

S T A K E H O L D E R S F E E D B A C K R E P O R T

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Internal Quality Assurance Cell (IQAC)

Loyola College (Autonomous)

Chennai – 600 034

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Stakeholders Feedback Report (2022-2023)

Internal Quality Assurance Cell (IQAC)

Loyola College (Autonomous) Chennai

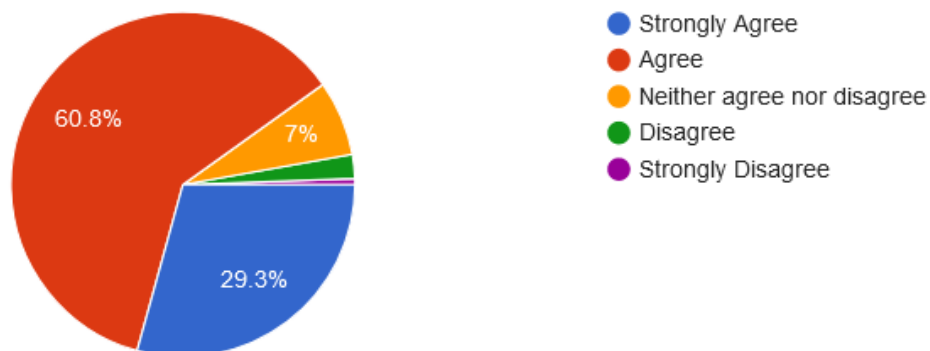
The Stakeholders feedback, comprising of Student, Parent, Faculty, Alumni and Employers for the Academic year (2022-2023) is compiled and presented below.

Faculty Feedback on Curriculum (2022 - 23)

The findings of the survey on faculty feedback on curriculum are given below.

1. The Course Descriptor template is comprehensive and the sections are self-explanatory. It provides all vital information about a course.

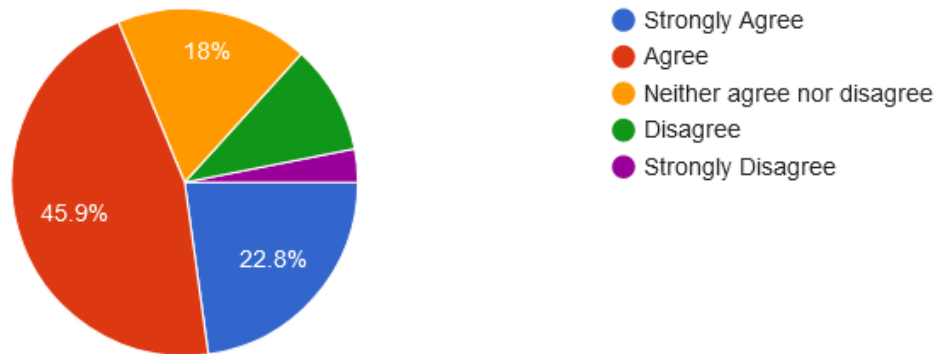
355 responses



29.3% of respondents strongly agree, and an overwhelming majority of 60.8% agree that the course descriptor template is comprehensive and the sections are self-explanatory. It provides all vital information about the course.

2. Incorporating Bloom's Taxonomy of Learning into curriculum design and assessments has made teaching and learning purposeful.

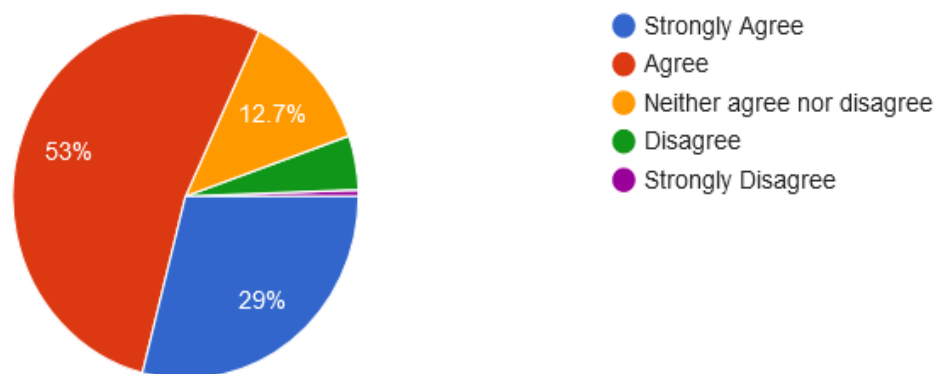
355 responses



A significant 22.8% of respondents strongly agree that incorporating Bloom's Taxonomy of Learning into curriculum design and assessments has made teaching and learning purposeful. Additionally, a majority of 45.9% express agreement with this, 6.50%, neither agrees nor disagrees, suggesting a modest level of neutrality or ambivalence on this matter.

3. The purpose of a Dynamic Lesson Plan is to ensure the timely completion of the syllabus and set a balanced question paper for assessments.

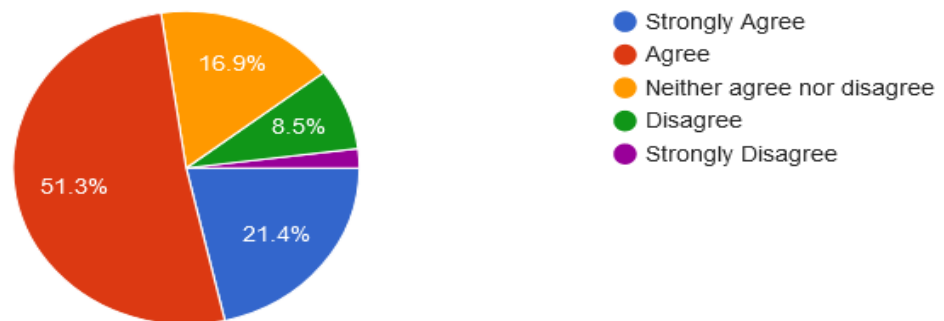
355 responses



Over one fourth (29%) of the respondents strongly agree that the purpose of a Dynamic Lesson Plan is to ensure the timely completion of the syllabus and set a balanced question paper for assessments. Additionally, 32% express agreement with the implementation of these crucial elements. 12% neither agree nor disagree, indicating a limited degree of ambivalence. 4.8 % show indications of disagreement and minimal show strong disagreement, underscoring a unanimous consensus on the efficient and timely execution of the syllabus and associated processes.

4. The correlation maps of COs with PEOs, POs, and PSOs have significant relevance in assessing and measuring the envisaged outcomes of a course, program, school, and institution.

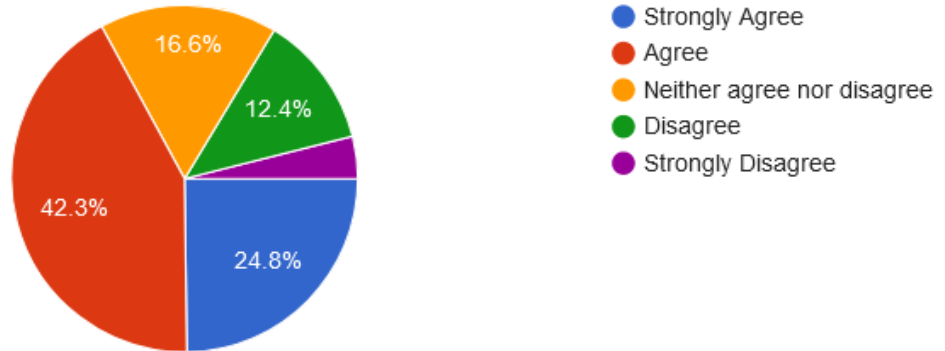
355 responses



The assessment and evaluation system to measure outcomes receive positive feedback, with 21.4% strongly agreeing and 51.3 % agreeing that it objectively measures Course Outcomes (COs) and Program Specific Outcomes (PSOs). A minor 16.9% neither agree nor disagree, while only 8.5 % disagree and 2% strongly disagree, indicating a prevailing consensus on the effectiveness and objectivity of the assessment processes.

