

STAKEHOLDERS FEEDBACK REPORT

2021-2022



**Internal Quality Assurance Cell (IQAC)
Loyola College (Autonomous)
Chennai – 600 034**

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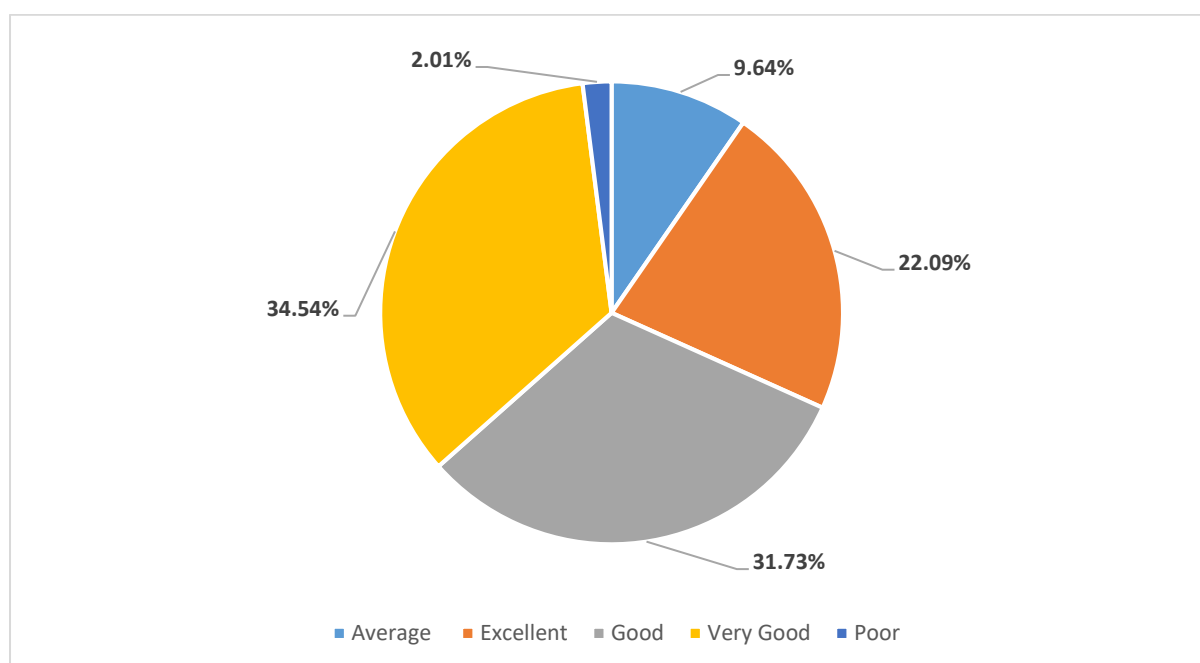
Stakeholders Feedback Report (2021-2022) **Internal Quality Assurance Cell (IQAC)** **Loyola College (Autonomous) Chennai**

The feedback of the Stakeholders (i.e Student, Parent, Faculty, Alumni and Employers for the Academic year (2021-2022) is compiled and the report is given below.

Students' Feedback on Curriculum (2021 - 22)

Students from 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



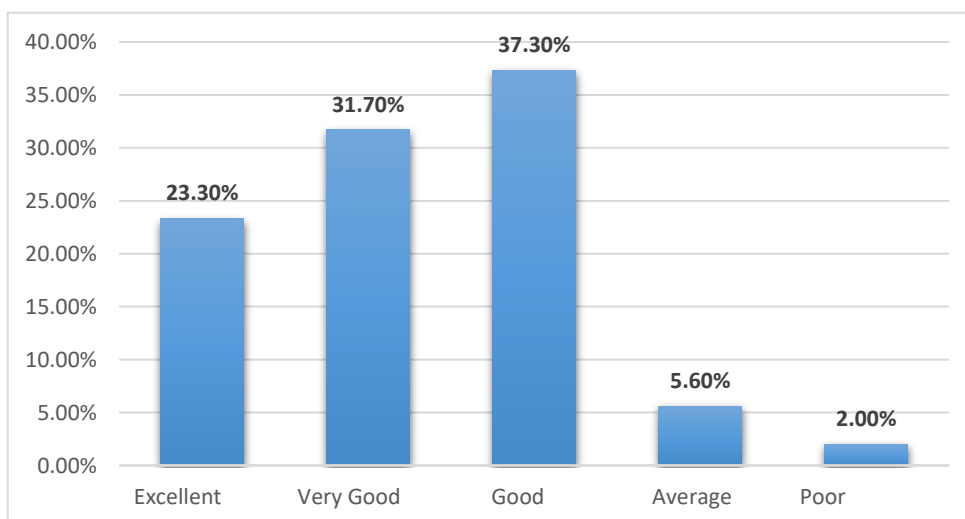
Among the students who responded on the satisfaction with the syllabus of a given course in relation to the expected outcomes, a substantial portion (**22.09%**) of respondents, nearly one-third, rated the course syllabus as excellent. The largest percentage of participants (**34.54%**) rated the syllabus 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 (**2.01%**) of students rated the syllabus as poor.

Inclusion of Recent Trends and Developments in Course Syllabi



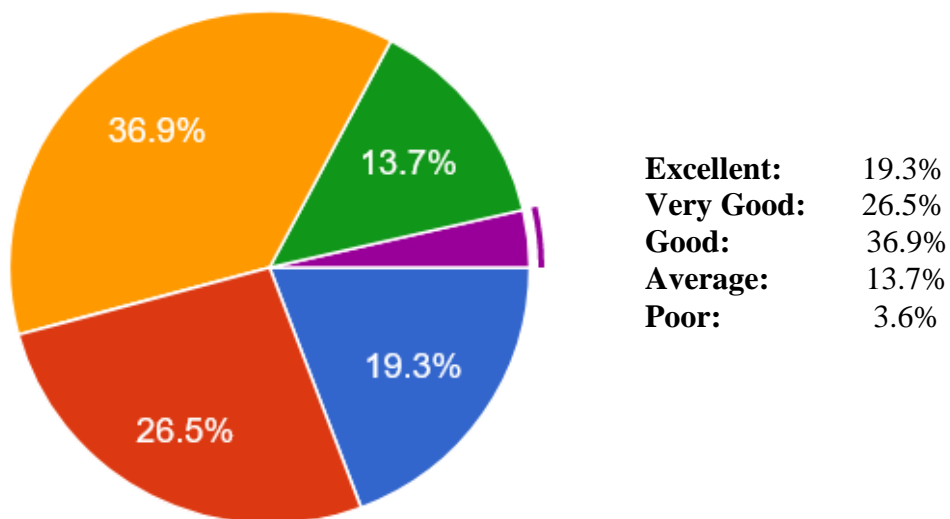
Students were asked to rate their perception of how well each course syllabus addresses contemporary topics. The findings shed light on the effectiveness of the curriculum in staying current with industry trends. A notable percentage (**20.10%**) of respondents deemed the coverage of recent trends in 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 (**3.20%**) of respondents rated the coverage of recent trends as poor.

Assessment of Paper Relevance to Specialization Streams



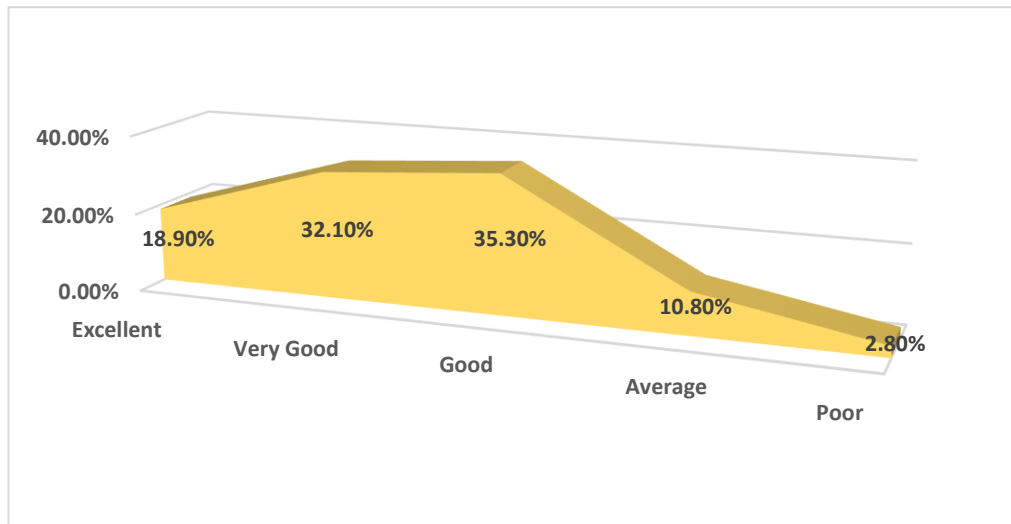
Majority of students expressed satisfaction with the relevance of papers to their specialization streams. A noteworthy percentage (**23.3%**) of participants rated the relevance of papers as excellent. The largest portion (**31.7%**) of respondents expressed a very good rating for paper relevance. A 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



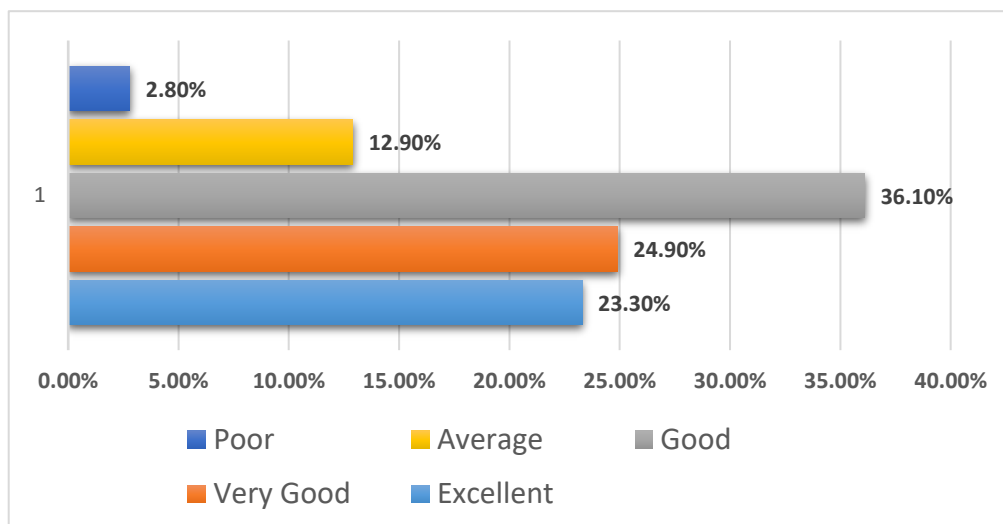
While assessing the teaching methods employed by the faculty, a notable percentage (**19.3%**) of students rated the teaching methods as excellent. The largest portion (**26.5%**) of participants expressed a very good rating for teaching methods. A considerable percentage of students (**36.9%**) rated 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



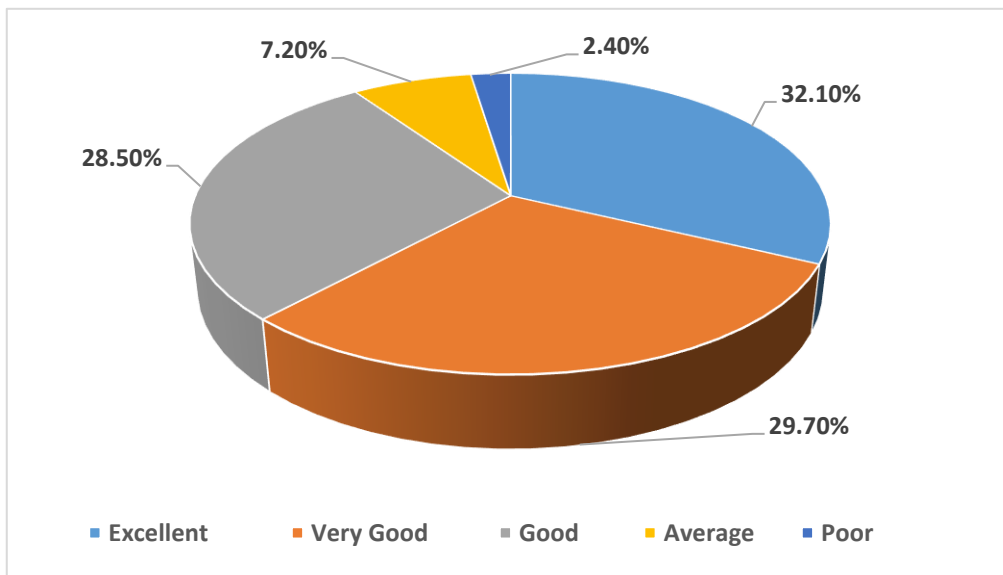
Students rated the objectivity of assessment and evaluation methods employed in the academic setting. A notable percentage (**18.90%**) of respondents rated the objectivity of assessment and evaluation as excellent. The largest portion (**32.10%**) of participants expressed a very good rating for the 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



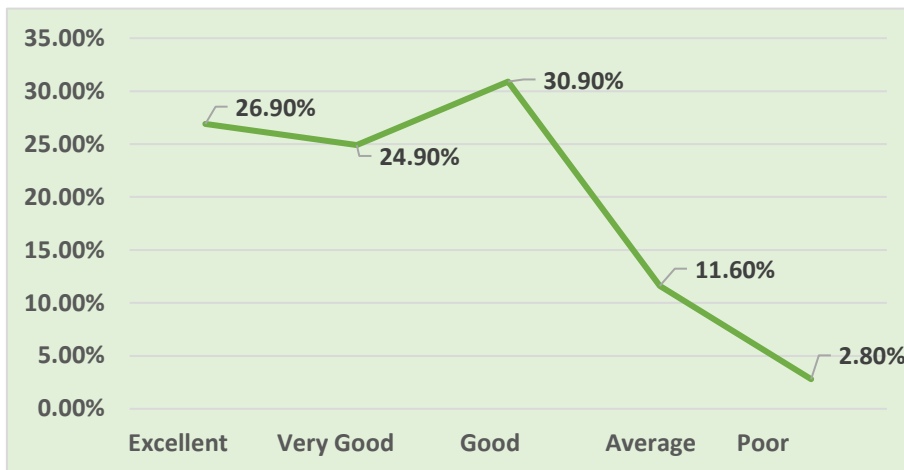
Students were asked to assess the student accompaniment provisions in the college, examining the perceptions of students across various performance categories and support system. **23.30%** of students rated the accompaniment provisions as excellent. A substantial **24.90%** of respondents expressed 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 **32.10%** of students deemed the learning resources as excellent. A substantial **29.70%** of respondents provided a very good rating for the learning resources. Majority of students, comprising **28.50%**, rated the learning resources as good. Approximately **7.20%** 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 on Extension and Co-curricular Activities offered by the college. A significant **26.90%** of students rated the extension and co-curricular activities as excellent. Nearly a quarter of respondents, **24.90%**, 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, **2.80%**, 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," indicating a high level of satisfaction.

