which the groups came out for sharing, in the presence of the teachers –Sonny, Fr.Sabu, Ms.Francina, Fr.Saji, Ms.Vandana, Ms. Parvathy and Ms. Ann.

Reporting

1. **Ambience:** All groups in general were positive about induction; they found the ‘4 days a valuable experience’, an excellent experience to create bonhomie among the learners across departments besides, introduce them to the ‘Loyola work culture’. The support from the teachers and especially the seniors was outstanding; there were specific instances wherein, seniors helped to clarify instructions given by teachers during their mentoring or even during class guidance. They voiced the concern about missing out on the general ambience online campus life, where they could come in together. The faculty clarified about the restrictions impose by the government given the circumstances. There was an assurance that workshops

- street theatre or PRA – which the students felt they would be missing out, would be taken up as and when the campus opens up. Exposure visits to the MPSW setting, as stated missing would be taken up.
2. **Classes:** The students were in general happy about the on-line classes and found it serving the purpose of linking theory and practice and including reflections. However, they were anxious of the few who would be left out due to connectivity issues, especially those in the high-ranges. There was an assurance from the faculty members regarding recording of sessions; but this was limited by the fact that the volume of recordings given the server space.
 3. **Mentoring-** It was observed that during mentoring ‘instructions were provided uniformly’. There was also a hint at the need for teachers to take care to ‘reach out’ to the students to understand their ‘personal background’, ‘reach-out personally’ and ‘offer corrections’. However, this was *clarified* with that Mentoring, first and foremostly needs to be perceived as a ‘mutual, informal’ process, hence, initiative need to be come from the students. Secondly, it was suggested that fieldwork guidance nor counselling was not to be equated with Mentoring, although it may be part of.
 4. **Co-curricular engagements:** Regarding co-curricular activities it was suggested that Certificates could be issued for the programs – ESAF & C5 – undertaken by students, to be for future placements. The same was assured to be looked into. Similarly, there was a feeling that the DMHP Tele-counselling program was too mechanical. The faculty clarified that this was the beginning phase and they were purposefully put through the structured engagement; once ready perhaps during the third wave, they would be given options for psychosocial support care and engagement which would be more challenging. However they learned a lot including Canva, CV preparation, YouTube preparing.
 5. **Library:** The group voiced the need to improve Library services by way of e-books and digital resources and databases. The matter was referred to Dr.Sabu, for taking up with the Librarian.
 6. **General Program Participation:** It was felt that MSW students ‘were in the field’ and ‘missed-out’ on many programmes organised in the college e.g., self-defence, smile therapy. This was rationalized as an essential evil given the fact that MSW program had its own priorities and could not be compared to other programs, where in Field practice was non-existent or given a limited priority in the forms of organizational study. As a general observation, the faculty expressed concerns about student involvement in general programs – NSS, LACE (not attending to the question papers sent by Mr.Andrew), GEL (only two attending), CV Workshop (wherein 22 attended, while less than 12 submitted their CVs). Some of the students shared that they experienced a clash over Fieldwork and GEL – but could not clarify about meaningful engagement with other activities. This may be perhaps of their lack of clarity of the context and the higher demands by way of fieldwork. Need to give space for DJ
 7. **Self-care:** There was a general concern about self-care some stating about how they were left with watery-eyes and red eyes and compromised vision. There was a recommendation to take the eyes off the screen, pacing while listening rather than mere screen-time; going out into brighter, greener nature while viewing the screen, engaging in hobbies and period “flight-mode”.

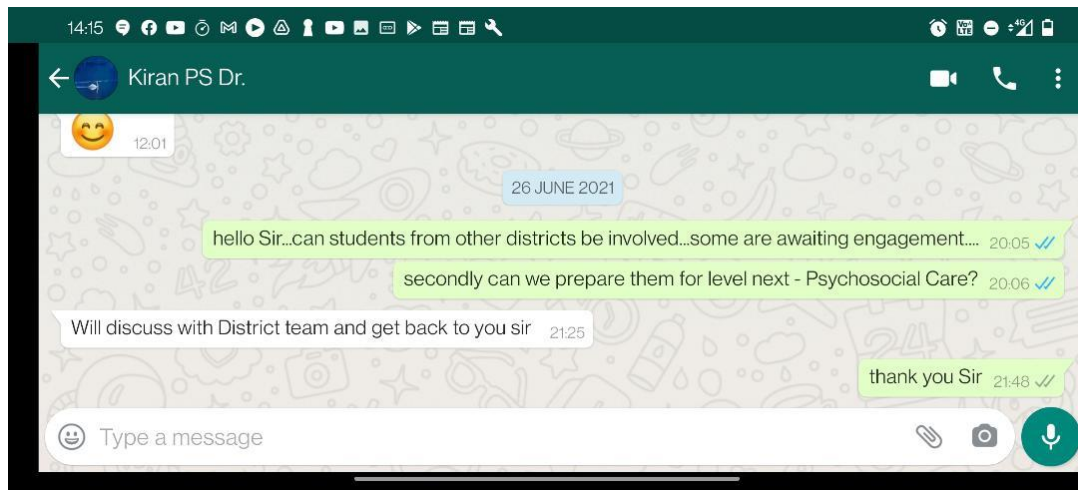
Action Taken Report

The students were briefed regarding the following:

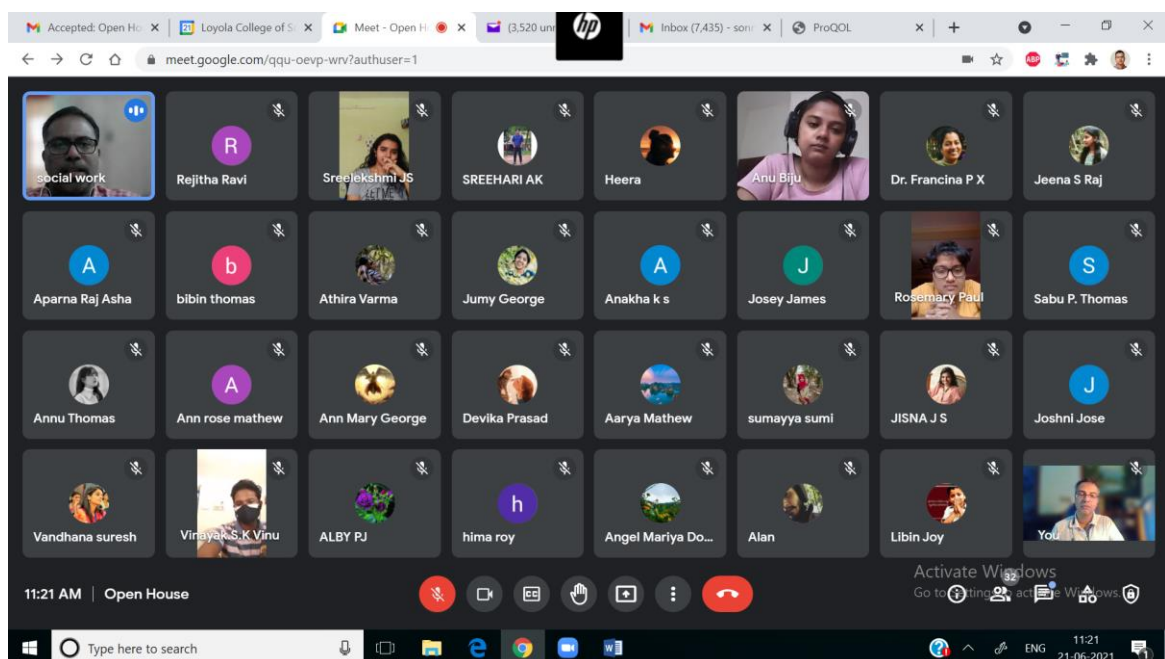
1. #5 Library and e-resources regarding: In the meeting dated 28 June, the librarian said that the Library could only offer limited possibility of including text books on account of copyright

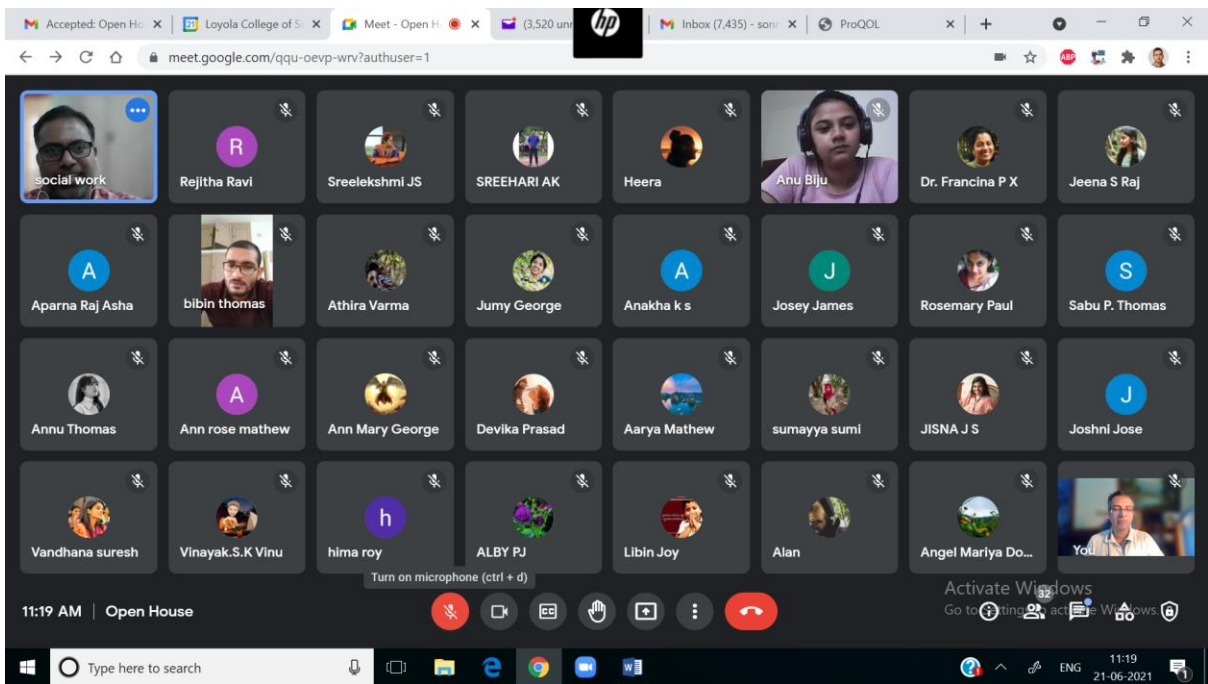
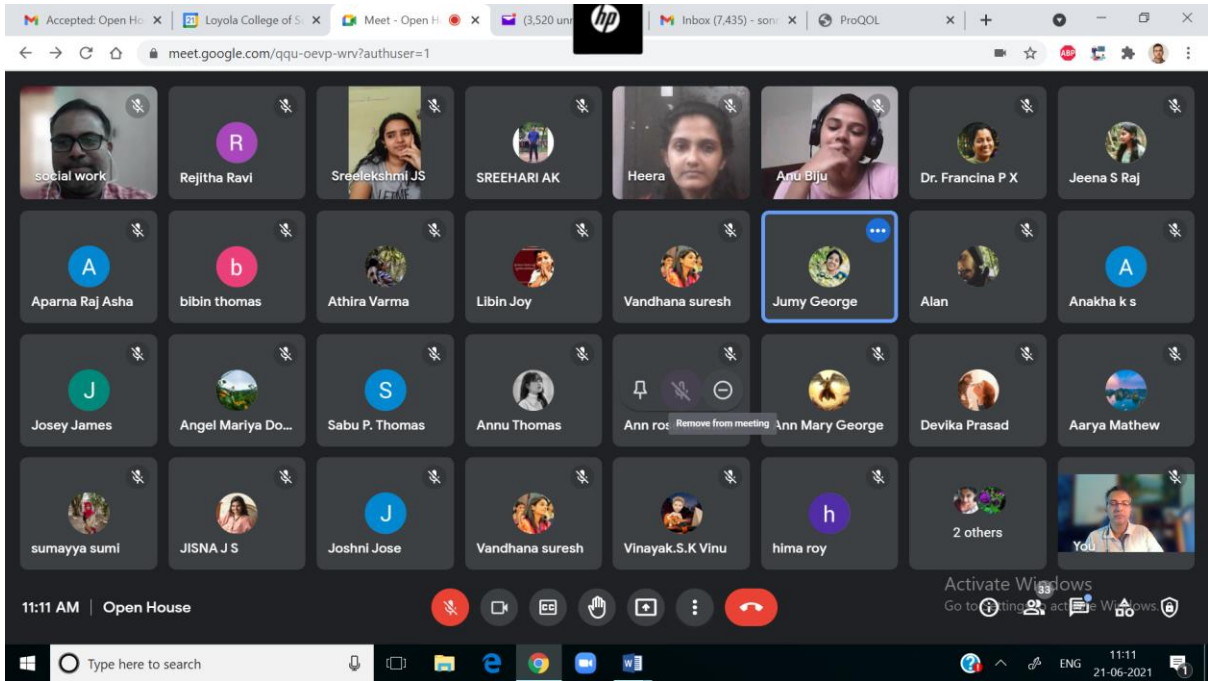
issues. The librarian has asked for list of books for e-book purchase. Digital access can only be possible when server is turned on.

