Loyola College of Social Sciences

Sreekariyam, Thiruvananthapuram
Kerala-695017

VOLUME I

SELF-STUDY REPORT
PART I & II

MARCH 2001

Submitted to

National Assessment and Accreditation Council
Bangalore

Loyola College of Social Sciences

SREEKARIYAM, THIRUVANANTHAPURAM
KERALA-695 017

13 March 2001

I hereby certify that the information furnished in this Self-Study Report is accurate to the best of my knowledge and belief.

Principal
Helena Judith P.

Loyola College of Social Sciences

Sreekariyam, Thiruvananthapuram
Kerala-695017

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- **Criterion-wise Inputs**
- **Inputs From the Department**

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Submitted to

National Assessment and Accreditation Council
Bangalore

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KEY TO ABBREVIATIONS

ADS	Area Development Society
AIACHE	All India Association for Christian Higher Education
AICUF	All India Catholic University Federation
AKSSA	All Kerala Social Work Students Association
APSWIK	Association of Professional Social Workers in Kerala
CBO	Community Based Organization
CEC	Continuing Education Centre
LCSS	Loyola College of Social Sciences
LES	Loyola Extension Services
LFCC	Loyola Family Counselling Centre
NIPM	National Institute of Personnel Management
NSDP	National Slum Development Programme
PTA	Parent Teachers Association
SHG	Self Help Group
SJSRY	Swarna Jayanathi Sahari Rozgar Yojana
UBSP	Urban Basic Services for the Poor
UPA	Urban Poverty Alleviation
VCA	Voluntary Coordinating Agency
WEC	Women's Empowerment Cell

SELF-STUDY REPORT

PART I

SELF-STUDY

I. PROFILE OF THE COLLEGE

SELF-STUDY

I. Profile of the College

1. Name and address of the college: **Loyola College of Social Sciences, Sreekariyam PO, Thiruvananthapuram, Kerala – 695 017.**

2. For communication: **Same as above.**

Office

Name	*Region Code*	*Telephone Number*	*Ext.No.*
Principal: **Ms. Helena Judith P**	0471	592059, 591018	202
Vice-Principal: **Dr. MK George SJ**	0471	592059, 591018	203
Steering Committee Coordinator: **Dr. MK George SJ**	0471	592059, 591018	--

Fax No.: **91-471-591760**

E-mail: **loyola_tvm@vsnl.com**

Residence

Name	*Region Code*	*Telephone Number*	*Ext.No.*
Principal: **Ms. Helena Judith P**	0471	327940	--
Vice-Principal: **Dr. MK George SJ**	0471	592058	--
Steering Committee Coordinator: **Dr. MK George SJ**	0471	592058	--

Fax No.: **91-471-591760**

E-mail: **loyola_tvm@vsnl.com**

3. Type of College:

Affiliated ☒ **Constituent** ☐

4. University to which the college is affiliated:

University of Kerala

5. Financial category of the college:

Grant-in-aid ☒ **Self-financing** ☐ **Government funded** ☐

6. Does the University Act provide for autonomy to colleges?

Yes ☐ **No** ☒

If Yes, has the college applied for autonomy

Yes ☐ **No** ☐ **NA** ☒

7. Date of establishment of the college: Month & Year (MM-yyyy)

06-1963

8. Dates of UGC recognition:

		Month & Year (MM-yyyy)
i.	Under 2f	**01-1964**
ii.	Under 12B	**NA**

See Annexure-1.

9. Is it a recognized minority college?

Yes ☒ **No** ☐

10. Campus area in acres: **15 acres**

11. Location of the college

Urban ☒ **Semi-urban** ☐ **Rural** ☐

Tribal ☐ **Any other** ☐

12. Current number of programmes and departments of the college:

a) Number of programmes:

Programme	*No*
Certificate course	**2**
Diploma	**NA**
UG	**NA**
PG Diploma	**NA**
PG	**3**
M.Phil.	**NA**
Ph. D.	**1**
Post Doctoral fellowship	**NA**
Any others	**NA**
Total	**6**

b) List the departments in the college: Faculty wise:

Faculty of Science
Nil
Faculty of Arts
Departments
1 Sociology **2 Social Work** **3 Personnel Management**

SOCIAL LABS

I. **Loyola Family Counselling Centre (LFCC)**

II. **Community Organization-Women's Empowerment Cell (WEC)**

III. **Continuing Education Centre (CEC)**

IV. **Voluntary Coordinating Agency for Adoption (VCA Trivandrum Chapter)**

V. **Childline (CL)**

See Annexure-2.

Faculty of Commerce

Nil

Any other

4. **Extension Services**
   - i) **Training**
   - ii) **Applied Research**
   - iii) **Documentation and Publication**
   - iv) **Consultancy**
5. **Research Centre**
6. **Publication Division**

13. Number of permanent and temporary members of the teaching staff at present:

	Female	*Male*	*Total*
Permanent teachers (Total)	3	8	11
Teachers with Ph.D. as the highest qualification	1	4	5
Teachers with M.Phil as the highest qualification	2	-	2
Teachers with PG as the highest qualification	-	4	4
Temporary teachers (Total)	-	1	1
Teachers with Ph.D. as the highest qualification	-	-	-
Teachers with M.Phil. as the highest qualification	-	1	1
Teachers with PG as the highest qualification	-	-	-
Part-time teachers (Total) Guest Lecturers			
Teachers with Ph.D. as the highest qualification	-	1	1
Teachers with M.Phil. as the highest qualification	-	-	-
Teachers with PG as the highest qualification	-	2	2

Note: i) One has already submitted thesis and is expecting Viva-Voce in March 2001.

ii) Two teachers will be submitting by 2002.

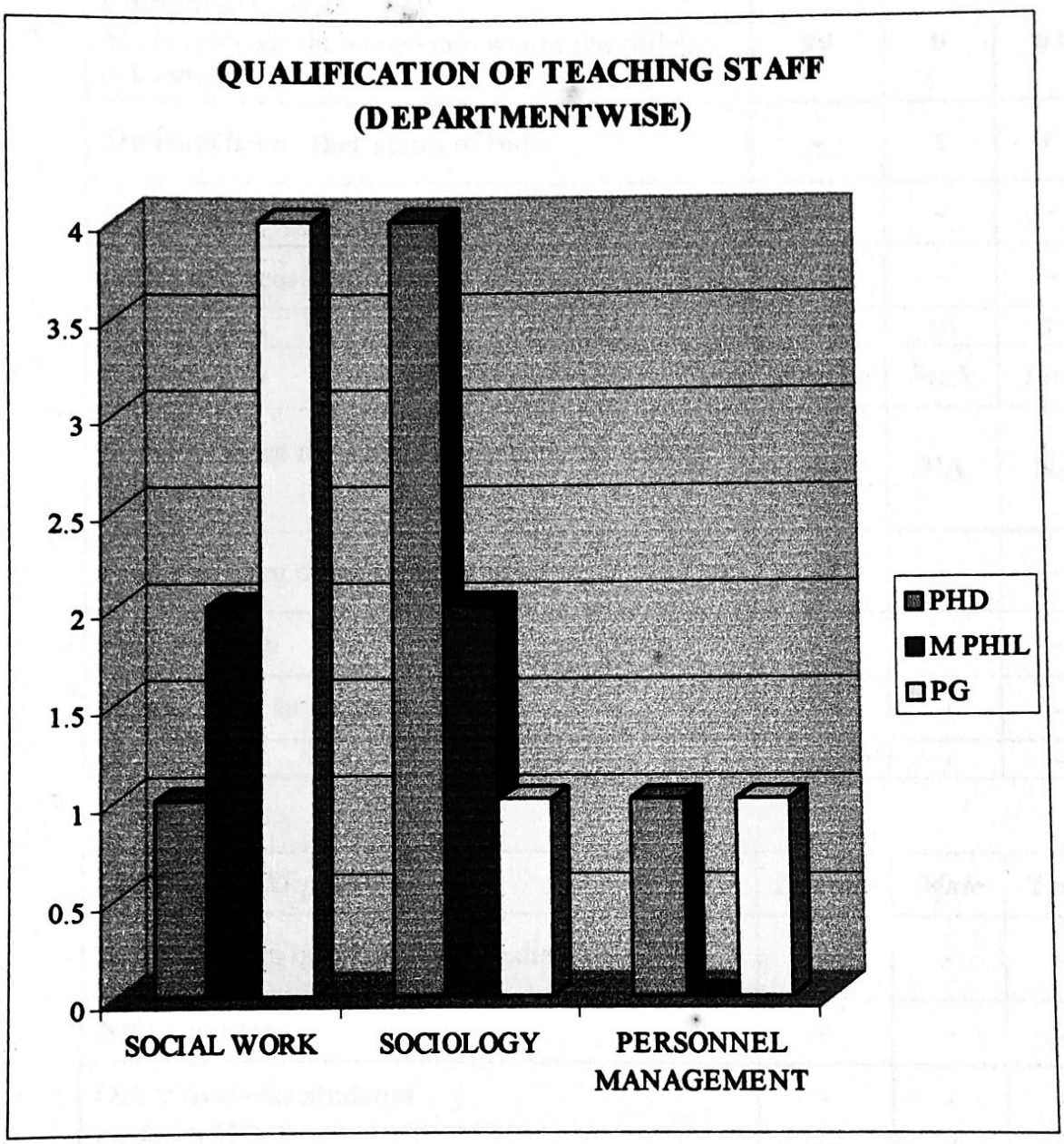
iii) The others have already registered for Ph.D and are in different stages of completion.

See Annexure-3.

14. Number of members of non-teaching staff of the college at present:

	Female	*Male*	*Total*
Technical staff	Nil	Nil	Nil
Administrative staff	2	8	10

See Annexure-4.


QUALIFICATION OF TEACHING STAFF
(DEPARTMENTWISE)
4
3.5
3
2.5
2
1.5
1
0.5
0
SOCIAL WORK
SOCIOLOGY
PERSONNEL MANAGEMENT
PHD
M PHIL
PG

15. Number of students enrolled in the college according to regions and countries:

Certificate/Diploma	***Female***	***Male***	***Total***
Community Organization Students from the same state where the college is located	**10**	**5**	**15**
Computer Course Students from the same state where the college is located	**22**	**9**	**31**
Students from other states of India	**-**	**1**	**1-**
NRI students	**-**	**-**	**-**
Other overseas students	**-**	**-**	**-**
Grand Total	**22**	**10**	**32**
UG	***Female***	***Male***	***Total***
Students from the same state where the college is located	**NA**	**NA**	**NA**
Students from other states of India	**-**	**-**	**-**
NRI students	**-**	**-**	**-**
Other overseas students	**-**	**-**	**-**
Grand Total	**-**	**-**	**-**

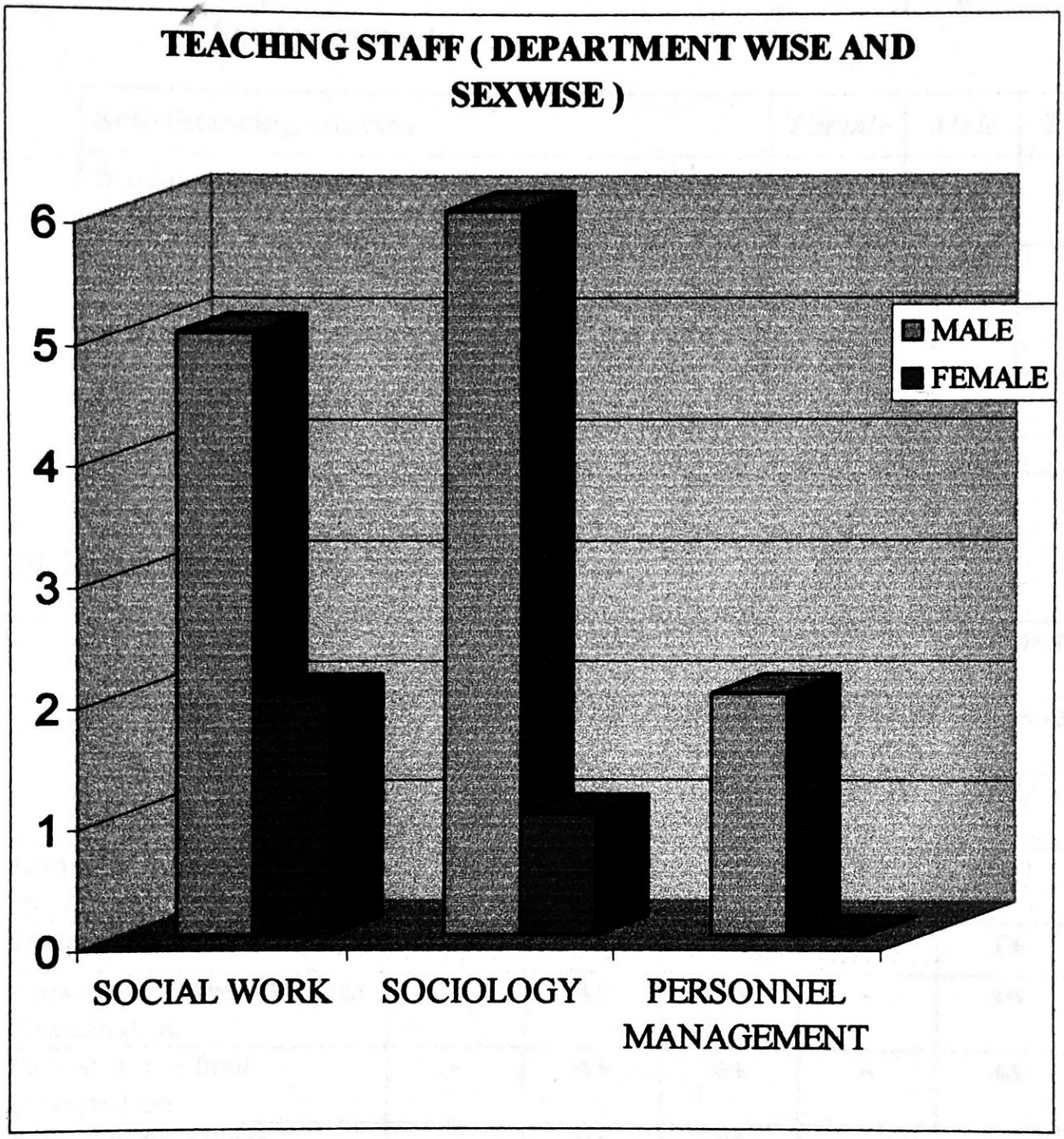
Certificate/Diploma	***Female***	***Male***	***Total***
Students from other states of India	**-**	**-**	**-**
NRI students	**-**	**-**	**-**
Other overseas students	**-**	**-**	**-**
Grand Total	**10**	**5**	**15**

PG Diploma	*Female*	*Male*	*Total*
Students from the same state where the college is located	NA	NA	NA
Students from other states of India	-	-	-
NRI students	-	-	-
Other overseas students	-	-	-
Grand Total	-	-	-

PG	*Female*	*Male*	*Total*
Students from the same state where the college is located	60	31	91
Students from other states of India	-	2	2
NRI students	-	-	-
Other overseas students	-	-	-
Grand Total	60	33	93

Note: For student-strength we have taken 1999-2000 as the reference year. However, MA(PM) was begun only in 2001 and its student-strength is 10.

M. Phil.	*Female*	*Male*	*Total*
Students from the same state where the college is located	NA	NA	NA
Students from other states of India	-	-	-
NRI students	-	-	-
Other overseas students	-	-	-
Grand Total	-	-	-


TEACHING STAFF (DEPARTMENT WISE AND SEXWISE)
6
5
4
3
2
1
0
MALE
FEMALE
SOCIAL WORK
SOCIOLOGY
PERSONNEL MANAGEMENT

Ph.D.	*Female*	*Male*	*Total*
Students from the same state where the college is located	4	6	10
Students from other states of India	-	-	-
NRI students	-	-	-
Other overseas students	-	-	-
Grand Total	4	6	10

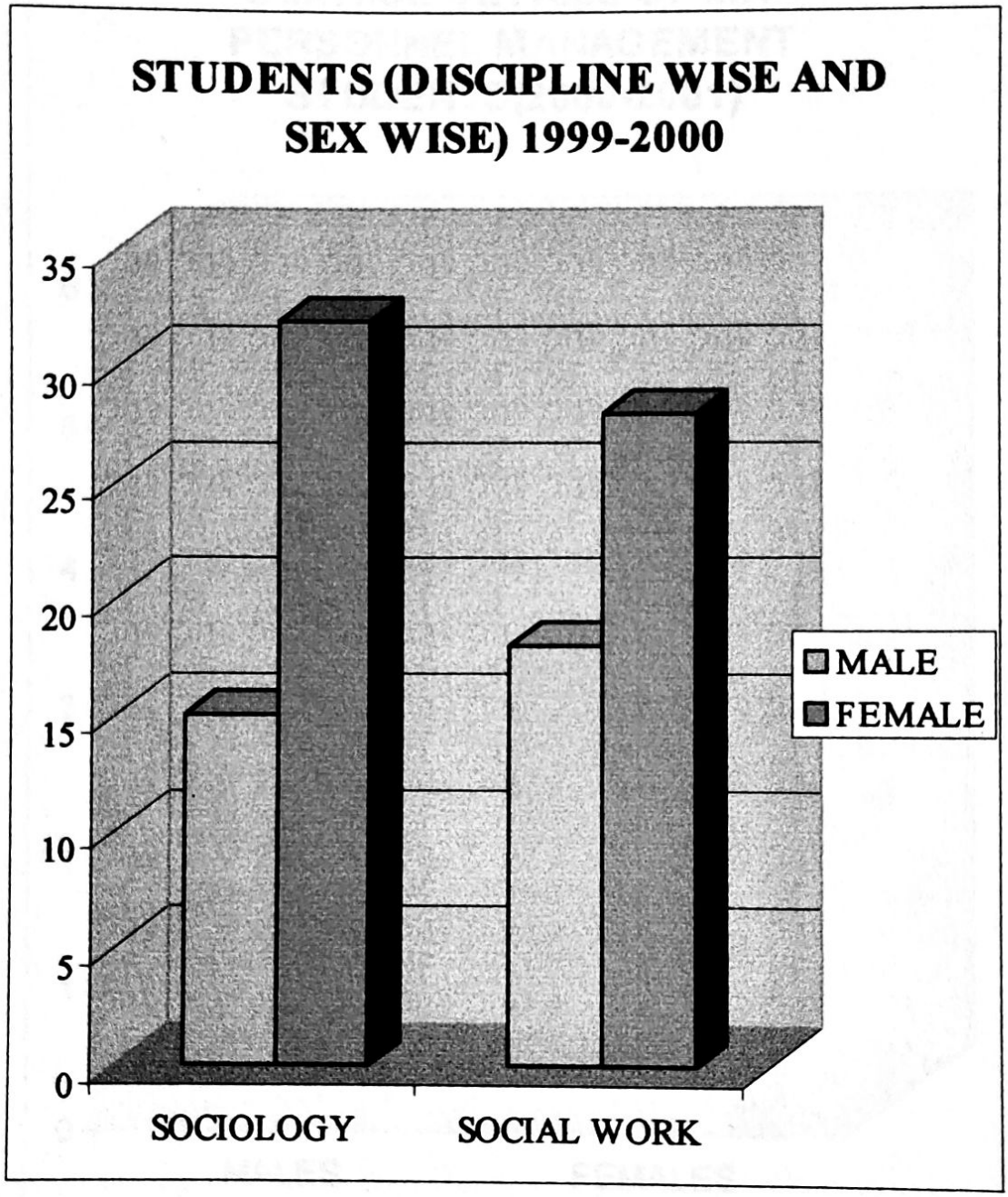
See Annexure-5.

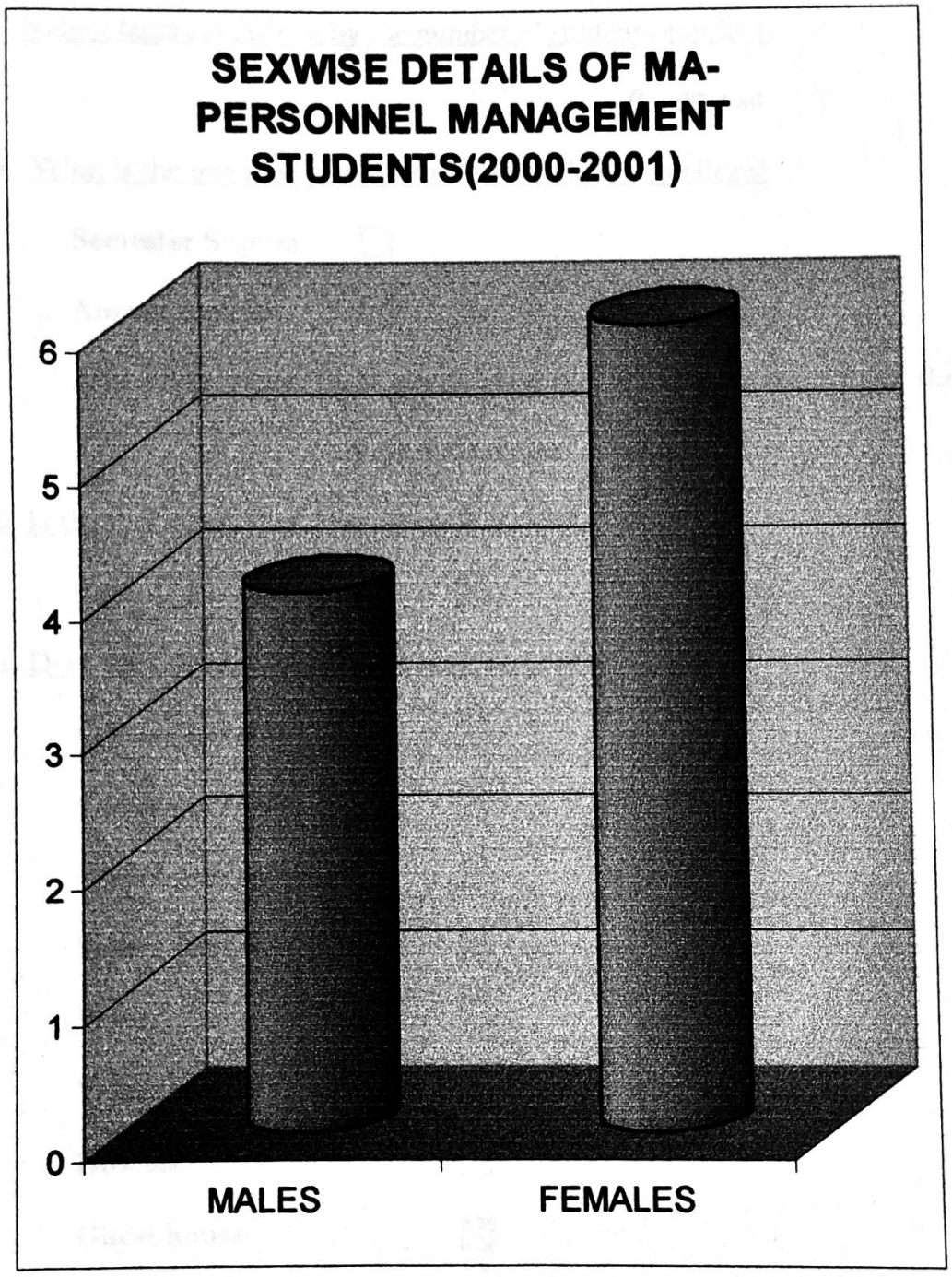
Self-financing courses	*Female*	*Male*	*Total*
Students from the same state where the college is located	NA	NA	NA
Students from other states of India	-	-	-
NRI students	-	-	-
Other overseas students	-	-	-
Grand Total	-	-	-

16. Details of the last two batches of students:

	Batch 1			*Batch 2*		
	Year of entry: 1998-99			*Year of entry: 1999-2000*		
	UG	*PG*	*Total*	*UG*	*PG*	*Total*
Admitted to the program (entry year)	NA	101	101	NA	107	107
Drop-outs	-	7	7	-	14	14
Appeared for the final year Examination	-	45	45	-	46	46
Passed in the final examination	-	44	44	-	45	45
Passed in first class	-	24	24	-	24	24
University ranks, if any	-	12	12	-	12	12

Note: All the MSW ranks and two MA ranks (1999-2000) are from the College.


STUDENTS (DISCIPLINE WISE AND SEX WISE) 1999-2000
35
30
25
20
15
10
5
0
SOCIOLOGY
SOCIAL WORK
MALE
FEMALE


SEXWISE DETAILS OF MA-PERSONNEL MANAGEMENT STUDENTS(2000-2001)
6
5
4
3
2
1
0
MALES
FEMALES

17. Give a copy of the last annual budget of the college with details of plan and non-plan revenue/expenditure (Attach separately). **See Annexure-6.**

18. What is the 'unit cost' of college education? (Unit cost = total annual revenue budget (actuals) divided by the number of students enrolled)

Rs. 27,442.

19. What is the temporal plan of academic work in the college?

Semester System ☐

Annual System ☒

Any other (specify): We will have the semester system form the academic year 2001-2002.

20. Is the credit system of instruction followed?

Yes ☐ **No** ☒

21. Does the college have the following support services:

Central library	☒
Computer centre	☒
Health centre/room	☒
Sports facilities	☒
Press	☐
Workshop	☒
Hostels	☒
Guest house	☒
Housing	☐
Canteen	☒
Welfare schemes	☒
Grievance redressal cell	☒

Vehicle parking shed ☒

Non-resident centre ☐

Poor Students Scholarship Fund ☒

22. Does the college have collaborations/linkages with national/international institutions?

Yes ☒ **No** ☐

If yes, list them giving important details:

- **National**
  - **Centre for Development Studies, Thiruvananthapuram.**
  - **Department of Sociology, University of Kerala.**
  - **Department of Sociology, Gandhigram University, Gandhigram.**
  - **Rajagiri College of Social Sciences, Kochi.**
  - **Department of Social Work, Vimala College, Thrissur.**
  - **Department of Social Work, Sreesankarcharya University, Kalady.**
  - **People's College, Mitraniketan, Thiruvananthapuram.**
  - **State Planning Board, Government of Kerala, Thiruvananthapuram.**
  - **State Mental Health Authority, Thiruvananthapuram.**
  - **Programme for Community Organization, Thiruvananthapuram.**
  - **Trivandrum Social Service Society, Thiruvananthapuram.**
  - **Neyyantinkara Integrated Development Society, Thiruvananthapuram.**
  - **SAKHI, Thiruvananthapuram.**
  - **THRANI, Thiruvananthapuram.**
  - **PRANA, Thiruvananthapuram.**
  - **Indian Social Institute, New Delhi.**

- **Indian Social Institute, Bangalore.**
- **All India Association for Christian Higher Education, New Delhi.**
- **NIPCID, Delhi.**
- **Xavier Board of Higher Education, Bangalore.**
- **Visthar, Bangalore.**
- **St. John's Medical College, Bangalore.**
- **NIMHANS, Bangalore.**
- **University Grants Commission, New Delhi.**
- **Central Social Welfare Board, Government of India.**
- **Kerala State Social Welfare Advisory Board, Government of Kerala.**
- **Social Welfare Department, Government of Kerala.**
- **Labour Department, Government of Kerala.**

□ **International**

- **Cleveland State University, USA.**
- **Louisiana State University, USA.**
- **University of British Columbia, Canada.**
- **University of Calgary, Canada.**
- **Sophia University, Japan.**

See Annexure-7.

23. Does the management run other educational institutions besides the college?

Yes ☒ **No** ☐

If yes, give details

1. **Loyola School, Thiruvananthapuram.**
2. **AKJM High School, Kanjirappally.**
3. **St. Joseph's High School, Kozhikode.**

4. **St.Michael's Anglo Indian High School, Kannur.**

5. **Sarvodaya High School, Echome, Wayanad.**

6. **St.Xavier's College, Thiruvananthapuram.**

24. Give details of the resources generated by the college last year through the following means:

Source of funding	*Number*	*Quantum* (Rs.)
i. Donations	—	60,000.00
ii. Fund raising drives	—	—
iii. Alumni Association	—	60,683.00
iv. Consultancy	2	55,000.00
v. Self-financing course	—	—
Any others	—	—
vii. Management contribution to New Library Block	—	1,000,000.00
viii. Funds for a bus	—	750,000.00
ix. Funds from FACSI for the Computer Centre	—	420,000.00
x. Management Contribution	—	115,710.00
xi. PTA fund	—	101,500.00 (promised)
xii. Field work funds from students	—	102,775.00
xiii. Computer Centre	—	53,113.00
xiv. Funds generated at LES	—	1,978,420.00
xv. UGC IX Plan	—	242,000.00
xvi. Scholarships (SC/ST/OEC/Fisheries/ SEBC)	—	166,753.00

II. CRITERION-WISE INPUTS

CRITERION- I

CURRICULAR ASPECTS

II. CRITERION-WISE INPUTS

Criterion I: Curricular Aspects

1. What is the range of programme options available to the students for awards such as degrees, certificates and diplomas?

Students get admitted to Loyola College of Social Sciences after their basic degree. They have three options: PG programmes in Sociology, Social Work and Personnel Management. All of them follow an annual scheme of study, based on syllabi prescribed by the University of Kerala. The examinations too, other than the internal assessments, are conducted by the University of Kerala. The same University awards degrees of MA, MSW and MA(PM). Scholars who have completed their Master's Degree get registered with the University of Kerala and opt for Loyola College of Social Sciences as their research centre. Depending on the pace of the work of each candidate, the degree of Doctor of Philosophy is awarded by the University of Kerala, after a minimum period of three years of research work. Along with the regular course, students opt for a certificate course in computer which gives them basic skills in MS Windows, MS Word, MS Excel, MS Access, MS Power Point, C++, SPSS and Internet. A certificate course in community organization is offered to MA students.

2. To what extent are the programme options career oriented?

All the programmes offered in the College are career-oriented. Almost all our students get absorbed into various positions in industries, hospitals, governmental agencies, research centres, educational institutions and NGOs. Most of them initially get absorbed into short-term projects.

3. Do students have flexibility to pursue a programme with reference to:

i. Time frame

Generally the students have very little flexibility with regard to time frame, horizontal mobility, elective options and non-core options. This is primarily because of the constraints of the university system, which has a uniform pattern for all its affiliated colleges. However, in MA (Sociology) there are chances for optional courses. In MSW, there are Medical and Psychiatric Social Work and Community Development.

ii. Horizontal mobility

Yes.

iii.Elective options

MSW offers Medical and Psychiatric Social Work and Community Development.

iv.Non-core options

For MA, two electives can be chosen out of twelve.

For MSW either dissertation or counselling course can be chosen.

4. How are the college mission and goals, if any (other than the general transmission and generation of knowledge), reflected through the curricula?

The vision of the College is to pursue excellence in teaching, learning, research and outreach, with social sensitivity (Annexure-8). Though our syllabus is prescribed by the University and is restrictive in character, we amply make up for it by our fieldwork, participative methodologies, extension programmes, outreach programmes and the constant self evaluation and correction that we subject ourselves to. Hence, even when fieldwork is not part of the academic requirement, we ensure effective participation by staff and students in meaningful, effective and socially relevant fieldwork. Our students have also been involved in emergency services in the event of calamities like floods.

5. Is there any mechanism to obtain feedback from academic peers and employers on the teaching programmes?

Yes ☒ **No** ☐

If yes, how is feedback used in the initiation, review and redesigning of teaching programmes? Give details.

So far the initiatives of receiving and giving feedback have been voluntary. However, there have been exercises in restructuring curricula (Annexures-9 and 10) through workshops. Besides, every term, i.e., once in three months, the staff get together for a day's Staff Development Programme wherein goals are evaluated, teaching methods reviewed and decisions taken to improve the quality of teaching and learning. Our occasional meetings with representative employers, particularly the industries,

hospitals and NGOs have benefited us, to understand the requirements of the present times and to re-design teaching programmes.

6. How long does it take for the college to introduce a new programme within the present university system?

In the present university system, under the University of Kerala, it takes years to introduce a new programme.

7. Has the college introduced any new courses in spite of delay in university processes?

Yes ☒ **No** ☐

If yes, give details.

After repeated requests and lobbying MA(PM) course was sanctioned. It took nearly a decade for the sanction.

8. Give details of college-industry-neighbourhood networking, if any.

Loyola College of Social Sciences, from its inception, has a history of intense College-neighbourhood, College–hospitals and College–industry networking (Annexures 11 and 12). The College, being primarily devoted to Social Sciences, this was inevitable. Initially, the networking with the neighbourhood was characterized by a charity approach.

9. Furnish details on the following aspects of curriculum design:

i.Innovation such as modular curricula:

Nil

ii. Interdisciplinary / multidisciplinary approach:

Our areas of study and research, namely Sociology, Social Work and Personnel Management demand necessarily interdisciplinary and multidisciplinary approach. For instance, our curriculum of Social Work includes inputs on Sociology, Economics, Law, Psychology, Politics, Medicine and Anthropology. Sociology degree integrates Anthropology,

Economics, History and Politics. Our research efforts are multidisciplinary and interdisciplinary in character.

10. Any other highlights.

- **Curriculum is one of the most important components of any educational intervention. In Loyola College of Social Sciences, an affiliated college, we have the satisfaction of creatively moulding an otherwise restrictive curriculum. The many efforts mentioned earlier in the section have been effective in innovatively transforming the limitations of a university prescribed and restricted curriculum. Our efforts have borne fruit, as evidenced by the alumni who come back and report how the efforts at transcending the curriculum have equipped them both at the professional and personal realms.**
- **Students are sent to the communities for fieldwork, not only as part of the curriculum but to develop social awareness too. In the Social Labs, the needs of the communities are identified and the existing resources in the community are made use of. Often the resources are meagre and on such situations industries, banks and other institutions are approached for resources to meet the needs. Hospitals are also approached (both Government and Private) to conduct medical camps, immunization programmes, and for follow-up treatments. In this way the College, industry, hospital and neighbourhood networking is done.**
- **We have managed to create a large network with the NGOs (Annexure-13). We had produced a directory of NGOs in Trivandrum, already in 1991 (Annexure-14). We continue to interact with NGOs all over the state, as resource person, collaborators and consultants.**

CRITERION-II

TEACHING-LEARNING AND EVALUATION

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

a) **Through special entrance tests** ☐

b) **Through interviews** ☒

c) **Through their academic record** ☒

d) **Any other (specify)**

Though the University insists on first admission, based purely on marks scored in the university examination and reservation, we have always tried to supplement it with an introduction to the course, personal counselling and interview. The objective has been to ensure the choice of students with the right kind of motivation. Hence, we would call the parents and their wards for a meeting, discuss with them the details of the course as well as employment prospects. The students are encouraged to assess their own talents, aptitudes and interests and only if they match with the course requirements they are encouraged to join. It has been our experience that few students who were eligible, but not really fit for the course could be dissuaded from joining.

Reservations are made for Scheduled Caste and Scheduled Tribe students. In the 20 percent management quota, which can be allotted at the discretion of the management, we are proud to say that for admission we have insisted on comparatively higher levels of achievement (say for instance 60 percent for Science and 50 percent for Arts students). We have

also ensured admission from economically and socially backward classes through the management quota, so much so that students who would never have achieved anything in life have now reached levels of performance comparable to any advantaged person. We have not been collecting any donation whatsoever in connection with admission.

2a. Is there a provision for assessing students' knowledge and skills for a particular programme (after admission)?

Yes ☒ **No** ☐

If yes, cite examples.

INDUCTION PROGRAMME

The College, since its inception, has been conducting a well thought-out induction programme for all the newcomers. They are welcomed and introduced to the College and its manifold activities by the staff of this college. This programme is our first and major step in assessing students' knowledge and skills.

The knowledge, skills and attitudes are assessed continuously and monitored through fieldwork supervision, mentoring and formal tests. Assistance is provided as and when the students need it (Annexure-15).

b. Does the college provide bridge/remedial courses to the educationally disadvantaged students?

Yes ☒ **No** ☐

If yes, cite examples.

Most important of such programmes have been REMEDIAL CLASSES IN ENGLISH. Since many students come from Malayalam medium, classes in English are not comprehended. With a view to equip the students with more proficiency in language we have organized English classes (Annexure-16).

TUTORIALS AND SPECIAL ATTENTION TO WEAKER STUDENTS have been the characteristics of the College. Staff are encouraged to guide personally the students in need. There are teachers in the College, who assign students to groups, following the principles of COOPERATIVE LEARNING, which demand that every member in the group should comprehend the lessons, and not just the intelligent ones.

c. How are advanced learners challenged to work ahead of the rest?

Advanced learners are challenged to work ahead, through more difficult assignments, class presentations, leadership roles, assigning them to out of campus programmes like quiz, debate, elocution, personally challenging the students to competitive exams like the civil services, NET and so on. Advanced learners are also put in touch with eminent professionals in the city, whose guidance they will seek continuously.

