

# **STAKEHOLDERS FEEDBACK REPORT 2023-2024**



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

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# Stakeholders Feedback Report (2023-2024)

## Internal Quality Assurance Cell (IQAC)

### Loyola College (Autonomous) Chennai

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The feedback from stakeholders, including students, faculty, parents, alumni, and employers, for the academic year 2023-2024 has been compiled, and the report is presented below.

## 1. Students Feedback (2023 – 24)

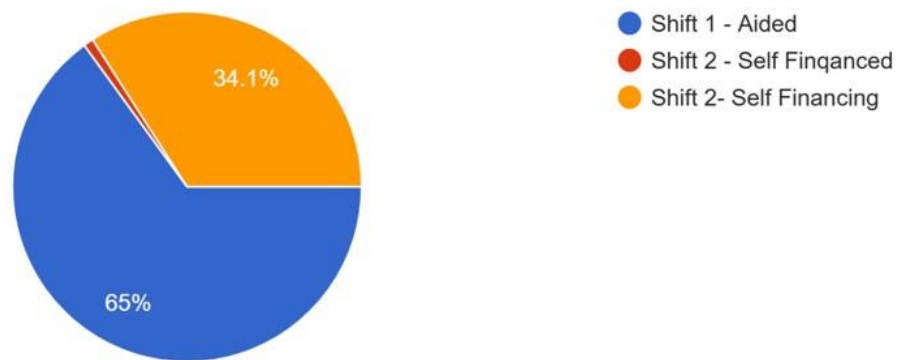
Students from the Arts, Science, and Commerce disciplines took part in the survey, responding to a variety of questions regarding course outcomes, assessment and evaluation, learning resources, and more.

### 1.1. Students' Shift Distribution

As part of the feedback survey conducted by the IQAC office, a question was posed to students regarding their shift in the college. A total of 217 students participated in the survey. The findings from this question are as follows:

Mention your Shift in the college

217 responses



- **Shift-1 (Aided):** The majority of the respondents, 141 students, accounting for **65%** of the total responses, belong to Shift-1 (Aided).
- **Shift-2 (Self-financing):** A total of 76 students, making up **35%** of the responses, are from Shift-2 (Self-financing), which includes 34.1% and an additional 0.9% under the self-financing stream.

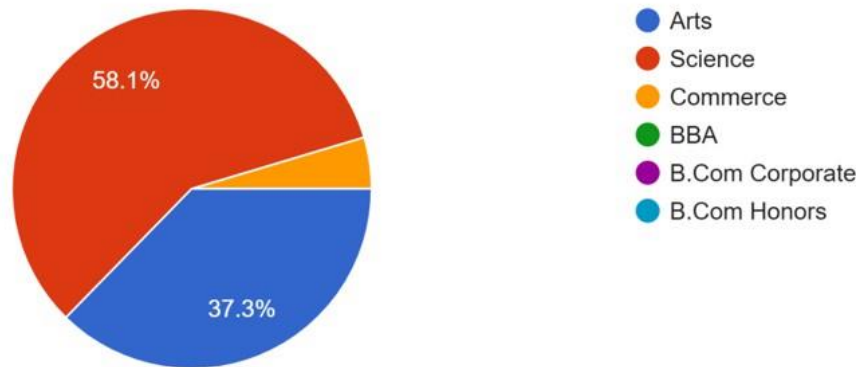
These results provide valuable insights into the distribution of students between the aided and self-financing streams within the college.

## 1.2 Student Distribution by Academic Stream

As part of the survey, students were asked to indicate their academic stream in the program. A total of 217 responses were received, and the findings are as follows:

What is your stream of the program?

217 responses



**Science:** The majority of students, **58.1%**, belong to the Science stream, which accounts for approximately 126 students.

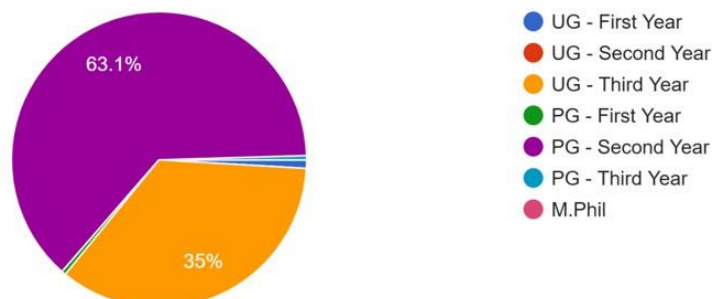
**Arts and Commerce:** A combined **41.9%** of the respondents are from the Arts and Commerce streams, representing around 91 students (81 from Arts and 10 from Commerce).

This data provides a clear understanding of the distribution of students across different academic streams, with Science having the largest representation, followed by the combined Arts and Commerce group."

## 1.3 Programme Pursued

What Program do you pursue?

217 responses

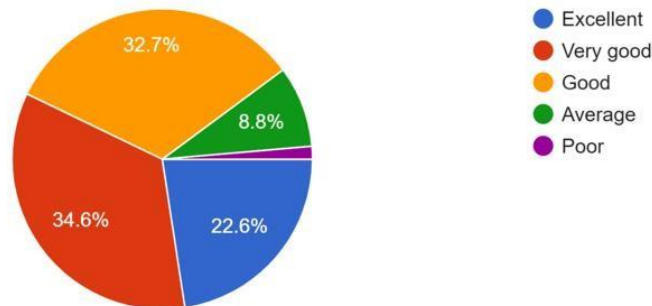


## 1.4 Course Syllabus and Expected Outcomes

Students were asked to rate the syllabus of their course in relation to the expected outcomes. A total of 217 students participated, providing valuable insights into how well the syllabus aligns with their expectations.

How do you rate the syllabus of the course that you have gone through in relation to the expected outcome of the course?

217 responses



- **22.6%** of the students, approximately 49 respondents, rated the syllabus as excellent, indicating a strong alignment with the expected course outcomes.
- A larger group, **34.6%** or around 75 students, rated the syllabus as very good, showing high satisfaction with the course structure.
- **32.7%**, representing about 71 students, considered the syllabus to be good, reflecting a generally positive view of the course content.
- **8.8%**, or 19 students, found the syllabus to be average, suggesting room for improvement.
- The remaining **1.3%**, or 3 students, rated the syllabus as poor, indicating a need for further evaluation of the course structure.

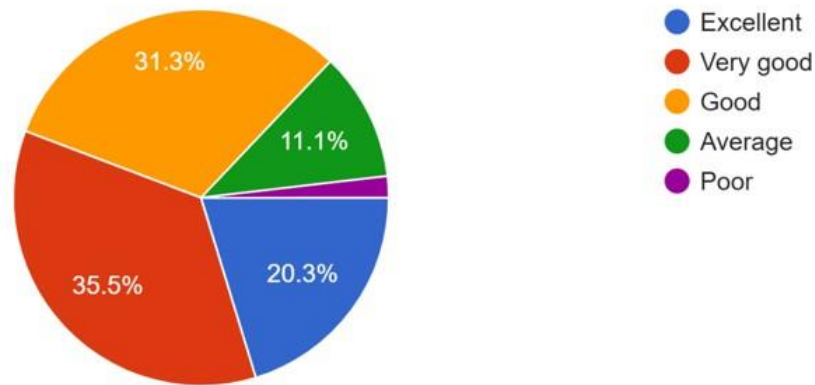
Overall, the majority of students expressed favorable opinions about the syllabus, with most ratings falling in the excellent to good range. This feedback highlights areas of strength and suggests where improvements could enhance the course alignment with expected outcomes.

### 1.5 Allocation of Credits and Hours to Courses

In the survey, students were asked to rate the allocation of credits and hours to their courses.

How do you rate the allocation of credits and hours to the courses?

217 responses

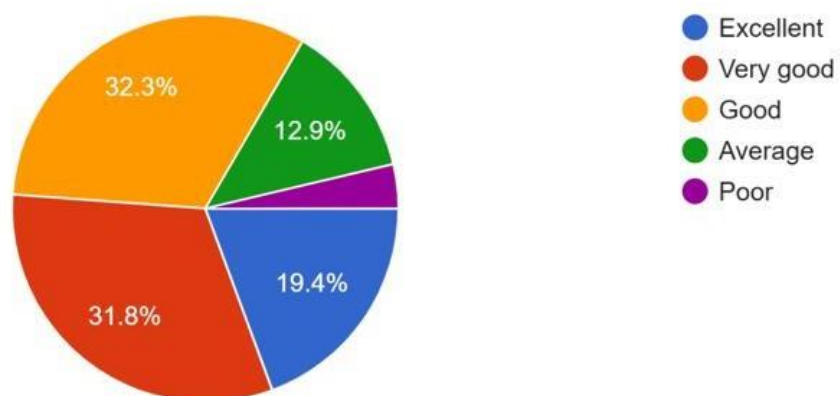


Out of 217 responses, **20.3%** of students, approximately 44 respondents, rated the allocation as excellent. **35.5%**, or about 77 students, gave a very good rating, while **31.3%**, approximately 68 students, rated it as good. **11.1%**, or roughly 24 students, rated the allocation as average. The remaining **1.8%**, approximately 4 students, gave a poor rating. Overall, most students expressed satisfaction with the allocation of credits and hours to their courses, though a small number indicated areas for improvement.

### 1.6 Syllabus Coverage of Recent Trends and Developments

Syllabus of each course covers recent trends and developments

217 responses



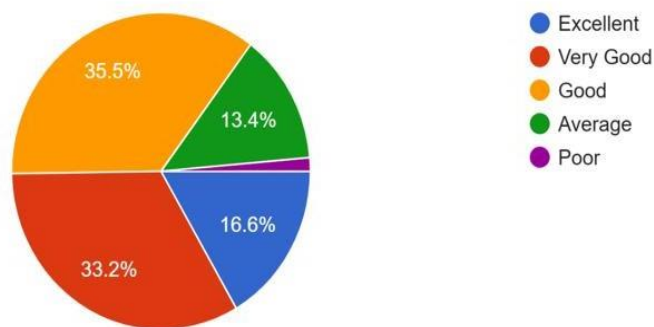
Students were asked to rate how well the syllabus of each course covered recent trends and developments. Out of 217 responses, **19.4%** of students, approximately 42 respondents, rated

the syllabus coverage as excellent. **31.8%**, around 69 students, gave a very good rating, while **32.3%**, about 70 respondents, rated it as good. **12.9%**, or roughly 28 students, rated the coverage as average. The remaining **3.6%**, approximately 8 students, gave a poor rating. Overall, the majority of students expressed positive feedback on the relevance of the syllabus to current trends.

### 1.7 Relevance of Papers to Specialization Streams

How do you rate the various papers in terms of their relevance to the specialization streams?

217 responses



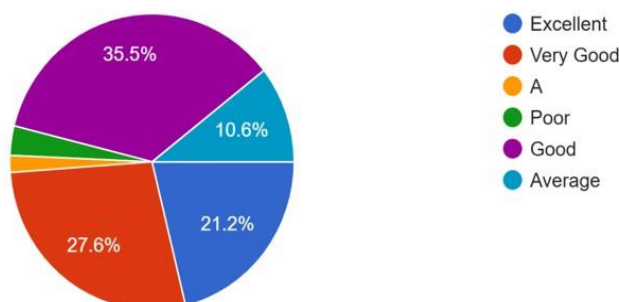
Students were asked to rate the relevance of various papers to their specialization streams, with a total of 217 responses received. **16.6%** of students, approximately 36 respondents, rated the relevance as excellent. **32.2%** of respondents, about 70 students, gave a very good rating, and **35.5%** of students, or around 77 respondents, rated the relevance as good. Meanwhile, **13.4%** of students, around 29 respondents, rated the papers as average. The remaining **2.3%**, approximately 5 students, rated the papers as poor. Overall, the majority of students provided positive feedback on the relevance of papers to their specialization.

### 1.8 Student Feedback on Teaching Methods

In the survey, students were asked to rate the teaching methods followed by teachers.

Teaching methods followed by teachers

217 responses



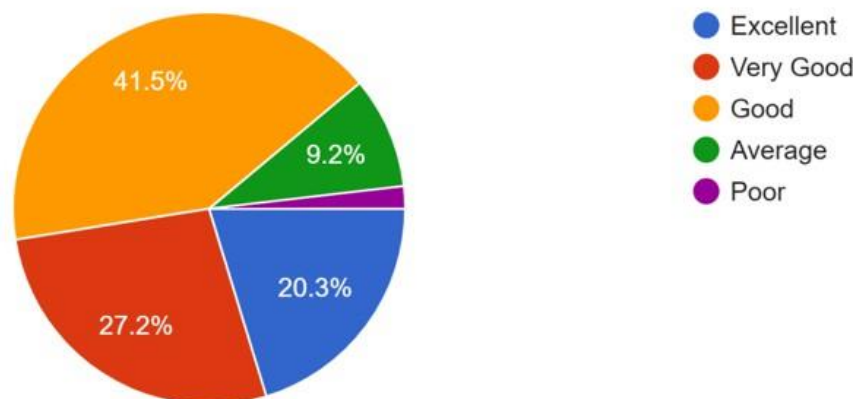
Out of 217 responses, **21.2%** of students, approximately 46 students, rated the teaching methods as excellent, showing high satisfaction with the approaches used by teachers. Additionally, **27.6%** of respondents, around 60 students, rated the methods as very good, and **35.5%** of students, about 77 respondents, gave a good rating, indicating overall satisfaction. Meanwhile, **10.6%** of students, or 23 respondents, rated the teaching methods as average, and the remaining **5.1%**, approximately 11 students, rated the methods as poor. Overall, the majority of students expressed positive feedback about the teaching methods used in the college.