5. The CIA and Semester LOCF Question Paper formats help a teacher set a balanced question paper, assigning equal weightage to all the units of the syllabus, corresponding learning levels, and course outcomes.

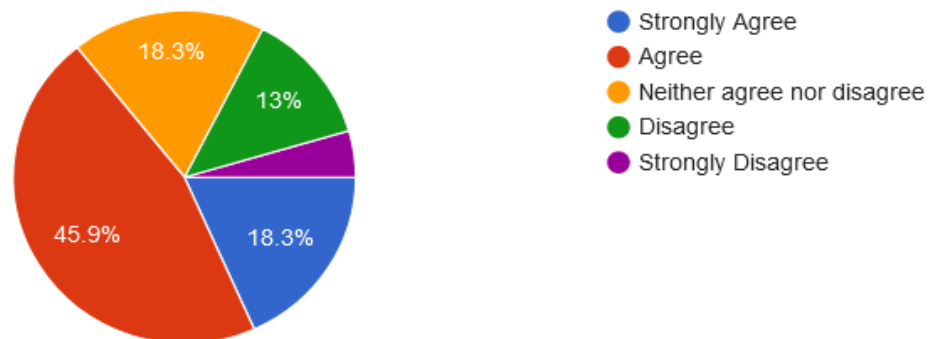
355 responses



The feedback suggests a positive reception towards the CIA and Semester LOCF Question Paper formats that help a teacher set a balanced question paper, assigning equal weightage to all the units of the syllabus, corresponding learning levels, and course outcomes with 24.8% strongly agreeing and 42.3% agreeing. A notable 16.9% neither agree nor disagree, while 12.4% disagree and 3.9% strongly disagree.

6. The BLOOM's action verbs assist teachers in creating questions that are appropriate to a learning level, laying out the prerequisites, and communicating their expectations to the students.

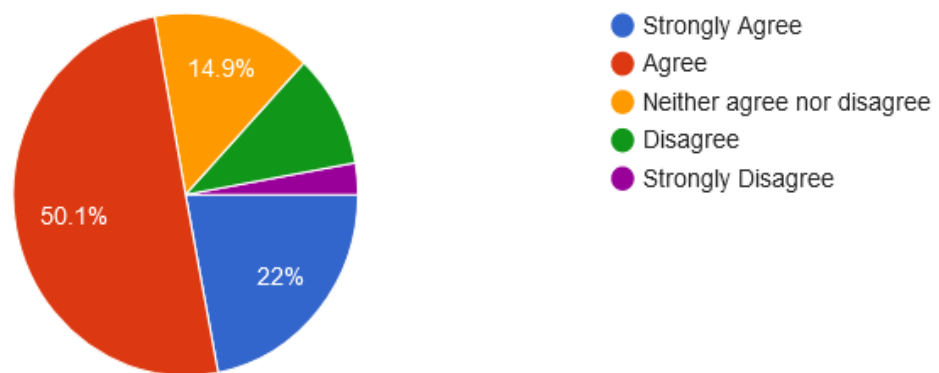
355 responses



The feedback results reveal positive perceptions towards the BLOOM's action verbs assisting teachers in creating questions that are appropriate to a learning level, laying out the prerequisites, and communicating their expectations to the students with 18.3% of faculty strongly agreeing and 45.9% agreeing. A notable 18.3 % neither agree nor disagree, while 13 % disagree.

7. In the CIA and semester examinations, it is ideal to evaluate the UG and PG students for all learning levels (K1 to K6), as each learning level is linked to a particular course outcome.

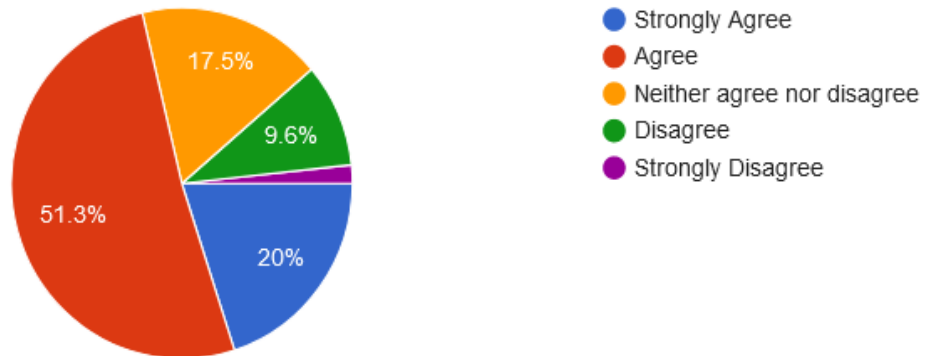
355 responses



22% strongly agree, 50.1 % agree,14.9% neither agree nor disagree, while only 2.8% strongly disagree that the CIA and semester examinations, is ideal to evaluate the UG and PG students for all learning levels (K1 to K6), as each learning level is linked to a particular course outcome.

8. In the LOCF model, learning level-based assessment and attainment scores could help teachers evaluate or redesign their teaching pedagogy.

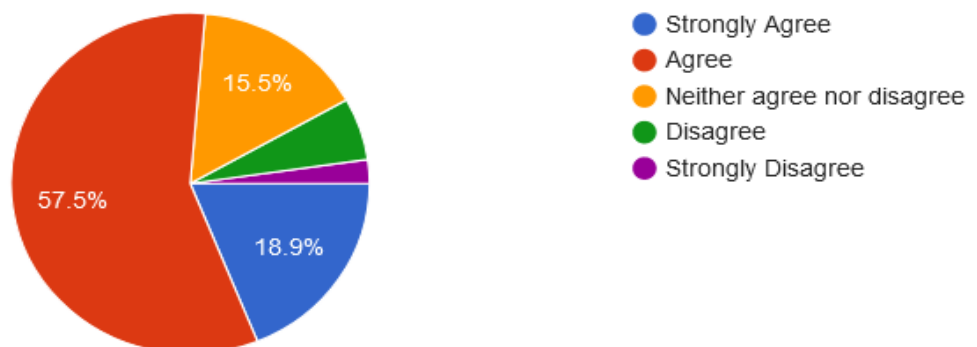
355 responses



The survey results reveal that 20% strongly agree, 51.3 % agree that the LOCF model, learning level-based assessment and attainment scores could help teachers evaluate or redesign their teaching pedagogy. However, 17.5 % neither agree nor disagree, while 9.6% disagree and 1.7% strongly disagree requiring an action in this regard.

9. The attainment scores in LOCF are for the institution and faculty to assess, monitor, and regulate the effectiveness of teaching and learning and to cater to the learning needs of different levels of learners. A detailed analysis of the outcomes of such assessments and action-taken reports is part of the accreditation and assessment criteria mandated by UGC and NAAC. These scores are not mentioned in the grade sheets of students.

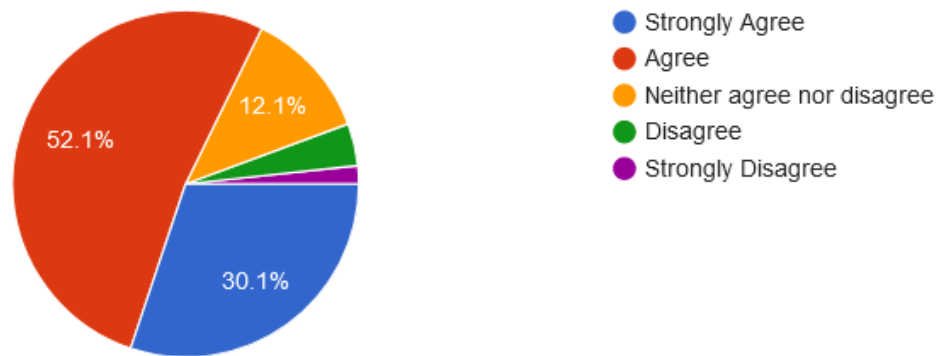
355 responses



18.9 % strongly agree and 57.5 % agree that the attainment scores are essential to regulate the effectiveness of teaching and learning and to cater to the learning needs of different levels of learners.