3. Does the college encourage the teachers to make a teaching-plan?

Yes ☒ **No** ☐

If yes, when and how is it made?

At the beginning of the term teachers finalize on the quantum of portions to be covered in each term.

4. Are syllabi unitised according to a teaching schedule through the semester/year?

Yes ☐ **No** ☒

If yes, give details of implementation in terms of monitoring, mid-course correction, etc.

However, with the semester system being introduced from the next academic year, this will be done.

5. How does the college supplement the lecture method of teaching with other learner-centered teaching methods?

There has always been a conscious effort to supplement the lecture method of teaching with other learner-centered teaching methods. The most frequently used method is guiding the students to prepare on a topic and make their own presentations. CASE STUDIES have been used; BRAINSTORMING conducted; GROUP DISCUSSIONS regularly conducted and EXPOSURE VISITS in all relevant areas arranged. For instance, for those who take a course in Industrial Sociology, visit to factories is compulsory. FIELD-BASED SEMINARS in groups have been one of the most enriching experiences. Students in small groups of two to four will choose a theme related to their study, prepare tools for data collection, do fieldwork, analyse the data and present them in a seminar where the whole faculty and students would participate. ROLE-PLAYS have been used, particularly in counselling–related topics. Students benefit immensely from the five social labs we have formed. Social Labs are the most powerful and experiential ways of learning. The five labs, namely, Loyola Family Counselling Centre, Community Organization-Women's Empowerment Cell, Continuing Education Centre (Nodal), Voluntary

Coordinating Agency for Adoption and Childline together provide the most effective learner-centred teaching method (Annexure-2).

6. Is there a centralised 'media' facility to prepare audio visuals and other teaching aids?

Yes ☒ **No** ☐

If yes, give details.

At the College, OHPs, White Boards, VCP, VCR, Slide Projector, 16 mm projector and multimedia computers are available. Teachers are encouraged to use them.

7. Furnish the following information (previous year):

Teaching days	:	**193**
Working days	:	**279**
Ratio of full-time teachers to part-time teachers	:	**All are full time**
Ratio of teaching staff to non-teaching staff	:	**1: 0.9**
Percentage of classes taught by full-time faculty	:	**100% (Full except for the occasional guest faculty. Guest faculty often are called to supplement the course materials. In the present arrangement the University has permitted only guest lecturers who are actually full-time teachers but without the benefits of permanent teachers.)**

8. Are evaluation methods communicated to students at the beginning of the year?

Yes ☒ **No** ☐

If yes, give details.

The Induction Programme, which is unique to Loyola, includes a component wherein the Principal meets the new entrants and brief them on the details of evaluation along with other directives. Further, the HODs and the concerned faculty convey the methods of evaluation at the beginning of the course.

9. Does the college monitor the overall performance of students to ensure the achievements of the course objectives:

Yes ☒ **No** ☐

If yes, give details.

Primarily, two methods are used. One is the TERMINAL EXAMINATIONS and their results, which are forwarded to the parents. Mark list is displayed on the notice board and the students are counselled. Progress reports are sent to the parents at the end of every term. Parents of children who perform poorly are called for counselling. The MENTORING PROCESS is the other method through which teachers monitor the overall performance of their mentors (Annexure-17). Similarly, assignments, seminars and quizzes are also used for the evaluation of overall performance.

10. How are teachers recruited? When and how are new teaching positions created? Give details.

Teachers are recruited based on the government regulations. The criteria of marks, research experience, teaching experience, publications, NET, and interview skills are used. A panel of interviewers headed by Principal and representatives of the Management, University (Subject Expert) and

the Government (an IAS Officer) does the selection. A rank list of selected candidates is forwarded to the University for approval. Currently, prior sanction of the Government is essential for appointing any permanent staff.

Substantive vacancies are created by resignation or retirement and temporary positions are created due to long leave and Faculty Improvement Programme (FIP).

New teaching position can also be created by additional workload, which is to be decided by the University.

11. Provide the following information about the teaching staff recruited during the last two years.

Teaching staff recruited from		
Same state		***Other states***
Same institution	***Other institution***	
4	**1**	**Nil**

12. Does the college have the freedom and the resources to appoint and pay temporary/ad-hoc teaching staff?

Yes ☒ **No** ☐

If yes, give details.

Such teachers do the same amount of work as regular teachers. In fact, currently the MA (PM) is being managed by such a team.

If no, how are additional projects / expansion managed? **NA**

13. Give the number of teaching staff who have attended seminars/conferences/workshops as participants/resource persons in the last two years:

	Participants	*Resource persons*
National level	**7**	**7**
International level	**3**	**2**

See Annexure-18.

14. Does the college follow the self-appraisal method to evaluate the performance of the faculty in teaching, research and extension?

Yes ☒ **No** ☐

If yes, how are teachers encouraged to use the feedback?

It does have a self-appraisal, using the format suggested by the University. The Principal in his/her personal capacity as the leader of the team, does use these for counselling/ mentoring the staff. See Annexure-19.

15. Does the college follow any other teacher performance appraisal method?

Yes ☒ **No** ☐

If yes, give details of the same and state how the results of the appraisal are used.

The 'Teacher Evaluation Sheet' is used for performance appraisal (Annexure-20). An annual exercise of collecting written (anonymous) evaluation on the teachers by the students is also followed. The Principal or the concerned Head of the Department (HOD) normally collects the findings and gives a performance feedback to the concerned teachers.

16. Does the college conduct refresher courses/ seminars/ conferences/ symposia/ workshops/ programmes for faculty development?

Yes ☒ **No** ☐

If yes, give details.

1. **National Conference on Innovations in Extension Activities, State-level UGC funded Conference, 20-21 February 1997.**
2. **Human Rights Education, State-level UGC funded Conference, 20-21 March 2000.**
3. **Consultative Workshop on Water Management in collaboration with the University of British Columbia, Canada, 5-8, December, 2000 (Annexure-21).**

17. Give details on a few faculty development programmes and the number of teachers who benefited out of them, during the last two years.

Faculty Development Programme	*No. of Beneficiaries*
We organize a one-day faculty Development programme (Staff Development Programme both for Teaching and Non teaching). Some of the programmes and resource persons were: **1. Research Design By Dr. A. Sukumaran Nair.** **2. Quantitative Methods in Research by Dr. Chandan Mukherjee.** **3. Research on the Fisherfolk by Dr. Pushpangadan.** **4. Statistical Techniques by Dr. Moosath.** **5. PRA Techniques by Mr. Varghese.** **6. Quality Circles by Dr. John Pulparmbil.**	**All the Staff and Research Scholars.** **The teaching staff have attended a variety of workshops and conferences which are listed in Annexure-19.** **The non-teaching staff had specific and need-based programmes (Annexure-22).**

18. How many members of faculty have received teaching awards?

Nil

19. What are the national and international linkages established for teaching and/or research?

- **National**
  - **Department of Sociology, Gandhigram University, Gandhigram.**
  - **Indian Social Institute, New Delhi.**
  - **Indian Social Institute, Bangalore.**
  - **AIACHE, New Delhi.**
  - **Xavier Board of Higher Education, Bangalore.**
  - **St. John's Medical College, Bangalore.**
  - **NIMHANS, Bangalore.**
  - **University Grants Commission, New Delhi.**
  - **Rajagiri College of Social Sciences, Kochi.**
  - **Department of Social Work, Vimala College, Thrissur.**
  - **Department of Social Work, Sreesankarcharya University, Kalady.**
  - **Central Social Welfare Board, Government of India.**
  - **Kerala State Social Welfare Advisory Board, Government of Kerala.**
- **International:**
  - **Cleveland State University, USA.**
  - **Louisiana State University, USA.**
  - **University of British Columbia, Canada.**
  - **University of Calgary, Canada.**
  - **Sophia University, Japan.**

More detailed list is given in the Profile of the College (Question No. 22).

20. Any other highlights

- **TEACHING**
  - **With a band of 11 staff along with eight full-time extension faculty, the College has at its disposal a vast pool of resources recognized nationally and internationally.**
  - **An experiential learning methodology benefits the student community.**
  - **Support of technology in learning, particularly through the use of computers.**

- **LEARNING**
  - **Focus on learning through doing.**
  - **Faculty members are members of many professional bodies (Annexure-23).**

- **EVALUATION**
  - **Ongoing evaluation of teachers by students as well as common evaluation.**

CRITERION-III

RESEARCH, CONSULTANCY AND EXTENSION

Criterion III: Research, Consultancy and Extension

1. How does the college promote research?

PG Students doing project work

- **On average 10-15 PG students do project work.**
- **All the students of MA are involved in a field-data-based seminar, wherein they refine the basic skills of research. Copies of the same are made available in the library.**

Teachers are given study leave:

Two teachers are currently doing Faculty Improvement Programme with leave for two years each.

Teachers provided with seed money:

Seed money is provided for research by the Management when needed. Under the Faculty Improvement Programme two teachers have been provided with seed money for the programme.

Research Committee for submitting project proposals:

As and when projects are proposed *ad hoc* projects committees are formed for scrutinizing the project proposals.

Adjustment in teaching schedule:

Adjustments are made in teaching schedule, without hampering the needs of the students.

2. What percentage of teachers is engaged in active research in the college? (guiding research scholars, operating projects, publishing regularly etc.)

The College is an approved Research Centre of the University of Kerala, with five approved research guides (Annexure-24).

1. PG level research guidance: **All teachers, 100%**
2. Guidance of Ph.Ds: **Two, 20%**
3. Operating projects: **Five, 50%**
4. Publishing regularly: **One, 10%**

3. How many are full time research scholars and how many have registered as part time research scholars? (Research scholar means M. Phil. or Ph.D. Student)

Full time	**7**
Part time	**4**

4. Does the college provide financial support to research students?

Yes ☐ **No** ☒

5. Provide details of the ongoing research projects:

Total no of projects:	*5*
Total outlay in Rs	*500,000.00*

6. Does the college publicize the expertise available for consultancy services?

Yes ☒ **No** ☐

If yes, give details.

- **Directory of Consultants (Annexure-25).**
- **Brochures of Extension Services (Annexure-26).**
- **Personal Contacts**
- **Referred by past beneficiaries**

7. Does the college have a designated person for extension activities?

Yes ☒ **No** ☐

If yes, indicate the nature of the post.

Full-time ☒ **Part-time** ☐ **Additional charge** ☐

8. Indicate broad areas of the various extension activities of the college:

i. Community development ☒ **ii. Social Work** ☒

iii. Health and hygiene awareness ☒ **iv. Medical camp** ☒

v. Adult education and literacy ☒ **vi. Blood donation camp** ☒

vii. AIDS awareness ☒ **viii.Environment awareness** ☒

Any others:

SOCIAL LABS:

ix. Loyola Family Counselling Centre

x. Community Organization-Women's Empowerment Cell

xi. Continuing Education Centre (Nodal)

xii.Voluntary Coordinating Agency for Adoption

xiii. Childline

OTHERS:

xiv. Training

xv. Applied Research

xvi. Documentation and Publication

xvii. Consultancy

9. Are there any outreach programmes carried out by the college other than NSS & NCC, for example Population Education Club. Adult Education, National Literacy Mission or any other?

Yes ☒ **No** ☐

They are:

- **Population Education Centre**
- **Continuing Education Centre (under National Literacy Mission)**
- **AIDS Awareness Programmes**
- **Women's Studies Centre**
- **Legal Literacy Centre**
- **Planning Forum**

10. How are students and teachers encouraged to participate in extension activities?

All the faculty are encouraged to take membership in the Loyola Extension Services (LES). The Managing Committee of LES is primarily constituted of the staff members. The Principal is the *ex-officio* President of LES. The Heads of Departments and the Office Superintendent are also *ex-officio* members of the Managing Committee. It has been envisaged that the LES should remain the extension wing of Loyola College of Social Sciences. However, to improve the availability of the professional competence, we have also taken few experienced hands as full-time faculty of LES. In the variety of training programmes, the College staff function as trainers.

Students are equally motivated to be participants of the extension activities. For instance, the MSW fieldwork is closely associated with one of the major activities of LES, namely Self Help Groups (SHGs). The MA students have voluntarily shared their time and experience to organize half a dozen SHGs in different areas. The schedule of every programme organized by the LES is displayed in the College so that students can use their spare time both as participants and resource persons. Students are often called upon to be resource persons to youth groups all over the district and outside certain group–specific programmes are particularly

used by our students. Eg. Sessions by clinical psychologists, doctors and so on. In short, the Loyola Extension Services primarily and ultimately functions as the social labs for the faculty and students.

11. Does the college work and plan the extension activities along with NGO'S and GO's?

The Extension Centre of the college works in close alliance with hundreds of NGOs and a member of Government department (Annexures 13 and 27).

12. Any other highlights.

- **A vibrant extension centre has remained the hallmark of Loyola College of Social Sciences.**
- **Approved Research Centre of the University of Kerala.**
- **Separate room and cabin for research scholars.**
- **Accessibility to computers, library and other facilities.**

CRITERION-IV

INFRASTRUCTURE AND LEARNING RESOURCES

Criterion IV: Infrastructure and Learning Resources

1. Enclose the master plan of the college campus indicating the existing buildings and the projected expansion in the future.

   See Annexure 28.

2. How does the college plan to meet the need for augmenting the infrastructure to keep pace with academic growth?

   So far, the Management (Kerala Jesuit Society) had mobilized the resources for all infrastrutural growth. Recently, an attempt was made to mop up resources with the help of PTA. In future, we hope to generate resources in the following ways:

   - **PTA**
   - **From projects and consultancy by the faculty**
   - **Management**
   - **Short term training programmes**
   - **Linkage with International Agencies**

3. How does the college maintain its infrastructure?

   Presently, the infrastructure of the College is maintained by resources made available by the Kerala Jesuit Society. The services of a competent civil engineer, contractors, plumbers and electricians are used on a part-time basis.

4. How does the college ensure optimum utilization of its infrastructure facilities?

The infrastructure of the College is primarily used by the regular PG students, faculty research scholars, alumni, visiting students and the participants of the various training programmes. After the regular hours and even during the regular hours of work, without disturbance, our infrastructural facilities are shared by the school, other institutions, local Panchayat, neighbourhood groups, cultural organizations, industries and so on. However, there is scope for further utilization. LES facilities are used by the Government of Kerala, NGOs, Academic Staff College of the University of Kerala and local organizations.

5. Does the college encourage use of the academic facilities by external agencies?

Yes ☒ **No** ☐

If yes, give details.

Alumni are encouraged and welcomed. So too students and faculty from other universities and institutions. NGOs send their faculty for reference, research guidance etc. Governmental and Non-Governmental agencies, both international and national, use our Library regularly.

6. What efforts are made to keep the campus beautiful and pollution free?

Loyola Campus is blessed by natural greenery and rural scenic beauty. Regular cleaning by the students gives them a sense of responsibility for keeping the campus beautiful and pollution free. The campus was declared tobacco free. Use of plastics is minimized. A gardener is appointed to keep up the gardens.

7. Is there an advisory committee for the library?

Yes ☒ **No** ☐

There are representatives from the Management, staff and students. See Annexure-29.

8. Is the library interconnected with other libraries for inter-library borrowing?

Yes ☒ **No** ☐

We have memberships/arrangements with the libraries in Thiruvananthapuram such as at the Centre for Development Studies, Public Library, Sakhi Resource Centre, AICUF Resource Centre, State Planning Board Libaray, and AKG Centre Library. The College used to have membership in the USIS Library in Chennai.

9. Is there a book bank facility in the central library?

Yes ☒ **No** ☐

10. Are the following activities of the central library computerized?

i. Lending books ☒	**ii. Purchase of books** ☒
iii. Lending of audio visual ☐	**iv. Book bank** ☒
v. Materials ☐	
vi. Stock verification ☒	
Any other	
vii. CD ROM Library ☒	
viii. Library Search ☒	

11. Provide the number of books/journals/periodicals that have been added to the central library during the last two years and their cost.

	Year before last		*Year before*	
	Number	*Total cost (Rs.)*	*Number*	*Total cost (Rs.)*
i. Text books	37	7,998.00	39	7,759.91
ii. Other books	290	57,987.91	1942	58,330.62
iii. Journals/ Periodicals	4	595	1	306
Any others	NA	NA	NA	NA

12. Does the library have the following facilities?

Reprography ☒

Computers ☒

Audio & Video Cassettes ☒

Internet ☒ **(Provided in the College Computer Centre.)**

Any other (specify)

CD-ROM Station ☒ **See Annexure-29.**

Video Cassettes ☒ **See Annexure-30.**

13. Furnish the following details:

- **Working days of the library : All Govt. working days**
- **Working hours of the library: 8.30 a.m. to 4.30 p.m.**
- **Total number of books in the library : 19,185 (as of Dec. 2000)**

14. Is there a central computer facility in the college?

Yes ☒ **No** ☐

If yes, give the configuration and other hardware and software details.

a. **Computer 1: 32MB RAM, 266 Mhz, 2GB HDD, Hardware- Floppy drive, Keyboard, Mouse, Software- Windows 95, MS Office-97, Foxpro, C++.**

b. **Computer 2: 32MB RAM, 486 Mhz, 8GB HDD, Hardware- Floppy drive, Keyboard, Mouse, Software- Windows 98, MS Office-2000, Foxpro, SPSS-10.1.**

c. **Computer 3: 32MB RAM, 266 Mhz, 2GB HDD, Multimedia, Hardware- CD Drive, Floppy drive, Keyboard, Mouse Speaker, Software- Windows 98, MS Office-97, Foxpro, C++.**

d. **Computer 4: 32MB RAM, 486 Mhz, 8GB HDD, Hardware- Floppy drive, Keyboard, Mouse, Software- Windows 98, MS Office-2000, Foxpro.**

e. **Computer 5: 64 MB RAM, 486 Mhz, 10GB HDD, PentiumII Processor, Multimedia, Hardware- CD Drive, 56 Kbs external modem, Floppy drive, Keyboard, Mouse, Headphone. Software- Windows 98, MS Office-2000, SPSS 10.1.**

f. **Computer 6: 32MB RAM, 266 Mhz, 2GB HDD, Multimedia, Hardware- CD Drive, Floppy drive, Keyboard, Mouse, Speaker, Software- Windows 95, MS Office-97, Library Administration Software.**

g. **Computer 7: 32MB RAM, 266 Mhz, 2GB HDD, Hardware- CD Drive, Floppy drive, Keyboard, Mouse, Software- Windows 95, MS Office-97, Library Administration Software.**

h. **Computer 8: 32MB RAM, 266 Mhz, 2GB HDD, Hardware- Floppy drive, Keyboard, Mouse, Software- Windows 95, MS Office-97, WordStar, Loyola Admission Software.**

i. **Computer 9: 16MB RAM, 2GB HDD, Hardware- Floppy drive, Keyboard, Software- WordStar, Lotus, FoxPro, Basic, Admission Software.**

j. **Computer 10: 64 MB RAM, 486 Mhz, 20GB HDD, Celeron Processor, Floppy drive, Keyboard, Mouse, Software- Windows ME, MS Office-2000, SPSS 10.1.**

15. Give the working hours of the computer centre and its access on holidays and off hours.

8.30 a.m. – 7 p.m. (Monday–Saturday). During off hours and holidays, on request the facility is made available.

16. How many departments have computers of their own? Give the configuration and other details.

- **Two Departments. Configurations:**

Computer 1: 32MB RAM, 266 Mhz, 2GB HDD, Multimedia, Hardware- CD Drive, Floppy drive, Keyboard, Mouse Speaker, Software- Windows 98, MS Office-97.

Computer 2: 32MB RAM, 266 Mhz, 2GB HDD, Multimedia, Hardware- CD Drive, Floppy drive, Keyboard, Mouse Speaker, Software- Windows 98, MS Office-97.

17. What is the output of the centre in developing computer aided learning packages in various subjects during the last three years?

We have had small attempts at using PowerPoint for presenting materials. We are sending teachers for training under the 'Intel Teach to the Future' Project. SPSS package is being widely used by the faculty and students.

18. How are computers and their accessories maintained in the computer centre and other locations of the college?

The Management maintains them with the help of a fulltime teacher and services of an agency, Volks Computers. There is an Advisory Committee which plans the maintenance, development and effective use of computers. See Annexure-31.

19. What are the various health services available to the students, members of the teaching and non-teaching staff of the college?

There are two Health Rooms for male and female students in the College and Men's Hostel respectively, where First Aid facilities are available. In emergency cases financial help is provided for medical needs. Health awareness classes are occasionally given. First Aid facilities are also available with the hostel warden. Other than these, there is no need as such because the Medical College is just 4 kms away from the College. For those who need, the University Health Centre at Thiruvananthapuram, provides certain services for which a nominal fee is charged.

20. What are the physical infrastructure facilities available in the sports and physical education centre? Give details.

The College has all facilities, which it shares with the Loyola School. However, apart from the annual sports festival, which spreads over a fortnight, the participation of students is minimal. The facilities include football ground, basketball court, cricket ground, ball/ shuttle badminton and all sports items. Also, there are facilities for Caroms, Chess etc. in the hostels. There is a committee with a staff guide to look after the affairs (Annexure-32).

21. What are the incentives given to outstanding sports persons?

We present trophies to the best athletes, both male and female. Certificates are also given.

22. Give details of the participation of students during the last year at the university, state, regional, national and international meets.

Our students have participated mostly in quizzes, debates and cultural competitions like dance, skit, etc. A list of the prize winners attached (Annexure-33).

23. What are the major physical and infrastructure facilities available in the workshop and centre for instrumentation?

There is a Carpentry and Electrical Maintenance Workshop, common to the Loyola institutions.

24. Give details of the hostel facilities available in the campus?

Hostel Facility available. The details are as follows:

Men's Hostel:	**First Year Students:**	**13**
	Second Year Students:	**12**
	Total:	**25**
Ladies' Hostel:	**First Year Students:**	**22**
	Second Year Students:	**21**
	Total:	**43**
	Grand Total:	**68**

Percentage of Students in the Hostels: 61.8

See Annexure-34 for a detailed report on hostels.

The LES has provided additional facilities in terms of living rooms, classrooms, conference hall, dining hall and kitchen, audio-visual aids, computers etc.

11. Any other highlights.

- **Spacious building.**
- **Rural setting and scenic beauty.**
- **A large campus with quite and serene atmosphere.**
- **Advanced technology for teaching and learning.**
- **A resourceful library.**

CRITERION-V

STUDENT SUPPORT AND PROGRESSION

Criterion V: Student Support and Progression

1. Furnish the following details:

Percentage of students appearing for the qualifying exam after the minimum period of study: **100%**

Drop out rate:

Two to three students per year. However, since the University does not permit filling up of vacant seats after a stipulated time, though there are candidates willing to join, we are unable to admit them. The ones who leave the course usually join a different course of their preference.

Progression to employment and further study (UG to PG or PG to Ph.D.):

Ninety-five Percent.

Prominent Positions held by alumni

- **POLITICAL LEADERS and BUERAEUCRATS**
  1. **Mr. K C Joseph MLA, Kerala state.**
  2. **Mr. Johny Sebastian, Judge.**
  3. **Mr. Thampan Thomas, Additional Labour Commissioner.**
  4. **Mr. Dominic Alvares, Regional Labour Commissioner.**
  5. **Ms. Tessy Thomas, Under Secretary, Govt. of Kerala.**
  6. **Ms. Vijayalakshmi.L, Under Secretary. Govt. of Kerala.**
  7. **Ms. Kamakshy, Additional Director, Dept. of Social Welfare.**
  8. **Mr. Prakash Oliver, District Labour Officer.**
- **CEOs**
  9. **Dr. G C Gopala Pillai, CEO, KINFRA, Govt. of Kerala.**
  10. **Mr. L Radhakrishnan IAS, Secretary, Govt. of Kerala.**
  11. **Ms. Geeta Paul, General Manager, Telecommunicatins.**
  12. **Mr. Sibichen K Mathew IRS, Customs Controller, Coimbatore.**

- **MANAGERS**

13. Mr. Babu Thomas, General Manager, Hindustan Latex Limited, Trivandrum.
14. Mr. Anoop G, General Manager (HRD), Malayala Manorama, Kottayam.
15. Mr. Mohankumar R, General Manger(HR), Apollo Tyres, Kalamassery.
16. Mr. B Sreekumar, General Manager(HR), Binani Zinc Ltd. , Ernakulam.
17. Mr. Sultan Mushathiq, Financial Manager, Southern Railway.
18. Mr. A S Girish, Deputy General Manager(HR), Apollo Tyre, Chalakudy.
19. Mr. Joy Varghese, Sr. Manager (Personnel), Karnataka.
20. Ms. Mariam Mathews, General Manger(HRD), OTIS, Bangalore.
21. Mr. Joseph John, Sr. Manager (Personnel), Balmer & Lawrie Co. Ltd., Aroor.
22. Dr. Rajan, Petronet.
23. Ms. Sushma Padmalochanan, KMML, Chavara.
24. Mr. Sreekanth A K, Manager (HR), Philips International.
25. Ms. Saraswati Devi V, Personnel Manager, ITI, Palakkad.
26. Mr. Sudeep P, Registrar, CESS, Trivandrum.
27. Mr. R Jayaprakash, Personnel Officer, KTDC.
28. Mr. M Krishnan Nair, chief Personnel Officer, FACT, Udyogamandal.
29. Mr. Shivakumar R, HRD Officer, Commonwealth Trust, Palakkad.
30. Mr. K Rajasekharan Nair, ODEPEC.
31. Ms. Ann Jacob, Manager, Federal Bank Ltd .
32. Mr. Rajappan S, Sr. Manager, Dhanalakshmi Bank.
33. Mr. Sabarinath.
34. Mr. Thoams Antony, Deputy General Manager, Indian Oil Corporation, Paniput.
35. Mr. Antony Thomas, Personnel Manger, Sheriff Group, Dubai.
36. Mr. Mathew Philip, Executive Director, SICHREM, Bangalore.

37. Mr. G. GPI, Senior Manager, Karla Malayalam Channel, Thiruvananthapuram.

38. Mr. Harikumar. MG, Manager (HR), AIMS, Kochi.

- ACADEMICIANS

39. Dr. E J Thomas, SJ, Principal.

40. Prof. R Gopalakrishnan Nair, Principal.

41. Sr. Geo Maria, Principal, Assumption College; Provincial, Clarists Congregations, Changanassery.

42. Ms. Helena Judith, Principal.

43. Dr. Ms. Marriammma Joseph, Fellow, National Institute for Family Promotions & Research Guide.

44. Dr. Sivakumar, Research Gudie, Population studies, University of Kerala.

45. Dr. Ms. Thara Bhai, HOD, Sociology, Madurai Kamaraj University.

46. Prof. TSN Pillai, Consultant Trainer.

47. Dr. Aravindaksha Menon, Fellow – IMG, Trivandrum.

48. Dr. C K Chacko, Gandhigram.

49. Dr. P K Sukumaran Nair, Former Director, KIRTADS.

50. Mr. Anilkumar K, HOD, Personnel Management, Rajagiri College of Social Sciences, Kalamassery.

51. MS. Sulochana Srinivasan, Associate Professor, Medical College, Trivandrum.

52. Sr. Dheera, HOD, Sociology, Vimala College, Trichur.

53. Dr. Murali Nair, Professor, Dept. of Social Work, Cleveland State University, USA.

54. Kurien Kattikkaran, PROACT, Hyderabad, Researcher and Consultant.

- SOCIAL WORKERS

55. Dr. K E Georgekutty, General Secretary, Kerala Federation of Blind, Trivandrum.

56. Mr. Eugene Culas, Eminent social Worker.

57. Mr. M P Joseph, Director, SOS Village, Trichur.

58. Ms. Mercy Kappen, Social Activist, Bangalore.

59. Ms. Sarsu Abraham, Consultant, Danida, Tamil Nadu.

60. Mr. Lukose Jacob, HILDA.

- ARTISTS and WRITERS

61. Mr. Kariyavattom Sreekandan Nair, Poet.

62. Ms. Leelamma Mathews, Al India Radio, Trivandrum.

63. Mr. K C Rajagopal, Sub Editor, Malayala Manorama.

64. Mr. Sreekumar, Sub Editor, Mathrubhumi.

65. Mr. Anand, Photographer, Mathrubhumi.

- ENTREPRENEURS

66. Mr. Sushil Raj, Tamil Nadu.

67. Mr. R Raghunath, Chairman & Managing Director, Kadaloram.

68. Mr. Josh Kuriakose, Realtor, Thiruvananthapuram.

- RELIGIOUS SUPERIORS

69. Rev. Sr. Danela, Mother general, DSS, Kannur.

70. Sr. Vijaya, Mother Provisional, DM Congregation, Tamil Nadu.

- POLICE, CENTRAL EXCISE and CBI

71. Mr. Jayamohan , Deputy Superintendent of Police, Government. Of Kerala.

72. Mr. C D Jose, Central Excise.

73. Mr. Sreekumar P M, Central Excise.

74. Mr.S.Sureshkumar, Assistant Commissioner, CBI.

75. Mr. Sasi K A, Circle Inspector.

2. How many students have passed the following examinations in the last five years?

UGC-CSIR (NET) Examination:	12 (roughly)
GATE:	Nil
Indian Civil Services Examinations:	Nil
GRE:	Nil
TOFEL:	Nil
GMAT:	Nil
Any others	

3. Does the college collect feedback from students regularly?

Yes

UG Students	☐
PG Students	☒
Research scholars	☐

If yes, what was the feedback obtained from the students of last year? How was it used?

The evaluation data cover two areas. Personal feedback to the teachers and suggestions for the overall improvement of the institution. The personal data was fed back to the teacher for follow-up. The general suggestions relates to the following:

- **Improved facilities in the library**
- **CD-ROM facility**
- **Internet facility**
- **More text books**
- **Starting of a Canteen**

The suggestions were used in the following manner:

- **Suggestions regarding the improvement of the institution were taken up by the Principal and the concerned persons.**
- **More text books have been bought.**
- **Facilities of the Canteen are being improved.**
- **CD-ROM Workstation initiated.**
- **Internet facility provided.**

The College also follows open house policy by which any student can approach the faculty.

4. Does the college publish its updated prospectus annually?

Yes ☒ **No** ☐

Periodically.

If yes, what are the contents of the prospectus?

Vision of the College, Admission procedures, courses offered, career opportunities, facilities, rules, fee structure and other information. See Annexure-35.

5. What kind of financial aids are available to students from the central government, state government, the institution and others? Give details.

National Merit Scholarship, University Merit Scholarship, Educational Concessions for SC, ST, OEC, Fishermen and KPCR.

The College has instituted seven awards. They are:

i. **Fr. Joseph Puthenkalam Memorial Gold Medal and Cash Award**

ii. **Fr. Jose Murickan Retirement Endowment Gold Medal and Cash Award**

iii. **Fr. EJ Thosma Retirement Endowment Gold Medal and Cash Award**

iv. **Smt. Sherly Mathew Chackumkal Award**

v. **Dr. Mathew Zachariah Memorial Award**

vi. **Prof.R.Gopalakrishnan Nair Retirement Endowment Gold Medal and Cash Award**

vii. **Smt. NV Vasumathy Gold Medal and Cash Award**

6. Mention the number of students who have received financial aid during the last two years.

Financial aid	*Year before last*	*Year before*
i. Merit scholarship	6	3
ii. Merit-cum-Means	1	-
Any others		
iii. Fee Concession	20	13
iv. Stipend + Fee	3	3
v. Fee + stipend+ Boarding charges	15	26

7. Does the college have an employment cell and a placement officer who offers career counselling to students? If yes, give details of the cell and its office.

i. Employment cell: ☒

Role: **The College does offer placement services and has a Placement Cell. The normal procedure is that at the end of the course every student deposits their curriculum vitae, with their job preferences, either with the Principal, Vice-Principal, Heads of the departments or the Placement Officer. NGOs normally contact us, to whom we forward a select list. CAPART has been conducting campus recruitment every alternate year.**

The Placement Cell offers every year two-three day Job-seekers' Course in which basic skills are developed and refined in attending an interview, group discussion, preparing curriculum vitae and taking competitive tests. (Annexure-36).

ii.Placement Officer: ☒

Role: **Keeps records, contacts agencies and candidates and links them.**

8. Do teachers participate in academic and personal counselling? Give details.

The weekly mentoring programme is a comprehensive process of guiding students in their personal, emotional, curricular, social, spiritual and employment realms. Every teacher gets a small group of 5-6. Hence, personal care of the students becomes easy. Overall, we find that the facility is well utilized by most students.

9. How many students were employed through placement service during the last year?

Roughly 20 to 30 students every year get placed in short-term projects. However, we have not kept records so far because of the informality of the activity. From now on, we are planning systematic record keeping. We have been conducting ENTREPRENEURIAL DEVELOPMENT COURSES in association with the Centre for Management Development, Thiruvananthapuram, almost every year. The Placement Cell motivates interested STUDENTS TO SEEK SELF EMPLOYMENT.

10. Does the employment cell motivate the students to seek self-employment?

Yes ☒ **No** ☐

If yes, how many are self-employed?

Ten (Roughly).

11. Does the college have an Alumni Association?

Yes ☒ **No** ☐

If yes, indicate the activities of the Alumni Association.

For a detailed report see Annexure-37.

Major activities include regular annual meetings (on 26 January), publishing newsletters and offering career guidance. Alumni Association has instituted endowment awards for the students. The Fr. Jose Murickan Retirement Endowment Gold Medal and Cash Award is given to the first rank holder in MA (Sociology). Prof.R.Gopalakrishnan Nair Retirement Endowment Gold Medal and Cash Award is given to the best student dissertation in MSW.

12. How are the policies and criteria of admission made clear to prospective students?

The criteria of admission are common for all PG courses and are set by the University and is normally known to most. The prospectus supplied along with application form provides the required information. Information and clarification are sought over phone or in person, which is readily given. We, on our part, insist on a meeting with parents and students before admissions are done, where detailed discussion on aptitudes and requirements are conducted. We also notice that many of our candidates have been introduced to the course by our former students.

The College will soon float its WEBSITE.

13. State the admission policy of the college with regard to overseas students.

We do not get overseas students, because of language specification in fieldwork.

14. What are the support services given to overseas students? **NA**

i. One window admission ☐ **ii. Overseas student office** ☐

iii. Special accommodation ☐ **iv. Induction courses** ☐

v. Socio-cultural activities ☐ **vi Welfare programmes** ☐

vii. Police clearance ☐

Any others

15. What are the recreational/leisure time facilities available to students?

i. Indoor games	☒	**ii. Outdoor games**	☒
iii. Nature Clubs	☒	**iv. Debate Clubs**	☒
v. Student Magazines	☒	**vi. Cultural Programmes**	☒
vii. Audio Video facilities	☒	**viii. Dance Music Competition**	☒
ix. Essay writing	☒		

Any others:

x. Presentation of Classical drama and Classical dances like Kathakali. The year before our students presented a full Kathakali programme. Last year they presented a classical drama, based on 16th century Sanskrit original.

xi. Though we do not have a Nature Club, a Nature Camp which involves a residential programme of two days at places like Silent Valley, Tropical Botanical Garden etc. have been a regular feature. We have been insisting on avoiding the use of plastics as far as possible.

16. Any other highlights.

- **Placement and Career Guidance Cells which provide the much needed guidance for the unemployed.**
- **Funds for giving scholarship to poor students.**
- **An active Alumni Association which supports the current activities of the College as well as the ongoing formation of the College.**

CRITERION-VI

ORGANIZATION AND MANAGEMENT

Criterion VI: Organization and Management

1. Does the college have an efficient internal co-ordinating and monitoring mechanism?

Yes ☒ **No** ☐

If yes, give details.

The Kerala Jesuit Society, which owns the College, appoints a Rector and a Manager who regularly oversees the running of the College. He operates through the Principal and Vice-Principal in realizing the Goals and Vision of the College. The internal co-ordination and monitoring are done through the regular staff meetings and the personal guidance of the Rector and Manager. The President of Kerala Jesuit Society (Provincial) makes an annual visit during which he meets the staff and students in order to assess the quality of teaching, learning and outreach. He submits written and oral feedback to the Manager, Principal and Staff, which are discussed and implemented through the year.