### 1.9 Objectivity of Assessment and Evaluation

In the survey, students were asked to rate the objectivity of assessment and evaluation in the college. A total of 217 responses were received, and the feedback is as follows:

#### The objectivity of assessment and evaluation

217 responses



- **Excellent:** 20.3% of students, approximately **44 students**, rated the objectivity of assessment and evaluation as excellent, reflecting high satisfaction.
- **Very Good:** 27.2% of respondents, or about **59 students**, rated it as very good, indicating strong approval.
- **Good:** 41.5% of students, approximately **90 students**, rated the objectivity as good, showing general satisfaction with the assessment process.
- **Average:** 9.2% of students, around **20 students**, rated the objectivity as average.
- **Poor:** A small portion of the students rated it as poor.



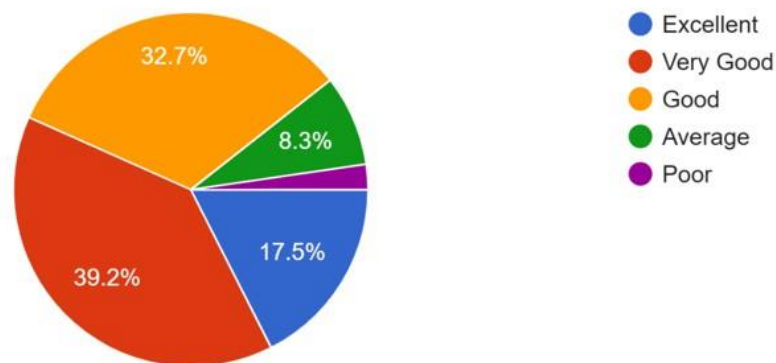
Overall, the majority of students, **89%**, rated the objectivity of assessment and evaluation positively, indicating satisfaction with the fairness of the process. However, a few students expressed the need for improvements, as reflected in the average and poor ratings.

### 1.10 Provisions for Accompaniment

Students were asked to rate the provisions available for student accompaniment in the college, and a total of 217 responses were received. The findings show that **17.5%** of students, approximately 38 respondents, rated the provisions as excellent, indicating high satisfaction with the support provided. Additionally, **39.2%** of respondents, around 85 students, rated the provisions as very good, reflecting strong approval. Another **32.7%** of the students, about 71 respondents, rated the support as good, showing general satisfaction.

Meanwhile, **8.3%** of respondents, approximately 18 students, rated the accompaniment as average, and a small percentage of students gave a poor rating.

The provisions that are available for students accompaniment in the college  
217 responses



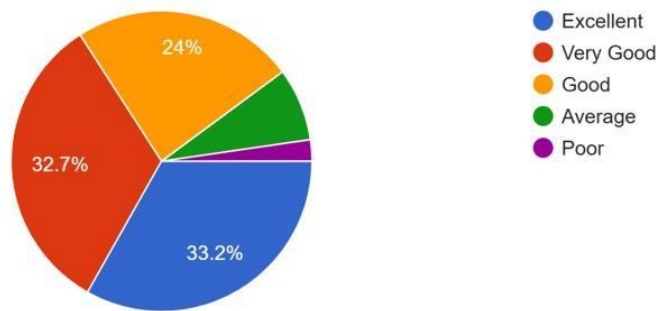
In summary, **89.4%** of the students provided positive feedback, with most rating the provisions for student accompaniment as excellent, very good, or good. However, a small number of students indicated the need for improvement.

### 1.11 Student Rating of Learning Resources in the College

In the survey, students were asked to rate the learning resources available in the college, including the library, lab facilities, ICT provisions, and other resources. A total of 217 students participated, and the feedback is summarized as follows:

How do you rate learning resources that are available in the college (Library, Lab, ICT Provisions and others)?

217 responses



- **Excellent:** 33.2% of the students, approximately 72 students, rated the learning resources as excellent, reflecting a high level of satisfaction with the facilities.
- **Very Good:** 32.7% of respondents, around 71 students, rated the resources as very good, indicating strong approval.
- **Good:** 24% of the students, or about 52 students, rated the resources as good, showing general satisfaction.
- **Average:** The remaining 9.4%, or approximately 20 students, rated the resources as average.
- **Poor:** A very small portion of the students rated the learning resources as poor.

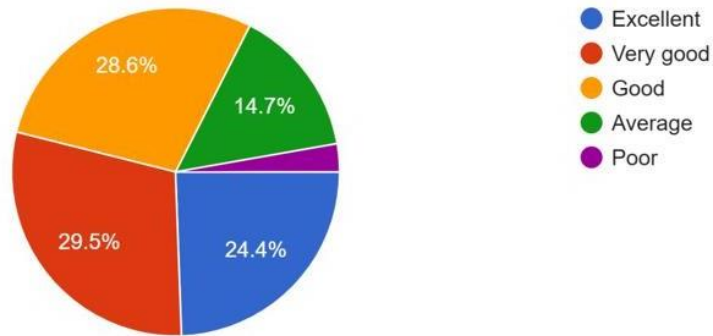
Overall, the majority of students, 89.9%, rated the learning resources positively, with most considering them excellent, very good, or good. The feedback reflects a strong level of satisfaction but also highlights areas that could be further improved to meet student needs.

### 1.12 Student Rating of Extension and Co-curricular Activities

As part of the survey, students were asked to rate the various provisions for extension and co-curricular activities provided by the college. A total of 217 responses were collected, and the findings are as follows:

How do you rate various provisions of extension and co curricular activities of the college?

217 responses



- **Excellent:** 24.4% of the students, approximately **53 students**, rated the provisions as excellent, reflecting a high level of satisfaction.
- **Very Good:** 29.5% of respondents, or around **64 students**, gave a very good rating, indicating strong approval of the activities.
- **Good:** 28.6% of students, representing about **62 students**, rated the activities as good, showing general satisfaction.
- **Average:** 14.7%, or approximately **32 students**, rated the provisions as average, suggesting there are areas that can be improved.
- **Poor:** The remaining **2.8%**, or **6 students**, gave a poor rating, highlighting the need for significant enhancement.

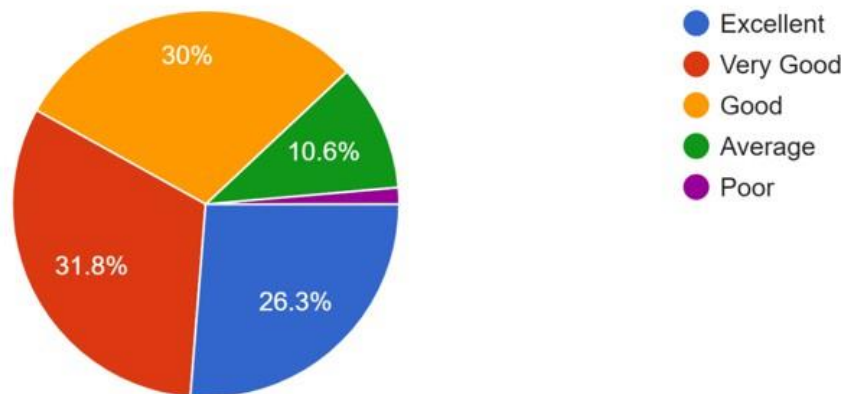
Overall, the majority of students expressed positive feedback regarding the college's extension and co-curricular activities, with **82.5%** rating them as good or better. However, the feedback also identifies opportunities for improvement, as indicated by the average and poor ratings.

### 1.13 Overall Rating of the Programme and College Facilities

In the survey, students were asked to provide their overall rating of the programme and the various facilities offered by the college. A total of 217 responses were received, and the feedback is as follows:

## Overall rating of the program and various facilities in the college

217 responses



1. **Excellent: 26.3%** of the students, or approximately 57 students, rated the programme and facilities as excellent, indicating high satisfaction.
2. **Very Good: 31.8%** of students, representing around 69 students, provided a very good rating, showing strong approval.
3. **Good: 30%** of the respondents, approximately 65 students, rated the programme and facilities as good.
4. **Average: 10.6%** of students, or 23 students, rated it as average, suggesting areas for improvement.
5. **Poor: 1.3%**, or 3 students, gave a poor rating, indicating the need for significant improvements in some areas.

Overall, the majority of students rated the programme and facilities positively, with 58.1% providing excellent or very good feedback. However, there is still room for improvement based on the responses categorized as average or poor.

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## 2. Staff Review on Curriculum (2023 – 24)

The staff from various academic departments conducted an LOCF review meeting based on the inputs received from IQAC. A few samples of the departmental feedback is outlined below.

### 2.1 B.Com (Accounting & Finance)

1. **What specific benefits have you witnessed in student comprehension, engagement, skill development, performance, and progression for higher studies and employment as a result of implementing the Learning Outcome Based Curricular Framework (LOCF) in teaching practices?**

This framework encourages student accountability and engagement and facilitates the development of practical skills and competencies essential for the workforce. It promotes continuous improvement, aligns with industry needs, and cultivates higher-order thinking skills, ensuring graduates are well-prepared for the challenges of the modern world while fostering a lifelong learning mindset.

2. **What difficulties or limitations have surfaced when integrating the LOCF into your dynamic lesson plan, classroom instruction, question setting, assessment, and evaluation, and how have you navigated these challenges?**

As such, there is no limitation in any of the contexts, but there is a challenge during the initial execution of the LOCF model in terms of question paper setting. With efforts, the faculties are trained enough to set question papers based on Bloom verbs and their context using the cognitive levels of Bloom's taxonomy.

3. **How does the integration of the LOCF influence your exploration of curriculum development, syllabus framing, innovative/interdisciplinary teaching approaches, testing methodologies, customization of learning experiences for your students, and your professional development?**

- **Curriculum Development & Syllabus Design:** Guided by precise learning goals, shaping both syllabi and content choices.
- **Innovative & Interdisciplinary Teaching:** Promoting a variety of teaching techniques and interdisciplinary approaches to fulfill predetermined objectives.
- **Assessment Strategies:** Ensuring assessments are directly related to the expected outcomes, expanding evaluation approaches beyond conventional exams.

4. **What hurdles or obstacles have you encountered in tailoring the LOCF to meet the diverse learning needs of students, particularly those from rural areas, slow learners, or first-generation learners, and how have you attempted to address these challenges?**

Students come with diverse levels of understanding due to their educational backgrounds.

We conducted remedial classes to assist slow learners in grasping subject concepts more effectively within the framework of the LOCF model. Simultaneously, we utilized Harvard

Business School case studies to facilitate higher-order learning (K5 & K6), aiming to equip students with skills in creativity and innovation in commerce and accountancy. Regular feedback sessions help in understanding individual progress and areas for improvement. Being flexible with teaching approaches and content delivery methods based on this feedback has proven beneficial in meeting diverse learning needs.

**5. What futuristic developments and directions do you envision to augment the efficacy of the LOCF in nurturing holistic student learning outcomes?**

Futuristic advancements aimed at enhancing the effectiveness of the LOCF in nurturing holistic student learning outcomes involve emphasizing socio-emotional skills, promoting global experiences, and fostering interdisciplinary learning approaches. These enhancements aim to better equip students with the multifaceted skills required for success in 21st-century businesses.

## **2.2 B Com (Corporate Secretaryship)**

**1. What specific benefits have you witnessed in student comprehension, engagement, skill development, performance, and progression for higher studies and employment as a result of implementing the Learning Outcome Based Curricular Framework (LOCF) in teaching practices?**

This pedagogical framework fosters a sense of responsibility and active participation among students, facilitating the acquisition of practical skills and competencies crucial for professional readiness. Emphasizing continuous improvement, it is designed to align with the dynamic demands of industry, nurturing higher-order cognitive skills. Ultimately, the framework ensures that graduates are adequately equipped to tackle the contemporary challenges of the world, all the while instilling a mindset conducive to lifelong learning.

**2. What difficulties or limitations have surfaced when integrating the LOCF into your dynamic lesson plan, classroom instruction, question setting, assessment, and evaluation, and how have you navigated these challenges?**

While there are no inherent limitations in applying the LOCF model, one initial challenge arises when faculty members begin incorporating it into question paper creation. The challenge specifically relates to framing questions using Bloom's verbs and considering the cognitive levels outlined in Bloom's taxonomy. However, through dedicated training efforts, faculty members become proficient in crafting questions that align with the model and its educational objectives.

**3. How does the integration of the LOCF influence your exploration of curriculum development, syllabus framing, innovative/interdisciplinary teaching approaches, testing methodologies, customization of learning experiences for your students, and your professional development?**

- **Curriculum Development & Syllabus Design:** Guided by precise learning goals, shaping both syllabi and content choices.

- **Innovative & Interdisciplinary Teaching:** Promoting a variety of teaching techniques and interdisciplinary approaches to fulfill predetermined objectives.
  - **Assessment Strategies:** Ensuring assessments are directly related to the expected outcomes, expanding evaluation approaches beyond conventional exams.
4. **What hurdles or obstacles have you encountered in tailoring the LOCF to meet the diverse learning needs of students, particularly those from rural areas, slow learners, or first-generation learners, and how have you attempted to address these challenges?**

Remedial classes were provided to assist slow learners in grasping subject concepts more effectively within the framework of the LOCF model. Simultaneously, we had case studies, drama-based learning, and role-play to facilitate higher-order learning (K5 & K6), aiming to equip students with skills in creativity and innovation in commerce and accountancy.