10. The attributes of LOCF, like PEOs, PSOs, POs, and COs, are aligned with the vision and mission of Jesuits and the ethos and legacy of Loyola College.

355 responses

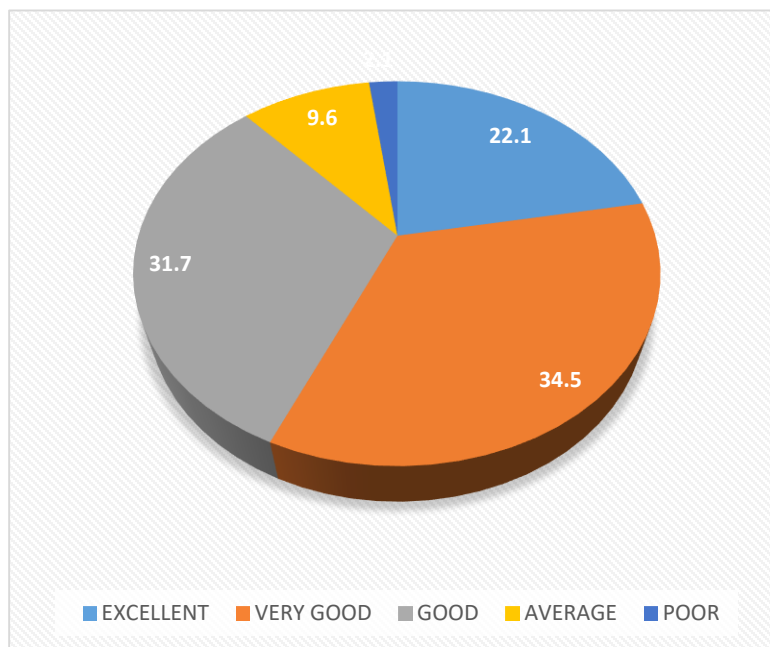


An overwhelming majority of staff (82.2%) concur that the attributes of LOCF, like PEOs, PSOs, POs, and COs, are aligned with the vision and mission of Jesuits and the ethos and legacy of Loyola college.

Feedback on Curriculum (2022 - 23)

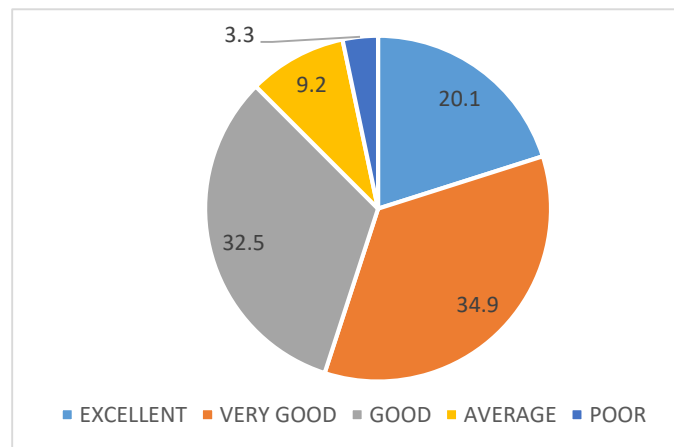
Students from the Arts, Science and Commerce disciplines participated in the survey and answered various questions related to Course outcomes, Assessment Evaluation, learning resources, etc.

Assessment of Syllabus Alignment with Course Outcomes



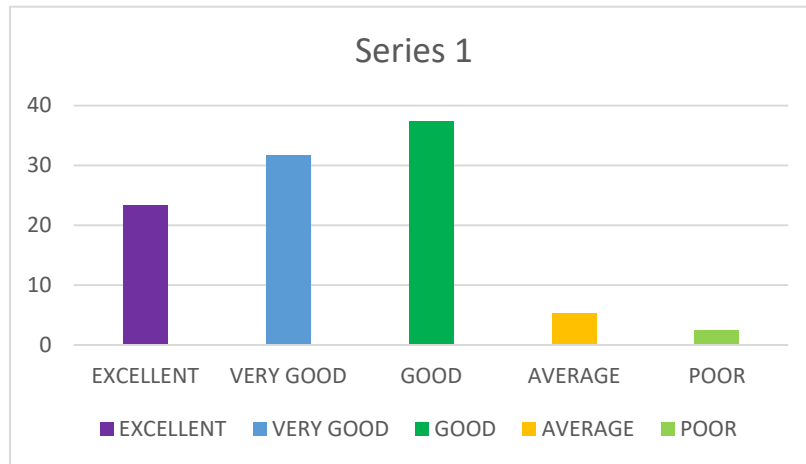
Among the students who responded on the satisfaction with the syllabus of a given course in relation to the expected outcomes, a substantial portion (22.09%) of respondents, nearly one-fourth, rated the course syllabus as excellent. The largest percentage of participants (34.54%) rated the syllabus as very good. Another significant portion (31.73%) of respondents rated the syllabus as good. A smaller percentage (9.64%) of participants provided an average rating and a minimal percentage of students rated the syllabus as poor.

Inclusion of Recent Trends and Developments in Course Syllabi



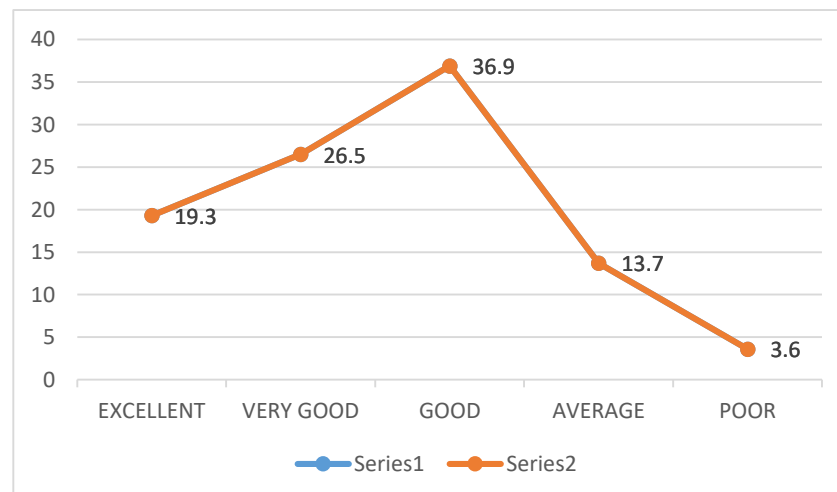
Students were asked to rate their perception of how well each course syllabus addresses contemporary topics. The findings shed light on the effectiveness of the curriculum in staying current with industry trends. A notable percentage (20.10%) of respondents deemed the coverage of recent trends in course syllabi as excellent. The largest portion of participants (34.90%) expressed satisfaction with the inclusion of recent trends, rating it as very good. Another substantial percentage (32.50%) of respondents rated the coverage of recent trends as good. A smaller proportion of participants (9.20%) provided an average rating, suggesting a moderate level of satisfaction with the integration of recent trends and a small percentage (3.3%) of respondents rated the coverage of recent trends as poor.