The following structures have been created specifically for the purpose of coordination and monitoring:

- **Staff Council consisting of every member of the staff with Principal as the chairperson.**
- **Meetings of the HODs with the Principal and Vice-Principal.**
- **Daily meetings of the Principal and Vice-Principal.**
- **Weekly meetings of the Extension staff with Principal.**
- **Managing Committee meetings.**
- **Advisory Committee meetings.**

Besides these, various committees are organized in the College (Annexure-32). The Committees are:

1. **Advisory Committee**
2. **Student Welfare and Extra-curricular Committee**
3. **Arts Club Committee**
4. **Planning Forum Committee**
5. **Grievance Cell Committee**
6. **Hostel Committee**
7. **Computer Centre Committee**
8. **Library Committee**
9. **NSS Committee**
10. **Social Work Committee**
11. **College Magazine Committee**
12. **Adult and Continuing Education Committee**
13. **UGC Affairs Committee**
14. **Women's Study Centre Committee**
15. **Placement Cell Committee**
16. **Remedial Programme Committee**
17. **Research Centre Committee**
18. **Campus Ministry/Value Education Committee**

2. Were any committees/external agencies appointed during the last three years to improve the organization and management?

Yes ☒ **No** ☐

If yes, what are the recommendations?

The Rector and Manager of the College initiated a process of evaluation and had conducted a series of discussions. See the Concept Paper (Annexure-38).

3. Does the college have an in-built mechanism to check the work efficiency of the non-teaching staff?

Yes ☒ **No** ☐

If yes, give details.

The work allocation is done in detail and the Principal monitors the efficiency and productivity of the office. Priorities and time-frame are fixed by the Principal and strictly adhered to (Annexure-39). Termly Non-teaching staff meetings where every issue is taken up, discussed in detail and consensus decisions arrived at. At the end of the Staff Development Programmes certain amount of time is devoted to review and revision.

4. Is there a special committee for preparing the academic calendar?

Yes ☒ **No** ☐

Towards the end of each academic year the Heads of the Departments along with the Superintendent will prepare a draft academic calendar, which will then be presented to the whole staff team who will finalize academic calendar for the next academic year.

5. During the last two years have all the decisions of the selection committee/general body been approved?

Yes ☒ **No** ☐

If no, give details.

6. Does the college conduct professional development programmes for non-teaching staff?

Yes ☒ **No** ☐

If yes, give details.

Every year, a minimum of two staff development programmes are arranged with experts from outside. Occasionally, they are also sent outside the institution for specific skill training, for instance, computer training, Librarians' Meet etc.

- **Some of the recent programmes include:**
  - **Self esteem**
  - **Computerization of Library**
  - **Office Procedures**
  - **Developing Research Skills**

See Annexure-40.

7. What is the current tuition and other free structure?

S.No.	*Programme*	*Tuition Rs.*	*Library Rs.*	*Laboratory Rs.*	*Others Rs.*	*Hostel Rs.*	*Mess Rs.*
1	MA	563.00	50.00	NA	227.00	200.00	1175.00
2	MSW	563.00	50.00	NA	494.00	200.00	1175.00
3	MA(PM)	563.00	50.00	NA	494.00	200.00	1175.00

8. Have there been changes in the tuition and other fees during the last three years, give details.

No.

Changes in the structure are decided by the University. The College does not have the freedom to change the structure. We have tried, for the first

time, to collect PTA funds. Fieldwork and guest faculty expenses are met from the collections by the respective departments.

9. Furnish the amount spent under the various heads of expenditure last year.

Head of Expenditure	*Budget provided Rs.*	*Amount actually spend in Rs.*
Salary	**1,336,520**	**1,336,520**
Stipend	**166,753**	**166,753**
Library	**70,277**	**70,277**
Scholarship	**17,334**	**17,334**
Maintenance	**150,000**	**150,000**
University Exam	**8,358**	**8,358**
University Research Scholars	**4,820**	**4,820**

10. During the last two years did the college have an excess/deficit budget?

Deficit Budget.

11. Is there an internal audit mechanism?

Yes ☒ **No** ☐

The Procurator of the Kerala Jesuit Society annually checks the accounts.

An Auditor, appointed by the Institution, audits the accounts annually.

12. What are the various welfare programmes of the college? Give details.

- **Emergency interest-free loan facility to the staff.**
- **Subsidized accommodation for deserving non-teaching staff.**
- **All the statutory welfare measures are implemented.**
- **Rest and Health Rooms provided.**

13. Is there a grievance redressal cell in the college?

Yes ☒ **No** ☐

If yes, how does it deal with grievances of the employees and others?

A formal Grievance Redressal Cell was constituted in January 2001. However, till then grievances were taken up by the Principal and in consultation with the Heads of the Departments and the Manager issues were sorted out. For the staff, the College does not have a formal Grievance Cell. They are free to bring in any of their issues to the Staff Council. In case of need, the Manager is called to facilitate such meetings. Further, the College follows open house policy which provides informality and personal touch to the handling of grievances.

The newly constituted Cell proposes to meet as and when needed to (see Annexure-41) tackle the various grievances.

The LOYOLA FAMILY SPIRIT, assiduously cultivated, provides an ambience where both students and staff feel free to openly discuss and settle all grievances.

14. List the various loans available to the members of the teaching and the non-teaching staff of the college. What are the requirements and the eligibility criteria necessary to obtain loans that are available?

- **Emergency loans are made available to all the staff. Their eligibility criteria are not strictly defined except for availability of money, and the emergency of the need.**
- **For the teaching and non-teaching staff, emergency interest-free loans even up to rupees one lakh is advanced by the Management.**

15. Any other highlights.

- **An Advisory Committee consisting of a former vice-chancellor, eminent academics and activists, plays a pivotal role in the running of the College. Their varied experiences help in the efficient management of the College. See Annexure-42.**
- **The spirit of cooperation among the students, staff and the Management in maintaining the organizational efficiency of the College.**
- **A generous sharing of resources and infrastructural facilities with the sister institution, Loyola School.**

CRITERION-VII

HEALTHY PRACTICES

CRITERION-VII

HEALTHY PRACTICES

Criterion VII: Healthy Practices

1. Has the college adopted any mechanism/process for internal quality checks?

Yes ☒ **No** ☐

If yes, give details.

Teacher evaluation by the students based on a comprehensive assessment scale is one of the mechanisms by which internal quality of teaching is checked. At the end of each academic year the teachers are obliged to do Self-Appraisal of their academic and nonacademic pursuits. Other mechanisms are:

- **Periodic Departmental meetings.**
- **Monthly Staff Council Meetings.**
- **Faculty Development Programmes.**
- **Occasional interaction with Management.**

2. Is the college sensitized to latest managerial concepts such as strategic planning, teamwork, decision making and computerization?

Yes ☒ **No** ☐

Fr. Dominic George, Director of Loyola Extension Services, led us through an OOPS workshop.

3.Does the college have

- Twinning programmes: **It has not yet been officially twinning programmes, but research collaborations have been established with University of British Columbia, Canada, Louisiana State University, USA and Sophia University, Japan.**

- Student Exchange Programmes: **Yes. With all Schools of Social Work within and outside Kerala.**
- MoU with
  - Industries: **Yes. We are linked in terms of teaching, research, consultancy and training.**
  - Research organizations: **Yes. We have contacts with UNICEF, Ministry of Human Resources, Kerala Research Programme on Local Level Development, PRIA, New Delhi, Centre for Development Studies, Thiruvananthapuram, etc.**

4. What are the national/international linkages established by the college for training and research?

- **National**
  - **Centre for Development Studies, Thiruvananthapuram.**
  - **International Centre for Kerala Studies, University of Kerala.**
  - **KILA, Thrissur.**
  - **NIPCID, New Delhi.**
  - **Tata Institute of Social Sciences, Mumbai.**
  - **Jawaharlal Nehru University, New Delhi.**
  - **Jamia Millia Islamia University, New Delhi.**
  - **NIMHANS, Bangalore.**
- **International**
  - **University of British Columbia, Canada.**
  - **Louisiana State University, USA.**
  - **Sophia University, Japan.**

5. How does the college strengthen the regular academic programmes through other complementary systems like self-financing courses, non formal mode and distance education?

Regular programmes are strengthened by:

- **Guest lectures and sharing of experiences by practicing managers, social workers and faculty from centres of excellence.**
- **Close association with the activities of professional bodies like National Institute of Personnel Management, Thiruvananthapuram, Kerala Management Association, Kerala Council of Social Workers, Thiruvananthapuram, AKKSA, and AAPSW in Thiruvananthapuram, Indian Sociological Society, New Delhi, Kerala Sociological Society, Thiruvananthapuram and several others.**
- **Participating in programmes arranged by various NGOs, colleges, Kerala State Mental Health Authority, Thiruvananthapuram, research institutions within the city and others.**
- **Enrolling students for certificate courses like Computer Applications and Community Organization.**
- **Two other programmes are being proposed. They are Executive Grooming Programme and Yoga and Meditation Programme.**

6. What are the practices of the college to impart value based education?

Value education takes an important item in the timetable. An hour is set apart every Friday for value education. Two staff members engage the value education classes separately for the juniors and seniors. Some of the topics covered are: Role of Values in Life, Corruption in Public Life, Sexual Morality and Friendship. In addition experts from various religious

groups are invited to the College to handle specific topics. A few of the recent examples are:

1. A Talk on *Bhagavat Gita.*
2. The relevance of fasting and prayer in Id celebration.
3. Spirituality.

- Other innovative ways of Value Education include:
  - Introduction of Integral Pedagogical Paradigm (Annexure-43).
  - Ten-day Camp in Villages/Slums
  - Response to crises like Kargil, cyclone in Orissa, earthquake in Gujarat and so on.
  - Inter-religious prayer sessions on important feast days and New Year.
  - Social Analysis Course (Annexure-44).

7. How does the college inculcate civic responsibilities among the students?
   - The Open House of the College, particularly the Department of Social Work, is an effective means of developing civic responsibility.
   - Every activity in the College is organized by the staff and students by dividing themselves into small committees. These committees develop in the students a sense of responsibility, team work and accountability (Annexure-45).
   - The Nature Camps (and the proposed Nature Club) provide an awareness of the environmental issues and the need to intervene.
   - Programmes at Mental Health Centre, Peroorkada, association with the State Mental Health Authority (Kerala), community-based de-addiction programme at Vallakadav and similar programmes

develop in the students a sensitivity to the disadvantaged sections of the society.

- Commemoration of Gandhi Jayanthi Day, Kargil Day, AIDS Day and others.

8. What are the efforts of the college towards all-round personality development of the learners?

The College gives due weightage for the overall personality development of the students.

Some the tools adopted are:

- Induction: A three-day induction programme is carried out for the freshers. The main objective is to orient students coming from various disciplines and backgrounds. This programme fosters their motivation, to introspect and plan for the future, making maximum use of the available potentials both within themselves and in the campus.
- Personality development programmes are organized with assistance from outside resource persons. Some of them have been Capt. KN Nair, a communication specialist, Dr. Joye Philip, a physician as well as a communication expert, and Prof. TSN Pillai, Mr. Radhakrishnan IAS, our alumnus and Fr. James Culas, Director, CHAI, Hyderabad.
- The Arts Day, College Day and other celebrations are occasions when our students are the organizers as well as masters of ceremony.
- Fieldwork conferences, Social Analysis Programme and similar events provide occasions to develop their personality.

- **Job Seekers' Course directly caters to skills of interview and communication (Annexure-46).**
- **Public speaking practice has been given to volunteer groups.**

In fact, all our activities like Sports Day, festivals, celebrations, seminars, workshops, etc. have a component of personality development, because all of those are organized by the students themselves.

9. How is the college geared to achieve its specific goals and objectives?

- **ACHIEVEMENT OF GOALS AND OBJECTIVES: The Management adopts a multi-pronged as well as a multi-layered approach. They ensure the cooperation, collaboration and active participation of the teaching staff, administrative staff, staff of extension services, wardens of the hostels, alumni, neighbourhood community, field placement agencies, past and prospective employers, PTA, benefactors, foreign universities, technical expertise of IT people, human as well as financial resources of the Jesuit society. In short, each stakeholder is encouraged to contribute his best for the accomplishment of goals and objectives.**
  - **Two major exercises have been done in this direction:**
    - **An OOPS workshop under the guidance of Rev. Dominic George, Director, LES, and a second workshop under the guidance of Mr. Vijayaraghavan, Venture Management Associates, Thiruvananthapuram.**
    - **A one-day session by Dr. Herman, Secretary, JEA, helped us to evaluate the College in terms of the Jesuit vision. Together, these exercises helped the faculty to gear themselves to the goals and objectives of the College.**

- **The students, on the other side, were discussing in their own groups, with guidance from teachers on ways of realizing the vision of the College. Thus, there has been a process of owning up and we are moving towards the realization of its goals and objectives.**

10. What are the efforts of the college to bring in "community orientation" in its activities?

Loyola College reveals its ostensible regard to the socially and economically disadvantaged population. Its reflections are obvious in its vision statement, curricular, co-curricular and extra-curricular activities, overall planning evaluation and placement.

The major channel through which this is effected is our social labs, namely:

- **Loyola Family Counselling Centre, providing succor to hurting families.**
- **Community Organization-Women's Empowerment Cell, enabling the Self Help Groups of women.**
- **Continuing Education Centre (Nodal), sponsored by the National Literacy Mission.**
- **Voluntary Coordinating Agency for Adoption, Thiruvananthapuram Chapter.**
- **Childline, offering relief and succor to children in distress.**

Along with these the following also support the community orientation:

- **Extension Services**
- **Awareness Camps**
- **AIDS Awareness Programmes**
- **Blood donation: A list is kept ready for any quick response in emergency cases (Annexure-47).**
- **Legal literacy**
- **Medical camps**
- **Association with the Friends of the Urban Poor (the faculty of the College have been among the founding fathers).**
- **Rural/Slum camp of ten days for all.**
- **Certificate Course in Community Organization for MA students.**

11. Indicate the efforts of the college to promote general/transferable skills among the students such as

a. Capacity to learn

- **Focus on self-learning:**

Right at the beginning, during the Induction Programme, one session is assigned for Study Habits. In this session we highlight that at the PG level the focus is on self-learning. Discussion materials from eminent educators like Dr. HridayaKumari are used to convey this message. Tips are given on how to learn by oneself, how to read a research article, how to take notes, and how to prepare a book review and so on. Thus students are preened away from a spoon-feeding methodology to self-learning.

- **Self-learning is followed up by assigning topics to students in each paper, on which they collect data, systematize and make class presentations.**
- **Methodologies like case presentation, group discussion, role play, etc. generate in students a capacity for self-learning.**
- **In MA class, everyday one student is made to present a concept in his or her own words, enabling an authoritative understanding of basic concepts and self reflection.**
- **Quizzes are conducted, debates are organized and questions are encouraged in the class.**

b. Communication skills

The following steps are taken to improve communication skills.

- **Public Speaking Course**
- **Group Discussions – Fish Bowl Exercise**
- **Self Awareness Sessions**
- **Media Analysis Seminars**
- **Competitions under the aegis of the Planning Forum in essay writing, poetry writing, etc.**
- **Dramatic presentations.**
- **Arts Day**
- **Remedial English Programmes**

c. Numerical skills

- **Students of MA (Sociology), MSW and MA (PM) have a full paper on Research and Statistics, which gives them essential numerical skills, specific to their profession.**

- **In the library, we have acquired quite a few books on numerical ability, with exercises which help the students who prepare for bank tests, UGC tests, Public Service Commission tests and others.**

d. Use of information technology

- **The College has facility for computers, Internet, email, fax and scanners.**
- **Students are trained and encouraged to use Internet. Many students are using the search engines for research purposes.**
- **All the students are encouraged to go through the full certificate course in Computer Application.**
- **The College has made a beginning with a modest CD-ROM Work Station.**
- **Three teachers are being assigned to `Intel-Teach to the Future' Master Trainers' Programme so that in two years all the staff members will be trained to be IT savvy teachers.**

e. Work as a part of a team and independently

- **The greatest effort in this regard is the COMMITTEE APPROACH. Every event in the College is organized by students and staff teams with provision for planning, implementing and evaluating.**
- **MSW fieldwork and MA fieldwork are done in teams. Fieldwork conferences are used to improve the efficiency of those teams.**
- **The ten-day NSS camp is a unique experience in team work.**
- **Field-based seminar of MA students is done in teams and evaluation has shown that it is highly effective.**
- **Feed back, giving and receiving, is encouraged, with a view to build better teams.**
- **Group dynamics sessions are conducted.**

- **Independent project work provides an opportunity for developing initiative and independence. On average, 15-20 students opt for this every year.**
- **Students are entrusted with contacting resource persons, transporting them and providing hospitality for them.**
- **Fund-raising for College Magazine is done by students alone and it gives them experience of both independent work as well as team work.**
- **The various committees to which students are assigned and their functions, give the students an opportunity to work in team as well as independently.**

12. Any other college specific innovations which have contributed to its growth.

- **INDUCTION PROGRAMME has been a unique contribution to socializing the new entrants to the Loyola culture.**
- **The various SOCIAL LABS have made a world of difference in forming the student in social sensitivity, professionalism, emotional maturity, team work and most important skills in dealing with the real world.**
- **The EXTENSION CENTRE and its activities have given the College a unique place in Kerala's development history.**
- **The regular SOCIAL ANALYSIS PROGRAMME prepares critical citizens.**
- **The LOYOLA FAMILY spirit creates an ambience for growth.**
- **The annual RURAL/SLUM CAMPS have been one of the most formative and educative experiences of the College.**
- **MENTORING: The students are given freedom to choose mentors of their choice. The mentors motivate the students to approach them to seek help in their tackler needs, frustrations and problems. Many students do make**

maximum use of the mentoring facility to deal with the adjustment problems within the campus.

- **JOB SEEKERS' COURSE:** This programme is arranged for the outgoing students to give them an opportunity for bio-data preparation, written test, group discussions, and model interviews. Actually, this course facilitates students to know more about various job opportunities and the expectations from an interviewee which in turn prompts them to equip adequately prior to real job interviews.
- The College, the library and the Men's Hostel including a toilet have been deliberately designed to facilitate easy and barrier-free access to the physically challenged.

INSIGHTS FROM THE DEPARTMENTS
DEPARTMENT OF SOCIOLOGY

III. INPUTS FROM THE DEPARTMENTS

DEPARTMENT OF SOCIOLOGY

III. INPUTS FROM THE DEPARTMENTS

DEPARTMENT OF SOCIOLOGY

1. Name and address of the department:

   DEPARTMENT OF SOCIOLOGY, Loyola College of Social Sciences, Thiruvananthapuram- 695 017, Kerala.

2. Telephone number/s: **0471-592059/591018**

3. Date of establishment of the department: **1963**

4. Built-up area of the department in sq.m.: **798.97 sq.m.**

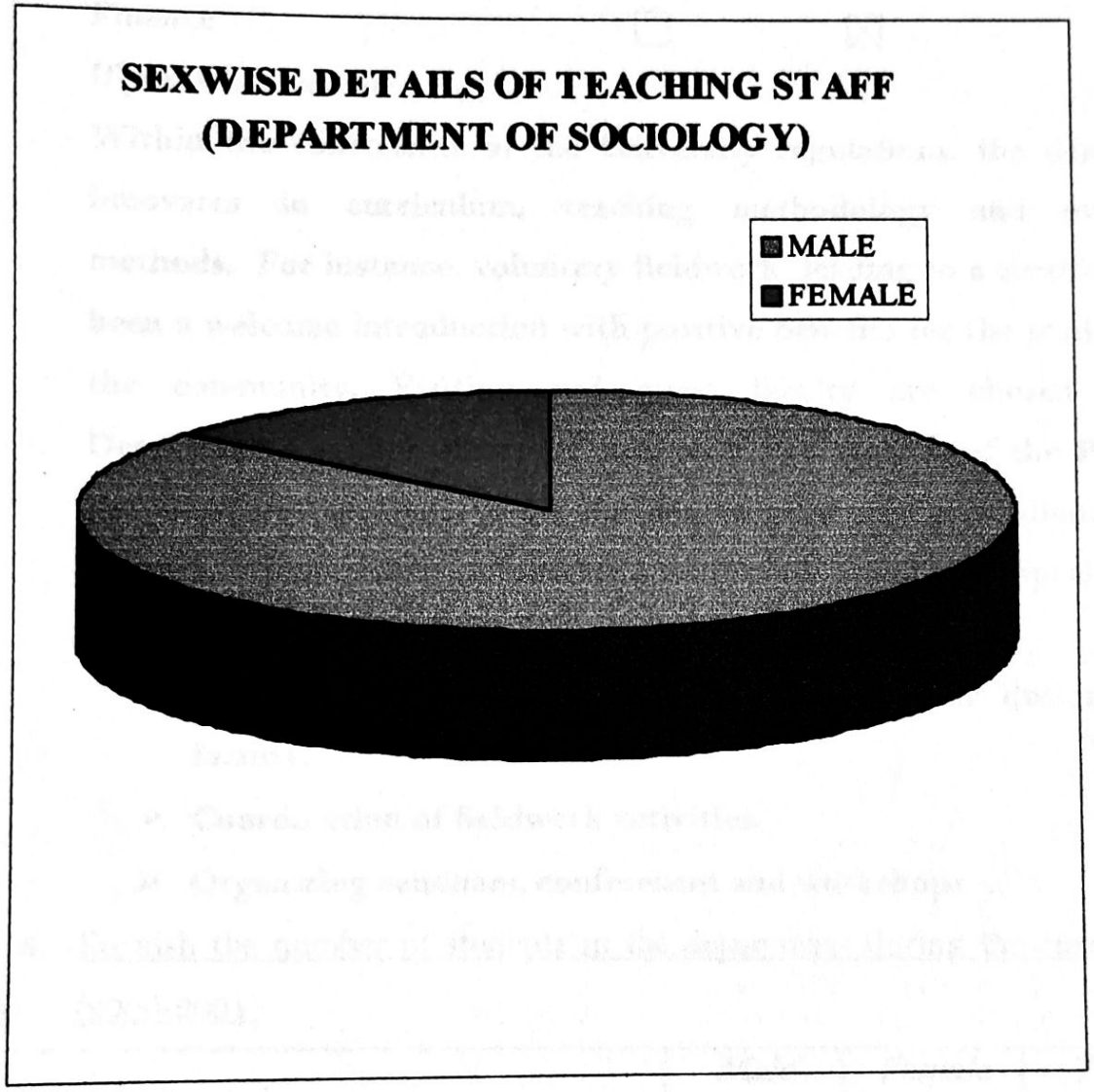
5. List the different programmes (Level of Study = Certificate/Diploma/UG/ PG Diploma/ PG/ M. Phil./ Ph.D.) offered by the department together with the details required:

Programme	*Level of study*	*Cut-off marks at entry level in %*	*Student strength*
Sociology	**PG**	**41.88**	**25**
Doctoral	**Ph.D.**	**-**	**2**

As per the admission rules of the University of Kerala, quotas are kept for different categories. Hence we prepare separate lists of admission of which the open merit will have a higher cut off percentage and the SC/ST candidates will have a lower one. The cut off mark given above is the lowest. For MA (Sociology) 75 percent students are chosen from those with Bachelor's degree in Sociology. For Ph.D. admissions, the University either conducts entrance test or takes the NET result, based on which the candidates are admitted.

6. Provide the number of teaching, technical and administrative staff of the department.

	Male	*Female*	*Total*
Total no. of teachers	**5**	**1**	**6**
Teachers with Ph.D. as the highest qualification	**4**	**-**	**4**
Teachers with M. Phil. as the highest qualification	**-**	**1**	**-**
Teachers with PG as the highest qualification	**1**	**-**	**1**
Technical staff	**Nil**	**Nil**	**Nil**
Administrative staff	**Nil**	**Nil**	**Nil**


SEXWISE DETAILS OF TEACHING STAFF
(DEPARTMENT OF SOCIOLOGY)
MALE
FEMALE

7. Does the department have academic, administrative and financial autonomy?

	Yes	No
Academic	☒	☐
Administration	☐	☒
Finance	☐	☒

If yes, what extent?

Within the constraints of the University regulations, the department innovates in curriculum, teaching methodology and evaluation methods. For instance, voluntary fieldwork leading to a certificate, has been a welcome introduction with positive benefits for the students and the community. Visiting and guest faculty are chosen by the Department. Administratively too, with the consent of the Principal, the Head of the Department decides on academic and administrative matters. Nevertheless, financial autonomy is minimum. Specific areas of administrative autonomy are:

- **Assignments of curricular and extra-curricular duties to the faculty.**
- **Coordination of fieldwork activities.**
- **Organizing seminars, conferences and workshops.**

8. Furnish the number of students in the department during the current year: (2000-2001)

	Male	*Female*	*Total*
Students from the same state where the college is located	25	19	44
Students from other states of India	1	1	2
NRI Students	-	-	-
Other overseas students	-	-	-
Grand Total	26	20	46

9. Is there a method of assessing the students' academic standing in order to provide enrichment and/ or remedial courses?

Yes ☒ **No** ☐

This is done in two areas primarily. One in acquainting the non-Sociology students with concepts in Sociology. Two, giving them a Remedial English Programme. See Annexure-16.

10. Furnish the following details (in figures):

- Books in the department library:

  The library is common. Since we have only three departments, all the three departments--Sociology, Social Work and Personnel Management-- share the common areas of study. We have not made a strict division of Departmental Libraries.

  Total number of books – 19,185.

- Journals/periodicals subscribed by the department: **31**
- Computers in the department: **One**
- Research projects completed during the last three years and their total outlay:

  Four. Rs. 102,000.00 (Annexure-48).

- Ongoing research projects: **Four (Annexure-49).**
- Teachers who have attended national/international/seminars during the last two years: **Six (Annexure-18).**

11. Mention the following details of the last two batches of students:

	Batch 1			*Batch 2*		
	Year of entry: 1997-99			*Year of entry: 1998-2000*		
	UG	*PG*	*Total*	*UG*	*PG*	*Total*
Admitted to the programme (entry year)	N.A.	26	26	N.A.	26	26
Drop-outs	-	4	4	N.A.	3	3
Appeared for the final year exam	-	22	22	N.A.	23	23
Passed in the final exam	-	21	21	N.A.	22	22
Passed in the first class	-	5	5	N.A.	7	7
University ranks, if any	-	3	3	N.A.	3	3

12. What is the sanctioned teaching staff strength and the present position?

- Sanctioned: **Five.**
- Filled: **Five (Presently, the HOD is on FIP leave and another teacher has been appointed in her leave vacancy).**

13. How often were national/international seminars, workshops etc. organized at the department?

Seminars/Workshops are conducted at the college level.

14. Are there any international or national links/collaborations for teaching, research or both?

Yes.

We have collaboration with:

- **Louisiana State University, USA.**
- **University of British Columbia, Canada.**
- **Sophia University, Japan.**

15. List the teaching staff, with their designations, qualifications, fields of specialization, years of experience, age and sex (in the descending order of seniority):

Name of the Teaching staff	*Designation*	*Highest Qual.*	*Specialization*	*Exper-ience (yrs)*	*Age*	*Sex*
Elizabeth Mathew	Lect.Sr. Scale	M.Phil.	Gender Studies	14	43	F
Dr. M.K. George	"	Ph.D.	Sociology of Education	10	48	M
Dr. Jose Boban K.	Lec. Sr. Sc. & Ph.D Guide	Ph.D.	Social Anthropology	8	39	M
Dr. Saji P. Jacob	Lecturer	Ph.D.	Gender Studies, Theoretical Sociology	8	32	M
Dr. Sooryamoorthy.R	Lecturer & Ph.D Guide	Ph.D.	NGOs	7	36	M
Fr. P.V. Antony	Lecturer	M.A.	Gender Studies	1	36	M

16. How many of the teaching staff have received national/international recognition as fellows, awardees etc.? **Nil**

17. What percentage of the teaching faculty are engaged in active research (guiding research scholars, operating projects, publishing regularly, etc.)?

The entire faculty is active in research. Dr. R. Sooryamoorthy and Dr. Jose Boban are recognized guides of the University of Kerala. Ms. Elizabeth is completing her Ph.D.

- Research Projects: **66%**
- Guiding Research Scholars : **30%**
- Publishing Regularly: **16%**

18. List the major thrust areas within the subject in which research activities are being pursued.

- **NGOs**
- **Evaluation studies**
- **Gender studies**
- **Literacy**
- **Self-Help Groups**

19. Give details of ongoing projects funded by external agencies.

Funding agency	*Amount (Rs.)*	*Duration (years)*	*Collaboration, if any*
Louisiana State University, USA	**95,000**	**1 Year**	**With Louisiana State University**
WIN Centre, Alleppey	**100,000**	**1 Year**	**Sophia University, Japan**
KRPLLD, Trivandrum	**155,000**	**1.5 Year**	**Government of Netherlands (KRPLLD)**
KRPLLD, Trivandrum	**150,000**	**1.5Year**	**Government of Netherlands (KRPLLD)**

20. What are the basic and advanced facilities (like botanical garden, field laboratories, animal house, computing facility, major equipment like NMR etc.) acquired over the years?

Computer Centre, Intercom

21. What is the total number of publications (add the list) of the department in the last two years?

Thirteen. See Annexure-50.

22. Have any one of the teaching progarammes been dropped because it lost its immediate relevance or because it was not viable?

No

23. What is the average work load in terms of actual contact lectures per week per teacher?

Ten hours per week per teacher.

24. What is the average time spent by a teacher with students and how much time is spent on committees that deal with academic matters?

Being a small department the teacher-student ratio in our Department is 1:10. Teachers are available in the College from 9 a.m. to 4.30 p.m. During this time, students contact the teachers, for mentoring, discussions and guidance.

25. Does the department monitor overall performance of students through regular assessments?

Yes ☒ **No** ☐

If yes, give methods and details of assessment.

We have a variety of methods in assessing the overall growth of our students. They include: assignments, personal accompaniment through mentoring, observation of extra-curricular activities, evaluation of participation in extra curricular activities, formal evaluation sessions and so on.

26. How do the teachers update themselves for discharging their teaching/research responsibilities? Give details.

Through reading of contemporary literature, staff development programmes and research. Teachers are allowed to take two afternoons every week for reference in the libraries in Thiruvananthapuram.

27. What is the annual budget allocation of the college to the department?

No department-wise allocation. But field work allotments are kept separately. Annual allocation is Rs. 5,900.

28. How much of research funding has been generated by the teachers from other agencies?

Funding for all the earlier stated projects were generated by teachers. But we were not able to save any part of it for future projects. Therefore, we plan to introduce a scheme of contribution from projects.

29. Do the teachers offer consultancy services and earn revenue for the college/ department?

Yes ☒ **No** ☐

If yes, how much has been earned during the last two years?

The teachers do give consultancy. But it was not our practice to collect contribution from them. It has generally been voluntary. During the last year from three projects we collected an amount of Rs. 55,000. The amount has been utilized for buying of CD-ROMs and strengthening the computer centre.

30. Furnish the following details:

Particulars	*UG*	*PG*	*Research*
Ratio of applications to available seats	-	**129:25**	-
Success rate (examination results)	-	**95%**	**100%**
Progression to higher education	-	**Roughly 20%**	-
Employment rate	-	**Roughly 60%**	**100%**
Ratio of part-time teachers to full-time teachers	-	**No part-time teachers**	-
Ratio of academic staff to administrative staff	-	**1:2**	-
Ratio of students to teachers	-	**10:1**	**6:1**

31. Has the department been participating in COSIP / COHSSIP / COSISTS?

Yes ☐ **No** ☒

32. Any other highlights:

A major contribution of the Department has been the formation and sustenance of KERALA SOCIOLOGICAL SOCIETY (KSS), one and the only professional body of sociologists, now in its twenty-eighth year of existence. One of the founding fathers, Dr.Jose Murickan, was then the Principal of the College. The Department has actively contributed to all the 28th annual conferences as well as the uninterrupted publication of *Kerala Sociologist* all these years. In all we have organized seven of the 28 annual conferences of the Kerala Sociological Society. During these years almost all our senior faculties have been President, Secretary or Executive Committee Members of K.S.S. Currently, the President of the Society is from our College.

The efficient ORGANIZATION OF THE 26TH ALL INDIA SOCIOLOGICAL CONFERENCE is another achievement of the College. Almost the whole department, students and staff, were involved in the organization. The accommodation was fully arranged by the College. The abstracts of the papers were edited by one of our faculty member (Annexure-51). Cultural programmes, programme support, volunteer support were other services rendered.

The VOLUNTARY FIELD WORK OF M.A. STUDENTS leading to a certificate, reported earlier, is unique to Loyola. Instead of making sociology a purely theoretical study, this ensures a meaningful application of the theoretical studies.

The CURRICULUM RE-STRUCTURING AT THE UNIVERSITY LEVEL was entrusted to Loyola College of Social Sciences and it is to our credit that we managed to enlist the experts of several southern universities and the new curriculum has been approved by the University (Annexure-9).

The FIELD-BASED SEMINAR is a unique experiment in training the students in research skills and has been found to generate a lot of enthusiasm.

The PERIODIC NATURE CAMP is a new experiment in 'environmental education' and have been found to enrich the students. Similarly, the TRIBAL VISIT, the INDUSTRIAL VISIT, all strive to mould our students into wholesome personalities.

DEPARTMENT OF SOCIAL WORK

III. INPUTS FROM THE DEPARTMENTS

DEPARTMENT OF SOCIAL WORK

1. Name and address of the department:

   DEPARTMENT OF SOCIAL WORK, Loyola College of Social Sciences, Sreekariyam P O, Thiruvananthapuram- 695 017.

2. Telephone number/s: **0471-592059, 591018**
3. Date of establishment of the department: **1964**
4. Built-up area of the department in sq.m. ? **529.55 sq.m.**
5. List the different programmes (Level of Study = Certificate/Diploma/UG/ PG Diploma/ PG/ M. Phil./ Ph.D.) offered by the department together with the details required:

Programme	*Level of study*	*Cut-off marks at entry level in %*	*Student strength*
MSW	PG	71.35	25
Doctoral	Ph.D.	55	-

The cut-off limits/marks varies for PG and Ph. D. There are various quotas prescribed. Of the 50 percent seats in the open general merit, 50 percent seats are filled from science graduates and the other 50 percent from humanities stream. The cut off marks for Science group for the last two years admissions are 82.3 percent (1999) and 85.2 percent (2000). For the Arts group it was 76.25 percent and 72.25 percent for respective years. The 10 percent seats filled from the community quota is again from the open general merit list. The cut off marks were 71.30 percent (1999) and 71.35 percent (2000). Twenty percent of the seats are reserved for ST/SC students. Their cut off marks were 54.90 and 52.90 for 1999 and 2000 respectively. The remaining 20 percent seats were filled from the management quota. Generally it is accepted that 60 percent and 50 percent marks for Science and Arts respectively were to be secured for seeking admission in the management quota. The cut off marks for Science and Arts students for the years 1999 and 2000 were 71.3 percent and 71.5

percent and 80.2 percent and 71.5 percent. For Ph.D scholars, the University conducts qualifying test and the departments concerned conduct the interview. The cut off marks is 55 percent.

6. Provide the number of teaching, technical and administrative staff of the department.

	Male	*Female*	*Total*
Total no. of teachers	6	2	8
Teachers with Ph.D. as the highest qualification	0	1	1
Teachers with M. Phil. as the highest qualification	1	1	2
Teachers with PG as the highest qualification	5	0	5
Technical staff	-	-	-
Administrative staff	-	-	-

It is to be noted that the administrative staff is of the common pool. Their service is available to all the departments.

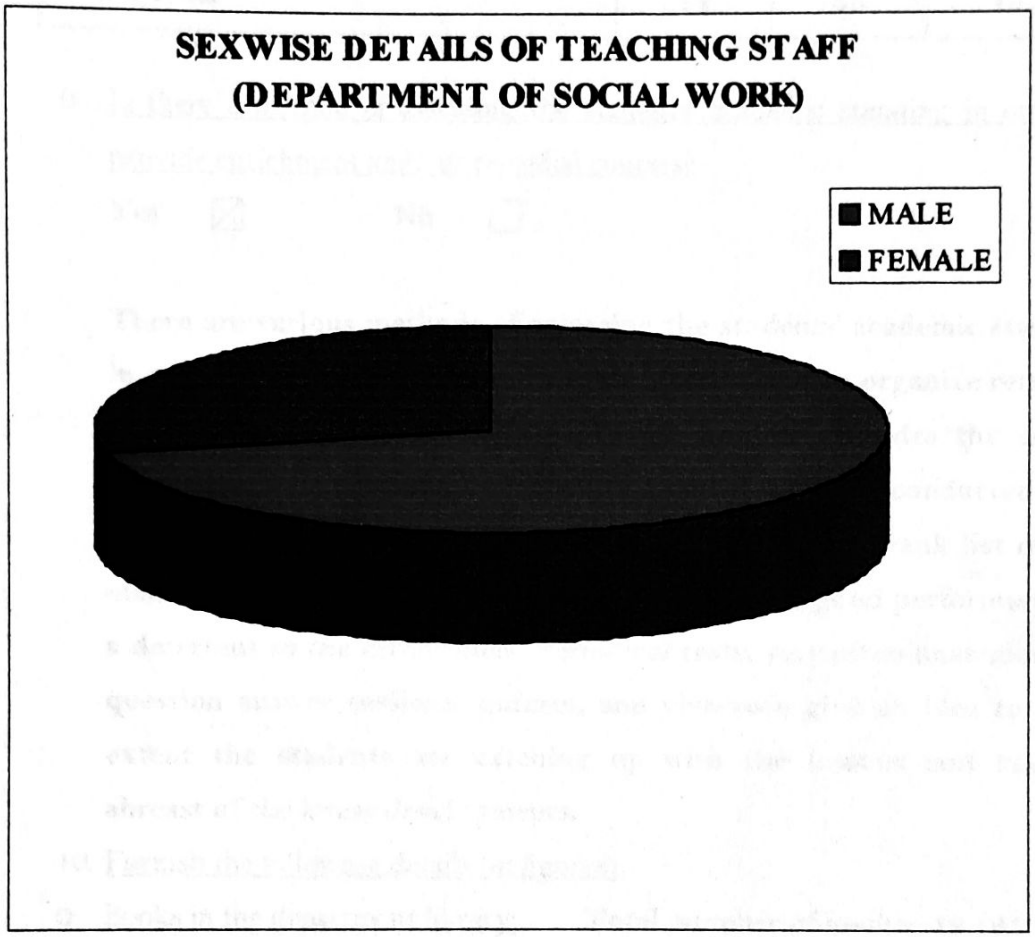
7. Does the department have academic, administrative and financial autonomy?