5. **What futuristic developments and directions do you envision to augment the efficacy of the LOCF in nurturing holistic student learning outcomes?**

To enhance the efficacy of the LOCF in fostering comprehensive student learning outcomes, future advancements are directed towards prioritizing socio-emotional skills, advocating for global experiences, and cultivating interdisciplinary learning approaches. These improvements seek to better prepare students with the versatile skills essential for success in 21st-century businesses.

## 2.3 B Com (Honours)

### 1. Benefits of Implementing LOCF in Teaching Practices

Learning outcome-based frameworks provide clear and specific objectives for each chapter and help in systematically covering all the chapters in the syllabus. This clarity helps students understand what is expected of them and what they should be able to achieve upon completing the chapters.

It also allows for better alignment between teaching, learning, and assessment. Assessments can be designed to directly measure whether students have achieved the desired outcomes, providing a more accurate gauge of their understanding and skills.

### 2. Difficulties/Limitations in Integrating LOCF

Ensuring that the lesson plans align seamlessly with established learning outcomes and educational standards is quite challenging. Designing assessments that accurately measure the attainment of learning outcomes is also challenging. Applying the LOCF model to number-based papers is particularly challenging for the faculty.

As a department, we provide additional resources, alternative assessments, or varied instructional approaches to address diverse learning styles and abilities. However, these have increased the burden on the faculty. Regular monitoring and evaluating the effectiveness of the LOCF can be time-consuming.

### 3. Obstacles Encountered in Tailoring LOCF

Creating specific lesson and assessment plans was challenging due to broad learning outcomes. Breaking down broad outcomes into specific, measurable objectives guided us in lesson planning and assessment design.

Meeting the needs of diverse learners within a standardized framework was complex. Providing additional resources, alternative assessments, and varied instructional approaches is practiced to address diverse learning styles and abilities.

Collaborating with colleagues to share resources and explore innovative, cost-effective teaching methods proved useful in overcoming these obstacles.

### 4. Integration of LOCF

The LOCF shifts the focus from a content-driven curriculum to clearly defined learning outcomes. It encourages a more structured and purposeful curriculum development process, ensuring that educational programs are designed to achieve specific, measurable outcomes. The LOCF encourages to design lessons that integrate knowledge and skills from multiple disciplines, fostering a more comprehensive and interconnected approach to learning. Customized learning experiences enhance student engagement and motivation, promoting a deeper understanding of the material.

#### 2.4 Business Administration (BBA)

##### 1. **What specific benefits have you witnessed in student comprehension, engagement, skill development, performance and progression for higher studies and employment as a result of implementing the LOCF in your teaching practice?**

Students are more attentive and their exuberant participation and interaction during the classes is commendable while LOCF is implemented. Vibrant classes definitely has resulted in a deep understanding of the subject by the students. Quality of Assignments and Seminars has improved as a result of deeper knowledge, understanding. Hence students' skill development and practical experience has improved. Evaluating (under LOCF) has ensured a more accurate professionalism and students appreciate it. It is a real success for both the faculty and the taught.

##### 2. **What difficulties or limitations have surfaced when integrating the LOCF into your dynamic lesson plan, class room instruction, question setting, assessment and evaluation and how have you navigated these challenges?**

As any implementation of a new process comes with new challenges, LOCF integration into the dynamic lesson plan also involves more planning and this needs more planning consuming more time. Innovation is a clear requirement is a healthy evaluation system. LOCF demands creative question setting. Evaluation is also demanding as the students are of different capabilities and talents.

##### 3. **How does the integration of the LOCF in influence your exploration of curriculum development, syllabus framing, innovative/interdisciplinary teaching approaches,**



**testing methodologies, customization of learning experiences for your students and your professional development?**

Knowledge of the subject, Commitment and Involvement of the faculty to the students entrusted to his/her care is essential. This has resulted in innovative teaching methods using audio visual aids. Integration of LOCF has prompted us to find new horizons in the subjects in question. We can take of course an expert opinion from across the successful corporate personalities. Guest lectures plays a crucial part here. LOCF motivates the faculty to improve their skills. This results in their continuous professional development. The faculty is automatically vibrant and alive to the LOCF.

**4. What hurdles or obstacles have you encountered in tailoring the LOCF to meet the diverse learning, needs of the students, particularly those from rural areas, slow learners or first-generation learners and how have you attempted to address these challenges?**

The faculty is meant for the whole class. In the mean time weaker section students and first-generation learners along with students from the rural background need more an special attention. Remedial classes are arranged for the poor and marginalised and slow learners. Special and individual attention and a periodical follow-up is given as LOCF is rather challenging for these students.

**5. What futuristic developments and directions do you envision to augment the efficacy of the LOCF in nurturing holistic student learning outcomes?**

For a holistic development of the students LOCF is definitely helpful is only the faculty has fully mastered the subject he/she teaching. LOCF to be successful the faculty has to be more humane and caring. In such a case students will be successful in their future.

1. LOCF learning outcomes provide a roadmap for students, enhancing knowledge and promoting engagement. Aligning curriculum with these outcomes allows focused skill development, contributing to practical experience. It also ensures precise evaluations, preparing students for advanced studies and professional success.
2. Integrating LOCF outcomes with lesson plans requires more time and careful alignment for academic and skill development. Designing assessments to measure these outcomes needs more creativity. Addressing diverse student abilities in meeting outcomes is quite challenging.
3. The LOCF promotes innovative teaching methods to achieve predefined outcomes and engaging instructional approaches. This motivates teachers to enhance their skills, promoting continuous professional development aligned with the learning outcome-based approach.
4. LOCF helps to frame flexible strategies, like remedial class and peer-group learning, to ensure inclusivity for diverse learning paces, while first-generation learners benefit from this supportive learning environment.
5. LOCF needs to assess the Real-time analytics and monitor progress, supporting timely interventions, and a holistic approach, including soft skills development, and dynamic curricular structures, ensures relevant and adaptive education to the students.

## 2.5 Department of Chemistry (Shift -I)

The extract of the department level discussion on LOCF and Curriculum.

### A) Specific Benefits:

1. The adoption of the LOCF pattern is welcomed by the staff members.
2. Students learning pedagogy has significantly changed. They are able to understand their level of study. The growth from basic to advance level could be realised by them.
3. The pass percentage requires improvement and a slight modification in evaluation pattern can change the overall performance.
4. Currently the first batch of students in LOCF is about to leave the portals of Loyola that the outcome of LOCF, in terms of improved higher studies and job opportunities, is yet to be realized.
5. The K1 and K2 levels of questioning in CIA level may show significant impact on student performance. K5 and K6 can be taken to 3a and 3b component levels for major impact.
6. In the current LOCF model of question paper setting, students have gone choice based selection of one teacher's portion alone, with a few units, for studying. This has drastically affected their results.

### B) Limitations:

1. The dynamic lesson plan is comfortable enough to handle the classes but the minor changes happening periodically, in the college calendar and in the college functioning, bring in alterations.
2. Classroom instructions, working exactly on dynamic lesson plan alone, do not serve good. The revision of syllabus has to be done before the examinations for better results to be produced but it does not happen, even though it is planned. One of the ways to overcome this difficulty is by reducing the syllabus 10 to 15%. Teachers have agreed to this change.
3. Question paper setting, as per LOCF, is challenging one for the Chemistry department. Direct questions of 12.5, 15 and 20 marks cannot be asked as single question in the CIA and Semester examinations. They require subdivisions and as a result the number of questions are increased. This affects the time of answering and the students of average and poor calibre find it difficult to manage.
4. Assessment and evaluation are very comfortable and flexible for CIA. The 3a and 3b components can be handled effectively. However, Semester examinations show different kind of results after assessment and evaluation. Therefore it is decided that the students should be given due training before the semester examination. Even a model semester examination can be conducted.

### C) Exploration:

1. Curriculum development has been designed to cater the needs of all type of students whether he is a slow or fast learner. From the feedback of the students that they are not comfortable with some paper, the new curriculum has been designed to introduce the general chemistry concept to first year students integrating all three

types of chemistry disciplines. Students can choose their choice initially at their comfort zone and perform well in the examinations.

2. The syllabus would be involved with general chemistry in the first year, specialization in the second and third years with allied, elective, NMEs, skill based courses. New electives of inter-disciplinary nature and skill based courses with entrepreneurship skills have been planned for UG students.
3. Testing methodologies have to be modified as the students are finding it difficult to answer too many questions with more no. of subdivisions. Also the no. of sections are to be reduced from 5 to 3, ie to ABC type. Open type choices have to be reintroduced to make students to get more no. of choices to answer questions. The detailed question pattern will be framed during restructuring of UG syllabus.
4. Learning experiences can be modified with at least one hour of library hour that can be reintroduced in timetable itself. Or curriculum can be framed in such a way that the library hour can be mentioned in the syllabus itself to make provisions for library hour in timetable for the students to utilize it fruitfully.

#### **D) Hurdles and Obstacles:**

1. When the syllabus is reframed to cater the need of weaker students, the fast learners may find it below their level of learning and when we increase the level of syllabus for fast learners, the weaker students may find it difficult to cope up with it. So, a balanced syllabus would be made only when we give more learning time for both level of students which could be possible only if the syllabus is trimmed down by 10 to 15%. This is deliberately recommended that the current batch and expected subsequent batch students are traumatized by COVID-19 situation.
2. Student trainer or periodical special coaching by teachers may make the slow learners to improve drastically.
3. Fast learners can be encouraged to register in MOOC courses and any financial support requested by students can be met under special case to pay the course fee to get certificate. The MOOC courses completed can be entered in the grade sheets under special category of recognition.
4. A complete research and instrumentation facility can be developed with the help of alumni members using the SIRO initiative.
5. Industrial visits can be arranged for II and III UG students instead of III UG only. Student conferences can be arranged as part of their project report submission. Experts can be invited from various disciplines as invited speakers and judges can be arranged for evaluation of the presentations.

#### **E) Future Plans:**

1. As part of our infrastructural development, the Chemistry department Smart Room can be modified into a real smart room by activating the smart board and converting the room into an air-conditioned room.
2. A common instrumentation facility can be set up in the department itself hooking various labs for this facility. A nominal charge can be levied for utilizing this facility by students and outsiders.

3. E-content can be developed based on course content and laboratory procedures. Each teacher is encouraged to do this for the benefit of the students.
4. A complete question bank with solution is requested from each staff member for students to get benefitted from it. This would be a boost to slow learners especially and the fast learners can also score high marks.
5. A series of Lectures by Alumni may motivate many students to move to higher studies.
6. Placements can be strengthened by negotiating with the industry people to recruit students with one or two arrears who always show long stay in the industry that recruited them.
7. NET / SLET / GATE coaching can be given to students with a nominal fee being collected from them to invite special speakers, from outside, as motivators and special coaches.

## **2.6 Department of Computer Science**

- 1. What specific benefits have you witnessed in student comprehension, engagement, skill development, performance and progression for higher studies and employment as a result of implementing the Learning Outcome Based Curricular Framework (LOCF) in your teaching practices?**

Students are able to develop their skills through K5 and K6 level questions. Thereby, they are exposed to more placement opportunities. Since, attainment is not calculated, it is difficult to assess comprehension, engagement, performance and progression in a scientific way.

- 2. What difficulties or limitations have surfaced when integrating the LOCF into your dynamic lesson plan, classroom instruction, question setting, assessment and evaluation and how have you navigated these challenges?**
  - It is challenging for the students to answer questions based on Bloom's taxonomy since they are not much exposed to keywords used in different K levels.
  - Students choose and answer the questions in a random fashion without answering them in a proper order.
  - The CIA and Semester question paper template doesn't match.
  - Faculty face space constraints to conduct component tests.
  - All courses do not fit in under K1 to K6 levels.
  - There must be liberty to choose K levels while framing the syllabus for each of the courses.
  - Faculty have difficulty in teaching one-mark questions.
- 3. How does the integration of the LOCF influence your exploration of curriculum development, syllabus framing, innovative/interdisciplinary teaching approaches, testing methodologies, customization of learning experiences for your students and your professional development?**
  - Academic freedom in curriculum development will enhance the chances of assigning suitable K levels specific to courses.
  - All courses do not fit in under K1 to K6 levels.

- It's challenging to conduct class tests for K1 and K2 levels within the classroom.
  - Students find it difficult to understand the K level keywords.
4. **What hurdles or obstacles have you encountered in tailoring the LOCF to meet the diverse learning needs of students, particularly those from rural areas, slow learners or first-generation learners, and how have you attempted to address these challenges?**
- Rural area students, slow learners and first-generation learners find it difficult to understand the K level keywords.
  - Tamil medium students are not able to understand the bloom's taxonomy keywords.
5. **What futuristic developments and directions do you envision to augment the efficacy of the LOCF in nurturing holistic student learning outcomes?**
- A systematic detailed orientation of LOCF could be initiated during the fresher's orientation programme.
  - Students to be exposed to the keywords in component tests.