Furthermore, 30.5% of students expressed a "Very Good" rating, reinforcing the positive sentiment toward the overall college experience. A substantial 31.3% of respondents deemed the program and facilities as "Good," underlining a prevailing sense of satisfaction. While a smaller proportion, 9.2%, rated the college experience as "Average," it is important to note that the majority of students expressed positive sentiments. The survey also indicates that only a minimal percentage of students, 2.4%, rated the program and facilities as "Poor," suggesting that dissatisfaction is relatively low among the student body.



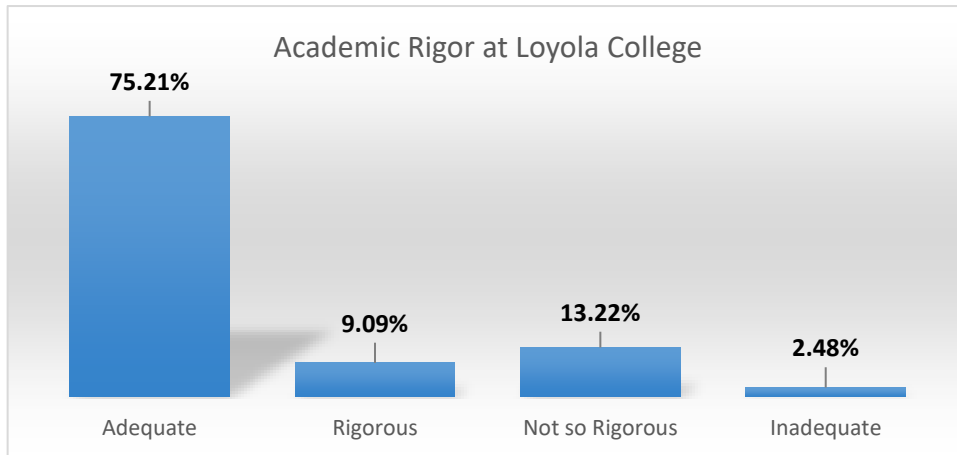
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Parents Feedback on Curriculum (2021 - 22)

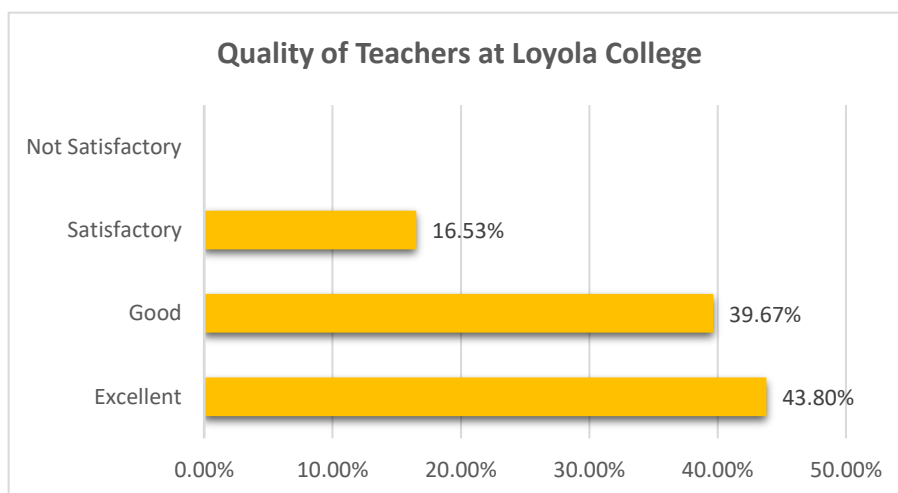
Parents participated in the feedback session. The questionnaire covered various aspects including curriculum, teaching, internship, etc.

Academic Rigor at Loyola College (Autonomous) Chennai



Majority of parents (75.21%) perceive the academic program at Loyola as "Adequate," indicating a generally positive view of the educational experience. A smaller percentage find it "Rigorous" (9.09%), while 13.22% describe it as "Not so Rigorous." A negligible 2.48% express concerns about the academic program being "Inadequate."

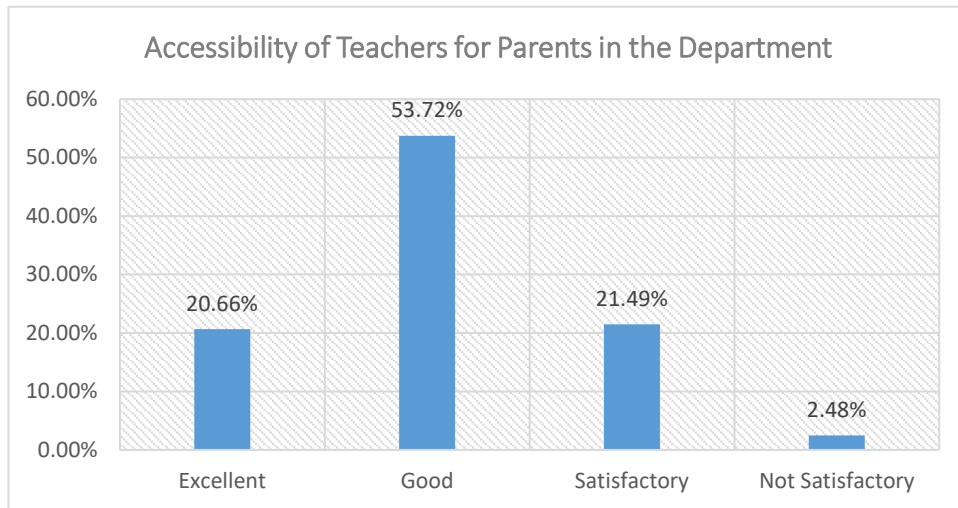
Quality of Teachers at Loyola College, Chennai



Majority of respondents (43.80%) 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, 39.67% of participants rated the quality as "Good," emphasizing a substantial positive perception of the teaching staff. A smaller percentage of respondents

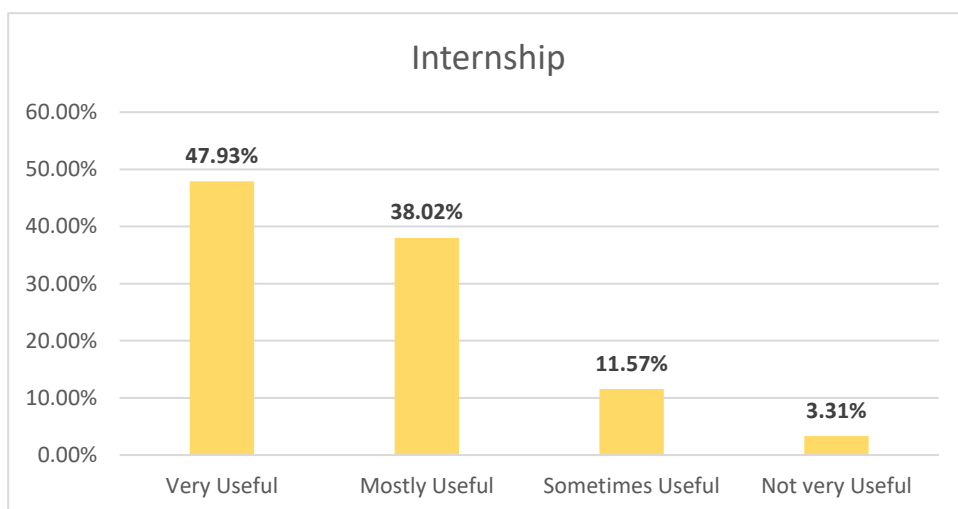
(16.53%) considered the quality of teachers as "Satisfactory," suggesting a moderate level of contentment. Importantly, no respondents provided a rating of "Not Satisfactory."

Accessibility of Teachers for Parents in the Department:



Majority of respondents (53.72%) rated the accessibility of teachers for parents as "Good," indicating a positive perception of the department's responsiveness. Additionally, 20.66% of participants rated it as "Excellent," suggesting a substantial portion of the respondents found the accessibility to be of the highest standard. A notable 21.49% deemed the accessibility as "Satisfactory," representing a moderate level of satisfaction. A smaller percentage, 2.48%, expressed concerns by rating the accessibility as "Not Satisfactory."

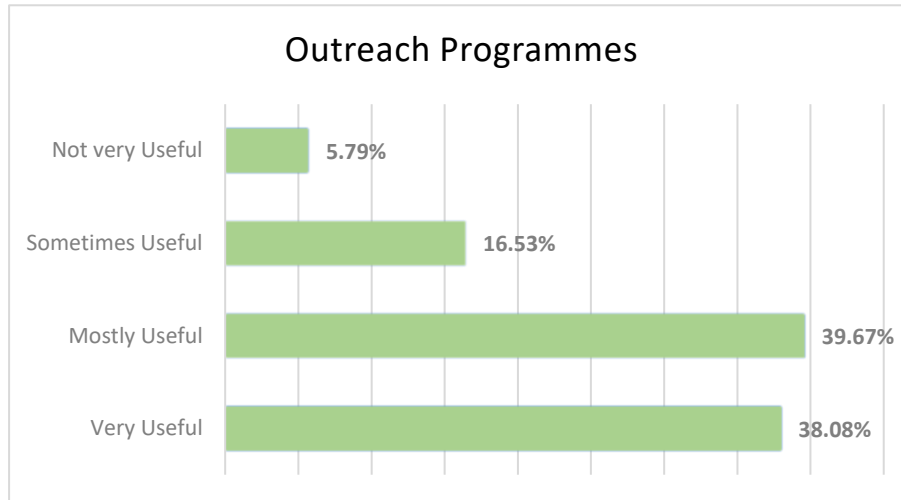
Internship as part of the Degree Programme at Loyola is (one month outside the college, work in an industry or civil society organization)



A significant portion of respondents (47.93%) 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. An additional 38.02% of

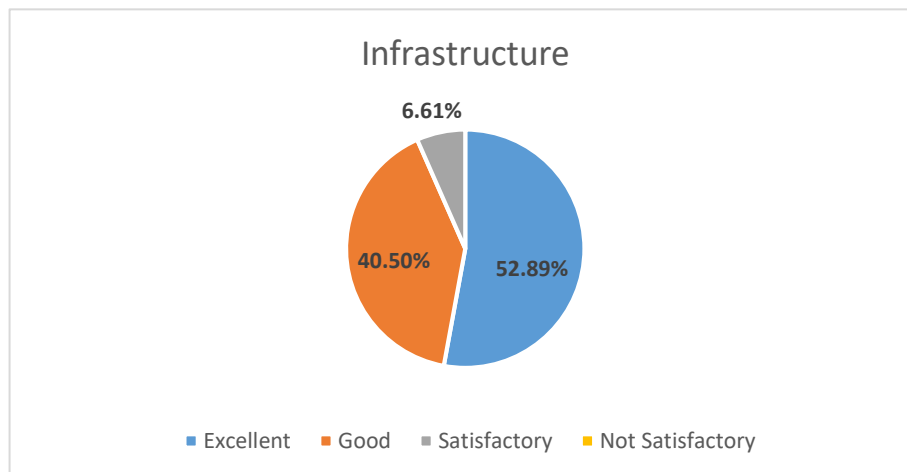
participants rated the internship as "Mostly Useful," indicating a generally positive sentiment towards the practical aspects integrated into their degree program. Meanwhile, 11.57% of respondents considered the internship only "Sometimes Useful," and a small percentage (3.31%) found it "Not Very Useful."

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 (16.53%) 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 smaller percentage (5.79%) found the program "Not Very Useful."