	Yes	No
Academic	☒	☐
Administration	☐	☒
Finance	☐	☒

If yes, what extent?

It can be said that there is Academic autonomy to some extent. We have to follow the prescribed syllabus but can always go beyond and make the programme relevant and topical. In all other areas the department has very little or no autonomy. Specific areas of administrative autonomy are:

- **Assignments of curricular and extra-curricular duties to the faculty.**
- **Coordination of fieldwork activities.**
- **Organizing seminars, conferences and workshops.**


SEXWISE DETAILS OF TEACHING STAFF
(DEPARTMENT OF SOCIAL WORK)
MALE
FEMALE

8. Furnish the number of students in the department during the current year:

	Male	*Female*	*Total*
Students from the same state where the college is located	13	35	48
Students from other states of India	1	-	1
NRI Students	0	0	0
Other overseas students	0	0	0
Grand Total	14	35	49

9. Is there a method of assessing the students' academic standing in order to provide enrichment and/ or remedial courses?

Yes ☒ **No** ☐

There are various methods of assessing the students' academic standing in order to provide enrichment to fast learners and to organize remedial courses for the scholastically backward students. Besides the annual university examinations, terminal examinations are conducted and progress reports are published. The publication of the rank list on the main notice board serves as an inducement for the good performers and a deterrent to the errant ones. Periodical tests, very often unannounced, question answer sessions, quizzes, and viva-voce give an idea to what extent the students are catching up with the lessons and keeping abreast of the latest developments.

10. Furnish the following details (in figures):

- Books in the department library: **Total number of books: 19,185.**

The library is common. Since we have only three departments, all the three departments of Sociology, Social Work and Personnel Management share the common areas of study. Hence we have not made a strict division of Departmental Libraries.

- Journals/periodicals subscribed by the department: **6+25 (Six journals are specific to the discipline. Twentyfive are in the social science category but of immediate relevance to Social Work).**
- Computers in the department: **One.**

- Research projects completed during the last three years and their total outlay: **Two. Rs. 205,000.00**
- Ongoing research projects: **Nil**
- Teachers who have attended national/international Workshops/seminars during the last two years:

  Eight. All the teachers have attended seminar /workshops during the last two years (Annexure-18).

11. Mention the following details of the last two batches of students:

	Batch 1			*Batch 2*		
	Year of entry: 1997-'99			*Year of entry: 1998-2000*		
	UG	*PG*	*Total*	*UG*	*PG*	*Total*
Admitted to the programme (entry year)	NA	27	27	NA	27	27
Drop-outs	-	3	3	-	5	5
Appeared for the final year exam	-	24	24	-	22	22
Passed in the final exam	-	24	24	-	22	22
Passed in the first class	-	19	19	-	16	16
University ranks, if any	-	All Ranks	All Ranks	-	All Ranks	All Ranks

Batch I refers to admissions in the year 1997 and batch 2 to year 1998. It is clear from the table that 27 students each were admitted in those two years even though the sanctioned strength of the class was 25. The university regulation is that all admissions be closed within one month from the date of beginning of the classes. Accordingly, two students from the first batch and four from the second batch respectively have left the College to pursue studies elsewhere. These vacancies were filled duly within the stipulated time. Nevertheless one student from batch I and two from batch II have left the course later in the academic year and the number of students appeared for the final year examinations remain 24 and 22 respectively. The percentage of first class is 82.5 for the first batch and 78 for the second batch. All the ranks of the university are secured by our students.

12. What is the sanctioned teaching staff strength and the present position?

- Sanctioned: 6
- Filled: 6 **(Presently, one teacher is on FIP leave and another teacher has been appointed in his leave vacancy. The sanctioned staff strength of the Department is six and all the substantive and leave vacancies are duly filled.)**

13. How often were national/international seminars, workshops etc. organised at the department?

No national/international seminars and workshops are conducted recently by the department. But at the college level, seminars and workshops have been conducted.

14. Are there any international or national links/collaborations for teaching, research or both?

Efforts are made in establishing linkages with international educational institutions for teaching, research and exchange purposes. The Cleveland State University of USA and the British Columbia State University of Canada have already entered into partnership with Loyola College. The California State University has expressed its intention in forging a partnership with Loyola (Annexure-7).

15. List the teaching staff, with their designations, qualifications, fields of specialization, years of experience, age and sex (in the descending order of seniority);

Name of the Teaching staff	*Designation*	*Highest Qualfn*	*Specialisation*	*Experience (yrs)*	*Age*	*Sex*
Mrs. Helena Judith	**Principal**	**M Phil***	**Medical and Psychiatric Social Work**	**24**	**51**	**F**
Sri. T S Thomas	**HOD**	**MA**	**Criminology and Correctional Administration**	**22**	**50**	**M**
Dr. Usha John	**Selection Grade Lecturer**	**Ph. D.**	**Medical and Psychiatric Social Work**	**21**	**43**	**F**
Sri K A Joseph	**Senior Lecturer**	**MA**	**Personnel Management and Industrial Relations**	**14**	**42**	**M**
Fr. Joye James	**Senior Lecturer**	**MA**	**Community Development**	**11**	**47**	**M**
Mr. Sonny Jose	**Lecturer**	**MSW**	**Personnel Management and Industrial Relations**	**1**	**32**	**M**

Fr. Charles Leon	**Lecturer**	**M Phil**	**Medical and Psychiatric Social Work**	**1**	**40**	**M**
Mr. Prakash Pillai R.	**Lecturer**	**MSW**	**Personnel Management and Industrial Relations**	**-**	**26**	**M**

Note: * Already completed Ph.D and expecting viva in March 2001.

16. How many of the teaching staff have received national/international recognition as fellows, awardees etc.?

    So far no awards/recognitions have been conferred.

17. What percentage of the teaching faculty are engaged in active research (guiding research scholars, operating projects, publishing regularly, etc.)?

    Nearly 30 percent of the teaching faculty are engaged in operating projects and publishing rather frequently.

18. List the major thrust areas within the subject in which research activities are being pursued.

    - **Women empowerment**
    - **Gerontology**
    - **Women studies**
    - **Differentially Abled**
    - **Urban community development**
    - **Health issues of the fisherfolk.**

19. Give details of ongoing projects funded by external agencies.

    There are no projects funded by external agencies.

20. What are the basic and advanced facilities (like botanical garden, field laboratories, animal house, computing facility, major equipment like NMR etc.) acquired over the years?

    We have installed computing facilities for the benefit of the students. Social labs have been functioning in and through the Loyola Extension Services.

21. What is the total number of publications (add the list) of the department in the last two years?

    Five (Annexure-50).

22. Have any one of the teaching progarammes been dropped because it lost its immediate relevance or because it was not viable?

No

23. What is the average work load in terms of actual contact lectures per week per teacher?

The total teaching hours per week is 40. The division of the same is as follows.

Principal:	**3 hours**
HOD:	**6 hours**
Senior Teachers:	**7 each**
Junior Teachers:	**8 and 9**

Apart from this, 15 hours of fieldwork are assigned to each teacher. The teachers are available from 9 a.m. to 4.30 p.m everyday for consultation.

24. What is the average time spent by a teacher with students and how much time is spent on committees that deal with academic matters?

On average the teachers spend 30 hours per week on preparation of classes, administrative work, tutorials, mentoring, fieldwork supervision, guidance, individual conferences and group conferences.

25. Does the department monitor overall performance of students through regular assessments?

Yes ☒ **No** ☐

If yes, give methods and details of assessment.

There is no formal assessment to monitor the overall performance of the students. However, the staff guides who are mentors of the students regularly meet and give feedback to the students. We are also in the process of preparing an appraisal system encompassing all aspects of the student life in the campus.

26. How do the teachers update themselves for discharging their teaching/research responsibilities? Give details.

The teachers of the department are keen learners. They stay tuned to the demands of the field, which are readily made available by the past students who are employed. They regularly keep posted of the latest developments in their respective fields. The students who are in the job market make demands to the teachers. These together keep the teachers on their toes. Accordingly, they update themselves by referring books and journals. They also attend seminars and workshops. The staff development programmes that are organized once in a quarter give impetus to the teachers to be abreast of the developments around. They do attend orientation programmes and refresher courses. Taking up classes and other programmes for various organizations and action groups do keep teachers stay tuned to the grass root realities.

27. What is the annual budget allocation of the college to the department?

There is no separate department-wise financial allocation. Needs are met from the common fund. An amount of Rs. 1000 is collected towards fieldwork expenses from the students at the time of admissions. Under this head, the Department has mobilized Rs. 102,775.00 for which a separate account is maintained.

28. How much of research funding has been generated by the teachers from other agencies?

Hitherto there is no practice of generating research fund department-wise. We are intending to offer short term programmes to generate funds for the MSW department, more specifically for research.

29. Do the teachers offer consultancy services and earn revenue for the college / department?

Yes ☒ **No** ☐

If yes, how much has been earned during the last two years?

The teachers do offer consultancy services, very often free of charge. In some cases teachers get some honorarium by way of consultancy and keep it for themselves.

In 2001, two programmes were conducted by the MSW department. One was on Restructuring of the MSW syllabus to the semester system and the other one was an orientation programme for Plus Two School Teachers of Social Work. We could generate an amount of Rs. 8,000 from these programmes which helped us to start a separate account for the Department.

30. Furnish the following details:

Particulars	*UG*	*PG*	*Research*
Ratio of applications to available seats	NA	253.25	NA
Success rate (examination results)	-	100%	-
Progression to higher education	-	Roughly 25%	-
Employment rate	-	Roughly 80%	-
Ratio of part-time teachers to full-time teachers	-	—	-
Ratio of academic staff to administrative staff	-	1:1.7	-
Ratio of students to teachers	-	8.3:1	-

31. Has the department been participating in COSIP / COHSSIP / COSISTS?

Yes ☐ **No** ☒

32. Any other highlights:

Certain significant characteristics of the department are the following:

- **In 1988, the COUNCIL ON SOCIAL WORK EDUCATION IN USA testified that "...the admission requirements, levels, duration and content of the two-year postgraduate program... at Loyola College of Social Sciences with a specialization in Medical and Psychiatric Social Work are comparable to the organization and content of Social Work education as offered by graduate schools of social work in the United States. THUS YOUR MASTER OF SOCIAL WORK DEGREE MAY BE REGARDED AS EQUIVALENT TO A MASTER'S DEGREE EARNED FROM AN ACCREDITED AMERICAN GRADUATE SCHOOL OF SOCIAL WORK." (Annexure-52).**
- **There exists a warm and close partnership between the learners and the teachers.**

- The senior students who are gainfully employed make it a point to visit their juniors and often engage practical sessions aimed at equipping them for future challenges.
- The students take up leadership roles in all the activities of the College.
- Being in the State capital, the students get ample opportunities to interact with professionals, both in and outside the College.
- The students take keen interest in their association AKSSA(All Kerala Social Work Students' Association) and grow in professionalism.
- The Department actively involves itself in various relief, welfare and rehabilitation activities shoulder to shoulder with NGOs and GOs.
- Constant demands are made on the staff as it is the only Social Work institution under the University of Kerala, to be on various selection boards and committees, in the Public Service Commission, welfare boards and agencies.
- The staff members are sought after as resource persons for classes and seminars outside the College.
- The staff of the Department had re-structured the syllabus for the semester system of MSW course.
- The Staff members prepared the syllabus for Plus Two course in Social Work during this academic year.
- The teachers took up the responsibility of organizing a three day orientation course for the newly appointed Plus Two Teachers in Social Work (Annexure-*53*).
- Teachers serve in various academic bodies of different universities in Kerala.
- The Department was asked to prepare the syllabus for State Eligibility Test (SET) for Social Work Teachers of Plus Two and this was accomplished in record time.
- The students are taken for exposure visits. Seminars, conferences and guest lectures are arranged.

- For their professional training the students are sent for fieldwork experience at NGOs, hospitals,, schools, factories and communities.
- MSW final year students have organized Self Help Groups in the communities they worked.
- The students organized two state level seminars (AKSSA) in the academic year 2000-2001.
- A major contribution of the Department has been the formation and sustenance of All Kerala Professional Social Workers' Association.
- One of our staff members has been on the Task Force (state level) for the People's Planning Programme.

DEPARTMENT OF
PERSONNEL MANAGEMENT

DEPARTMENT OF PERSONNEL MANAGEMENT

III. INPUTS FROM THE DEPARTMENTS

DEPARTMENT OF PERSONNEL MANAGEMENT

1. Name and address of the department:

   DEPARTMENT OF PERSONNEL MANAGEMENT, Loyola College of Social Sciences, Sreekariyam P O, Thiruvananthapuram- 695 017.

2. Telephone number/s: **0471-592059/591018**
3. Date of establishment of the department: **2000**
4. Built-up area of the department in sq.m.: **176.52 sq.m.**
5. List the different programmes (Level of Study = Certificate/Diploma/UG/ PG Diploma/ PG/ M. Phil./ Ph.D.) offered by the department together with the details required:

Programme	*Level of study*	*Cut-off marks at entry level in %*	*Student strength*
MA(PM)	**PG**	**57.2**	**10**

Students are admitted under the various quotas. Though only ten seats are sanctioned all the sub divisions are followed. Of the six seats in the open general merit, three are filled from science graduates and three from humanities stream. The cut-off marks for the Science group was 81.9 percent and Arts 71.63 percent. The cut-off marks for the reservation seat (one) is 57.2 per cent. In the community quota (one) and management (two) it was 81.9 percent. Candidates securing 50 percent and more in the qualifying examination are eligible for applying to this course.

6. Provide the number of teaching, technical and administrative staff of the department.

	Male	*Female*	*Total*
Total no. of teachers	2	-	2
Teachers with Ph.D. as the highest qualification	1	-	1
Teachers with M. Phil. as the highest qualification	-	-	-
Teachers with PG as the highest qualification	1	-	1
Technical staff	-	-	-
Administrative staff	-	-	-

The administrative staff is of the common pool. Their service is available to all the departments.

7. Does the department have academic, administrative and financial autonomy?

	Yes	No
Academic	☒	☐
Administration	☐	☒
Finance	☐	☒

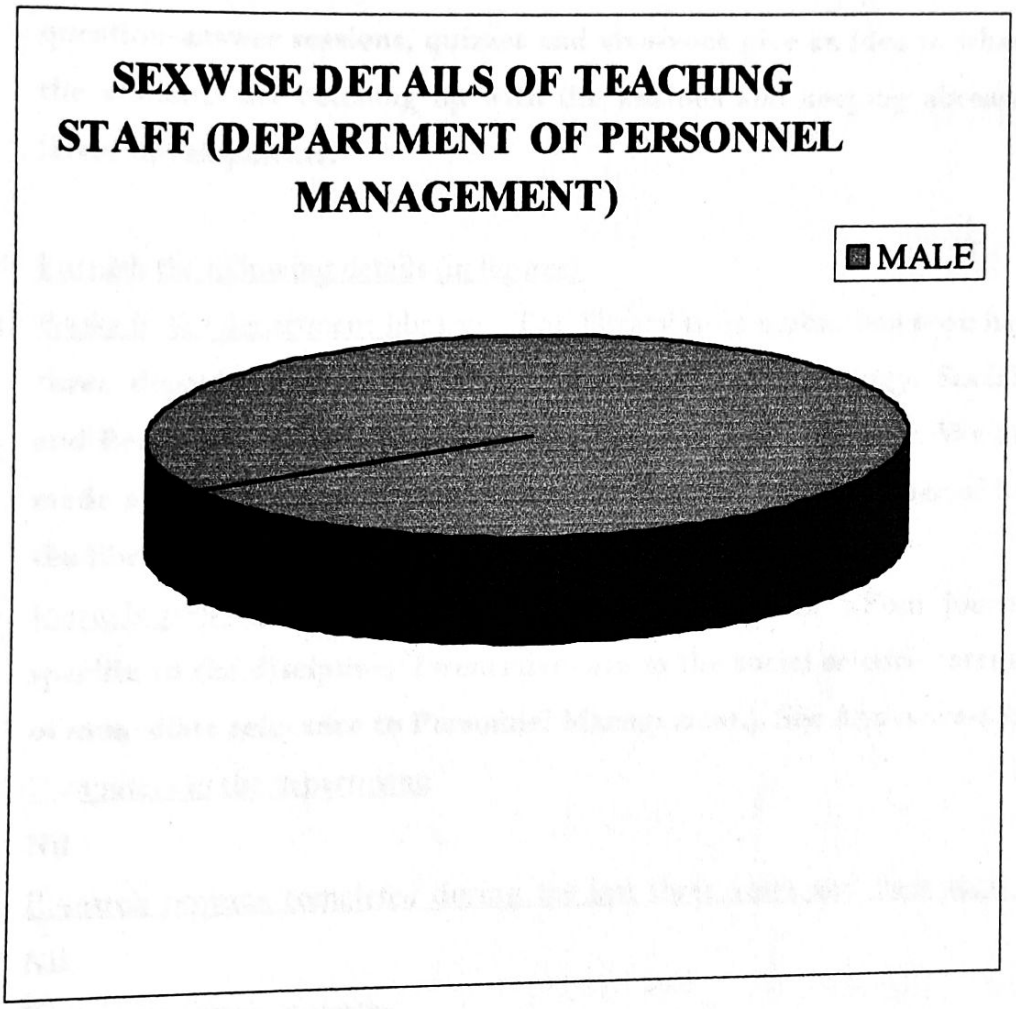
If yes, what extent?

Within the constraints of the University regulation, the department innovates in curriculum, teaching methodology and evaluation methods. For instance, voluntary fieldwork has been a welcome introduction with positive benefits for the students and the community. Visiting and guest faculty are chosen by the Department. It can be said that there is academic autonomy to some extent. We can always go beyond the prescribed syllabus and make the programme relevant and topical. Being the first batch of MA (PM) students, we are trying to build them up as model management students. The Principal and HOD of Social Work render a helping hand in the day-to-day functioning of the Department. Administratively too, with the consent of the Principal, the Head of the Department decides on academic and administrative matters. Nevertheless, financial autonomy is minimum. Specific areas of administrative autonomy are:

- **Assignments of curricular and extra-curricular duties to the faculty.**
- **Coordination of fieldwork activities.**
- **Organizing seminars, conferences and workshops.**

8. Furnish the number of students in the department during the current year:

	Male	*Female*	*Total*
Students from the same state where the college is located	4	6	10
Students from other states of India	-	-	-
NRI Students	-	-	-
Other overseas students	-	-	-
Grand Total	4	6	10


SEXWISE DETAILS OF TEACHING STAFF (DEPARTMENT OF PERSONNEL MANAGEMENT)
MALE

9. Is there a method of assessing the students' academic standing in order to provide enrichment and/ or remedial courses?

Yes ☒ **No** ☐

There are various methods of assessing the students' academic standing. Besides the annual examination, terminal examinations, unannounced tests, question-answer sessions, quizzes and viva-voce give an idea to what extent the students are catching up with the lessions and keeping abreast of the latest developments.

10. Furnish the following details (in figures):

- Books in the department library: **The library is common. Since we have only three departments, all the three departments of Sociology, Social Work and Personnel Management share the common areas of study. We have not made a strict division of Departmental Libraries. Total number of books in the library – 19,185.**
- Journals/periodicals subscribed by the department: **4+25 (Four journals are specific to the discipline. Twentyfive are in the social science category but of immediate relevance to Personnel Management.). See Annexure-53.**
- Computers in the department:

  Nil
- Research projects completed during the last three years and their total outlay:

  Nil
- Ongoing research projects:

  Nil
- Teachers who have attended national/internationalWorkshops/seminars during the last two years:

  Two (Annexure-18).

11. Mention the following details of the last two batches of students:

	Batch 1			*Batch 2*		
	Year of entry			*Year of entry*		
	UG	*PG*	*Total*	*UG*	*PG*	*Total*
Admitted to the programme (entry year)	**NA**	**10**	**10**	**NA**	**NA**	**NA**
Drop-outs	-	**NIL**	-	-	-	-
Appeared for the final year exam	-	-	-	-	-	-
Passed in the final exam	-	-	-	-	-	-
Passed in the first class	-	-	-	-	-	-
University ranks, if any	-	-	-	-	-	-

12. What is the sanctioned teaching staff strength and the present position?

- Sanctioned: **Three full-time faculty.**
- Filled: **Two contract lecturers. The Government of Kerala, due to its severe financial crisis, has not permitted the filling up of three permanent vacancies. We have been under tremendous pressure to manage the classes with two contract lecturers and guest faculty. The only positive factor has been that the students and their parents have agreed to mobilize Rs. 60,000 (Sixty thousand) in order to pay for the guest faculty and for exposure visits.**

13. How often were national/international seminars, workshops etc. organised at the department?

Nil

14. Are there any international or national links/collaborations for teaching, research or both?

Efforts are being made in establishing linkages with national and international educational and management schools for teaching and exchange purposes.

15. List the teaching staff, with their designations, qualifications, fields of specialization, years of experience, age and sex (in the descending order of seniority);

Name of the Teaching staff	*Designation*	*Highest Quali*	*Specialisation*	*Experience (yrs)*	*Age*	*Sex*
Praveenkumar P.V.	**Lecturer**	**Ph.D.**	**Personnel Management**	**4 months**	**33**	**M**
Aby Tellas	**Lecturer**	**PG**	**Personnel Management**	**1 month**	**26**	**M**

16. How many of the teaching staff have received national/international recognition as fellows, awardees etc.? **Nil**
17. What percentage of the teaching faculty are engaged in active research (guiding research scholars, operating projects, publishing regularly, etc.)? **50% (1)**
18. List the major thrust areas within the subject in which research activities are being pursued.
    - **Motivational Dynamics of Industrial Workers**
    - **Employee turnover in IT industry.**
    - **Human Value Orientation among HR Managers in Kerala.**
19. Give details of ongoing projects funded by external agencies.:

    Nil
20. What are the basic and advanced facilities (like botanical garden, field laboratories, animal house, computing facility, major equipment like NMR etc.) acquired over the years?

    NA
21. What is the total number of publications (add the list) of the department in the last two years?

    Nil
22. Have any one of the teaching programmes been dropped because it lost its immediate relevance or because it was not viable?

    No
23. What is the average work load in terms of actual contact lectures per week per teacher?

    Ten hours per teacher.

24. What is the average time spent by a teacher with students and how much time is spent on committees that deal with academic matters?

There is no fixed time as such but the teachers are available from 9 a.m. to 4.30 p.m. for academic matters.

25. Does the department monitor overall performance of students through regular assessments?

Yes ☒ **No** ☐

If yes, give methods and details of assessment.

Through tests, group discussions, presentations and assignments.

26. How do the teachers update themselves for discharging their teaching/research responsibilities? Give details.

Reading text books, journals, periodicals, newspaper articles, browsing the net, attending seminars and workshops.

27. What is the annual budget allocation of the college to the department?

All the Department needs are met from the common pool. However, the Department has generated Rs. 60,000 for its needs.

28. How much of research funding has been generated by the teachers from other agencies?

Nil

29. Do the teachers offer consultancy services and earn revenue for the college / department?

Yes ☐ **No** ☒

If yes, how much has been earned during the last two years?

30. Furnish the following details:

Particulars	*UG*	*PG*	*Research*
Ratio of applications to available seats	NA	164:10	NA
Success rate (examination results)	NA	NA	NA
Progression to higher education	NA	NA	NA
Employment rate	NA	NA	NA
Ratio of part-time teachers to full-time teachers	NA	NA	NA
Ratio of academic staff to administrative staff	NA	NA	NA
Ratio of students to teachers	NA	5:1	NA

31. Has the department been participating in COSIP / COHSSIP / COSISTS?

Yes ☐ **No** ☒

32. Any other highlights:

M.A. (PM) is a four-month old department. The attitude of the Government, to say the least, has been callous. After years of lobbying, we managed to get the sanction, but to no use. Right now, we are on a struggle to build a department of excellence, without any support from the Government.

SOCIAL LABS

SOCIAL LABS

SOCIAL LABS OF

LOYOLA COLLEGE OF SOCIAL SCIENCES

The learning that takes place in Loyola is an experimental one and one of the major ways in which this is realized is through the social labs, along with Training, Research and extension activities.

The concept of Social lab is born out of long years of field work experience and feedback from agencies and students. Just as the science student can use his laboratories, social science student uses these labs for deeper learning, of course not mechanically, but with deep respect and sensitivity to the human beings concerned. The various social labs of Loyola College of Social Sciences are

1. Loyola Family Counselling Centre
2. Community Organization and Women's Empowerment Cell
3. Continuing Education Centre – Nodal
4. Voluntary Coordinating Agency for Adoption (VCA) – Thiruvananthapuram Chapter
5. Childline.

SOCIAL LAB 1. LOYOLA FAMILY COUNSELLING CENTRE

Loyola Family Counselling Center was established in 1986 with financial assistance from the Central Social Welfare Board, in response to and concern for the rise in the incidence of atrocities on women and to deal with the maladjustments within the family, leading to family dysfunction and marital breakdown. This scheme is formulated to strengthen the social fabric by preventing the families from breaking down and to promote harmony in the family.

The objectives

1. To work to improve the quality of family life particularly of the poor and the marginalised by providing preventive, curative and rehabilitative services to those women who are victims of atrocities.
2. To provide those in distress with services like crisis intervention, and counseling in cases of marital disharmony, family maladjustment.
3. To facilitate reconciliation of cases of separation in marital cases, and out of court settlement.
4. To provide referral services for short stay, free legal and medical aid, police assistance etc. by trained social workers.
5. To function as a change agent in the community upholding human values, social justice, equity and freedom for self determination.
6. To function as a model Counselling Centre and provide a learning environment to the students of social sciences in the field of counselling and social research.

Programmes

The regular programmes of this social lab for the MSW and MA students are counselling, conducting social awareness programmes, premarital counselling camps, legal literacy caps, facilitating rehabilitation and referral services, counselling training programmes, resource inputs to NGOs and collaborating with voluntary organizations and government departments.

Counselling the clients of various categories and age groups is done at the center, sub centers, and in the family court in individual sessions and in groups as required.

Sl.No	*Programmes*	*1998-1999*	*1999-2000*	*2000-2001*
1	Counselling (cases)	221	264	277
2	Awareness programmes	7 Programmes (280)	11 Programmes (442)	2 Programmes (87)
3	Premarital counselling	One Camp (36)	One Camp (32)	Two Camps (84)
4	Legal literacy camps	10 Camps (451)	5 Camps (250)	12 Camps (480)
5	Resource inputs to NGOs	10	12	21
6	Publicity meetings	5	7	11

Staff

The Counselling center is staffed by two full time counselors, a secretary and a peon.

Sl No	*Name*	*Ed. Qualification*	*Designation*
1	Ms. Pushpa Bai	MA (Psy)	Counsellor
2	Mr. Mohan Raj	MSW	Counsellor
3	Ms. L. Ambika	PDC, Tech (Higher)	Secretary
4	Ms. K. Ammukkutty	SSLC	Peon

Achievements

The center has been able to render its services to a vast number of clients of various categories and age groups from Thiruvananthapuram district both from the urban and rural areas. On average 300 cases have been assisted every year from this center. Loyola Family Counselling Center has been recognized by the CSWB as a model counselling centre in Kerala. It has also been shortlisted among the five in Kerala to conduct the premarital counselling camps in Kerala.

SOCIAL LAB 2.

COMMUNITY ORGANIZATION AND WOMEN'S EMPOWERMENT CELL

Women's empowerment was started in 1998 among the urban poor women of Pattom and Kesavadasapuram wards of Thiruvananthapuram Corporation with assistance from CARITAS INDIA, New Delhi. The urban poor women are powerless in the decision making process. They are marginalised in the development arena and process. They experience chronic unemployment and under employment and therefore are victims of poverty, malnutrition and morbidity. They suffer from acute shortage of basic needs and essential infrastructure facilities. They are also victims of such social maladies like alcoholism, drug addiction, STD and others.

The Objectives

1. To create 14 neighbourhood groups of urban poor women.
2. To make the women's groups aware of the socioeconomic realities in the state and how their dynamics affect the lives of women and their families.
3. To enhance the capabilities of their animators through appropriate training and field involvement.
4. To promote thrift and credit operations in the groups through training, better record keeping systems, regular group monitoring and better financial management practices.
5. To provide opportunities for more interactive networking among the members within groups and between the groups.
6. To establish linkages with Governmental structures, NGOs and financial institutions so as to utilize the various opportunities available for income

generation programmes and thus improve the socio economic status of women and their families.

Programmes

The various programmes of this project are Awareness programmes, Thrift, credit services, Self Employment/income generation programme, human resource development, organisation development and development of infrastructure.

1. Human Resource Development

On average 24 seminars were organised and conducted successfully each year since the starting of the project. Six of them were conducted at LES and the rest were conducted at different communities. The animators of the group are given a refresher training of three days every year.

2. Thrift and Credit

A total amount of Rs. 384,195 has been collected as thrift till this date. Four hundred members have so far availed loan from the Thrift and Credit Society. A total of Rs. 389,450 has been given away as loan amount. The loans are utilised either as consumption loans or for self employment. The consumption loans include loans taken for medical treatment, education of children, marriage and other miscellaneous purposes.

3. Self Employment

Under the SJSRY scheme the members have taken loan for Self Employment from the Indian Bank-Pattom, and Vijaya Bank Kesavadasapuram. The repayment to the bank and to the thrift society is near cent percent.

4. Skills Training

The Group has a tailoring unit established with assistance from G.G.Hospital to train young women in tailoring. This unit shifts from on neighbourhood group to

another on completion of the training in one group which lasts from seven to ten months.

5. Infrastructure Development

Development of infrastructure is a continuous process this period. A total of 42 Sanitary latrines have been constructed with full financial assistance of G.G Hospital. Seven latrines were also to be provided under the NSDP Scheme.

Shelter Upgradation is another scheme of the NSDP utilised by the women. Fifty-six families benefited from this scheme at the rate of Rs. 11,000 to each family as loan.

SOCIAL LAB 3. CONTINUING EDUCATION CENTRE (NODAL)

The Kerala State Literacy Mission has recognised LES as a Nodal Continuing Education Centre for the implementation of the next phase of Literacy Campaign. This Centre is now functioning at the Pattom-Kesavadasapuram ADS and its services is made available to all the members of the ADS free of cost.

The centre organised a discussion for the members of various groups at St. Mary's auditorium Pattom, participated by 67 women. Topic for the discussion was 'Necessary Factors required for a healthy Family life'. Prizes were awarded to those members who put forward creative ideas.

The service of a part-time Prerak is made available at the Centre during 2 - 5 P.M. every day. The CES acts as a lab for our students. A team of two students and one Staff member helps the peark, in the efficient organization of CEC.

Social Lab 4. Voluntary Coordinating Agency for Adoption (VCA)

VCA another social lab which is the Thiruvananthapuram Chapter of the VCA of Kerala, an organisation which came into being in the wake of the Supreme Court Judgment on adoption and in accordance with the guidelines of the Government of India on adoption. This lab was established in 1992 which is

sponsored, by the Ministry of Social Justice and Empowerment, Government of India and Child Relief and You (CRY).

Objectives

- Coordinating the work of placement agencies in the three southern districts, Thiruvananthapuram, Kollam and Pathanamthitta.
- Promotion of in-country adoption through innovative publicity.
- Conducting home studies and preparing home study reports.
- Follow up of the adoption placements.
- Counselling services to pre-adoptive and post-adoptive couples/parents and children.
- Develop and execute programmes and activities for generating awareness on adoption.

Programmes

1 June 1992-28 February 2001

Sl. No.	*Programmes*	*Number*
1	**Awareness Programmes**	25
2	**Awareness programmes through media**	3
3	**Parents Get-together**	42
4	**Resource inputs to other organizations**	30
5	**Refresher programmes for functionaries of orphanages**	3
6	**Collaborative programmes with other agencies**	24

List of Collaborating Agencies

1. Kerala Adoptive Families Association
2. Board of Orphanages, Thiruvananthapuram
3. Foundling Home, Thiruvananthapuram
4. Adoption Cell Thiruvananthapuram
5. Juvenile Justice Home, Poojappura, Thiruvananthapuram.

Staff

Sl No	*Name*	*Ed. Qualification*	*Designation*
1	Ms. Mary Ann	MSW	Adoption, Counsellor
2	Ms. Mariamma Thomas	MSW	Social Worker

Achievements

Sl. No	*Particulars*	*Number*
1	Home studies conducted	314
2	Adoptions made	258
3	Counselling Services to unwed mothers	10 (cases)
4	Follow up	411
5	Get-togethers	42

SOCIAL LAB 6. CHILDLINE

Childline is the latest addition in 2000 to the social labs of Loyola which functions as the nodal agency in Thiruvananthapuram district, focusing of the relief and rehabilitation of children in distress. Any child in distress or anyone aware of the distressing situation of any child in the district can avail the free telephone service round the clock (day and night) by dialing 1098. It is a project of the

Ministry of Social Justice and Empowerment in partnership with the State Government, NGOs, Corporate sectors, UNICEF and concerned individuals.

The Target Group

Street children, child labourers, children who have been abused, child victims of flesh trade, disabled children, children in institutions, child addicts, children affected by HIV/AIDS, children affected by conflict or disasters, children whose families are in crisis

Objectives

- To build partnership between all the allied systems to ensure that every child in need or in distress and in need of care and protection is ensured his/her right to a childhood.
- To respond to children in emergencies and facilitating their rehabilitation.
- Providing a platform for networking among organizations for rehabilitation of children.
- Sensitizing, training and collaborating with allied systems, such as the police, hospitals, railways, municipal corporations, government, educational institutions and social welfare organizations to work towards ensuring the rights of children in need of special care and protection.
- Documenting the process of childline and conducting research on relevant issues to make cities child friendly.
- Building up a referral network of legal, medical, economic, and media professionals to advocate for child related issues.
- Involving the government, the public, the media, and the corporate sector to respond to children's needs.
- Exploring the possibility of merging and integrating with government aided programmes.

- Advocate for changes in laws and policies relating to children's issues.

Programmes

Coordination of the child focused activities of government departments, NGOs for the benefit of the children. Awareness generation programmes among the public and the concerned groups to protect the rights of children. To provide specialized training to the functionaries of childline and chilkd care centers.

Staff

Sl No	*Name*	*Ed. Qualification*	*Designation*
1	**Mr. Anil B**	**MSW**	**Childline City Coordinator**

Achievements

LOYOLA EXTENSION SERVICES

Childline was launched in Thiruvananthapuram on 14.11.2000 by the Hon. Minister of Social Welfare, Mrs. Susheela Gopalan. Childline staff were given identity cards. As part of awareness creation classes were conducted for the personnel of the hospitals, Police department, Telephone booth operators, Schools, NGOs, City Corporation, Women's groups, and the public.

Conducted the meeting of resource organizations twice during the past three months. The city advisory committee meeting was held twice during the period. Displayed 400 posters in telephone booths to inform the public that Childline 1098 is a free telephone service. The 'open house' of children was held twice for the benefit of the street children.

