Since 1881

THE AMERICAN COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University)
Re-accredited (2nd Cycle) by NAAC with Grade "A" CGPA – 3 .46 on a 4 - point scale

MADURAI - 625002

SSR Cycle – 3

Criterion I – Curricular Aspects

1.4 Feedback System

1.4.2 Stakeholders Feedback Analysis Report of each category

Student-Report
2019.docx

The American College, Madurai

NAAC – Criterion I Curricular Aspects

Student Feedback Report (2015 – 2016)

Student's feedback has been collected from UG, PG and Mphil students on three Academic Progression dimensions (1.Academic Content 2.Evaluation / Testing 3.Teaching / Learning) on a five point scale ranging from Strongly agree to strongly disagree where 1 being assigned to strongly agree and 5 being assigned to strongly dis agree. The summated score for each dimension is created by adding the respective items under each dimension and was divided by the number of items in that dimension. Then the percentage analysis was carried out for each department on each dimension.

The seventeen questions analysed are

1.	The syllabus prescribed for the course suits the objective of the study
2.	The depth of the course content is enough for the course.
3.	There is scope for getting interested in the subject.
4.	The course content encourages continued self-learning
5.	Practical examples are given and demonstrated at suitable points
6.	Over all the knowledge gained is academically stimulating.
7.	The faculty demonstrates fair knowledge of the subject matter.
8.	The faculty demonstrates effective oral and written communication skills
9.	The faculty is able to integrate the content taught with real life experiences/situations.
10.	The faculty transmits the knowledge using a variety of techniques / methodology and materials to accomplish the objectives of instruction.
11.	The lessons are presented in such a way as to encourage students to employ higher order critical thinking skills.
12.	Testing methods are adequate to evaluate different levels of learning.
13.	The question paper is designed to be challenging.
14.	The Internal tests (formative 1 & formative 2) are conducted at the centralized scheduled dates.
15.	The answer scripts of Internal tests (formative 1 & formative 2) are evaluated on time.

Dr. M. DAVAMANI CHRISTOBER
Principal & Secretary
The American College
Madurai-625 002

16.	The faculty is fair in his / her evaluation without bias.
17.	The department contributes to your overall development.

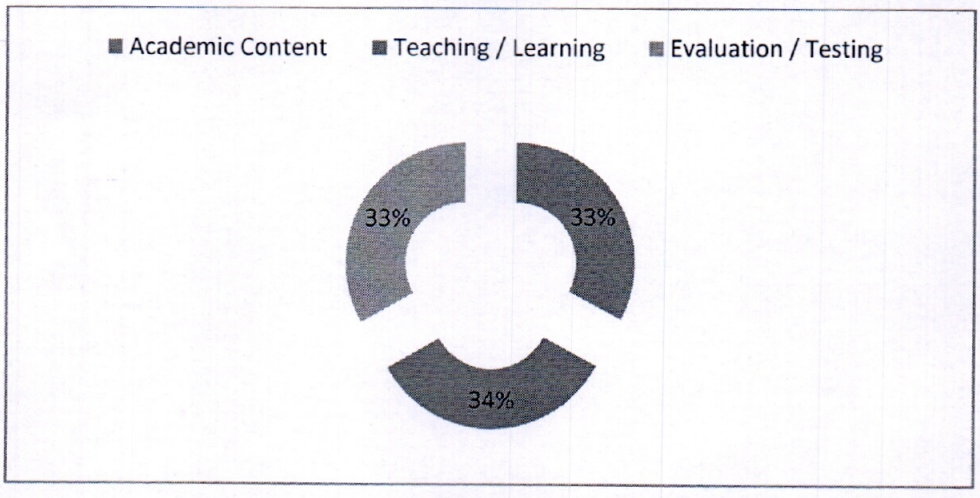
Table -1

Mean score comparison of Academic Progression dimensions for all the departments

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	977	1.00	5.00	2.1035	.76032
Teaching / Learning	977	1.00	5.00	2.1838	.90306
Evaluation / Testing	977	1.00	5.00	2.1337	.81559

Figure -1

Mean score comparison of Academic Progression dimensions for all the departments



Interpretation:

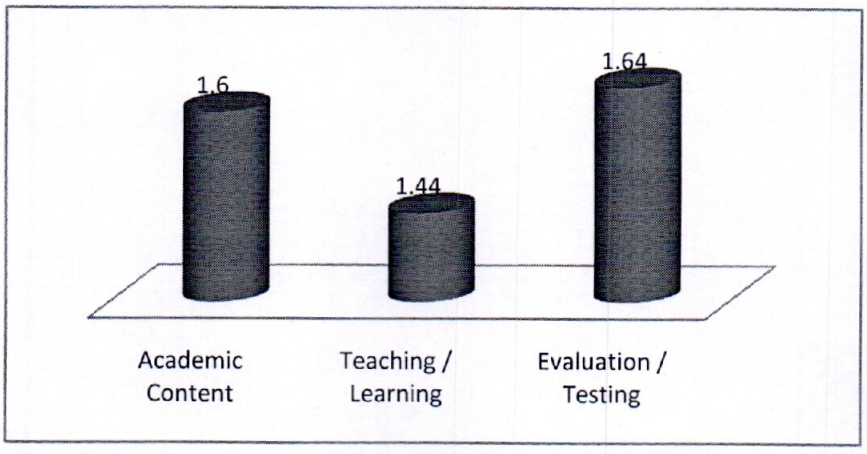
The mean score of the three academic progression dimensions for the entire college reveals that students have a good agreement score on all the three academic progression dimensions.

Table -2

Mean score comparison of Academic Progression dimensions for the department Mphil Physics

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	5	1.50	1.67	1.6000	.09129
Teaching / Learning	5	1.20	1.80	1.4400	.26077
Evaluation / Testing	5	1.40	2.00	1.6400	.26077

Figure -2
Mean score comparison of Academic Progression dimensions for the department Mphil Physics



Interpretation:

The mean score of the three academic progression dimensions for the department Mphil Physics reveals that students have a higher agreement score on all the dimensions and in particular students revealed a highly favourable score for the dimension Teaching / Learning (M= 3.79)

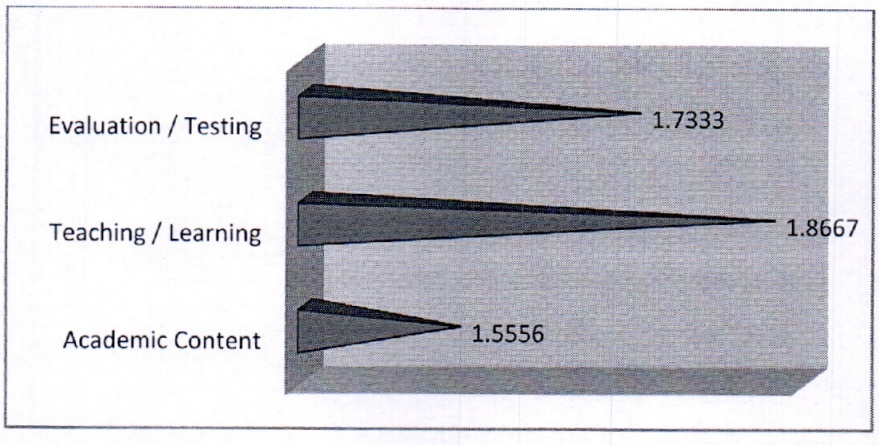
Table -3

Mean score comparison of Academic Progression dimensions for the department Mphil Zoology

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	3	1.33	2.00	1.5556	.38490
Teaching / Learning	3	1.80	2.00	1.8667	.11547
Evaluation / Testing	3	1.40	2.00	1.7333	.30551

Figure -3

Mean score comparison of Academic Progression dimensions for the department Mphil Zoology



Interpretation:

The mean score of the three academic progression dimensions for the department Mphil Zoology reveals that students have a higher agreement score on all the dimensions and in particular students revealed a highly favourable score for the dimension Academic Content (M= 1.55)

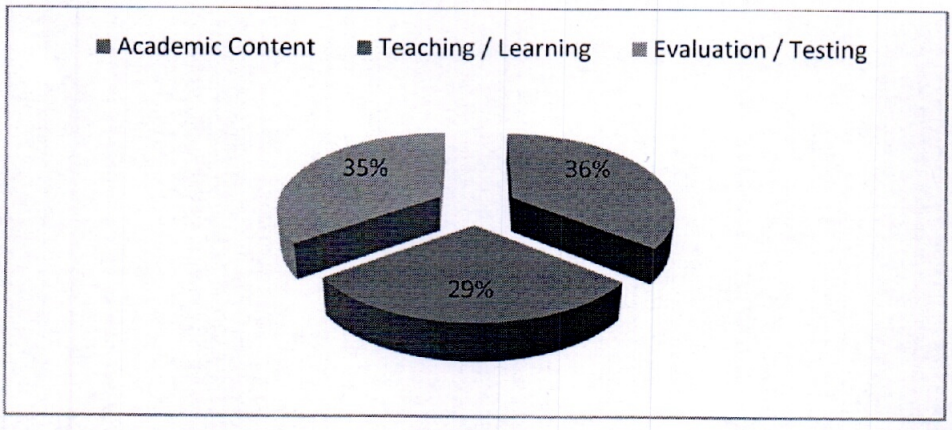
Table -4

Mean score comparison of Academic Progression dimensions for the department Mphil Tamil

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	6	1.00	2.33	1.6944	.47629
Teaching / Learning	6	1.00	2.00	1.4000	.41952
Evaluation / Testing	6	1.00	2.00	1.6667	.41312

Figure -4

Mean score comparison of Academic Progression dimensions for the department Mphil Tamil



Interpretation:

Mean score comparison of the three academic progression dimensions for the department Mphil Tamil reveals that students have a higher agreement score on all the dimensions and in particular students revealed a highly favourable score for the dimension Teaching / Learning (M= 1.40)

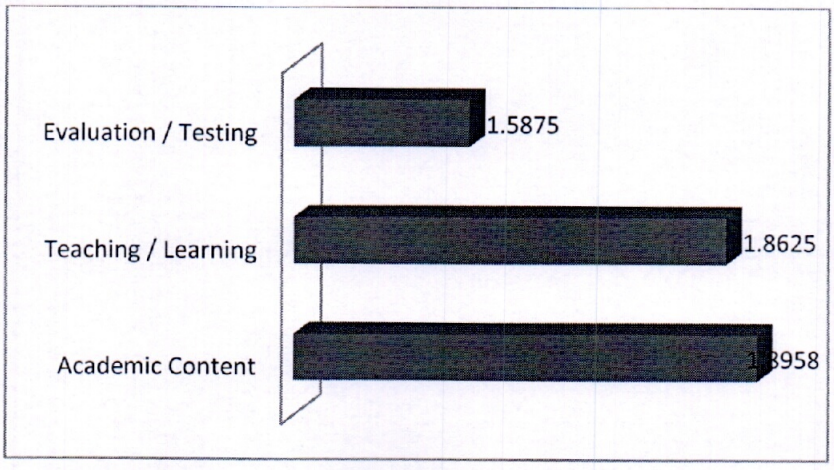
Table - 5

Mean score comparison of Academic Progression dimensions for the department MSW

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	16	1.17	3.00	1.8958	.62026
Teaching / Learning	16	1.20	3.00	1.8625	.49917
Evaluation / Testing	16	1.00	2.60	1.5875	.56789

Figure - 5

Mean score comparison of Academic Progression dimensions for the department MSW



Interpretation:

On analysing the mean score of the three academic progression dimensions for the department MSW it is evident that , students have a higher agreement score on all the three dimensions and in particular students revealed a highly favourable score for the dimension Evaluation / Testing (M= 1.58)

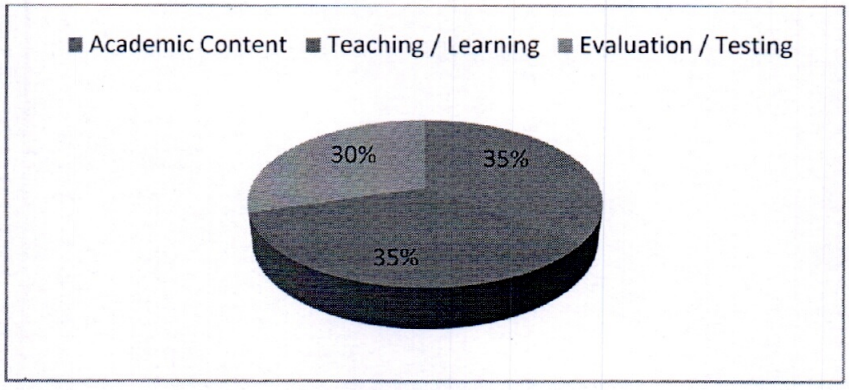
Table - 6

Mean score comparison of Academic Progression dimensions for the department PG Commerce

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	29	1.00	3.17	1.8958	.62026
Teaching / Learning	29	1.00	3.60	1.8625	.49917
Evaluation / Testing	29	1.00	3.80	1.5875	.56789

Figure - 6

Mean score comparison of Academic Progression dimensions for the department PG Commerce



Interpretation:

On analysing the mean score of the three academic progression dimensions for the department PG commerce it is evident that , students have a higher agreement score on all the three dimensions and in particular students revealed a highly favourable score for the dimension Evaluation / Testing (M= 1.58)

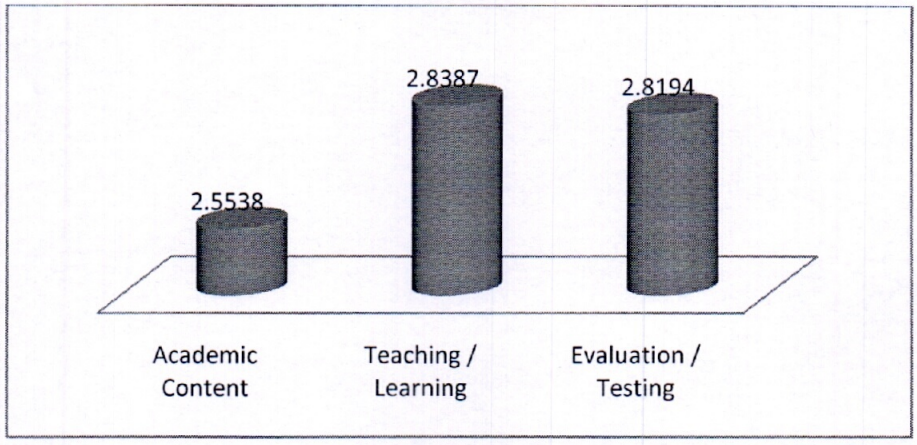
Table - 7

Mean score comparison of Academic Progression dimensions for the department PG English SF

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	31	1.00	5.00	2.5538	.99479
Teaching / Learning	31	1.00	5.00	2.8387	1.02035
Evaluation / Testing	31	1.60	5.00	2.8194	.93002

Figure - 7

Mean score comparison of Academic Progression dimensions for the department PG English SF



Interpretation:

On analysing the mean score of the three academic progression dimensions for the department PG English SF it is evident that, students have a higher agreement score on all the three dimensions.

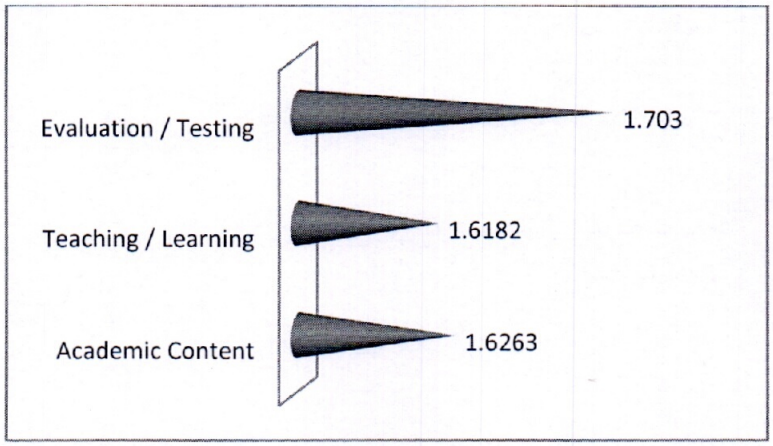
Table - 8

Mean score comparison of Academic Progression dimensions for the department PG Economics

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	33	1.00	2.00	1.6263	.25355
Teaching / Learning	33	1.00	2.20	1.6182	.35484
Evaluation / Testing	33	1.20	3.20	1.7030	.60647

Figure - 8

Mean score comparison of Academic Progression dimensions for the department PG Economics



Interpretation:

On analysing the mean score of the three academic progression dimensions for the department PG Economics it is evident that, students have a higher agreement score on all the three dimensions. Also students showed a highly favourable score for the dimension Teaching / Learning (M= 1.60).

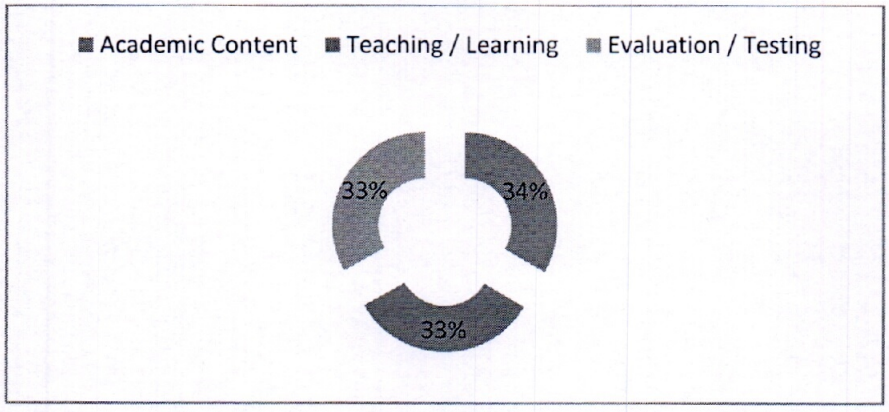
Table - 9

Mean score comparison of Academic Progression dimensions for the department PG Botany

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	12	1.33	2.33	1.7639	.28831
Teaching / Learning	12	1.20	2.80	1.7500	.51962
Evaluation / Testing	12	1.20	2.80	1.7600	.51257

Figure - 9

Mean score comparison of Academic Progression dimensions for the department PG Botany



Interpretation:

On analysing the mean score of the three academic progression dimensions for the department PG Botany it is clear that, students have a higher agreement score on all the three dimensions. Also students showed a highly favourable score for the dimensions Teaching / Learning (M= 1.75).

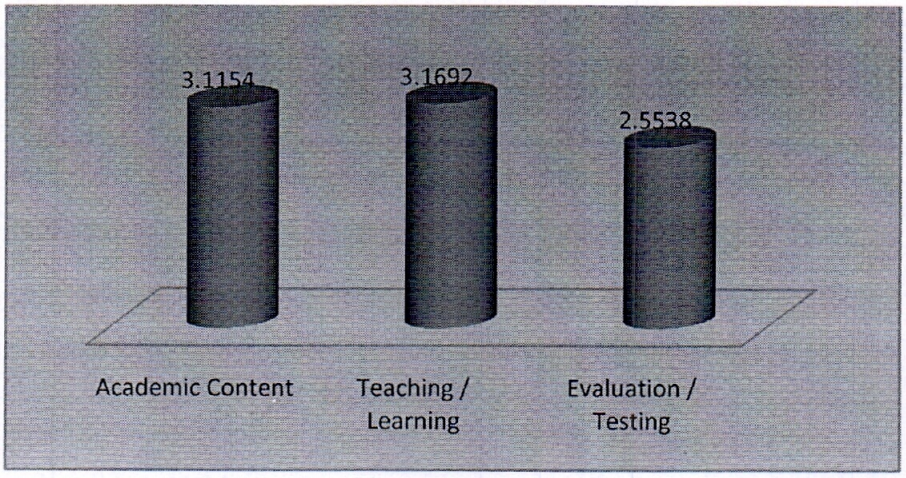
Table - 10

Mean score comparison of Academic Progression dimensions for the department PG Chemistry

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	13	1.67	4.83	3.1154	1.03052
Teaching / Learning	13	1.40	4.40	3.1692	.94814
Evaluation / Testing	13	1.00	4.00	2.5538	.92791

Figure - 10

Mean score comparison of Academic Progression dimensions for the department PG Chemistry



Interpretation:

On analysing the mean score of the three academic progression dimensions for the department PG Chemistry it is clear that, students have a higher agreement score on the three dimension Evaluation / Testing. Also students showed a moderately favourable score for the dimensions Teaching / Learning and Academic Content.

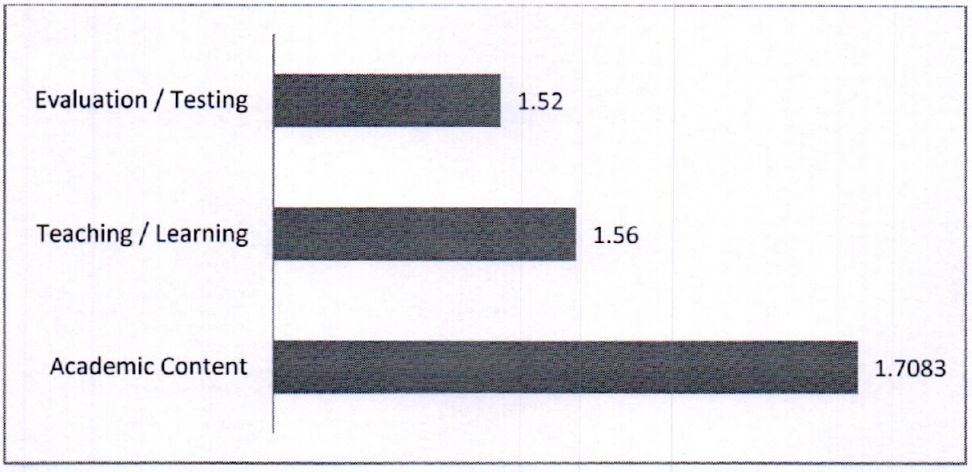
Table - 11

Mean score comparison of Academic Progression dimensions for the department PG Mathematics Aided

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	20	1.00	2.17	1.7083	.31004
Teaching / Learning	20	1.00	2.80	1.5600	.52955
Evaluation / Testing	20	1.00	2.40	1.5200	.46066

Figure - 11

Mean score comparison of Academic Progression dimensions for the department PG Mathematics Aided



Interpretation:

On analysing the mean score of the three academic progression dimensions for the department PG Mathematics (Aided) it is clear that , students have a higher agreement score on all the three dimensions and in particular students revealed a highly favourable score for the dimension Evaluation / Testing (M= 1.52)

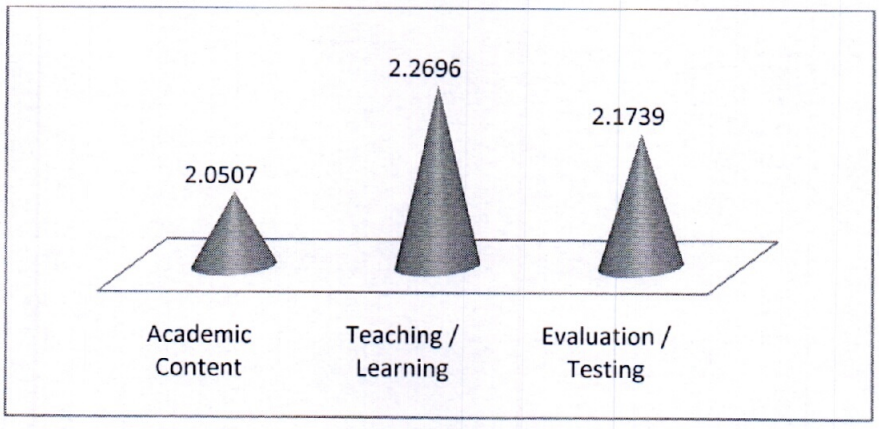
Table - 12

Mean score comparison of Academic Progression dimensions for the department PG Physics

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	23	1.17	4.00	2.0507	.54688
Teaching / Learning	23	1.00	4.80	2.2696	.88340
Evaluation / Testing	23	1.00	4.00	2.1739	.63333

Figure - 12

Mean score comparison of Academic Progression dimensions for the department PG Physics



Interpretation:

On analysing the mean score of the three academic progression dimensions for the department PG Physics it is clear that, students have a higher agreement score on all the three dimensions.

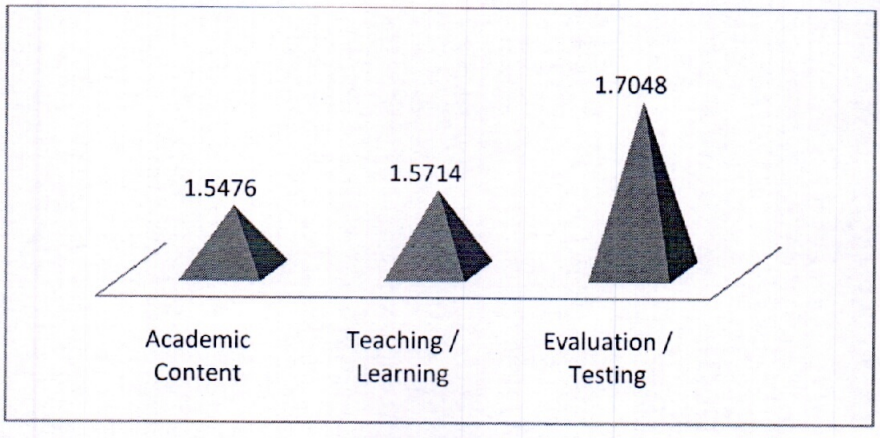
Table - 13

Mean score comparison of Academic Progression dimensions for the department PG Tamil

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	21	1.17	2.50	1.5476	.40188
Teaching / Learning	21	1.20	2.20	1.5714	.34226
Evaluation / Testing	21	1.20	3.00	1.7048	.60537

Figure - 13

Mean score comparison of Academic Progression dimensions for the department PG Tamil



Interpretation:

Mean score comparison of the three academic progression dimensions for the department PG Tamil indicates that , students have a higher agreement score on all the three dimensions and in particular students revealed a highly favourable score for the dimension Academic Content (M= 1.54)

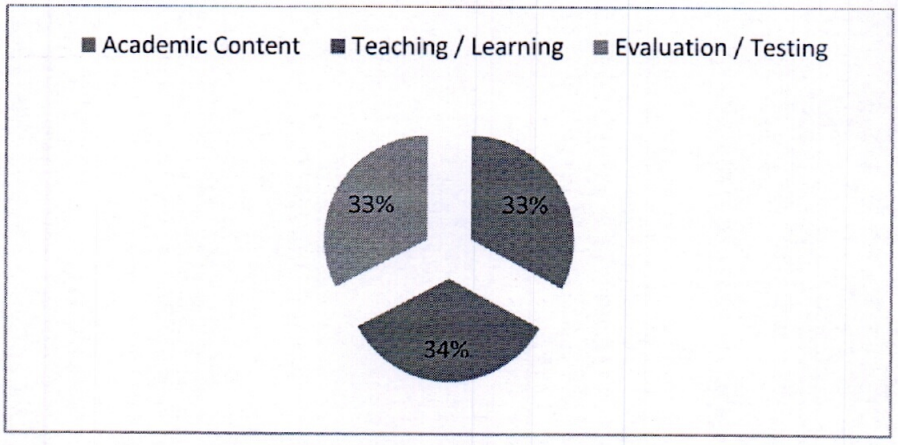
Table - 14

Mean score comparison of Academic Progression dimensions for the department PG Zoology

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	28	1.50	2.50	2.0238	.24307
Teaching / Learning	28	1.60	2.80	2.1286	.40079
Evaluation / Testing	28	1.20	3.00	2.0143	.47743

Figure - 14

Mean score comparison of Academic Progression dimensions for the department PG Zoology



Interpretation:

Mean score comparison of the three academic progression dimensions for the department PG Zoology indicates that, students have a higher agreement score on all the three dimensions

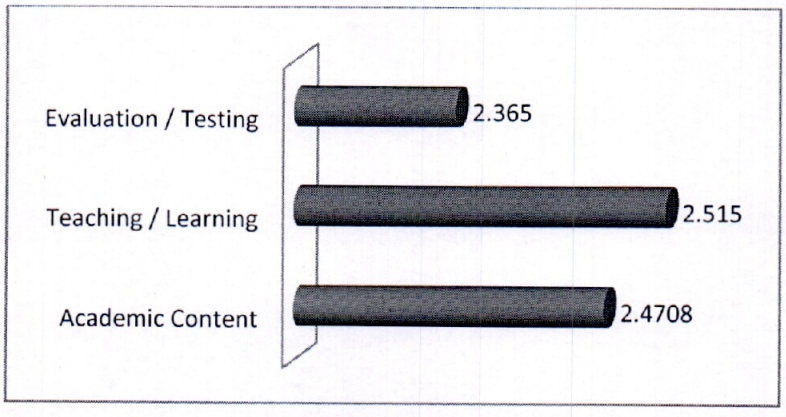
Table - 15

Mean score comparison of Academic Progression dimensions for the department BBA

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	40	1.00	5.00	2.4708	.88183
Teaching / Learning	40	1.00	4.80	2.5150	.90001
Evaluation / Testing	40	1.00	5.00	2.3650	.85081

Figure - 15

Mean score comparison of Academic Progression dimensions for the department BBA



Interpretation:

Mean score comparison of the three academic progression dimensions for the department BBA indicates that , students have a higher agreement score on all the three dimensions.

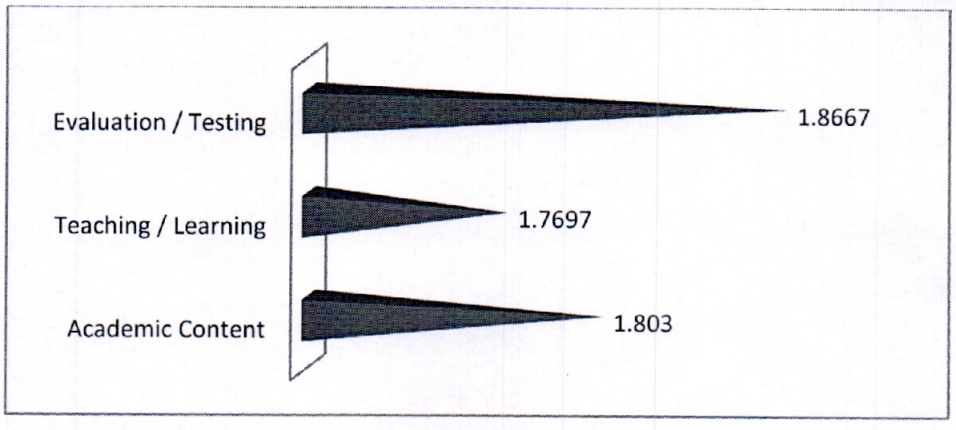
Table - 16

Mean score comparison of Academic Progression dimensions for the department BCA

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	66	1.00	2.67	1.8030	.33577
Teaching / Learning	66	1.00	2.60	1.7697	.39883
Evaluation / Testing	66	1.00	3.20	1.8667	.49779

Figure - 16

Mean score comparison of Academic Progression dimensions for the department BCA



Interpretation:

Mean score comparison of the three academic progression dimensions for the department BCA indicates that , students have a higher agreement score on all the three dimensions and in particular students revealed a highly favourable score for the dimension Teaching / Learning (M= 1.76)

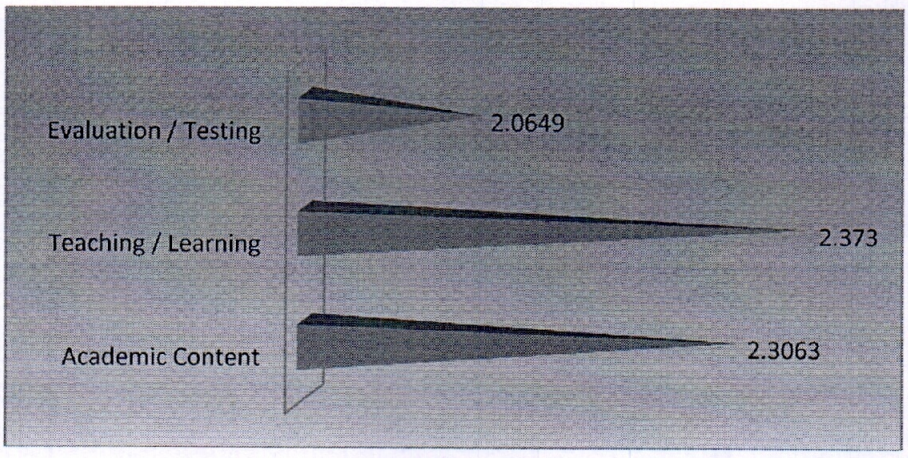
Table - 17

Mean score comparison of Academic Progression dimensions for the department B.sc Bio Chemistry

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	37	1.17	4.33	2.3063	.80461
Teaching / Learning	37	1.00	3.60	2.3730	.75596
Evaluation / Testing	37	1.20	3.00	2.0649	.57553

Figure - 17

Mean score comparison of Academic Progression dimensions for the department B.sc Bio Chemistry



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.sc Bio Chemistry indicates that, students have a higher agreement score on all the three dimensions

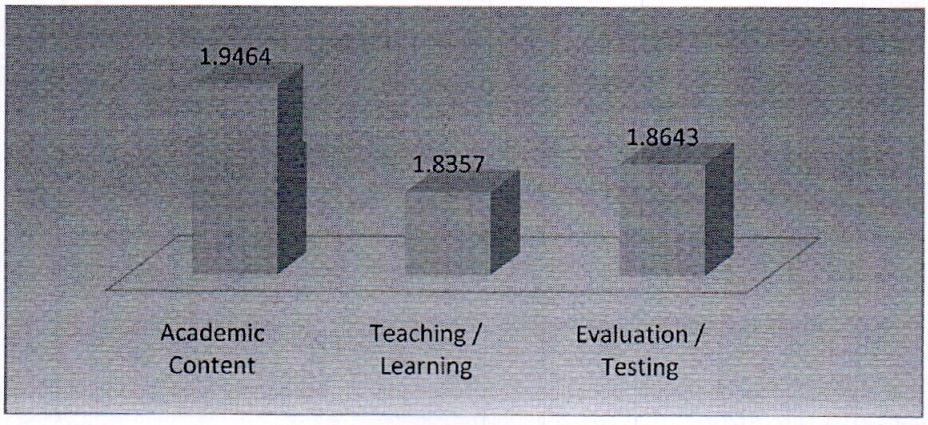
Table - 18

Mean score comparison of Academic Progression dimensions for the department BVC

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	28	1.00	2.50	1.9464	.39035
Teaching / Learning	28	1.00	3.00	1.8357	.46525
Evaluation / Testing	28	1.00	2.40	1.8643	.35299

Figure - 18

Mean score comparison of Academic Progression dimensions for the department BVC



Interpretation:

Mean score comparison of the three academic progression dimensions for the department BVC indicates that , students have a higher agreement score on all the three dimensions and in particular students revealed a highly favourable score for the dimension Teaching / Learning (M= 1.83)

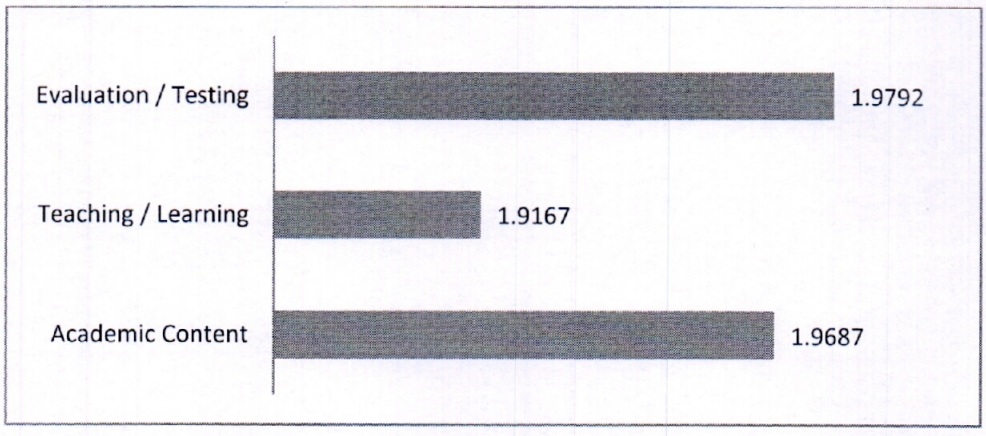
Table - 19

Mean score comparison of Academic Progression dimensions for the department BCom IT

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	48	1.17	2.83	1.9687	.42479
Teaching / Learning	48	1.20	3.40	1.9167	.40807
Evaluation / Testing	48	1.20	4.20	1.9792	.55081

Figure - 19

Mean score comparison of Academic Progression dimensions for the department BCom IT



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Com indicates that , students have a higher agreement score on all the three dimensions and in particular students revealed a highly favourable score for the dimension Teaching / Learning (M= 1.91)

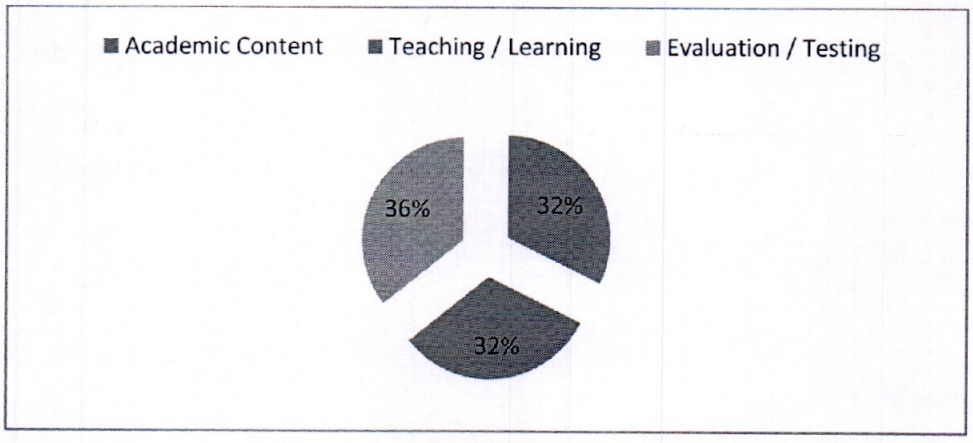
Table - 20

Mean score comparison of Academic Progression dimensions for the department BCom CA

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	26	1.00	3.00	1.6731	.46304
Teaching / Learning	26	1.00	2.40	1.6615	.36995
Evaluation / Testing	26	1.00	2.80	1.8462	.50377

Figure - 20

Mean score comparison of Academic Progression dimensions for the department BCom CA



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Com CA indicates that , students have a higher agreement score on all the three dimensions and in particular students revealed a highly favourable score for the dimension Teaching / Learning (M= 1.66)

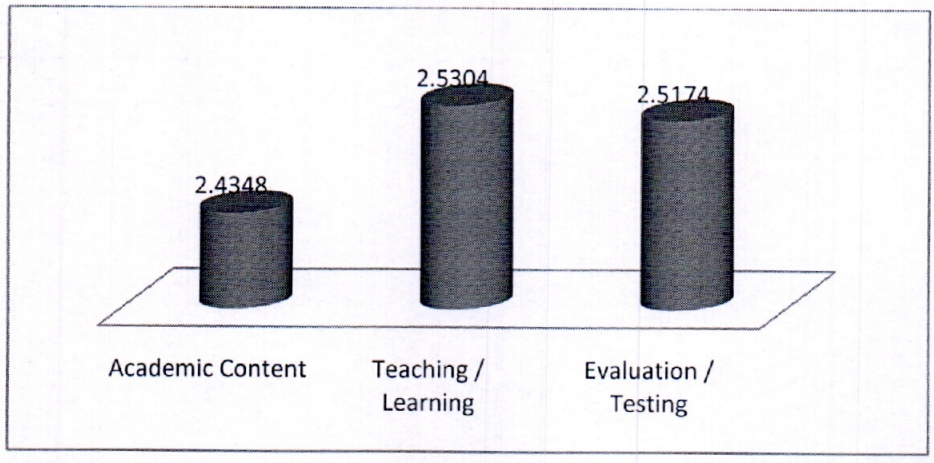
Table - 21

Mean score comparison of Academic Progression dimensions for the department BCom SF

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	46	1.00	5.00	2.4348	.83035
Teaching / Learning	46	1.00	5.00	2.5304	1.00418
Evaluation / Testing	46	1.00	5.00	2.5174	.89896

Figure - 21

Mean score comparison of Academic Progression dimensions for the department BCom SF



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Com SF indicates that , students have a higher agreement score on all the three dimensions

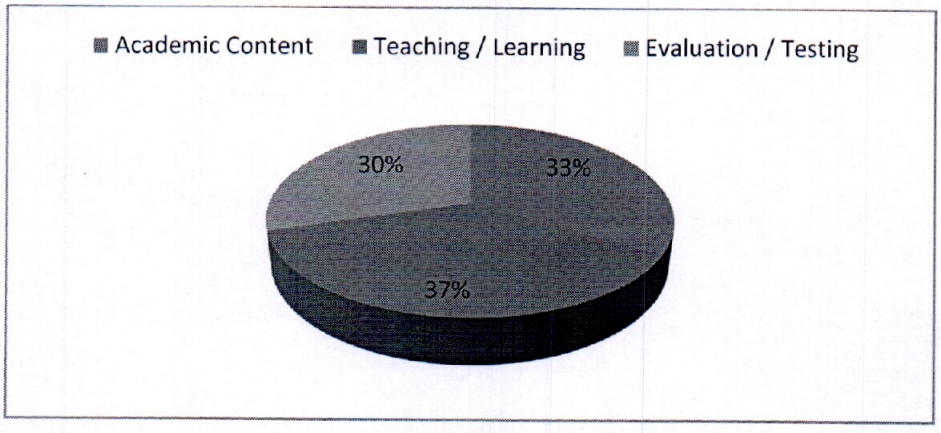
Table - 22

Mean score comparison of Academic Progression dimensions for the department BA English SF

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	48	1.00	4.67	2.7951	.92012
Teaching / Learning	48	1.00	5.00	3.1333	1.07769
Evaluation / Testing	48	1.00	4.80	2.5000	.94080

Figure - 22

Mean score comparison of Academic Progression dimensions for the department BA English SF



Interpretation:

Mean score comparison of the three academic progression dimensions for the department BA English SF indicates that, students have a higher agreement score on the dimensions Academic Content and Evaluation / Testing. Students revealed a Moderate score for the dimension Teaching / Learning (M= 3.13)

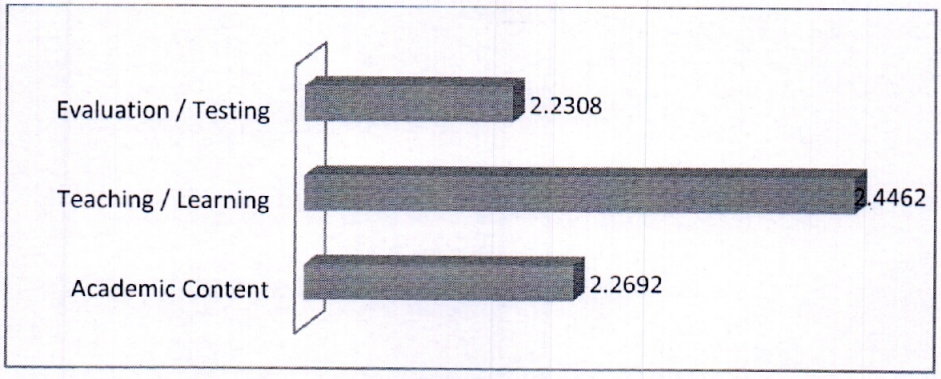
Table - 23

Mean score comparison of Academic Progression dimensions for the department BSc Maths SF

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	52	1.00	5.00	2.2692	.92541
Teaching / Learning	52	1.00	5.00	2.4462	1.12275
Evaluation / Testing	52	1.00	4.00	2.2308	.82641

Figure - 23

Mean score comparison of Academic Progression dimensions for the department BSc Maths SF



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Sc Maths SF indicates that, students have a higher agreement score on all the three dimensions

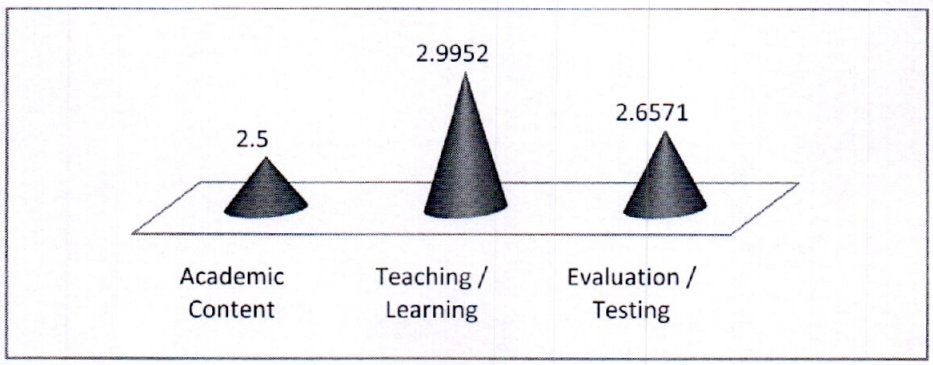
Table - 24

Mean score comparison of Academic Progression dimensions for the department B.Sc Microbiology

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	42	1.50	4.33	2.5000	.67575
Teaching / Learning	42	1.00	5.00	2.9952	.91116
Evaluation / Testing	42	1.40	4.60	2.6571	.62044

Figure - 24

Mean score comparison of Academic Progression dimensions for the department B.Sc Microbiology



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Sc Microbiology indicates that, students have a higher agreement score on all the three dimensions

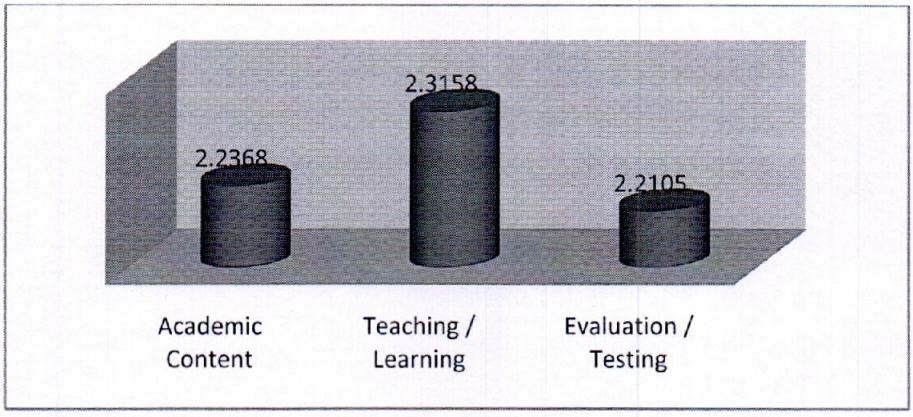
Table - 25

Mean score comparison of Academic Progression dimensions for the department B.Sc Physics SF

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	19	1.67	3.67	2.2368	.65808
Teaching / Learning	19	1.60	4.00	2.3158	.61216
Evaluation / Testing	19	1.20	3.40	2.2105	.60543

Figure - 25

Mean score comparison of Academic Progression dimensions for the department B.Sc Physics SF



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Sc Physics SF indicates that, students have a higher agreement score on all the dimensions

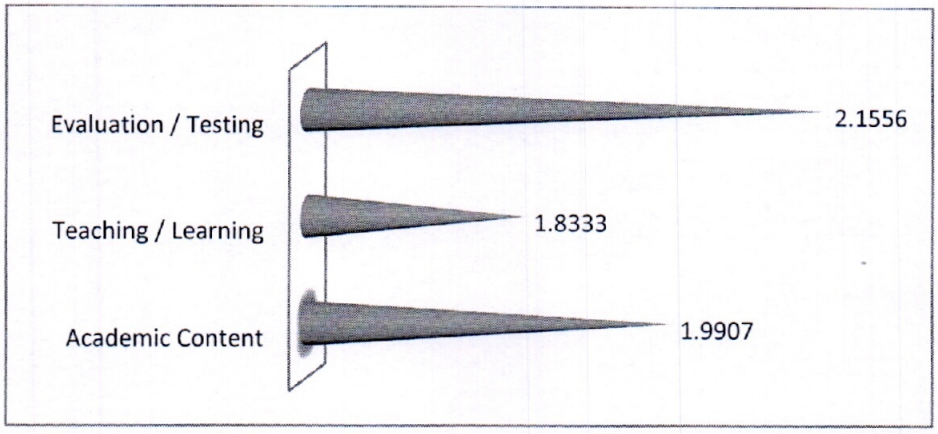
Table - 26

Mean score comparison of Academic Progression dimensions for the department B.Sc Botany

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	18	1.33	3.33	1.9907	.52851
Teaching / Learning	18	1.00	2.40	1.8333	.40147
Evaluation / Testing	18	1.20	4.00	2.1556	.74061

Figure - 26

Mean score comparison of Academic Progression dimensions for the department B.Sc Botany



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Sc Botany indicates that, students have a higher agreement score on all the three dimensions and has a higher score for the dimension Teaching / Learning (M=1.83)

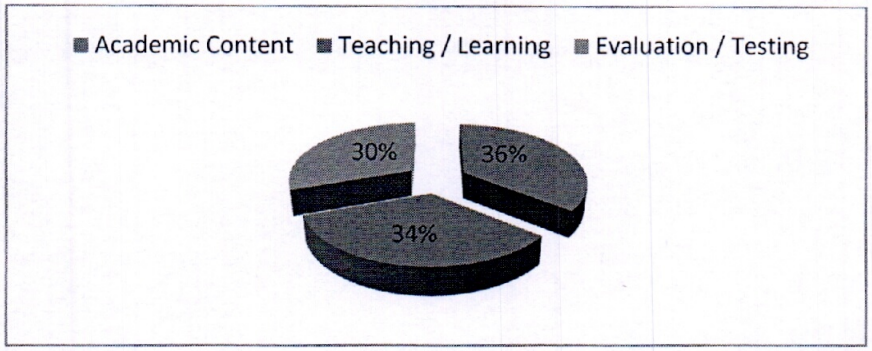
Table - 27

Mean score comparison of Academic Progression dimensions for the department B.Sc Chemistry

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	4	1.17	2.33	1.5833	.51819
Teaching / Learning	4	1.00	2.60	1.5000	.75719
Evaluation / Testing	4	1.00	2.00	1.3500	.47258

Figure - 27

Mean score comparison of Academic Progression dimensions for the department B.Sc Chemistry



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Sc Chemistry indicates that, students have a higher agreement score on all the three dimensions and has a higher score for the dimension Evaluation / Testing (M=1.30)

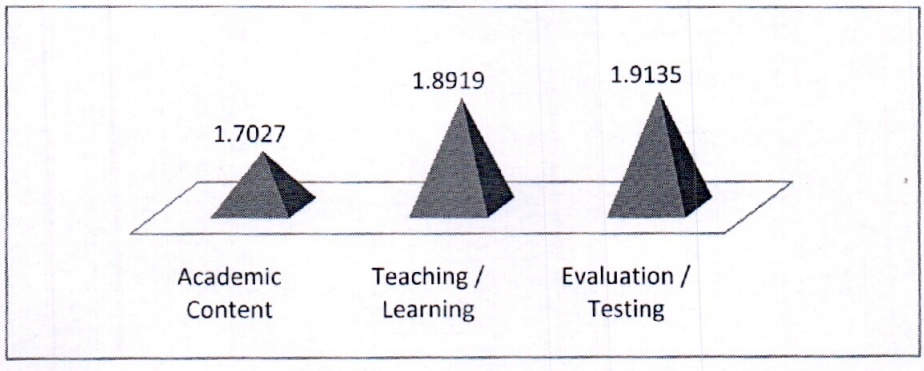
Table - 28

Mean score comparison of Academic Progression dimensions for the department B.Com Aided

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	37	1.00	3.33	1.7027	.70725
Teaching / Learning	37	1.00	3.80	1.8919	.85322
Evaluation / Testing	37	1.00	4.00	1.9135	.76527

Figure - 28

Mean score comparison of Academic Progression dimensions for the department B.Com Aided



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Com aided indicates that, students have a higher agreement score on all the three dimensions and has a higher score for the dimension Academic Content (M=1.70)

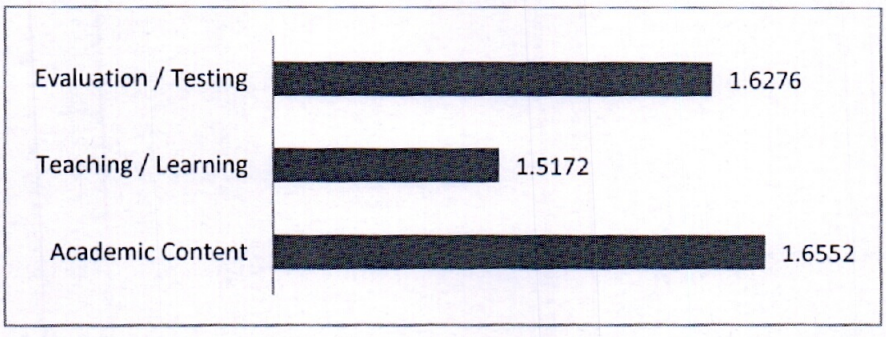
Table - 29

Mean score comparison of Academic Progression dimensions for the department BA Economics

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	58	1.00	5.00	1.6552	.73870
Teaching / Learning	58	1.00	3.80	1.5172	.57067
Evaluation / Testing	58	1.00	3.40	1.6276	.51292

Figure - 29

Mean score comparison of Academic Progression dimensions for the department BA Economics



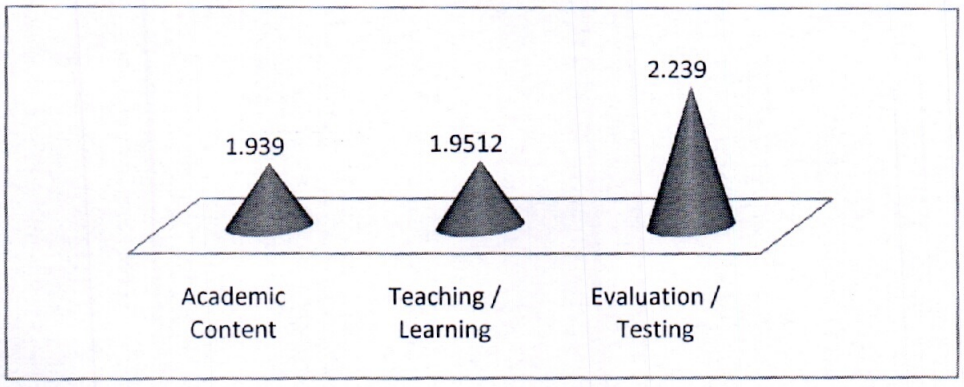
Interpretation:

Mean score comparison of the three academic progression dimensions for the department BA Economics indicates that, students have a higher agreement score on all the three dimensions and has a higher score for the dimension Teaching / Learning (M=1.51)

Table - 30
Mean score comparison of Academic Progression dimensions for the department BA English Aided

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	41	1.00	3.00	1.9390	.48270
Teaching / Learning	41	1.00	3.60	1.9512	.68961
Evaluation / Testing	41	1.00	3.80	2.2390	.70883

Figure - 30
Mean score comparison of Academic Progression dimensions for the department BA English Aided



Interpretation:

Mean score comparison of the three academic progression dimensions for the department BA English Aided indicates that, students have a higher agreement score on all the three dimensions and has a higher score for the dimension Academic Content (M=1.93)

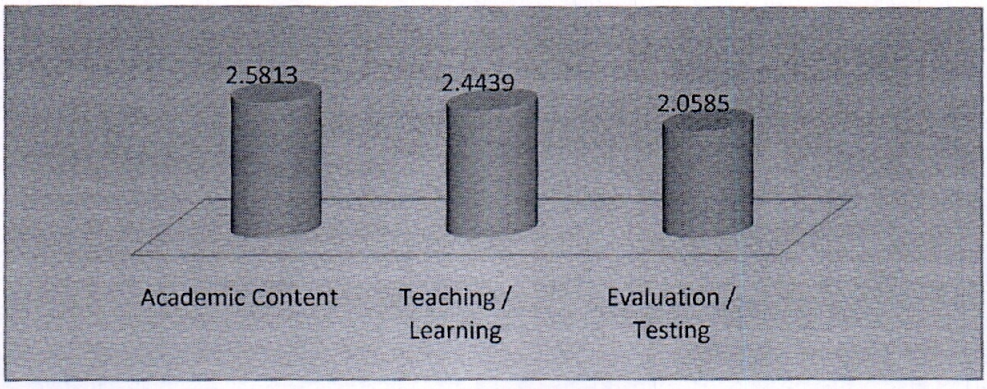
Table - 31

Mean score comparison of Academic Progression dimensions for the department B.Sc Maths Aided

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	41	1.17	5.00	2.5813	.80028
Teaching / Learning	41	1.00	5.00	2.4439	.82524
Evaluation / Testing	41	1.20	5.00	2.0585	.74866

Figure - 31

Mean score comparison of Academic Progression dimensions for the department B.Sc Maths Aided



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Sc Maths Aided indicates that, students have a higher agreement score on all the three dimensions

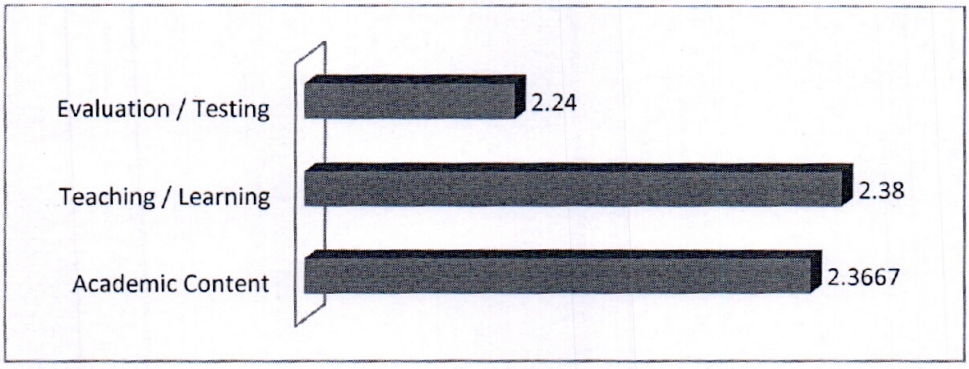
Table - 32

Mean score comparison of Academic Progression dimensions for the department B.Sc Physics Aided

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	10	1.67	3.17	2.3667	.45677
Teaching / Learning	10	1.80	3.00	2.3800	.43665
Evaluation / Testing	10	1.20	3.40	2.2400	.75307

Figure - 32

Mean score comparison of Academic Progression dimensions for the department B.Sc Physics Aided



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Sc Physics Aided indicates that, students have a higher agreement score on all the three dimensions

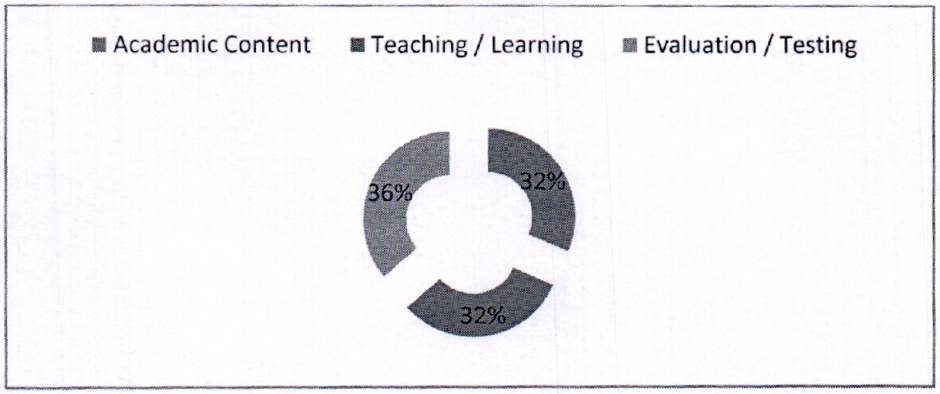
Table - 33

Mean score comparison of Academic Progression dimensions for the department Religion Philosophy Sociology

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	16	1.67	4.17	2.3229	.70309
Teaching / Learning	16	1.60	4.40	2.3625	.68593
Evaluation / Testing	16	1.40	5.00	2.6750	.97400

Figure - 33

Mean score comparison of Academic Progression dimensions for the department Religion Philosophy Sociology



Interpretation:

Mean score comparison of the three academic progression dimensions for the department BA RPS Aided indicates that, students have a higher agreement score on all the three dimensions

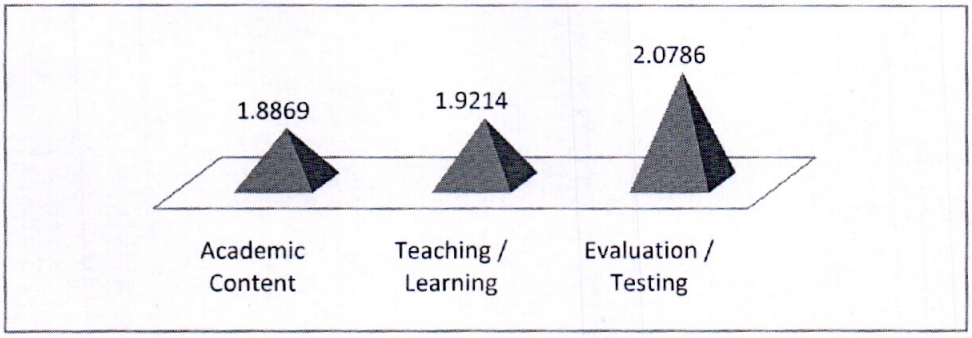
Table - 34

Mean score comparison of Academic Progression dimensions for the department BA Tamil Aided

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	28	1.00	3.33	1.8869	.54064
Teaching / Learning	28	1.00	3.80	1.9214	.62855
Evaluation / Testing	28	1.20	5.00	2.0786	.89167

Figure - 34

Mean score comparison of Academic Progression dimensions for the department BA Tamil Aided



Interpretation:

Mean score comparison of the three academic progression dimensions for the department BA Tamil Aided indicates that, students have a higher agreement score on all the three dimensions and has a higher score for the dimension Academic Content (M=1.88)

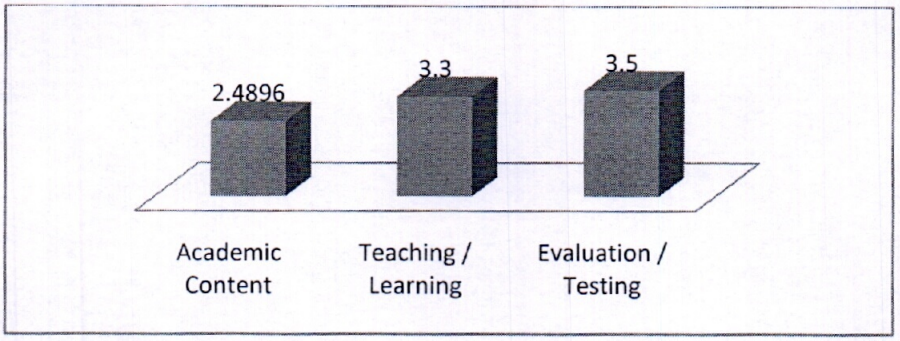
Table - 35

Mean score comparison of Academic Progression dimensions for the department B.Sc Zoology Aided

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	32	1.17	4.00	2.4896	.85503
Teaching / Learning	32	1.20	5.00	3.3000	1.10249
Evaluation / Testing	32	1.20	5.00	3.5000	1.04727

Figure - 35

Mean score comparison of Academic Progression dimensions for the department B.Sc Zoology Aided



Interpretation:

Mean score comparison of the three academic progression dimensions for the department B.Sc Zoology aided indicates that, students have a higher agreement score on the dimensions Academic Content and Students revealed a Moderate score for the dimension Teaching / Learning (M= 3.30) and Evaluation / Testing (M= 3.50)

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NAAC – Criterion I Curricular Aspects

Parent Feedback Report (2015 – 2016)

For the academic year 2015 – 16 parent feedback has been obtained through online. Eight key dimensions were evaluated pertaining to curriculum.

The eight key dimensions are

1) State your opinion with regard to overall development of your ward during the course

2) State your opinion with regard to the flexibility of programs offered by the college

3) The course content offered by the institution has good focus on employability

4) The curriculum offered by the college is well designed and contributes for skill development

5) How do you rate the courses in terms of their relevance to the latest and/or future technologies?

6) The syllabus suggested by the college is relevant for attaining student's career goals

7) The curriculum designed by the institution stimulates creativity and innovation

8) How do you rate the outcomes that your ward has achieved from the courses?

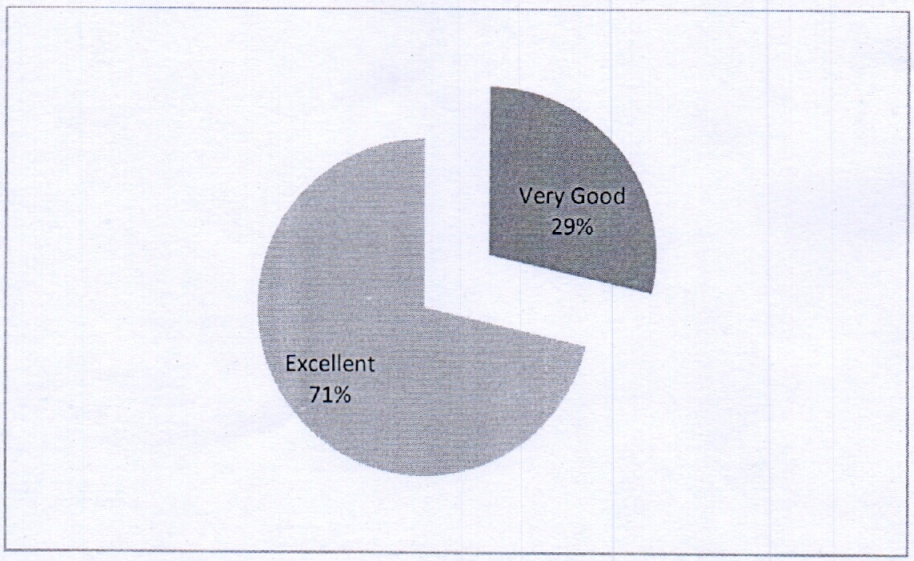
The key dimensions are analysed with frequency and percentage analysis. The results are displayed in the following tables and figures.

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Table 1: Parent opinion on overall development of the ward during the course

S.no	Category	Frequency	Percentage
1	Very Good	2	28.6
2	Excellent	5	71.4
	Total	7	100.0

Figure 1: Parent opinion on overall development of the ward during the course

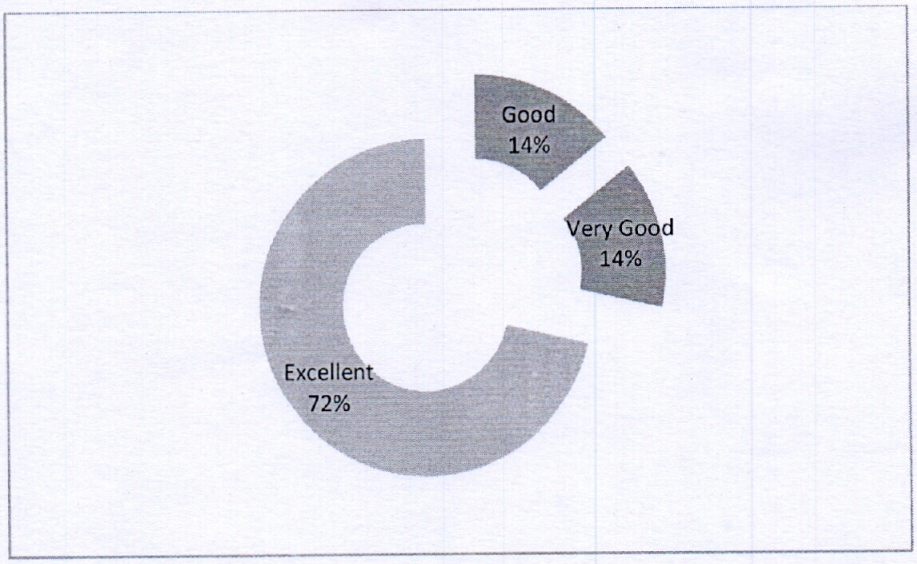


The parent's opinion based on Table 1 and Figure 1 reveals that they are satisfied with the overall development of their ward during the course

Table 2: Parent opinion regarding flexibility of programs offered by the college

S.no	Category	Frequency	Percentage
1	Good	1	14.3
2	Very Good	1	14.3
3	Excellent	5	71.4
	Total	7	100.0

Figure 2: Parent opinion regarding flexibility of programs offered by the college

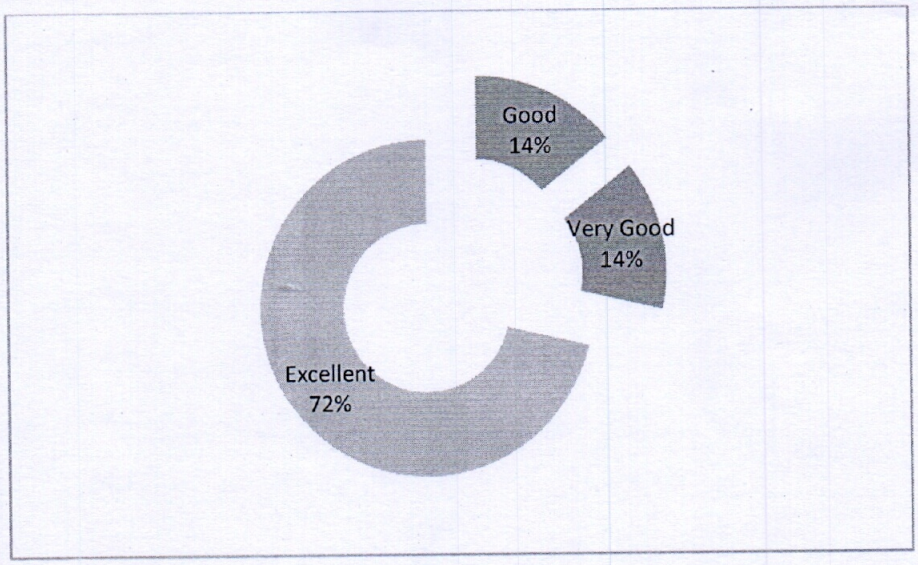


The parent's opinion based on Table 2 and Figure 2 reveals that they are satisfied with the flexibility of programs offered by the college

Table 3: Parent opinion on focus of course content on employability

S.no	Category	Frequency	Percentage
1	Good	1	14.3
2	Very Good	1	14.3
3	Excellent	5	71.4
	Total	7	100.0

Figure 3: Parent opinion on focus of course content on employability



The parent's opinion based on Table 3 and Figure 3 reveals that they are highly satisfied with the employability of the course content

Table 4: Parent opinion on curriculum offered by the college is well designed and contributes for skill development

S.no	Category	Frequency	Percentage
1	Agree	3	42.9
2	Strongly Agree	4	57.1
	Total	7	100.0

Figure 4: Parent opinion on curriculum offered by the college is well designed and contributes for skill development

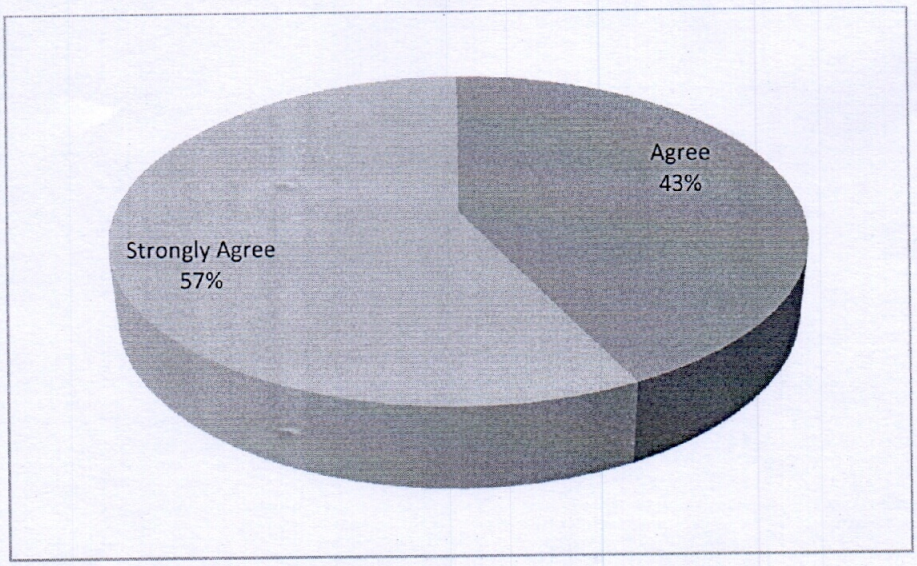


Table 4 and Figure 4 reveals that the parents agree that the curriculum offered by the college is well designed and contributes for skill development

Table 5: Parent opinion on courses in terms of their relevance to the latest and/or future technologies

S.no	Category	Frequency	Percentage
1	Good	1	14.3
2	Very Good	1	14.3
3	Excellent	5	71.4
	Total	7	100.0

Figure 5: Parent opinion on courses in terms of their relevance to the latest and/or future technologies

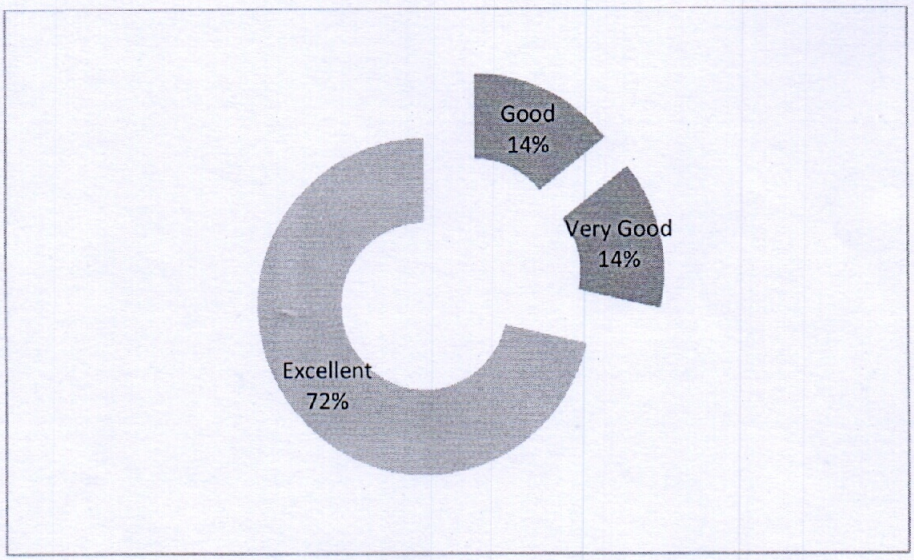


Table 5 and Figure 5 reveal that the parents agree that the courses are relevant to the latest and/or future technologies

Table 6: Parent opinion on relevance of the syllabus in attaining student's career goals

S.no	Category	Frequency	Percentage
1	Agree	2	28.6
2	Strongly Agree	5	71.4
	Total	7	100.0

Figure 6: Parent opinion on relevance of the syllabus in attaining student's career goals

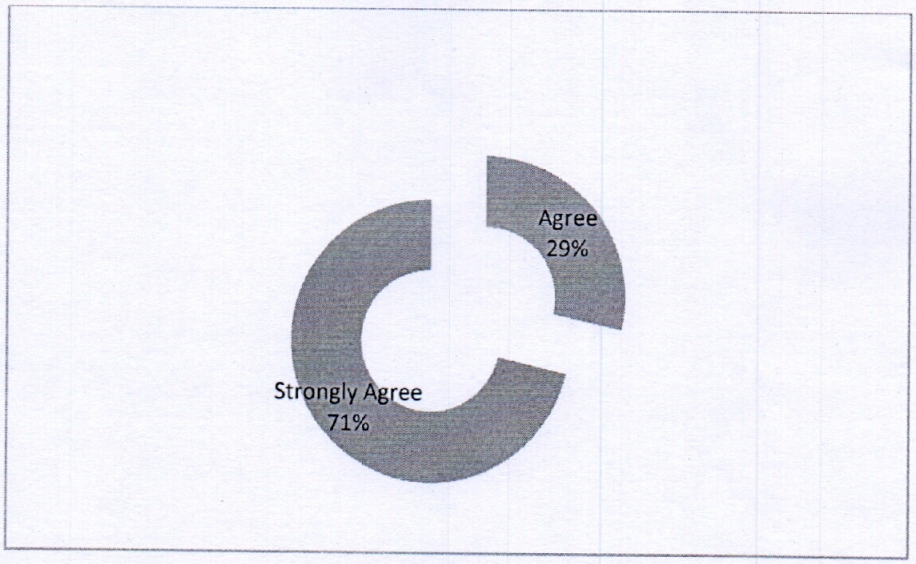


Table 6 and Figure 6 shows that the parents agree that the syllabus is highly relevant in attaining student's career goals

Table 7: Parent opinion on creativity and innovation stimulated by the curriculum

S.no	Category	Frequency	Percentage
1	Dis Agree	1	14.3
2	Agree	1	14.3
3	Strongly Agree	5	71.4
	Total	7	100.0

Figure 7: Parent opinion on creativity and innovation stimulated by the curriculum

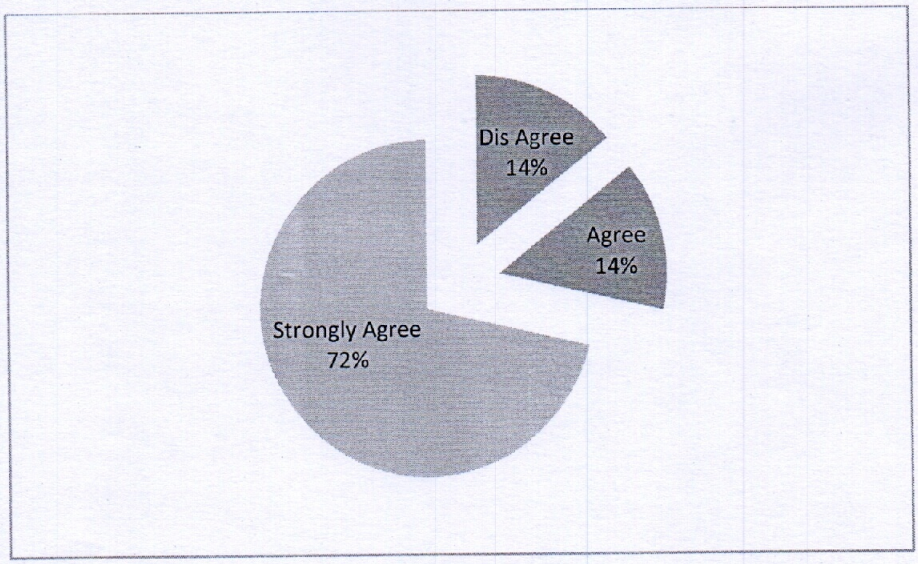


Table 7 and Figure 7 indicates that the parents agree that the curriculum offered by the college stimulates creativity and innovation

Table 8: Parent opinion on outcomes achieved by the ward from the courses

S.no	Category	Frequency	Percentage
1	Good	1	14.3
2	Very Good	1	14.3
3	Excellent	5	71.4
	Total	7	100.0

Figure 8: Parent opinion on outcomes achieved by the ward from the courses

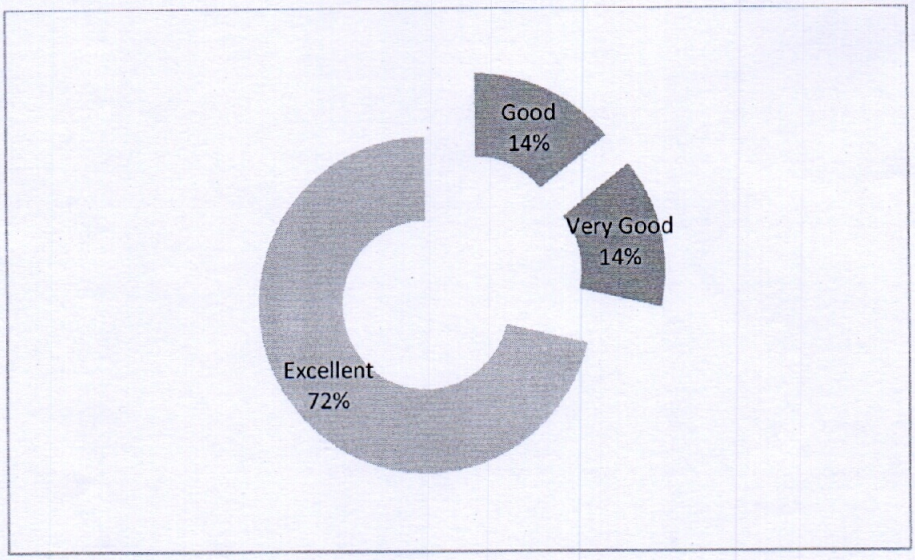


Table 8 and Figure 8 indicates that the parents agree that their wards have attained good outcomes from the courses.

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NAAC – Criterion I Curricular Aspects

Employee Feedback Report (2015 – 2016)

For the academic year 2015 – 16 prospective employer feedback has been collected through a well structured questionnaire. Ten important dimensions were evaluated related to curriculum.

The important dimensions analysed are

1. Curriculum imparts subject-specific/domain skills.
2. Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs.
3. Curriculum provides interpersonal/managerial skills.
4. Curricular, extra-curricular, & co-curricular activities prepare students with personal characteristics like attitude, behaviour, character, dedication, ethics, foresight, and
5. Curriculum focuses on communication skills, interaction skills, and presentation skills.
6. Curriculum encourages students to critically and creatively think.
7. Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers.
8. Special about the curriculum is that it has in-built life skills and career skills.
9. Curriculum can further be strengthened with periodical inputs from employers
10. Curriculum can provide more hands-on and field-work experiences in each semester instead of more theoretical papers

The important dimensions are analysed with frequency and percentage analysis. Analysis and results are discussed in the following tables and figures.

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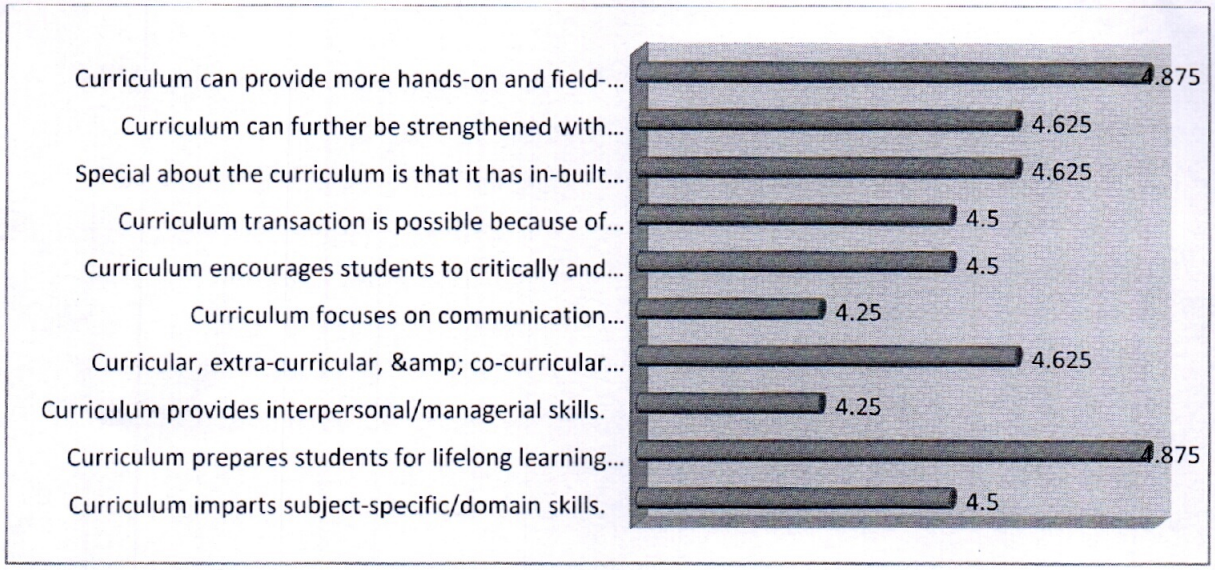
Table -1

Mean score comparison of Employer's Feedback for the year 2015 - 2016

S.No	Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
1	Curriculum imparts subject-specific/domain skills.	8	4.0	5.0	4.500	.5345
2	Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs.	8	4.0	5.0	4.875	.3536
3	Curriculum provides interpersonal/managerial skills.	8	2.0	5.0	4.250	1.0351
4	Curricular, extra-curricular, & co-curricular activities prepare students with personal characteristics like attitude, behaviour, character, dedication, ethics, foresight, and professionalism.	8	4.0	5.0	4.625	.5175
5	Curriculum focuses on communication skills, interaction skills, and presentation skills.	8	2.0	5.0	4.250	1.0351
6	Curriculum encourages students to critically and creatively think.	8	3.0	5.0	4.500	.7559
7	Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers.	8	4.0	5.0	4.500	.5345
8	Special about the curriculum is that it has in-built life skills and career skills.	8	3.0	5.0	4.625	.7440
9	Curriculum can further be strengthened with periodical inputs from employers	8	4.0	5.0	4.625	.5175
10	Curriculum can provide more hands-on and field-work experiences in each semester instead of more theoretical papers	8	4.0	5.0	4.875	.3536

Figure -1

Mean score comparison of Employer's Feedback for the year 2015 - 2016



On comparing the mean score comparisons of the ten dimensions is observed that prospective employers displayed a higher mean score on all the ten dimensions with a mean value of more than 4 for each dimension. The highest mean score as observed for the dimension "Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs" (M=4.875). As a result it is assumed that employers are highly satisfied with the curricular aspects of the college.

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NAAC – Criterion I Curricular Aspects

Alumni Feedback Report (2015 – 2016)

For the academic year 2015 – 16 alumni feedback has been through Google form. Ten key parameters were evaluated pertaining to curriculum.