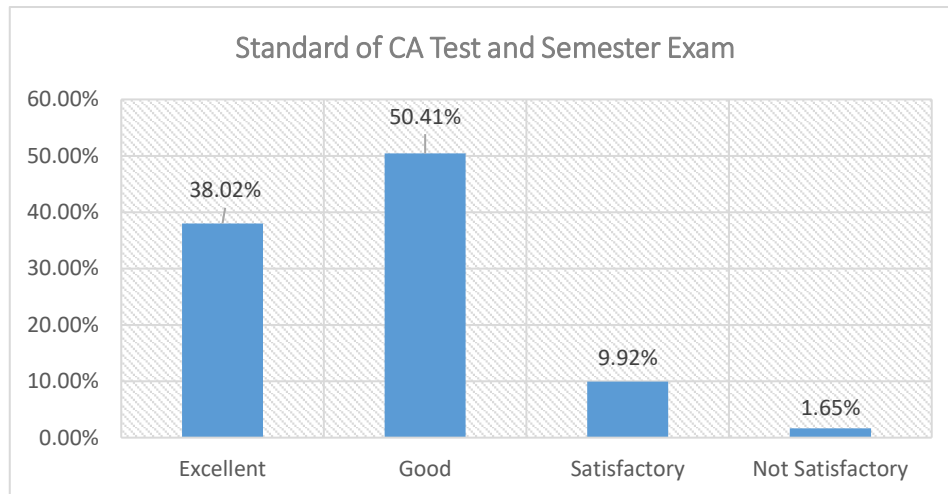
Infrastructure in the Loyola Campus: Lab, Classrooms, Library & Canteen



A significant majority of parents (52.89%) rated the Loyola campus infrastructure as "Excellent," indicating a high level of satisfaction with the facilities provided. An additional

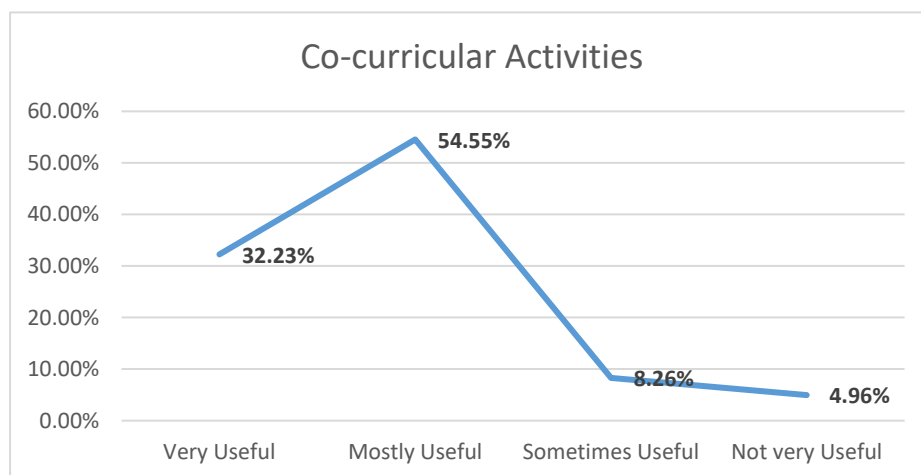
40.50% of respondents rated it as "Good," reflecting a positive perception of the overall quality of labs, classrooms, library, and canteen. A smaller percentage of parents (6.61%) expressed a "Satisfactory" rating, suggesting that while the infrastructure meets basic expectations, there may be room for improvement in certain areas. Importantly, no respondents provided a "Not Satisfactory" rating.

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



The majority of parents (50.41%) expressed confidence in the standards of CA tests and Semester Examinations, rating them as "Good." Additionally, 38.02% rated the standards as "Excellent," indicating a substantial level of satisfaction with the academic evaluation process. A smaller percentage of parents (9.92%) found the standards to be "Satisfactory," suggesting a moderate level of contentment. Only a minimal percentage (1.65%) rated the standards as "Low."

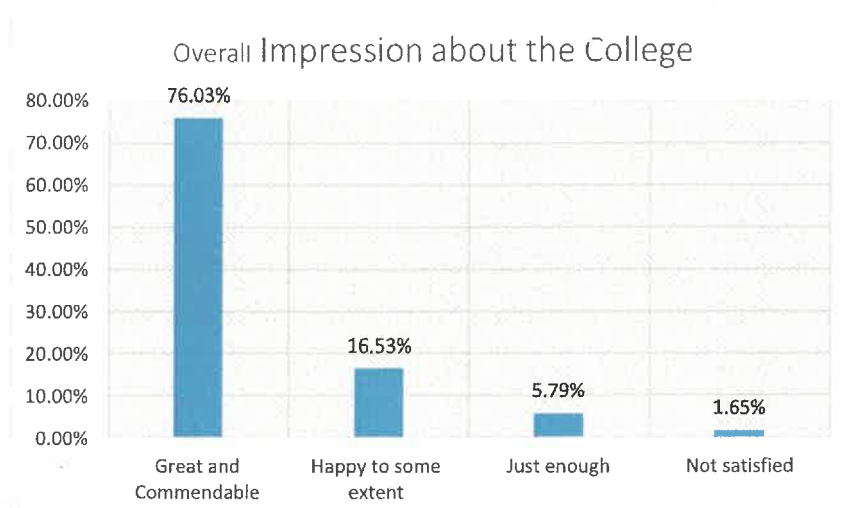
Co-curricular activities at Loyola College (Seminars, Symposia, Department Festival and College Cultural programmes, NCC, NSS) help the students/my ward for an integral growth



A significant majority of parents (54.55%) find co-curricular activities at Loyola College to be "Mostly Useful," indicating a positive perception of the impact of these activities on their

wards' integral growth. Additionally, 32.23% of parents rated them as "Very Useful," emphasizing the substantial role these activities play in the overall development of students. A smaller percentage of parents (8.26%) indicated that co-curricular activities are "Sometimes Useful," suggesting that while beneficial, there may be room for improvement or specific challenges faced during participation. A minimal percentage (4.96%) found these activities "Not Very Useful."

Overall Impression about Loyola College



An overwhelming majority of parents (76.03%) hold a "Great and Commendable" impression of the college, showcasing a high level of satisfaction with the overall educational environment. Additionally, 16.53% of parents reported being "Happy to some extent," indicating a positive sentiment. A smaller percentage (5.79%) expressed a perception of "Just enough," suggesting a moderate level of satisfaction. A minimal percentage (1.65%) indicated they were "Not Satisfied."

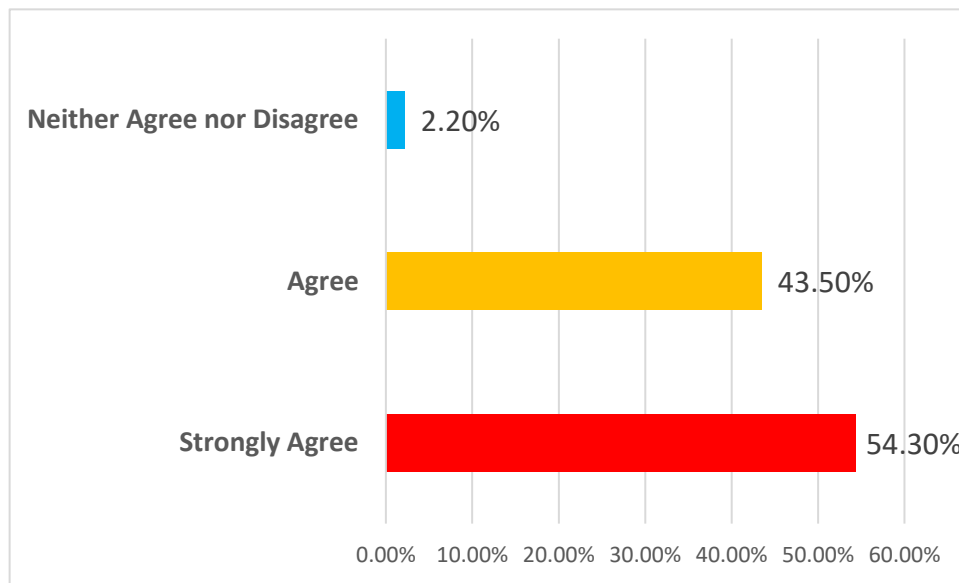
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Faculty Feedback on Curriculum (2021 - 22)

Faculty members from Arts, Science and Commerce disciplines participated in the survey and answered various questions related to Course Content, Course Outcome, Assessment & Evaluation, Academic Freedom, etc. The findings of the survey are given below.

Course Content is Relevant and Need Based



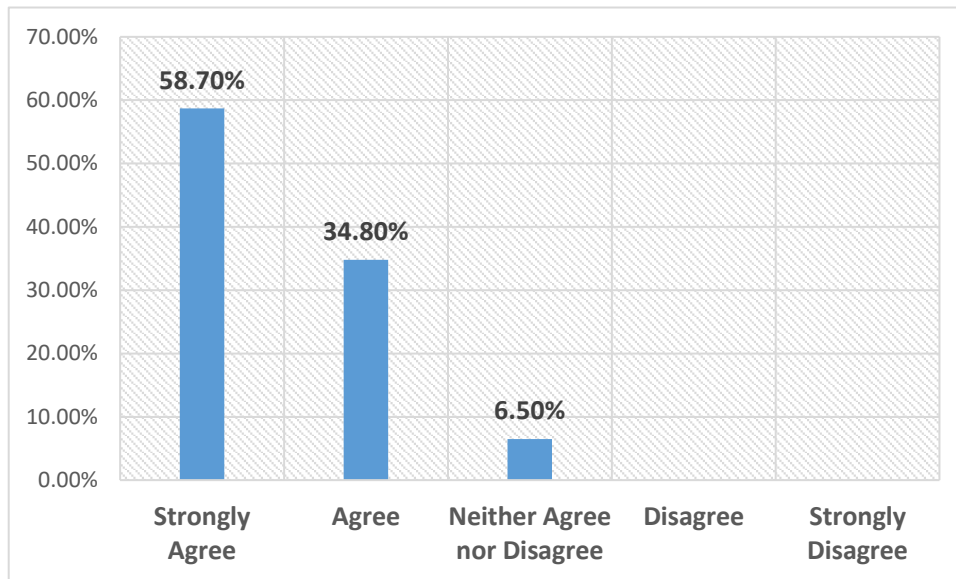
The response from the faculty indicates a high level of positive sentiment regarding the relevance and need-based nature of the course content. A significant majority of respondents, **54.30%**, strongly agree that the course content are relevant and need based. Additionally, **43.50%** of participants agree with the relevance of the course content. A small proportion, **2.20%**, neither agrees nor disagrees, suggesting that a negligible percentage remains undecided on the matter. Overall, these findings highlight a strong consensus among participants affirming the appropriateness and alignment of the course content with their needs.

Course Outcomes are well defined and clear to staff and students

<i>Strongly Agree</i>	50%
<i>Agree</i>	45.70%
<i>Neither Agree nor Disagree</i>	4.30%

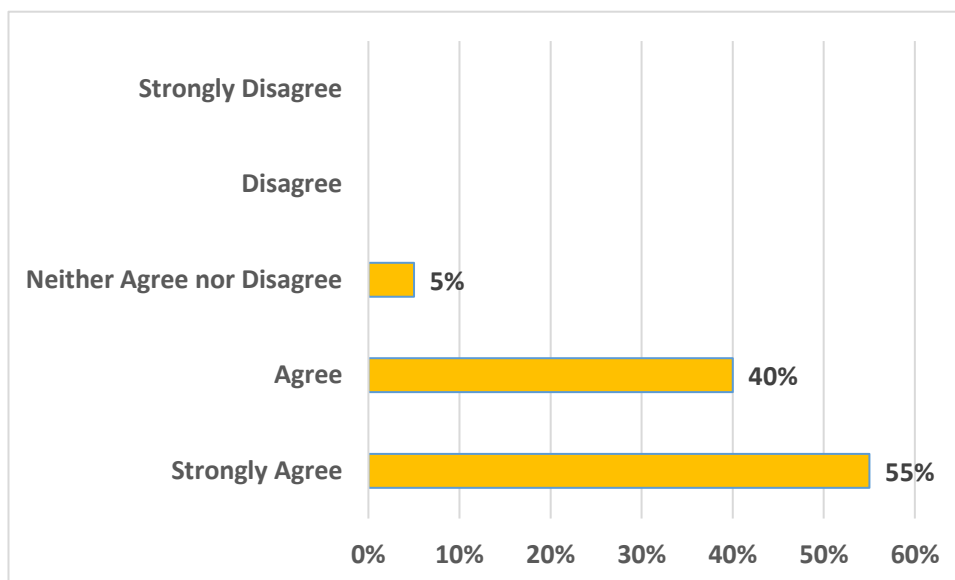
A significant majority, comprising **50%**, strongly agree that the course outcomes are well defined and clear. Furthermore, **45.70%** of respondents express agreement with the clarity of course outcomes. A relatively small proportion, **4.30%**, neither agrees nor disagrees, suggesting a minimal level of uncertainty or neutrality on this aspect. Overall, these results suggest a robust consensus among participants affirming the effectiveness of course outcome definitions, indicating a clear and well-understood framework for both staff and students.

Course Content has enough scope for development of analytical, logical, technical and creative skills to the students.



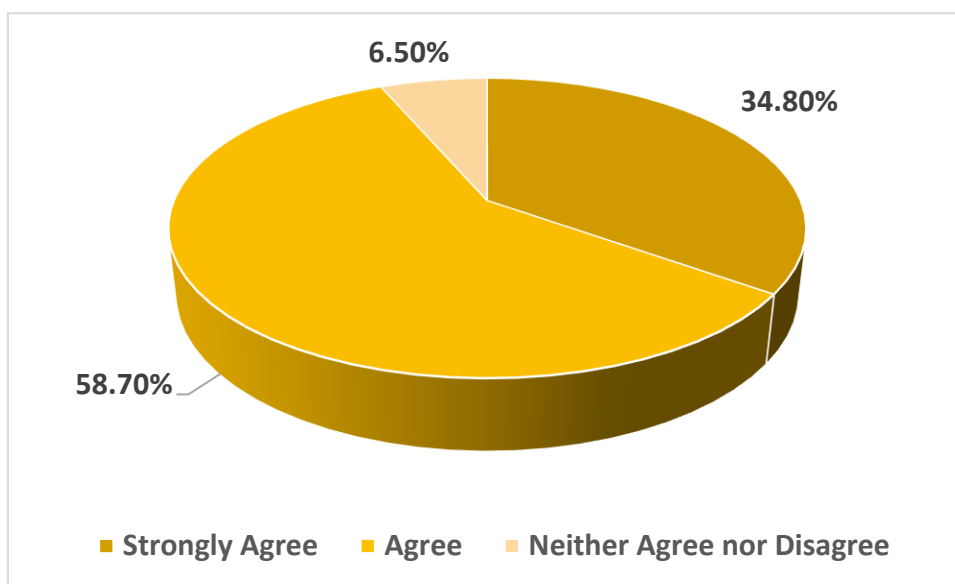
An overwhelming majority of **58.70%** of respondents strongly agree that the course content contributes significantly to the development of analytical, logical, technical, and creative abilities. Furthermore, **34.80%** express agreement with the assertion. A small percentage, **6.50%**, neither agrees nor disagrees, suggesting a minor degree of ambivalence or neutrality on this matter. No respondents indicated disagreement or strong disagreement, underscoring a unanimous consensus on the positive impact of the course content.