LOYOLA EXTENSION SERVICES

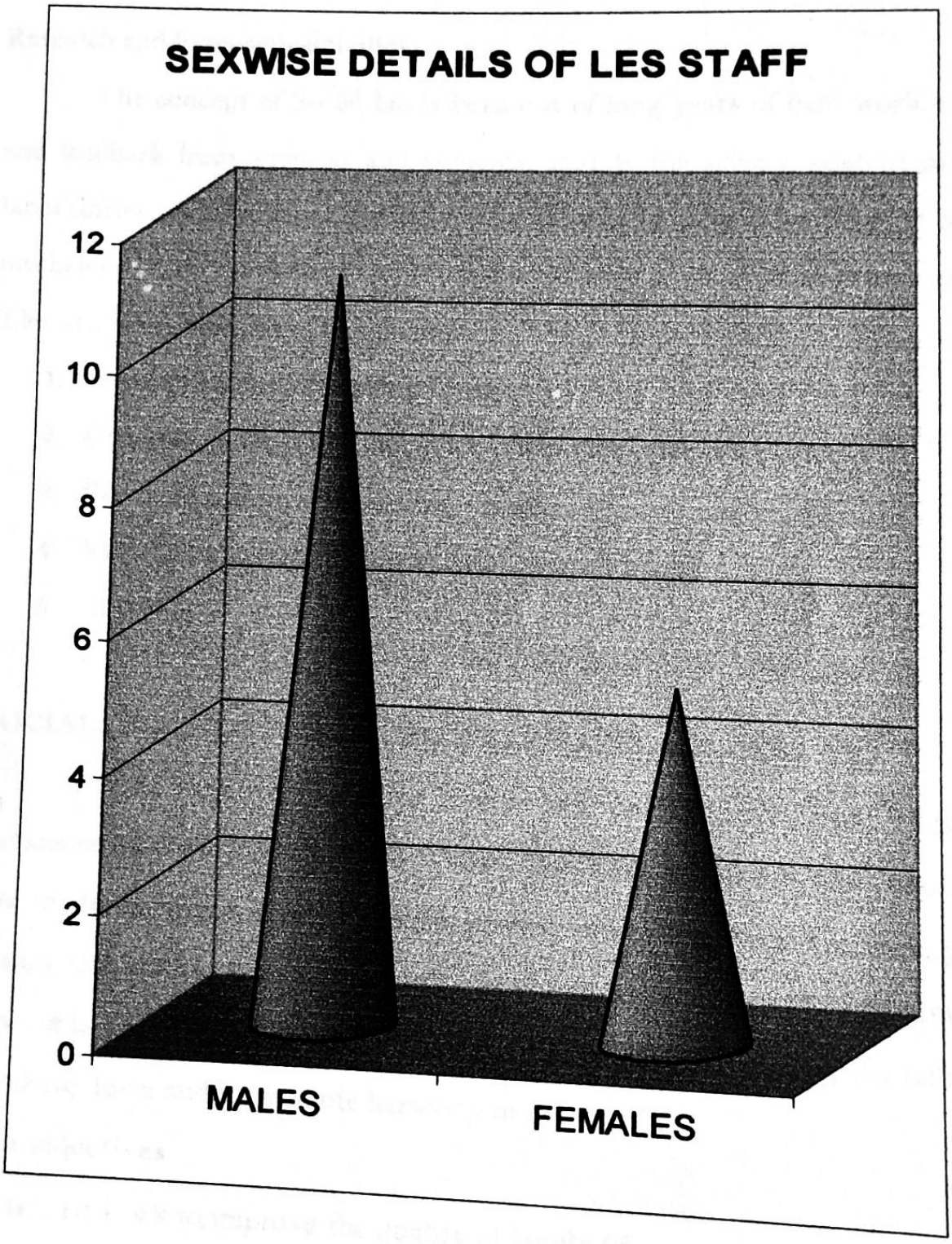
LOYOLA EXTENSION SERVICES

Extension wing and Resource Centre of Loyola College of Social Sciences

Loyola Extension Services (LES), established in the year 1986, as a Centre of Outreach of Loyola College of Social Sciences, Thiruvananthapuram, is managed by the Society of Jesus in Kerala. The ultimate objective of LES is to function as a field laboratory where the class-room concepts and theories of Social Sciences can be field-tested.

Objectives

- To enable individuals, groups and social work organizations to be more efficient and effective in their respective fields of involvement.
- To undertake Training, Research and Consultancy services on areas of current social significance.
- To provide counselling services and legal guidance on family welfare, legal adoption and rehabilitation programmes.
- To involve itself in the field of level action research, social action and development programmes.
- To generate, collect, retain, interpret and disseminate Information, education and Communication (IEC) materials and publish them.
- To create, develop and sustain inter organizational linkages and networking systems among interested NGOs and voluntary organizations.
- To involve itself in the implementation and management of anti-poverty programmes and empowerment initiatives.
- To play an active advocacy role on social issues and development endeavours, especially of the marginalized.


SEXWISE DETAILS OF LES STAFF
12
10
8
6
4
2
0
MALES
FEMALES

DIVISIONS

1. SOCIAL LABS

The learning that takes place in Loyola is an experimental one and one of the major ways in which this is realized is through the Social labs along with Training, Research and Extension activities.

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2. Community Organisation and Women Empowerment Cell
3. Continuing Education Centre – Nodal
4. VCA for Adoption – Thiruvanathapuram Chapter
5. Childline

SOCIAL LAB 1: LOYOLA FAMILY COUNSELLING CENTRE

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- To provide referral services for short stay, free legal and medical aid, police assistance etc. by trained social workers.
- To function as a change agent in the community; upholding human values, social justice, equity and freedom for self-determination.
- To function as a model Counselling Centre and provide a learning environment to the students of social sciences in the field of counselling and social research.

Programmes

The regular programmes of this social lab for MSW and MA students are counselling, conducting social awareness programmes, premarital counselling camps, legal literacy camps, facilitating rehabilitation and referral services, counselling training programmes, resource inputs to NGOs and collaborating with voluntary organisations and government departments.

Counselling the clients of various categories and age groups is done at the centre, sub centres, and in the family court in individual sessions and in groups as required.

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5	Resource inputs to NGOs	10	12	21
6	Publicity meetings	5	7	11

Staff

The Counselling centre is staffed by; two full time counsellors, a secretary and a peon.

Sl No	Name	Ed. Qualification	Designation
1	Ms. Pushpa Bai	MA (Psy)	Counsellor
2	Mr. Mohan Raj	MSW	Counsellor
3	Ms. L. Ambika	PDC/Tech (Higher)	Secretary
4	Ms. K. Ammukkutty	SSLC	Peon

Achievements

The centre has been able to render its services to a vast number of clients of various categories and age groups from Thiruvananthapuram district both from the urban and rural areas. On average 300 cases have been assisted every year from this centre.

Loyola Family Counselling Centre has been recognised by the CSWB as a model counselling centre in Kerala. It has also been shortlisted among the five in Kerala to conduct the premarital counselling camps in Kerala.

Sub-Committee Members

1. Ms. Helena Judith, Principal
2. Fr. Dominic George, SJ, Manger
3. Dr.MK George SJ
4. Fr. Antony Palackal SJ
5. Dr. Usha John
6. Ms. Elizabeth Mathew
7. Ms. Krishnamma
8. Ms. Sudha Mohan
9. Ms. Ammukutty George
10. Ms.Hilda Sebastian
11. Dr. Iris Santha Jacob
12. Dr. (Ms.)Mariamma Joseph
13. Prof. TSN Pillai
14. Mr. S. Vijayan, C.I.
15. Sub-Inspector, Medical College Police Station
16. Representative from the Corporation/Panchayat
17. Mr. Shanavas
18. Sr. Superior, Snehasramam
19. Adv. Sreekumar

SOCIAL LAB 2: COMMUNITY ORGANISATION -WOMEN'S EMPOWERMENT CELL

Women's empowerment was started in 1996 among the urban poor women of Pattom and Kesavadasapuram wards of Thiruvananthapuram Corporation with assistance from CARITAS INDIA, New Delhi. The urban poor women are powerless in the decision making process. They are marginalized in the development arena and process. They experience chronic unemployment and under employment and therefore are victims of poverty, malnutrition and morbidity. They suffer from acute shortage of basic needs and essential infrastructure facilities. They are also victims of such social maladies like alcoholism, drug addiction, STD and others.

The Objectives

- To create 14 neighbourhood groups of urban poor women.
- To make the women's groups aware of the socioeconomic realities in the state and how their dynamics affect the lives of women and their families.
- To enhance the capabilities of their animators through appropriate training and field involvement.
- To promote thrift and credit operations in the groups through training, better record keeping systems, regular group monitoring and better financial management practices.
- To provide opportunities for more interactive networking among the members within groups and between the groups.
- To establish linkages with Governmental structures, NGOs and financial institutions so as to utilise the various opportunities available for income generation programmes and thus improve the socio economic status of women and their families.

Programmes

The various programmes of this project are Awareness programmes, Thrift, credit services, Self Employment/income generation programmes, human resource development, organisation development and development of infrastructure.

1. Human Resource Development

On average 24 seminars were organised and conducted successfully each year since the starting of the project. Six of them were conducted at LES. and the rest were conducted at different communities. The animators of the group are given a refresher training of three days every year.

2. Thrift and Credit

A total amount of Rs. 384,195 has been collected as thrift till this date. Four hundred members have so far availed loan from the Thrift and Credit Society. A total of Rs. 389,450 has been given away as loan amount. The loans are utilised either as consumption loans or for self employment. The consumption loans include loans taken for medical treatment, education of children, marriage and other miscellaneous purposes.

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Development of infrastructure was a continuous process during this period. A total of 42 sanitary latrines have been constructed with full financial assistance of G.G Hospital. Seven latrines were also to be provided under the NSDP Scheme.

Shelter Upgradation is another scheme of the NSDP utilised by the women. Fifty-six families benefited from this scheme at the rate of Rs.11,000 to each family as loan.

SOCIAL LAB 3: CONTINUING EDUCATION CENTRE (NODAL)

The Kerala State Literacy Mission has recognised LES as a Nodal Continuing Education Centre for the implementation of the next phase of Literacy Campaign. This Centre is now functioning at the Chennilode colony area and its services is made available to all the members of the S H G s free of cost.

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The service of a part-time Prerak is made available at the Centre during 2 - 5 pm everyday. The CEC acts as a lab for our students. A team of two students and one staff member helps the Prerak in the efficient organization of CEC.

SOCIAL LAB 4 : VOLUNTARY COORDINATING AGENCY FOR ADOPTION (VCA)

VCA , another social lab, is the Thiruvananthapuram Chapter of the VCA of Kerala, an organisation which came into being in the wake of the Supreme Court Judgment on adoption and in accordance with the guidelines of the Government of India on adoption. This lab was established in 1992 which is sponsors by the Ministry of Social Justice and Empowerment, Government of India and Child Relief and You (CRY).

Objectives

- Coordinating the work of placement agencies in the three southern districts, Thiruvananthapuram, Kollam and Pathanamthitta.
- Promotion of in-country adoption through innovative publicity.

- Conducting home studies and preparing home study reports.
- Follow up of the adoption placements.
- Counselling services to pre-adoptive and post-adoptive couples/parents and children.
- Develop and execute programmes and activities for generating awareness on adoption.

Programmes

1 June 1992-28 February 2001

Sl. No.	Programmes	Number
1	Awareness Programmes	25
2	Awareness programmes through media	3
3	Parents Get-together	42
4	Resource inputs to other organisations	30
5	Refresher programmes for functionaries of orphanages	3
6	Collaborative programmes with other agencies	24

List of Collaborating Agencies

1. Kerala Adoptive Families Association
2. Board of Orphanages, Thiruvanathapuram
3. Foundling Home, Thiruvanathapuram
4. Adoption Cell Thiruvanathapuram
5. Juvenile Justice Home, Poojappura, Thiruvanathapuram.

Staff

Sl No	Name	Ed. Qualification	Designation
1	Ms. Mary Ann	MSW	Adoption Counsellor
2	Ms. Mariamma Thomas	MSW	Social Worker

Achievements

Sl. No	Particulars	Number
1	Home studies conducted	314
2	Adoptions made	258
3	Counselling Services to unwed mothers	10 (cases)
4	Follow up	411
5	Get-togethers	42

LAB 5 : CHILDLINE

Childline is the latest addition in 2000 to the social lab of Loyola which functions as the nodal agency in Thiruvananthapuram district, focusing on the relief and rehabilitation of children in distress. Any child in distress or anyone aware of the distressing situation of any child in the district can avail the free telephone service round the clock (day and night) by dialing 1098. It is a project of the Ministry of Social Justice and Empowerment in partnership with the State Government, NGOs, Corporate sectors, UNICEF and concerned individuals.

The Target Group

Street children, child labourers, children who have been abused, child victims of flesh trade, disabled children, children in institutions, child addicts, children affected by HIV/AIDS, children affected by conflict or disasters, children whose families are in crisis

Objectives

- To build partnership between all the allied systems to ensure that every child in need or in distress and in need of care and protection is ensured his/her right to a childhood.
- To respond to children in emergencies and facilitating their rehabilitation.
- Providing a platform for networking among organisations for rehabilitation of children.
- Sensitising, training and collaborating with allied systems, such as the police, hospitals, railways, municipal corporations, government, educational institutions and social welfare organisations to work towards ensuring the rights of children in need of special care and protection.
- Documenting the process of Childline and conducting research on relevant issues to make cities child friendly.
- Building up a referral network of legal, medical, economic, and media professionals to advocate for child related issues.

- Involving the government, the public, the media, and the corporate sector to respond to children's needs.
- Exploring the possibility of merging and integrating with government aided programmes.
- Advocate for changes in laws and policies relating to children's issues.

Programmes

Coordination of the child focused activities of government departments, NGOs for the benefit of the children. Awareness generation programmes among the public and the concerned groups to protect the rights of children. To provide specialized training to the functionaries of Childline and child care centres.

Staff

Fr. Antony P V **Hon. Director**

Sl No	*Name*	*Ed. Qualification*	*Designation*
1	Mr. Anil B	MSW	Childline City Coordinator

Achievements

Childline was launched in Thiruvananthapuram on 14.11.2000 by the Hon. Minister of Social Welfare, Mrs. Susheela Gopalan. Childline staff were given identity cards. As part of awareness creation classes were conducted for the personnel of the hospitals, Police department, Telephone booth operators, Schools, NGOs, City Corporation, Women's groups, and the public.

The 'Childline conducted the meeting of resource organisations twice during the past three months. The city advisory committee meeting was held twice during the period. We have displayed 400 posters in telephone booths to inform the public that Childline 1098 is a free telephone service. The 'open house' of children was held twice for the benefit of the street children.

2. TRAINING

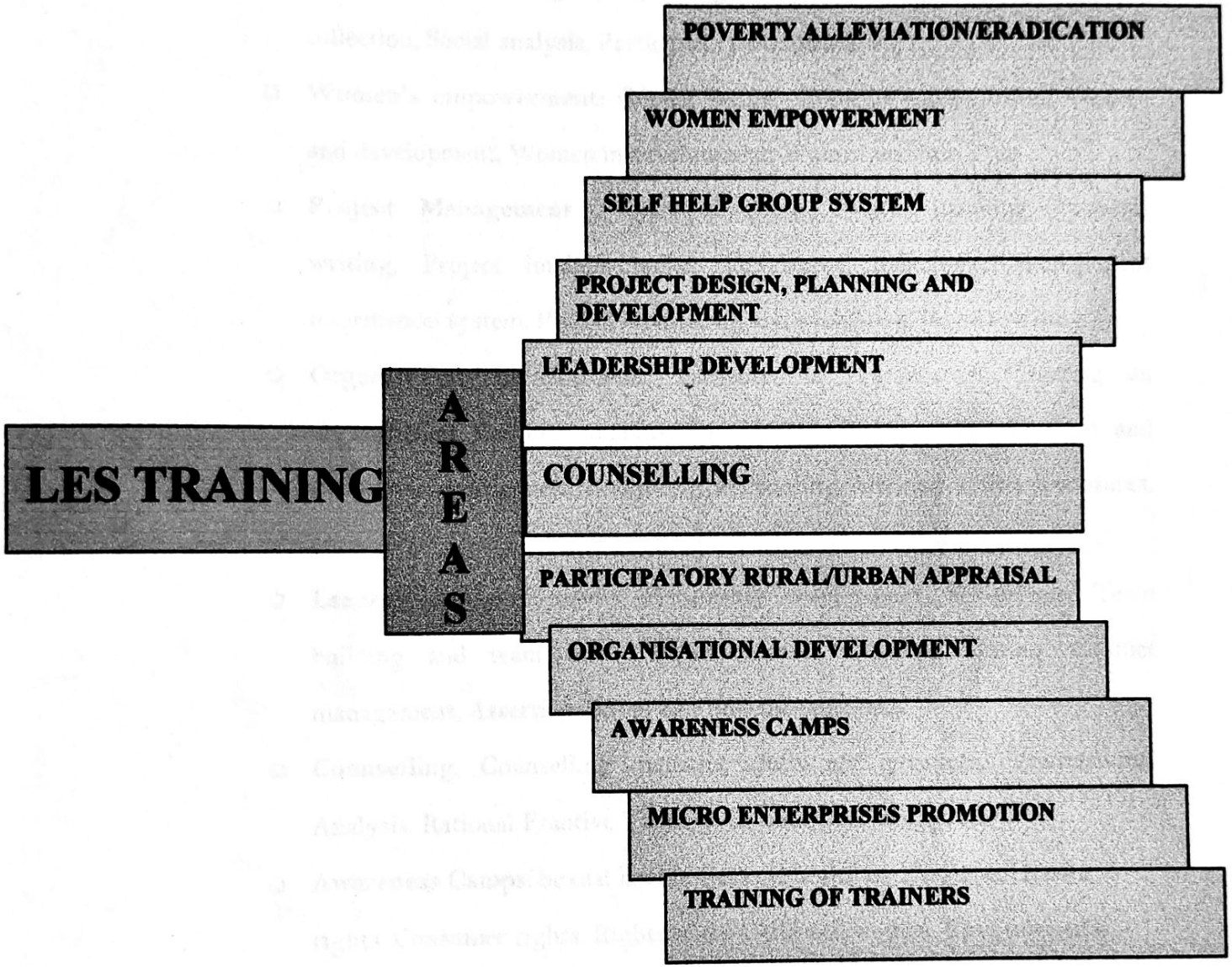
LES is an accredited training institute recognised by the Central and State Governments, and UNICEF, best known for its training capabilities. This division designs and conducts purpose specific training programmes for professional and para-professional social workers, Governmental and Non-governmental officials, elected representative of local bodies and social animators. In all these training programmes, serious effort is being made to integrate modern training and learning methodologies with appropriate educational tools, aids and equipments.

Objectives

- To enable individuals, groups and social work organisations to be more efficient and effective in their respective fields of involvement.
- To undertake training on areas topics of current social and developmental significance.
- To create, develop and sustain inter organizational linkages and networking systems among interested NGOs and Voluntary organisations..
- To provide opportunities to the staff and students to develop the latest training materials to make training and learning a pleasant experience.
- To promote and develop star trainers with professional acumen from among the staff and the students.
- To play an active advocacy role on social issues and development endeavours especially of the marginalized.

Programmes

- **Poverty alleviation/eradication**: Rethinking on development perspectives, Community organisation, Community development, Community based organisations (CBOs), Community convergent action, etc.
- **Self Help Group System:** Concept and theory of self-help groups, Resource mobilisation, Thrift and credit, Linkages with financial institutions, Community financial management.


LES TRAINING
AREAS
POVERTY ALLEVIATION/ERADICATION
WOMEN EMPOWERMENT
SELF HELP GROUP SYSTEM
PROJECT DESIGN, PLANNING AND DEVELOPMENT
LEADERSHIP DEVELOPMENT
COUNSELLING
PARTICIPATORY RURAL/URBAN APPRAISAL
ORGANISATIONAL DEVELOPMENT
AWARENESS CAMPS
MICRO ENTERPRISES PROMOTION
TRAINING OF TRAINERS

- **Micro enterprises**
- **Participatory Rural/Urban Appraisal:** Participation, Participatory learning and action, Generating and collecting data, Methods and techniques of data collection, Social analysis, Participatory evaluation, etc.
- **Women's empowerment:** Gender issues, Women's emancipation, Women and development, Women in development, Women and law
- **Project Management**: Project designing, Project planning, Proposal writing, Project implementation, Developing indicators, Management information system, Project monitoring and evaluation, Report writing.
- **Organisation Development**: Elements of organisation, Starting an organisation, Resource mobilisation, Human Resource Development and Personnel Management, Budgeting, Accounting, Auditing, Office procedures, etc.
- **Leadership Development**: Personality development, Self-esteem, Team building and team work, Communication, Decision making, Conflict management, Assertion, Stress and time management.
- **Counselling**: Counselling methods, skills and practices, Transactional Analysis, Rational Emotive Therapy, Relaxation Therapy, etc.
- **Awareness Camps**: Sexual health; General health and hygiene, Human rights, Consumer rights, Rights of the Child and women, Environmental issues, Globalisation, Privatisation, Advocacy, etc.
- **Training of Trainers**: Training need assessment, Training planning, Preparation of training modules, Training strategy, Participatory training methodology, preparation of training aids, etc.

Staff

Sl No	Name	Ed. Qualification	Designation
1	Mr. P.P. Kurian	MA (SW) DDM	Training Coordinator
2	Mr. K.A. Emmanuel	MSW, M.Phil, DHRM	Senior Faculty
3	Fr. Dominic George, S.J.	MA, MBA	Director
4	Fr. Antony Palackal, S.J.	MA	Asst. Director
5	All Teaching Staff of the College and Experts from outside		

3. APPLIED RESEARCH

Applied Research is an integral part of the services of LES. Under this various types of social surveys, research on social issues, action research, feasibility studies, project evaluations, etc. are undertaken by LES, for the central and state governments, donor agencies, national and international non-government agencies and social action groups, etc.

On Children

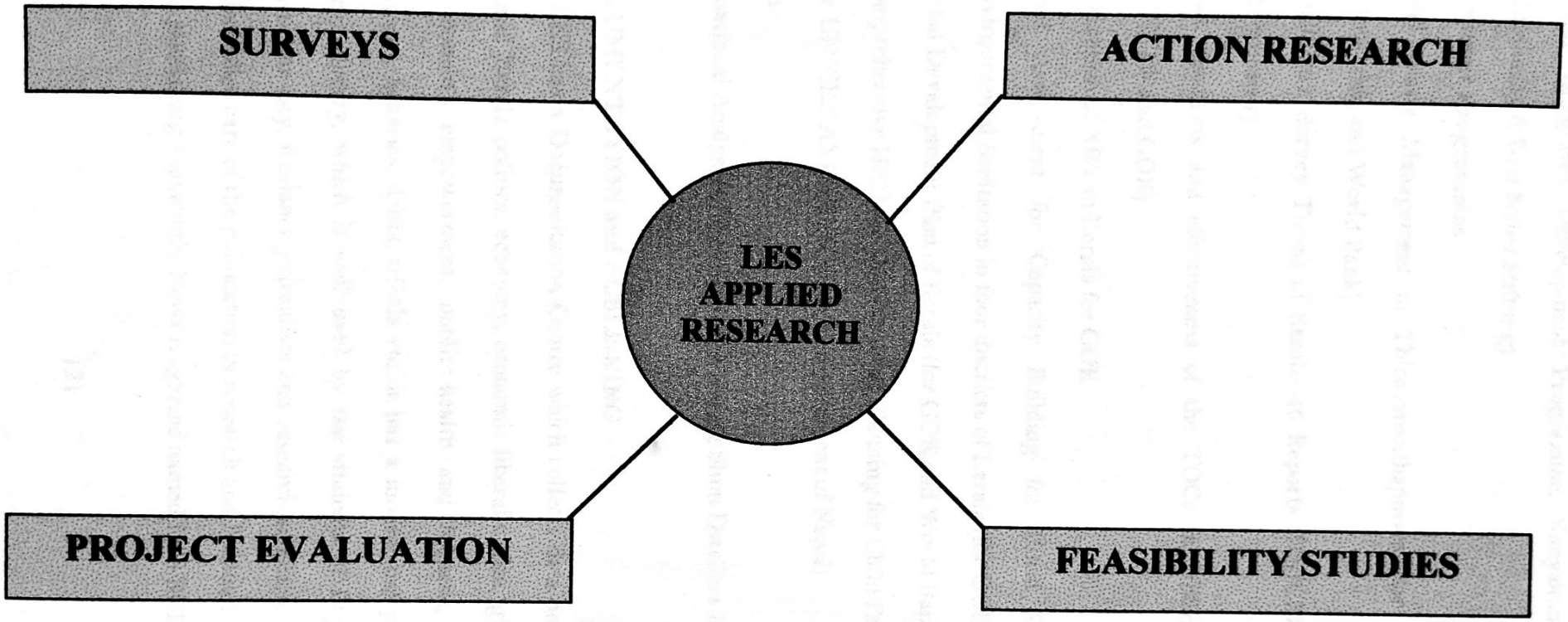
- Street children in Kerala
- Special Home for boys, Poojappura, Thiruvanathapuram (for UNICEF)
- Child Labour in Thiruvanathapuram Corporation (for ILO)
- Girl Children in prostitution (for Women's Commission of Kerala)
- Schools in doldrums in Alappuzha district (for WIN Society)

On Women

- Socio-economic condition of working women in cashew industries of Kollam District (for Royal Danish Embassy)
- Women in Power: a study of Women Counsellors of Kerala (for UNICEF)

Project Evaluations

- Kattappana Integrated Development Project, Idukky (for CEVA, Kochi)
- Trichur Integrated Development Project, Thrissur (for CEVA, Kochi)
- Impact of UBSP in Valiathura and Chala Wards of Thiruvanathapuram Corporation
- Fishermen's Community Development Programme, Kollam (for CEBEMO)


SURVEYS
ACTION RESEARCH
LES
APPLIED
RESEARCH
PROJECT EVALUATION
FEASIBILITY STUDIES

- Kuttanad Integrated Development Programme, Alappuzha (for Karl Kubel Stiftung, Germany)
- Kottar Integrated Development Programme, Kanyakumari (for European Community & Karl Kubel Stiftung)

Government Programmes

- Solid Waste Management in Thiruvananthapuram (for Thiruvanathapuram Corporation and World Bank)
- Benchmark Survey Towns of Kerala: 16 Reports (UNICEF, Kerala & Central Government)
- Role, functions and effectiveness of the TOCs in UBSP Towns in Kerala (UNICEF and GOK)
- Evaluation of NRY in Kerala for GOK
- Need Assessment for Capacity Building for Rural Water Supply and Environmental Sanitation in four districts of Kerala (for GOK and World Bank)
- Tribal Development Plan of Kerala (for GOK and World Bank)
- Comprehensive HRD for Decentralised Planning for Child Programmes in Nepal (for UNICEF AND His Majesty's Government of Nepal)

Health

- Situational Analysis of Sexual Health among Slum Dwellers in Kerala (for SMA)

4. DOCUMENTATION and PUBLISHING

LES has a Documentation Centre which collects data on specific topics like Indian and Kerala politics, economy, economic liberalization, globalisation, gender issues, women's empowerment, public health and hygiene, children, poverty, environment, fisheries, dalits, tribals etc. it has a modest but purpose-specific and specialized library, which is well used by the students of Loyola College, other colleges in the city, freelance journalists and research scholars. The documentation centre also takes care of the publication of research and Evaluation Documents. This Centre is publishing a quarterly News magazine named LES BULLETIN.

CONSULTANCY SERVICES

LES is fully geared up to provide consultancy services to Governmental as well as Non Governmental Organisations, Institutions and Agencies. Some of the thrust areas are:

- Organisational Development
- Field Initiatives
- Feasibility Studies'
- Management Information System
- Community Development
- Human Resources Development
- Project Design Planning and Management
- Evaluation

SALIENT FEATURES OF LES

An excellent social lab setting for the students and faculty

- Professional team of experienced trainers, researchers, consultants and counsellors with adequate support staff
- A dream location, just outside the city of Thiruvananthapuram, clean, large, lush green and beautiful campus.
- Adequate office facilities, classrooms, conference halls, etc.
- Residential facilities to comfortably accommodate upto seventy participants at a time.
- Separate lodging facility for men and women.
- Adequate facilities to conduct training programmes at a time.
- Independent kitchen, canteen, and catering facilities.
- Several computers, internet, e-mail, fax and STD/ISD facilities.

- Adequate training and teaching aids like movie projector, OHPs, slide projectors, TV with VCP and other office equipment, like computer, printers, photocopying machine etc.

SPECIAL CONCERNS OF LES

- Anti poverty Initiatives.
- Enabling and Empowering Initiatives.
- Advocacy on Human Rights.
- Intervention in Community Health.
- Women's Empowerment.
- Self-Help group Systems.

LES – A CENTRE OF EXCELLENCE

- Professional and Committed staff
- Professional Quality in Work
- Highly Ethical Standards in all Dealings
- Highly Humanising Relationships

LES ADMINISTRATION

- Registered under Societies Registration Act (Reg. No. 129/86)
- Having a General Body and a Governing Council consisting of 11 members elected from among the members of General Body.

LES GOVERNING BODY

President	:	Ms. Helena Judith P (Principal)
Vice President	:	Dr. Usha John
Secretary cum Treasurer	:	Dominic George SJ
Joint Secretary cum Treasurer	:	Mr. A Vikraman Nair
Members	:	Dr. MK George SJ
		Dr. Jose Boban K
		Dr.R.Sooryamoorthy
		Fr. Antony Palackal SJ
		Mr. KA Emmanuel
		Mr. PP Kurien

LOYOLA RESEARCH CENTRE

LOYOLA RESEARCH CENTRE

1. **Recognized by the University of Kerala**
2. **Established :** **1973**
3. **Programmes:**
   a. Ph.D
   b. Research
4. **Research Committee Members**
   1. Ms. Helena Judith, Principal (Head)
   2. Dr. MK George SJ (Member)
   3. Dr. R. Sooryamoorthy (Member)
   4. Fr. Dominic George SJ (Member from LES)
   5. Mr. KA Emmanuel (Member from LES)

5. Research Projects

1. Towards a Comprehensive HRD plan for DPCP – Nepal, 2000
2. Social Health: A study of High Risk Groups in selected Urban Groups in Kerala, 2000
3. Need Assessment Study for Capacity Building to KRWSA, Government of Kerala, 1999
4. KIFDP Evaluation Report, 1999
5. Schools in Doldrums: A study of selected schools in Ernakulam and Alappuzha Districts 1998
6. A mid-term Participatory Evaluation Report – Kuttanad Rehabilitation Project, 1997
7. Girls in Prostitution, 1997
8. Children at Work, 1996
9. Fishermen Community Development Programme, 1995
10. UBSP Bench Survey of Slums, Thiruvananthapuram Corporation. 1993
11. Report on UPSP Benchmark Survey, Kozhikode Corporation 1993
12. Report of the Evaluation of NRY in Kerala, 1993

13. Survey Report on Solid Waste Management in Thiruvananthapuram city, 1993
14. Thrissur Integral Development Project, Mid-term evaluation, 1992
15. UBSP Training Programme Report, 1992
16. Kattappana Integrated Development Project, Mid-term Evaluation, 1991
17. Special Home for Boys, 1990
18. Socio-economic condition of working women in cashew industry, 1989
19. Street Children in Kerala, 1989
20. Consolidated Report on UPSP Benchmark Survey
21. English Phonetics Course: A study workshop module
22. Gender Modules
23. Log Frame Module
24. Management Modules
25. Notes on Legal Literature (6 booklets)
26. Notice – Premarital Counselling, Legal literacy etc
27. Report of the External Evaluation
28. Report on Benchmark Survey on Slums, Kollam Municipality
29. SJSRY – NSDP Training Module
30. Skills modules
31. Social Analysis
32. Social Analysis
33. The Impact UBSP in Valiathura and Chalai wards of Thiruvananthapuram Corporation
34. Training Module for Workshop on women's empowerment for the women councillors of Panchayath and Nagarapalikas of the State of Kerala
35. Tribal Development Plan. RWS & ESP
36. Training Assessment – A report UBSP
37. UBSP – Benchmark Survey of various Municipalities (Varkala, Chavakkad, Karunagappally, Kodungalloor, Thalassery and Neyyatinkara)
38. UBSP Benchmark Survey, Chavakkad Municipality
39. UBSP Benchmark Survey, Kannjagad Municipality

40. UBSP Benchmark Survey, Kannur Municipality

41. UBSP Benchmark Survey, Kodungalloor Municipality

42. UBSP Benchmark Survey, Parur Municipality

43. UBSP Benchmark Survey, Ponnani Municipality

44. UBSP Benchmark Survey, Punalur Municipality

45. UBSP Benchmark Survey, Thalassery Municipality

46. UBSP Benchmark Survey, Tirur Municipality

47. UBSP Benchmark Survey, Vadakkancherry Municipality

48. UBSP Benchmark Survey, Varkala Municipality

49. Women in Power

50. Write up on FCC

6. On-Going Research Projects

1. Dr. MK George SJ:Residual Illiteracy in a Costal village, Poovar. Funded by KRPLLD.
2. Dr. Saji P. Jacob: Gender Relations and Sexuality. Funded by KRPLLD.
3. Dr. R. Sooryamoorhty: Self-Help Groups in Alappuzha.
4. Dr. R. Sooryamoorhty: Scientific Communication Among Scientists.
5. LES: Evaluation of the ITCs of the Jesuits of Kerala Province at Edathua and Pariyaram. The project outlay is not finalized.
6. LES: Evaluation of Pattom - Kesavadaspuram Area Development Society, Thiruvananthapuram, a community based project of Loyola Extension Services.

7.Research Scholars

Full-time

Name of the Scholar	*Research Guide*
1. Ms. Premna Jose	Dr. D. Sivakumar
2. Ms. Dinoo Anna Abraham	Dr. D. Sivakumar
3. Mr. Saji George	Dr. D. Sivakumar
4. Mr. Jacob Mathew	Dr. E.J. Thomas
5. Mr. Domi J.	Dr. D. Sivakumar
6. Ms. Priya K.V.	Dr. D. Sivakumar
7. Jincy Jacob	Dr. D. Sivakumar
Part-time	
8. Mr. Sonny Jose	Dr. D. Sivakumar
9. Mr. K.A. Emmanuel	Dr. R. Sooryamoorthy
10. Mr. Kurian P.P.	Dr. D. Sivakumar
11. Ms. Usha Kandaswamy	Dr. D. Sivakumar

PUBLICATION DIVISION

PUBLICATION DIVISION

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Editor, *Loyola Journal of Social Sciences* and Member: Dr. R. Sooryamoorthy

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8. Prof. Michael Tharakan
9. Dr. M Kunhaman
10. Prof. TSN Pillai
11. Dr. EJ Thomas SJ

Publications by the College

1. **Books**
   a. *Samuhya Survey,* 1990
   b. *Extension in Higher Education,* 1999

2. **College Magazines**
   a. 1967
   b. 1968
   c. 1969
   d. 1970
   e. 1971
   f. 1972
   g. 1973
   h. 1974
   i. 1975

j. 1981- 2
k. 1983-4
l. 1984 – 5
m. 1985 – 6
n. 1986 – 7
o. 1995 – 6
p. 1996 – 7
q. 1997 – 9
Silver Jubilee Souvenir, 1988

3. **Journal**

a. *Loyola Journal of Social Sciences*, Vol. 1 – 14, 27 issues.

4. **Newsletters**

a. Alumni News Bulletin
b. LES News Bulletin

5.**Others**

Industrial Relations Vis-à-Vis Industrial Development in Kerala, 1993 – 4

Publications by Loyola Faculty 1963-2000

Dr. Jose Murickan, SJ

1. Title: *Catholic Colleges in India.*
   Publisher: The St. Josephs Press, 1981
2. Manuscript prepared under the scheme of production of university level books UGC
3. Persons with disabilities in society, Kerala Federation of the Blind 1995
4. Poverty in India, Xavier Board Publication, 1988
5. Society and the physically handicapped, Loyola College of social Sciences, 1981
6. Technology, Credit and Indebtedness in Marine Fishing, Hindustan Publishing Corporation, 1985.

Dr. EJ Thomas, SJ

1. Coalition Game Politics in Kerala, Intellectual Publishing House, 1985.
2. *Keralathinte Samooha Ghatanayaum Roopantharavum*, D.C. Books, Kottayam, 1997.
3. Mizo: Bamboohills Murmur Change, Intellectual Publishing House, 1993
4. Samuhya Survey: Enthu, Engane, Loyola Publications, 1990.

Dr. (Ms.) Mariamma Joseph

1. *Marriage among Indian Christians*, Rawat Publications, 1994.

Prof. CJ Mathew

1. *Industry and Society* (ed.), The Kerala Sociological Society, 1982

Ms. Helena Judith P

1. Supervision and Monitoring of Crèches, *Loyola Journal of Social Sciences*, 1990.
2. "Training of Creche Workers," Published in the MIPCCID Journal, 1994.