The ten key parameters are

1. College curriculum fulfils our expectations
2. The courses included in the program you studied
3. How do you rate the sequence of topics in each unit
4. State your opinion on the depth of course content
5. The course content for Employment is
6. The course content for Self employment is
7. The course content for Higher Education is
8. How do you evaluate the curriculum in terms of improving new skills *
9. How to enrich the curriculum

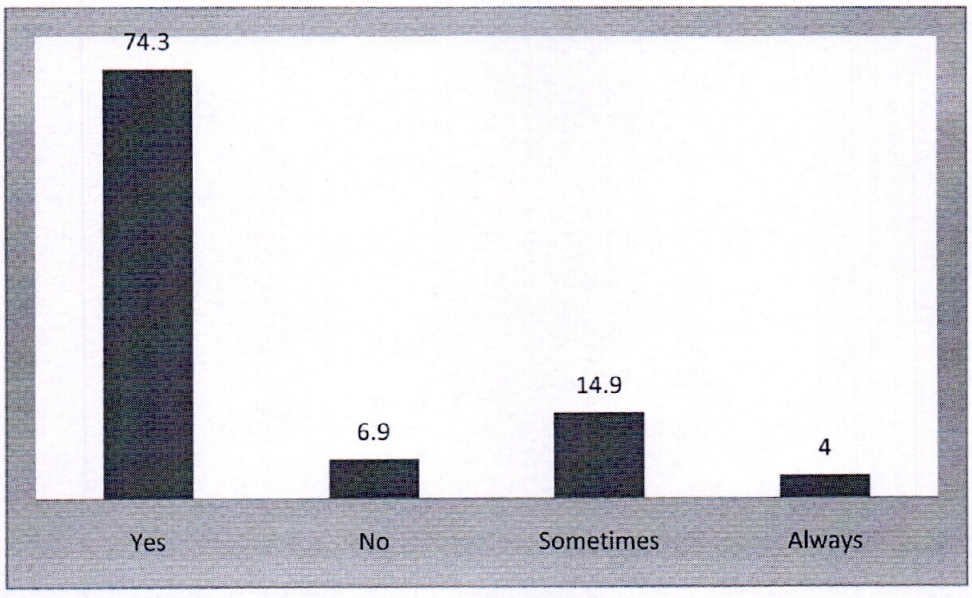
The key parameters are analysed with frequency and percentage analysis. The results are displayed in the following tables and figures.

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Table 1: Alumni opinion on College curriculum fulfils expectations

S.no	Category	Frequency	Percentage
1	Yes	75	74.3
2	No	7	6.9
3	Sometimes	15	14.9
4	Always	4	4.0
	Total	101	100.0

Figure 1: Alumni opinion on College curriculum fulfils expectations



The respondents' opinion towards the question College curriculum fulfils expectations is analysed with frequency and percentage analysis. It is observed from Table 1 and Figure 1 that majority 74.3 per cent of the respondents is of the opinion that the college curriculum fulfils their expectations.

Table 2: Alumni opinion on Courses included in the Program

S.no	Category	Frequency	Percentage
1	All are excellent	48	47.5
2	Some are excellent	32	31.7
3	All are satisfactory	17	16.8
4	Some are satisfactory	4	4.0
	Total	101	100.0

Figure 2: Alumni opinion on Courses included in the Program

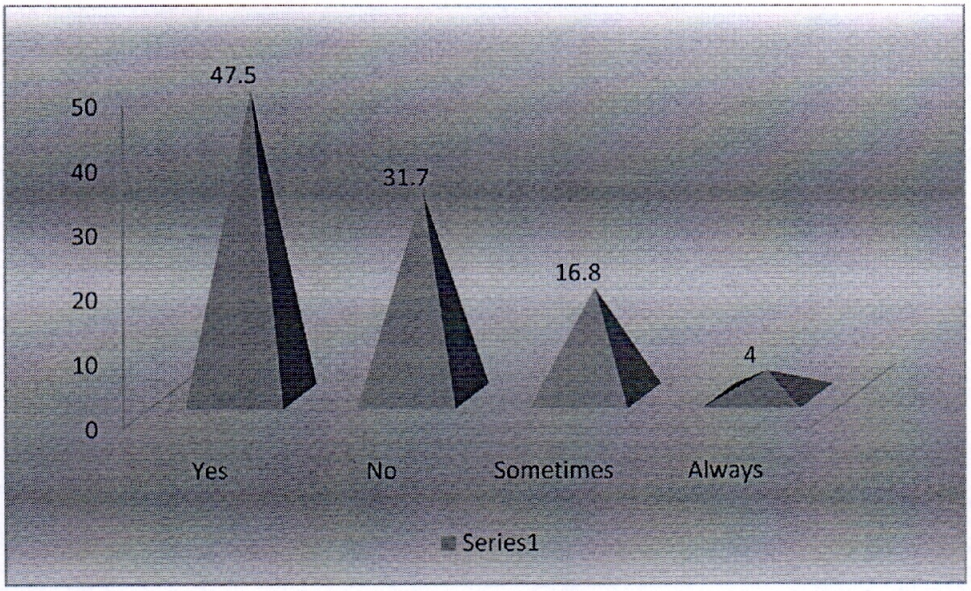
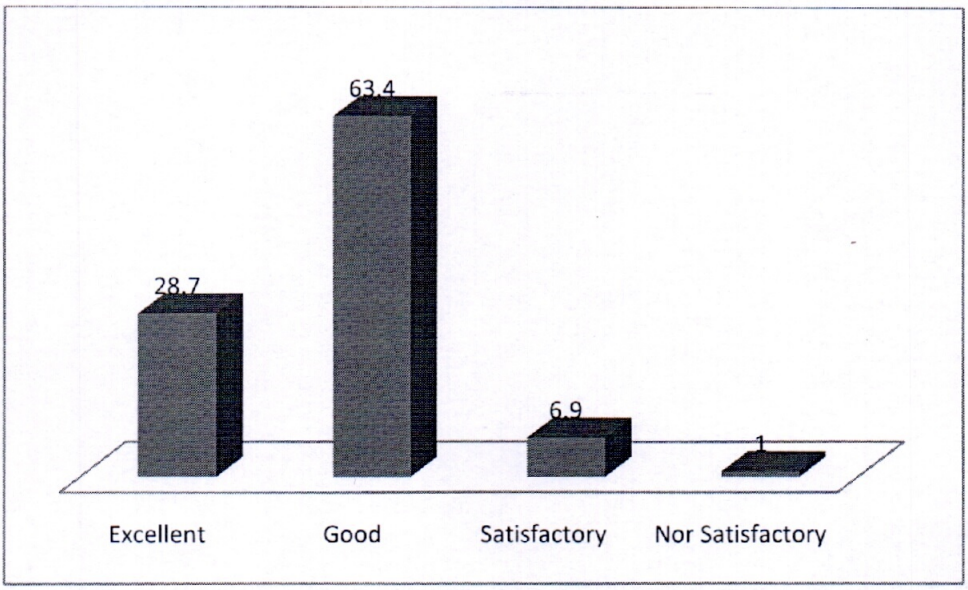


Table 2 and figure 2 reveals that majority 47.5 per cent of the respondents are of the opinion that all the courses included in the program studied by them are excellent. . Also 31.7 per cent of the respondents are of the opinion that some courses in the program studied by them are excellent.

Table 3: Alumni opinion on Sequence of topic in each unit

S.no	Category	Frequency	Percentage
1	Excellent	29	28.7
2	Good	64	63.4
3	Satisfactory	7	6.9
4	Nor Satisfactory	1	1.0
	Total	101	100.0

Figure 3: Alumni opinion on Sequence of topic in each unit

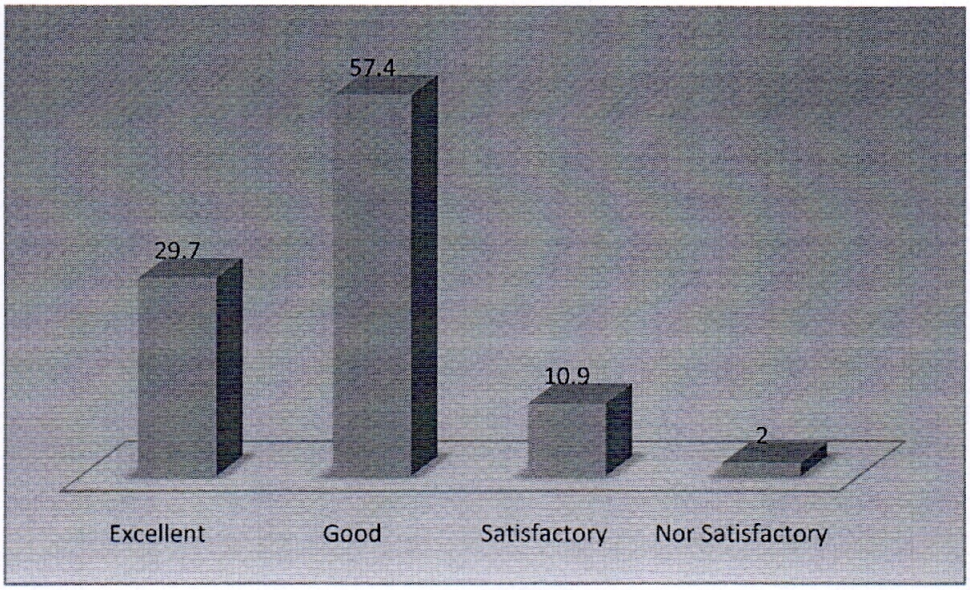


Based on the frequency and percentage analysis from Table 3 and figure3 it is evident that 28.7 per cent of the respondents are of the opinion that the sequence of topic in each unit are excellent , while 63.4 per cent of the respondents are of the opinion that the sequence of topic in each unit are good.

Table 4: Alumni opinion on Depth of the course content

S.no	Category	Frequency	Percentage
1	Excellent	30	29.7
2	Good	58	57.4
3	Satisfactory	11	10.9
4	Nor Satisfactory	2	2.0
	Total	101	100.0

Figure 4: Alumni opinion on Depth of the course content

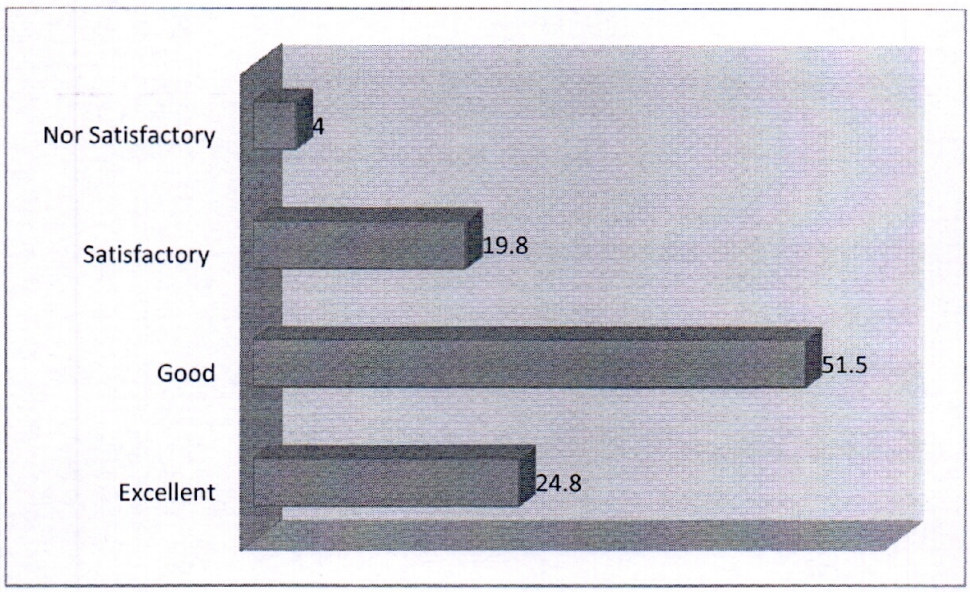


From the frequency and percentage analysis of Table 4 and figure4 it is evident that 29.7 per cent of the respondents are of the opinion that the depth of the course content are excellent , while 57.4 per cent of the respondents are of the opinion that the depth of the course content are good.

Table 5: Alumni opinion on course content for employment

S.no	Category	Frequency	Percentage
1	Excellent	25	24.8
2	Good	52	51.5
3	Satisfactory	20	19.8
4	Nor Satisfactory	4	4.0
	Total	101	100.0

Figure 5: Alumni opinion on course content for employment

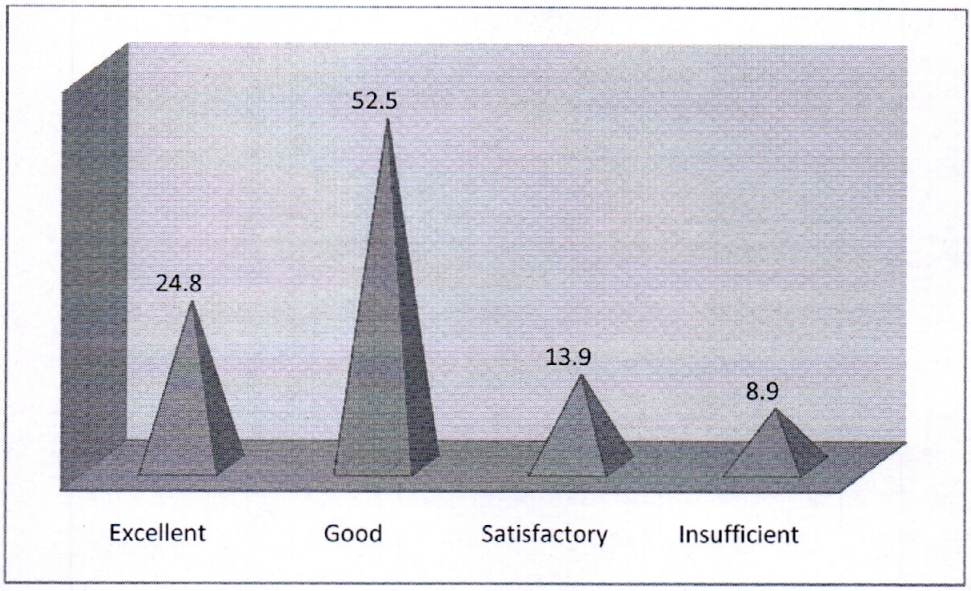


It is evident from the frequency and percentage analysis of Table 5 and figure 5 that 24.8 per cent of the respondents are of the opinion that the course content for employment opportunities are excellent , while 51.5 per cent of the respondents are of the opinion that the course content for employment opportunities are good.

Table 6: Alumni opinion on course content for self employment

S.no	Category	Frequency	Percentage
1	Excellent	25	24.8
2	Good	53	52.5
3	Satisfactory	14	13.9
4	Insufficient	9	8.9
	Total	101	100.0

Figure 6: Alumni opinion on course content for self employment

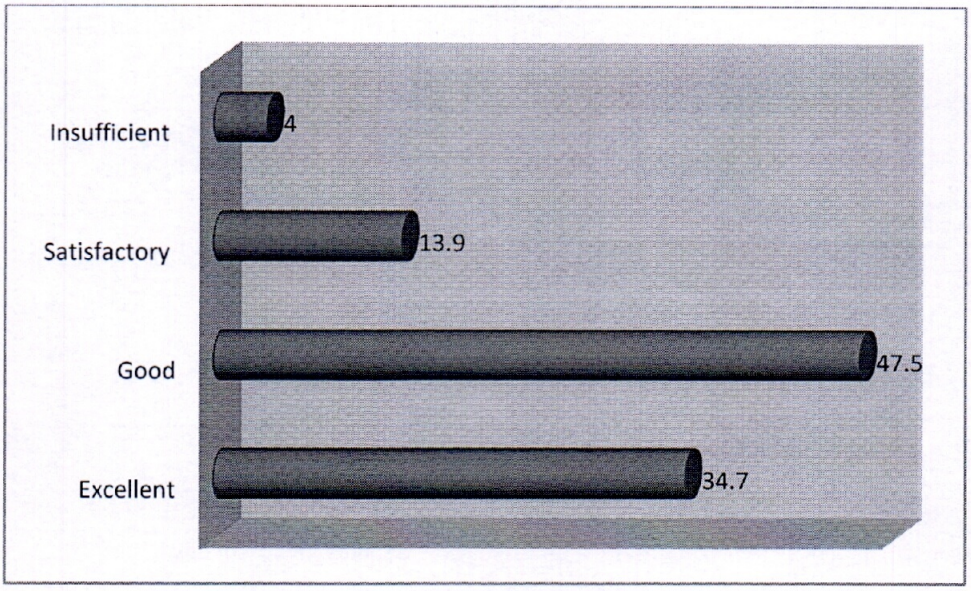


It is observed from the frequency and percentage analysis of Table 6 and figure 6 that 24.8 per cent of the respondents are of the opinion that the course content for self employment opportunities are excellent , while 52.5 per cent of the respondents are of the opinion that the course content for employment opportunities are good.

Table 7: Alumni opinion on course content for Higher education

S.no	Category	Frequency	Percentage
1	Excellent	35	34.7
2	Good	48	47.5
3	Satisfactory	14	13.9
4	Insufficient	4	4.0
	Total	101	100.0

Figure 7: Alumni opinion on course content for Higher education

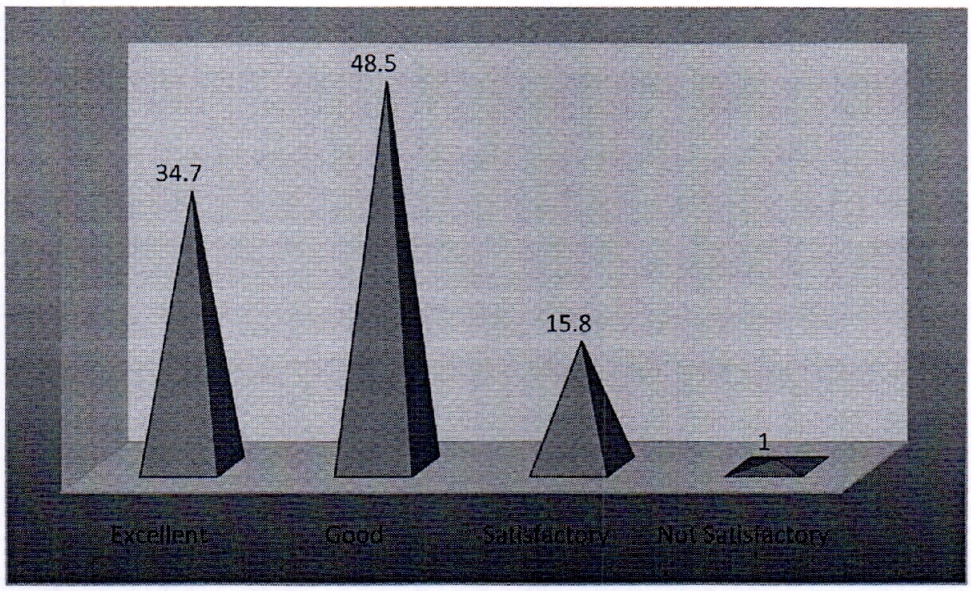


It is evident from the frequency and percentage analysis of Table 7 and figure 7 that 34.7 per cent of the respondents are of the opinion that the course content for higher education opportunities are excellent , while 47.5 per cent of the respondents are of the opinion that the course content for higher education opportunities are good.

Table 8: Alumni opinion on curriculum in improving new skills

S.no	Category	Frequency	Percentage
1	Excellent	35	34.7
2	Good	49	48.5
3	Satisfactory	16	15.8
4	Not Satisfactory	1	1.0
	Total	101	100.0

Figure 8: Alumni opinion on curriculum in improving new skills

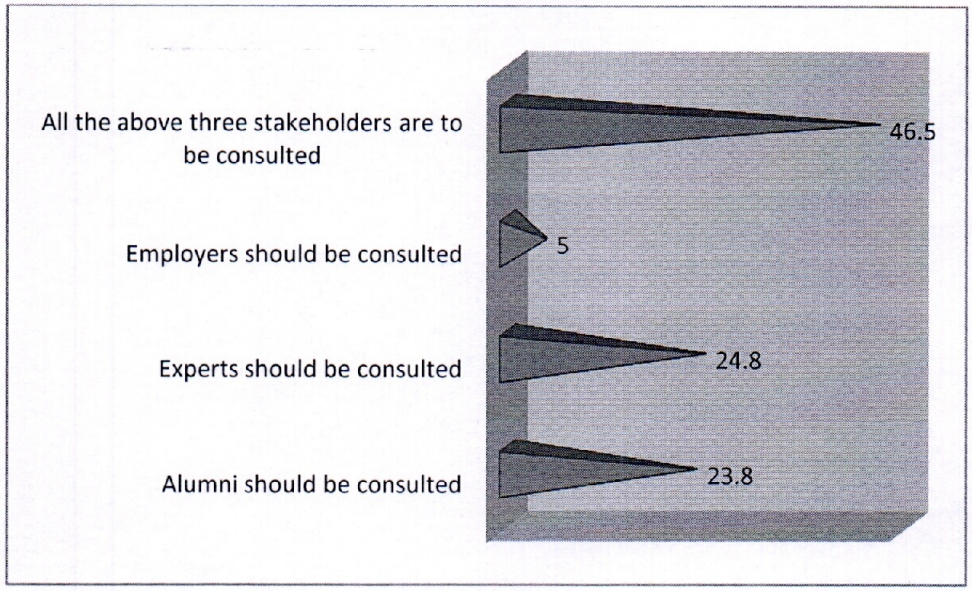


It is clear from the frequency and percentage analysis of Table 8 and figure 8 that 34.7 per cent of the respondents are of the opinion that the curriculum is excellent in terms of improving new skills, while 48.5 per cent of the respondents are of the opinion that the curriculum is good in terms of improving new skills

Table 9: Alumni opinion on enriching the curriculum

S.no	Category	Frequency	Percentage
1	Alumni should be consulted	24	23.8
2	Experts should be consulted	25	24.8
3	Employers should be consulted	5	5.0
4	All the above three stakeholders are to be consulted	47	46.5
	Total	101	100.0

Figure 9: Alumni opinion on enriching the curriculum



Based on frequency and percentage analysis of Table 9 and figure 9 it is evident that 24.8 per cent of the respondents are of the opinion that to enrich the curriculum experts should be consulted, while 46.5 per cent of the respondents are of the opinion that to enrich the curriculum all the three stake holders should be consulted

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NAAC – Criterion I Curricular Aspects

Student Feedback Report (2016 – 2017)

Student's feedback has been collected from UG, PG and Mphil students on three Academic Progression dimensions (1.Academic Content 2.Evaluation / Testing 3.Teaching / Learning) on a five point scale ranging from Strongly agree to strongly disagree where 1 being assigned to strongly agree and 5 being assigned to strongly dis agree. The summated score for each dimension is created by adding the respective items under each dimension and was divided by the number of items in that dimension. Then the percentage analysis was carried out for each department on each dimension.

The seventeen questions analysed are

1.	The syllabus prescribed for the course suits the objective of the study
2.	The depth of the course content is enough for the course.
3.	There is scope for getting interested in the subject.
4.	The course content encourages continued self-learning
5.	Practical examples are given and demonstrated at suitable points
6.	Over all the knowledge gained is academically stimulating.
7.	The faculty demonstrates fair knowledge of the subject matter.
8.	The faculty demonstrates effective oral and written communication skills
9.	The faculty is able to integrate the content taught with real life experiences/situations.
10.	The faculty transmits the knowledge using a variety of techniques / methodology and materials to accomplish the objectives of instruction.
11.	The lessons are presented in such a way as to encourage students to employ higher order critical thinking skills.
12.	Testing methods are adequate to evaluate different levels of learning.
13.	The question paper is designed to be challenging.
14.	The Internal tests (formative 1 & formative 2) are conducted at the centralized scheduled dates.
15.	The answer scripts of Internal tests (formative 1 & formative 2) are evaluated on time.
16.	The faculty is fair in his / her evaluation without bias.
17.	The department contributes to your overall development.

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Madurai-625 002

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes 2015-2016	Number of programmes added during the year 2016-2017	Number of self-financing programmes 2016-2017	Number of value added / Career Oriented programmes
PhD	07	-	-	-
PG	16	01	08	-
UG	27	-	16	-
PG Diploma	-	-	-	-
Advanced Diploma	02	-	-	-
Diploma	-	-	-	-
Certificate	-	-	-	-
Others – M.Phil	06	01	07	-
Total	58	02	31	-

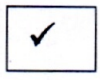
Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

1.2 (i) Flexibility of the Curriculum: **CBCS: Choice Based Credit System**
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	**All UG/PG Programmes**
Trimester	Nil
Annual	Nil

Semester	Core	Life skill	Non major elective	Supportive
I	3	1	1	1
II	3	1	1	1
III	4	-	-	1
IV	4	-	-	1
V	5	2	-	-
VI	5	2	-	-
Total	24	06	02	04



1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online ☐ Manual ☑ Co-operating schools (for PEI) ☐

(**Please provide an analysis of the feedback in the Annexure*) – **Found on Annexure - 1**

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes. Latest topics included.

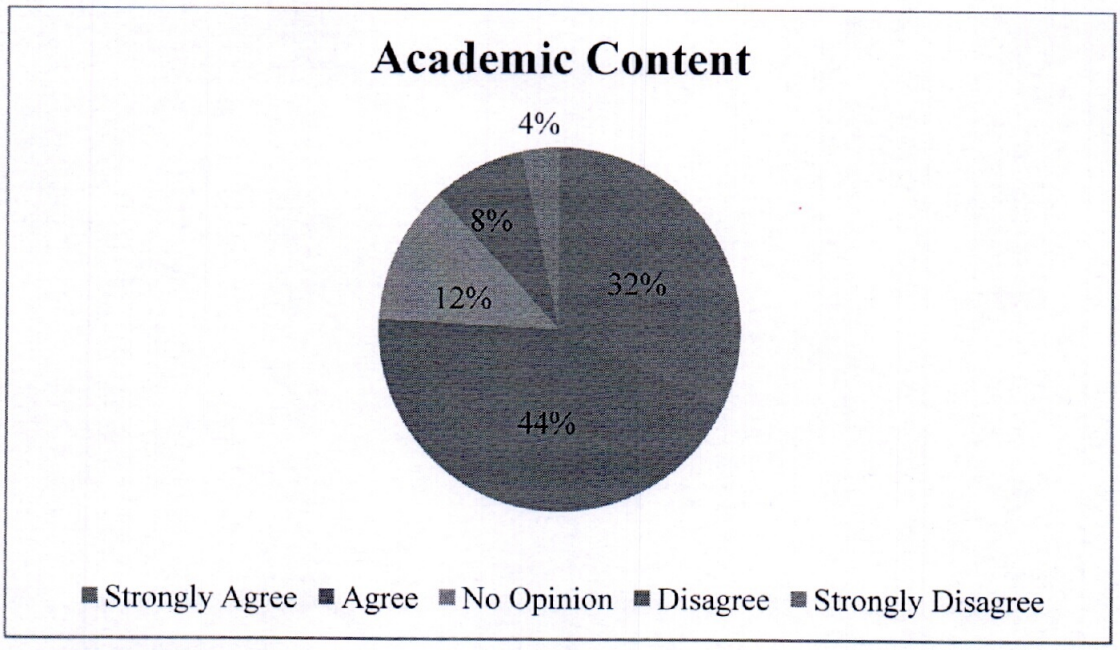
1.5 Any new Department/Centre introduced during the year. If yes, give details.

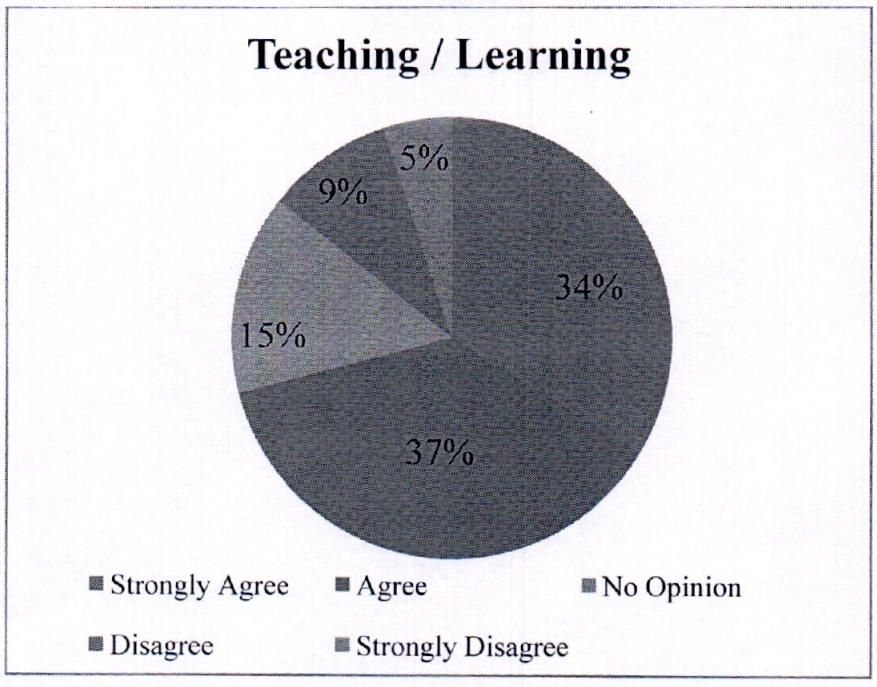
The following Departments were introduced in the year 2016-2017

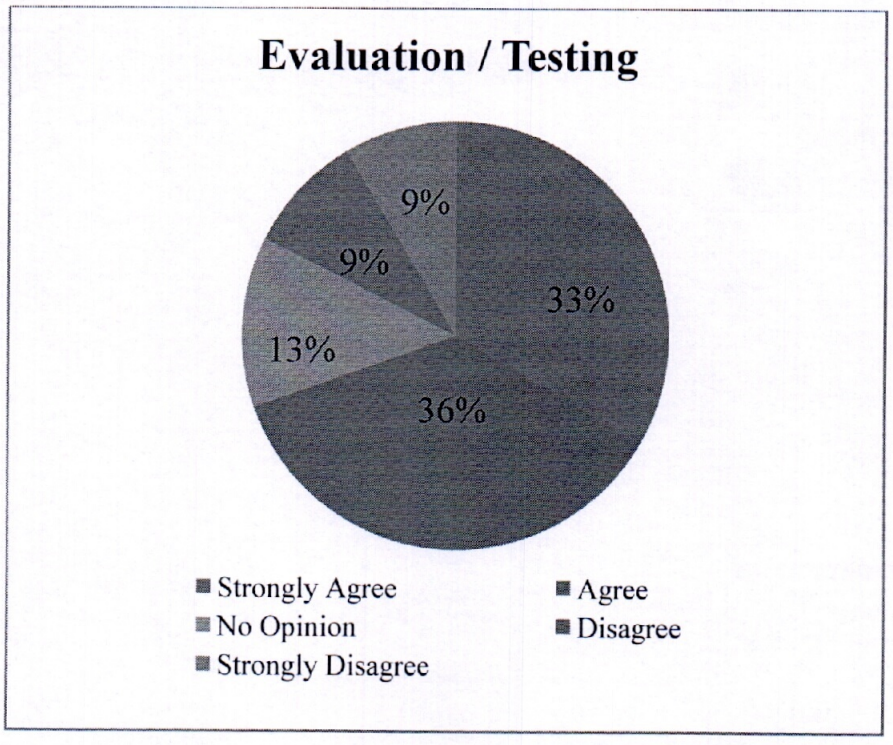
1. **M.Sc., Food Science**
2. **M.Phil., Mathematics**
3. **M.Phil., MBA**

Annexure: I
(Students Feedback on Academic Progression)
UG – Aided Department

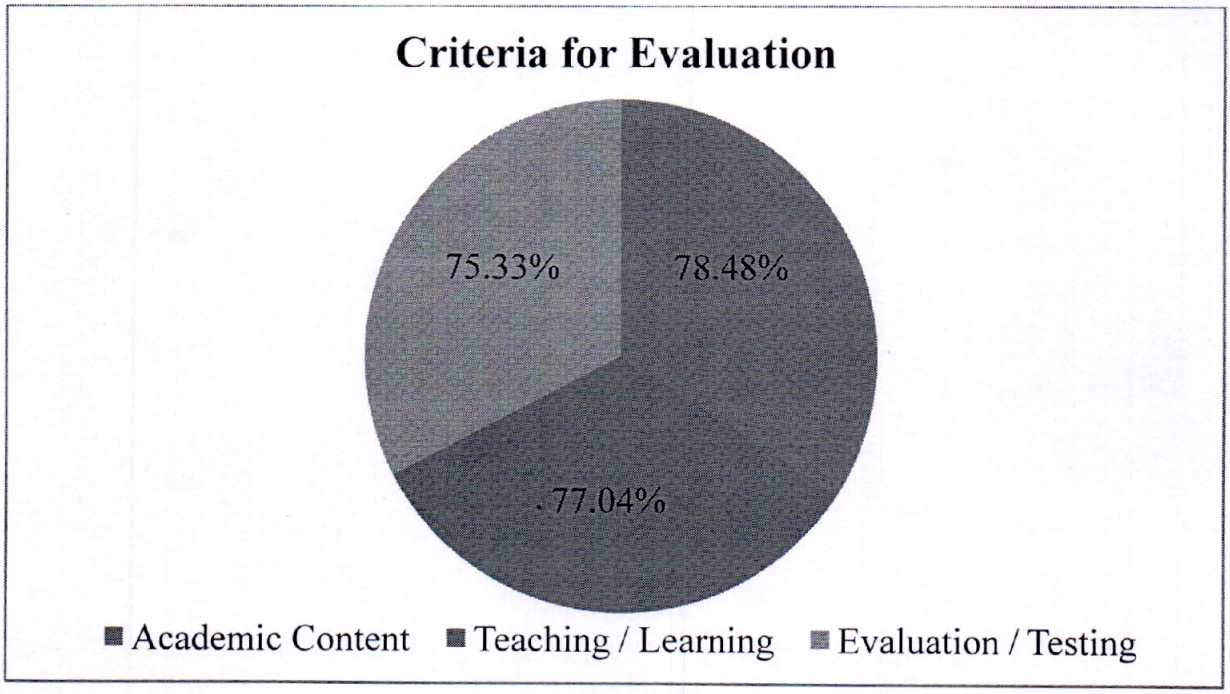
Criteria for Evaluation	Opinion				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Academic Content	32%	44%	12%	8%	4%
Teaching / Learning	34%	37%	15%	9%	5%
Evaluation / Testing	33%	36%	13%	9%	9%




Teaching / Learning
5%
9%
34%
15%
37%
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

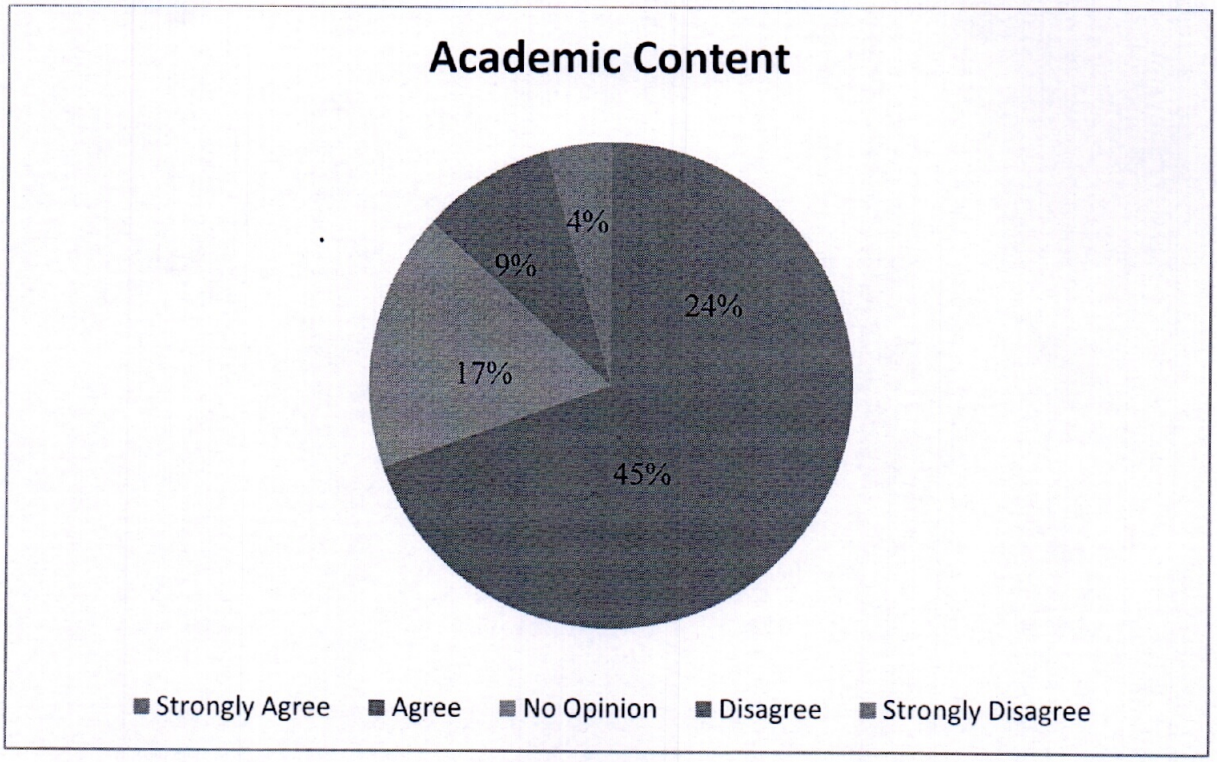

Evaluation / Testing
9%
9%
33%
13%
36%
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

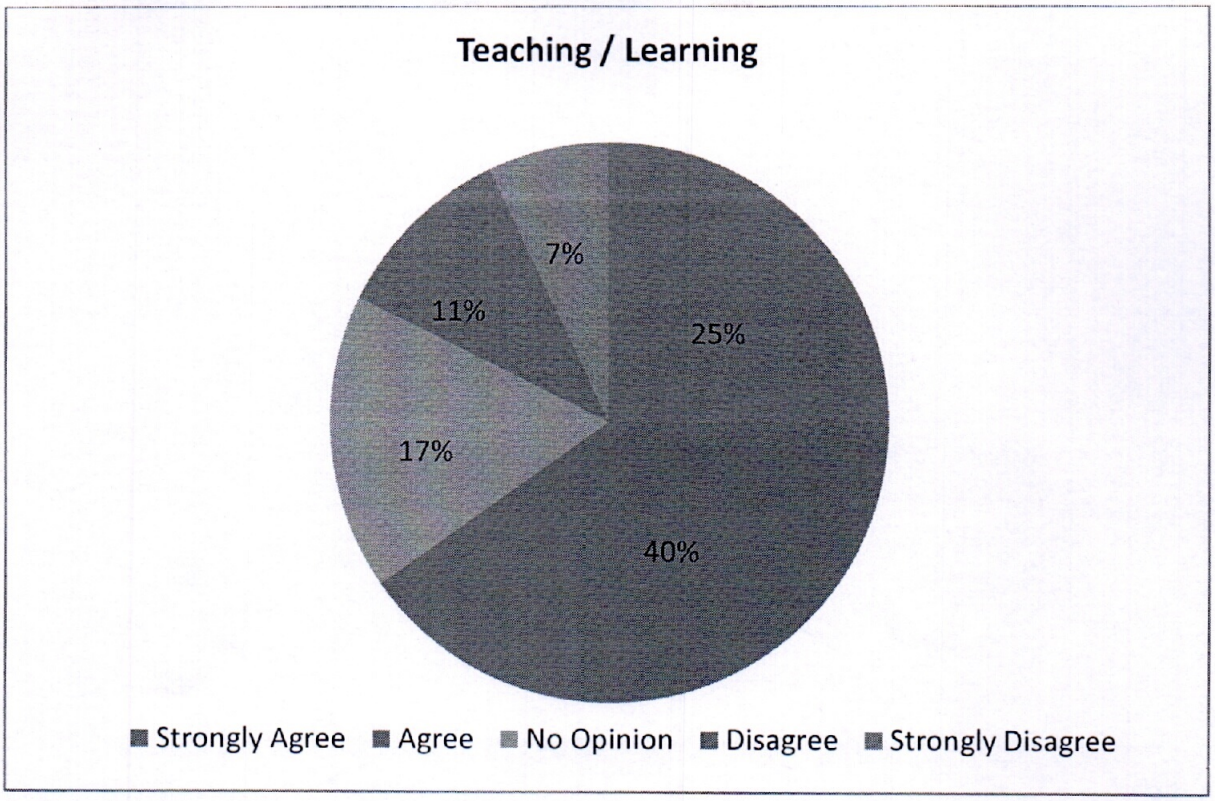
Criteria for Evaluation	Percentage
Academic Content	78.48%
Teaching / Learning	77.04%
Evaluation / Testing	75.33%

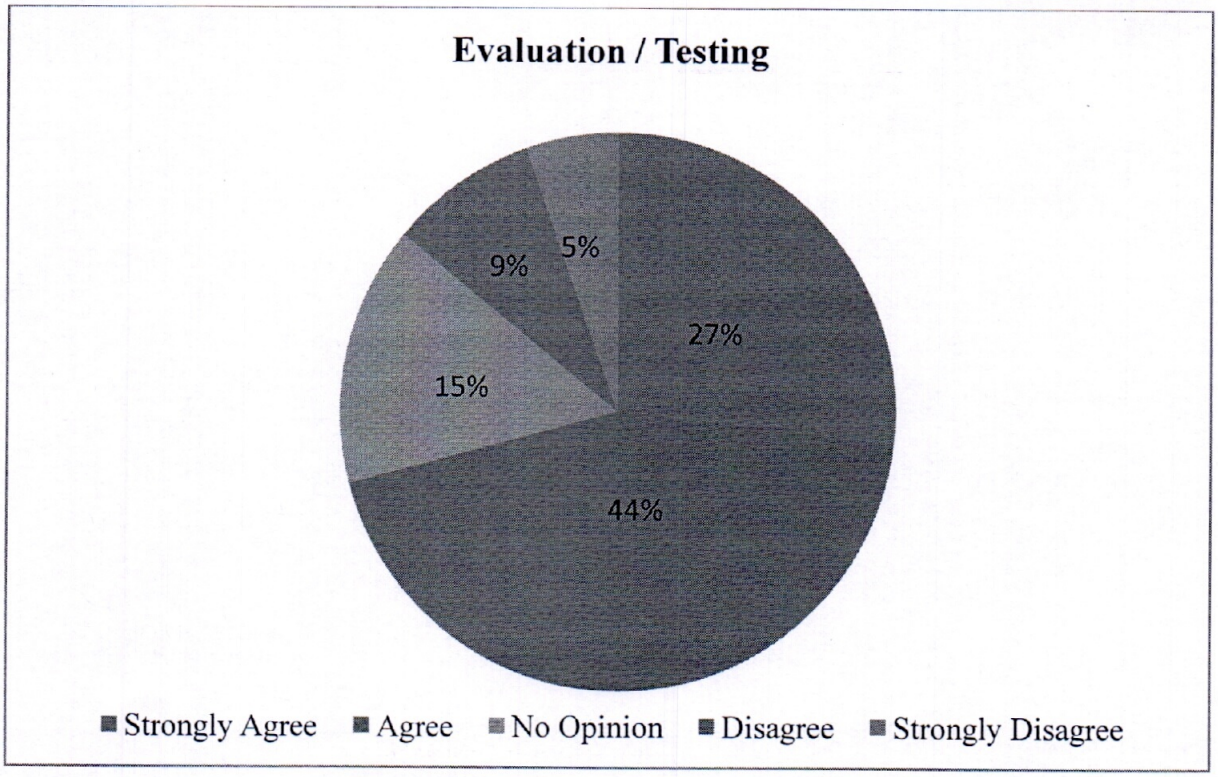


UG (Self – Financed) Department

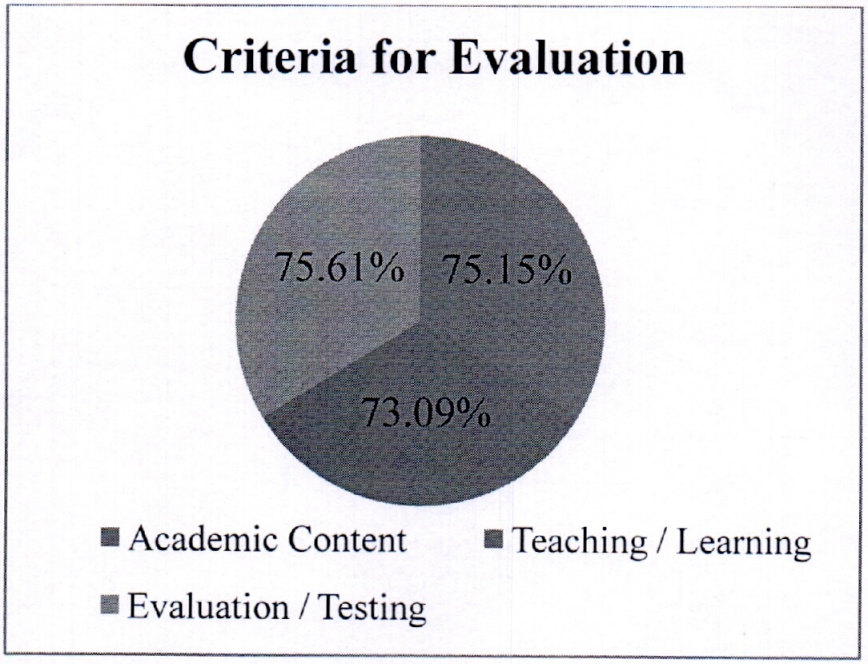
Criteria for Evaluation	Opinion				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Academic Content	24%	45%	17%	9%	4%
Teaching / Learning	25%	40%	17%	11%	7%
Evaluation / Testing	27%	44%	15%	9%	5%




Teaching / Learning
7%
11%
25%
17%
40%
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

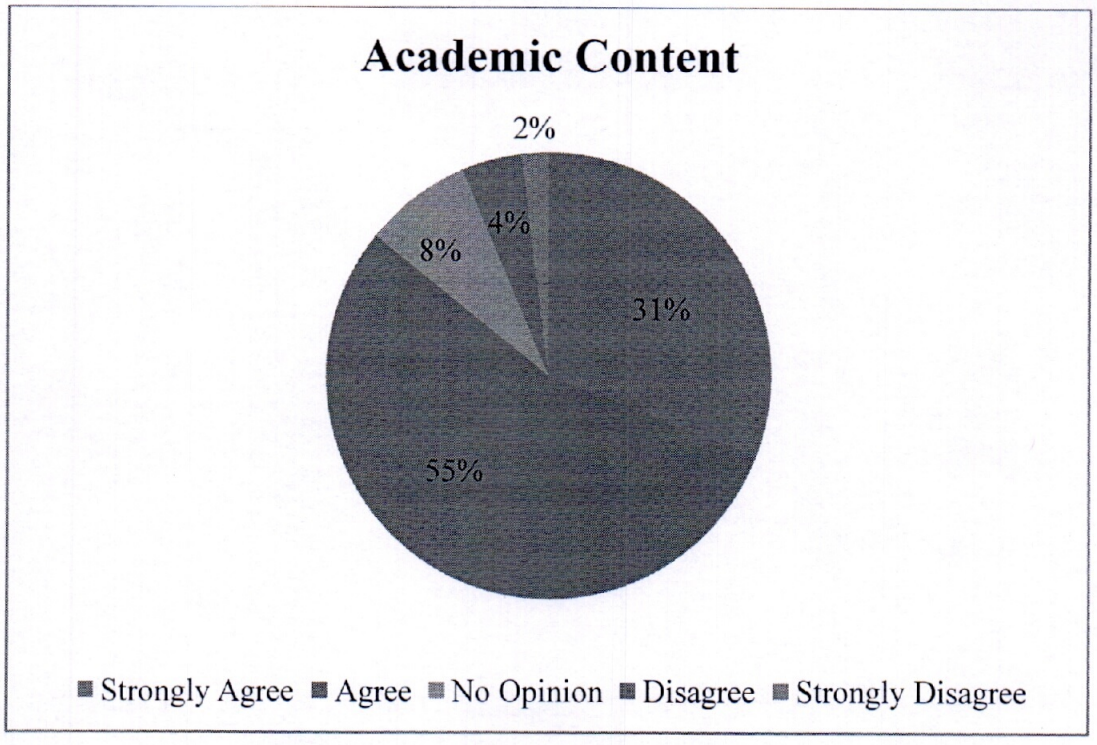

Evaluation / Testing
5%
9%
27%
15%
44%
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

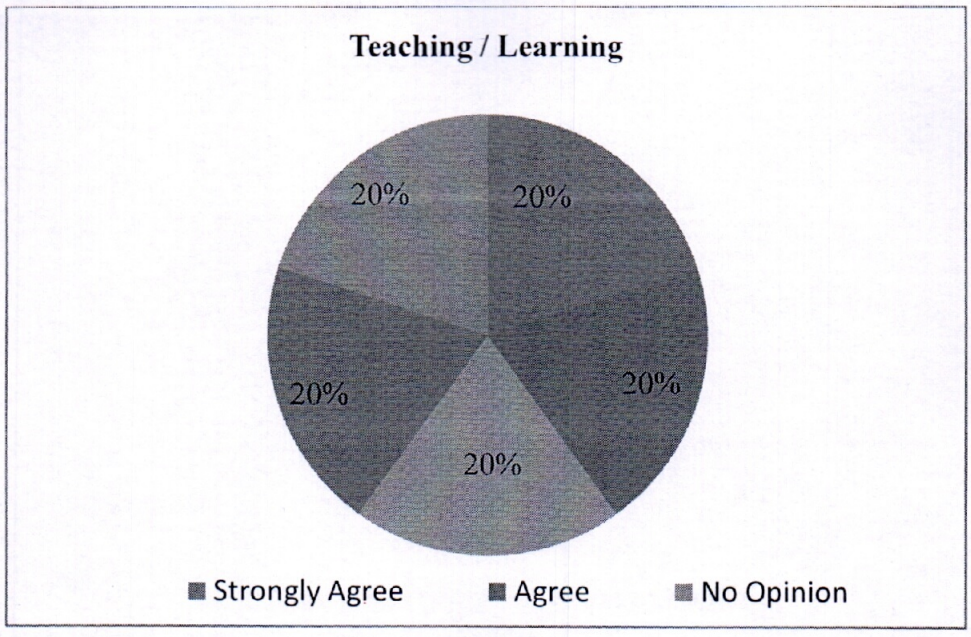
Criteria for Evaluation	Percentage
Academic Content	75.15
Teaching / Learning	73.09
Evaluation / Testing	75.61

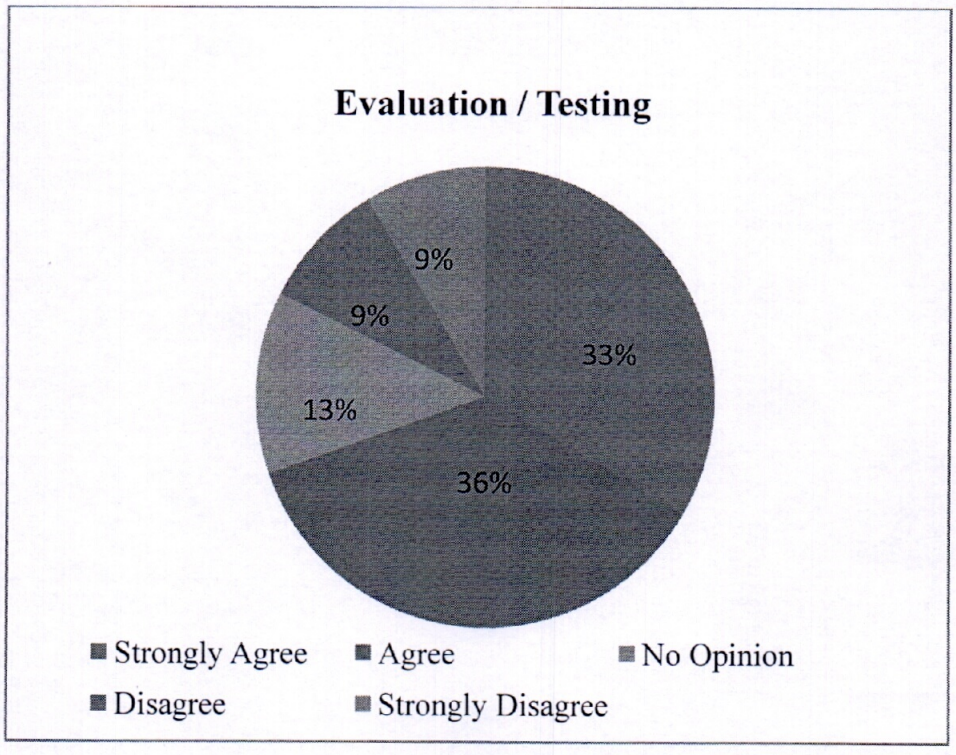


PG Aided Department

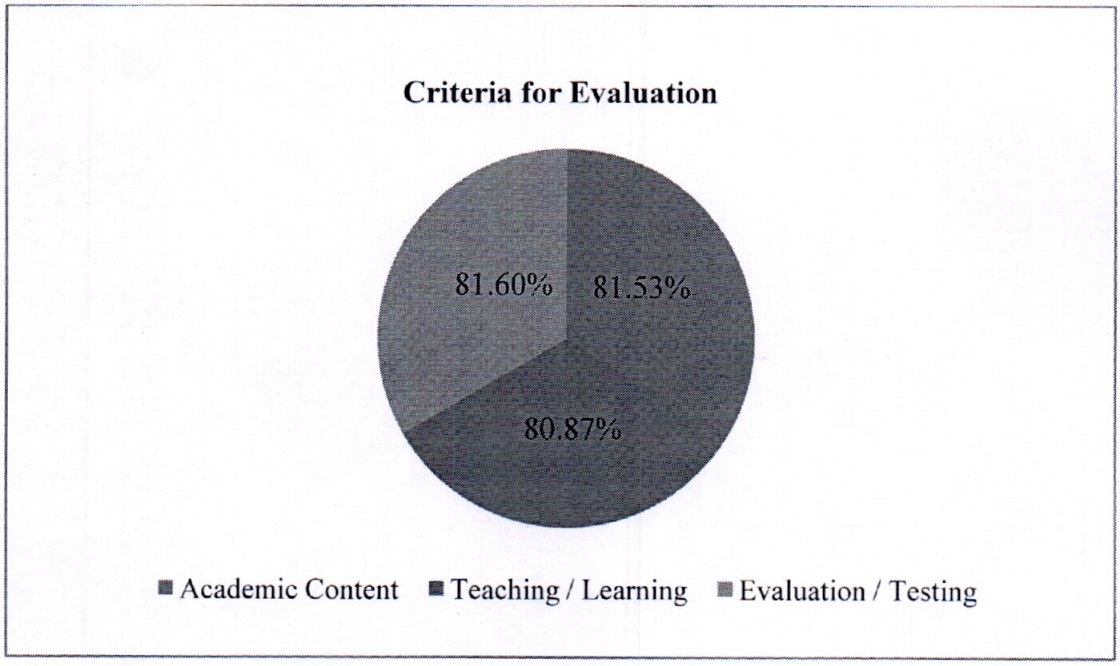
Criteria for Evaluation	Opinion				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Academic Content	31%	55%	8%	4%	2%
Teaching / Learning	20%	20%	20%	20%	20%
Evaluation / Testing	36%	46%	9%	5%	4%




Teaching / Learning
20%
20%
20%
20%
20%
Strongly Agree
Agree
No Opinion

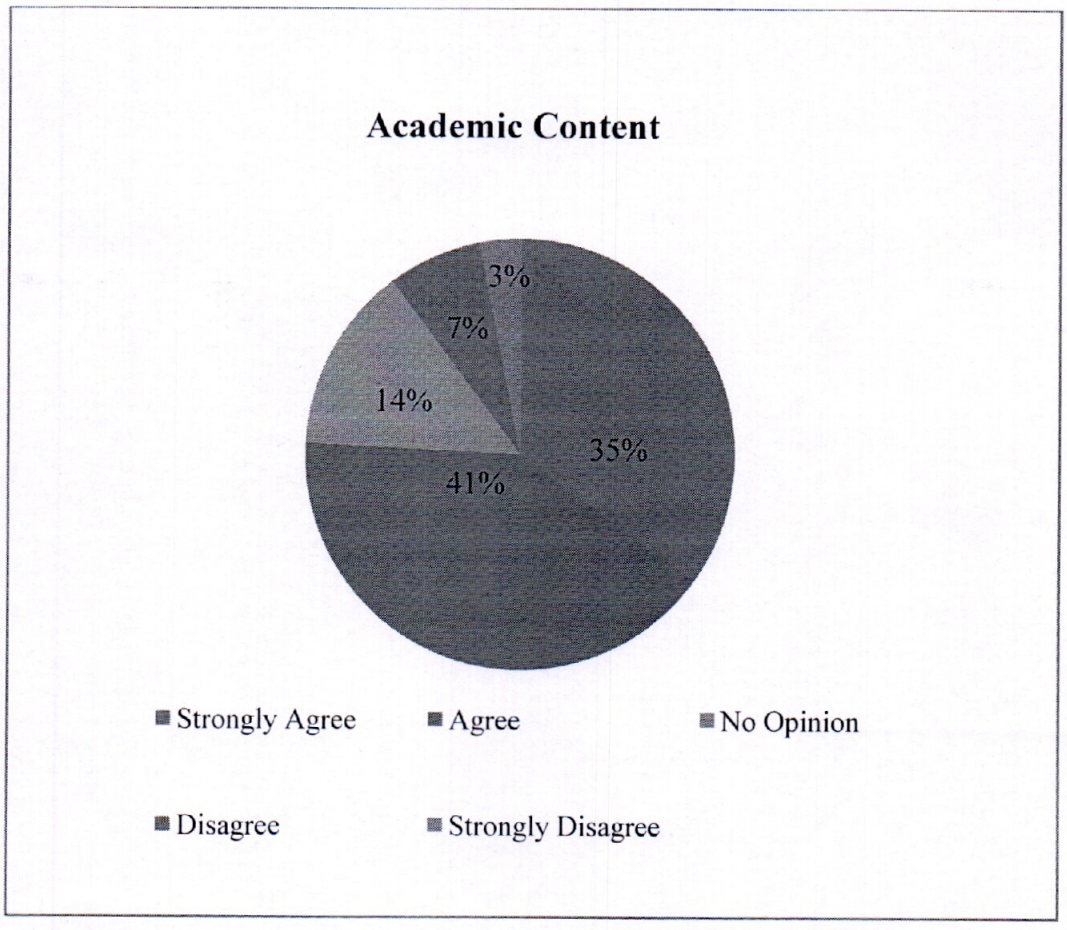

Evaluation / Testing
9%
9%
33%
13%
36%
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

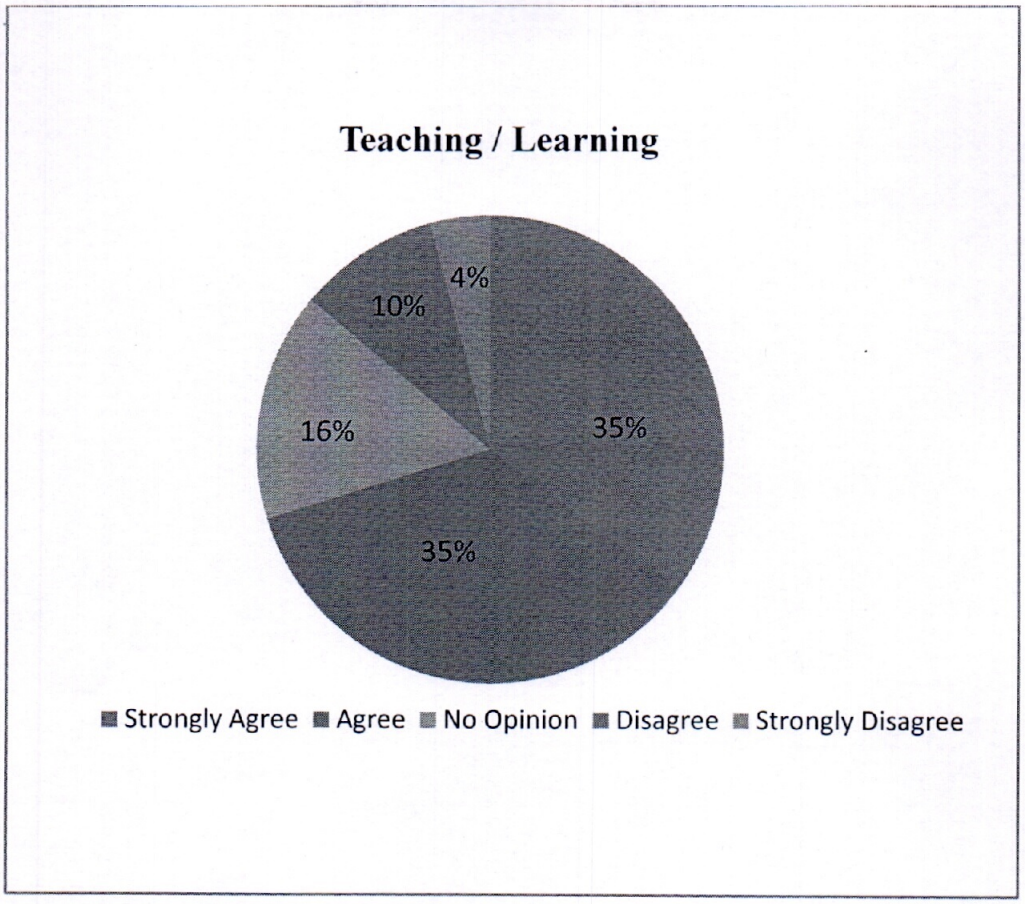
Criteria for Evaluation	Percentage
Academic Content	81.53
Teaching / Learning	80.87
Evaluation / Testing	81.60

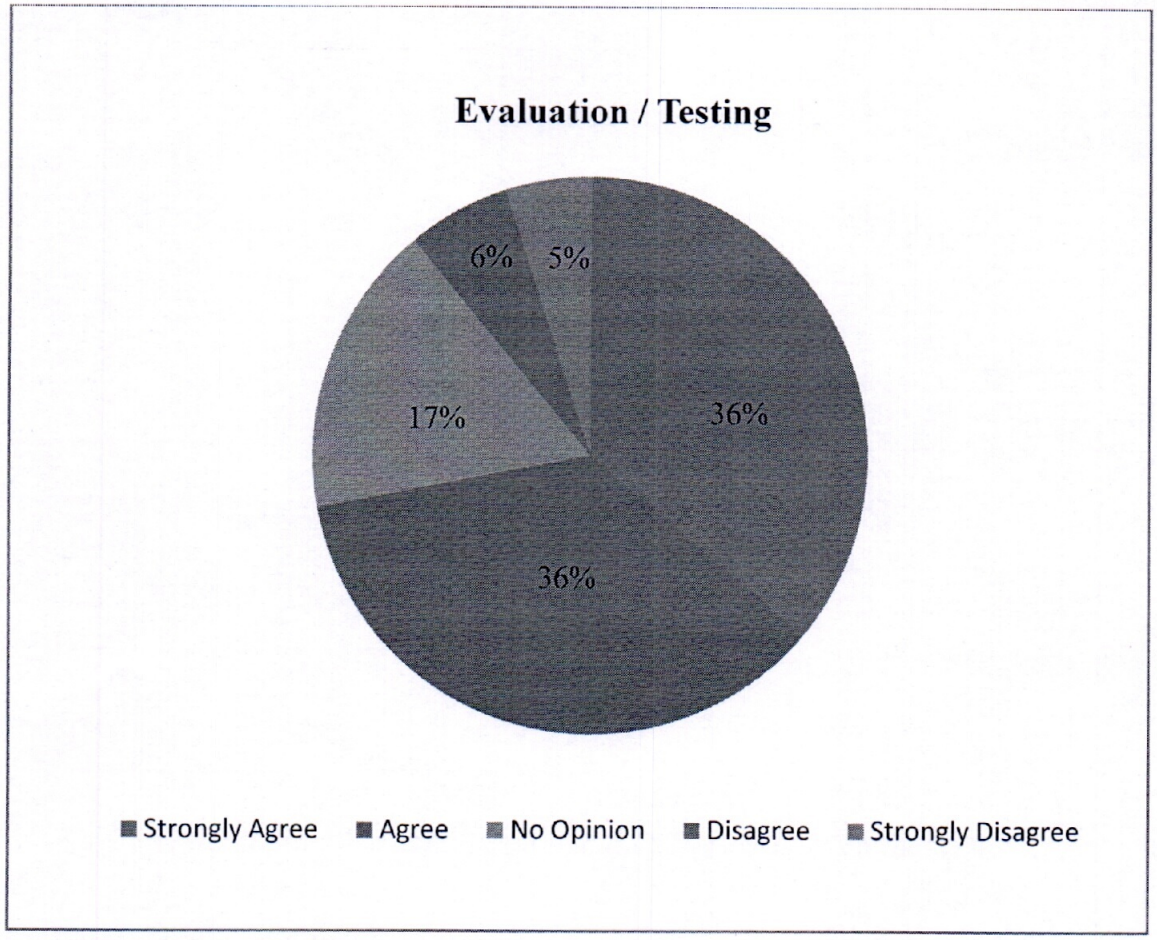


PG – Self Financed Department

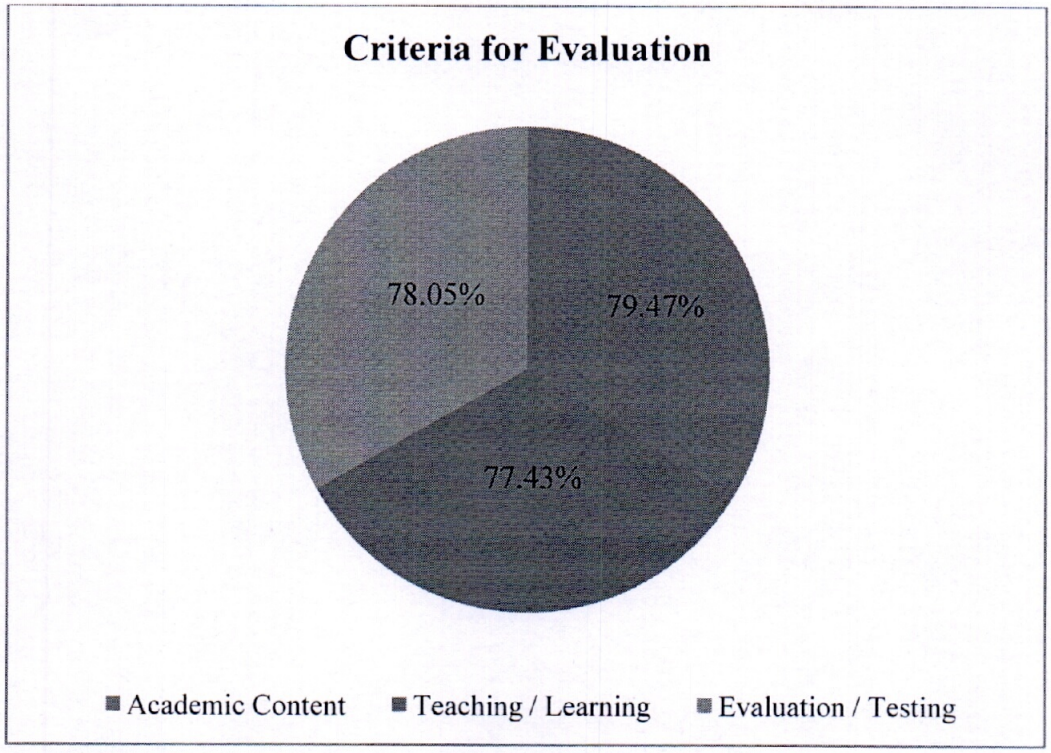
Criteria for Evaluation	Opinion				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Academic Content	35%	41%	14%	7%	3%
Teaching / Learning	35%	35%	16%	10%	4%
Evaluation / Testing	36%	36%	17%	6%	5%




Teaching / Learning
4%
10%
16%
35%
35%
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

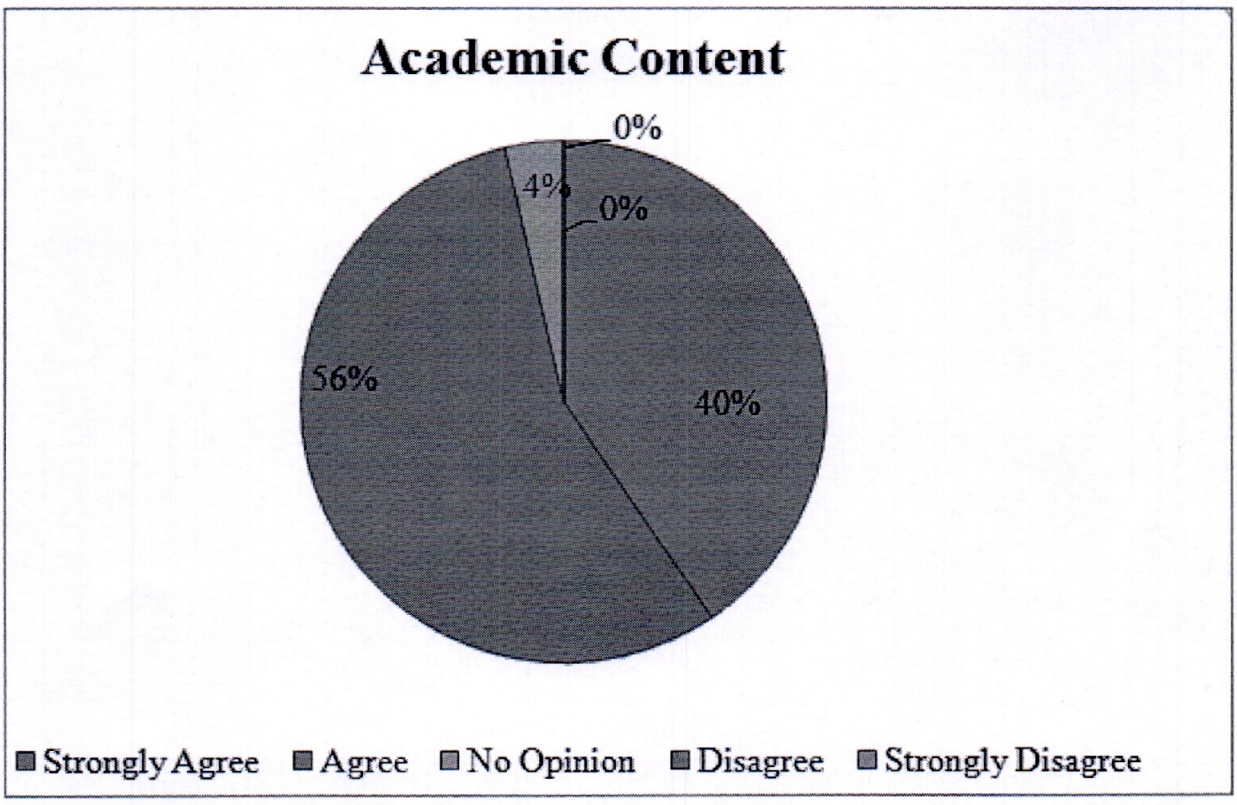

Evaluation / Testing
6%
5%
17%
36%
36%
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

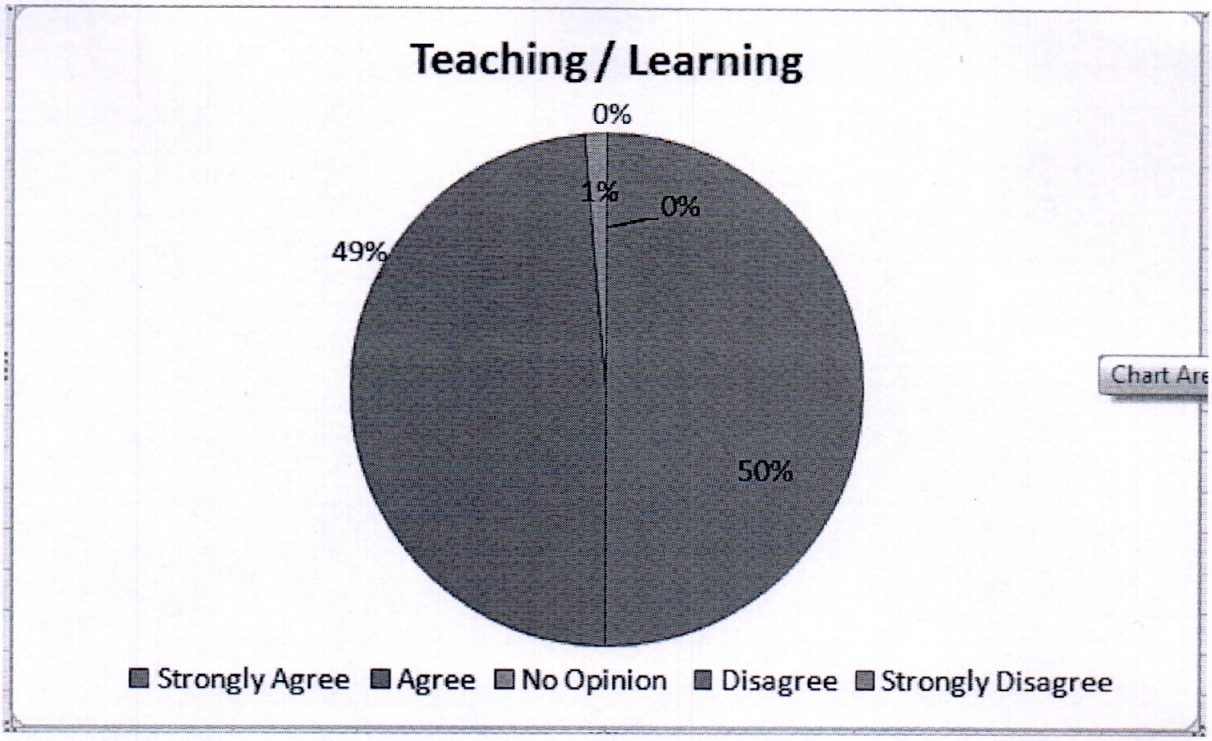
Criteria for Evaluation	Percentage
Academic Content	79.47
Teaching / Learning	77.43
Evaluation / Testing	78.05

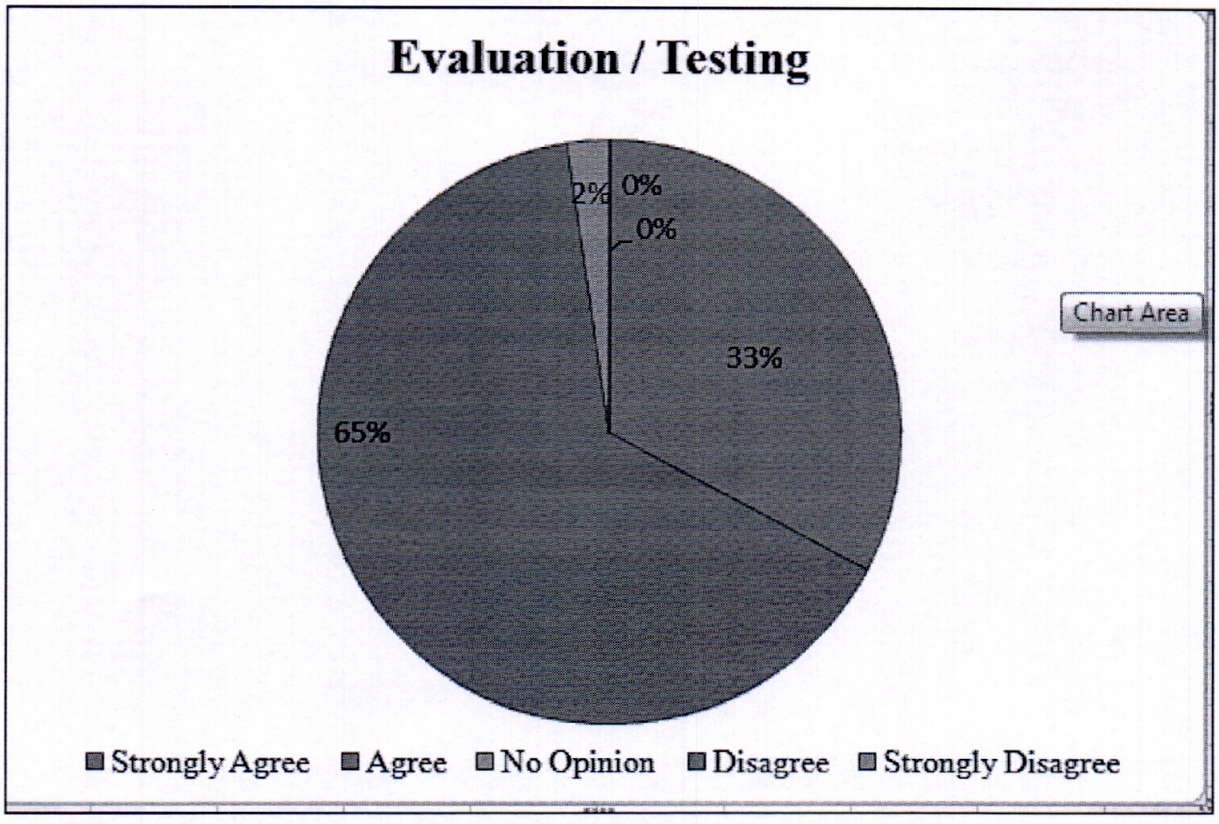


M.PHIL Department

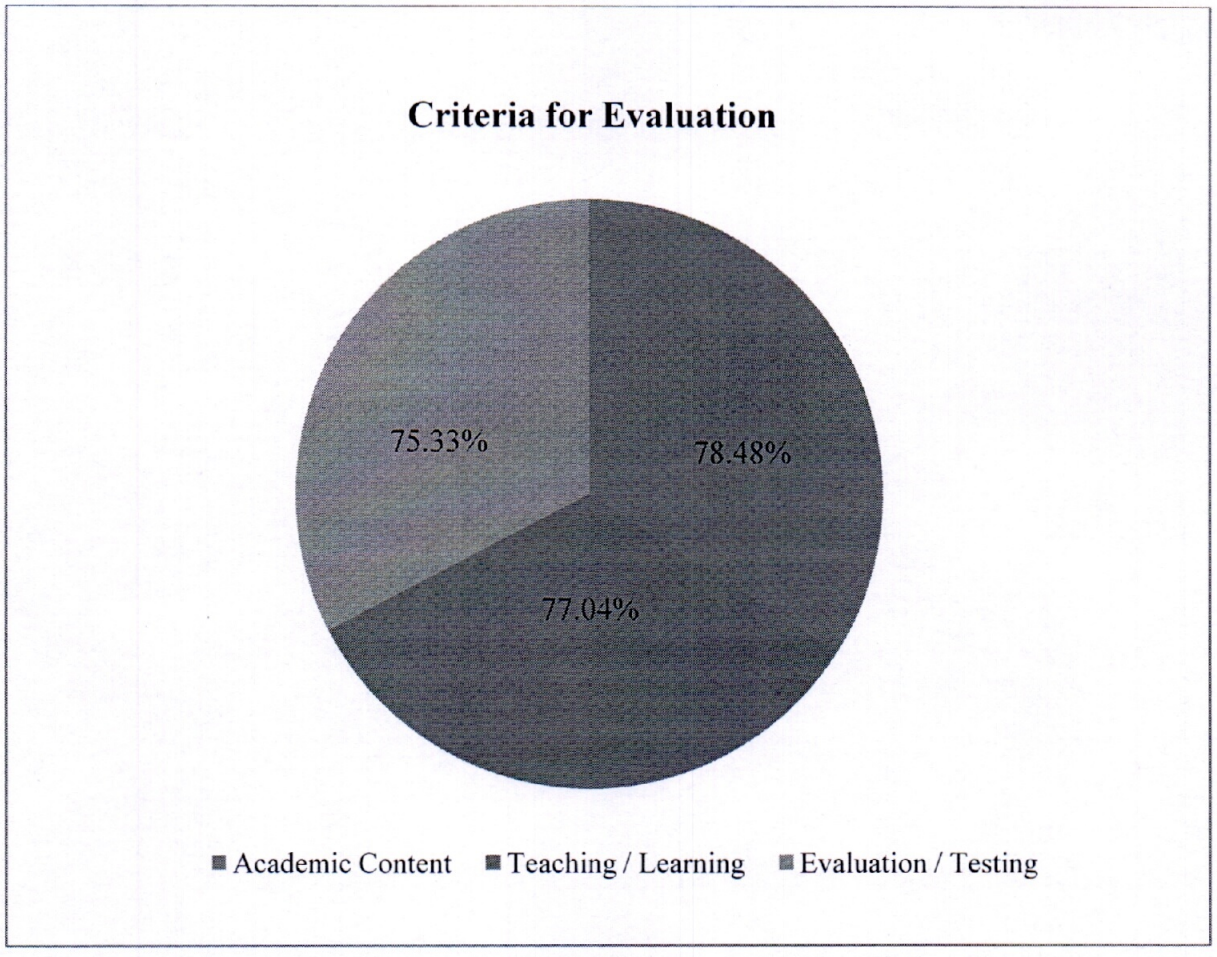
Criteria for Evaluation	Opinion				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Academic Content	40%	56%	4%	0%	0%
Teaching / Learning	50%	49%	1%	0%	0%
Evaluation / Testing	33%	65%	2%	0%	0%




Teaching / Learning
0%
1%
0%
49%
50%
Chart Are
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree


Evaluation / Testing
2%
0%
0%
33%
65%
Chart Area
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

Criteria for Evaluation	Percentage
Academic Content	78.48%
Teaching / Learning	77.04%
Evaluation / Testing	75.33%



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Parent Feedback Report (2016 – 2017)

For the academic year 2016 – 17 parent feedback has been obtained through online. Eight key dimensions were evaluated pertaining to curriculum.

The eight key dimensions are

1) State your opinion with regard to overall development of your ward during the course

2) State your opinion with regard to the flexibility of programs offered by the college

3) The course content offered by the institution has good focus on employability

4) The curriculum offered by the college is well designed and contributes for skill development

5) How do you rate the courses in terms of their relevance to the latest and/or future technologies?

6) The syllabus suggested by the college is relevant for attaining student's career goals

7) The curriculum designed by the institution stimulates creativity and innovation

8) How do you rate the outcomes that your ward has achieved from the courses?

The key dimensions are analysed with frequency and percentage analysis. The results are displayed in the following tables and figures.