Assessment of Paper Relevance to Streams



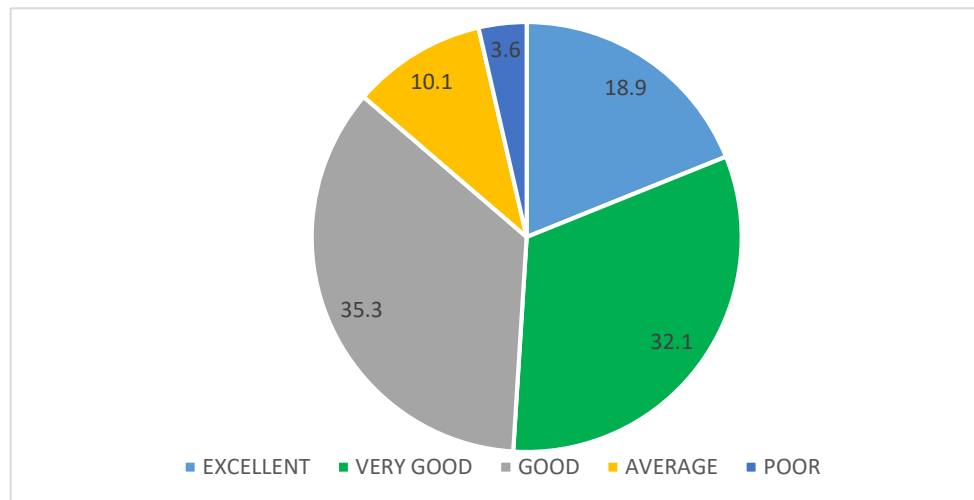
Majority of students expressed satisfaction with the relevance of papers to their specialization streams. A noteworthy percentage (23.3%) of participants rated the relevance of papers as excellent. 31.7% expressed a very good rating for paper relevance. A significant majority of students perceive the content as highly pertinent to their specialization, contributing positively to their academic and professional development. A considerable percentage (37.3%) of participants rated the relevance of papers as good. A smaller proportion of respondents (5.6%) provided an average rating, indicating a moderate level of satisfaction with the relevance of papers to their specialization streams and 2% of students rated as poor.

Teaching methods followed by Teachers



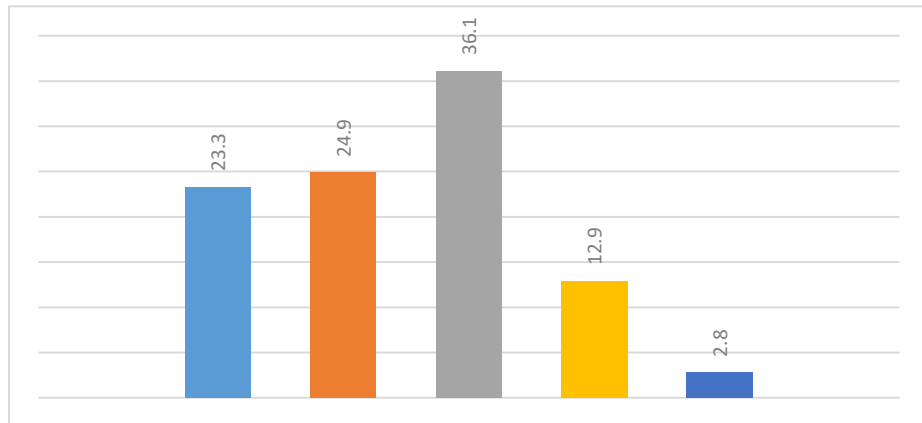
While assessing the teaching methods employed by the faculty, a notable percentage (19.3%) of students rated the teaching methods as excellent. 26.5% of participants expressed a very good rating for teaching methods. A considerable percentage of students (36.9%) rated the teaching methods as good. A smaller proportion of respondents (13.7%) provided an average rating for teaching methods. A minimal percentage (3.6%) of participants rated the teaching methods as poor.

Objectivity of assessment and evaluation



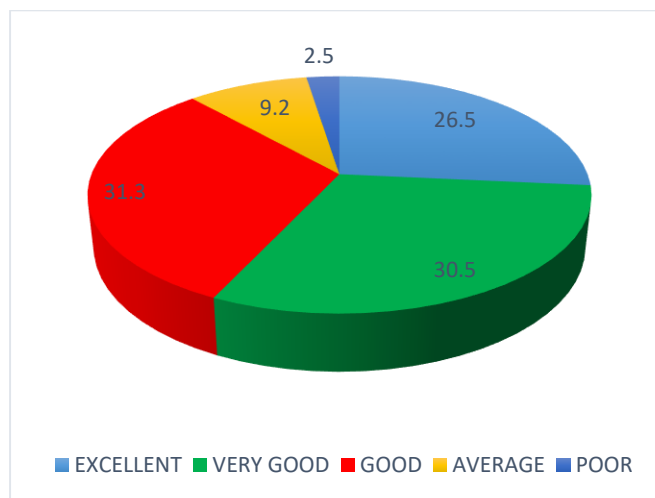
Students rated the objectivity of assessment and evaluation methods employed in the academic setting. A notable percentage (18.90%) of respondents rated the objectivity of assessment and evaluation as excellent. 32.10% of participants expressed a very good rating for the objectivity of assessment and evaluation. A considerable percentage of participants (35.30%) rated the objectivity of assessment and evaluation as good. A smaller proportion (10.80%) of respondents provided an average rating for the objectivity of assessment and evaluation. A minimal percentage (2.80%) of participants rated the objectivity of assessment and evaluation as poor.

Student Accompaniment Provisions in College



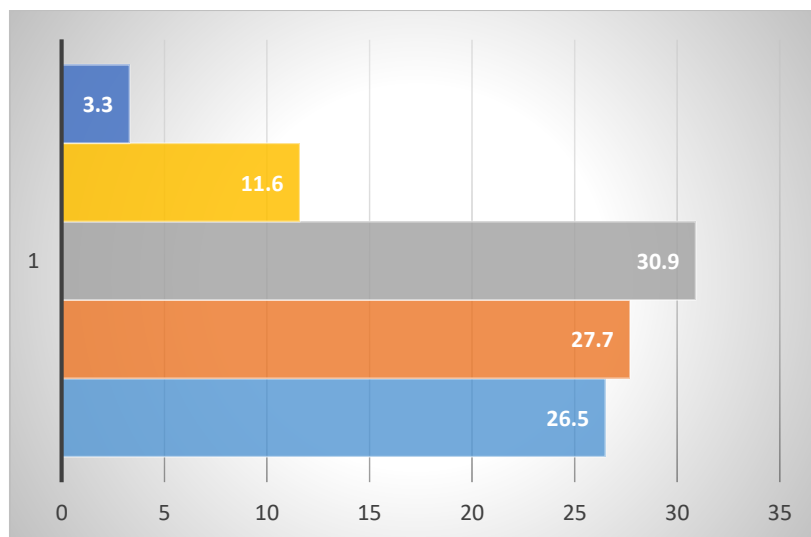
Students were asked to assess the student accompaniment provisions in the college, examining the perceptions of students across various performance categories and support system. 23.30% of students rated the accompaniment provisions as excellent. A substantial 24.90% of respondents expressed a very good rating for the student accompaniment provisions. Majority of students, comprising 36.10%, deemed the student accompaniment provisions as good. Approximately 12.90% of students provided an average rating for the support systems. A relatively small percentage, 2.80%, rated the student accompaniment provisions as poor.

Learning resources (Library, Lab, ICT Provisions and others)



Students assessed the learning resources that are available in the college such as Library, Lab, ICT Provisions etc. A prominent 31.3% of students deemed the learning resources as excellent. 30.5% of respondents provided a very good rating for the learning resources and 26.5%, rated the learning resources as good. Approximately 9.2% of students gave an average rating for the learning resources. A relatively small percentage, 2.40%, rated the learning resources as poor.