## **2.7 Department of History**

The feedback of the faculty members on the LOCF framework:

### **1. Specific Benefits as a result of implementing LOCF**

- Digital literacy has increased
- Research skills has considerably improved
- Comprehension skills have developed to a certain extent

### **2. Difficulty in integrating LOCF framework**

- Holistic approach is lacking, as everything is time-bound and gives less scope for incorporating changes after being framed
- It is practically not possible to adhere to the time-frame and in the long run unable to follow it completely
- Usage of action verbs for question paper setting are more science oriented and not relevant for History question papers
- Assessment / Evaluation has become a complicated process

### **3. Usefulness of the LOCF framework from faculty perspective and professional Development**

- Gives scope for exploring new papers – we have introduced new papers like Leisure Studies, History of Cinema, History of Indigenous Technologies, in the curriculum

- It gives scope for interdisciplinary subjects – but for administrative convenience we are not practicing inter disciplinary method in the true essence
- Gives opportunity to explore innovative types of evaluation pattern, for ex. online testing methods
- Encourages the faculty to explore more avenues for teaching materials like – video lessons, online courses, journals etc.

#### **4. Hurdles/obstacles in tailoring to needs of rural, slow-learners and first-generation learners**

- As majority of the students are in this category (slow-learners and first-generation), this is a major hurdle for implementing LOCF
- Given the heterogeneous nature of the class composition we are forced to invest more time on slow-learners category at the cost of not catering to the needs of the fast-learners, thus failing the entire purpose of LOCF.
- LOCF process will be a success only if the students are also highly informed and oriented towards its implementation and its attainment

#### **5. Futuristic Developments and Directions**

- Tie-ups with institutions and organizations like NIAS, ASI, Museum, Tourism Department
- Student and Staff exchange programmes within Jesuit institutions across the states
- Practice of newspaper reading, inter class competitions, forming of academic clubs

### **2.8 Kaushal Kendra (DDU)**

The Director and teaching faculty of Kaushal Kendra had a meeting on 15<sup>th</sup> December 2023 to discuss the points relating to LOCF implementation, its benefits, difficulties, and ways of effectively blending it into the curriculum. The following are the outcomes of the discussion:-

#### **1. What specific benefits have you witnessed in student comprehension, engagement, skill development, performance and progression for higher studies and employment as a result of implementing the Learning Outcome Based Curricular Framework (LOCF) in your teaching practices?**

- It has prompted the faculty to help learners understand the subject through practical sessions.
- Helped in developing research-based ideas in teaching.
- Understand in earning industry standard work ethics and professional approach.
- Some students find it difficult - more than learning they just want to pass.
- Increase in average marks across the subjects.

- The questions are evenly distributed between the units and all the cognitive levels are addressed.
- Helps in identifying the areas where students need improvement.
- Students can score better as the question pattern is broader showing better results.
- Pass percentage has improved.

**2. What difficulties or limitations have surfaced when integrating the LOCF into your dynamic lesson plan, classroom instruction, question setting, assessment and evaluation, and how have you navigated these challenges?**

Most of the keywords that we are supposed to use while setting up questions are not suitable for practical papers. So using these keywords in the questions makes it difficult for the students to understand. And they keep asking doubts during the exam which could be easily avoided if we had more keywords that are suitable for practical subjects as well like 3D modelling.

- The challenge was in adhering to the action verbs provided.
- Students are not able to understand Few key words (illustrate, sketch, apprise etc.) and answer it.
- More training needs to be given to teachers as well as students in this aspect.
- Students are not able to answer the required number of words in sections D and E.
- Some keywords are confusing for the students.
- Most students who do not answer the objective type of questions (Sections A & B) tend to score more poorly in exams.

**3. How does the integration of the LOCF influence your exploration of curriculum development, syllabus framing, innovative/interdisciplinary teaching approaches, testing methodologies, customization of learning experiences for your students, and your professional development?**

- LOCF brings clarity to students on the need to focus on practical learning. This allows the students to understand the subject better than theory. In turn, teachers are motivated to employ different strategies in teaching.
- The LOCF also ensures the syllabus is followed meticulously with the even distribution between the different units. It also provides scope for creative assessment components thus ensuring the overall development of students.
- Question banks can be given.

**4. What hurdles or obstacles have you encountered in tailoring the LOCF to meet the diverse learning needs of students, particularly those from rural areas, slow learners, or first-generation learners, and how have you attempted to address these challenges?**

- Some learners need to be trained more to understand the questions especially students from rural areas and first-generation learners.
- The major obstacle is in helping the students understand the action verbs and the different cognitive levels.
- More difficult for rural students to understand the questions. This can be quite challenging for such students to pass in the exams.

**5. What futuristic developments and directions do you envision to augment the efficacy of the LOCF in nurturing holistic student learning outcomes?**

- Semester Practical subject marks could be 50 for project + 50 marks for one word answers
- Students whose IQ level is lower and slow learners find it difficult to grasp and follow.
- Consistent training and remedial classes can help them with better understanding. It is time-consuming and needs a holistic approach.
- Orientation and consistent practice on the LOCF pattern will help them use the method better.

## **2.9 Department of Mathematics**

According to the report of the academic curriculum audit, the following decisions were made by the faculty members of the Department of Mathematics.

### **1 Curriculum Strength**

#### **Report on Weakness:**

As per the guidelines of the curriculum, NME is not offered for non-Tamil-speaking students.

#### **Report on Specific Areas of Improvement:**

According to UG-LOCF, only two major electives can be provided. Based on the feedback given by the experts, we strongly recommend more than two major electives.

#### **Report of Recommendations:**

- Language papers ought to incorporate spoken English lessons. Therefore, the English department will be informed of the proposals.
- Separate courses cannot be given for Entrepreneur skills. However, the current courses like Astronomy, Operations Research, Fuzzy Logic, Graph Theory, Python, Matlab, Mechanics, Numerical Methods using C, etc., offer a foundation for entrepreneurship.
- Numerous self-study papers have already been made available to UG students from parent and other departments.

### **2 Syllabus**

#### **Report on Weakness:**

- Mathematical Statistics is offered as an allied required paper, not as an allied optional paper.
- In the upcoming restructuring, we will provide C-programming paper as a major elective for students who do not study computer science in Higher Secondary school.



### **Report on Specific Areas of Improvement:**

- Analytical Geometry course syllabus will be updated in relevance to current 11th and 12th in the forthcoming restructuring.
- The industry is more in need of numerical methods than numerical analysis, so we will discuss and make a final decision in the board of studies.
- R language will be included in the next UG curriculum.

### **Report of Recommendations:**

- A course on Cracking High-level Quantitative Aptitude Examinations will be included in the next restructuring curriculum.
- If we obtain approval from the college, we will incorporate a mandatory industrial visit for entrepreneurship and industrial skilled courses.

## **3 Teaching Methodologies**

### **Report on Weakness:**

As per the LOCF guidelines, we have already added 20% applications in each subject in the UG-LOCF curriculum. The teachers are using real-life examples to convey the idea. For better understanding, a Mathematics Lab is required.

### **Report on Specific Areas of Improvement:**

- Except for the course Abstract Algebra, all other courses in the first and second year UG syllabus are problem-oriented papers only.
- Already, we have the practice of teaching the program codes in the classroom before taking them to the lab.

## **4 Learning Methodologies & Learning Environment**

### **Report on Weakness:**

- We already use computer visuals in explaining mathematical concepts and applications. Every year, we conduct Rev. Fr. Felix Mathematical Modelling Exhibition and encourage the students to exhibit their talents. However, we require a Mathematics Lab to explore this further.
- For safety measures and monitoring purposes, internships are restricted to the Chennai zone by the management. However, in genuine cases, students are allowed to do their internship outside Chennai.

### **Report on Specific Areas of Improvement:**

- We strongly recommend the expert suggestion to have a separate computer lab for the students of the Mathematics department.

### **Report of Recommendations:**

- In the case of the basic computer course, students are already making use of LIBA-IC, and they are encouraged to continue learning outside college hours.

### **5 Evaluation**

#### **Report on Weakness:**

In the present LOCF pattern, K6 level covers challenging questions.

#### **Report on Specific Areas of Improvement:**

Online quizzes, assignments, and snap examinations, among other things, are already utilised to evaluate component 3 for various courses.

### **Report of Recommendations:**

- Considering slow learners, surprise tests will not be encouraged.
- We will include more assignments for fast learners, focusing on the IIT JAM, CUET, NBHM M.Sc., etc.

### **Departmental Review of LOCF**

#### **Question 1**

##### **Responses:**

- Logical, analytical, and problem-solving skills of the students have increased.
- Compulsory questions from K5 and K6 have made the students engage in academics and use library and online resources.
- We can anticipate the progression rate for higher education only at the end of the academic year 2023-24 because the first LOCF batch will complete their undergraduate program in 2023-24.
- As a result of the implementation of LOCF, current final year students are able to attend campus interviews passionately and confidently, increasing the proportion of placements.

#### **Question 2**

##### **Responses:**

- First-year and second-year slow learners are finding it very difficult to attend to K6 level.

#### **Question 3**

##### **Responses:**

- The K1 and K2 levels in LOCF boosted the students' analytical and logical thinking abilities, helping them perform well in placements and other competitive exams.

- Various cognitive levels of LOCF encourage students to think critically and create opportunities to use online and other resources, ensuring that students' learning experiences are customized.
- Students can relate mathematical concepts with other disciplines of science and technology since the LOCF curriculum allows course teachers to develop questions at the creative level.

#### Question 4

##### Responses:

- First-year slow learners find it challenging to understand the key words and answer the questions in Section E (K6).
- We guide slow learners and first-generation learners in overcoming these obstacles through orientation programmes, personal mentoring, peer learning, and remedial classes.

#### Question 5

##### Responses:

- For each course, at least one practical hour may be allocated each week in order to develop the mathematical models.
- To implement and practice mathematical models, a separate Mathematical Lab is required, and space to house a telescope (10-inch Orion) is necessary.

### 2.10 Department of Plant Biology & Biotechnology (Shift-I)

The meeting started with a prayer. The HOD thanked all the staff for their activities over the last semester and for their active support in the department. The HOD briefed about the agenda for the department meeting, i.e., the Department review of LOCF. He read out the 5 points to be discussed and initiated the discussions. The opinion of the staff was invited.

1. No significant improvement in student comprehension, engagement, skill development, performance, and progression for higher studies and employment was witnessed under the LOCF pattern as compared to the non-LOCF pattern.
2. Dynamic Lesson Plan: No difficulties in framing the DLP, but there are difficulties in implementing it within the stipulated time frame, adopting the cited methodologies, etc. Limitations are there.
  - **Classroom Instruction:** No significant difference between LOCF and non-LOCF.
  - **Question Paper Setting:** No equal distribution/representation of all units. The number of questions in sections B and C (of the previous pattern) is reduced in the present LOCF question paper in Sections B to E. Also, there is no proportionate increase in the number of words with respect to the allotted marks, as seen in K5 and K6. General Bloom Taxonomy action verbs for the K-levels are not suitable for all

departments. Department-wise/level-specific action verbs can be framed and used by examiners.

- **Evaluation:** It is comparatively easy under the LOCF pattern. However, based on observations over the past 2 years, students' answers are not specific to the action verbs/cognitive levels. If we were to strictly adhere to answers specific to the action verbs, we are likely to witness more failures.
  - **Navigation:** It is practically not possible due to the heterogeneous nature of the students. The day order system, with the need to cover the syllabus in the limited time frame, presents challenges in this direction.
3. No significant changes with respect to curriculum development, syllabus framing, innovative/interdisciplinary teaching approaches, testing methodologies, etc., have been experienced under the LOCF pattern.
  4. The hurdles in LOCF are that we cannot tailor the contents based on the diversity in order to retain the standard of the syllabus as per UGC norms.
  5. With regard to futuristic developments and directions, we have to strengthen Bridge courses and remedial programs.

## 2.11 Department of Sociology

The collective responses for the questions are given below:

### Question No: 1

Specific benefits witnessed in students' comprehension, engagement, skill development, performance, and progression for higher studies and employment as a result of implementing the LOCF in the teaching practices.

### Response:

From 2019, since the implementation of LOCF till now, the department from the collective experiences feels that there is no significant and visible impact on the students' skill development, comprehension, engagement, performance, and progression for higher studies and employment as a result of implementing the LOCF in the teaching practices.

### Question No: 2

Difficulties and limitation that have surfaced when integrating the LOCF into the dynamic lesson plan, classroom instruction, question setting, assessment and evaluation.

### Response:

a) **Dynamic Lesson Plan** - The practice in our department, probably since its inception was incorporating a dynamic lesson plan. The faculty of our department were mostly practicing in reflective teaching which is completely a dynamic process. **Though it was a convention of our department, we did not document it, which the LOCF has helped in documenting.**

However, this process in a way restricted the dynamism we had in the past as we had to anticipate and draw the lesson plan.

**b) No impact on Classroom instruction.**

**c) LOCF question paper setting** - The department believes, may be is relevant to the natural, and physical science courses and few papers offered in the social sciences programme. But by and large the common template for question paper setting was highly restricting to the question paper setter. K5, K6 questions, the department believes, should not and cannot be asked for **Introductory Papers of Major Core, and Allied and NME papers.**

**d) Assessment & Evaluation** – There is no validity nor reliability to ensure if the K5 and K6 questions test these skills. There seems to be no fool proof mechanisms to assure the reliability in our case. The LOCF assessment has increased only the clerical work for the evaluator – these changes, in fact are archaic and cumbersome. There was no choice given to navigate these challenges.