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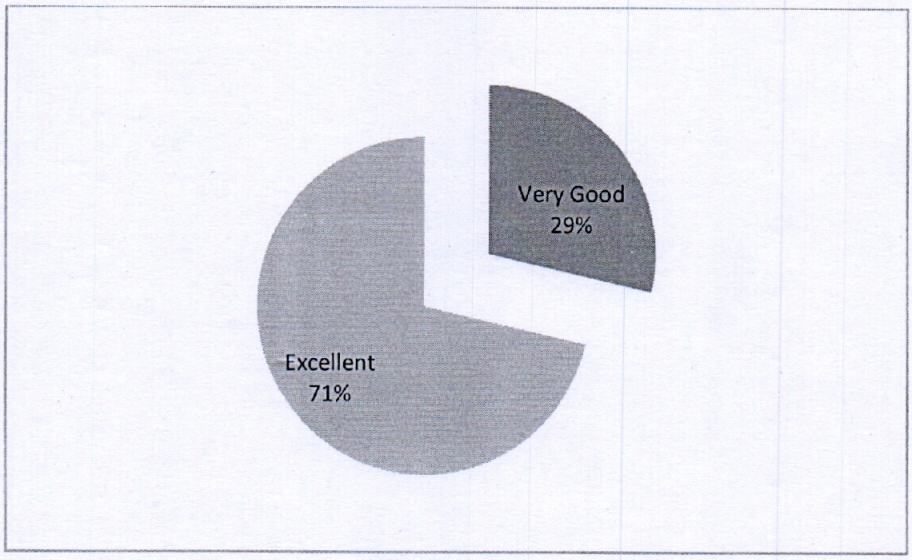
Table 1

Parent opinion on overall development of the ward during the course

S.No	Category	Frequency	Percentage
1	Very Good	2	28.6
2	Excellent	5	71.4
	Total	7	100.0

Figure 1

Parent opinion on overall development of the ward during the course



It is observed from Table 1 and Figure 1 that the parent's are satisfied with the overall development of their ward during the course

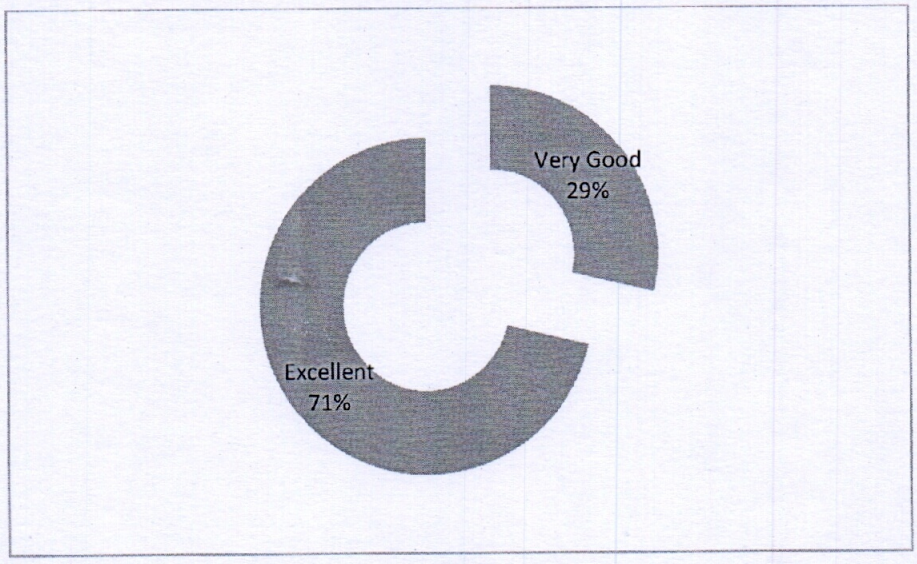
Table 2

Parent opinion regarding flexibility of programs offered by the college

S.no	Category	Frequency	Percentage
1	Very Good	2	28.6
2	Excellent	5	71.4
	Total	7	100.0

Figure 2

Parent opinion regarding flexibility of programs offered by the college



It is clear from Table 2 and Figure that the parent's are satisfied with the flexibility of programs offered by the college

Table 3

Parent opinion on focus of course content on employability

S. No	Category	Frequency	Percentage
1	Good	1	14.3
2	Very Good	2	28.6
3	Excellent	4	57.1
	Total	7	100.0

Figure 3

Parent opinion on focus of course content on employability



From Table 3 and Figure 3 it is clear that the parent's are highly satisfied with the employability of the course content

Table 4

Parent opinion on curriculum offered by the college is well designed and contributes for skill development

S. No	Category	Frequency	Percentage
1	Neither Agree not Dis Agree	1	14.3
2	Agree	4	57.1
3	Strongly Agree	2	28.6
	Total	7	100.0

Figure 4

Parent opinion on curriculum offered by the college is well designed and contributes for skill development

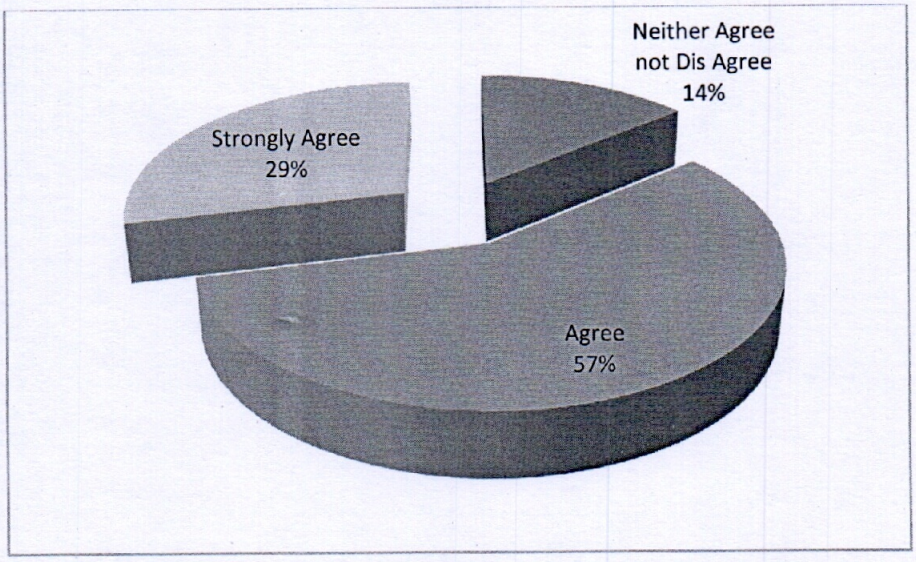


Table 4 and Figure 4 reveals that the parents agree that the curriculum offered by the college is well designed and contributes for skill development

Table 5

Parent opinion on courses in terms of their relevance to the latest and/or future technologies

S. No	Category	Frequency	Percentage
1	Very Good	5	71.4
2	Excellent	2	28.6
	Total	7	100.0

Figure 5

Parent opinion on courses in terms of their relevance to the latest and/or future technologies

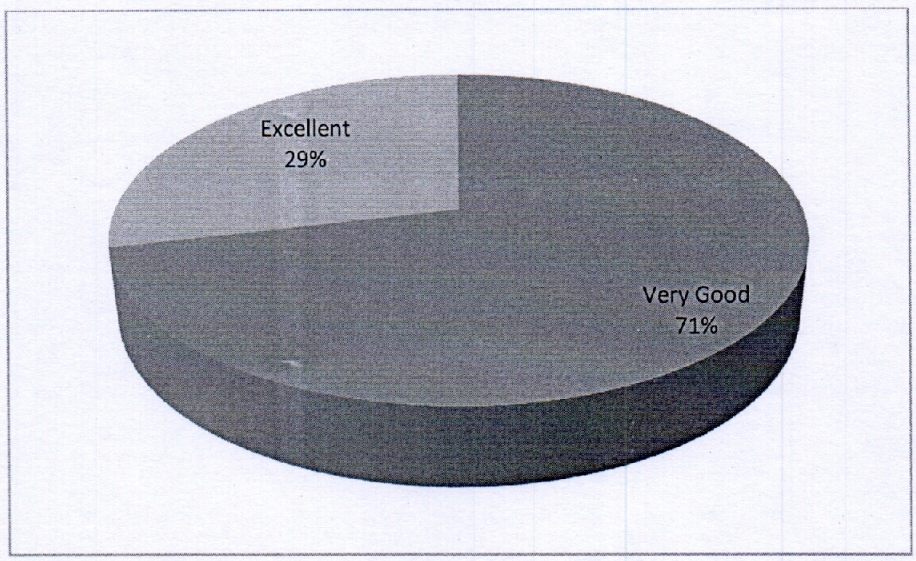


Table 5 and Figure 5 reveal that the parents agree that the courses are relevant to the latest and/or future technologies

Table 6

Parent opinion on relevance of the syllabus in attaining student's career goals

S. No	Category	Frequency	Percentage
1	Neither Agree nor Dis Agree	1	14.3
2	Agree	2	42.9
3	Strongly Agree	3	42.9
	Total	7	100.0

Figure 6

Parent opinion on relevance of the syllabus in attaining student's career goals

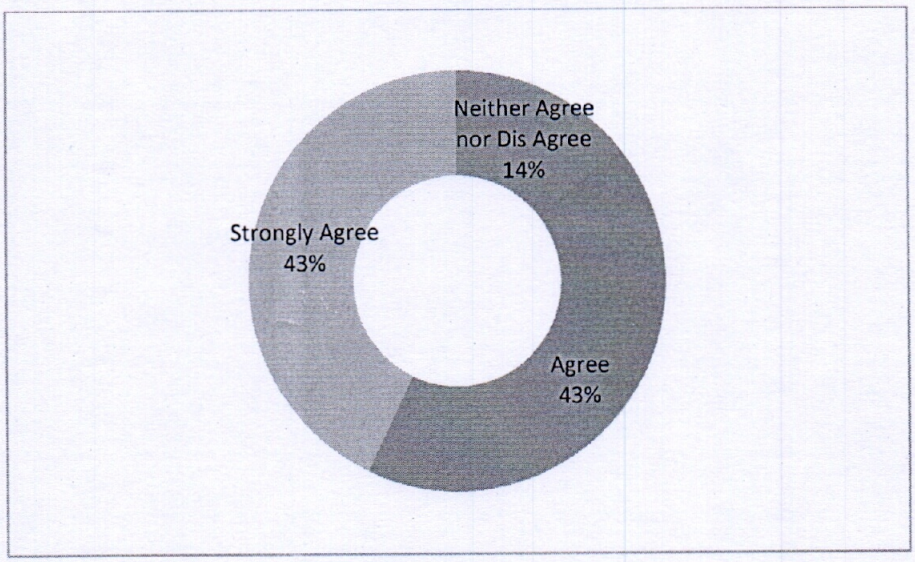


Table 6 and Figure 6 shows that the parents agree that the syllabus is highly relevant in attaining student's career goals

Table 7

Parent opinion on creativity and innovation stimulated by the curriculum

S. No	Category	Frequency	Percentage
1	Dis Agree	1	14.3
2	Agree	4	57.1
3	Strongly Agree	2	28.
	Total	7	100.0

Figure 7

Parent opinion on creativity and innovation stimulated by the curriculum

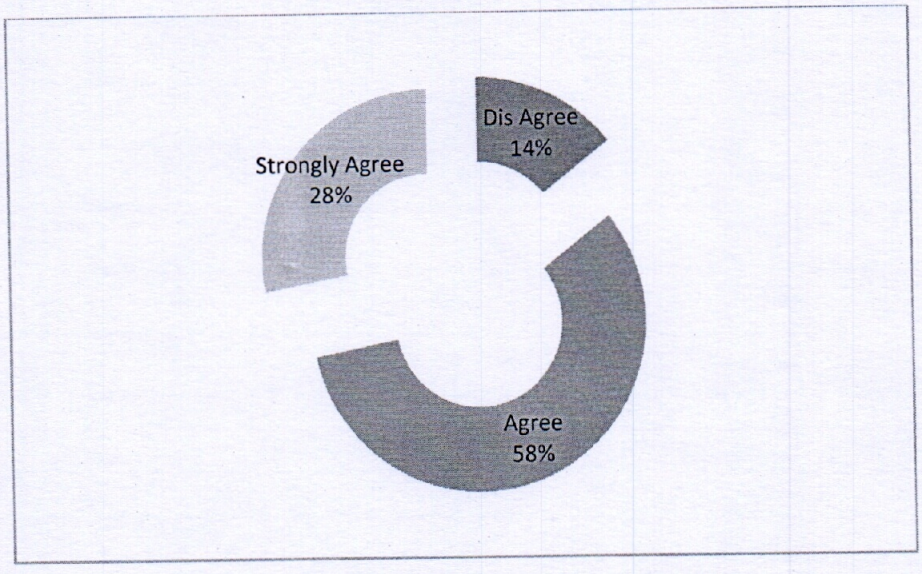


Table 7 and Figure 7 indicates that the parents agree that the curriculum offered by the college stimulates creativity and innovation

Table 8

Parent opinion on outcomes achieved by the ward from the courses

S.no	Category	Frequency	Percentage
1	Good	2	28.
2	Very Good	2	28.
3	Excellent	3	42.9
	Total	7	100.0

Figure 8

Parent opinion on outcomes achieved by the ward from the courses

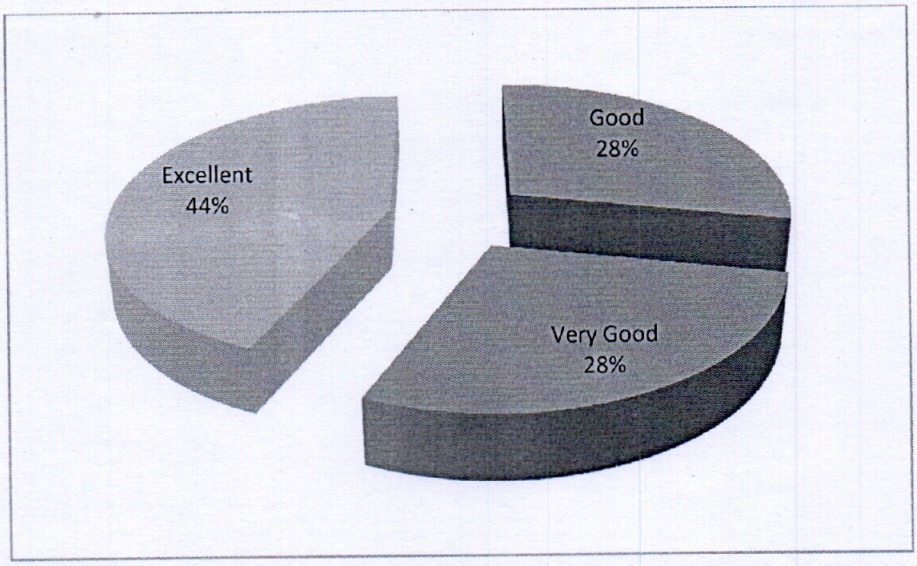


Table 8 and Figure 8 indicate that the parents agree that their wards have attained good outcomes from the courses.

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Employee Feedback Report (2016 – 2017)

For the academic year 2016 – 17 prospective employer feedback has been through Google form. Ten important dimensions were evaluated related to curriculum.

The important dimensions analysed are

1. Curriculum imparts subject-specific/domain skills.
2. Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs.
3. Curriculum provides interpersonal/managerial skills.
4. Curricular, extra-curricular, & co-curricular activities prepare students with personal characteristics like attitude, behaviour, character, dedication, ethics, foresight, and
5. Curriculum focuses on communication skills, interaction skills, and presentation skills.
6. Curriculum encourages students to critically and creatively think.
7. Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers.
8. Special about the curriculum is that it has in-built life skills and career skills.
9. Curriculum can further be strengthened with periodical inputs from employers
10. Curriculum can provide more hands-on and field-work experiences in each semester instead of more theoretical papers

The important dimensions are analysed with frequency and percentage analysis. Analysis and results are discussed in the following tables and figures.

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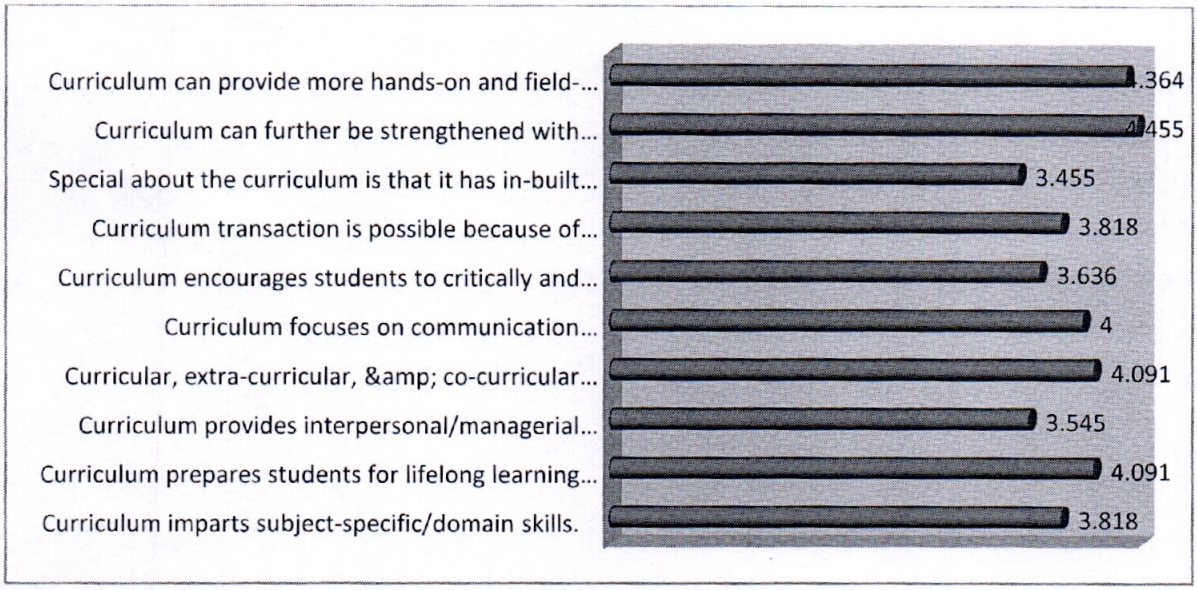
Table -1

Mean score comparison of Employer's Feedback for the year 2016 - 2017

S.No	Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
1	Curriculum imparts subject-specific/domain skills.	11	2.0	5.0	3.818	.7508
2	Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs.	11	4.0	5.0	4.091	.3015
3	Curriculum provides interpersonal/managerial skills.	11	1.0	5.0	3.545	1.2933
4	Curricular, extra-curricular, & co-curricular activities prepare students with personal characteristics like attitude, behaviour, character, dedication, ethics, foresight, and professionalism.	11	2.0	5.0	4.091	.9439
5	Curriculum focuses on communication skills, interaction skills, and presentation skills.	11	2.0	5.0	4.000	1.0000
6	Curriculum encourages students to critically and creatively think.	11	2.0	5.0	3.636	1.0269
7	Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers.	11	2.0	5.0	3.818	.7508
8	Special about the curriculum is that it has in-built life skills and career skills.	11	2.0	4.0	3.455	.6876
9	Curriculum can further be strengthened with periodical inputs from employers	11	4.0	5.0	4.455	.5222
10	Curriculum can provide more hands-on and field-work experiences in each semester instead of more theoretical papers	11	3.0	5.0	4.364	.6742

Figgure -1

Mean score comparison of Employer's Feedback for the year 2016 - 2017



On comparing the mean score of the ten dimensions it is observed that out of 10 dimensions for five dimensions prospective employers displayed a higher mean score of more than 4 for each dimension. Whereas five dimensions has a moderate mean score .The highest mean score as observed for the dimension "Curriculum can further be strengthened with periodical inputs from employers" (M=4.455). As a result it is assumed that employers are highly satisfied with the curricular aspects of the college.

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Alumni Feedback Report (2016 – 2017)

For the academic year 2016 – 17 alumni feedback has been through Google form. Ten key parameters were evaluated pertaining to curriculum.

The ten key parameters are

1. College curriculum fulfils our expectations
2. The courses included in the program you studied
3. How do you rate the sequence of topics in each unit
4. State your opinion on the depth of course content
5. The course content for Employment is
6. The course content for Self employment is
7. The course content for Higher Education is
8. How do you evaluate the curriculum in terms of improving new skills *
9. How to enrich the curriculum

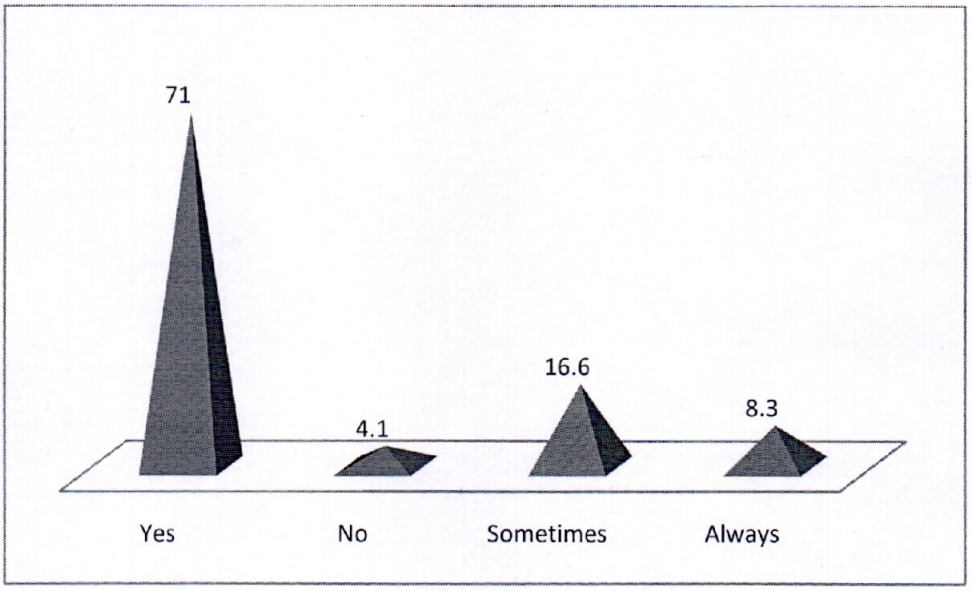
The key parameters are analysed with frequency and percentage analysis. The results are displayed in the following tables and figures.

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Table 1: Alumni opinion on College curriculum fulfils expectations

S.no	Category	Frequency	Percentage
1	Yes	103	71.0
2	No	6	4.1
3	Sometimes	24	16.6
4	Always	12	8.3
	Total	145	100.0

Figure 1: Alumni opinion on College curriculum fulfils expectations



From Table 1 and figure 1 it is observed that majority 71.0 per cent of the respondents are of the opinion that the college curriculum fulfils their expectations.

Table 2: Alumni opinion on Courses included in the Program

S.no	Category	Frequency	Percentage
1	All are excellent	81	55.9
2	Some are excellent	30	20.7
3	All are satisfactory	22	15.2
4	Some are satisfactory	12	8.3
	Total	145	100.0

Figure 2: Alumni opinion on Courses included in the Program

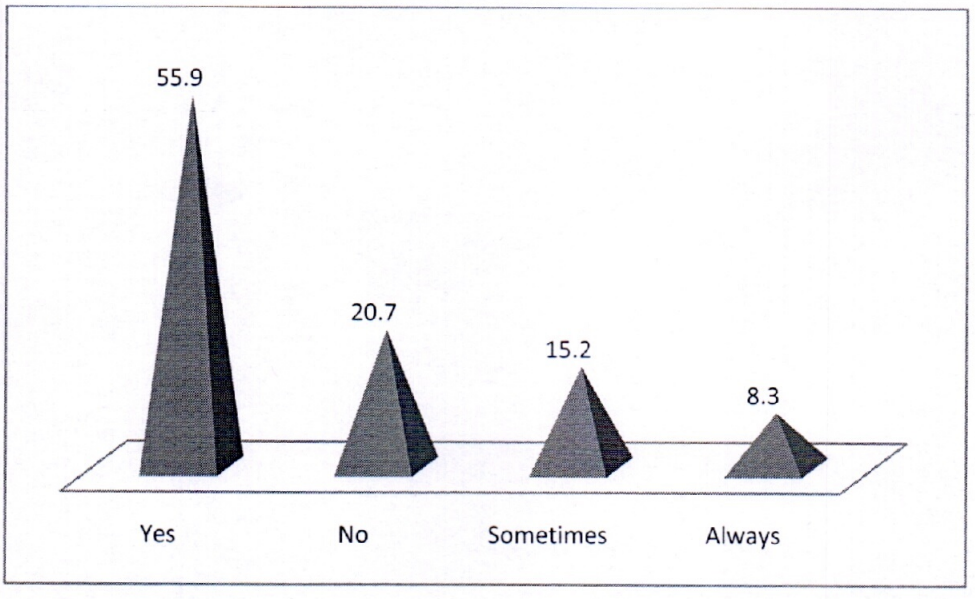
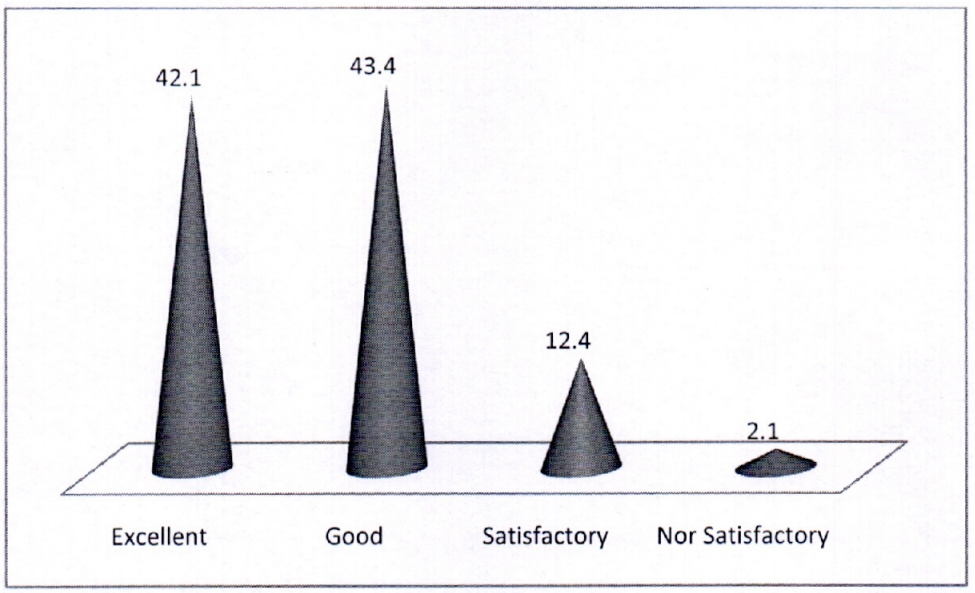


Table 2 and figure 2 reveals that majority 55.9 per cent of the respondents are of the opinion that all the courses in the program studied by them are excellent. . Also 20.7 per cent of the respondents are of the opinion that some courses in the program studied by them are excellent.

Table 3: Alumni opinion on Sequence of topic in each unit

S.no	Category	Frequency	Percentage
1	Excellent	61	42.1
2	Good	63	43.4
3	Satisfactory	18	12.4
4	Nor Satisfactory	3	2.1
	Total	145	100.0

Figure 3: Alumni opinion on Sequence of topic in each unit

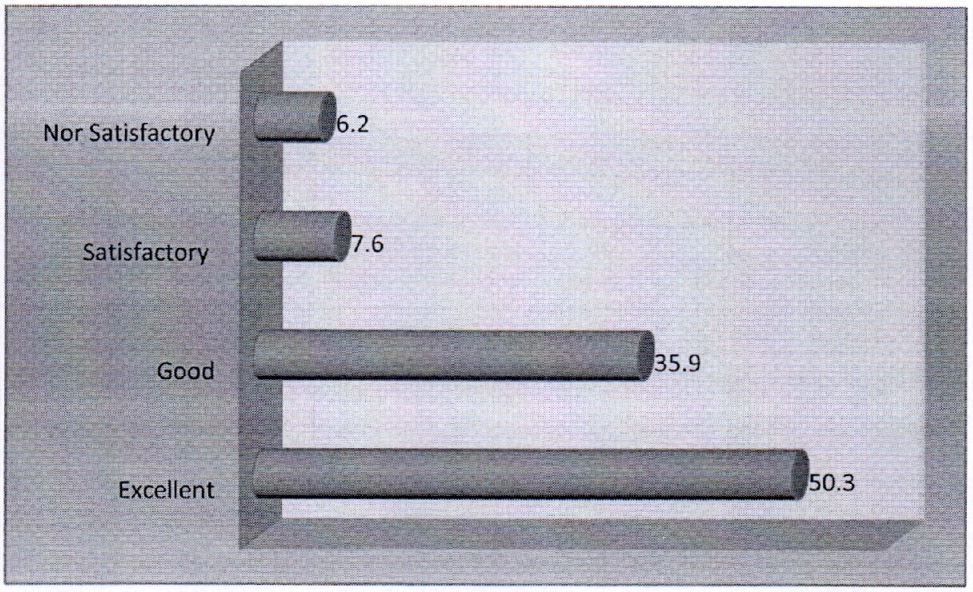


Based on the frequency and percentage analysis from Table 3 and figure3 it is evident that 42.1 per cent of the respondents are of the opinion that the sequence of topic in each unit are excellent , while 43.4 per cent of the respondents are of the opinion that the sequence of topic in each unit are good.

Table 4: Alumni opinion on Depth of the course content

S.no	Category	Frequency	Percentage
1	Excellent	73	50.3
2	Good	52	35.9
3	Satisfactory	11	7.6
4	Nor Satisfactory	9	6.2
	Total	145	100.0

Figure 4: Alumni opinion on Sequence of topic in each unit

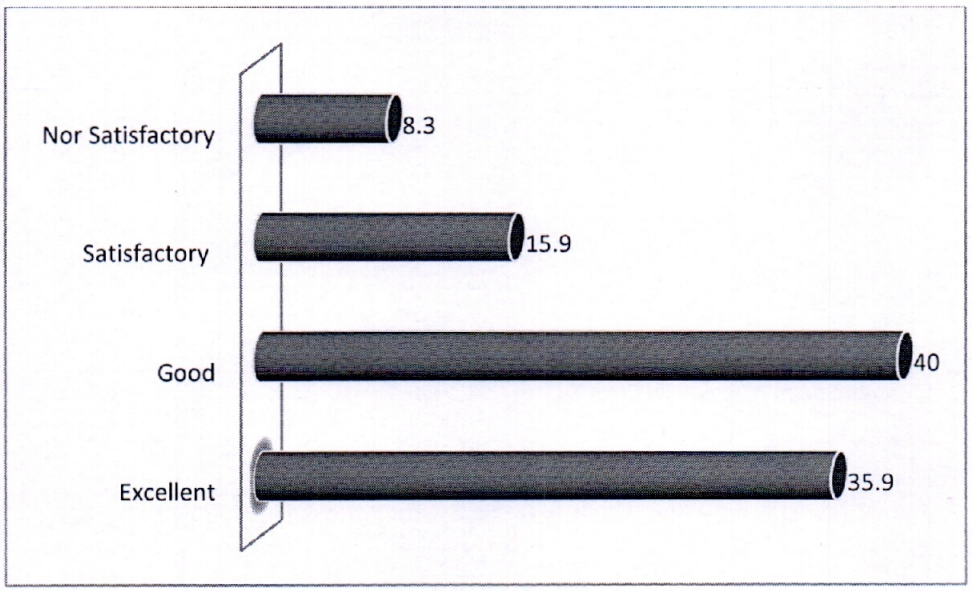


From the frequency and percentage analysis of Table 4 and figure 4 it is evident that 50.3 per cent of the respondents are of the opinion that the depth of the course content are excellent , while 35.9 per cent of the respondents are of the opinion that the depth of the course content are good.

Table 5: Alumni opinion on course content for employment

S.no	Category	Frequency	Percentage
1	Excellent	52	35.9
2	Good	58	40.0
3	Satisfactory	23	15.9
4	Nor Satisfactory	12	8.3
	Total	145	100.0

Figure 5: Alumni opinion on course content for employment

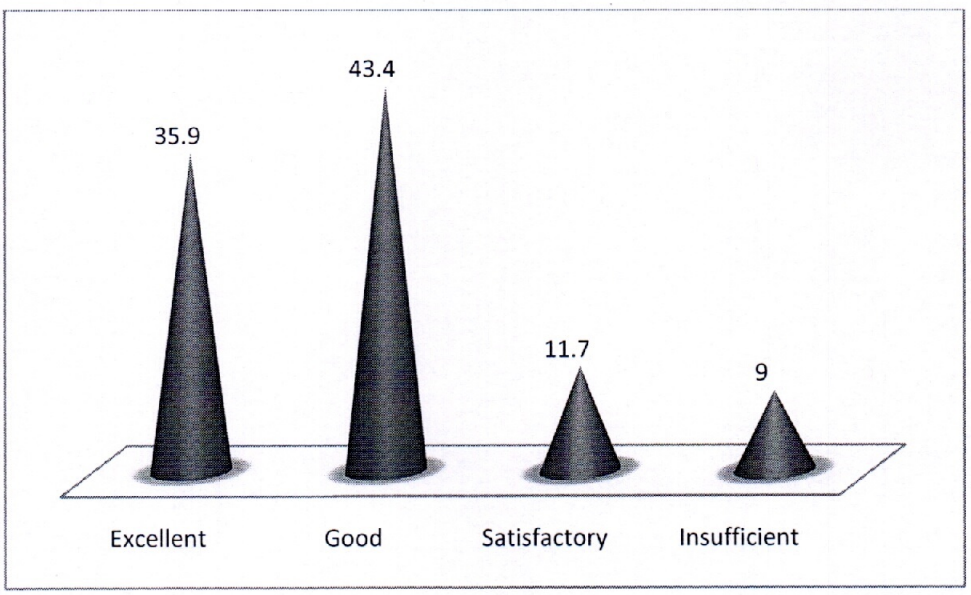


It is evident from the frequency and percentage analysis of Table 5 and figure5 that 35.9 per cent of the respondents are of the opinion that the course content for employment opportunities are excellent , while 40.0 per cent of the respondents are of the opinion that the course content for employment opportunities are good.

Table 6: Alumni opinion on course content for self employment

S.no	Category	Frequency	Percentage
1	Excellent	52	35.9
2	Good	63	43.4
3	Satisfactory	17	11.7
4	Insufficient	13	9.0
	Total	145	100.0

Figure 6: Alumni opinion on course content for self employment

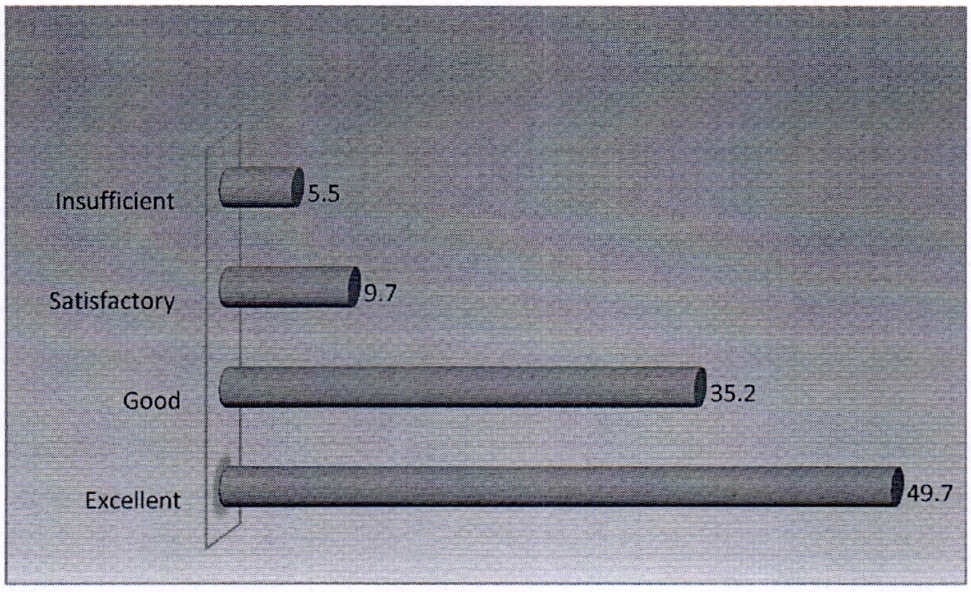


It is observed from the frequency and percentage analysis of Table 6 and figure 6 that 35.9 per cent of the respondents are of the opinion that the course content for self employment opportunities are excellent , while 43.4 per cent of the respondents are of the opinion that the course content for employment opportunities are good.

Table 7: Alumni opinion on course content for Higher education

S.no	Category	Frequency	Percentage
1	Excellent	72	49.7
2	Good	51	35.2
3	Satisfactory	14	9.7
4	Insufficient	8	5.5
	Total	145	100.0

Figure 7: Alumni opinion on course content for Higher education

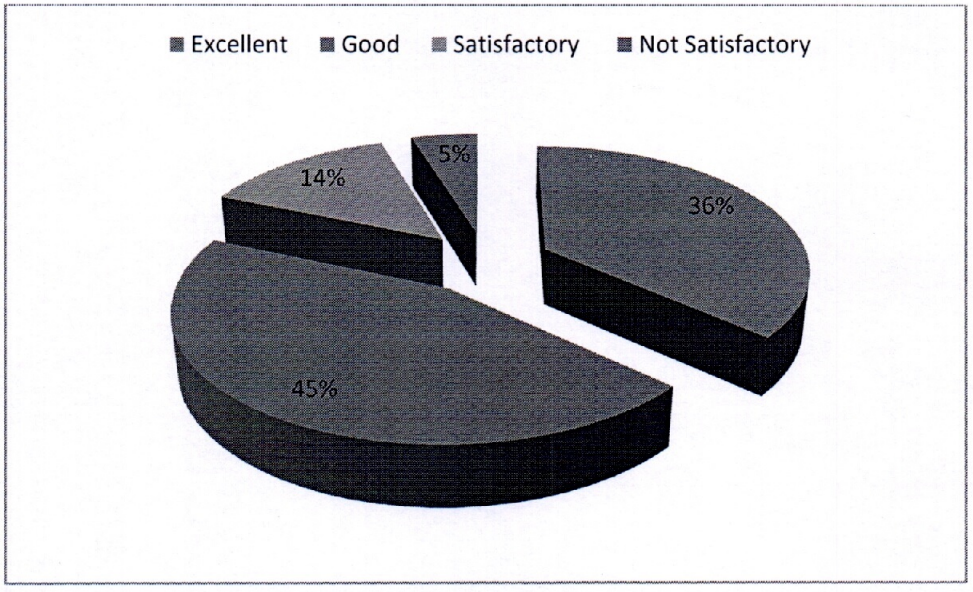


It is evident from the frequency and percentage analysis of Table 7 and figure7 that 9.7 per cent of the respondents are of the opinion that the course content for higher education opportunities are excellent , while 35.2 per cent of the respondents are of the opinion that the course content for higher education opportunities are good.

Table 8: Alumni opinion on curriculum in improving new skills

S.no	Category	Frequency	Percentage
1	Excellent	53	36.6
2	Good	65	44.8
3	Satisfactory	20	13.8
4	Not Satisfactory	7	4.8
	Total	145	100.0

Figure 8: Alumni opinion on curriculum in improving new skills

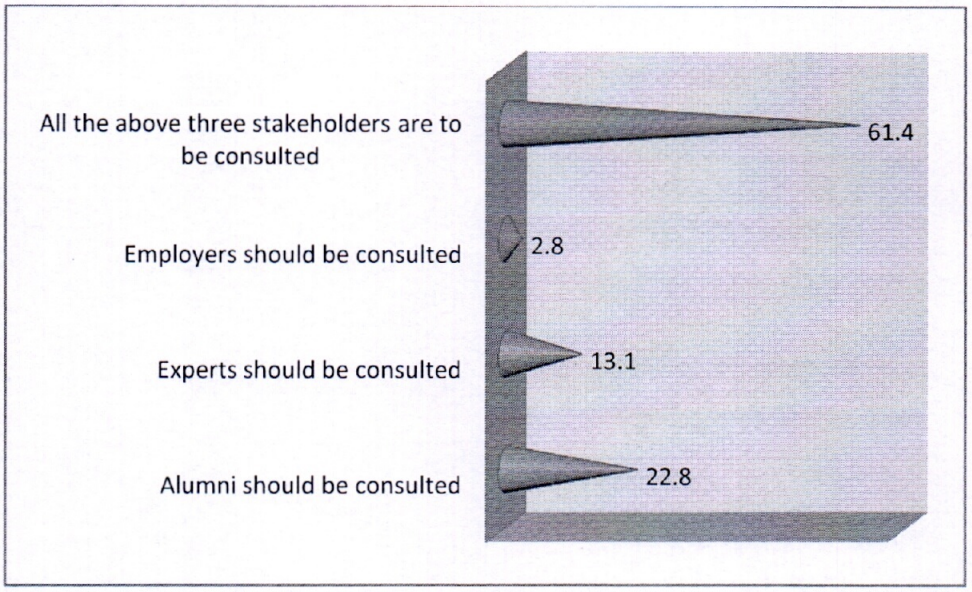


It is clear from the frequency and percentage analysis of Table 8 and figure8 that 36.6 per cent of the respondents are of the opinion that the curriculum is excellent in terms of improving new skills, while 44.8 per cent of the respondents are of the opinion that the curriculum is good in terms of improving new skills

Table 9: Alumni opinion on enriching the curriculum

S.no	Category	Frequency	Percentage
1	Alumni should be consulted	33	22.8
2	Experts should be consulted	19	13.1
3	Employers should be consulted	4	2.8
4	All the above three stakeholders are to be consulted	89	61.4
	Total	145	100.0

Figure 9: Alumni opinion on curriculum in improving new skills



Based on frequency and percentage analysis of Table 9 and figure9 it is evident that 22.8 per cent of the respondents are of the opinion that to enrich the curriculum Alumni should be consulted, while 61.4 per cent of the respondents are of the opinion that to enrich the curriculum all the three stake holders should be consulted

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Student Feedback Report (2017 – 2018)

Student's feedback has been collected from final year UG and PG in the main campus and satellite campus with a well structured questionnaire consisting of seventeen questions representing three dimensions (1.Academic Content 2.Evaluation / Testing 3.Teaching / Learning) on a five point scale ranging from Strongly agree to strongly disagree where 5 being assigned to strongly agree and 1 being assigned to strongly dis agree. The summated score for each Academic progression dimension is created by adding the respective items under each dimension and was divided by the number of items in that dimension.

The seventeen questions analysed are

1.	The syllabus prescribed for the course suits the objective of the study
2.	The depth of the course content is enough for the course.
3.	There is scope for getting interested in the subject.
4.	The course content encourages continued self-learning
5.	Practical examples are given and demonstrated at suitable points
6.	Over all the knowledge gained is academically stimulating.
7.	The faculty demonstrates fair knowledge of the subject matter.
8.	The faculty demonstrates effective oral and written communication skills
9.	The faculty is able to integrate the content taught with real life experiences/situations.
10.	The faculty transmits the knowledge using a variety of techniques / methodology and materials to accomplish the objectives of instruction.
11.	The lessons are presented in such a way as to encourage students to employ higher order critical thinking skills.
12.	Testing methods are adequate to evaluate different levels of learning.
13.	The question paper is designed to be challenging.
14.	The Internal tests (formative 1 & formative 2) are conducted at the centralized scheduled dates.
15.	The answer scripts of Internal tests (formative 1 & formative 2) are evaluated on time.
16.	The faculty is fair in his / her evaluation without bias.
17.	The department contributes to your overall development.

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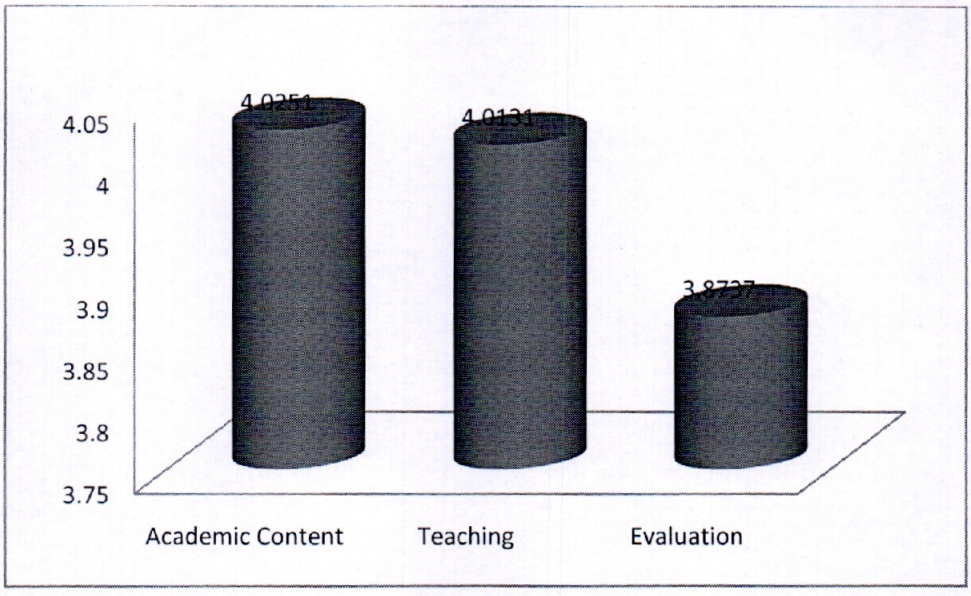
Table 1

Mean score of Academic Progression dimensions for all the Departments (UG & PG)

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	612	1.17	5.00	4.0251	.61768
Teaching	612	1.00	5.00	4.0131	.72979
Evaluation	612	1.43	5.00	3.8737	.51727

Figure 1

Mean score of Academic Progression dimensions for all the Departments (UG & PG)



Interpretation:

The mean score of the three academic progression dimensions for all the departments combined together reveals that students have a higher agreement score on Academic content (M = 4.02) followed by Teaching (M= 4.01) and Evaluation (M = 3.87)

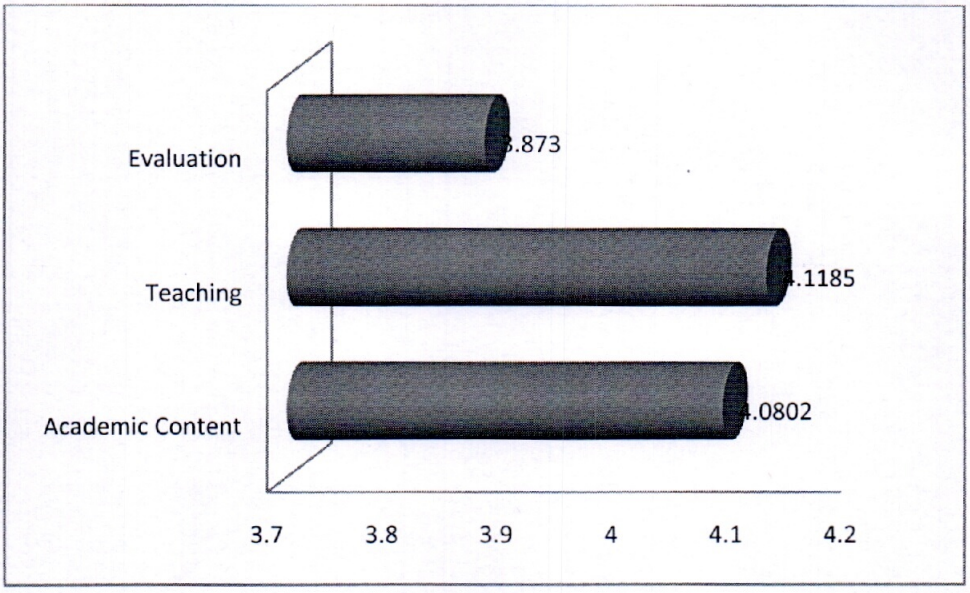
Table 2

Mean score comparison for Bachelor of Computer Application"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	27	2.17	5.00	4.0802	.49651
Teaching	27	1.60	5.00	4.1185	.71953
Evaluation	27	2.57	4.43	3.8730	.43823

Figure 2

Mean score comparison for Bachelor of Computer Application"



Interpretation:

The mean score of the three academic progression dimensions for the department Bachelor of Computer Application reveals that students have a higher agreement score on Teaching (M = 4.11) followed by Academic content (M= 4.01) and Evaluation (M = 3.87)

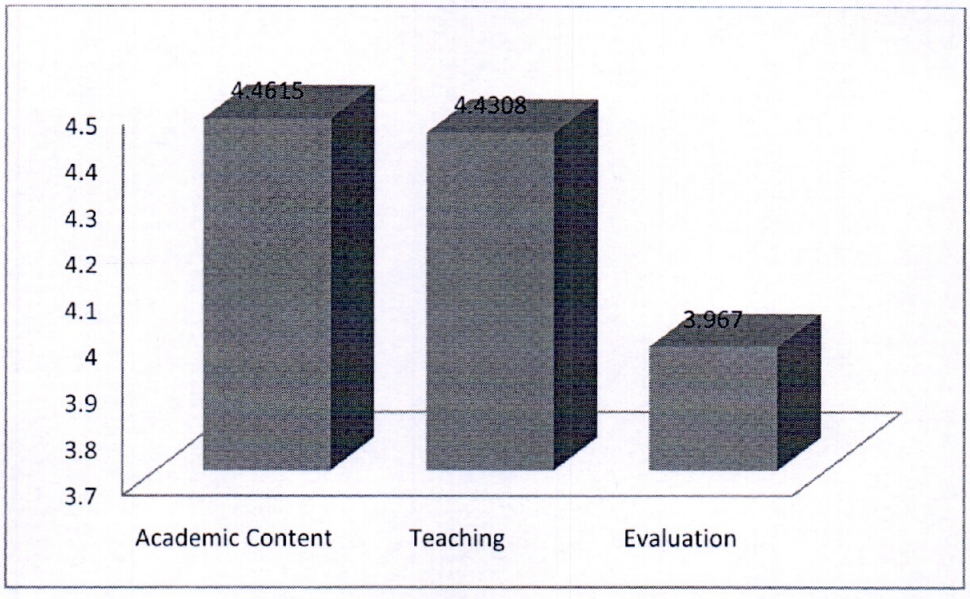
Table 3

Mean score comparison for "Bachelor of Information Technology"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	13	3.83	4.83	4.4615	.32740
Teaching	13	3.80	5.00	4.4308	.42305
Evaluation	13	3.43	4.29	3.9670	.29250

Figure 3

Mean score comparison for "Bachelor of Information Technology"



Interpretation:

The mean score of the three academic progression dimensions for the department Bachelor of Information Technology reveals that students have a higher agreement score on Academic Content (M = 4.46) followed by Teaching (M= 4.43) and Evaluation (M = 3.96)

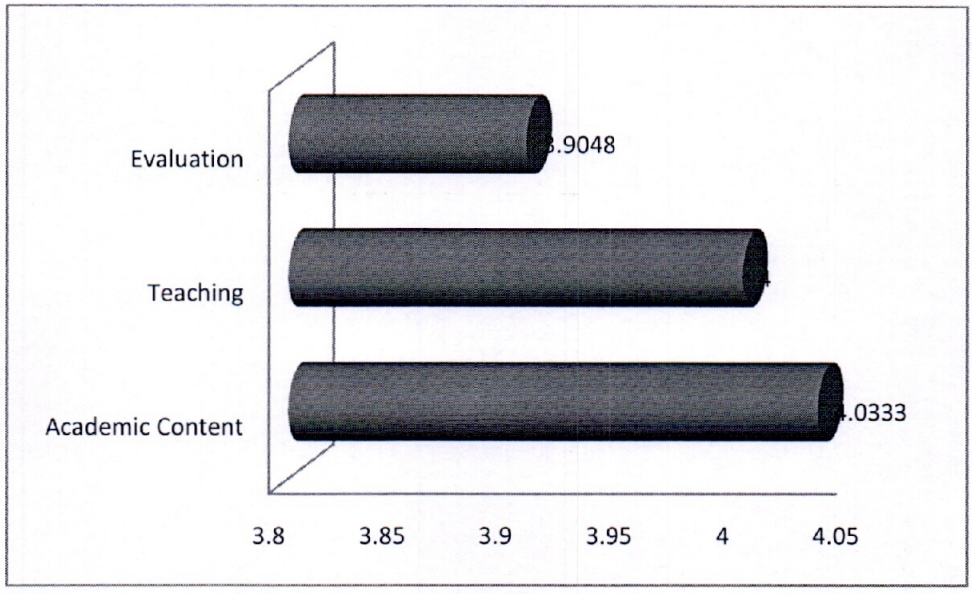
Table 4

Mean score comparison for "Bio Chemistry"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	15	3.50	4.50	4.0333	.29005
Teaching	15	3.20	5.00	4.0000	.50709
Evaluation	15	3.29	4.57	3.9048	.38434

Figure 4

Mean score comparison for "Bio Chemistry"



Interpretation:

The mean score of the three academic progression dimensions for the department Bio Chemistry reveals that students have a higher agreement score on Academic Content (M = 4.03) followed by Teaching (M= 4.00) and Evaluation (M = 3.90)

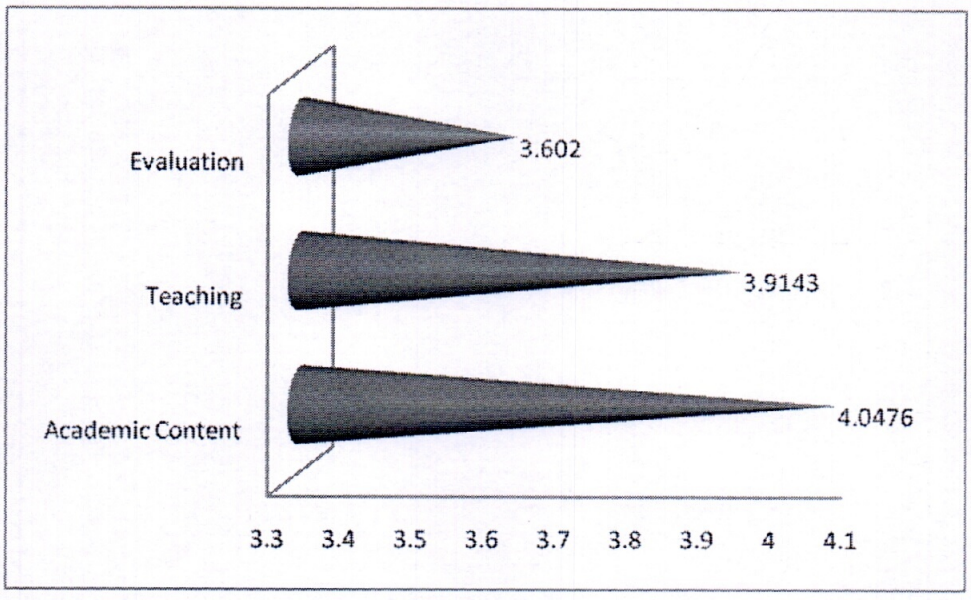
Table 5

Mean score comparison for "Botany"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	14	3.17	4.83	4.0476	.56018
Teaching	14	2.80	5.00	3.9143	.64553
Evaluation	14	2.57	4.71	3.6020	.69801

Figure 5

Mean score comparison for "Botany"



Interpretation:

The mean score of the three academic progression dimensions for the department Botany reveals that students have a higher agreement score on Academic Content (M = 4.04) followed by Teaching (M= 3.91) and Evaluation (M = 3.60)

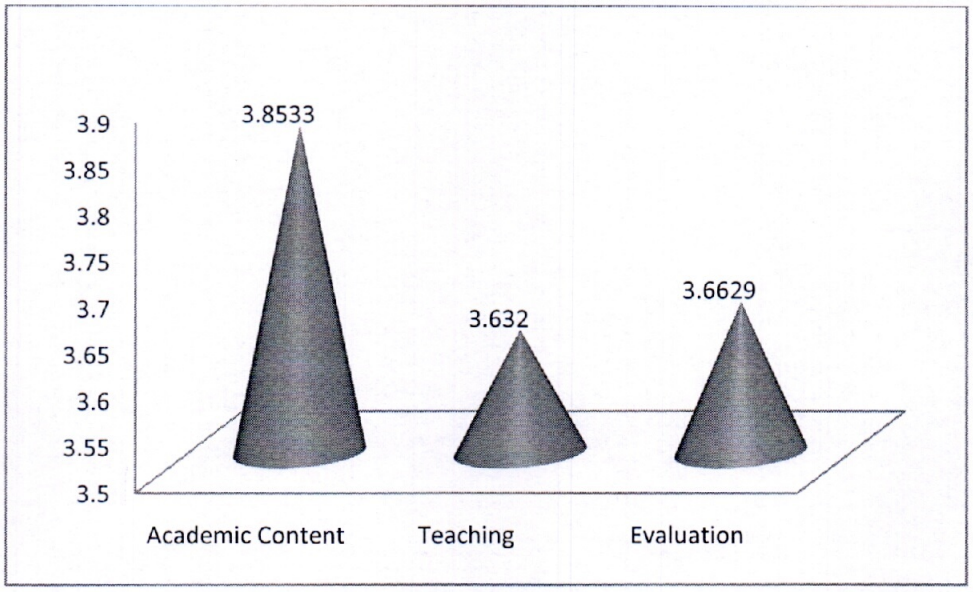
Table 6

Mean score comparison for "Business Administration"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	25	2.67	4.83	3.8533	.53429
Teaching	25	1.80	4.80	3.6320	.86348
Evaluation	25	2.43	4.29	3.6629	.47359

Figure 6

Mean score comparison for "Business Administration"



Interpretation:

The mean score of the three academic progression dimensions for the department Business administration reveals that students have a higher agreement score on Academic Content (M = 3.85) followed by Evaluation (M= 3.66) and Teaching (M = 3.63). The mean score for all the three dimensions in this department is lesser than 4.

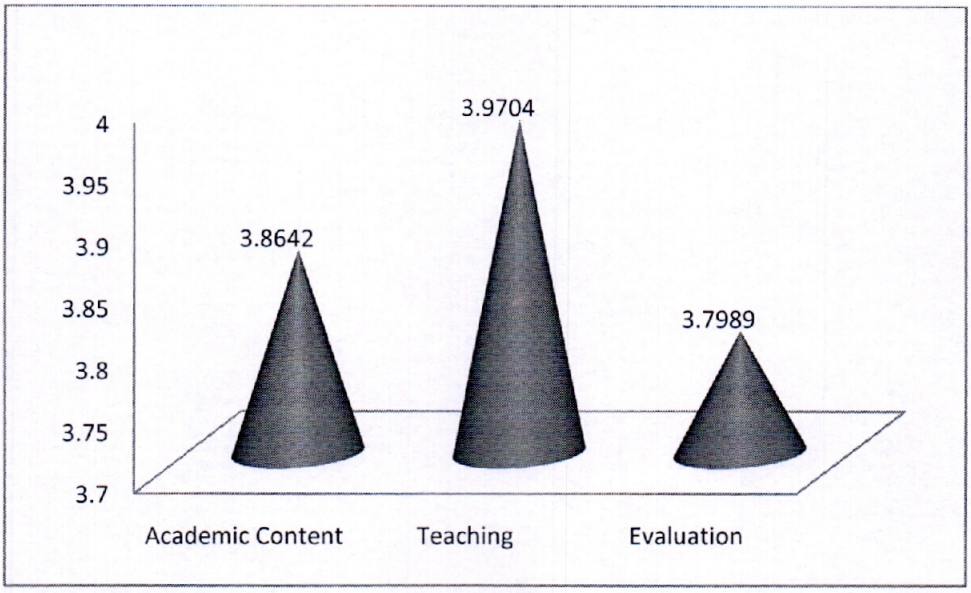
Table 7

Mean score comparison for "Bachelor of Commerce (CA)"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	27	2.33	5.00	3.8642	.68100
Teaching	27	2.60	5.00	3.9704	.70755
Evaluation	27	2.86	4.57	3.7989	.38467

Figure 7

Mean score comparison for "Bachelor of Commerce (CA)"



Interpretation:

The mean score of the three academic progression dimensions for the department Commerce(CA) reveals that students have a higher agreement score on Teaching (M = 3.97) followed by Academic content (M= 3.86) and Evaluation (M = 3.79). The mean score for all the three dimensions in this department is lesser than 4.

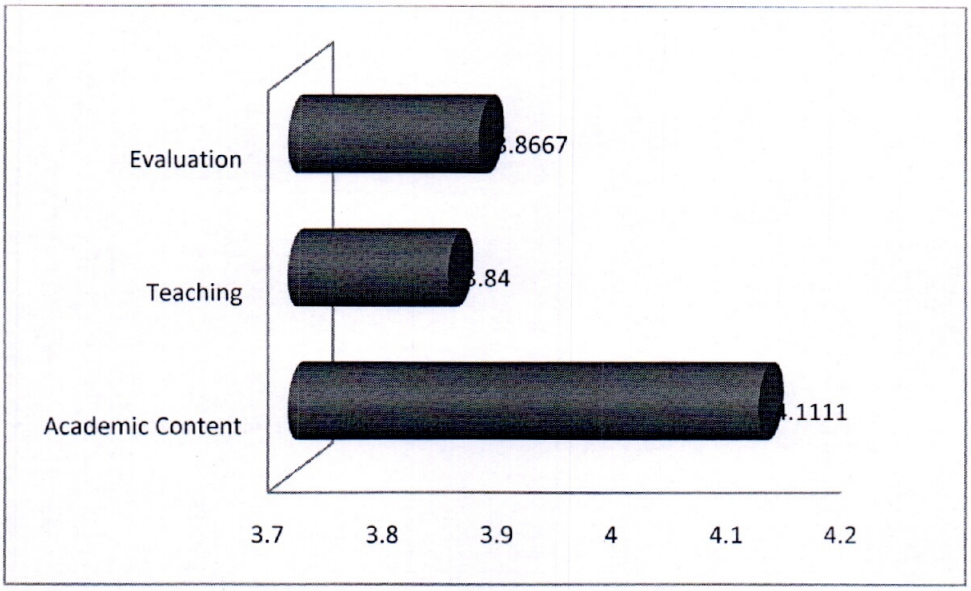
Table 8

Mean score comparison for "Bachelor of Commerce (IT)"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	15	3.33	4.83	4.1111	.42570
Teaching	15	2.40	5.00	3.8400	.76045
Evaluation	15	2.14	4.57	3.8667	.63766

Figure 8

Mean score comparison for "Bachelor of Commerce (IT)"



Interpretation:

The mean score of the three academic progression dimensions for the department Commerce(IT) reveals that students have a higher agreement score on Academic content (M = 4.11) followed by Evaluation (M= 3.86) and Teaching (M = 3.84).

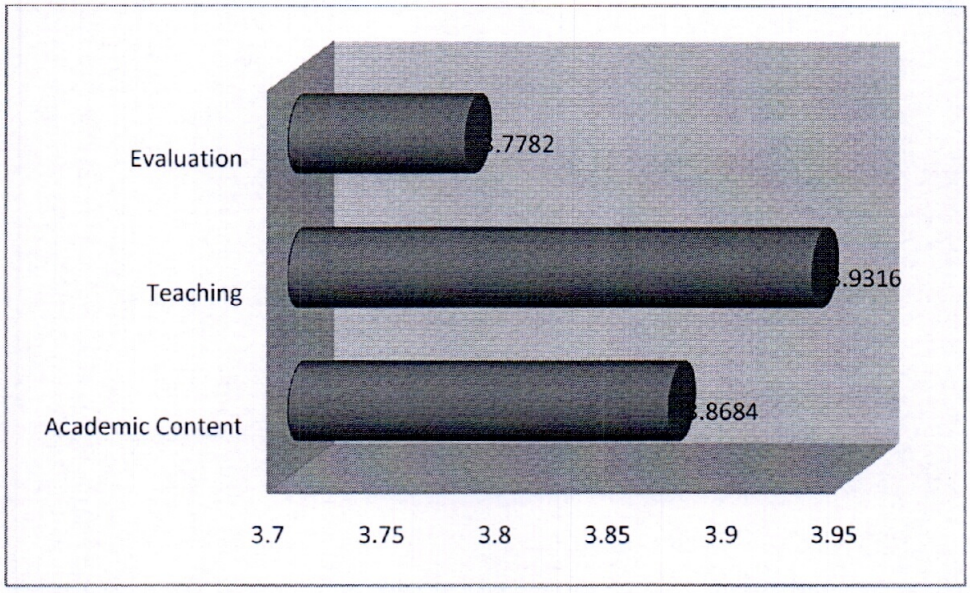
Table 9

Mean score comparison for "Bachelor of Commerce (SF)

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	38	1.67	4.83	3.8684	.77804
Teaching	38	1.80	5.00	3.9316	.75161
Evaluation	38	2.86	4.57	3.7782	.40228

Figure 9

Mean score comparison for "Bachelor of Commerce (SF)



Interpretation:

The mean score of the three academic progression dimensions for the department Commerce(SF) reveals that students have a higher agreement score on Teaching (M = 3.93) followed by Academic content(M= 3.86) and Evaluation (M = 3.77). The mean score for all the three dimensions in this department is lesser than 4.

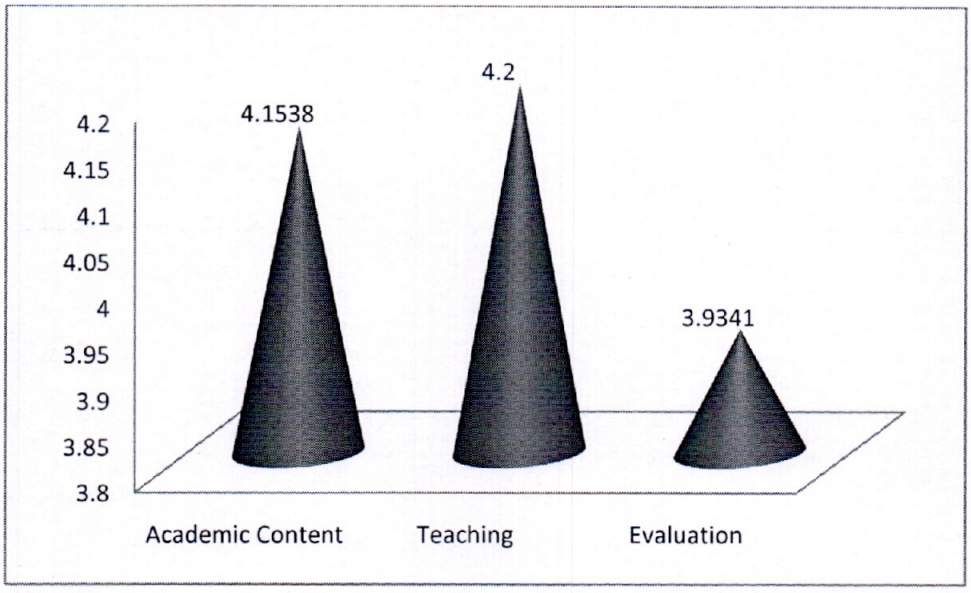
Table 10

Mean score comparison for "Bachelor of Commerce (Aided)

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	13	2.33	4.67	4.1538	.61033
Teaching	13	3.00	5.00	4.2000	.66332
Evaluation	13	2.71	4.43	3.9341	.49355

Figure 10

Mean score comparison for "Bachelor of Commerce (Aided)



Interpretation:

The mean score of the three academic progression dimensions for the department Commerce(Regular) reveals that students have a higher agreement score on Teaching (M = 4.20) followed by Academic content(M= 4.15) and Evaluation (M = 3.93).

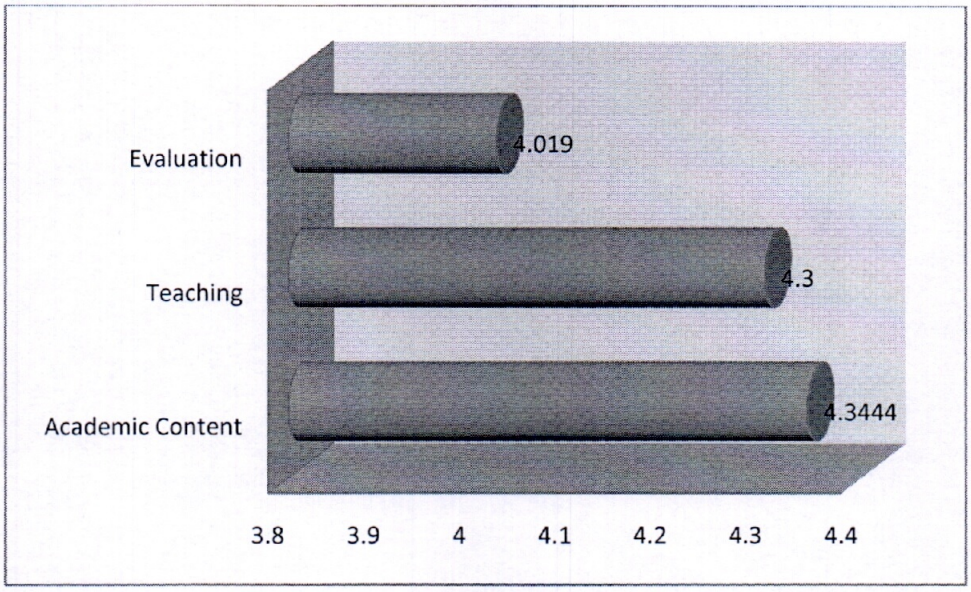
Table 11

Mean score comparison for "Bachelor of Computer Science"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	30	3.67	5.00	4.3444	.33884
Teaching	30	3.20	5.00	4.3000	.43232
Evaluation	30	3.29	4.43	4.0190	.31328

Figure 11

Mean score comparison for "Bachelor of Computer Science



Interpretation:

The mean score of the three academic progression dimensions for the department Computer science reveals that students have a higher agreement score on Academic content(M = 4.34) followed by Teaching (M= 4.30) and Evaluation (M = 4.01). The mean score for all the three dimensions in this department is greater than 4.

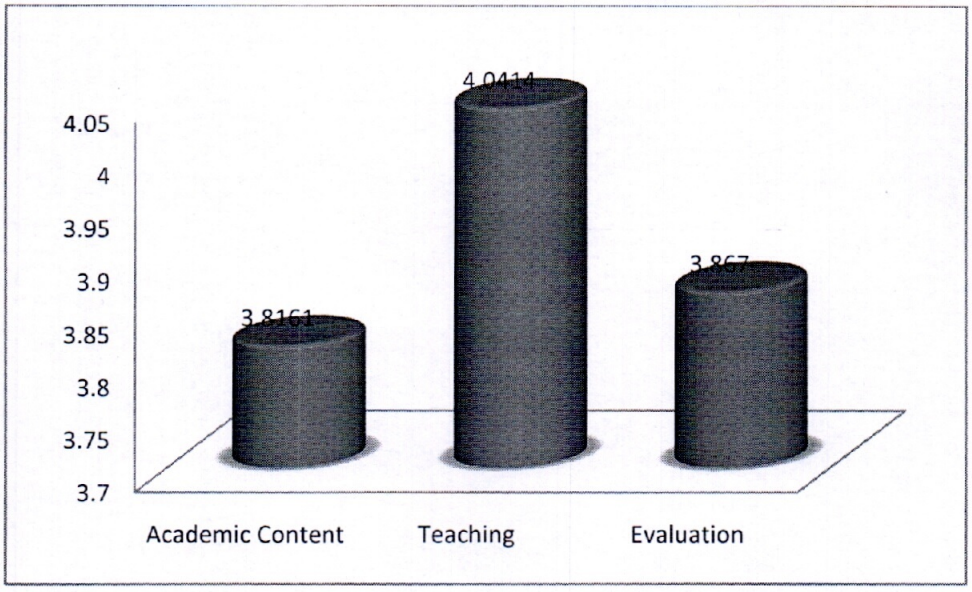
Table 12

Mean score comparison for "Bachelor of Economics"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	29	2.83	4.67	3.8161	.57450
Teaching	29	2.60	5.00	4.0414	.68947
Evaluation	29	2.29	4.71	3.8670	.66998

Figure 12

Mean score comparison for "Bachelor of Economics"



Interpretation:

The mean score of the three academic progression dimensions for the department Economics reveals that students have a higher agreement score on Teaching (M = 4.04) followed by Evaluation (M= 3.86) and Academic content (M = 3.81).

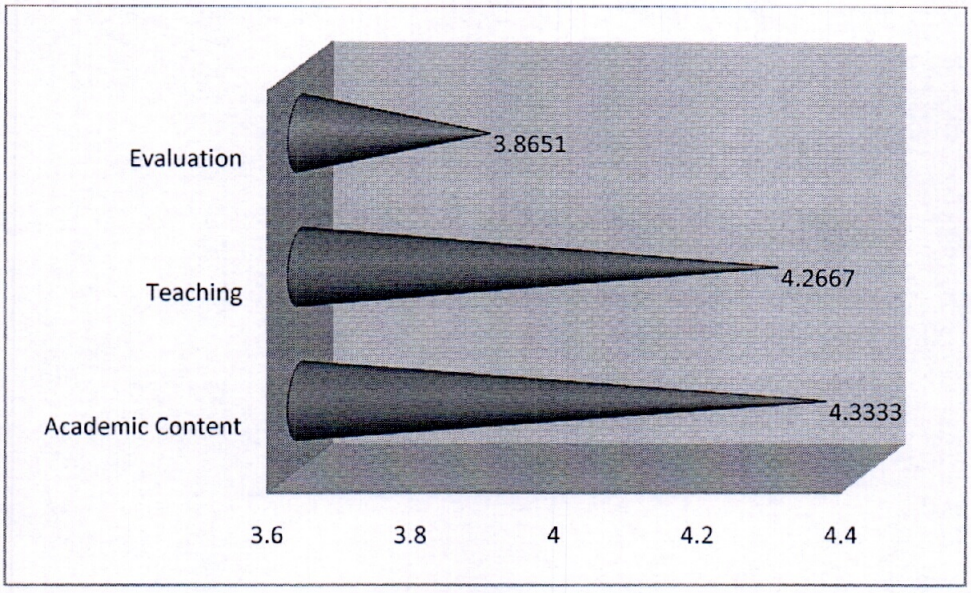
Table 13

Mean score comparison for "Bachelor of English (Aided)"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	18	3.50	5.00	4.3333	.45374
Teaching	18	3.20	4.80	4.2667	.53137
Evaluation	18	2.14	4.71	3.8651	.60106

Figure 13

Mean score comparison for "Bachelor of English (Aided)"



Interpretation:

The mean score of the three academic progression dimensions for the department English reveals that students have a higher agreement score on Academic content (M = 4.33) followed by Teaching (M= 4.26) and Evaluation (M = 3.86).

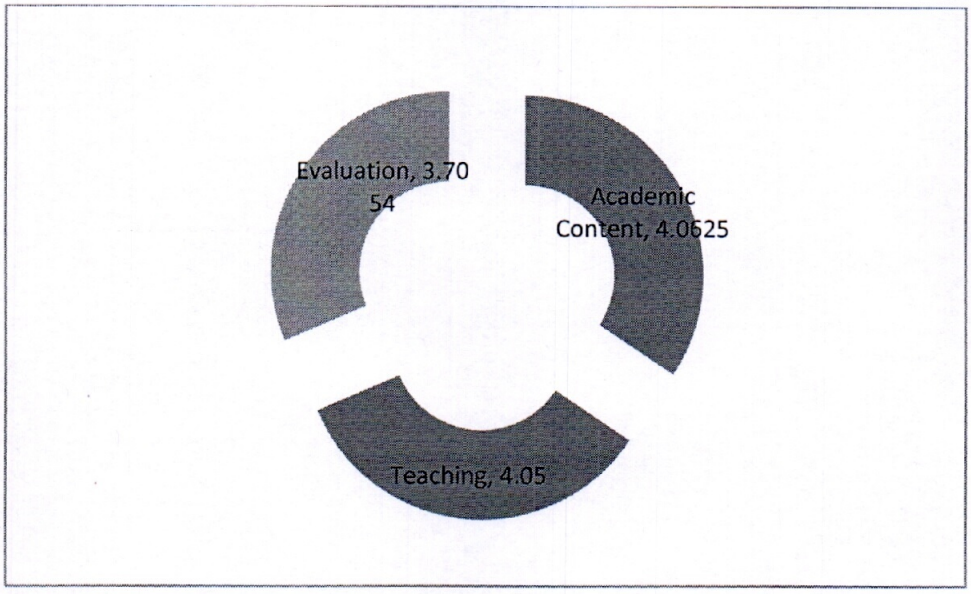
Table 14

Mean score comparison for "Bachelor of English (SF)"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	16	3.00	4.67	4.0625	.39849
Teaching	16	3.00	5.00	4.0500	.54894
Evaluation	16	2.14	4.57	3.7054	.57016

Figure 14

Mean score comparison for "Bachelor of English (SF)"



Interpretation:

The mean score of the three academic progression dimensions for the department English reveals that students have a higher agreement score on Academic content (M = 4.06) followed by Teaching (M= 4.05) and Evaluation (M = 3.70).

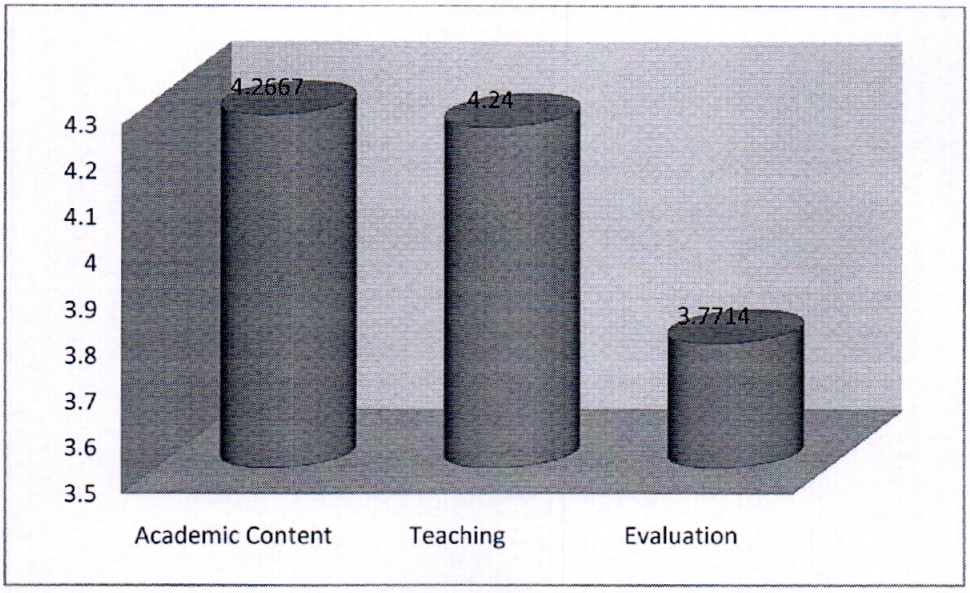
Table 15

Mean score comparison for "Bachelor of Food Science"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	5	3.67	5.00	4.2667	.53489
Teaching	5	3.60	5.00	4.2400	.55498
Evaluation	5	3.29	4.43	3.7714	.49073

Figure 15

Mean score comparison for "Bachelor of Food Science"



Interpretation:

The mean score of the three academic progression dimensions for the department Food Science reveals that students have a higher agreement score on Academic content (M = 4.26) followed by Teaching (M= 4.24) and Evaluation (M = 3.77).

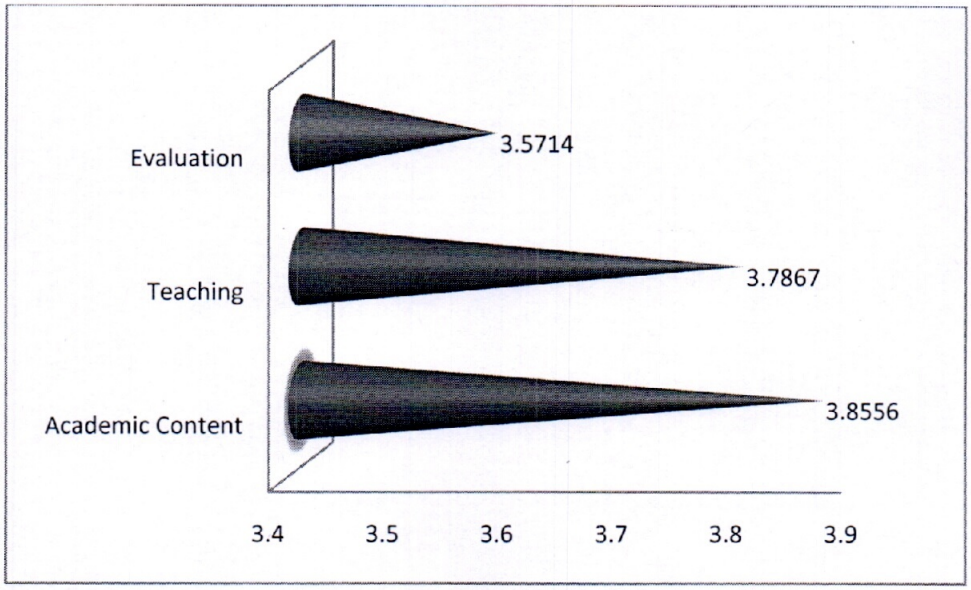
Table 16

Mean score comparison for "Bachelor of French"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	15	2.50	4.67	3.8556	.62319
Teaching	15	2.60	4.60	3.7867	.64793
Evaluation	15	3.00	4.29	3.5714	.30063

Figure 16

Mean score comparison for "Bachelor of French"



Interpretation:

The mean score of the three academic progression dimensions for the department French reveals that students have a higher agreement score on Academic content (M = 3.85) followed by Teaching (M= 3.78) and Evaluation (M = 3.57). The mean score for all the three dimensions in this department is lesser than 4.

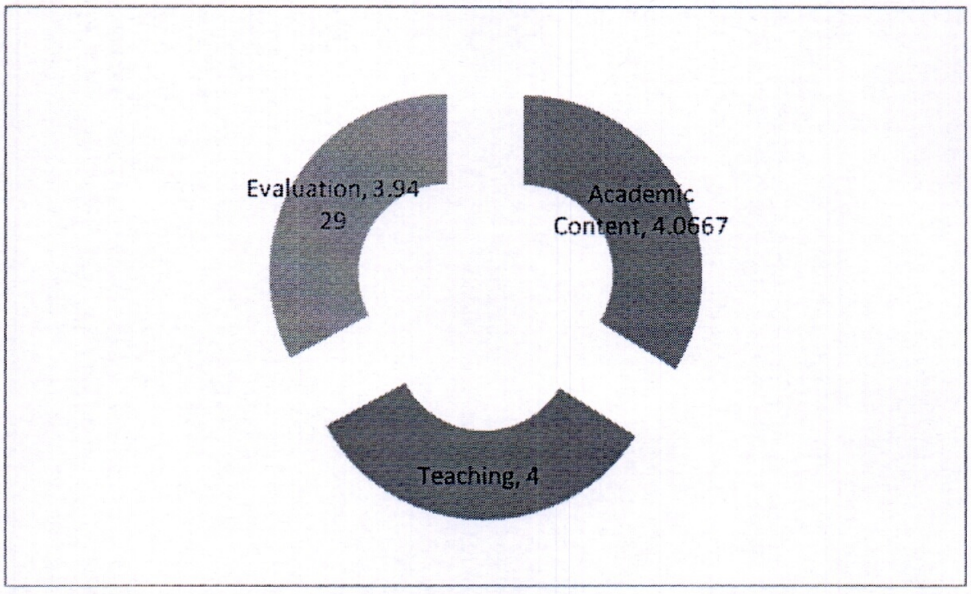
Table 17

Mean score comparison for "Bachelor of Hindi"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	15	3.50	4.67	4.0667	.39239
Teaching	15	3.00	4.60	4.0000	.43425
Evaluation	15	3.14	4.43	3.9429	.32755

Figure 17

Mean score comparison for "Bachelor of Hindi"



Interpretation:

The mean score of the three academic progression dimensions for the department Hindi reveals that students have a higher agreement score on Academic content (M = 4.06) followed by Teaching (M= 4.00) and Evaluation (M = 3.94).

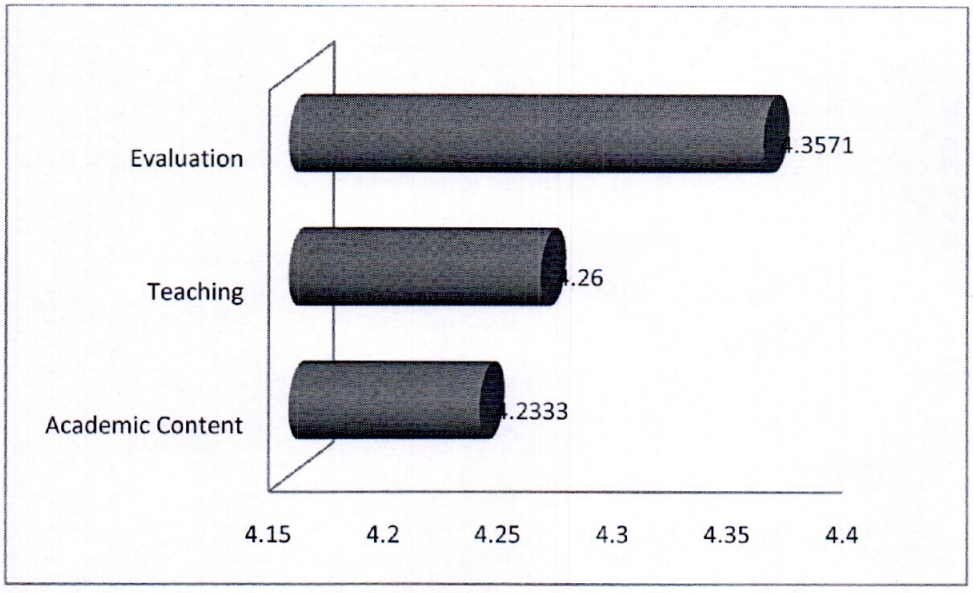
Table 18

Mean score comparison for "Master of Computer Applications"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	10	3.33	4.83	4.2333	.42455
Teaching	10	3.40	5.00	4.2600	.45265
Evaluation	10	3.71	4.71	4.3571	.31044

Figure 18

Mean score comparison for "Master of Computer Applications"



Interpretation:

The mean score of the three academic progression dimensions for the department Master of Computer Applications reveals that students have a higher agreement score on Evaluation (M = 4.35) followed by Teaching (M= 4.26) and Academic content (M = 4.23). The mean score for all the three dimensions in this department is greater than 4.

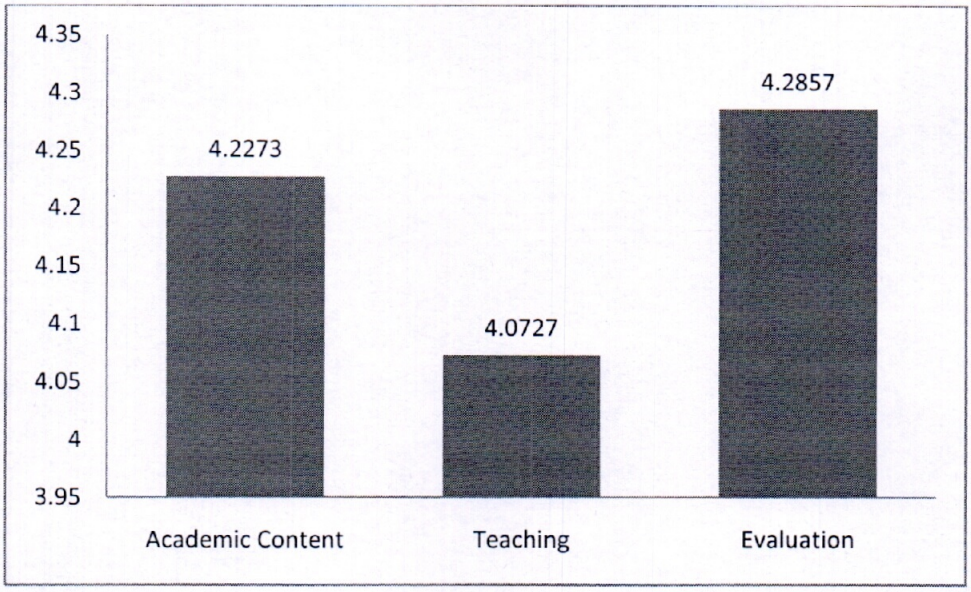
Table 19

Mean score comparison for "Master of Social work"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	11	3.83	4.67	4.2273	.34378
Teaching	11	2.60	5.00	4.0727	.92205
Evaluation	11	3.86	4.71	4.2857	.33806

Figure 19

Mean score comparison for "Master of Social work"



Interpretation:

The mean score of the three academic progression dimensions for the department Master of Social work reveals that students have a higher agreement score on Evaluation (M = 4.28) followed by Academic content (M= 4.22) and Teaching (M = 4.07). The mean score for all the three dimensions in this department is greater than 4.