Course activities (Internships / Field Visit/ Guest Lectures/Assignments/ Seminars/ Others) are relevant for development of various skills for employment and self-employment.



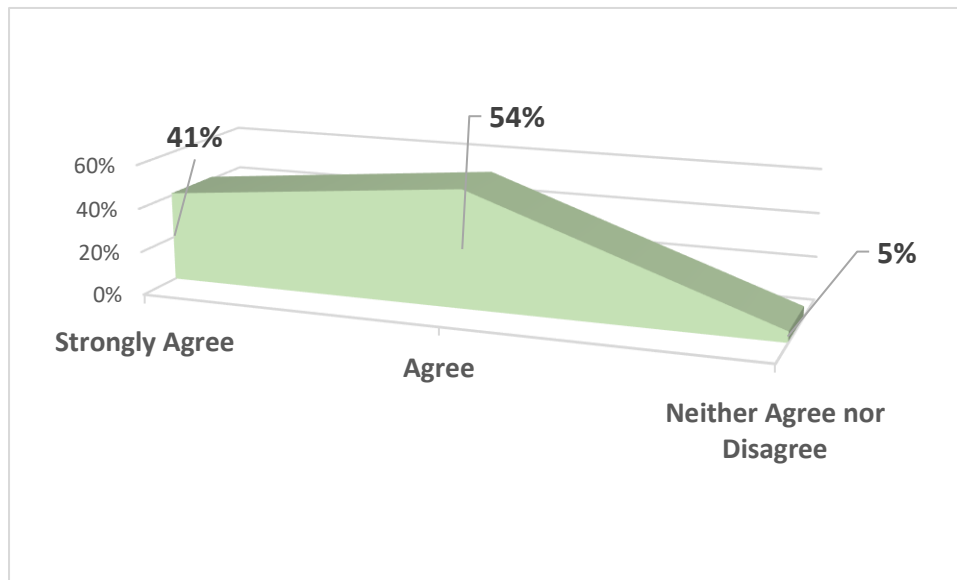
The feedback findings reveal a strong positive sentiment regarding the relevance of course activities, including internships, field visits, guest lectures, assignments, seminars, and others, in fostering the development of diverse skills essential for both employment and self-employment. A substantial majority, comprising **55%**, strongly agree that these course activities are instrumental in honing skills crucial for the professional landscape. Additionally, **40%** of respondents express agreement with the assertion that the various activities incorporated into the course contribute significantly to skill development. A small percentage, **5%**, neither agrees nor disagrees, indicating a limited degree of ambivalence or neutrality on this matter. Notably, there are no indications of disagreement or strong disagreement, signaling a unanimous consensus on the perceived relevance of course activities for skill development.

The course/syllabus has good balance between theory and application.



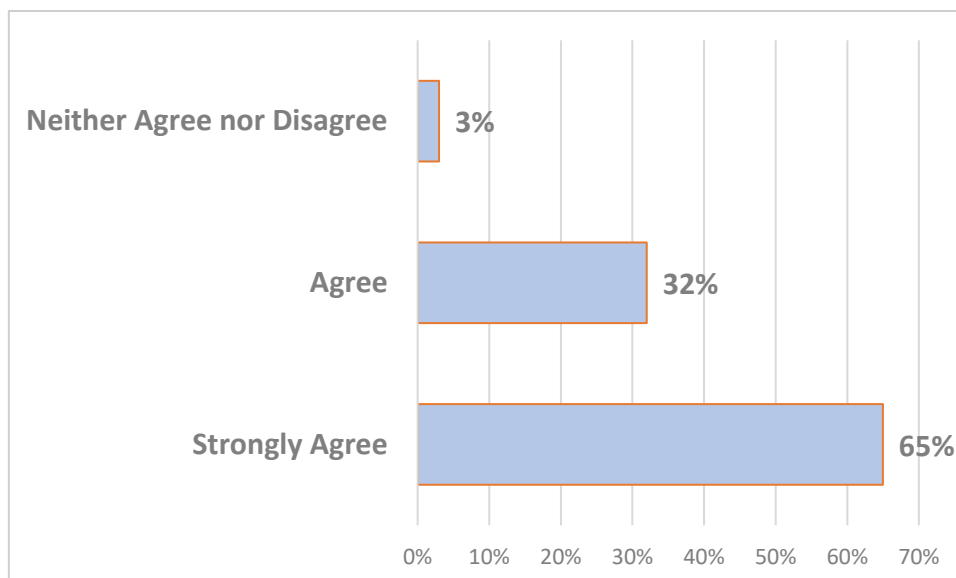
A significant **34.80%** of respondents strongly agree that the course/syllabus strikes a commendable balance between theory and application. Additionally, a majority of **58.70%** express agreement with the assertion that the course/syllabus effectively integrates theoretical knowledge with practical application, fostering a comprehensive learning experience. A minor percentage, **6.50%**, neither agrees nor disagrees, suggesting a modest level of neutrality or ambivalence on this matter. Importantly, there are no indications of disagreement or strong disagreement, underscoring a unanimous consensus on the perceived equilibrium between theory and application within the course or syllabus.

Courses motivate students to use various resources that are available in the college and outside for their effective learning.



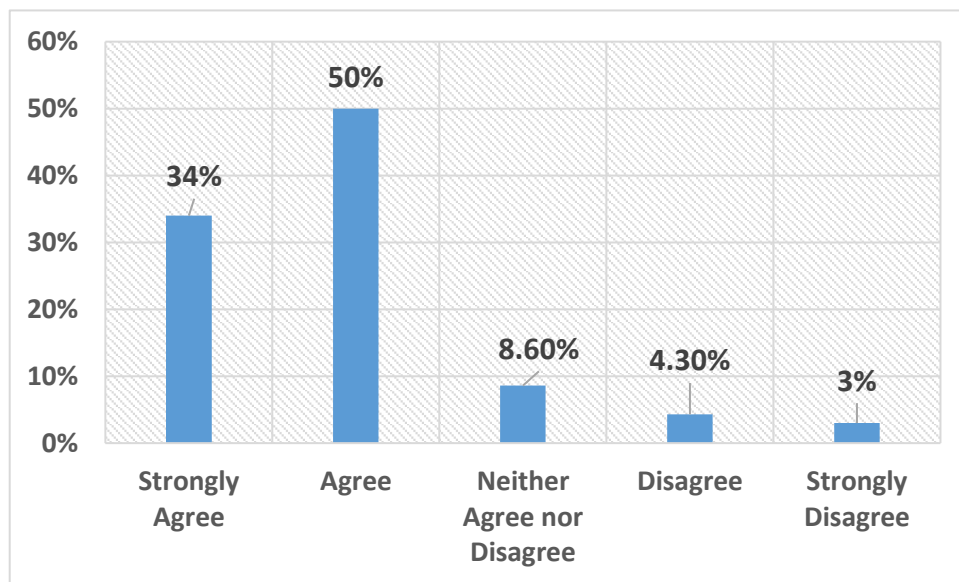
A substantial **41%** of respondents strongly agree that the courses serve as motivational catalysts, prompting students to actively utilize available resources for their learning. Furthermore, a majority of **54%** express agreement with the assertion that the courses effectively encourage students to explore and utilize a diverse range of resources. A minimal percentage, **5%**, neither agrees nor disagrees, suggesting a modest degree of neutrality or ambivalence regarding this aspect. There are no indications of disagreement or strong disagreement, highlighting a unanimous consensus on the courses' positive influence in motivating resource utilization for effective learning.

The curriculum design Teaching-Learning-Assessment and Examination are effectively carried out on time.



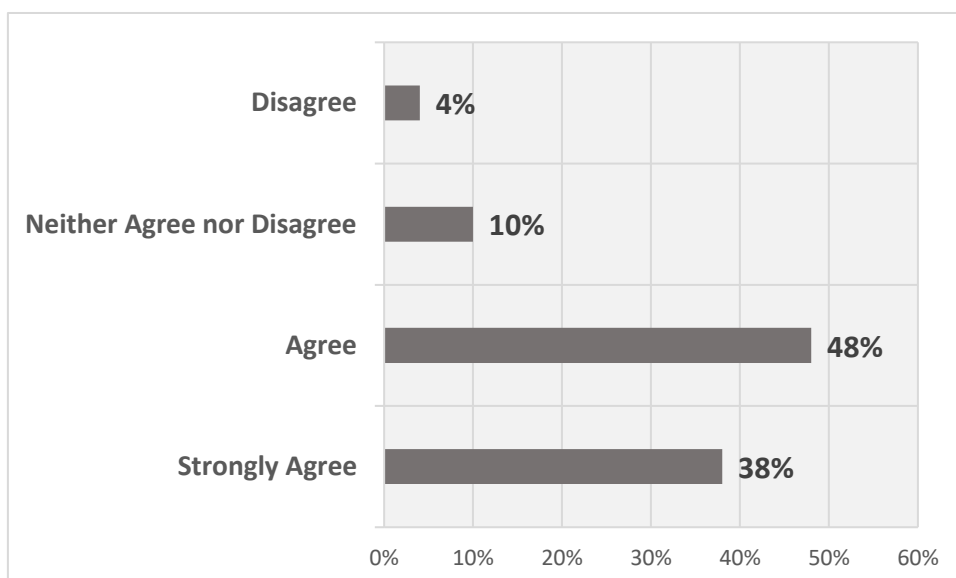
The majority of respondents, **65%**, strongly agree that the curriculum design, teaching-learning processes, and assessment examinations are executed promptly and effectively. Additionally, **32%** express agreement with the timely implementation of these crucial elements. A minimal **3%** neither agree nor disagree, indicating a limited degree of ambivalence. Importantly, there are no indications of disagreement or strong disagreement, underscoring a unanimous consensus on the efficient and timely execution of the curriculum and associated processes.

The assessment and evaluation system objectively measure the Course Outcomes (COs) and Program Specific Outcome (PSOs).



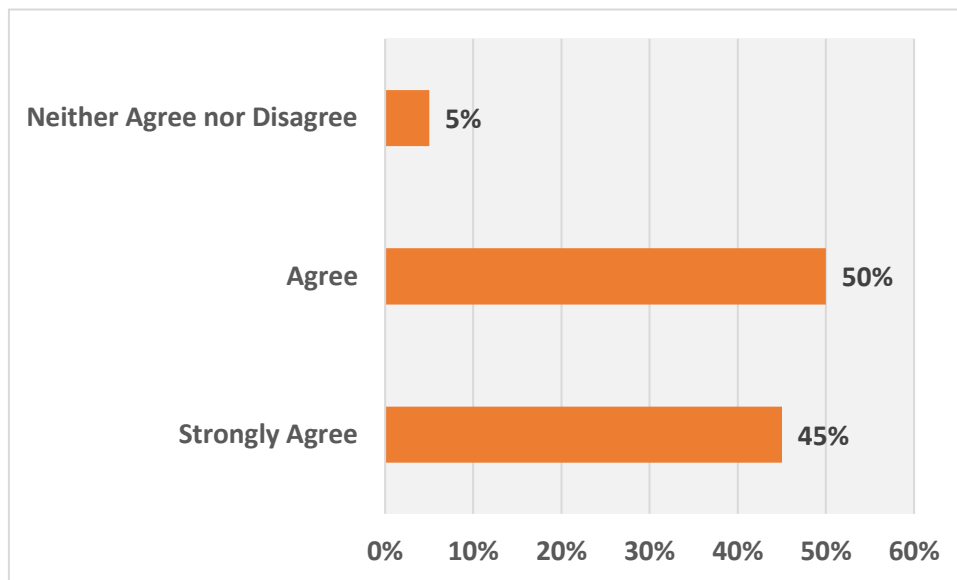
The assessment and evaluation system receive positive feedback, with **34%** strongly agreeing and 50% agreeing that it objectively measures Course Outcomes (COs) and Program Specific Outcomes (PSOs). A minor **8.60%** neither agree nor disagree, while only **4.30%** disagree and **3%** strongly disagree, indicating a prevailing consensus on the effectiveness and objectivity of the assessment processes.

The curriculum contains a wide range of courses under choice based credit system.



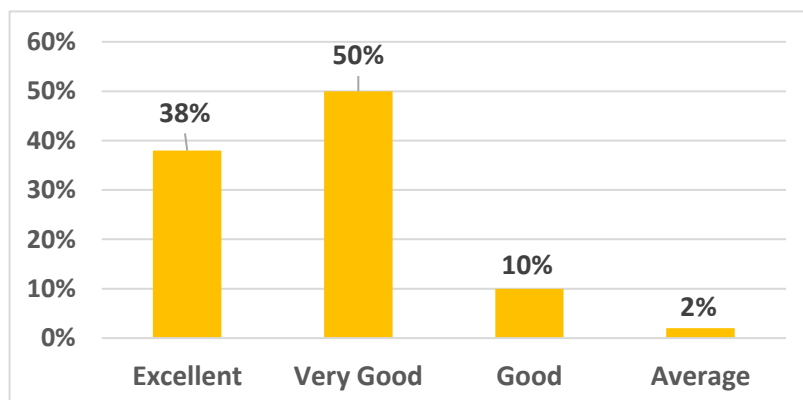
The feedback suggests a positive reception towards the curriculum's diversity, with **38%** strongly agreeing and **48%** agreeing that it incorporates a broad array of courses under the choice-based credit system. A notable **10%** neither agree nor disagree, while only **4%** disagree, highlighting an overall consensus on the curriculum's inclusivity and flexibility.

The college has enough relevant resources which are updated regularly for teaching learning purposes.