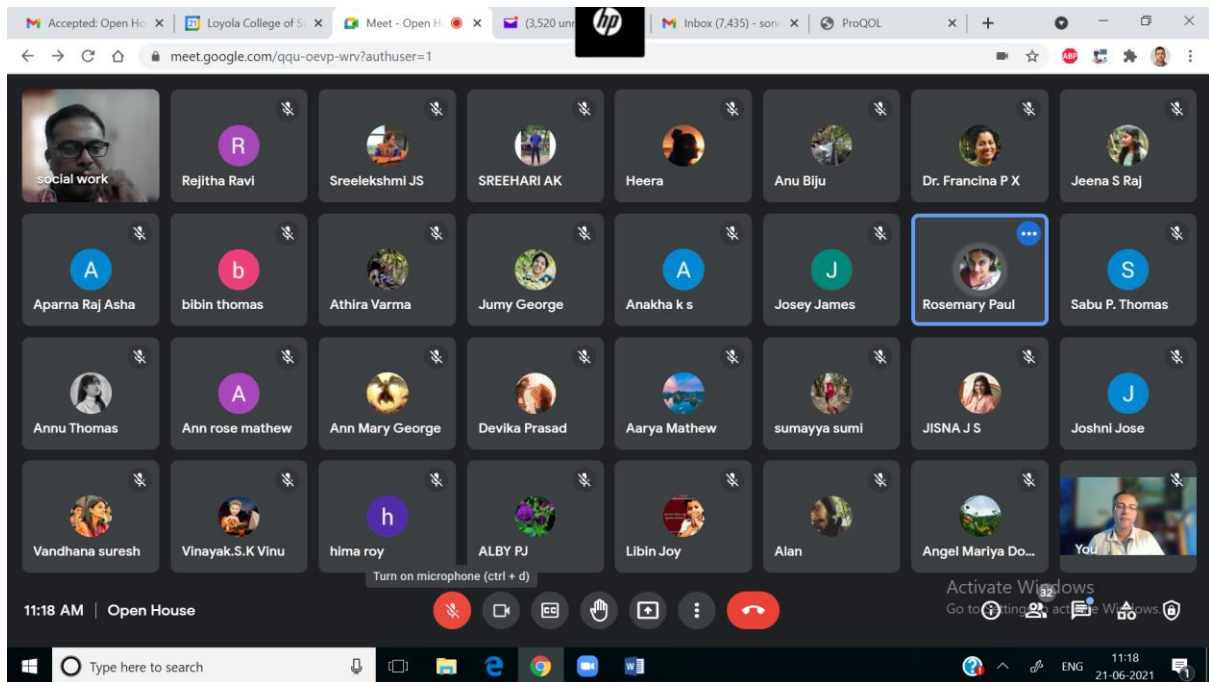
2. Mentoring: It was *clarified* with that Mentoring, first and foremost needs to be perceived as a 'mutual, informal' process, hence, initiative need to be come from the students. Secondly, it was suggested that fieldwork guidance nor counselling was not to be equated with Mentoring, although it may be part of.
3. Extracurricular & Self-care: Students request for DJ-ing may be incorporated once on campus. They were encouraged to interact in their respective spaces in districts and online (Googlemet/Zoom could be made available for their use for extended periods).
4. Missing out on Programs: This was rationalized as an essential evil given the fact that MSW program had its own priorities and could not be compared to other programs, where in Field practice was non-existent or given a limited priority in the forms of organizational study
5. DMHP Telecounselling: communicated with the State Nodal Officer Dr.Kiran requesting more challenging engagement besides including students in other districts.



Open House (Proof)







Recording

Group 1

More practical oriented learning focused – deeper reflection – mutual growth and support – teachers available – library general books – extracurricular activities (space is good) – LACE was helpful – GEL was a good input – speaking practice – LITCOF literature discussion forum

Fr. Saji- Teachers should take special care to explore the personal, family background and help students -need to give space for DJ – MSW student were in the field and we miss out many programme organised in the college e.g., defence, smile therapy

Group 2

Induction **** - **mentoring** was good report writing – exposure visits improved observation – no spoon-feeding but world-view of themes – **confusion in theories** but clarified by asking each other – how to implement objectives through activities – heavy activities too tight

Fr.Saji- Mentoring is very helpful - teachers help us to broaden our perspectives - problems in the field - curriculum is not just spoon feeding but incorporating the current social issues - students were given sufficient freedom to express - we took some time to get into the track of MSW - how do we set objectives and implement these objectives.

Group 3

Mentoring not got uniformly instructions – day scholars and integration with seniors – what is LES? - clubs – discussions from LITCOF brings in a lot of ideas – NSS has converged onto the leaders (is it related to the online change) – net connection is a major issue can we record – certificates for the program – election time and ESAF survey – online campus life – street theatre workshop?

Fr.Saji - Induction for four days was great - fieldwork and seminar help us to think critically and creatively - access to Digital library needs to be provided -studied canva, CV preparation - teaching methods are different - mentoring should be also focused on personal matters - Club activities and interdepartmental collaboration help us to deepen our interpersonal relationships -Dmhp telecounselling feels as mechanical - Mentoring is not uniform.

Group 4

Mentoring was good – Clubs was good – NSS has picked up – Library needs a spruce up and orientation – Social Work and Fieldwork has been great at Loyola – track on concepts lost with some students – LACE not followed-up

Fr.Saji- Senior students especially the day scholars may not have good relationship with the seniors. - I have not heard much about LES

Group 5

New experience thru mentoring – good rapport and work culture – also good interdepartmental relationships through club– good exposure in form of reflection and inputs to link theory and practice-digital library support (e-books and ideas) – canva software – administration is supportive – seniors also very supportive (e.g. programs, clubs) – teachers supportive – medical and psychiatric exposure – life skills as a training – mentoring effective at reporting level and personal corrections – C5 and ESAF survey – DMHP Tele-counselling too mechanical; possibility of rendering it more challenging

Fr.Saji- - work of NSS is getting confined to the leaders - Net work issues are creating hindrance to the learning process - e need to get certificate for external programme eg C5, esaf.

Group 6

Induction an excellent experience to create bonhomie with various batches in the college – teachers spend a lot of time but need to reach out to their personal lives – exposure visits could be there – crazy idea of freestyle dancing –missing out on certain sessions (smile therapy, self-defense) – surveys was good practical experience

Fr.Saji - Through Online we need to create a common platform to build college level bonding - we need to have the street theatre experience in what ever possible way - need to have access to digital library - some students have not got into the tracks - students involvement in the club activities is very minimal.

Group 7

4 days a valuable experience – all departments – learning of PIMER, as Loyola culture and other information – mentoring process – reporting improvement – support by teachers – adjusting times for exams, approachable teachers and seniors (admissions -hostel and college orientation)

Late-comers: Sreehari – large campus to a small campus – PG and MSW demands are different – reporting a huge task – no personal interactions – appreciating the teacher support – exposure visits was a great experience – mentoring requires more attention – on-line support necessary – Harveyapuram Nikhil – guidance

Athira requested 5mts break after an hour



Compiled & Edited:
Sonny Jose Ph.D.
27 June 2021

Department of Personnel Management

Open house- I Sem

9.00 am , 31 May 2021

All five faculty members and 17 students participated in the open house which was carried out in zoom platform. Overall, the students shared positive feel about the teaching learning process and support mechanisms provided by the Department. They expressed their gratitude to all the teachers for the special care extended to them in facilitating their transition to the new course. It was shared that such a supportive environment helped them to manage the concerns of the first semester because may have graduated in a non-management subject.

The bridge course organized during the beginning of the semester was reported to be extremely useful to them. The interactions with practicing managers as part of the bridge course was even more beneficial. It was an opportunity for the students to learn the art of asking questions too. The students also commented that the mentoring system in the department is extremely useful for them.

Three major concerns expressed by the students include:

1. Shifting to on line classes all on a sudden was a major challenge to many of the students as they find lot of concerns. One major suggestions given by students is increasing the break time to 20 minutes.
2. Stoppage of internship training midway due to covid protocol and lock down.
3. How to complete the mini project which they have started as a special assignment

The meeting was concluded by 10.40 am.

Action taken

1. The break time between the online sessions got increased to 20 minutes each.
2. A second phase of internship is proposed to be designed to facilitate the students to complete the internship programme during the second semester itself
3. A schedule is prepared to complete the mini project with adequate faculty support.



Department of Counselling Psychology

Details of Open house Conducted on 15/06/2021 for S1 students

Sl NO	Content	Action taken
	Evaluation regarding the online classes	Students spoke about the benefits of online classes and thanked teachers for their efforts
	Need for rearrangements of class schedules	The use of Google meet, as well as WhatsApp in addition to Zoom was also included for students who find difficulty with zoom. Teachers agree to follow a similar time schedule from 9:30 to 1:30
	Engagement with online college activities	Students agreed to participate in online activities of the college that are mandatory
	Information regarding the practicum	Students were informed about the need to fulfil the parameters related to practicum and to complete the records at the earliest. Students who had difficulty with finishing the tasks were given additional time for the same
	Initiation of journal club activities	Students were motivated to engage in journal club activities
	Internet issues at the dept./Network issues faced by many students while online class	New modem and connection was established and Students will be given opportunity to learn the lessons if they inform the need
	Internship	Students were given information and instructions regarding engaging in online internships due to covid 19
	Examination	Students enquired about the examination dates of S1.. informed that it depends upon the university announcements.