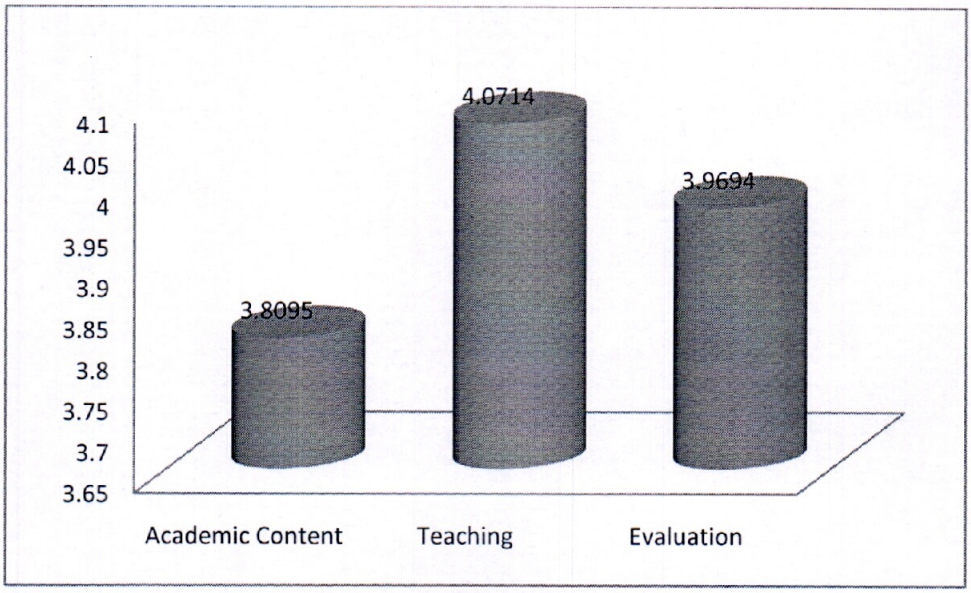
Table 20

Mean score comparison for "Bachelor of Mathematics (Aided)"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	14	2.00	5.00	3.8095	.88399
Teaching	14	2.00	5.00	4.0714	.98170
Evaluation	14	2.57	4.57	3.9694	.54378

Figure 20

Mean score comparison for "Bachelor of Mathematics (Aided)"



Interpretation:

The mean score of the three academic progression dimensions for the department Mathematics (Regular) reveals that students have a higher agreement score on Teaching (M = 4.07) followed by Evaluation (M= 3.96) and Academic content (M = 3.80).

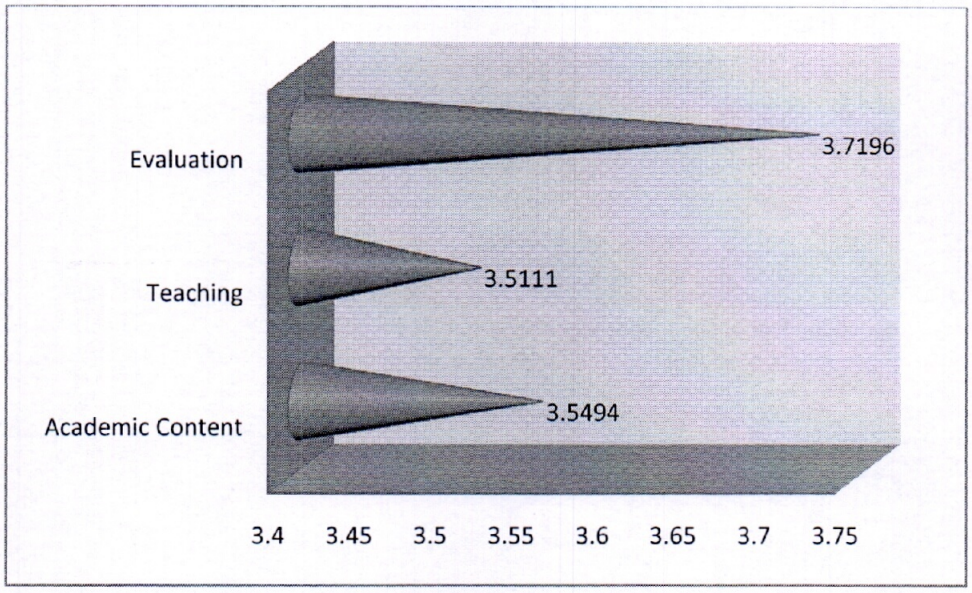
Table 21

Mean score comparison for "Bachelor of Mathematics (SF)"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	27	1.67	4.83	3.5494	.75506
Teaching	27	1.20	4.80	3.5111	.98189
Evaluation	27	2.29	4.57	3.7196	.58026

Figure 21

Mean score comparison for "Bachelor of Mathematics (SF)"



Interpretation:

The mean score of the three academic progression dimensions for the department Mathematics(SF) reveals that students have a higher agreement score on Evaluation (M = 3.71) followed by Academic content (M= 3.54) and Teaching (M = 3.51). The mean score for all the three dimensions in this department is lesser than 4.

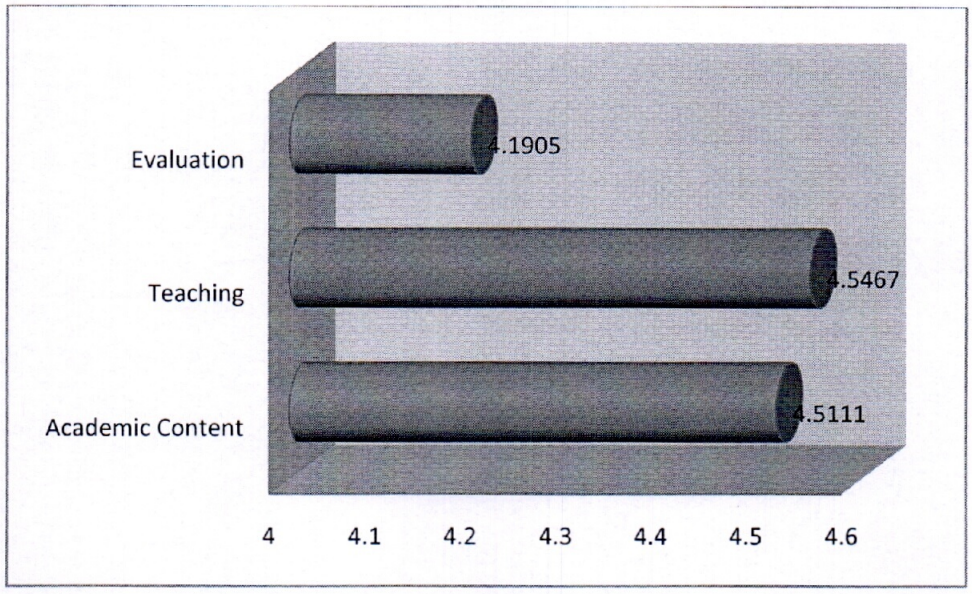
Table 22

Mean score comparison for "Bachelor of Microbiology"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	15	4.00	5.00	4.5111	.30516
Teaching	15	3.20	5.00	4.5467	.43072
Evaluation	15	3.71	4.57	4.1905	.25133

Figure 22

Mean score comparison for "Bachelor of Microbiology"



Interpretation:

The mean score of the three academic progression dimensions for the department Microbiology reveals that students have a higher agreement score on Teaching(M = 4.54) followed by Academic content (M= 4.51) and Evaluation (M = 4.19). The mean score for all the three dimensions in this department is greater than 4.

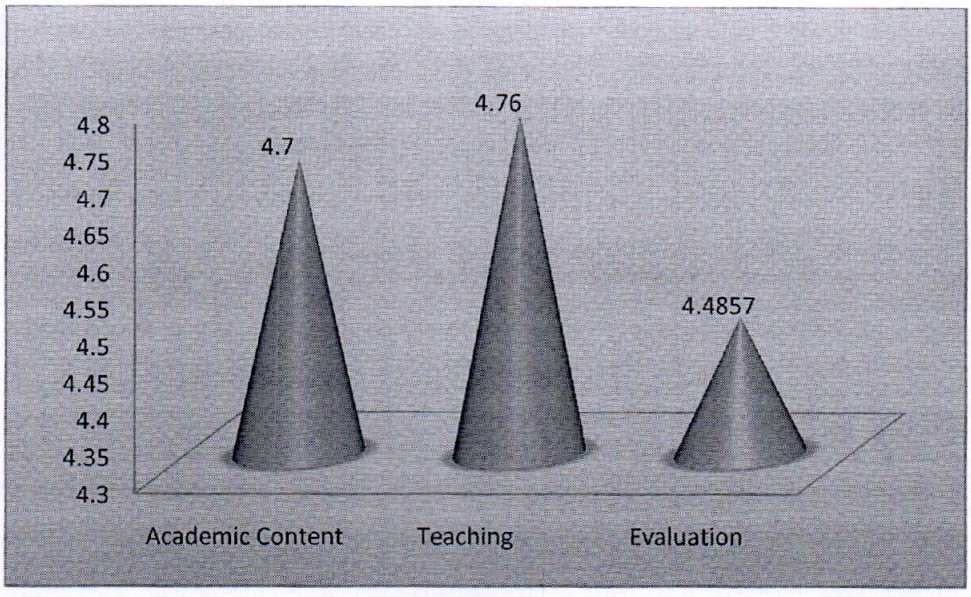
Table 23

Mean score comparison for "Mphil English"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	5	4.00	5.00	4.7000	.44721
Teaching	5	4.40	5.00	4.7600	.32863
Evaluation	5	3.57	5.00	4.4857	.71142

Figure 23

Mean score comparison for "Mphil English"



Interpretation:

The mean score of the three academic progression dimensions for the department Mphil-English reveals that students have a higher agreement score on Teaching(M = 4.76) followed by Academic content (M= 4.70) and Evaluation (M = 4.48). The mean score for all the three dimensions in this department is greater than 4.

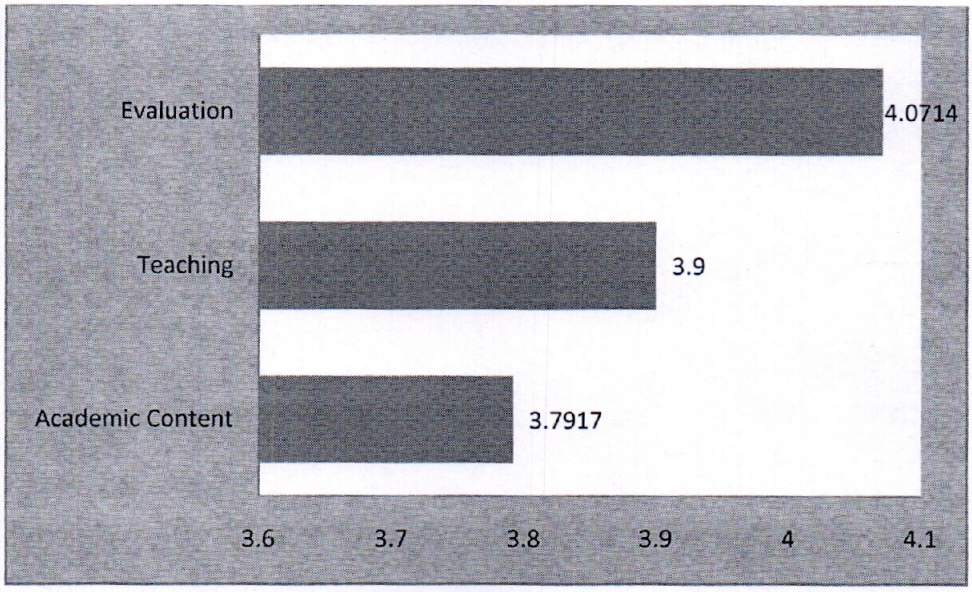
Table 24

Mean score comparison for "Mphil Mathematics"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	4	3.00	4.67	3.7917	.71200
Teaching	4	3.00	5.00	3.9000	.88694
Evaluation	4	3.00	5.00	4.0714	.94401

Table 24

Mean score comparison for "Mphil Mathematics"



Interpretation:

The mean score of the three academic progression dimensions for the department Mphil Mathematics reveals that students have a higher agreement score on Evaluation (M = 4.07) followed by Teaching (M= 3.90) and Academic content (M = 3.79).

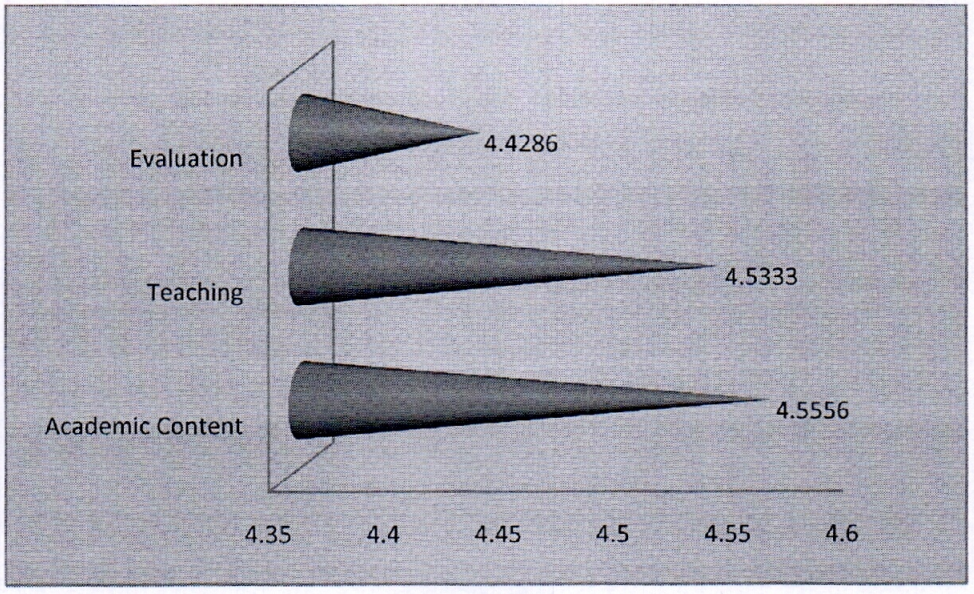
Table 25

Mean score comparison for "Mphil Tamil"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	3	4.50	4.67	4.5556	.09623
Teaching	3	4.40	4.60	4.5333	.11547
Evaluation	3	3.57	5.00	4.4286	.75593

Figure 25

Mean score comparison for "Mphil Tamil"



Interpretation:

The mean score of the three academic progression dimensions for the department Mphil - Tamil reveals that students have a higher agreement score on Academic content (M = 4.55) followed by Teaching (M= 4.53) and Evaluation (M = 4.42). The mean score for all the three dimensions in this department is greater than 4.

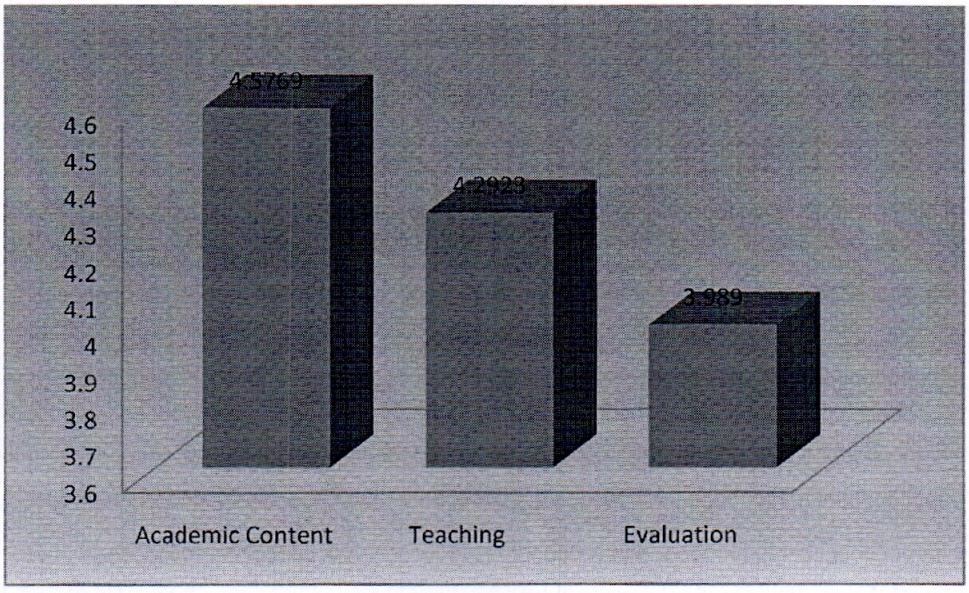
Table 26

Mean score comparison for "Mphil Tamil"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	13	4.00	5.00	4.5769	.37648
Teaching	13	2.60	5.00	4.2923	.68125
Evaluation	13	3.43	4.71	3.9890	.45349

Figure 26

Mean score comparison for "Mphil Tamil"



Interpretation:

The mean score of the three academic progression dimensions for the department PG Botany reveals that students have a higher agreement score on Academic content (M = 4.57) followed by Teaching (M= 4.29) and Evaluation (M = 3.98).

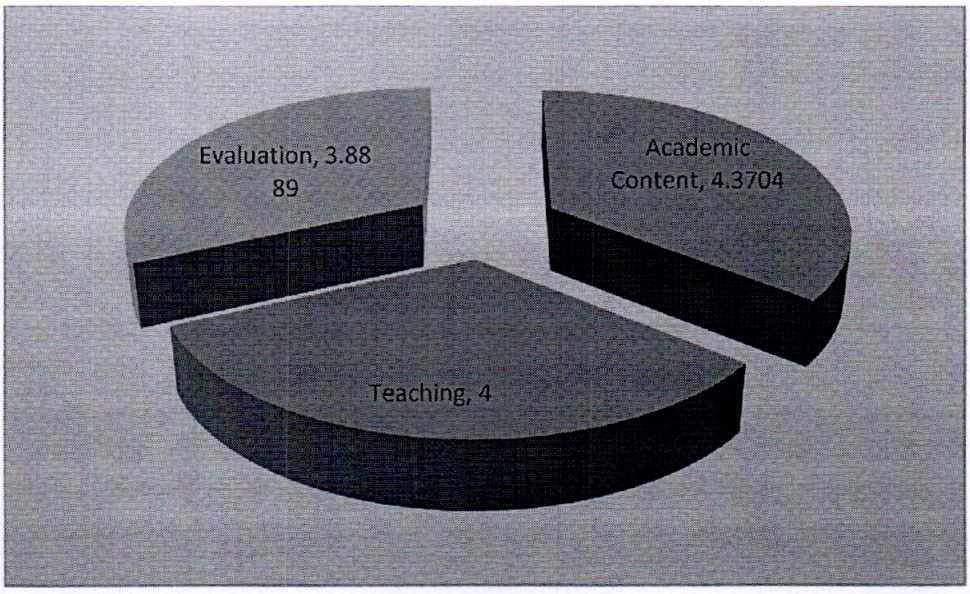
Table 27

Mean score comparison for "PG Economics"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	9	4.00	5.00	4.3704	.28599
Teaching	9	3.20	5.00	4.0000	.56569
Evaluation	9	2.14	4.43	3.8889	.73810

Figure 27

Mean score comparison for "PG Economics"



Interpretation:

The mean score of the three academic progression dimensions for the department PG Botany reveals that students have a higher agreement score on Academic content (M = 4.37) followed by Teaching (M= 4.00) and Evaluation (M = 3.88).

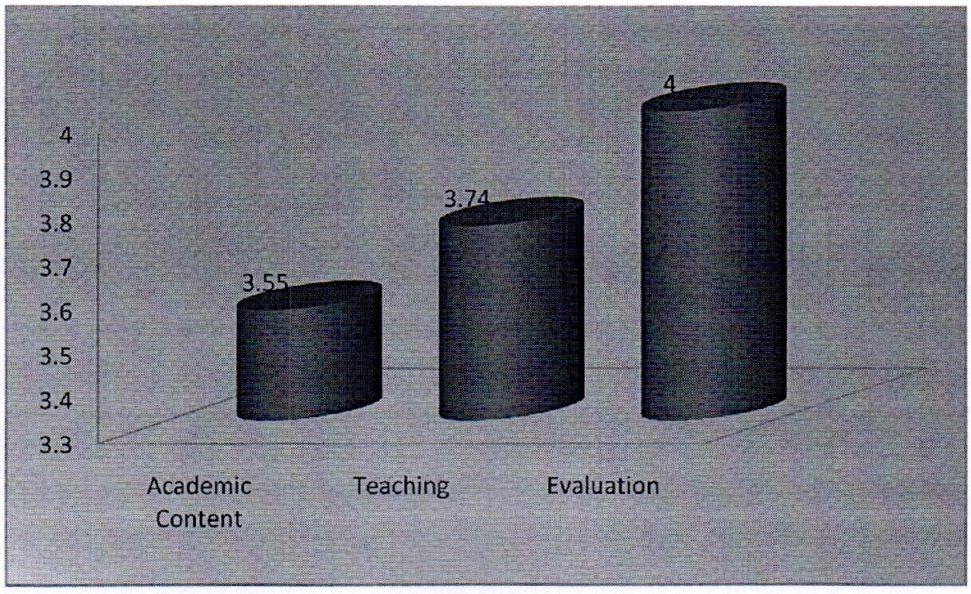
Table 28

Mean score comparison for "PG English"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	10	1.50	4.50	3.5500	.94297
Teaching	10	1.60	4.80	3.7400	1.08341
Evaluation	10	3.00	4.71	4.0000	.63532

Figure 28

Mean score comparison for "PG English"



Interpretation:

The mean score of the three academic progression dimensions for the department PG English reveals that students have a higher agreement score on Evaluation (M = 4.00) followed by Teaching (M= 3.74) and Academic content (M = 3.55).

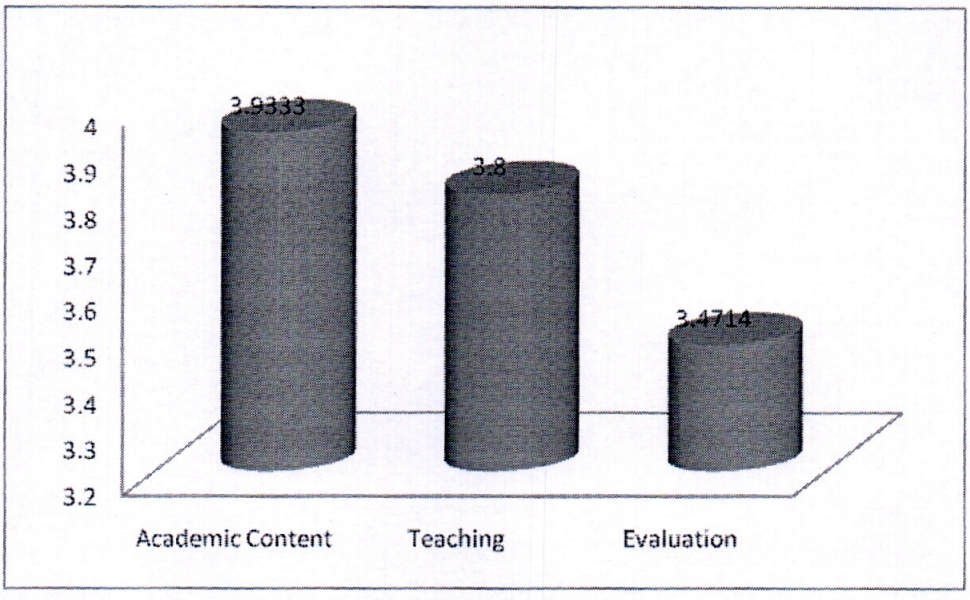
Table 29

Mean score comparison for "PG English (SF)"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	10	2.67	4.67	3.9333	.64406
Teaching	10	2.00	4.80	3.8000	.81650
Evaluation	10	1.43	4.43	3.4714	.84125

Figure 29

Mean score comparison for "PG English (SF)"



Interpretation:

The mean score of the three academic progression dimensions for the department PG English SF reveals that students have a higher agreement score on Academic content (M = 3.93) followed by Teaching (M= 3.80) and Evaluation (M = 3.47). The mean score for all the three dimensions in this department is lesser than 4.

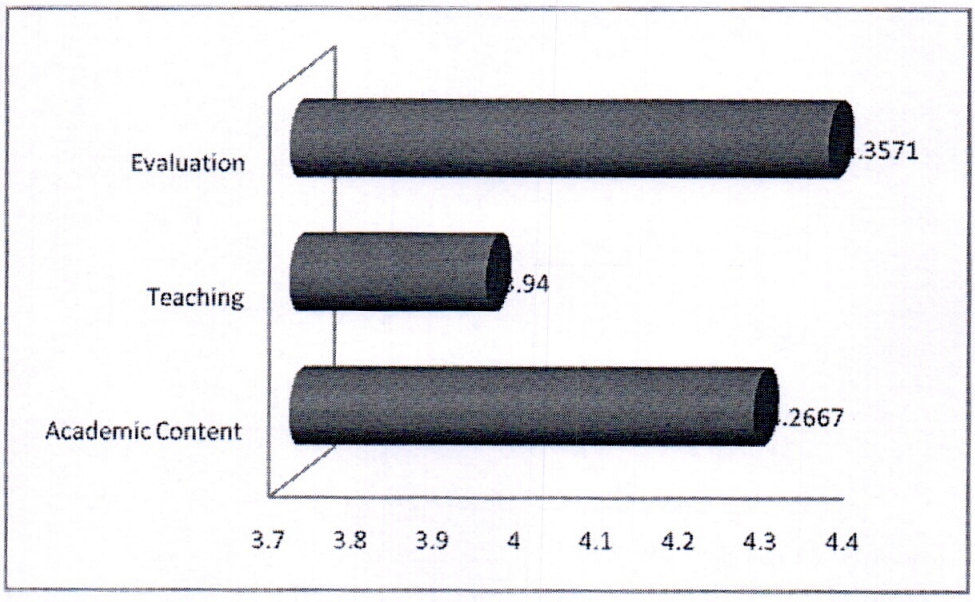
Table 30

Mean score comparison for "PG Mathematics"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	10	3.67	4.67	4.2667	.34427
Teaching	10	3.00	5.00	3.9400	.68020
Evaluation	10	3.71	4.86	4.3571	.40546

Figure 30

Mean score comparison for "PG Mathematics"



Interpretation:

The mean score of the three academic progression dimensions for the department PG Mathematics reveals that students have a higher agreement score on Evaluation (M = 4.35) followed by Academic content (M = 4.26) and Teaching (M= 3.94).

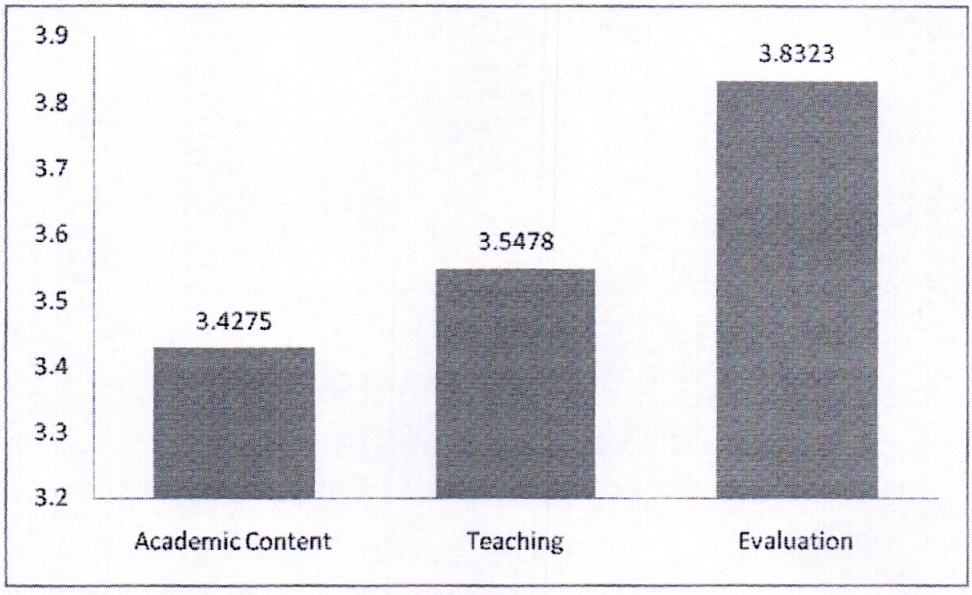
Table 31

Mean score comparison for "PG Physics"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	23	2.17	4.50	3.4275	.67761
Teaching	23	1.20	4.60	3.5478	.81401
Evaluation	23	2.86	4.71	3.8323	.46720

Figure 31

Mean score comparison for "PG Physics"



Interpretation:

The mean score of the three academic progression dimensions for the department PG Physics reveals that students have a higher agreement score on Evaluation (M = 3.83) followed by Teaching (M= 3.54) and Academic content (M = 3.42). The mean score for all the three dimensions in this department is lesser than 4.

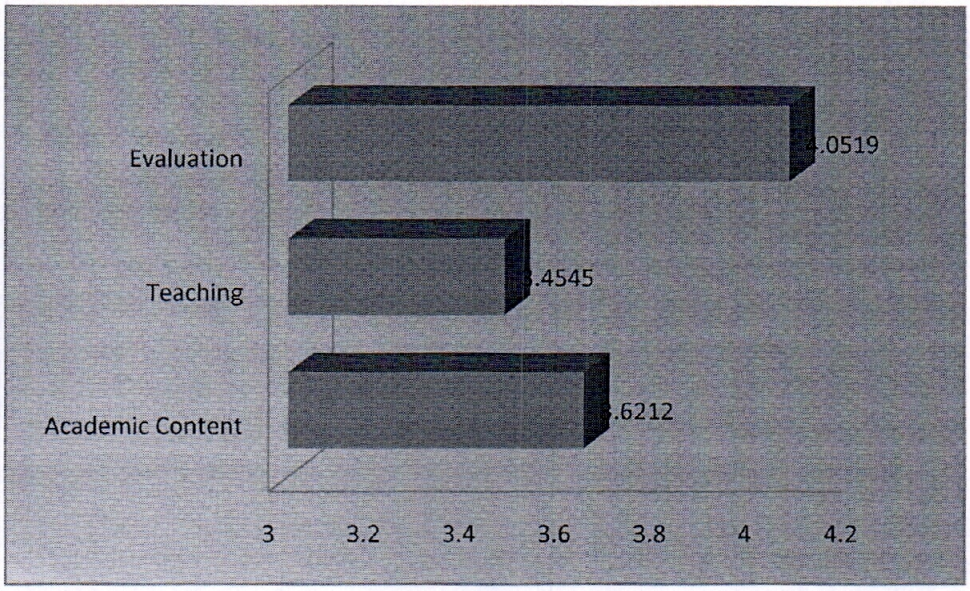
Table 32

Mean score comparison for "PG Physics (SF)"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	11	2.50	5.00	3.6212	.69558
Teaching	11	2.20	4.60	3.4545	.82990
Evaluation	11	3.00	4.86	4.0519	.55796

Figure 32

Mean score comparison for "PG Physics (SF)"



Interpretation:

The mean score of the three academic progression dimensions for the department PG physics SF reveals that students have a higher agreement score on Evaluation (M = 4.05) followed by Academic content (M = 3.62) and Teaching (M= 3.45) . The score for Teaching is found to be lesser than 3.50.

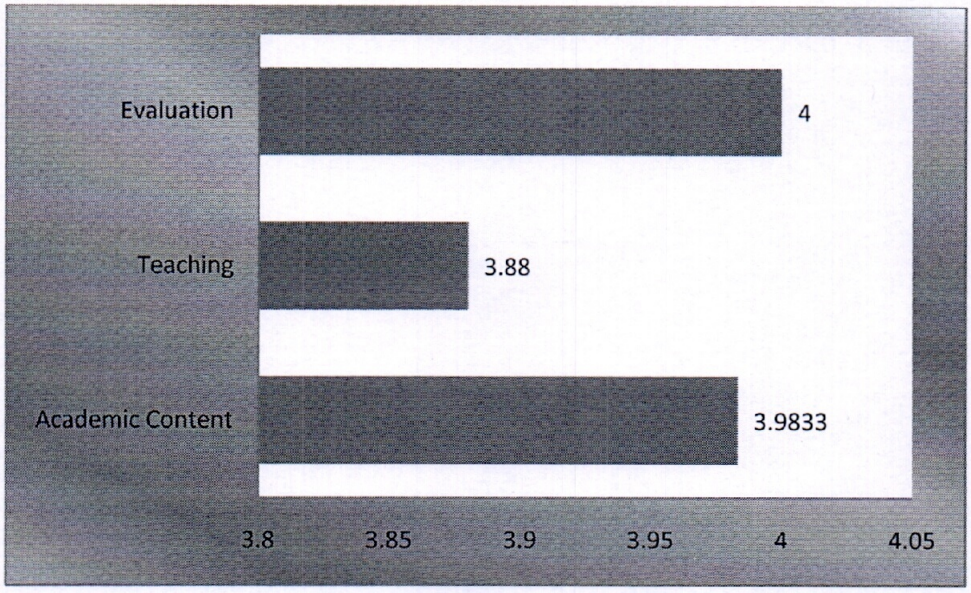
Table 33

Mean score comparison for "PG Tamil"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	10	2.33	4.83	3.9833	.69589
Teaching	10	2.40	5.00	3.8800	.80111
Evaluation	10	3.00	4.71	4.0000	.50843

Figure 33

Mean score comparison for "PG Tamil"



Interpretation:

The mean score of the three academic progression dimensions for the department PG Tamil reveals that students have a higher agreement score on Evaluation (M = 4.00) followed by Academic content (M = 3.98) and Teaching (M= 3.88)

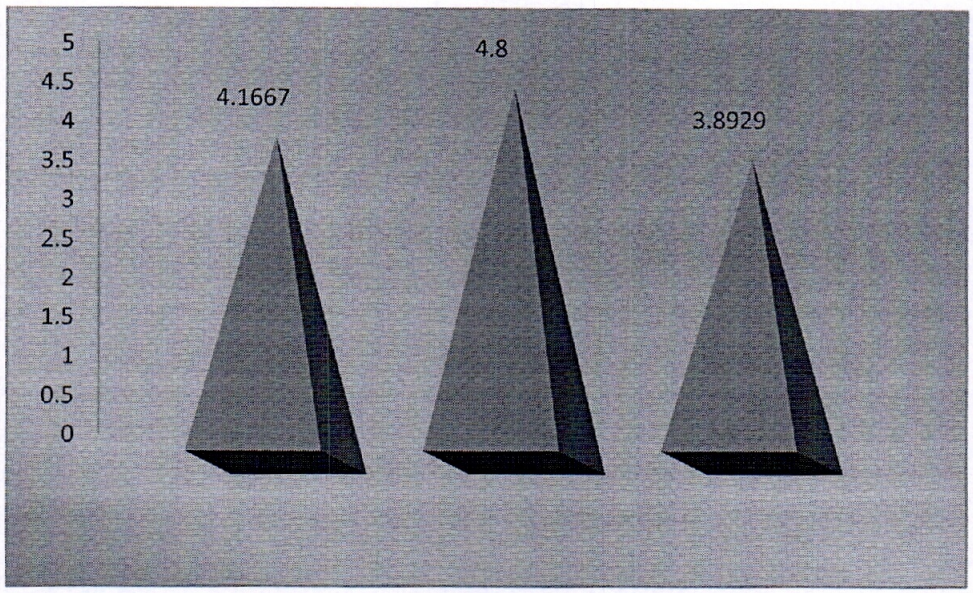
Table 34

Mean score comparison for "Physical Education"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	4	4.00	4.67	4.1667	.33333
Teaching	4	4.80	4.80	4.8000	.00000
Evaluation	4	3.71	4.14	3.8929	.21429

Figure 34

Mean score comparison for "Physical Education"



Interpretation:

The mean score of the three academic progression dimensions for the department Physical Education reveals that students have a higher agreement score on Teaching (M = 4.80) followed by Academic content (M = 4.16) and Evaluation (M= 3.89)

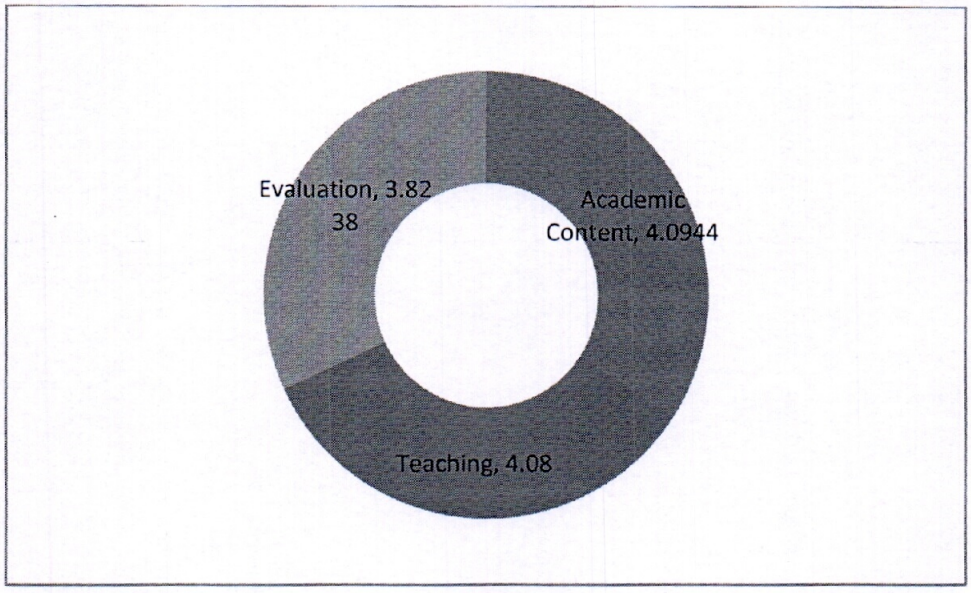
Table 35

Mean score comparison for "B.Sc - Physics (Regular)"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	30	3.33	5.00	4.0944	.40515
Teaching	30	3.00	5.00	4.0800	.58156
Evaluation	30	2.86	4.57	3.8238	.47704

Figure 35

Mean score comparison for "B.Sc - Physics (Regular)"



Interpretation:

The mean score of the three academic progression dimensions for the department Physics Regular reveals that students have a higher agreement score on Academic content (M = 4.09) followed by Teaching (M= 4.08) and Evaluation (M = 3.82).

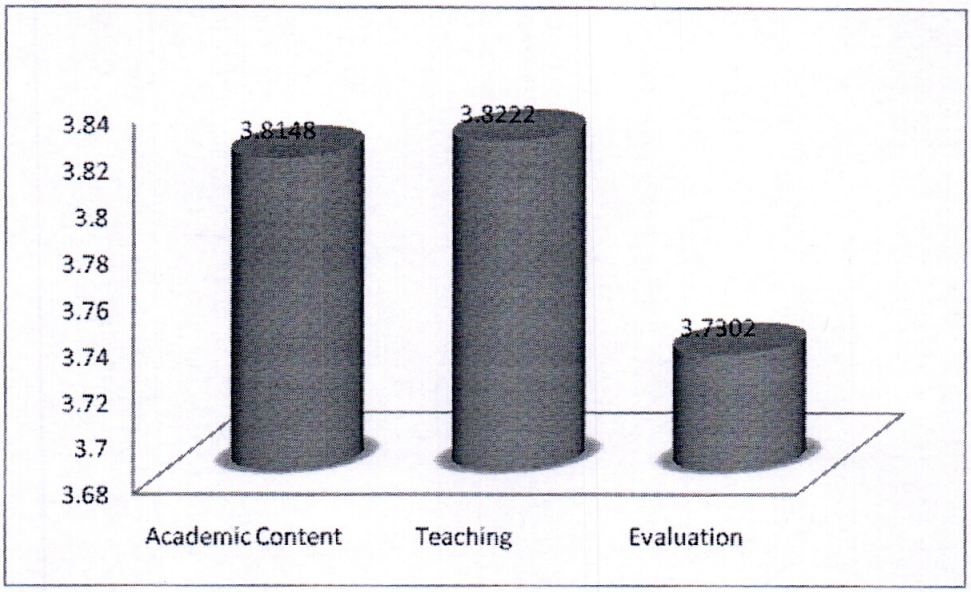
Table 36

Mean score comparison for "B.Sc - Physics (SF)"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	9	2.83	4.50	3.8148	.48193
Teaching	9	3.60	4.20	3.8222	.25386
Evaluation	9	3.29	4.00	3.7302	.28071

Table 36

Mean score comparison for "B.Sc - Physics (SF)"



Interpretation:

The mean score of the three academic progression dimensions for the department Physics SF reveals that students have a higher agreement score on Teaching (M = 3.82) followed by Academic content (M= 3.81) and Evaluation (M = 3.73). The mean score for all the three dimensions in this department is lesser than 4.

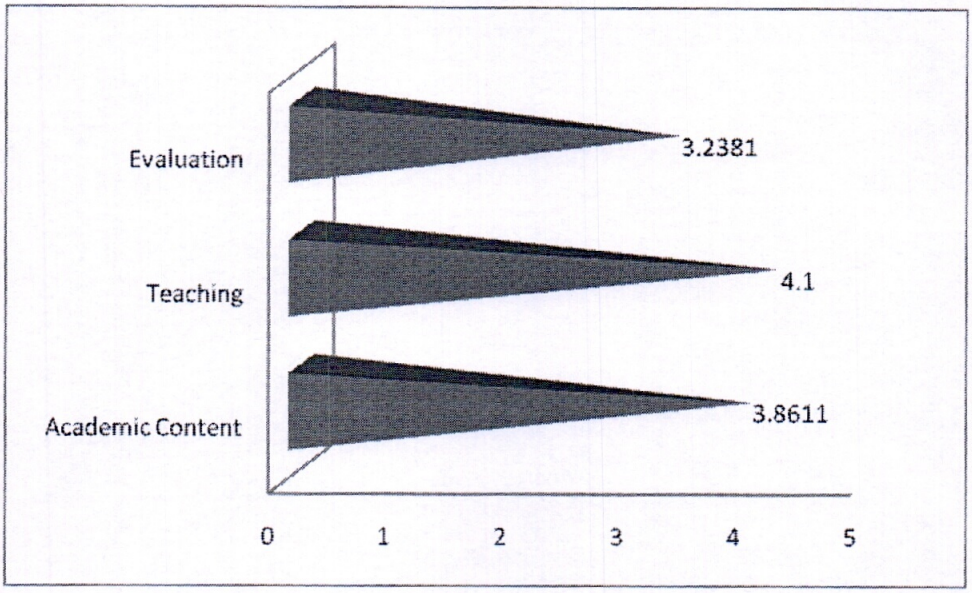
Table 37

Mean score comparison for "BA – Psychology"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	6	3.17	4.50	3.8611	.42709
Teaching	6	2.80	4.80	4.1000	.73485
Evaluation	6	3.00	3.71	3.2381	.28091

Figure 37

Mean score comparison for "BA – Psychology"



Interpretation:

The mean score of the three academic progression dimensions for the department Psychology reveals that students have a higher agreement score on Teaching (M = 4.10) followed by Academic content (M= 3.86) and Evaluation (M = 3.23).

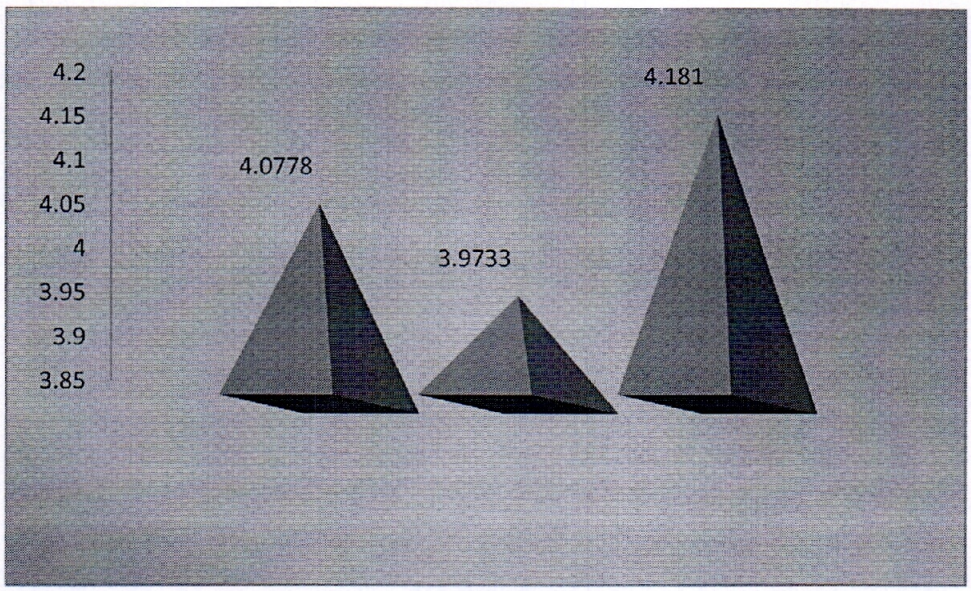
Table 38

Mean score comparison for "BA – Religion, Philosophy, and Sociology"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	15	3.17	4.67	4.0778	.41722
Teaching	15	3.20	4.80	3.9733	.52843
Evaluation	15	3.71	4.86	4.1810	.37590

Figure 38

Mean score comparison for "BA – Religion, Philosophy, and Sociology"



Interpretation:

The mean score of the three academic progression dimensions for the department Religion , Philosophy and Sociology reveals that students have a higher agreement score on Evaluation (M = 4.18) followed by Academic content (M= 4.07) and Teaching (M = 3.97).

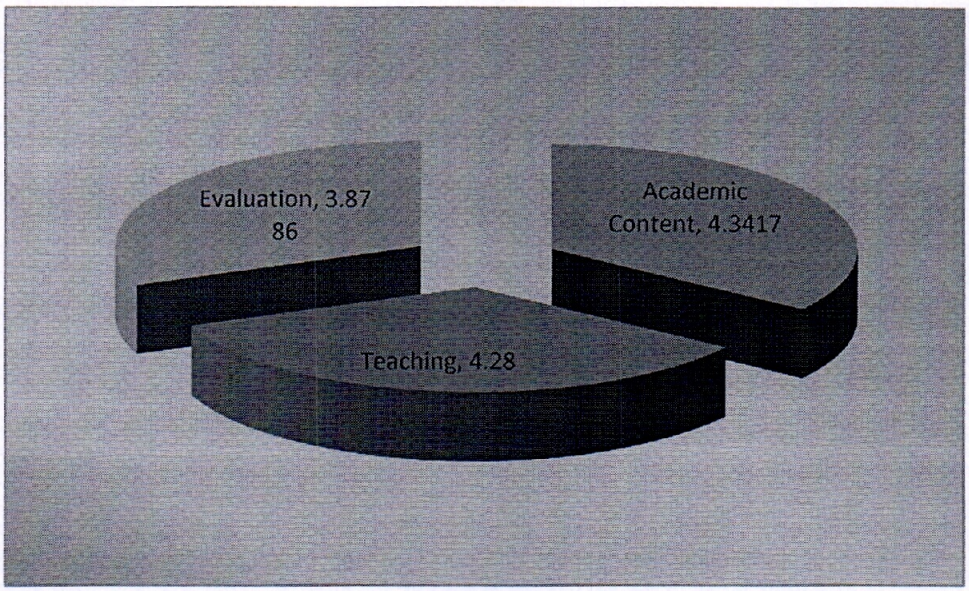
Table 39

Mean score comparison for "BA –Tamil"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	20	2.67	5.00	4.3417	.62472
Teaching	20	1.20	5.00	4.2800	.83704
Evaluation	20	2.57	4.57	3.8786	.49547

Figure 39

Mean score comparison for "BA –Tamil"



Interpretation:

The mean score of the three academic progression dimensions for the department Tamil reveals that students have a higher agreement score on Academic content (M = 4.34) followed by Teaching (M= 4.28) and Evaluation (M = 3.87).

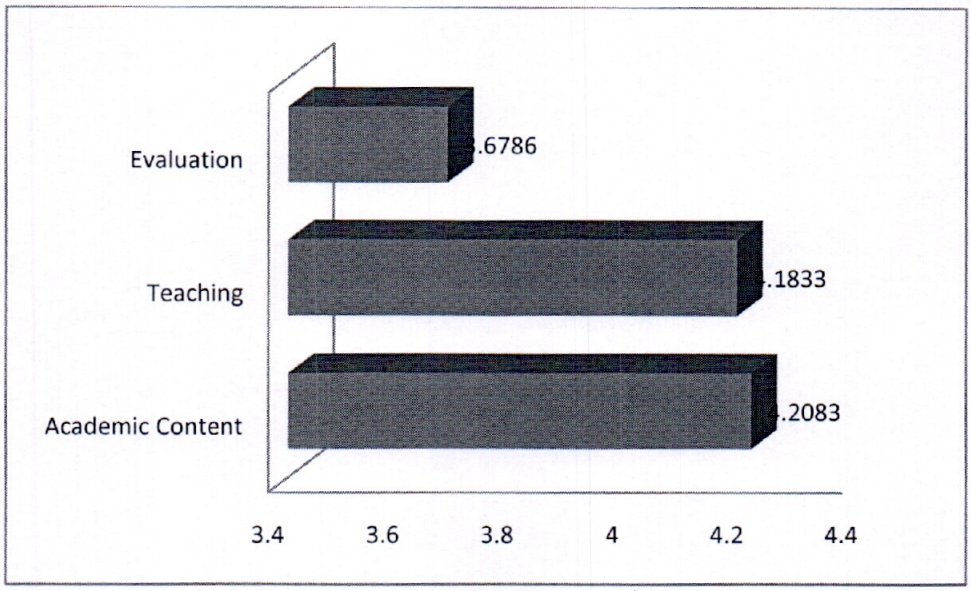
Table 40

Mean score comparison for "BSc - Visual Communication"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	12	3.50	4.67	4.2083	.39006
Teaching	12	2.80	5.00	4.1833	.54910
Evaluation	12	3.14	4.43	3.6786	.38586

Figure 40

Mean score comparison for "BSc - Visual Communication"



Interpretation:

The mean score of the three academic progression dimensions for the department Visual communication reveals that students have a higher agreement score on Academic content (M = 4.20) followed by Teaching (M= 4.18) and Evaluation (M = 3.67).

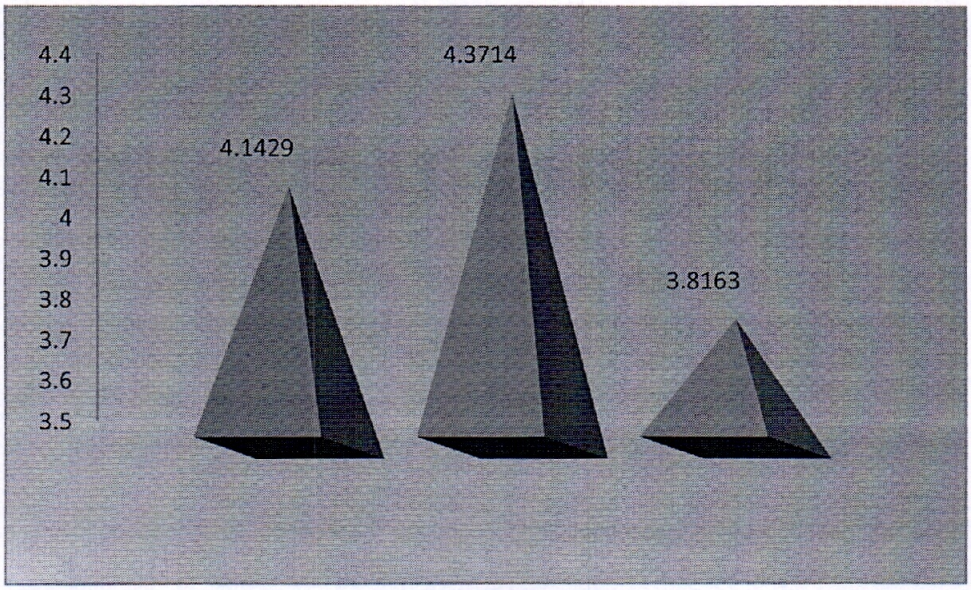
Table 41

Mean score comparison for "BSc -Zoology"

Mean values of Academic progression dimensions					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	14	3.50	4.67	4.1429	.40750
Teaching	14	4.20	4.60	4.3714	.13260
Evaluation	14	3.43	4.29	3.8163	.27695

Figure 41

Mean score comparison for "BSc -Zoology"



Interpretation:

The mean score of the three academic progression dimensions for the department Zoology reveals that students have a higher agreement score on Teaching (M = 4.37) followed by Academic content (M= 4.14) and Evaluation (M = 3.81).

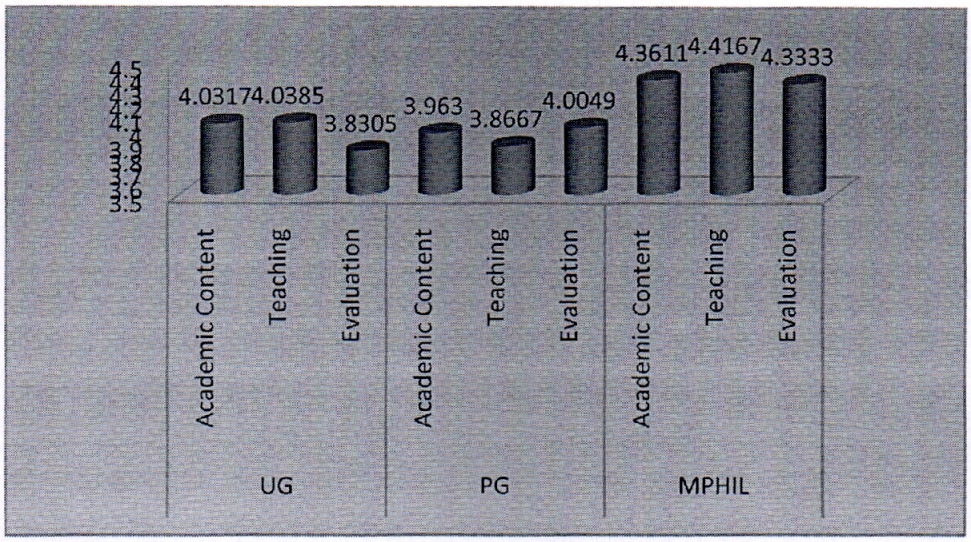
Table 42

Mean score comparison for UG / PG / Mphil"

Mean values of Academic progression dimensions						
		N	Minimum	Maximum	Mean	Std. Deviation
UG	Academic Content	483	1.17	5.00	4.0317	.59613
	Teaching	483	1.00	5.00	4.0385	.70664
	Evaluation	483	2.14	4.86	3.8305	.48673
PG	Academic Content	117	1.50	5.00	3.9630	.69278
	Teaching	117	1.20	5.00	3.8667	.80644
	Evaluation	117	1.43	4.86	4.0049	.56925
MPHIL	Academic Content	12	3.00	5.00	4.3611	.62697
	Teaching	12	3.00	5.00	4.4167	.64079
	Evaluation	12	3.00	5.00	4.3333	.75429

Figure 42

Mean score comparison for UG / PG / Mphil"



Interpretation:

The mean score of the three academic progression dimensions for Mphil reveals that students have an agreement score of greater than 4 on all the three dimensions

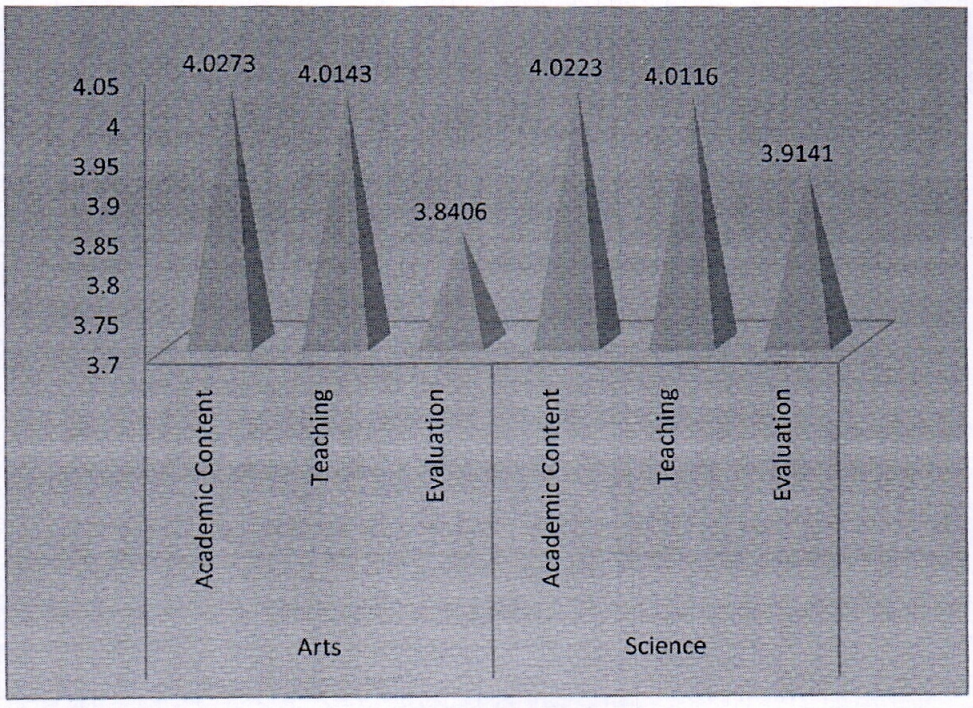
Table 43

Mean score comparison for Arts / Science

Mean values of Academic progression dimensions						
		N	Minimum	Maximum	Mean	Std. Deviation
Arts	**Academic Content**	336	1.50	5.00	4.0273	.59934
	Teaching	336	1.20	5.00	4.0143	.71054
	Evaluation	336	1.43	5.00	3.8406	.53249
Science	**Academic Content**	276	1.17	5.00	4.0223	.64039
	Teaching	276	1.00	5.00	4.0116	.75386
	Evaluation	276	2.29	5.00	3.9141	.49608

Figure 43

Mean score comparison for Arts / Science



Interpretation:

The mean score of the three academic progression dimensions for both Arts and Science students reveal that students have an agreement score of Academic content and Teaching.

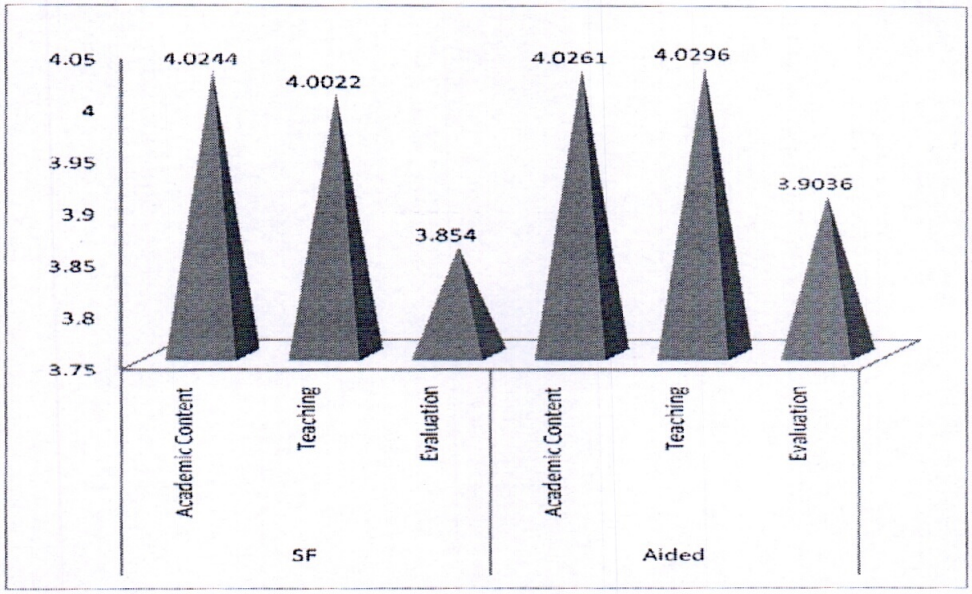
Table 44

Mean score comparison for SF and Aided departments

Mean values of Academic progression dimensions						
		N	Minimum	Maximum	Mean	Std. Deviation
SF	Academic Content	369	1.67	5.00	4.0244	.59092
	Teaching	369	1.20	5.00	4.0022	.72291
	Evaluation	369	1.43	5.00	3.8540	.49799
Aided	Academic Content	243	1.17	5.00	4.0261	.65748
	Teaching	243	1.00	5.00	4.0296	.74130
	Evaluation	243	2.14	4.86	3.9036	.54494

Figure 44

Mean score comparison for SF and Aided departments



Interpretation:

The mean score of the three academic progression dimensions for both SF and Aided departments reveal that students have an higher agreement score of more than 4 for Academic content and Teaching respectively.

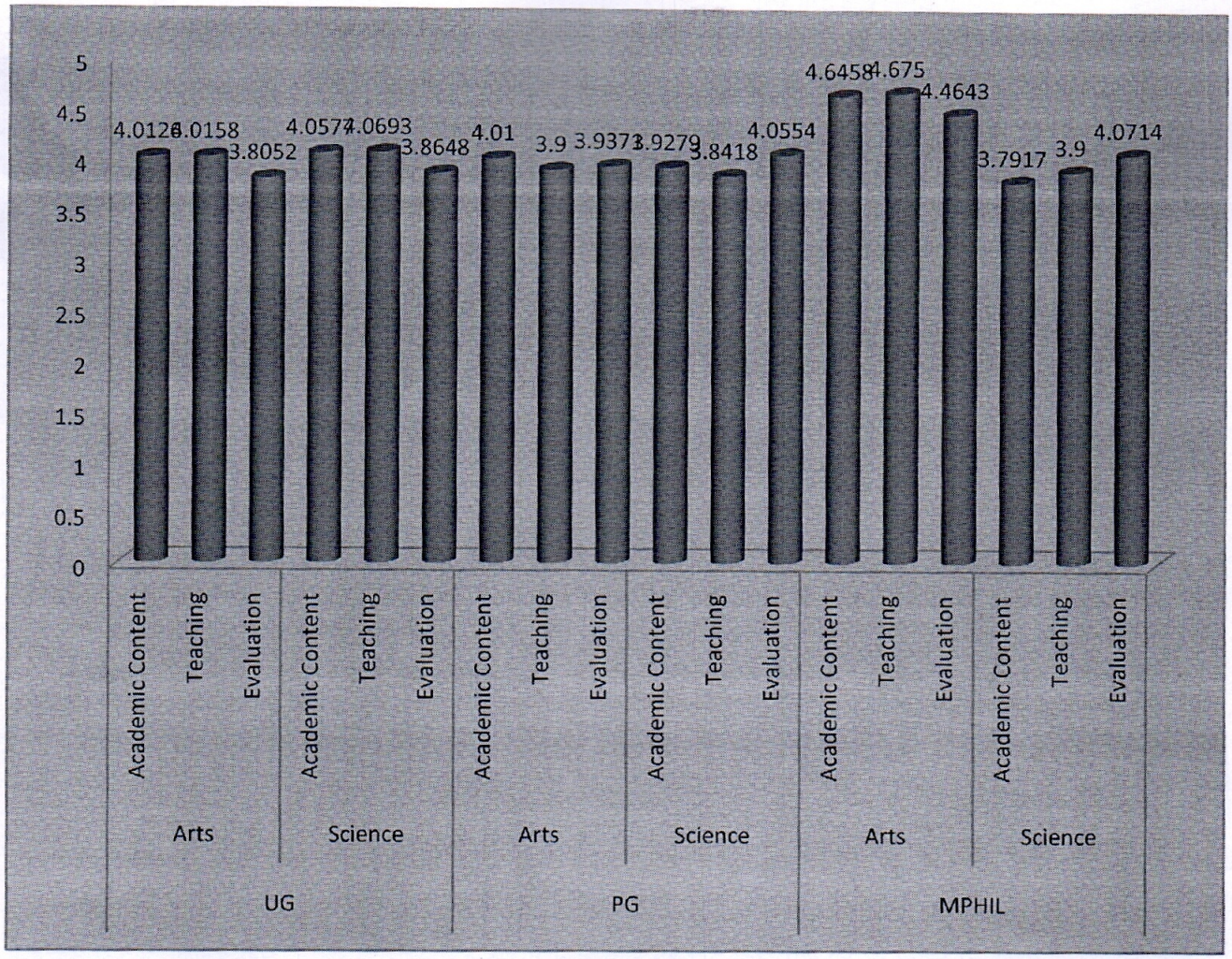
Table 45

Mean score comparison for different Category wise

Mean values of Academic progression dimensions							
			N	Minimum	Maximum	Mean	Std. Deviation
UG	Arts	Academic Content	278	1.67	5.00	4.0126	.58421
		Teaching	278	1.20	5.00	4.0158	.68572
		Evaluation	278	2.14	4.86	3.8052	.48981
	Science	Academic Content	205	1.17	5.00	4.0577	.61242
		Teaching	205	1.00	5.00	4.0693	.73463
		Evaluation	205	2.29	4.71	3.8648	.48160
PG	Arts	Academic Content	50	1.50	5.00	4.0100	.66702
		Teaching	50	1.60	5.00	3.9000	.83520
		Evaluation	50	1.43	4.71	3.9371	.66140
	Science	Academic Content	67	2.17	5.00	3.9279	.71435
		Teaching	67	1.20	5.00	3.8418	.78974
		Evaluation	67	2.86	4.86	4.0554	.48855
MPHIL	Arts	Academic Content	8	4.00	5.00	4.6458	.35003
		Teaching	8	4.40	5.00	4.6750	.28158
		Evaluation	8	3.57	5.00	4.4643	.67331
	Science	Academic Content	4	3.00	4.67	3.7917	.71200
		Teaching	4	3.00	5.00	3.9000	.88694
		Evaluation	4	3.00	5.00	4.0714	.94401

Figure 45

Mean score comparison for different Category wise



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NAAC – Criterion I Curricular Aspects

Parent Feedback Report (2017 – 2018)

For the academic year 2017 – 18 parent feedback has been obtained through online. Eight key dimensions were evaluated pertaining to curriculum.

The eight key dimensions are

1) State your opinion with regard to overall development of your ward during the course

2) State your opinion with regard to the flexibility of programs offered by the college

3) The course content offered by the institution has good focus on employability

4) The curriculum offered by the college is well designed and contributes for skill development

5) How do you rate the courses in terms of their relevance to the latest and/or future technologies?

6) The syllabus suggested by the college is relevant for attaining student's career goals

7) The curriculum designed by the institution stimulates creativity and innovation

8) How do you rate the outcomes that your ward has achieved from the courses?

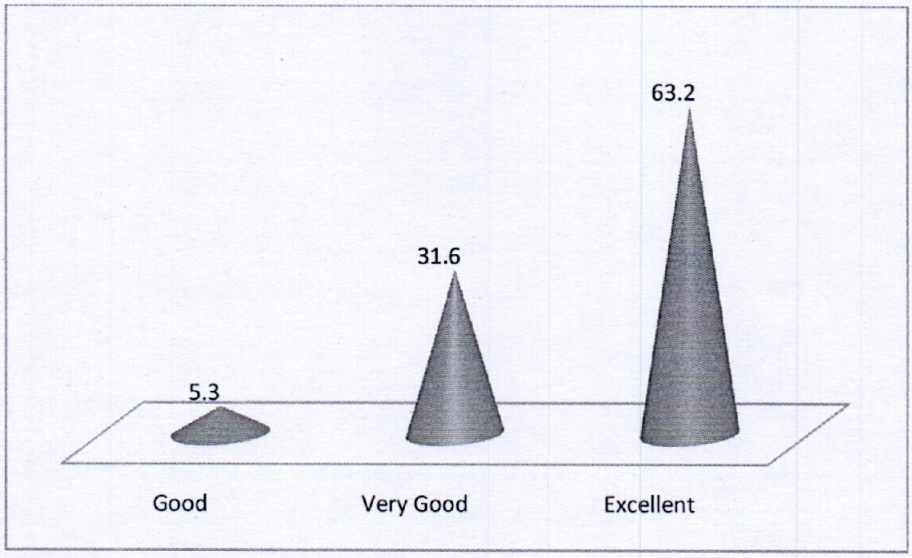
The key dimensions are analysed with frequency and percentage analysis. The results are displayed in the following tables and figures.

Dr. M. DAVAMANI CHRISTOBER
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Table 1: Parent opinion on overall development of the ward during the course

S.no	Category	Frequency	Percentage
1	Good	1	5.3
2	Very Good	6	31.6
3	Excellent	12	63.2
	Total	19	100.0

Figure 1: Parent opinion on overall development of the ward during the course

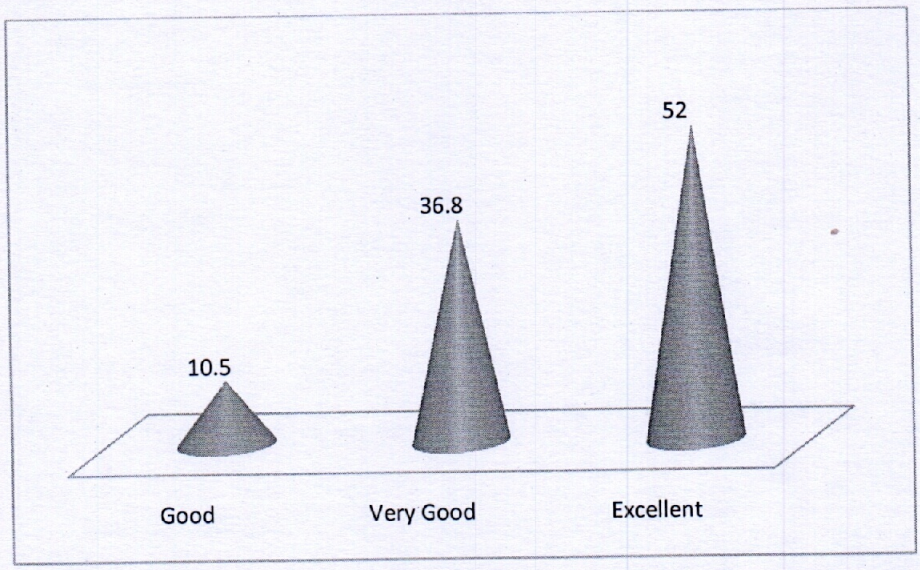


The parent's opinion based on Table 1 and Figure 1 indicates that they are fulfilled with the overall development of their ward during the course

Table 2: Parent opinion regarding flexibility of programs offered by the college

S.no	Category	Frequency	Percentage
1	Good	2	10.5
2	Very Good	7	36.8
3	Excellent	10	52.
	Total	19	100.0

Figure 2: Parent opinion regarding flexibility of programs offered by the college

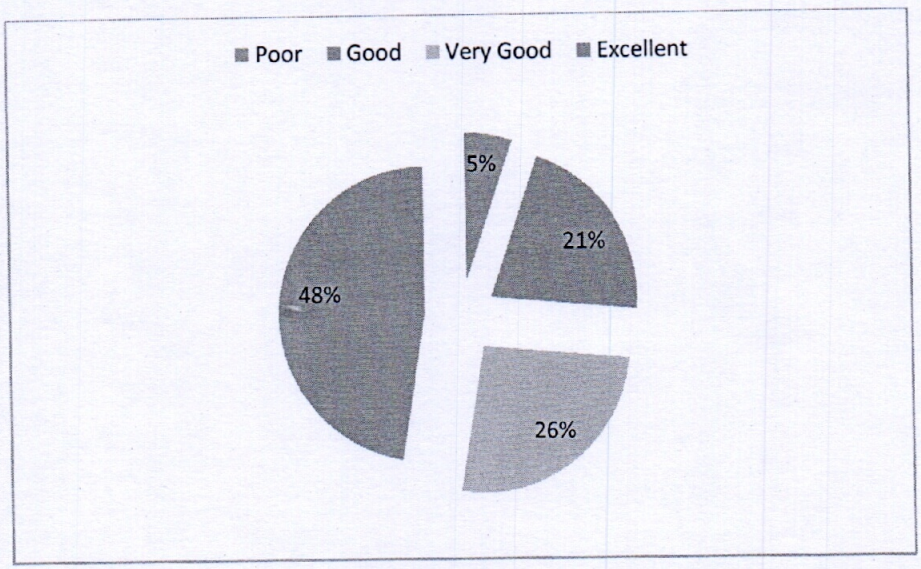


The parent's opinion based on Table 2 and Figure 2 shows that they are satisfied with the flexibility of programs offered by the college

Table 3: Parent opinion on focus of course content on employability

S.no	Category	Frequency	Percentage
1	Poor	1	5.3
2	Good	4	21.1
3	Very Good	5	26.3
4	Excellent	9	47.4
	Total	19	100.0

Figure 3: Parent opinion on focus of course content on employability



The parent's opinion based on Table 3 and Figure 3 reveals that majority of them are highly satisfied with the employability aspect of the course content

Table 4: Parent opinion on curriculum offered by the college is well designed and contributes for skill development

S.no	Category	Frequency	Percentage
1	Neither Agree nor Dis Agree	1	5.3
2	Agree	9	47.4
3	Strongly Agree	9	47.4
	Total	19	100.0

Figure 4: Parent opinion on curriculum offered by the college is well designed and contributes for skill development

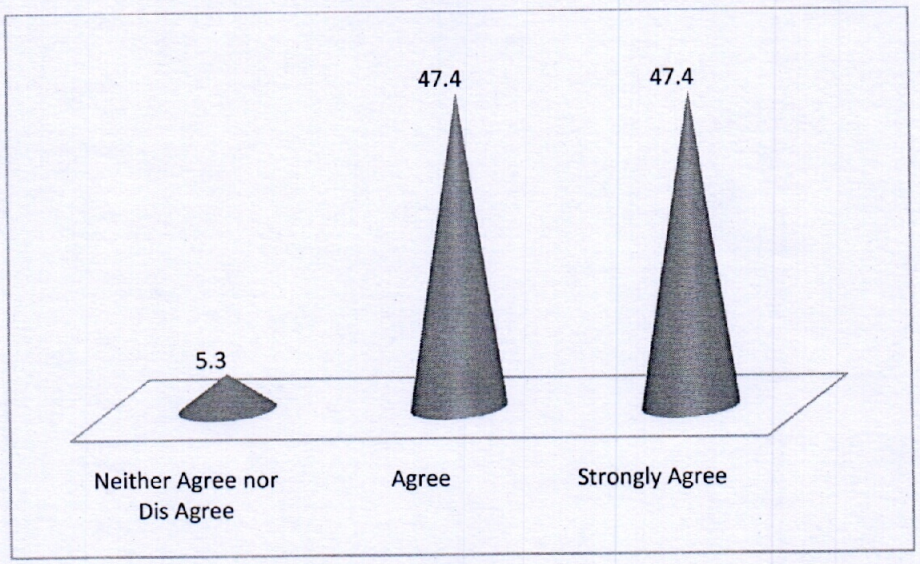


Table 4 and Figure 4 reveals that the parents agree that the curriculum offered by the college is well designed and contributes for skill development

Table 5: Parent opinion on courses in terms of their relevance to the latest and/or future technologies

S.no	Category	Frequency	Percentage
1	Good	2	14.3
2	Very Good	7	14.3
3	Excellent	10	71.4
	Total	19	100.0

Figure 5: Parent opinion on courses in terms of their relevance to the latest and/or future technologies

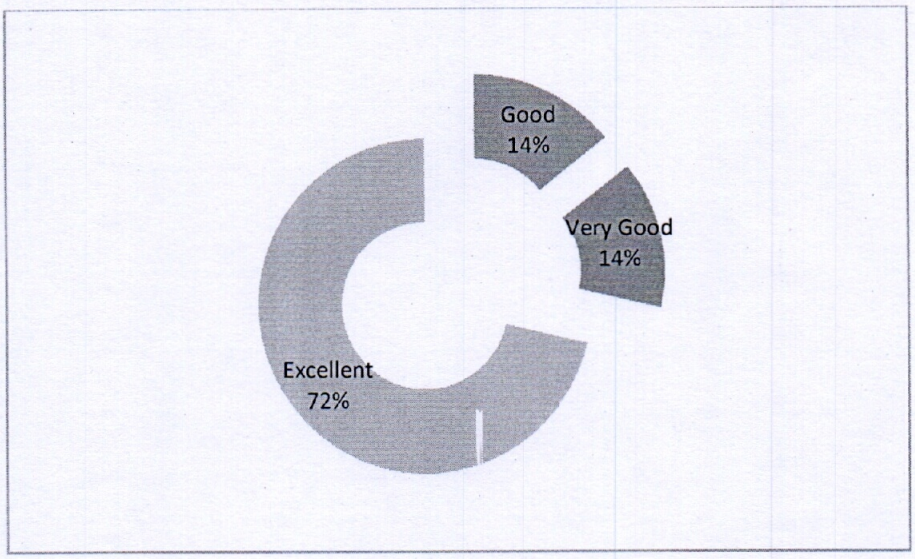


Table 5 and Figure 5 reveal that the parents agree that the courses are relevant to the latest and/or future technologies

Table 6: Parent opinion on relevance of the syllabus in attaining student's career goals

S.no	Category	Frequency	Percentage
1	Dis Agree	1	5.3
2	Neither Agree nor Dis Agree	3	15.8
3	Agree	6	31.
4	Strongly Agree	9	47.4
	Total	19	100.0

Figure 6: Parent opinion on relevance of the syllabus in attaining student's career goals

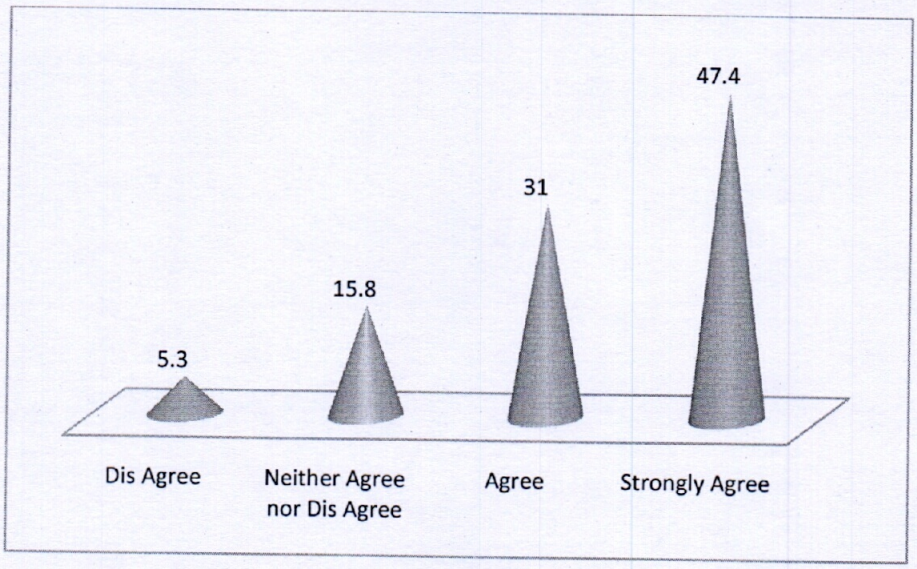


Table 6 and Figure 6 shows that the parents agree that the syllabus is highly relevant in attaining student's career goals

Table 7: Parent opinion on creativity and innovation stimulated by the curriculum

S.no	Category	Frequency	Percentage
1	Dis Agree	1	5.3
2	Neither Agree Nor Dis Agree	2	10.5
3	Agree	7	36.8
4	Strongly Agree	9	47.4
	Total	19	100.0

Figure 7: Parent opinion on creativity and innovation stimulated by the curriculum

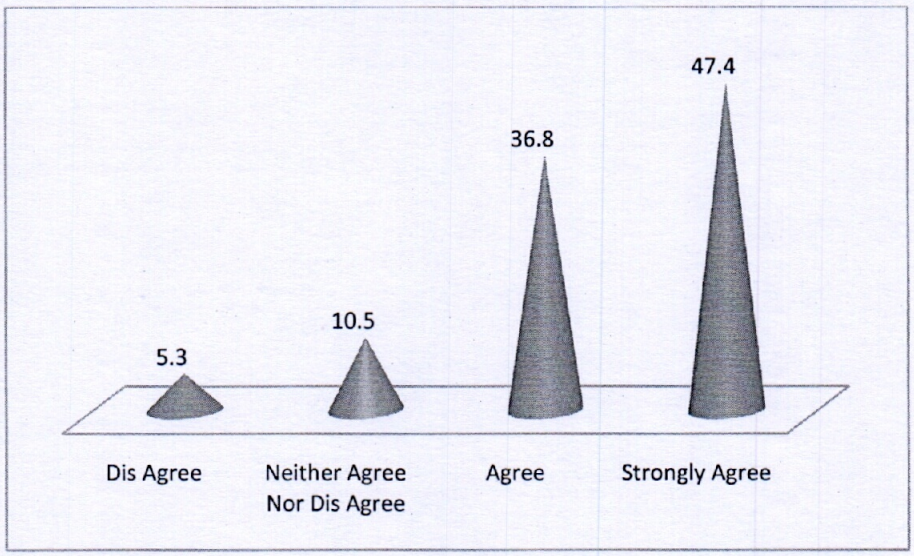


Table 7 and Figure 7 indicates that the parents agree that the curriculum offered by the college stimulates creativity and innovation

Table 8: Parent opinion on outcomes achieved by the ward from the courses

S.no	Category	Frequency	Percentage
1	Good	2	10.5
2	Very Good	4	21.1
3	Excellent	13	684
	Total	19	100.0

Figure 8: Parent opinion on outcomes achieved by the ward from the courses

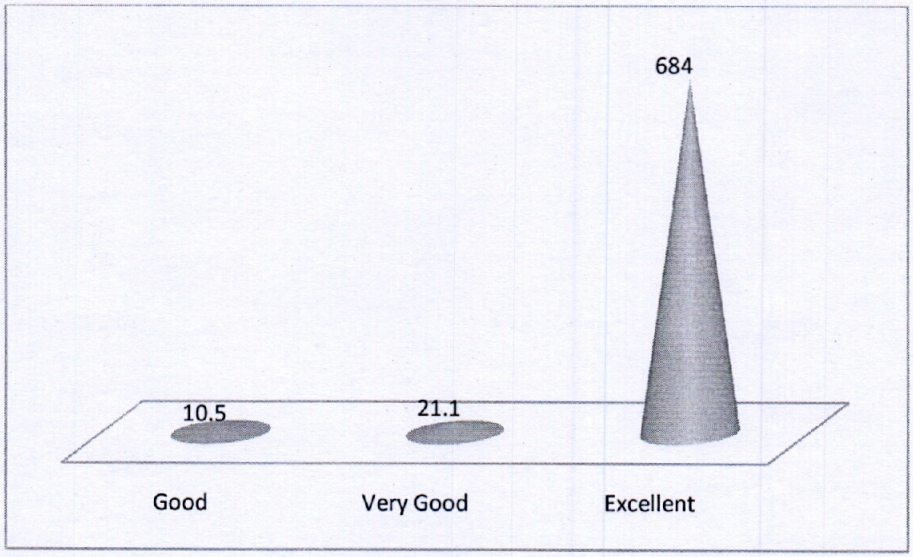


Table 8 and Figure 8 indicate that the parents agree that their wards have attained good outcomes from the courses.

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NAAC – Criterion I Curricular Aspects

Employee Feedback Report (2017 – 2018)

For the academic year 2017 – 18 prospective employer feedback has been through Google form. Ten important dimensions were evaluated related to curriculum.

The important dimensions analysed are

1. Curriculum imparts subject-specific/domain skills.
2. Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs.
3. Curriculum provides interpersonal/managerial skills.
4. Curricular, extra-curricular, & co-curricular activities prepare students with personal characteristics like attitude, behaviour, character, dedication, ethics, foresight, and
5. Curriculum focuses on communication skills, interaction skills, and presentation skills.
6. Curriculum encourages students to critically and creatively think.
7. Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers.
8. Special about the curriculum is that it has in-built life skills and career skills.
9. Curriculum can further be strengthened with periodical inputs from employers
10. Curriculum can provide more hands-on and field-work experiences in each semester instead of more theoretical papers

The important dimensions are analysed with frequency and percentage analysis. Analysis and results are discussed in the following tables and figures.

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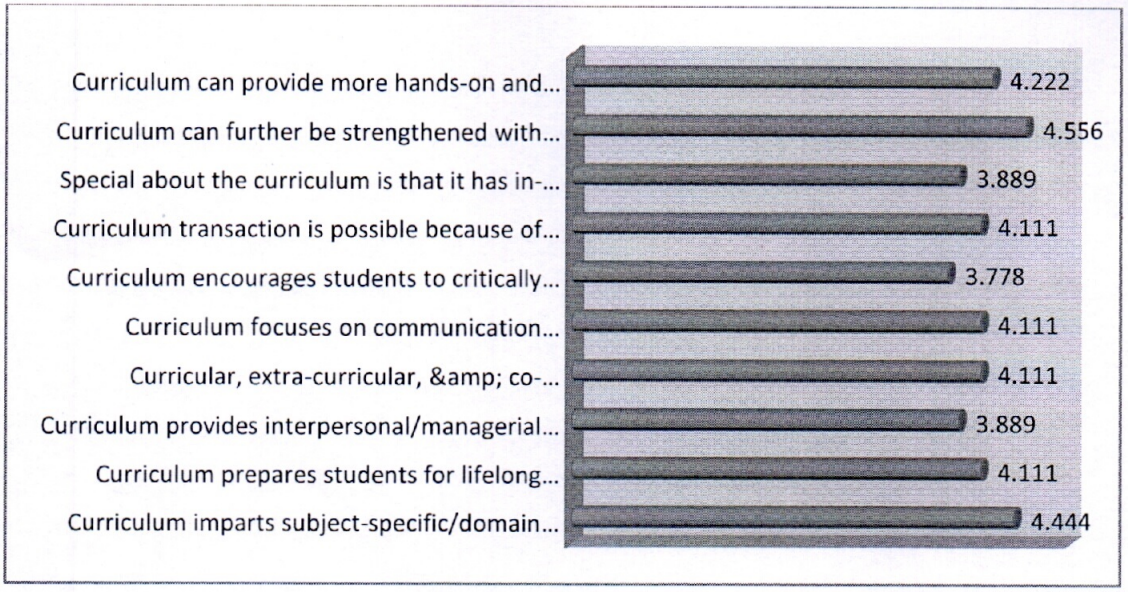
Table -1

Mean score comparison of Employer's Feedback for the year 2017 - 2018

S.No	Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
1	Curriculum imparts subject-specific/domain skills.	9	4.0	5.0	4.444	.5270
2	Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs.	9	3.0	5.0	4.111	.6009
3	Curriculum provides interpersonal/managerial skills.	9	3.0	5.0	3.889	.7817
4	Curricular, extra-curricular, & co-curricular activities prepare students with personal characteristics like attitude, behaviour, character, dedication, ethics, foresight, and professionalism.	9	1.0	5.0	4.111	1.2693
5	Curriculum focuses on communication skills, interaction skills, and presentation skills.	9	3.0	5.0	4.111	.6009
6	Curriculum encourages students to critically and creatively think.	9	2.0	5.0	3.778	.9718
7	Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers.	9	2.0	5.0	4.111	.9280
8	Special about the curriculum is that it has in-built life skills and career skills.	9	3.0	4.0	3.889	.3333
9	Curriculum can further be strengthened with periodical inputs from employers	9	4.0	5.0	4.556	.5270
10	Curriculum can provide more hands-on and field-work experiences in each semester instead of more theoretical papers	9	3.0	5.0	4.222	.6667

Figure -1

Mean score comparison of Employer's Feedback for the year 2017 - 2018



On comparing the mean score of the ten dimensions it is observed that out of 10 dimensions for seven dimensions prospective employers displayed a higher mean score of more than 4 for each dimension. Whereas three dimensions has a moderate mean score .The highest mean score as observed for the dimension "Curriculum can further be strengthened with periodical inputs from employers" (M=4.556). As a result it is assumed that employers are highly satisfied with the curricular aspects of the college.