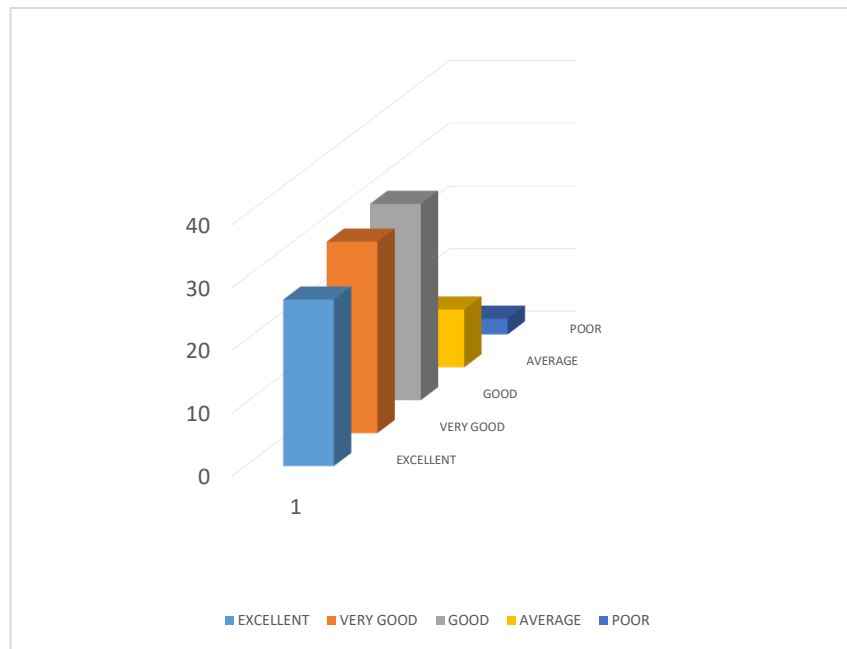
Perspectives on Extension and Co-curricular Activities



Students evaluated the Extension and Co-curricular Activities offered by the college. A significant 26.50% of students rated the extension and co-curricular activities as excellent. Nearly a quarter of respondents, 26.50%, provided a very good rating for the extension and co-curricular provisions. Majority of students, comprising 30.90%, rated the extension and co-curricular activities as good. Approximately 11.60% of students gave an average rating for the extension and

co-curricular activities. A relatively small percentage, 3.30%, rated the extension and co-curricular activities as poor.

Overall rating of the program & various facilities in the college

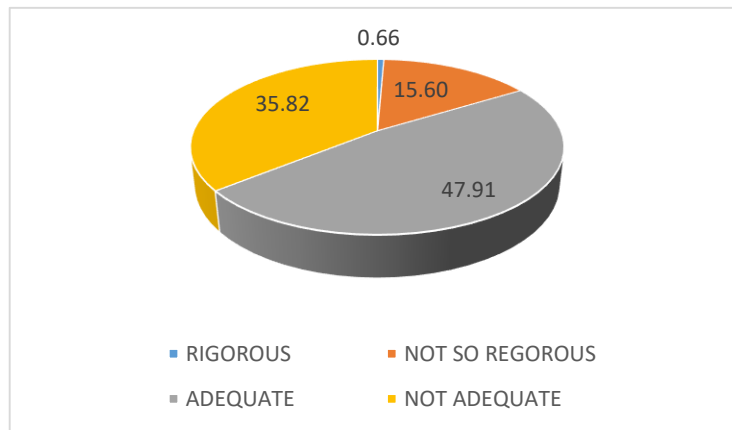


The overall assessment of the college program and its facilities reflects a positive sentiment among students, as evidenced by the survey findings. A significant portion of the student body, 26.5%, rated the program and facilities as "Excellent," 30.5% as very good, 31.3% as good indicating a high level of satisfaction.

Parents Feedback on Curriculum (2022 - 23)

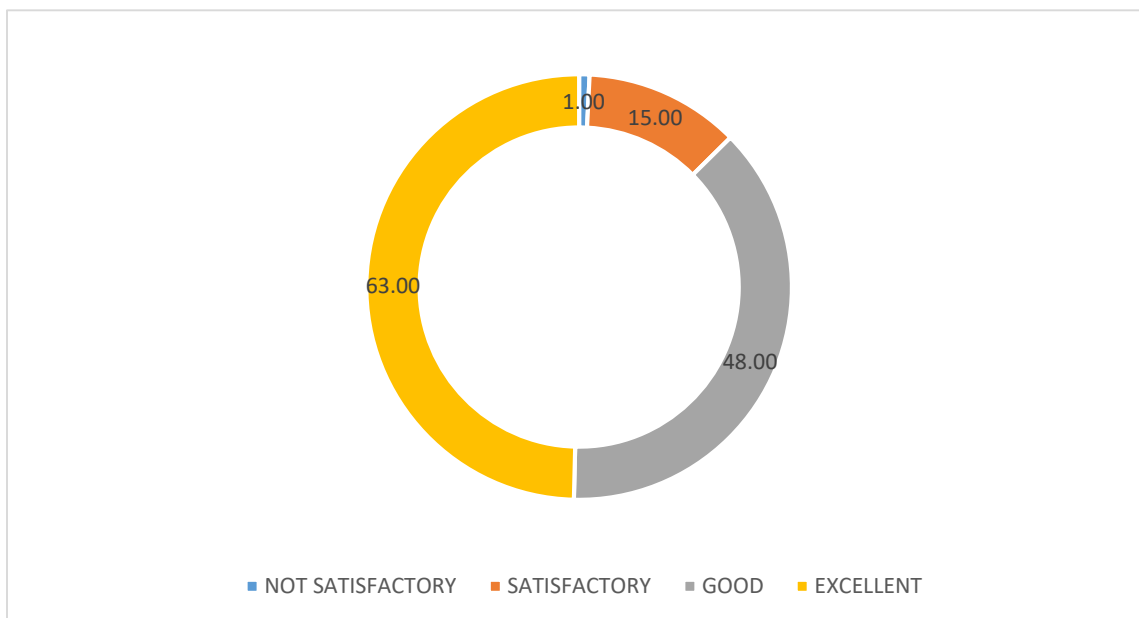
Feedback on curriculum was collected from parents. The questionnaire covered various aspects including curriculum, teaching, internship, etc.

Academic Rigor at Loyola College (Autonomous) Chennai



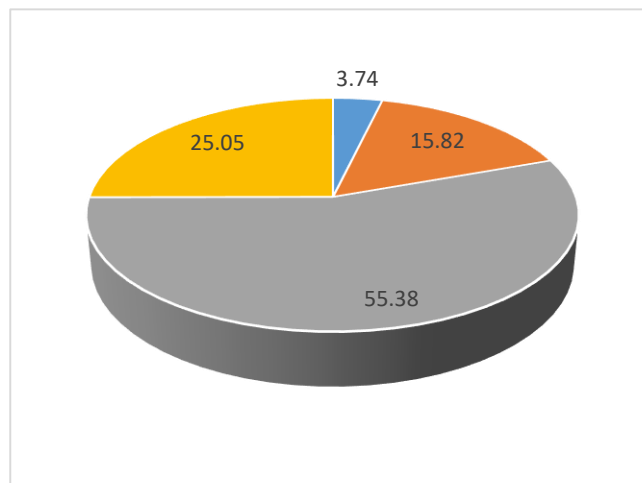
Majority of parents (47.91%) perceive the academic program at Loyola as "Adequate," indicating a generally positive view of the educational experience. A smaller percentage find it "Rigorous" (0.66%), while 15.60% describe it as "Not so Rigorous." 35.82% express concerns about the academic program being inadequate requiring improvement

Quality of Teachers at Loyola College, Chennai



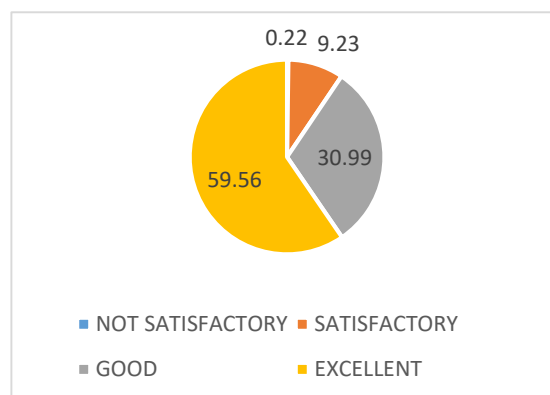
Majority of respondents (63.00%) perceive the quality of teachers at Loyola College as "Excellent," indicating a high level of satisfaction with the expertise and teaching abilities of the faculty. Additionally, 48.00% of participants rated the quality as "Good," emphasizing a substantial positive perception of the teaching staff. A smaller percentage of respondents (15.00%) considered the quality of teachers as "Satisfactory," suggesting a moderate level of contentment. Importantly, no respondents provided a rating of "Not Satisfactory."