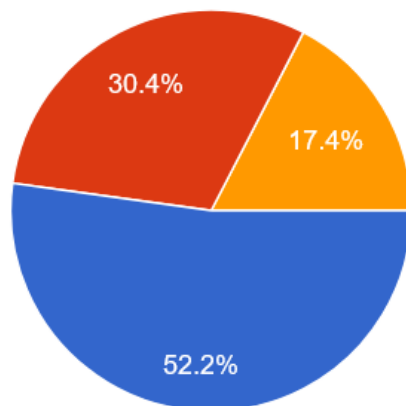
Majority of respondents, **45%** strongly agreeing and **50%** agreeing, affirm that the college possesses ample and regularly updated resources essential for teaching and learning purposes. A small percentage, **5%**, neither agrees nor disagrees, indicating a minor level of ambivalence. There are no indications of disagreement or strong disagreement, underscoring a unanimous consensus on the adequacy of the resources available for educational purposes in the College.

The academic freedom and opportunity that are available for curriculum development, administration and evaluation in the college is:



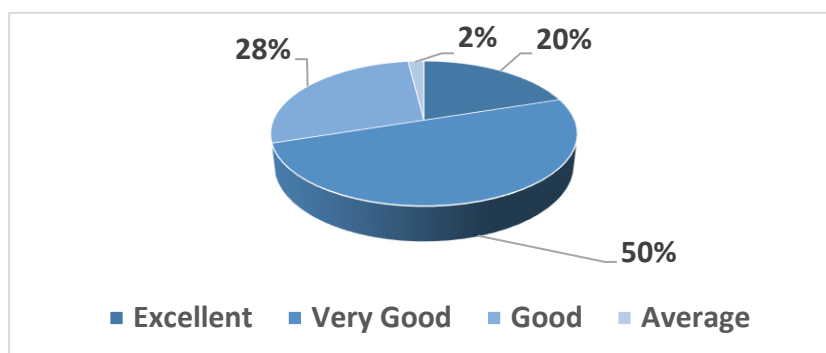
The feedback results reveal positive perceptions regarding academic freedom in the college, with **38%** of faculty rating it as excellent and **50%** as very good. A minority, **10%**, deems it good, while only **2%** find it average, and no respondents rated it as poor. Overall, the data underscores a high level of satisfaction with the academic freedom and opportunities for curriculum development, administration, and evaluation within the college.

How do you rate the ambience of the College for effective delivery of the academic process?



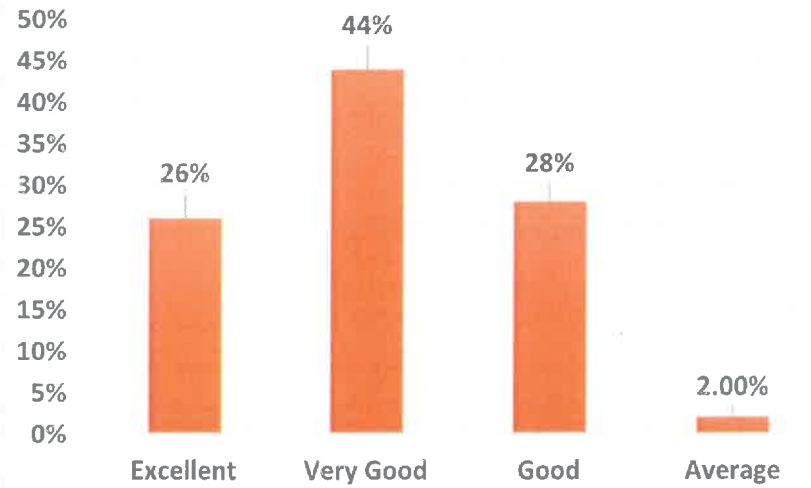
Academic Staff overwhelmingly praised the college's ambience for effective academic delivery, with **52.20%** rating it as excellent and **30.40%** as very good. Additionally, **17.40%** find the ambience good, while no respondents rated it as average or poor. These findings highlight a strong consensus on the positive impact of the college's environment on the academic processes.

How do you rate the programmes based on the comfort of your ward in coping with the workload?



The evaluation of programs based on the comfort of faculty in coping with workload reveals positive feedback, with ratings distributed as follows: **20%** excellent, **50%** as very good, and **28%** as good. A minimal **2%** find it average, while no respondents rated it as poor. The data underscores a strong satisfaction with the comfort provided by the programs in managing academic workloads.

How do you rate the transformation of your students after the completion of the courses?



Faculty rated the transformation of their students positively after course completion, with **26%** considering it excellent, **44%** very good, and **28%** good. Only **2%** find the transformation average, while no respondents rated it as poor. These findings highlight a widespread satisfaction with the positive impact of the courses on students' overall transformation.

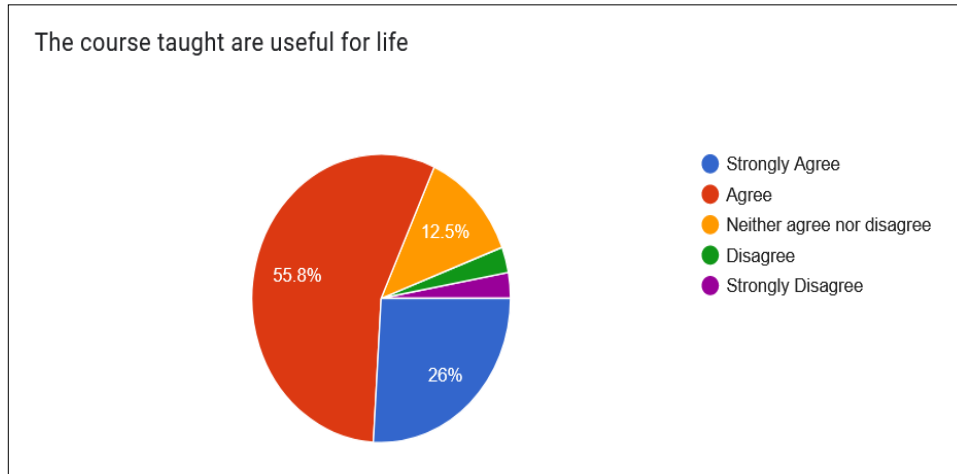
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Alumni Feedback on Curriculum (2021 - 22)

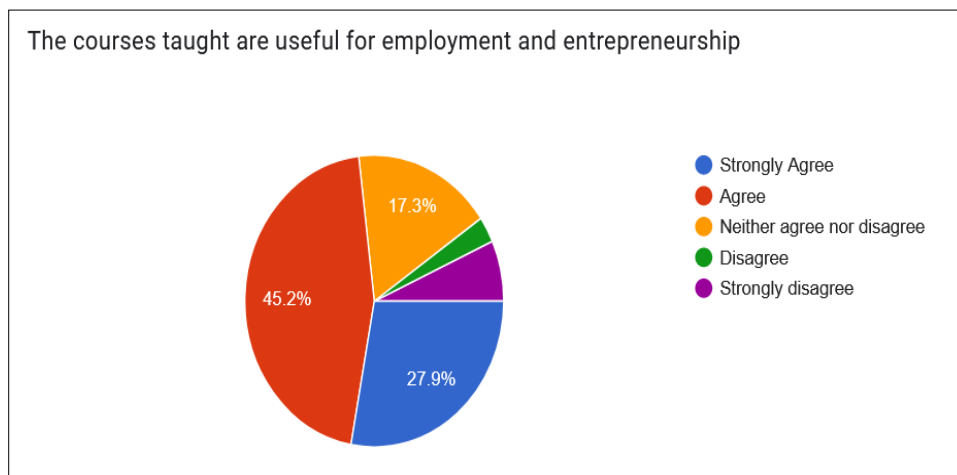
Feedback was obtained from the recently passed out alumni on questions related to usefulness of the course, courses on employment and entrepreneurship, teaching, evaluation, etc.

Usefulness of the Course



26% expressed strong agreement regarding the practical utility of the courses taught, while **55.8%** acknowledged agreement in finding the courses beneficial for life. A moderate stance was taken by **12.5%**, neither agreeing nor disagreeing on the usefulness of the courses. A smaller portion, **2.9%**, disagreed with the notion that the courses were useful for life, and an equivalent percentage, **2.9%**, strongly disagreed with this perspective.

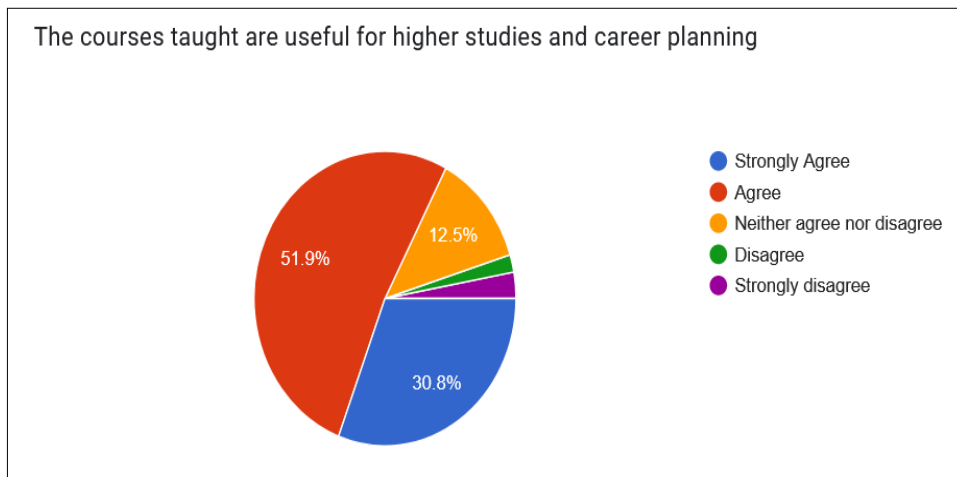
Courses on Employment and Entrepreneurship



45.2% agreed that the courses offered held practical value for both employment and entrepreneurship, with an additional **27.9%** expressing strong agreement. A moderate stance was taken by **17.3%**, neither affirming nor negating the courses' utility. Conversely, **2.9%**

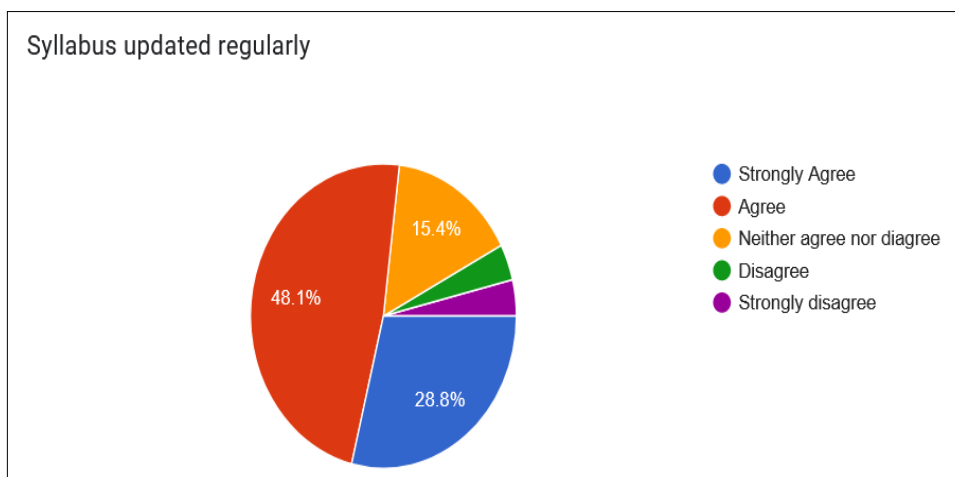
disagreed with the notion of the courses being beneficial, and another **27.9%** strongly disagreed.

Usefulness of the courses for pursuing higher studies and career planning



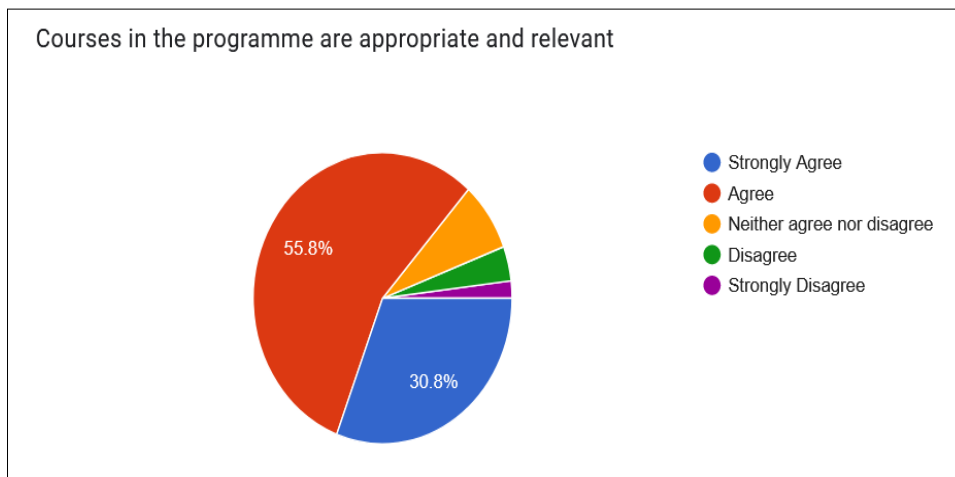
51.9% affirmed the perceived usefulness of the courses for higher studies and career planning, with an additional **30.8%** expressing strong agreement. A middle-ground perspective was held by **12.5%**, neither affirming nor negating the courses' utility for these purposes. On the contrary, **1.9%** disagreed with the notion, and **30.8%** strongly disagreed with the belief that the courses were beneficial for higher studies and career planning.