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NAAC – Criterion I Curricular Aspects

Alumni Feedback Report (2017 – 2018)

For the academic year 2017 – 18 alumni feedback has been through Google form. Ten key parameters were evaluated pertaining to curriculum.

The ten key parameters are

1. College curriculum fulfils our expectations
2. The courses included in the program you studied
3. How do you rate the sequence of topics in each unit
4. State your opinion on the depth of course content
5. The course content for Employment is
6. The course content for Self employment is
7. The course content for Higher Education is
8. How do you evaluate the curriculum in terms of improving new skills *
9. How to enrich the curriculum

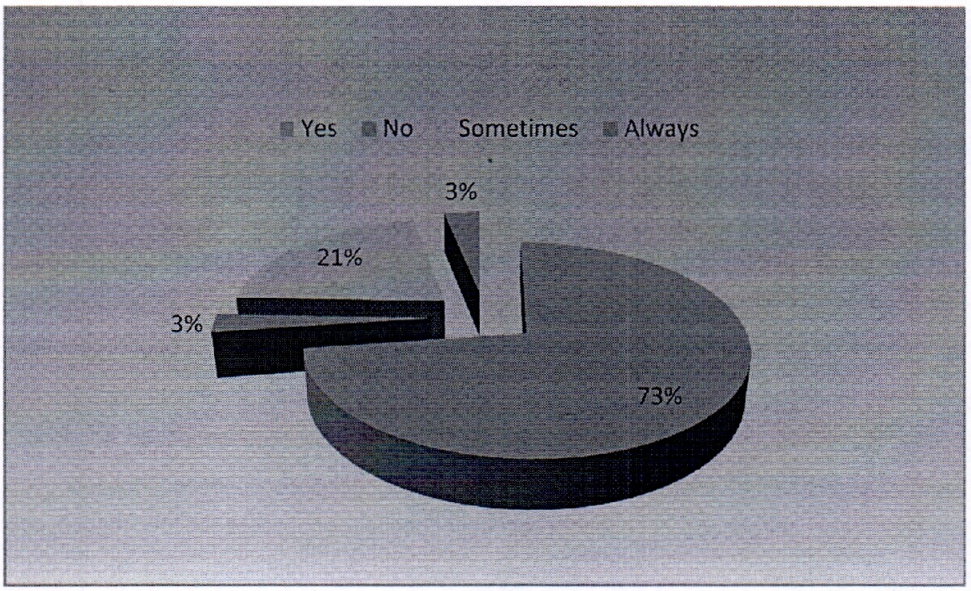
The key parameters are analysed with frequency and percentage analysis. The results are displayed in the following tables and figures.

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Table 1: Alumni opinion on College curriculum fulfils expectations

Sl.No	Category	Frequency	Percentage
1	Yes	182	72.8
2	No	7	2.8
3	Sometimes	53	21.2
4	Always	8	3.2
	Total	250	100

Figure 1: Alumni opinion on College curriculum fulfils expectations



It is observed from Table 1 and Figure 1 that majority 72.8 per cent of the respondents is of the opinion that the college curriculum fulfils their expectations.

Table 2: Alumni opinion on Courses included in the Program

Sl.No	Category	Frequency	Percentage
1	All are excellent	120	48.0
2	Some are excellent	56	22.4
3	All are satisfactory	46	18.4
4	Some are satisfactory	28	11.2
	Total	250	100.0

Figure 2: Alumni opinion on Courses included in the Program

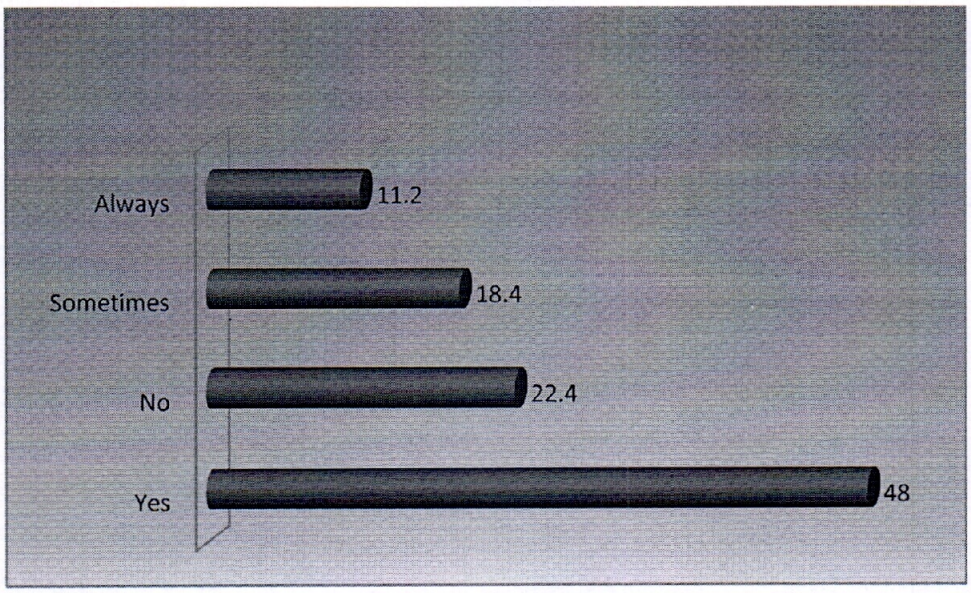
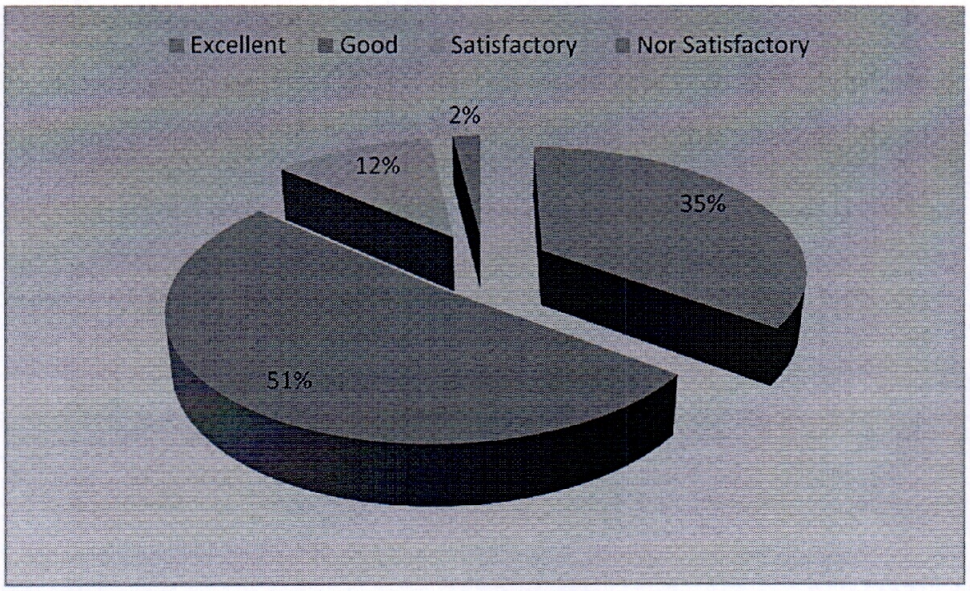


Table 2 and figure 2 reveals that majority 48.0 per cent of the respondents are of the opinion that all the courses in the program studied by them are excellent. . Also 22.4 per cent of the respondents are of the opinion that some courses in the program studied by them are excellent.

Table 3: Alumni opinion on Sequence of topic in each unit

Sl.No	Category	Frequency	Percentage
1	Excellent	88	35.2
2	Good	128	51.2
3	Satisfactory	29	11.6
4	Nor Satisfactory	5	2.0
	Total	250	100.0

Figure 3: Alumni opinion on Sequence of topic in each unit

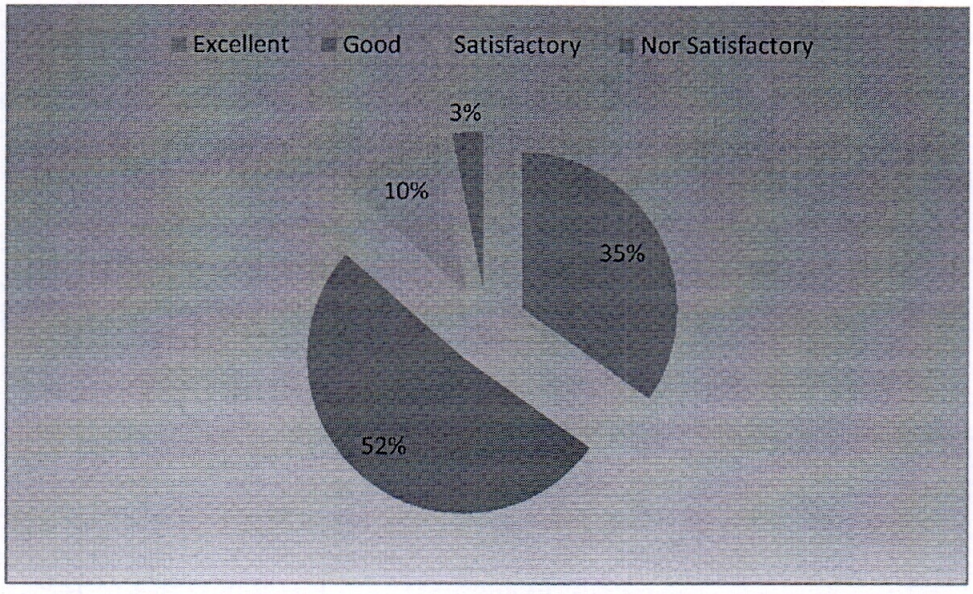


Based on the frequency and percentage analysis from Table 3 and figure3 it is evident that 35.2 per cent of the respondents are of the opinion that the sequence of topic in each unit are excellent , while 51.2 per cent of the respondents are of the opinion that the sequence of topic in each unit are good.

Table 4: Alumni opinion on Depth of the course content

Sl.No	Category	Frequency	Percentage
1	Excellent	87	34.8
2	Good	129	51.6
3	Satisfactory	26	10.4
4	Nor Satisfactory	8	3.2
	Total	250	100.0

Figure 4: Alumni opinion on Sequence of topic in each unit

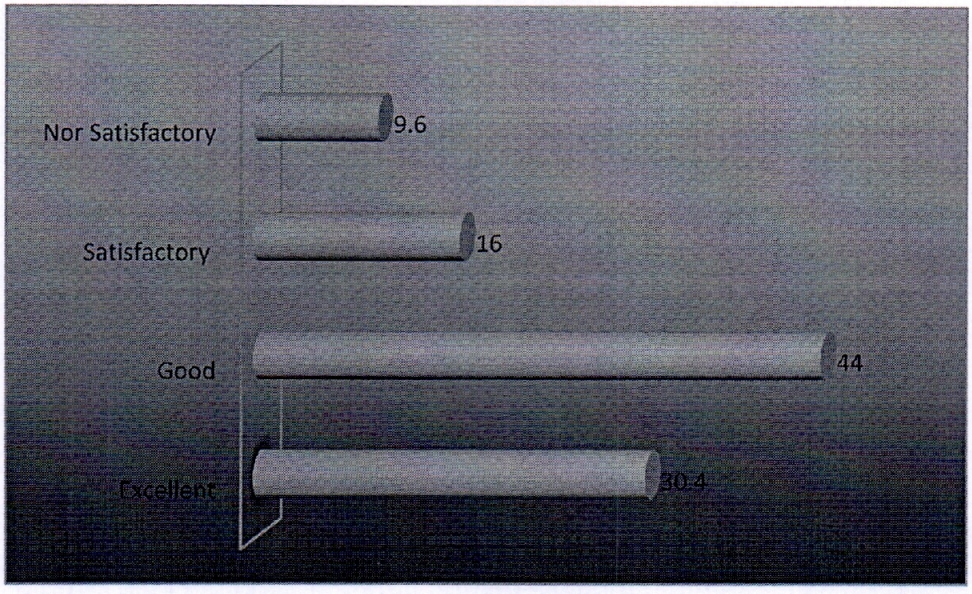


From the frequency and percentage analysis of Table 4 and figure 4 it is evident that 34.8 per cent of the respondents are of the opinion that the depth of the course content are excellent , while 51.6 per cent of the respondents are of the opinion that the depth of the course content are good.

Table 5: Alumni opinion on course content for employment

Sl.No	Category	Frequency	Percentage
1	Excellent	76	30.4
2	Good	110	44.0
3	Satisfactory	40	16.0
4	Nor Satisfactory	24	9.6
	Total	250	100.0

Figure 5: Alumni opinion on course content for employment

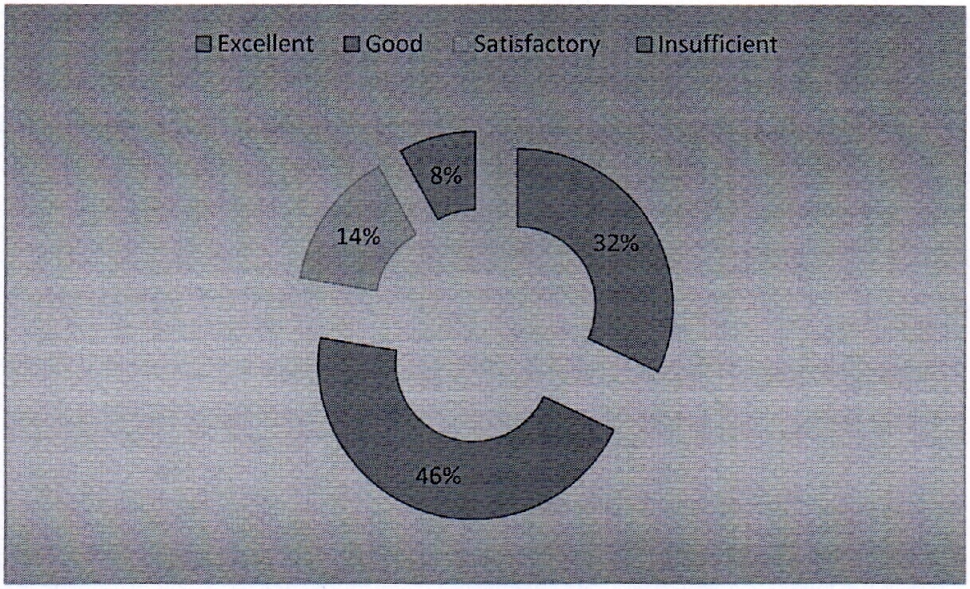


It is evident from the frequency and percentage analysis of Table 5 and figure 5 that 30.4 per cent of the respondents are of the opinion that the course content for employment opportunities are excellent , while 44.0 per cent of the respondents are of the opinion that the course content for employment opportunities are good.

Table 6: Alumni opinion on course content for self employment

Sl.No	Category	Frequency	Percentage
1	Excellent	80	32.0
2	Good	114	45.6
3	Satisfactory	36	14.4
4	Insufficient	20	8.0
	Total	250	100.0

Figure 6: Alumni opinion on course content for self employment

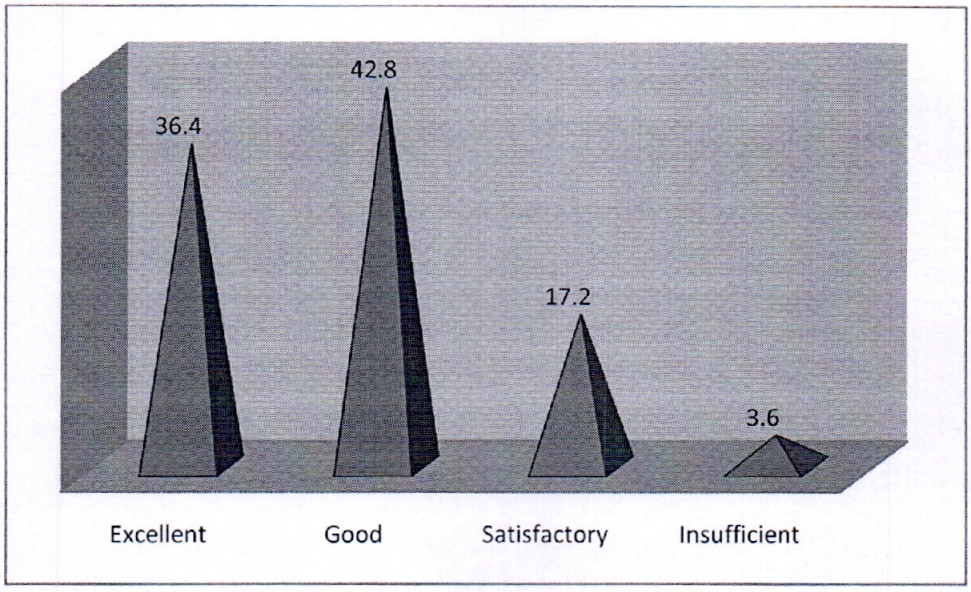


It is observed from the frequency and percentage analysis of Table 6 and figure 6 that 32.0 per cent of the respondents are of the opinion that the course content for self employment opportunities are excellent , while 45.6 per cent of the respondents are of the opinion that the course content for employment opportunities are good.

Table 7: Alumni opinion on course content for Higher education

Sl.No	Category	Frequency	Percentage
1	Excellent	91	36.4
2	Good	107	42.8
3	Satisfactory	43	17.2
4	Insufficient	9	3.6
	Total	250	100.0

Figure 7: Alumni opinion on course content for Higher education

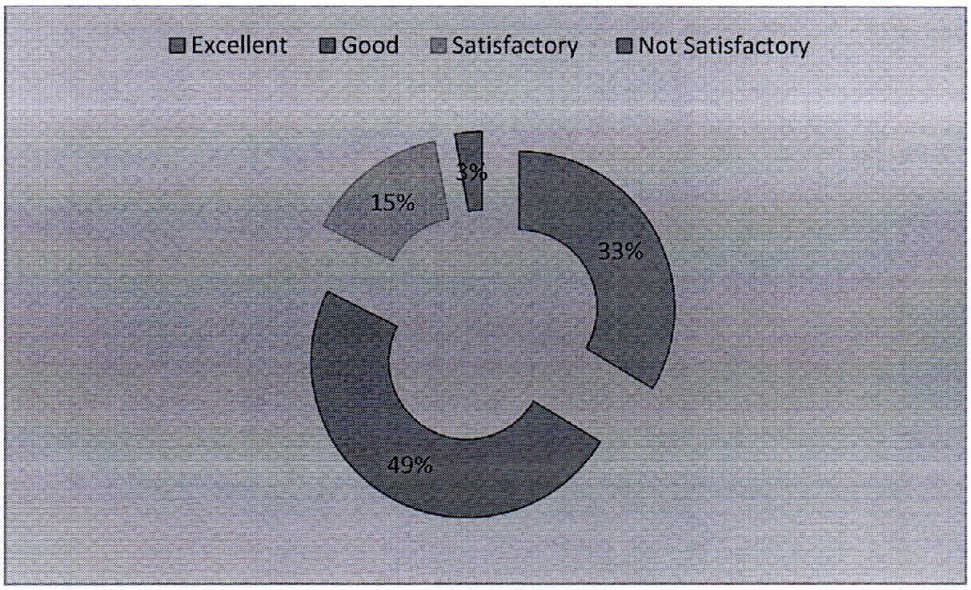


It is evident from the frequency and percentage analysis of Table 7 and figure 7 that 36.4 per cent of the respondents are of the opinion that the course content for higher education opportunities are excellent , while 42.8 per cent of the respondents are of the opinion that the course content for higher education opportunities are good.

Table 8: Alumni opinion on curriculum in improving new skills

Sl.No	Category	Frequency	Percentage
1	Excellent	84	33.6
2	Good	122	48.8
3	Satisfactory	37	14.8
4	Not Satisfactory	7	2.8
	Total	250	100.0

Figure 8: Alumni opinion on curriculum in improving new skills

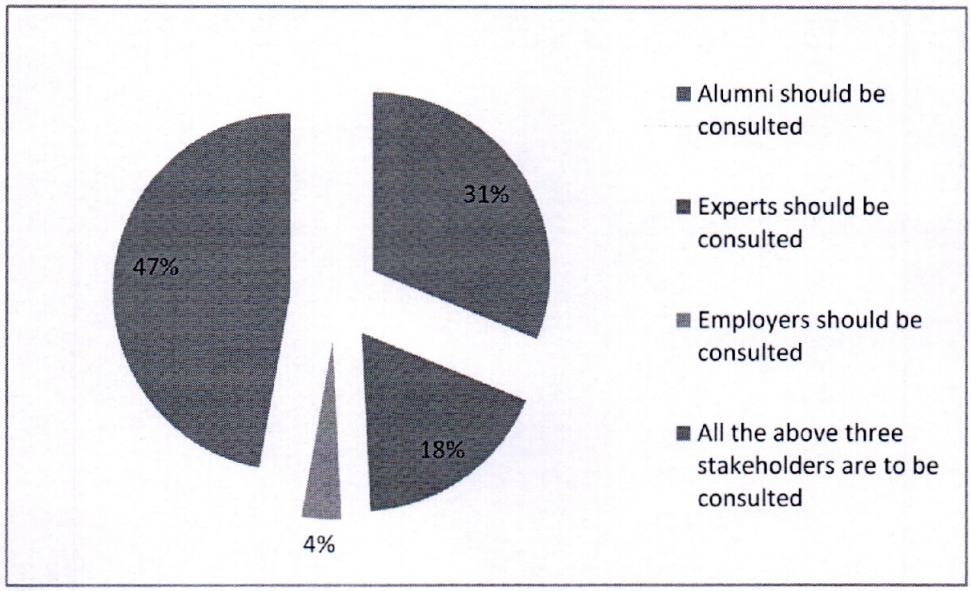


It is clear from the frequency and percentage analysis of Table 8 and figure 8 that 36.6 per cent of the respondents are of the opinion that the curriculum is excellent in terms of improving new skills, while 44.8 per cent of the respondents are of the opinion that the curriculum is good in terms of improving new skills

Table 9: Alumni opinion on enriching the curriculum

Sl.No	Category	Frequency	Percentage
1	Alumni should be consulted	78	31.2
2	Experts should be consulted	45	18.0
3	Employers should be consulted	9	3.6
4	All the above three stakeholders are to be consulted	118	47.2
	Total	250	100.0

Figure 9: Alumni opinion on enriching the curriculum



Based on frequency and percentage analysis of Table 9 and figure9 it is evident that 31.2 per cent of the respondents are of the opinion that to enrich the curriculum Alumni should be consulted, while 47.2 per cent of the respondents are of the opinion that to enrich the curriculum all the three stake holders should be consulted

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NAAC – Criterion I Curricular Aspects
Student Feedback Report (2018 – 2019)

Student's feedback has been collected from final year UG and PG students in the main campus and satellite campus with a well structured questionnaire consisting of seventeen questions representing three dimensions (1.Academic Content 2.Evaluation / Testing 3.Teaching / Learning). The summated score for each dimension is created by adding the respective items under each dimension and was divided by the number of items in that dimension.

The seventeen questions analysed are

1.	The syllabus prescribed for the course suits the objective of the study
2.	The depth of the course content is enough for the course.
3.	There is scope for getting interested in the subject.
4.	The course content encourages continued self-learning
5.	Practical examples are given and demonstrated at suitable points
6.	Over all the knowledge gained is academically stimulating.
7.	The faculty demonstrates fair knowledge of the subject matter.
8.	The faculty demonstrates effective oral and written communication skills
9.	The faculty is able to integrate the content taught with real life experiences/situations.
10.	The faculty transmits the knowledge using a variety of techniques / methodology and materials to accomplish the objectives of instruction.
11.	The lessons are presented in such a way as to encourage students to employ higher order critical thinking skills.
12.	Testing methods are adequate to evaluate different levels of learning.
13.	The question paper is designed to be challenging.
14.	The Internal tests (formative 1 & formative 2) are conducted at the centralized scheduled dates.
15.	The answer scripts of Internal tests (formative 1 & formative 2) are evaluated on time.
16.	The faculty is fair in his / her evaluation without bias.
17.	The department contributes to your overall development.

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Main Campus

1. Mean score of Academic Progression dimensions for all the Departments combined together (both UG & PG)

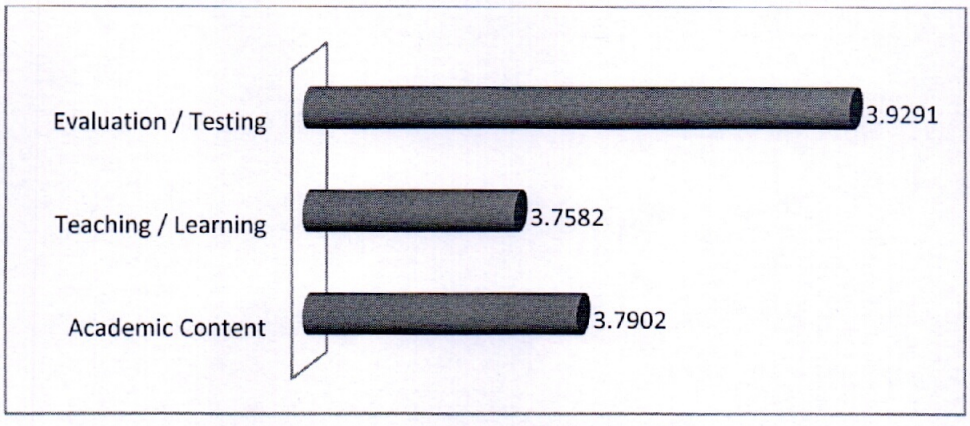
Table 1

Mean score of Academic Progression dimensions for all the Departments (UG & PG)

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	1738	1.00	5.00	3.7902	.79383
Teaching / Learning	1738	1.00	5.00	3.7582	.87479
Evaluation / Testing	1738	1.00	5.00	3.9291	.78017

Figure 1

Mean score of Academic Progression dimensions for all the Departments (UG & PG)



Interpretation:

The mean score of the three academic progression dimensions for all the departments combined together reveals that students have a higher agreement score on Evaluation and Testing (M = 3.92) followed by Academic content (M= 3.79) and Teaching / Learning (M = 3.75)

2. Mean score of Academic Progression Category wise for all the Departments based on Level of graduation (UG / PG)

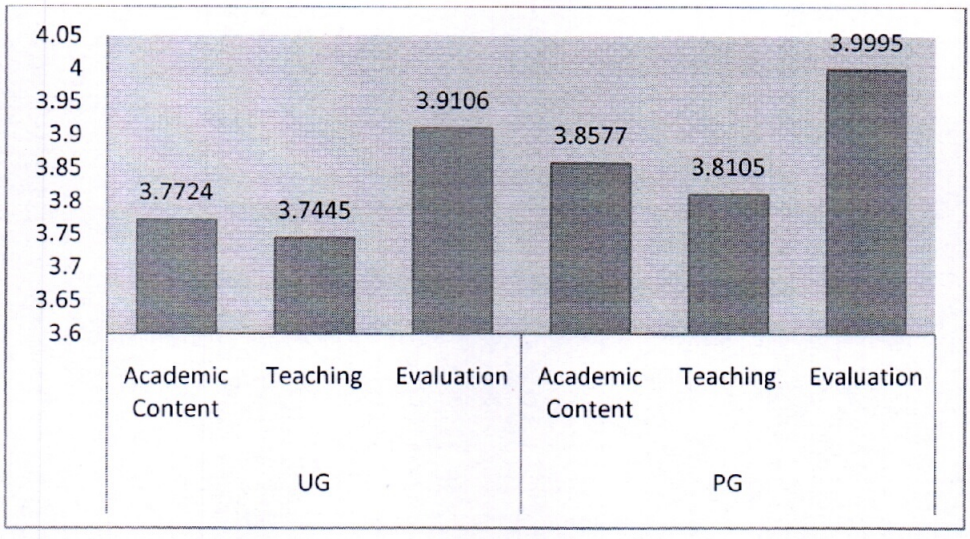
Table 2

Mean score of Academic Progression Category wise for all the Departments based on level of graduation

		N	Minimum	Maximum	Mean	Std. Deviation
UG	Academic Content	1376	1.00	5.00	3.7724	.80925
	Teaching / Learning	1376	1.00	5.00	3.7445	.89660
	Evaluation / Testing	1376	1.00	5.00	3.9106	.78171
PG	Academic Content	362	1.00	5.00	3.8577	.72935
	Teaching / Learning	362	1.00	5.00	3.8105	.78532
	Evaluation / Testing	362	1.00	5.00	3.9995	.77128

Figure 2

Mean score of Academic Progression dimensions for all the Departments (UG & PG)



Interpretation:

The mean score of the three academic progression dimensions for UG students indicates that students have a higher mean score on Evaluation and Testing (M = 3.91) , also PG students have a higher mean score on Evaluation and Testing (M = 3.99). In comparison ith UG students PG students have a higher mean score on all the dimensions.

3. Mean score of Academic Progression based on stream of education (Arts / Science)

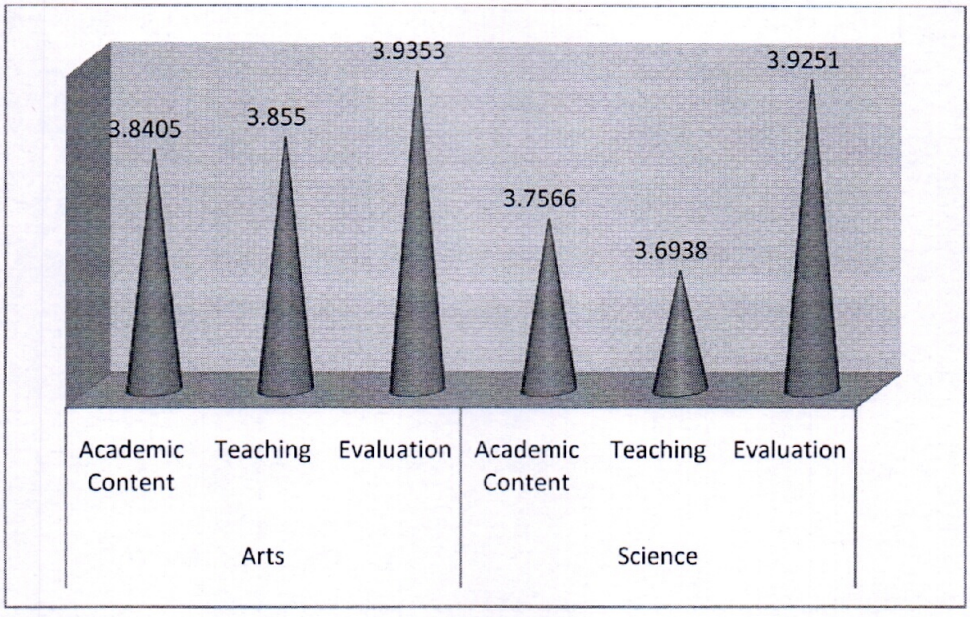
Table 3

Mean score of Academic Progression based on stream of education (Arts / Science)

		N	Minimum	Maximum	Mean	Std. Deviation
Arts	Academic Content	695	1.00	5.00	3.8405	.77904
	Teaching / Learning	695	1.00	5.00	3.8550	.84083
	Evaluation / Testing	695	1.00	5.00	3.9353	.78981
Science	Academic Content	1043	1.00	5.00	3.7566	.80215
	Teaching / Learning	1043	1.00	5.00	3.6938	.89128
	Evaluation / Testing	1043	1.00	5.00	3.9251	.77403

Figure 3

Mean score of Academic Progression based on stream of education (Arts / Science)



Interpretation:

The mean score of the three academic progression dimensions for Arts and Science students reveal that students studying in the Arts stream have a higher mean score on Evaluation and Testing (M = 3.93). Also students studying in the Science stream have a higher mean score on Evaluation and Testing (M = 3.92). In comparison ith Science students Arts students have a higher mean score on all the dimensions.

4. Mean score of Academic Progression between SF and Aided departments

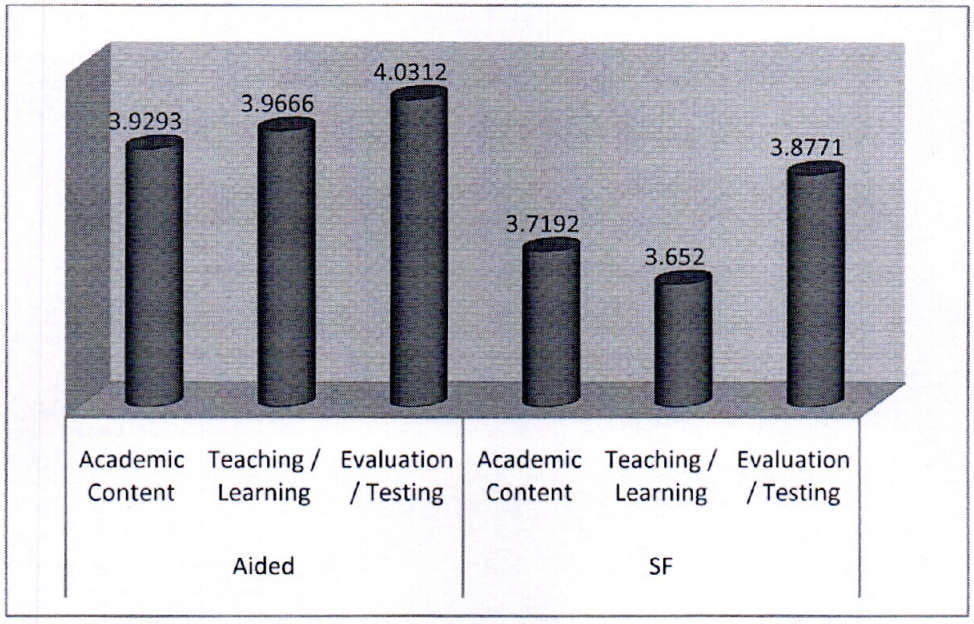
Table 4

Mean score of Academic Progression between SF and Aided departments

		N	Minimum	Maximum	Mean	Std. Deviation
Aided	**Academic Content**	587	1.00	5.00	3.9293	.77238
	Teaching / Learning	587	1.00	5.00	3.9666	.77414
	Evaluation / Testing	587	1.00	5.00	4.0312	.74864
SF	**Academic Content**	1151	1.00	5.00	3.7192	.79556
	Teaching / Learning	1151	1.00	5.00	3.6520	.90389
	Evaluation / Testing	1151	1.00	5.00	3.8771	.79102

Figure 4

Mean score of Academic Progression between SF and Aided departments



Interpretation:

The mean score of the three academic progression dimensions across Aided and Self finance departments reveal that Aided students have an higher agreement score of more than 4 for Evaluation and Testing (M = 4.03). Also students studying in the Self finance stream have a higher mean score on Evaluation and Testing (M = 3.87). In comparison ith Self finance students Aided students have a higher mean score on all the dimensions.

5. Mean score of Academic Progression for the department – "Bachelor of Business Administration"

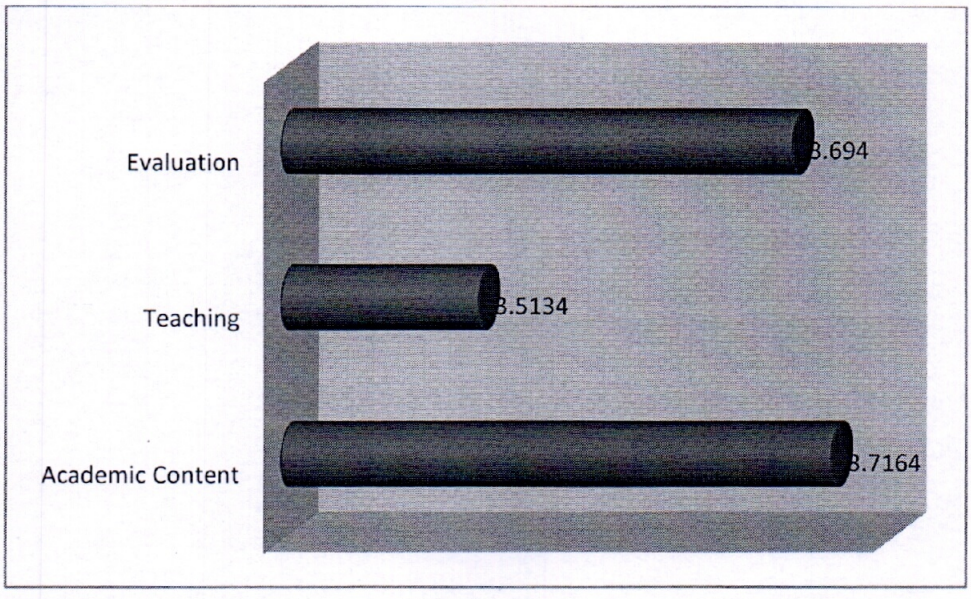
Table 5

Academic Progression for the department – "Bachelor of Business Administration"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	67	1.67	5.00	3.7164	.79773
Teaching / Learning	67	1.00	5.00	3.5134	.98917
Evaluation / Testing	67	1.00	5.00	3.6940	.82552

Figure 5

Academic Progression for the department – "Bachelor of Business Administration"



Interpretation:

The mean score of the three academic progression dimensions for the department "Bachelor of Business Administration" reveal that students have a higher mean score for the dimension Academic content (M= 3.71).

6. Mean score of Academic Progression for the department – "Bachelor of Computer Applications"

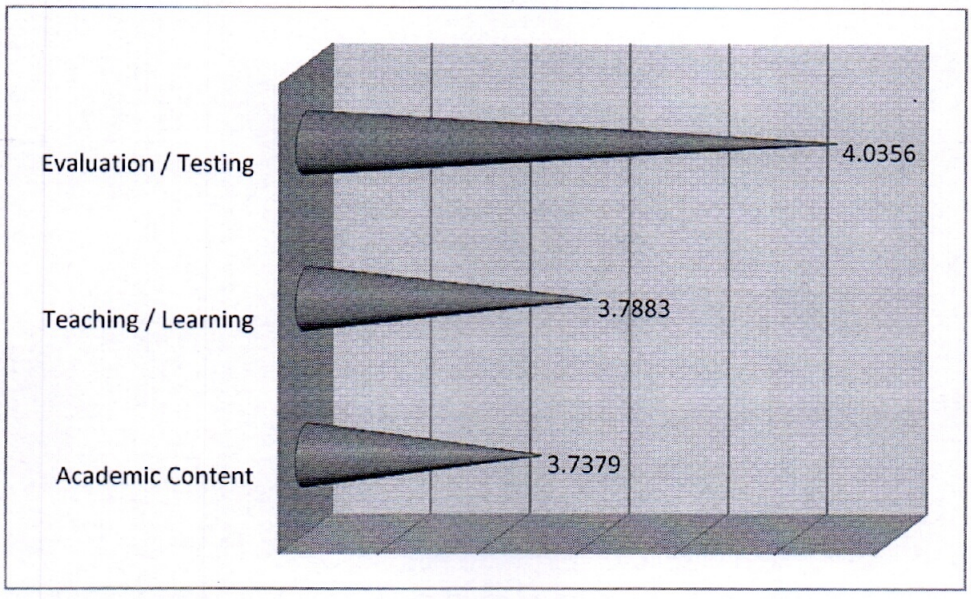
Table 6

Academic Progression for the department – "Bachelor of Computer Applications"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	103	2.00	5.00	3.7379	.68504
Teaching / Learning	103	1.00	5.00	3.7883	.83634
Evaluation / Testing	103	1.67	5.00	4.0356	.71273

Figure 6

Academic Progression for the department – "Bachelor of Computer Applications"



Interpretation:

The mean score of the three academic progression dimensions for the department "Bachelor of Computer Applications" reveal that students have a higher mean score for the dimension Evaluation / Testing (M= 4.03).

7. Mean score of Academic Progression for the department – "BSC - Biochemistry"

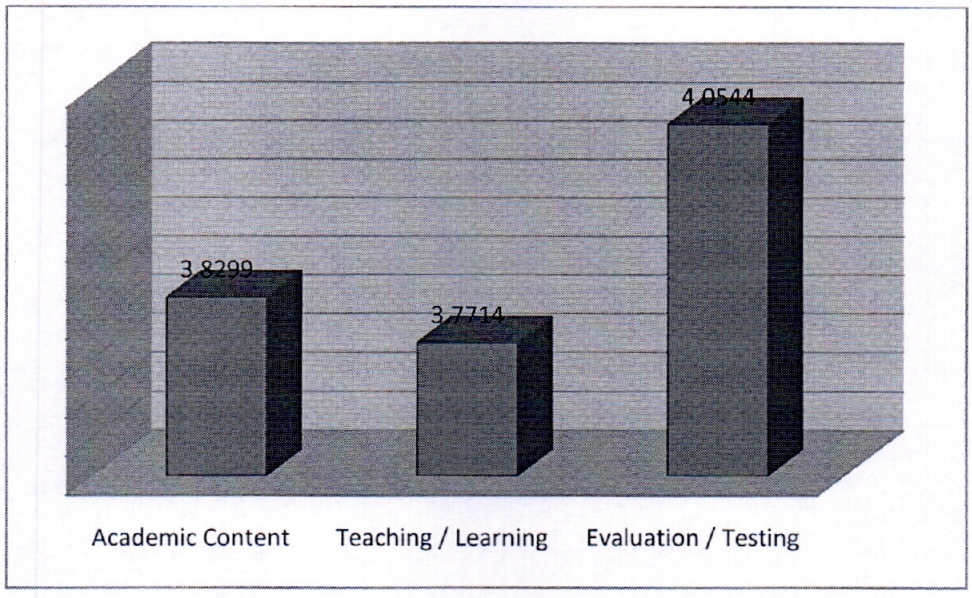
Table 7

Academic Progression for the department – "BSC - Biochemistry"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	49	2.00	5.00	3.8299	.76942
Teaching / Learning	49	1.60	5.00	3.7714	.88034
Evaluation / Testing	49	2.67	5.00	4.0544	.59840

Figure 7

Academic Progression for the department – "BSC - Biochemistry"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC - Biochemistry" reveal that students have a higher mean score for the dimension Evaluation / Testing (M= 4.05).

8. Mean score of Academic Progression for the department – "BSC Information Technology"

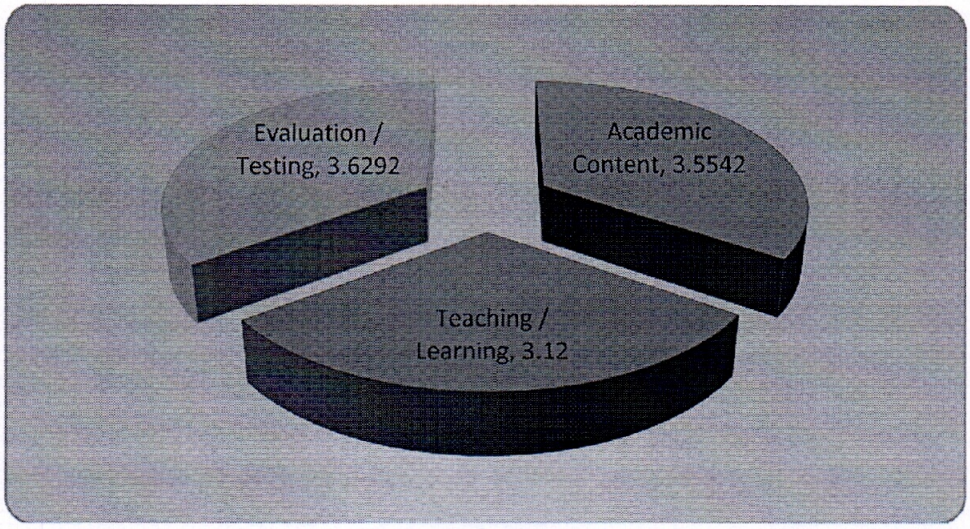
Table 8

Academic Progression for the department – "BSC Information Technology"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	40	1.50	4.83	3.5542	.78844
Teaching / Learning	40	1.00	4.80	3.1200	.97854
Evaluation / Testing	40	1.67	5.00	3.6292	.77670

Figure 8

Academic Progression for the department – "BSC Information Technology"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC - Information Technology" reveal that students have a higher mean score for the dimension Evaluation / Testing (M= 3.62).

9. Mean score of Academic Progression for the department – "BSC Botany"

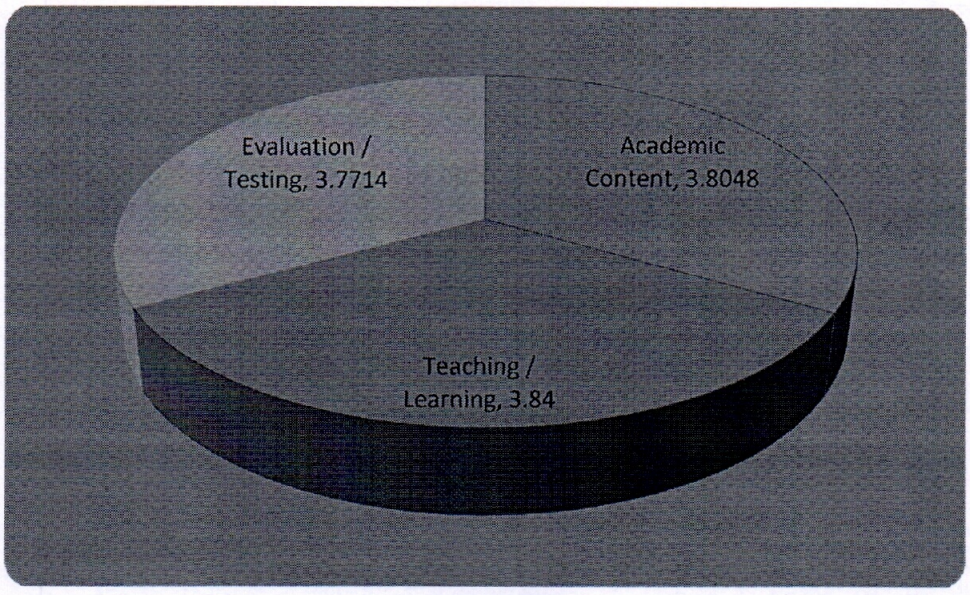
Table 9

Academic Progression for the department – "BSC Botany"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	35	1.67	5.00	3.8048	.93190
Teaching / Learning	35	1.80	5.00	3.8400	.79971
Evaluation / Testing	35	1.67	5.00	3.7714	.76706

Figure 9

Academic Progression for the department – "BSC Botany"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC - Botany" reveal that students have a higher mean score for the dimension Teaching / Learning (M= 3.84).

10. Mean score of Academic Progression for the department – "BSC Physical Education"

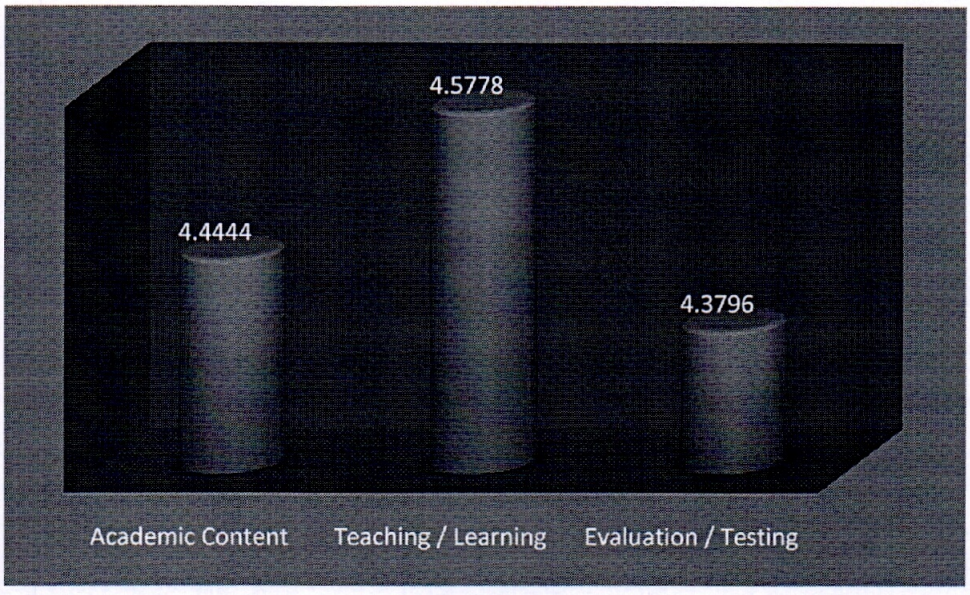
Table 10

Academic Progression for the department – "BSC Physical Education"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	18	3.50	5.00	4.4444	.45733
Teaching / Learning	18	3.40	5.00	4.5778	.39341
Evaluation / Testing	18	3.33	5.00	4.3796	.45663

Figure 10

Academic Progression for the department – "BSC Physical Education""



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Physical Education" reveal that students have a higher mean score of greater than four for all the three dimensions.

11. Mean score of Academic Progression for the department – "BSC Visual Communication"

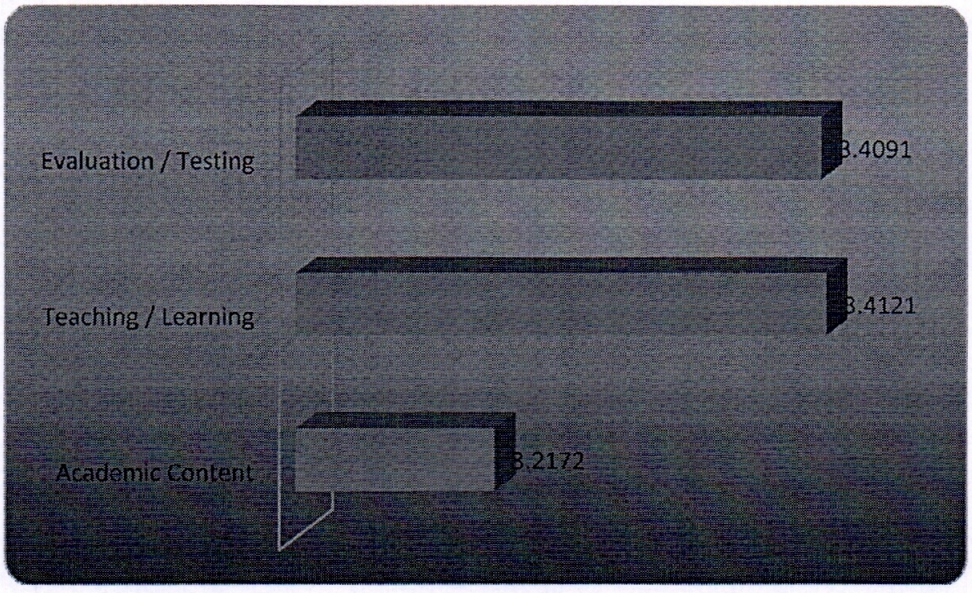
Table 11

Academic Progression for the department – "BSC Visual Communication"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	33	1.33	5.00	3.2172	.84521
Teaching / Learning	33	2.20	5.00	3.4121	.73133
Evaluation / Testing	33	1.83	5.00	3.4091	.72420

Figure 11

Academic Progression for the department – "BSC Visual Communication"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Visual Communication" reveal that students have a mean score of lesser than 3.50 for all the three dimensions.

12. Mean score of Academic Progression for the department – "BSC Chemistry"

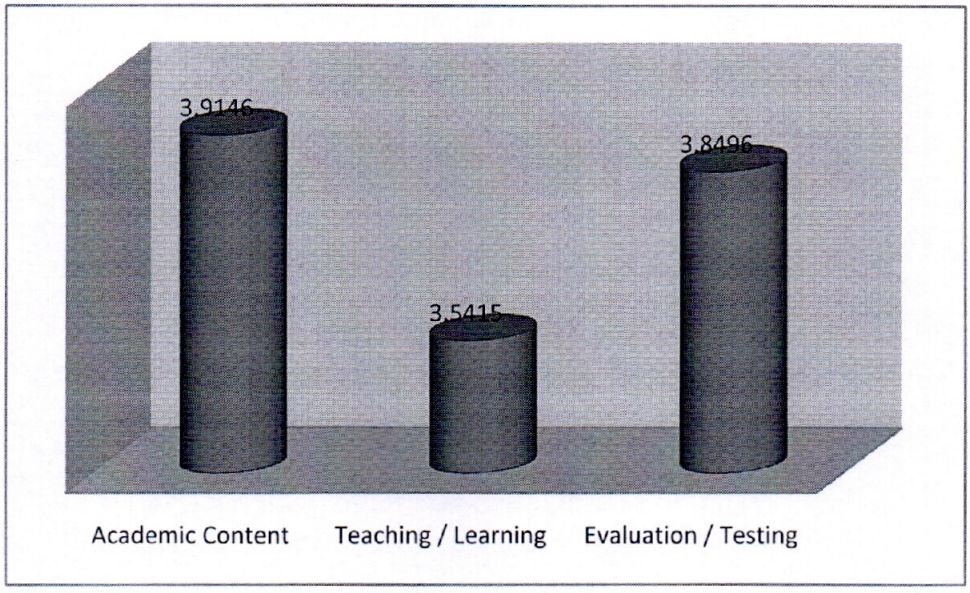
Table 12

Academic Progression for the department – "BSC Chemistry"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	82	1.83	5.00	3.9146	.70528
Teaching / Learning	82	1.00	5.00	3.5415	1.00492
Evaluation / Testing	82	1.67	5.00	3.8496	.82677

Figure 12

Academic Progression for the department – "BSC Chemistry"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Chemistry" reveal that students at students have a higher mean score for the dimension Academic content (M= 3.91).

13. Mean score of Academic Progression for the department – "BCom (Information Technology)"

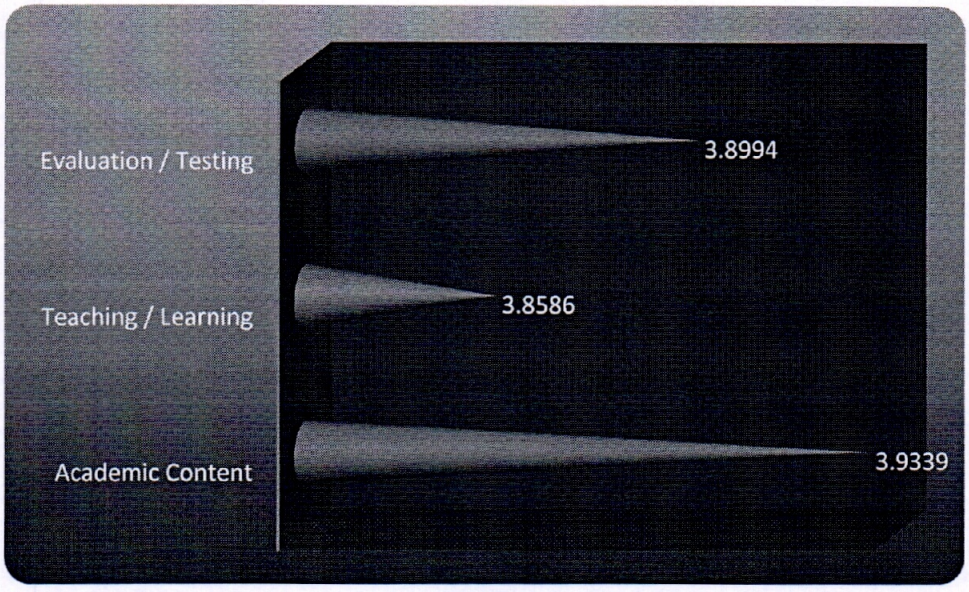
Table 13

Academic Progression for the department – "BCom Information Technology"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	58	1.50	5.00	3.9339	.73478
Teaching / Learning	58	1.20	5.00	3.8586	.76412
Evaluation / Testing	58	1.67	5.00	3.8994	.71665

Figure 13

Academic Progression for the department – "BCom Information Technology"



Interpretation:

The mean score of the three academic progression dimensions for the department "BCom Information Technology" reveal that students at students have a higher mean score for the dimension Academic content (M= 3.93).

14. Mean score of Academic Progression for the department – "BCom (Computer Applications)"

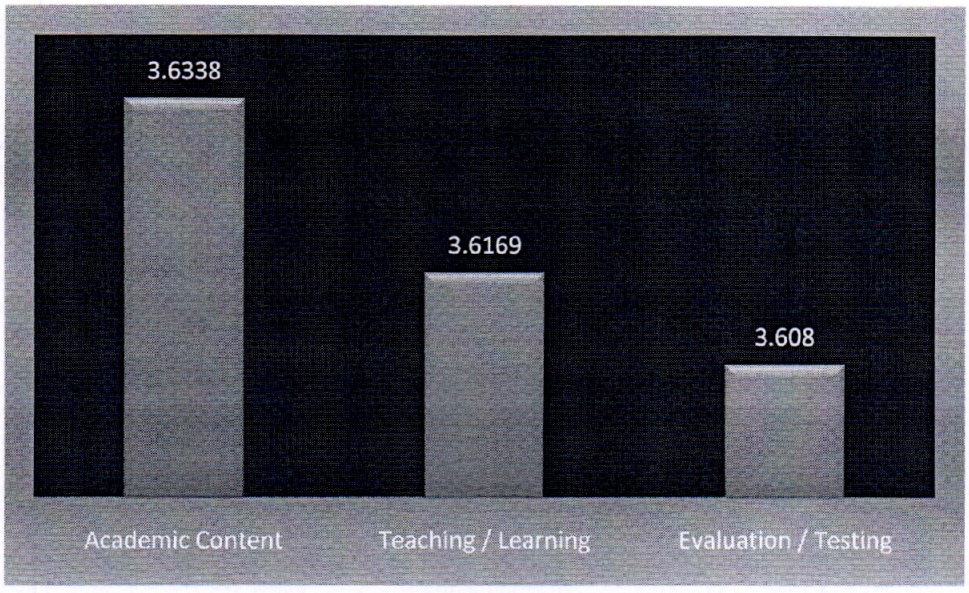
Table 14

Academic Progression for the department – "BCom Computer Applications"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	71	1.67	5.00	3.6338	.79063
Teaching / Learning	71	1.40	5.00	3.6169	.80764
Evaluation / Testing	71	1.50	5.00	3.6080	.81946

Figure 14

Academic Progression for the department – "BCom Computer Applications"



Interpretation:

The mean score of the three academic progression dimensions for the department "BCom Computer Applications" reveal that students at students have a higher mean score for the dimension Academic content (M= 3.63).

15. Mean score of Academic Progression for the department – "BCom (SF)"

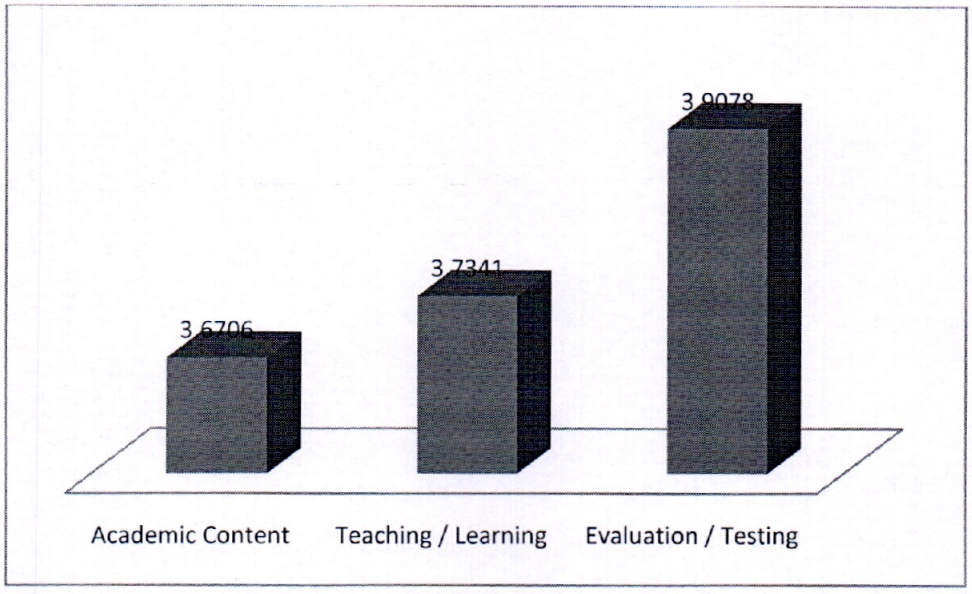
Table 15

Academic Progression for the department – "BCom SF"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	85	1.83	5.00	3.6706	.69245
Teaching / Learning	85	1.80	5.00	3.7341	.79605
Evaluation / Testing	85	2.17	5.00	3.9078	.67137

Table 16

Academic Progression for the department – "BCom SF"



Interpretation:

The mean score of the three academic progression dimensions for the department "BCom Computer Applications" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.90).

16. Mean score of Academic Progression for the department – "BCom (Aided)"

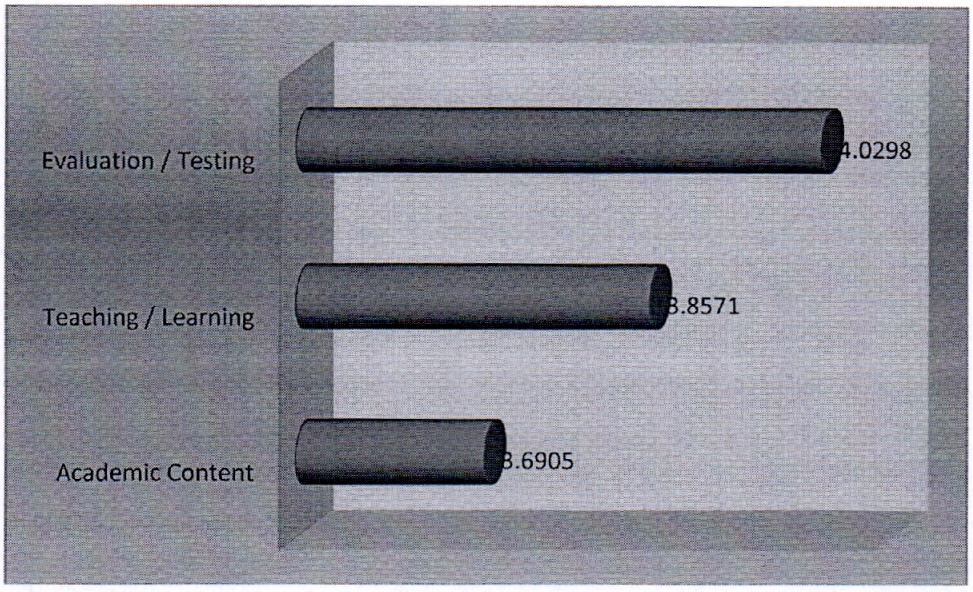
Table 16

Academic Progression for the department – "BCom (Aided)"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	56	1.00	5.00	3.6905	.78137
Teaching / Learning	56	1.20	5.00	3.8571	.87861
Evaluation / Testing	56	2.00	5.00	4.0298	.74611

Figure 16

Academic Progression for the department – "BCom (Aided)"



Interpretation:

The mean score of the three academic progression dimensions for the department "BCom (Aided)" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 4.02).

17. Mean score of Academic Progression for the department – "BSC Computer Science"

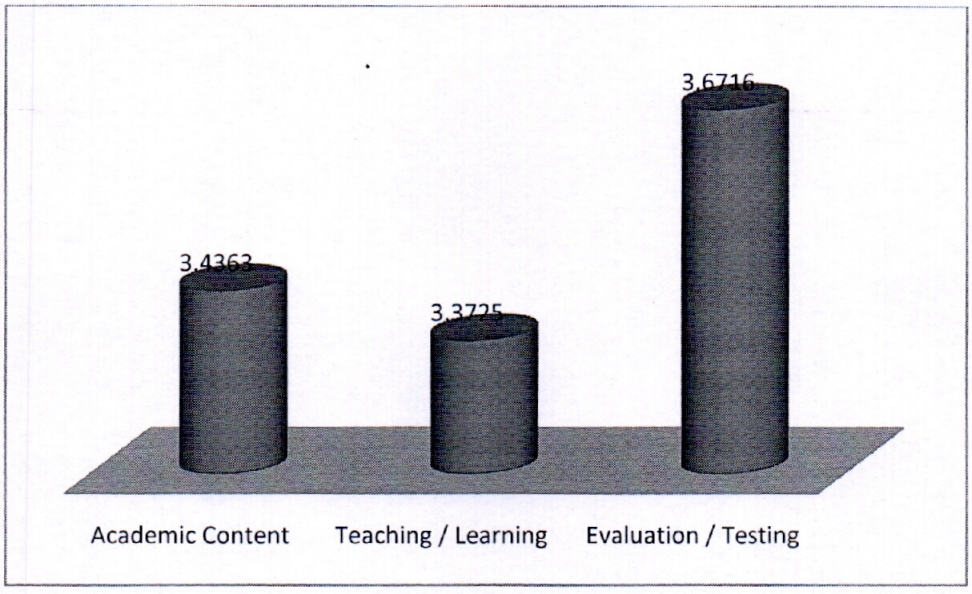
Table 17

Academic Progression for the department – "BSC Computer Science"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	102	1.50	5.00	3.4363	.76360
Teaching / Learning	102	1.20	5.00	3.3725	.86427
Evaluation / Testing	102	1.17	5.00	3.6716	.79377

Figure 17

Academic Progression for the department – "BSC Computer Science"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Computer Science" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.67).

18. Mean score of Academic Progression for the department – "BA Economics Aided"

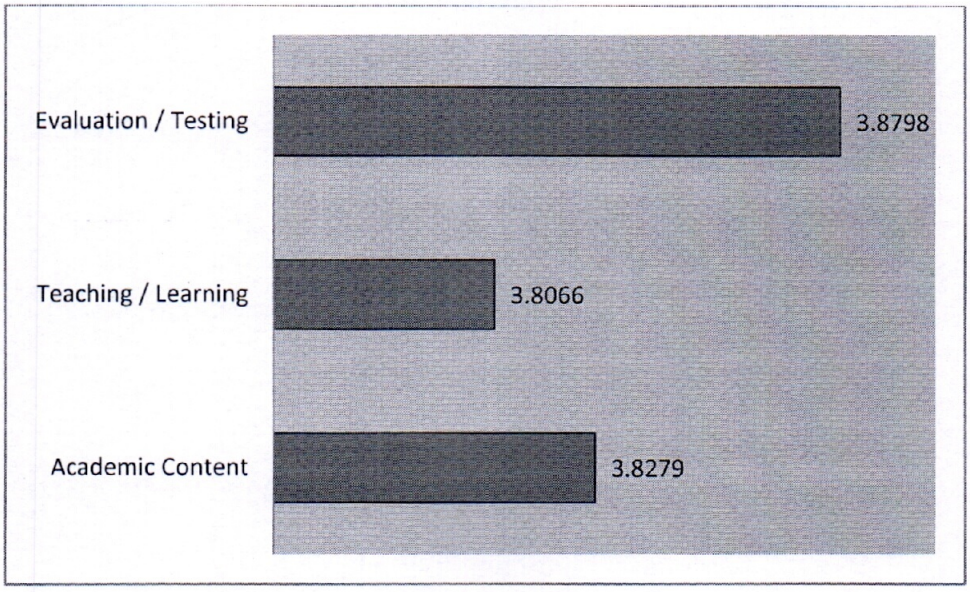
Table 18

Academic Progression for the department – "BA Economics Aided"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	61	1.33	5.00	3.8279	.87452
Teaching / Learning	61	1.00	5.00	3.8066	.95357
Evaluation / Testing	61	1.83	5.00	3.8798	.92703

Figure 18

Academic Progression for the department – "BA Economics Aided"



Interpretation:

The mean score of the three academic progression dimensions for the department "BA Economics Aided" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.87).

19. Mean score of Academic Progression for the department – "BA English Aided"

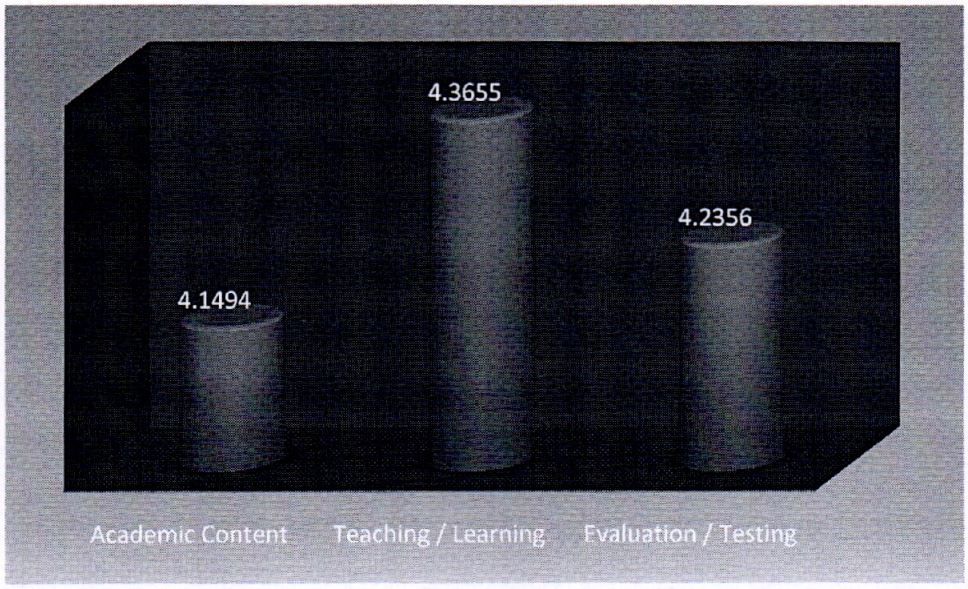
Table 19

Academic Progression for the department – "BA English Aided"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	29	2.67	5.00	4.1494	.66569
Teaching / Learning	29	1.80	5.00	4.3655	.69912
Evaluation / Testing	29	2.83	5.00	4.2356	.48288

Figure 19

Academic Progression for the department – "BA English Aided"



Interpretation:

The mean score of the three academic progression dimensions for the department "BA English Aided" reveal that students have a higher mean score of greater than four for all the three dimensions.

20. Mean score of Academic Progression for the department – "BA English (Self Finance)"

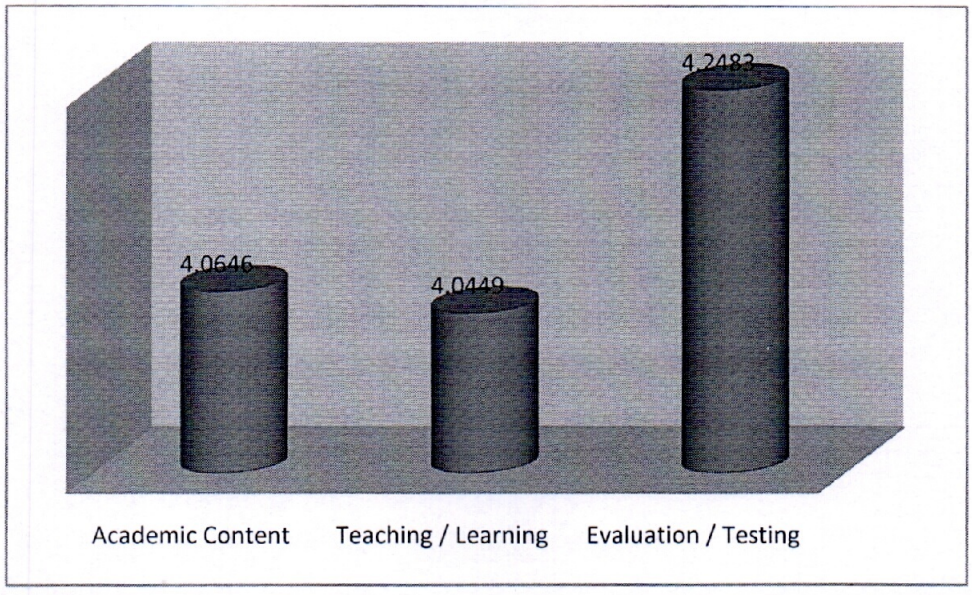
Table 20

Academic Progression for the department – "BA English (Self Finance)"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	49	2.50	5.00	4.0646	.66128
Teaching / Learning	49	1.40	5.00	4.0449	.84189
Evaluation / Testing	49	2.50	5.00	4.2483	.63567

Figure 20

Academic Progression for the department – "BA English (Self Finance)"



Interpretation:

The mean score of the three academic progression dimensions for the department "BA English (Self Finance)"" reveal that students have a higher mean score of greater than four for all the three dimensions.

21. Mean score of Academic Progression for the department – "BA French"

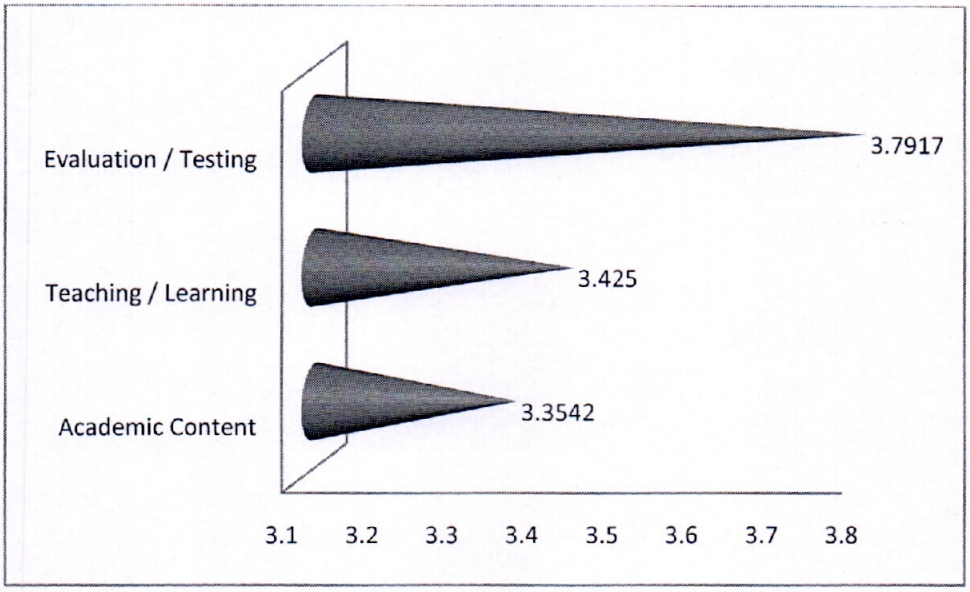
Table 21

Academic Progression for the department – "BA French"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	8	1.67	4.33	3.3542	1.06323
Teaching / Learning	8	2.20	4.00	3.4250	.55997
Evaluation / Testing	8	2.83	4.83	3.7917	.71686

Figure 21

Academic Progression for the department – "BA French"



Interpretation:

The mean score of the three academic progression dimensions for the department "BA French" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.79).

22. Mean score of Academic Progression for the department – "BSC Food Science"

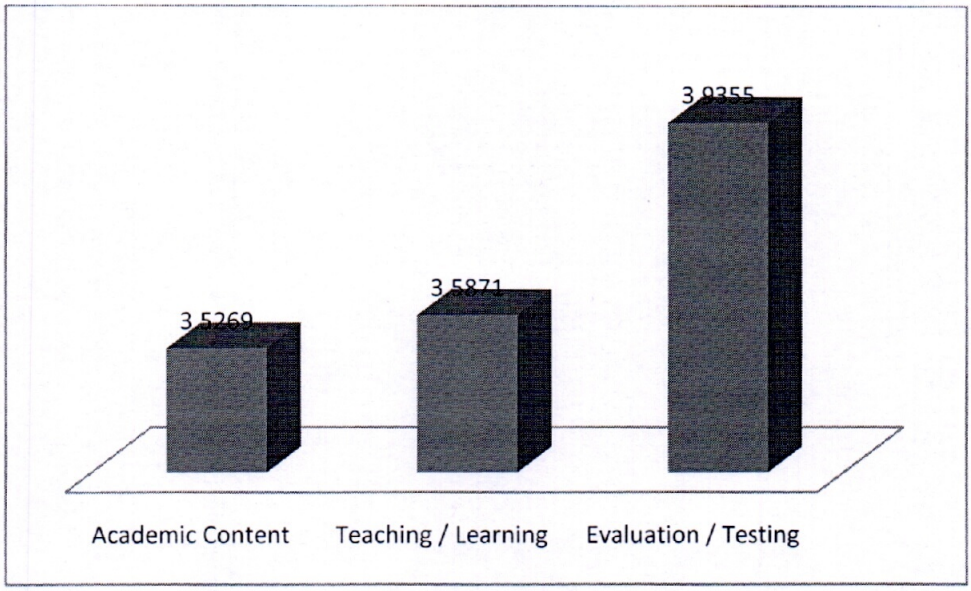
Table 22

Academic Progression for the department – "BSC Food Science"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	31	1.50	5.00	3.5269	.92004
Teaching / Learning	31	1.00	5.00	3.5871	.99591
Evaluation / Testing	31	3.00	5.00	3.9355	.76094

Figure 22

Academic Progression for the department – "BSC Food Science"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Food Science" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.93).

23. Mean score of Academic Progression for the department – "BA Hindi"

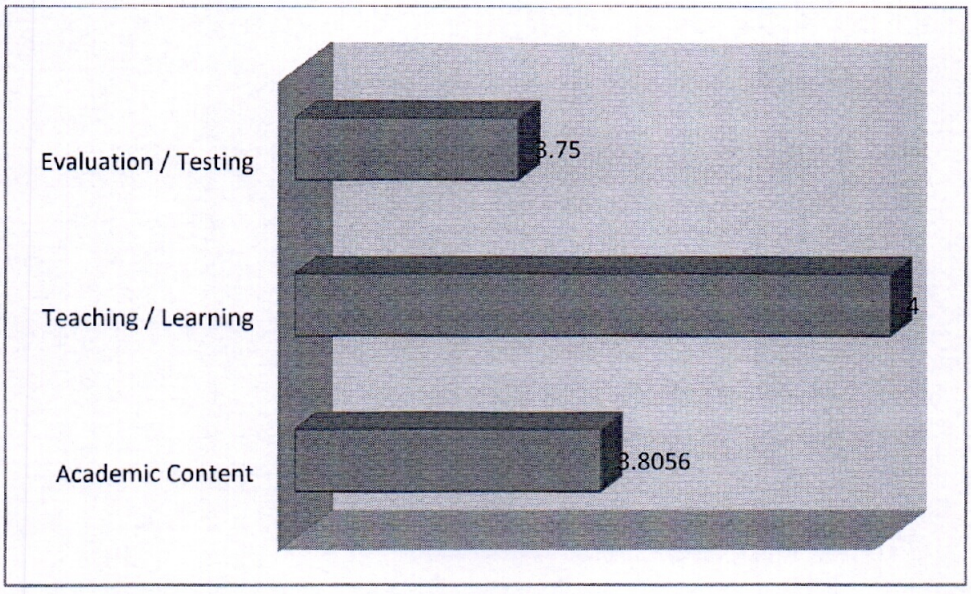
Table 23

Academic Progression for the department – "BA Hindi"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	6	2.50	4.50	3.8056	.72585
Teaching / Learning	6	3.40	4.40	4.0000	.35777
Evaluation / Testing	6	3.33	4.33	3.7500	.40483

Figure 23

Academic Progression for the department – "BA Hindi"



Interpretation:

The mean score of the three academic progression dimensions for the department "BA - Hindi" reveal that students at students have a higher mean score for the dimension Teaching / Learning (M= 4.0).

24. Mean score of Academic Progression for the department – "BSC Maths (Self Finance)"

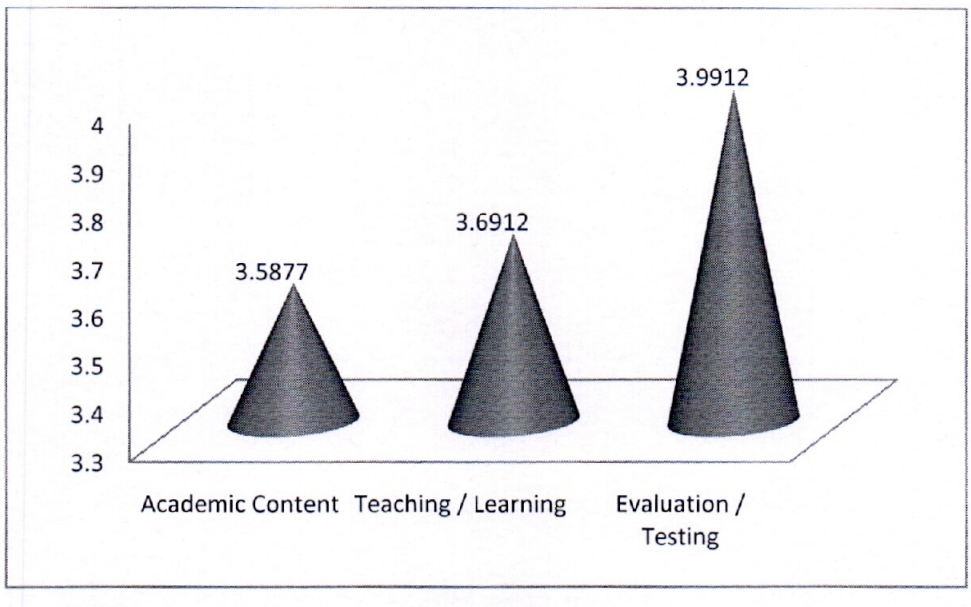
Table 24

Academic Progression for the department – "BSC Maths (Self Finance)"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	57	1.67	5.00	3.5877	.69800
Teaching / Learning	57	1.60	5.00	3.6912	.94269
Evaluation / Testing	57	2.00	5.00	3.9912	.68096

Figure 24

Academic Progression for the department – "BSC Maths (Self Finance)"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Maths (SF)" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.99).

25. Mean score of Academic Progression for the department – "BSC Maths (Aided)"

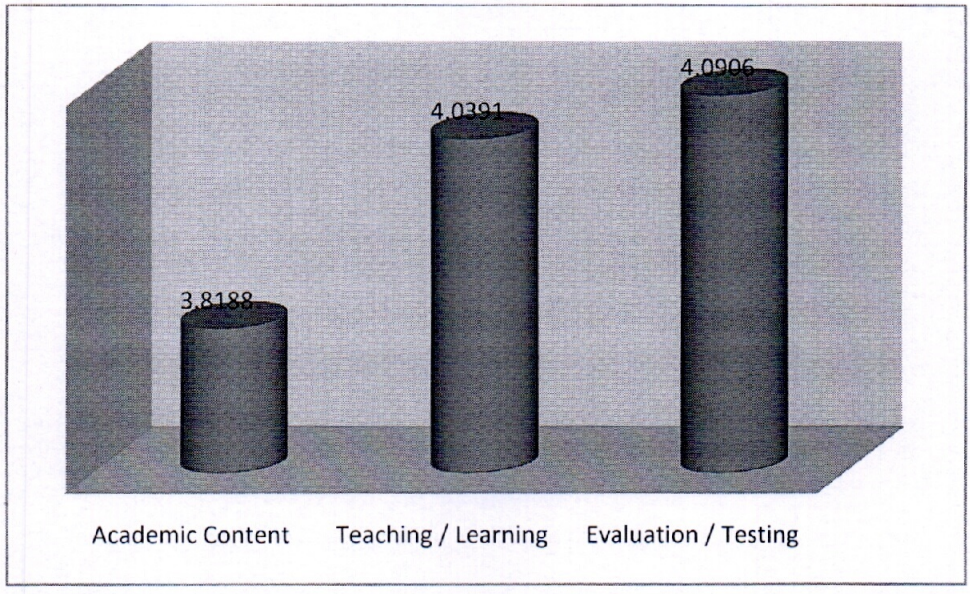
Table 25

Academic Progression for the department – "BSC Maths (Aided)"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	46	1.50	5.00	3.8188	.88319
Teaching / Learning	46	2.20	5.00	4.0391	.83652
Evaluation / Testing	46	1.67	5.00	4.0906	.68467

Figure 25

Academic Progression for the department – "BSC Maths (Aided)"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Maths (Aided)" reveal that students at students have a higher mean score for the dimensions Evaluation / Testing (M= 4.09) and Teaching / Learning (M = 4.03).