**Question No: 3**

Integration of the LOCF inclusion in integration of LOCF influence in curriculum development, syllabus framing, innovative/ interdisciplinary teaching approaches, testing methodologies, customization of learning experiences for the students and professional development of the teachers.

**Response:**

There is no impact on syllabus framing, innovative/ interdisciplinary teaching approaches, and testing methodologies, customization of learning experiences for the students and professional development of the teachers.

**Question No: 4**

Hurdles or obstacles encounter in tailoring the LOCF to meet the diverse learning need of students, particularly those from rural areas, slow learners or first generation learners and how the department attempted to address these challenges.

**Response:**

A common template, a one size fits all model is always restrictive to learning – especially when we cater to diverse students' capabilities.

**Question No: 5**

Futuristic development and direction envisioned to augment the efficacy of the LOCF in nurturing the holistic students learning outcomes.

**Response:**

There is a need to revisit the LOCF model. It appears from the benefit of hindsight, as if we have implemented it for the sake of implementing something new.

## **2.12 Department of Statistics**

### **Review 1**

1. Easily identify the option of questions based on Blooms Taxonomy
2. It is helpful for competitive exams.
3. Motivating the students on critical thinking.

### **Review 2**

1. Slow learners could not able to attend all levels of LOCF pattern.
2. Number of choices may be increased in K5 and K6 levels.
3. Sections may be combined to create more choices for the students benefits.
4. It is difficult to set the question paper based on Blooms Taxonomy on certain theoretical papers.

### **Review 3**

1. Modify the syllabus to make the students critical thinking
2. Students are doing mini-project from various domains.
3. More snap tests are to be conducted to make the students to get more clarity and performance of the subjects.
4. The integration of case studies is expected to yield benefits for K5 and K6 levels.

### **Review 4**

1. Rural area, slow learners and first generation of few students find difficult with the usage of Blooms Taxonomy.

### **Review 5**

1. Entrance exam will be conducted before admitting students for the courses.

## **2.13 Department of Plant Biology and Biotechnology (Shift – II) PG – Biotechnology (Shift II)**

### **Questions for discussion**

- 1. What specific benefits have you witnessed in student comprehension, engagement, skill development, performance and progression for higher studies and employment as a result of implementing the Learning Outcome Based Curriculum Framework (LOCF) in your teaching practices?**

The benefits witnessed from implementing the LOCF in teaching practices were the following: Students participation and task accomplishment, Creative thinking, Experiential learning. Students were able to understand the concepts taught during the classes very easily and were more attentive and interactive.

**2. What difficulties or limitations have surfaced when integrating the LOCF into your dynamic lesson plan, classroom instruction, question setting, assessment and evaluation and how have you navigated these challenges?**

The difficulties faced while integrating the LOCF into the dynamic lesson plan was while setting up of the practical question papers and it was a major challenge. In the LOCF model creative questions could not be put forth in the practical question papers.

**3. How does the integration of LOCF influence your exploration of curriculum development, syllabus framing, innovative/interdisciplinary teaching approaches, teaching methodologies, customization of learning experience, for your students and your professional development?**

They were found to play a role in language skills comprehension and was a challenge. This framework provide measurable teaching-learning outcomes to ensure employability of the graduates. Implementation of modern pedagogical tools and concepts such as flipped classroom, hybrid learning, Value added courses, MOOCs and other e-learning platforms are suggested through this framework. The framework also focuses on issues relevant to India and also to the rest of the world. The course was designed in such a way that students get decent exposure to each topic by keeping an equilibrium between these topics and thus creating interest to pursue further education in the field of Biotechnology.

**4. What hurdles or obstacles have you encountered in tailoring the LOCF to meet the diverse learning needs of students, particularly those from rural areas slow learners or first generation learners and how have you attempted to address these challenges?**

The slow learners were facing some problems with regard to the LOCF as they were not able to understand the questions asked in K5 and K6 levels and were not able to complete all the questions on time. The slow learners were selected based on the class evaluation and their performance. We have conducted remedial classes for them and the mentoring sessions also helped to improve their performances. The students were asked regarding the topics where more clarity was needed and those topics alone were discussed during these remedial classes and they were guided in the right manner.

**5. What futuristic developments and directions do you envision to augment the efficacy of LOCF in nurturing holistic student learning outcomes?**

Component 3 levels of evaluation to be rethought, Industrial tie-ups and component 3b are assessed at a higher level and sometimes does not reflect the reliability of the student. This LOCF for students would be a guide to how this curriculum might help them acquire all the skills and knowledge which are essential for their personal and academic growth and would also certainly help teachers to envisage the outcome expected from the learners at the end of the course.

**Prof. D. Francis Xavier**  
Coordinator, IQAC  
Loyola College (Autonomous)  
Chennai: 600 034

**Dr. Dorathy Pushparani**  
Assistant Coordinator, IQAC  
Loyola College (Autonomous)  
Chennai: 600 034

### **3. Employers Feedback (2023 – 24)**

#### **3.1 Suggestion and Points of Improvements from Campus Recruiters for the Placement Season 2023-24**

The Training and Placement cell conducted a feedback survey from employers and the report is compiled based on their valuable suggestions and recommendations.

##### **3.1.1 Clearing the Aptitude Test**

The aptitude test is typically the first stage in the recruitment process for many companies. It is a critical assessment of the student's logical reasoning, numerical ability, and problem-solving skills. Recruiters have cited that this area can be worked on for improvement. Students can prepare through regular practice and focus on time management during exams.

##### **3.1.2 Technical and Core Skills Relevant to the Job Description**

Students can prepare and improve their required technical and core skills related to the job descriptions provided by companies. While students may be academically proficient, they often lack the specific technical expertise required for particular roles. Recruiters have indicated that students need to be well-versed with industry-specific tools, software, and technologies that are critical for job performance. More exposure of students to hands-on experience in specialized technologies relevant to industries such as IT, engineering, and data science can enhance this skills.

##### **3.1.3 Industry-Relevant Certifications**

In the rapidly evolving job market, industry certifications have become a key differentiator for candidates. Recruiters have emphasized the need for departments to organize these industry-recognized training programs within the academic structure to enable students to acquire these certificates.

##### **3.1.4 Real-World Project Experience**

While students may have a theoretical understanding of various concepts, many are not equipped with practical knowledge or experience in implementing solutions in real-world scenarios. Recruiters have noted that they are often seeking candidates who not only have knowledge but also possess problem-solving skills, teamwork experience, and the ability to work on live projects.

To bridge this most critical gaps identified by recruiters, more exposure to internships and industrial projects is recommended.



## Feedback Forms



TRAINING AND PLACEMENT CELL, LOYOLA COLLEGE, CHENNAI

### ON-CAMPUS RECRUITING EMPLOYER'S FEEDBACK FORM

We express our heartfelt thanks for scheduling On-Campus Recruitment at Loyola College (Autonomous), Chennai. We hope that your efforts have been successful and that your experience with our students has been positive.

Please spare a few minutes. In this context, we request you to answer the following questions. This information provided herein will provide valuable feedback for our students and faculty to serve your needs in a better and professional way.

Opinion	Excellent	Very Good	Good	Satisfactory	Not Satisfactory
Faculty was friendly, helpful and knowledgeable		✓			
Infrastructure at the Interviewing Room was comfortable			✓		
Reporting of students on schedule				✓	
Students' competence met my expectations		✓			
Students' resumes were professional		✓			
Students' communication skills were up to mark			✓		
Students awareness about the company profile and Job requirement			✓		
Students asked relevant questions		✓			
Students were professionally dressed	✓				
Students Etiquette	✓				
Students were able to respond to questions confidently	✓				
Overall preparedness of the students		✓			

Any suggestions for the improvement

Name	Priyanka Bhargava
Designation	AW
Organization	Barclays
Date	27/11/23
Signature	Priyanka



ON-CAMPUS RECRUITING EMPLOYER'S FEEDBACK FORM

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Infrastructure of the Interviewing Room was comfortable			✓		
Reporting of students on schedule			✓		
Students' competence met my expectations		✓			
Students' resumes were professional			✓		
Students' communication skills were up to mark			✓		
Students' awareness about the company profile and job requirement				✓	
Students asked relevant questions			✓		
Students were professionally dressed			✓		
Students' Etiquette			✓		
Students were able to respond to questions confidently			✓		
Overall preparedness of the students		✓			

Any suggestions for the improvement

Name	Aashna . Sajwan
Designation	HR Manager
Organization	ICICI Bank
Date	16/9/23
Signature	



TRAINING AND PLACEMENT CELL, LOYOLA COLLEGE, CHENNAI

ON-CAMPUS RECRUITING EMPLOYER'S FEEDBACK FORM

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Infrastructure at the Interviewing Room was comfortable	✓				
Reporting of students on schedule		✓			
Students' competence met my expectations				✓	
Students' resumes were professional			✓		
Students' communication skills were up to mark				✓	
Students awareness about the company profile and Job requirement				✓	
Students asked relevant questions			✓		
Students were professionally dressed			✓		
Students Etiquette			✓		
Students were able to respond to questions confidently			✓		
Overall preparedness of the students				✓	

Any suggestions for the improvement	NA
-------------------------------------	----

Name	Mathew Zachariah
Designation	Chief of Staff
Organization	Paperflute
Date	24th Aug 2023
Signature	



TRAINING AND PLACEMENT CELL, LOYOLA COLLEGE, CHENNAI

ON-CAMPUS RECRUITING EMPLOYER'S FEEDBACK FORM

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Infrastructure of the Interviewing Room was comfortable			✓		
Reporting of students on schedule		✓			
Students' competence met my expectations			✓		
Students' resumes were professional			✓		
Students' communication skills were up to mark				✓	
Students awareness about the company profile and Job requirement				✓	
Students asked relevant questions				✓	
Students were professionally dressed			✓		
Students Etiquette			✓		
Students were able to respond to questions confidently				✓	
Overall preparedness of the students				✓	

Any suggestions for the improvement: *Need to offer them "well employability" kind of workshops*

Name: *Poornima S*  
 Designation: *HR Lead - MNC*  
 Organization: *NIO*  
 Date: *15/9/2023*  
 Signature: *[Signature]*



TRAINING AND PLACEMENT CELL, LOYOLA COLLEGE, CHENNAI

ON-CAMPUS RECRUITING EMPLOYER'S FEEDBACK FORM

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Opinion	Excellent	Very Good	Good	Satisfactory	Not Satisfactory
Faculty was friendly, helpful and knowledgeable	✓				
Infrastructure of the interviewing Room was comfortable	✓				
Reporting of students on schedule	✓				
Students' competence met my expectations			✓		
Students' resumes were professional			✓		
Students' communication skills were up to mark				✓	
Students awareness about the company profile and Job requirement				✓	
Students asked relevant questions			✓		
Students were professionally dressed		✓			
Students Etiquette		✓			
Students were able to respond to questions confidently			✓		
Overall preparedness of the students			✓		

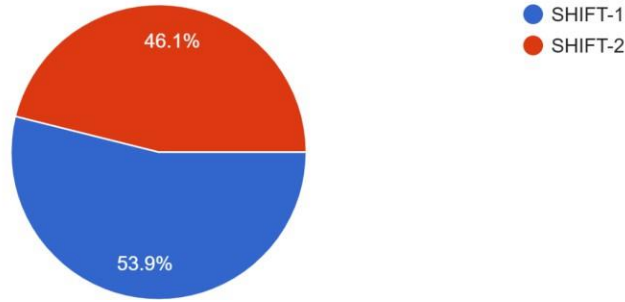
Any suggestions for the improvement	Communication skills & technical skills to be focused on. Hospitality was amazing.
Name	Meera Suresh
Designation	Asst. Manager
Organization	Deloitte USI
Date	7/8/2023
Signature	

## 4. Parents Feedback (2023 – 24)

### 4.1 Student Shift Distribution

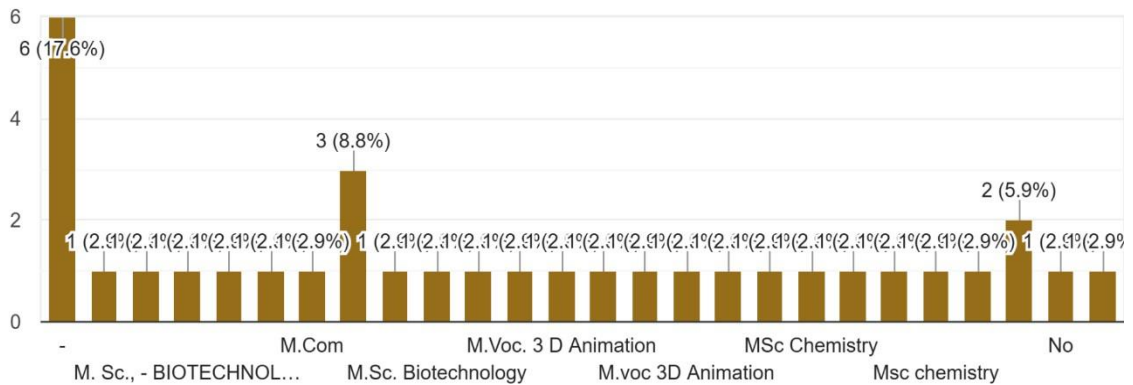
Out of 141 responses, 53.9% (76 persons) indicated that their child is enrolled in Shift 1, while 46.1% (65 persons) reported that their child attends Shift 2. This balanced distribution highlights the near-equal preference for both shifts.