Syllabus



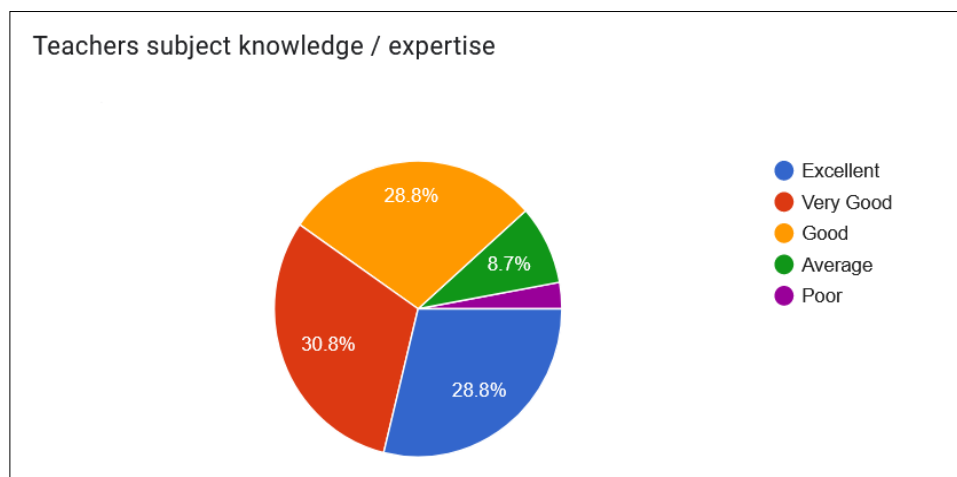
48.1% acknowledged the regular updating of the syllabus, with an additional **28.8%** expressing strong agreement. A neutral stance was maintained by **15.4%**, neither affirming nor negating the timely updates. On the contrary, **3.8%** disagreed with the statement, and another **3.8%** strongly disagreed with the perception of regular syllabus updates.

Relevance of the Course



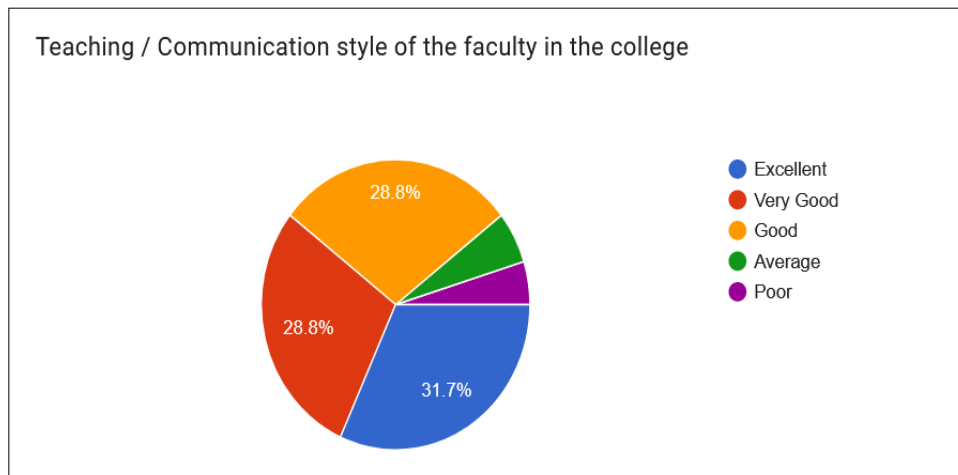
55.8% affirmed the appropriateness and relevance of the courses within the program, with an additional **30.8%** expressing strong agreement. Maintaining a neutral perspective, **7.7%** neither affirmed nor negated the appropriateness of the courses. Conversely, **3.8%** disagreed with the statement, while **1.9%** strongly disagreed with the perception of the courses being appropriate and relevant.

Subject Knowledge and Expertise of the Faculty



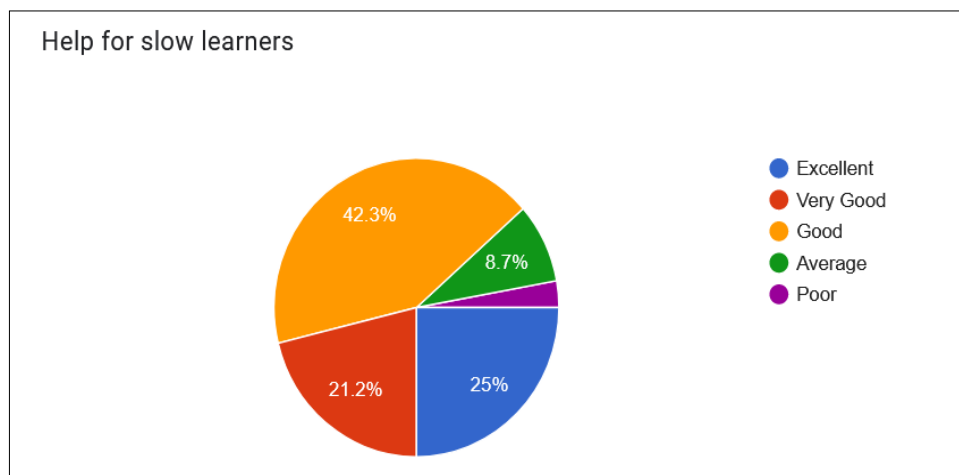
30.8% commended the teachers' subject knowledge as very good, while an additional **28.8%** rated it as excellent. Another **28.8%** expressed satisfaction with a rating of good. A smaller percentage, **8.7%**, perceived the subject knowledge as average, while another **8.7%** regarded it as below average. Only **2.9%** of respondents characterized the teachers' subject knowledge as poor.

Teaching and Communication Style of the Faculty



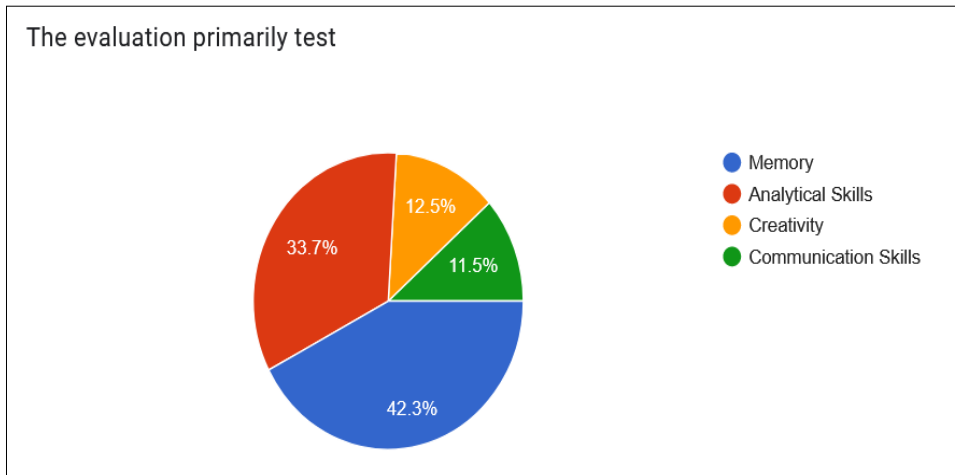
28.8% praised the teaching and communication style of the faculty as very good, with an additional **31.7%** giving it an excellent rating. Another substantial segment, **28.8%**, expressed satisfaction, deeming it good. A smaller percentage, **5.8%**, found it to be average, while a modest **4.8%** rated it as poor.

Help for Slow Learners



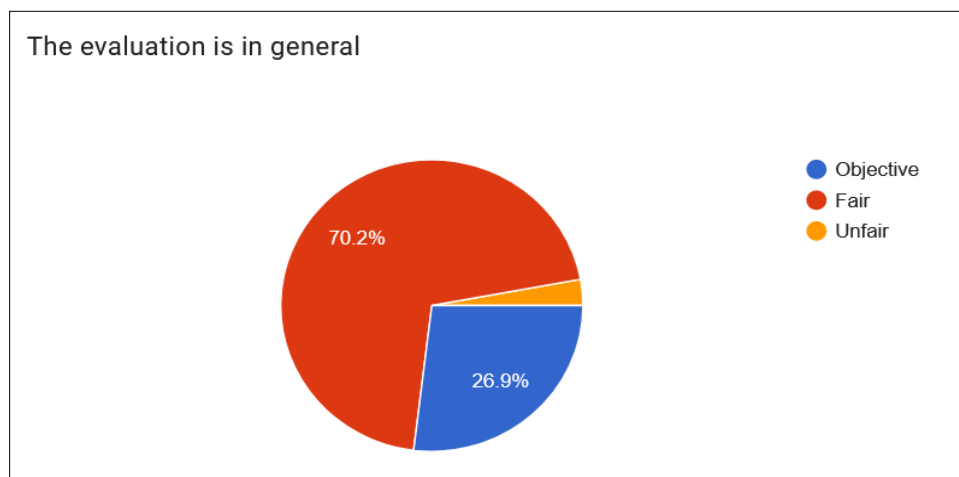
42.3% affirmed the institution's provision of assistance for slow learners, expressing it as good. An additional **21.2%** rated it as very good, while **25%** deemed it excellent. A moderate rating of average was given by **8.7%**, and a smaller percentage, **2.9%**, rated the support as poor.

Evaluation



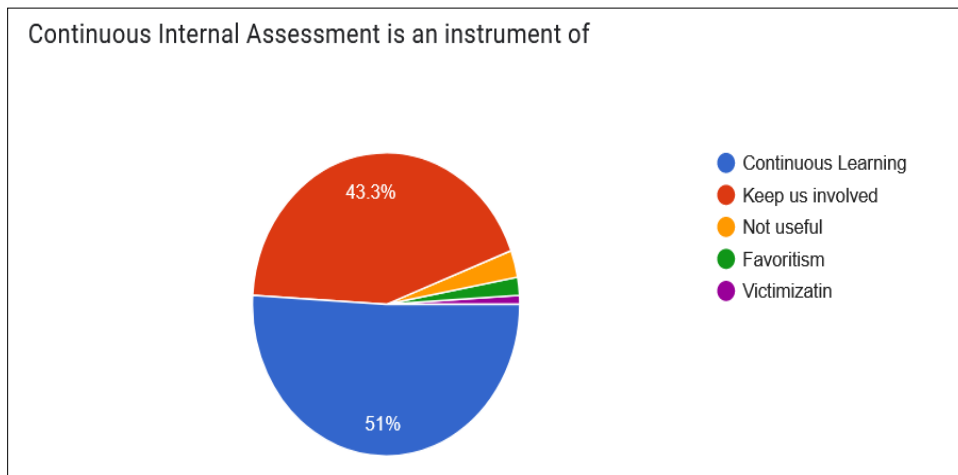
42.3% concurred that the evaluation predominantly assesses memory, while 33.7% emphasized its focus on analytical skills. A smaller percentage, 12.5%, highlighted the evaluation's attention to creativity, and 11.5% recognized its emphasis on communication skills.

Overall Evaluation



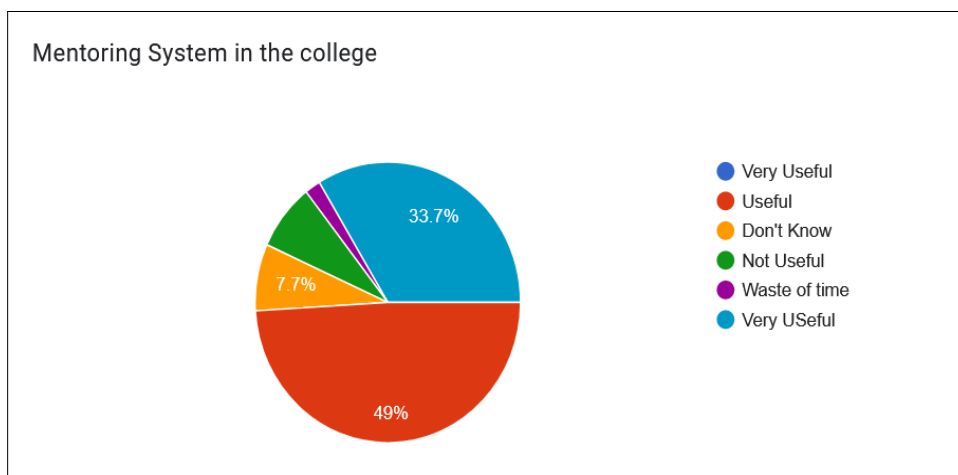
26.9% noted that the overall evaluation was objective, while a substantial majority of **70.2%** deemed it fair. A small percentage, **2.9%**, regarded it as unfair.

Purpose of Internal Assessment



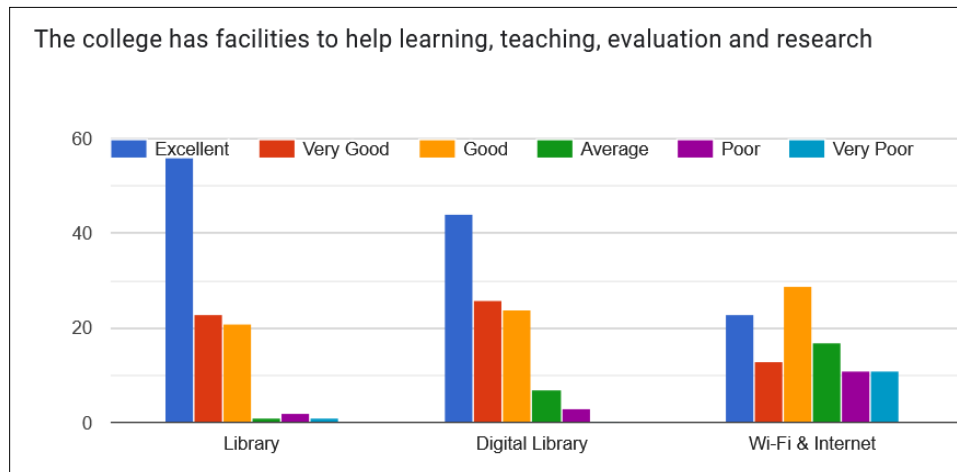
While answering about the internal assessment, **51%** articulated that internal assessment is a tool for continuous learning, while **43.3%** regarded it as a means of keeping them involved. A minimal percentage, **2.9%**, found that it was not useful, with **1.9%** perceiving it as a tool for favoritism, and **1%** attributing it to victimization.

Mentoring System in the college



On usefulness of the mentoring system in the college, **49%** affirmed that the mentoring system in the college was very useful, with an additional **33.7%** describing it as very useful. A segment of **7.7%** expressed uncertainty, while an equal percentage found it not useful. A small minority, **1.9%**, deemed it as a waste of time.