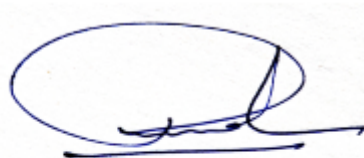
All the teachers and students were present

Department of Counselling Psychology

Details of Open house Conducted on 08/06/2021 for S4 students

Sl NO	Content	Action taken
	Dissertation	Students were confused about the dates regarding the submission of dissertation. They were informed that the dates is as per the university schedules
	Satisfaction with online classes	Students were satisfied with the extent of online classes carried out in the department.
	Practicum	Students informed about the need to submit the case conceptualization reports, they have to submit, verbatim records with MSE and case history and models were presented to them Students who had difficulty with finishing the tasks were given additional help for the same
	Preparation for examination and viva	Students were given orientation regarding the upcoming university examination and viva voce. Brief revision sessions were organized
	Updating Internet facilities of the department	Students highlighted the network issue they faced while in the department. Agree to install new connection.
	Internship	Students were given information and instructions regarding engaging in online internships due to covid 19. The purpose of internship was highlighted clearly as well the time line for the completion of the same

All the teachers and students were present



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DEPARTMENT OF DISASTER MANAGEMENT

FIRST SEMESTER OPEN HOUSE- 18TH JUNE 2021

-) The Open House was conducted on 18th June 2021. Students were asked to give feedback about curricular, field work and co-curricular activities of the first semester. IT may be noted that the first semester commenced in Jan 2021 in the offline mode. Classes continued till the end of March, after which the Kerala University declared summer holidays in the month of April and May. Students went for block placements in the third week of April. Owing to the worsening pandemic situation, classes resumed only in the online mode. The second semester commenced on June 1st. So while students were asked to speak about their first semester experience, much of their impressions were influenced by the online classes that had commenced.
-) The following issues were raised by the students-
-) The first half of the first semester went off smoothly with offline classes, and all other co-curricular activities in the college. IT was also a period of excitement, as they were getting to know the new campus. However, this enthusiasm has been affected by online classes since May.
-) The month of May was a little stressful, as they had to adjust with online classes and had to cope with internal assessments of the first semester. The internal assessments had to be arranged in quick succession as the university had announced summer holidays abruptly.
-) The five late comers expressed concerns about catching up on the classes they had missed.
-) Many expressed apprehensions about beginning the second semester without completion the exams of the first semester. Some were confused about what to focus on, first or second semester portions.
-) Students also expressed concerns about inadequate field work hours, which has been cut short by Covid related travel restrictions.
-) A large majority expressed concerns about coping with online classes. Some reported problems with eye sight and back pain due to incorrect posture during online classes. Some also expressed inability to manage time with online classes, as they had to fulfil other responsibilities too while at home.
-) While the online mode enabled them to attend a number of online training programmes, it sometimes made it very heavy for them.
-) Internet connectivity was raised a serious challenge that some students faced. This hampered the quality of class time. Some students also expressed a fatigue with continuous use of mobile phones.
-) Some students felt that they were not able to engage in field level activities despite being students of disaster management.
-) Students also felt that if class hours could be shortened a bit, they could finish online classes earlier, enabling them to find time for other activities during the rest of the day, including engagement in voluntary activities.
-) Some students said that they were used to reading hard copies of books, and reading online material was tiresome. Some were also not used to power points as lecture notes.

-) Despite the challenges of online transactions, some students mentioned a few benefits. Some had picked up typing skills and gained typing speed.
-) They also mentioned that attending a wide range of online webinars helped them to develop their skill set, especially their analytical abilities, and abilities to ask questions during online sessions.

Proposed Action

1. Internal assessments of the second semester will be scheduled in a way that they are spaced out.
2. In order to address field work shortage, efforts will be made to conduct intensive and concentrated field work when lockdown restrictions are lifted.
3. It was made clear that class power points are not to be relied on solely, that it should be supplemented by text book reading. However, given the pandemic situation and reduced access to the library, students would have to get used to reading of online material.
4. As far as possible, a weekly schedule of online programmes to be prepared so that students will be aware of the programmes that they can attend.
5. Separate remedial sessions to be held for late comers, to address their apprehensions about catching up on lost time.
6. Class timings can be reconsidered to avoid online saturation.



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**LOYOLA COLLEGE OF SOCIAL SCIENCES
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OPEN HOUSE REPORTS 2020

SOCIOLOGY

SOCIAL WORK

**PERSONNEL MANAGEMENT
COUNSELLING PSYCHOLOGY**

**LOYOLA COLLEGE OF SOCIAL SCIENCES
THIRUVANANTHAPURAM**



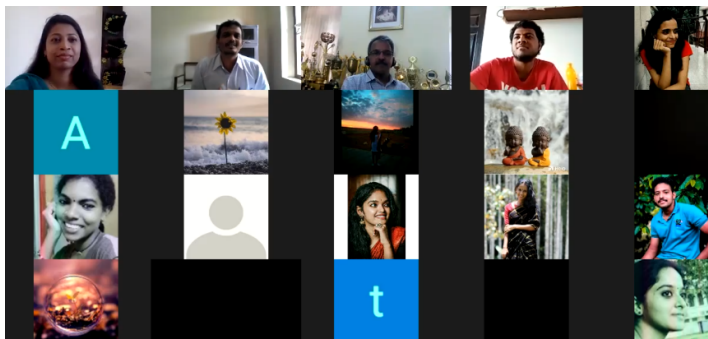
M.A. SOCIOLOGY

OPEN HOUSE REPORTS 2020

Department of Sociology

Open-House in Third Semester

Third semester started in June 2020 and the Open-house for the same was held on 18th November 2020. All the students were present except Gopika due to her health issues. All the regular staff (Dr. Saji P. Jacob, Dr. Nisha Nelson and Andrew Michael) were present. The guest lecturers Dr. Lekshmi Chandran and Dr. Smitha Pillai were unable to participate in the open-house meeting.



Four papers were taught during the semester.

- Current Debates in social theory – Dr. Saji P.Jacob & Dr. Nisha Nelson
- Social Statistics- Dr. Nisha Jolly Nelson
- Population and Society-Dr. Lekshmi Chandran &Andrew Michael
- Social Gerontology- Dr. Smitha Pillai &Andrew Michael

Major outcomes

- Some of them felt difficult in the beginning with regard to online teaching and learning due to network issues, lack of facilities & disturbance at home etc. but now they are accustomed to the online mode of teaching and learning.
- All the students are satisfied with online teaching and learning despite the strains in terms of low network bandwidth and eye strains for longer time.
- The students appreciated the dedication and commitments of the teachers and acknowledged that all the teachers were taking lots of efforts for online teaching and learning.
- The students were very happy that all the club activities are going on smoothly via online and they appreciated.
- The students were very happy that classes and club activities were taking place without cancelation as it used to be in the offline mode. This is what makes Loyola different from the rest of the institutions.

- Some of the students have expressed that their siblings and friends who are studying in other colleges and universities have expressed that Loyola teachers are conducting regular classes without fail despite all the limitations.
- The teachers are encouraging the students to ask questions and make them to think and act differently.

Two major concerns

- At least half of them have expressed that they have severe network issues and they are unable to attend all the classes and some times they are not even able to attend single classes. Hence all of them looking forward to offline classes. In addition, as it is their last semester, they would like to have offline classes.
- Internal paper marks are not given except one paper. So all of them have asked for the internal marks.

Specific remarks

Current Debates in Social Theory- Dr. Saji P Jacob

All the students said that it was taught very well with appropriate and application-oriented examples. It has not only enthused the students in learning theory easy but also drawn the interest of the students. The course has enabled the students to connect to their daily life what they learn in the class room. Moreover, the teacher used to upload the audio in the moodle soon after the classes which made the students to refer back what it has been taught in the class in case of doubts. In addition, the classes were so interesting that it has attracted the attention of the parents as well. Perhaps, some of the parents used to attend the online theory classes along with their ward and used to appreciate the teacher. One of the students said that it was like a T.V. programme wherein all the family members used to watch the classes daily. The students also expressed that they have shared the class notes and the audio with their friends who are studying in other colleges. All the students expressed that the paper was taught well and appreciated the teacher for the same.

Social Statistics- Dr. Nisha Jolly Nelson

All of them have expressed that the paper was taught well. Many of them have come from non-mathematical stream and they all were afraid of statistics. Moreover, teaching statistics online was rather very challenging. However, the way Dr. Nisha has taught them overcoming the limitations have made the students feel at home with statistics and all of them have done

well in the paper. All the students appreciated her for all the efforts that she has taken to make the classes interesting and understandable. The classes were so enchanting that some of them never missed the classes. She used the white boards the maximum online and made it possible.

Population & Society and Social Gerontology- Dr. Lekshmi Chandran, Smitha Pillai & Andrew Michael

Both the papers were taught by Dr. Lekshmi and Dr Smitha in the first half and Andrew Michael in the second half. All of them have done well in teaching those papers. All the students were happy with the teaching of Prof. Andrew Michael. He teaches with appropriate examples using power point presentation and encourages discussive and interactive learning. Teaches with the current facts and relate them to everyday life. So, it is easy to understand what is taught in the class. Moreover, some of them have added that whatever taught have been useful while writing their UGC-NET exam. All of them appreciated the breakout Room group discussions and presentations in the online teaching. Involves the students for active participation in the classes and gives importance to students. All the students appreciated for teaching with different techniques.



Head
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Open house of second semester MA Sociology students.

Date: 3-07-2020 Time: 9.00am

Total number of students: 24

Total number of faculties: 5


Issues raised:

1. Theory was Hectic. Last minute online classes were of great help.
2. Shared their grievance regarding the clarity of research paper.
3. Health issues regarding the continuous classes from 8:30 to 1:30pm.
4. Problem concerning the connectivity issues was also raised.

Action taken (HOD):

1. Assured to sort the problem regarding the connectivity issue.
2. Permitted them to switch off video to avoid health issues and teachers concern will send them voice recording.
3. More concern will be taken teaching research paper.

Meeting ended by 11:15 am


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Third semester open house for sociology 31-01-2020

Time: - 2.15 pm

Faculty: - 5

Participants: - 18 students

Concerns raised:-

-) Finished the last two modules in a rush
-) Students asked to publish the CA mark before the commencement of examination
-) The students asked to avoid the 12.20 announcement during the examination time

Saji sir:-

-) Appreciated the students for their NET achievement and assured to address all the issues raised

Nisha miss:-

-) Assured to publish the CA marks before the commencement of examination



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Sociology First semester Open house 21-1-2020

Time: 2pm to 3pm

Number of participants: 5 teachers and 19 students

Student concerns:-

-) don't compel to attend the IQAC hour program
-) no library hour so need dedicated library hour
-) extra class should be informed earlier

Response/Action taken:-

-) Saji sir: - will address the library hour issue by extending the library working time. He has will address the IQAC hour compulsion and address the library hour



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**LOYOLA COLLEGE OF SOCIAL SCIENCES
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MSW

OPEN HOUSE REPORTS 2020

Department of Social Work

Open House and Action-taken Report

Open House 9.30-1.35pm on 16 November 2020

Introduction

The Open House was conducted on 16 November with 19 of the students participating.

Syllabus Transaction

On the whole the group was happy and felt positive on the “completeness of transaction” of the syllabus. Thanks to the “on-line mode”, the students were ‘provided notes’ to their delight and also provided a new mode of learning where in there were ample opportunities for extra reading.

The students were also appreciative about the transaction across specialisations. They were happy about ‘learning across specialisations’, and were also happy because they were able to ‘mutually support’ each other.

The online classes in their perception was taxing with lot of difficulties on the physical plain and maintaining concentration. The participants in retrospect were happy that they were able to overcome physical struggles owing to ‘extended screen-time’ and especially demands from the domestic and family side being physically present at home. On the flip side many of them cited ‘physical tiredness’ (fatigue) due to exposure to screen, persistent network issues and ‘spill-over’ of classes into personal time (sometimes even 9pm). They also reported on the ‘lack of punctuality’, and ‘absence behind the screen’.²

The students also appreciated the ‘two teachers taking class together’ (Vandana Miss and Sonny, co-teaching for Psychiatric Social Work and Medical Social Work) was a good practice. They also appreciated the ‘dedicated time’ for Research Presentations being very helpful.

Faculty

The group felt that the faculty was available and willing to handhold. This was especially felt during the transaction of the webinars and video compilations in lieu of the S3 fieldwork. The faculty especially Francina provided lot of support in providing tools such as canvas for poster creation and YouTube channel preparation. Fr.Sabu permitted ‘flexibility’ regarding time and assignment; they were given extension regarding deadlines. This was especially a boon given the demands at home.

Webinar in lieu of fieldwork

The students were vocal regarding the richness of their experience and ‘expertise in social media’; they felt ‘technically competent’ from the Webinars experience with- Youtube, Google form, Poster designing/Flyer making, video editing. They also were proud and upbeat regarding the accumulated collection of certificates, besides insights from the ‘host of resource persons and opportunities

during the webinars. Sometimes geographical boundaries were overcome. They felt good that they were able to multitasking³ given the challenge in addition to classes and seminars of their regular syllabus.

However, the students were emphatic 'not to substitute fieldwork with webinars'¹. They also felt webinars and assignments (videos) could have been announced at the beginning. Two specifically mentioned about lack of physical contact as a stress in learning.

Group Reporting

Group 1: it would be better if details about internship is given before hand... 'Mind your Mind evaluation' not conducted..... to do Zoom with five or six people in Webinar mode was difficult to upload entire video.... Assignment may be given during class time.