Mention the Shift Your Son / Daughter / Ward belongs to உங்கள் மகன் / மகள் எந்த Shift சேர்ந்தவர்  
141 responses



### 4.2 Programme Pursued

M.A., M.Sc., M.Com - Major எம்.ஏ., எம்.எஸ்.ஸி., எம்.காம். - பாடப்பரிவு  
34 responses



### 4.3 Perception of Loyola's Academic Program

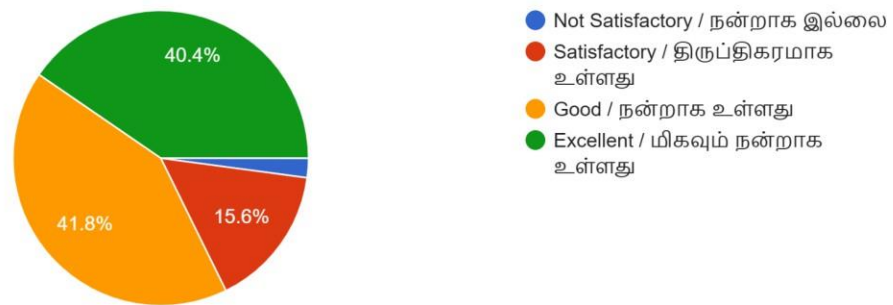
01. Academic Programme in Loyola is இலயோலா கல்லூரியில் பின்பற்றப்படும் கல்வித்திட்டம்  
141 responses



Parents assessing Loyola's academic program, 40.4% (57 persons) rated it as "Good," while 36.9% (52 persons) considered it "Excellent." Additionally, 21.3% (30 persons) found it "Satisfactory." The remaining 1.4% (2 persons) rated the program as "Not Satisfactory," reflecting an overall positive outlook among respondents.

### 4.4 Evaluation of Teacher Quality at Loyola

02. Quality of the teachers at Loyola is இலயோலா கல்லூரியில் பேராசிரியர்களின் பாடம் சொல்லித்தரும் தரம்  
141 responses

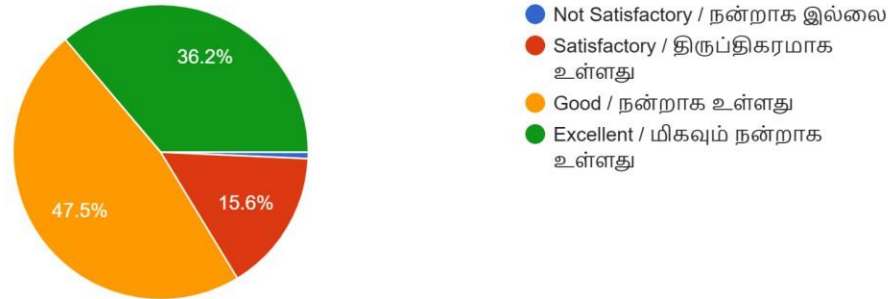


A recent survey on the quality of teachers at Loyola revealed that 41.8% (59 persons) rated them as "Good," and 40.4% (57 persons) rated them as "Excellent." Additionally, 15.6% (22 persons) found the teaching "Satisfactory." Only 2.1% (3 persons) expressed that the quality was "Not Satisfactory," showing an overall positive evaluation of the faculty.

#### 4.5 Teacher Accessibility for Parents in the Department

03. Accessibility of the teacher for parents in the Department பெற்றோர் தங்கள் பிள்ளைகள் குறித்து கருத்து கேட்க பேராசிரியர்களைச் சந்திப்பது

141 responses

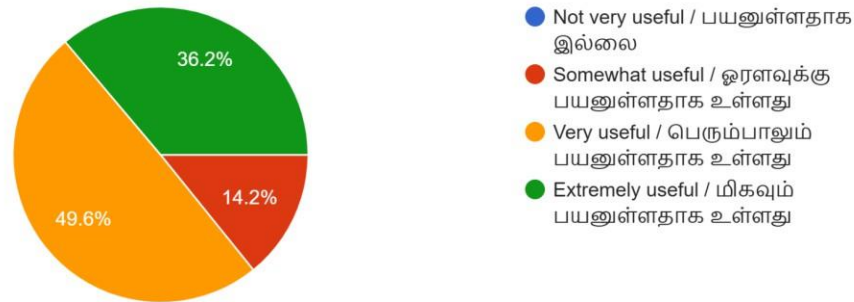


According to a recent survey, 47.5% (67 parents) rated the accessibility of teachers for parents in the department as "Good," while 36.2% (51 parents) found it "Excellent." Additionally, 15.6% (22 parents) considered it "Satisfactory." Only 0.7% (1 parent) reported the accessibility as "Not Satisfactory," indicating overall positive feedback.

#### 4.6 Impact of Internship in the Degree Program

04. Internship as part of the degree Programme is : (one month outside the college, work in an industry or civil society organization) ப...னங்கள் போன்ற இடங்களுக்குச் சென்று படிப்பது

141 responses



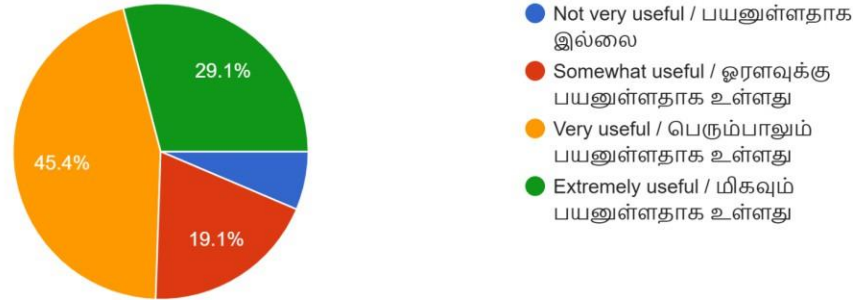
The survey on the internship experience as part of the degree program revealed overwhelmingly positive feedback. Of the 141 respondents, 48.6% (69 persons) found it "Very Useful," while 36.2% (51 persons) rated it as "Extremely Useful." Additionally, 14.2% (20 persons) considered it "Somewhat Useful," with no negative responses, reflecting the internship's significant value in enhancing student learning.



## 4.7 Impact of the Outreach Program

05. Usefulness of the outreach Programme சமூகப்பணி பாடத்திட்டம்

141 responses

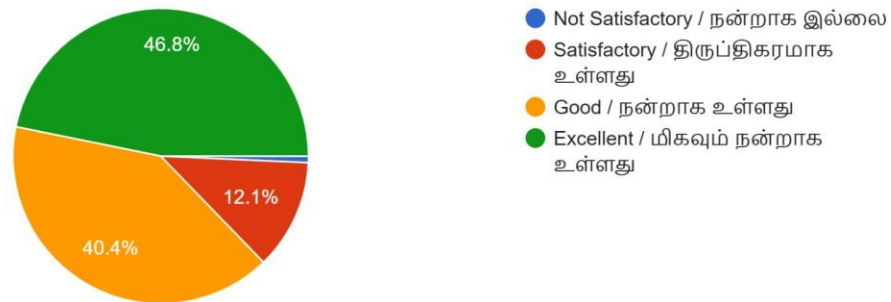


The survey on the usefulness of the outreach program showed positive results. Of the 141 respondents, 45.4% (64 persons) found it "Very Useful," while 29.1% (41 persons) rated it as "Extremely Useful." Additionally, 19.1% (27 persons) considered it "Somewhat Useful," with only 6.4% (9 persons) finding it "Not Very Useful," highlighting the program's overall effectiveness.

## 4.8 Campus Infrastructure Feedback

06. Infrastructure in the campus : (Labs, Classrooms, Library & Canteen) கல்லூரியின் உட்கட்டமைப்பு வசதிகள் (ஆய்வகம், வகுப்பறை, நூலகம், உணவகம்)

141 responses

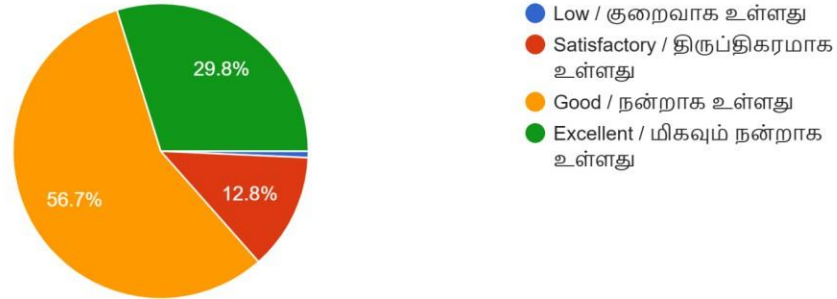


In a survey on campus infrastructure, 46.8% (66 persons) rated it as "Excellent," while 40.4% (57 persons) found it "Good." Additionally, 12.1% (17 persons) considered the infrastructure "Satisfactory." Only 0.7% (1 person) expressed that it was "Not Satisfactory," reflecting a strong overall approval of the campus facilities.

#### 4.9 Evaluation of CIA Test and Semester Examination Standards

07. Standard of the CIA Test and Semester Examination are உள் தேர்வு / இறுதித் தேர்வுகளின் தரம்

141 responses

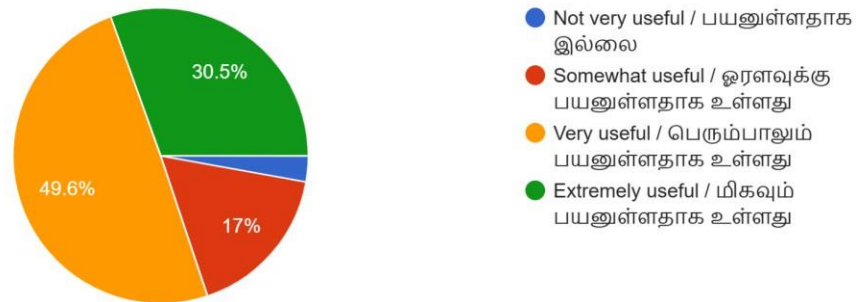


A survey on the standard of the CIA test and semester examinations showed that 29.8% (42 persons) rated them as "Excellent," while 56.7% (80 Persons) found them "Good." Additionally, 12.8% (18 Persons) considered them "Satisfactory," with only 0.7% (1 person) rating the standards as "Low," reflecting an overall positive assessment of the examination standards.

#### 4.10 Impact of Co-Curricular Activities on Student Growth

08. Co-curricular activities (Seminars, symposium, department festival and College cultural NCC, NSS) Help the student /my ward for an inte... மகள்ஒருங்கிணைந்த வளர்ச்சிக்கு உதவுகிறது.

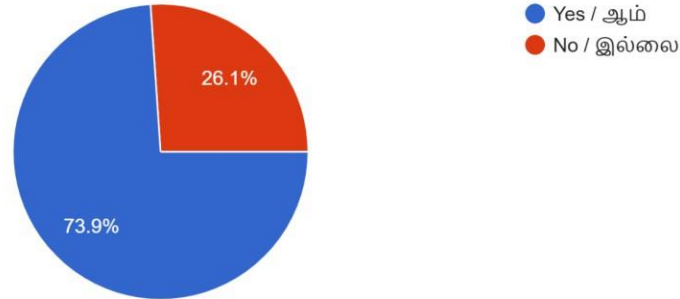
141 responses



To the question, on the usefulness of co-curricular activities such as seminars, symposiums, department festivals, college cultural, NCC, and NSS, 49.6% (70 respondents) found them "Very Useful," and 30.5% (43 respondents) rated them as "Extremely Useful." Additionally, 17% (24 respondents) considered them "Somewhat Useful," while only 2.8% (4 respondents) rated them as "Not Very Useful," indicating strong support for their role in overall student development.

#### 4.11 Affordability of College Fees

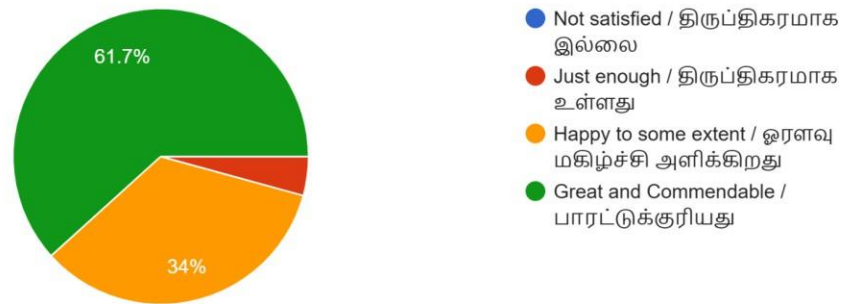
09. The fees collected by the college for all the courses is affordable கல்லூரியில் படிப்புக்காக வசூலிக்கப்படும் தொகையை என்னால் கட்டிவிட முடிகிறது.  
138 responses



Regarding the affordability of fees for all courses, the survey revealed the following insights from parents: 73.9% (104 respondents) agreed that the fees are affordable, while 26.1% (37 respondents) disagreed. The overwhelming majority expressed satisfaction with the fee structure, reflecting a positive perception of the college's financial accessibility for students.