Facilities for learning, teaching, evaluation and research



Library Facilities

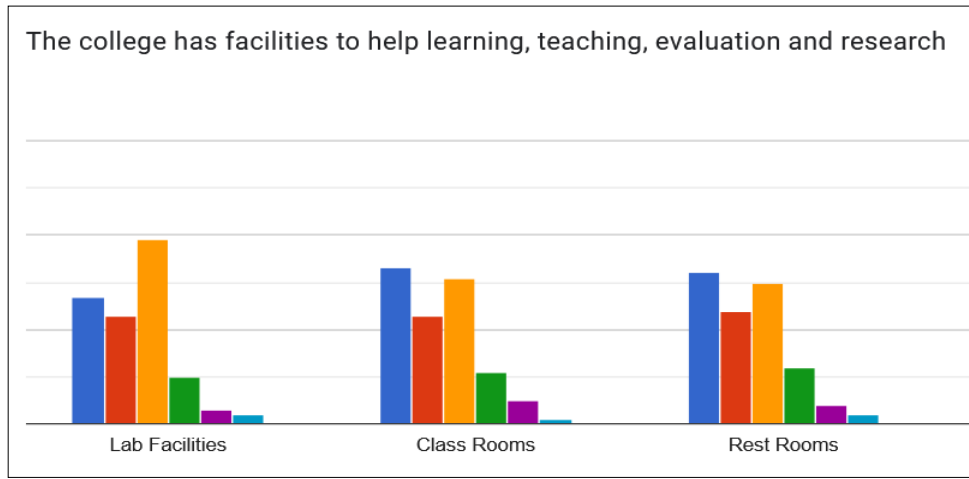
53.85% of respondents deemed the library facilities to be excellent, **22.12%** responded affirmatively, describing the facilities as very good, A notable **20.19%** expressed their satisfaction with the facilities, rating them as good, A minimal **0.96%** of respondents characterized the facilities as average, A minor **1.92%** mentioned perceiving the facilities as poor, Another **0.96%** expressed the view that the library facilities were very poor.

Digital Library

Regarding the assessment of digital library facilities, a significant **42.31%** of respondents regarded the digital library facilities as excellent, a commendable **25%** of participants rated the facilities as very good, an additional **23.08%** expressed satisfaction, categorizing the facilities as good, approximately **6.73%** described the facilities as average, a modest **2.88%** of respondents indicated that they perceived the facilities as poor, None of the participants rated the digital library facilities as very poor.

Wi-Fi & Internet Facilities

In the evaluation of Wi-Fi and internet facilities on campus, a notable **22.12%** of respondents affirmed that the Wi-Fi & internet facilities on the campus were excellent, **12.5%** of participants expressed their satisfaction, rating the facilities as very good, a significant **27.88%** of respondents found the facilities to be good, approximately **16.35%** of participants described the facilities as average, **10.58%** of respondents indicated dissatisfaction, characterizing the facilities as poor, another **10.58%** of participants expressed the view that the Wi-Fi & internet facilities were very poor.



Lab Facilities

25.96% of respondents stated that the lab facilities in the college were excellent, 22.12% expressed satisfaction, rating the facilities as very good, a significant 37.5% of participants found the facilities to be good, approximately 9.62% of respondents described the facilities as average, 2.88% of participants expressed dissatisfaction, characterizing the facilities as poor, another 1.92% of participants mentioned perceiving the lab facilities as very poor.

Class Rooms

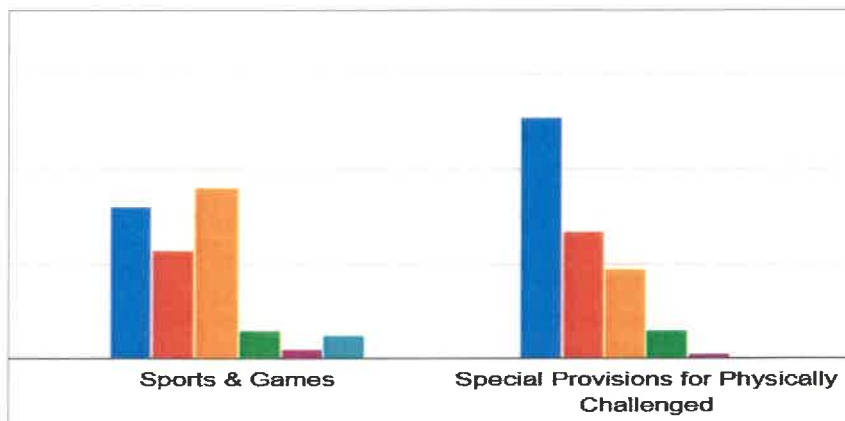
In the assessment of classrooms within the college, a significant 31.73% of respondents stated that the classrooms in the college were excellent, 22.12% of participants mentioned the classrooms as very good, a substantial 29.81% of respondents regarded the classrooms as good, approximately 10.58% of participants described the classrooms as average, 4.81% of respondents expressed dissatisfaction, characterizing the classrooms as poor, another 0.96% of participants mentioned perceiving the classrooms as very poor.

Rest Rooms

In the evaluation of restrooms on the college campus, a notable 30.77% of respondents mentioned that the restrooms in the college campus are excellent, 23.08% of participants rated the restrooms as very good, a substantial 28.85% of respondents found the restrooms to be good, approximately 11.54% of participants described the restrooms as average, 3.85% of respondents expressed dissatisfaction, characterizing the restrooms as poor, Another 1.92% of participants mentioned perceiving the restrooms as very poor.

Sports & Games

The evaluation of sports and games within the campus revealed varying degrees of satisfaction among participants. A prominent 30.77% regarded the sports and games facilities as Excellent, while 22.12% deemed them Very Good. Additionally, 34.62% expressed satisfaction with a rating of Good, while 5.77% found them Average. A smaller percentage, 1.92%, perceived the facilities as Poor, and 4.81% rated them as Very Poor.



Special Provisions for Physically Challenged

In the evaluation of special provisions for physically challenged individuals, a significant **49.04%** of respondents mentioned that the college provides special provisions for physically challenged individuals and rated it as excellent, **25.96%** of participants rated the provision of special services as very good, a substantial **18.27%** of respondents found the special provisions to be good, approximately **5.77%** of participants described the provisions as average, **0.96%** of respondents expressed dissatisfaction, characterizing the provisions as poor and none of the participants rated the special provisions as very poor.

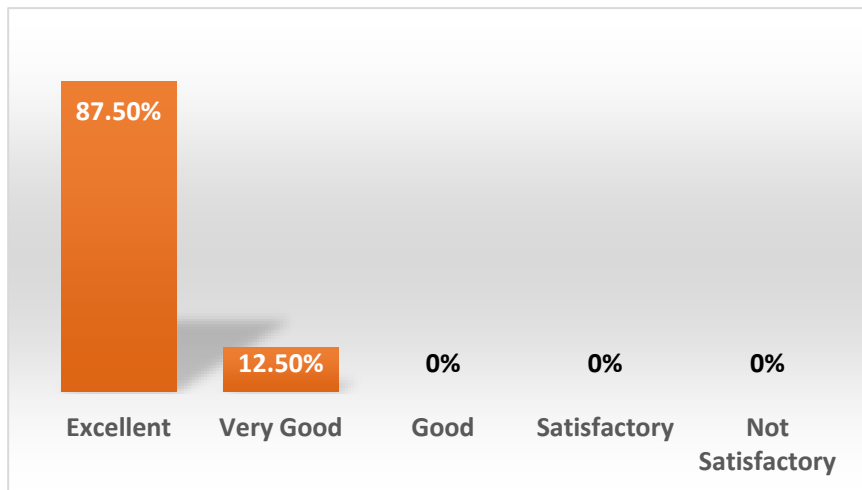
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Employers Feedback (2021 - 22)

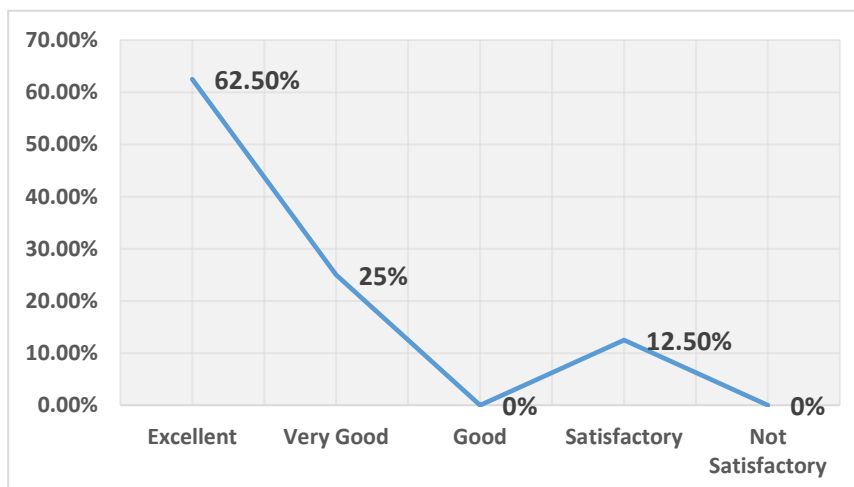
Feedback was conducted from the recruiters/employers who have visited the college during Campus Recruitments, Job Fairs, Training sessions, etc. The findings of the feedback are as follows.

Faculty was friendly, helpful and knowledgeable



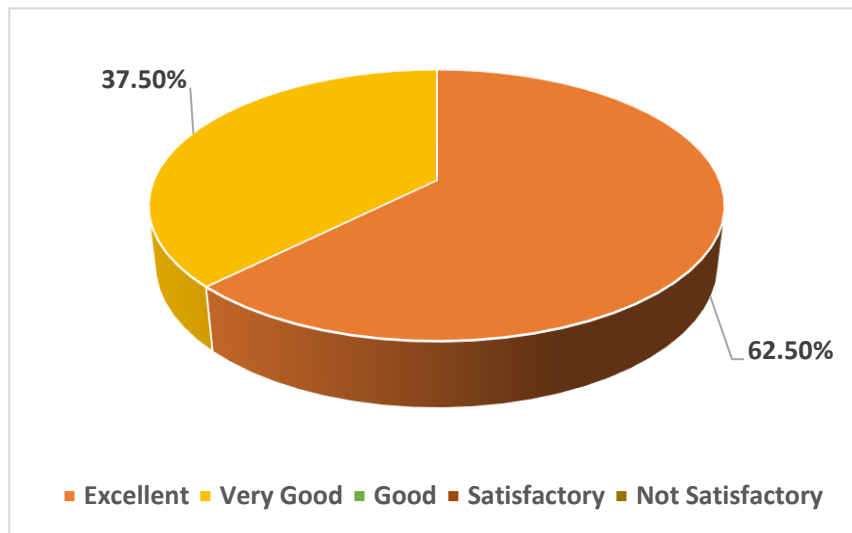
Loyola College's faculty received outstanding feedback during the campus recruitment, with **87.50%** of employers rating them as excellent for being friendly, helpful, and knowledgeable. Impressively, **12.50%** also rated the faculty as very good, reflecting a highly positive response overall. No respondents reported a rating below "Very Good," showcasing the consistently high regard for the faculty's performance.

Infrastructure at the interviewing Room was comfortable



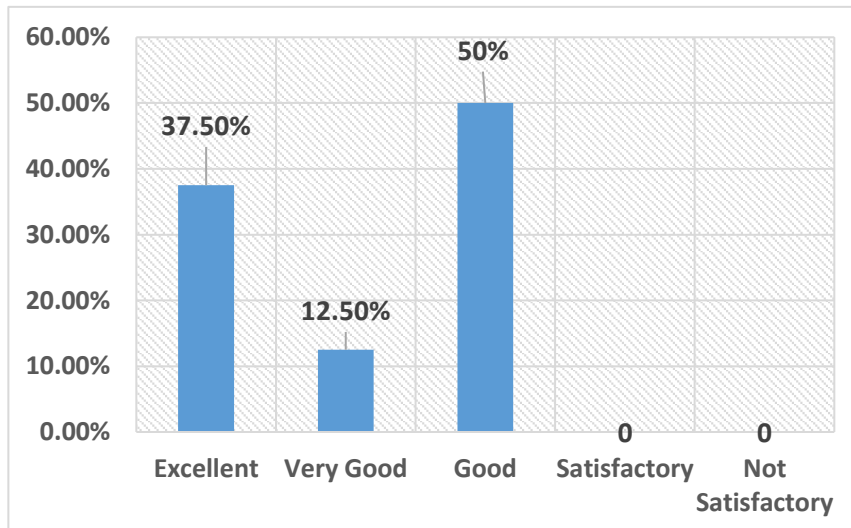
Loyola College's interview room infrastructure garnered positive feedback during the campus recruitment, with **62.50%** of employers rating it as excellent for its comfort. An additional **25%** rated it very good, reflecting a high overall satisfaction level. A notable **12.50%** found the infrastructure satisfactory, with no reports of a not satisfactory rating.

Reporting of students on schedule



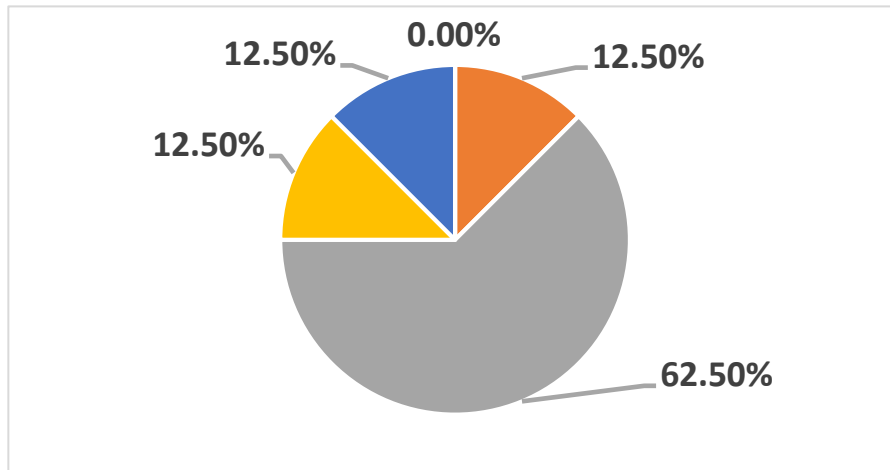
During the campus recruitment, employers provided feedback on the punctuality of student reporting, with **62.50%** rating it as excellent. Additionally, **37.50%** expressed satisfaction, rating the reporting as very good. Notably, there were no reports of good, satisfactory, or not satisfactory ratings, highlighting the overall strong performance of students in adhering to schedules.