Accessibility of Teachers for Parents in the Department:



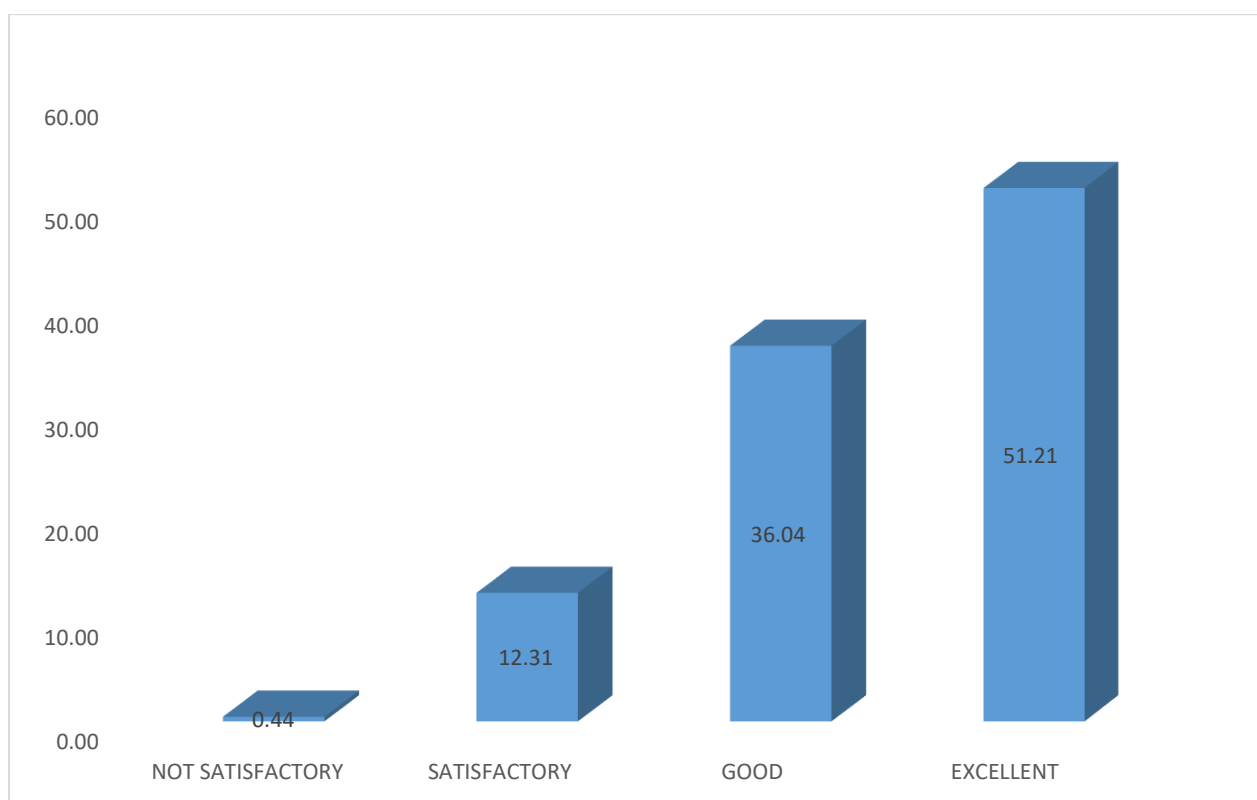
Majority of respondents (55.38%) rated the accessibility of teachers for parents as "Good," indicating a positive perception of the department's responsiveness. Additionally, 25.05% of participants rated it as "Excellent," suggesting a substantial portion of the respondents found the accessibility to be of the highest standard. A notable 15.82% deemed the accessibility as "Satisfactory," representing a moderate level of satisfaction. A smaller percentage, 3.74%, expressed concerns by rating the accessibility as "Not Satisfactory."

Internship as part of the Degree Programme at Loyola is (one month outside the college, work in an industry or civil society organization)



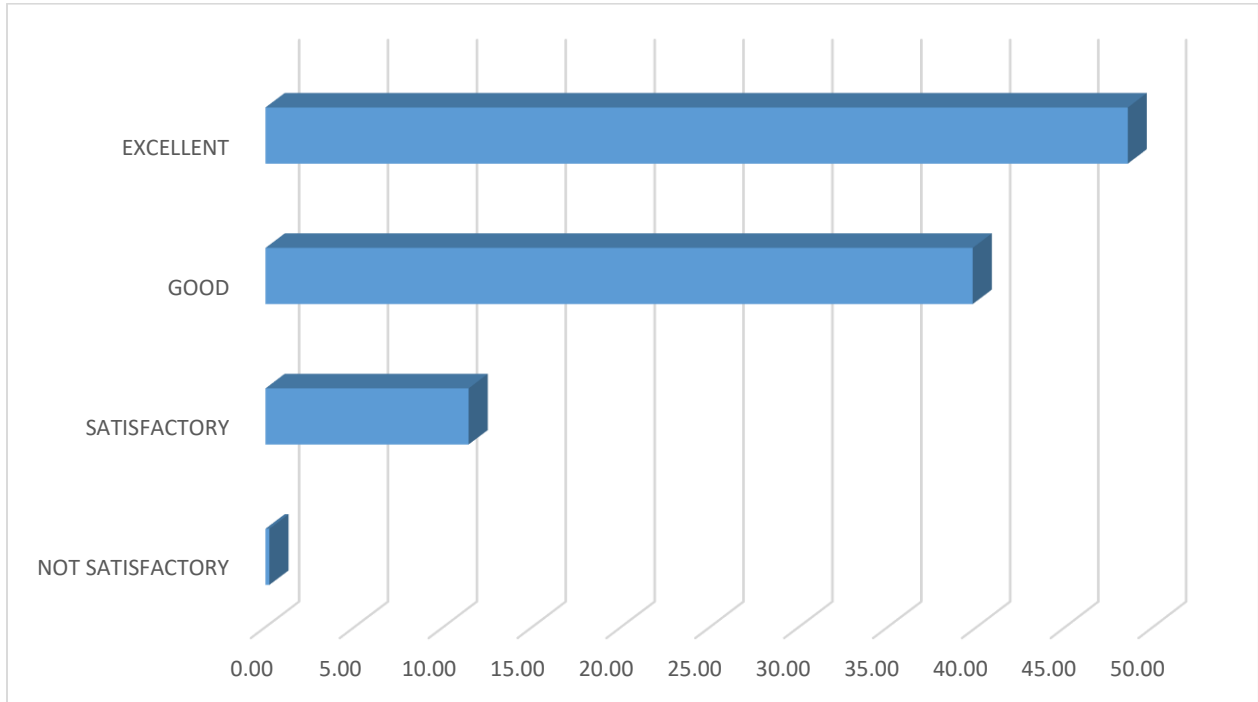
A significant portion of respondents (59.56%) indicated that the internship, lasting one month outside the college and involving work in an industry or civil society organization, was perceived as "Very Useful." This suggests that a substantial number of students find the practical exposure gained during the internship highly beneficial. Meanwhile, 9.23% of respondents considered the internship only "Sometimes useful," and a small percentage (0.22%) found it "Not Very Useful."