26. Mean score of Academic Progression for the department – "BSC Microbiology"

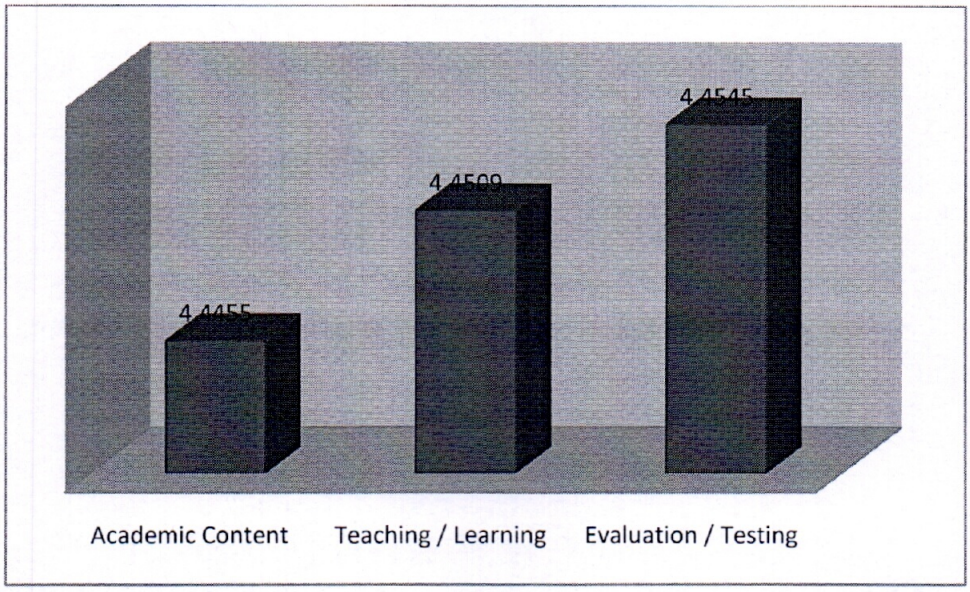
Table 26

Academic Progression for the department – "BSC Microbiology"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	55	2.67	5.00	4.4455	.48966
Teaching / Learning	55	1.80	5.00	4.4509	.63037
Evaluation / Testing	55	1.00	5.00	4.4545	.65378

Figure 26

Academic Progression for the department – "BSC Microbiology"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Microbiology" reveal that students have a higher mean score of greater than four for all the three dimensions.

27. Mean score of Academic Progression for the department – "BSC Physics (SF)"

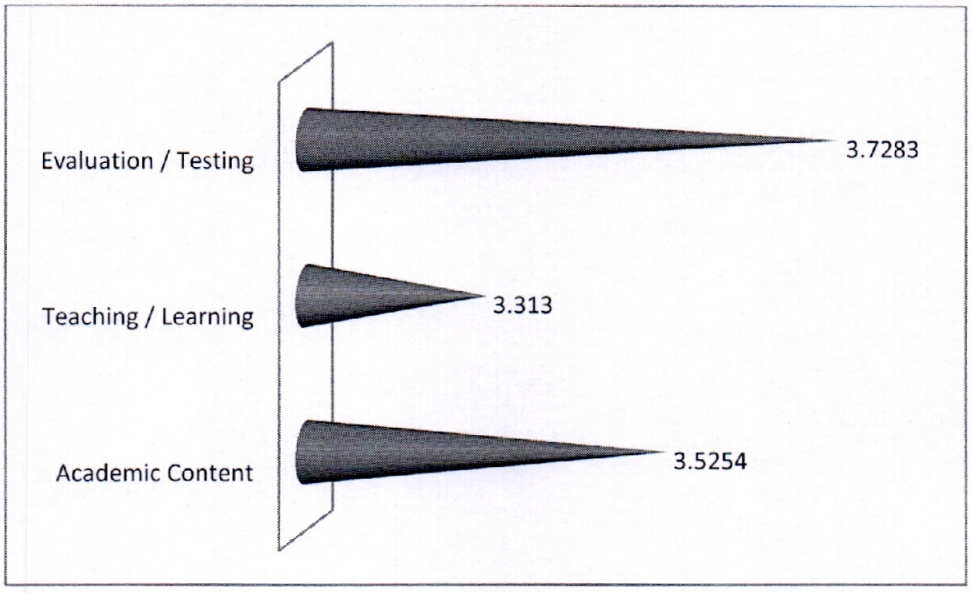
Table 27

Academic Progression for the department – "BSC Physics (SF)""

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	46	1.00	5.00	3.5254	1.08921
Teaching / Learning	46	1.00	5.00	3.3130	.99925
Evaluation / Testing	46	1.00	5.00	3.7283	1.05664

Table 27

Academic Progression for the department – "BSC Physics (SF)"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Physics (SF)" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.72).

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28. Mean score of Academic Progression for the department – "BSC Physics (Aided)"

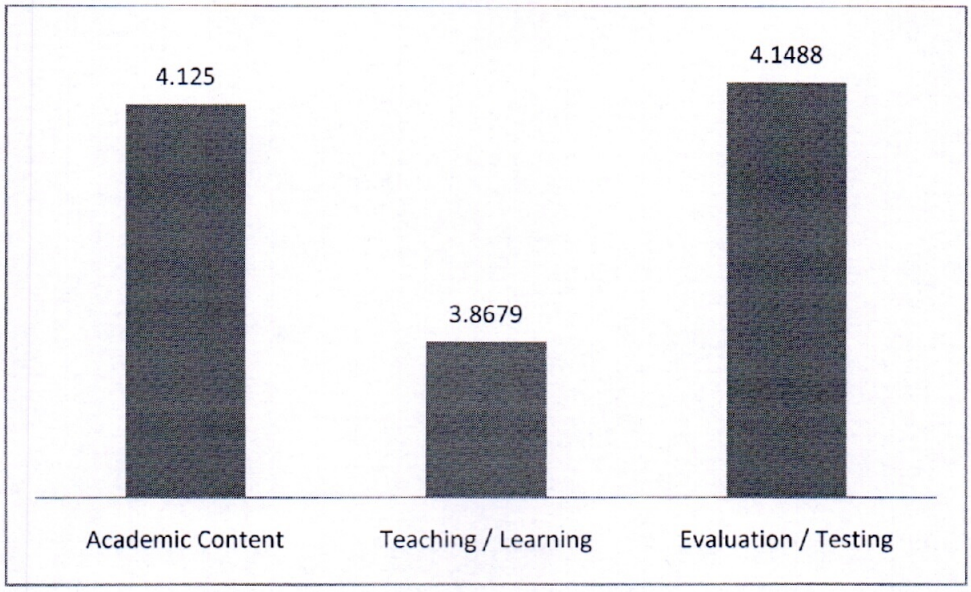
Table 28

Academic Progression for the department – "BSC Physics (Aided)""

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	56	2.33	5.00	4.1250	.68109
Teaching / Learning	56	2.20	5.00	3.8679	.80116
Evaluation / Testing	56	2.00	5.00	4.1488	.68437

Table 28

Academic Progression for the department – "BSC Physics (Aided)"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Physics" reveal that students at students have a higher mean score for the dimensions Academic content (M= 4.12) and Evaluation / Testing (M = 4.14).

29. Mean score of Academic Progression for the department – "BSC Psychology"

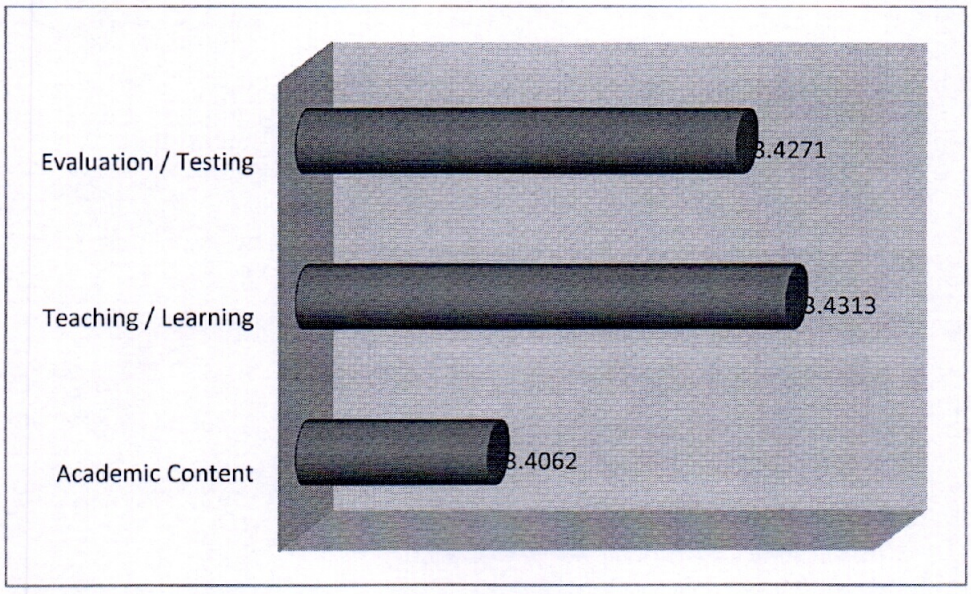
Table 29

Academic Progression for the department – "BSC Psychology"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	32	2.17	5.00	3.4062	.73438
Teaching / Learning	32	1.60	5.00	3.4313	.90320
Evaluation / Testing	32	1.67	5.00	3.4271	.74888

Table 29

Academic Progression for the department – "BSC Psychology"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC Psychology" reveal that students have a mean score of lesser than 3.50 for all the three dimensions.

30. Mean score of Academic Progression for the department – "BA Religion Philosophy Sociology"

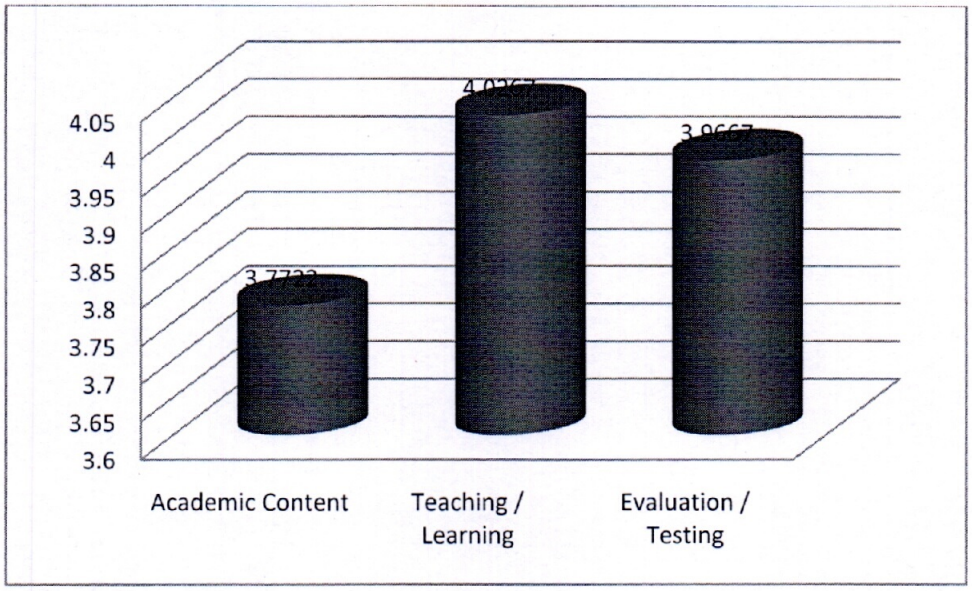
Table 30

Academic Progression for the department – "BA Religion Philosophy Sociology"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	30	2.67	5.00	3.7722	.69822
Teaching / Learning	30	2.40	5.00	4.0267	.74414
Evaluation / Testing	30	2.50	5.00	3.9667	.65566

Figure 30

Academic Progression for the department – "BA RPS"



Interpretation:

The mean score of the three academic progression dimensions for the department "BA RPS" reveal that students at students have a higher mean score for the dimension Teaching / Learning (M = 4.02).

31. Mean score of Academic Progression for the department – "BA Tamil (Aided)"

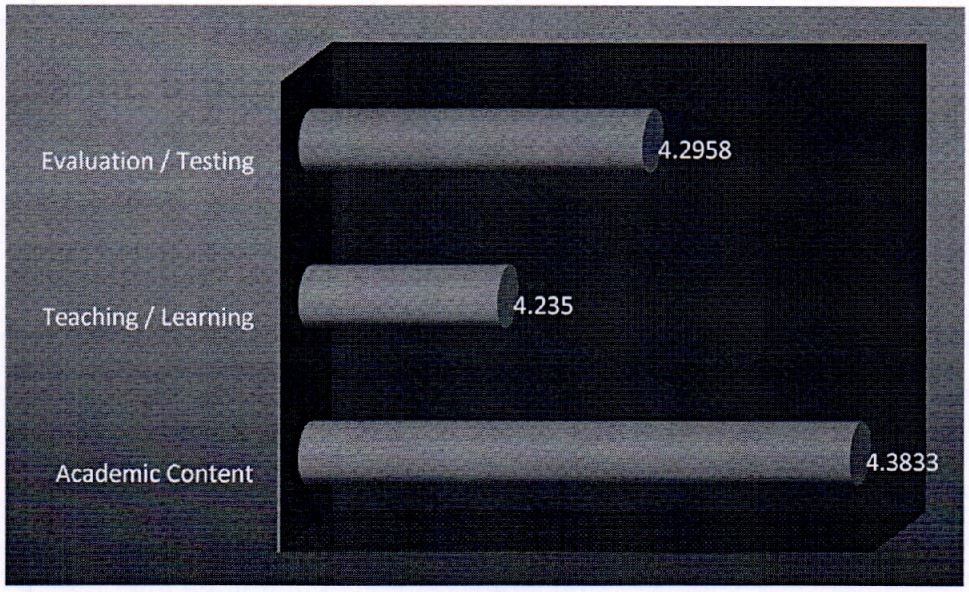
Table 31

Academic Progression for the department – "BA Tamil (Aided)""

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	40	2.50	5.00	4.3833	.48216
Teaching / Learning	40	3.20	5.00	4.2350	.45717
Evaluation / Testing	40	2.50	5.00	4.2958	.61613

Figure 31

Academic Progression for the department – "BA Tamil (Aided)""



Interpretation:

The mean score of the three academic progression dimensions for the department "BA Tamil – Aided" reveal that students have a higher mean score of greater than four for all the three dimensions.

32. Mean score of Academic Progression for the department – "BA Zoology (Aided)"

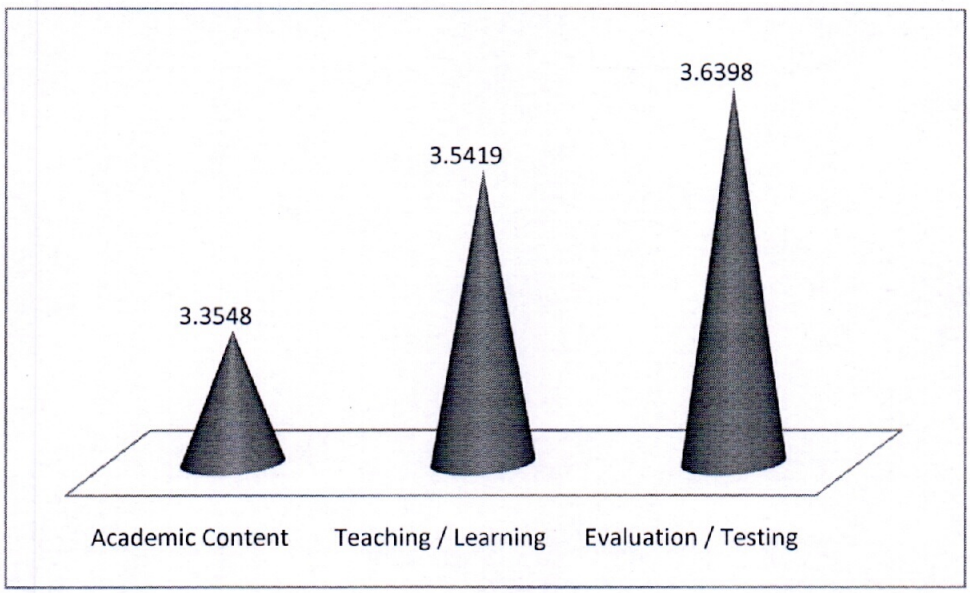
Table 32

Academic Progression for the department – "BA Zoology (Aided)"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	31	1.17	5.00	3.3548	1.06262
Teaching / Learning	31	1.40	4.80	3.5419	.87513
Evaluation / Testing	31	2.00	5.00	3.6398	.92406

Figure 32

Academic Progression for the department – "BA Zoology (Aided)"



Interpretation:

The mean score of the three academic progression dimensions for the department "BA Zoology (Aided)" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.63).

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33. Mean score of Academic Progression for the department – "Master of Computer Applications"

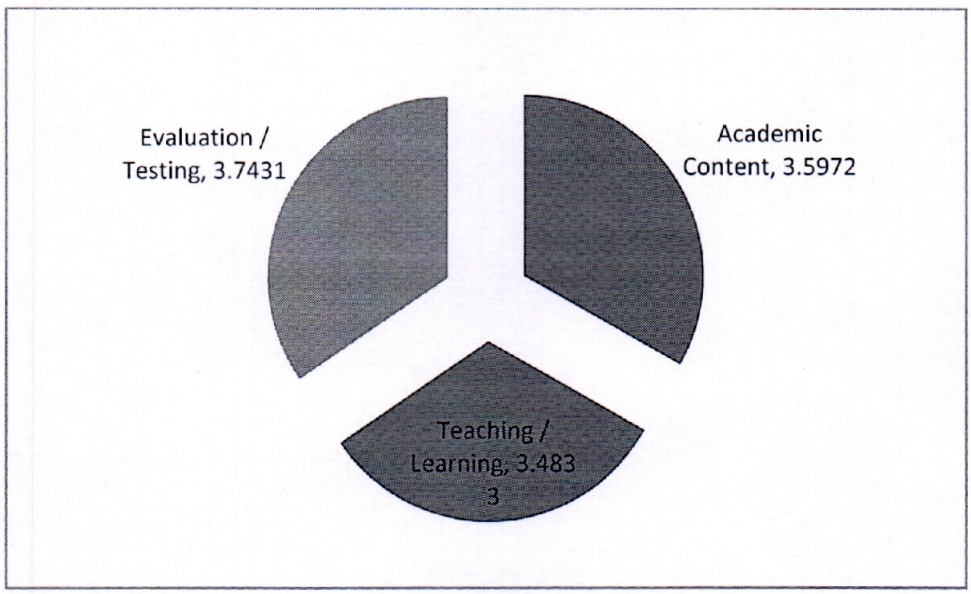
Table 33

Academic Progression for the department – "Master of Computer Applications"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	24	2.50	4.50	3.5972	.51056
Teaching / Learning	24	1.60	4.80	3.4833	.71242
Evaluation / Testing	24	2.33	4.83	3.7431	.68274

Figure 33

Academic Progression for the department – "Master of Computer Applications"



Interpretation:

The mean score of the three academic progression dimensions for the department "Master of Computer Applications" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.74).

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34. Mean score of Academic Progression for the department – "PG Microbiology"

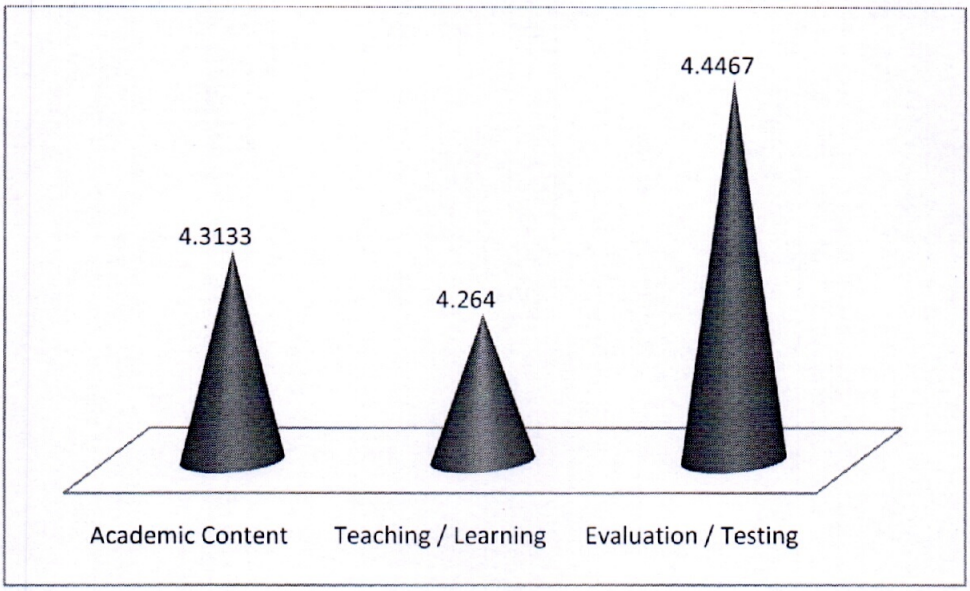
Table 34

Academic Progression for the department – "PG Microbiology"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	25	3.50	5.00	4.3133	.42306
Teaching / Learning	25	3.40	5.00	4.2640	.48208
Evaluation / Testing	25	3.67	5.00	4.4467	.37798

Figure 34

Academic Progression for the department – "PG Microbiology"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Microbiology" reveal that students have a higher mean score of greater than four for all the three dimensions.

35. Mean score of Academic Progression for the department – "PG Commerce"

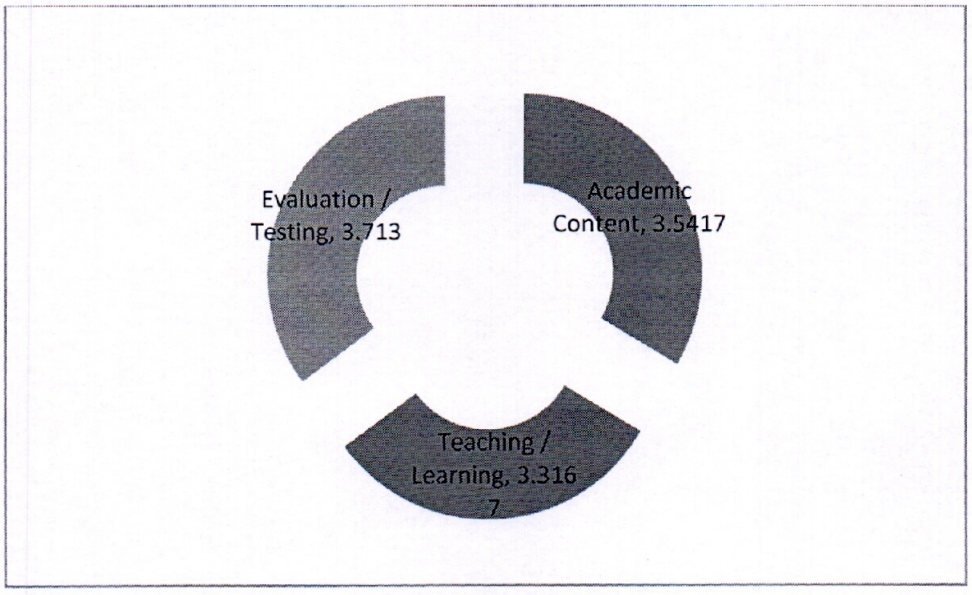
Table 35

Academic Progression for the department – "PG Commerce"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	36	1.00	5.00	3.5417	.96063
Teaching / Learning	36	1.00	5.00	3.3167	.93366
Evaluation / Testing	36	1.00	5.00	3.7130	1.08277

Figure 35

Academic Progression for the department – "PG Commerce"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Commerce" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.71).

36. Mean score of Academic Progression for the department – "PG Economics"

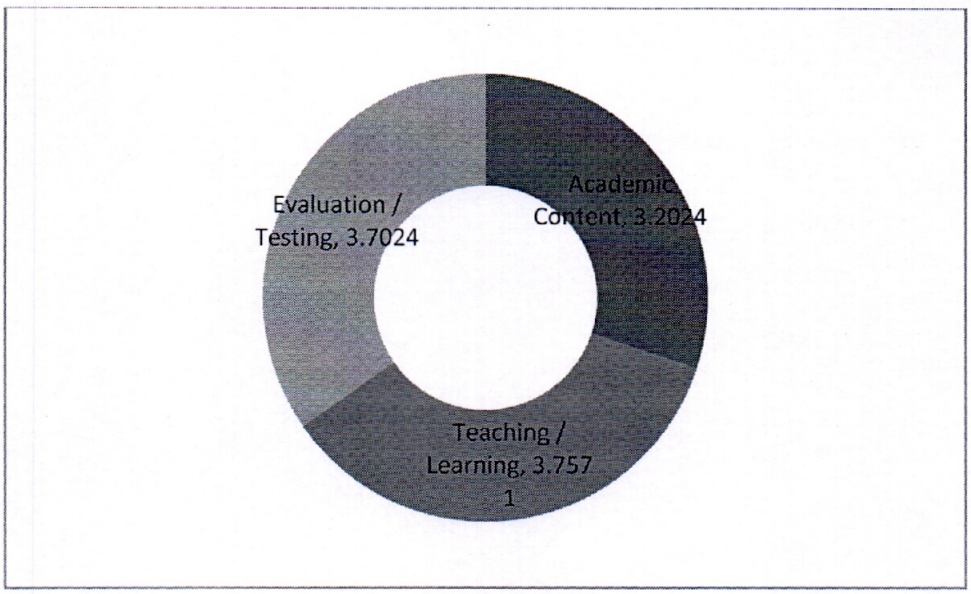
Table 36

Academic Progression for the department – "PG Economics"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	14	1.33	4.33	3.2024	.74300
Teaching / Learning	14	2.60	5.00	3.7571	.61858
Evaluation / Testing	14	1.67	5.00	3.7024	.82994

Figure 36

Academic Progression for the department – "PG Economics"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Economics" reveal that students at students have a higher mean score for the dimension Teaching / Learning (M= 3.75).

37. Mean score of Academic Progression for the department – "PG Food Science"

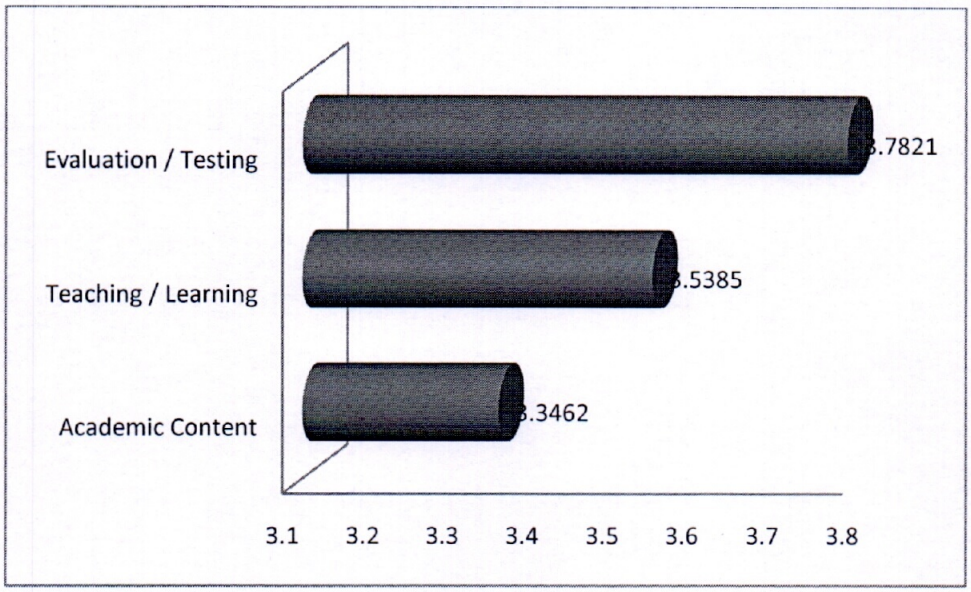
Table 37

Academic Progression for the department – "PG Food Science"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	13	2.50	4.00	3.3462	.51578
Teaching / Learning	13	2.40	5.00	3.5385	.73205
Evaluation / Testing	13	2.50	4.83	3.7821	.73404

Figure 37

Academic Progression for the department – "PG Food Science"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Commerce" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.78).

378 Mean score of Academic Progression for the department – "PG Botany"

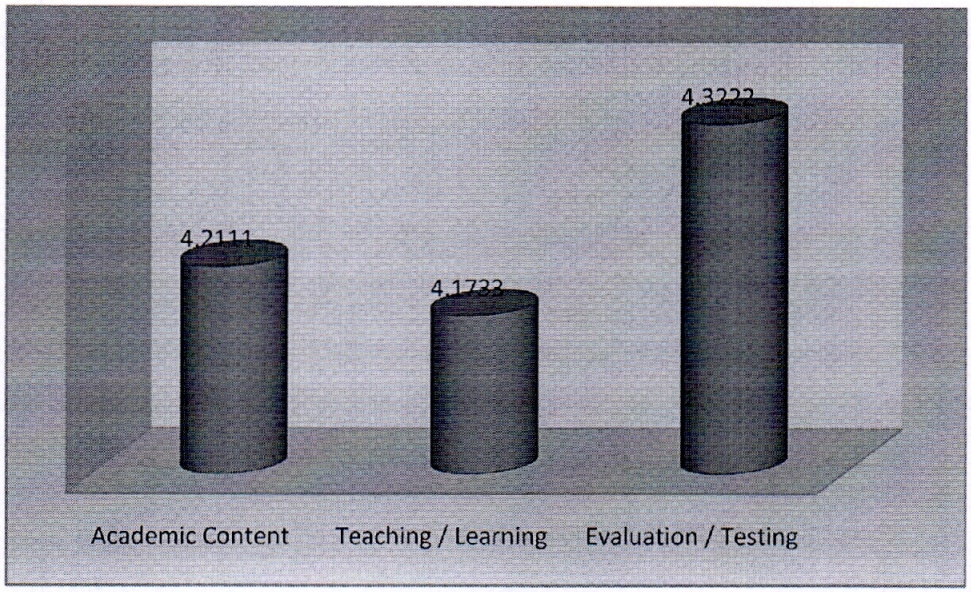
Table 38

Academic Progression for the department – "PG Botany"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	15	3.50	4.67	4.2111	.30516
Teaching / Learning	15	2.80	4.60	4.1733	.48912
Evaluation / Testing	15	3.33	4.83	4.3222	.43855

Figure 38

Academic Progression for the department – "PG Botany"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Botany" reveal that students have a higher mean score of greater than four for all the three dimensions.

39. Mean score of Academic Progression for the department – "PG Chemistry"

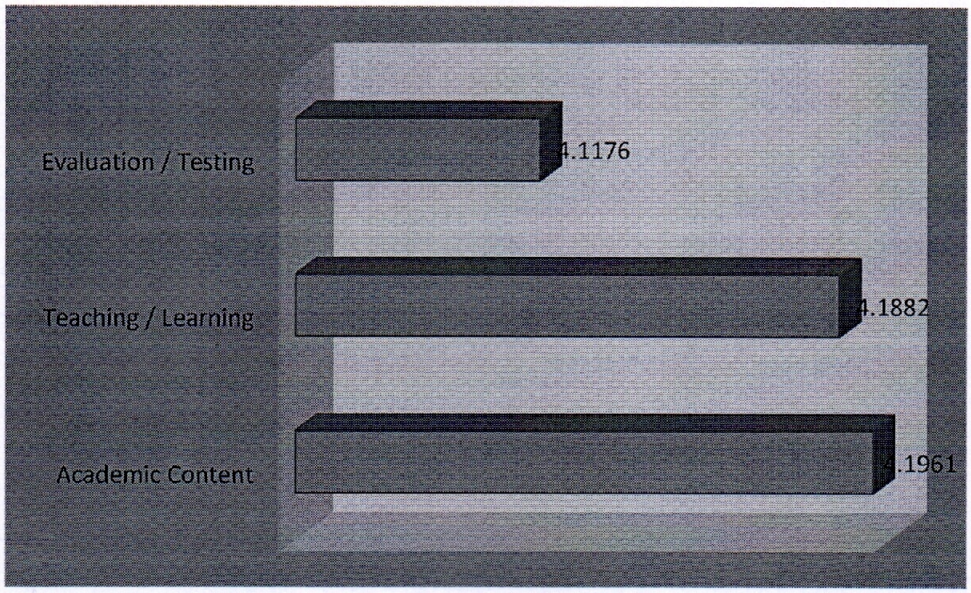
Table 39

Academic Progression for the department – "PG Chemistry"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	17	3.00	4.83	4.1961	.44580
Teaching / Learning	17	2.60	4.80	4.1882	.54987
Evaluation / Testing	17	3.00	5.00	4.1176	.51291

Figure 39

Academic Progression for the department – "PG Chemistry"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Chemistry" reveal that students have a higher mean score of greater than four for all the three dimensions.

40. Mean score of Academic Progression for the department – "PG English Aided"

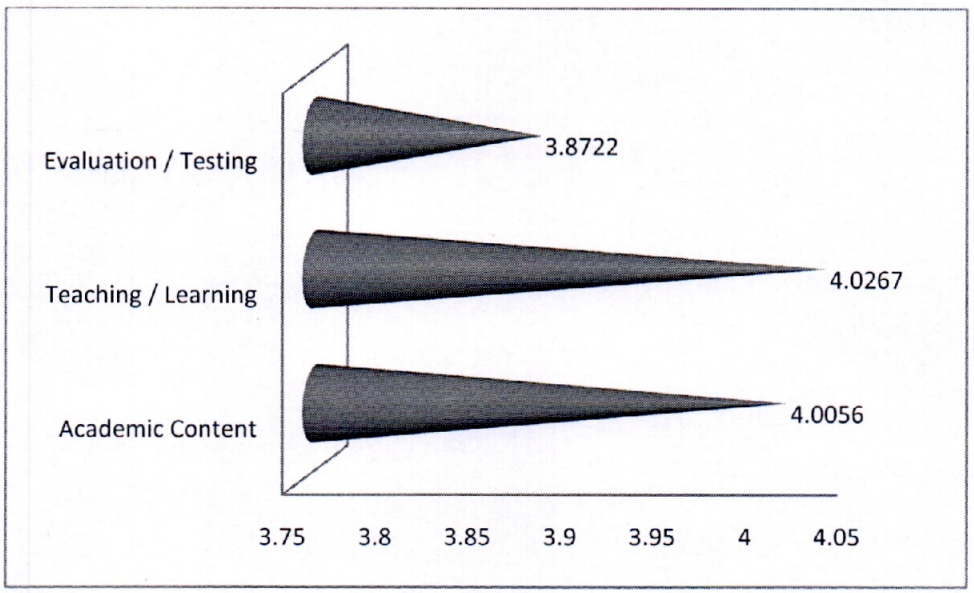
Table 40

Academic Progression for the department – "PG English Aided"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	30	2.83	5.00	4.0056	.60090
Teaching / Learning	30	2.00	5.00	4.0267	.69229
Evaluation / Testing	30	1.17	5.00	3.8722	.93227

Figure 40

Academic Progression for the department – "PG English Aided"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG English Aided" reveal that students at students have a higher mean score for the dimension Teaching / Learning (M= 4.02).

41. Mean score of Academic Progression for the department – "PG Mathematics"

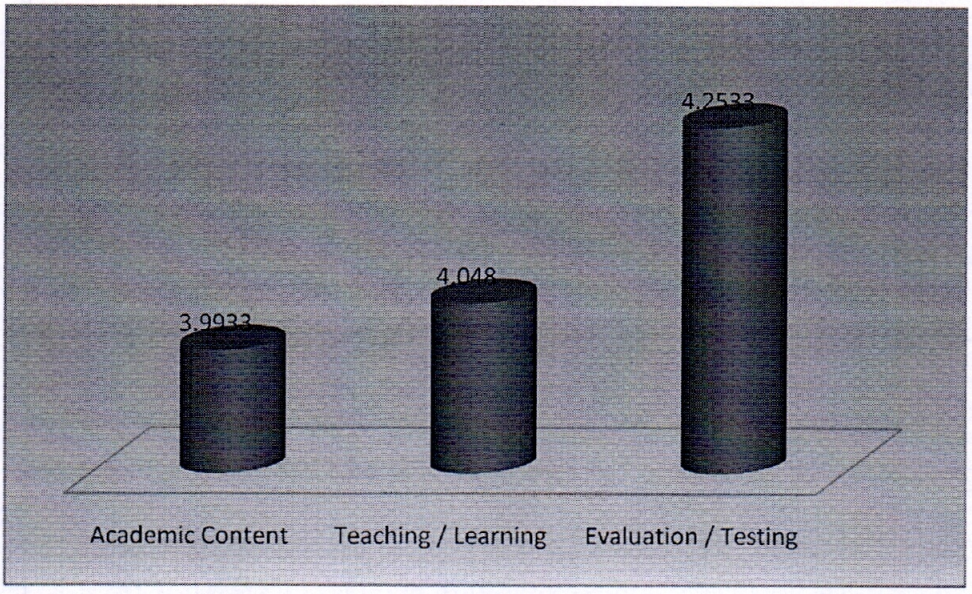
Table 41

Academic Progression for the department – "PG Mathematics"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	25	1.67	5.00	3.9933	.76449
Teaching / Learning	25	1.80	5.00	4.0480	.76872
Evaluation / Testing	25	1.00	5.00	4.2533	.79658

Figure 41

Academic Progression for the department – "PG Mathematics"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Mathematics"" reveal that students at students have a higher mean score for the dimensions Evaluation / Testing (M= 4.25) and Teaching / Learning (M= 4.04)

42. Mean score of Academic Progression for the department – "PG Physics"

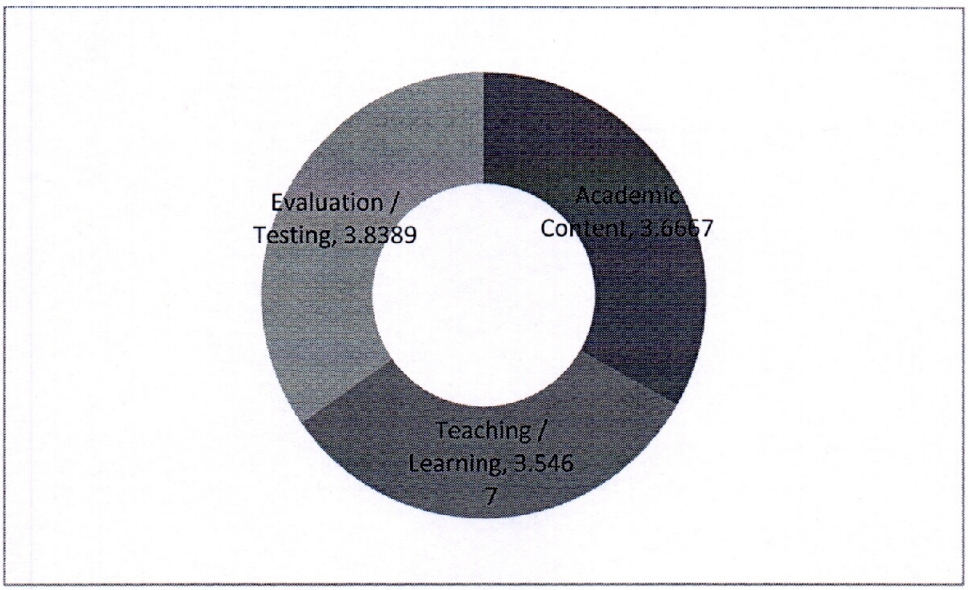
Table 42

Academic Progression for the department – "PG Physics"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	30	2.67	4.67	3.6667	.59371
Teaching / Learning	30	2.60	5.00	3.5467	.55069
Evaluation / Testing	30	2.17	4.83	3.8389	.66736

Figure 42

Academic Progression for the department – "PG Physics"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Physics"" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.83).

43. Mean score of Academic Progression for the department – "PG Tamil"

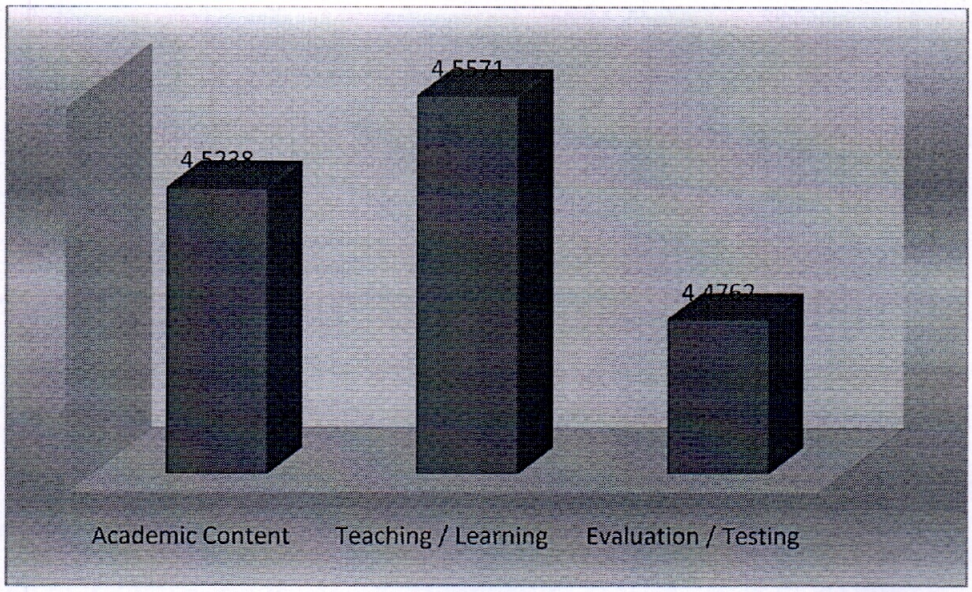
Table 43

Academic Progression for the department – "PG Tamil"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	14	4.00	5.00	4.5238	.29855
Teaching / Learning	14	3.80	5.00	4.5571	.35239
Evaluation / Testing	14	3.83	4.83	4.4762	.27625

Figure 43

Academic Progression for the department – "PG Tamil"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Tamil" reveal that students have a higher mean score of greater than four for all the three dimensions.

44. Mean score of Academic Progression for the department – "PG Zoology"

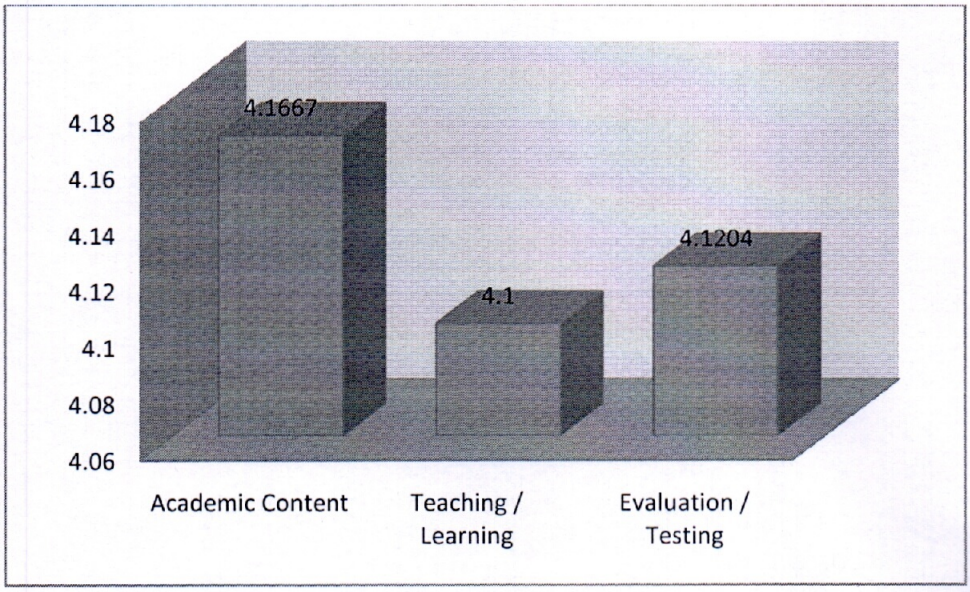
Table 44

Academic Progression for the department – "PG Zoology"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	18	3.00	5.00	4.1667	.63400
Teaching / Learning	18	2.60	5.00	4.1000	.70711
Evaluation / Testing	18	2.67	5.00	4.1204	.70666

Figure 44

Academic Progression for the department – "PG Zoology"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Zoology" reveal that students have a higher mean score of greater than four for all the three dimensions.

45. Mean score of Academic Progression for the department – "PG English (SF)"

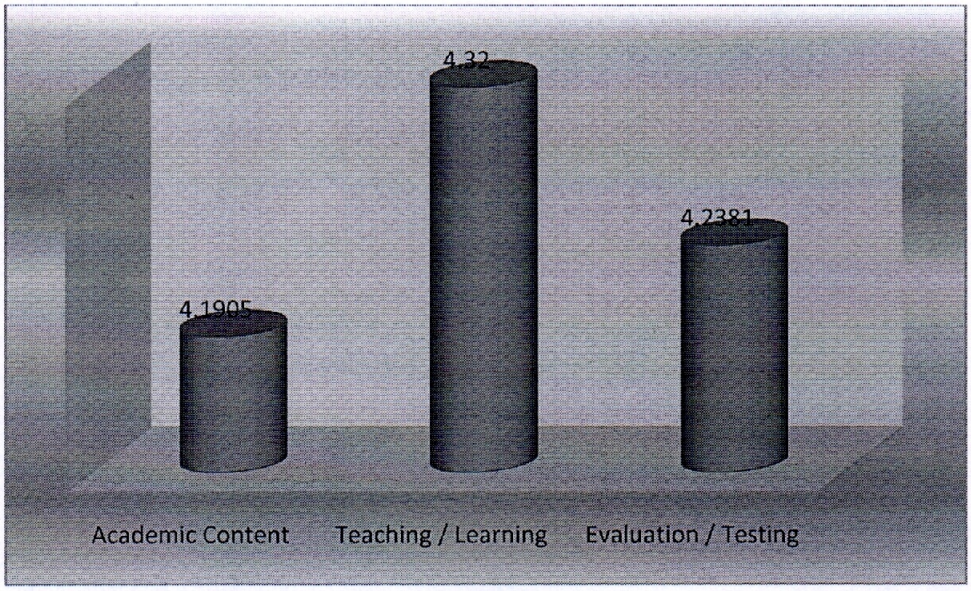
Table 45

Academic Progression for the department – "PG English (SF)"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	35	2.50	5.00	4.1905	.68497
Teaching / Learning	35	2.00	5.00	4.3200	.61778
Evaluation / Testing	35	1.83	5.00	4.2381	.74347

Figure 45

Academic Progression for the department – "PG English (SF)"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG English (SF)" reveal that students have a higher mean score of greater than four for all the three dimensions.

46. Mean score of Academic Progression for the department – "PG Maths (SF)"

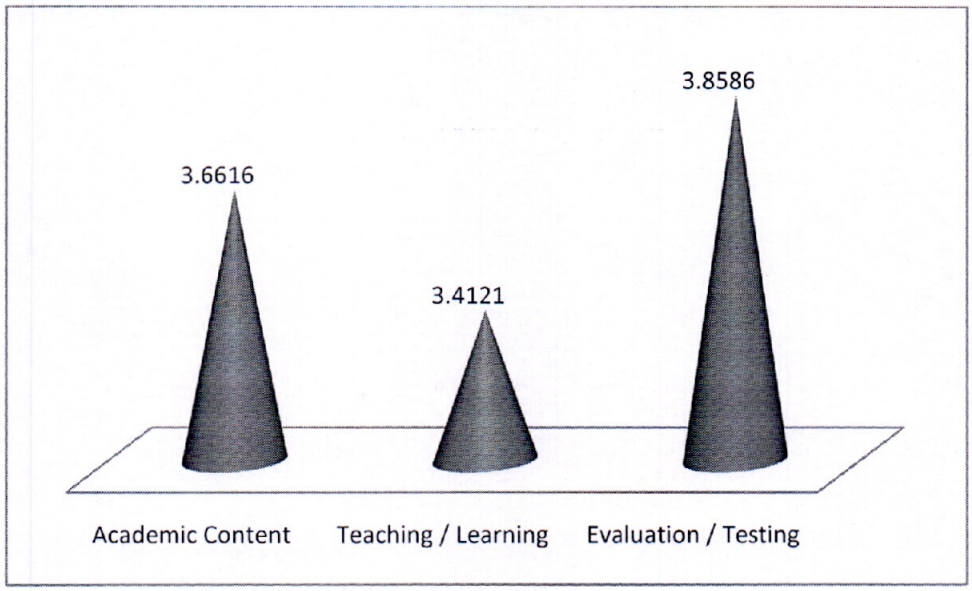
Table 46

Academic Progression for the department – "PG Maths (SF)"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	33	2.50	4.50	3.6616	.60594
Teaching / Learning	33	2.00	4.80	3.4121	.66509
Evaluation / Testing	33	1.33	4.83	3.8586	.80485

Figure 46

Academic Progression for the department – "PG Maths (SF)"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Maths (SF)" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.85).

47. Mean score of Academic Progression for the department – "PG Physics (SF)"

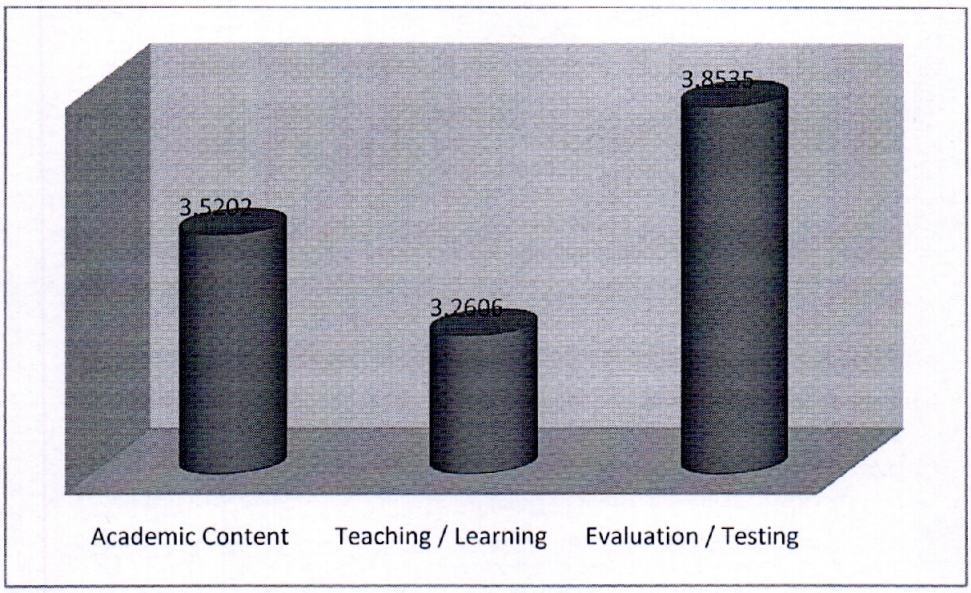
Table 47

Academic Progression for the department – "PG Physics (SF)"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	33	1.67	5.00	3.5202	.81942
Teaching / Learning	33	1.80	5.00	3.2606	.80543
Evaluation / Testing	33	2.17	5.00	3.8535	.61345

Figure 47

Academic Progression for the department – "PG Physics (SF)"



Interpretation:

The mean score of the three academic progression dimensions for the department "PG Maths (SF)" reveal that students at students have a higher mean score for the dimension Evaluation / Testing (M= 3.85).

Satellite Campus

Student's feedback has been collected from final year UG and PG students in the satellite campus on three dimensions (1.Academic Content 2.Evaluation / Testing 3.Teaching / Learning). The summated score for each dimension is created by adding the respective items under each dimension and was divided by the number of items in that dimension.

1. Mean score of Academic Progression dimensions for all the Departments combined together (both UG & PG)

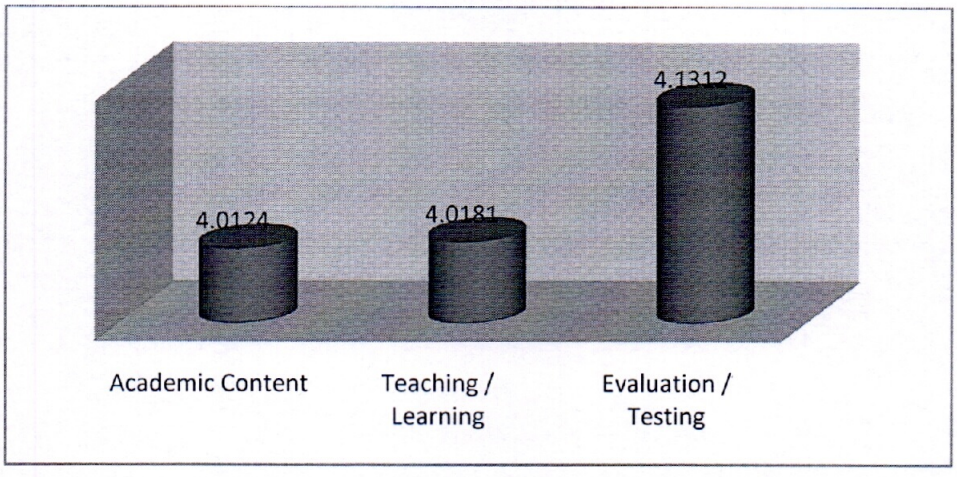
Table 1

Mean score of Academic Progression dimensions for all the Departments (UG & PG)

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	188	1.00	5.00	4.0124	.80688
Teaching / Learning	188	1.00	5.00	4.0181	.93299
Evaluation / Testing	188	1.00	5.00	4.1312	.85345

Figure 1

Mean score of Academic Progression dimensions for all the Departments (UG & PG)



Interpretation:

The mean score of the three academic progression dimensions for all the departments combined together reveals that students have a higher agreement score on Evaluation and Testing (M = 4.113) followed by Teaching / Learning (M = 4.01) and Academic content (M= 4.01).

2. Mean score of Academic Progression Category wise for all the Departments based on Level of graduation (UG / PG)

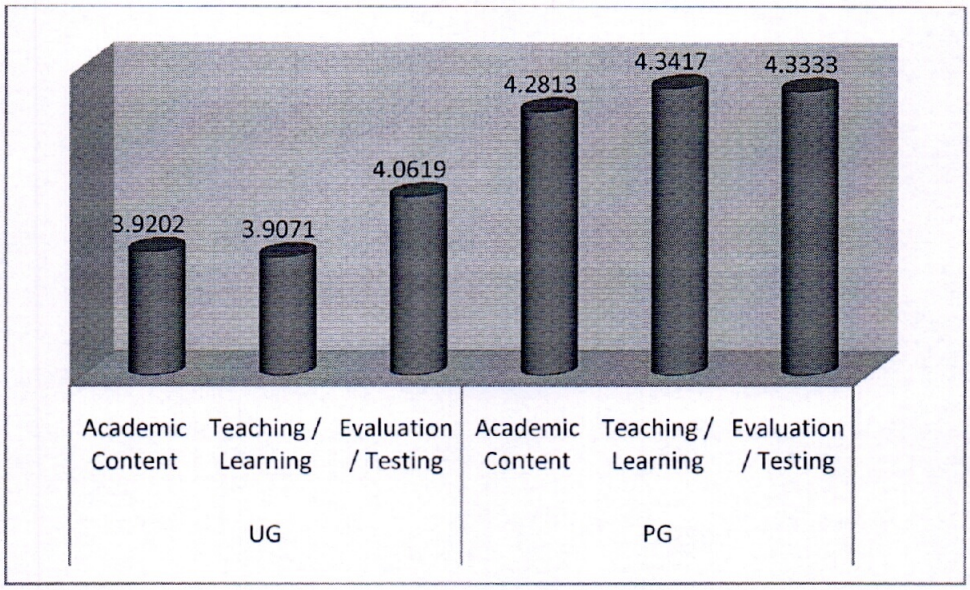
Table 2

Mean score of Academic Progression Category wise for all the Departments based on level of graduation

		N	Minimum	Maximum	Mean	Std. Deviation
UG	**Academic Content**	140	1.00	5.00	3.9202	.84025
	Teaching / Learning	140	1.00	5.00	3.9071	.98723
	Evaluation / Testing	140	1.00	5.00	4.0619	.90613
PG	**Academic Content**	48	2.50	5.00	4.2813	.63503
	Teaching / Learning	48	2.40	5.00	4.3417	.66134
	Evaluation / Testing	48	2.67	5.00	4.3333	.64320

Figure 2

Mean score of Academic Progression dimensions for all the Departments (UG & PG)



Interpretation:

The mean score of the three academic progression dimensions for UG students indicates that students have a higher mean score on Evaluation and Testing (M =4.06) , Whereas PG students have a higher mean score of m.ore than four for all the three dimensions.

3. Mean score of Academic Progression for the department – "Bachelor of Business Administration"

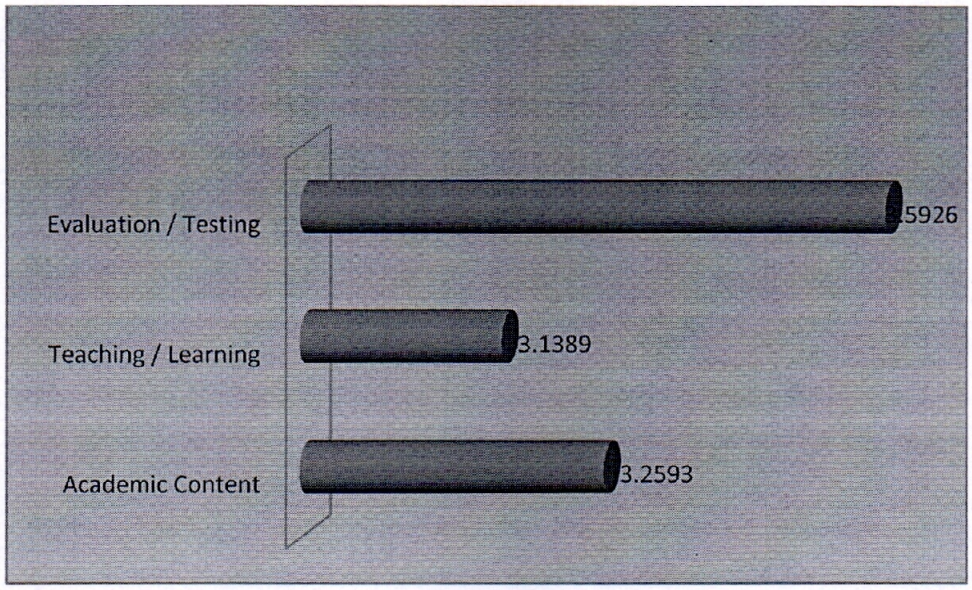
Table 3

Academic Progression for the department – "Bachelor of Business Administration"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	36	1.67	5.00	3.2593	.77710
Teaching / Learning	36	1.20	5.00	3.1389	.90436
Evaluation / Testing	36	1.33	5.00	3.5926	.94318

Figure 3

Academic Progression for the department – "Bachelor of Business Administration"



Interpretation:

The mean score of the three academic progression dimensions for the department "Bachelor of Business Administration" reveal that students have a higher mean score for the dimension Evaluation / Testing (M= 3.59).

4. Mean score of Academic Progression for the department – "BCom (CA)"

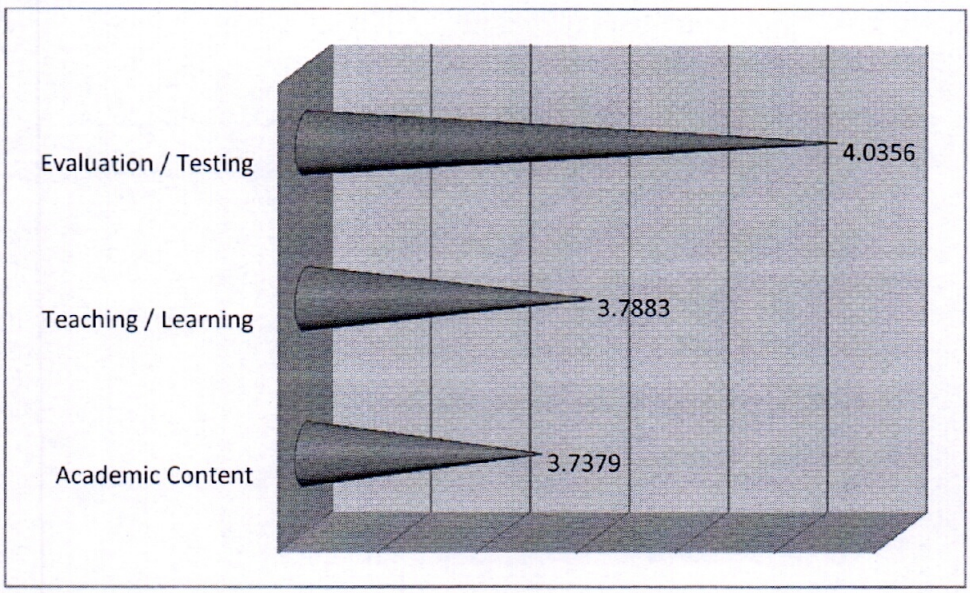
Table 4

Academic Progression for the department – "BCom (CA)"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	53	2.67	5.00	4.4874	.49121
Teaching / Learning	53	1.40	5.00	4.5283	.64819
Evaluation / Testing	53	2.50	5.00	4.6541	.52180

Figure 4

Academic Progression for the department – "BCom (CA)"



Interpretation:

The mean score of the three academic progression dimensions for the department "BCom (CA)" reveal that students have a higher mean score for all the three dimensions of academic progression.

5. Mean score of Academic Progression for the department – "BCom (SF)"

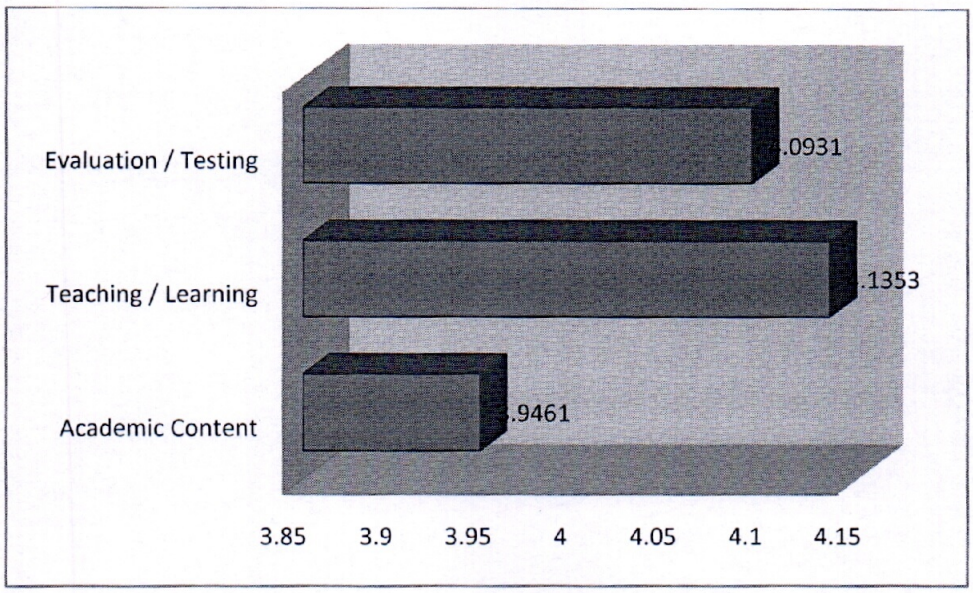
Table 5

Academic Progression for the department – "BCom (SF)"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	34	1.67	4.83	3.9461	.64709
Teaching / Learning	34	2.60	5.00	4.1353	.60447
Evaluation / Testing	34	3.00	5.00	4.0931	.55534

Figure 5

Academic Progression for the department – "BCom (SF)"



Interpretation:

The mean score of the three academic progression dimensions for the department "BCom (SF)" reveal that students have a higher mean score for the dimension Teaching / Learning (M= 4.13).

6. Mean score of Academic Progression for the department – "BA English"

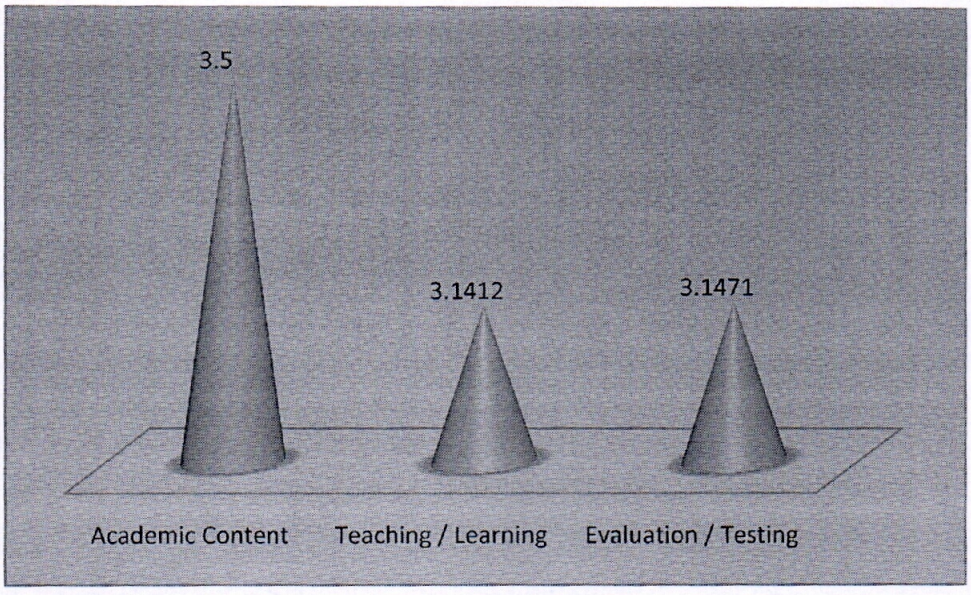
Table 6

Academic Progression for the department – "BA English"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	17	1.00	4.83	3.5000	.96285
Teaching / Learning	17	1.00	4.40	3.1412	1.10400
Evaluation / Testing	17	1.00	4.50	3.1471	1.05719

Figure 6

Academic Progression for the department – "BA English"



Interpretation:

The mean score of the three academic progression dimensions for the department "BSC - Information Technology" reveal that students have a higher mean score for the dimension Academic Content (M= 3.50).

7. Mean score of Academic Progression for the department – "MBA"

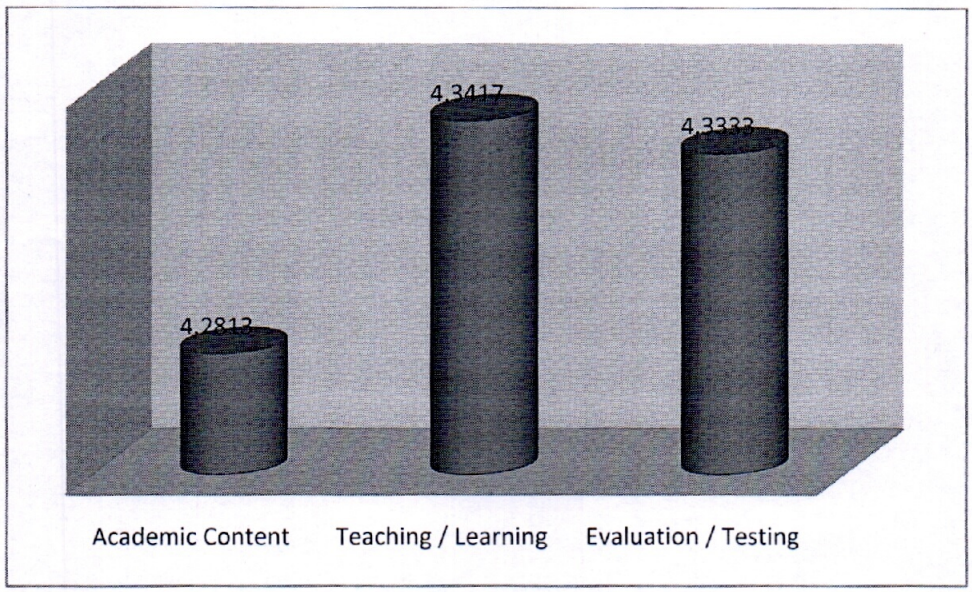
Table 7

Academic Progression for the department – "MBA"

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Content	48	2.50	5.00	4.2813	.63503
Teaching / Learning	48	2.40	5.00	4.3417	.66134
Evaluation / Testing	48	2.67	5.00	4.3333	.64320

Figure 7

Academic Progression for the department – "MBA"



Interpretation:

The mean score of the three academic progression dimensions for the department "MBA" reveal that students have a higher mean score of greater than four for all the three dimensions

Dr. M. DAVAMANI CHRISTOBER
Principal & Secretary
The American College
Madurai-625 002

Since 1881

The American College, Madurai

NAAC – Criterion I Curricular Aspects

Parent Feedback Report (2018 – 2019)

For the academic year 2018 – 19 parent feedback has been obtained through online. Eight key dimensions were evaluated pertaining to curriculum.

The eight key dimensions are

1) State your opinion with regard to overall development of your ward during the course

2) State your opinion with regard to the flexibility of programs offered by the college

3) The course content offered by the institution has good focus on employability

4) The curriculum offered by the college is well designed and contributes for skill development

5) How do you rate the courses in terms of their relevance to the latest and/or future technologies?

6) The syllabus suggested by the college is relevant for attaining student's career goals

7) The curriculum designed by the institution stimulates creativity and innovation

8) How do you rate the outcomes that your ward has achieved from the courses?

The key dimensions are analysed with frequency and percentage analysis. The results are displayed in the following tables and figures.

Dr. M. DAVAMANI CHRISTOBER
Principal & Secretary
The American College
Madurai-625 002

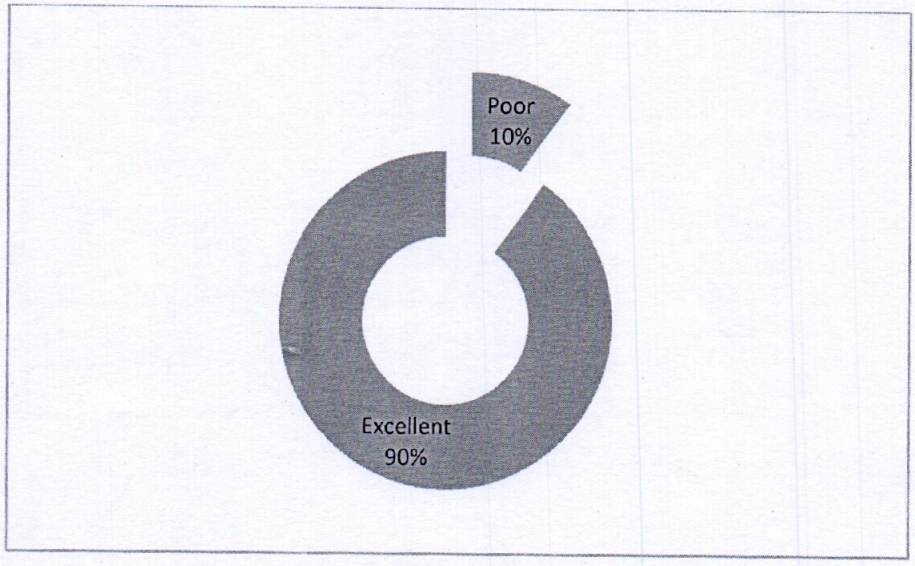
Table 1

Parent opinion on overall development of the ward during the course

S. No	Category	Frequency	Percentage
1	Poor	1	10.0
2	Excellent	9	90.0
	Total	10	100.0

Figure 1

Parent opinion on overall development of the ward during the course



It is clear from Table 1 and Figure 1 that the parent's are satisfied with the overall development of their ward during the course

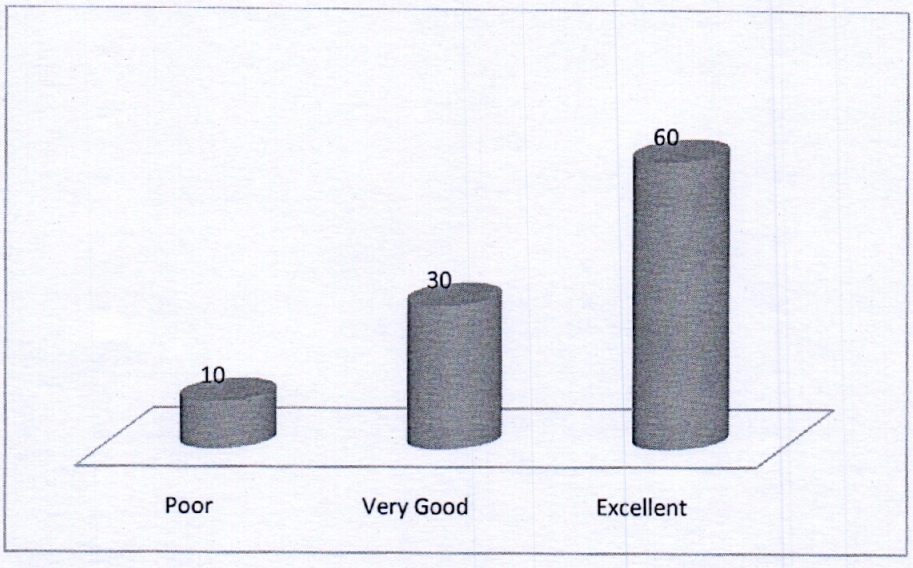
Table 2

Parent opinion regarding flexibility of programs offered by the college

S.no	Category	Frequency	Percentage
1	Poor	1	10.0
2	Very Good	3	30.0
3	Excellent	6	60.0
	Total	10	100.0

Figure 2

Parent opinion regarding flexibility of programs offered by the college



It is observed from Table 2 and Figure that majority of the parent's are satisfied with the flexibility of programs offered by the college

Table 3

Parent opinion on focus of course content on employability

S. No	Category	Frequency	Percentage
1	Good	1	10.0
2	Very Good	3	30.0
3	Excellent	6	60.0
	Total	10	100.0

Figure 3

Parent opinion on focus of course content on employability



From Table 3 and Figure 3 it is evident that the parent's are highly satisfied with the employability of the course content

Table 4

Parent opinion on curriculum offered by the college is well designed and contributes for skill development

S. No	Category	Frequency	Percentage
1	Strongly Dis Agree	1	10.0
2	Neither Agree not Dis Agree	1	10.0
3	Agree	1	10.0
4	Strongly Agree	7	70.0
	Total	10	100.0

Figure 4

Parent opinion on curriculum offered by the college is well designed and contributes for skill development

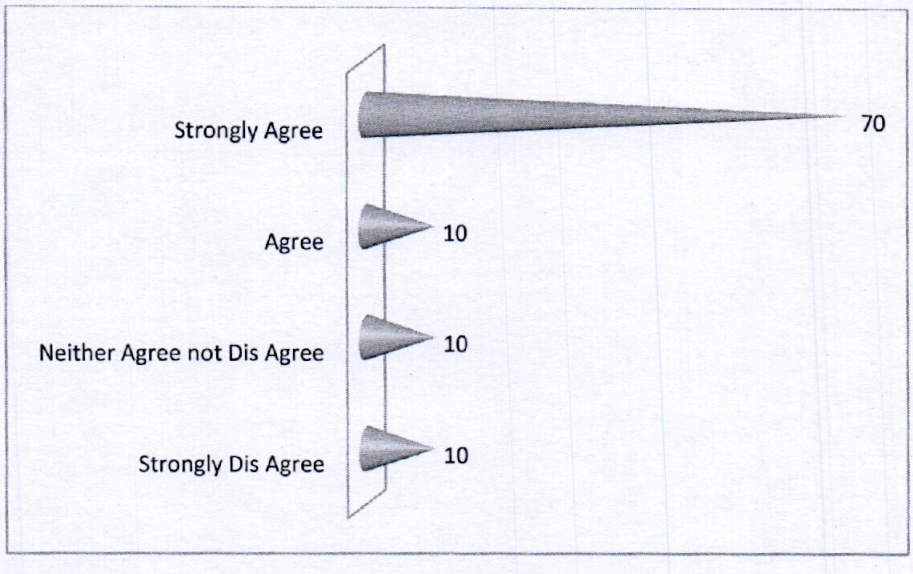


Table 4 and Figure 4 reveals that the parent's agree that the curriculum offered by the college is well designed and contributes for skill development

Table 5

Parent opinion on courses in terms of their relevance to the latest and/or future technologies

S. No	Category	Frequency	Percentage
1	Poor	1	10.0
2	Good	1	10.0
3	Very Good	2	20.0
4	Excellent	6	60.0
	Total	10	100.0

Figure 5

Parent opinion on courses in terms of their relevance to the latest and/or future technologies

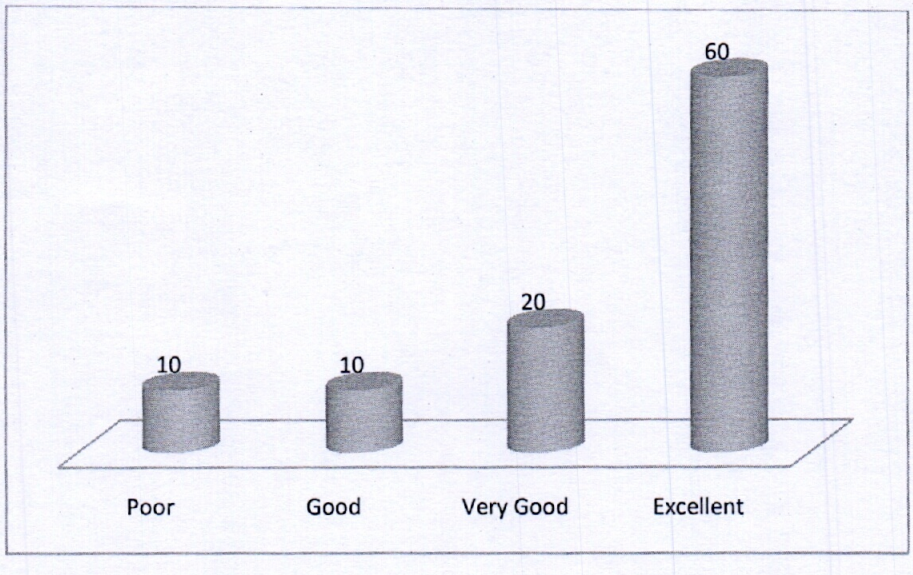


Table 5 and Figure 5 indicates that the parent's agree that the courses are relevant to the latest and/or future technologies

Table 6

Parent opinion on relevance of the syllabus in attaining student's career goals

S. No	Category	Frequency	Percentage
1	Strongly Dis Agree	1	10.0
2	Neither Agree nor Dis Agree	2	20.0
3	Strongly Agree	7	70.0
	Total	10	100.0

Figure 6

Parent opinion on relevance of the syllabus in attaining student's career goals

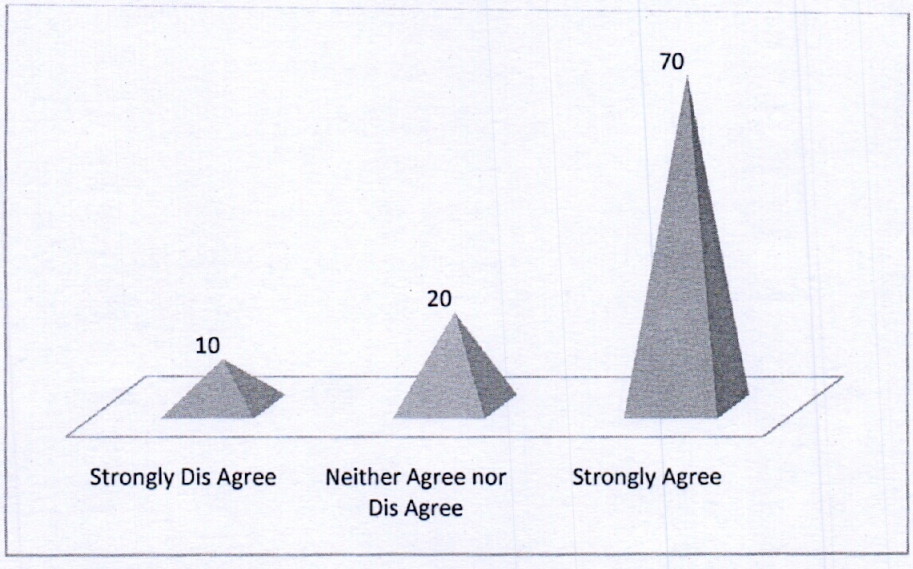


Table 6 and Figure 6 shows that the parent's agree that the syllabus is highly relevant in attaining student's career goals

Table 7

Parent opinion on creativity and innovation stimulated by the curriculum

S. No	Category	Frequency	Percentage
1	Strongly Dis Agree	1	10.0
2	Agree	1	10.0
3	Strongly Agree	8	80.0
	Total	10	100.0

Figure 7

Parent opinion on creativity and innovation stimulated by the curriculum

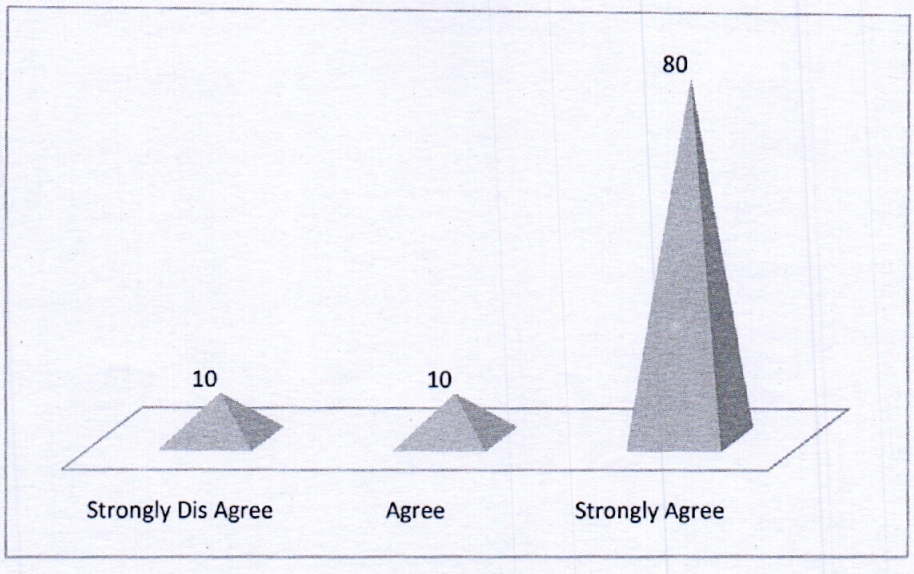


Table 7 and Figure 7 shows that the parents agree that the curriculum offered by the college stimulates creativity and innovation

Table 8

Parent opinion on outcomes achieved by the ward from the courses

S.no	Category	Frequency	Percentage
1	Poor	1	10.0
2	Very Good	1	10.0
3	Excellent	8	80.0
	Total	10	100.0

Figure 8

Parent opinion on outcomes achieved by the ward from the courses

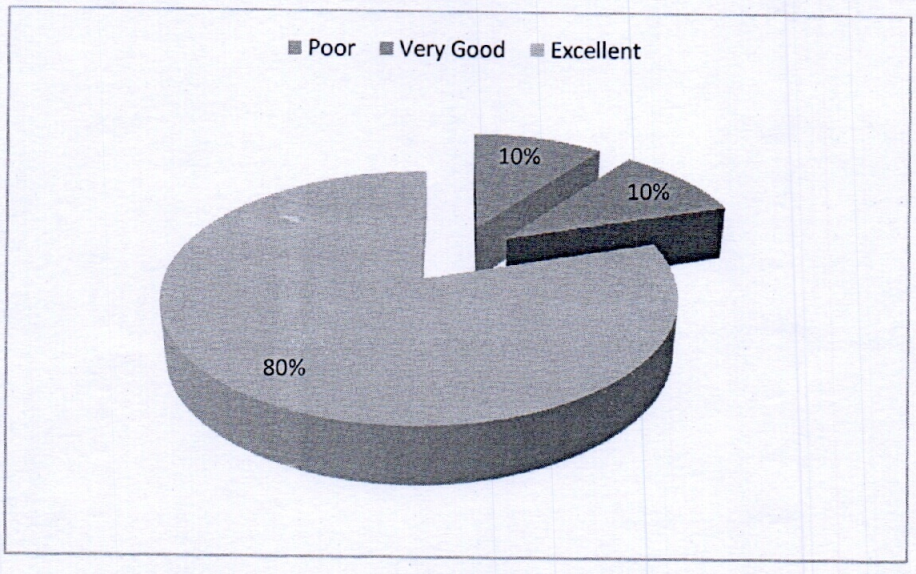


Table 8 and Figure 8 reveals that the parents agree that their wards have attained good outcomes from the courses.

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NAAC – Criterion I Curricular Aspects

Employee Feedback Report (2018 – 2019)

For the academic year 2018 – 19 prospective employer feedback has been through Google form. Ten important dimensions were evaluated related to curriculum.

The important dimensions analysed are

1. Curriculum imparts subject-specific/domain skills.
2. Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs.
3. Curriculum provides interpersonal/managerial skills.
4. Curricular, extra-curricular, & co-curricular activities prepare students with personal characteristics like attitude, behaviour, character, dedication, ethics, foresight, and
5. Curriculum focuses on communication skills, interaction skills, and presentation skills.
6. Curriculum encourages students to critically and creatively think.
7. Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers.
8. Special about the curriculum is that it has in-built life skills and career skills.
9. Curriculum can further be strengthened with periodical inputs from employers
10. Curriculum can provide more hands-on and field-work experiences in each semester instead of more theoretical papers

The important dimensions are analysed with frequency and percentage analysis. Analysis and results are discussed in the following tables and figures.