Dr. MK George SJ

1. Contributed a major article on PAULO FREIRE in a book edited by Denis Coelho and Published by Indian Social Institute, New Delhi.
2. Co-edited a book on " Extension in Higher Education," Published by Vikas Books, New Delhi.
3. Over 30 research articles in different journals primarily in the area of Sociology of Education.

Dr. Saji P Jacob

1. Development of the 'Secular' and the 'Communal' in Kerala – Political History of Kerala from 1957 to 1991", *ISDA Journal*, Vol.9, No.1, Jan-Mar. 1999, Quarterly Journal of the Institute for the Study of Developing Areas, Trivandrum.

Dr. MK George & Dr. R. Sooryamoorthy

1. Extension in Higher Education, Vikas Publications, 1998.

Dr. Jose Boban K

1. Tribals: Refugees in the Homeland. "Peoples' Unity", Vol. 1 Nos.3,4&5, 1999.

Book Review: 2000. *Journal of Third World Studies*, Vol.XVII, No.1.

Dr. Usha John

1. Institutionalised aged in Trivandrum. Kerala Sociologist, Journal of Kerala Sociological Society – "Challenges of Agency in the 21st century", Vol.XXVII No.2, p47 – 49.
2. "Ageing problems and prospects" – paper presented at National Seminar, Madurai Kamaraj University 24th, 25th, 26th November 2000 and published in the book Ageing and Society.
3. "Post-retirement adjustment," *Loyola Journal of Social Sciences*, Vol. XIV No.1, Jan-Jul, 2000.

KA Joseph

1. Application of Modern Technological Advancement (like Computer) in care profession in Developing Countries with special reference to India, *Loyola Journal of Social Sciences.*

Dr. R Sooryamoorthy

a) Books

1. *Samuhya Survey: Enthu, Engane* (Mal) (Social Survey: What and How?) co-author, Loyola Publications, Trivandrum. 1990.
2. *Science in Participatory Development,* co-author, Zed Books, London. Also published in India under the title *Science for Social Revolution? Achievements and Dilemmas of a Development Movement -- The Kerala Sastra Sahitya Parishad,* Vistaar Publications (a division of Sage), New Delhi. 1994.
3. *Consumption to Consumerism: In the Context of Kerala,* Classical Publishing Company, New Delhi. 1997.
4. *Extension in Higher Education: Evolving New Models,* co-editor, Vikas Publishing House, New Delhi. 1998.
5. *Climbing Up: The Story of Palmyrah Workers' Development Society,* PWDS, Tamil Nadu. 2000.

b) Research Papers

1. "Work Ethics among Research Scholars," *Kerala Sociologist,* Vol. XIX, No. 1, Jun. 1991.
2. "Changing Consumption Pattern in Kerala," *Loyola Journal of Social Sciences,* Vol. V, No.2, Jul-Dec. 1992.
3. "What ails Indian Secularism?" co-author, *Kerala Sociologist,* Vol. XX, No. 1, 1992.
4. "Consumerism and Enhancing Variables," *Loyola Journal of Social Sciences,* Vol. VII, No. 1, Jan-Jul. 1993.
5. "Involvement of People in Solid Waste Management," co-author, *Loyola Journal of Social Sciences,* Vol. VIII, No. 2, Jul-Dec 1994.
6. "Behind Consumerism: An Empirical Study," *Kerala Sociologist,* Vol. XXII, Dec 1994.
7. "When Women Lead: Lessons from the Experience of a Women NGO," review article, co-author, *The Indian Journal of Public Administration,* Vol. XL, No. 4, Oct-Dec 1994.
8. "NGOs: Retrospect and Prospect," co-author, in: R.B.Jain (Ed) *NGOs in Development Perspective,* Vivek Prakashan, New Delhi. 1995.
9. "Child Rape: Facets of a heinous crime," co-author, Social *Change,* Vol.XXV, Nos. 2 & 3, Jun-Sep 1995.
10. "Self financing Higher Education: The Case of a University, *Kerala Sociologist,* Vol. XXIII, Dec. 1995.
11. "The Advent of Consumerism: In the context of Kerala," Working Paper No. 1, Loyola College of Social Sciences, Trivandrum, June 1996.
12. "The Advent of Consumerism: The Context of a Developing Society – Kerala, *Social Action,* Vol.46, No.3, Jul-Sep 1996.
13. "Voluntary Action in India: A Synoptic View," co-author, *IASSI Quarterly,* Vol.XIV, Nos. 3 & 4, Jan-Jun 1996.

14. "NGOs in Development: The Case of Kerala," co-author, In: Noorjahan Bava (Ed). *NGOs in Development: Theory and Practice*, Kanishka Publishers and Distributors, New Delhi. 1997.
15. Women in Power: Women Councilors in Municipalities and Corporations of Kerala, Loyola Extension Services, Trivandrum, Monograph Series. 1997
16. Girls in Prostitution: Cases from Kerala, paper prepared for the Kerala Women's Commission, (Mimeo), Loyola Extension Services, Trivandrum. 1997.
17. "Voluntary Movements: The Relevance of a Political Ideology," In Raghavulu, C.V. (Ed). *Theme Papers and Abstracts of the Golden Jubilee Conference*, Indian Political Science Association, Nagarjuna University, Guntur. 1997.
18. "NGOs in Development: An Overview," *Kerala Sociologist*, Vol. XXV, June 1997, pp.48-63.
19. "The Changing Roles of Non-Governmental Organizations in India," *Loyola Journal of Social Sciences*, Vol. XI, No. 2, Jul-Dec 1997, pp. 146-62.
20. "Child Labour in Kerala: Work and Working Conditions of Child Labourers in Three Major Cities," *Social Action*, Vol. 48, No. 1, Jan-Mar 1998, pp. 47-57.
21. "Child Labour in Kerala: The working ambience of child labourers in the capital city," *Journal of Third World Studies*, Fall 1998, Vol. XV, No. 2, pp. 31-52. 1998.
22. "Entering the New Millennium: NGOs in India, "*IASSI Quarterly*, Vol. XVII, No. 2, Oct-Dec 1998, pp. 21-35.
23. "Infrastructure, Academic Standards and Performance: A study of selected schools in Kerala, *New Frontiers in Education*, Vol. XXIX, No. 2, April-June 1999.
24. `The Uses, Abuses and Management of Two Major Watersheds in Kerala: The Bharathapuzha and Periyar Systems,' co-author. In: Tony Beck, Pablo Bose and Barrie Morrison (Eds). *The Cooperative Management of Water Resources in South Asia*, CISAR, University of British Columbia, Canada 1999.
25. "Women in Politics: Women Councilor in the Municipalities and Corporations of Kerala, India." co-author. *Journal of Third World Studies*, Spring 2000, Vol. XVII, No.1. 2000
26. `Sthree vada samuhikasastram,' (Mal), co-author, In: Jancy James (Ed) *Feminism*, Vol.I. The State Institute of Languages, Government of Kerala, Trivandrum. 2000.
27. "Life Cycle: Two NGOs in Rural Development," co-author. *Gandhi Marg*, Vol.XXI, No. 4, Jan-Mar 2000.
28. *Samarpan* (ed.). Indian Association for Savings and Credit, Marthandam, Tamil Nadu 2000.
29. *Souvenir and Abstracts* (ed.) Indian Sociological Society, New Delhi, 2000.

c) Articles

1. "Cherikalile Veedukal," (Mal) (Houses in Slums), *Chandrika Daily*, 6 Sept. 1986.
2. "Nishkriyanaya Ubabokthav," (Mal) (The Inactive Consumer), *Chandrika Daily*, 2 parts, 1 Jul 1989 and 8 Jul 1989.
3. "Marketil Pokum Mumbe," (Mal) (Before going to market), *Kerala Kaumudi Daily*, 7 Sep 1989.

4. "Ningale Company Udamayakkunna Vipani,"(Mal) (Onsharemarkets), *Kerala Kaumudi Daily*, 26 Nov 1989.
5. "Ohari Vipani Valarunnu , Ethirpukal Erunnu," (Mal), (Growing Sharemarkets and Protests), *Chandrika Daily*, 6 Jan 1990.
6. "Janata Socialistukalude Janakeeya Budget," (Mal), (Popular Budget of the Janata Socialists), *Chandrika Daily*, 29 Mar 1990.
7. "Verupidikkunna Consumerism," (Mal) (Consumerism takes roots), *AICUF Magazine*, Feb 1992.
8. "Mulankatukalile Mizokal," (Mal) (The Mizos in Bamboo Hills), *Chandrika Weekly*, serialised in eight issues from 30 Apl 1994 to 17 Jun 1994.
9. "Pedophilia," (Mal), co-author, *Manasasthram Monthly*, Vol.18, Aug 1994.
10. "Rape of the innocents," *The Indian Express Daily*, co-author, 8 Sep 1994.
11. "Swelling Rape Cases," (Mal), co-author, *Manasasthram*, Nov 1994.
12. "Towards better solid waste management," *The Indian Express*, 11 Mar 1996.
13. "Ini Ethra Dooram Suchithwa Nagarathilekku," (Mal),(How long to a clean city), *Manasasthram*, Vol.19, Apl 1996.
14. "Self financing courses: A story of neglect," *The Hindu Daily*, 30 Apl 1996.
15. "Strong consumerism plus loose human ties lead to Suryanellis," *The Indian Express*, 31 May 1996.
16. "The advent of consumerism in India," *The Hindu*, 11 Jun 1996.
17. "Most women councilors new to politics," *The Indian Express*, 22 Jun 1996.
18. "Akramam Abalakalodalla Vendu," (Mal), (Violence not to womenfolk) *Mahila Chandrika*, Fortnightly, Aug 15 - Sep 15, 1996.
19. "NGOs: Neglected catalysts of the development process," co-author, *The Indian Express*, 31 Aug 1996.
20. "NGOs underutilised in state development," co-author, *The Hindu*, 10 Sep 1996.
21. "Consumerism: how Kerala deviates from the national trend," *The Hindu*, 15 Oct 1996.
22. "Toiling for a life," *The Indian Express*, Express Week, 21 Dec 1996,p.1.
23. "Nagarsabhakalile Vanithakal," (Mal), *Mahila Chandrika*, Dec.
24. "Thozhilil Adiyunna Balyam," (Mal), *Chandrika*, Daily, 23 March 1997, Weekend Magazine, p.1.
25. "Kerala: the spreading streak of grey," *The Hindu*, 15 April 1997, p.25.
26. "Women yet to climb the political ladder,"*The Hindu*, 17 Jun 1997,p.25.
27. "The state of woman in literate Kerala," *The Indian Express*, 14 August 1997.
28. "Kerala women suppressed by gender bias," *The Hindu*, 16 September 1997.
29. "Minimum wages for child labourers: A retrograde step,"*The Indian Express*, 26 September 1997.
30. "The fast dying river systems of Kerala – how to save them?" *The Hindu* (Tvpm), 14 May, p.5.
31. "Kerala Waters: Uses and Abuses," co-author, *The Indian Express* (Tvpm), 29 May, p.5.
32. "Suicides in Kerala: Showing the ugly face again," *The Indian Express*, 7 August, p. 5.
33. "Have NGOs lost the spirit of voluntarism?" *The Hindu*, 27 October, p.25.
34. "NGOs: the need for a code of ethics," *The Hindu*, 19 January, p.25.
35. "Marunna Sadachara Sankalppam," (Mal) (Changing Perceptions of Morality), *Samakalika Malayalam Varika*, 29 January, pp.26-7.

36. "Nadhikal Ozhukunnathe Dhuranthathilekku," (Mal).(The dangerous conditions of the rivers), *Chandrika Weekly*, Vol.45, No.28, Feb 27-Mar 5, 1999, pp.14-7.
37. "Eliminate Child Labour through Compulsory Primary Education ," *The New Indian Express*, 25 December.

d) Book Reviews

1. Religion, Social Change and Fertility. *Loyola Journal of Social Sciences*, Vol.IV, No.1, Jan 1990.
2. `Scanning Social Movement Studies.' *Loyola Journal of Social Sciences*, Vol.IV, No.2, Jul-Aug. 1992.
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Fr. Antony Palackal S.J

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CERTIFICATE COURSES

CERTIFICATE COURSES

CERTIFICATE COURSE IN COMPUTER APPLICATION

In the IT dominated world, very survival depends on one's skills. In order to make our students skilled in the use of computers, both for personal and professional growth, we are offering a certificate course in Computer Application.

Objectives

To equip the post-graduate students of Sociology, Social Work and Personnel Management, in the use of Computer for research purposes as well as personal use.

Course Content

- Microsoft Windows
- Microsoft Word
- Microsoft Excel
- Microsoft Access
- Microsoft PowerPoint
- Use of Internet and Email

Duration : 3 months (1.5 hours each)

Evaluation is through a practical test. Those who successfully demonstrate the skills are given the certificate signed by the Principal.

CERTIFICATE COURSE IN COMMUNITY ORIENTATION

(for MA students)

This is an optional programme in lieu of a certificate awarded by the college for MA Sociology and MA Personnel Management students. They will be given an opportunity to acquire basic skills in Community Organisation.

Objectives of the course:

- To assimilate Sociological Theories by involving in social realities around them.
- To acquire skills of social analysis, organising, networking with various agencies, communication, reporting and record keeping.
- To learn to work with different people, people with different attitudes, values, status and perception, and especially with the voiceless and the powerless.
- To develop skills in resource mobilisation and convergence

Skills Development

- Organising skills
- Communication skills
- Networking skills
- Report writing skills
- Resource mobilisation skills
- Leadership skills

Duration: One Academic year

Weekly five hours (minimum) are spent with the Self-Help Groups (SHGs). Through various programmes the group is enabled to self-reliant and resourceful.

Inputs: Input sessions are organised at intervals

Guidance: Dr. M K George S J (Vice Principal) is over all in - charge of the programme.

Faculty of LES will supervise and guide the students.

Evaluation: Students' evaluation in groups is undertaken periodically. Informal appraisals by the beneficiaries are also considered. The acquisition of skills and understanding of the group dynamics will be the criteria for assessing the eligibility for the certificate.

Certificate: Candidates who successfully complete the programme will be awarded course certificates signed by the Principal of the College.

ACKNOWLEDGEMENTS

We gratefully acknowledge the whole-hearted cooperation and assistance that we received from every member of Loyola Family in completing this report.

NAAC Coordinating Committee

13 March 2001

Loyola College of Social Sciences

Sreekariyam, Thiruvananthapuram
Kerala-695017

VOLUME II

SELF-STUDY REPORT: Part III

LOOKING WITHIN
(SELF ANALYSIS REPORT)

MARCH 2001

Submitted to

National Assessment and Accreditation Council
Bangalore

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LOOKING WITHIN

Self-Analysis Report

1.1 Preface

The Self-Analysis Report of Loyola College of Social Sciences is born out of long and serious stretch of self-examination based on the self-study format proposed by the NAAC. In the 37 years of its existence, this is definitely the most elaborate and incisive analysis, which this institution has ever done. Following the centuries long tradition of Jesuit education, Loyola College of Social Sciences has been conducting regular evaluation exercises, both internal and external, with the help of outsiders. But they were much smaller in scope and perspectives. Through this Self-Analysis Report we have attempted to recognize our own strengths, the quality of our performance, the range of our facilities and efforts and weaknesses. It is at once self-affirming and self-critical. It is also a forward-looking report, through which we hope our future trajectory will emerge.

Loyola College of Social Sciences is a post-graduate and research institution offering courses in MA (Sociology), MSW. (Social Work), MA (Personnel Management) and Ph.D. in Social Sciences. It has a vibrant Extension Service Centre, the Loyola Extension Services (LES). The College is affiliated to the University of Kerala and is managed by the Kerala Province of the Society of Jesus (Jesuits). The College takes in, on average, 60 students a year. Altogether, there will be about 120 students including the research scholars.

1.2 Who are the Jesuits?

Before one goes to the nitty-gritty of the Jesuit education, it is important to know who the Jesuits are: The members of the Society of Jesus, founded by St.

Ignatius of Loyola (1491-1556) in Spain are known as 'Jesuits.' The Society of Jesus is the largest, well-knit bond of Religious Order in the Roman Catholic Church placed at the service of the same anywhere in the world. St. Ignatius perused a vigorously humanistic trend in his educational methods and soon the Jesuits earned the sobriquet "the School Masters of Europe." The greatest insight of Ignatius was that the 'will and judgment' – the noblest part of human nature – is to be developed and education, especially higher education is to be universalized. In less than 50 years of existence, the Society of Jesus started 200 colleges in Europe and America. Now the Jesuits work in all walks of life. Still, 'education and the care of the young' remain the thrust area of their activity. Jesuit educational institutions dot the globe. "Loyola" and "St. Xavier's" are equated with centres of excellence world over. Nearly two million pupils in over 700 schools, colleges and universities across the world walk out of Jesuit educational institutions with great academic honours annually.

The task the Jesuits themselves have set forth is quiet daunting. A student of Jesuit educational institution should become "well rounded, intellectually competent, open to growth, religious, loving and committed to greater things. Jesuit education puts a high premium on excellence. It never brooks mediocrity; it loathes half measures. It aims at relentless pursuit of quality of head and heart."

For Jesuits, education is a mission firmly rooted in the belief that a new world order, based on justice and peace is overdue, and education is the means to achieve the same. The need of the hour is men and women of competence, conscience and compassion who express solidarity and a spirit of loyalty to the cause of making a world community where fullness of life is celebrated in freedom and with dignity. Jesuit education concentrates on shaping of men and women for others, rich in faith in the goodness of all, generous in service, and vigilant in the ever changing and

evolving world. They aim at forming leaders who are willing 'to serve and not to be served.'

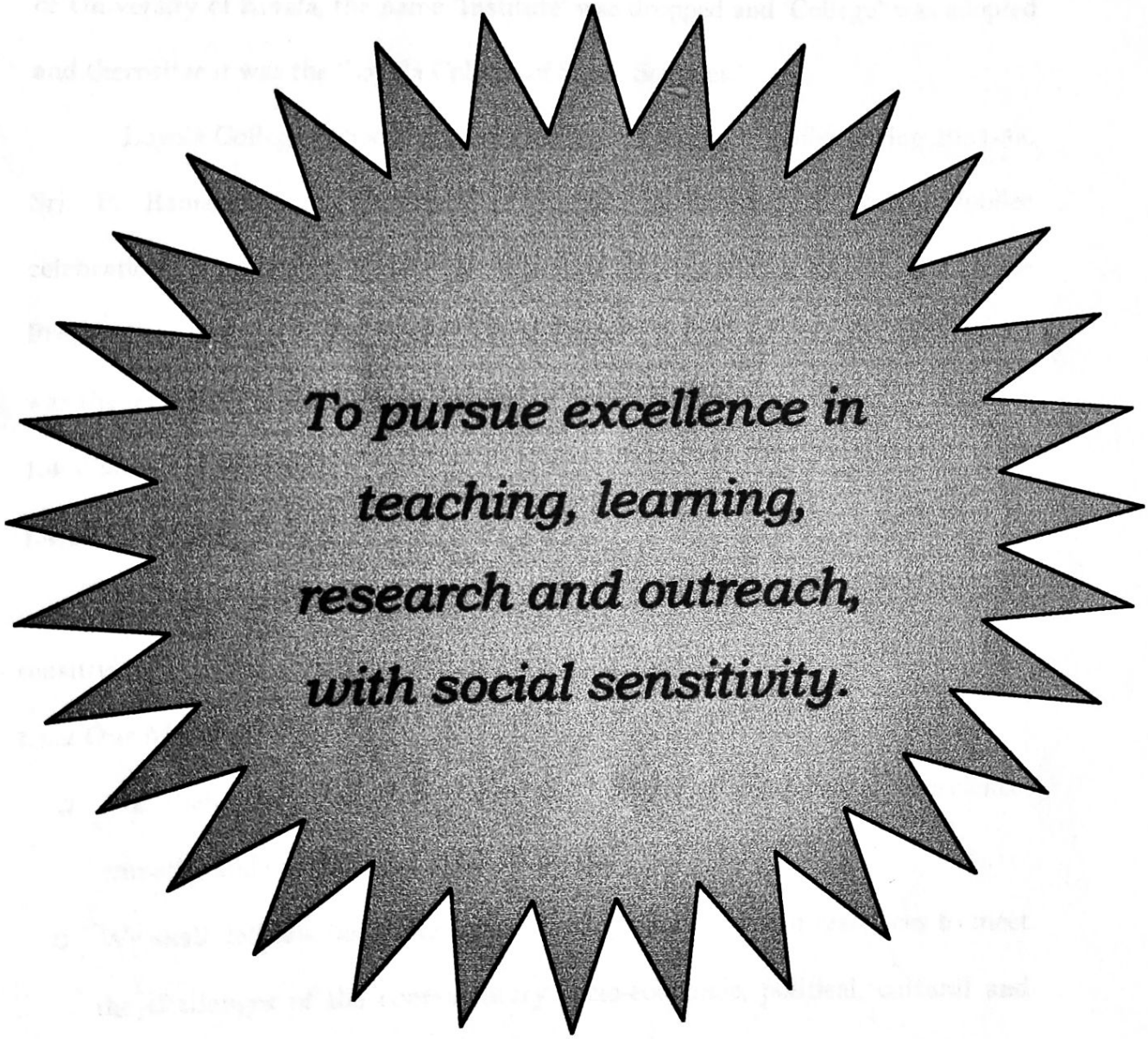
Certain highlights of Jesuit education are:

- It is an instrument of change.
- It is life affirming.
- It insists on personal care and concern.
- It enables love and personal acceptance of self.
- It encourages openness to growth.
- It is participative and cooperative.
- It is value-based.
- It demands delving deeper into the realities of life and the world.
- It provokes critical thinking and meaningful action.
- It facilitates the pursuit of excellence.
- It forms students to be masters of self and the situation.
- It forms MEN AND WOMEN FOR OTHERS.

1.3 History of Loyola College of Social Sciences

Closely following the footsteps of its founder and encouraged by the outcome of the efforts in Jesuit education the world over and in India, Rev. Fr. Joseph Edamaram, SJ, the first Provincial of the Kerala Jesuit Society, visualised a centre of learning in the capital of Kerala. He wanted "Loyola Institute of Social Sciences" to be a centre of sociological studies and research making significant contribution to the Kerala society. He sent his men to other centers of learning in India and abroad and brought them back eminently equipped for the task ahead. He collected men and materials from far and wide and assembled all that is necessary, and perhaps the best, to undertake the long journey of search.

Our Vision


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

The late President of India Shri VV Giri,the then Governor of Kerala laid the foundation stones for the College and Men's Hostel building in June, 1962. In a record time of one year all the facilities were created and in July 1963, the only institution of its kind in Kerala imparting education in Sociology and Social Work and that too at Masters level was started.

In 1964, at the suggestion of Prof. Samuel Mathai, the then Vice-Chancellor of University of Kerala, the name 'Institute' was dropped and 'College' was adopted and thereafter it was the 'Loyola College of Social Sciences.'

Loyola College of Social Sciences celebrated its silver jubilee during 1987-88. Sri. P. Ramachandran, Governor of Kerala, inaugurated the Silver Jubilee celebrations. Its grand finale was witnessed among others by the then Vice-President of India, H.E. Dr. Sankar Dayal Sharma. A high point of the celebrations was the launching of the ***Loyola Journal of Social Sciences.***

1.4 Vision and Mission

1.4.1 Our Vision

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

1.4.2 Our Mission

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

Our Mission

- **We shall aim at molding men and women of competence, conscience, empathy and commitment to fellow beings.**

- **We shall dedicate ourselves to the development of human resources to meet the challenges of the contemporary socio-economic, political, cultural and technological realities.**

- **We shall strive for the commitment of the stakeholders to be complete, ethical, intellectually competent, open, spiritual and caring.**

1.4.3 Our Goal

To participate in the development of our nation and the world, and the progress of our society, through a process of on-going search, discovery, dissemination of knowledge and active involvement in such subjects, issues and programmes as we have the opportunity and competence to make meaningful contributions.

1.4.4 Our Specific Objectives Shall Be

- To provide quality education in the field of social sciences.
- To equip the teachers and students to become intellectually competent.
- To help the students to become self-reliant.
- To make the students and teachers socially sensitive.
- To develop a critical approach to dehumanizing social values and life itself.
- To take up research on the felt needs of the society, with a view to getting involved in its sustainable development.
- To lobby with appropriate authority for the creation of efficient and humanizing systems and services.
- To document research findings and extension activities.
- To interact and cooperate with other organizations of excellence.
- To establish Loyola as a multidisciplinary educational consortium.
- To network with Government Organizations (GOs), Non Governmental Organizations (NGOs) –local, national and international– for mutual advancement.
- To provide Consultancy services to industries, Governmental and Non Governmental organizations.
- To offer certificate and diploma programmes, aimed at securing meaningful employment and/or career advancement.

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13. To offer certificate and diploma programmes, aimed at securing meaningful employment and/or career advancement.
14. To continually update the curriculum, teaching and research methods to make the academic programmes relevant to and useful for, the changing and globalising times.
15. To equip the students with the know-how, and the competence, to get usefully employed, through effective placement services.

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- To equip the students with the know-how, and the competence, to get usefully employed, through effective placement services.

1.4.5 Our Strategy

We will strive to achieve these objectives through teaching, learning, research, outreach programmes, field labs, training etc., and through adequate resources mobilization which is required for the above activities.

1.4.6 Our Motto

"Striving for Excellence in Life, in Service."

1.5 The Emblem

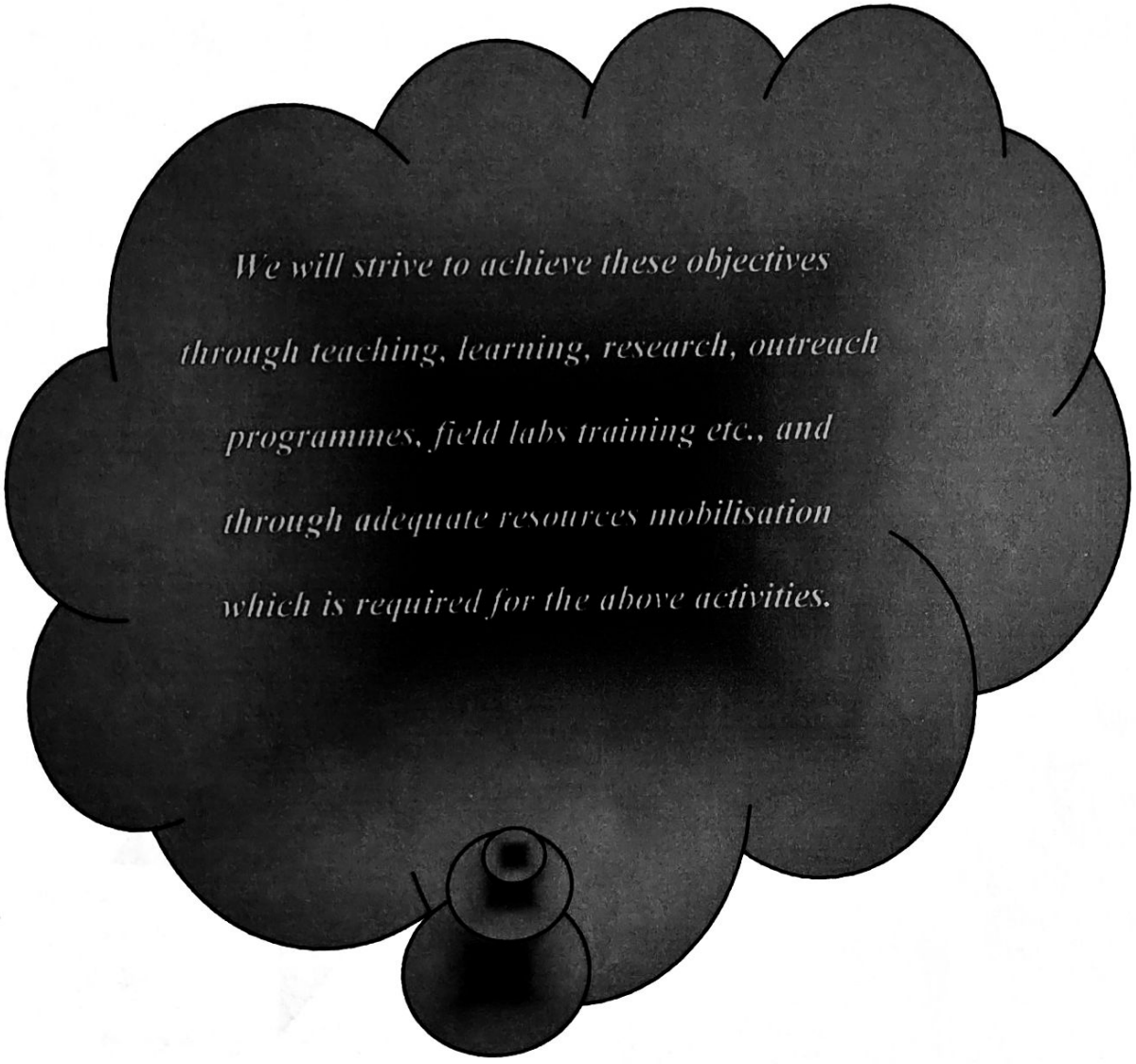
The emblem of the College signifies:

The outstretched palm stands for love and service; the *Veena* (a musical instrument) represents art and letters; the lighted lamp symbolizes pursuit of knowledge and excellence; the stripes represent the coat-of arms of St.Ignatius Loyola, and the open book proclaims the ideals of the Society of Jesus.

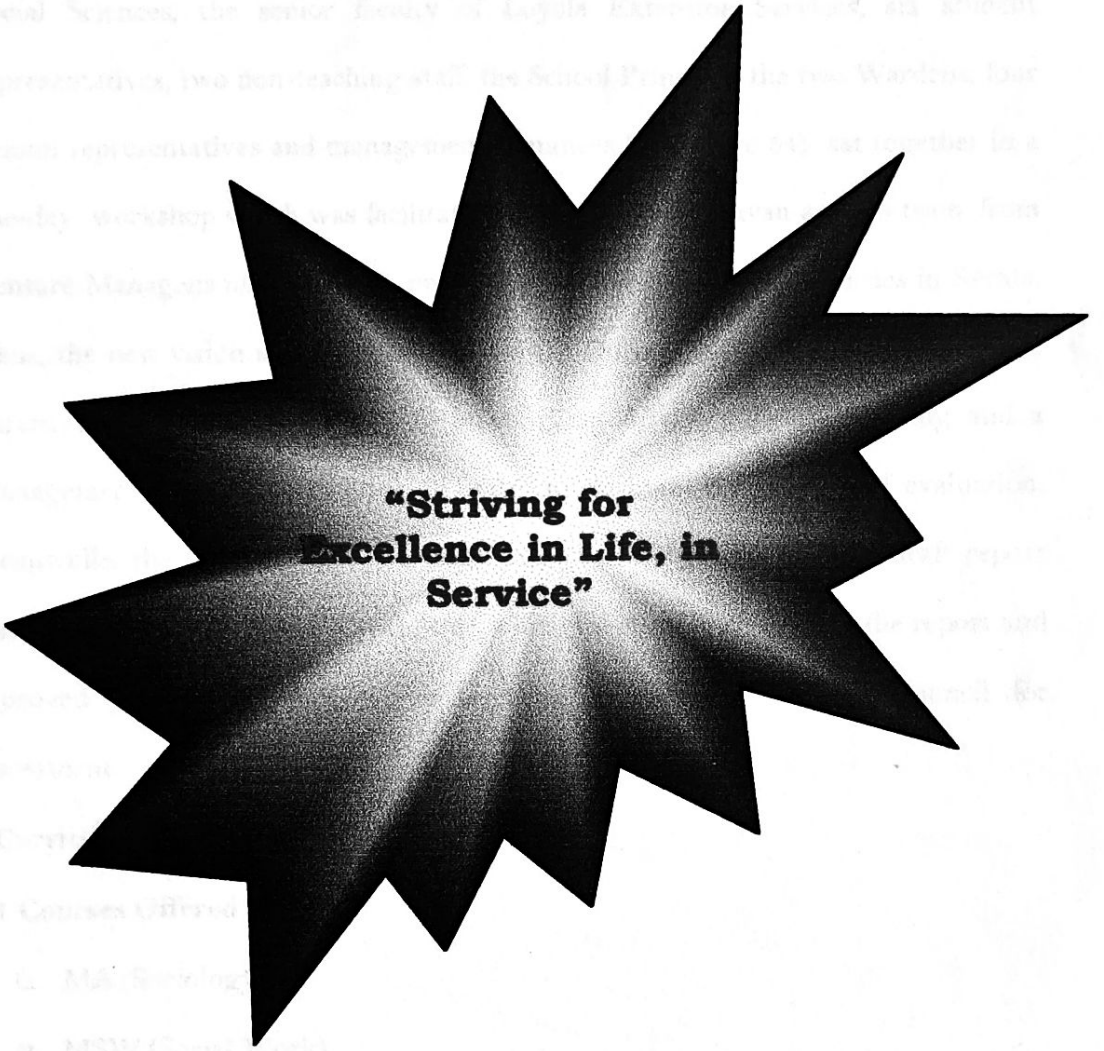
1.6 The NAAC Process

Once the decision was taken to apply for the NAAC accreditation the whole College community gathered together in order to orient themselves to the details of the purpose and methodology of the NAAC assessment. In a solemn but simple ceremony on 22 September 2000, where every member of the campus was present, the Manager inaugurated the NAAC process. The various committees were formed (Annexure 32) and the work of collecting data was assigned to different people. The NAAC core team would meet initially once a week and later every morning and evening, collecting data, discussing issues and planning the report. Each staff

Our Strategy



OUR MOTTO



member was asked to report on the specific area in which he/she was more active. The financial and other official details were collected by the office and submitted to the core team. The student leaders reported on their areas. The core team put together the various data and evolved this report.

Simultaneously, there was a serious effort to revise and revitalize our vision statement. Initially, a group comprising of all the teaching staff of Loyola College of Social Sciences, the senior faculty of Loyola Extension Services, six student representatives, two non-teaching staff, the School Principal, the two Wardens, four alumni representatives and management nominees (Annexure 54) sat together in a one-day workshop which was facilitated by Mr. Vijayaraghavan and his team, from Venture Management Associates, one of the leading consultancy agencies in Kerala. Thus, the new vision statement was accepted. During this period, we also had the Parent Teacher Association (PTA) meeting, an Advisory Board Meeting and a Management Committee meeting in order to facilitate the process of evaluation. Meanwhile, the reporting process went on in various groups and the draft report was presented to the NAAC Committee, which thoroughly re-worked the report and approved the current one, which is being submitted to NAAC Council for assessment.