#### 4.12 Overall Impression of the College

10. My overall impression about the college கல்லூரி பற்றி என்னுடைய கருத்து  
141 responses

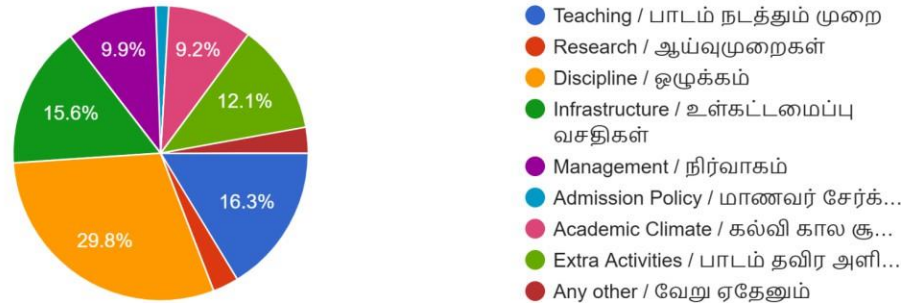


On overall impressions of the college, 61.7% (87 respondents) rated it as "Great and Commendable," while 34% (48 respondents) expressed being "Happy to Some Extent." Additionally, 4.3% (6 respondents) felt it was "Just Enough." Notably, there were no responses indicating dissatisfaction, reflecting a highly positive outlook among the majority of respondents.

#### 4.13 Top Three Aspects Valued by Parents at Loyola

11. Choose any THREE aspects you consider best at Loyola இலயோலா கல்லூரியில்  
எனக்குப்பிடித்த மூன்று அம்சங்கள்

141 responses

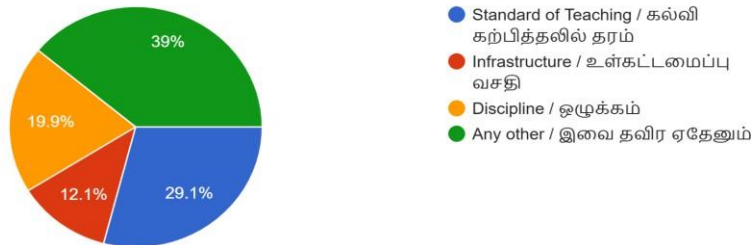


The top three aspects valued by parents at Loyola were highlighted in the survey, with discipline ranking as the most important factor, chosen by 29.8% (42 parents). Teaching followed closely with 16.3% (23 parents), and infrastructure was recognized as a key strength by 15.6% (22 parents). These findings reflect the elements that parents prioritize most in shaping their perception of the college environment.

#### 4.14 Key Areas for Immediate Attention by Management

12. ONE aspect you want the management to look into Immediately நிர்வாகத்தின்  
கவனத்திற்கு உடனே கொண்டு போக வேண்டி, நான் விரும்புவது

141 responses



To a question on aspects that parents want the management to address immediately, 29.1% (41 parents) highlighted the "Standard of Teaching" as a priority, while 19.9% (28 parents) pointed to "Discipline." Additionally, 39% (55 parents) mentioned "Any Other" concerns, and 12.1% (17 parents) emphasized the need for improvement in "Infrastructure." These findings indicate the key areas where parents seek prompt action from the college management.

**Prof. D. Francis Xavier**  
Coordinator, IQAC  
Loyola College (Autonomous)  
Chennai: 600 034

**Dr. Dorothy Pushparani**  
Assistant Coordinator, IQAC  
Loyola College (Autonomous)  
Chennai: 600 034

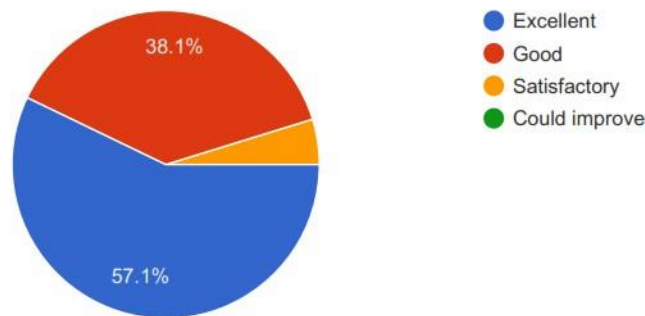
The following are the findings from the feedback survey conducted with alumni across few departments.

## Department of Sociology

### 5.1 Quality of the Course Curriculum

How would you rate the quality of the course curriculum?

21 responses

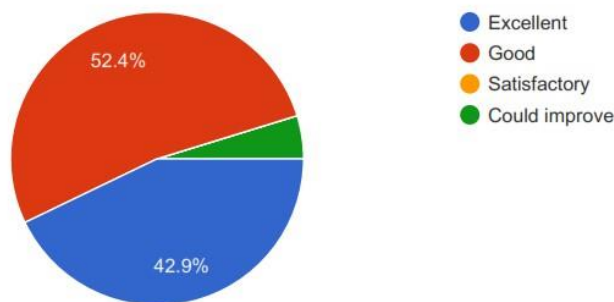


On the quality of the course curriculum, 57.1% (12 alumni) rated it as "Excellent," and 38.1% (8 alumni) considered it "Good." Additionally, 4.8% (1 alumni) found it "Satisfactory," while there were no responses indicating that the curriculum could improve. This feedback reflects strong satisfaction among alumni with the course offerings.

### 5.2 Relevance of Course Curriculum to Skill Development

The course curriculum's relevance to the scope of development - analytical, logical, technical and creative skills of the student?

21 responses

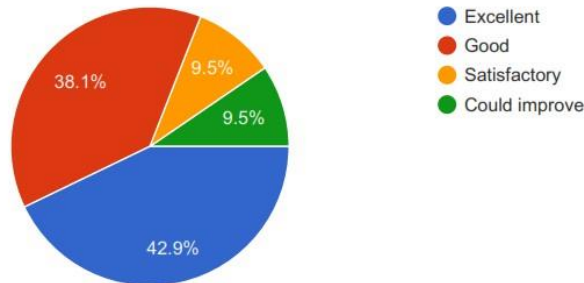


Regarding the relevance of the course curriculum to the development of analytical, logical, technical, and creative skills, 42.9% (9 alumni) rated it as "Excellent" and 52.4% (11 alumni) considered it "Good." The remaining 4.7% (1 alumni) felt the curriculum "Could Improve." This feedback suggests a strong alignment between the course curriculum and skill development, with minor room for improvement.

### 5.3 Relevance of Course Activities to the Syllabus

Relevance of course activities (Field visits, internships, research, immersive learning, etc) to the syllabus

21 responses

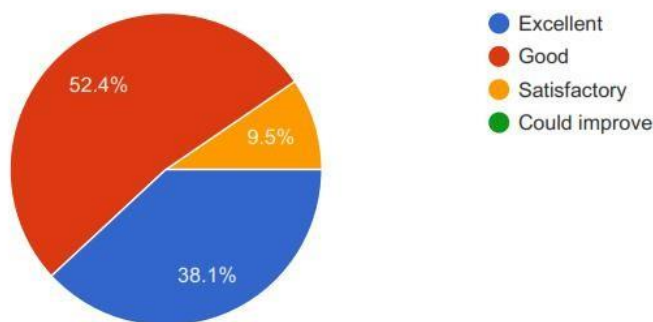


Regarding the relevance of course activities such as field visits, internships, research, and immersive learning to the syllabus, 42.9% (9 alumni) rated them as "Excellent," and 38.1% (8 alumni) deemed them "Good." Additionally, 9.5% (2 alumni) found the activities "Satisfactory," while another 9.5% (2 alumni) felt they "Could Improve." This feedback highlights a strong positive response, with a few alumni suggesting potential areas for enhancement.

### 5.4 Coverage of Recent Trends and Developments in the Course Syllabus

How do you rate the coverage of the recent trends and development through the course syllabus?

21 responses

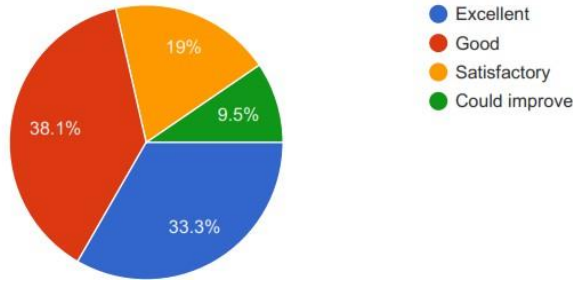


In a survey regarding the coverage of recent trends and developments through the course syllabus, 38.1% (8 alumni) rated it as "Excellent" and 52.4% (11 alumni) considered it "Good." Additionally, 9.5% (2 alumni) found it "Satisfactory." This feedback reflects a high level of satisfaction with how the syllabus addresses current trends and developments in the field.

### 5.5 Faculty Teaching Methods Evaluation

Rate the teaching methods followed by the faculty

21 responses

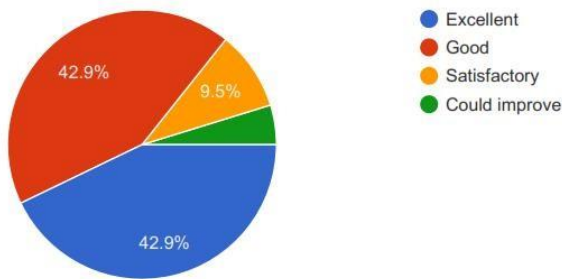


Rating about the teaching methods followed by the faculty, 33.3% (7 alumni) rated them as "Excellent," while 38.1% (8 alumni) considered them "Good." Additionally, 19% (4 alumni) found the methods "Satisfactory," and 9.5% (2 alumni) felt they "Could Improve." This feedback suggests that the majority of alumni are satisfied with the teaching methods, with some suggesting room for enhancement.

### 5.6 Evaluation of Learning Resources Quality and Efficiency

Rate the quality and efficiency of learning resources made available - Library, ICT provisions, etc

21 responses

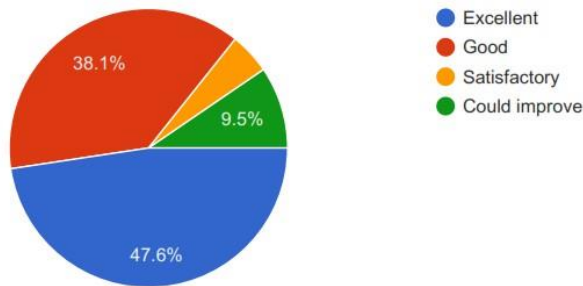


Regarding the quality and efficiency of learning resources such as the library and ICT provisions, 42.9% (9 alumni) rated them as "Excellent," and another 42.9% (9 alumni) considered them "Good." Additionally, 9.5% (2 alumni) found the resources "Satisfactory," and the remaining 4.7% (1 alumni) felt they "Could Improve." These findings indicate a strong overall satisfaction with the learning resources, while a small proportion sees potential for improvement.

### 5.7 Usefulness of Course Curriculum for Career Progression or Higher Studies

How do you find the course curriculum useful in terms of progression to work or higher studies?

21 responses

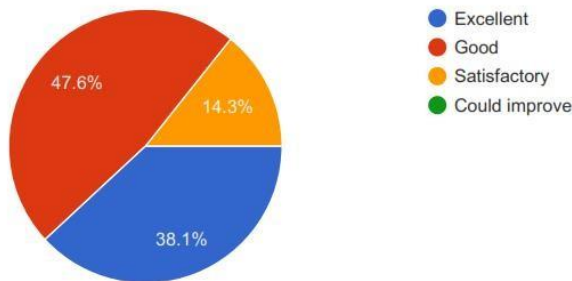


The majority of alumni find the course curriculum beneficial for progression to work or higher studies, with 47.6% (10 alumni) rating it as "Excellent" and 38.1% (8 alumni) considering it "Good." 9.5% (2 alumni) felt it "Could Improve," and the remaining 4.8% (1 alumni) rated it as "Satisfactory." This feedback suggests that most alumni perceive the curriculum as highly relevant and effective in preparing them for their future endeavors.

### 5.8 Overall Rating of the Sociology Program and Department Facilities

Overall rating of the program and various facilities offered by the Department of Sociology, Loyola College

21 responses



The overall feedback on the Sociology program and its various facilities was positive. 38.1% (8 alumni) rated it as "Excellent," and 47.6% (10 alumni) found it "Good." A smaller group, 14.3% (3 alumni), considered it "Satisfactory." These responses highlight the department's strong performance in providing quality education and facilities.



## 5. Alumni Feedback (2023 – 24)

At the institute level and at the departmental level Alumni meetings take place every year and alumni are invited to share their views on their curriculum with regard to the students progression needs.

A sample from a few departments are enclosed

### Department of Data Science

The alumni department interaction meet took place on 06.08.2023 at 04.00 PM at MCA SMART ROOM CAF-04 Hall in the Computer Academy Building of Loyola College. The Data Science Department faculty members Dr. C. Muthu, Dr. V. Sumathy, Dr. A. Manimuthu and Dr. P. Manikandan invite the alumni's of 2020 and 2021 batches. Dr. C. Muthu (LIMCOS Director) inaugurate the meet and given a brief introduction about the department, Association activities, skill development programs and placement percentage.