Group 2: rare experience online class... really appreciate the faculty members and other students.... got a practical knowledge about social media, YouTube... improved confidence and leadership quality due to webinars..... Negatives: it's very time consuming as there is no fixed schedule.... physical tiredness...network issues... no human contact.... lack of punctuality in students.

Group 3: more positive feedback.... completed the syllabus.... notes provided.... everybody cooperated irrespective of their personal issues/limitations.... Long duration in front of computers (class, LILA, etc) ... fieldwork opportunities very less.

Group 4: 'portions over'..... 'good explanation by teachers'.... Webinars posed physical and mental struggle.... Holiday is the only relief. If the webinar or field was informed earlier it would have been better; if assignment was given earlier this stress could have been avoided... (special mention about) Reejas struggles and efforts... parents having physical issues...struggle. Mind your mind was a success... all the webinars went well... 'proud of themselves'

Individual Sharing:

Reeja: special thanks to Feba for 'unstinted support - for helping and providing emotional support.... If webinars etc informed earlier better.... Could learn few technical aspects like YouTube, webinars, zoom etc....

Neha: new exposure... Was very difficult initially... No classes were missed..... Learned multitasking... Very difficult phase... But team support was received... 3rd sem went very fast and was very Stressful..and hectic... there was both merits and demerits: demerits: fully packed days...classes, Clubs, Webinars, besides household works etc., 'professional development' was very low as there was no fieldwork etc...Merits: could organise webinars... support from Francina miss.... average semester.. .. If students willing to travel can be send to field work it would be better.

Varsha: opportunity to gain and more learn a new course (a different specialization)... organizing webinar independently a 'good opportunity'... Mentors very supportive... Learned time management.... Could attend many webinars... Demerits: screen time very high generated health issues ... balancing family and studies was difficult.... disappointed with online internship

Ashwani: good opportunity to study new courses... was stressful as there were many assignment and seminars etc..... advisable if exams of certificate (audited) course can be kept after university exam.... field placement opportunity should not be compromised as far as future job is concerned; observed that fieldwork was 26days for some, 10 days for others vs. none for Neha and Varsha; calls for equal days of fieldwork for everyone...had plenty of family struggles and stress.... Teachers were very supportive and approachable.... Fr. Sabu and Francina-miss also extended time. There were range issues for many students... Reeja and Sreelekshmi were struggling... classes completed by teachers... But an insight that students have a lot to prepare for exam... If field was informed earlier it could have been done with better quality.... If time for assignment could be given during class hours as practice by Dr.Sonny and Fr.Saji it would have been better.

Arya: opportunity to attend lots of webinars... 'lots of certificates, no geographical barriers' - had opportunity to do KAPs and also international exposure - Global sessions thanks to Sonny Sir... learned: cropping editing, YouTube etc... Sad about not getting practical experience - PRA, fieldwork, etc. ... reflecting on the struggles of past field work, it was much better than being home... being at home have other responsibility also... It's difficult to balance that... affirmed the struggles of Ashwani in balancing college and home.

Sini: "mind your mind" no appreciation received from anyone and no. Evaluation was done....

Soshy: portions were completed... appreciated teachers handholding.... absence of (physical) contact made learning more stressful ... tired of online classes... other things are going okay.

Priya: difference between home and hostel.... balancing difficult because of demands from home tremendous.... got more time with mentor(Francina miss) learning: google forms+++, webinar, YouTube... Drawback: not getting no field for PRA and psychiatric social work.... Contact among class lesser.

Divya: online contact a struggle; demands from home no proper food, insecurity,... fieldwork exposure less (vs. SS Samithi was a good exposure)... grateful to Francina miss for the fieldwork exposure to SS Samithi... lot of people to support -friends & classmates and especially Sahal in supporting her night travel and computer... opportunity to 'meet' many resources persons... learned many technical aspects. Missing class and college.... Teacher's very supportive and approachable.

Grace: compared to other sems this was very different.... Happy with the way it was very effective.... Teachers tried to give full experience to the students.... Happy and satisfied with the theory part... Teachers supportive in webina etc. Not very satisfied personally.... Many things were Procastinated.

Anna: faculties very supportive..... chose loyola to be in distance from home but the situation has turned over; more distractions at home... attended webinars of interest and it is useful... initially skeptical about webinars but now feels it's useful.... getting adapted to the present scenario... but a 'very average' semester.. - lot many support

Sheetal: number of assignments per subject very high (due to additional subjects) Enquired about getting certificates for the subjects completed.... If they could drop it in the next semester... (the same was clarified as possible as it was optional)

Sahal: all teachers very supportive.... Special mention to Francina miss for sending him to SS Samathi.... could study additional subject, but could not give enough effort to both the subjects; prefer to drop out from CD subjects... Would like to focus more on specialization (MPSW).... lack of field exposure; “can webinar substitute field experience?” ... learned to organise webinars and other techniques... portions completed....seminars of audited courses are pending. .. Seniors helped a lot as no face to face contact with teachers; relied on seniors - Brilliant and Sajin.... Field exposure in certain subjects lacking and this could also affect them in their job.... Health issues due to engaging on laptop entire day..

Jayashree: a feel like doing distance course.... Worried about the first years not having any personal contact.... Experience sharing by extended lecture.... Internal marks if all the teachers could put it together.... Full time on phone so charge and network issue... Double burden as she has other classes (another course)... It's very stressful.. also trying to complete the assignment.

Raeya: cannot be attentive due to “dragging discussions” incapable of capturing their attention... focus more on family and self study as cannot sit for long on phone. Learned the technical aspects... field exposure would have been better... Learned to make brochure from Francina miss.. All the work given at the end.... had unsubscribed WhatsApp, but have lots of support from other classmates to update on programs and deadlines.

Sanghamitra: teachers supportive... Some mistakes from her part.... Family having a huge influence like in a "pressure cooker" Difficulty balancing studies and home.... Feel tired.... Opportunity to attend webinars.. Certificates... International and national level exposure... Learned many technical aspects... Initially felt overburdened but now appreciate it... Learned to make brochures.

Anna: enquired about time allotted for dissertation...

Ann: mind you mind... evaluation not conducted

Angel: an entire semester on phone was difficult (“I hate the phone”).... Cannot concentrate, trying to cope with it.... keep losing network and it's very frustrating... even tried to connect through phone but it didn't work out.. attendance must not be made compulsory..

Ananthu: Covid ‘an opportunity’... multitasking improved many opportunities... but quality of work doubtful... screen presence no guarantee... fieldwork cannot be substituted by webinars... fieldwork should have been scheduled vs. hurried ...Mentor, Ms.Vandana was supportive.

Kesiya: shared how Rajagiri conduct fieldwork... They have series of webinars... Mentoring and reports of the same have to be submitted. Other colleges are also conducting webinars.... Some are considering dissertation as fieldwork... Sheetal's suggestion??

Teachers:

Fr. Saji: risen up to the situation... But sad about the quality of reflection about people's learnings... After going through a semester for three and four months there's nothing to contribute... lack of reading on part of students....

Dr. Francina: would have appreciated if they could have shared their struggles earlier than waiting till end.... We get to meet the students only once a week so things can be let off unintentionally... Could have mentioned mind the mind in between...

Fr. Sabu: went well

Ms. Vandana: Mentee communication has improved... students also have demonstrated substantial interest in subjects and inclined to learn more ...lot of the students who would have been silent in direct classes have come forth; rich discussions prevailed from references on-line ...co-teaching was a rewarding and complementary sharing experience...

Dr. Sonny: changing world... Need to adapt... A situation where privacy is invaded...lots of distractions... Learning for future.... Alumni were brought in... A blessing...its a free and open department you need to only reach out... have an open conversation with Teacher/Mentors...Fieldwork would be taken up more strongly.

General Reflection and Observations

Two students took exception of the absence of evaluation for the program “Mind your mind”; the also felt that they had got ‘no appreciation’. This being one of the first in the series of webinars, the two students who organized, also being opinion leaders have exaggerated on this matter.

Four of them were pessimistically reflective citing the ‘academic achievements’ as mediocre, given the absence of fieldwork and hands-on learning. The faculty assesses the overrating on the absence of fieldwork as a reason for this perception. Fieldwork was suspended on account of COVID protocols and government restrictions.

Two students (Raeya and Angel) were critical about the mode of transaction. The former cited “dragging discussions’ being not suitable to capture attention while the second cited ‘I hate’ the screen.

Observation:

Sreelekshmi and Angel are totally absent; Sreelekshmi does not communicate; Angel was incommunicado

Action Taken

1. **Onsite Fieldwork:** Fieldwork offline must be implemented; ensure that all get equal opportunity to undertake fieldwork and provide avenues for fieldwork; faculty members assured taking care of it. Compensation if required will be provided to augment fieldwork lost if any during the covid period June- December 2020.

The faculty immediately proacted on the compliant regarding the ‘absence of fieldwork’ and contacted T.S.S.S, D.C.P.U. -Thiruvananthapuram, SS Samithi (Mayyanad), Maxminds (Kannur) and Bethsada Hospital (Vengola, Muvattupuzha via). Subequently, fieldwork was arranged

starting 23 Nov-6December, at their convenient locations. A second spell has been proposed 14-31Dec 2020, with Pratheeksha Deaddiction Center, Dale View (Changaa, Vellanad), D.C.P.U. - Thiruvananthapuram, AADI (Attappadi, Palakkad), etc.

2. **Handholding1:** To handle being the 'screen absence', teachers agreed to use interactive tools such as quiz and conscious efforts to call them out by name to. They were conscious of at least two students who were habitually absent but were being followed-up on; both of them perhaps were in denial - one took the excuse citing 'poor network issues' or the second could not 'tolerate the screen'. The latter has been gently confronted but not amenable. We resolve not to handle it online but perhaps follow-up once they were physically available perhaps in January. However, during our review on 17 November, we also felt affirmed by other instances of true struggles. Ms.Reeja had managed to stay online after being disconnected 68 times in 108 minutes; she finally would call one of the students on mobile and stay connected through out the entire span of 5 hours. Screen recording was done for important sessions. Students had been encouraged to dial up on the mobile to students with good streaming. Mentor and personal attending was encouraged
3. **Handholding2:** Some of the students shared their own personal experiences of growth especially with 4-5 parents ill or hospitalized. In Neha's instance her mother is on dialysis and she needs to wakeup at 4am to match the schedule. Sheetal's father was affected with chronic Cancer stage 4 and yet she was particular at meeting deadlines besides communicating with students. Kesiya's mother has vertigo too. The HoD meet all the teachers individually and encouraged them to handhold and take up mentoring with all might.
4. **Exit Options:** Two students wanted to exit taking only their specialisations; the same was allowed as a general policy



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Open House MSW Sem-3 2020

10.30- 12.50 pm Feb 2019

Ambience:

The student group felt that although there was a lag, the semester in general was very hectic given the exposure visits, study tour, workshops attended and paper presentations done, etc., but was gradually able to manage stress. Despite the hectic schedule, all the same, they find themselves better disposed to relate to the subjects. The reward was that they had got to know each other and bonded with each other got to know each other. The initial lag need to be looked into; there were a 'lot of free hours' in the beginning. Moving into specialisations allowed the students to 'get undivided attention' in each specialization. A few opined that Sem-3 was 'not stressful', but just a 'packed' semester. The hostels too provided the necessary ambience for studying together; in all it was a 'very good experience.' However, none of them felt of any division as CD or MPSW. The trainees also recorded 'significant' changes in Akshay and Prince. One of the lady students felt significant personal change in terms 'punctuality' – "reporting on time" and better "reflections on report".

Human Resources:

The students appreciated the support of Kannan G.S. in spite of his limitations. At least two, specifically conveyed their difficulty in transition from Kannan to Fr. Saji, mid-semester, given the fact that the teaching styles were different. They requested to avoid changing staff in between, in future.

Formation:

Some of them cited of their 'realisation' of the 'importance of Loyola training' and how it played out on their conduct, demeanour and poise during various meetings – seminars and KAPS meeting. Some of them acknowledged their confidence and 'happiness' (eagerness) to 'come' (present themselves) in front of others. Involvement in various college programs gave them However, at least two suggested on the need to have more concise knowledge about the various schemes under the department of social justice and social security missions. So also they believed that more intense engagement on group discussions could aid better growth.