2 Curricular Aspects

2.1 Courses Offered

- MA (Sociology)
- MSW (Social Work)
- MAPM (Personnel Management)
- Ph. D (Social Sciences)
- Certificate Course in Computer Applications
- Certificate Course in Community Organization

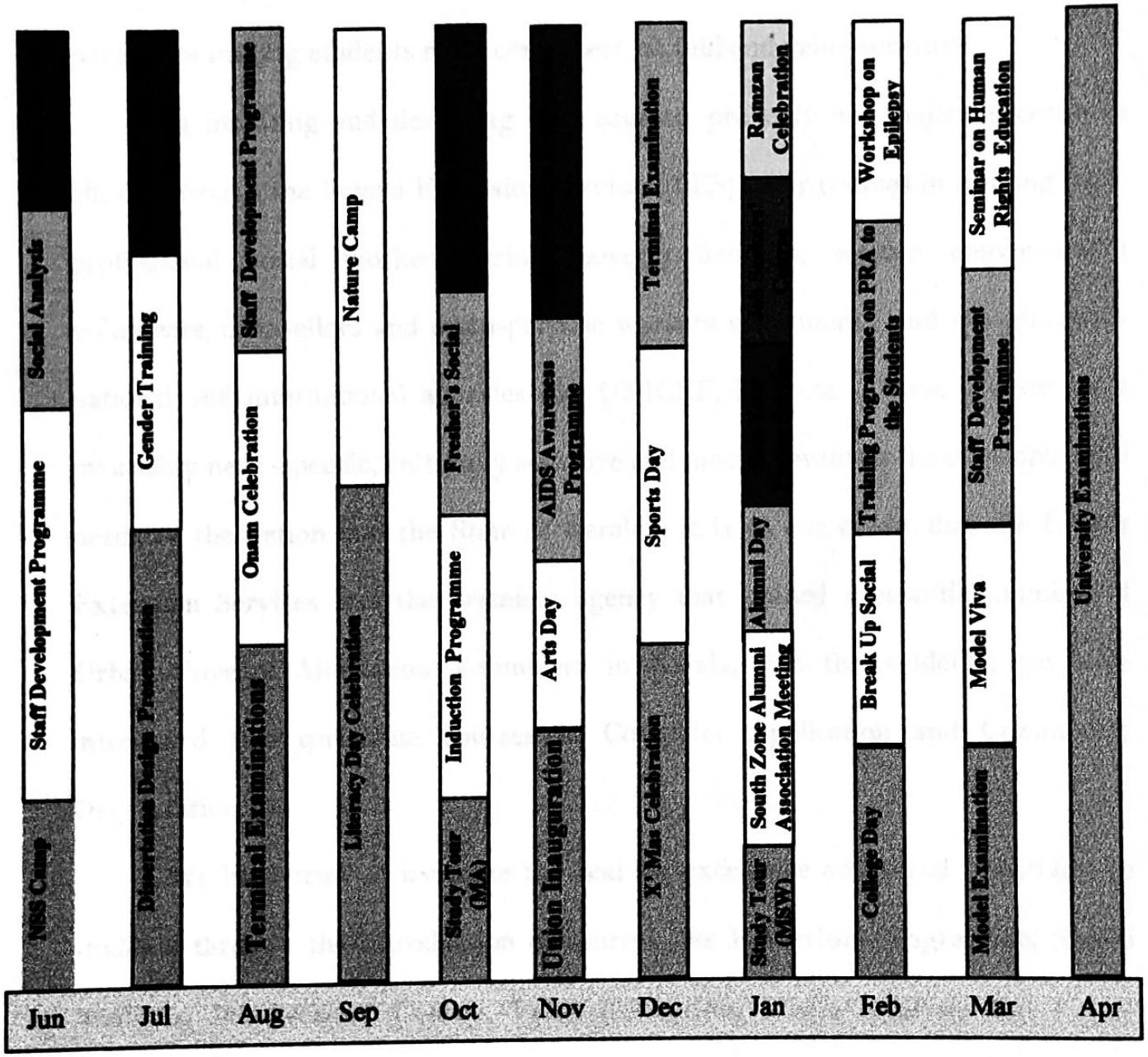
- Short-term Courses through Extension Services
- Trainer of Trainers Programme
- Para-professional Social Workers' Programme

Fieldwork and project work are essential part of the curriculum. For MSW and MA(PM) they are mandatory and for MA (Sociology) it is voluntary. MSW students go through exposure visits, and concurrent and block placements. Concurrent fieldwork involves 25 days of Fieldwork in the concerned specializations and the students work for 15 hours per week. In the first year, students are taken for exposure visits to different types of settings working with children, the aged, women, mental health centers, prisons, juvenile homes, NGOs and community health centres. After giving adequate theoretical inputs the students are placed in different settings of their choice. They are guided and monitored by the staff faculty and the agency supervisors. The students submit regular reports of their practicum in the areas of social case work, social group work and discuss them during the weekly fieldwork conference, both at the individual and group levels. In the second year, the students are placed in agencies of their specialization for a period of one month. This is a real growth experience which enables them to acquire professional skills. At the end of the course they are placed for one month in a hospital or factory, outside the State. This helps the students to get first hand experience of professionalism.

2.2 Review and Restructuring of Programmes

The story of our curricular efforts can be summarized as the creative struggles to transcend the limits set by the University of Kerala. The students would be evaluated by the University on the basis of the curricula and syllabi set by them. However, we realize that in the great examination of life, students would be evaluated by totally different criteria. The University of Kerala follows an annual

CHART OF ACTIVITIES (OTHER THAN REGULAR ACADEMIC)
1999-2000



****Value Education on All Fridays**

scheme of examinations with or without Fieldwork. The examination is a three-hour written exercise, which really does not provide the space for the creative expression of the students. Hence, we make a continuous effort at re-vitalizing the curriculum.

The teachers consciously went beyond the syllabus prescribed; new topics were added, new reference books enlisted, without waiting for the official sanction of the University. In the MSW Course, particularly the staff took liberties with the purpose of making students more competent, skillful and value-sensitive.

In initiating and designing new courses, probably our major success was efforts through the Loyola Extension Services (LES). Our courses in training para-professional social workers, urban poverty activists, women empowerment volunteers, counsellors and multi-purpose workers were unique and recognized by national and international agencies like UNICEF, ILO etc. These courses were invariably need–specific, culturally sensitive and most relevant to the developmental needs of the nation and the State of Kerala. It is to our credit that the Loyola Extension Services was the premiere agency that trained substantial number of Urban Poverty Alleviation Volunteers in Kerala. For the students, we have introduced two certificate courses in Computer Application and Community Organization.

We have tried to inculcate the zeal for excellence and social sensitivity to students through the introduction of courses like **Induction Programme, Social Analysis, Job-Seekers' Course, Value Education, Media Analysis** and so on. Overall, our strengths have been in converting an otherwise outdated curriculum into an all-round, healthy and creative effort as well as designing tailor-made, need-specific and development-oriented courses through the Loyola Extension Services. Our weakness has been, on the other hand, not generating new and relevant courses

with or without the governmental assistance. It is, as though, our waiting for 'Government sanctioned courses' blinded us to the immense possibilities of self-financing programmes and linkages with foreign universities, to which we are waking up now.

2.3 Interaction with Academic Peers and Employers

- Interaction and collaborative efforts with Rajagiri College of Social Sciences, Kochi; University Centres of Sreesankaracharya University at Payyannur and Kalady; Department of Sociology, University of Calicut; University of Kerala; and Department of Social Work, Vimala College, Thrissur.
- Sharing of faculty and resources with the above departments.
- Involvement with professional bodies like Kerala Sociological Society.
- Participation in seminars, discussions, workshops and conferences organized by the above departments.
- Regular contacts with employers/agencies like CAPART, NGOs and various industries.
- Networking with Mental Health Authority of Kerala.
- Association with THRANI, an NGO (Annexures 13 and 27).

3. Teaching-Learning and Evaluation

Considering the importance of teaching-learning and evaluation processes, Loyola College of Social Sciences has tried to bring in a sense of wholeness to the process. The whole effort is seen as an organic and dynamic interplay of human intelligence, emotions as well as creative activity. For every topic we try to bring in these tri-dimensional aspects.

3.1 Integral Pedagogical Paradigm (IPP)

A major effort, in this regard, was the introduction to Integral Pedagogical Paradigm (IPP) and Cooperative Learning. Experts from Delhi, Rev.Robert Slattery

and Mr. Jose Paul led us through the intricacies of these methodologies. Integral Pedagogy proposes a paradigm wherein the stress is on personal care of the students, on learning rather than teaching, with the teacher as a guide accompanying the student in learning, on affective learning and reflection as the key element in learning to enable students to actively appropriate rather than passively accept the learning experience. IPP evaluates the students' attitudes and priorities. Values are just as important as academic achievement. IPP proposes to be a means of making students responsible citizens, citizens of competence, conscience and compassionate commitment to a better society (Annexure 43).

3.2 Cooperative Learning

Cooperative learning is a set of instructional methods in which students work in small, mixed-ability learning teams. Of the two experiments initiated, the College continues to practice the personal care of students through Mentoring, a weekly personal meeting of small groups of students with a teacher of their choice. Some teachers in their teaching-learning endeavor use cooperative learning strategies.

3.3 Teaching-Learning Methodology

In methodology we go beyond the lecture method such as:

- Group discussions
- Panel Discussions
- Symposiums
- Debates
- Case studies
- Role plays
- Project work
- Lectures and presentations by students
- Seminars

- Workshops
- Film Analysis
- Video Shows
- Display of Charts and Collages
- Exposure visits
- Regular practicum for MSW students (mandatory)
- Voluntary fieldwork for MA students which leads to a certificate
- A compulsory ten-day live-in-camp for all the students

Technology-wise, we acquired OHPs, slide projector, photocopiers, white boards, video and computers. We have access to a 16mm projector, which is not much used now-a-days.

3.4 Learning Aids and Technology

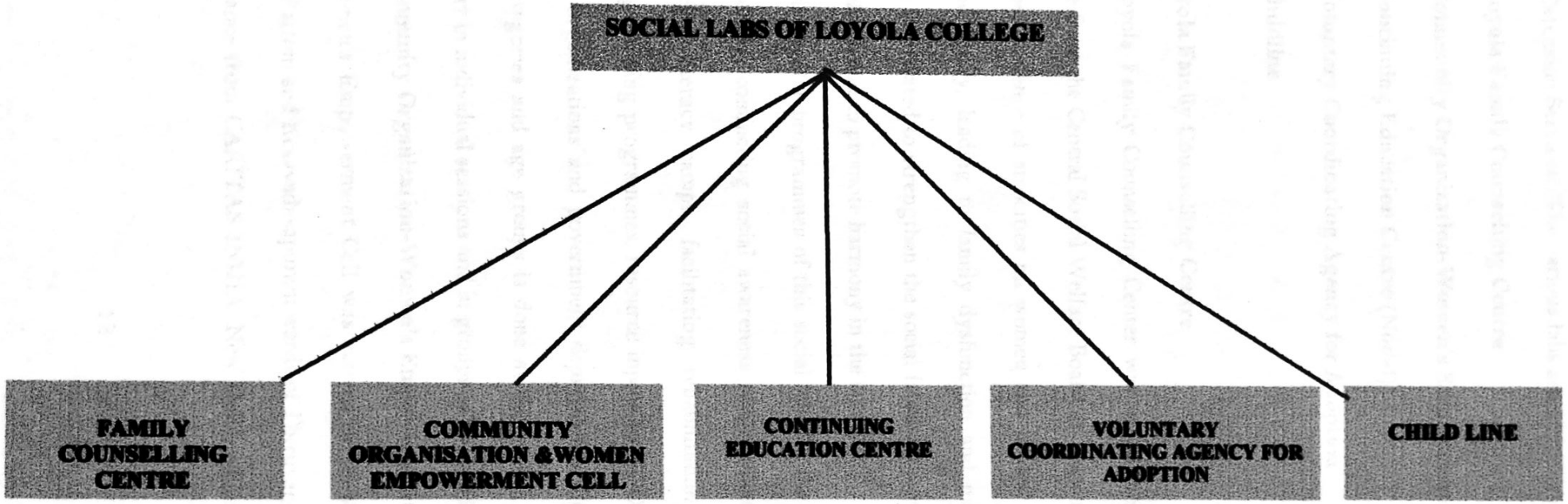
The faculty uses:

- Bulletin Boards
- OHPs
- Slide Projectors
- VCR/VCP
- Computers
- Internet

Two of our faculty are being deputed for a computer training under 'Intel: Teach to the Future' project where they will be trained as master trainers in IT-based teaching. They, in turn, will train every staff member over the years.

3.5 Social Labs

As an institution that forms social scientists and activists, the College has taken efforts to build up and use social labs where there is an integration of theory and practice, experimentation and experiential learning. These labs function under the


SOCIAL LABS OF LOYOLA COLLEGE
FAMILY COUNSELLING CENTRE
COMMUNITY ORGANISATION &WOMEN EMPOWERMENT CELL
CONTINUING EDUCATION CENTRE
VOLUNTARY COORDINATING AGENCY FOR ADOPTION
CHILD LINE

overall supervision of the Principal and the immediate supervision of the Director of Loyola Extension Services. The various labs are:

- **Loyola Family Counselling Centre**
- **Community Organization-Women's Empowerment Cell**
- **Continuing Education Centre (Nodal)**
- **Voluntary Coordinating Agency for Adoption**
- **Childline**

3.5.1 Loyola Family Counselling Centre

Loyola Family Counselling Center was established in 1986 with financial assistance from the Central Social Welfare Board, in response to and concern for the rise in the incidence of atrocities on women and to deal with the maladjustment within the family, leading to family dysfunction and marital breakdown. This scheme is formulated to strengthen the social fabric by preventing the families from breaking down and to promote harmony in the family..

The regular programmes of this social lab for the MSW and MA students are counselling, conducting social awareness programmes, premarital counselling camps, legal literacy camps, facilitating rehabilitation and referral services, counselling training programmes, resource inputs to NGOs and collaborating with voluntary organizations and government departments. Counselling the clients of various categories and age groups is done at the centre, sub centres, and in the family court in individual sessions and in groups as required.

3.5.2 Community Organization-Women's Empowerment Cell

Women's Empowerment Cell was started in 1996 among the urban poor women of Pattom and Kesavadasapuram wards of Thiruvananthapuram Corporation with assistance from CARITAS INDIA, New Delhi. The urban poor women are

powerless in the decision making process. They are marginalised in the development arena. They experience chronic unemployment and under - employment and therefore are victims of poverty, malnutrition and morbidity. They suffer from acute shortage of basic needs and essential infrastructure facilities. They are also victims of such social maladies like alcoholism, drug addiction, STD and others.

The various programmes of this project are **Awareness Programmes, Thrift, Credit Services, Self Employment/Income Generation Programme, Human Resource Development, Organization Development and Development of Infrastructure.**

On average, 24 seminars were organized and conducted successfully each year since the starting of the project. Six of them were conducted at Loyola and the rest were conducted at different communities. The animators of the group are given a refresher training of three days every year.

A total amount of Rs. 384,195 has been collected as thrift till this date. Four hundred members have so far availed loans from the Thrift and Credit Society. A total of Rs. 389,450 has been given away as loan amount. The loans are utilized either as consumption loans or for self-employment. The consumption loans include loans taken for medical treatment, education of children, marriage and other miscellaneous purposes.

Under the SJSRY scheme the members have taken loans for self-employment from the Indian Bank-Pattom, and the Vijaya Bank, Kesavadasapuram. The repayment to the bank and to the thrift society is near cent percent.

The group has a tailoring unit established with assistance from GG Hospital to train young women in tailoring. This unit shifts from on neighbourhood group to

another on completion of the training in one group, which lasts from seven to ten months.

Development of infrastructure was a continuous process during this period. A total of 42 sanitary latrines have been constructed with full financial assistance of G.G Hospital. Seven latrines were also provided under the NSDP scheme.

Shelter upgradation is another scheme of the NSDP utilized by the women. Fifty-six families benefited from this scheme at the rate of Rs. 11,000 to each family as loan. Self Employment programmes were initiated recently and one of the most successful enterprise has been the Lekshmi Nagar Catering Unit.

3.5.3 Continuing Education Centre (Nodal)

The Kerala State Literacy Mission has recognized Loyola as a Nodal Continuing Education Centre (CEC) for the implementation of the next phase of Literacy Campaign. This Centre is now functioning at the Pattom-Kesavadasapuram Area Development Society (ADS) and its services is made available to all the members of the ADS free of cost.

The centre organized a discussion for the members of various groups at St. Mary's auditorium Pattom, participated by 67 women. The topic for the discussion was 'Necessary Factors required for a healthy Family life'. Prizes were awarded to those members who put forward creative ideas.

3.5.4 Voluntary Coordinating Agency for Adoption (VCA)

VCA another social lab which is the Thiruvananthapuram Chapter of the VCA of Kerala, an organization which came into being in the wake of the Supreme Court Judgment on adoption and in accordance with the guidelines of the Government of India on adoption. This lab was established in 1992 and is sponsored by the Ministry of Social Justice and Empowerment, Government of India and Child Relief and You (CRY).

3.5.5 Childline

The Childline is the latest addition in 2000 to the social labs of Loyola which functions as the nodal agency in Thiruvananthapuram district, focusing of the relief and rehabilitation of children in distress. Any child in distress or anyone aware of the distressing situation of any child in the district can avail the free telephone service round the clock (day and night) by dialing 1098. It is a project of the Ministry of Social Justice and Empowerment in partnership with the State Government, NGOs, Corporate sectors, UNICEF and concerned individuals.

Street children, child labourers, children who have been abused, child victims of flesh trade, disabled children, children in institutions, child drug addicts, children affected by HIV/AIDS, children affected by conflict or disasters and children whose families are in crisis are the ones who come within the ambit of its services.

The meetings of resource organizations were conducted twice during the past three months. The city Advisory Committee meeting was held twice during the period. Four hundred posters were displayed in telephone booths to inform the public that Childline 1098 is a free telephone service. The `open house' of children was held twice for the benefit of the street children.

3.6 Innovation in Evaluation

Considering the importance of teaching-learning and evaluation processes, Loyola College of Social Sciences has tried to bring in a sense of wholeness to the process. The whole effort is seen as an organic and dynamic interplay of human intelligence, emotions as well as creative activity. For every topic we try to bring in these tridimensional aspects.

For evaluation, the University depends on the two annual examinations. Teachers of the University evaluate the papers and the Board of Examiners finalizes results. We, on our part, felt it as inadequate and have introduced terminal

examinations, model examinations and viva-voce apart from the quizzes, daily prelection sessions and so on. Some of the teachers have also taken to cooperative learning strategies where students are divided into smaller groups, taking responsibility for everyone's learning. Mentoring groups also function as periodic evaluation sessions. Under the personal care of a mentor and a small supportive group (normally 5-6) the students feel free to evaluate themselves and correct their ways, to move into healthier practices and nobler goals.

3.7 Teaching Faculty

The teaching faculty is eminently qualified and experienced in handling such a stupendous task. Six out of the 14 staff (including regular and contract) are Ph.D. holders. Of the rest, three are with M.Phil. All the non-Ph.D. staff are continuing with their Ph.D. work and are expected to complete in two years' time. About half of our staff is, either alone or jointly involved in some projects or research. A couple of our staff is active voluntary workers in NGOs.

The recruitment of faculty is done through a long interview by an expert panel consisting of a government nominee, subject expert, management nominee and the Principal. Demonstration classes are invariably conducted at the interview. Group discussions are also used to choose the most efficient candidate. No monetary, caste, class or other considerations are entertained. Merit and governmental regulations are the only criteria for selection.

Armed with research and guidance capabilities, interpersonal and communication skills, grass root-level involvement and imbibed with sense of commitment, dedication and discipline the staff of this College are real assets and serve as role models. We have a galaxy of visiting and guest faculties, national and international, who enlighten the students from the perspective of practitioners.

3.8 Evaluation of Teachers

The evaluation of teaching capabilities, research and overall effectiveness of the teacher is evaluated at two levels. They are:

- Self Appraisal
- Student Evaluation of Teachers

The Self Appraisal, given in a form, is a tool which looks into aspects such as general information, teaching experience, innovations/contributions in teaching during the year, improvement of professional competence, research contributions, extension work, community service and participation in corporate life.

The Teacher Evaluation Sheet, given to students is a scientifically designed tool for evaluating every teacher. The Principal or the HODs analyses the sheets and gives feedback to the concerned teachers.

In order to honour eminent teachers, we present mementos and *ponnadas* to senior faculty who have crossed 25 years of teaching.

The Social Work Department conducts termly open house to get feedback on teaching-learning process. They have been found to be extremely effective.

3.9 Faculty Improvement Programme

- **Internal Faculty Development Programmes (Internal, Quarterly)**: Resource persons are invited from outside the campus. Some of the recent resource persons include Dr. A Sukumaran Nair, former Vice-Chancellor of Mahatma Gandhi University, Kottayam; Dr. Chandan Mukherjee, Director, Centre for Development Studies, Thiruvanathapuram; and Dr. Pushpangadan, Fellow, Centre for Development Studies, Thiruvananthapuram.

- **Faculty Development Programmes (External):** Faculty is encouraged to attend as many programmes as possible with a view to improve their performance (Annexure-22).
- **Membership in Professional Bodies:** All the teachers are members of professional bodies like International Sociological Association (Spain), Association of Third World Studies (USA), Indian Sociological Society (New Delhi), Kerala Sociological Society (Thiruvanathapuram), and so on (Annexure-23).

3.10 International Linkages

For teaching and research we have established linkages with the following universities.

- Cleveland State University, USA.
- Louisiana State University, USA.
- University of British Columbia, Canada.
- University of Calgary, Canada.
- Sophia University, Japan.

3.11 Bridge/Remedial Courses

- Induction Programme
- Remedial English
- Concept Sessions for non-Sociology students
- Tutorials
- Public Speaking
- Job Seekers' Course

4. Research, Consultancy and Extension

4.1 Research

Loyola College of Social Sciences facilitates research through four channels:

- The research centre, recognized by the University of Kerala, is a centre through which scholars work for Ph.D. Presently we have six approved guides, namely, Rev. Dr. Jose Murickan, Rev. Dr. Thomas E.J., (Retd Principals) Dr.(Ms) Mariamma Joseph (Rtd.Professor), Dr.Sivakumar (Alumnus), Dr. Jose Boban. K and Dr. R Sooryamoorthy (current faculty). We have eleven candidates, seven full-time and four part-time, registered with us.
- The second channel of research is post-graduate level dissertation work. On average, 15-20 students opt for project work every year. Till three years ago, all the students of MSW and 5–7 on average from MA (Sociology), were doing project work. Every final year student is involved in a field-based seminar, wherein they get a first hand experience of formulating a research problem, collecting data, analysis of data, report writing and presentation. This has been a very fruitful exercise over the last few years. A list of student dissertations is enclosed. (Annexure-55). One of the weaknesses of this sort of research has been that many of them are not being used and have remained on the bookshelves in contrast to the other groups of researches.
- A third channel is research undertaken by individual teachers. Ever since the inception of the College, teachers have taken up research and consultancy, which have enriched the socioeconomic environment of Kerala. Some of the major works include:

- Technology, Credit and Indebtedness in Marine Fishing (1985) by Dr. Jose Murickan, SJ.
- Demographic and Socioeconomic Census Study for Kayamkulam Super Thermal Project (1991) for NTPC by Dr. E.J. Thomas SJ.
- Development Induced Displacement in Kerala (2000) in association with the Indian Social Institute, by Dr. Jose Murickan, Dr. MK George, Dr. Jose Boban, Mr. KA Emmanuel and Mr. Prakash Pillai.
- Study on Child Labour for ILO by Dr. R Sooryamoorthy.
- Researches done by Dr. Saji P. Jacob and Dr.MK George with assistance from Kerala Research Project for Local Level Development (KRPLLD).

Some of these researches had far reaching consequences and policy implications. For instance, through the NTPC study we were able to assist in the rehabilitation of the project affected, and displaced. The study on Development- Induced Displacement in Kerala is the first of its kind and has managed to create the first ever data base on this issue.

- The final group of researches is done by the Loyola Extension Services (LES). LES do various types of social surveys, feasibility studies, action research, and project evaluations. The beneficiaries of the research done by LES have been the State and Central Governments and NGOs, both national and international. A list of projects done by LES, numbering around 20 are given in the Annexure-24.

Through these four channels and the provision of guidance and even advance funding in cases if needed, the College promotes and sustains a research culture.

4.2 Publications

The College has encouraged dissemination of research findings through appropriate publications, both in our own as well as in other reputed journals. The major publications of our faculty include:

Dr. Jose Murickan, S.J.

- *Catholic Colleges in India*, The St. Joseph's Press, Thiruvananthapuram, 1981.
- *Persons With Disabilities in Society*, Kerala Federation of the Blind, Thiruvananthapuram, 1995.
- *Poverty in India*, Xavier Board Publication, New Delhi, 1988.
- *Technology, Credit and Indebtedness in Marine Fishing*, Hindustan Publishing Corporation, New Delhi, 1985.

Dr. E.J. Thomas, S.J.

- *Coalition Game Politics in Kerala*, Intellectual Publishing House, New Delhi, 1985.
- *Keralathinte Samooha Ghatanayaum Roopantharavum* (Mal), DC Books, Kottayam, 1997.
- *Mizo: Bamboo Hills Murmur Change*, Intellectual Publishing House, New Delhi, 1993.

Dr. (Ms.) Mariamma Joseph

- *Marriage among Indian Christians*, Rawat Publications, New Delhi, 1994.

Prof. CJ Mathew

- *Industry and Society* (ed.), The Kerala Sociological Society, Thiruvananthapuram, 1982.

Dr. MK George and Dr. R Sooryamoorthy

- *Extension in Higher Education*, Vikas Publications, New Delhi and Loyola College of Social Sciences, Thiruvananthapuram, 1998.

Dr. Jose Boban .K

- *Tribal Ethnomedicine: Continuity and Change*, APH Publishing Corporation, New Delhi, 1998.

Dr. R Sooryamoorthy

- *Science in Participatory Development*, co-author, Zed Books, London. Also published in India under the title *Science for Social Revolution? Achievements and Dilemmas of a Development Movement -- The Kerala Sastra Sahitya Parishad*, Vistaar Publications (a division of Sage), New Delhi, 1994.
- *Consumption to Consumerism: In the Context of Kerala*, Classical Publishing Company, New Delhi, 1997.
- *Climbing Up: The Story of Palmyrah Workers' Development Society*, PWDS, Martandam, 2000.

Journal

- *Loyola Journal of Social Sciences*, Vol. 1 – 14, 27 issues.

Newsletters

- *Alumni News Bulletin*
- *LES News Bulletin*

Others

Industrial Relations vis-à-vis Industrial Development in Kerala, 1994.

Magazines

Eighteen Issues. See Publication Division in Self Study.

Working Papers

- Advent of Consumerism in Kerala
- Religion as a Social Reality.

Hand Book

See Annexure-63.

Directory of Consultants

See Annexure-25.

Learning Modules

See Annexure-64.

4.3 Consultancy

Consultancy is provided at varying levels of involvement by all the staff, both at the College and LES. A Directory of Consultants has been prepared which gives the details of the competencies of the staff. LES offers consultancy in the thrust areas of

- Organization Development
- Community Development
- Field Initiatives
- Human Resource Development
- Feasibility Studies
- Project Design Planning and Management
- Management Information System and Evaluation

The staff has also provided consultancy services to agencies such as:

- CAPART
- Ministry of Social Justice and Empowerment, Government of India.
- Directorate of Social Welfare, Government of Kerala.
- NGOs

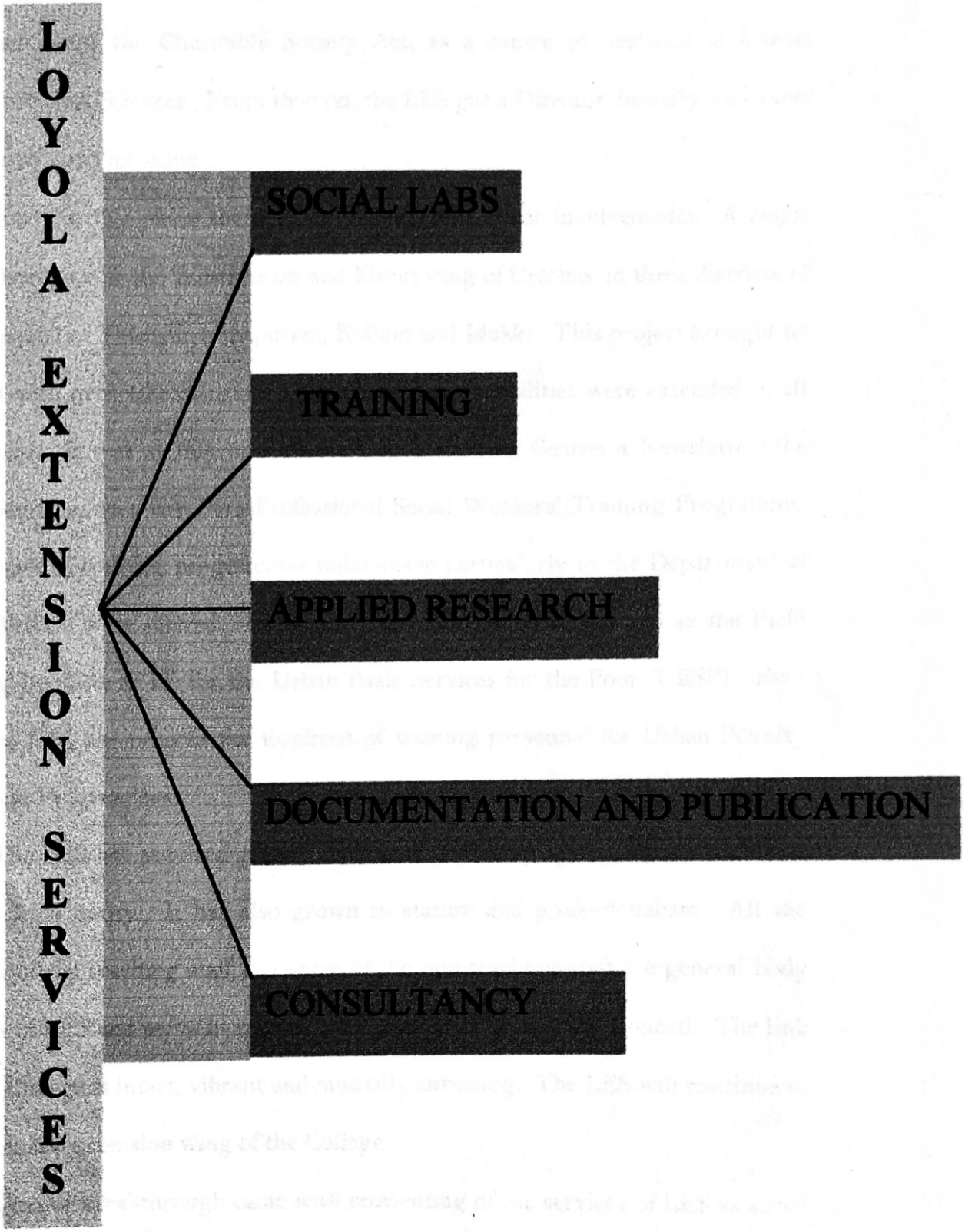
One of our faculty was in charge of monitoring all the family counselling centres in the southern districts of Kerala and Lakshadeep. We have enjoyed the benefits of consultancy in the following manner:

- Providing a forum for the integration of theory and practice.
- Influencing policy decisions.
- Assisting the community.
- Earning an income, though minimal.

4.4 Extension

Loyola College of Social Sciences has always had an extension dimension built into the very structure of the course, primarily because we were in the world of Social Sciences and dealing with social problems. Three distinct phases of extension activities can be traced. The first, beginning in the 60s up to the late 70s, was a period during which the College as a whole got involved in ameliorating the problems of the neighbourhood communities. Typical programmes were, *shramadan*, providing drinking water through digging of wells, thatching roofs, providing sanitary facilities, medical camps and provision of relief in emergencies. They were rather sporadic, few and far between.

By 1978, with the initiation of the National Adult Education Programme (NAEP) the College took a leap in a big way into the literacy efforts. By 1980, we were running 30 literacy centres, involving about a thousand adult learners, in three different Panchayats. It was a time when the students and staff had totally involved themselves with these local communities through literacy efforts, *Grama melas*, and competitions both in the Loyola Campus and in the villages. In this, we collaborated actively with the University Grants Commission and the University of Kerala. Towards the end of the second phase, we also initiated a Family Counseling Centre sponsored by the Central Social Welfare Board (CSWB).


LOYOLA EXTENSION SERVICES
SOCIAL LABS
TRAINING
APPLIED RESEARCH
DOCUMENTATION AND PUBLICATION
CONSULTANCY

By 1986, the Loyola Extension Services entered a third phase when it was registered under the Charitable Society Act, as a centre of outreach of Loyola College of Social Sciences. From then on, the LES got a Director, initially part-time, and later by 1995 full-time.

Early in this phase there was diversification in the involvements. A major break- through was the 'Supervision and Monitoring of Crèches' in three districts of Kerala, namely, Thiruvananthapuram, Kollam and Idukki. This project brought us in touch with over 200 villages, and our training capabilities were extended to all these areas. It was at this time that a Documentation Centre, a Newsletter, the Youth Services, an active Para-Professional Social Workers' Training Programme, and a series of training programmes tailor-made particularly to the Department of Social Welfare were offered. In the early nineties, we were selected as the Field Training Institute (FTI) for the Urban Basic Services for the Poor (UBSP). Ever since, the LES has been in the forefront of training personnel for Urban Poverty Alleviation Programmes.

The LES has acquired greater functional autonomy by registering itself as a separate legal entity. It has also grown in stature and professionalism. All the members of the teaching staff and some of the non-teaching staff are general body members of LES and serve in various capacities in its Governing Council. The link with the College is intact, vibrant and mutually enriching. The LES will continue to function as the extension wing of the College.

A major breakthrough came with reorienting of the services of LES as social labs for the students and faculty. Currently, the activities of LES can be divided into social labs, training, extension, documentation and publication.

- **Social Labs**
  - Loyola Family Counselling Centre
  - Women's Empowerment Cell
  - Continuing Education Centre (Nodal)
  - Voluntary Coordinating Agency for Adoption
  - Childline
- **Training**
  - Poverty Alleviation/Eradication
  - Women's Empowerment
  - Self-Help Group System
  - Project Design
  - Project Planning and Management
  - Leadership Development
  - Participatory Rural/Urban Appraisal
  - Organization Development
  - Awareness Camps
  - Micro-Enterprises Promotion
  - Training of Trainers

Field involvement is a unique and the most notable contribution of the LES. Besides providing guidance and support to field level action groups throughout Kerala, this social lab has become a pivotal resource center for the campus. It has the Area Development Society (ADS), consisting of 14 Neighbourhood Groups (NHGs), of 340 poor women in the Pattom and Kesavadasapuram wards of the

Thiruvananthapuram Corporation, where we experiment with the participatory process of enabling and empowering the poor women to be self - reliant.

4.5 Community Needs and Expectations

One of the constant concerns of the College is to be sensitive to the community needs and expectations. Our contact point is our social labs. Observation visits, focus group discussions, Participatory Rural Appraisal techniques, formal surveys and live-in with communities are ways in which the College sensitizes itself to the needs and expectations of the various communities. Recently, for instance, our social work students helped out in the survey of drug addicts near Thiruvanathapuram Airport. The MA students helped the students of Mar Ivanios College, Thiruvanathapuram, to prepare a survey report. The *Sanjeevani 2000* and *Souhrada Sangham 2000* were the two other innovative community outreach programmes undertaken in our social labs.

Sanjeevani 2000 is a rehabilitation awareness programme organized by the students of Medical and Psychiatric Social Work which facilitated the beginning of a rehabilitation unit within the Mental Health Centre, Thiruvananthapuram. Through fund-raising, the students provided materials like clothes, soaps, towels etc. for establishing recreational therapy in the form of tape recorders, cassettes and so on.

Souhrada Sangham 2000 is an awareness creation programme for the public, wherein they are given theoretical inputs by psychiatrists, psychiatric nurses and psychiatric social worker. The programme package included an exposure experience within the hospital, visits to the wards, interaction with the cured patients and a joint cultural programme. The public contributed a lot towards the rehabilitation fund. The Taxi Drivers' Union at Sreekaryam donated a fund towards the rehabilitation of the mental health centre projects. It is an indication that the

students could mobilize the resources from such groups and it becomes their concern too.

4.6 Resource Mobilization for Extension Activities

A number of sources, both national and international, have been tapped for mobilizing resources for our extension activities. Some of the major ones have been:

- UGC
- UNICEF
- Caritas India, New Delhi.
- Indian Social Institute, New Delhi.
- Indian Social Institute, Bangalore.
- Visthar, Bangalore.
- IGSSS, New Delhi.
- MIVA, The Netherlands.
- University of British Columbia, Canada.
- Sophia University, Japan.
- Government of India
    i) Central Social Welfare Board
- Government of Kerala
    i) Department of Social Welfare
    ii) Department of Local Administration
    iii) Department of Labour
    iv) Kerala State Social Welfare Advisory Board
    v) Kerala Rural Water and Sanitation Agency
    vi) World Bank aided projects

- State Management Agency, Thiruvananthapuram.
- Training Programmes
- Renting out of infrastructural facilities.

4.7 Participation in Extension Activities

4.7.1 Students

- The ten-day NSS camp provides the students a community live-in experience along with surveys, organization of seminars, discussions and campaigns.
- Involvement with Neighbourhood Groups (NHGs) and Self-Help Groups (SHGs) of poor women.
- Awareness programmes.
- Involvement in the activities of the social lab, Loyola Family Counselling Centre.
- Organizing medical camps.
- Participation in Literacy Mission.
- Working with street children.
- Exposure to adoption through the social lab of VCA, Thiruvananthapuram chapter.
- Campaigns for Smoke-free campuses.
- Anti-Coco Cola Campaign.
- AIDS awareness.
- De-addiction camps (at Bhimapally, Thiruvananthapuram).
- Anti-alcohol drives.
- Support in the rehabilitation of mental patients.
- Road construction, housing and cleanliness drive as part of camps.
- Blood Donors' Forum

4.7.2 Teachers

Teachers regularly participate in all extension activities of the College. They are assigned to different extension activities such as counselling, adoption and SHGs. Many of our faculty was actively associated with NGOs. For instance:

Ms. Helena Judith P

- Member, Governing Body, SOMA (an NGO), Thiruvananthapuram.
- Member, Hospital Development Council, SAT Hospital, Medical College, Thiruvananthapuram.