### List of Alumni participated in the alumni meet

Name	Dept No	Name of the company
John Peter R	21- PDS-021	Ascendo.ai
Fridolin F	21-PDS-005	PINACA TECHNOLOGIES
Joshua S	21-PDS-019	Pinaca Technologies
Cyril Dornic Fernando A	21-PDS-009	Tango Eye
R Vivian Jose	21-pds-004	Wavicle solutions
D IRENE BETSY	21-PDS-013	Adrenalin esystems
Jeffry James H	20-PDS-017	Acies Global
Naveenkumar K	21-PDS-014	Wavicle data solutions

Followed by the inauguration session, feedbacks were asked with the alumni and the staff members note the key points shared by alumni's. Some of the Key points given by alumni's are,

The curriculum	Sufficient number of						

<b>and syllabus content were appropriate for my placement / higher education</b>	<b>co-curricular activities were arranged during my study period</b>	<b>The institute / faculty helped me in placement / higher education</b>	<b>The learning ambience at the institute is good</b>	<b>The institute provides sufficient opportunity to participate in extracurricular activities</b>	<b>The curriculum accommodates courses with experiential learning (hands-on)</b>	<b>The institute is student-centric in all its academic initiatives</b>	<b>Other suggestions / remarks</b>
Agree	Agree	Strongly agree	Strongly agree	Neutral	Agree	Agree	Nan
Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree	Improve in coding especially python.
Neutral	Agree	Neutral	Agree	Agree	Agree	Agree	-
Agree	Agree	Agree	Agree	Agree	Agree	Strongly agree	-
Strongly agree	Strongly Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Include a individual

							deployment paper
Neutral	Disagree	Strongly agree	Strongly agree	Strongly agree	Neutral	Neutral	NLP and Sql can be conducted as lab papers. Every mini project or final project must be deployed
Strongly agree	Strongly Agree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Basic python can be taken quite seriously.
Agree	Agree	Neutral	Strongly agree	Agree	Neutral	Agree	-





Loyola College (Autonomous) Chennai-34

Alumni Feedback Questionnaire

NAME: MEE NARANI NARAYAN

Dept No: 19-UBH-936

ACADEMICS

(A) Courses

1. The course taught are:	1. Excellent	2. Good	3. Poor	4. Satisfactory	5. Not Satisfactory	6. Not Aware of
(a) Useful for life	3.	2.	1.	4.	5.	6.
(b) Useful for Employment/ entrepreneurship	3.	2.	1.	4.	5.	6.
(c) Help to go for higher studies/ Career planning	3.	2.	1.	4.	5.	6.
2. Syllabus of each course:	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Not Aware of	
(a) Syllabus updated regularly	1.	2.	3.	4.	5.	
(b) Courses are relevant to times	1.	2.	3.	4.	5.	

(B) Teaching

1. Teachers subject knowledge / expertise:

Most of the teachers	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Very Poor
	1.	2.	3.	4.	5.

2. Teaching / Communication style:

Most of the teachers Teach the subject	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Very Poor
	1.	2.	3.	4.	5.

3. Help for slow-learners

Most of the teachers take extra efforts to make all the students understand the subjects:	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Very Poor
	1.	2.	3.	4.	5.

(C) Evaluation

1. The evaluation primarily tests:	1. Strongly agree	2. Agree	3. Don't Know	4. Disagree	5. Strongly Disagree
(a) Memory	1.	2. ✓	3.	4.	5.
(b) Analytical skills	1.	2. ✓	3.	4.	5.
(c) Creativity / Originality	1.	2. ✓	3.	4.	5.
(d) Communication	1.	2. ✓	3.	4.	5.

2. The evaluation in general is:	1. Very fair	2. Fair	3. Not unfair	4. Unfair	5. Very Partial
	1.	2. ✓	3.	4.	5.
3. Continuous internal Assessment is an instrument of:	1. Continuous learning	2. Keeping us involved	3. Not useful	4. Favoritism	5. Victimization
	1.	2.	3.	4.	5.

(D) Accompaniment:

1. Mentoring in the college	1. Very useful	2. Useful	3. Don't know	4. Not useful	5. Waste of Time
	1.	2. ✓	3.	4.	5.

(F) Infrastructure

1. The college has facilities to help learning, teaching, evaluation & research	1. Excellent	2. Good	3. Average	4. Poor	5. V. Poor
(a) Library	1. ✓	2.	3.	4.	5.
(b) Digital Library	1.	2. ✓	3.	4.	5.
(c) W. I. & Internet	1.	2. ✓	3.	4.	5.
(d) Lab facilities	1.	2.	3.	4.	5.
(e) S. lab room	1.	2.	3.	4.	5.
(f) Music room	1.	2.	3.	4.	5.
(g) Sports & Games	1.	2.	3.	4.	5.
(h) Special provision for physically challenged	1.	2.	3.	4.	5.

(K) Suggestion / Recommendation (if any)

Loyola College (Autonomous) Chennai-34

Alumni Feedback Questionnaire

NAME: JAMATHIS L. SARODU

Dept. No. A-VIII-026

ACADEMICS

(A) Courses

1. The course taught are:	1. Excellent	2. Good	3. Poor	4. Satisfactory	5. Not Satisfactory	6. Not Aware of
(a) Useful for life	1.	✓ 2.	3.	4.	5.	6.
(b) Useful for employment/ entrepreneurship	1.	✓ 2.	3.	4.	5.	6.
(c) Help to go for higher studies/ Career planning	1.	✓ 2.	3.	4.	5.	6.
2. Syllabus of each course:	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Not Aware of	
(a) Syllabus updated regularly	1.	2.	✓ 3.	4.	5.	
(b) Courses are relevant to times	1.	2.	3.	✓ 4.	5.	

(B) Teaching

1. Teachers subject knowledge / expertise:

Most of the teachers	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Very Poor
	1.	✓ 2.	3.	4.	5.

2. Teaching / Communication style:

Most of the teachers Teach the subject	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Very Poor
	1.	✓ 2.	3.	4.	5.

3. Help for slow-learners

Most of the teachers take extra efforts to make all the students understand the subjects:	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Very Poor
	1.	✓ 2.	3.	4.	5.

(C) Evaluation

1. The evaluation primarily tests:	1. Strongly agree	2. Agree	3. Don't Know	4. Disagree	5. Strongly Disagree
(a) Memory	1.	2.	3.	4.	5.
(b) Analytical skills	1.	2.	3.	4.	5.
(c) Creativity / Originality	1.	2.	3.	4.	5.
(d) Communication	1.	2.	3.	4.	5.

2. The evaluation in general is:	1. Very fair	2. Fair	3. Not unfair	4. Unfair	5. Very Partial
	1.	2.	3.	4.	5.
3. Continuous internal Assessment is an instrument of:	1. Continuous learning	2. Keeping us involved	3. Not useful	4. Favoritism	5. Victimization
	1.	2.	3.	4.	5.

(D) Accompaniment:

1. Mentoring in the college	1. Very useful	2. Useful	3. Don't know	4. Not useful	5. Waste of Time
	1.	2.	3.	4.	5.

(F) Infrastructure

1. The college has facilities to help learning, teaching, evaluation & research	1. Excellent	2. Good	3. Average	4. Poor	5. V. Poor
(a) Library		/			
(b) Digital Library		/			
(c) Wi-Fi & Internet		/			
(d) Lab facilities		/			
(e) Class room		/			
(f) Restrooms		/			
(g) Sports & Games		/			
(h) Special provision for physically challenged		/			

(G) Suggestions / Recommendations if any.

Loyola College (Autonomous) Chennai-34

Alumni Feedback Questionnaire

NAME: Dr. Dorathy Pushparani

Dept No: 33 Q.No: 101

AC ACADEMICS

(A) Curriculum

1. The course taught are:	1. Excellent	2. Good	3. Poor	4. Satisfactory	5. Not Satisfactory	6. Not Aware of
(a) Useful for life	1.	2.	3.	4.	5.	6.
(b) Useful for the career for Engineering	1.	2.	3.	4.	5.	6.
(c) Help to go for higher studies / Career planning	1.	2.	3.	4.	5.	6.
2. Syllabus of each course:	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Not Aware of	
(a) Syllabus updated regularly	1.	2.	3.	4.	5.	
(b) Courses are relevant to them	1.	2.	3.	4.	5.	

(B) Teaching

1. Teachers subject knowledge / expertise:

Most of the teachers	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Very Poor
	1.	2.	3.	4.	5.

2. Teaching / Communication style:

Most of the teachers Teach the subject	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Very Poor
	1.	2.	3.	4.	5.

3. Help for slow learners

Most of the teachers take extra efforts to make all the students understand the subjects:	1. Excellent	2. Good	3. Satisfactory	4. Not Satisfactory	5. Very Poor
	1.	2.	3.	4.	5.

**Prof. D. Francis Xavier**  
Coordinator, IQAC  
Loyola College (Autonomous)  
Chennai: 600 034

**Dr. Dorathy Pushparani**  
Assistant Coordinator, IQAC  
Loyola College (Autonomous)  
Chennai: 600 034



## Department of Mathematics Shift II

### Action Taken Report for Alumni Feedback on Curriculum 2023-2024

- Course Content is Relevant and Need Based is sufficient.
- Course Content has enough scope for development of analytical, logical, technical and creative skills to the students to be improved.
- Courses motivate students to use various resources.
- Syllabus can be made with much more applications.
- In the next BOS meeting, the syllabus should be modified.
- Students should be motivated by alumni person, so that the current generation should know about how to face the challenges.



# Alumni Feedback Form - 2020 Batch

Dear Esteemed Alumni  
Kindly fill this feedback form

Name \*

Theodore Shaun Thomas

**The curriculum have prepared me for my career. \***

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**The faculty and staff at the department level were knowledgeable and supportive. \***

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**The campus facilities at Loyola college were well-maintained and accessible. \***

- Strongly disagree
- Disagree
- Neutral
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- Strongly agree

**The Placement services at the department and college Level were helpful in my job search and career development. \***

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**Overall, I had a positive learning experience at Loyola college. \***

- Strongly disagree
- Disagree
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# Google Forms

# Alumni Feedback Form - 2020 Batch

Dear Esteemed Alumni  
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Name \*

S.Sreevathsan

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Roshan Akhtar S

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Hariharan Balaji

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Dear Esteemed Alumni  
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Name \*

Hanson

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Josh John Samuel

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JOSHUA AMOS PAUL

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Dear Esteemed Alumni  
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Meeth Jain

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Dear Esteemed Alumni  
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Name \*

Jayadev

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Varun Sabarish

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Dear Esteemed Alumni  
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Name \*

Chandhuru A

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Lokeshvel S

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# Google Forms

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Dear Esteemed Alumni  
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Name \*

Yaswanth P

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Dear Esteemed Alumni  
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Name \*

Sadak Muksith

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# Google Forms

## B.COM. (ACCOUNTING & FINANCE) ACTION TAKEN REPORT ON FEEDBACK FROM STAKEHOLDERS

This report highlights the efforts and progress made to enhance student engagement and learning experiences at our institution.

Feedback received from Students, Parents, Alumni, and Employers (internship companies) has been instrumental in shaping these initiatives.

The report covers five key areas of improvement:

1. **Extracurricular Activities Through Department Associations:** In response to feedback from parents and students with a focus on providing a holistic education, our department has been consistently working to encourage and improve students' participation in extracurricular activities. This has been achieved through the establishment of department associations. These associations provide a platform for students to delve deeper into their areas of interest. They have organized various workshops, events, and competitions that align with their academic pursuits. This initiative aims to foster a passion for learning beyond the classroom. This academic year, the department has initiated with a plan to conduct a signature event for students to boost their co-curricular and extracurricular activities

1. **Increase in Guest Lectures:** To enrich students' learning experiences, there has been a significant increase in the number of guest lectures. These lectures have been well-received by students and parents alike. Guest speakers from various domains have shared their expertise and insights, offering students a realworld perspective on their subjects. This expansion in guest lectures aims to broaden students' horizons, inspire them, and promote lifelong learning in the field of accounting and finance.

3. **Student-Centric Learning Approaches:** The institution has made a conscious effort to prioritize student-centric learning. This approach places students at the center of their educational journey. To enable this, participative learning strategies have been employed. These include group discussions and case study-based learning. These methods have been designed to encourage critical thinking, problem-solving, and collaborative skills among students. The goal is to create a dynamic and engaging learning environment that promotes active participation and deep understanding. The institution is committed to providing a well-rounded education that not only focuses on academic excellence but also extracurricular engagement and student-centric learning. The feedback received from parents has played a pivotal role in shaping and improving these initiatives.

4. **Industry-Oriented Learning:** There is an urgent requirement to bolster our educational emphasis by giving priority to both practical and attitudinal skills while remaining current with industry trends. Particularly, the remarkable qualities of our students lie in their enthusiasm and adaptability. To achieve these objectives, we suggest reinforcing industry partnerships, incorporating hands-on exercises, and offering avenues for professional growth. The department has created a culture of incorporating workshops specifically to boost the hands-on experience of students in the field of accounting and finance to enable industry-oriented learning.

5. Restructuring the curriculum: Restructuring the curriculum is vital to ensure relevance, adaptability, and alignment with evolving educational needs and industry demands. It enhances the quality of education and prepares students for a rapidly changing world, fostering critical thinking, innovation, and lifelong learning.

Stakeholders' feedback on the curriculum enable improving assessment methods and ensuring curriculum content is inclusive and diverse, the relevance also emerged for restructuring on a regular basis.

\*\*\*\*\*

**Prof. D. Francis Xavier**  
Coordinator, IQAC  
Loyola College (Autonomous)  
Chennai: 600 034

**Prof. D. Francis Xavier**  
IQAC Coordinator  
Loyola College, Chennai-34

**Dr. Dorathy Pushparani**  
Assistant Coordinator, IQAC  
Loyola College (Autonomous)  
Chennai: 600 034

**Dr. Dorathy Pushparani**  
Assistant IQAC Coordinator  
Loyola College, Chennai-34