Teaching Learning:

In general the students were appreciative about the teaching-learning approaches taken by the teachers. It was suggested that groups in class facilitate note-sharing getting them more prepared for the exams. The scheme of engaging '4-6 hours in a stretch' by the same teacher was found to be a good strategy.

Many reflected that "teachers are very supportive, and this thus confidence helps the students grow" and that they were "very proud of the teachers". The students were happy with the teachers and found them to be 'approachable' once they got to know them more (e.g. study tour occasioned to understand Fr.Sabu; for some Sonny had become 'more approachable'; Francina-miss was said to be 'very supportive during dissertation work'; Vandana was cited to be the 'most approachable' teacher). They were highly appreciative Ms.Francina and found her classes effective, making it easier to gather lots of content from the examination point of view. With regard to Ms. Vandana, the students were highly appreciative of her 'deep burning desire' to make them learn, providing them all possible materials and inputs. Others felt Sonny was 'very supportive' and took satisfaction in getting students to participate in programs outside campus; someone remarked that Sonny's seminars were fruitful as it involved indepth discussions. One of the students wished that, Dr.Jasmine rejoined teaching.

Co-curricular engagements:

They enjoyed the CAA protests under the aegis of Medha Padkar as an experiential learning of social action. There were numerous interesting programs '*middhai*' a social justice initiative to engage children affected by diabetes and their caretakers, was well organised, strategized and gave them an insight about the various

schemes available for juvenile diabetics. The visit to the NISH exhibition too was very meaningful thanks to the guidance from Dr.Usha Kandaswamy. The 2-days orientation for NSS Volunteers on palliative care to initiate Palliative Care Clubs, was very effective. The DMT session by Laura Lopez was a 'very good' experience. Rajeev S.P.'s Project Planning Workshop was noted to be 'very fruitful' especially taking into consideration the examinations.

Exam Papers:

Many in the group felt that internal answer papers need to be valued and handed back at the earliest.

Live-in Experience:

Live-in experience was found to be insightful for both specialisations. The psychiatric social work (PSW) trainees found it to be meaningful as it helped them to undertake MSE in real live cases and see mental disorders playing out in real life and engaging as part of the treatment team. For the CD trainees it exposed them to real rural contexts, unseen and unheard of in Kerala. Such exposure equipped them better for the university exams (psychopathology in Psychiatric Information and rural reality in Rural Development. On a whole, the live-in exposure helped participant 'relate field with the studies' better.

Fieldwork (Compensation):

The new approach to field work wherein they were divided into two teams and given an option to select a field (school setting, orphanage) was found to be a 'very useful'. One group chose to work in St.Vincent's High School, Kadinankulam, while the second group worked with Jayamatha Orphanage.

Putting the onus of assessment, goal setting, designing interventions, implementing intervention and evaluations put them in better touch with the social work process and facilitated better learning. As a practice, the groups huddled together to plan each intervention, worked out strategies and evaluated the outcome after each meeting. In the process they engaged in 'planning' and 'role-taking'. Besides it helped them to relate to the syllabus better. They also experienced the benefit of working as a team (e.g. St. Vincent's). In essence the best comment sounded "St. Vincent's experience taught me to move from 'petty' issues into a broader, deeper engagements".

Workshops/Seminars:

The camp at the Kuttampuzha tribal settlement was very 'different experience' and provided the participants good exposure and 'insight' into the life and struggles of tribal folks.

Study Tour:

Working on committees and 'travelling together' was for many a tremendous growth opportunity for community living and adjustment. Study tour was a very good experience and provided good exposure.

Research Clinic:

In general, dissertation and synopsis presentation went very well. Some of the students felt that sometimes during the research clinic, they could feel the guides shield and defend their wards. This could limit their learning.

Seminars (internal):

The students felt that discussion following seminars was very useful and covered more themes and facilitated better understanding and assimilation which otherwise was confined to question papers.

General Ambience:

It was observed that 'participation among students from other departments' in general college activities, decreasing very sharply, which for them was very 'demoralising'. This needs to be looked into seriously and rectified. Similarly the amount of plastic on campus was increasing.

Common Programs:

One opined that the attention and attendance to common programs in afternoon was 'poor', with students attending 'toying' on their mobiles; suggestion: try another format by organising common programs in the morning when they were fresh and more disposed to.

Union Activities:

Some of the members expressed their growth in working as part of the Union in evolving consensus. For them 'role-taking' and portfolios in the union gave them an opportunity to learn and grow. But some were extremely affected by the on-goings in managing the Union. One of them cited of the very 'hurtful experience' as a union member. S/he felt that s/he was "not considered as a student at Loyola" by the Principal. This was in spite of the Vice Principal being informed of the developments (regarding the invitation to guests for the college union inauguration). The manner in which they were discredited and treated with "no importance as persons" made her/him feel that the "Union had no value" on campus. And the Union members were individuals were treated "without any dignity" and had no "worth". In short s/he felt humiliated. Another student reflected on her/his 'extreme distress' working with the members of the college union. In her/his opinion, the Principal 'behaved badly' with the chairman; he even 'put down' and rebuked 'Angelo-sir' in the presence of the students. In her/his words this behaviour was 'substandard behaviour and unbecoming' of a Principal.

Notes:

G: (7) **hectic**...study tour etc....field at st Vincent..could not do it as expected.... **exposure visit and study tour...could relate to studies and syllabus**....learned the role of a social worker.....organised program called "**mithai**"...personal growth..**part of union**.

F: class 8, academic 6 ..vry effective when **you work as a team**....(at st Vincent)...**personal learnings from this field work**....**living exposure and study tour**....**useful for the exam and studies**..got to **know** each other...good **bond** with each other...there was a **lag** during the starting of the sem....this should be looked into....turned hectic at last..... **attended workshops**...very useful...improved presentation.....lot of changes in prince... **participation among students decreasing very much in college**..... **dropout in college increasing**.....**this needs to be rectified**....**plastic in campus increasing**....teachers are very **supportive** and thus confidence helps the students to grow...very **proud** of the teachers.

E: hectic sem....**travel** helped others to take **responsibilities**....camp at **kuttampuzha** was very good experience and good exposure....during dissertation question should be intended to the students and **not the guides**.... **hurtful experience as a union member**...."**not considered as a student at Loyola**" ...**no importance as a person**....bond increased.

J: refined as a social worker...personal improvement...study tour coordinator.....got **undivided** attention in specialization.....unity among group increased.....enjoyed mysore a lot.....fr sabu very supportive.....good opportunity to attend the camp **at tribal community**.... happy to **attend CAA** and such activities..

K: **hectic** sem...but was able to **manage** it....tour and livin experience very good....good exposure....learned from fr sabu how to balance as a teacher....to be fun and serious when needed..... **dissertation and synopsis went very well**.....give marks of first internals first.

L: relation improved.....free hours during first hours.....Francina Ma'ams seminars very effective...livin experience learned more about the society...**st Vincent learned to move from small issues into a greater one**.... **afternoon program suggestion: if rearranged to morning it would be better**.

A: **not stressful** but **packed** up sem..... relationship in class increased.....lots of changes from previous sem.....more focus to be given to the programme in society..... livin experience.....2 days training for **palliative care was very effective**..... tremendous exposure from this program...study tour and livin experience very good..... **Francina** miss very supportive during **dessertation** work.....all the teachers are very close to the students..

B: improvement in herself..... important of Loyola training seen at **KAPS meeting**..... **confident and happy to come in front of others**.....as anju said very important to have greater knowledge about the **schemes**..... **discussions** in **group** should be more....through seminars maximum information should be imparted to others....when you discuss question paper we focus more on those questions other areas are not important...Groups in class facilitate notes sharing etc.....bond with classmates improved.

C: managed within the hectic schedule....more programmes than classes.....could **relate the field with the studies**.....staffs know us very well.... **synopsis presentation went well**...DMT by Laura was a very good **experience**.....project management by kannan sir teaching method was **bit difficult**....that transition to fr saji was a bit difficult.....**changing staff on between difficult**.....**seminars** by Francina miss was very **effective**.....was **easier for exam**...got lots of **content for exam**.....ca for 1 hr could adjust content accordingly... helpful for the exam purpose....more bond among the group.... coordinated staff tour.... **improvement in akshay**....started spending more time in campus.... satisfied here.

M: growth in herself.... participation in activities increases.....learned from the hectic schedule...bond increased....deeper level understanding of others.....seomars Francina

L: **rajeev** sirs workshop very **fruitful**....synopsis managed to do it very well....guides very supportive.....this sem time keep up....study tour and livin exposure.....report on time.....more reflections on report.....field work liked individual field work more.....the schedule did not go hand in hand....case work exposure was the only positive aspect of st Vincent.....good bond with donbosco director??.....felt "alienated"....gain was practiced PRA...transect walk etc....missed out on mithai.....got to mingle with others very much.....being a union members.. **principal behaves badly** with the chairman.....argued with Angelo sir... **substandard behaviour** towards them in a manner **unbecoming** of a Principal....very happy at department level

P: relaxed semester....went very soon....enjoyed study tour...**very good exposure, jayamata**.... positive impact there...coz brother keeps calling them, livin ..was the coordinator... understood the role of a social work...bond increased with others..no division as cd or psychiatry.....**Sonny sir very supportive....gets more satisfaction when he goes outside and conducts programme there**...7

R: **lot of free hours in the beginning**...project when teachers change its difficult.....started **studying** together at **hostel**...very good experience...the feedback that each day if **4-6 hours** taken by **same teacher**...it would have been better.....mithai very good experience....study tour and livin not very good experience....not very comfortable...rating 6.

T: time limitation due to these programs..... learned a lot from livin and study tour.... coordinator of culture committee.....limitation could not meet many new college or fest.....jaimata supported each other as a group....**sad** at its **discontinued**.....**bring Jasmin miss back**.

S: Francina miss presentation....**NISH** programme.....personal improvement...support from students and staff.....could connect with livin and exam.....study tour accommodation coordinator.....went very well....gift committee coordinator...support here also....bond among the group.

Z: livin experience within 2 days did very well...lot of experience from study tour.....Sonny sirs seminars was very **useful and fruitful**.... activities in christmas was very useful.....growth in group as a social worker.

Y: livin everyone worked very well....could relate to the exam.... dissertation....other department teachers support students not that good.....lots of confidence to present at KAPS.....no division as MP and CD.....teachers giving a personal review better.

X: group bond is there...but how professional in the field is doubtful...could have worked out more on intervention in jayamatha...very good experience at NISH....learned how to handle issues.....teachers should evaluate the background of the students first and act accordingly....both teachers and other students. Teachers are very friendly now....eagerly waiting for internship and dissertation.....the students are having to be in safe zone....and bond has improved. This zone should be carried forward.

Prepared by

A handwritten signature in blue ink, appearing to be 'Sonny Jose', written over a horizontal line.

Sonny Jose
17 July 2020

MSW Sem-2 2019-2021 Open House Online

8.30am -12.45pm July 2020

Open House Process

The Open House was convened on a different scheme on the following schedule:

08.25-09.10	Student Personal Work (on minimum content specified)
09.15-09.45	Breakout Session-1
09.50-10.20	Breakout Session-2
10.30-12.48	Open House

Teacher Reflections on Open House:

There were a few technical glitches-difficulties to get in “not friendly” requiring looking into technical aspects of online sharing. The breakout was in the view of the students a meaningful and facilitating exercise. At least two of the teachers felt that the dual panel approach of viva examination “left them drained”. However, as Fr.Sabu put it, the present system although tiring was appreciable given the possibility of giving a feedback to the learners and hence must be continued. It was resolved that *viva voce* would be undertaken each semester. The same would be the basis for *mentoring*. However, two of the faculty members felt that there was an absence of ‘personalisation’.

Viva Voce

The first reflection was about the viva process; general feedback was positive. On a whole the teachers thought that the basics missing in 30-40% of the cases; a few were unable to differentiate between primary and secondary methods. But on a whole many felt the “two days was worth” as it helped them to gather a comprehensive understanding about the social work topics and where they stood.