Dr. MK George

- President, Loyola Social Work Project, Poovar.
- Member, Board of Education, Thiruvananthapuram Dioceses.
- Volunteer, Telephone Couselling, THRANI, Thiruvananthapuram.
- Member, Friends of the urban Poor

Mr. TS Thomas

- Secretary, Kerala Plantation Labour Welfare Officers' Association, Thiruvananthapuram.

Dr. Usha John

- Member, Redressal Committee for Harassment of Women, Travancore Titanium Products Ltd., Thiruvananthapuram.

Mr. KA Joseph

- Director (Honorary), Center for Ability Disability Studies, Thiruvananthapuram.
- Secretary, Ability Aids India International, Thiruvananthapuram.
- Board member and Treasurer, National Christian Service, Thiruvananthapuram.

Fr.Joye James

- Founder Member, Friends of the Urban Poor
- Member, Task force , People's Plan Campaign, Govt. of Kerla

Fr.Charles.L

- Volunteer, Telephone Couselling, THRANI, Thiruvananthapuram.
- Member, Advisory Board, State Mental Health Authority, Thiruvananthapuram.
- Member, Managing Committee, Jubilee Hospital, Thiruvananthapuram.
- Member, Social Action Board, Thiruvananthapuram.

Mr. Sonny Jose

- Volunteer, Telephone Couselling, THRANI, Thiruvananthapuram.

5. Infrastructure and Learning Resources

5.1 Infrastructure Facilities

Loyola College of Social Sciences has probably one of the best infrastructural facilities in the whole State. Though part of the city Corporation, the College is located in a suburban area; and with its lush greenery, it provides a unique ambience for learning and reflection. The building with 25,800 sq.ft. in 3 floors for just 110 students and 14 teaching staff and 10 non-teaching staff is really sufficient. The salient features include:

- Spacious class rooms with independent tables and chairs and facilities for the use of audiovisual equipments.
- An OHP on each floor.
- A conference hall with a seating capacity of 50.
- An auditorium (designed by Laurie Baker) with a seating capacity of 400.
- A Research Room with mini conference facility.

- An Air conditioned Computer Centre with six PCs including advanced multimedia systems with Internet facility.
- A parlour for guests and visitors where all the photos of old students are displayed.
- Seminar Rooms (seating capacity of 10-12).
- A Common Class Room to accommodate about 100 persons.
- Store Rooms (2).
- Central Library Building of 4,160 sq.ft, with 19,185 books and 55 journals and periodicals. It has library software to locate books.
- Hostels for Men (rooms for 40) and Women (rooms for 45).
- Spacious college office with computer facilities.
- Canteen facilities for students.
- Ladies Room.
- Health Rooms with First Aid facilities.
- Mentoring Room.
- A Prayer Hall/Chapel (designed by Laurie Baker).
- Parking shed for two wheelers.
- Staff rooms with cabinet facilities
- Photocopying machines (2).
- Computers (12).
- Printers (5).
- Telephones (6).
- Fax machine
- Scanner
- Cyclostyling Machine
- Internet and Email

- Intercom with 11 terminals.
- White Boards (2)
- CD-ROM workstation with two computers.
- Play grounds: football, basketball, tennis, badminton and for athletics (some of them are shared with Loyola School).
- Bank (Extension Counter) in the campus.
- Water Cooler and Water Filters.
- Telephone booth
- Mini bus (operational by June 2001).

Facilities at LES include:

- Main building with office and accommodation facilities for 50.
- Mini Conference Hall with OHP, Slide Projector, Display Boards and Black Board.
- Class Room with a seating capacity of 60.
- Accommodation facilities for 20 in the Annexe.
- Dining hall and kitchen.
- Air-conditioned Computer Centres with 3 systems and 2 printers.
- Computerized telephone facility.
- Intercom.
- Mini Library and Documentation Centre.
- Computers and Printers.

5.2 Planning for Improvement of Infrastructure

The College conducts periodic meetings of a sub committee to plan the improvement of infrastructural facilities. Recently we have added some more facilities to the existing ones. They include new furniture, mini conference hall and

white boards. A stock register is maintained and periodic infrastructure audit is done.

The facilities of the College are normally used by the inmates as well as externs, from 8.30 a.m. to 4.30 p.m. on all working days. Outside agencies occasionally use our auditorium. The Computer Centre is normally used up to 7 p.m. However, during the third term, because of the rush to complete dissertations, computers are made available at night too. The Management does the maintenance of these facilities, from its own resources.

The infrastructure and learning resources provided at Loyola is adequate and proportionate to the number of students. There is optimal utilization of the existing facilities.

6. Student Support and Progression

6.1 Progression to Employment and Further Studies

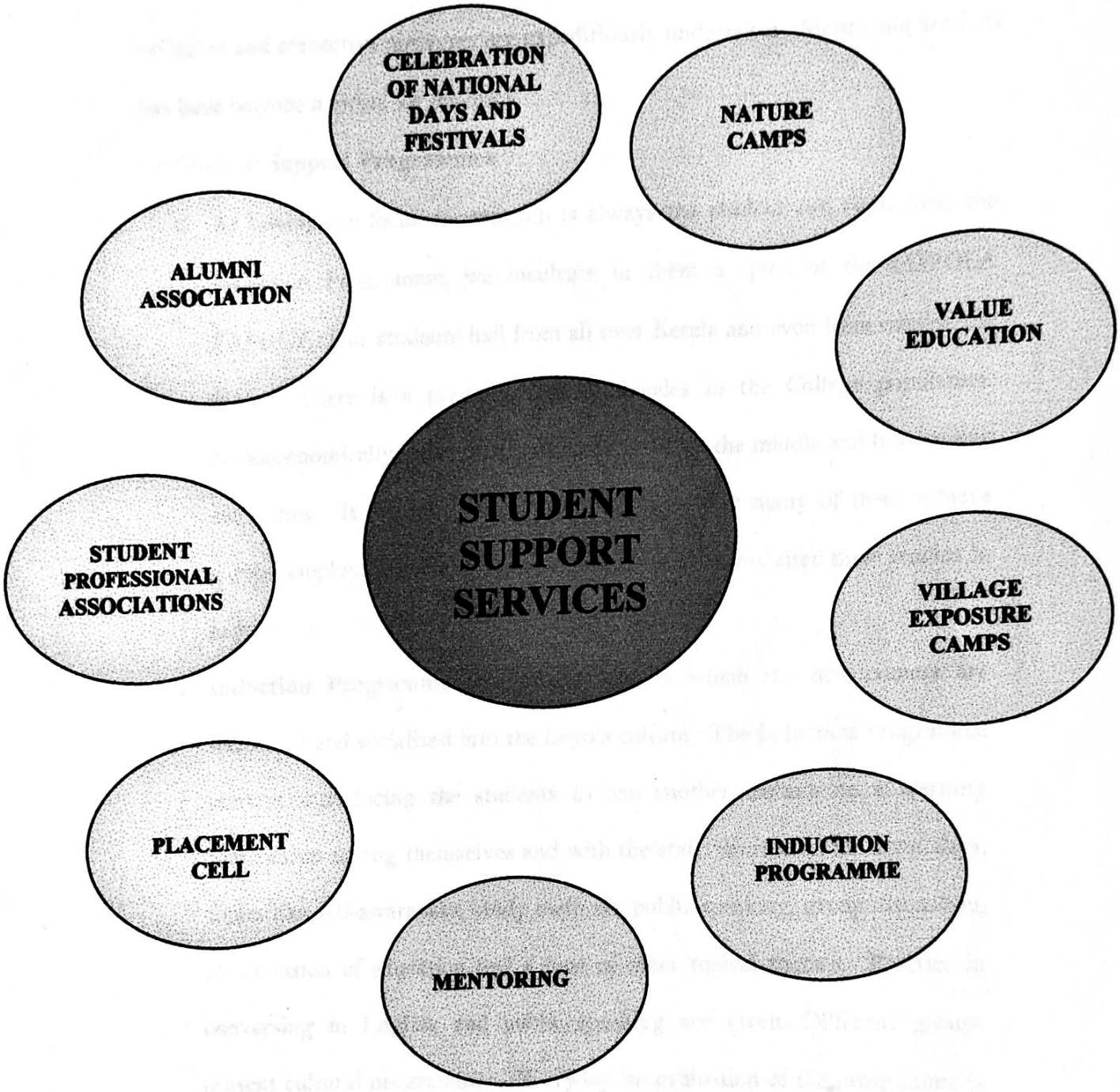
All our graduates in Social Work get employed within six months of passing out, either in the public sector, private sector or in NGOs. Similarly our MA students get postings, but mostly in NGOs or as Plus Two School teachers. Some do get into government jobs too.

The drop-out rate is rather low, with a maximum of three percent. These drop-outs normally join for other preferred courses rather than discontinuing their studies.

On average, we notice that out of 50 students who pass out every year, two to three students qualify the UGC-NET examination and graduate to higher studies such as M.Phil or Ph.D. Around six students go for B.Ed every year.

6.2 Student Feedback

We value student feedback as a critical component in the teaching-learning process. Hence, written evaluations and personal feedback are collected from


CELEBRATION OF NATIONAL DAYS AND FESTIVALS
NATURE CAMPS
ALUMNI ASSOCIATION
VALUE EDUCATION
STUDENT SUPPORT SERVICES
STUDENT PROFESSIONAL ASSOCIATIONS
VILLAGE EXPOSURE CAMPS
PLACEMENT CELL
INDUCTION PROGRAMME
MENTORING

students. Apart from this, we hold open houses for the students. We collect a personal data sheet at the beginning of the year, which is used for personal guidance. Annexure-65.

Grievance Redressal Cell is a new forum wherein effective feedback is collected and corrective measures are expeditiously undertaken. Mentoring sessions too have become a forum for feedback.

6.3 Student Support Programmes

- At Loyola the focus of attention is always the student and right from the Induction Programme, we inculcate in them a spirit of the **LOYOLA FAMILY.** Our students hail from all over Kerala and even from outside the State. There is a predominance of females in the College population. Socioeconomically, most of our students are from the middle and low-income categories. It is to the credit of the College that many of them achieve gainful employment and acquire a higher social status after their studies in Loyola.
- **Induction Programme** is a unique way in which the new comers are welcomed and socialized into the Loyola culture. The Induction Programme aims at introducing the students to one another embark on a learning partnership among themselves and with the staff. Normally, for three days, topics like self-awareness, study methods, public speaking, group discussion, Jesuit vision of education and a host of other topical themes. Practice in conversing in English and public speaking are given. Different groups present cultural programmes. Everyday, an evaluation of the programme is done. The Induction Programme has been found to be an excellent way to introduce the students to the new culture of learning and living in this campus. Invariably, every student has communicated that this was a unique

and new way of beginning a course. Still others, credit this programme with having given them the resourcefulness necessary for job interviewees and group discussions.

- **Mentoring Programme** (weekly) is based on the principle of 'personal care' of the students. Small groups (5–6) of students are assigned to teachers of their choice who will guide them in their personal, academic and interpersonal areas of life. It is a unique opportunity for the student to grow into mature personhood and partnership.
- **Social Analysis Programme** is a regular feature, wherein the students are made critically aware of the dynamics of the contemporary society and are given an opportunity to reflect on strategies of social transformation.
- **Value Education** sessions are an effort at reflecting on one's values rather than brainwashing the students. Every week one-hour is set apart for discussing the ethical and moral issues, value conflicts, and so on. The students normally identify the issues for discussion and the methodology is invariably participatory.
- **Voluntary Fieldwork** of MA students is another commendable programme. While for MSW students field work is compulsory and marks are assigned for the same, this is not the case with MA(Sociology). However, about 14 volunteers go every week to help the Self Help Groups (SHGs) of women in the backward areas of the city. They are given certificates.
- **Seminars, Discussions and Debates** on contemporary issues are a regular feature of the College. 'Kashmir Autonomy', 'Media and Social Transformation', 'Gender Discrimination', 'Premarital Counselling', `Hooch Tragedy, `Battle against Tobacco,' etc., were some of the issues debated on

recently. Facilitators for these sessions are normally eminent personalities from outside the College as well as our own staff.

- **Village Exposure Camps** (ten-day exposure camps) are compulsory for all the students. Through this camp students acquire skills of social analysis, community organization and group living. One of the most fascinating experiences at Loyola is that these camp days make students flower forth as persons. Though physically exhausting, students come away refreshed and energized. Often students stay with poor families during these camps expressing solidarity with the less fortunate.
- **Nature Camps** have become regular feature. Senior students are taken for a two-day live-in experience on environmental issues. Locations like Attappady, Silent Valley, Agasthyavanam and tribal habitats are chosen for this purpose.
- **The Committee Approach** to organizing functions is a specialty to Loyola. Every function is preceded by the formation of committees, which will plan, implement, review and evaluate. This experience is so enriching that time and again, the alumni report back to us about the rich harvest it has given in their later endeavours.
- The **National Service Scheme (NSS)** is the pride of the College. Apart from the ten-day camps, regular cleaning of the campus, discussion programs and service to the community are characteristics of our NSS unit. For the past few years our NSS volunteers have been chosen for the prestigious awards at National and State levels. Our NSS unit has constructed a house for a poor widow in the Muttada area. The unit mobilized resources to thatch the roofs of many needy families in that area. (Annexure-57).

- The **Legal Literacy Centre** in the College is an attempt to make the students legally literate. Discussion sessions, lecture inputs are the main thrusts of the centre (Annexure- 58).
- The **Adult and Continuing Education Centre** and the **Population Education Clubs**, though not very active, do keep the contact with the University Centre for Adult Education and Extension. During the 80s and early 90s, these activities were the lifeline of the College. Currently, we keep a nominal contact through Population Education Cell (PEC) of the College and one village.
- **Women Study Centre** of the College is engaged in sensitizing students regarding gender issues, and realities of life through education, seminars, exposure programmes and research activities (Annexure-59).
- **Loyola Alumni Association** established in 1967, continues the formative efforts of the College. Every year one or two issues of the bulletin are printed and shared among the members. January 26th is fixed for an annual get-together, which usually attracts about 100-150 alumni. These meetings include family get-together, discussion on serious issues, excursions and also organizing programmes for the benefit of the students and the community (Annexure-37). We have also initiated three Chapters of Alumni Association at Kollam, Kottayam and Kozhikode. During the Silver Jubilee celebrations of the College, the US based alumni got together and mobilized funds for our celebrations. They continue to hold the Alumni meetings in the US. The Loyola College Alumni Association keeps contact with the Southern Jesuit Alumni Associations, covering the southern states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala. It holds annual conventions to which representatives are sent. In 1994 and 2000, this conference was organized at

Loyola. Through the Alumni Association, the College offers a placement cell, which in many ways is a boon to many. We have alumni members who have distinguished in areas of education, social work, administration, industry, politics and so on.

- **Bulletin Boards** are used as a medium of information, dissemination, instruction and entertainment. Insightful cartoons, collages, quotes and photographs compiled by the students find a place on them. 'Gender Times', an initiative of the students of Gender and Society is a typical example. (Annexure-60).
- **The Celebrations of Onam, Christmas and Ramzan** evoke in the students a truly secular, tolerant and inclusive spirit. Messages and joyous celebrations mark these days. While Onam is a full day celebration, true to the national spirit, the others are equally solemn, but shorter.
- The **Arts Day** is a very special day for Loyola. Every year one full day is set apart for arts competitions. This day is preceded by days of practice. Intense competition and healthy cooperation mark this day of gaiety.
- **Sports Day** is preceded by many days of competitions in games in the evenings. This culminates in a full-day athletic meet. Care is taken that academic activities are least affected by these celebrations.
- **College Union**: It is extremely gratifying to note that for all these years the College has remained free of party politics. Elections, if held, are peaceful. Most often the decisions are arrived at by consensus. Under the College Union, a Planning Forum, a Social Work Forum, Arts Club, Sports Club etc function. Every one of these is a forum for personal growth and accomplishments. (Annexure-62).

- **Financial Aid to Students:** The College has made a few attempts at providing financial assistance to deserving students from the College and community. A sum of Rs. 29,000 is put as fixed deposit and the interest of which is used for this purpose. In addition to this, funds are also mobilized for specific needs of students as and when they arise. AIACHE, New Delhi, has been helping one student regularly. Some students have received grants from IGSS too. Some of the awards for excellent performance also carry cash gifts. Governmental scholarships and grants are also made available to SC and ST students and students from the fishing and economically backward communities.
- **Academic Counselling**: The objective is to inculcate appropriate learning habits, provide right guidance for optionals, career, professional development and other life choices. The major areas of counseling had been in orienting non-Social Science students to Sociology and Social Work, personal counseling, using mentoring sessions for career guidance and higher studies, choice of profession and so on. Poor performers are given special attention and remedial programmes are arranged for them. On the other hand, better performers are identified, acknowledged and challenged to scale new heights.
- **Placement Cell**: Ever since the inception of College, though informally, there has been a Placement Cell. About two decades ago an attempt was made to form a formal Placement Cell. The functioning of which was not always most effective. However, the Principal, Vice-Principal, and Heads of Departments acted as link persons between the employment seekers and the employers. Recently the Placement Cell has been revitalized and a more systematic set-up is envisaged (Annexure-36). A Placement brochure is being published.

- **Networking** with other social work institutions like the Rajagiri College of Social Sciences, the Sree Sankaracharya University Centres at Kalady and Payyannur, as well as the Vimala College, Thrissur have been a rich experience of sharing human resources. The All Kerala Professional Social Workers Association, the only professional organization of social workers and All Kerala Social Work Students Association (AKSSA) are efforts at promoting the professional status of Social Work. Similarly, the Sociology students and staff are members of the Kerala Sociological Society and the Indian Sociological Society.

The most fascinating outcome of these student support programs has been a steady growth of students. In the unique family style 'Break-up Social' function, an afternoon is spent on sharing the life at Loyola. Nostalgic, highly emotional and enriching as these sessions are, they are also time for stocktaking and improvement.

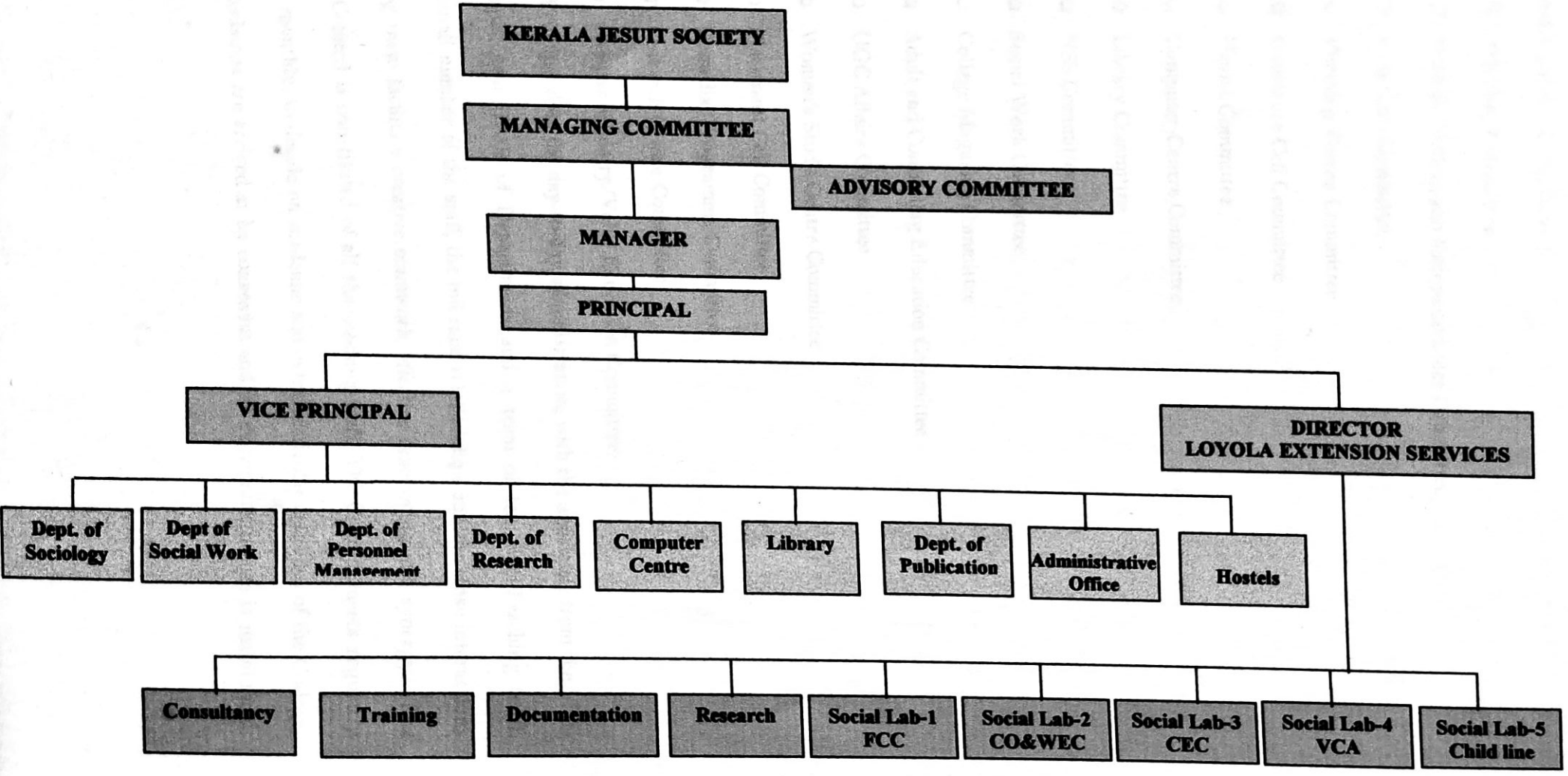
7 Organization and Management

7.1 Organization Structure

The overall Management of the College is done by the Management Committee (Annexure-42), representing the Kerala Jesuit Society and academics. This small committee is ably assisted by an Advisory Committee consisting of eminent academics, activists and personnel from industry (Annexure-42). They play a significant role in the efficient and effective running of the institution. The Managing Committee plays a major role in sharpening the vision, planning of activities and effective monitoring. Various committees have been formed choosing the student members democratically; staff members nominated. Major changes have been brought about because of the formation of these committees. For instance, the improvements made in the library as a result of the work of the Library Committee.

LOYOLA COLLEGE OF SOCIAL SCIENCES

ORGANISATIONAL CHART



FCC- FAMILY COUNSELLING CENTRE CEC- CONTINUING EDUCATION CENTRE CO-COMMUNITY ORGANISASTION
WEC-WOMEN'S EMPOWERMENT CELL VCA- VOLUNTARY COORDINATING AGENCY FOR ADOPTION

The committees formed are:

- Advisory Committee
- Student Welfare and Extra-curricular Committee
- Arts Club Committee
- Planning Forum Committee
- Grievance Cell Committee
- Hostel Committee
- Computer Centre Committee
- Library Committee
- NSS Committee
- Social Work Committee
- College Magazine Committee
- Adult and Continuing Education Committee
- UGC Affairs Committee
- Women's Study Centre Committee
- Placement Cell Committee
- Remedial Programme Committee
- Research Centre Committee
- Campus Ministry/Value Education Committee

The Principal does the day-to-day administration, with the assistance from the Vice-Principal, two Heads of Departments and a team of ten Non-Teaching Staff. The small number of the staff, the informal relationships and the close interactions among them facilitate creative teamwork, effective functioning and synergy. The Staff Council is constituted of all the teaching staff. The Council meets regularly (often monthly) to decide on academic and extra-curricular activities of the College. The decisions are arrived at by consensus and its democratic nature is maintained.

The organizational chart of the College shows the details. The other side of the coin is that it also produces, at times certain frictions, and acts as a drain on our energy. But, all in all, we maintain an effective management and administration in the College.

7.2 Functions and Powers of Functionaries

Delegation of power characterizes our administration. Every functionary is assigned specific rights and duties (Annexure-39) and accountability is ensured. Written job specifications are given. Periodic review meetings ensure the maintenance of a democratic, decentralized and participative administration. The sudents are given freedom to decide in the areas of extra-curricular activities, particularly with reference to the College Union activities. They plan seminars, outings and exposure visits and implement them effectively. The details of the functionaries are as follows:

- **Manager**
  - Overall in-charge of the College
  - Appellate Authority
  - Patron of the LES and Alumni Association
- **Principal**
  - In-charge of all curricular and extra-curricular, and academic responsibilities.
  - President of LES.
  - Director of the Alumni Association and the APSWIK.

- **Vice-Principal**
  - Assists the Principal in the above functions.
  - Immediate charge of student discipline.
  - Union Advisor.
  - Financial Management and Accounting.
  - Establishment and maintenance of physical infrastructure.
- **Heads of Departments**
  - In consultation with the Principal, carries out the duties and functions of the concerned department.

7.3 Human Power Requirement

The human power requirement is calculated according to the workload and is sanctioned by the University and the government, both for teaching and administration. The number of extension staff varies. A core staff of professionals is maintained. The rest are recruited as per the projects undertaken.

7.4 Recruitment, Induction and Placement

Recruitment is done on the basis of State Government directives. However, we insist on demonstration classes and a detailed interview in order to choose the best candidate. No extraneous considerations, either of caste or class, have ever entered into our recruitment process. The training of the newly recruited is done on a personal, mentoring basis. The Principal and the concerned HOD personally guide the new entrants into the culture of teaching and learning, nurtured for over three decades at Loyola.

7.5 Performance Appraisal

Performance appraisal is done formally and informally; by self and by others. For instance, students are asked to submit written evaluation of each teacher, based

on their experience. Till last year this was done with minimum guidelines, and now, with a more scheduled format (Annexures 19 and 20)). The results are codified, summarized and reported to each teacher. Teachers fill in a self-appraisal proforma annually.

Further, each of our staff meetings, because of its small size and intimate interactions become occasions of evaluation and monitoring. The Principal normally follows the principles of mentoring and assists each teacher in his/her growth. The last staff meeting of the academic year is normally the evaluation of the whole year.

7.6 Training

Teachers are sent for Orientation and Refresher Programmes, as per the UGC requirements. The College, on its initiative, conducts (thrice in a year) Staff Development Programmes. In addition, staff attend conferences, seminars, workshops, symposia, etc, both in-house and outside (Annexure-18).

7.7 Discipline

The College is known for its uniquely efficient discipline. Students behave maturely and staff guide them personally. There has never been a strike or any serious disturbance from our students. Daily attendance is taken. Absentee lists are displayed every day on the Notice Board (Annexure-66)). Those who are late to class have necessarily to take along a late slip signed by the Principal or Vice-Principal. These and other measures provide a responsible environment for learning.

7.8 Technology at the Service of Administration

An intercom with 11 extensions, two computers in the office and computer training for them are the latest additions to the on-going growth of administration. Along with these, the reprographic machine, and other audio-visual equipments assist in the autonomy, speed and efficiency of activities.

7.9 Budgeting and Auditing Procedures

Since the College is an affiliated one and the salaries of the government directly pays the staff. The Management, depending on the urgency of needs and financial capabilities, undertakes the maintenance and other developmental works. The LES being a delivery window of various projects, have plan funds. The Director of Collegiate Education, and the Accountant General's Office as per norms do auditing. The Kerala Jesuit Society audits the management expenditure. The LES accounts are audited by an auditor, authorized by the General Body. Thus accountability and transparency are ensured.

7.10 Resources: Mobilization and Utilization

The various sources of funds have been the Government Grants, Management resource, donations, fund raising and gifts. We have utilized both governmental and non-governmental as well as national and international sources. For the LES, resources have come primarily from governmental and non-governmental agencies. The government, from few projects and the Management, has funded the College. We have been rather slow in utilizing the PTA for resources. But we have already initiated the process and the response has been good. The Finance Committee looks after the financial management. We are also planning to levy a certain percentage of the consultation fee as well as honoraria generated by our staff to institute a Research Fund. We are also contemplating the introduction of certificate courses in order to generate funds.

The resources mobilized are utilized for the specific purposes for which they were generated. For instance, Income from hostels is ploughed back for their upkeep and development.

7.11 Financial Management

In matters of finance, we follow sound management principles. Finance come from three sources, namely, the Government, the UGC and the Management. The salaries of the teaching and non-teaching staff are provided by the Government. The UGC provides for some of the developmental needs like library upgradation, computerization and so on. The Management from its own resources provides the rest of the expenses of maintenance and development. No attempts were made so far to collect funds from the parents. Only very recently, was a PTA formed and attempts made to mobilize resources. The Loyola Extension Services have mobilized funds from various agencies, both national and international. The Management Committee does financial management, and a Procurator/Bursar looks after the maintenance of accounts.

7.12 Welfare Schemes

They are:

- Government Sponsored: As directed by service conditions.
- Management Sponsored
  - Interest-free Loan Scheme to staff in case of an emergency.
  - Scholarship Fund for financially needy students.
  - Subsidized stay in the hostels for deserving staff (non-teaching and students)

7.13 Grievance Redressal Mechanism

The College did not have a formal mechanism for grievance redressal. We have always followed an open-door policy with regard to grievances. It was feasible because of the small number and the cordial atmosphere.

However, this year we have constituted a Grievance Cell, to which any one can submit a petition. The petitions are taken, discussed threadbare and remedial action is initiated by the appropriate authority.

7.14 Visits by Review Commissions

Under the chairpersonship of Dr. Padma Ramachandran IAS, the **Kerala University Review Commission** inspected our College. This assessment about us was very positive; this has been integrated into the report already submitted to the University of Kerala.

The **Third National Review of Social Work Education (UGC)** constituted of Dr. Gokaran and Dr. Philomena visited our College to review the Social Work education. They were with us for three days, going into even the very minute details of the programme.

8 Healthy Practices

Some of the Healthy Practices are:

- Creative linkages with over 25 national agencies and four international centres of learning and research namely, the Cleveland State University, Louisiana State University, School of Social Work California State University (all in the USA), the British Columbia University, Canada and the Sophia University, Japan.
- Linkages with several industries within Kerala and outside for the purpose of concurrent fieldwork, summer placement (block), and imparting professionalism.

- Interface with practicing managers and trade union leaders is a regular feature. They help the students in their dissertation work. The managers join the seminars organized by the College as resource persons and delegates. They offer financial assistance for the college magazine and take our students as management trainees and so on.
- The **social labs** which are the lifeline of the Social Work, Sociology and MA(PM) students.
- **Curriculum update workshops** and other creative efforts to overcome the limitations of out-dated curricula as well as the restructuring of the curriculum to suit the semester system.
- **Continuous improvement** in academic matters is ensured by periodic examinations, viva voce, unannounced tests, quizzes, debates and seminars.
- A three-day **Induction Programme** facilitates the thorough socialization of the new entrants to values and culture of the Loyola College of Social Sciences.
- **A 'Clean and Green' campus** is one of the unique features of the Loyola College campus, the upkeep of which is happily shared by the student community.
- **Value Education** sessions conducted through participatory methodology, offering value clarification and guidance to students is one of the richest traditions of Loyola.
- The **Self-discipline** of the student community is manifested in high moral standards and self-control maintained on the campus.
- A **ten-day camp** (either in a rural or slum setting), which sensitizes the students to the socioeconomic and cultural realities of the marginalized.

- **A campus free of party politics**, yet promoting serious political discussion.
- **Consensus building** on all issues in the campus.
- **Healthy staff-student relationship**.
- **Mentoring Programme**, where individual and personal care is given to each student in the campus.
- Formation of and **participation in professional bodies** by both the staff and students.
- **'Planning–Implementing–Evaluation' (PIE)** approach in the organization of every programme in the campus, involving both the students and the staff with the result of skill building for students.
- **Inter-faith prayer services** and celebrations, which promote tolerant and secular culture in the campus.
- Introduction of **Computer Course** which motivates the students to be computer literate and skilled to stand up to the demands of the global village.
- **Need-specific Faculty Improvement Programmes**.
- **Participatory learning methods** viz. Group discussion, case studies, role plays, book reviews, class presentation, seminars, workshops etc.
- **Remedial English Programme** and the bridge programme of concepts for non-Social Science students.
- **Creation of a scientific temper** by promoting research efforts at various levels.
- A galaxy of **eminent guest faculty** from various fields.

- **A constant effort to bring in eminent men and women** from all walks of life (K Krishnan Menon, VV Giri, Mother Teresa, Pedro Aruppe, Dr. Shanker Dayal Sharma, ONV Kurup, KD Gangrade, Vishnu Narayan Nampoothiri, to mention a few).
- **Focus on the integration of theory and practices** as manifested in our field work programme.
- **Funding the economically disadvantaged students** through scholarships.
- **Periodic nature camps**, which educate the students for greater sensitivity to issues on ecology and environment.
- **Occasional retreat and mediation programmes**, including Yoga training course.
- **Patron's Day** when the memory of St. Ignatious Loyola is re-lived and reaffirmed.
- **Nine Awards and gold medals**, which motivate the students to perform better.
- **Social Analysis Programme** which creates in the students a critical insight into the complex social dynamics in the society.
- **High level of gender sensitivity**, manifested in gender studies and display of posters like "Gender Times."
- A **highly proactive NSS Unit** recognized at the national and state levels.
- **Teachers evaluated by students.**
- **Job Seekers' Course**
- A definite **community orientation** in all our academic and non-academic activities.
- **Health Room and Rest Rooms** for students.

- **Regular collection and distribution of clothes** to handicapped children in Andhra.
- **Open House** in the Social Work department.
- Collaboration with agencies involved in de-addiction and the rehabilitation of the mentally ill.
- Participation in **Telephone counselling services** for those with suicidal tendencies.
- **Family Life Education.**
- Bonding of Loyolites through the **Alumni Association.**
- A **Placement Cell.**
- A **Photo gallery** of all old students, retired teachers and Principals.
- **Humane and generous response** to wars and natural calamities like the Kargil, and Gujart earthquake.

9 Summary

What does Loyola College of Social Sciences look forward to? We dream of an Institute, that looks at the contemporary society critically, evolves new insights and reach these insights to the community in a dynamic process of interaction and sharing. We are fired by a vision of being change agents in the transformative processes. We hope to participate in the development of our nation and the world, through a process of on-going search, discovery, dissemination of knowledge and active involvement in issues and programmes, as we have the opportunity and the necessary competence to make meaningful contributions. We strive to pursue excellence in teaching, learning, research and outreach with social sensitivity.

The only College of its kind in the whole University and one of the handful in the State, with a 'family' of 120 students, sixteen faculty, 10 supporting staff and fired by the above vision, we acknowledge our tremendous potential.

How far have we realized the potential? Over 1000 graduates of our Institution fill in roles as varied as academics, administrators, social workers, bureaucrats, industrialists, social activists and politicians in every corner of the world. Some of them have left their mark on history. Our research studies have influenced policies and practices, particularly in the area of poverty alleviation, illiteracy eradication, family life education and so on. Our journal. *Loyola Journal of Social Sciences* has enlightened the academic and activist world over for almost two decades (Annexure-67). Our extension services have left their mark in the training of activists, empowerment of women, particularly in the poverty alleviation efforts.

We see tremendous possibilities still untapped. We realize, rather painfully, that we have been caught up in the constraining atmosphere of the University and the State, especially in the matter of financial resources, with the result that we failed to take off in many areas. With this realization, we have embarked upon new initiatives of linking up with foreign universities, strengthening our research efforts, updating ourselves as a resource centre and widening our outreach. At the same time, we need to sharpen our skills. Almost all the staff are already offering their consultancy services to various agencies and are determined to pursue it further.

How will we ensure better quality, higher efficiency and accountability? The shift over to the semester system by the coming academic year offers us an opportunity to improve the quality of academic achievements. The various committees that are already functioning and the Staff Development Programmes will assure greater transparency and hence accountability. Our network with other universities will be an added advantage to improve the quality of our service. We propose to streamline the annual planning session. Instead of a general planning as it is in vogue, we intend to set clear-cut goals department-wise and individual teacher-wise at the beginning of the academic year itself. Monitoring of the goal

accomplishments shall be done termly. A three-way appraisal by self, by the Principal, and by the students shall be undertaken. We will ensure greater accountability of all the staff in the discharge of their responsibilities.

Some of the concrete strategies envisaged are:

i. Annual Planning meeting.

ii. Monthly staff-cum-review meeting.

iii. Quarterly Advisory Board and Management Committee meeting.

iv. Strengthening of Research Centre.

v. Strengthening of Publication and Documentation.

vi. Student Evaluation of Teachers, Self-Appraisal of Teachers and Group Sessions of Teachers.

vii. Mentoring for students.

viii. Annual Evaluation Meeting.

ix. Self generated funds for Research.

x. New Certificate Courses.

xi. Executive Grooming Programme for MA(PM) students.

Together, we, the members of Loyola Family, will strive to achieve the vision of **"excellence in teaching, learning, research and outreach, with social sensitivity."**