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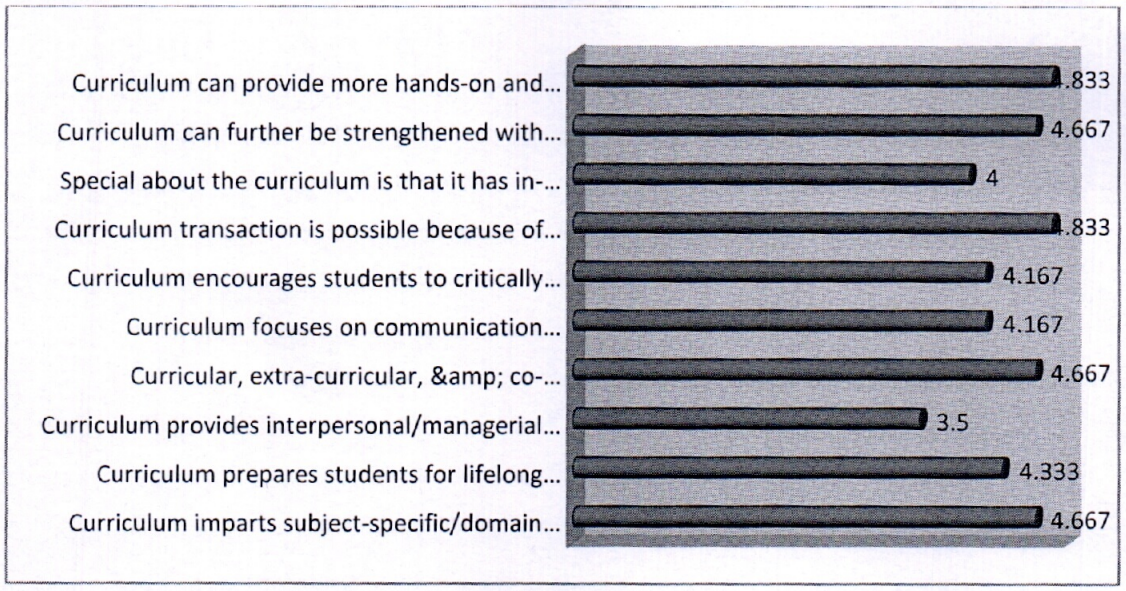
Table -1

Mean score comparison of Employer's Feedback for the year 2018 - 2019

S.No	Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
1	Curriculum imparts subject-specific/domain skills.	6	4.0	5.0	4.667	.5164
2	Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs.	6	3.0	5.0	4.333	.8165
3	Curriculum provides interpersonal/managerial skills.	6	2.0	5.0	3.500	1.3784
4	Curricular, extra-curricular, & co-curricular activities prepare students with personal characteristics like attitude, behaviour, character, dedication, ethics, foresight, and professionalism.	6	4.0	5.0	4.667	.5164
5	Curriculum focuses on communication skills, interaction skills, and presentation skills.	6	3.0	5.0	4.167	.9832
6	Curriculum encourages students to critically and creatively think.	6	4.0	5.0	4.167	.4082
7	Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers.	6	4.0	5.0	4.833	.4082
8	Special about the curriculum is that it has in-built life skills and career skills.	6	2.0	5.0	4.000	1.0954
9	Curriculum can further be strengthened with periodical inputs from employers	6	4.0	5.0	4.667	.5164
10	Curriculum can provide more hands-on and field-work experiences in each semester instead of more theoretical papers	6	4.0	5.0	4.832	.4082

Figure -1

Mean score comparison of Employer's Feedback for the year 2018 - 2019



On comparing the mean score of the ten dimensions it is observed that out of 10 dimensions for nine dimensions prospective employers displayed a higher mean score of more than 4 for each dimension. Whereas one dimension has a moderate mean score .The highest mean score as observed for the dimension "Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers." (M=4.833). As a result it is assumed that employers are highly satisfied with the curricular aspects of the college.

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Alumni Feedback Report (2018 – 2019)

For the academic year 2018 – 19 alumni feedback has been through Google form. Ten key parameters were evaluated pertaining to curriculum.

The ten key parameters are

1. College curriculum fulfils our expectations
2. The courses included in the program you studied
3. How do you rate the sequence of topics in each unit
4. State your opinion on the depth of course content
5. The course content for Employment is
6. The course content for Self employment is
7. The course content for Higher Education is
8. How do you evaluate the curriculum in terms of improving new skills *
9. How to enrich the curriculum

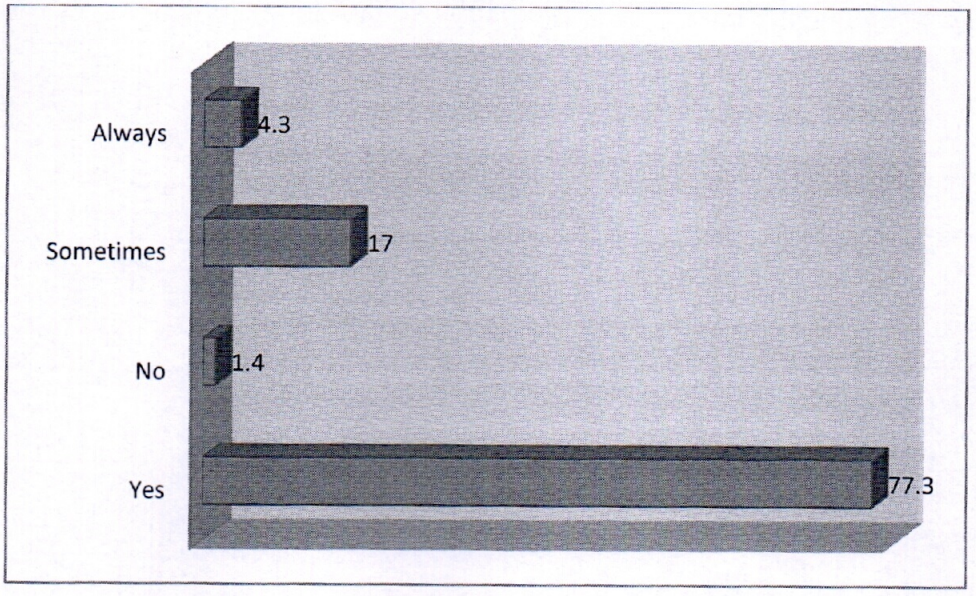
The key parameters are analysed with frequency and percentage analysis. The results are displayed in the following tables and figures.

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Table 1: Alumni opinion on College curriculum fulfils expectations

Sl.No	Category	Frequency	Percentage
1	Yes	109	77.3
2	No	2	1.4
3	Sometimes	24	17.0
4	Always	6	4.3
	Total	141	100.0

Figure 1: Alumni opinion on College curriculum fulfils expectations



It is observed from Table 1 and Figure 1 that majority 77.8 per cent of the respondents is of the opinion that the college curriculum fulfils their expectations.

Table 2: Alumni opinion on Courses included in the Program

Sl.No	Category	Frequency	Percentage
1	All are excellent	66	46.8
2	Some are excellent	39	27.7
3	All are satisfactory	27	19.1
4	Some are satisfactory	9	6.4
	Total	141	100.0

Figure 2: Alumni opinion on Courses included in the Program

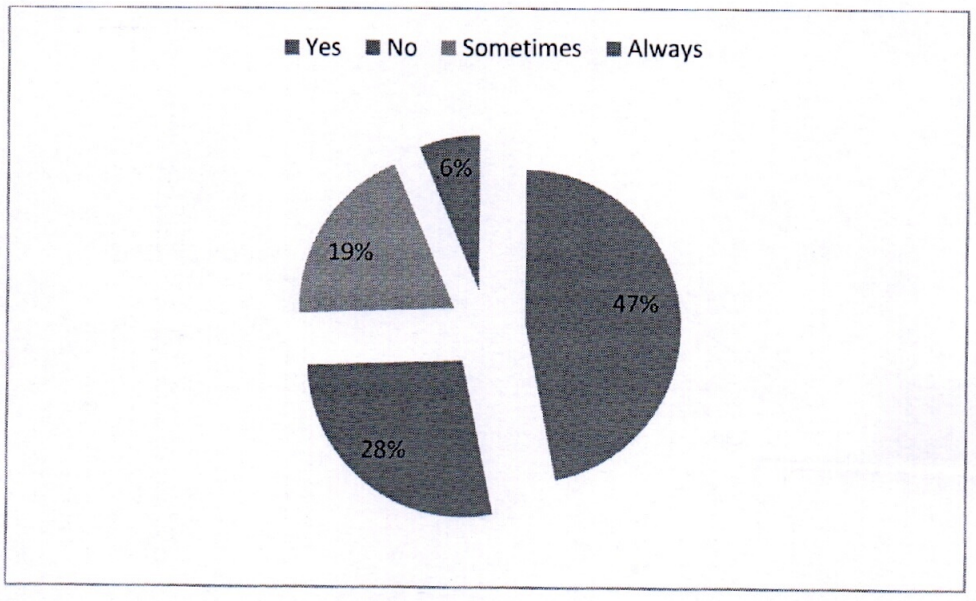
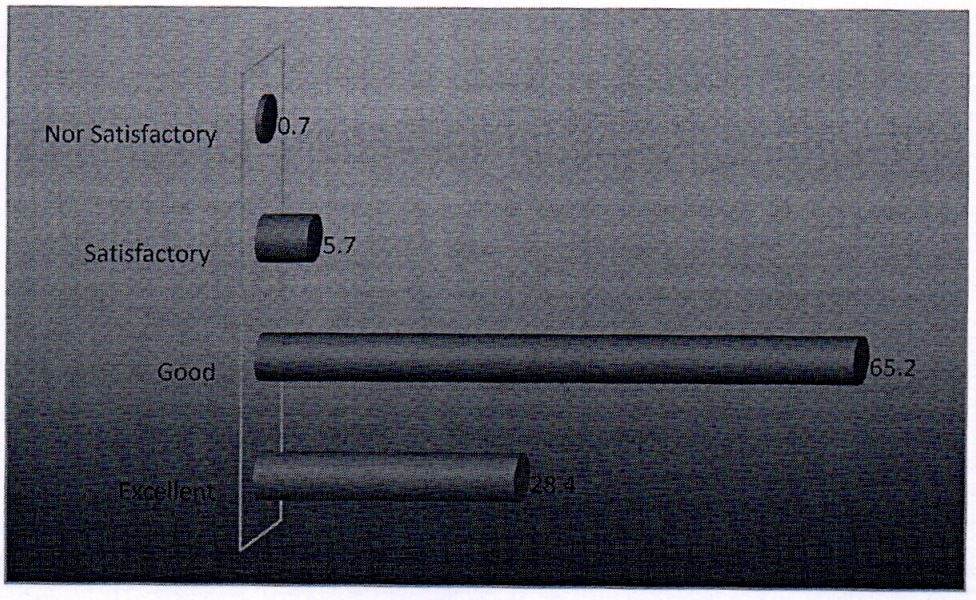


Table 2 and figure 2 reveals that majority 46.8 per cent of the respondents are of the opinion that all the courses in the program studied by them are excellent. . Also 27.7 per cent of the respondents are of the opinion that some courses in the program studied by them are excellent.

Table 3 Alumni opinion on Sequence of topic in each unit

Sl.No	Category	Frequency	Percentage
1	Excellent	40	28.4
2	Good	92	65.2
3	Satisfactory	8	5.7
4	Nor Satisfactory	1	.7
	Total	141	100.0

Figure 3: Alumni opinion on Sequence of topic in each unit

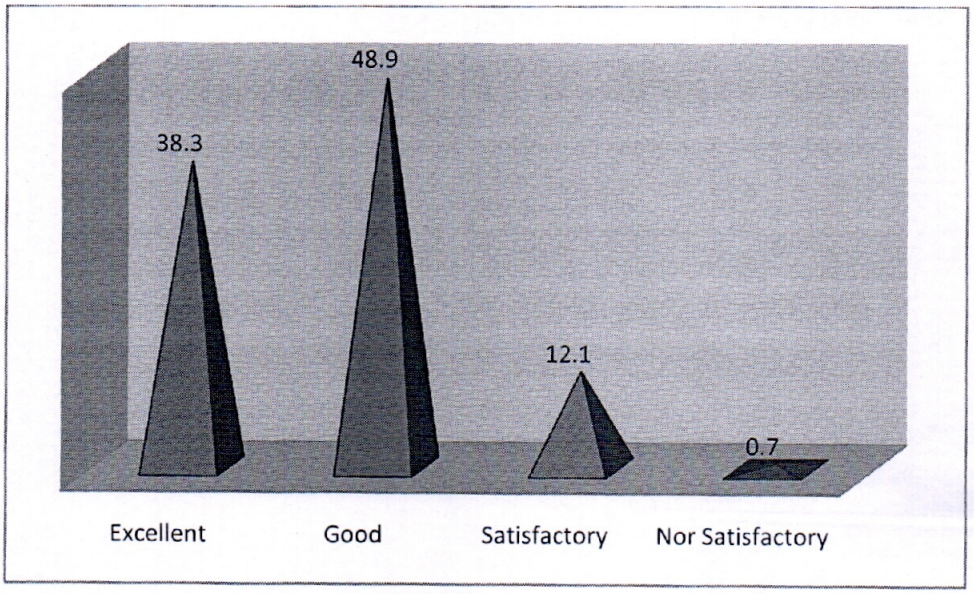


Based on the frequency and percentage analysis from Table 3 and figure3 it is evident that 28.4 per cent of the respondents are of the opinion that the sequence of topic in each unit are excellent , while 65.2 per cent of the respondents are of the opinion that the sequence of topic in each unit are good.

Table 4: Alumni opinion on Depth of the course content

Sl.No	Category	Frequency	Percentage
1	Excellent	54	38.3
2	Good	69	48.9
3	Satisfactory	17	12.1
4	Nor Satisfactory	1	.7
	Total	141	100.0

Figure 4: Alumni opinion on Depth of the course content

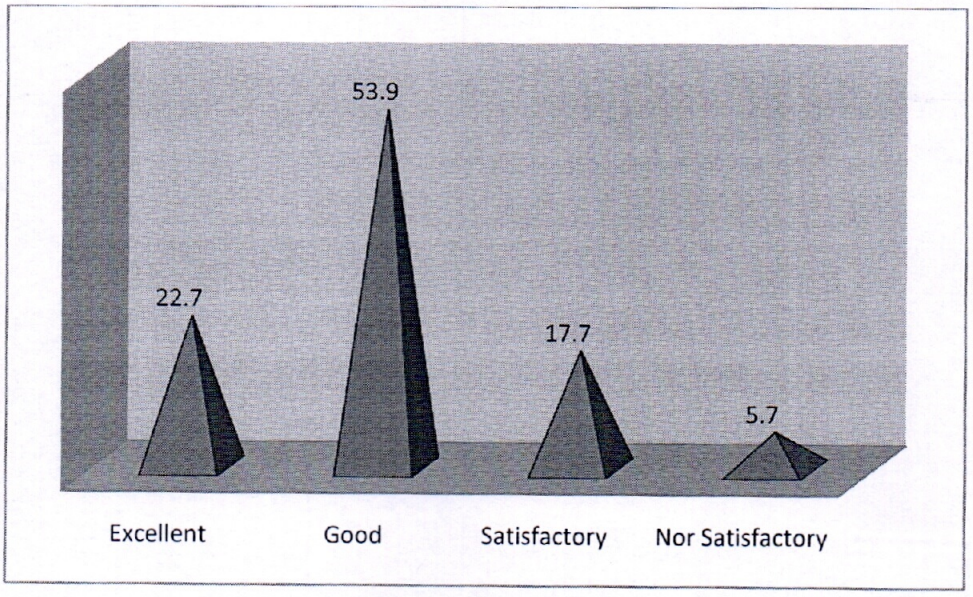


From the frequency and percentage analysis of Table 4 and figure 4 it is evident that 38.3 per cent of the respondents are of the opinion that the depth of the course content are excellent , while 48.9 per cent of the respondents are of the opinion that the depth of the course content are good.

Table 5: Alumni opinion on course content for employment

Sl.No	Category	Frequency	Percentage
1	Excellent	32	22.7
2	Good	76	53.9
3	Satisfactory	25	17.7
4	Nor Satisfactory	8	5.7
	Total	141	100.0

Figure 5: Alumni opinion on course content for employment

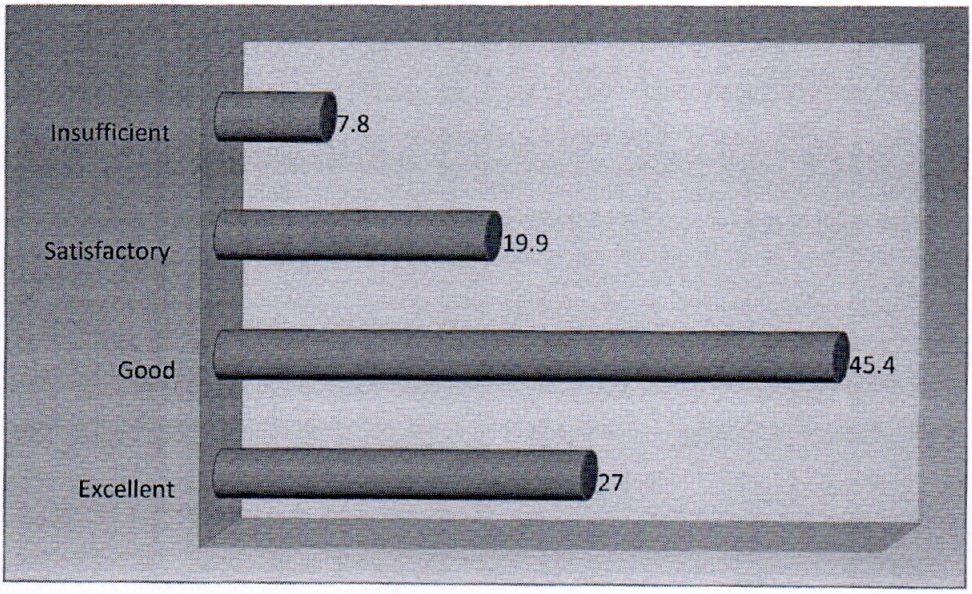


It is evident from the frequency and percentage analysis of Table 5 and figure 5 that 22.7 per cent of the respondents are of the opinion that the course content for employment opportunities are excellent , while 53.9 per cent of the respondents are of the opinion that the course content for employment opportunities are good.

Table 6: Alumni opinion on course content for self employment

Sl.No	Category	Frequency	Percentage
1	Excellent	38	27.0
2	Good	64	45.4
3	Satisfactory	28	19.9
4	Insufficient	11	7.8
	Total	141	100.0

Figure 6: Alumni opinion on course content for self employment

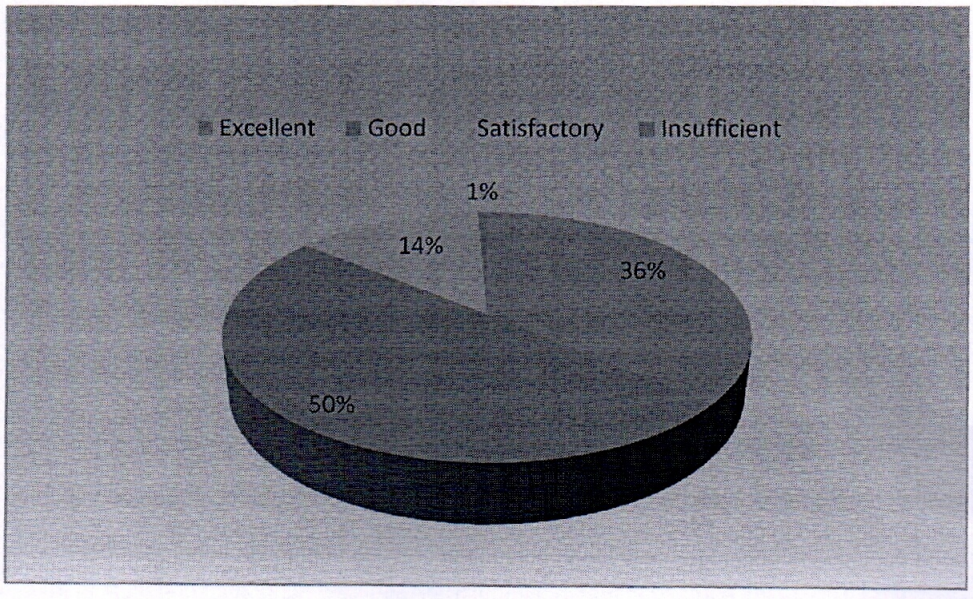


It is observed from the frequency and percentage analysis of Table 6 and figure 6 that 27.0 per cent of the respondents are of the opinion that the course content for self employment opportunities are excellent , while 45.4 per cent of the respondents are of the opinion that the course content for employment opportunities are good.

Table 7: Alumni opinion on course content for Higher education

Sl.No	Category	Frequency	Percentage
1	Excellent	51	36.2
2	Good	70	49.6
3	Satisfactory	19	13.5
4	Insufficient	1	.7
	Total	141	100.0

Figure 7: Alumni opinion on course content for Higher education

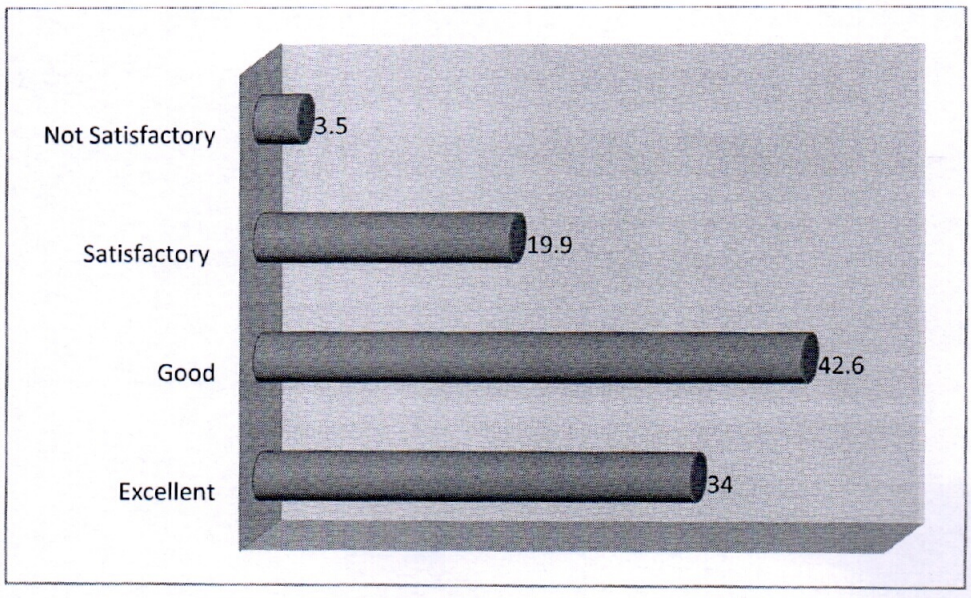


It is evident from the frequency and percentage analysis of Table 7 and figure7 that 36.2 per cent of the respondents are of the opinion that the course content for higher education opportunities are excellent , while 49.6 per cent of the respondents are of the opinion that the course content for higher education opportunities are good.

Table 8: Alumni opinion on curriculum in improving new skills

Sl.No	Category	Frequency	Percentage
1	Excellent	48	34.0
2	Good	60	42.6
3	Satisfactory	28	19.9
4	Not Satisfactory	5	3.5
	Total	141	100.0

Figure 8: Alumni opinion on curriculum in improving new skills

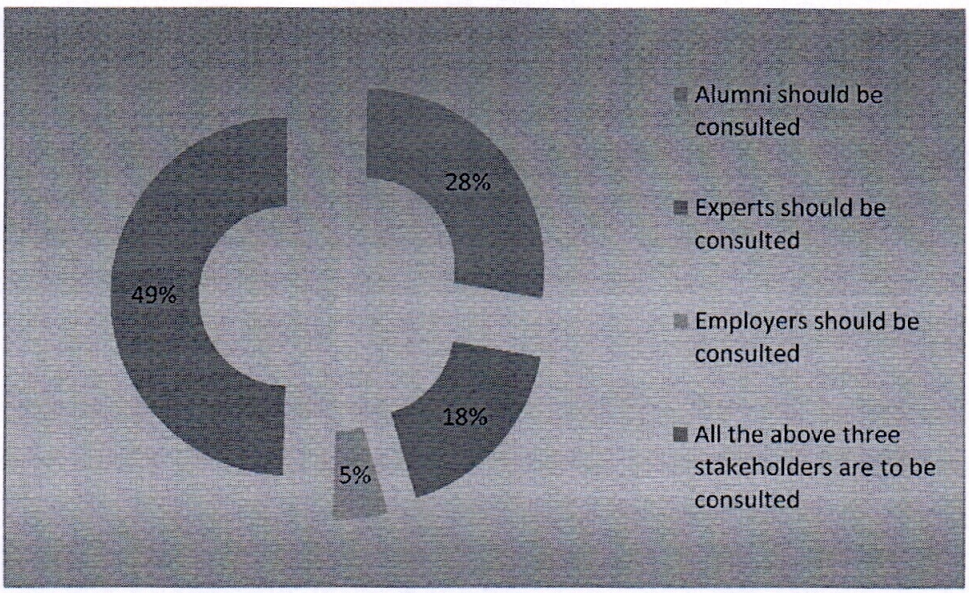


It is clear from the frequency and percentage analysis of Table 8 and figure8 that 34.0 per cent of the respondents are of the opinion that the curriculum is excellent in terms of improving new skills, while 42.6 per cent of the respondents are of the opinion that the curriculum is good in terms of improving new skills

Table 9: Alumni opinion on enriching the curriculum

Sl.No	Category	Frequency	Percentage
1	Alumni should be consulted	39	27.7
2	Experts should be consulted	25	17.7
3	Employers should be consulted	7	5.0
4	All the above three stakeholders are to be consulted	70	49.6
	Total	141	100.0

Figure 9: Alumni opinion on enriching the curriculum



Based on frequency and percentage analysis of Table 9 and figure 9 it is evident that 27.7 per cent of the respondents are of the opinion that to enrich the curriculum Alumni should be consulted, while 49.6 per cent of the respondents are of the opinion that to enrich the curriculum all the three stake holders should be consulted

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NAAC – Criterion I Curricular Aspects

Teacher's Feedback Report (2018 – 2019)

For the academic year 2018 – 19 teacher' feedback has been collected from faculty in the main campus and satellite campus on twelve key parameters on a five point scale. Faculty being the most important person in curriculum design, implementation and development, feedback of faculty on curricular aspects are of utmost importance. The key parameters are analysed with mean comparison. The results are displayed in the following table and figure. The key parameters are

1. The curriculum adopted by the college is contemporary and industry relevant
2. The curriculum is well balanced between theory and application
3. Teacher's enjoy autonomy to design and revise the syllabus periodically
4. Program outcomes, Program specific outcomes and course outcomes are well defined
5. The courses / Syllabi taught by me increase my knowledge and interest in the subject area
6. Curriculum has high academic flexibility
7. Course contents fulfils the needs of the students
8. The present curriculum enhances the employability of the students
9. Curriculum has focus on skill development
10 Aims and objectives of the syllabi are defined clearly to Teachers and Students
11. The course/program of studies carries sufficient number of optional papers.
12. The contents of the course have been presented from simple to complex form

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Table -1

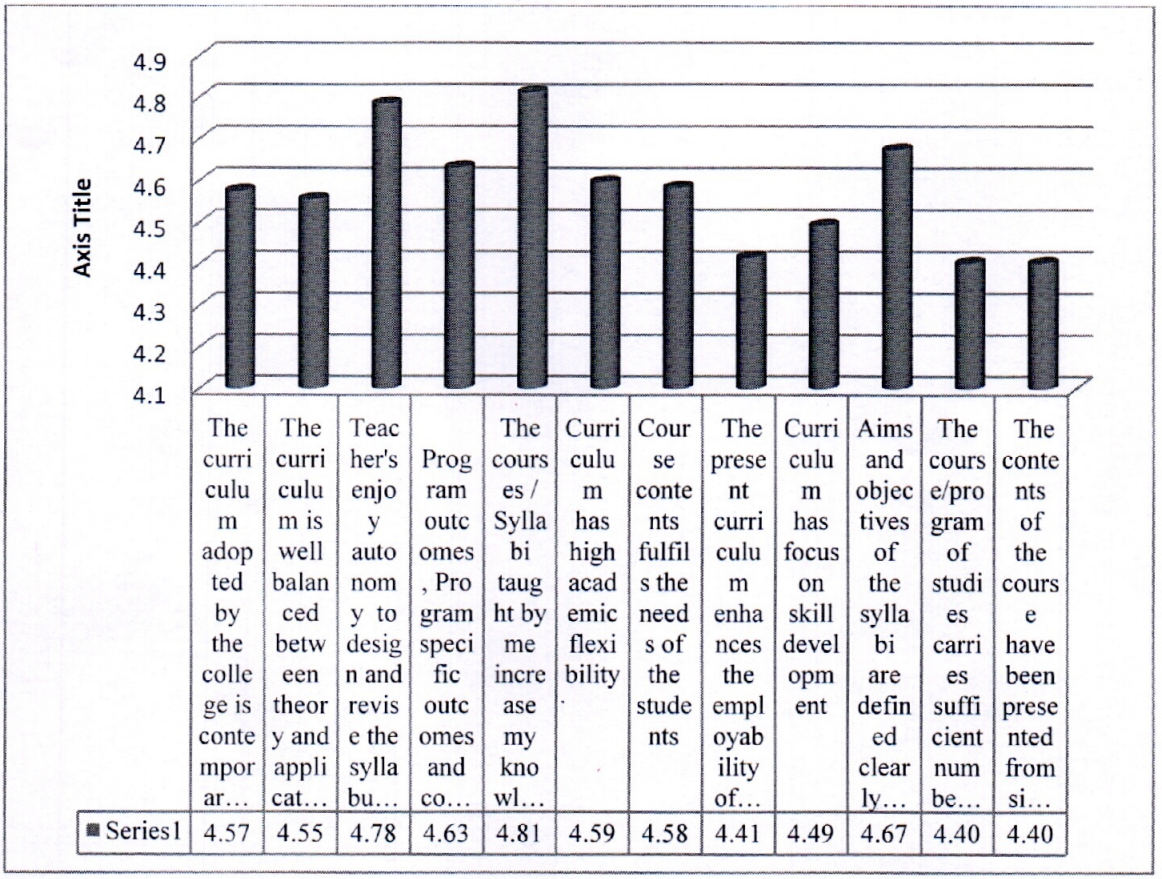
Mean score comparison of Teacher's Feedback Parameters

Descriptive Statistics

Parameters	N	Minimum	Maximum	Mean	Std. Deviation
The curriculum adopted by the college is contemporary and industry relevant	144	1.0	5.0	4.576	.6540
The curriculum is well balanced between theory and application	144	2.0	5.0	4.556	.6120
Teacher's enjoy autonomy to design and revise the syllabus periodically	144	2.0	5.0	4.785	.4755
Program outcomes , Program specific outcomes and course outcomes are well defined	144	3.0	5.0	4.632	.5640
The courses / Syllabi taught by me increase my knowledge and interest in the subject area	144	2.0	5.0	4.812	.4420
Curriculum has high academic flexibility	144	2.0	5.0	4.597	.6723
Course contents fulfils the needs of the students	144	3.0	5.0	4.583	.5854
The present curriculum enhances the employability of the students	144	2.0	5.0	4.417	.7242
Curriculum has focus on skill development	144	2.0	5.0	4.493	.6895
Aims and objectives of the syllabi are defined clearly to Teachers and Students	144	3.0	5.0	4.674	.5266
The course/program of studies carries sufficient number of optional papers.	144	1.0	5.0	4.403	.7693

The contents of the course have been presented from simple to complex form	144	2.0	5.0	4.403	.6723

Figure - 1
Mean score comparison of Teacher's Feedback Parameters



Interpretation:

Based on the mean score comparisons of the twelve important parameters for all the departments combined together in campus reveals it is observed that faculties exhibited a higher mean score on all the twelve parameters with a men value of more than 4 for each parameter. There for it is assumed that faculties are highly satisfied with the curricular aspects of the college.

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NAAC – Criterion I Curricular Aspects

Student Feedback Report (2019 – 2020)

For the academic year 2019 – 20 students' feedback has been collected from UG and PG students in the main campus on ten key parameters through Google form.

The ten important parameters analysed are

1) How do you rate the course you are undergoing in terms of the content across different semesters?

2) How do you perceive the availability of text and reference materials in the library?

3) Express your opinion with regard to the relevance of the subjects included in your curriculum

4) State your opinion with regard to academic environment of the college for effective learning

5) Do you agree that the courses you study are latest and up to date?

6) How do you rate the percentage of courses having focus on skill development and entrepreneurship?

7) Mention the level of outcomes that you have attained from the course you have studied

8) How do you rate the components of your internal assessment?

9) Convey your view on the CBCS system adopted by the college

10) How do you rate your course in terms of relevance for the job market?

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Main Campus

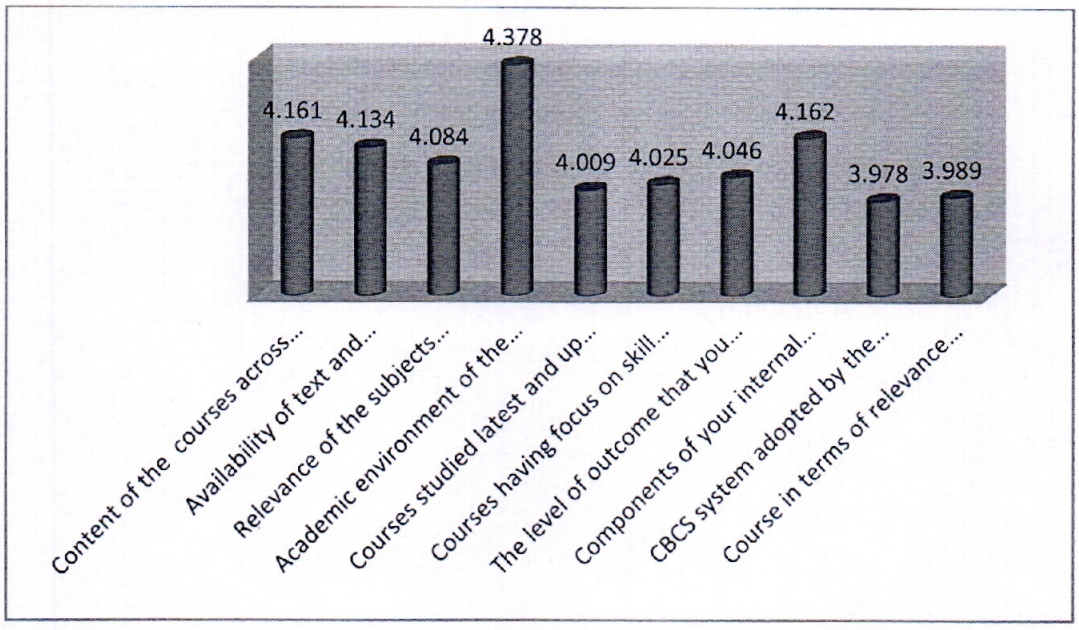
Table -1

Mean score comparison of variables across all Departments

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	2013	4.160	.6625
Availability of text and reference materials in the library	2013	4.134	.7168
Relevance of the subjects included in your curriculum	2013	4.083	.6359
Academic environment of the college for effective learning	2013	4.378	.6873
Courses studied latest and up to date	2013	4.009	.7622
Courses having focus on skill development and entrepreneurship	2013	4.024	.7454
The level of outcome that you have attained from the courses	2013	4.046	.6668
Components of your internal assessment	2013	4.161	.6742
CBCS system adopted by the college	2013	3.978	.7272
Course in terms of relevance for the job market	2013	3.989	.8120

Figure - 1

Mean score comparison of variables across all Departments



Interpretation:

The mean score of the ten key parameters for all the departments combined together at the main campus reveals that students have a higher agreement score on "Academic environment of the college for effective learning" (M = 4.37) followed by Teaching (M= 4.01) . Among the ten parameters the lowest mean score is observed for "CBCS system adopted by the college" (M = 3.97)

Table -2

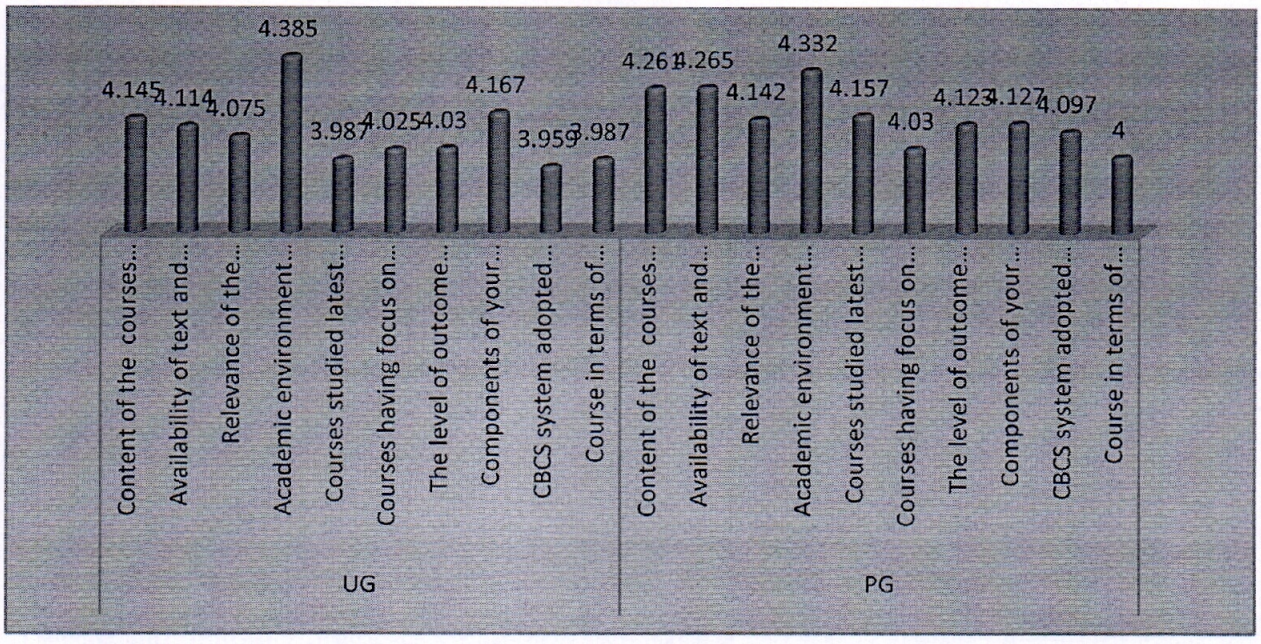
Mean score comparison of variables across Graduation of Students

Variables		N	Mean	Std. Deviation
UG	Content of the courses across different semesters	1745	4.145	.6689
	Availability of text and reference materials in the library	1745	4.114	.7185
	Relevance of the subjects included in your curriculum	1745	4.075	.6342
	Academic environment of the college for effective learning	1745	4.385	.6828
	Courses studied latest and up to date	1745	3.987	.7650
	Courses having focus on skill development and entrepreneurship	1745	4.025	.7484
	The level of outcome that you have attained from the courses	1745	4.03	.6644
	Components of your internal assessment	1745	4.167	.6715
	CBCS system adopted by the college	1745	3.959	.7279
	Course in terms of relevance for the job market	1745	3.987	.8095
PG	Content of the courses across different semesters	268	4.261	.6111
	Availability of text and reference materials in the library	268	4.265	.6929
	Relevance of the subjects included in your curriculum	268	4.142	.6436

	Academic environment of the college for effective learning	268	4.332	.7175
	Courses studied latest and up to date	268	4.157	.7278
	Courses having focus on skill development and entrepreneurship	268	4.030	.7287
	The level of outcome that you have attained from the courses	268	4.123	.6786
	Components of your internal assessment	268	4.127	.6915
	CBCS system adopted by the college	268	4.097	.7123
	Course in terms of relevance for the job market	268	4.000	.8301

Figure -2

Mean score comparison of variables across Graduation of Students



Interpretation:

Mean score comparison of the ten key parameters across the under graduate and post graduate departments reveals that both students have a higher agreement score on "Academic environment of the college for effective learning". Also under graduate students has a lower mean score on the parameter "CBCS system adopted by the college" (M=3.96)

Table -3

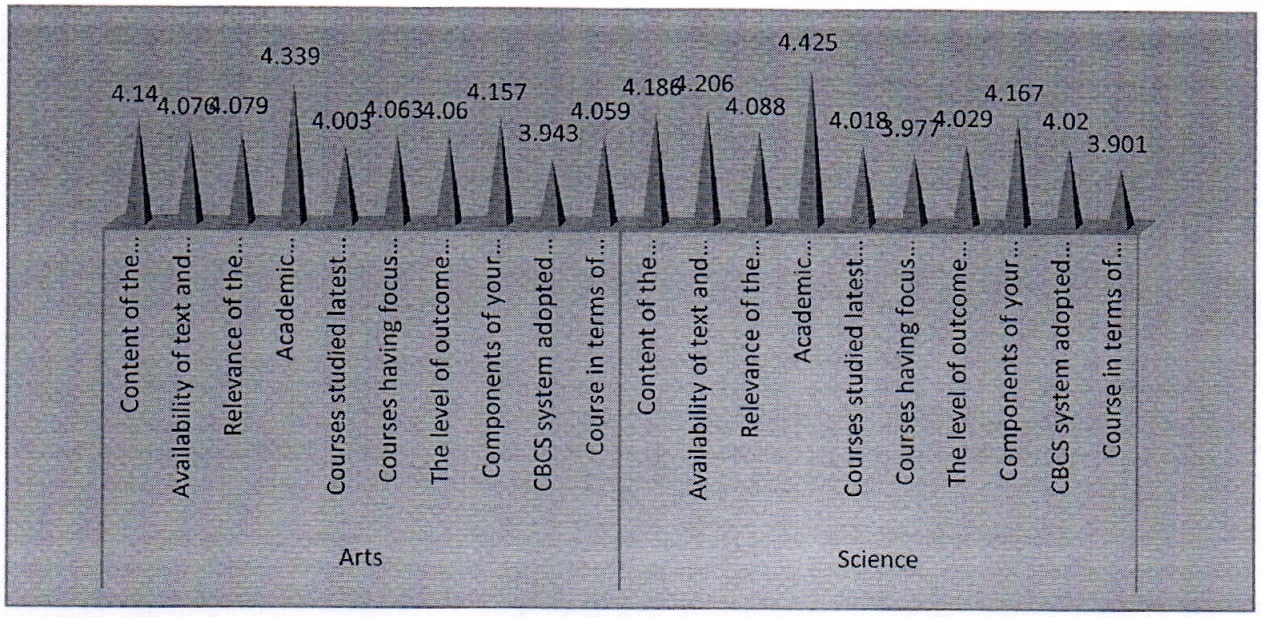
Mean score comparison of variables across Arts and Science Students

Variables		N	Mean	Std. Deviation
Arts	Content of the courses across different semesters	1115	4.140	.6674
	Availability of text and reference materials in the library	1115	4.076	.7330
	Relevance of the subjects included in your curriculum	1115	4.079	.6363
	Academic environment of the college for effective learning	1115	4.339	.6818
	Courses studied latest and up to date	1115	4.003	.7796
	Courses having focus on skill development and entrepreneurship	1115	4.063	.7100
	The level of outcome that you have attained from the courses	1115	4.060	.6584
	Components of your internal assessment	1115	4.157	.6683

	CBCS system adopted by the college	1115	3.943	.7061
	Course in terms of relevance for the job market	1115	4.059	.7674
Science	Content of the courses across different semesters	898	4.186	.6559
	Availability of text and reference materials in the library	898	4.206	.6899
	Relevance of the subjects included in your curriculum	898	4.088	.6353
	Academic environment of the college for effective learning	898	4.425	.6920
	Courses studied latest and up to date	898	4.018	.7404
	Courses having focus on skill development and entrepreneurship	898	3.977	.7858
	The level of outcome that you have attained from the courses	898	4.029	.6771
	Components of your internal assessment	898	4.167	.6818
	CBCS system adopted by the college	898	4.020	.7508
	Course in terms of relevance for the job market	898	3.901	.8566

Figure -3

Mean score comparison of variables across Arts and Science Students



Interpretation:

Mean score comparison of the ten key parameters across the Arts and Science stream reveals that both students studying in Arts and Science streams have a higher mean score on "Academic environment of the college for effective learning". Further Arts students has lower mean score on the parameter "CBCS system adopted by the college" (M=3.943) , while Science students has lower mean score on the parameter "Course in terms of relevance for the job market" (M= 3.903).

Table -4

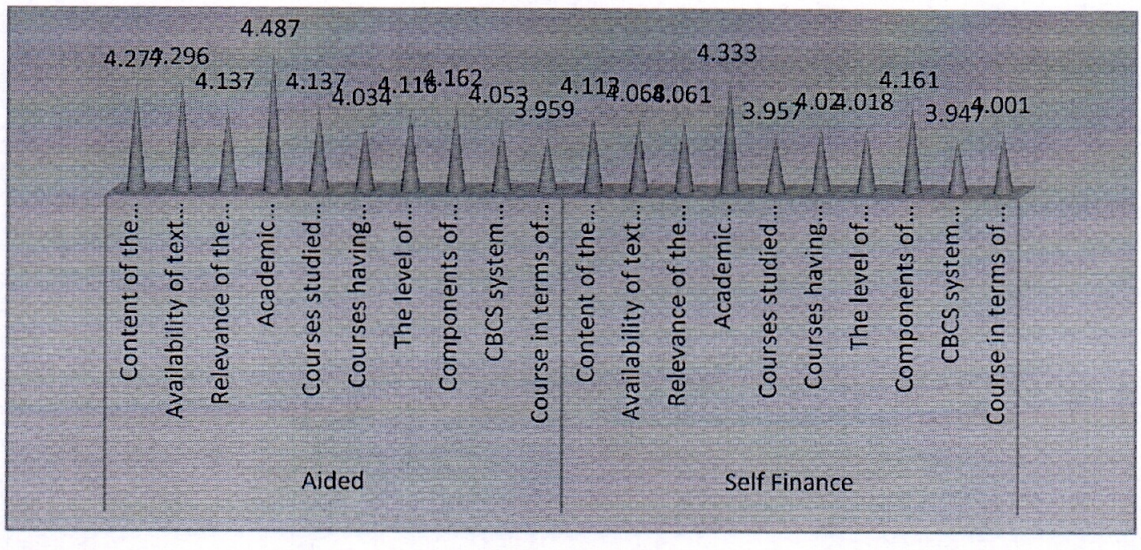
Mean score comparison of Parameters across students studying in Aided and Self Finance stream

Variables		N	Mean	Std. Deviation
Aided	Content of the courses across different semesters	585	4.277	.6126
	Availability of text and reference materials in the library	585	4.296	.7069
	Relevance of the subjects included in your curriculum	585	4.137	.6398
	Academic environment of the college for effective learning	585	4.487	.6674
	Courses studied latest and up to date	585	4.137	.6937
	Courses having focus on skill development and entrepreneurship	585	4.034	.7690
	The level of outcome that you have attained from the courses	585	4.116	.6901
	Components of your internal assessment	585	4.162	.7017
	CBCS system adopted by the college	585	4.053	.7464
	Course in terms of relevance for the job market	585	3.959	.8531
Self Finance	Content of the courses across different semesters	1428	4.113	.6764
	Availability of text and reference materials in the library	1428	4.068	.7105

	Relevance of the subjects included in your curriculum	1428	4.061	.6330
	Academic environment of the college for effective learning	1428	4.333	.6908
	Courses studied latest and up to date	1428	3.957	.7828
	Courses having focus on skill development and entrepreneurship	1428	4.020	.7357
	The level of outcome that you have attained from the courses	1428	4.018	.6552
	Components of your internal assessment	1428	4.161	.6628
	CBCS system adopted by the college	1428	3.947	.7172
	Course in terms of relevance for the job market	1428	4.001	.7946

Figure -4

Mean score comparison of Parameters across students studying in Aided and Self Finance stream



Interpretation:

Mean score comparison of the ten key parameters across the Aided and Self finance stream reveals that students studying in Aided streams have a higher mean score on "Academic environment of the college for effective learning" (M=4.487) and has lower mean score on the parameter "Course in terms of relevance for the job market" (M= 3.959).

Further Self finance students has Higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.333) , and has lower mean score on the parameter "CBCS system adopted by the college" (M= 3.947).

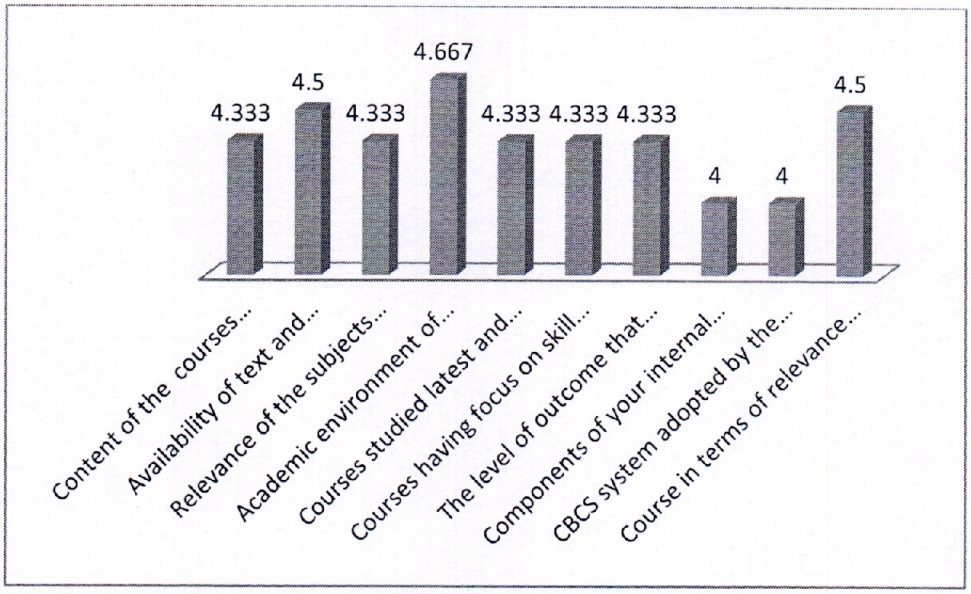
Table -5

Mean score comparison of Parameters for the department – "BA Economics"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	6	4.333	.5164
Availability of text and reference materials in the library	6	4.500	.5477
Relevance of the subjects included in your curriculum	6	4.333	.5164
Academic environment of the college for effective learning	6	4.667	.5164
Courses studied latest and up to date	6	4.333	.5164
Courses having focus on skill development and entrepreneurship	6	4.333	.5164
The level of outcome that you have attained from the courses	6	4.333	.8165
Components of your internal assessment	6	4.000	.6325
CBCS system adopted by the college	6	4.000	.6325
Course in terms of relevance for the job market	6	4.500	.5477

Figure -5

Mean score comparison of Parameters for the department – "BA Economics



Mean score comparison of the ten key parameters with respect to the department BA Economics reveals that students have a higher mean score of 4 and above on all the chosen parameters.

Table -6

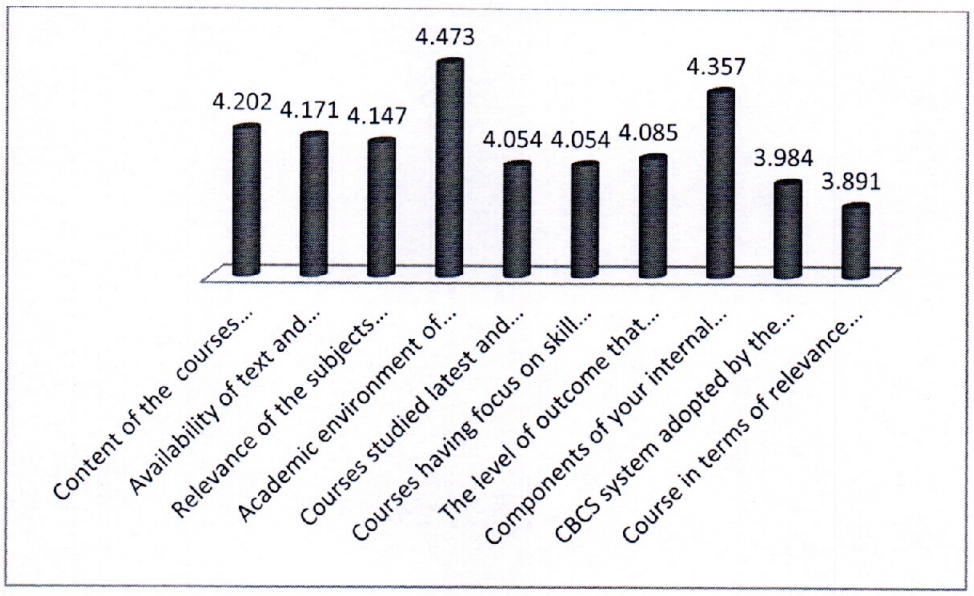
Mean score comparison of Parameters for the department – "B.Sc Bio -Chemistry"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	129	4.202	.6420
Availability of text and reference materials in the library	129	4.171	.7194
Relevance of the subjects included in your curriculum	129	4.147	.6507
Academic environment of the college for effective learning	129	4.473	.6740
Courses studied latest and up to date	129	4.054	.7635

Courses having focus on skill development and entrepreneurship	129	4.054	.8131
The level of outcome that you have attained from the courses	129	4.085	.7292
Components of your internal assessment	129	4.357	.6937
CBCS system adopted by the college	129	3.984	.9184
Course in terms of relevance for the job market	129	3.891	.8860

Figure -6

Mean score comparison of Parameters for the department – "B.Sc Bio -Chemistry"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department B.Sc Bio – Chemistry reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M = 4.473) and lower mean score on the parameter "Course in terms of relevance for the job market" (M = 3.891)

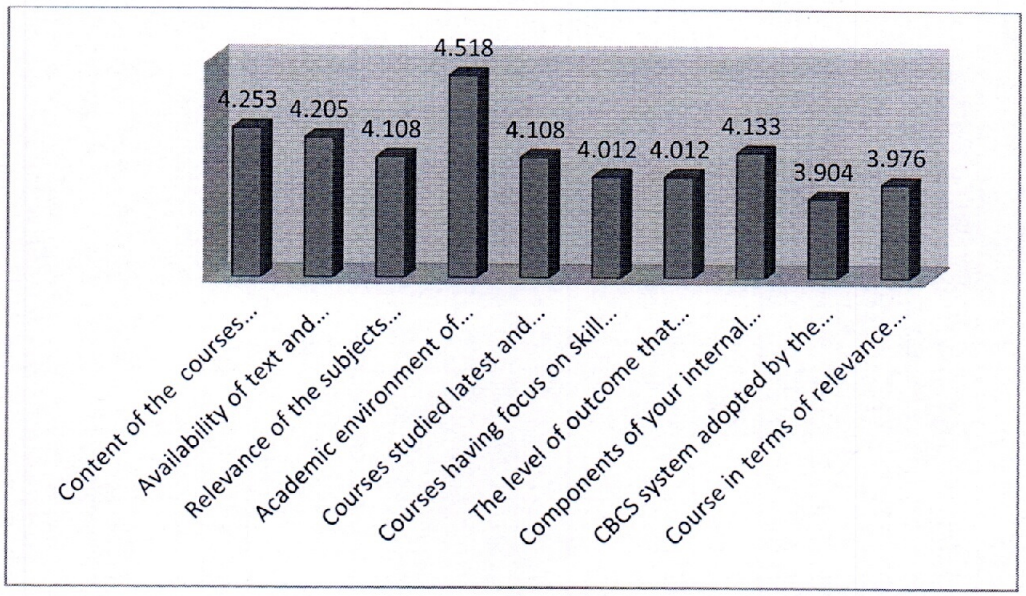
Table -7

Mean score comparison of Parameters for the department "B.Sc Botany"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	83	4.253	.6017
Availability of text and reference materials in the library	83	4.205	.7612
Relevance of the subjects included in your curriculum	83	4.108	.6441
Academic environment of the college for effective learning	83	4.518	.6317
Courses studied latest and up to date	83	4.108	.7492
Courses having focus on skill development and entrepreneurship	83	4.012	.6716
The level of outcome that you have attained from the courses	83	4.012	.7070
Components of your internal assessment	83	4.133	.6202
CBCS system adopted by the college	83	3.904	.7261
Course in terms of relevance for the job market	83	3.976	.7647

Figure -7

Mean score comparison of Parameters for the department – "B.Sc Botany"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "B.Sc Botany" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M = 4.518) and lower mean score on the parameter "CBCS system adopted by the college" (M = 3.904)

Table -8

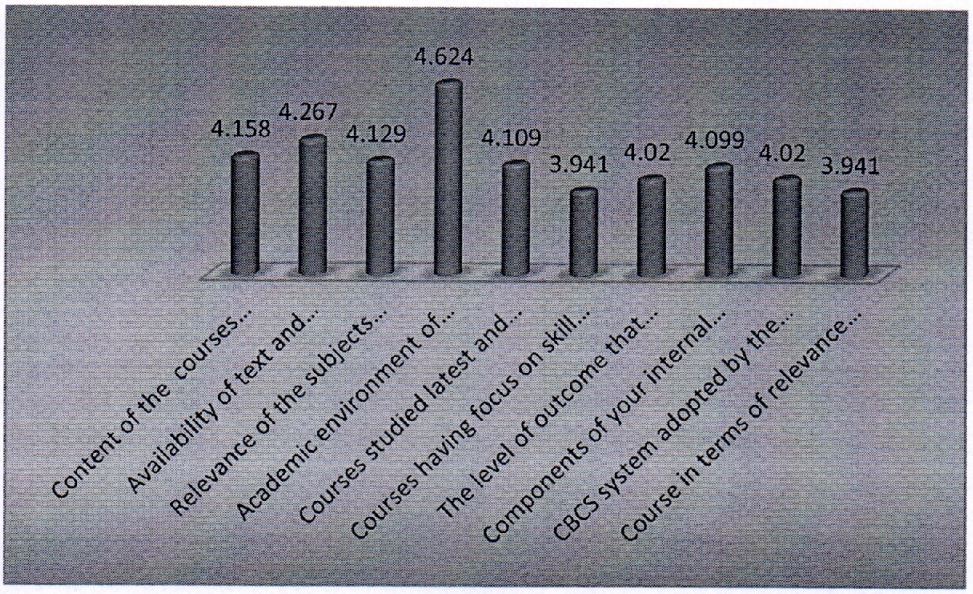
Mean score comparison of Parameters for the department – "B.Sc Chemistry"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	101	4.158	.7312
Availability of text and reference materials in the library	101	4.267	.6464
Relevance of the subjects included in your curriculum	101	4.129	.6110

Academic environment of the college for effective learning	101	4.624	.5450
Courses studied latest and up to date	101	4.109	.6768
Courses having focus on skill development and entrepreneurship	101	3.941	.8225
The level of outcome that you have attained from the courses	101	4.020	.7068
Components of your internal assessment	101	4.099	.7281
CBCS system adopted by the college	101	4.020	.6779
Course in terms of relevance for the job market	101	3.941	.8102

Figure -8

Mean score comparison of Parameters for the department – "B.Sc Chemistry"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "B.Sc Chemistry" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M = 4.624) and lower mean score on the parameter "Course in terms of relevance for the job market" (M = 3.940)

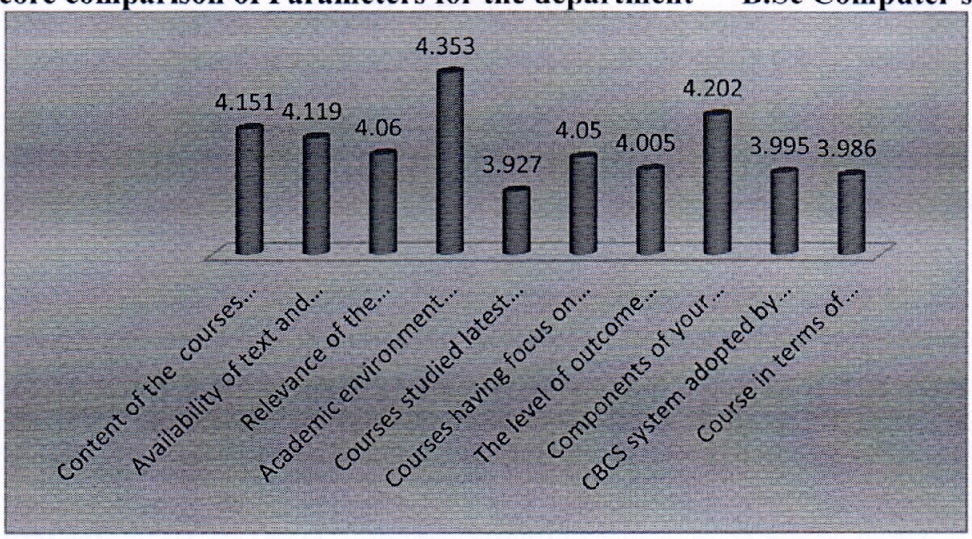
Table -9

Mean score comparison of Parameters for the department – "B.Sc Computer science"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	218	4.151	.6147
Availability of text and reference materials in the library	218	4.119	.6401
Relevance of the subjects included in your curriculum	218	4.060	.6156
Academic environment of the college for effective learning	218	4.353	.6361
Courses studied latest and up to date	218	3.927	.8056
Courses having focus on skill development and entrepreneurship	218	4.050	.7198
The level of outcome that you have attained from the courses	218	4.005	.6332
Components of your internal assessment	218	4.202	.6038
CBCS system adopted by the college	218	3.995	.6686
Course in terms of relevance for the job market	218	3.986	.7404

Figure -9

Mean score comparison of Parameters for the department – "B.Sc Computer science"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "B.Sc Computer science" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M = 4.353) and lower mean score on the parameter "Courses studied are latest and up to date" (M = 3.927)

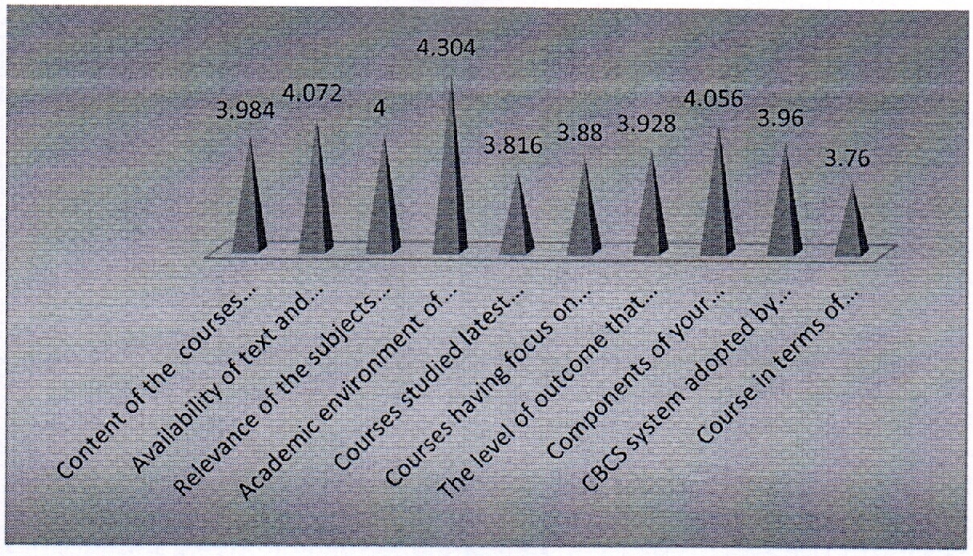
Table -10

Mean score comparison of Parameters for the department – "B.Sc IT"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	125	3.984	.6954
Availability of text and reference materials in the library	125	4.072	.6860
Relevance of the subjects included in your curriculum	125	4.000	.5957
Academic environment of the college for effective learning	125	4.304	.7209
Courses studied latest and up to date	125	3.816	.8556
Courses having focus on skill development and entrepreneurship	125	3.880	.7683
The level of outcome that you have attained from the courses	125	3.928	.6244
Components of your internal assessment	125	4.056	.6514
CBCS system adopted by the college	125	3.960	.6143
Course in terms of relevance for the job market	125	3.760	.9453

Figure -10

Mean score comparison of Parameters for the department – "B.Sc IT"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "B.Sc IT" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M = 4.304) and it was found that students reported a lower mean score of less than 4 on the parameters "Course in terms of relevance for the job market" (M=3.76) , "Courses studied latest and up to date" (M=3.816) , "Courses having focus on skill development and entrepreneurship" (M = 3.880) , "The level of outcome that you have attained from the courses" (M= 3.928) , "CBCS system adopted by the college" (M=3.96) , "Content of the courses across different semesters" (M=3.984)

Table -11

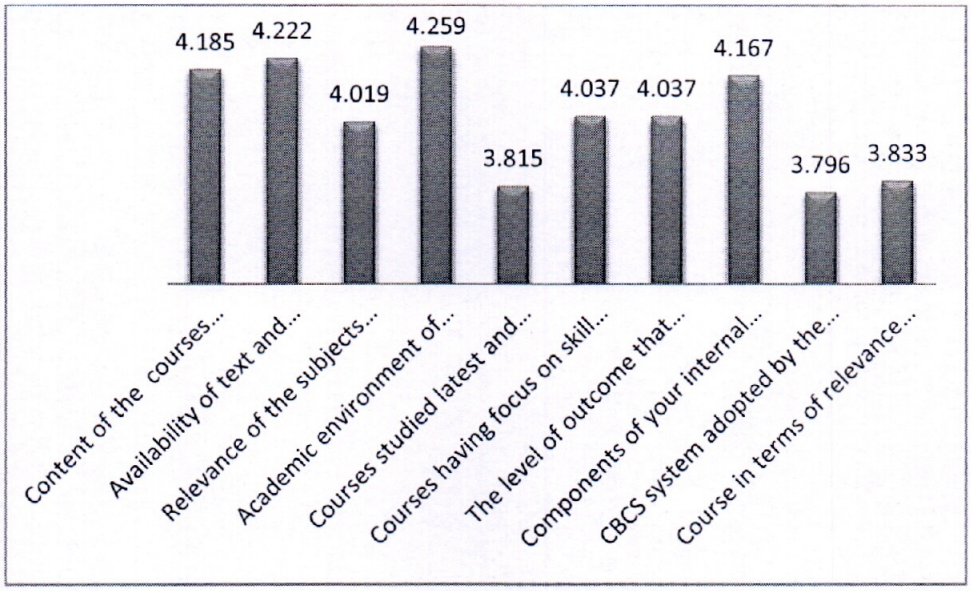
Mean score comparison of Parameters for the department – "B.Sc Mathematics"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	54	4.185	.8027
Availability of text and reference materials in the library	54	4.222	.6635

Relevance of the subjects included in your curriculum	54	4.019	.6585
Academic environment of the college for effective learning	54	4.259	.8941
Courses studied latest and up to date	54	3.815	.7024
Courses having focus on skill development and entrepreneurship	54	4.037	.8233
The level of outcome that you have attained from the courses	54	4.037	.6432
Components of your internal assessment	54	4.167	.6936
CBCS system adopted by the college	54	3.796	.8098
Course in terms of relevance for the job market	54	3.833	.9060

Figure -11

Mean score comparison of Parameters for the department – "B.Sc Mathematics



Interpretation:

Mean score comparison of the ten key parameters with respect to the department **"**B.Sc Mathematics**"** reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M = 4.259) and it was found that students reported a lower mean score of less than 4 on the parameters "CBCS system adopted by the college" (M= 3.796) , "Courses studied latest and up to date" (M= 3.815) , "Course in terms of relevance for the job market" (M=3.833)

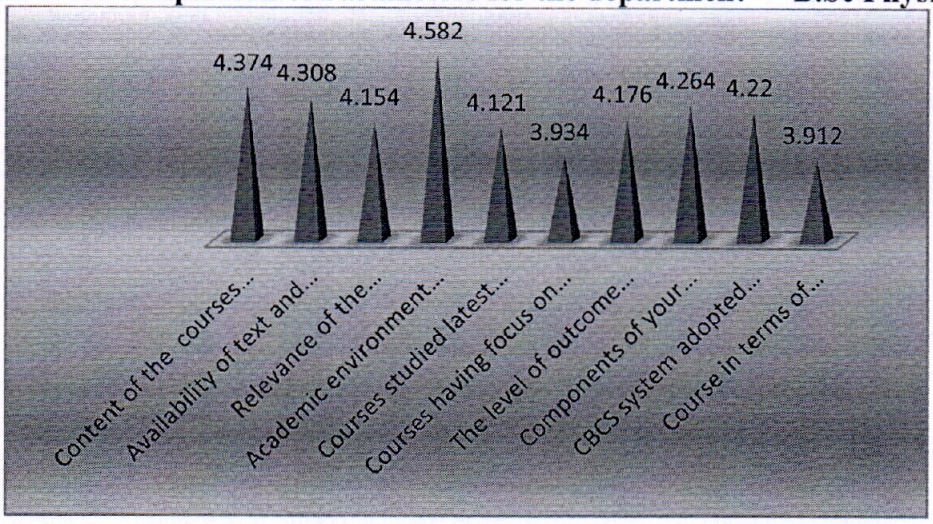
Table -12

Mean score comparison of Parameters for the department – "B.Sc Physics"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	91	4.374	.6262
Availability of text and reference materials in the library	91	4.308	.7556
Relevance of the subjects included in your curriculum	91	4.154	.7137
Academic environment of the college for effective learning	91	4.582	.6509
Courses studied latest and up to date	91	4.121	.7429
Courses having focus on skill development and entrepreneurship	91	3.934	.9043
The level of outcome that you have attained from the courses	91	4.176	.7086
Components of your internal assessment	91	4.264	.8005
CBCS system adopted by the college	91	4.220	.8000
Course in terms of relevance for the job market	91	3.912	.9735

Figure -12

Mean score comparison of Parameters for the department – "B.Sc Physics"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "B.Sc Physics" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M = 4.582) and it was found that students reported a lower mean score of less than 4 on the parameters "Course in terms of relevance for the job market" (M= 3.912) and "Courses having focus on skill development and entrepreneurship" (M= 3.934).

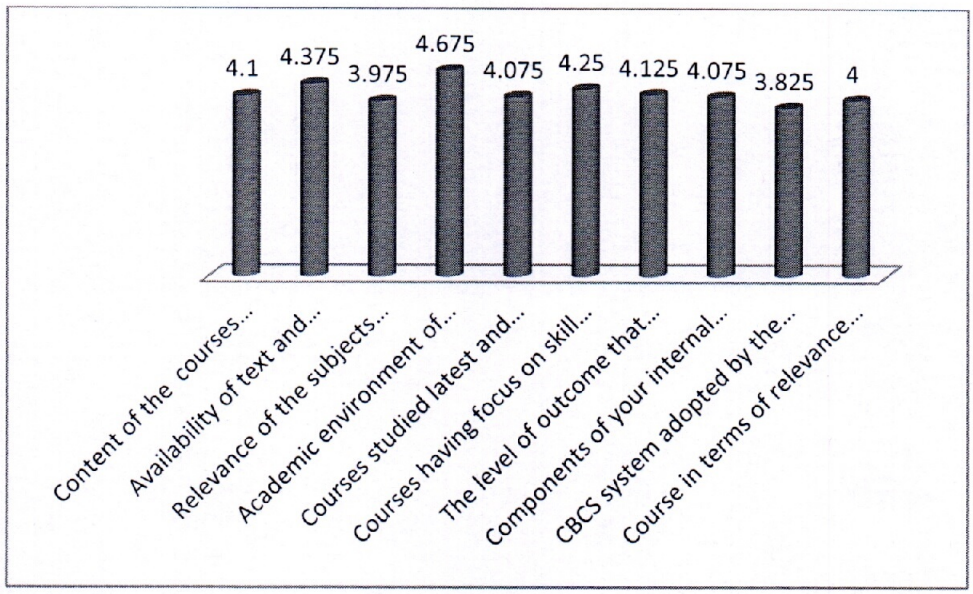
Table -13

Mean score comparison of Parameters for the department – "B.Sc Zoology"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	40	4.100	.6325
Availability of text and reference materials in the library	40	4.375	.6675
Relevance of the subjects included in your curriculum	40	3.975	.5768
Academic environment of the college for effective learning	40	4.675	.5723
Courses studied latest and up to date	40	4.075	.5256
Courses having focus on skill development and entrepreneurship	40	4.250	.5883
The level of outcome that you have attained from the courses	40	4.125	.5158
Components of your internal assessment	40	4.075	.7970
CBCS system adopted by the college	40	3.825	.8130
Course in terms of relevance for the job market	40	4.000	.8473

Figure -13

Mean score comparison of Parameters for the department – "B.Sc Zoology"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department **"**B.Sc Zoology**"** reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M = 4.675) and it was found that students reported a lower mean score of less than 4 on the parameters "CBCS system adopted by the college" (M= 3.825)

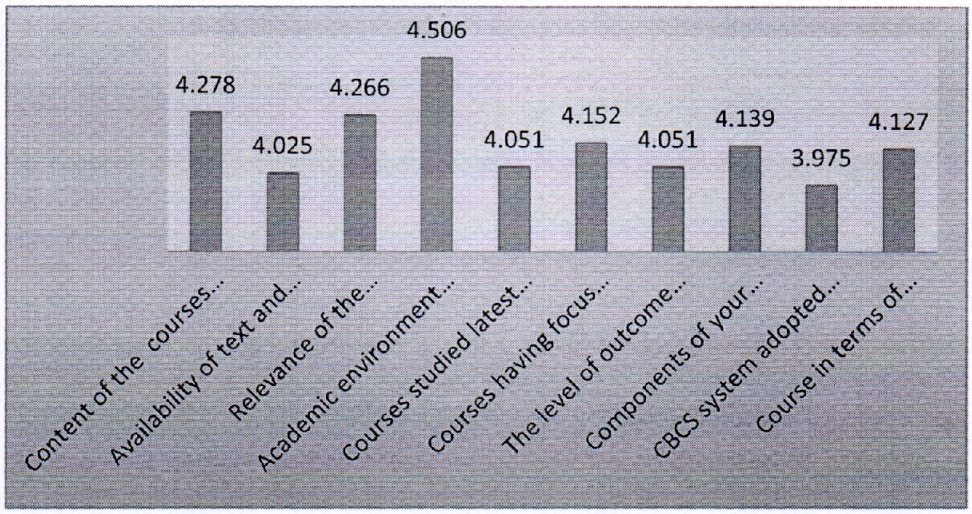
Table -14

Mean score comparison of Parameters for the department "BBA"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	79	4.278	.5532
Availability of text and reference materials in the library	79	4.025	.8619
Relevance of the subjects included in your curriculum	79	4.266	.5479
Academic environment of the college for effective learning	79	4.506	.6578
Courses studied latest and up to date	79	4.051	.6961
Courses having focus on skill development and entrepreneurship	79	4.152	.7353
The level of outcome that you have attained from the courses	79	4.051	.6385
Components of your internal assessment	79	4.139	.5714
CBCS system adopted by the college	79	3.975	.6597
Course in terms of relevance for the job market	79	4.127	.6673

Figure -14

Mean score comparison of Parameters for the department "BBA"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "BBA" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M = 4.506) and it was found that students reported a lower mean score of less than 4 on the parameters "CBCS system adopted by the college" (M= 3.975)

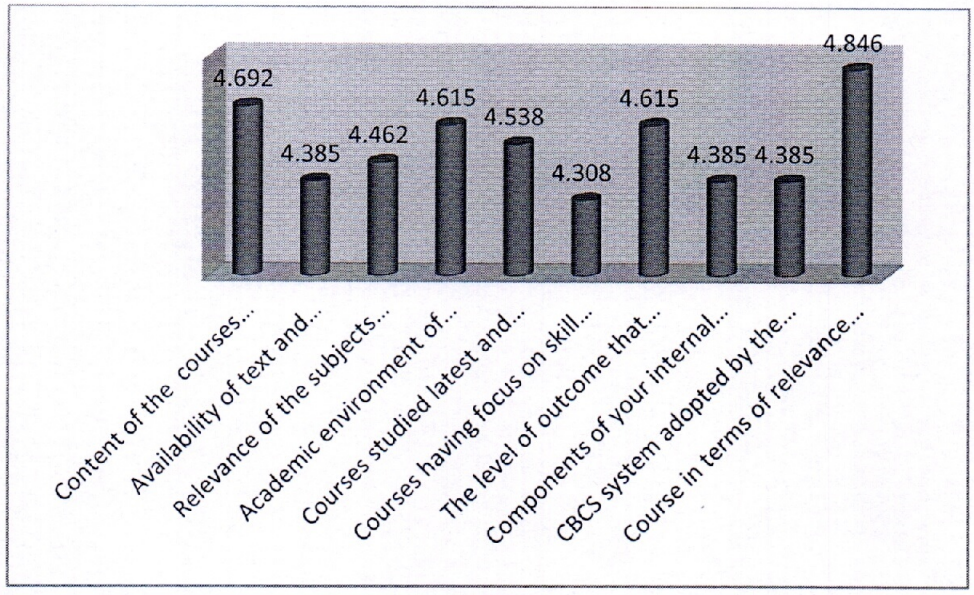
Table -15

Mean score comparison of Parameters for the department – "MA French"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	13	4.692	.4804
Availability of text and reference materials in the library	13	4.385	.6504
Relevance of the subjects included in your curriculum	13	4.462	.5189
Academic environment of the college for effective learning	13	4.615	.5064
Courses studied latest and up to date	13	4.538	.5189
Courses having focus on skill development and entrepreneurship	13	4.308	.6304
The level of outcome that you have attained from the courses	13	4.615	.5064
Components of your internal assessment	13	4.385	.6504
CBCS system adopted by the college	13	4.385	.5064
Course in terms of relevance for the job market	13	4.846	.3755

Figure -15

Mean score comparison of Parameters for the department – "MA French



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "MA French" reveals that students have a higher mean score of more than 4 on all the parameters.

Table -16

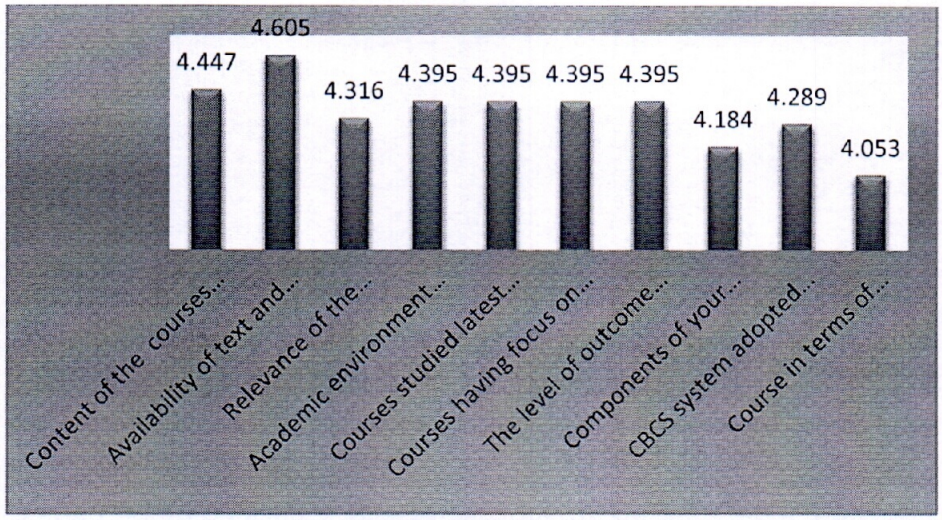
Mean score comparison of Parameters for the department – "MA Tamil"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	38	4.447	.5549
Availability of text and reference materials in the library	38	4.605	.5945
Relevance of the subjects included in your curriculum	38	4.316	.6619
Academic environment of the college for effective learning	38	4.395	.8555

Courses studied latest and up to date	38	4.395	.8233
Courses having focus on skill development and entrepreneurship	38	4.395	.7181
The level of outcome that you have attained from the courses	38	4.395	.7181
Components of your internal assessment	38	4.184	.9258
CBCS system adopted by the college	38	4.289	.6538
Course in terms of relevance for the job market	38	4.053	.8683

Figure -16

Mean score comparison of Parameters for the department – "MA Tamil"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "MA Tamil" reveals that students have a higher mean score of more than 4 on all the parameters.

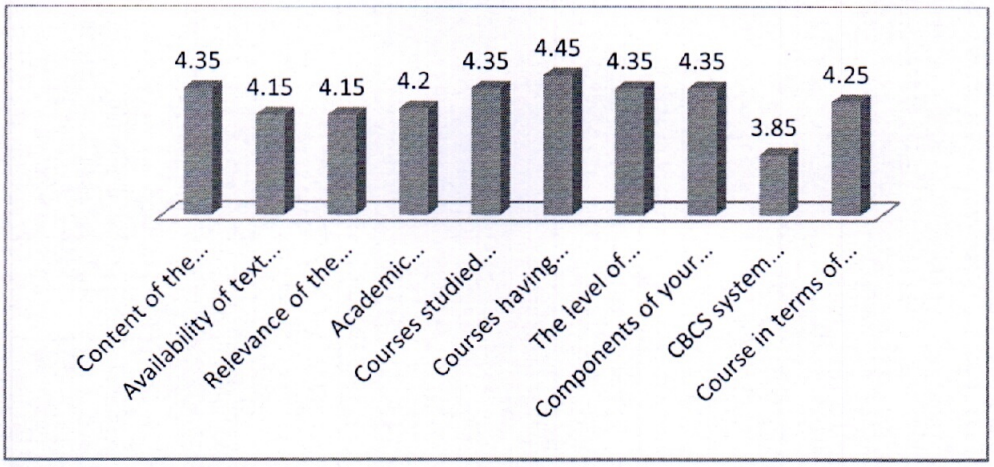
Table -17

Mean score comparison of Parameters for the department – "M.Com"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	20	4.350	.6708
Availability of text and reference materials in the library	20	4.150	.6708
Relevance of the subjects included in your curriculum	20	4.150	.6708
Academic environment of the college for effective learning	20	4.200	.6959
Courses studied latest and up to date	20	4.350	.4894
Courses having focus on skill development and entrepreneurship	20	4.450	.5104
The level of outcome that you have attained from the courses	20	4.350	.5871
Components of your internal assessment	20	4.350	.6708
CBCS system adopted by the college	20	3.850	.9333
Course in terms of relevance for the job market	20	4.250	.7164

Figure -17

Mean score comparison of Parameters for the department – "M.Com"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "M.Com" reveals that students have a higher mean score on all the parameters except the parameter "CBCS system adopted by the college" (M= 3.850)

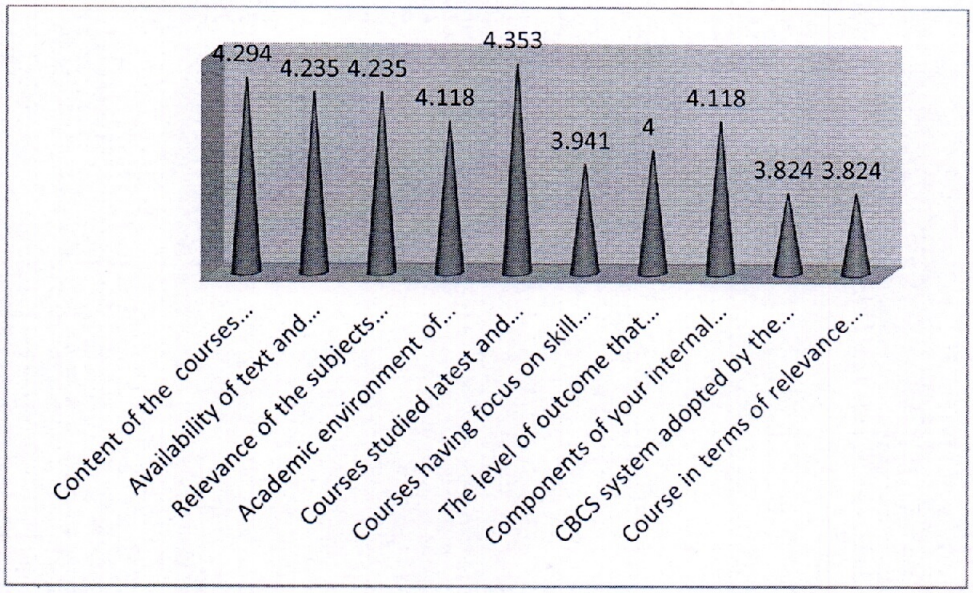
Table -18

Mean score comparison of Parameters for the department – "M.Sc Botany"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	17	4.294	.5879
Availability of text and reference materials in the library	17	4.235	.5623
Relevance of the subjects included in your curriculum	17	4.235	.4372
Academic environment of the college for effective learning	17	4.118	.7812
Courses studied latest and up to date	17	4.353	.7019
Courses having focus on skill development and entrepreneurship	17	3.941	.5557
The level of outcome that you have attained from the courses	17	4.000	.3536
Components of your internal assessment	17	4.118	.6002
CBCS system adopted by the college	17	3.821	.8090
Course in terms of relevance for the job market	17	3.824	.6359

Figure -18

Mean score of Academic Progression dimensions for the department – "M.Sc Botany"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "M.Sc Botany" reveals that students have a higher mean score on the parameter "Courses studied latest and up to date" (M=4.353) and have lower mean scores on the parameters "CBCS system adopted by the college" (M= 3.821)

Table -19

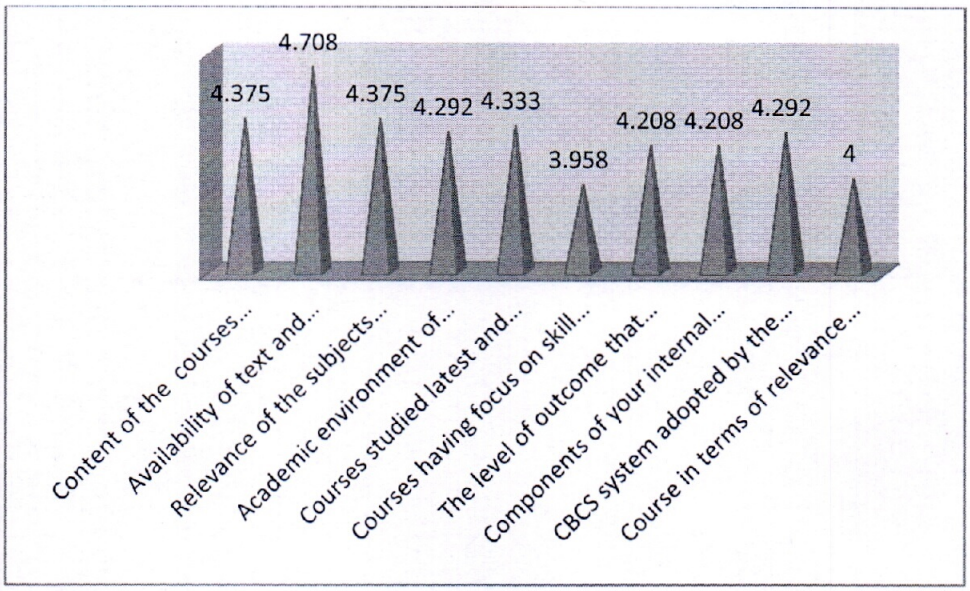
Mean score comparison of Parameters for the department – "M.Sc Chemistry"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	24	4.375	.5758
Availability of text and reference materials in the library	24	4.708	.4643
Relevance of the subjects included in your curriculum	24	4.375	.5758

Academic environment of the college for effective learning	24	4.292	.7506
Courses studied latest and up to date	24	4.333	.5647
Courses having focus on skill development and entrepreneurship	24	3.958	.6903
The level of outcome that you have attained from the courses	24	4.208	.6580
Components of your internal assessment	24	4.208	.5882
CBCS system adopted by the college	24	4.292	.5500
Course in terms of relevance for the job market	24	4.000	.7802

Figure -19

Mean score comparison of Parameters for the department – "M.Sc Chemistry"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "M.Sc Chemistry" reveals that students have a higher mean score on all the parameters except for "Courses having focus on skill development and entrepreneurship" (M=3.958).