Ambience

The faculty members were generally very approachable. Some of the students felt “*extremely stressed*” give the load (as communicated in the words “long hours of class (extra class)”, especially on account of the “*excess of common programs*” at the college-level. The learners felt an “overload of work.” There was perhaps “too much of special class too” due to common activities (restrict to important). They also observed that there was least importance accorded for sports and arts; besides there was a hint at the difficulty on how do we manage self-care and leisure.

Faculty Response: Two of the faculty members (Fr.Sabu and Fr.Saji) observed that this could be the result of “excessive teaching” As a result, they found the absence of personal time due to excess teaching. The faculty agreed on the need to rationalize learning by not going overboard with ‘excess lessons.’ We also acknowledge to communicate back to the College Council (HoDs Meeting) on the need to accommodate the necessary schedule for field work. The Head asked to teachers to incorporate self-care in each subject on lines of the CO 2 (Expressing Professionalism). The Head impelled the students to take advantage of the faculty for mentoring purposes, given that it was their duty.

Teaching-learning: Classes provided a ‘broad view’. There was cited a “differential emphasis” among the subjects. Some of the students felt that some subjects were ‘least attended to’ for instance in the case of HSO (in their perception), who “did not get adequate time” or “did not cover”, and therefore had to go into “hurried teaching” to finish. There was a suggestion to prepare a ‘timeline’ for the subjects so that there was

now cluttering towards the semester-end. There was confusion due to a lack of sequence; it would be good to illustrate with examples drawn with experience.

Three cited that Counselling could have been taken more time for skill development through practice sessions. Other appreciated that some of the courses like Counselling were completed; the other subjects need to emulate how seminars were completed aiding better learning. There was a very positive observation that research was better learnt through the mini-research assigned during the Block Placement. There was ideal if we were to bring in practitioners and experts to engage sessions; e.g. statistics.

There was strong feel that **Moodle** as 'an App' (platform) must be tested prior to implementation; it was perceived not to be user-friendly. There was also a feeling that engaging sessions on themes without a definite sequence (as provided in the syllabus) made it difficult to contextualize. There was a request to make 'notes' available for students, substantially early.

Faculty Response: In the internal discussion it was noted that some of the faculty members took in excess of 60 hours, while others took only the allotted time of 20-25 hours (as clarified by Frs. Sabu and Saji). But all the same there was a need to compensate for the time lost on account of common programs. The faculty agreed on the need to rationalize learning by not going overboard with 'excess lessons.' There was a decision to orient the students clearly with each subject based on the Course Outcomes. Regarding the provision of notes, it was first reminded that the department would not encourage 'spoon-feeding' and as a PG learners they were expected to prepare their own 'personal notes' rather than falling back on 'standard notes' shared by someone only this would aid assimilating, better reflection and learning.

Mentoring

There was an observation that Mentoring needed better attention from both the faculty and students; students needed to get to teachers without any inhibition. It was also commented that the difference of opinion mentors created confusion among the students

Faculty Response: It was observed that the students generally did not take the freedom to get to the teachers. On his side the Head requested the students to understand that it is their 'entitlement' to claim time for counsel with the teachers in spite of the workload of the teachers. Regarding the difference in communication the students were asked not to rely or conclude based on communications in their internal groups (or WhatsApp groups); in the event of any communication gap or communication, they were expected to clarify keeping in line of communication through the leader to the HoD.

Concurrent Fieldwork:

There was a desire expressed on the need for orientation to the fieldwork spaces; they required that places need to be assessed before being sent to. Two learners mentioned about the absence/delay in orientation regarding field objectives. At least two complained that Pothencode was a 'difficult terrain' to access people; it was cited even by those who were more communicative and social, e.g. Neha (who is very social). They

suggested a serious feasibility study be undertaken before commencing field practice. There was an observation that there was a promise to arrange fieldwork in schools and even assign cases. Other lauded it a 'good effort' placing learners in block during the COVID crisis and with such limitations.

Faculty Response: The faculty assured that they were in talks with the Corporate Management, but it was not possible due to the lockdown happening. Alternately, given Fr.Saji's initiative, the Marianad Community would be engaged if the Learners were in a position to come to campus. Fr. Saji had promised to look into Marianad Proposal supported by a 10 member 'think-tank' (promoters); besides another 10 could be placed in Anjnego under the Unnath Bharath Abhiyaan Scheme.

Block Placement: at least one participant felt that the themes of engagement focused on medical and psychiatric setting - CD could have been there too.

Faculty Response: Clarified that this was not anticipated and we did the best possible planning in the given space, thus ensuring that fieldwork happened when fieldwork was stalled in every part of the world

Another two - Ashwani and Arya - cited trauma out of Block Fieldwork being undertaken in risky contexts; they expressed the need to have taken parental anxiety. The Thuthoor COVID infection was frightening while working in TSSS.

Faculty Response: The faculty head cited the need of 'readiness' given the special calling in social work. Besides him, Fr.Sabu counselled them on not giving parents away (mis)information disproportionate from the context. Ms. Francina on her part had taken pains to extract agreement from sending them into the field. Besides, Jomes and Ananthu ventured into Poonthura (at the point of discussion being a "hotspot"). The Head reminded how the parents (especially Arya Ghosh's) were 'purposefully' oriented even with exaggeration in the beginning regarding the demands of the course and the need for 'preparedness' during the recruitment phase.

Timing of Work/Assignments/Classes: Many of the learners felt that they needed sufficient time and notice to deliver assignments or formats. In the specific instance the Mentoring Forms was provide at the "last moment"; in their perception this required time for reflection if that was intention, rather than being asked to fill it up the night before. Similarly, they requested sufficient notice for classes.

Faculty Response: The teachers assured that sufficient time will be provided in future, at least 24hours in advance. It was decided to communicate a definite timetable (Day Time Table prepared and circulated in advance).

Skills Training

All learners share improved skills as a result of the street theatre and life skills training programs. Street theater was an opportunity to bond, exercise skills in time management, a good exposure in terms of team work and use of space. At least two cited of Praveen's orientation of Life Skills being too abrupt ended due to common program (an overkill); there was a necessity to ensure continuity of Halls.

Students' Meets

Samanwaya provided for great bonding with seniors; many felt that for a first all three batches went into it and that “everyone was totally into it”. Others observed that it provided them ‘international exposure’. All were unanimous about the total involvement of ‘every teacher’ during Samanwaya; others cited the tremendous confidence brought out from the encouragement from Ms.Francina.

Zohar, the student meet organized in the run up to the NSS Camp challenged them to work on their own as a team; the student took special pride in that Zohar was coordinated by students. There was a reference to the **Zohar prize money, and a suggestion to release it for reimbursement.**

Berch Humanitario provided broad exposure in project planning and presentation skills to at least 5 of the students within a short span of time.

The **UN Replica** at Labour International School was good exposure for Ananthu and Anna and they suggested that more be sent to such exposures in the next year.

Faculty Response: The faculty after their reflection meeting concurred with the students regarding the willingness to reimburse the travelling expense and registration for those who had financial strains and they need only approach Ms. Francina. They were reminded of the policy of remitting the prize-money to SALT and then covering actual expenses and more in special cases. The remaining fund was utilized for CSR purposes (as in the case of relief procurement during the last two Kerala Floods (2018 & 2019).

Extra-curricular

Two observed that the **ESAF** Survey was a ‘long-haul’ (Raeya) and the **24 Stories** as an initiative “remained incomplete.” Besides there were too many programs without break in the run up to ESAF, making it stressful. The game plan appeared flawless with two groups to operate before and after Christmas, with an intention of completing the task by mid-January. However, it took longer and stretched into February. It was noted that support tapered internally, so the team leader had to gather support from outside contacts. Similarly, **Inspire** caught them unawares; they took to it with ‘overconfidence,’ and ‘failed’ (faltered) due to the absence of preparation. They suggested more forceful direction from the department. One of the students countered reflectively that **Inspire** was a failure, but ‘a lesson’ for not anticipating and not being flexible and to avoid ‘over-confidence’; the team suggested the need for better preparedness. There was an observation that there was no encouragement for **Arts and Sports** (no leisure). The tight schedule apparently ‘affected’ the learners; the Sports day preceded Inspire affecting its preparedness.

Faculty Response: The faculty discussed the lack of support from the team to ESAF, but however refuted their feel that the endeavour was not a success. He cited of the constant mutual review and revision happening between ESAF and Loyola and the satisfaction ending in us perhaps working up a MoU. The head also reminded on the difficulty of organizing so many programs such as ESAF, Zohar, Inspire and Samanwaya providing promises on student compliance besides negotiations with the Principal and the NSS Coordinator. The HoD encouraged the students to take up sports as a continuum and not a ‘one-time event’. Self-care need to be built up as a part of continuous improvement; and he requested each teacher engaging each subject to build in self-care into each subject engaged in.

Conclusion

On a whole the entire semester although substantially loaded was challenging and infused in a lot of ‘self-confidence’. The load generally built up by a multiplicity of external programs - 5 conferences and at least 4

life skills programs, 6 six theater performances and one action research program on liveable cities. All the above, however did provide a lots of learning. There were divergent views from among the students indicative of reflection and growth. The meeting in general was cordial but apparently lacked the emotional content that the faculty was more familiar with in Open Houses; this may be attributed to the virtual nature of the platform.

Notes:

Positive	Suggestions
<ol style="list-style-type: none"> 1. Coping better with demands 2. Opportunities - ESAF +++++; 24Stories +++++ 3. Approachable 4. Material and human resources from college excellent 5. Feba and Reeja (efficient) 6. Training - Project Proposal 7. Block placement 	<ol style="list-style-type: none"> 1. Note preparing and authentic literature > mentor and mentee 2. Mentor-mentee relationship > schedule > 3. Block Orientation 4. 24Stories - change in structure - Grace left out 5. Understanding 6. Formal instructions (communication gap) - 7. Mentoring to be strengthening 8. Sports day events avoid

Points for discussion in Feedback on 10 July 2020

1. Basics missing (2) - repetition - homework - unable to differentiate primary and secondary - 30-40% have not imbibed fundamentals - 25% have lack of integration
2. Basic Methods not practiced - limited practice of Group Work and Case Work (no. of sessions) > alternative strategy - Group Work too was first Sem - less emphasis and compromise - college programs and continuity - college programs - Friday Saturday - Psychology & Social Work -
3. Differential emphasis on topics - try to stick to the - experts and practitioners - extra class from teachers was good input - Vandana - mechanism to handle negativism - tour
4. There was a need for gentle individual feedback to individuals - Ann Mary (wasted talent - manipulative), Angel (work to rule, delivering bare minimum - turning parents away) (c/o Sonny) - Jones (inappropriate behaviour of taking to close proximity and holding hands; decision on orienting religious; refrain from addressing “Fr. or Sr.” (Sabu and Saji); Kesiya (good insight - climate activism and sustainability - emptiness - pending reports - poor team player), Sanghamitra (formal and adolescent behaviour) (c/o Vandana) and Neha (Saji); Varsha - very internally drawn in (Francina)
5. There was a need to impart etiquette emailing finished work- covering letter for emails and appending name and details as filename, besides renaming files sent.
6. COVID Risk and Family Anxiety? - social work is risky - positive about during Block Placement presentation - put the same question to you by the end - assurance - Health Sector - exaggeration
7. Stress and Readiness
8. Mentor difference in communication (Fr.Saji & Sonny experience) - differentiate informal communication from formal - basic time element
9. Communication of time table
10. Invitation of Practitioners and Experts - Counselling, Legislations, Social Case Work, Social Group Work, Research
11. Class timings
12. Notes
13. Field Orientation - special situation global

14. ESAF and 24Stories - politics - manipulator - protection - treat normal and a 'groupism'
15. Zohar Prize Money -genuine payout - settlement
16. Self-care, Sports, Arts and Leisure

Orientation Content

It was decided to also provide an orientation on 10 July (Friday) as a follow-up on Open House along the following themes:

1. Feedback from Open House
2. OBE
3. Transcript - 1 week
4. Subjects Introduction
5. Specialization
6. Fieldwork - eventually seniors to Marianad
7. Timetable