Usefulness of the Outreach Programme at Loyola College



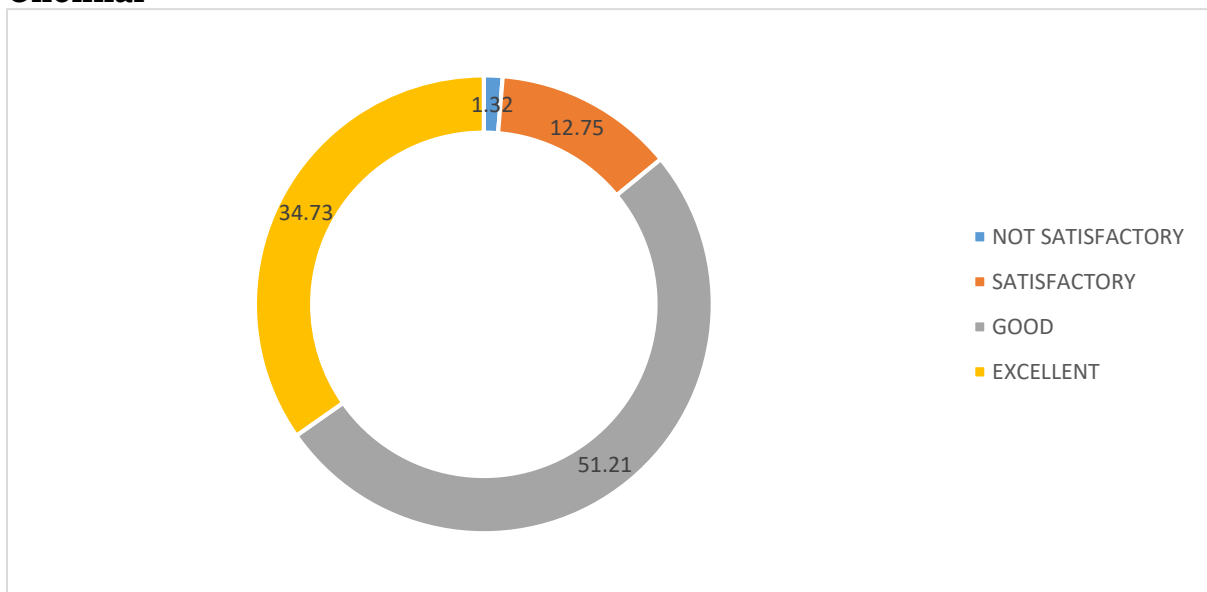
The majority of respondents (39.67%) perceive the Outreach Programme at Loyola as "Mostly Useful," indicating a positive sentiment toward the program's impact on their educational experience. Additionally, 38.02% of participants rated it as "Very Useful," highlighting a substantial number who find the program highly beneficial in connecting theoretical knowledge with practical application. A moderate percentage (12.31%) of respondents considered the Outreach Programme "Sometimes Useful," suggesting that while beneficial, there may be areas for improvement or specific challenges faced during participation. A negligible percentage (0.44%) found the program "Not Very Useful."

Infrastructure in the Loyola Campus: Lab, Classrooms, Library & Canteen



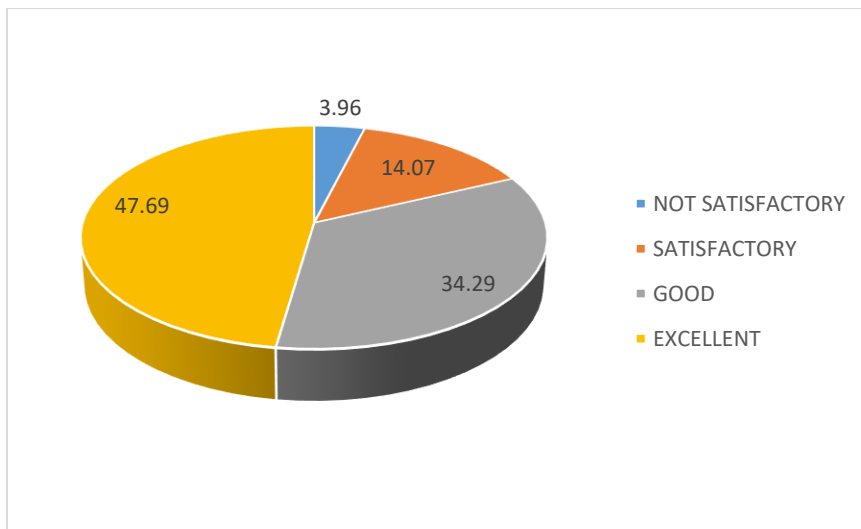
A significant majority of parents (48.57%) rated the Loyola campus infrastructure as "Excellent," indicating a high level of satisfaction with the facilities provided. An additional 39.78% rated it as Good, 11.43% Satisfactory and 0.22% Not Satisfactory.

Standard of the CA Test and Semester Examination at Loyola College, Chennai



The majority of parents (51.21%) expressed confidence in the standards of CA tests and Semester Examinations, rating them as "Good." Additionally, 34.73% rated the standards as "Excellent," indicating a substantial level of satisfaction with the academic evaluation process. A smaller percentage of parents (12.75%) found the standards to be "Satisfactory," suggesting a moderate level of contentment. Only a minimal percentage (1.32%) rated the standards as "Low."

Co-curricular activities at Loyola College (Seminars, Symposia, Department Festival and College Cultural programmes, NCC, NSS) help the students/my ward for an integral growth

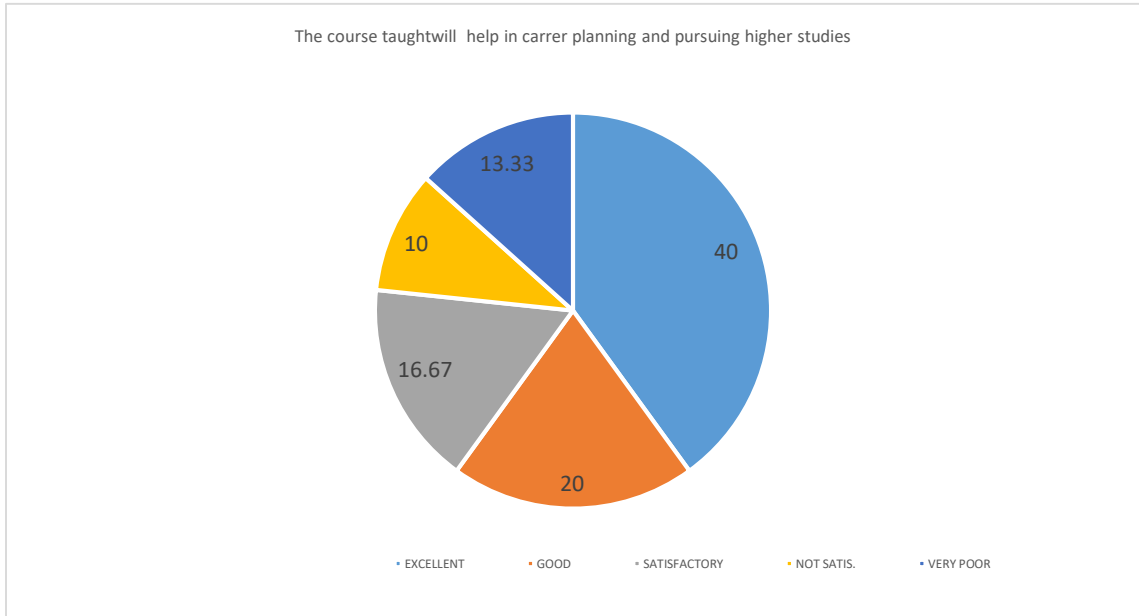


A significant majority of parents (34.29+ 47.69%) find co-curricular activities at Loyola College to be very Useful," indicating a positive perception of the impact of these activities on their overall development of students.