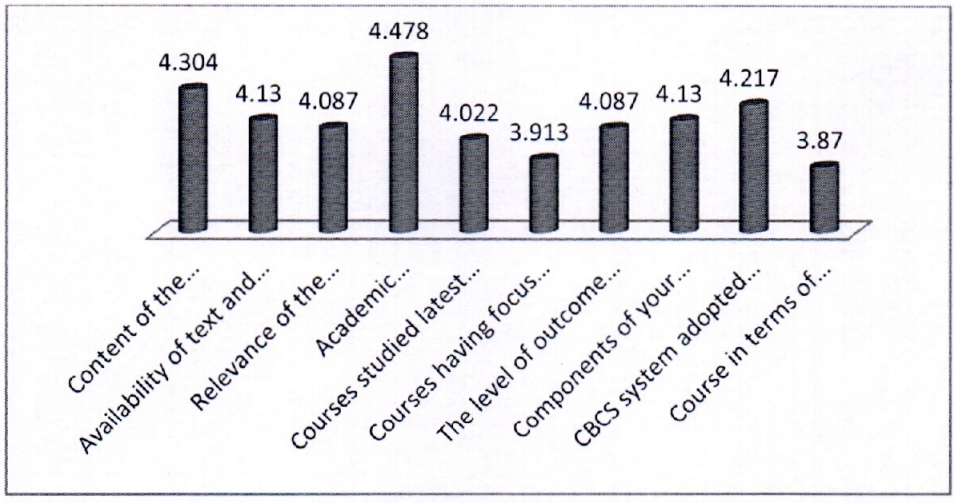
Table -20

Mean score comparison of Parameters for the department – "M.Sc Mathematics"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	46	4.304	.5914
Availability of text and reference materials in the library	46	4.130	.7183
Relevance of the subjects included in your curriculum	46	4.087	.7250
Academic environment of the college for effective learning	46	4.478	.6579
Courses studied latest and up to date	46	4.022	.8561
Courses having focus on skill development and entrepreneurship	46	3.913	.8117
The level of outcome that you have attained from the courses	46	4.087	.7550
Components of your internal assessment	46	4.130	.6186
CBCS system adopted by the college	46	4.217	.6964
Course in terms of relevance for the job market	46	3.870	1.0024

Figure -20

Mean score comparison of Parameters for the department – "M.Sc Mathematics"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "M.Sc Botany" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.471) and have lower mean score on the parameter "Course in terms of relevance for the job market" (M= 3.870)

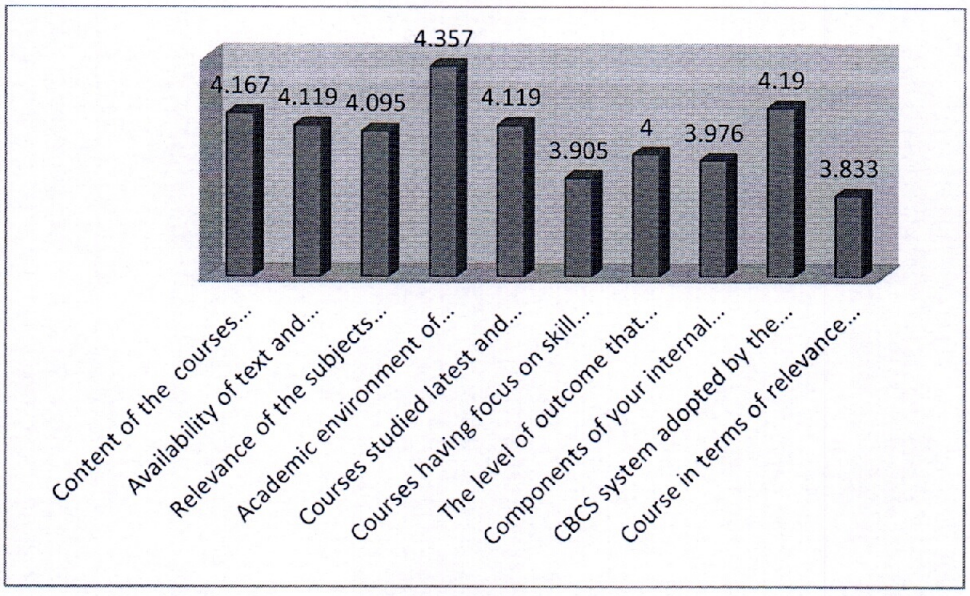
Table -21

Mean score comparison of Parameters for the department - "M.Sc Physics"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	42	4.167	.4371
Availability of text and reference materials in the library	42	4.119	.7055
Relevance of the subjects included in your curriculum	42	4.095	.5323
Academic environment of the college for effective learning	42	4.357	.6177
Courses studied latest and up to date	42	4.119	.5501
Courses having focus on skill development and entrepreneurship	42	3.905	.7262
The level of outcome that you have attained from the courses	42	4.000	.6247
Components of your internal assessment	42	3.976	.5174
CBCS system adopted by the college	42	4.190	.5942
Course in terms of relevance for the job market	42	3.833	.6955

Figure -21

Mean score comparison of Parameters for the department - "M.Sc Physics"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "M.Sc Physics" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.357) and have lower mean score on the parameter "Course in terms of relevance for the job market" (M= 3.833)

Table -22

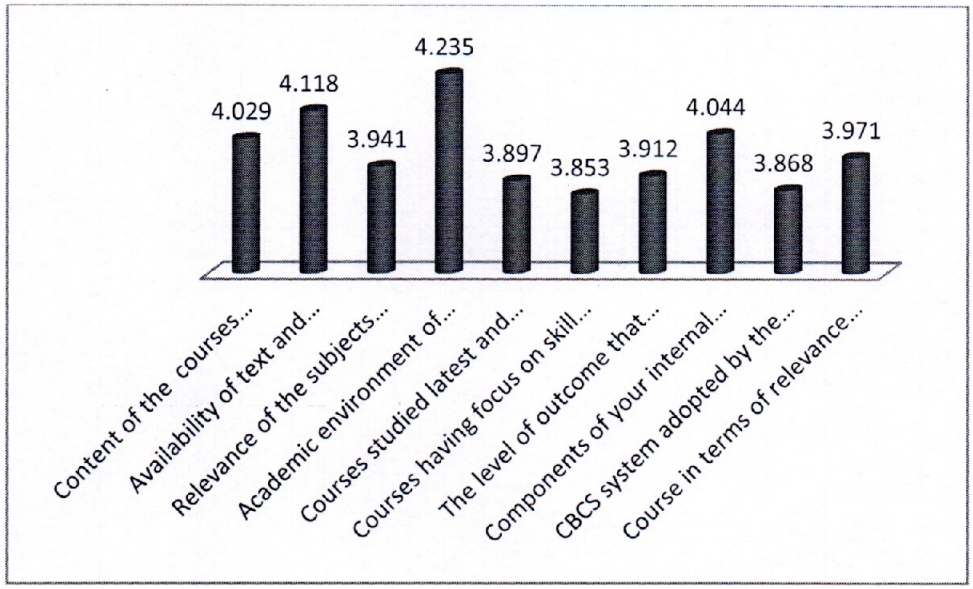
Mean score comparison of Parameters for the department – "MCA"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	68	4.029	.6905
Availability of text and reference materials in the library	68	4.118	.7234
Relevance of the subjects included in your curriculum	68	3.941	.6665
Academic environment of the college for effective learning	68	4.235	.7354
Courses studied latest and up to date	68	3.897	.7359

Courses having focus on skill development and entrepreneurship	68	3.853	.6968
The level of outcome that you have attained from the courses	68	3.912	.6632
Components of your internal assessment	68	4.044	.7418
CBCS system adopted by the college	68	3.868	.7311
Course in terms of relevance for the job market	68	3.971	.8281

Figure -22

Mean score comparison of Parameters for the department – "MCA"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "MCA" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.235) and have lower mean scores on the parameters "Courses having focus on skill development and entrepreneurship" (M= 3.853) , "CBCS system adopted by the college" (M = 3.868) , "Courses studied latest and up to date" (M= 3.897) and "The level of outcome that you have attained from the courses" (M =3.912)

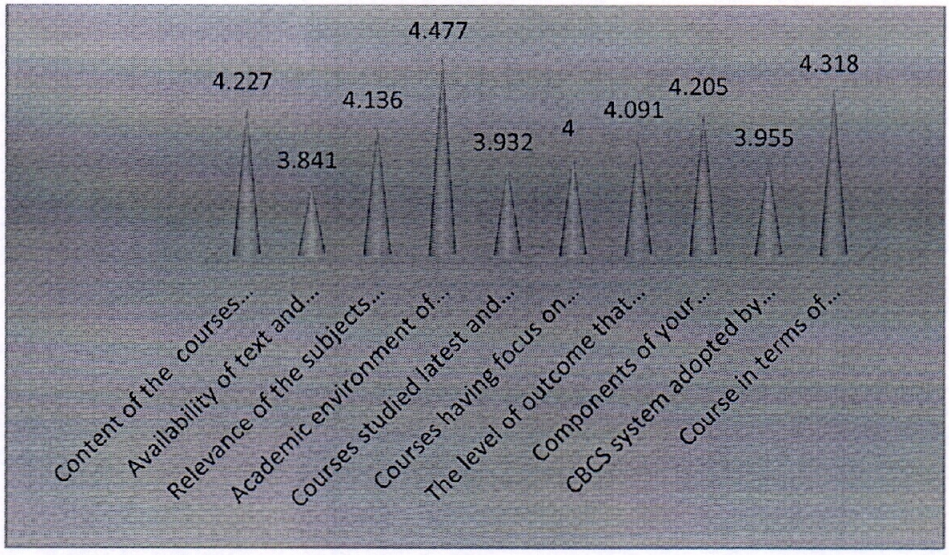
Table -22

Mean score comparison of Parameters for the department - "BA French"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	44	4.227	.6773
Availability of text and reference materials in the library	44	3.841	.8337
Relevance of the subjects included in your curriculum	44	4.136	.6679
Academic environment of the college for effective learning	44	4.477	.5902
Courses studied latest and up to date	44	3.932	.9740
Courses having focus on skill development and entrepreneurship	44	4.000	.9150
The level of outcome that you have attained from the courses	44	4.091	.7093
Components of your internal assessment	44	4.205	.7339
CBCS system adopted by the college	44	3.955	.7762
Course in terms of relevance for the job market	44	4.318	.7708

Figure -22

Mean score comparison of Parameters for the department - "BA French"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "BA French" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.477) and have lower mean scores on the parameters "Availability of text and reference materials in the library" (M= 3.841) and "Courses studied latest and up to date" (M = 3.932).

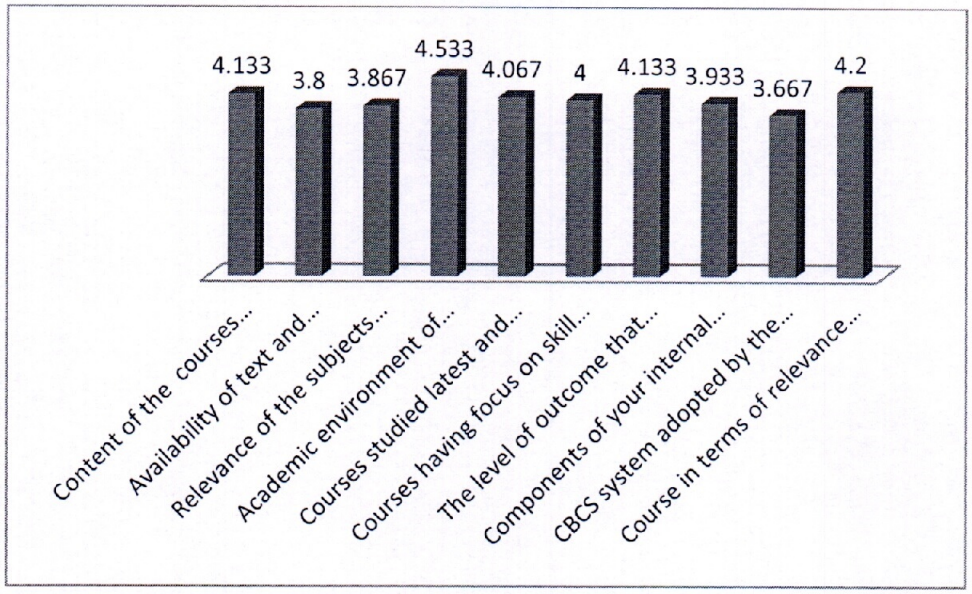
Table -23

Mean score comparison of Parameters for the department - "BA Hindi"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	15	4.133	.7432
Availability of text and reference materials in the library	15	3.800	.8619
Relevance of the subjects included in your curriculum	15	3.867	.5164
Academic environment of the college for effective learning	15	4.533	.5164
Courses studied latest and up to date	15	4.067	.7037
Courses having focus on skill development and entrepreneurship	15	4.000	.9258
The level of outcome that you have attained from the courses	15	4.133	.6399
Components of your internal assessment	15	3.933	.7988
CBCS system adopted by the college	15	3.667	.8997
Course in terms of relevance for the job market	15	4.200	.4140

Figure -23

Mean score comparison of Parameters for the department - "BA Hindi"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "BA Hindi" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.533) and have lower mean scores on the parameters CBCS system adopted by the college" (M = 3.667) , "Availability of text and reference materials in the library" (M= 3.800) and "Relevance of the subjects included in your curriculum" (M = 3.867)

Table -24

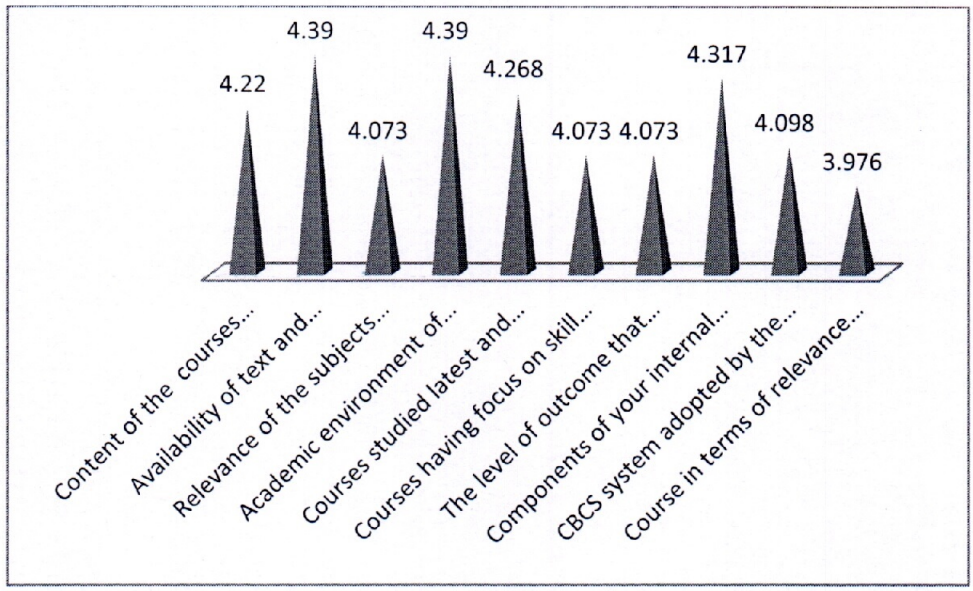
Mean score comparison of Parameters for the department - "BA Tamil"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	41	4.220	.6524
Availability of text and reference materials in the library	41	4.390	.7028
Relevance of the subjects included in your curriculum	41	4.073	.7208

Academic environment of the college for effective learning	41	4.391	.5864
Courses studied latest and up to date	41	4.268	.5488
Courses having focus on skill development and entrepreneurship	41	4.073	.6477
The level of outcome that you have attained from the courses	41	4.073	.6852
Components of your internal assessment	41	4.317	.6099
CBCS system adopted by the college	41	4.098	.6635
Course in terms of relevance for the job market	41	3.976	.7902

Figure -24

Mean score comparison of Parameters for the department - "BA Tamil"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "BA Tamil" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.391) and have lower mean score on the parameter "Course in terms of relevance for the job market" (M = 3.976)

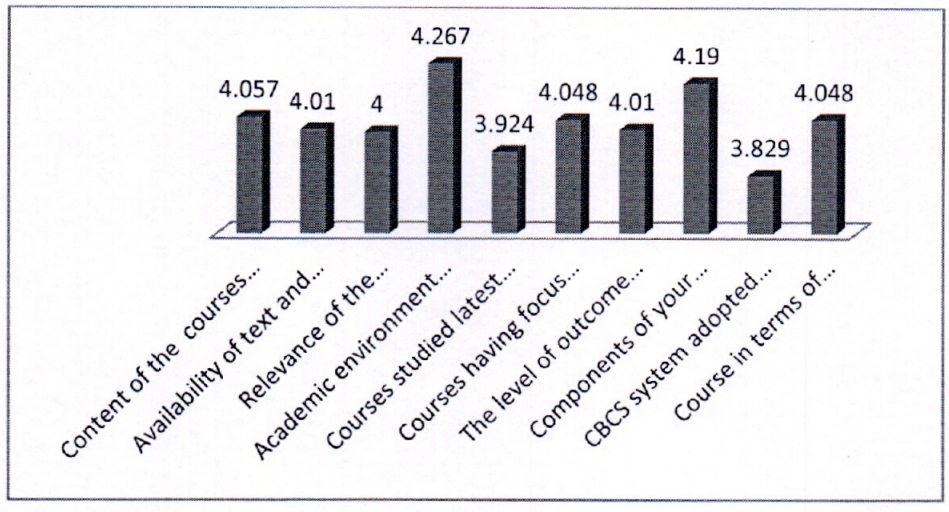
Table -25

Mean score comparison of Parameters for the department – "B.Com CA"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	105	4.057	.6626
Availability of text and reference materials in the library	105	4.010	.7531
Relevance of the subjects included in your curriculum	105	4.000	.5547
Academic environment of the college for effective learning	105	4.267	.7754
Courses studied latest and up to date	105	3.924	.7429
Courses having focus on skill development and entrepreneurship	105	4.048	.7388
The level of outcome that you have attained from the courses	105	4.010	.5800
Components of your internal assessment	105	4.190	.6216
CBCS system adopted by the college	105	3.829	.6117
Course in terms of relevance for the job market	105	4.048	.7517

Figure -25

Mean score comparison of Parameters for the department – "B.Com CA"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "B.Com CA" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.267) and have lower mean score on the parameters "CBCS system adopted by the college" (M = 3.829) and "Courses studied latest and up to date" (M=3.924).

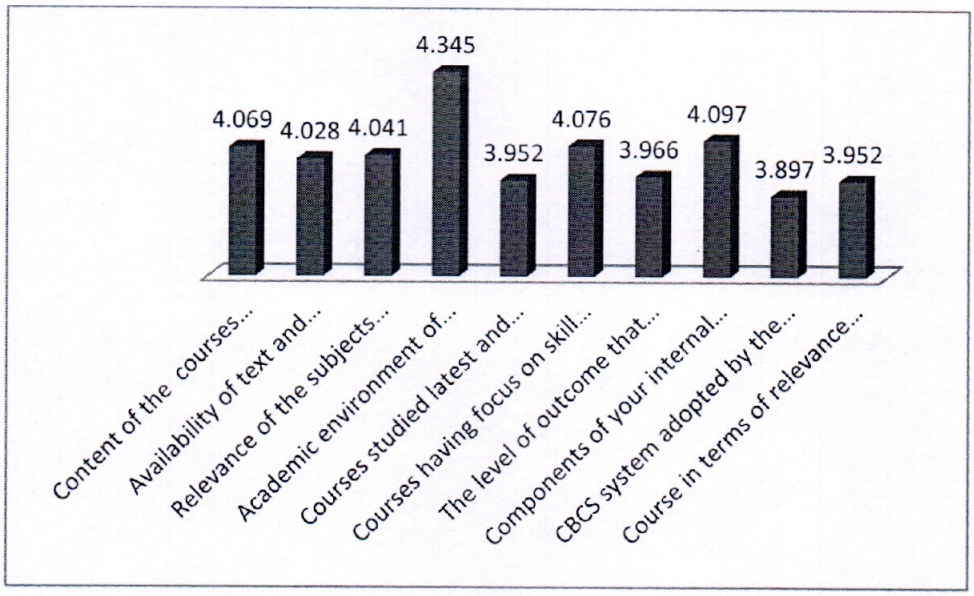
Table -26

Mean score comparison of Parameters for the department - "B.Com IT"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	145	4.069	.6525
Availability of text and reference materials in the library	145	4.028	.7541
Relevance of the subjects included in your curriculum	145	4.041	.6222
Academic environment of the college for effective learning	145	4.345	.6706
Courses studied latest and up to date	145	3.952	.6490
Courses having focus on skill development and entrepreneurship	145	4.076	.6570
The level of outcome that you have attained from the courses	145	3.966	.6812
Components of your internal assessment	145	4.097	.6382
CBCS system adopted by the college	145	3.897	.8056
Course in terms of relevance for the job market	145	3.952	.7758

Figure -26

Mean score comparison of Parameters for the department - "B.Com IT"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "B.Com IT" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.3454) and have lower mean score on the parameters "Course in terms of relevance for the job market" (M = 3.952) and "Courses studied latest and up to date" (M=3.952).

Table -27

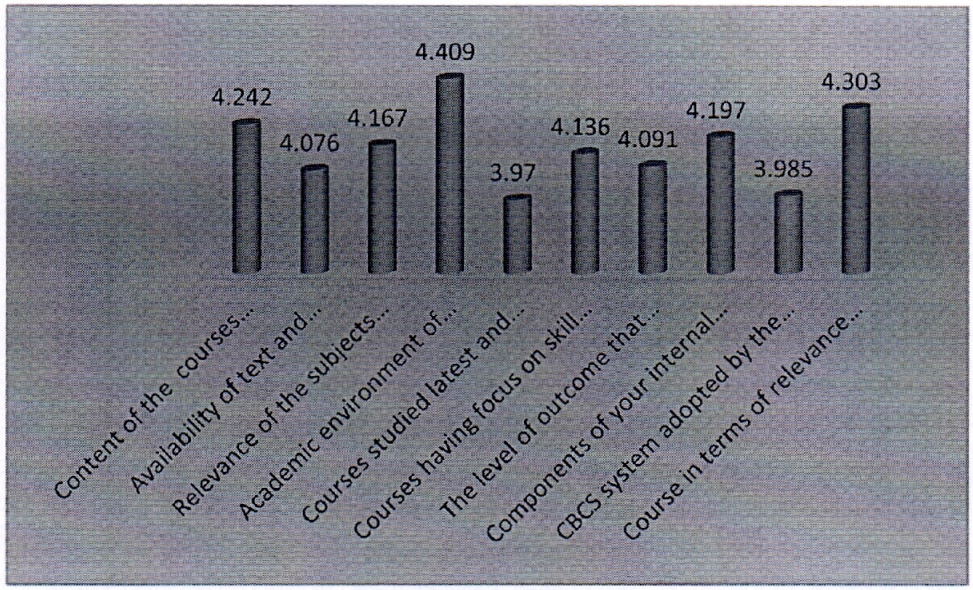
Mean score comparison of Parameters for the department – "B.Com Professional Accounting"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	66	4.242	.6092
Availability of text and reference materials in the library	66	4.076	.7084
Relevance of the subjects included in your curriculum	66	4.167	.5706
Academic environment of the college for effective learning	66	4.409	.7228

Courses studied latest and up to date	66	3.970	.7839
Courses having focus on skill development and entrepreneurship	66	4.136	.6048
The level of outcome that you have attained from the courses	66	4.091	.6732
Components of your internal assessment	66	4.197	.7690
CBCS system adopted by the college	66	3.985	.7124
Course in terms of relevance for the job market	66	4.303	.7226

Figure -27

Mean score comparison of Parameters for the department - "B.Com Professional Accounting"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "B.Com Professional Accounting" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.409) and have lower mean score on the parameters "CBCS system adopted by the college" (M= 3.985) and "Courses studied latest and up to date" (M=3.970).

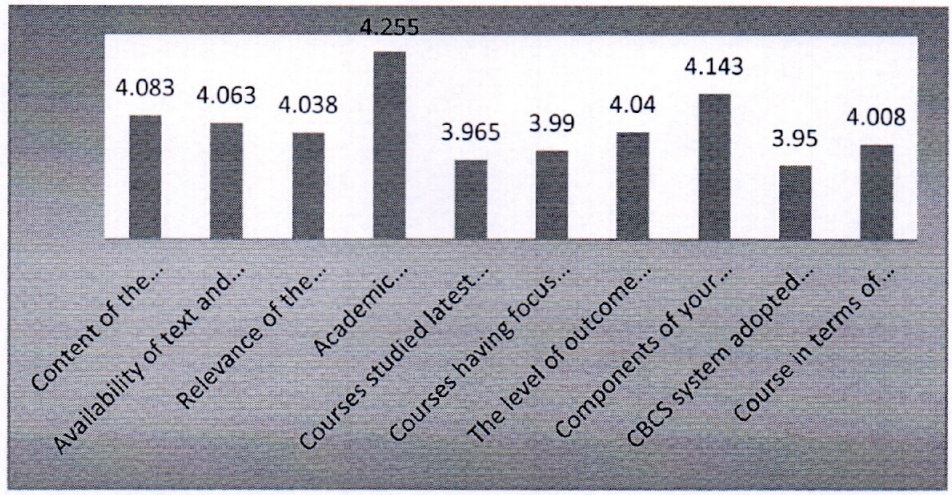
Table -28

Mean score comparison of Parameters for the department - – "B.Com Self Finance"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	400	4.083	.7085
Availability of text and reference materials in the library	400	4.063	.6817
Relevance of the subjects included in your curriculum	400	4.038	.6725
Academic environment of the college for effective learning	400	4.255	.6864
Courses studied latest and up to date	400	3.965	.8096
Courses having focus on skill development and entrepreneurship	400	3.990	.7357
The level of outcome that you have attained from the courses	400	4.040	.6667
Components of your internal assessment	400	4.143	.6658
CBCS system adopted by the college	400	3.950	.6955
Course in terms of relevance for the job market	400	4.008	.7868

Figure -28

Mean score comparison of Parameters for the department - – "B.Com Self Finance"



Interpretation:

Mean score comparison of the ten key parameters with respect to the department "B.Com - Self Finance" reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.255) and have lower mean score on the parameters "CBCS system adopted by the college" (M= 3.950) and "Courses studied latest and up to date" (M=3.965).

Satellite Campus

For the academic year 2019 – 20 students' feedback has been collected from UG and PG students in the satellite campus on ten key parameters through Google form. The key parameters are analysed with mean comparison across each department. The results are displayed in the following tables and figures.

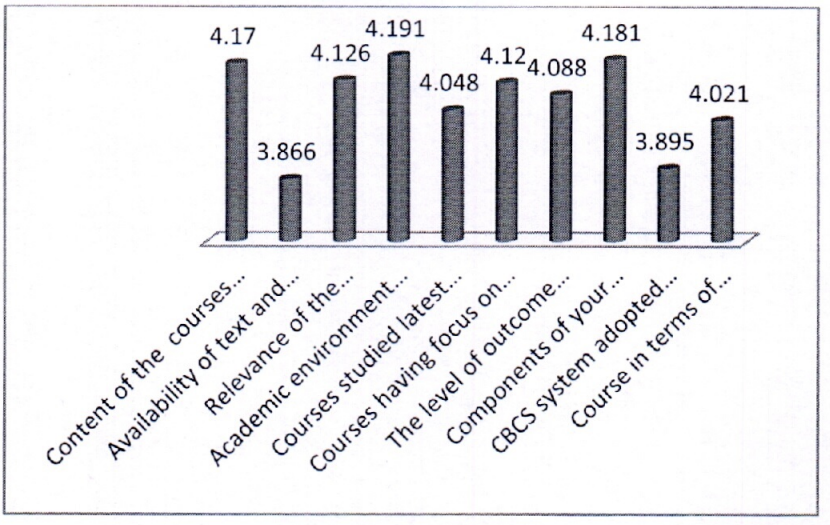
Table -1

Mean score comparison of variables across all Departments

	N	Mean	Std. Deviation
Content of the courses across different semesters	476	4.170	.6541
Availability of text and reference materials in the library	476	3.866	.8601
Relevance of the subjects included in your curriculum	476	4.126	.6265
Academic environment of the college for effective learning	476	4.191	.7478
Courses studied latest and up to date	475	4.048	.7319
Courses having focus on skill development and entrepreneurship	476	4.120	.6900
The level of outcome that you have attained from the courses	476	4.088	.6526
Components of your internal assessment	476	4.181	.6905
CBCS system adopted by the college	476	3.895	.7000
Course in terms of relevance for the job market	476	4.021	.7592

Figure - 1

Mean score comparison of variables across all Departments



Interpretation:

The mean score of the ten key parameters for all the departments combined together at the satellite campus reveals that students have a higher agreement score on "Academic environment of the college for effective learning" (M = 4.19). Among the ten parameters the lowest mean score is observed for "Availability of text and reference materials in the library" (M = 3.866)

Table -2

Mean score comparison of variables across Arts and Science Students

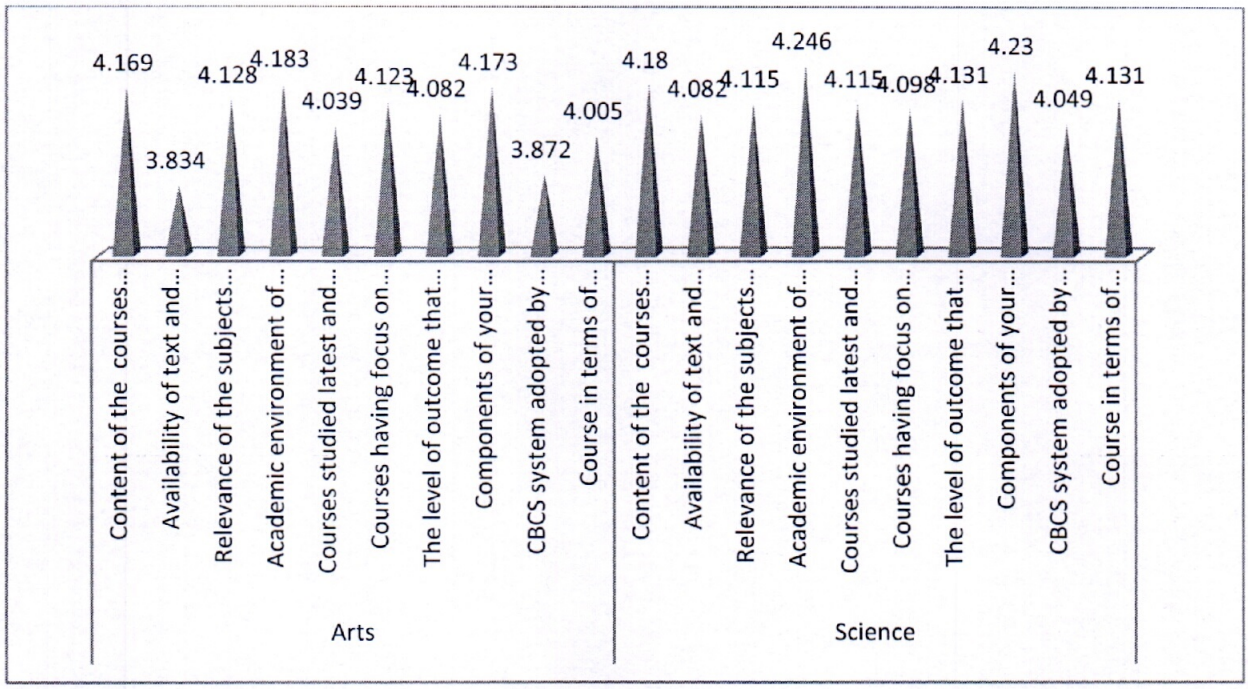
Variables		N	Mean	Std. Deviation
Arts	Content of the courses across different semesters	415	4.169	.6374
	Availability of text and reference materials in the library	415	3.834	.8758
	Relevance of the subjects included in your curriculum	415	4.128	.6221

	Academic environment of the college for effective learning	415	4.183	.7455
	Courses studied latest and up to date	414	4.039	.7387
	Courses having focus on skill development and entrepreneurship	415	4.123	.6963
	The level of outcome that you have attained from the courses	415	4.082	.6579
	Components of your internal assessment	415	4.173	.7011
	CBCS system adopted by the college	415	3.872	.7160
	Course in terms of relevance for the job market	415	4.005	.7677
Science	Content of the courses across different semesters	61	4.180	.7639
	Availability of text and reference materials in the library	61	4.082	.7140
	Relevance of the subjects included in your curriculum	61	4.115	.6608
	Academic environment of the college for effective learning	61	4.246	.7672
	Courses studied latest and up to date	61	4.115	.6855
	Courses having focus on skill development and entrepreneurship	61	4.098	.6508
	The level of outcome that you have attained from the courses	61	4.131	.6185

	Components of your internal assessment	61	4.230	.6163
	CBCS system adopted by the college	61	4.049	.5605
	Course in terms of relevance for the job market	61	4.131	.6946

Figure -2

Mean score comparison of variables across Arts and Science Students



Interpretation:

Mean score comparison of the ten key parameters across the Arts and Science stream reveals that students studying in Science streams have a higher mean score of more than 4 on all the parameters. Whereas Arts students were found to have a lower mean score on the parameters "Availability of text and reference materials in the library" (M=3.834) and "CBCS system adopted by the college" (M= 3.872).

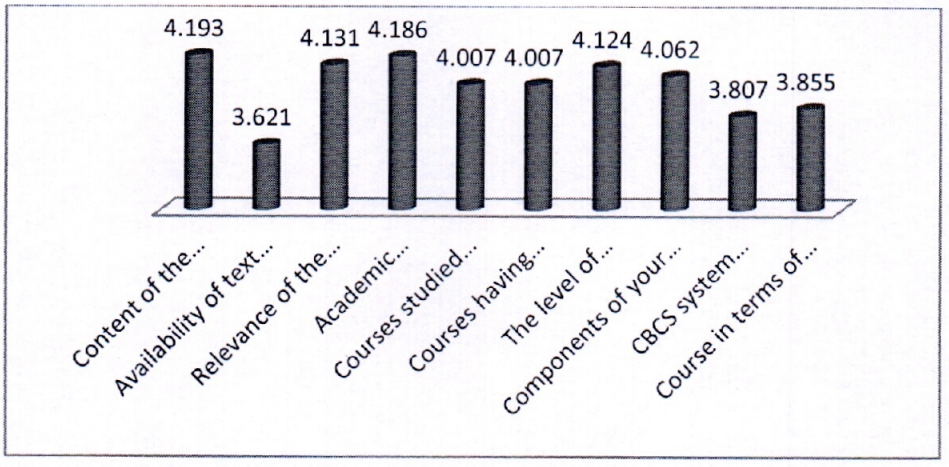
Table - 3

Mean score comparison of Parameters for the department – "BA English"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	145	4.193	.6269
Availability of text and reference materials in the library	145	3.621	.9865
Relevance of the subjects included in your curriculum	145	4.131	.6039
Academic environment of the college for effective learning	145	4.186	.7727
Courses studied latest and up to date	144	4.007	.7526
Courses having focus on skill development and entrepreneurship	145	4.007	.7500
The level of outcome that you have attained from the courses	145	4.124	.6654
Components of your internal assessment	145	4.062	.7474
CBCS system adopted by the college	145	3.807	.7197
Course in terms of relevance for the job market	145	3.855	.8332

Figure -3

Mean score comparison of Parameters for the department – "BA English"



Interpretation:

Mean score comparison of the ten key parameters for the department BA English reveals students have a higher mean score on the parameter "Content of the courses across different semesters" (M=4.193 and were found to have lower mean score on the dimensions "Availability of text and reference materials in the library (M= 3.621) , CBCS system adopted by the college (M = 3.807) and Course in terms of relevance for the job market(M=3.855)

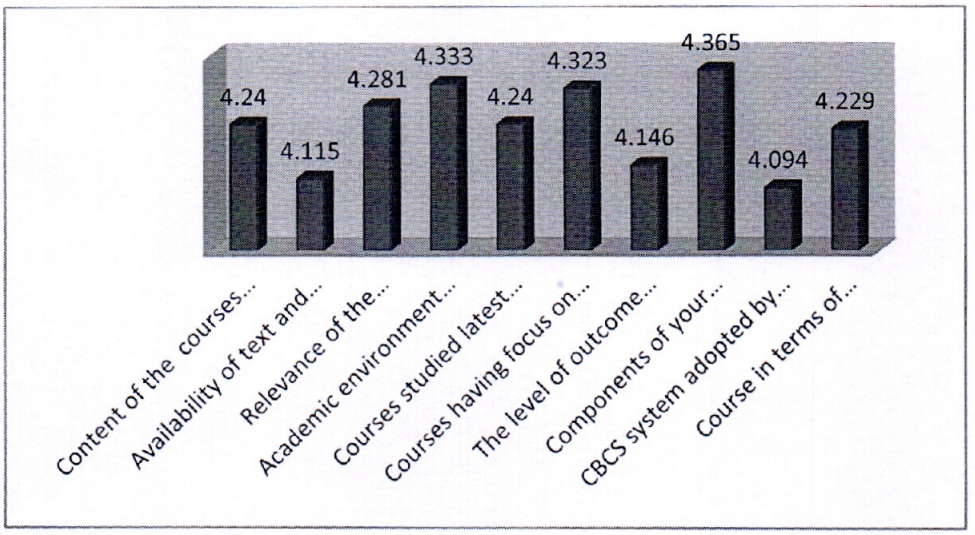
Table - 4

Mean score comparison of Parameters for the department – "B.Com CA"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	96	4.240	.6282
Availability of text and reference materials in the library	96	4.115	.7380
Relevance of the subjects included in your curriculum	96	4.281	.5750
Academic environment of the college for effective learning	96	4.333	.6754
Courses studied latest and up to date	96	4.240	.6282
Courses having focus on skill development and entrepreneurship	96	4.323	.5893
The level of outcome that you have attained from the courses	96	4.146	.5800
Components of your internal assessment	96	4.365	.6344
CBCS system adopted by the college	96	4.094	.6502
Course in terms of relevance for the job market	96	4.229	.7743

Figure -4

Mean score comparison of Parameters for the department – "B.Com CA"



Interpretation:

Mean score comparison of the ten key parameters for the department B.Com CA reveals the have a higher mean score of more than 4 on all the parameters.

Table - 5

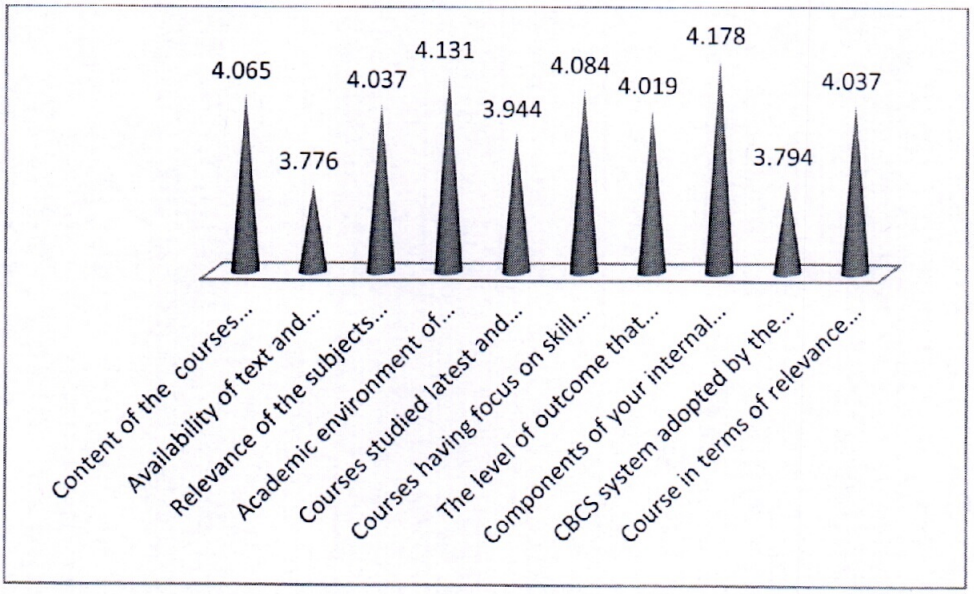
Mean score comparison of Parameters for the department "B.Com SF"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	107	4.065	.7173
Availability of text and reference materials in the library	107	3.776	.8390
Relevance of the subjects included in your curriculum	107	4.037	.6994
Academic environment of the college for effective learning	107	4.131	.7658
Courses studied latest and up to date	107	3.944	.7376

Courses having focus on skill development and entrepreneurship	107	4.084	.7020
The level of outcome that you have attained from the courses	107	4.019	.7002
Components of your internal assessment	107	4.178	.6842
CBCS system adopted by the college	107	3.794	.7738
Course in terms of relevance for the job market	107	4.037	.6858

Figure - 5

Mean score comparison of Parameters for the department – "B.Com SF"



Interpretation:

Mean score comparison of the ten key parameters for the department B.Com SF reveals that students have a higher mean score on the parameter "Components of your internal assessment" (M=4.178) and were found to have lower mean score on the dimensions "Availability of text and reference materials in the library (M= 3.776) and "CBCS system adopted by the college" (M=3.794)

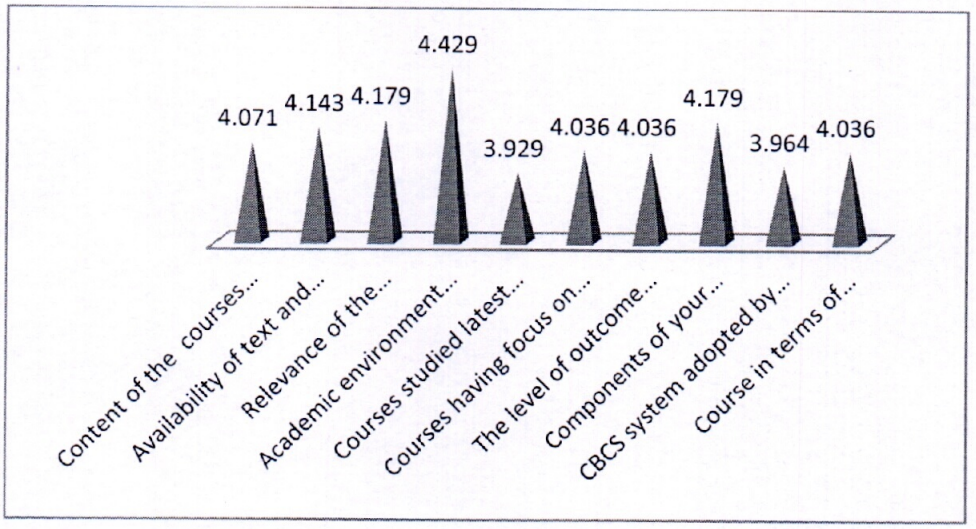
Table -6

Mean score comparison of Parameters for the department – "B.Sc Computer science"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	28	4.071	.8133
Availability of text and reference materials in the library	28	4.143	.6506
Relevance of the subjects included in your curriculum	28	4.179	.5480
Academic environment of the college for effective learning	28	4.429	.5727
Courses studied latest and up to date	28	3.929	.7664
Courses having focus on skill development and entrepreneurship	28	4.036	.6372
The level of outcome that you have attained from the courses	28	4.036	.5079
Components of your internal assessment	28	4.179	.6696
CBCS system adopted by the college	28	3.964	.5079
Course in terms of relevance for the job market	28	4.036	.7927

Figure -6

Mean score comparison of Parameters for the department – "B.Sc Computer science"



Interpretation:

Mean score comparison of the ten key parameters for the department B.Sc Computer science reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.429) and were found to have lower mean score on the dimensions "Courses studied latest and up to date" (M= 3.929) and "CBCS system adopted by the college" (M=3.964)

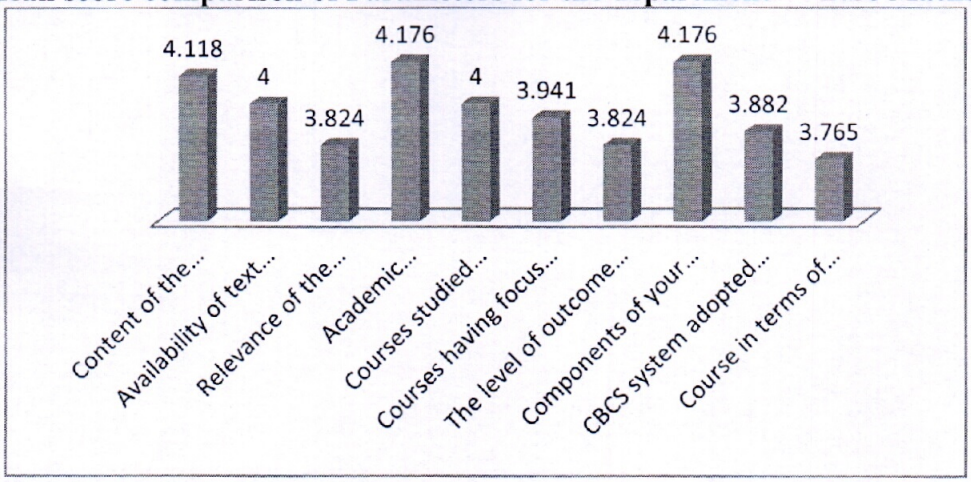
Table -10

Mean score comparison of Parameters for the department – "B.Sc Maths

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	17	4.118	.8575
Availability of text and reference materials in the library	17	4.000	.7906
Relevance of the subjects included in your curriculum	17	3.824	.7276
Academic environment of the college for effective learning	17	4.176	.9510
Courses studied latest and up to date	17	4.000	.5000
Courses having focus on skill development and entrepreneurship	17	3.941	.7475
The level of outcome that you have attained from the courses	17	3.824	.7276
Components of your internal assessment	17	4.175	.5286
CBCS system adopted by the college	17	3.882	.6002
Course in terms of relevance for the job market	17	3.765	.8314

Figure -10

Mean score comparison of Parameters for the department – "B.Sc Maths"



Interpretation:

Mean score comparison of the ten key parameters for the department B.Sc Maths reveals that students have a higher mean score on the parameter "Academic environment of the college for effective learning" (M=4.176) and were found to have lower mean score on the dimensions "Course in terms of relevance for the job market" (M= 3.765) and "Relevance of the subjects included in your curriculum" (M=3.824)

Table -11

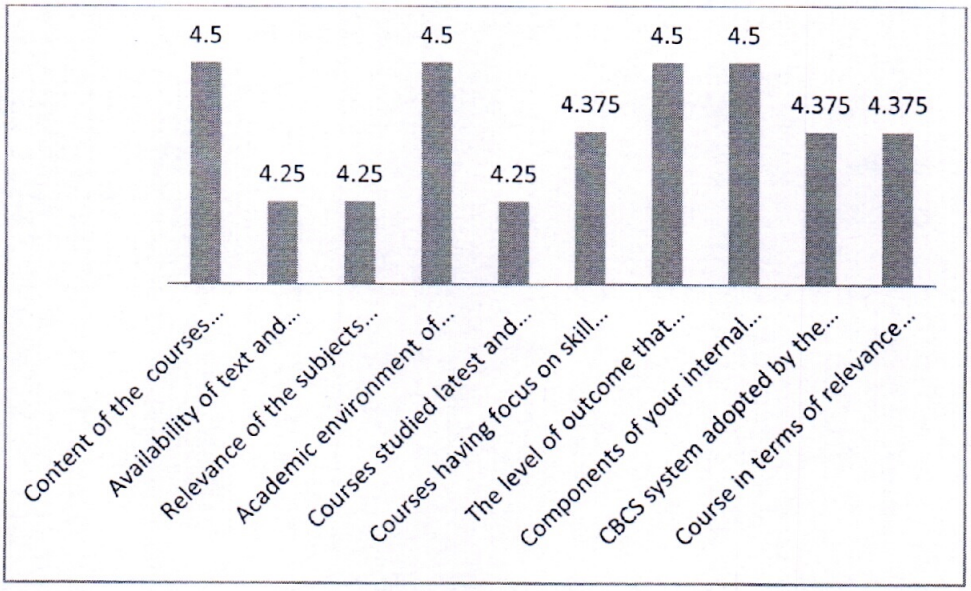
Mean score comparison of Parameters for the department – "B.Sc Physics"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	8	4.500	.7559
Availability of text and reference materials in the library	8	4.250	.8864
Relevance of the subjects included in your curriculum	8	4.250	.7071
Academic environment of the college for effective learning	8	4.500	.7559
Courses studied latest and up to date	8	4.250	.7071
Courses having focus on skill development and entrepreneurship	8	4.375	.7440

The level of outcome that you have attained from the courses	8	4.500	.7559
Components of your internal assessment	8	4.500	.7559
CBCS system adopted by the college	8	4.375	.7440
Course in terms of relevance for the job market	8	4.375	.7440

Figure -11

Mean score comparison of Parameters for the department – "B.Sc Physics"



Interpretation:

Mean score comparison of the ten key parameters for the department B.Sc Physics reveals that students have a higher mean score of more than 4 on the chosen parameters of evaluation.

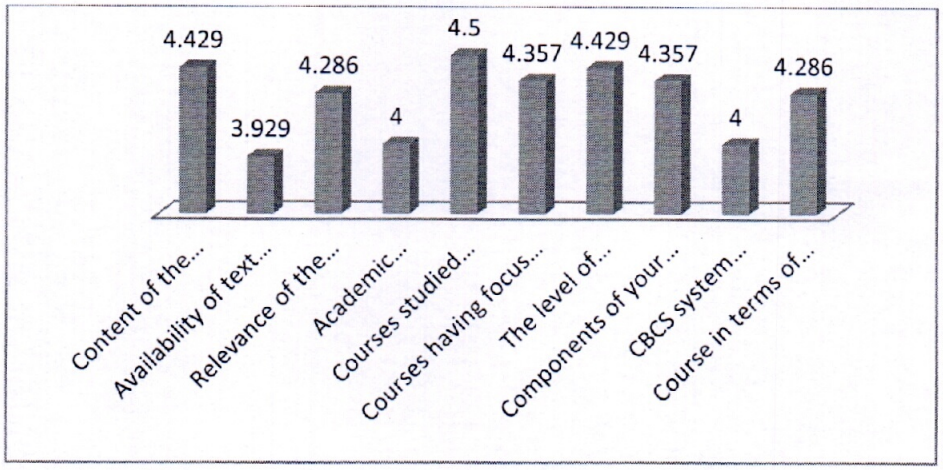
Table -12

Mean score comparison of Parameters for the department – "BBA"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	14	4.429	.5136
Availability of text and reference materials in the library	14	3.929	.8287
Relevance of the subjects included in your curriculum	14	4.286	.6112
Academic environment of the college for effective learning	14	4.000	.8771
Courses studied latest and up to date	14	4.500	.5189
Courses having focus on skill development and entrepreneurship	14	4.357	.6333
The level of outcome that you have attained from the courses	14	4.429	.5136
Components of your internal assessment	14	4.357	.4972
CBCS system adopted by the college	14	4.000	.8771
Course in terms of relevance for the job market	14	4.286	.6112

Figure -12

Mean score comparison of Parameters for the department – "BBA"



Interpretation:

Mean score comparison of the ten key parameters for the department BBA reveals that students have a higher mean score of more than 4 on all the parameters except for the parameter "Availability of text and reference materials in the library: (M= 3.929)

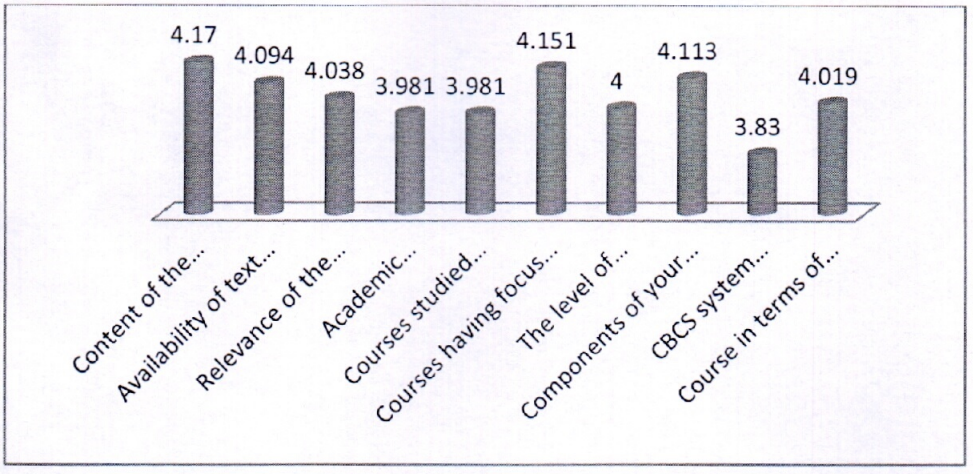
Table -13

Mean score comparison of Parameters for the department – "MBA"

Variables	N	Mean	Std. Deviation
Content of the courses across different semesters	53	4.170	.5090
Availability of text and reference materials in the library	53	4.094	.6582
Relevance of the subjects included in your curriculum	53	4.038	.6190
Academic environment of the college for effective learning	53	3.981	.7465
Courses studied latest and up to date	53	3.981	.8877
Courses having focus on skill development and entrepreneurship	53	4.151	.6621
The level of outcome that you have attained from the courses	53	4.000	.7071
Components of your internal assessment	53	4.113	.7248
CBCS system adopted by the college	53	3.830	.6119
Course in terms of relevance for the job market	53	4.019	.6042

Figure -13

Mean score comparison of Parameters for the department – "MBA"



Interpretation:

Mean score comparison of the ten key parameters for the department NBA reveals that students have a higher mean score on the parameter "Content of the courses across different semesters" (M=4.170) and were found to have lower mean score on the dimensions "CBCS system adopted by the college" (M= 3.830).

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NAAC – Criterion I Curricular Aspects

Employee Feedback Report (2019 – 2020)

For the academic year 2019 – 20 prospective employer feedback has been through Google form. Ten important dimensions were evaluated related to curriculum.

The important dimensions analysed are

1. Curriculum imparts subject-specific/domain skills.
2. Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs.
3. Curriculum provides interpersonal/managerial skills.
4. Curricular, extra-curricular, & co-curricular activities prepare students with personal characteristics like attitude, behaviour, character, dedication, ethics, foresight, and
5. Curriculum focuses on communication skills, interaction skills, and presentation skills.
6. Curriculum encourages students to critically and creatively think.
7. Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers.
8. Special about the curriculum is that it has in-built life skills and career skills.
9. Curriculum can further be strengthened with periodical inputs from employers
10. Curriculum can provide more hands-on and field-work experiences in each semester instead of more theoretical papers

The important dimensions are analysed with frequency and percentage analysis. Analysis and results are discussed in the following tables and figures.

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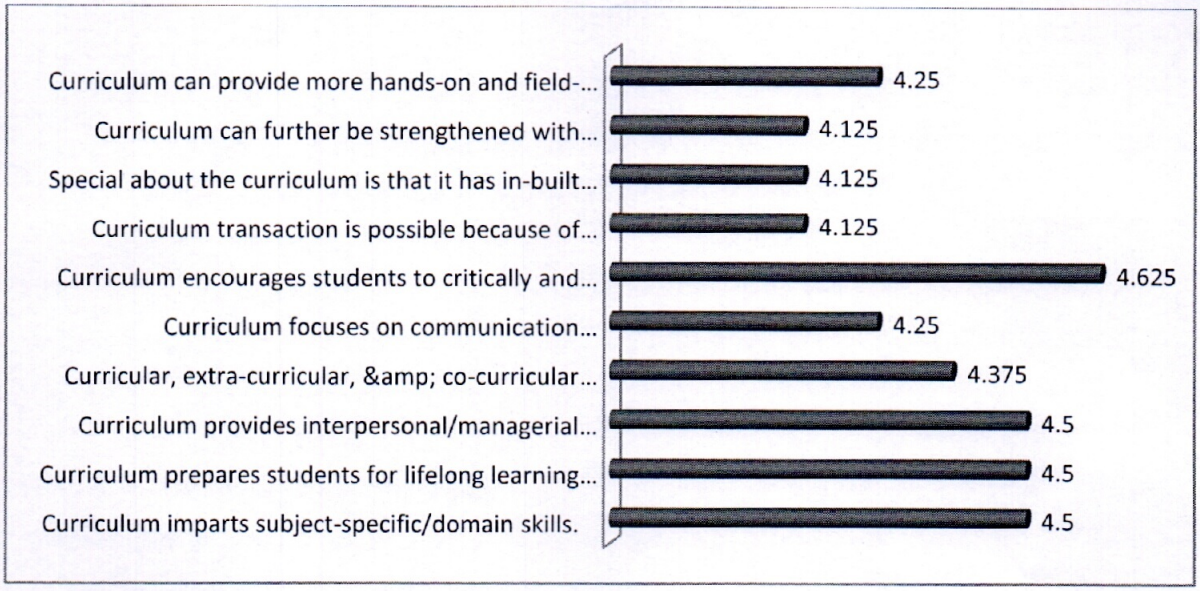
Table -1

Mean score comparison of Employer's Feedback for the year 2019 - 2020

S.No	Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
1	Curriculum imparts subject-specific/domain skills.	8	4.0	5.0	4.500	.5345
2	Curriculum prepares students for lifelong learning with the ability to adapt to changing times and needs.	8	4.0	5.0	4.500	.5345
3	Curriculum provides interpersonal/managerial skills.	8	4.0	5.0	4.500	.5345
4	Curricular, extra-curricular, & co-curricular activities prepare students with personal characteristics like attitude, behaviour, character, dedication, ethics, foresight, and professionalism.	8	3.0	5.0	4.375	.7440
5	Curriculum focuses on communication skills, interaction skills, and presentation skills.	8	3.0	5.0	4.250	.7071
6	Curriculum encourages students to critically and creatively think.	8	4.0	5.0	4.625	.5175
7	Curriculum transaction is possible because of unlimited freedom and a sense of responsibility the college offers.	8	3.0	5.0	4.125	.6409
8	Special about the curriculum is that it has in-built life skills and career skills.	8	3.0	5.0	4.125	.6409
9	Curriculum can further be strengthened with periodical inputs from employers	8	3.0	5.0	4.125	.6409
10	Curriculum can provide more hands-on and field-work experiences in each semester instead of more theoretical papers	8	3.0	5.0	4.250	.7071

Figure -1

Mean score comparison of Employer's Feedback for the year 2019 - 2020



On comparing the mean score of the ten dimensions it is observed that for all the ten dimensions prospective employers displayed a higher mean score of more than 4.The highest mean score as observed for the dimension "Curriculum encourages students to critically and creatively think." (M=4.625). As a result it is assumed that employers are highly satisfied with the curricular aspects of the college.

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NAAC – Criterion I Curricular Aspects

Alumni Feedback Report (2019 – 2020)

For the academic year 2019 – 20 alumni feedback has been through Google form. Ten key parameters were evaluated pertaining to curriculum.

The ten key parameters are

1. College curriculum fulfils our expectations
2. The courses included in the program you studied
3. How do you rate the sequence of topics in each unit
4. State your opinion on the depth of course content
5. The course content for Employment is
6. The course content for Self employment is
7. The course content for Higher Education is
8. How do you evaluate the curriculum in terms of improving new skills *
9. How to enrich the curriculum

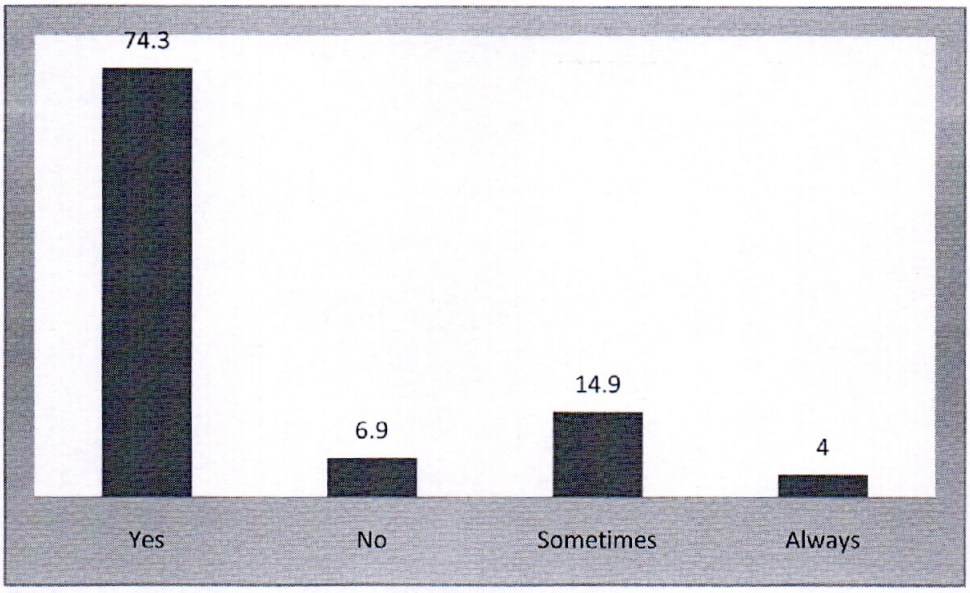
The key parameters are analysed with frequency and percentage analysis. The results are displayed in the following tables and figures.

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Table 1: Alumni opinion on College curriculum fulfils expectations

S.no	Category	Frequency	Percentage
1	Yes	75	74.3
2	No	7	6.9
3	Sometimes	15	14.9
4	Always	4	4.0
	Total	101	100.0

Figure 1: Alumni opinion on College curriculum fulfils expectations



The respondents' opinion towards the question College curriculum fulfils expectations is tabulated in table 1 .It is observed from Table 1 and Figure 1 that majority 77.8 per cent of the respondents is of the opinion that the college curriculum fulfils their expectations.

Table 2: Alumni opinion on Courses included in the Program

S.no	Category	Frequency	Percentage
1	All are excellent	48	47.5
2	Some are excellent	32	31.7
3	All are satisfactory	17	16.8
4	Some are satisfactory	4	4.0
	Total	101	100.0

Figure 2: Alumni opinion on Courses included in the Program

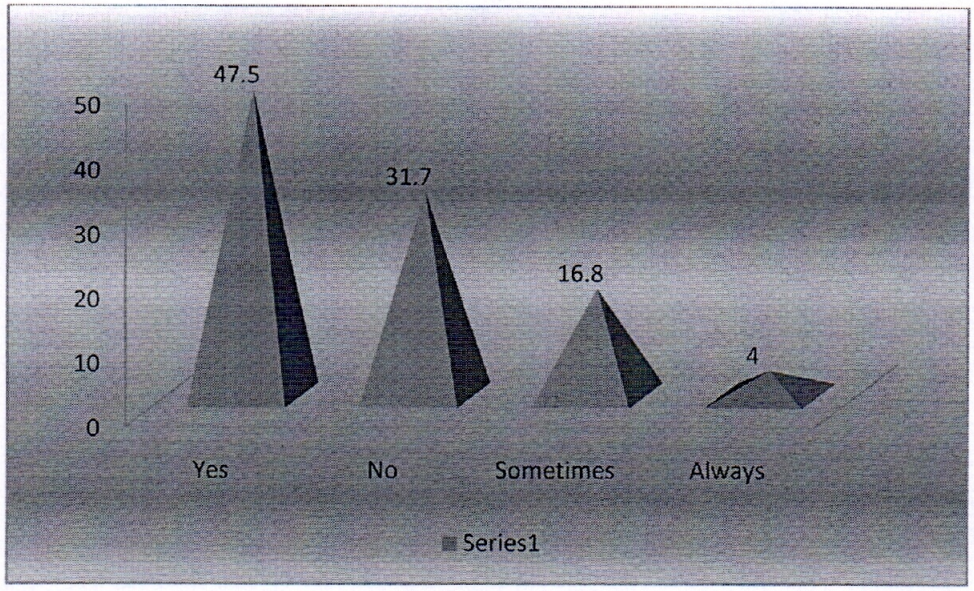
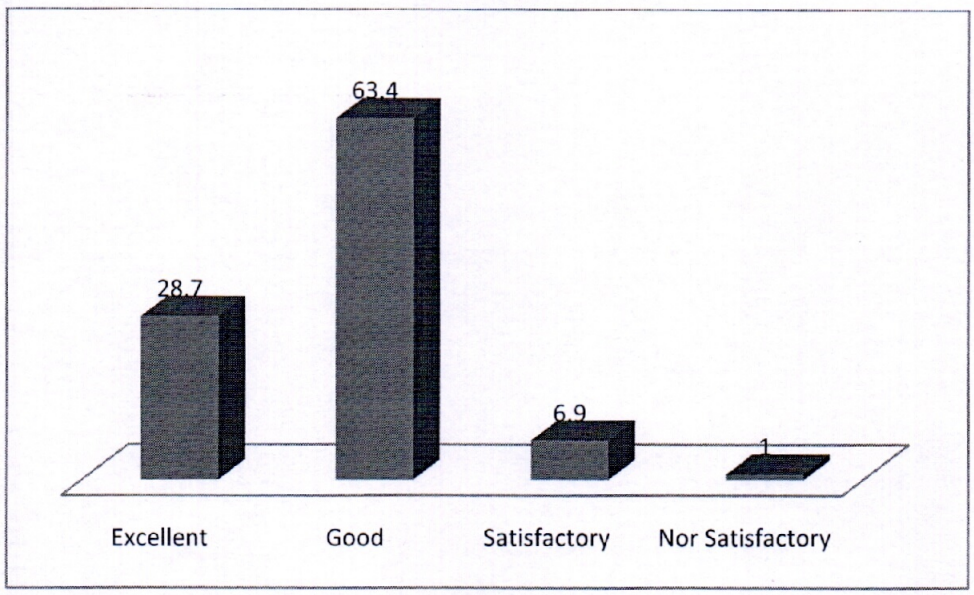


Table 2 and figure 2 reveals that majority 47.5 per cent of the respondents are of the opinion that all the courses in the program studied by them are excellent. . Also 31.7 per cent of the respondents are of the opinion that some courses in the program studied by them are excellent.

Table 3: Alumni opinion on Sequence of topic in each unit

S.no	Category	Frequency	Percentage
1	Excellent	29	28.7
2	Good	64	63.4
3	Satisfactory	7	6.9
4	Nor Satisfactory	1	1.0
	Total	101	100.0

Figure 3: Alumni opinion on Sequence of topic in each unit

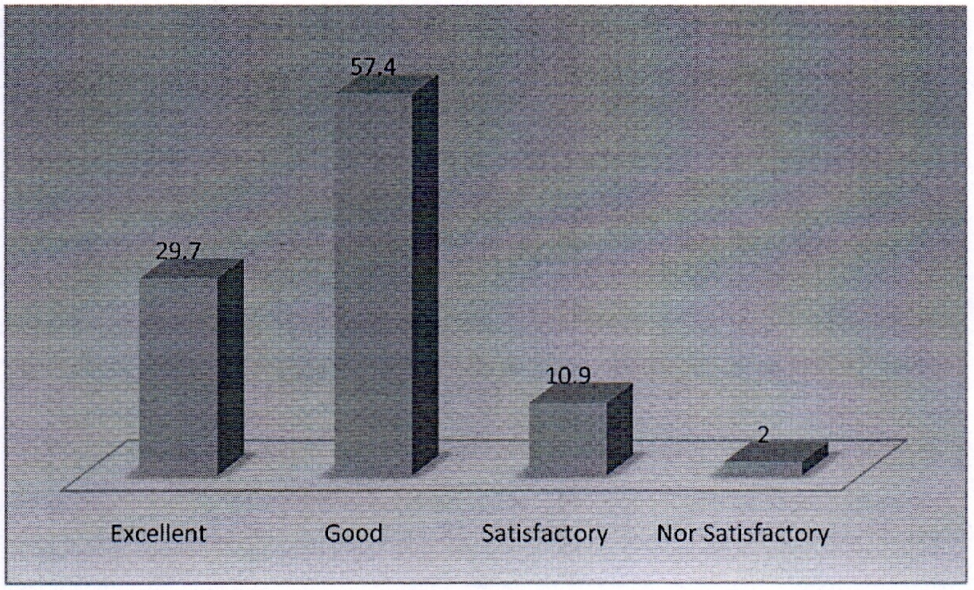


Based on the frequency and percentage analysis from Table 3 and figure3 it is evident that 28.7 per cent of the respondents are of the opinion that the sequence of topic in each unit are excellent , while 63.4 per cent of the respondents are of the opinion that the sequence of topic in each unit are good.

Table 4: Alumni opinion on Depth of the course content

S.no	Category	Frequency	Percentage
1	Excellent	30	29.7
2	Good	58	57.4
3	Satisfactory	11	10.9
4	Nor Satisfactory	2	2.0
	Total	101	100.0

Figure 4: Alumni opinion on Depth of the course content

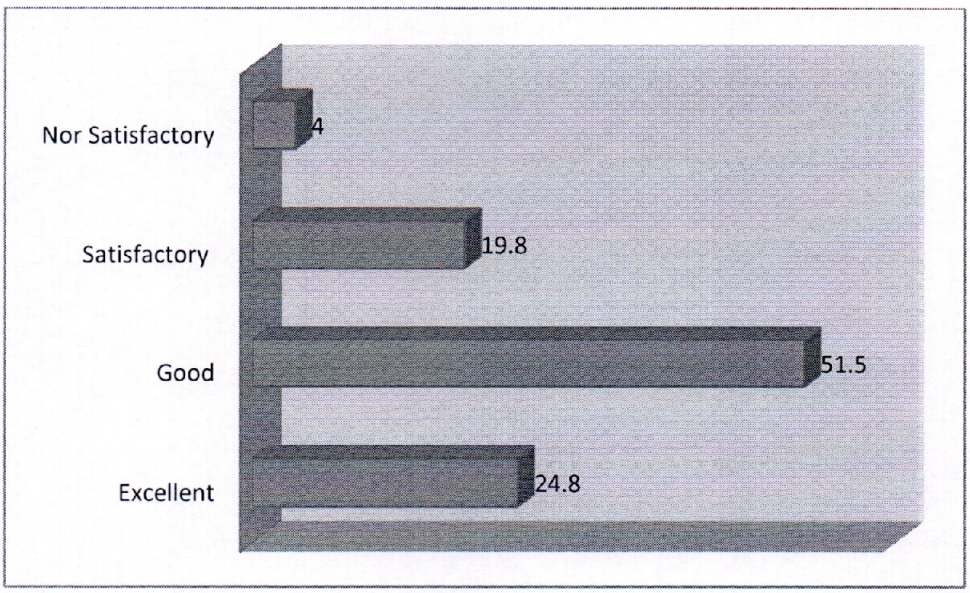


From the frequency and percentage analysis of Table 4 and figure4 it is evident that 29.7 per cent of the respondents are of the opinion that the depth of the course content are excellent , while 57.4 per cent of the respondents are of the opinion that the depth of the course content are good.

Table 5: Alumni opinion on course content for employment

S.no	Category	Frequency	Percentage
1	Excellent	25	24.8
2	Good	52	51.5
3	Satisfactory	20	19.8
4	Nor Satisfactory	4	4.0
	Total	101	100.0

Figure 5: Alumni opinion on course content for employment

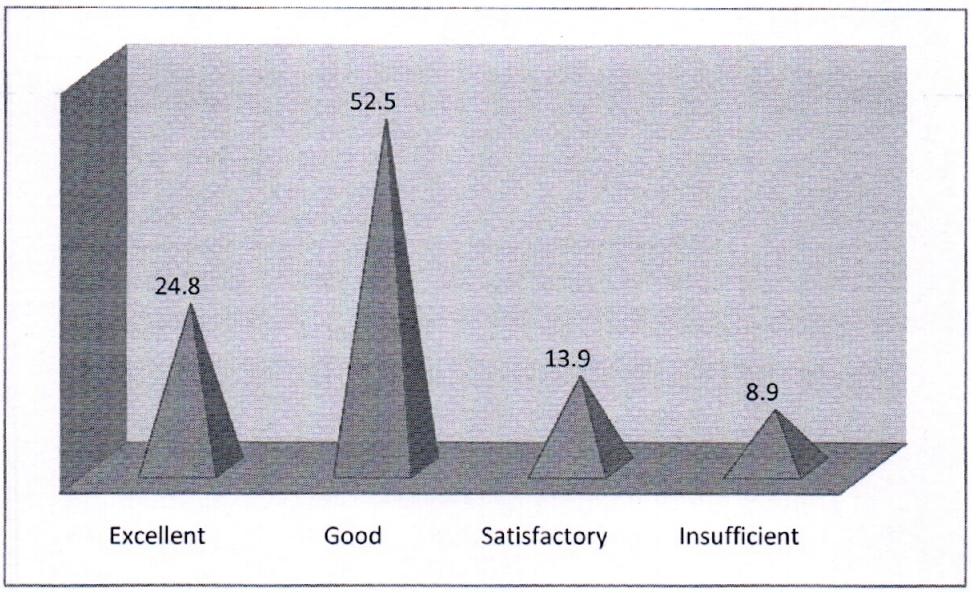


It is evident from the frequency and percentage analysis of Table 5 and figure 5 that 24.8 per cent of the respondents are of the opinion that the course content for employment opportunities are excellent , while 51.5 per cent of the respondents are of the opinion that the course content for employment opportunities are good.

Table 6: Alumni opinion on course content for self employment

S.no	Category	Frequency	Percentage
1	Excellent	25	24.8
2	Good	53	52.5
3	Satisfactory	14	13.9
4	Insufficient	9	8.9
	Total	101	100.0

Figure 6: Alumni opinion on course content for self employment

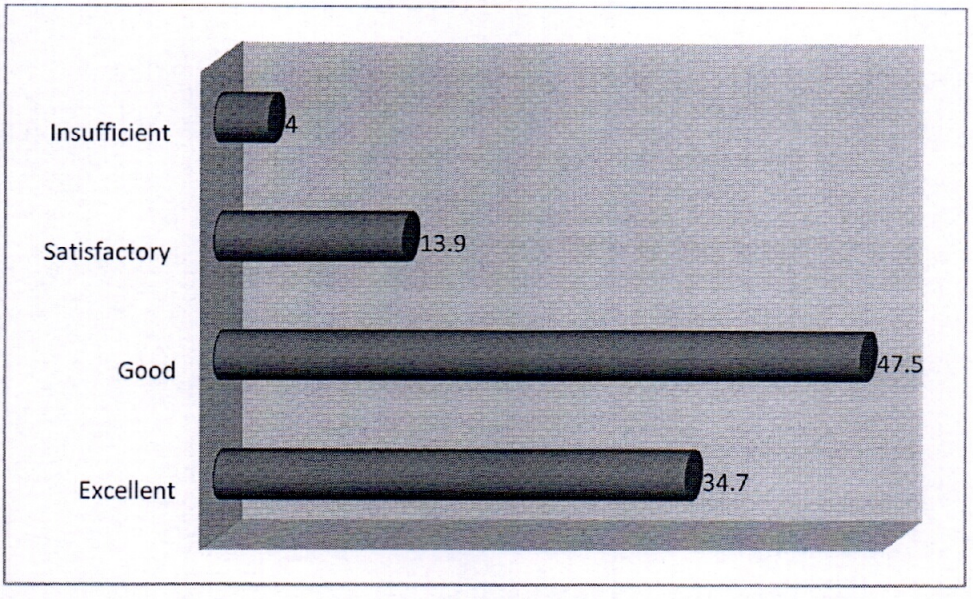


It is observed from the frequency and percentage analysis of Table 6 and figure 6 that 24.8 per cent of the respondents are of the opinion that the course content for self employment opportunities are excellent , while 52.5 per cent of the respondents are of the opinion that the course content for employment opportunities are good.

Table 7: Alumni opinion on course content for Higher education

S.no	Category	Frequency	Percentage
1	Excellent	35	34.7
2	Good	48	47.5
3	Satisfactory	14	13.9
4	Insufficient	4	4.0
	Total	101	100.0

Figure 7: Alumni opinion on course content for Higher education

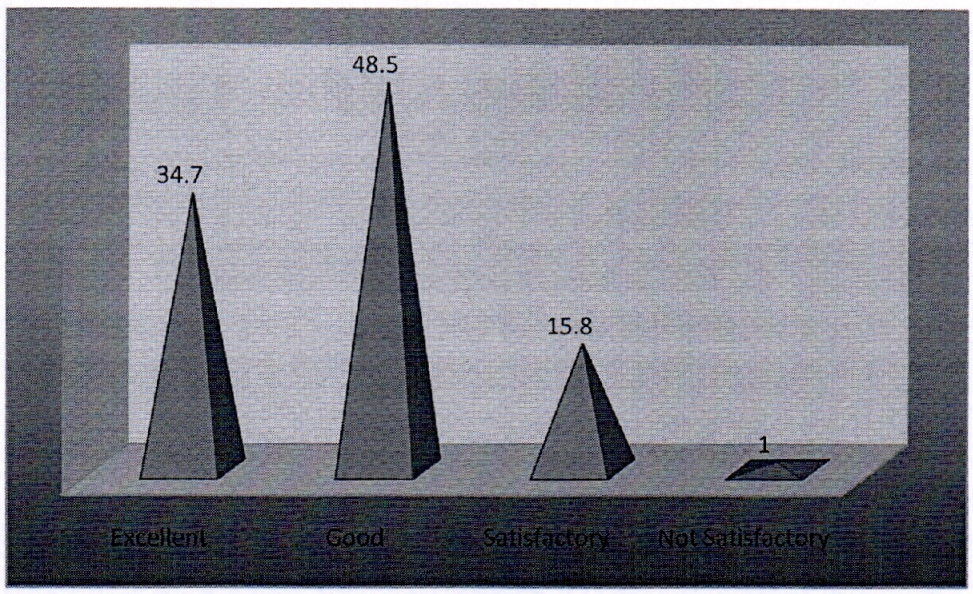


It is evident from the frequency and percentage analysis of Table 7 and figure 7 that 34.7 per cent of the respondents are of the opinion that the course content for higher education opportunities are excellent , while 47.5 per cent of the respondents are of the opinion that the course content for higher education opportunities are good.

Table 8: Alumni opinion on curriculum in improving new skills

S.no	Category	Frequency	Percentage
1	Excellent	35	34.7
2	Good	49	48.5
3	Satisfactory	16	15.8
4	Not Satisfactory	1	1.0
	Total	101	100.0

Figure 8: Alumni opinion on curriculum in improving new skills

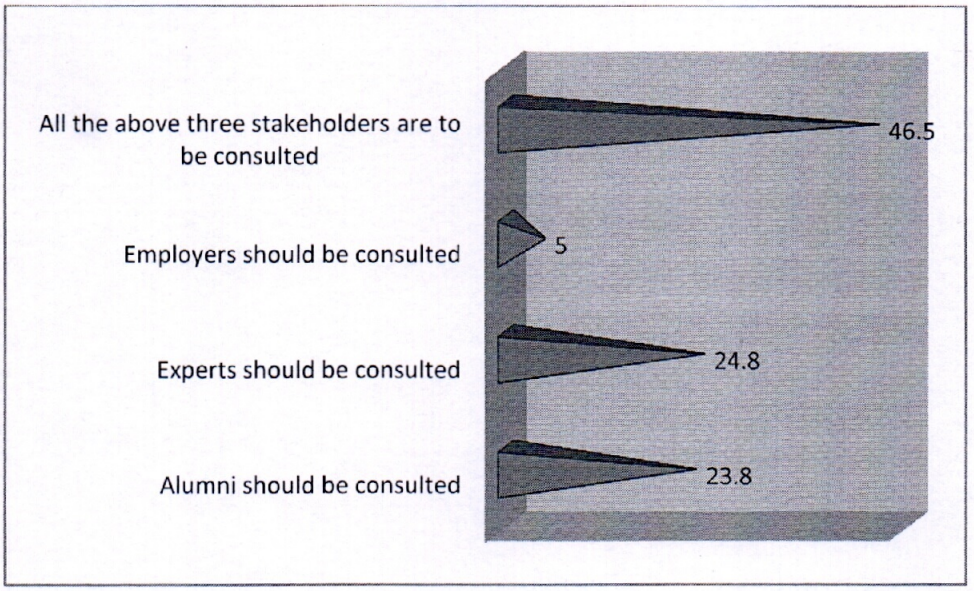


It is clear from the frequency and percentage analysis of Table 8 and figure 8 that 34.7 per cent of the respondents are of the opinion that the curriculum is excellent in terms of improving new skills, while 48.5 per cent of the respondents are of the opinion that the curriculum is good in terms of improving new skills

Table 9: Alumni opinion on enriching the curriculum

S.no	Category	Frequency	Percentage
1	Alumni should be consulted	24	23.8
2	Experts should be consulted	25	24.8
3	Employers should be consulted	5	5.0
4	All the above three stakeholders are to be consulted	47	46.5
	Total	101	100.0

Figure 9: Alumni opinion on enriching the curriculum



Based on frequency and percentage analysis of Table 9 and figure 9 it is evident that 24.8 per cent of the respondents are of the opinion that to enrich the curriculum experts should be consulted, while 46.5 per cent of the respondents are of the opinion that to enrich the curriculum all the three stake holders should be consulted

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NAAC – Criterion I Curricular Aspects

Teacher's Feedback Report (2019 – 2020)

For the academic year 2019 – 20 teacher' feedback has been collected from faculty in the main campus and satellite campus on twelve key parameters on a five point scale. Faculty being the most important person in curriculum design, implementation and development, feedback of faculty on curricular aspects are of utmost importance. The key parameters are analysed with mean comparison. The results are displayed in the following table and figure. The key parameters are

1. The curriculum adopted by the college is contemporary and industry relevant
2. The curriculum is well balanced between theory and application
3. Teacher's enjoy autonomy to design and revise the syllabus periodically
4. Program outcomes, Program specific outcomes and course outcomes are well defined
5. The courses / Syllabi taught by me increase my knowledge and interest in the subject area
6. Curriculum has high academic flexibility
7. Course contents fulfils the needs of the students
8. The present curriculum enhances the employability of the students
9. Curriculum has focus on skill development

10 Aims and objectives of the syllabi are defined clearly to Teachers and Students

11. The course/program of studies carries sufficient number of optional papers.
12. The contents of the course have been presented from simple to complex form

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Table -1

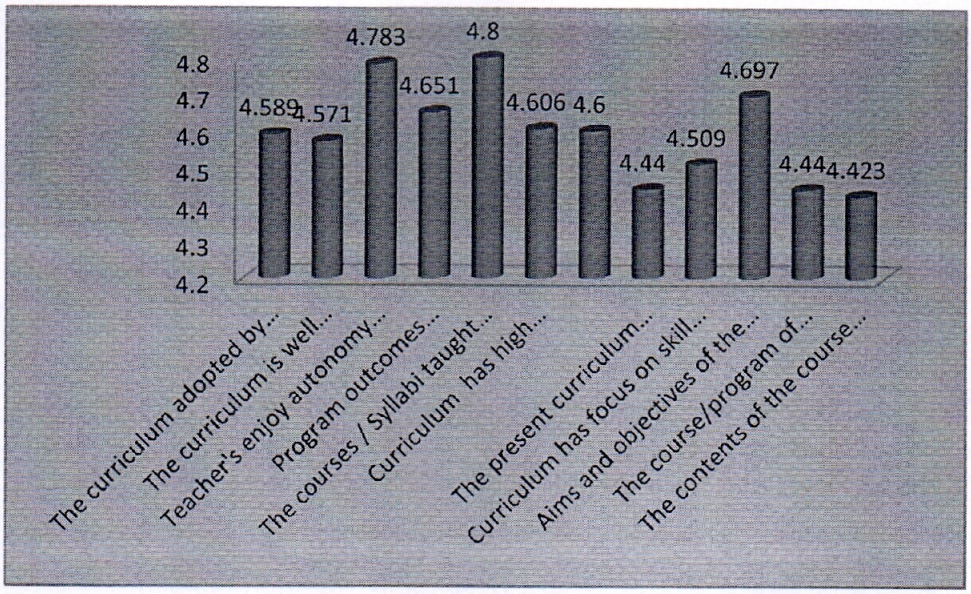
Mean score comparison of Teacher's Feedback Parameters

Descriptive Statistics

Parameters	N	Minimum	Maximum	Mean	Std. Deviation
The curriculum adopted by the college is contemporary and industry relevant	174	1.0	5.0	4.589	.6269
The curriculum is well balanced between theory and application	174	2.0	5.0	4.571	.5914
Teacher's enjoy autonomy to design and revise the syllabus periodically	174	2.0	5.0	4.783	.4658
Program outcomes , Program specific outcomes and course outcomes are well defined	174	3.0	5.0	4.651	.5557
The courses / Syllabi taught by me increase my knowledge and interest in the subject area	174	2.0	5.0	4.800	.4549
Curriculum has high academic flexibility	174	2.0	5.0	4.606	.6423
Course contents fulfils the needs of the students	174	3.0	5.0	4.600	.5673
The present curriculum enhances the employability of the students	174	2.0	5.0	4.440	.6994
Curriculum has focus on skill development	174	2.0	5.0	4.509	.6598
Aims and objectives of the syllabi are defined clearly to Teachers and Students	174	3.0	5.0	4.697	.5083
The course/program of studies carries sufficient number of optional papers.	174	1.0	5.0	4.440	.7316
The contents of the course have been presented from simple to complex form	174	2.0	5.0	4.423	.6811

Figure - 1

Mean score comparison of Teacher's Feedback Parameters



Interpretation:

The mean score of the twelve key parameters for all the departments combined together at the main campus reveals that faculties have a higher agreement score on all the twelve parameters with a men value of more than 4 for each parameter. The highest score was found for the parameter "The courses / Syllabi taught by me increase my knowledge and interest in the subject area".

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