Notes: Criteria for assessment tool for Open House:

- Intimacy
- We-feeling
- Isolation
- Access mentoring
- Sports
- Lack of emotional sharing
- Role to contribute
- Fieldwork
- Sharing (personalization)
- Stress

Prepared by



Sonny Jose
17 July 2020

**LOYOLA COLLEGE OF SOCIAL SCIENCES
THIRUVANANTHAPURAM**



M.A. HRM

OPEN HOUSE REPORTS 2020

MAHRM 2019-'21 semester 3 – Open House

Date: 17th Nov 2020, Tuesday

Highlights

Addressing required at college level:	Action taken
) Moodle continues to be a problem, more than exams it's the thought and act of uploading in Moodle which is stressful.	informed the respective person in charge
Addressing required at dept. level	
Matters of concern (academic)	Action taken
) Since IR & Labour legislations given focus, which tarnished the presence of Performance management & business environment.	Since the internship happened in the online mode and semester seems to be focused more on IR & LL; but this will be taken care next time
) Since internship was online lost the touch of being doing a physical internship and a presence in the organisation. At times students felt of not really doing an internship	issues out of our control, even the dept. wants it in the way students envisaged. But taken the advantages of online internship, the content wise and intensity wise dept believes students are largely benefitted from this.
) Better if seminar presentation is designed for a specified time period and should be made even for all students.	This will be taken care in the future and depends on the subject requirement the faculty is free to design the seminar duration.
) Better if the formats for the projects reports or the like to be shared well ahead in the semester.	will be done
Matters of concern (non-academic)	Action taken
) Planning of sessions can be well in advance, so that missing out certain programs at the last moment can be avoided. (e.g.: The culmination program of internship with mentors and faculty which was only informed an hour before.)	will be done
) The semester was tight and hence the pressure was felt.	We are preparing them for future work, and believes the outside world is cruel. This helps students to get out from their comfort zone
) Since the compulsion and time constraint, the online course was done with out any real learnings and seems like a ritual.	Online courses are individual responsibilities and in the long run this will only benefit them. Dept will encourage the students to do more.
Good take-aways	

) The rearrangement of classes from five sessions to three really benefitted students to take ample breaks and relaxation. |

) This semester made students more independent which boosted the self-confidence. |

) Almost all created LinkedIn account, which helped them to keep connected to the HR network. |

) Expert sessions and one-to-one mentor interactions really improved the student as an HR professional. |


Dept. of Personnel Management
Loyola College of Social Sciences
Thiruvananthapuram-695 017



Dept. of Personnel Management

Open house 01-07-2020

Since the students are not attending session in the college due to Covid restrictions, an online open house has been conducted for the III sem students.

24 participants including 4 faculty members attended the meeting. Dr. Angelo could not join due to some technical issues. The students reported that they are happy with the teaching learning and co-curricular activities of the college. They felt conduct of the management fest as a great learning experience as they could work in different teams and apply some of the management principles in practical situations. The seminar conducted by the dept was also considered to be a positive exposure for the students. Most of the students also expressed their opinion about the positive opportunity through the OS experience. For them it was a bridging platform to integrate the theories and inputs learned during the previous semesters.

The following are some of the concerns expressed by the students.

-) The sudden stoppage of regular classes due to Covid pandemic was a challenge to many as they had to move to online sessions and materials for study purpose.
-) Less number of class session due to the engagement in Management fest was another concern expressed by some of the students
-) Some of the students could not access the moodle platform due to server issues and internet problems

Major Suggestions

-) Students requested to share the percentage of attendance as some had doubts about the same included in the CA calculation.
-) More online sessions are suggested if regular classes are not possible.
-) An orientation to Moodle is requested because the students are not well versed in the use of moodle.

Action taken

1. An online moodle session is scheduled on 02 July 2020, 8 pm
2. The attendance percentage data has been shared with the students for their verification
3. The online classes are scheduled to be started from 02 July 2020 onwards. Since the students are attending OS training, two sessions per day during 7 -9 pm is scheduled till the end of training. Thereafter, regular online sessions will be delivered.

Join Zoom Meeting

<https://us02web.zoom.us/j/83059282462?pwd=cZGUVJJUWIMekJYSmsrR1JuaUJXZz09>

Meeting ID: 830 5928 2462

Password: open



Open House
IV semester MA HRM students
29th January 2020. 10.30 am

The students expressed serious concerns about the time constraints to complete the academic requirements during III semester. Since around 35 days were set apart for the internship training the hours available for class room transactions got substantially reduced. So, the students were little overloaded with the academic demands together with the college activities.

However, the students were extremely happy about the internship training they received during the semester. Since the law related papers were completed before hand the students could really benefit out of the labour law related discussions during internship. The labour law seminar organised by the department towards the end of the III semester was also a real time experience for the students as they shared that such a programme is much awaited by them.

Major suggestions

1. College level programmes scheduled for the afternoon sessions can be shifted to forenoon to get more value addition to the students. They are not able to get the best out of it because it is happening in the post lunch sessions
2. Collaborative programmes NIPM and YI should be organised to utilise the best inputs from the industry.
3. While counting the requirement of Internship, is suggested to count the number of hours than the number of days. This will help to gain early completion of internship at different type of organisations like (5 day week or 6 day week).



**LOYOLA COLLEGE OF SOCIAL SCIENCES
THIRUVANANTHAPURAM**



M.Sc. Counselling Psychology

OPEN HOUSE REPORTS 2020

Open house meeting 2020

Loyola college of Social Sciences, Sreekaryam

Date :- 18 November 2020

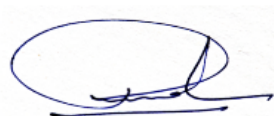
Trivandrum : On 18th November 2020 the Department of Counselling Psychology conducted an open house meeting through online. The HOD and other faculties of the department participated in the meeting, which began at 9:30 am. The discussion was about the academic concerns of students .Most of the students reported about the difficulty in the uncertainty of university exams of S3. They also reported difficulties associated with Action Research. The next concern from the students were about the completion of practical records, and about practical exams. Open house was helpful in discussing the academic concerns of students. The session wound up after 10'o clock.

Action taken

*Discussion with the university chairman regarding the date of exam was carried out.

** Students given extend time for the completion of action research

*** regarding practicum and practical case records students were given instruction to prepare what they have at hand than getting tensed.



Head
Dept. of Counselling Psychology
Loyola College of Social Science
Thiruvananthapuram-695 017

Department of Counselling Psychology

Details of Open house Conducted on 15/07/2020 for S3 students

SI NO	Content	Action taken
	Need for reduction in number continuous online classes per day	Teachers informed regarding making use of moodle Along with Zoom interactive classes and continuous lecture sessions by the same teacher will be minimized
	Information regarding the practical and practicum records of S2	Due to the Covid -19 pandemic students are given instruction to work on with the materials they have at hand and before the exams they are supposed to produce the materials they have (including rough records)
	Dates of practical and practicum	Students will be informed based on university announcements
	Appreciation of online classes by teachers	Teachers appreciated
	Network issues faced by many students while online class	Students will be given opportunity to learn the lessons if they inform the need

All the teachers and students were present



Head
Dept. of Counselling Psychology
Loyola College of Social Science
Thiruvananthapuram-695 017

Details of open house conducted on February 11th for S4 students

Content
Girls toilet not neat and flushed
Health room not hygiene pillow sheet bed
Need more field visits? Minimum 2 field visit per month
Therapies more needed
Seminars or workshops to be conducted
And participation to be mandatory
Dept wise library needed
Psychology lab required
Need more exposure
No active resolution of queries raised to IQAC
Feel like not a part of college...we are not considered
Internship date and timings to be informed
Whole motive behind the course need to be fulfilled
Counselling room
More training in Counselling
Syllabus revision..
Future oriented
Case discussion at class required to be more
Need more field visits
The way to teach research needs modification. .like done in other departments
Orientation regarding the use of other psychological tests needed. .more tests need to be taught
Journal club needed
Placement based course formation
Dissertation hours dates...
Counselling demonstrations needed
Practical records to be provided by college
Copy to be provided for reference
Better class provision for PG students
Systems in library less
Internet connectivity poor
Cases to be taken during block placement
Need to ask University to ensure to provide enough semester hours to reduce stress

All queries will be addressed and informed to respective area



Head
Dept. of Counselling Psychology
Loyola College of Social Science
Thiruvananthapuram-695 017

Details of Open house Conducted on 31/01/2020 for S2 students

Content
Need for curtain near the front window of M.Sc. 1 st year class
Duster need
Syllabus based books required in library (number of copies)
Library hour should be allotted
1 chair and 1 table needed
All students are forced to engage in activities including NSS
They are sometimes asked to work inside difficult circumstances (health issues)
Senior students involvement in Association (Lacs) activities
Field visit limited only
Transportation facility should be arranged properly since fee is collected
Photocopy facility need to be actively available for students
National seminar at departmental level to be conducted
Rearrange classes for more practical exposure
Conjused class room
Street theatre workshop certificates
Visit to mental health care center
Weekly visit to field
Need stationary store
Hostellers often have food poisoning
Mess fee ok but quality low
Teachers need to teach experience based
Need gap between internal exams
University need to ensure 90 working days
Syllabus need to be reconstructed
Practicum record need to be 200 pages
Psychological tests and tools many irrelevant
Psychology lab required
Adding further contents in course
Counselling room
After second internal will they be allotted to leave home
Study leave before semester exams
Attendance to be closed before 1week of exam

All queries will be addressed and informed to respective area




Head
Dept. of Counselling Psychology
Loyola College of Social Science
Thiruvananthapuram-695 017

Details of open house conducted on February 11th for S4 students

**LOYOLA COLLEGE OF SOCIAL SCIENCES
THIRUVANANTHAPURAM**



OPEN HOUSE REPORTS 2018 & 2019

SOCIOLOGY

SOCIAL WORK

**PERSONNEL MANAGEMENT
COUNSELLING PSYCHOLOGY**

Department of Sociology

Students Feedback – Based on Open House Requirement

Open house of second semester students

Date: 4-09-2019 Time: 9.45am

Total number of students: 18

Total number of faculties: 4

Comments raised:

1. The semester was hectic
2. The question paper for the University examination was set without giving priority to all the portions
3. Shared their grievance on the higher number of screening conducted for the college day events

HOD:

1. Assured to write to the university regarding the irregularities in question paper
2. Promised to raise the students concern on screening before the staff council.

The meeting dispersed by 10.15am.



Head
Dept. of Sociology
Loyola College of Social Science
Thiruvananthapuram- 695 017



4th semester Open House

Date: 16-08-2019.

Time: 1.30pm

Venue: Sociology Department.

Procedure:-

13 students and 5 staff were present.

The students shared their overall experience in the department, especially during the fourth semester. A few students expressed that

Sociology helped them to develop a third eye.

They initially had some problem with department shifting.

The students applauded the openness and approachability of teachers is commendable.

HOD mentioned to initiate teaching assignments to senior batch.





Chiranjeev

**Head
Dept. of Sociology
Loyola College of Social Science
Thiruvananthapuram- 695 017**



Department of Social Work **Students Feedback – Based on Open House Requirement**

MSW III Semester Open House - September 2019

Place: Orientation from the class room. Jotting down on the paper too.

Sharing from the open stage.

Positives:

-) Life skill training at Poovar.
-) PIMER approach.
-) NSS camp.
-) Field work viva.
-) Interactions with colleges.
-) Block placement.
-) College day work. Anything is possible if united.
-) More unity in the class.
-) Research seminars conducted by Francina miss were very useful.
-) Counselling class of Pramod sir was good.
-) Fund raising experience.
-) Commitment of teachers.
-) Report writing training by Jasmine miss.

Negatives

-) Irregularity of English class.
-) III Semester was hectic.
-) Could not work hard in the second SEM.
-) Affordability of block placement expenses to be checked.
-) Teachers' participation in arts day.
-) Presence of subgroups in the class.