Alumni Feedback on Curriculum (2022 - 23)

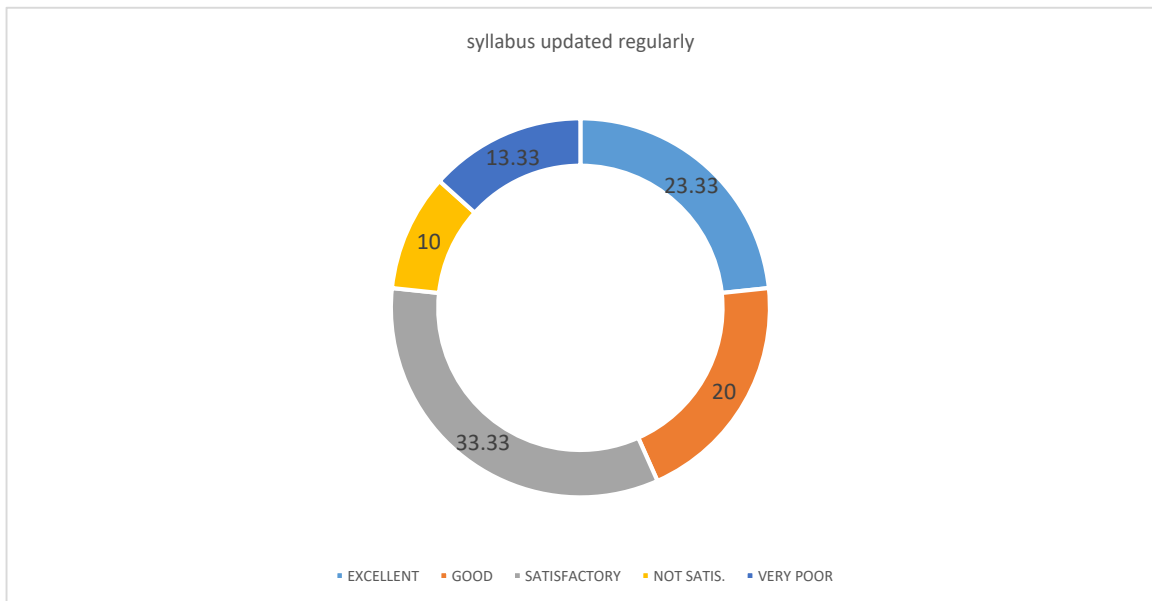
Feedback was obtained from the recently passed out alumni on questions related to usefulness of the course, teaching, evaluation, etc.

Usefulness of the Course



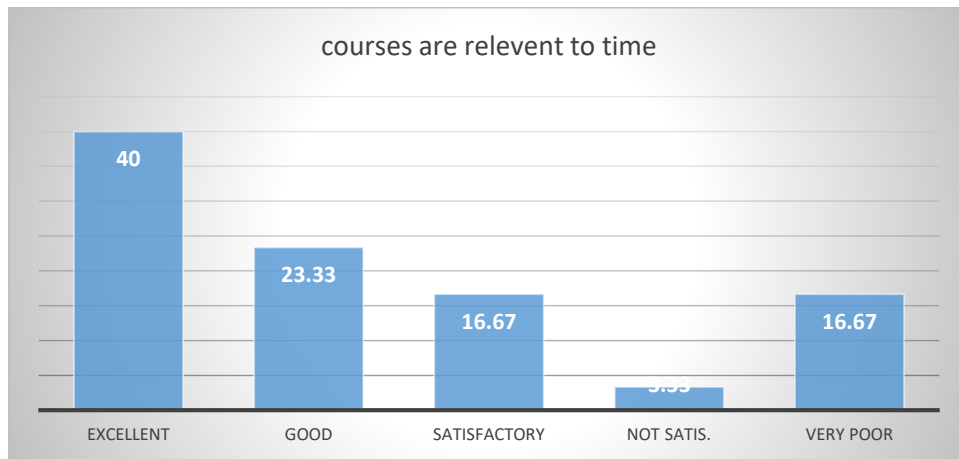
An impressive 40% and 20% rated the usefulness of the course as excellent and Good. A noteworthy 60% expressed strong agreement regarding the practical utility of the courses taught. 16.67% rated it as satisfactory and 10% and 13% rated it as Not Satisfactory and poor.

Courses on Employment and Entrepreneurship



23.33% agreed that the courses offered held practical value for both employment and entrepreneurship, with an additional 20% expressing strong agreement. A moderate stance was taken by 33.3% rating it as satisfactory.10.00% and another 13.33% disagreed with the notion of the courses being beneficial.

Relevance of the Course



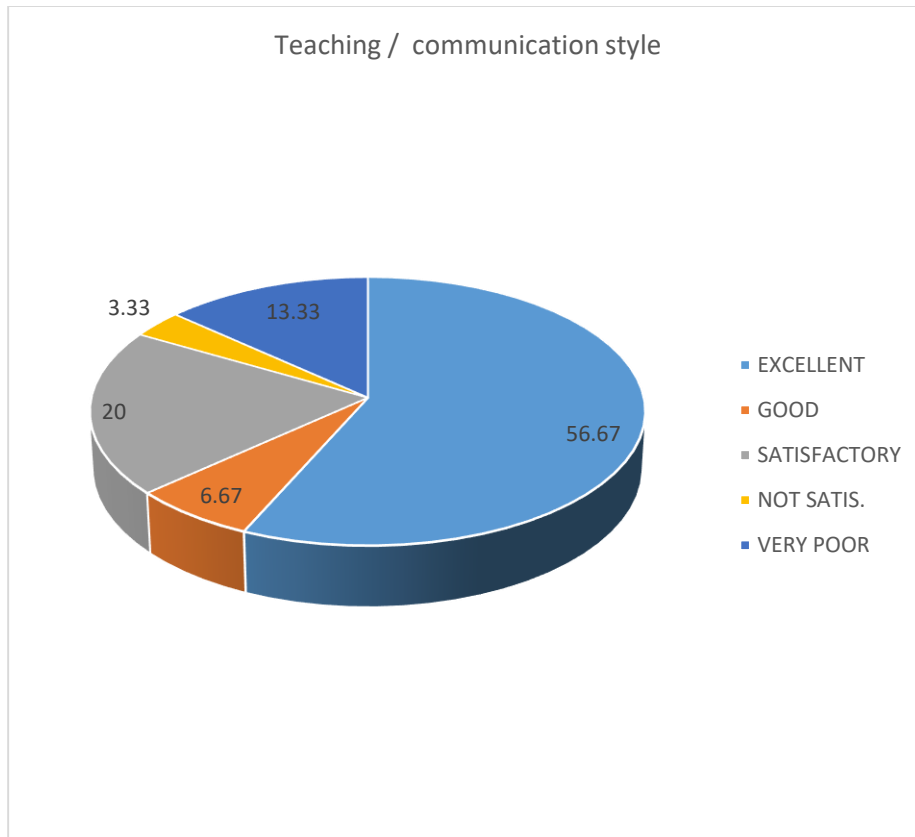
40.0% affirmed the appropriateness and relevance of the courses within the program, with an additional 23.33% expressing the rating as good. 16.67% found the relevance of the course satisfactory.3.33%and 16.67% disagreed with the perception of the courses being appropriate and relevant.

Subject Knowledge and Expertise of the Faculty



30.% commended the teachers' subject knowledge as excellent, while an additional 13 % rated it as good. Another 13.3 % expressed satisfaction. However 10%, perceived the subject knowledge as not satisfactory.

Teaching and Communication Style of the Faculty



56.7% praised the teaching and communication style of the faculty as excellent with an additional 6.67% giving it a good rating. Another substantial segment, 20%, expressed satisfaction. A smaller percentage 3.33%, found it to be not satisfactory, while 13.33 % rated it as poor.

Employers Feedback on Curriculum (2022 - 23)

At Loyola College, there is a tradition of obtaining employer's feedback during the placements and campus interview and also by the departments. Based on the suggestions and feedback of the employers, the curriculum and learning resources are updated.

The feedback obtained from the employers on the various occasions mentioned above reveals a commendable level of preparedness among students, showcasing a strong foundation in the skills sought by employers. Employers have shared an overall positive impression of the candidate's readiness for the professional world and they have expressed their satisfaction with regard to the curriculum designed, taught and evaluated by each department opining that it imparts the necessary knowledge and skills to students for their future success in the workforce.