Students' competence met my expectations



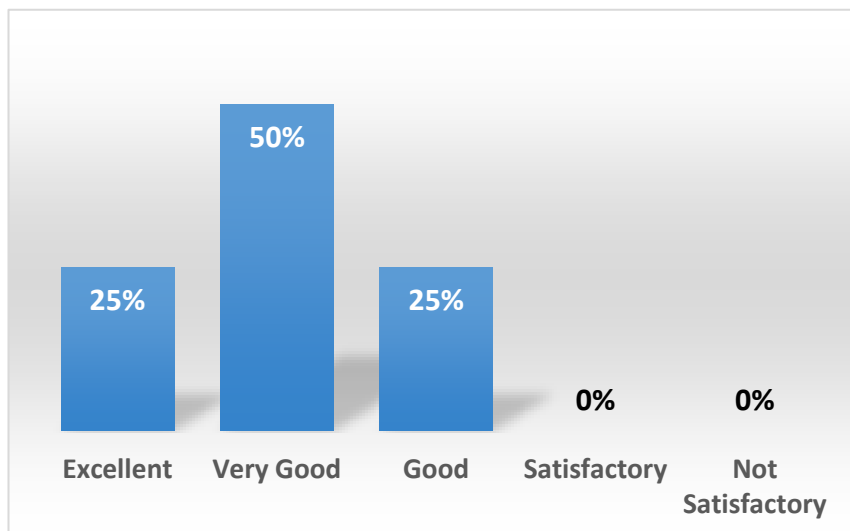
A strong alignment between students' competence and employer expectations, with **37.50%** rating it as excellent while **12.50%** as very good. Additionally, **50%** of employers found students' competence to be good, reflecting a positive sentiment overall. Notably, there were no reports of satisfactory or not satisfactory ratings, highlighting the predominantly high satisfaction with students' performance.

Students' resumes were professional



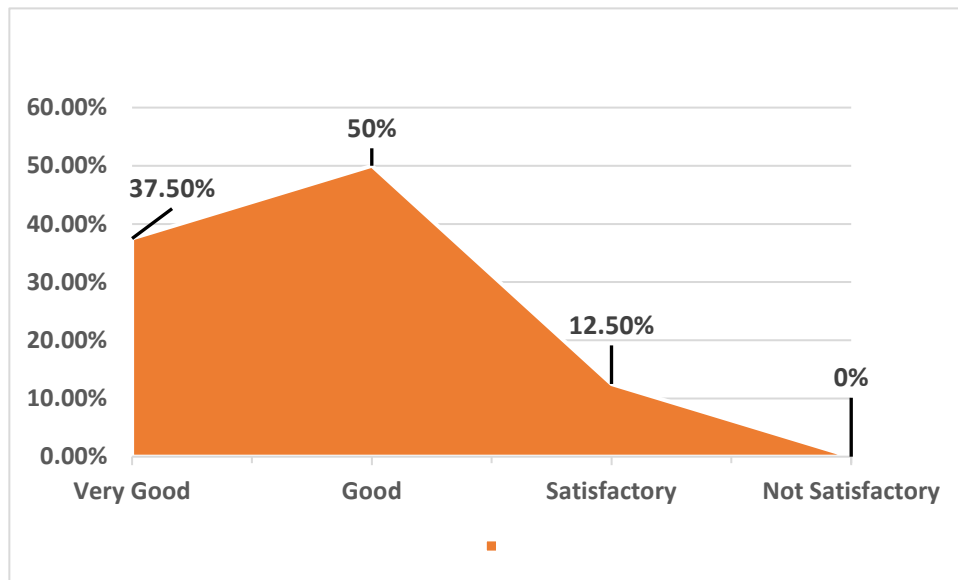
The feedback finding highlighted the professionalism exhibited in students' resumes, with an impressive **62.50%** rated as Very Good and **12.50%** as Excellent. An additional **12.50%** found the resumes to be as Good and **12.50%** as Satisfactory emphasizing the high standard of students' resume presentations.

Students' communication skills were up to mark



Employers provided positive feedback on students' communication skills, with **50%** rating them as very good and **25%** as excellent. An additional **25%** found the communication skills to be good, showcasing a strong overall performance. Notably, there were no reports of satisfactory or not satisfactory ratings, underscoring the high standard of students' communication abilities.

Students' awareness about the company profile and Job requirement



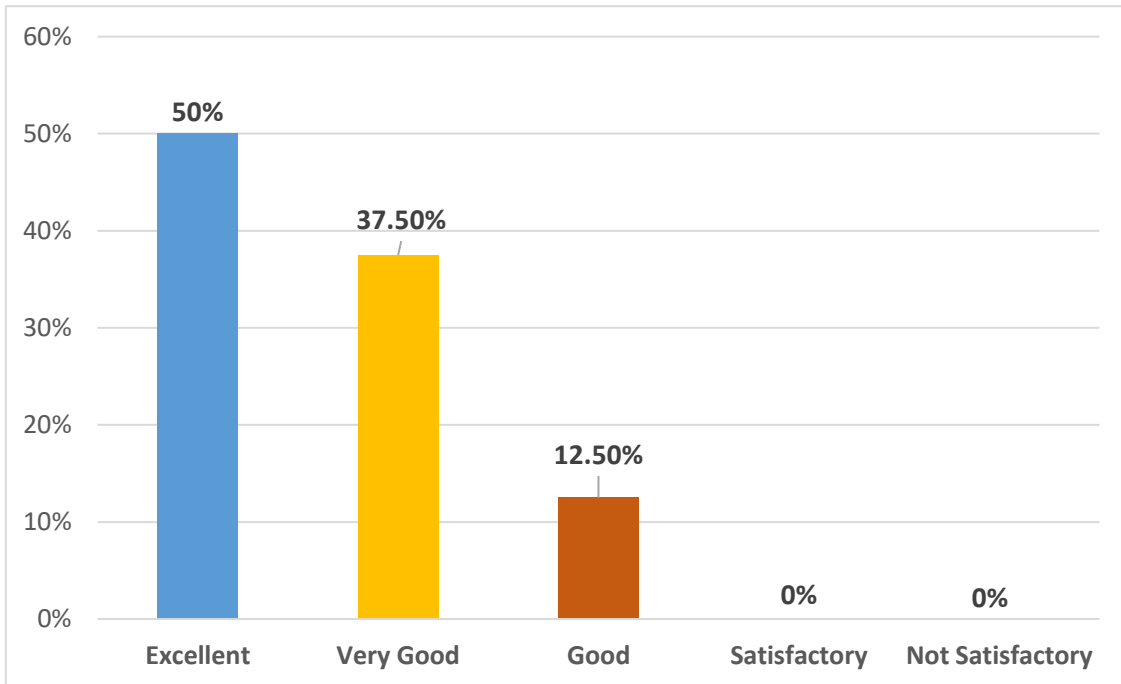
Employers praised students for their impressive awareness of the company profile and job requirements during the recruitment process, with **50%** rating it as good and **37.50%** as very good. Additionally, **12.50%** found students' awareness to be satisfactory, showcasing an overall positive response. Notably, there were no reports of not satisfactory ratings, highlighting the students' strong understanding of company expectations.

Students asked relevant questions



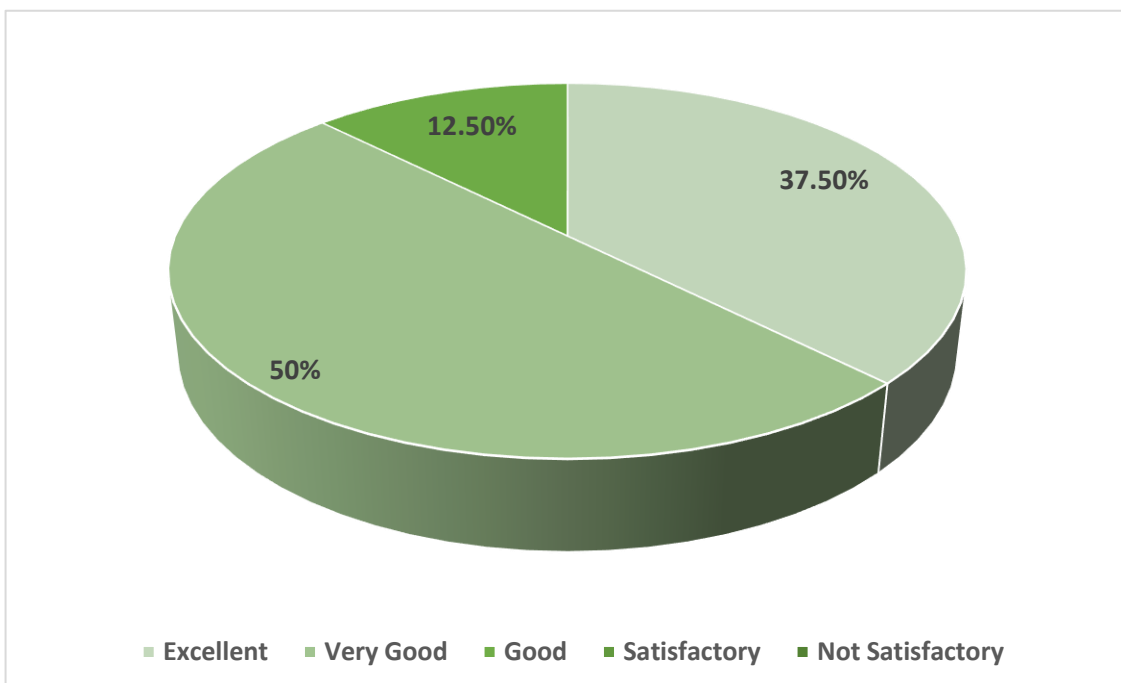
During the Campus recruitment at Loyola College, employers commended students for their engagement by asking relevant questions, with **50%** rating it as very good and **37.50%** as good. An additional **12.50%** found the questions to be excellent, reflecting a positive interaction. Notably, there were no reports of satisfactory or not satisfactory ratings, highlighting the students' strong ability to pose pertinent inquiries.

Students were professionally dressed



Employers were impressed with students presenting themselves in a professional manner, garnering an excellent rating from **50%** and very good from **37.50%**. Additionally, **12.50%** found students' dressing to be good, showcasing an overall commendable display of professionalism. Notably, there were no reports of satisfactory or not satisfactory ratings, highlighting the high standard of students' attire.

Students Etiquette



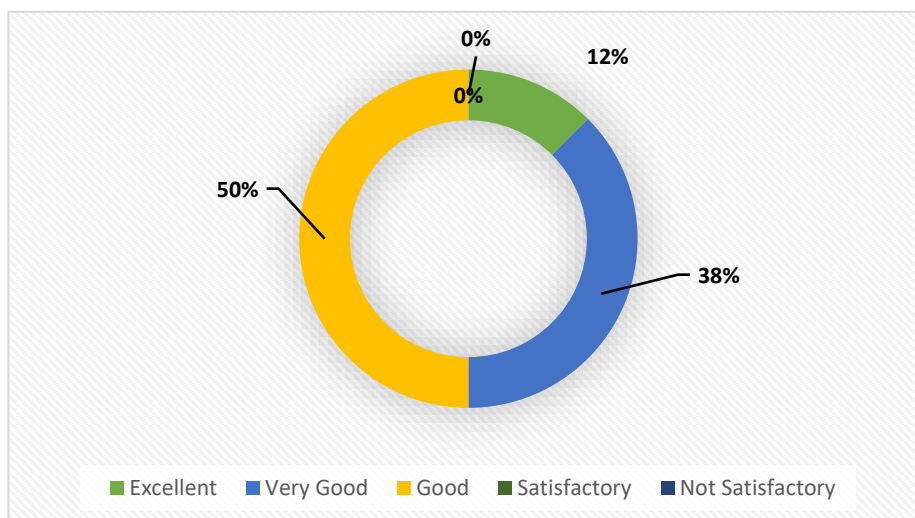
Employers praised students for their exemplary etiquette, with **50%** rating it as Very Good and **37.50%** as Excellent. An additional **12.50%** found the students' etiquette to be Good, showcasing a high level of professionalism. Notably, there were no reports of Satisfactory or Not Satisfactory ratings, underscoring the overall positive impression of students' behavior and manners.

Students were able to respond to questions confidently



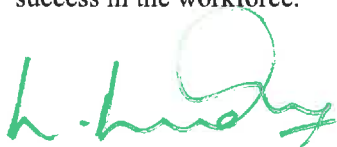
The feedback findings revealed students demonstrating confident responses to questions, with **50%** rated as good and **37.50%** as very good. Additionally, **12.50%** of employers found the responses to be excellent, showcasing a strong overall performance. Notably, there were no reports of satisfactory or not satisfactory ratings, underscoring the students' impressive ability to handle questions confidently.

Overall preparedness of the students



The employer's feedback during the campus interview reveals a commendable level of preparedness among students, with an impressive **50%** rated as "Good" and **37.50%** as "Very Good." A noteworthy **12.50%** earned an "Excellent" rating, showcasing a strong foundation in

the skills sought by employers. The absence of any "Satisfactory" or "Not Satisfactory" ratings underscores the overall positive impression of the candidates' readiness for the professional world. This data reflects the students' dedication to excellence and bodes well for their future success in the workforce.



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