Head, Dept. of Social Work
Loyola College of Social Sciences
Thiruvananthapuram-695 017

Subject: Re: Open House S3 Nov 2018

27

March

2018

On Mon, 2 Sep 2019 at 20:29, sonny jose

[<consultsonny@yahoo.com>](mailto:consultsonny@yahoo.com) wrote:

Group 4

Project made easy - ppts sent exams - Medical & Psychiatry new concepts - rush thru - portions skipped all subjects - research five different ways - Job-seekers positive - Samanwaya (non participation students limited)-

nothing done for social work day - no mentoring

group 2

fast semester - not theory in evaluation - more in livein experience and PRA - lab rats - samanwaya not appreciated -

group 1- only activites discussed - livein MPSW - self evaluation - CD relaxed - PRA learning experience- cold climate - study tour medical setting required - research guidance good - ppts not send

group 3 - study tour - more responsible - job seekers good - specialisation changed dynamic - subgroups - CA marks not genuine - no Mentoring - not open - study tour medical must be taken care of - judgemental

Open House not effective - PG student alla - self opinion - college inte vyakthiparamaaya thaalparyam usign students

teachers need to be freed to teach - guidance needed

community health - Fatu - not chronological - updates from teachers - modern technologies - not integrated - selective justice - CA marks injustice (8 marks) - CD/MPSW Timetable issues (over extension of class time) - insulting words -

English speaking course - start-stop - general evaluations not considered - answer papers not given back, not revealed in CA - seminars -

orientation about the specialisations

- answersheets must be shared -

fake family? - pretension - no opinion about expressing - no one is comfortable -

presentation - professor aavukaaa - open up !

OPEN HOUSE 2

Anna - pime approach -in the Disaster Management - applying methods in block placement - coming out was insightful - La Compass?1 - English communication? - international literacy day saksharatha

Aleena - Loyola Poovar a tremendous growth - NSS coopersticng and managign conflicts - DCPU - POCSO Act. - implementing casework and counseling - stressful morning classes, July - coming out good feedback - handholding better - fund collection 4 member Team 'number not an issue'

Tison - practical learning at Snehabhavan - College Day, Sports Day, better mingling with seniors - viva cross check where we stand , need for academic - NSS Camp was a growth experiece in struggle - survey questionnaire controversy - Cultural gteat - S2 better initiative opportunity -

Athira - committee work good growth opportunity - fieldwork block - S2 can manage time - interface, viva opportunity to understand self -
rose - Poovar - DCPU cases alone vs. agasthyante poompaattakal - missed College Day and Coming Out - positive feedback from External Panel
Riya - block placement was good, expensive can it be ascertained - research clinic - 2 days effort toncollege dau was the best - viva was a great experience - no involvement in the seminar presentations
meenu - research articles good learning - Pranod session practicals - internals low - case work help - coming out thinking out of the box - 5 day college day
Bushra - under expert George in CBR - report preparation and how to work in medical college - 30 persons approach the group - CBR to AG Group - miniresearch in Block - statistics class - wish for Research Methodology
Anju - better bondign - KAIROS was great - papprbag - applied theories in the field - working on raising resources Rs.32000. online fundraising - Sports and Arts opportunity for gellinh with seniors - importance of time management and reporting
Sandra - Cherreshmi - no supervision - own efforts to implement things - Sports and Arts in two days was killing - uncooperative experience teachers participation
- poovar great experience - world introduced to people in different fields - cannot concentrate academically - viva helped to realise lack of connect - bond but not as a whole group "missing out" (maybe lack of a total group programs)
donna - self reflection - commitment of Teachers- dedication and commitment Vandana - feedback from students - sports was a transformation - ran and face my fears- banded block field - unity, but lots of subgroups - no common programs - Jayamatha -
jithin - Poovar was incredible experience - the Students' response a motivation - all students getting certificates ...phased growth (gattam gattam) - Jasmine tied up in IQAC - the structured reporting - research good grounding + research presentation - looking forward
Gayathri - lot work, but contented - changed mindset - good guidance for Block and preparedness at Hope - personal learnings there helped in concurrent - life skills at Poovar was incredible feedback - practice is fine - viva a learning experience - need to connect with professional - delay in linking - spontaneous response to demands and rediscover talents -research presentation creative topics - the structuring of research - Don Bosco interface reveals the tremendous growth - NSS Camp reflection was a negative talk vs. the problematic questionnaire...
Dency - supervision poor - but handholding by classmates - youth group in two days - arranged for waste management - Cherreshmi positive - no personal efforts - mentoring and fieldwork guidance by Jasmine - specifics from teachers - Viva realised articulation - guidance from Krishnendu alumni resourceful - 2day practice to College Day - Seniors very close resulting in changed dates
Maria - S2 growth - academics - Jasmine's input - teachers handholding for Casework - seminars for research - Jayadeva heavy communicate what is essential - S2 exams from marks to subject treatment - practical workshop for counselling by Pramod - report formats delayed, extra work - couldn't deliver because of personal struggles -Collectors internship in C5 not recommended - research clinic clarified methodology - enjoyed Sports and Arts how to be a leader and plan from Ashley. Arts -Teachers not around, no documentation, no audience ... alumni interactions were very insightful about future

challenges - Loyola Poovar appreciation for classmates... NSS camp sleepless, but exciting - streetplay was encouraging from 3 and to do 6 sessions - trailballoon - Inigo should have been better attended - College Day was a struggle - positive feedback from Sabu vs. critical comments from the Panel - positive to negative - "trust us" - team was demoralised - self-discovery and pushing myself - asking for help a realisation - Seniors protected - there is a missing but we need to reach out to the others

Nibin - changes because of Faculty - Sabu ready Kannan support together - change from within - life skills, block placement, Jayamatha, Sports and Arts - seniors support - academic s need to improve

prince need and attempt to improve - poovae and NSS improved bond - suggestions by teacher s to improve - Jayamatha continued intervention - internal exams results - evaluation of Seminars

Vineeth - tight slipped - seminars in the end effective - viva an oral internals 1/2 - block a great realisation - inform distant placements earlier to control expenses - college and arts day need to be scheduled... evening program so that there is. an audience - stressed - screening tightened - programs student friendly timings and dates

akshay - Fr.ne pedi - fieldwork relationship with. comunity members

Rameez - not bad nor good - block was a opportunity to travel - arts and sports - nit supported by staff and students - department interest only - noninterest on extracurricular - - external faculty - jayadevan no idea about our demands - Seminars individual criteria - more to read and practice

diverse experience - block placement wonderful experience - first time away from home - nss street theatre enjoyed - acamenics was bad -arts dau good - magazine work supported by Rameez -

Johari window - agencies based in interest - Sahajeevan a full-batch full day

Exit interview of MSW 2017-'19

College climate was conducive

Academics suffered due to discontinuity of faculty

New faculty couldn't fill the lacunae

Esoecially, Students suffered for the absence of Jasmine miss.

Stressed work was ignited multitasking

Intimacy with teachers really good, especially with all departments

There's an element pulling back to college

Union is name sake

Decisions can be more democratic, consult students too before fixing programs

Day scholars should be equally held responsible for all the activities

EM should be compulsory

LILA, LACE to me made serious and regular

Modest dress code to keep the identity of the college

Open House has to be moderated to be "OPEN"

Internals vs programs is a riskier management for students

Library hours extension would really useful.

Brilliant gap illa...but will manage...there are others around ...a positive side to everything

Christiansa lot change...could change... i have lots of time

najima sports new experience... viva helped look at negatives ... books to focussed on ... organising KAPS...personal growth was disaster ...launching out into reality...unicef booster... research connectuon vittupoyi...group study assistance

ashley lots of learning.... blessed to be@ Loyola... magazine ... great support from teachers ...viva hrlos me realise my limitation... reading... acculturation and assimilation into

treesa ...a list of things... "oru sem exam koodi"... things happen on time... group support trending... newspaper reading...

nandu an eventful year = resource mobilization... procrastination... balancing ups and down... how to handle things without being affected

anjali lot acquired... unable to integrate headings ... stress sukhamullaa sambhavam ...nalla batch

loyola dream come true ... no idea to begin with...esp Sem1...Sem2 decided to ask and help...not clear, not sinking (clear)...Jasmine oriented... support from seniors ... disaster brought on frugality...

Gautami hostel life is wonderful... caring and sharing... concurrent and Kannur changed me...managed things alone...focus on suggestions by teachers ...

Elna: twisting...caring bros...paper publication ... rest on internals...333

kuma ... people at home adjusted...very caring Jenin...everyone

one year since... block placement ...a friend... emotional involvement... disaster~detachment ... seminars mode of Jasmine... integrated by Jasmine... some topics new... time management issues... self reflection ...kaps empathy with Francina... committment... hostel a good lively experience ...robotised "viva experience"

bincy msw as a career....ideal teachers... empathetic group

Jenin ...lots of changes ... flood a transforming experience... concern by teachers

coordinator - difference - demand for the difference

Head, Dept. of Social Work
Loyola College of Social Sciences
Thiruvananthapuram-695 017



**Department of Personnel Management
Students Feedback – Based on Open House Requirement
Report**

Open House 2nd September, 2019

III semester Students

This was an open house conducted about the experience of II semester of the current III semester students. The students are asked give their feedback on teaching learning, Industrial training, and Infrastructure. The following are the major responses from the students

1. Involvement of students in organising and Participating of the programmes inside the campus is to be enhanced to offer them a better learning experience
2. The standard and quality of seminar presentations in the class on various subjects to be further improved.
3. The portions of all the subjects during the semester completed on time
4. The format of preliminary pages of OS report can be shared to students to make it in a uniform pattern and avoid confusion at the last minute
5. Excel training was really a value education
6. A session on various HR related softwares would be really useful
7. The management fest organised during the last semester was an enriching experience and to be organised in this too
8. The news analysis exercise to be continued in third semester as well
9. The students to join the NIPM and Yi professional associations to improve their networking.

Action taken report

1. Involvement of students is ensured through proper monitoring
2. Decided to organise Management fest in this year also
3. Started student chapters of NIPM and Yi . All senior students opted membership in NIPM and Yi chapter.
4. Instructed teachers to be vigilant on ensuring quality of seminar presentation of various subjects.


Dept. of Personnel Management
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Open house

II semester HRM

25 February 2019

-) **Portions completed on time**
-) **A briefing about important programmes would help to attend the same with better preparation**
-) **Requested to revert the subject allocation to the teachers as done for previous batch**
-) **Suggested to share the slides before a week of examination dates**
-) **Increase participation of students in external programmes**
-) **Enhance the functioning of clubs like LAILA and LACE**

Action taken

-) **Slides sharing ensured in advance**
-) **Forwarded the suggestion to enhance the functioning of clubs like LAILA and LACE to the college council**


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Open house

IV semester HRM

25 March 2018

-) Four students expressed serious concerns about the proceeding with the concurrent mode of training during the III semester. The suggestion was to make it as Block Training in a continuous stretch
-) Need to initiate mechanisms to depute students out side campus programmes like management fest. This will give better exposure and networking opportunities
-) A department level dissertation orientation to select topics would be useful
-) Extension of Library timings so that the students can use it during the evening timings

Action taken

-) The concurrent mode of training is converted into block training
-) Larger number of student teams started attending management fests and outside campus programmes.
-) Library hour extension implemented .


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Department of Counselling Psychology
Loyola College of Social Sciences
Students Feedback – Based on Open House
Requirement September 2019

- 📌 Immense work load but shapes the students
 - 📌 Ensure selection of matured teachers in the department
 - 📌 Ensure that teachers also do not use phones in the class room
 - 📌 Need for a lab to practice
 - 📌 Class rooms are pathetic, need more space and facilities
 - 📌 Syllabus need to be improved
 - 📌 Association programs need to be more effective
 - 📌 College should ensure the organizing of seminars that are more meaningful
 - 📌 Well structured canteen facility that ensure quality food
 - 📌 Medical leave should be given for genuine reasons
 - 📌 Need sufficient library time and facilities
 - 📌 More field visits
 - 📌 Permanent faculty required...
 - 📌 Need for conduction national workshop/ seminar by the department
- ✓ Adequate actions will be taken by the department to ensure quality education



Head
Dept. of Counselling Psychology
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